

# Cornerstone University Annual Assessment Report

2010-11



## Mishqelet Assessment Project

Traditional Age Undergraduate

Professional & Graduate Studies

Grand Rapids Theological Seminary

Asia Baptist Theological Seminary

## ***Objectives of Assessment***

1. To clearly articulate a set of curricular and co-curricular learning objectives to inform a student's
  - knowledge level of a given content area
  - skill level as appropriately defined
  - spiritual formation leading to a set of values
  - critical thinking
2. To develop a well-defined strategy to achieve those objectives, including identifying and monitoring
  - trends in student profiles
  - trends in student learning
  - the instruments and methods used in assessing student learning
  - alumni activities and perceptions
3. To offer verifiable evidence of the achievement of those goals by
  - the use of direct methods of assessment
  - the use of indirect methods of assessment
4. To provide a means of accountability to insure systematic assessment
  - through appropriate organizational accountability processes
  - through meeting the guidelines of the Higher Learning Commission and various external accrediting organizations
  - through the maturation of a campus ethos of assessment
5. To gather, interpret, and use widely across all units of the campus community the evidence of assessment in the institutional decision-making processes of
  - instruction
  - program improvement
  - strategic planning
  - resource allocation
6. To provide yearly and other regular reports to the campus community

## Cornerstone University Annual Assessment Report 2010-11

The 2010-11 academic year was filled with assessment activity as the campus community not only completed its usual ongoing assessment tasks, but also prepared for the upcoming visit by the HCL scheduled for November 2011.

.The Office of Assessment has chosen Eagle Assessment Award winners for this year, and their exemplary work is included along with a sample of best practices to provide a sense of what has occurred during the past year and also to prompt continued thinking of how each faculty member might become a more active partner in the university's assessment project.

Assessment need not be complicated. It is good to be reminded that, in short, assessment incorporates three basic steps:

1. Articulate your goals for student learning
2. Gather evidence about how well students are meeting the goals
3. Use the information for improvement (Barbara Walvoord, *Assessment Clear and Simple*, p. 3)

Completing this full cycle of assessment in all areas is our goal.

Barbara Walvoord explains the importance of assessment:

Good information in the right hands is potentially the best lever for change. If assessment is done properly, it can provide a basis for wiser planning, budgeting, and student support, rather than wasting resources on the latest educational fad or on vague notions about what might be effective." (p. 6)

Please join us as we work to advance the Mishqelet Assessment Project.

Tammy Looman  
Director of Assessment



## **Celebrating Campus Achievement**

The Office of Assessment is pleased to announce the recipient of the **Eagle Assessment Award** for 2010-11. This award is presented to an individual or to a division who has modeled exemplary assessment practices for the campus community.



Please join the Office of Assessment in congratulating

- **Dr. Douglas Mohrmann for his course assessment report for REL204/236, and**
- **The Professional & Graduate Studies Division for their comprehensive division assessment report**

The Eagle Assessment Award was presented to Doug Mohrmann for completing a course assessment report which includes

- A clear assessment plan
- Objectives, assessment tools, and assessment results
- Closing the loop – changes made based on assessment data
- Evaluation of course effectiveness for student learning

The Eagle Assessment Award was presented to the Professional & Graduate Studies Division for completing a division assessment report which includes

- A comprehensive program evaluation exhibiting self-directed, division-wide assessment efforts
- Creating an 10 year assessment plan to guide divisional efforts for the future
- Completing an Academic Excellence Assessment
- Displaying divisional attitudes that enhance the campus ethos of assessment

Highlighted sections of these reports are included in this booklet under Best Practices.

**The Eagle Assessment Award was created to recognize divisions and individuals who are working diligently in the area of assessment. Every division is working through a variety of assessment issues and this award recognizes those people who are making unique or outstanding contributions to the campus assessment effort and in so doing are leading by showing excellence.**

## 2010-11

### Assessment – A Year in Review

In looking at the “next steps” section of the 2009-10 Annual Assessment Report, the following steps helped guide the campus community during the past academic year:

1. All divisions (not simply academic divisions) must finalize divisional mission statements and objectives that are in line with the Cornerstone University mission statement. (Almost complete)
2. Assessment data must be gathered and used in decision-making in all areas of the University. (In progress)
3. A faculty development program must continue to be developed and progressively implemented. (Well-developed program in place)
4. All divisions will identify goals and report on these goals at the end of the year. (Goals were identified, but not all were included in a report)
5. All divisions will move toward using the full assessment process (identifying goals, choosing assessment tools to collect data, evaluating data gathered, and using data to inform decisions regarding program development. (Steady improvement being made)

**Summary** – The University Assessment Committee met regularly this year and completed many assessment activities including revision of the “Plan for the Assessment of Student Learning” for the university, revision of course and program assessment documents, re-development of the Summer Assessment Grant, and organization and administration of a student focus group.

Further, six assessment committees with over 50 campus personnel have been involved in preparations for our 2011 visit by the Higher Learning Commission.

As we move forward, we anticipate continued commitment to assessment by each division which will affect student learning and academic programs.

## Best Practice – Course Assessment

Course under review: New Testament Literature and History - REL 204/236

Program/Major: Bible, Religion and Ministry

Degree/Major Purpose: Core Course Curriculum

Project	Assessment Tool	Assessment Results	Recommendations - "Close the Loop"
I. Meet with REL 204 instructors to inform them of the Course's goals.	Meetings with the instructors.	A. The essential elements of our syllabi were re-affirmed, but the choice of the textbook was re-evaluated and it was decided to try a new one on a trial basis.	A. It was agreed that the meeting of professors should meet annually. This group will continue to evaluate all aspects of the course, including goals, outcomes, pedagogy, pre-/post-test, particular adjuncts, etc.
II. Re-evaluation of the main textbook.	It was read by professors (full/adjunct) and students were interviewed	It was nearly unanimous that this new textbook would help us score better on weak parts of the pre/post test and students expressed approval too.	B. A new textbook will be used, starting in Fall 2011.
III. Evaluate the Course's effectiveness.	Pre-Post Test	<p>A. <i>See the attached sheets for more detailed analysis.</i></p> <p>B. The Pre-Post Test indicated a 15.5% overall improvement. This is better than the results from last year. The results for outcomes ##1-2 were up from last year and may reflect the attention paid to them in our meeting last year.</p> <p>D. REL 204 courses had a 10.6 % improvement, while REL 236 improved by 14.5%. Pre-Test scores also differentiated the two courses, with REL 236 students entering with 10.7% higher scores.</p> <p>E. This year's analysis separates traditional courses from the concentrated J – Term and May Term classes. The concentrated classes improved 30.1%, which is even better than the REL 236 classes, even though their pre-test scores were comparable to REL 204 classes.</p>	<p>C. Some changes were made to improve the test in accordance with the Course objectives/outcomes. Again, this process should be repeated on an annual basis to continue its improvement and value for assessing the Course. Attention should be given to questions 11, 13, and 30 which have decreased scores from the pre- to the post-test.</p> <p>D. The continued separation of REL 204 and REL 236 appears justified, because the incoming scores and rates of improvement are higher. This continues with the trends in CF2.</p> <p>E. It is recommended that an assessment be made of long term retention between the 2 week classes and the 13 week classes.</p>

## NT Lit and Hist Pre/Post Test Assessment

**FALL - SPRING 2010-2011**

<i>Quest. #</i>	<i>Pre Test</i>		<i>Post Test</i>		<i>Delta</i>
	<i>Correct</i>	<i>% Right</i>	<i>Correct</i>	<i>% Right</i>	
<b>1</b>	71	31.3%	150	67.6%	36.3%
<b>2</b>	156	68.7%	181	81.5%	12.8%
<b>3</b>	67	29.5%	72	32.4%	2.9%
<b>4</b>	38	16.7%	94	42.3%	25.6%
<b>5</b>	57	25.1%	129	58.1%	33.0%
<b>6</b>	76	33.5%	140	63.1%	29.6%
<b>7</b>	119	52.4%	157	70.7%	18.3%
<b>8</b>	21	9.3%	75	33.8%	24.5%
<b>9</b>	116	51.1%	167	75.2%	24.1%
<b>10</b>	102	44.9%	142	64.0%	19.0%
<b>11</b>	116	51.1%	97	43.7%	<b>-7.4%</b>
<b>12</b>	47	20.7%	54	24.3%	3.6%
<b>13</b>	192	84.6%	182	82.0%	<b>-2.6%</b>
<b>14</b>	126	55.5%	201	90.5%	35.0%
<b>15</b>	96	42.3%	138	62.2%	19.9%
<b>16</b>	94	41.4%	132	59.5%	18.0%
<b>17</b>	57	25.1%	64	28.8%	3.7%
<b>18</b>	155	68.3%	155	69.8%	1.5%
<b>19</b>	108	47.6%	127	57.2%	9.6%
<b>20</b>	186	81.9%	189	85.1%	3.2%
<b>21</b>	123	54.2%	177	79.7%	25.5%
<b>22</b>	190	83.7%	196	88.3%	4.6%
<b>23</b>	166	73.1%	167	75.2%	2.1%
<b>24</b>	26	11.5%	72	32.4%	21.0%
<b>25</b>	79	34.8%	156	70.3%	35.5%
<b>26</b>	107	47.1%	140	63.1%	15.9%
<b>27</b>	103	45.4%	135	60.8%	15.4%
<b>28</b>	60	26.4%	111	50.0%	23.6%
<b>29</b>	67	29.5%	131	59.0%	29.5%
<b>30</b>	90	39.6%	84	37.8%	<b>-1.8%</b>
<b>31</b>	82	36.1%	86	38.7%	2.6%
<b>32</b>	109	48.0%	156	70.3%	22.3%
<b>33</b>	62	27.3%	103	46.4%	19.1%
<b>34</b>	70	30.8%	88	39.6%	8.8%
<b>35</b>	69	30.4%	153	68.9%	38.5%
<b>36</b>	32	14.1%	84	37.8%	23.7%
<b>37</b>	165	72.7%	166	74.8%	2.1%
<b>38</b>	113	49.8%	121	54.5%	4.7%

<b>39</b>	111	48.9%	160	72.1%	23.2%
<b>40</b>	203	89.4%	204	91.9%	2.5%
<b>41</b>	64	28.2%	92	41.4%	13.2%
<b>42</b>	53	23.3%	101	45.5%	22.1%
<b>43</b>	54	23.8%	85	38.3%	14.5%
<b>44</b>	136	59.9%	140	63.1%	3.2%
<b>45</b>	160	70.5%	191	86.0%	15.6%

	Pre	Post	Delta
<b>Overall Average</b>	<b>44.0%</b>	<b>59.5%</b>	<b>15.5%</b>
<b>REL 236</b>	<b>52.8%</b>	<b>67.3%</b>	<b>14.5%</b>
<b>REL 204</b>	<b>42.1%</b>	<b>52.7%</b>	<b>10.6%</b>
<b>J/May Trm</b>	<b>41.1%</b>	<b>71.2%</b>	<b>30.1%</b>

<b>NT Lit and Hist Pre/Post Test Assessment</b>									
<b>FALL - SPRING 2010-2011</b>									
<b>Assessment by Outcomes</b>		<b>Results</b>							
		<b>Pre-test</b>			<b>Post-Test</b>				
<b>Outcome Being Assessed</b>	<b>Pre/Post Test – Quest. #</b>	<b>Pre</b>	<b># of ?s</b>	<b>%</b>	<b>Post</b>	<b># of ?s</b>	<b>%</b>	<b>Inc (Dec)</b>	
1. Describe I.T. literature as a background to the NT	10,11,16,35,39,40,42,43,44	938	9	<b>45.9%</b>	1214	9	<b>60.8%</b>	14.8%	
2. Describe the Historical Background to the NT (political, economic, religious)	1,2,3,4,5,6,7,8,9,12,14,(16),36	<u>1020</u>	13	<b>34.6%</b>	<u>1636</u>	13	<b>56.7%</b>	22.1%	
3. Describe the genres of the literature of the NT	14,15,18,19,(20),23,32,37,38,45	1384	10	<b>61.0%</b>	1611	10	<b>72.6%</b>	11.6%	
4. Explain the redemptive work of Jesus	(1),(3),(9),17,(18),20,21,22,(41)	1029	9	<b>50.4%</b>	1262	9	<b>63.2%</b>	12.8%	
5. Read portions of the NT	(23),24,(25),(26),27,28,29,30,31,33, 34	<u>912</u>	11	<b>36.5%</b>	<u>1273</u>	11	<b>52.1%</b>	15.6%	
6. Describe the Church's development	(15),(24),25,26,(27),(29),(33)	540	7	<b>34.0%</b>	875	7	<b>56.3%</b>	22.3%	



## Best Practice – Program Assessment (Highlights)

### Professional & Graduate Studies Division

#### ANNUAL ASSESSMENT REPORT

##### Executive Summary

The Committee met bi-monthly during 2010-2011 to assess a number of areas. Below is a summary of its work:

- **Demographic/Enrollment:** Overall, students increased by 89. While the associates programs showed a decrease of 116 students in 2008; conversely, in 2009, the associate's program grew by 195. The bachelor programs decreased by 130.
- **Review Student Services Survey.** Student satisfaction surveys report higher satisfaction levels with student interaction and staff, administration and accounting.
- **Standards for Academic Excellence.** PGS met many of its outcomes for faculty and curriculum including meeting recruitment standards such as graduate degrees for undergraduate programs, appropriate work and prior teaching experience, and an active Christian commitment and theology that supports Cornerstone's values and missions. Furthermore writing consultants have taught courses within the discipline, received training for online writing, and have been approved by appropriate dean/director. Writing consultants have also designed courses with appropriate learning outcomes, varied activities, and multiple measures to assess students. A couple areas for consideration and/or improvement have also been noted: faculty having terminal degrees when teaching graduate courses, faculty attendance in PGS workshops, curriculum authors being current and active and curriculum authors complete training prior to authoring courses.
- **Professional Development.** A greater increase in faculty attendance in PGS workshops is noted with more than 25 events and attendance at 40.5% (up from previous year 24%) of all faculty meeting the minimum two required workshops.
- **BSBA and MSM.** Suggestions for course revisions within the BSBA program including, but not limited to, adding a cultural component and finding ways to improve critical thinking skills of students. The MSM also noted opportunities for curriculum revision, PLT revisions and adding a cultural component into the program.
- **Learning Objective Cycle 5, Professional Skills.** Two programs have no data collected during the cycle. A decision was made to adjust the program assessment matrices to ensure all programs an educational goal reviewed each year. Other programs noted a need for greater clarification of assignments to ensure students are meeting the educational goal. Additionally, faculty training in APA is recommended and available.

- **Alumni Survey Data:** Students noted changes in career status, salary increases and spiritual growth within their program. Students described Cornerstone University as having a Christian worldview focus, leadership focus, caring community, educational value and qualified faculty. Eighty-nine percent said that they would attend again if given the opportunity to do it all over again.

**Align PGS educational objectives to mission statement:** Based on new educational goals for Cornerstone University, PGS aligned its goals to better reflect university goals and its mission. Changes include adding an educational goal of cross-cultural collaboration in all programs is approved. Additionally, Professional and Leadership skills were combined into one educational goal.

- **Assessment Plans and New Programs.** Matrices were changed in BSML, MAED, MA TESOL, BSBA and MSM.
- **Ten-year Program and Assessment Review Calendar:** Next year Christian worldview will be evaluated. The ASHS will have a full program review.
- **Task Plan for 2011-12:** Established.
- **Annual Assessment Report:** Completed.

## Professional and Graduate Studies Ten-Year Program and Assessment Review Plan

Ten-Year Program and Assessment Review Plan  
2005-2015

Academic Year →	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	18-19
<b>Evaluative Activity/Process</b>												
Demographics/Enrollment Reports	X	X	X	X	X	X	X	X	X	X	X	X
Academic Excellence					X	X	X	X	X	X	X	X
Alumni Survey			X	X	X	X	X	X	X	X	X	X
Student Services Survey		X			X			X			X	
<b>Learning Objective Review Cycle</b>												
1 Christian Worldview (all programs)	X					X					X	
2 Communication (all programs)		X					X					X
3 Professional (all programs)			X					X				
4 Core Subjects (all programs)				X					X			
5 Cross-cultural (all programs)					X					X		
<b>Program Review Cycle</b>												
<b>Business:</b>												
• ASB				X					X			
• BSM				X					X			
• BSBA					X					X		
• MSM					X					X		
• MBA (2005)		X					X					X
<b>Ministry Leadership</b>												
• BSML-OG Blended (2005)			X					X				
<b>Social Science</b>												
• ASHS (2009)						X					X	
• BPSY (2011)								X				
<b>Education</b>												
• MA TESOL (2006)				X					X			
• MA Ed. (2004)		X					X					X

**Administrative Structures:** Assessment and program evaluation occurs on an ongoing basis. The Assessment Committee meets on a periodic basis to review and interpret the data derived from the various instruments/processes of program evaluation and the assessment of student learning. The evaluative work of this committee will yield proposals for curriculum revision and priorities for planning!

### PGS - Review of Standards for Academic Excellence: Faculty and Curriculum

Faculty Recruitment STANDARD	MEASUREMENT	OUTCOME	RESULTS
A master's degree from a regionally accredited college/university related to the subject the faculty member would teach and earned a minimum of two years prior to appointment	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Ninety-five percent (95%) of faculty teaching undergraduate level courses will hold a master's degree and have at least two-years of related experience in their field.	95%
An earned doctorate or terminal degree for graduate level courses	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Eighty-five percent (85%) of faculty teaching graduate level courses will hold a doctorate or terminal degree and have related experience in their field.	41.6%
A minimum of five years of recent work experience related to the subject the faculty member would teach	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Eighty-five percent (85%) of all faculty will have a minimum of five years of recent and related work experience.	100%
Previous teaching, training and/or experience with adult learners and classroom management technology	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Eighty-five percent (85%) of all faculty will have prior teaching, training and/or experience with adult learners and classroom management technology.	90%
Online candidates are experienced teaching online	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Eighty-five percent (85%) of all online faculty will have experience teaching online.	100%
An active Christian commitment and a theology that supports the values and mission of the university	The dean/program director will hire faculty who have a Christian commitment and theology that supports the values and mission of the university.	One-hundred percent (100%) of faculty will have an active Christian commitment and theology that supports the values and mission of the university; within 6 months of hire will complete university-endorsed Christian worldview training.	100%

<b>Faculty Development STANDARD</b>	<b>MEASUREMENT</b>	<b>OUTCOME</b>	<b>RESULTS</b>
Must attend a minimum of two workshops offered by PGS each year	The assistant director of faculty services will track workshop attendance and report findings to the program dean and director of academic excellence and quality assurance annually.	Eighty-five percent (85%) of faculty will attend a minimum of two workshops per year.	40.5% attended two or more workshops per year
Must submit a professional development plan (PDP) every two years demonstrating evidence of its implementation	The assistant director of faculty services and faculty coordinator will collect PDPs from 50% of the faculty annually on a 2 year cycle. The program dean will follow-up with and support faculty as necessary.	One-hundred percent (100%) of faculty will submit a PDP. Faculty who have been hired within 12 months do not need to submit a plan until the next bi-annual review.	36% of those expected to submit a plan

<b>Course Assignments STANDARD</b>	<b>MEASUREMENT</b>	<b>OUTCOME</b>	<b>RESULTS</b>
Faculty members shall not be assigned to teach in more than three fields of instruction	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Ninety-five percent (95%) of faculty will be assigned to teach in no more than three fields of instruction.	97.5%
Instructors will have earned 18 semester hours of coursework in the area of their teaching discipline	The director of academic excellence and quality assurance will conduct an annual audit by randomly selecting at least 40 faculty files for review each year. Reviews will be on a 5-year rotation.	Eighty-five percent (85%) of faculty will have earned 18 semester hours of coursework in the area of their teaching discipline.	97.5%

<b>Assessment: STANDARD</b>	<b>MEASUREMENT</b>	<b>OUTCOME</b>	<b>RESULTS</b>
Students perception of faculty is that they are experienced, trained and prepared	The program dean will regularly review student end-of-course surveys.	Ninety-percent (90%) of faculty will have a minimum score of 4.0 (5.0 being the highest) on student end-of-course surveys.	86%
Faculty professional development plans (PDPs) will be created and progress will be assessed	The program dean will conduct a bi-annual review of PDPs.	One-hundred percent (90%) of faculty will consistently work toward accomplishing goals identified in PDPs .	100%

## Curriculum

### Writing Consultants

STANDARD	MEASUREMENT	OUTCOME	RESULTS
Current and active instructor with appropriate academic credentials.	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of writing consultants will be current and active instructors with academic credentials.	70%
Completed "Principles of Instructional Design" and basic Odyssey online modules.	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of writing consultants will have completed "Principles of Instructional Design" and basic Odyssey online modules.	80%
Taught more than one course within the discipline in PGS programs.	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts annual audit of 10 randomly selected courses written during previous year.	Ninety percent (90%) of writing consultants will have taught more than one course within the discipline in PGS programs.	100%
Online course consultants are experienced online instructors within the discipline and completed basic Odyssey and instructor facilitation training.	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of writing consultants are experienced online instructors within the discipline and completed basic Odyssey and instructor facilitation training.	100%

Approved by dean/director	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of writing consultants will have been approved by dean/director.	100%
Revised course consultants have taught the course at least once, more preferred	Assistant director of curriculum ensures all writing consultants meet the standards. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of writing consultants who are revising a course will have taught the course at least once, more preferred.	100%

### Course Design

STANDARD	MEASUREMENT	OUTCOME	RESULTS
Contains learning objectives addressing Christian worldview and as applicable leadership, communication and professional skills.	Program dean conducts a program review every five years examining all course objectives. Program dean conducts a cycle (specific objective) review every year.	One-hundred percent (100%) of courses will have learning objectives addressing Christian worldview and as applicable leadership, communication and professional skills.	Noted in cycle review
Learning objectives are appropriate to the course level.	Program dean conducts a program review every five years examining all course objectives. Program dean conducts a cycle (specific objective) review every year.	One-hundred percent (100%) of course will have learning objectives are appropriate to the course level.	Noted in cycle review
Up-to-date, well organized and consistent with CU's standard course design.	Editor ensures courses are up-to-date, well organized and consistent with CU's standard course design. Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of courses are up-to-date, well organized and consistent with CU's standard course design.	100%

Varied activities to meet the learning styles of the adult learner	Editor ensures activities are varied to meet the learning styles of the adult learner Director of academic excellence conduct an annual audit of 10 randomly selected courses written during previous year.	One-hundred percent (100%) of activities are varied to meet the learning styles of the adult learner	100%
Multiple measures used to assess student learning enrolled in the programs.	Director of academic excellence will conduct an annual audit of 10 randomly selected courses written during previous year. Program dean conducts a program review every five years examining all course objectives.	One-hundred percent (100%) of courses use multiple measures to assess student learning enrolled in the programs.	100%
EOC surveys indicate a score of 3.0 or higher on course curriculum	Director of academic excellence conducts an annual audit of 10 randomly selected courses written during previous year.	Ninety-five percent (95%) of EOC surveys indicate a score of 3.0 or higher on course curriculum	100%

Recommendations:

- The Academic Excellence assessment was completed for the first time during this academic year. The process was completed during the 2nd quarter for most items; however a few items are better to assess during the fourth quarter. It is recommended that specific directions as to the time frame for each measurement should be identified.
- Increase earned doctor or terminal degree faculty for graduate level courses, especially in the MAED and MA TESOL programs.
- Improve writing consultant results by ensuring 100% of consults are active, have appropriate credentials and have completed appropriate training.

Decisions:

- Specific directions to the time frame for each measurement will be identified for the next annual report.
- Employ additional education faculty with terminal degrees.
- Work with the assistant director of curriculum services to ensure appropriate consults are assigned to course development.

## Best Practice – Course Assessment

### SOC 111 – Introduction to Sociology Fall 2010 and Spring 2011 Brenda King

A pre-test post-test design was used to assess students' learning in Introduction to Sociology for both fall 2010 and spring 2011. Eight major subareas were measured: sociological perspective, culture, socialization, social structure, groups and formal organizations, deviance, social stratification, and race and ethnic inequalities. Two different tests were administered for the pretest and posttest. During both fall and spring, students performed better ( $p < .0001$ ) on the post-test ( $M = 68.16$ ,  $SD =$  and  $M = 64.03$ ,  $SD = 17.64$  in the fall and spring respectively) than on the pretest ( $M = 20.72$ ,  $SD =$  and  $M = 26.48$ ,  $SD =$  in the fall and spring semesters respectively).

They also performed better in each subarea as is indicated in the chart below:

<b>SOC 111 Assessment by Subject Area and Total Exam Percentage of Correct Answers</b>				
<b>Subject Area in Sociology</b>	<b>Fall 2010</b>		<b>Spring 2011</b>	
	<b>Pre-test</b>	<b>Post-test</b>	<b>Pre-test</b>	<b>Post-test</b>
Christian Perspective	20	69	47	58
Sociological Perspective	30	74	16	74
Theory, Basic Information	20	72	31	76
Research	47	75	52	68
Culture	18	64	22	59
Socialization	18	65	26	64
Social Interaction	16	71	20	67
Groups and Formal Organizations	7	75	15	64
Deviance	21	58	25	44
Social Stratification	23	74	31	61
Race and Ethnic Inequality	29	77	33	55
Family	19	65	25	33
Total Exam Mean (SD)	20.72 (6.08)	68.16 (9.85)	26.48 (7.47)	64.03 (7.37)
T-test Probability ( $p < .0001$ )	1.28633E-11		1.42919E-19	

While both the overall mean and the means for the various subareas show statistically significant gains, the gains during Spring semester were quite low. One possible explanation is the change from individuals completing the cognitive mapping assignment, followed by group discussion, to simply using the group study time (one hour) for completing the chapter cognitive maps. Students in the fall semester course felt that reviewing and developing a group cognitive map



was simply redundant and of no added value to the learning process. They also thought it was too difficult logistically to meet for two hours. As a result, I eliminated the individual assignments and reduced the study time to one hour. Quite possibly, one hour was not sufficient time. In addition, some groups simply divided up the questions and did not use the time to discuss each question; so it's likely that students didn't interact with all aspects of the chapter as they would have needed to do to complete individual assignments. In addition, deviance continues to be the areas in which students struggle. That will need to be addressed.

## Course Objectives

SOC 111 has four objectives:

1. Define and explain the basic concepts of Sociology, noting the interrelationships among the concepts and their relevance for understanding social life.
2. Cite and explain the basic theories and methods of sociology.
3. Place the basic content of Sociology within a Christian framework.
4. Define society and culture and explain their influence on human behavior, including one's own.

Various items on the post-test were used to measure the extent to which these objectives were achieved: Objective one was measured with items that tested students' knowledge of the definitions as well as items that tested their ability to apply them (as a proxy for "[the concepts'] relevance for understanding social life." On the Spring pre-test, students answered an average 31% of the items measuring knowledge of definitions correctly; by contrast, they answered an average 61% of the definitional items correctly on the post-test. Their ability to apply these concepts to life is evident by the mean correct score of 67 on the post-test (vs. 29% on the pre-test). The second objective, understanding of theories, was assessed on both the pretest and post-test. Whereas only 8% of the items were answered correctly on the pretest, 42% of the items were answered correctly on the post-test, suggesting a somewhat adequate grasp of the theories and an ability to apply them to different sociological topics. These scores are lower than desired and lower than is typical. This will be carefully monitored in the future. Only six items were used to assess research on both the pre-test and post-test. The average of correct responses was 52% and 68% respectively.

The student's ability to integrate a biblical world view was assessed on the cognitive mapping assignments, tests, and the final exam. Student responses on the cognitive mapping assignment were uneven: some integrated well; others struggled. On the tests, which asked more recall questions for biblical integration, students performed reasonably well. However, their performance on the final was disappointing. A number of students simply left the integration question blank, possibly because this question required that they apply what was learned to new information rather than simply recall information provided in class. More opportunities for critical thinking need to be provided in the classroom. Feedback must be provided to students (in a timely manner).

## **Changes Made between Fall and Spring Semesters**

Based upon the OCE results and students' responses to questions at the end of the fall semester, I made the following changes to the course:

1. Reduced the study group requirement from two hours to one hour.
2. Eliminated individual cognitive mapping assignments and assigned these as group project. Ideally, students should have discussed the entire assignment but some failed to do so. Consequently, I will return to individual assignments in the future.
3. Some items on assignments were revised based on feedback indicating the need for greater clarity.

## **Implications for Future Courses**

1. Elimination of Study Groups. There is so much resistance to the groups, and the limited observations of them suggest they are not truly group work: instead of discussing materials, students simply divide the work and pool their responses. To compensate, more group work will be done during class to reinforce concepts.
2. Return to individual assignments for the cognitive maps. This will increase likelihood of students interacting with the entire chapter. Cognitive maps will be due when the chapter is started to ensure students are familiar with all material. This will also give me the opportunity to review questions or clarify misunderstandings in class. This year, they were due on Fridays to ensure that each group had an opportunity to meet. However, some groups met early; others met on Friday, giving them the benefit of having heard me teach much of the material and address some of the questions on the assignment.
3. Given the difficulties with the deviance chapter, I will develop some in-class exercises that will provide an opportunity for students to apply the material and get feedback prior to taking the unit test or final examination.
4. Discontinue use of Odyssey Drop Box and use Turn It In for assignments and feedback. I learned too late in the semester that grading which was completed in Odyssey was never received by the students even though Odyssey provides the option of emailing feedback to the student. I conferred with Mrs. Connie Sattler, Instructional Technology and Training Manager, regarding this problem, and she recommended that I use Turn It In for future classes. She indicated that students can automatically see my feedback and the grades can be uploaded into Odyssey as well.
5. Consider the use of authentic assessment for part of the semester grade. This will benefit students who have difficulty with traditional assessments because it enables them to demonstrate the extent to which they have mastered the course objectives in nontraditional ways.

## Best Practice – Program Assessment

### Division of Teacher Education 2010-11 ANNUAL ASSESSMENT SUMMARY

#### Faculty Overview:

Department Chair: Dr. Kerisa Myers

Full-time faculty: 4

Part-time faculty: 2

Adjuncts: 13 (9 are classroom instructors; 4 are university supervisors)

#### Achievements:

- TEAC Certification

**Progress:** The department developed and finalized subject matter, pedagogical, caring and effective teaching skill claims upon which the Inquiry Brief Report will be based. The faculty attended a TEAC workshop in March on the campus of Hope College. During May work days, the department also conducted an Internal Audit of student files.

**Goals:** Kerisa Myers will be writing the Inquiry Brief Report during the summer 2011, submit late August/early September with a target date for TEAC visitation team: February 22 and 23, 2012.

- Michigan Department of Education Elementary Standards

**Progress:** The new Elementary Certificate Standards matrix and reports for Option I (Core Subjects) and Option II (Comprehensive major) were submitted November 1, 2010 to the Michigan Department of Education. Both option programs were peer-reviewed and were approved by MDE on February 22, 2011.

The Elementary Standards are incorporated into Teacher Education elementary course syllabi as well as most of the course syllabi for elementary education majors. (Objectives, assignments, and assessments).

**Goals:** Integrate the Professional Standards for Michigan Teachers into all Teacher Education courses (reviewer request). Also, common department values and objectives (attached) will be identified in course syllabi (based on TEAC, Title II, and state areas such as professionalism, accommodations, teaching students with limited English proficiency).

- State Standard Reports

The following reports and programs were also submitted to the State for review: Early Childhood, History, and Social Studies.

- Recognition

For the second consecutive year, the Teacher Education Department maintained exemplary status on the TPI Score Card.

- Principal Survey (Refer to attachment)

- Michigan Test for Teacher Certification (MTTC) Results

**Basic Skills:** The 2009-2010 results are attached to this report. CU's cumulative percentage is 93.2% which is 2.0% above the State average of 91.2%. CU entry-level teacher education students were ranked 14<sup>th</sup> out of 33 Michigan colleges. Our students did not perform as well as last year dropping 2 positions.

**Teacher Certification:** The 2009-2010 results are attached to this report. CU student teachers ranked 9<sup>th</sup> out of 35 Michigan colleges. Our students moved upward 9 positions which is a significant improvement from last year.

- Academic Preview Day (APD)

This event was held October 22, 2010. 31 students and 40 parents attended. Keith Mc Adams was appointed as coordinator for this event. Laurie Burgess taught an Educational Psychology lesson to the students again this year. Faculty, alumni, and CU Teacher Education students led a Q & A panel. Keith Mc Adams sent each visiting student a follow-up email thanking them for their visit and extending an invitation for continued communication.

The Admission Department's post survey is attached to this report. The report indicates 100% of the students and parents in attendance believe that the APD "*Met or exceeded expectations*". When responding to the question "*What was the most valuable part of the day?*", our department's Q & A panel was listed as student's and parent's first response.

No changes are suggested for improvement at this time.

- Department Chapels

The Department held 3 chapels this year.

(October 11, 2010) Guest Speaker: John Booy, superintendent of The Potter's House Christian Schools

(February 7, 2011) Guest Speaker: Pastor Ryan Kimmel, Student Ministries Leader and High School Director of Corinth Reformed

(April 11, 2011) Guest Speaker: Dr. Ron Kronmeyer, Teacher Education Department faculty member

- Department Advising

(October 25, 2010 & March 14, 2011) **Advising:** Session Leaders: Dr. Kerisa Myers and Keith Mc Adams. TE Faculty held appointments in their offices.

- Faculty

- Professional Development

- Suzanne Bell earned a PGS TESOL Master's endorsement. She also attended the International Reading Association's annual conference.
- Laurie Burgess has begun her doctoral program at Western Michigan University. She also attended the Michigan American Council on Education Network for Women in Higher Education of which she now has become an Institutional Representative. Laurie is a 2011 Fulbright Scholarship Institutional Representative. Finally, she provided assistance to a mid-semester new adjunct hire for MAT 212.
- Kerisa Myers: attended ACSI forum for Christian Teacher Educators & MiAEYC conference with five early childhood students

- Committee Work
  - Suzanne Bell: Assessment, Alumni Board TE liaison
  - Keith McAdams: Educational Goals, Assessment, International Programs, & Search for Music faculty & Information Systems Director
  - Laurie Burgess: On-line Course Evaluation
  - Kerisa Myers: Undergraduate Academic Council, Professional Graduate Council, Education Search Committee
  - Darla England: Faculty Senate
- Presentations
  - Kerisa Myers—National Coalition for Campus Children’s Center: Session Title: “Child Care at Higher Education Campuses: Director Perceptions”
  - Keith McAdams—Road Trip: Session Title: “Following Jesus”
  - Laurie Burgess—Lily Conference: Session Title: “Creating Community in the College Classroom” & Oakdale Park CRC: Session Title: “Classroom Management 101”
- New Faculty
  - Nakia James has been hired as a full-time faculty member to teach MAT312, EDU363 and EDU460.
- Internships
  - Student Teaching
    - *Cooperating Teacher Program Evaluations* were conducted. The Department Chair and Student Teacher Placement Director, along with the Assessment Director if necessary, will discuss the creation and dissemination of a Cooperating Teacher Evaluation. Refer to the attached report for evaluation details.
    - *Preliminary and Post Assessment Survey* results were conducted. This year was the first year that some student indicated frustration with the feedback provided by their university supervisor. The Department Chair and Student Teacher Placement Director, along with the Assessment Director if necessary, will discuss the creation and dissemination of a University Supervisor Evaluation. Refer to attached report for details.
    - Student Teacher of the Year:  
Winner: Matthew Kingshott  
Runner-up: Melissa Zimmerman
  - Teacher Assistant Practicum
    - An updated Cooperating Teacher Evaluation form will be implemented for the 2011-2012 academic year. The updated evaluation requests a greater professional critique.
- Courses:
  - The MAT 211 & 212 have been combined into one course MAT 312 Elementary Methods and Mathematics. The new course will focus primarily on methods and include content based on State standards as well as an urban tutoring component.

- EDU 382 (TAP) has been a frequent topic of discussion. Summer work will continue in order to develop a plan to strengthen the courses' overall impact on our program.
- The field experience for EDU 342 has been altered. Students are no longer tutoring but fulfilling an aiding experience. At this point, students have seen a much stronger correlation between theory and practice.
- Young Educators' Society (YES)
  - President: Nate Langel
  - Activities:
    - ✓ 2 movie nights were held. "To Save a Life" and "Temple Grandin" were shown. Attendance: approximately 30-35
    - ✓ Second Semester the organization held once a week round table discussions each Monday during lunch. Various educational topics were discussed. Attendance: Core group
    - ✓ 2 seminars were held. Mrs. Ella Morgan who is a teacher with the Grand Rapids Public Schools presented on the topic "Christianity in the Public Schools: A Christian teacher rights". Attendance: 15 The National Heritage Academy sent representatives to present information on application, resume, and interviewing skills. Attendance: 4

**Fall (2010) and Spring (2011) Comparative Results Summary  
COOPERATING TEACHER SURVEY**

**Elementary Narrative Summary**

**STRENGTHS**

- Professionalism
- Content knowledge

**WEAKNESSES**

- Classroom management

**Secondary Narrative Summary**

**STRENGTHS**

- Content knowledge

**EVALUATION RUBRIC NOTEWORTHY CONCERN:**

1. This year's report indicates that **both elementary and secondary student teachers** are struggling as evaluators. The question from the survey reads:

*"To train teachers as evaluators who know how to follow student progress using authentic student assessment enabling each one to achieve maximum intellectual and personal growth."*

2. This year's report indicates that **elementary student teachers** are struggling as managers. The question from the survey reads:

*"To train teachers as managers who implement policy and manage human physical resources to enable every student to learn in a safe and stimulating educational environment."*

**3-Year (2008-2011) Comparative Results Summary  
COOPERATIVE TEACHER SURVEY**

There are no outstanding weaknesses reported by cooperating teachers.

**Fall (2010) and Spring (2011) Comparative Results Summary  
STUDENT TEACHER ASSESSMENT SURVEY**

**NOTEWORTHY CONCERNS:**

**Preliminary Assessment:**

Both elementary and secondary student teachers report that they do not feel “*prepared to meet the needs of special needs students*”.

**Post Assessment:**

Both elementary and secondary student teachers report that they do not feel their “*university supervisor offered useful feedback on (their) teaching and planning*”.

Elementary student teachers report that their CU classes should place more emphasis on the following concepts:

- Math
- Unit planning

**MTTC Test:**

Secondary

English: Knowledge of authors is not stressed enough

Elementary

Student felt least prepared for math

**MTTC SUBJECT AREA RESULTS**

The following information will prove helpful to students who are preparing to take the MTTC test. (The TE Department Chair along with the methods professors and student teaching director will need to decide how to make this information accessible to students). The TE Department Chair will send this data to the respective university department chairs.

**September 2009-August 2010 Subject Results**

The subject areas reported below represent areas that our students did not collectively pass with a 70 % or higher score:

- Secondary Level
  - Communication Arts
  - Psychology
- Elementary Level
  - Math
  - Language Arts
  - Integrated Science

## Next Steps for the Mishqelet Assessment Project

The following list of items represents the “next steps” for the campus community and the resultant goals for 2011-2012:

1. Divisions will finalize divisional mission statements and objectives that are in line with the Cornerstone University mission statement and align these with the new CU Educational Learning Objectives.
2. Assessment data will be gathered and used in decision-making in all areas of the University.
4. All divisions will identify goals and report on these goals at the end of the year.
5. All divisions will move toward using the full assessment process (identifying goals, choosing assessment tools to collect data, evaluating data gathered, and using data to inform decisions regarding program development) and will identify one course or divisional assessment that uses the full cycle of assessment.



Mishqelet Assessment Project



## Notes

### Personal/Professional Next Steps

- 1.
- 2.
- 3.
- 4.
- 5.



### Divisional Next Steps

- 1.
- 2.
- 3.
- 4.
- 5.

**“To be receptive to change, members must understand their role in the fulfillment of a larger purpose and see how change will better enable them to accomplish organizational goals.”**

(Deetz, et al., *Leading Organizations Through Transition*, p. 154)

# Assessing Towards Quality



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