Cornerstone University
Annual Assessment Report: 2016-2017

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Work Plan Summary: 2016-2017

Status of 2016-2017 Goals

The goals for assessment work during the 2016-2017 academic year were as follows:

1. **Review and approve institutional learning domains (ILDs)**
   a. Status: Completed
   a. Explanation: The Faculty Senate approved the following ILDs in December, 2016: Specialized Knowledge, Applied Knowledge & Collaborative Learning, Intellectual Skills, Civic & Global Engagement, Biblical Worldview Integration. These domains will serve as the foundation for learning outcomes across the entire university.

2. **Establish measureable program-level student learning outcomes (PLOs) for every program**
   b. Status: Completed
   c. Explanation: GRTS aligned their existing program-level student learning outcomes to the new CU learning domains. TUG/PGS identified outcome and sub-outcome statements for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (see appendix for divisional/PGS assessment reports summarizing these statements). For an update on the status of the outcomes in the other three domains, see the explanation for Goal #4 below.

3. **Establish and approve measureable program learning outcomes (PLOs) for the core (TUG/PGS, only)**
   a. Status: In progress
   b. Explanation: The Core Curriculum Committee and other working groups created a draft of the outcome and sub-outcome statements for the Intellectual Skills, Civic & Global Engagement, and Biblical Worldview Integration domains. These drafts were sent out to all TUG faculty and PGS deans for their review. On April 21, FACULTY were invited to a feedback session to discuss the drafted outcome statements for the Intellectual Skills domain, and on May 11, faculty and student development staff from TUG and PGS were invited to a three-hour long feedback session to discuss the drafted outcome statements for the Civic & Global Engagement and Biblical Worldview Integration domains. The feedback has been collected and sent out to the Core Curriculum Committee and other key individuals for their final review. This group will meet in August to finalize the outcome and sub-outcome statements for these three domains.

4. **Complete curricular mapping of PLOs for every program in each principal academic unit (PAU)**
   a. Status: Completed
   b. Explanation: Curricular mapping of assessment for GRTS programs has been adjusted to reflect the new CU learning domains. In TUG and PGS the mapping has been completed for the Specialized Knowledge and Applied Knowledge and Collaborative Learning domains. The mapping for the other domains will be finalized this year.

5. **Approve a university-wide Program Review template and schedule**
   a. Status: Completed
   b. Explanation: The Assessment Committee crafted and approved a Program Review Template (see Appendix A) to be used in conducting program reviews in each PAU. These reviews will be conducted on six-year cycle (see Appendix B for the 2017-2018 program review schedule). In

addition to approving these templates, the Assessment Committee also approved the Assessment Project Report template (see Appendix C). A narrative-version of this same template has successfully facilitated the work of assessment at GRTS for many years. This new template will be utilized in PGS and TUG to facilitate assessment of student learning projects moving forward.

6. **Create or revise and approve an Alumni Survey template to be used in each PAU**
   a. Status: In progress
   b. Explanation: The Assessment Committee spent some time reviewing and modifying the Alumni Survey template; however, due to the priority of some other assessment-related projects (i.e. ILDs, Program Review template, Assessment Project template), this project was set aside and will be revisited and completed this upcoming year.

7. **Submit annual PAU assessment report to Assessment Office**
   a. Status: Completed
   b. Explanation: Annual assessment reports have been received from PGS, GRTS, and all divisions within TUG (see Appendices D through F for a copy of these reports).

8. **Add ILDs and PLOs to website for all programs**
   a. Status: Completed
   b. Explanation: With the help of marketing, all of the the program-level student learning outcomes have been posted on the CU website.

9. **Add ILDs and PLOs to 2018-2019 academic catalogs for all PAUs**
   a. Status: In progress
   b. Explanation: PGS and GRTS have already added most (if not all) of these to their 2017-2018 catalogs, putting them ahead of schedule. Since the outcome and sub-outcome statements were only recently finalized in TUG, they will be added this upcoming year for the 2018-2019 catalog.

10. **Submit university-wide annual assessment report to leadership**
    a. Status: Completed
    b. Explanation: This document will be submitted to the Academic Leadership team.

Other Assessment Activities During 2016-2017

Accreditation Site Visits and Reports

  a. ***HLC Interim Response.*** In January of 2016, CU submitted the HLC interim report. In response, the HLC identified three specific areas of concern – the primary one being the assessment of student learning – and asked that re-submit a follow-up report to demonstrate the plan of action the university intends to take in order to satisfactorily address these concerns. In January of 2017, the Dean of Accreditation and Curriculum submitted this follow-up report to the HLC on behalf of the university. The assessment-related contents of the report outlined the new university-wide system for assessing student learning as well as the current progress and future plans for conducting regular assessment of program-level learning outcomes. In March, the HLC review committee responded by affirming the plan but requested that another follow-up report be submitted in May of 2019 to demonstrate that the plan had been enacted (i.e. data collection in both program reviews and assessment projects showing progress towards the solidification of an assessment system).

  b. ***The Association of Theological Schools (ATS) Site Visit Report:*** The hard work and disciplined approach to the assessment of student learning at GRTS was recently recognized and affirmed by The Association of Theological Schools. In the final report of the site visit team, the team commended the GRTS team for "the achievement of an educational assessment culture…that is leading to data-driven change throughout the seminary."

Revisions to Assessment Systems and Processes

  a. ***Framework for the Assessment of Student Learning.*** In collaboration with the entire academic administrative team within CU, the GRTS Framework for the Assessment of Student Learning was updated, expanded, and rewritten over the past year to include all principal academic units. This work was completed in conjunction with the recent GRTS Self-study of 2016 and the recent CU report to the Higher Learning Commission (HLC).

Additional Assessment

  a. ***National Survey of Student Engagement (NSSE).*** The Traditional Undergraduate college administered the NSSE to first-year and senior students during the Spring 2017 semester. The response rate for first-year students was 60% and 71% for the seniors (compared to 42% for both first-year and senior students during the 2015 administration). The results will be analyzed and discussed among the academic leadership team and other relevant committees or groups on-campus, and specific strategies will be identified to address the areas of concern.

Assessment-related Professional Development

  a. ***Faculty Workshops and Trainings.*** A number of faculty workshops and trainings were conducted throughout the year. In August of 2016, two faculty-wide workshops were held in order to get feedback on the proposed university-wide learning domains. During the fall faculty work days for TUG and GRTS, the Associate Dean of Assessment and Student Success and the Chief Academic Officer/Dean of GRTS presented the work of assessment for the upcoming academic year. Throughout the Spring semester, faculty and leadership from TUG and PGS were asked to provide their feedback on the outcome statements for Intellectual Skills, Civic and Global Engagement, and Biblical Worldview Integration through a variety of on and off-campus meetings and shared feedback forms through Google docs.

b. ***Faculty Assessment Coaches.*** Given the amount of curricular mapping that needed to be done for a wide range of programs by a large number of faculty, the Associate Dean of Assessment and Student Success hired two faculty assessment coaches to assist in this work. Together they outlined a work plan and divided the TUG academic divisions into through separate groups. Working in conjunction with the division chairs, they met with faculty during division meetings and one-on-one to help them finalize their outcome and sub-outcome statements for the Specialized Knowledge and Applied Knowledge and Collaborative Learning domains. Due to the success of the program (as determined by the completion rate of the PLO maps) and the significant work that remains as faculty begin conducting assessment projects, the faculty assessment coaching model will continue through the 2017-2018 academic year.

c. ***Professional Conferences.*** In October, members from the TUG academic leadership team attended the IUPUI Assessment Institute in Indianapolis. The Associate Dean of Assessment and Student Success and the Dean of Accreditation and Curriculum will be presenting at the upcoming conference on the progress made over the last two years to create a more consistent assessment system across multiple principal academic units. In March of 2017, members from the academic leadership team within each principal academic unit attended the annual HLC conference in Chicago to continue to stay current on the issues facing Higher Education specifically as they relate to accreditation.

Work Plan Summary: 2017-2018

Goals for 2017-2018

The goals for assessment at Cornerstone University during the next academic year are included below:

Fall term (Deadline: December 15)
1. Establish and approve measureable program learning outcomes (PLOs) and sub-outcomes for Civic & Global Engagement, Intellectual Skills, and Biblical Worldview Integration (TUG, PGS)
2. Submit Assessment Project plans for each program (all PAUs; due October 30)
3. Finalize and approve an Alumni Survey template (all PAUs)

Spring term (Deadline: May 30)
4. Complete curricular mapping of PLOs for every program (TUG, PGS)
5. Add ILDs and PLOs to 2018-2019 academic catalogs (all PAUs)
6. Complete/finalize Program Reviews for assigned programs in PAUs (see list of assigned program reviews in Appendix B)
7. Submit Assessment Project Reports for each program (all PAUs)
8. Complete curricular mapping of PLOs for co-curricular programs (TUG)
9. Submit annual division assessment reports to Assessment Office (TUG)

Summer term (Deadline: August 30)
10. Update ILDs and PLOs on website, if applicable (all PAUs)
11. Submit annual PAU assessment report to Assessment Office (PGS, GRTS, ABTS)
12. Submit university-wide annual assessment report to leadership

Appendices

Appendix A. Program Review Template

Approved by the Assessment Committee on December 6, 2016

Program Review Components

I. **Program Overview**
   a. *History.* Why and when was the program established? How has the program evolved/adapted to meet current demands/expectations/ demographics?
   b. *Maturity level.* What is the maturity level of the overall program (solid part of overall curriculum/ability to attract attention to CU)?
   c. *Mission alignment.* How is this program central to the mission of Cornerstone University?
   d. *Distinction.* How does this program help CU differentiate itself from other institutions?

II. **Enrollment and Resources**
   a. *Student profile.* What are the student demographics for this program? Are there any groups that seem to be underrepresented? What is the incoming and current academic profile of the students in this program? What efforts have been made to market this program? Are there biases towards certain demographics in our efforts?
   b. *Enrollment trends.* What are the program's enrollment trends? Are there special factors that account for these trends? How can enrollment (particularly of underrepresented groups in the program) be improved?
   c. *Program interdependence.* What, if any, interdependence exists between this program and other programs at CU? Does it support other programs?
   d. *External funding.* Has the department received any external financial resources in the past 5 years (i.e. grants, donations, other non-CU funding sources)? Has CU received other financial support in the past 5 years that can be attributed to the existence of the program?
   e. *Instructional Capacity.* What specific/dedicated equipment and materials needs does the program have, and have these needs been met? Please rate facilities, equipment, and library holdings as excellent, average, or poor).

III. **Curriculum and Student Learning**
   a. *Curriculum.* What courses are required in the major? Is there specific course sequencing? Is the program curriculum up-to-date and does it reflect the discipline's full range (breadth and depth)? (Include syllabi for required courses in the appendix)
   b. *Student learning outcomes.* What are the program's student learning outcomes? (Include a copy of your most updated SLO map in the appendix.)
   c. *Assessment data.* How have the findings from annual assessment reports been used to improve the program? Please provide specific examples.
   d. *External standards.* Are there any external standards, such as national program standards or accrediting standards, by which the program abides? How does this program align with these standards? If not, how does this program set a standard of excellence?

e. *Program comparisons*. How does this program compare to similar programs at other universities?

IV.   Faculty Capacity and Qualifications
   a. *Profile.* What are the faculty demographics for this program (full and adjunct)? Are there any groups that seem to be underrepresented? What are the strategies in place to increase faculty diversity in this program?
   b. *Capacity.* What is the average course load for faculty in this program? What is the average advising load for each faculty member?
   c. *Effectiveness.* How do students rate the teaching effectiveness of faculty? How effective has the faculty been in responding to weak points in the curriculum as identified through assessment work?
   d. *Quality.* Based on the faculty's terminal degrees, years and breadth of experience, scholarship/recognition, and teaching/assessment effectiveness, how would you rate the quality and potential of the current faculty, as compared to faculty in similar programs at competing institutions (excellent, strong, adequate, weak)?

V.   Program Outcomes
   a. *Student Success.* How successful is the program in retaining/graduating its students? How can retention and graduation rates be improved?
   b. *Alumni achievements.* What success does the program have in placing its graduates? How can placement outcomes be improved? Are there any outstanding program achievements of recent and/or current students?
   c. *Student/alumni satisfaction.* How satisfied are your students (alumni) with your program? How do you know this? Based on your surveys/other assessment tools, what are some strong/weak areas of your program?
   d. *External recognition.* Has this program received any external recognition?
   e. *Associated costs.* What are the indirect costs of delivering the program? How can the program be more cost-effective? What resources, if any, are needed to improve the department's financial contribution to the University's bottom line?

VI.   Market Realities
   a. *Demand.* What is the sustained demand for program graduates (high, medium, low; growing, stable, decreasing)?
   b. *Competitive advantages.* What competitive advantages (e.g. location, accessibility, experiential learning, etc.) does the program offer in comparison to programs at other institutions?
   c. *Competitive disadvantages.* What competitive disadvantages must the program overcome?

VII.   Opportunity Analysis
   a. *Connection to Strategic Plan.* How does this program link to the current goals of the Academic Strategic Plan?
   b. *Opportunities.* What opportunities exist to enhance the student experience? What opportunities exist for restructuring or for internal collaboration with other departments? What alternative formats, innovative technologies, or other revenue-generating opportunities might be developed to enhance the productivity of the

department and its programs? In what ways would CU be disadvantaged if the program were to be phased out?

VIII.   Summary of Findings
   a.   *Key Findings.* What were the key takeaways from this review? Based on these key findings, what is the range of recommended actions?

Supplementary Data for Program Review Components

The program review template is largely based upon the criteria presented in Robert Dickeson's book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.* The outline below indicates where each of Dickeson's criterion is addressed as well as identifies the key data related to each category. The Institutional Research Office will provide the data outlined below.

I.   Program Overview
   a.   Applicable Dickeson criteria:
         i.   Maturity and adaptability
         ii. Mission connectivity
   b.   Data provided: None

II.   Enrollment and Resources
   a.   Applicable Dickeson criteria:
         i.   Internal demand for program
         ii. Equipment and materials
   b.   Data Provided
         i.   5-year credit hour production and FTE student enrollment data: declining/stable/growing (course enrollment levels)
         ii. Student diversity (gender, ethnicity, financial need, etc.)
         iii. Student academic profile - incoming (high school GPA & ACT/SAT); current (GPA)

III.   Curriculum and Student Learning
   a.   Applicable Dickeson criteria:
         i.   Up-to-date curriculum and technology
   b.   Data Provided: none

IV.   Faculty Capacity and Qualifications
   a.   Applicable Dickeson criteria:
         i.   Faculty capacity and expertise
   b.   Data provided:
         i.   Average annual faculty workload (in credit hours)
         ii. Ratio of full-time to adjunct faculty
         iii. Professor evaluation scores (I rate this instructor as excellent)
         iv. Faculty diversity (gender, ethnicity)

V.   Program Outcomes
   a.   Applicable Dickeson criteria:
         i.   Program expense levels

          ii.   Margin contribution
- **b.** Data provided
  - **i.** Number of graduates (5-year average)
  - **ii.** Graduation rate (first-time, full-time; 4-year and 6-year rates)
  - iii. Program yield by CU applicants
  - iv. Program revenue and cost data
  - v. First destination data
  - vi. Alumni survey results (other satisfaction surveys?)

VI.   **Market Realities**
- **a.** Applicable Dickeson criteria:
  - **i.** Employer/external demand
  - **ii.** Competitive pressure
- **b.** Data provided:
  - **i.** National occupational projections form the Bureau of Labor Statistics (national demand)
  - **ii.** Mid-west occupational projections (regional demand)
  - **iii.** Comparative data on programs at competitor institutions
  - **iv.** Demand from CU applicants

VII.   **Opportunity Analysis**
- **a.** Applicable Dickeson criteria:
  - **i.** Opportunity analysis
  - **ii.** Relationship to Academic Strategic Plan
- **b.** Data provided: none
  - **i.** Unyielded Students – where they went

Appendix B. Program Review Schedule for 2017-2018

The following programs will undergo a thorough Program Review during the upcoming academic year following the new Program Review template:

- Traditional Undergrad
  - Spanish/Spanish Education
  - Pre-Dental, B.S.
  - Pre-Medical, B.S.
  - Pre-Pharmacy B.S.
  - Pre-Veterinary B.S.
  - Chemistry, B.S.
  - General Science, B.S.
  - Physical Education, B.S.
  - Biblical Studies, B.S
  - Missions Aviation, B.S.
  - Intercultural Studies, B.S.
  - Ministry, B.S.
  - Greek (minor)
- Professional & Graduate Studies
  - Master of Business Administration (MBA)
  - Psychology, B.S.
- Grand Rapids Theological Seminary
  - Christian Spiritual Formation, M.A.
- Asia Bible Theological Seminary
  - Religious Education, M.R.E.

I. Program Information

Program Name	Name of Faculty Program Leader(s)	Academic Year

II. Description of the Assessment Project

List the Program Learning Outcome(s) assessed this year (i.e. Specialized Knowledge, Applied Knowledge & Collaborative Learning, etc. - see TUG PLO Review Calendar).
Program Learning Outcome (PLO) to be assessed: Sub-outcomes to be assessed:

Describe the student evidence (artifact/artifacts) collected to evaluate the outcome(s) (e.g. the final research paper from REL XXX)

Indicate the number of assignments collected:	**Indicate the number of collected assignments evaluated:**

If only some assignments were evaluated, please explain why, as well as the selection process

Evaluation Process (Please explain how the student evidence was evaluated and be sure to identify the expected outcome. Please attach rubrics and/or other evaluation materials used.) **I have attached rubric(s) used for evaluation _____ Yes _____ No**
Individual(s) who evaluated the evidence: How the evidence was evaluated: The expected outcome (be sure to indicate expected outcome for each sub-outcome):

III.   Presentation of Data

Summary of Results (Please include a description, using percentages and mean scores, of the major findings from the assessment activity. In this summary, compare the actual results with the expected results. Data or charts may be attached.)

Methods Used for Sharing the Assessment Information
A faculty team met to discuss these results on _____(insert date)_____. Briefly describe the number of team members involved and the process/method of discussion.   Note: This is an essential part of the process and must be completed before moving forward with the remainder of the report.

IV.   Interpretation of Data

Conclusions
What did the data tell your faculty team about students' attainment of the learning outcome(s)? Focus on the relationship between the expected outcome(s) and the actual outcome(s).   Explain any strengths or gaps suggested about the curriculum:

V.   Closing the Loop

Identifying Changes to Result from Faculty Team's Conclusions		
The evidence suggested that we need to (mark all that apply):		
Develop a Rubric	**Implement a new pedagogy**	**Provide models to students**
Revise existing Rubric	Implement new technology	Revise curriculum map
Revise the assignment	Revise course sequencing	Other – Please specify:

Identify courses earlier in the program where students could further practice skill(s)

Please describe the changes and/or improvement planned as a result of your analysis.

_____ No changes (while unlikely, this might occur where multiple cycles of assessment have already occurred.)
        Please explain:

Implementing the Proposed Change
Describe the change that will be implemented: When will the change be implemented?   How will the change be implemented?

VI.   Executive Summary of Assessment Project

This summary should be 1-2 paragraphs and should highlight the key pieces above, including key findings and intended changes for improvement. This summary will be included in the year-end Annual Division Assessment Reports.

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All of the items in Section VII are about the assessment activity the program plans to complete during the <u>next</u> academic year and is intended to encourage faculty to start looking ahead. The plan does not need to be finalized until October 15th the following academic year.

VII.   PLO Assessment Plan for Next Academic Year (201__- 201__)

List the Program Learning Outcome(s) to be assessed (see PLO Review Calendar)
Program Learning Outcomes (PLO) to be assessed: PLO sub-outcomes to be assessed:

Describe the student evidence (artifacts) to be collected for assessment and the collection method (Moodle Dropbox strongly preferred).

Term evidence will be collected: (If possible, it is best to assess in fall and complete analysis in spring; however, if you will need to create a new artifact to assess the outcome, a spring course may be best)
Fall, 201 __   Spring, 201__

Appendix D: Traditional Undergraduate College - Annual Reports by Division

Division of Bible, Religion and Ministry
Annual Assessment Report
2016-2017

Program Review for Ancient Studies
- Key Findings
  - Extremely low demand for this major among CU applicants. The large number of ancient language credits will likely appeal to few potential applicants in the foreseeable future.
  - The program has no true counterpart in other universities. More typical is a classical studies major. Several colleges in west Michigan offer well-developed classical studies majors. The name of the program—Ancient Studies—is ambiguous; it is not readily identifiable.
  - Enrollment in program courses consistently falls below 8 students; credit hour production is weak.
  - Market place demand for individuals graduating with this program of study is minimal. According to the Bureau of Labor and Statistics, the jobs that are available in this field generally require a master's degree.
  - Although students enrolled in this major tend to be strong academically, the factors mentioned above do not indicate that the Ancient Studies program will experience even moderate growth.
- Results
  - The Undergraduate Academic Council voted to remove Ancient Studies from CU's academic programs

Program-Level Assessment of Student Learning

During the 2016-2017 academic year, faculty members representing each major within the Bible, Religion and Ministry Division established program-level learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Biblical Studies Major
- Specialized Knowledge: Demonstrate knowledge of the content of the Bible and relevant ancient primary literature.
  - Sub-outcomes
    - Recognize literary genres of the Bible
    - Identify extra-biblical literature from the ancient Near East, prominent Mediterranean cultures (Egypt, Greece, Rome, etc.) and Jewish sources.
    - Recall overarching narrative with knowledge of major religious movements within the Bible and its characters

- Applied Knowledge & Collaborative Learning: Develop both exegetical and hermeneutical skills relevant to Practical Theology
  - Sub-outcomes
    - Employ exegetical methods on biblical texts with sensitivity to their literary and historical-cultural contexts.
    - Prepare models of praxis from exegesis and theology that relates biblical texts to the modern cultural context
    - Demonstrate the skill of outlining of both ancient and modern texts, as means of summarizing and classifying an author's thesis and support
    - Compose formal written reports based on exegetical research in accordance with Turabian style.
    - Discover, analyze and synthesize research into critical commentaries and scholarly journals.

Ministry Major
- Specialized Knowledge: Learning the foundational theories that facilitate competent, creative, and compassionate diverse ministry.
  - Sub-outcomes
    - Demonstrate knowledge of theories specific to human development.
    - Demonstrate knowledge of theories specific to learning processes.
    - Demonstrate knowledge of theories specific to relational engagement.
    - Demonstrate knowledge of theories specific to counseling.
    - Demonstrate knowledge of theories specific to leadership.
    - Know biblical and theological constructs required in the Biblical Studies Minor.

- Applied Knowledge & Collaborative Learning: Conduct ministry opportunities for specific cultural ministry contexts framed by ministry's specialized knowledge
  - Sub-outcomes
    - After observing and identifying ministry contexts, be able to adapt and implement appropriate ministry models, methods, and theories.
    - Develop a plan/practice of moving toward personal, spiritual, and emotional health for ministry.

Missions Aviation Major
(Note: The Missions Aviation major is a cooperative effort of Cornerstone University ad the School of Missionary Aviation Technology (SMAT). The latter is located off site and the training earned at SMAT is recognized by CU as the equivalent of 60 credit hours. The SMAT program is FAA certified. The program the student completes at Cornerstone is a Biblical Studies major.)

SMAT Instruction
- Specialized Knowledge: Understand the workings of the various aircraft mechanical systems
- Applied Knowledge & Collaborative Learning: Demonstrate ability to perform aircraft maintenance leading to FAA certification

Intercultural Studies

(Note: The Intercultural Studies program is currently under review with the goal of updating its purpose and student learning outcomes.   This review occupied the 2016-2017 academic year and consisted of comparative studies across multiple universities and several interviews of professionals working in the field of intercultural ministry. This review will be completed in the fall of 2017. Rather than construct outcomes from the existing program that will be changed in the near future, it seems prudent to direct assessment efforts to the program redesign.)

Division of Business

Program Review/Chair Reviews (if applicable)

Chair Review Programs for Non-Profit Administration 08.15.16
- Key findings/results:
  - Re-title courses &/or make changes to increase appeal (across CU).
    - The following courses are the only ones offered and required. We have no elective courses in the major or minor thus there is already a high degree of efficiency:
      - MGT-221 Introduction to Non-Profit Administration 3
        - All business students can use this as an elective. Course subscriptions are always solid
        - I would suggest that ministry/bible majors who are considering going into an administrative capacity should be encouraged to take this course
        - Possibly social science majors would benefit from the course since they could be involved in non-profit organizations
      - MGT-330 Human Resources Management for Non-Profits 3
        - Two years ago we allowed our business majors to get credit in the business core by substituting this course for Human Resource Management. Thus, a high level of subscription
        - Again, those in ministry majors or social work could benefit from the course
          - I suggest that the ministry/bible tracks include an administrative track
      - MGT-341 Fund Development 3
        - A perfect fit for someone in ministry that likely will end up in an administrative role
      - MGT-343 Non-Profit Law & Governance 3
        - Again, a likely fit for someone in ministry that likely will end up in an administrative role
        - Consider allowing this course to fulfill the Business Law requirement
  - Remove obstacles.
    - There don't appear to be any major obstacles to the major or minor given that a student can concentrate in this area with only an additional three courses (because Non-profit HR is required of all business majors) plus the internship.
  - Eliminate electives that are rarely offered or that have low enrollments.
    - We have no electives; only required courses, thus eliminating low enrollments.
  - Consider electives from other CU programs.
    - We don't offer any electives therefore this is something we don't need to consider
  - Identify opportunities to collaborate/integrate with other CU programs.
    - Working with the Bible program would benefit both areas. Developing a Ministry Management degree using the courses from the non-profit area would be very beneficial to those students.

- Possibly having seminary students enroll given that these are almost solely evening courses
- o Any other ideas to improve program efficiency.
  - We only use adjunct professors at this point thus we gain sizable economic efficiencies by doing so
  - Only the introductory course is offered every year, otherwise courses are offered every other year. Going to every three years makes student scheduling difficult

Program-Level Assessment of Student Learning
During the 2016-2017 academic year, faculty members representing each major within the Division of Business established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Accounting
- *Specialize Knowledge: Understand the use of acceptable accounting standards such as Generally Accepted Accounting Principles, the Internal Revenue Code, and appropriate managerial accounting systems.*
  - o Sub-outcomes:
    - Understand the use of Generally Accepted Accounting Principles (GAAP).
    - Understand the use of the Internal Revenue Code for tax preparation of individual and organizational tax returns.

- Applied Knowledge & Collaborative Learning: Demonstrate the use of Generally Accepted Accounting Principles (GAAP) and the Internal Revenue Code for tax preparation of individual and organizational tax returns.
  - o Sub-outcomes:
    - Demonstrate the use of Generally Accepted Accounting Principles (GAAP).
    - Demonstrate the use of the Internal Revenue Code for tax preparation of individual and organizational tax returns.
    - Demonstrate the use and application of managerial accounting systems and practices.
    - Demonstrate the application of Generally Accepted Auditing Standards (GAAS)

Business Administration
- Specialized Knowledge: *Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of business administration*
  - o Sub-outcomes:
    - Students will demonstrate knowledge and proficiency of **functional areas of business** including: marketing, business finance, accounting and management
    - Students will demonstrate knowledge and proficiency in **aspects of the business environment** including: legal environments, economics, business ethics, communication and the global dimensions of business.

- - Students will demonstrate knowledge and proficiency in **technical skills of business** including: information systems and quantitative techniques and statistics.
    - Students will demonstrate knowledge and proficiency in **integrating areas of business.**
- *Applied Knowledge and Collaborative Learning: Students will exhibit competency in applying their knowledge and reasoning skills to address various business challenges and opportunities via strategic analysis through both individual and group effort.*
    - Sub-outcomes:
        - Students will demonstrate competency in applying skills in the f**unctional areas of business** including: marketing, business finance, accounting and management
        - Students will demonstrate competency in applying skills in the **business environment** including: legal environments, economics, business ethics, communication and the global dimensions of business.
        - Students will demonstrate competency in applying skills in the **technical skills of business** including: information systems and quantitative techniques and statistics.
        - Students will demonstrate competency in applying skills in **integrating areas of business**

Computer Information Systems

- Specialized Knowledge: *Exhibit basic understanding of information technology and information systems challenges and opportunities from a multi-faceted perspective of hardware, software, databases, telecommunications, people, and procedures IS 2010: Curriculum Guidelines for Undergraduate Degree Programs in Information Systems* **(Topi, et al., 2010)**
    - Sub-outcomes:
        - *Students will exhibit a basic understanding of IT infrastructure*
        - *Students will demonstrate foundational knowledge of database theory and models, and structured query language*
        - *Students will show understanding of fundamental data structures and logic algorithms*
- *Applied Knowledge and Collaborative Learning: Demonstrate mastery of foundational information systems and information technology skills and techniques needed to enable individuals and organizations to strategically compete in the domestic and international marketplace.*
    - Sub-outcomes:
        - *Students will exhibit the ability to accurately design a relational data model, administer its implementation, and navigate its contents*
        - *Students will demonstrate mastery of fundamental programming constructs (basic computation, simple I/O, standard sequence, selection, and iterative structures; functions/methods)*
        - *Students will successfully apply knowledge of data structures, logic algorithms, and analysis techniques to solve business and information problems*

Business Economics

- *Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of economics.*
    - Sub-outcomes:

- Students will demonstrate knowledge and proficiency in the overall foundations of an economy as it relates to supply and demand and its impact on the domestic and world economy
- Applied Knowledge and Collaborative Learning *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary economic situations.*
    - Sub-outcomes:
        - Students will interpret and forecast economic events based on the application of their specialized knowledge.

Business Finance
- Specialized Knowledge **-** *Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of finance.*
- Applied Knowledge and Collaborative Learning *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary financial situations.*

International Business
- Specialized Knowledge **-** Understand the international marketplace from internal, external and Christian worldview perspectives including: market roles and realities, economic theory and forces, and management strategies. Price system/consumer behavior; Supply/demand; Domestic and International regulation/marketplace; Management (4 functions); Marketing in contemporary society; Financial/Accounting statements
    - Sub-outcomes:
        - Demonstrate an understanding of the international economic environment
        - Demonstrate an understanding of the international business environment
        - Demonstrate an understanding of international marketing practices
        - Demonstrate an understanding of the complexities of business management practices
- Applied Knowledge and Collaborative Learning - Demonstrate ethical leadership and proficiency in analyzing, organizing, and executing international business strategy through interpretive, interactive, and innovative marketplace action in response to internal and external environments. Analytic tools (gather/gain meaning from data); Effective business communication methodology (oral, written, and other industry-specific); Business plan artifacts (financial, etc.); Marketing Strategy (five Ps); Teamwork, leadership; Innovation/entrepreneurship
    - Sub-outcomes:
        - Demonstrate the ability to research and analyze international business issues.
        - Communicate results of research and analysis effectively
        - Demonstrate the ability to create an international business strategy.
        - Demonstrate the ability to create an international marketing strategy.
        - Demonstrate the ability to work with others in a team to accomplish goals and objectives

Business Management
- Specialized Knowledge **-** *Demonstrate knowledge of and proficiency in the theories, laws and principles behind the internal and external environments specific to for-profit organizations.*

- o Sub-outcomes:
  - ▪ *Students will demonstrate knowledge and proficiency in theories, laws, and principles behind managing people.*
  - ▪ *Students will demonstrate knowledge and proficiency in the theories and principles behind managing internal processes, structure, and culture.*
- Applied Knowledge and Collaborative Learning - *Demonstrate competency in developing, organizing, and executing strategic approaches to management of processes and people.*
  - o Sub-outcomes:
    - ▪ *Students will demonstrate competency in working collaboratively to develop and execute strategic decisions and successful projects.*
    - ▪ *Students will demonstrate competency in applying integrated knowledge to a real-world situation.*

Business Marketing
- Specialized Knowledge - *Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of marketing.*
- Applied Knowledge and Collaborative Learning - *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary marketing situations.*

Non-Profit Administration
- Specialized Knowledge - *Understand the internal and external environments of non-profit organizations.*
  - o Sub-outcomes:
    - ▪ *Illustrates comprehensive understanding of the areas of leadership, governance, community development, and human issues in the non-profit sector.*
    - ▪ *Demonstrates an understanding of the appropriate legal, financial, and ethical frameworks under which non-profit organizations are operated and regulated.*
- Applied Knowledge and Collaborative Learning - *Demonstrate proficiency in developing, organizing, and executing strategic approaches to non-profit management.*
  - o Sub-outcomes:
    - ▪ *Apply analytical methods to management problems in a non-profit context and design solutions to problems through innovation, collaboration, and communication.*
    - ▪ *Articulates competency in applying integrated knowledge to a real world situation.*

Sports Management
- Specialized Knowledge Demonstrate foundational sports event management, leadership, and legal knowledge necessary for success in sports management professions. *Accreditation Principles Manual (COSMA, May 2016).*
  - o Sub-outcomes:
    - ▪ *Demonstrate knowledge of the various skills, roles, and functions of sport managers.*
    - ▪ *Explain legal concepts, basic risk management issues, and governing bodies as they relate to the sport workplace.*
    - ▪ *Explain concepts of morality and theories of ethics as they apply to sport*

- Applied Knowledge and Collaborative Learning Demonstrate interpretive, interactive, and innovative sports and sports event management competencies necessary to enable individuals and organizations to strategically compete in the sports and sports event industry.
  - Sub-outcomes:
    - *Demonstrate proficiency in sport event planning/management.*
    - *Apply and evaluate principles of interpersonal communication, mass communications, and public relations as they are related to sport organizations.*
    - *Apply fundamental marketing concepts to the sport industry, and the unique aspects of sport, consumer and sport product markets.*

Business Core
- Specialized Knowledge - Understand the domestic and international marketplace from internal, external and Christian worldview perspectives including: market roles and realities, legal and regulatory environment, economic theory and forces, financial influences and outcomes, and management strategies. Price system/consumer behavior; supply/demand; Domestic and International regulation/marketplace; Management (4 functions); Marketing in contemporary society; Financial/Accounting statements
- Applied Knowledge and Collaborative Learning - Demonstrate ethical leadership and proficiency in analyzing, organizing, and executing basic business strategy through interpretive, interactive, and innovative marketplace action in response to internal and external environments. Analytic tools (gather/gain meaning from data); Effective business communication methodology (oral, written, and other industry-specific); Business plan artifacts (financial, etc.); Marketing Strategy (five Ps); Teamwork, leadership; Innovation/entrepreneurship

Division of Communication and Media

Program Review/Chair Reviews (if applicable)
Three programs within the Division of Communication and Media were evaluated on the following criteria: (1) overview, including maturity and adaptability as well as mission connectivity; (2) enrollment and resources; (3) programmatic elements; (4) market realities; and (5) opportunity analysis, namely the program's connection to the academic strategic plan. Each program, along with a brief description of outcomes and results, is listed below.

Journalism Program
- Evaluation of the journalism program raised particular concerns about low student interest, high program costs and low employer demand for the program at large with some exception for the editing and publishing strand.
- Results/Next Steps: Discontinuation of the program with the editing and publishing strand merging with Humanities programs.

Photography Program
- Evaluation of the photography program raised particular concerns about low enrollment and resources, low programmatic elements and market realities
- Results/Next Steps: Discontinuation of the program

Public Relations
- Evaluation of the public relations program raised particular concerns about low enrollment/student interest/demand.
- Results/Next Steps: Discontinuation of the program

Program-Level Assessment of Student Learning
During the 2016-2017 academic year, faculty members representing each major within the Communication and Media Division established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Audio
- Specialized Knowledge: Students will demonstrate an understanding of basic and advanced audio theory, as well as the functioning and use of both basic and advanced hardware and software involved in audio production
  - Sub-outcomes:
    - Explains the core principles of basic and advanced audio theory.
    - Explains the core principles of basic and advanced hardware and software theory.
- Applied Knowledge & Collaborative Learning: Students will demonstrate skills in the areas of live sound production, studio production, and post-production for film.
  - Sub-outcomes:
    - Students will be able to engineer studio sessions
    - Students will be able to mix and master multitrack sessions.
    - Students will demonstrate proficiency in the area of post for film. This includes ADR, scoring, Foley, and mixing of the elements.
    - Students will be able to engineer and run a live sound setup.

Communication

- Specialized Knowledge: Students will be able to analyze a variety of communication situations and identify the components using theories, perspectives, principles, and concepts specific to the Communication discipline.
    - o Sub-outcomes:
        - ▪ Explains major theories and concepts of the Communication discipline, including, but not limited to, those in the areas of interpersonal communication, group communication, organizational communication, intercultural communication, and mediated communication.
        - ▪ Identifies multiple features of the participants (including self), context, and modality in a given communication situation and the effects those features could/did have on communication.
        - ▪ Articulates the characteristics and behaviors exhibited by an effective communicator in a variety of communication contexts.

- Applied Knowledge & Collaborative Learning: Students will be able to create effective and appropriate messages in a variety of contexts and situations
    - o Sub-outcomes:
        - ▪ Identifies, locates, and uses information on goals, audience, purpose, and context to design appropriate and effective messages.
        - ▪ Chooses and utilizes language, nonverbal symbols, and modality to deliver effective and appropriate messages in a variety of situations.
        - ▪ Identifies communication problems and suggests and/or implements appropriate adjustments.

Communication-Broadcast

- Specialized Knowledge: Students will be able to analyze a variety of communication situations and identify the components using theories, perspectives, principles, and concepts specific to the Communication discipline.
    - o Sub-outcomes:
        - ▪ Explains major theories and concepts of the Communication discipline, including, but not limited to, those in the areas of interpersonal communication, group communication, organizational communication, intercultural communication, and mediated communication.
        - ▪ Identifies multiple features of the participants (including self), context, and modality in a given communication situation and the effects those features could/did have on communication.
        - ▪ Articulates the characteristics and behaviors exhibited by an effective communicator in a variety of communication contexts.
- Applied Knowledge & Collaborative Learning: Students will be able to create effective and appropriate messages that are delivered to large audiences through multiple modalities.
    - o Sub-outcomes:
        - ▪ Identifies, locates, and uses information on goals, audience, purpose, and context to design appropriate and effective messages, especially in the context of communication situations in which one communicator serves as the primary source of messages delivered to a large audience.
        - ▪ Chooses and utilizes language, nonverbal symbols, and modality to deliver effective and appropriate messages in a variety of situations, but especially in

the context of communication situations in which one communicator serves as the primary source of messages delivered to a large audience.

- Identifies communication problems and suggests and/or implements appropriate adjustments.
- Creates communication content reflecting a working understanding of the basic principles of audio, video (including shooting and editing), lighting, speaking, and writing for dissemination through mediated channels.

Communication-Strategic
- Specialized Knowledge: Students will be able to analyze a variety of communication situations and identify the components using theories, perspectives, principles, and concepts specific to the Communication discipline.
  - Sub-outcomes:
    - Explains major theories and concepts of the Communication discipline, including, but not limited to, those in the areas of interpersonal communication, group communication, organizational communication, intercultural communication, mediated communication, and public relations.
    - Identifies multiple features of the participants (including self), context, and modality in a given communication situation and the effects those features could/did have on communication.
    - Articulates the characteristics and behaviors exhibited by an effective communicator in a variety of communication contexts.

- Applied Knowledge & Collaborative Learning: Students will be able to create messages that effectively represent an organization, individual, or other entity, and that enable that entity to achieve strategic goals, outcomes, and objectives
  - Sub-outcomes:
    - Identifies, locates, and uses information on goals, audience, purpose, and context to design appropriate, effective, strategic messages, especially in the context of representation of an organization or other entity.
    - Chooses and utilizes language, nonverbal symbols, and modality to deliver effective, appropriate, strategic messages that address a variety of organizational/individual goals and objectives.
    - Identifies communication problems and suggests and/or implements appropriate adjustments.
    - Creates and implements plans and/or campaigns that utilize multiple messages in a variety of modalities to effectively address a problem or opportunity.

Digital Media
- Specialized Knowledge: Students will be able to analyze and synthesize compositions, designs, media components and prevailing industry trends and strategies within the broad spectrum of digital media and the field of contemporary graphic design.
  - Sub-outcomes:
    - Speaks with insight and articulation about modern forms and methods of design, the field of media and graphic arts, effectively citing contemporary industry trends, techniques and strategies.
    - Deconstructs contemporary designs and media creations, making reference to proper or improper use of audience, industry-standard graphics and techniques,

and elements such as color, typography, composition, balance, form and message.

- Displays insight and intelligence about contemporary software and various media tools and techniques used to facilitate design and digital media.
- Applied Knowledge & Collaborative Learning: Students will be able to create effective and compelling digital media compositions, illustrations and design campaigns for a variety of audiences, purposes and media outlets.
  - Sub-outcomes:
    - Utilizes contemporary design strategies when creating compelling digital media.
    - Is versatile and skilled in contemporary design software, specifically the Adobe Creative Cloud.
    - Identifies design inadequacies or problems, and suggests and/or implements appropriate adjustments and improvements

Film and Video (still in development)

Health Communication
- Specialized Knowledge: Students will be able to analyze a variety of health communication situations and identify the components using theories, perspectives, principles, and concepts specific to the communication discipline.
  - Sub-outcomes:
    - Explains major theories and concepts of communication, including, but not limited to, those in the areas of interpersonal communication, group communication, organizational communication, intercultural communication, and mediated communication.
    - Identifies multiple features of the participants (including self), context, and modality in a given health communication situation and the effects those features could/did have on communication.
    - Articulates the characteristics and behaviors exhibited by an effective communicator in a variety of health communication contexts.
- Applied Knowledge & Collaborative Learning: Students will be able to create effective and appropriate health-related messages in a variety of contexts and situations.
  - Sub-outcomes:
    - Identifies, locates, and uses information on goals, audience, purpose, and context to design appropriate, effective, strategic messages, especially in a health context.
    - Chooses and utilizes language, nonverbal symbols, and modality to deliver effective, appropriate, strategic health messages that address a variety of organizational/individual goals and objectives.
    - Identifies communication problems and suggests and/or implements appropriate adjustments.
    - Creates and implements plans and/or campaigns that utilize multiple messages in a variety of modalities to effectively address a health problem or opportunity.

Division of Humanities

Program Review/Chair Reviews (if applicable)

Humanities Majors:
Humanities Majors: Creative Writing/Linguistics/Philosophy/Professional Writing: (Presented to UAC in October 2016, affirmed February 2017)
- Key Findings/Results:
    - Require a one-credit internship. Require two one-credit Humanities & Vocation courses. These strengthen divisional collaboration with the Center for Career and Life Calling.
    - Reduce the credit requirement for the Humanities major from the current 49-51 credits to a 44 credit major.
    - Require a minor. This will provide more opportunities to take courses and programs cross-divisionally. Currently, the Humanities major is a "super major" that does not require a minor.
    - Delete the additional foreign language requirement that is currently part of the major and is in addition to the university foreign language requirement. This will be replaced by requiring the LIN 100 Language in Culture course. This will reduce the credit requirement from 9-11 credits to 3 credits. It will also reduce confusion in having two different language requirements. This will aide in student recruitment and retention to the major.
    - Integrate the Editing/Publishing Concentration from Journalism into Humanities.
    - Reduce the credits for HUM 481 Humanities Capstone and HUM 482 Thesis courses from 2 credit courses to 1 credit courses.

History Major:
- Key Findings/Results:
    - Consolidate the upper level history course offerings into two courses: HIS 3XX Themes in Modern European History; HIS 3XX Themes in Modern American History.
    - Relocate upper level history courses that are required for the Ancient Studies major to the BRM division. This would affect HIS 332 Classical World: Greece & Rome and HIS 341 Medieval History.

Spanish Major:
- Key Findings/Results:
    - Development of alternative semester-abroad experience in Ecuador (in addition to current Semester in Spain program).
    - Develop a new concentration in Translation & Interpretation.
    - Develop online Spanish courses.
    - The Spanish Major will undergo a full program review during the 2017-2018 academic year as part of the assessment cycle. Further strategies will be discussed and implemented

Program-Level Assessment of Student Learning

During the 2016-2017 academic year, faculty members representing each major within the Humanities Division established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Creative Writing Major

- Specialized Knowledge: Creative Writing students will be able to describe craft elements specific to the literary genre
  - Sub-outcomes:
    - Describe craft elements specific to poetry.
    - Describe craft elements specific to creative non-fiction
    - Describe craft elements specific to fiction
- Applied Knowledge and Collaborative Learning: Creative Writing students will be able to create a publishable literary work.
  - Sub-outcomes:
    - Effectively employ craft elements specific to poetry to effectively develop themes
    - Effectively employ craft elements specific to creative non-fiction to effectively develop themes.
    - Effectively employ craft elements specific to fiction to effectively develop themes

History Major
- Specialized Knowledge: Demonstrate appropriate professional skills in research, critical thinking, and communication.
  - Sub-outcomes:
    - Learn and apply effective research skills, including the identification of appropriate sources and comprehension of their content material.
    - Employ critical thinking in developing a suitable research topic, using appropriate source material, distilling information, offering insights, and presenting results.
    - Communicate effectively and appropriately in both written and verbal formats, demonstrating competence in grammar, structure, format, organization, and logical progression.

- Applied Knowledge and Collaborative Learning: Produce reasoned, coherent, and substantiated historical arguments
  - Sub-outcomes:
  - Identify a thesis or research question
  - Demonstrate accurate factual knowledge of the topic(s) under discussion
  - Develop and defend a coherent, well-reasoned argument
  - Substantiate claims by appealing to primary or secondary sources
  - Show awareness of multiple interpretations and perspectives
  - Organize work using paragraphs and logical transitions
  - Use accurate vocabulary, spelling, grammar and punctuation

Linguistics Major
- Specialized Knowledge: Linguistics students will demonstrate knowledge of the nature and function of language
    - Sub-outcomes:
        - Describe the nature of human language according to current linguistic theory.
        - Explain the structure of human language.
        - Situate language within its social and cultural contexts.
- Applied Knowledge and Collaborative Learning: Linguistics students will be able to analyze language within its social and cultural context.
    - Sub-outcomes:
        - Compare and contrast language systems in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
        - Evaluate the complexities/dynamic nature of language(s)
        - Demonstrate the relationship between a linguistic system and its social/historical context

Philosophy Major
- Specialized Knowledge: Philosophy graduates will be able to describe the basic historical development of western philosophy
    - Sub-outcomes:
        - Identify the major thinkers of the Western cannon.
        - Describe the various philosophical traditions within western philosophy.
        - Identify basic philosophical problems.
        - Describe the Christian philosophical tradition.
- Applied Knowledge and Collaborative Learning: Philosophy graduates will be able to critically evaluate a problem, question, and/or philosophical thinker.
    - Sub-outcomes:
        - Clearly articulate the context ad characteristics of the problem, question, and/or philosophical thinker
        - Trace the development of the problem, question, and/or philosophical thinker and its relationship to other philosophical problems, questions, and/or thinkers.

Professional Writing Major
- Specialized Knowledge: Professional Writing students will be able to analyze forms of written discourse using appropriate terminology and concepts.
    - Sub-outcomes:
        - Identify craft elements specific to the genre.
        - Identify potential markets and media for one's work.
- Applied Knowledge and Collaborative Learning: Professional Writing students will be able to compose focused, organized, coherent and purposeful texts.
    - Sub-outcomes:
        - Edit non-fiction works according to editorial and market expectations.
        - Effectively produce publishable texts for a variety of markets.

Publishing Major
- Work on this new major is in process. Meeting with work group in July 2017.

Spanish Major

- Specialized Knowledge: Analyze cultural products, practices and perspectives from the Spanish-speaking world in relation to those of the students' home culture.
- Applied Knowledge and Collaborative Learning: Communicate at the advanced-low proficiency level in the interpretive, interpersonal, and presentational modes of communication both within and beyond the classroom.

Division of Music

Chair Review

Bachelor of Music – K-12 Music Education Vocal/Instrumental
- Key findings
    - Need for improved communication with Teacher Education division
    - Need for better facilitation of advising across divisions, policy awareness, procedures, tests and deadlines
    - Need for improvement in student placement for TAP and Student Teaching
    - Need for content review of both divisions' applicable courses, esp. methods course
    - Reposition conducting courses closer to student teaching
    - Improve piano accompaniment instruction esp. for vocal education majors
- Results/Next Steps
    - Program integrity: task the incoming director to ensure there is program integrity/continuity throughout the music education curriculum; explore greater synergy with the teacher education course content
    - Technology: improve and update classroom technology
    - Enrollment: assess and develop a recruitment strategy with specific goals for student enrollment
    - Explore an effective strategy to develop a combined vocal/instrumental track that is attainable within a reasonable timeframe.

Program-Level Assessment of Student Learning

During the 2016-2017 academic year, faculty members representing each major within the (INSERT DIVISION NAME) established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Bachelor of Arts - Music
- Specialized Knowledge: BA Music students will demonstrate a broad knowledge of musical form, function and performance
    - Sub-outcomes:
        - Understanding of Basic musicianship skills
        - Sufficient understanding and capability of Form & Analysis
        - Place music in Historical and cultural context
        - Rudimentary capacity for Composition & Improvisation
- Applied Knowledge & Collaborative Learning: BA Music students will possess instrumental/vocal competency to perform individually and collaboratively
    - Sub-outcomes:
        - Technical Skills requisite for artistic expression
        - Understanding of Repertory and ability to perform cross section
        - Sight reading with fluency
        - Keyboard Competency
        - Collaborative competence through ensemble experience

Bachelor of Arts – Music: Worship Arts

- Specialized Knowledge: BA Music: Worship Arts students will demonstrate a broad knowledge of musical form, function and performance in a sacred context
    - Sub-outcomes:
        - Understanding of Basic musicianship skills
        - Sufficient understanding and capability of Form & Analysis
        - Place music in Historical and cultural and theological context
        - Rudimentary capacity for Composition & Improvisation
        - Use Technology within their area of specialization
- Applied Knowledge & Collaborative Learning: BA Music: Worship Arts will possess instrumental/vocal competency and leadership skill to perform individually and lead others in a worship context
    - Sub-outcomes:
        - Technical Skills requisite for artistic expression
        - Understanding of Worship Repertory and ability to perform cross section
        - Sight reading with fluency
        - Knowledge & skills sufficient to work as a leader
        - Keyboard Competency
        - Collaborative competence through ensemble experience

Bachelor of Music – Performance
- Specialized Knowledge: BMus students will demonstrate a deep knowledge of musical form, function and performance artistry
    - Sub-outcomes:
        - Deep Understanding of Musicianship skills
        - Sufficient understanding and capability of Form & Analysis
        - Place music in Historical and cultural context
        - Rudimentary capacity for Composition & Improvisation
        - Knowledge of History & Repertory through to the 21st century
- Applied Knowledge & Collaborative Learning: BMus students will possess a high level of instrumental/vocal competency to perform individually and collaboratively
    - Sub-outcomes:
        - Technical Skills requisite for a high level of artistic expression
        - Understanding of Repertory and ability to perform cross section
        - Sight reading with fluency
        - Knowledge & skills sufficient to work as a leader
        - Keyboard Competency
        - Collaborative competence through ensemble experience

Bachelor of Music – Performance: Commercial Music
- Specialized Knowledge: BMus students will demonstrate a broad knowledge of commercial musical form, function and performance artistry
    - Sub-outcomes:
        - Deep Understanding of Musicianship skills
        - Sufficient understanding and capability of Form & Analysis
        - Place commercial music in Historical and cultural context
        - Rudimentary capacity for Composition & Improvisation
        - Knowledge of History & Repertory through to the 21st century

- Applied Knowledge & Collaborative Learning: BMus students will possess a high level of instrumental/vocal competency to perform individually and collaboratively
    - Sub-outcomes:
        - Technical Skills requisite for a high level of artistic expression
        - Understanding of commercial repertory and ability to perform cross section
        - Sight reading with fluency
        - Keyboard Competency
        - Collaborative competence through ensemble experience
        - Use Technology within their area of specialization

Bachelor of Music – K-12 Music Education (Vocal/Instrumental)
- Specialized Knowledge: Music Education students will demonstrate a strong knowledge of musical form, function, performance and pedagogy.
    - Sub-outcomes:
        - Understanding of Basic instrumental/vocal skills
        - Sufficient understanding and capability of Form & Analysis
        - Place music in Historical and cultural context
        - Use Technology within their area of specialization
        - Broad understanding and philosophy of musical pedagogy
- Applied Knowledge & Collaborative Learning: Music Education students will demonstrate performance and pedagogical competency in an educational setting
    - Sub-outcomes:
        - Technical Skills requisite for artistic expression
        - Understanding of Repertory and ability to perform cross section
        - Knowledge & skills sufficient to work as a leader
        - Keyboard accompaniment Competency
        - Conducting competency
        - Collaborative competence through ensemble experience
        - Classroom planning and management ability

Division of Social Sciences

Program-Level Assessment of Student Learning During the 2016-2017 academic year, faculty members representing each major within the Social Science Division established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follow

Community Health
- Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, and practices specific to the field of community health.
  - Sub-outcomes:
    - Explain the prominent community health models.
    - Explain the determinants of health.
    - Describe the processes used to empower community groups to identify, and advocate for, solution to health problems.
- Applied Knowledge & Collaborative Learning: Students will demonstrate competency in the application of knowledge and skills to community health problems.
  - Sub-outcomes:
    - Collaborate with community members and community organization to address health concerns.
    - Access information from academic and public resources.
    - Collect, interpret, and disseminate information regarding the health of a community.
    - Develop culturally appropriate programs that contribute to the health of the community.

Psychology – Child and Adolescent Concentration
- Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of Psychology
  - Sub-outcomes:
    - Articulates the historical progression to the present of psychology as a scholarly discipline and an applied practice.
    - Identifies the major concepts and theories in psychology in the developmental, social, physiological and cognitive areas, with a particular emphasis on theories and development from conception through adolescence and on positive psychology.
    - Describes the professional practices, techniques, communication, and ethical standards of the profession.
    - Explains the centrality of play, creativity, artistic expression, music, story and nature-based experiences to the health and wellness of children, adolescents and families.
    - Articulates the reciprocal developmental influence of contexts such as family, school, church, community and society on a child's and adolescent's development and mental health status.
    - Describes and frames child and adolescent services and intervention work using positive psychology concepts such as risk, resilience, positive youth development, strengths, and thriving.

- Applied Knowledge & Collaborative Learning: Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
  - Sub-outcomes:
    - Conducts professional, scientific research, including design, data collection, data analysis, and dissemination of results.
    - Identifies differences between adaptive and maladaptive behavior, including assessment instruments and diagnostic systems such as the DSM and observational assessment methods.
    - Demonstrates basic skills involved in major approaches to psychological evaluation and treatment with an emphasis on the creative/expressive therapies such as art-, play-, music-, and story-based therapies.
    - Conducts basic case assessments, including developmental case histories, observational assessment, and basic interviewing techniques.
    - Articulates the significance of their own personal developmental experience by applying psychological theories and concepts to frame understanding of God's work in one's own life story.

Psychology – Counseling Concentration
- Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of Counseling Psychology.
  - Sub-outcomes:
    - Articulates the historical progression to the present of psychology as a scholarly discipline and an applied practice.
    - Explains the major concepts and theories in psychology with a particular emphasis on those used in counseling individuals.
    - Describes the professional practices, techniques, communication, and ethical standards of the counseling profession

- Applied Knowledge and Collaborative Learning: Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
  - Sub-outcomes:
    - Conducts professional, scientific research, including design, data collection, data analysis, and dissemination of results.
    - Identifies differences between adaptive and maladaptive behavior, including assessment instruments and diagnostic systems such as the DSM classification with respect to children, adolescents, and adults.
    - Demonstrates basic skills in psychological evaluation and psychodynamic, cognitive-behavioral, experiential, solution focused, and narrative treatment approaches.

Psychology – Family Studies Concentration
- Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of Marriage and Family Counseling.
  - Sub-outcomes:

- Articulates the historical progression to the present of psychology as a scholarly discipline and an applied practice.
- Explains the major theoretical models in marriage and family and how various approaches are used to modify and change individuals and systems.
- Describes the professional practices, techniques, communication, and core ethical principles proposed by the American Association of Marriage & Family Therapy.

o Applied Knowledge and Collaborative Learning: Students will exhibit competency in applying their knowledge to address real-life problems specific to Marriage and Family Counseling.
  o Sub-outcomes:
    - Conducts professional, scientific research, including design, data collection, data analysis, and dissemination of results. Describe major approaches to evaluation and research with couples and families.
    - Identifies differences between adaptive and maladaptive behavior, including assessment instruments and diagnostic systems such as the DSM classification.
    - Demonstrates basic skills in psychological evaluation and psychodynamic, cognitive-behavioral, experiential, solution focused, and narrative treatment approaches.

Psychology – Psychological Science and Practice
o Specialized Knowledge: Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of Psychology.
  o Sub-outcomes:
    - Articulate the historical progression to the present of psychology as a scholarly discipline and applied practice.
    - Describe the major concepts and theories from the developmental perspective in psychology.
    - Describe basic concepts and theories from the biological perspective in psychology.
    - Describe the professional practices, techniques, communication, and ethical standards from the clinical perspective in psychology.
    - Describe theories and scientific concepts from one of the sociocultural perspectives in psychology.

o Applied Knowledge & Collaborative Learning: Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
  o Sub-outcomes:
    - Conduct professional, scientific research, including design, data collection, data analysis, and dissemination of results.
    - Describe how at least one practice in a professional setting applies methods learned from coursework in the major.
    - Articulate one practical solution, learned from academic activities, which addresses a real life problem.

Social Work: The Social Work Department conducts program assessment annually per Council on Social Work Education (CWSW)criteria.

Division of Teacher Education

Program Review/Chair Reviews

    Associate's in Early Childhood:
- **Key findings:**
  - **MATURITY & ADAPTABILITY:** The AA in EC was first offered in 2004 and has adapted very well with State and Federal standards. There is high demand for EC care and EC education.
  - **ENROLLMENT & RESOURCES:** The enrollment has traditionally been low in the AA program as the majority of education students choose the BA program in Early Childhood. No equipment or materials are needed for the Early Childhood AA program.
  - **PROGRAMMATIC ELEMENTS:** AA students receive the same state approved and updated curriculum as BA students. Faculty in the Early Childhood program are strong educators and evaluated as excellent teachers according to student evaluations. According to the program coordinator, 90% of Early Childhood graduates find positions in education-related fields after graduation.
  - **MARKET REALITIES:** The importance of quality Early Childhood Education at the state and national level, brain research on the importance of 0-3 yr. enriched experiences and continuing need for paraprofessionals and childcare employees along with other careers for which AA graduates can be qualified are benefits of continuing to offer the AA degree as part of the Early Childhood program.
  - **OPPORTUNITY ANALYSIS:** The Early Childhood program is an integral part of the Teacher Education Program that has a high organizational reputation in the state (7th in 2016). Practicums continue to offer students rich experiences in the field and contribute to the strength of the Teacher Education Program. Other opportunities within the Early Childhood Program include: Child Life Specialist in collaboration with Psychology, additional I.D.S. degree options such as a Business/Early Childhood program (family child care business), and an on campus childcare center.
- **Results/Next Steps:**
  - Review entire program in the spring 2017.

    Bachelor's in Early Childhood
- **Key findings:**
  - **MATURITY & ADAPTABILITY:** The EC program has been offered since 1991 and has adapted very well with State and Federal standards.
  - **ENROLLMENT & RESOURCES:** Major credits generated is below the institutional average (176 cr. verses 331 cr.). The EC program impacts other programs (IDS and General Studies). Allowing EC as a minor for other programs can increase enrollment.
  - **PROGRAMMATIC ELEMENTS:** Faculty in the Early Childhood program are strong educators and evaluated as excellent teachers according to student evaluations. According to the program coordinator, 90% of Early Childhood graduates find positions in education-related fields after graduation.
  - **MARKET REALITIES:** The importance of quality Early Childhood Education is evident at the state and national level. According to the National Center for Education

Statistics (2015), "42% of 3 year olds and 68% of 4 year olds are enrolled in some kind of preschool program." The demand for Early Childhood educators is increasing. As a Christian institution, CU offers a unique edge over other public institutions for students who want a Christ-centered education.

- o **OPPORTUNITY ANALYSIS:** The Early Childhood program is an integral part of the Teacher Education Program that has a high organizational reputation in the state (7th in 2016). Practicums continue to offer students rich experiences in the field and contribute to the strength of the Teacher Education Program. Other opportunities within the Early Childhood Program include: Child Life Specialist in collaboration with Psychology, additional I.D.S. degree options such as a Business/Early Childhood program (family child care business), and an on campus childcare center.

- **Results/Next Steps:**
    - o Review entire program again in 2018-2019 to assess growth. Furthermore, EC will be offered as a major for the 2017-2018 academic calendar. Students may select to major or minor in EC or earn an AA in EC.

Learning Disabilities (chair review):

- **Key findings:**
    - o **MATURITY & ADAPTABILITY:** The Learning Disabilities Program (LD) began in 2000. The LD program aligns with the CU mission; students are trained and guided to love and teach all children from diverse backgrounds including the overlooked and under-represented.
    - o **ENROLLMENT & RESOURCES:** The LD program attracted students initially, but retention has been a challenge in the past due to a lack of continuity and consistency. This has been remediated by hiring a full-time coordinator/faculty in 2015. No equipment or materials are needed for the LD program.
    - o **PROGRAMMATIC ELEMENTS:** The LD program curriculum is rigorous and up-to-date and meets all the state requirements for certification. Faculty in the LD program have strong backgrounds and experience in special education. Graduates are currently teaching in resource, inclusion or "pull out" programs across the state of Michigan as well as around the country and overseas.
    - o **MARKET REALITIES:** "The U.S. is suffering from a shortage of special education teachers who are licensed to teach in their field" (Boyer, K.). Special education is a high need area for teachers at both the state and national levels. The number of students enrolled in special education has risen by 30% in the past decade (National Education Association). Other institutions that offer LD certification offer it at a Master's Degree level. Cornerstone is at an advantage as one of the few institutions that offers the LD certification in its undergraduate program. Cornerstone is one of 17 approved Educator Preparation Institutions in Michigan that offer Learning Disabilities as a major which gives CU a distinctive market niche.
    - o **OPPORTUNITY ANALYSIS:** Golden Eagle Days have provided evidence that visitors have shown high interest in special education. The LD practicum is unique because students complete student teaching in both elementary and secondary settings (two semesters) which makes them both highly qualified and highly marketable. Other opportunities within the LD program include field experiences for EDU 233, 335, 338, and 434 at neighboring schools. There are also opportunities for restructuring or internal collaboration: Social Work collaboration for students interested in working in schools, collaborating with PGS to offer a Master's Degree in special

education, and adding a Cognitive Impairment (CI) program since there is an overlap in the standards between LD and CI and would require only a few additional courses.
- **Results/Next Steps:**
  - Review entire program again in 2018-2019 to assess growth.

Program-Level Assessment of Student Learning

During the 2016-2017 academic year, faculty members representing each major within the Teacher Education Division established program-level student learning outcomes (PLOs) and completed the curricular mapping of assessment for the Specialized Knowledge and Applied Knowledge & Collaborative Learning domains (all PLO maps can be found on Moodle within their respective program folder). The program-level outcomes for each major are as follows:

Elementary Education
- **Specialized Knowledge:** TE graduates will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of education.
  - **Sub-outcomes:**
    - TE graduates will demonstrate knowledge of and proficiency in discipline specific pedagogy (*method courses*)
    - TE graduates will demonstrate a working knowledge of educational theory (*PPE, Ed Psych*)
    - TE graduates will develop a specialized knowledge of diverse learners (*SpEd, Diverse Pop*)
- **Applied Knowledge & Collaborative Learning:** TE graduates will exhibit competency in applying their knowledge in instructional planning, classroom management, and soft skills in a classroom setting.
  - Sub-outcomes:
    - TE graduates will be able to plan and implement learning experiences that accommodate and meet the needs of diverse learners
    - TE graduates will demonstrate effective implementation of instructional theory and pedagogy
    - TE graduates will be able to assess students' current competency of knowledge and skills

Secondary Education
- **Specialized Knowledge:** TE graduates will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of education.
  - Sub-outcomes:
    - TE graduates will demonstrate knowledge of and proficiency in discipline specific pedagogy (*method courses*)
    - TE graduates will demonstrate a working knowledge of educational theory (*PPE, Ed Psych*)
    - TE graduates will develop a specialized knowledge of diverse learners (*SpEd, Diverse Pop*)
- **Applied Knowledge & Collaborative Learning:** TE graduates will exhibit competency in applying their knowledge in instructional planning, classroom management, and soft skills in a classroom setting.
  - Sub-outcomes:

- TE graduates will be able to plan and implement learning experiences that accommodate and meet the needs of diverse learners
- TE graduates will demonstrate effective implementation of instructional theory and pedagogy
- TE graduates will be able to assess students' current competency of knowledge and skills

Appendix E: Professional and Graduate Studies – Annual Report

This report provides a summary of the assessment work within Cornerstone University's Professional & Graduate Studies (PGS) Principal Academic Unit during the 2016-17 academic year. In addition, this report presents a summary of work conducted by the Cornerstone University Assessment Committee as it relates to the ongoing PGS assessment efforts. Within PGS, the assessment of student learning is overseen by the PGS Assessment Committee which met on October 26, 2016 and May 24, 2017 during the 2016-17 academic year. The PGS Academic Council was also regularly updated on assessment work throughout the 2016-17 year.

2016-2017 Assessment Planning – Cornerstone University
The PGS assessment work for 2016-17 was undertaken in conjunction with the broader assessment work at the university under the direction of the CU Assessment Committee. PGS is represented on the CU Assessment Committee by the Associate Dean of Human Services. The PGS Assessment Plan for 2016-17 referenced four areas of action by the CU Assessment Committee in 2016-17 that would help guide the assessment work of PGS. The summaries below provide an update on these four areas:

1. **Approve the five institutional learning domains**: The CU Assessment Committee approved the CU Institutional Learning Domains in November 2016. The CU Faculty Senate approval was granted in December 2016.
2. **Identify specific learning outcome statements for each domain:** The specific learning outcomes for each learning domain were approved during the 2016-17 year.
3. **Create rubrics for each outcome statement**: Traditional undergraduate faculty met in Spring 2017 to determine rubrics for a number of the student learning outcomes. Rubrics are being developed to help with assessing Learning Domains III & IV – Intellectual Skills, and Civic & Global Engagement. Examples from the AAC&U VALUE rubrics will assist in this work. Though much of the foundational work has been completed, this work will continue to be finalized in late summer 2017. Within PGS, the work on developing rubrics is designed to follow the traditional undergraduate patterns and framework.
4. **Complete curricular mapping of assessment for each program**: Curricular mapping assists faculty in seeing where the specific learning outcomes can be identified and assessed within each degree program. Curricular mapping was completed for each degree program by the end of the Spring 2017 semester.

In addition, the CU Assessment Committee also approved a newly revised degree program review template in December 2016, and discussed the scheduling of a 6-year review cycle for TUG programs/majors and annual assessment projects.

2016-2017 Assessment Projects- PGS
The PGS assessment projects for 2016-17 are summarized below within two main areas: (1) PGS assessment planning, and (2) Program review.

1. **PGS Assessment Planning**: The five institutional learning domains proposed by the CU Assessment Committee were discussed at the PGS Academic Council meeting in November 2016 and approved for use in PGS programs.
   The work of identifying specific learning outcomes and curricular mapping for each domain had already begun at PGS in the 2015-16 year, and this process continued based upon close collaboration with PGS faculty within each degree program. PGS faculty across all academic

programs provided expertise on student learning outcomes and curricular mapping for their respective programs in August-September 2016 and again in early Spring 2017.

The goals for program-level assessment this year were as follows:

a) Finalize the "Specialized Knowledge" and "Applied Knowledge and Collaborative Learning" outcome statements for each PGS program:

    a. The outcome statements for each PGS degree program were finalized in spring 2017 based upon input from faculty members in each discipline. This process finalized both the outcome statement itself, and the sub-outcomes for each outcome statement for these two learning domains. These learning outcome statements have been included in the PGS Academic Catalog for the 2017-18 academic year. This provides a way to more clearly articulate specific learning outcomes for each program to students and other stakeholders.

b) Create rubrics for "Specialized Knowledge" and "Applied Knowledge and Collaborative Learning" within each PGS program:

PGS is working to create rubrics for the first two institutional learning domains (Specialized Knowledge and Applied & Collaborative Learning). This process is being carried out in conjunction with the work of the traditional undergraduate unit of the university, as noted above. Initial work on these rubrics has been completed and the rubrics will be finalized in the late summer/early fall 2017.

In addition, PGS will seek to finalize the rubrics for the remaining three institutional learning domains in fall 2017 following the timing and framework of the traditional undergraduate process.

c) Update the assessment learning outcomes curricular maps for each PGS program:

The curricular maps for each PGS program were updated and finalized during the 2016-17 year in collaboration with PGS faculty across all programs.

2. **Program Review**:

In Spring 2017 PGS implemented the new program review template for CU degree programs approved in December 2016 by the CU Assessment Committee. This represents one example of the ongoing work to bring closer alignment between the various units of the university in the work of assessment. The program review process is an established part of the PGS assessment cycle, and the new template provides a way for program review to follow a more thorough and consistent evaluative process. The updated program review template is structured around the following sections:

    I. Program Overview
    II. Enrollment & Resources
    III. Curriculum & Student Learning
    IV. Program Outcomes
    V. Market Realities
    VI. Opportunity Analysis
    VII. Summary of Key Findings

Two PGS degree programs were reviewed during the 2016-17 academic year (summaries of key findings provided below). A third program (bachelor's in psychology) was scheduled for review in the 2016-17 year, but this has been moved to the 2017-18 year.

Master of Arts in TESOL
The MA TESOL program review was conducted in spring 2017 following the new program review template. A summary of the key findings is presented below:

The MA TESOL program is healthy in terms of enrollment, the rigor of the curriculum, and the quality of instruction. No major changes or revisions are expected to the program in this round of program review. There are however a number of key findings and recommendations that emerge from this review:

- *Finding 1: The addition of an online delivery format has been beneficial for the program:*
  The addition of a fully-online delivery format has provided a new way for the MA TESOL program to reach additional students who seek the increased flexibility of online offerings.
  Recommendation: PGS should seek to improve the quality of the online program and potentially explore adding another online cohort each calendar year.

- *Finding 2: The curriculum must remain relevant to current issues and standards:*
  The TESOL curriculum meets current industry and State of Michigan standards. In the ongoing round of course and curriculum revisions, maintaining the relevance of the course content in meeting real-world applications and contexts for teaching is essential.
  Recommendation: PGS should seek to maintain a high level of curriculum rigor and seek to add content in emerging areas of TESOL that equip students to excel in various teaching contexts in the US and globally.

- *Finding 3: There are opportunities for program growth:*
  The growth in demand for teachers and other professionals who are trained in TESOL presents PGS with an opportunity for enrollment growth.
  Recommendation: PGS should seek to build strong relationships with school districts and ministry organizations who are looking for qualified ESL teachers. This may require additional staffing or reorganizing existing staffing to allow these connections to be developed to help fuel enrollment growth.

- *Finding 4: Faculty qualifications and numbers:*
  PGS has qualified faculty teaching in the MA TESOL program but could benefit from an increase in faculty numbers and in hiring more faculty with terminal degrees in the field of TESOL (or a related discipline). This presents potential challenges due to the fairly limited numbers of available faculty to teach adjunct courses.
  Recommendation: PGS should pursue additional highly-qualified TESOL faculty to increase the pool of available faculty.

- *Finding 5: Connections with traditional undergraduate programs*
  The recent advanced-standing articulation agreement with Cornerstone's traditional undergraduate program provides a new opportunity to grow the program. This will allow PGS to more actively promote the degree among college students who may not be aware of the PGS program, or might be willing to take an additional year of classes to earn their MA degree. This may also be a potential area for growth if extended to other undergraduate programs.
  Recommendation: PGS should build strong links with the CU traditional undergraduate programs in order to promote the MA program and increase awareness of the TESOL program.
  The program review provided an opportunity to thoroughly review the MA TESOL program and will help to shape the ongoing curriculum revisions.

Master of Science in Management
The Master of Science in Management (MSM) program, based on program review and feedback, was substantially revised last year and this year (2016-2017), leading to what will now be a Master of Arts in Organizational Leadership. Three courses were removed from the curriculum (BUS-503 – Ethics, Values & Social Responsibility; ECN-530 – Economics; and MGT-538-Case Studies in Management). (MGT-542-Organizational Decision Making; MGT-543-Team Leadership and Conflict Management; and MGT-640-Employee Development and Performance Management). Moreover, most other courses were revised for content and for flow with other courses in the curriculum. The First online MA in Organizational Leadership cohort started in June 2017 (with 20 students), and the first on-site cohort will begin in August 2017 (currently at 8 students).

- *Finding 1: Low enrollment necessitated a change in curriculum:*
  The MSM program, in existence since 2000, continued to lose enrollment, with total starting enrollment staying even or declining every year since 2014. A total of 43 new students started the MSM program from June 2015 – December 2015.
  Recommendation: PGS should (and did) take action to rectify this problem. A total of 28 new students have enrolled in the program in the first two cohorts under the new MA in Organizational Leadership curriculum so far.

- *Finding 2: The curriculum must be and remain practical to the needs of 21st-century leadership, managers, administrators, and the employers who hire these leaders:*
  A tension exists in education, especially adult-focused, accelerated degree programs, to make curriculum relevant to the demands of a 21st-century marketplace while also being academically rigorous and worthy of academic graduate credit. Moreover, the curriculum needs external validation and, internally, it needs to cohere and flow well with other courses.
  Recommendation: (1) Establish and maintain and Graduate Advisory Council (GAC) of relevant employers and stakeholder who can give feedback about and speak into the market realities and demands of employers, thus helping to ensure that PGS's programs remain competitive for students and employers alike. (2) Seek outside, specialized business school accreditation (ACBSP). (3) Provide external assessment data from an objective, third-party provider (e.g., Peregrine) that would allow PGS to communication with external stakeholders about what PGS graduates are learning, what they know, and how this compares to other programs.

- *Finding 3: Importance of qualified, well-developed faculty who teach well:*
  Survey results are incontrovertible in pointing to the absolute necessity of good faculty teaching well, both in the classroom and online. There exists a real need to more intentionally and strategically develop PGS's current faculty pool and to ensure quality online instruction.
  Recommendation: (1) Review faculty qualifications; (2) review PGS's orientation and onboarding processes; (3) tie faculty development to CU and more importantly PGS business strategic planning. (4) improve PGS faculty adjunct evaluation procedures, to include online faculty evaluations and mentoring.

PGS Assessment Planning for 2017-18

The following PGS assessment initiatives and projects are proposed for the 2017-18 year:

    a. Additional consultation with PGS faculty to finalize the rubrics for each institutional learning domain and learning outcome across all programs

    b. Conduct assessment projects focused on one of the five learning outcomes, ILD #5: Biblical Worldview Integration. This learning domain will be assessed using artifacts from all PGS degree programs in the 2017-18 year

    c. Program reviews for the bachelor's degree in psychology (moved from the 2016-17 year) and the Master of Business Administration

Appendix F: Grand Rapids Theological Seminary – Annual Report

2016-17 Activities- The academic year 2016-2017 was given to a range of assessment projects and activities. The agenda was robust and the faculty completed most of the intended projects. Those not completed will be added to the agenda for 2017-2018 and tracked to completion. A number of new assessment projects were launched and completed, assessment project reporting instruments were significantly updated, and some corrective action was implemented based on the findings of previous assessment projects. The following outlines projects and activities for 2016-2017.

1. ***Theological Competency Project*** – The theology division (Wittmer) developed and enacted an assessment project related to the theological competency of students in the Master of Arts in Counseling and traditional ministerial programs (MDiv and MACF). Specifically, and utilizing a scoring rubric, the assessment compared the competency of the MA Counseling students (via student theological critiques on Revelation) with that of traditional ministerial students (via theological critiques on humanity and sin). The assignments were identical in method, though differing in subject matter, and embedded within Theology for Counseling I or Systematic Theology II. The data was gathered in FA16 and SP17, analysis occurred in SP17 and the final report was written and submitted in SU17.

2. ***Counseling Project*-** The counseling division focused its assessment project on the fourth student learning outcome within the Master of Arts in Counseling program. The outcome is worded as follows; "State a personal philosophy of counseling that reflects an awareness of personal beliefs, foundational theories, and worldview integration." Dr. Lehman utilize a set of personal philosophy papers from COU-500 as the student learning artifact sample for this project. An assessment rubric was developed to conduct the assessment. The data was gathered in fall 2016. The evaluative process occurred in spring 2017 with a report completed and submitted in summer 2017.

3. ***Philosophy of Spiritual Formation in MA Christian Formation-*** The ministries division (Yoder and Osborn) developed an assessment project in relation to the sixth student learning outcome of the MA Christian Formation degree. The outcomes are stated as follows; "Demonstrate a distinctively Christian philosophy of spiritual formation that is informed by sound educational theory and best practices." Given the administrative demands of the 2016-17, this project has been delayed to the 2017-18 academic year. The data will be gathered in fall 2017, analysis will occur in spring 2018, and the project report completed and submitted in summer 2018.

4. ***Leadership Competency Project*-** The ministries division (Evans and Osborn) developed and enacted an assessment project in relation to the intended student learning outcome associated with leadership knowledge and competency within the Master of Divinity and MA Christian Formation degree programs. The project compared leadership knowledge and competency from the THE-501 case studies to the case studies in the capstone Ministry Residency course. The data was gathered in fall 2016, analyzed in spring 2017, and the final report submitted in summer 2017.

5. ***Mid-point and Exit Assessment Report*-** Kram facilitated the administration of the mid-point and exit assessments during fall 2016 and spring 2017. The results of these processes are reported below:
   Each semester we conduct the Mid-point Assessment and Exit Assessment processes. The Mid-point Assessment usually occurs upon completion of the halfway point of the degree program. The Exit Assessment usually occurs upon completion of Ministry Residency 3 or Internship 1 (if applicable) and the last semester or two of the degree program.

The evaluative process is initiated by the academic office and engages the student along with the student's academic advisor, academic dean, associate dean, ministry mentor and/or practicum or internship supervisor, and the director of ministry residencies in a review of the student's learning portfolio. Specifically, the team evaluates progress in readiness for ministry in relation to disciplinary knowledge and skill (academic performance), faith commitment and personal maturity (Christian character), and progress made in attaining the student learning outcomes associated with the specific academic program (learning, development, and vocational readiness where applicable).

The evaluative process is intended to be developmental, not punitive. The process and the judgment do not typically have direct implications for the completion of degree at GRTS, but rather provide GRTS an opportunity to speak into students' lives, educational goals, and vocational aspirations.

At the conclusion of the review process, one of three judgments is rendered by the review team and presented to individual students in written form. The options include: 1) Affirm progress in readiness for ministry, 2) Affirm progress in readiness for ministry with reservation, 3) Do not affirm progress in readiness for ministry. Typically, judgments 2 and 3 are accompanied with a face-to-face meeting to develop an action plan that will foster additional growth and development.

Fall 2016	Mid-Point Assessment	52
Fall 2016	Exit Assessment	20
Spring 2017	Mid-Point Assessment	26
Spring 2017	Exit Assessment	37

Of the 78 students that completed the mid-point assessment process in the 2016-17 academic year, 65 students (83%) were granted "Affirm progress in readiness for ministry" and 13 students (17%) were granted "Affirm progress in readiness for ministry with reservation." The students who were affirm with reservation received this outcome because of failure to complete the mid-point assessment requirements. Of the 57 students that completed the exit assessment process in the 2016-17 academic year, 57 students (100%) were granted "Affirm progress in readiness for ministry."

6. **Progress on Assessment Systems in 2016-17**
   a. Framework for the Assessment of Student Learning- In collaboration with the entire academic administrative team within CU, the GRTS Framework for the Assessment of Student Learning was updated, expanded, and rewritten over the past year. This work was completed in conjunction with the recent GRTS Self-study of 2016 and the recent CU report to the Higher Learning Commission (HLC).
   b. Alumni Surveys- In partnership with the CU Assessment Committee, the GRTS alumni surveys were revised to align with a common university template. These changes align the GRTS General Alumni Survey and the GRTS MA Counseling Survey with the alumni surveys of the other principal academic units of the University.
   c. CU Learning Domains- Working with the CU Assessment Committee, the GRTS degree program student learning outcomes have been mapped according to the new CU Learning Domains. This mapping allows GRTS to honor the expectations of The Association of Theological Schools while also demonstrating a unified effort across the University for purposes of The Higher Learning Commission.

d. The Association of Theological Schools (ATS) Site Visit Report- The hard work and disciplined approach to the assessment of student learning at GRTS was recently recognized and affirmed by The Association of Theological Schools. In the final report of the site visit team, the team commended the GRTS team for "the achievement of an educational assessment culture…that is leading to data-driven change throughout the seminary."