GREETINGS AND WELCOME TO CORNERSTONE UNIVERSITY!!!

THE CAMPUS COMMUNITY is excited to partner with the Higher Learning Commission and the group of peer mentors visiting us in Grand Rapids, Michigan. The relationship between the HLC and Cornerstone is one we value as together we work on issues of campus development. The faculty, staff, administration and students have worked for the past two years to systematically evaluate the university – cheering our strengths and acknowledging the opportunities for improvement and growth.

At a foundational level, the university continues to live out the mission that was envisioned by its founders 70 years ago, but we are experiencing a new season. This new season is characterized by a commitment to the future, based upon providing a learner-centered environment in and out of which a connected organization fulfills its distinctive place in American higher education.

The self-study process proved instrumental in inviting the professionals employed by the university to understand the organization, to appraise the organization, to reach conclusions about its strengths and weaknesses, and to show the institutional will and resolve to know what to do in order to improve the organization’s processes and behaviors as it meets the needs of its stakeholders. In essence, the process of reaccreditation helped the university to move forward on a number of fronts of organizational development.

The self-study process provided a reflective campus community an understanding that its mission and the people working for it provide stability amidst great social and economic change. The foundation on which the university is built is solid as the mission remains the cornerstone of all organizational activities.

Cornerstone University is looking at the self-study, the visit by the evaluation team, and the conversation with the HLC as part of its organizational development and its transition to the Pathways accrediting process.

Sincerely,

Dr. Joseph M. Stowell
President, Cornerstone University
INTRODUCTION
List of Visuals .................................................. 6
Self-Study Abbreviations ................................. 7
The Self-Study Process .................................... 8
A Brief History of Cornerstone University ........... 11
Organizational Structure .................................. 14
Accreditation History ........................................ 15
Institutional Data ............................................. 17
Funding Information ........................................ 29
Institutional Data ............................................. 33

RESPONSE TO THE 2001-02
HLC SELF-STUDY .............................................. 37

CRITERION 1
Introduction ................................................. 47
Core Component 1-A ..................................... 49
Core Component 1-B ..................................... 54
Core Component 1-C ..................................... 62
Core Component 1-D ..................................... 72
Core Component 1-E ..................................... 76
Summary of Criterion 1 ................................. 79

CRITERION 2
Introduction ................................................. 81
Core Component 2-A ..................................... 83
Core Component 2-B ..................................... 90
Core Component 2-C ................................... 95
Core Component 2-D .................................. 101
Summary of Criterion 2 ................................. 106

CRITERION 3
Introduction ................................................. 109
Core Component 3-A ................................... 111
Core Component 3-B ................................... 117
Core Component 3-C .................................. 123
Core Component 3-D .................................. 130
Summary of Criterion 3 ................................. 135

CRITERION 4
Introduction ................................................. 137
Core Component 4-A ................................... 139
Core Component 4-B ..................................... 145
Core Component 4-C ..................................... 151
Core Component 4-D ..................................... 156
Summary of Criterion 4 ................................. 161

CRITERION 5
Introduction ................................................. 163
Core Component 5-A ..................................... 165
Core Component 5-B ..................................... 173
Core Component 5-C ..................................... 179
Core Component 5-D ..................................... 182
Summary of Criterion 5 ................................. 187

CONCLUSION
Summary of the Self-study – The Four Themes ... 189
Organizational Development ............................. 193
Next Steps for Cornerstone .............................. 194
Transitioning to the Pathways System ............... 194

CORNERSTONE UNIVERSITY’S
RECOMMENDATION FOR
REACREDITATION ............................................. 195

APPENDIX A
Organizational Charts .................................. 198
Site Visit Report: ABTS ................................... 202

FEDERAL COMPLIANCE REPORT ... 215
Requirement 1 ................................................. 216
Requirement 2 ................................................. 218
Requirement 3 ................................................. 219
Requirement 4 ................................................. 220
Requirement 5 ................................................. 221
Requirement 6 ................................................. 223
Requirement 7 ................................................. 224
Requirement 8 ................................................. 225

E-RESOURCE ROOM
ORGANIZATIONAL STRUCTURE ... 215
INTRODUCTION
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC</td>
<td>Adult Academic Council</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admission Officers</td>
</tr>
<tr>
<td>AACSBS</td>
<td>Association to Advance Collegiate Schools of Business</td>
</tr>
<tr>
<td>ABTS</td>
<td>Asia Biblical Theological Seminary</td>
</tr>
<tr>
<td>ABWE</td>
<td>Association of Baptists for World Evangelism</td>
</tr>
<tr>
<td>ACAT</td>
<td>Area Concentration Achievement Tests</td>
</tr>
<tr>
<td>ACE</td>
<td>Adult Continuing Education (now PGS)</td>
</tr>
<tr>
<td>ACCL</td>
<td>Association of College and Research Libraries</td>
</tr>
<tr>
<td>ACSWE</td>
<td>American Council on Social Work Education</td>
</tr>
<tr>
<td>AFO</td>
<td>Accounting and Finance Office</td>
</tr>
<tr>
<td>AICUM</td>
<td>Association of Independent Colleges and Universities in Michigan</td>
</tr>
<tr>
<td>ASHS</td>
<td>Associates of Science in Health Services</td>
</tr>
<tr>
<td>ATS</td>
<td>Association of Theological Schools</td>
</tr>
<tr>
<td>BCW</td>
<td>Best Christian Workplace Survey</td>
</tr>
<tr>
<td>BEAP</td>
<td>Baccalaureate Education Assessment Package</td>
</tr>
<tr>
<td>BRM</td>
<td>Bible/Religion/Ministry Division</td>
</tr>
<tr>
<td>B2B</td>
<td>Back-to-Business</td>
</tr>
<tr>
<td>CAAHE</td>
<td>Consortium for the Advancement of Adult Higher Education</td>
</tr>
<tr>
<td>CAHEA</td>
<td>Christian Adult Higher Education Association</td>
</tr>
<tr>
<td>CAMS</td>
<td>Center for Academic Media Services</td>
</tr>
<tr>
<td>CCCU</td>
<td>Consortium of Christian Colleges and Universities</td>
</tr>
<tr>
<td>CEBM</td>
<td>Cornerstone Educational Baptist Ministries</td>
</tr>
<tr>
<td>CEL</td>
<td>Corporate Education Liaison</td>
</tr>
<tr>
<td>CELT</td>
<td>Center for Excellence in Learning and Teaching</td>
</tr>
<tr>
<td>CFI</td>
<td>Composite Financial Index</td>
</tr>
<tr>
<td>CIC</td>
<td>Council of Independent Colleges</td>
</tr>
<tr>
<td>CIRP</td>
<td>Cooperative Institutional Research Program</td>
</tr>
<tr>
<td>CLC</td>
<td>Cornerstone Learning Center</td>
</tr>
<tr>
<td>CMS</td>
<td>Communication/Media Studies Division</td>
</tr>
<tr>
<td>CQ</td>
<td>Cultural Quotient</td>
</tr>
<tr>
<td>CSBV</td>
<td>College Students' Beliefs and Values</td>
</tr>
<tr>
<td>CSS</td>
<td>College Student Survey</td>
</tr>
<tr>
<td>CU</td>
<td>Cornerstone University</td>
</tr>
<tr>
<td>CUSG</td>
<td>Cornerstone University Student Government</td>
</tr>
<tr>
<td>DARTEP</td>
<td>Directors and Representatives of Teacher Ed. Programs</td>
</tr>
<tr>
<td>DaDITPM</td>
<td>Deans and Directors of Independent Teacher Preparation Institutions of MI</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>EFCA</td>
<td>Evangelical Council for Financial Accountability</td>
</tr>
<tr>
<td>ELIC</td>
<td>English Language Institute – China</td>
</tr>
<tr>
<td>ETAC</td>
<td>Educational Technology Advisory Committee</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Education Rights and Privacy Act</td>
</tr>
<tr>
<td>FMLA</td>
<td>Family Medical and Leave Act</td>
</tr>
<tr>
<td>GAC</td>
<td>Graduate Academic Council</td>
</tr>
<tr>
<td>GBE</td>
<td>Global Business Experience</td>
</tr>
<tr>
<td>GLC</td>
<td>Global Learning Center</td>
</tr>
<tr>
<td>GRSBM</td>
<td>Grand Rapids School of Bible and Music</td>
</tr>
<tr>
<td>GRTS</td>
<td>Grand Rapids Theological Seminary</td>
</tr>
<tr>
<td>HLC</td>
<td>Higher Learning Commission of the North Central Association</td>
</tr>
<tr>
<td>ICCE</td>
<td>Institute for Christianity and Cultural Engagement</td>
</tr>
<tr>
<td>IPO</td>
<td>Institute for Professional Development</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>IPS</td>
<td>Institutional Priorities Survey</td>
</tr>
<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
</tr>
<tr>
<td>JCITE</td>
<td>Joint Commission on International Theological Education</td>
</tr>
<tr>
<td>LibQUAL</td>
<td>Library Service Quality Organization</td>
</tr>
<tr>
<td>MAML</td>
<td>Master of Arts in Ministry Leadership</td>
</tr>
<tr>
<td>MCO</td>
<td>Multicultural Organization</td>
</tr>
<tr>
<td>MFUR</td>
<td>Ministry Follow-up Report</td>
</tr>
<tr>
<td>M DoE</td>
<td>Michigan Department of Education</td>
</tr>
<tr>
<td>MNN</td>
<td>Mission Network News</td>
</tr>
<tr>
<td>MTTC</td>
<td>Michigan Test for Teacher Certification</td>
</tr>
<tr>
<td>NACUBO</td>
<td>National Association of College and University Business Officers</td>
</tr>
<tr>
<td>NAICU</td>
<td>National Association of Independent Colleges and Universities</td>
</tr>
<tr>
<td>NAI A</td>
<td>National Association of Intercollegiate Athletics</td>
</tr>
<tr>
<td>NASFAA</td>
<td>National Association of Student Financial Aid Administrators</td>
</tr>
<tr>
<td>NASM</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>NCHEMS</td>
<td>National Center for Higher Education Management Systems</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organizations</td>
</tr>
<tr>
<td>OCE</td>
<td>Online Course Evaluations</td>
</tr>
<tr>
<td>OSAP</td>
<td>Oxford Study Abroad Program</td>
</tr>
<tr>
<td>PGS</td>
<td>Professional and Graduate Studies</td>
</tr>
<tr>
<td>RBC</td>
<td>Radio Bible Class Ministries</td>
</tr>
<tr>
<td>SIFE</td>
<td>Students In Free Enterprise</td>
</tr>
<tr>
<td>SIS</td>
<td>Semester in Spain</td>
</tr>
<tr>
<td>SLA</td>
<td>Student Learning Assessments</td>
</tr>
<tr>
<td>SSI</td>
<td>Student Satisfaction Inventory</td>
</tr>
<tr>
<td>STI</td>
<td>Spiritual Transformation Inventory</td>
</tr>
<tr>
<td>SWK</td>
<td>Social Work Program</td>
</tr>
<tr>
<td>20/20</td>
<td>University Strategic Plan</td>
</tr>
<tr>
<td>TEAC</td>
<td>Teacher Education Accreditation Council</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
</tr>
<tr>
<td>TUG</td>
<td>Traditional Undergraduate Studies</td>
</tr>
<tr>
<td>UAC</td>
<td>Undergraduate Academic Council</td>
</tr>
<tr>
<td>WAP</td>
<td>Worldview Awareness Profile</td>
</tr>
<tr>
<td>WAYG</td>
<td>University Radio Station</td>
</tr>
<tr>
<td>WAYK</td>
<td>University Radio Station</td>
</tr>
<tr>
<td>WCGS</td>
<td>University Radio Station</td>
</tr>
<tr>
<td>WMPCC</td>
<td>West Michigan Presidents' Compact Committee</td>
</tr>
</tbody>
</table>
IN CONDUCTING AN EVALUATION OF THE UNIVERSITY, the following items constituted the formal charge, which guided the self-study process. The Cornerstone University community worked for two years in the evaluation of its practices and processes (see the timeline) and moved forward following the contours of the “Accreditation Plan” submitted to the HLC for early review.

Specifically, the following goals guided this organizational analysis:

1. To render a just and accurate evaluation of the condition of the university to the Higher Learning Commission in light of the five accreditation Criteria and four Themes of high-functioning organizations of higher education.

2. To invite the professionals employed by the university to appraise the organization, to reach conclusions about its strengths and weaknesses, and to show the institutional will and resolve to know what to do in order to improve the organization’s processes and behaviors as it meets the needs of its stakeholders.

3. To provide the university community with an evaluation of itself with the aspiration of internal ownership of the findings.

4. To allow the reaccreditation process to guide organizational development and provide a scheme for overall maturation as well as a set of specific “next steps” for the university.

5. To assist in the transition of the university to the Pathways accreditation process.

The campus-wide introspection fostered by this reaccreditation self-study is becoming a part of the campus ethos and organizational expectations. With the advent of the new accrediting process, this review will serve the university well as it moves into the future.

A self-study involves an entire campus community, but a variety of faculty, staff, students and administrators served in specific ways and gave of their time, energy, and insights in the process of this organizational evaluation. Specifically, 18 different people attended the HLC-sponsored PEAQ self-study training during the last three years, 48 individuals participated in some way on a criterion committee or in performing a special assignment, and 21 students were involved in HLC focus groups. In addition, the campus memory has seven people from the 2001 self-study team and five from the 1991 team who are informed about institutional review. The campus community has an understanding of the purpose, processes and value of organizational self-study.
For the 2011 reaccreditation report to the HLC, the following people and committees worked in special ways to accomplish a review of Cornerstone University and how it provides a quality education for its students. Special thanks are due to each for their efforts.

### HLC SELF-STUDY COORDINATORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tim Detwiler</td>
<td>Associate Provost</td>
</tr>
<tr>
<td>Dr. Linda Haveman</td>
<td>Dean of Academics and Assessment, PGS</td>
</tr>
</tbody>
</table>

### HLC TASK FORCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rick Ostrander</td>
<td>Provost</td>
</tr>
<tr>
<td>Dr. Tim Detwiler</td>
<td>Associate Provost</td>
</tr>
<tr>
<td>Dr. Linda Haveman</td>
<td>Dean of Academics and Assessment, PGS</td>
</tr>
<tr>
<td>Dr. Charles Keller</td>
<td>Associate Professor of Science</td>
</tr>
<tr>
<td>Mrs. Molly Heemstra</td>
<td>Director of Residential Life, Spiritual Formation</td>
</tr>
</tbody>
</table>

### SELF-STUDY WRITING TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tim Detwiler</td>
<td>Associate Provost</td>
</tr>
<tr>
<td>Dr. Linda Haveman</td>
<td>Dean of Academics and Assessment, PGS</td>
</tr>
<tr>
<td>Dr. Judith Fabisch</td>
<td>Professor of English</td>
</tr>
<tr>
<td>Mrs. Tammy Looman</td>
<td>Director of Assessment/Director of the Writing Center</td>
</tr>
<tr>
<td>Mrs. Rebecca Wolfe</td>
<td>Special Projects Assistant</td>
</tr>
<tr>
<td>Mrs. Julie Marchese</td>
<td>Assistant to the Associate Provost</td>
</tr>
<tr>
<td>Dr. Robert Rapa</td>
<td>Dean, Asia Biblical Theological Seminary</td>
</tr>
</tbody>
</table>

### CRITERION ONE SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Linda Haveman</td>
<td>PGS, Task Force Co-Chair, Committee Co-Chair</td>
</tr>
<tr>
<td>Mrs. Emilie Azkoul</td>
<td>Director of Human Resources, Committee Co-Chair</td>
</tr>
<tr>
<td>Mr. Andy Smith</td>
<td>Associate Professor of Bible</td>
</tr>
<tr>
<td>Mr. Marc Fowler</td>
<td>Executive Vice President &amp; Chief Operating Officer</td>
</tr>
</tbody>
</table>

### CRITERION TWO SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Larry Bos</td>
<td>Assoc. Professor of Business, Task Force, Committee Co-Chair</td>
</tr>
<tr>
<td>Mr. William Riter</td>
<td>Assoc. Professor of Business, Committee Co-Chair</td>
</tr>
<tr>
<td>Mrs. Nancy Schoonmaker</td>
<td>Senior Vice President, Chief Financial Officer</td>
</tr>
</tbody>
</table>

### CRITERION THREE SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. John VerBerkmoes</td>
<td>GRTS, Task Force, Committee Co-Chair</td>
</tr>
<tr>
<td>Dr. Doug Mohrmann</td>
<td>Associate Professor of Religion, Committee Co-Chair</td>
</tr>
<tr>
<td>Dr. Rick Ostrander</td>
<td>Provost</td>
</tr>
</tbody>
</table>

### CRITERION TWO SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Joel Hill</td>
<td>News Director of CU Radio</td>
</tr>
<tr>
<td>Mr. Richard Honholt</td>
<td>Director of Campus Safety</td>
</tr>
<tr>
<td>Mr. Nate Clason</td>
<td>Associate Dean of Students, GRTS</td>
</tr>
<tr>
<td>Mrs. Lisa Link</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>Student Focus Group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Stephen Popp</td>
<td>Director of Budgeting and Financial Analysis</td>
</tr>
<tr>
<td>Dr. Fred Sweet</td>
<td>Director of the Miller Library</td>
</tr>
<tr>
<td>Mr. Keith DeBoer</td>
<td>Director of Student Services, PGS</td>
</tr>
<tr>
<td>Mr. Graham McKeague</td>
<td>Director of Admissions, GRTS</td>
</tr>
<tr>
<td>Student Focus Group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eric Hoogstra</td>
<td>Associate Professor of Business, PGS</td>
</tr>
<tr>
<td>Dr. Scott Sanders</td>
<td>Associate Professor and Director of Social Work Program</td>
</tr>
<tr>
<td>Mrs. Laurie Burgess</td>
<td>Director of CELT, Instructor for Teacher Education</td>
</tr>
<tr>
<td>Mrs. Tammy Looman</td>
<td>Director of Assessment/Director of Writing Center</td>
</tr>
<tr>
<td>Student Focus Group</td>
<td></td>
</tr>
</tbody>
</table>
CRITERION FOUR
SUBCOMMITTEE
Dr. Charles Keller
Associate Professor of Science, Task Force, Committee Co-Chair
Dr. Philip Bustrum
Professor of Christian Education, Committee Co-Chair
Dr. David Kennedy
Associate Professor of Old Testament, GRTS
Dr. Sandra Upton
Dean of Business Programs, PGS

CRITERION FIVE
SUBCOMMITTEE
Mrs. Molly Heemstra
Director of Residential Life, Task Force, Committee Co-Chair
Mrs. Kathy Sindorf
Associate Professor of Media Studies, Committee Co-Chair
Mr. Bill Knott
Vice President for Advancement
Mr. John Warren
Associate Dean of Career Services

STUDENT
FOCUS GROUP
Participants
Dallas Cooper
Benjamin Kaiser
Dean Dettloff
Zach Wheeler

Ashley VanderGeld
Savion Sanford
Joy McFadden
Morgan Zeleuka
Luke Thorne
Lauren McKone
Jared Hameruick
Jordan Vasicek
Eve Herndon

Alex Caceres
Kelly Gaupel
Mary Ann Frazier
Jade Acosta
Jacob McMahon
Josiah Daniels
Jennifer Manzer
Kristin Gray

SITE VISIT LOGISTICS COMMITTEE
Mrs. Liz Wheeler – Executive Assistant to the Provost
Mrs. Cynthia Wiltheiss – Director of Food Services
Ms. Caroline Cahoon – Art Director, Marketing & Communications Office
Mr. Jason Bowers – Technology Services

INDIVIDUALS PROVIDING SPECIAL SERVICE
Mrs. Beth Longjohn
Executive Assistant to the President
Dr. Judith Fabisch
Professor of English
Mrs. Katherine Felber
Project Manager, Marketing & Communications Office
Ms. Kelli Cottrell
Media Relations Coordinator and Writer/Editor, Marketing & Communications Office
Ms. Caroline Cahoon
Design Specialist, Marketing & Communications Office
Ms. Jessica Taylor
Student Assistant to the Associate Provost
Mr. Caleb Williams
Student Assistant, Marketing & Communications Office
Mrs. Louise Barnard
Consultant for ABTS Operations

Rev. James Blumenstock
Acting Dean, Asia Biblical Theological Seminary

Ms. Sarah Westveer
E-Resource Room

Ms. Katie Ouwinga
E-Resource Room

Ms. Jaclyn Visbeen
Website Development
A BRIEF HISTORY OF CORNERSTONE UNIVERSITY

CORNERSTONE UNIVERSITY is an independent, evangelical Christian institution of higher education with a rich heritage of more than 70 years. The university is located in Grand Rapids, Michigan, a West Michigan city with a metropolitan population of more than 750,000. The total enrollment for the fall semester 2010 was 3,054, including traditional undergraduate (TU), undergraduate and graduate Professional and Graduate Studies (PGS), Grand Rapids Theological Seminary (GRWT), and Asia Biblical Theological Seminary (ABTS) students. Students represent at least 38 different denominational or association groups and come from 32 states and six countries. In the face of an intense recession, when many area schools decreased in enrollment, Cornerstone University’s 2010-2011 school year began with an 8% increase. The projection for 2011-2012 is for a 6% increase in student enrollment.

The institution began on January 7, 1941, as an evening BIBLE INSTITUTE at the Wealthy Street Baptist Church in Grand Rapids, Michigan.

Almost ten years after its inception, the institution appointed Dr. W. Wilbert Welch as its fifth president, a position he held until 1983. During his presidency, Dr. Welch developed a four-year Bible college curriculum in anticipation of state approval for offering bachelor’s degrees. The institution received state approval to offer the Bachelor of Religious Education and the Bachelor of Music degrees in 1963, and the name of the institution was changed to GRAND RAPIDS BAPTIST BIBLE COLLEGE AND SEMINARY. The college grew and expanded its offerings to include degrees in Religious Education and Music and added majors in history, literature, speech, and social science. The college also received approval to grant the M.Div. degree. During this time, the school moved to its present location on the northeast side of Grand Rapids, and by 1967, the campus consisted of 94 acres and nine buildings. The sixties was a period of rapid growth and development, and over the next period of time, the institution defined itself as a “Christian, limited purpose, liberal arts college.”

In 1972 the Michigan State Board of Public Instruction granted the college the authority to offer the Bachelor of Arts degree and the institution modified its name to GRAND RAPIDS BAPTIST COLLEGE AND SEMINARY. As a liberal arts institution, the College prepared
students for advanced degree work and selected marketplace vocations as well as vocations in churches and religious organizations.

In 1973, a college radio station was established, WCSG FM91.3. In the years since, this radio station has become the leading Christian radio outreach in the West Michigan region and is now accompanied by two youth-oriented stations, WAYG in Grand Rapids and WAYK in Kalamazoo, a worldwide missions program called Mission Network News, and a children’s radio ministry called His Kids Radio. Collectively, this broadcast ministry is known as CU RADIO and is an important ministry division of the university with impact around the world.

In 1977, the university was ACCREDITED BY what is now the Higher Learning Commission and was received into membership by the North Central Association of Colleges and Schools.

In 1982, the Seminary joined with mission agencies Baptist Mid-Missions and the Association for Baptists for World Evangelism to found the GRAND RAPIDS BAPTIST SEMINARY ASIAN EXTENSION PROGRAM – GRBSEP. This was done in recognition of the need for graduate theological education in Southeast Asia. The program was for many years based in Manila and offered seminary courses in five countries: the Philippines, Thailand, Singapore, Hong Kong, and Myanmar. From 1992 – 2008, the program was headquartered in Singapore and enrolled about 200 students per year. In 2002, the program was reseated in the university and in 2003 the Asian Extension Program was combined with another university program and renamed the Asia Baptist Theological Seminary of Cornerstone University. Currently, the ASIA BIBLICAL THEOLOGICAL SEMINARY (ABTS) maintains its central office in Chiang Mai, Thailand with additional seminar locations throughout Southeast Asia.

The years 1986 and 1987 saw the beginning of the process of developing state-certified elementary and secondary teacher education programs. By March of 1989, the program had received preliminary approval from the State Board of Education, with Calvin College as the sponsoring institution, to grant degrees in education.

The 1990s was a decade characterized by growth, development of new programs, and a general strengthening of the university.

Dr. Rex Rogers joined the campus as president in 1991 and led the institution for the next 17 years. In 1993, the university launched the ADULT AND CONTINUING EDUCATION (ACE) division, which later became the PROFESSIONAL AND GRADUATE STUDIES PROGRAM (PGS), now offering multiple undergraduate and graduate degree programs to more than 1,200 students throughout Michigan. These years also included the development of a STATE-CERTIFIED TEACHER EDUCATION PROGRAM, approved by the State of Michigan in 1995.

Also in 1993, a “merger-in-principle” was announced between Grand Rapids Baptist College and the Grand Rapids School of Bible and Music (GRSBM). The college served as the repository for GRSBM academic records and heritage. Given the merger and a variety of other factors, the institution became CORNERSTONE BAPTIST EDUCATIONAL MINISTRIES (CBEM) – comprised of Cornerstone College, Grand Rapids Baptist Seminary, ABTS, PGS and Cornerstone Radio.

As a reflection of its growth and to better connect with the broader evangelical community, the institution was renamed CORNERSTONE UNIVERSITY in 1999. During this time, several key initiatives were developed: the Christian Worldview Institute, Leadership Development, and the Cross-Cultural Ministries Program.
In the fall of 2000, Cornerstone launched the Advanced Communication Initiative, and became a “LAPTOP UNIVERSITY.” The decade also saw the strengthening of funding and physical resources, including the addition of the Bernice Hansen Athletic Center, Warren Faber Hall, the Gainey Conference Center and the Corum Student Union, and increased dormitory, classroom and office space. Since 2001, the university has sought to improve the quality of its educational programs with the aspirations to merit approval by professional organizations. This has included accreditation of the Social Work Program with the Council on Social Work Education and the Fine Arts Program with the National Association of Schools of Music.

In 2002, the seminary was approved for accreditation with the ASSOCIATION OF THEOLOGICAL SCHOOLS and soon after offered a Master of Arts in Ministry Leadership. In 2003, to better connect with the broader evangelical community, Grand Rapids Baptist Seminary was renamed GRAND RAPIDS THEOLOGICAL SEMINARY. In 2008, GRTS recognized the need for theological training for pastors and lay leaders in urban settings and partnered with donors to develop the Urban Cohort Initiative (UCI). This program has grown to 90 students in four Michigan cities.

In 2008, the Board of Trustees appointed Dr. Joseph Stowell to assume the position as the university’s 11th president. Much of this self-study focuses on the university under the leadership of his administration. In the short stint of the new administration, a number of special initiatives have been birthed, laying the foundation for the future, including:

- Revised identity, mission, and vision statements
- The beginnings of a strategic planning process
- A plan to solidify the university’s financial base
- Restructuring of a number of areas of the campus organization
- Building of the university's physical infrastructure
- Instilling hope for the future in the employees and students

From its inception, Cornerstone University has maintained a commitment to the authenticity and central importance of faith in the life of its community. The university’s alumni may be found throughout the United States and in many parts of the world working in professions representing all walks of life. Though the mission of the institution has broadened over the years, it continues to be committed to its original purpose of preparing students for an integrated life of work, service and life-long learning in the context of one’s faith.
The above organizational visual provides an overview of the formal structure of the university and its operational units. Taken as a whole, one is able to understand how the pieces to the institutional puzzle fit together. The primary university organizational visual is provided for view in this document, with the other units’ formal reporting lines available in Appendix A and in the e-resource room.
### ACCREDITATION HISTORY

The university holds regional accreditation from the Higher Learning Commission of the North Central Association. Also, accreditation is held for the Music Division (NASM), Social Work Program (ACSWE), the Teacher Education Division (State of Michigan DoE, TEAC) and the Grand Rapids Theological Seminary (ATS). The accreditation history of each follows:

#### HIGHER LEARNING COMMISSION

<table>
<thead>
<tr>
<th>DATE</th>
<th>COMMISSION ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Granted “Candidate Status” for accreditation</td>
</tr>
<tr>
<td>1977</td>
<td>Granted “Initial Accreditation”</td>
</tr>
<tr>
<td>1981</td>
<td>Granted “Continued Accreditation”</td>
</tr>
<tr>
<td>1986</td>
<td>Approved to offer courses in Thailand</td>
</tr>
<tr>
<td>1988</td>
<td>Approved to offer courses in Burma, Philippines</td>
</tr>
<tr>
<td>1989</td>
<td>Approved to offer courses in Hong Kong</td>
</tr>
<tr>
<td>1991</td>
<td>Granted “Continued Accreditation”</td>
</tr>
<tr>
<td>1997</td>
<td>Granted approval to offer adult degree programs throughout Michigan</td>
</tr>
<tr>
<td>2002</td>
<td>Granted “Continued Accreditation”</td>
</tr>
<tr>
<td>2002</td>
<td>Approved to offer the MSM in Troy, Kalamazoo and Detroit</td>
</tr>
<tr>
<td>2002</td>
<td>Approved to offer courses in India, S. Korea and Papua New Guinea</td>
</tr>
<tr>
<td>2005</td>
<td>Accepted the university’s “Focus Visit Report” on assessment</td>
</tr>
<tr>
<td>2007</td>
<td>Approved distance delivery of the MBA</td>
</tr>
<tr>
<td>2008</td>
<td>Accepted the university’s “Monitoring Report” on assessment</td>
</tr>
<tr>
<td>2009</td>
<td>Approved education sites in Benton Harbor, Kalamazoo, Lansing, Muskegon, and Troy</td>
</tr>
<tr>
<td>2010</td>
<td>Approved educational sites in Lansing</td>
</tr>
</tbody>
</table>

#### NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC (NASM)

<table>
<thead>
<tr>
<th>DATE</th>
<th>NASM ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Initial application process (self-study and site visit)</td>
</tr>
<tr>
<td>2001</td>
<td>Granted “Associate Membership” status</td>
</tr>
<tr>
<td>2007</td>
<td>Granted a postponement of “Membership Review”</td>
</tr>
<tr>
<td>2009</td>
<td>Membership Review (self-study and site visit)</td>
</tr>
<tr>
<td>2010</td>
<td>Granted “Full Membership” status</td>
</tr>
<tr>
<td>2014</td>
<td>Next Membership Review</td>
</tr>
</tbody>
</table>

#### COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CSWE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Social Work Program receives candidacy status for accreditation from ACSWE</td>
</tr>
<tr>
<td>2004</td>
<td>Social Work Program receives full initial accreditation status from ACSWE</td>
</tr>
<tr>
<td>2008</td>
<td>Social Work Program’s accreditation status with ACSWE is reaffirmed for the next 8 year cycle – a progress report is required for the following year (diversity as the theme of the report)</td>
</tr>
<tr>
<td>2009</td>
<td>ACSWE approves progress report – maintains the Social Work Program’s reaffirmation status</td>
</tr>
<tr>
<td>2015</td>
<td>Program Self-Study due to ACSWE for its next reaffirmation cycle</td>
</tr>
</tbody>
</table>
TEACHER EDUCATION – MICHIGAN DEPARTMENT OF EDUCATION (DOE)

**DATE**  | **DoE ACTION**
--- | ---
1989 | Approved to offer Teacher Education courses with Calvin College as the mentor institution
1995 | Approval by the Michigan Department of Education to offer a Teacher Education Program (self-sufficient)
2008-09 | Cornerstone University Teacher Education achieved “Exemplary Classification” for the 2008-09 Academic Year Teacher Preparation Institution Performance Scores from the Michigan Department of Education
2010-11 | “Exemplary Classification”

TEACHER EDUCATION – TEACHER EDUCATION ACCREDITATION COUNCIL (TEAC)

**DATE**  | **TEAC ACTION**
--- | ---
1998 | Granted “Candidate Status” for accreditation from TEAC
1999-2011 | “Candidate Status” maintained
2012 | TEAC team visit (February) for full accreditation

TEACHER EDUCATION – THE ASSOCIATION OF THEOLOGICAL SCHOOLS (ATS)

**DATE**  | **ATS ACTION**
--- | ---
1996 | Received associate membership at the ATS Biennial Meeting
2000 | Voted “Candidacy Status” for accreditation
2002 | Granted “Initial Accreditation” for 5 years
2007 | “Accreditation Affirmed” for 10 years (2017)

UNIVERSITY RELATIONSHIPS

The university enjoys relationships with a variety of external groups and agencies and these relationships will be further explored in Criterion 5. However, as part of the introduction to Cornerstone, it is important to note the organization is actively involved in its community and the arena of higher education in the following selected manner:

- American Council of Social Work Educators (ACSWCE)
- National Association of the Schools of Music (NASM)
- Michigan State Department of Education (MI DOE)
- American Theological Society (ATS)
- Directors and Representatives of Teacher Ed. Programs (DARTEP)
- Deans and Directors of Independent Teacher Preparation Institutions of MI (DaDITPIM)
- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)
- Association of Independent Colleges and Universities of Michigan (AICUM)
- National Association of Intercollegiate Athletics (NAIA)
- Council for Christian Colleges and Universities (CCCU)
- Pierce Cedar Creek Institute
- GVSU Interfaith Institute
- Opera Grand Rapids
- Michigan Academic of Science, Arts and Letter
- Kent Intermediate School District (KISD)
- Evangelical Council for Financial Accountability (ECFA)
- Professional and Organizational Development Network (POD)
- American College Health Association (ACHA)
Beyond the formal organizational structure, the following information places into context the movement and growth of the university by way of a variety of selected key performance indicators and is intended to provide an overview of the university. Other, more specific criterion-related data appears in the text of the self-study in appropriate locations, in the e-resource room and in the required Federal Compliance document (PDF 3).

THE STUDENT POPULATION

The university’s enrollment patterns are represented by the following data to signify student population over the past decade. Overall, the university has seen continual growth with the greatest increases occurring in PGS undergraduate and graduate programs, and also in GRTS.

UNDERGRAD HEADCOUNT ENROLLMENT SUMMARY
2001 – PRESENT

[Graph showing enrollment trends from 2001 to 2010 for traditional and PGS undergraduates]
The entering student body (TUG) for the past three years is represented by the high school grade point average and the ACT score. The three-year trend is stable with a slight movement showing an increasingly better-prepared student.

Once on campus, the university has worked hard to retain its students. As indicated by the following visual, the IPEDS-reported retention rates have seen an increase in the past several years.
Another indicator of the university’s ability to retain students is the graduation rate. As reported to IPEDS, the university’s six year graduation rates have shown a gradual overall improvement.

### IPEDS Graduation Rate Survey Summary

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Adj. Cohort Total</th>
<th>Within 4 Years %</th>
<th>Within 5 Years %</th>
<th>Within 6 Years %</th>
<th>150%</th>
<th>Within 200%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>221</td>
<td>68 30%</td>
<td>28 13%</td>
<td>13 6%</td>
<td>109 50%</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>313</td>
<td>101 34%</td>
<td>44 15%</td>
<td>12 4%</td>
<td>157 53%</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>274</td>
<td>80 29%</td>
<td>44 16%</td>
<td>19 7%</td>
<td>143 52% 56%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>310</td>
<td>77 24%</td>
<td>39 13%</td>
<td>12 4%</td>
<td>128 41% 43%</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>345</td>
<td>98 28%</td>
<td>48 14%</td>
<td>11 3%</td>
<td>157 46%</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>355</td>
<td>81 23%</td>
<td>56 16%</td>
<td>18 5%</td>
<td>155 44%</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>323</td>
<td>66 20%</td>
<td>46 14%</td>
<td>14 4%</td>
<td>126 39%</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>299</td>
<td>62 21%</td>
<td>43 14%</td>
<td>15 5%</td>
<td>120 40%</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>279</td>
<td>49 18%</td>
<td>40 14%</td>
<td>12 4%</td>
<td>101 36%</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>249</td>
<td>59 24%</td>
<td>35 14%</td>
<td>8 3%</td>
<td>102 41%</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>164</td>
<td>20 12%</td>
<td>28 17%</td>
<td>9 5%</td>
<td>57 35%</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>163</td>
<td>41 25%</td>
<td>18 11%</td>
<td>9 6%</td>
<td>68 41%</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>205</td>
<td>49 24%</td>
<td>14 7%</td>
<td>2 1%</td>
<td>65 32%</td>
<td></td>
</tr>
</tbody>
</table>
### States of Traditional Undergraduate Students
#### Fall 2005 – Spring 2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Alaska</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Arizona</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>California</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Colorado</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Connecticut</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Florida</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Georgia</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Illinois</td>
<td>48</td>
<td>44</td>
<td>51</td>
<td>48</td>
<td>62</td>
<td>50</td>
<td>60</td>
<td>52</td>
<td>72</td>
<td>69</td>
<td>86</td>
<td>82</td>
<td>724</td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>34</td>
<td>34</td>
<td>31</td>
<td>31</td>
<td>38</td>
<td>33</td>
<td>30</td>
<td>28</td>
<td>31</td>
<td>29</td>
<td>36</td>
<td>35</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Maine</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Maryland</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Michigan</td>
<td>116</td>
<td>1007</td>
<td>1080</td>
<td>980</td>
<td>990</td>
<td>907</td>
<td>925</td>
<td>856</td>
<td>934</td>
<td>875</td>
<td>994</td>
<td>923</td>
<td>1158</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>93</td>
</tr>
<tr>
<td>Missouri</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Montana</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Nevada</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>New Mexico</td>
<td>16</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>49</td>
<td>50</td>
<td>53</td>
<td>53</td>
<td>48</td>
<td>47</td>
<td>34</td>
<td>30</td>
<td>35</td>
<td>31</td>
<td>33</td>
<td>29</td>
<td>492</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Tennessee</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Texas</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Vermont</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Virginia</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Washington</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>West Virginia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1371</strong></td>
<td><strong>1247</strong></td>
<td><strong>1321</strong></td>
<td><strong>1201</strong></td>
<td><strong>1230</strong></td>
<td><strong>1124</strong></td>
<td><strong>1135</strong></td>
<td><strong>1047</strong></td>
<td><strong>1166</strong></td>
<td><strong>1095</strong></td>
<td><strong>1258</strong></td>
<td><strong>1165</strong></td>
<td><strong>1435</strong></td>
<td></td>
</tr>
</tbody>
</table>

TUG students attend CU from many states, but primarily from Michigan and the Midwest.
Forming a faith-based educational experience, the students’ church backgrounds are important. The following diagrams illustrate the denominational composition of the student body. This information impacts the curriculum, chapel program, and other spiritual formation programming.

**DENOMINATIONS REPRESENTED BY TRADITIONAL UNDERGRADUATE STUDENTS**

- Other Denominations: 33.2%
- Non-Denominational: 23%
- Baptist – Other: 11.7%
- Reformed: 7.5%
- Christian Reformed: 6%
- Baptist – GARB: 5.1%
- Bible Church – 4.2%
- Wesleyan: 3.6%
- Baptist – Independent: 3%
- Evangelical Free: 2.7%

**DENOMINATIONS REPRESENTED BY GRTS STUDENTS**

- Other Denominations: 35.6%
- Non-Denominational: 25.3%
- Baptist – GARB: 12.3%
- Baptist – Other: 10.3%
- Reformed: 3.7%
- Christian Reformed: 3.6%
- Wesleyan: 3.6%
- Bible Church: 2%
- Baptist – Independent: 2%
- Evangelical Free: 1.6%
DENOMINATIONS REPRESENTED BY PGS UNDERGRADUATE STUDENTS

- Other Denominations: 63.2
- Non-Denominational: 13.4
- Baptist – Other: 11.8
- Christian Reformed: 4
- Reformed: 2.2
- Bible Church: 2.2
- Wesleyan: 1.7
- Baptist – GAR: 1.1
- Baptist – Independent: 0.2
- Evangelical Free: 0.2

DENOMINATIONS REPRESENTED BY PGS GRADUATE STUDENTS

- Other Denominations: 60.2
- Non-Denominational: 12
- Baptist – Other: 9.8
- Christian Reformed: 6
- Reformed: 5.3
- Baptist – GAR: 2.4
- Bible Church: 2.3
- Wesleyan: 1.6
- Baptist – Independent: 0.2
- Evangelical Free: 0.2

Visual I-11: Denominations of Professional & Graduate Studies undergraduate students

Visual I-12: Denominations of Professional & Graduate Studies graduate students
Cornerstone University is working on the diversity of its student body, with the PGS and GRTS units being more diverse than the TUG unit.

**Visual I-13:**
Ethnicities among traditional undergraduate students

**Visual I-14:**
Ethnicities among GRTS students

**Ethnicity of TUG Students**
- White, Non-Hispanic: 92.1
- Black or African American: 2.5
- Hispanic/Latino: 2.3
- Other Ethnicities: 3.1

**Ethnicity of GRTS Students**
- White, Non-Hispanic: 79.9
- Black or African American: 14.7
- Hispanic/Latino: 1.5
- Other Ethnicities: 3.8
**ETHNICITY OF PGS UNDERGRADUATE STUDENTS**

- White, Non-Hispanic: 65%
- Black or African American: 28.3%
- Hispanic/Latino: 1.5%
- Other Ethnicities: 1.4%

**ETHNICITY OF PGS GRADUATE STUDENTS**

- White, Non-Hispanic: 74.8%
- Black or African American: 19.6%
- Hispanic/Latino: 2.4%
- Other Ethnicities: 3.1%

Visual 1-15: Ethnicities among Professional & Graduate Studies undergraduate students

Visual 1-16: Ethnicities among Professional & Graduate Studies graduate students
The gender mix in the TUG program is following the national trend of more females seeking university degrees.
**Introduction**

**Visual I-19:**
Gender statistics for Professional & Graduate Studies undergraduate students

**Visual I-20:**
Gender statistics for Professional & Graduate Studies graduate students
A brief look at the faculty indicate that the number of full-time TUG faculty:

- With doctorates has remained steady.
- Has declined over the past five years.
- Has declined in light of TUG student growth.
The following information provides a general context for understanding the financial condition of the university. More specific data is included in Criterion 2.

CORNERSTONE UNIVERSITY ENDOWMENT FUND BALANCE
YEAR BY YEAR COMPARISONS AS OF 5/31 OF EACH YEAR (ASSUME THE MARKET VALUE)
How each dollar is given to the university.
10 YEAR UNRESTRICTED GIVING REPORT

How each dollar is given to the university.
Visual I-25:
10 Year Total Giving Report

10 YEAR TOTAL GIVING REPORT

- Individuals
- Corporations
- Churches
- Foundations

How each dollar is given to the university.

UNIVERSITY

SEMINARY

RADIO
## INSTITUTIONAL SNAPSHOT

<table>
<thead>
<tr>
<th>Cornerstone University</th>
<th>FALL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Founded</strong></td>
<td>1941</td>
</tr>
<tr>
<td><strong>City/State</strong></td>
<td>Grand Rapids/Michigan</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Urban</td>
</tr>
<tr>
<td><strong>Type of Institution</strong></td>
<td>Private</td>
</tr>
<tr>
<td><strong>Religious Affiliation</strong></td>
<td>Non-Denominational</td>
</tr>
</tbody>
</table>

### ACADEMICS

<table>
<thead>
<tr>
<th><strong>Academic Calendar</strong></th>
<th><strong>Student/Faculty Ratio</strong></th>
<th><strong>Full-Time Faculty</strong></th>
<th><strong>Adjunct Faculty</strong></th>
<th><strong>Terminal Degrees</strong></th>
<th><strong>Tenured</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters</td>
<td>20:01</td>
<td>53</td>
<td>61</td>
<td>50%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### COSTS

<table>
<thead>
<tr>
<th><strong>Tuition and Fees</strong></th>
<th><strong>Room and Board</strong></th>
<th><strong>Need-Based Financial Aid</strong></th>
<th><strong>Average Financial Aid Package</strong></th>
<th><strong>Average Student Debt/Grad</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2011 $21,378</td>
<td>FALL 2002 $13,070</td>
<td>FALL 2011 $12,650,568</td>
<td>FALL 2002 $6,403,244</td>
<td>FALL 2011 $19,772</td>
</tr>
</tbody>
</table>

### ADMISSIONS/ENROLLMENT

<table>
<thead>
<tr>
<th><strong>Selectivity</strong></th>
<th><strong>Acceptance Rate</strong></th>
<th><strong>Average High School G.P.A.</strong></th>
<th><strong>Average ACT Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>92%</td>
<td>3.49</td>
<td>23.8</td>
</tr>
<tr>
<td>Selective</td>
<td>94%</td>
<td>3.43</td>
<td>23</td>
</tr>
<tr>
<td>Selective</td>
<td>94%</td>
<td>3.45</td>
<td>23.2</td>
</tr>
</tbody>
</table>

### FALL CU STUDENT HEADCOUNT

<table>
<thead>
<tr>
<th><strong>TUG Headcount</strong></th>
<th><strong>PGS Headcount</strong></th>
<th><strong>GRTS Headcount</strong></th>
<th><strong>ABTS Headcount</strong></th>
<th><strong>TOTAL</strong></th>
<th><strong>Undergraduate Enrollment</strong></th>
<th><strong>Graduate Enrollment</strong></th>
<th><strong>FULL-TIME FACULTY HEADCOUNT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1344</td>
<td>1247</td>
<td>273</td>
<td>190</td>
<td>3054</td>
<td>2157</td>
<td>897</td>
<td>53</td>
</tr>
<tr>
<td>1293</td>
<td>725</td>
<td>207</td>
<td>191</td>
<td>2418</td>
<td>1945</td>
<td>471</td>
<td>65</td>
</tr>
<tr>
<td>1300</td>
<td>952</td>
<td>243</td>
<td>202</td>
<td>2697</td>
<td>1996</td>
<td>751</td>
<td>60</td>
</tr>
</tbody>
</table>

### FULL-TIME FACULTY HEADCOUNT

<table>
<thead>
<tr>
<th><strong>TUG</strong></th>
<th><strong>GRTS</strong></th>
<th><strong>ABTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>60</td>
<td>8.7</td>
<td>6</td>
</tr>
</tbody>
</table>
## Cornerstone University

### Introduction

The table below presents various statistics and figures that reflect the institution's financial and operational status over the past decade. The data are compared between the years Fall 2011 and Fall 2002, with a decade average calculation included for each metric. The table covers the following categories:

- **Costs**
- **Adjunct Faculty Headcount**
- **Faculty/Student Ratio**
- **Full-Time Employees**
- **Degrees Confirmed**
- **Number of Degree Programs**
- **Buildings in Service**
- **Size of Campus**
- **Enrollment by Ethnicity**
- **Number of Intercollegiate Teams**
- **Number of Athletes**
- **Athletic Budget**
- **Annual Budget**
- **Endowment**
- **% of Budget Allocated Technology**
- **Donations to CU**
- **University Debt**

### Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2011</th>
<th>Fall 2002</th>
<th>Decade Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty Headcount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUG</td>
<td>61</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>PGS</td>
<td>50.7</td>
<td>31.8</td>
<td>36.1</td>
</tr>
<tr>
<td>GRTS</td>
<td>6</td>
<td>11.5</td>
<td>9.6</td>
</tr>
<tr>
<td>ABTS</td>
<td>11</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Faculty/Student Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUG</td>
<td>20.01</td>
<td>19.01</td>
<td>18.01</td>
</tr>
<tr>
<td>PGS</td>
<td>15.01</td>
<td>14.01</td>
<td>15.01</td>
</tr>
<tr>
<td>GRTS</td>
<td>14.01</td>
<td>13.01</td>
<td>14.01</td>
</tr>
<tr>
<td>ABTS</td>
<td>9.01</td>
<td>13.01</td>
<td>11.01</td>
</tr>
<tr>
<td>Full-Time Employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>265</td>
<td>249</td>
<td>262</td>
</tr>
<tr>
<td>Staff</td>
<td>62</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>Retention (FR to SO)</td>
<td>81%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>Retention (Fall to Spring)</td>
<td>91%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Four Year Graduation Rate</td>
<td>30%</td>
<td>21%</td>
<td>23.30%</td>
</tr>
<tr>
<td>Six Year Graduation Rate</td>
<td>50%</td>
<td>40%</td>
<td>40.50%</td>
</tr>
<tr>
<td>Degrees Confirmed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>357</td>
<td>334</td>
<td>367</td>
</tr>
<tr>
<td>M.A.</td>
<td>246</td>
<td>43</td>
<td>154</td>
</tr>
<tr>
<td>A.A.</td>
<td>39</td>
<td>59</td>
<td>61</td>
</tr>
<tr>
<td>Number of Degree Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUG</td>
<td>65</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td>PGS</td>
<td>15</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>GRTS</td>
<td>21</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>ABTS</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Buildings in Service</td>
<td>42</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Size of Campus</td>
<td>130 Acres</td>
<td>119 Acres</td>
<td>N/A</td>
</tr>
<tr>
<td>Off Campus Teaching Sites</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Enrollment by Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUG</td>
<td>8.50%</td>
<td>7.70%</td>
<td>7.90%</td>
</tr>
<tr>
<td>PGS</td>
<td>26.90%</td>
<td>47.90%</td>
<td>32.70%</td>
</tr>
<tr>
<td>GRTS</td>
<td>23.30%</td>
<td>13.70%</td>
<td>20.10%</td>
</tr>
<tr>
<td>ABTS</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Number of Intercollegiate Teams</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Number of Athletes</td>
<td>239</td>
<td>168</td>
<td>189</td>
</tr>
<tr>
<td>Athletic Budget</td>
<td>1,900,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Annual Budget</td>
<td>35,133,462</td>
<td>24,876,162</td>
<td>31,343,500</td>
</tr>
<tr>
<td>Endowment</td>
<td>6,557,025</td>
<td>5,071,759</td>
<td>5,527,700</td>
</tr>
<tr>
<td>% of Budget Allocated Technology</td>
<td>6.69%</td>
<td>10.07%</td>
<td>7.74%</td>
</tr>
<tr>
<td>Donations to CU</td>
<td>4,908,653</td>
<td>4,966,361</td>
<td>5,050,000</td>
</tr>
<tr>
<td>University Debt</td>
<td>10,985,000</td>
<td>12,566,900</td>
<td>14,124,000</td>
</tr>
</tbody>
</table>
WITH THE PRIOR INTRODUCTION to the university, a context is set for understanding how the institution responds to the accreditation criteria of the Higher Learning Commission.

The university has experienced a number of changes since the 2001-02 reaccreditation visit, with highlights being:

- A change in presidents
- A near complete change at the cabinet level
- Five Academic Vice Presidents/Provosts
- New academic programs in each academic unit (TUG, PGS, GRTS, ABTS)
- Buildings, construction and renovation projects throughout the campus

These and other changes are documented and discussed throughout the institutional self-study in the context of responding to the criterion items.

The following story of Cornerstone University, a small yet wonderfully complex institution of faith-based higher education, is one reflecting a decade of change, growth, maturation and readjustment to the pressures of the environment and the stakeholder groups it serves. This self-study describes the ebb and flow of campus events of the past decade as it meets the intent of the criteria for accreditation. Organizational development is a theme of the report as the university enters a new season of “building lives that matter.”

In going through the process of self-evaluation, in the context of continued organizational development, the self-study team and the administration of Cornerstone University believe that a sufficient case is made for renewal of regional accreditation by the Higher Learning Commission of the North Central Association.
RESPONSE TO THE 2001-2002 HLC REPORT
The Focus Visit Report (2004) and the Monitoring Report (2007) formally chronicle the development of Cornerstone University’s assessment program, resultant infrastructure, and the maturation of a “full cycle” of assessment unfolding on the campus. These items document the work of assessment from 2002-2007. Assessment work for 2007-11 is recorded in chapter three of this report and in a variety of documents provided to supplement the university’s response to this particular concern of the last reaccreditation visit.

Shortly after the reaccreditation visit in 2001, the university created an Office of Assessment to establish a campus-wide assessment program, write an assessment plan, and provide direction to initiate change at all levels of the institution.

One of the initial steps taken to institutionalize the processes of assessment was to develop a “name” for the project. After much thought, the campus assessment work was given the title of the “Mishqelet Project.” The term is a Hebrew concept (taken from the Old Testament book of Nehemiah) referring to a mason’s tool or a leveling instrument for a plumb line — a stone suspended from a rope to determine the horizontal accuracy of walls. This operational metaphor speaks to the university community in its connection to the faith-based nature of the organization, to the name of the university itself, and to the processes of assessment.

The Mishqelet Project

The diagram to the left is the symbol for the campus community representing the campus efforts in aligning and measuring its “assessment stones.” With resonating power, the label given to the assessment project is deeply layered into the purpose and the history of the institution.

Cornerstone University, in each of its educational units, has adopted and is implementing a wide variety of assessment practices linked to unit-specific assessment plans. The plans are updated on an as-needed basis and provide the basic structure and guideline for campus assessment work. The plans were last updated during the 2010-11 academic year.

All four university educational units – TUG, GRTS, ABTS and PGS – have individuals and committees assigned to oversee the work of assessment. Thus, a campus infrastructure exists upon which the assessment efforts rest and out of which the maturation of the effort continues. In multiple ways and at multiple levels, the university has sought to have a formal structure in place to care for the various needs for assessing student learning.

As part of the Assessment Plan and to begin to develop a sense of university ownership, an Annual Assessment Report is written by and for the campus community. Samples of the report are provided for this accreditation review summarizing the annual work of assessment and providing examples for the campus community as “best practice” models. The annual assessment reports are discussed at the annual faculty work days before the academic year begins, are posted on the internal website, and are made available on the university’s external website. The Annual Assessment

3. Unit-Specific Assessment Plans
4. Annual Assessment Report
Reports provide an overall view of how collected assessment data is used in decision making.

The following visual indicates the percentage of the university’s budget formally allocated to assessment over the past decade. This represents wages and benefits for personnel, professional development, and related assessment supplies and expenses. The university is dedicating resources (human and financial) to the work of assessment.

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ASSESSMENT</th>
<th>CORNERSTONE UNIVERSITY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>67,562</td>
<td>24,590,645</td>
<td>0.27 %</td>
</tr>
<tr>
<td>2002</td>
<td>37,457</td>
<td>24,910,358</td>
<td>0.15 %</td>
</tr>
<tr>
<td>2003</td>
<td>47,457</td>
<td>27,579,471</td>
<td>0.17 %</td>
</tr>
<tr>
<td>2004</td>
<td>162,185</td>
<td>32,136,542</td>
<td>0.50 %</td>
</tr>
<tr>
<td>2005</td>
<td>157,846</td>
<td>29,807,436</td>
<td>0.53 %</td>
</tr>
<tr>
<td>2006</td>
<td>167,883</td>
<td>31,898,976</td>
<td>0.53 %</td>
</tr>
<tr>
<td>2007</td>
<td>187,547</td>
<td>31,503,936</td>
<td>0.60 %</td>
</tr>
<tr>
<td>2008</td>
<td>190,402</td>
<td>34,651,305</td>
<td>0.55 %</td>
</tr>
<tr>
<td>2009</td>
<td>174,624</td>
<td>36,457,348</td>
<td>0.48 %</td>
</tr>
<tr>
<td>2010</td>
<td>160,004</td>
<td>33,996,454</td>
<td>0.47 %</td>
</tr>
<tr>
<td>2011</td>
<td>205,995</td>
<td>37,652,610</td>
<td>0.54 %</td>
</tr>
</tbody>
</table>

Finally, the campus community has been energized by a variety of personal and professional development efforts related to assessment, including the following:

a. Attendance at professional conferences.
b. Presentations at professional conferences.
c. On-campus training sessions.
d. Service on national professional committees regarding assessment.
e. Publication of material in journals and books related to assessment.

Cornerstone University has been deliberate and diligent in its attempt to answer concern #1 from the 2001-02 accreditation visit team. The assessment of student learning on the Cornerstone campus is moving the institution forward in its primary task of educating the learners who come to study in its academic community.
OVER THE COURSE OF THE PAST DECADE, the university has sought to balance the tension of the need to grow with providing a quality educational experience for its students. Developing this balance has been guided by strategic planning processes based upon the research of two primary consulting organizations: STAMATS and the Timothy Group. Both groups advised the university to develop internally, making itself stronger, prior to considering expansion in both programs and facilities. Thus, the university has worked with great purpose to strengthen its internal operations before considering excessive expansion of programs.

The TUG program has sought to focus its offerings by reducing the number of academic programs, tightening its financial plan and operational structure (i.e., average class size), and building on its set of core competencies. Two specific efforts forced better strategic planning and logistical operations. The first was a “prioritization effort” in 2007-08 which resulted in the reduction of 14 majors and 12 minors. The second process was a “program reduction initiative” which resulted in continued alignment of the curriculum with financial and human resources (2009-10). Both efforts allowed the university to better understand its need to provide quality education to students based on a realistic sense of available resources.

Another campus-wide initiative that prompted a maturing sense of how to balance growth to meet market demand while providing a quality education rested with the “assessment plans” of each operating unit. Such plans required the university to measure its effectiveness related to the meeting of its core educational competencies. The assessment plans provide the framework, the rationale, and the logistical operations to verify that unit learning objectives are being met. This process provided an internal control mechanism allowing for better meeting the core competencies of undergraduate and graduate education.

Along with the overall plans, operations and practices are in place to prompt the university to ask itself, through a well defined committee structure, a set of questions before new programs are added. Specifically, a form is used with questions about budget, market forecast, assessment, connecting to the university mission and resource capability. This form guides the TUG Academic Council (UAC) as it makes course- and program-related decisions. A similar form is used by the PGS Academic Council. These logistical acts require the university to slow down and consider its capacity to grow in light of available resources.

Also, a more sophisticated budget review process (explained in Criterion Two) is in place with an attendant set of expectations which requires more justification of program growth and development prior to the launch of a new initiative.

Finally, a focus on mainly aggressive growth has been shifted by the current senior leadership team. The current focus is on quality education in a context of moderate, measured growth. For example, the following goals are guiding the “growth vs. quality” concerns of the university community and are assumptions of the 20/20 Vision Statement:

- Incoming classes around 400 students per year.
- Raise the average ACT score from 23 to 25.
- Lower discount rate to 30%.

---

5 STAMATS Institutional Audit, 2005
6 Proposal for Curricular Change, TUG 2011-2012
7 Getting to Know CU, 2010-2011
• Increase retention rates to produce 2020 enrollment of approximately 1,600.
• Provost's focus on limiting growth and increasing faculty hiring to increase the ratio of full-time faculty to students.

Highlighting a specific educational unit, PGS continues to grow and consequently has focused its efforts to increase staff, recruit faculty, concentrate on assessment, and set structures in place to ensure that a focus is kept on key educational areas and concerns. For example, PGS has appointed two terminally degreed directors to oversee the development and maturation of its core competencies – a Dean of Business and a Dean of Academics and Assessment. These efforts are designed to develop capacity at current locations while allowing for the opportunities to meet the market demands of adult learners. PGS is focusing on moderate growth by implementing its strategic plan. PGS has taken the time to examine its core competencies of undergraduate and graduate education in the following ways:

• Appointed an individual with oversight of course and program assessment.
• Developed a curriculum review process.
• Rewrote learning objectives based on collected data.
• Regularly updating its Assessment Plan.
• Performs regular program analysis, reviewing vision and setting strategies as part of a planning process.
• Meets quarterly for operational planning reviews.
• Hired specific positions to assist in balancing the need for quality of programs and the need to grow – Associate Provost, Director of Online Learning, Dean of the Business Program, Dean of Academics and Assessment and a Director of Quality Assurance.

Since the HLC visit in 2001-2002, PGS has made an effort to strategically concentrate on competencies in adult undergraduate and graduate education. These moves have allowed this unit to focus on the assessment of student learning, faculty training and program development.

Similarly, all university educational units continue to refine their processes of examining their core competencies of undergraduate and graduate education in light of available resources, all in the context of the university’s mission.
Concern #3

Recent facilities growth has increased the burden of debt, which in turn increases the financial risk of the university.

Since the last HLC review, Cornerstone University has continued to pay down its debt. In 2004, the university refinanced one of its bonds which included some additional debt to refund Cornerstone for completed projects the institution had covered from its own cash and investments. The following visual indicates the debt load and the progress the university has made on paying down its financial responsibilities.

![University Debt Graph]

The current and five year budget projections include all the necessary debt payments and sinking fund obligations necessary to meet immediate and future obligations.

Another effective metric for an institution to use is the Department of Education Ratio, which provides a ratio of equity, primary reserves and net income (suggested score of >1.50). This information is an indicator of the financial health and stability of the university. Cornerstone’s reported DoE Ratio for the past eight years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio</td>
<td>1.54</td>
<td>2.18</td>
<td>1.80</td>
<td>2.80</td>
<td>2.70</td>
<td>2.50</td>
<td>1.50</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Additionally, due to the recent financial improvements of the university’s cash flow, the reliance upon the available line of credit is minimal. In uncertain economic times, Cornerstone University is taking all necessary steps to reduce its financial risk.
THE FACULTY HANDBOOK NEEDS REVISION TO CLARIFY POLICIES, PROCEDURES, LINES OF COMMUNICATION AND STRUCTURE.

SINCE THE 2001-02 VISIT, the TUG Faculty Handbook has been revised three times by three different senior academic leaders (2004, 2007, 2010). Each academic leader saw the need to enhance the Faculty Handbook, to update operating practices, and to elucidate the expectations for the faculty as required by the organization.

The most recent iteration of the Faculty Handbook was written by the current provost (with Faculty Senate approval) and approved by the Board of Trustees during the spring semester 2010. The new version modifies earlier versions, updates a number of policies, restores a tenure and promotion system, and increases faculty accountability.

All policies and procedures for PGS are reviewed and updated, as needed, on a yearly basis. The communication process has been enhanced through the hire of both a Director of Academic Excellence and a Marketing and Communications Coordinator.

Based on the findings of the 2001-02 self-study, GRTS has developed and updated policies and appropriate handbooks to disseminate its policies to constituent groups. These policies and handbooks have heightened the institution's administrative consistency and integrity.

GRTS has established a thorough process of faculty evaluation (peer review, student evaluations, load reports, and an annual evaluative meeting with the academic dean documented in a letter), which fosters greater faculty professional development and serves as a credible foundation for decisions related to promotion and tenure. Other units of the university are considering use of the process as a model for faculty evaluation.

The most recent ABTS faculty handbook reflects current policy needs to guide the practices of this aspect of the university community. The ABTS faculty follow the principles in the TUG Faculty Handbook as applied to their specific situation.

---

8 Faculty Handbook, TUG 2010-2011
9 PGS P & P Handbook, 2010-2011
10 Student Handbook, GRTS 2010-2012
CONCERN #5

THE MILLER LIBRARY IS BELOW ACRL STANDARDS FOR STAFFING, COLLECTION FUNDING LEVELS, AND SPACE FOR STUDENTS, IMPEDING EFFORTS TO INCREASE INFORMATION LITERACY AMONG TRADITIONAL AND_ADULT STUDENTS.

THE ACRL STANDARDS outline several areas for review: Services, Instruction, Access, Communication and Cooperation, Administration and Outcomes Planning, in addition to the three areas of Staff, Budget, and Facilities. ACRL provides these general and industry recognized “Points of Comparison.”

Related to resources, staff, and facilities (the three areas cited specifically by HLC in 2001-2002), progress has been made to satisfy the ACRL standards. While ACRL standards have changed since the last HLC visit (and hard numbers are less reliable for measurement), and while these standards are broad in order to apply to a large variety of college libraries, Miller Library finds its best points of comparison with libraries in the Council for Christian Colleges and Universities (CCCU), which is composed of over 110 private, faith-based colleges and universities.

The ACRL Statistical Survey, which Miller Library’s director completes annually, is also sent to a CCCU statistician who compiles the results for some 70 to 80 libraries. Results of the aggregated survey become one of Miller Library’s best sources for comparison and assessment over a period of years. Generally, Miller Library finds itself in the average compared to other like institutions listed in the CCCU report when it comes to resources, staff and facilities.

The HLC citation for “collection funding levels” (resources) continues to remain the greatest area of concern. The current materials funding level (end of 2010) is at $294,216, representing a net increase of less than 1.6% per year for the nine years since the last HLC visit. From 2001 to 2007, the materials budget increased significantly, but beginning in 2008, the slippage in resources became more apparent. With material costs escalating on an average of 5% or more annually, the library is working diligently to foster “academic excellence” with limited resources.

Regarding the other two areas of concern, Cornerstone is able to provide a more positive report. Staffing has been maintained. While staffing has not increased dramatically, the university’s financial support of Miller Library’s professional development has enabled us to move four staff members to complete their MLS degrees and gain professional librarian credentials. Staffing in 2001 was a total of 13.75 FTE, and in 2010 it stands at 14.25 FTE (See Visual R-4). This is considered to be a minimal staffing level but comparable to most CCCU schools of like size to Cornerstone.

The facilities of Miller Library have also seen some progress over the past ten years, primarily in providing greater space for students (Visual R-4). Following the last HLC visit, three notable improvements were made:

1. Handicap access to the library was improved by the addition of electronic doors.
2. Three classrooms on the second floor were converted for library use as the greatly expanded Curriculum Materials Center and bibliographic instruction classroom.
3. The library carpet and chairs were upgraded.

A primary task for most college libraries is bibliographic instruction of both traditional age and adult students. This involves familiarizing students with library technology and resources, promoting critical thinking and evaluation of available materials, and overall information literacy. This is an area in need of increased attention, particularly in a period when many full-text resources are available electronically. Recently, two librarians became members of two university committees that focus on online instruction. This will allow for direct library input into overall university decision-making processes in this regard.
Additionally, adjunct training sessions have been offered to orient new adjunct instructors (as well as new full-time faculty) to library resources and services.

A final positive word needs to be added concerning information literacy since it was mentioned among the 2001-02 HLC concerns. Per Visual R-4, one can see that the number of library presentations (and participants involved) has increased significantly each year. Much of this increase is due to the decision to add a full-time Instructional Services Librarian in 2003. While library classroom instruction is only one means to improve information literacy, this increased exposure has had a ripple effect on library circulation, reference assistance (both online and in-person), collection development, faculty involvement/support of improving library resources, interlibrary loan and other services.

### MILLER LIBRARY SUMMARY DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians</td>
<td>2.8</td>
<td>3</td>
<td>3</td>
<td>3.5</td>
<td>3.5</td>
<td>4.5</td>
<td>3.5</td>
<td>4.5</td>
<td>4.5</td>
<td>4</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Support</td>
<td>3.5</td>
<td>3</td>
<td>4.75</td>
<td>3.5</td>
<td>3</td>
<td>2.5</td>
<td>2.5</td>
<td>3</td>
<td>3.75</td>
<td>3.75</td>
<td>3.75</td>
<td>3.75</td>
</tr>
<tr>
<td>Student</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12.3</td>
<td>12</td>
<td>13.75</td>
<td>13</td>
<td>13.5</td>
<td>12</td>
<td>13</td>
<td>12.5</td>
<td>13.25</td>
<td>14.25</td>
<td>13.75</td>
<td>14.25</td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FUNDING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-catalogued</td>
<td>$84,904</td>
<td>$89,057</td>
<td>$98,541</td>
<td>$139,810</td>
<td>$118,272</td>
<td>$139,273</td>
<td>$141,055</td>
<td>$171,015</td>
<td>$162,932</td>
<td>$172,498</td>
<td>$125,359</td>
<td>$162,000</td>
</tr>
<tr>
<td>Catalogued</td>
<td>$122,317</td>
<td>$121,099</td>
<td>$122,788</td>
<td>$143,165</td>
<td>$146,838</td>
<td>$150,683</td>
<td>$148,040</td>
<td>$141,771</td>
<td>$115,379</td>
<td>$107,701</td>
<td>$132,216</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$207,221</td>
<td>$210,156</td>
<td>$221,244</td>
<td>$252,598</td>
<td>$261,437</td>
<td>$286,111</td>
<td>$291,738</td>
<td>$319,055</td>
<td>$287,877</td>
<td>$233,060</td>
<td>$294,216</td>
<td></td>
</tr>
<tr>
<td><strong>PATRON</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEATING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>218</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>213</td>
<td>283</td>
<td>305</td>
<td>265</td>
<td>302</td>
<td>307</td>
<td>263</td>
<td>253</td>
</tr>
<tr>
<td><strong>INFORMATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of</td>
<td>23</td>
<td>23</td>
<td>40</td>
<td>58</td>
<td>77</td>
<td>87</td>
<td>84</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>71</td>
<td>108</td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of</td>
<td>460</td>
<td>532</td>
<td>1,096</td>
<td>1,274</td>
<td>2,009</td>
<td>1,779</td>
<td>1,998</td>
<td>1,466</td>
<td>2,115</td>
<td>1,574</td>
<td>1,481</td>
<td>2,415</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Finally, the library participated in the [LibQUAL survey (Spring 2011)](#), and the results will be used to enhance library services in the future. A summary report and raw data is available for review in the e-resource room.

---

11 LibQual Survey
Criterion One

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.
CHAPTER INTRODUCTION

THIS SELF-STUDY TELLS THE STORY of Cornerstone University set in its historical and social context. The organizational self-analysis reviews, evaluates and explains how the university fulfills its mission on a day-to-day as well as a strategic basis.

While the systemic and systematic operations of this faith-based institution of higher education are fully discussed in other chapters, the structures – the operational backbone and procedures – are examined in this section of the document.

The subcommittee working on this criterion defined and focused its work on the following three aspects of mission and integrity in relation to institutional evaluation:

- Consideration for the ethical principles undergirding the university.
- Investigation into the effectiveness of the guiding ethical principles in preserving the integrity of the university.
- Evaluation of whether the structures and processes are owned by the organizational stakeholders and are viewed as workable in maintaining the fidelity of university operations.

The university operations are examined via the interconnection of the mission of the university with its overall governance mechanisms, its operations and procedures, and how this protects the integrity of the organization.
THE ORGANIZATION’S MISSION DOCUMENTS ARE CLEAR AND ARTICULATE PUBLICLY THE ORGANIZATION’S COMMITMENTS.

THERE ARE THREE KEY STATEMENTS for Cornerstone University that succinctly state the organization’s commitments and provide it with the institutional energy to fulfill its logistic and strategic purposes in meeting the needs of its constituent and stakeholder groups.

UNIVERSITY IDENTITY – Cornerstone is a Christ-centered university with a passion for global influence through the transforming power of the gospel.

UNIVERSITY MISSION – Cornerstone University exists to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central.

UNIVERSITY VISION – We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and culturally diverse learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, His Church and His Kingdom.
Amidst a great deal of change over the past decade (two presidents, a number of new board members, a changing team of senior administrators and an economic recession), Cornerstone University has been able to remain stable and operational with optimism for the future — in fact, a “new season” has begun, bringing with it campus-wide energy and a confidence for a brighter future. The following items represent the legal documents and formal structural processes that provided the equilibrium for the organizational stability and direction for Cornerstone to further pursue its function as an institution of higher education. Ultimately, THE UNIVERSITY FINDS STABILITY THROUGH ITS CENTRAL LEGAL DOCUMENTS.

In the broadest perspective, the university’s fundamental organizing principles and the foundation for all of its work are articulated in the following INSTITUTIONAL DOCUMENTS:

1. Documents of incorporation
2. Constitution and Bylaws

These items provide the legal and organizational foundation for Cornerstone University’s existence as an institution of higher education. The documents provide the stability needed to allow the university to function amidst internal organizational change and the change impacting it from external forces.

Cornerstone University has enjoyed a COMMON SENSE OF MISSION, albeit expressed through two mission statements in the recent past.

In 1999, Cornerstone University approved a mission statement under the direction of the University President. Cornerstone University’s mission statement guided faculty, administration, staff and students “to enable individuals to apply unchanging biblical principles in a rapidly changing world.”

In 2004, a Mission Statement Committee was formed by the Board of Trustees and reaffirmed the university’s mission.

In 2008, under the leadership of a newly appointed President, the identity, mission and vision statements were reviewed and rewritten by the campus community to better reflect the university’s sharpened focus and vision of the senior leadership team. The revised mission statement was finalized in 2009 and approved in 2010, and is clearly articulated consistently and publicly in multiple venues:

CORNERSTONE UNIVERSITY EXISTS TO EMPOWER MEN AND WOMEN TO EXCEL AS INFLUENCERS IN OUR WORLD FOR CHRIST BY OFFERING A STUDENT-FOCUSED LEARNING COMMUNITY WHERE JESUS CHRIST IS CENTRAL.

While THIS MISSION STATEMENT STANDS IN CONTINUITY WITH PREVIOUS STATEMENTS and with the institution’s origin and history, resonating deeply with the long-standing organizational documents, it helps to sharpen the focus of Cornerstone University’s mission as an educational institution of higher learning moving forward and gaining its energy from being a faith-based community of scholarship. Thus, regardless of the form of its mission statement, the following purposes continue to guide the university in fulfilling its educational and social purposes:

A. To provide programs, facilities, and personnel as are necessary to the fulfillment of the mission and as authorized under said charter;

B. To grant diplomas, certificates, and degrees as are authorized by the charter and for which students have completed all the necessary requirements; and

C. Through constant review and evaluation, to maintain the high standards and quality of educational programs that will merit approval and accreditation by the relevant governmental and independent agencies.

1. Articles of Incorporation
2. Constitution and Bylaws

“I think if I want to identify with our mission statement to empower the world for Christ, how can I empower the world without knowing and understanding the diverse culture within it?”

– Ben Kaiser

“I think it’s also important to have a diverse faculty. I have heard students say they enjoy having another voice in the classroom. I think it’s really important, even in understanding a different accent, to foster that in an academic environment.”

– Dallas Cooper

How are the vision and mission statements related to diversity?

“I think if I want to identify with our mission statement to empower the world for Christ, how can I empower the world without knowing and understanding the diverse culture within it?”

– Ben Kaiser

“I think it’s also important to have a diverse faculty. I have heard students say they enjoy having another voice in the classroom. I think it’s really important, even in understanding a different accent, to foster that in an academic environment.”

– Dallas Cooper
Thus, CORNERSTONE’S IDENTITY, MISSION AND VISION STATEMENTS ARE CLEARLY STATED AND DIRECT ITS EDUCATIONAL GOALS AND CO-CURRICULAR ACTIVITIES. Guided by its mission to provide a quality Christian undergraduate and graduate educational experience, the university continues to adjust to the changing demographics, social and cultural environment, and needs of students. These foundational principles allow for consistency between ultimate university purposes and the various identity, mission and vision statements of a given administrative team. The connection of the present with the past provides stability amidst change for the unfolding future. Thus, the university’s communal conceptual narrative is historically constant amidst adaptive changes made to meet current cultural, social and marketplace needs.

Stemming from the university’s mission, two documents provide the campus with a sense of identity and purpose. The Cornerstone Confession is a document that provides the campus with an awareness of the university’s theological identity and provides a clear understanding of what it means to be a member of this faith-based academic community. Another key university document is the Community Covenant. It is a statement that guides individuals with ethical purpose in relationships.

Both documents are examples of a collaborative decision-making process. A task force of professors developed the initial documents, at the invitation of the administration, which were circulated to the entire campus for feedback. The feedback shaped subsequent drafts of these campus belief and behavior documents.

All MAJOR OPERATIONAL UNITS (TUG, PGS, GRTS, ABTS, Radio) of the campus community ALIGN THEIR WORK with the documents at the core of the organization’s privilege to operate as a Michigan approved non-profit institution, an HLC accredited institution of higher education and an organization publicly committing itself to serving society.

Cornerstone University makes the mission documents and other resources that support the institutional mission available to the public and the multiple internal and external stakeholders (Visual C1-1).

Additionally, the mission is visible throughout the campus setting through artistic reminders, including sculpture, artwork, and mounted textual statements. The campus artwork and signage provide powerful rhetorical and symbolic representations of the worldview provided by the organization and its place in a diverse cultural setting.

3. The Cornerstone Confession, 2011-2012
## DISTRIBUTION OF MISSION DOCUMENTS

<table>
<thead>
<tr>
<th></th>
<th>Faculty &amp; Staff</th>
<th>Students</th>
<th>Prospec. Students</th>
<th>Parents</th>
<th>Church Org.</th>
<th>Alumni</th>
<th>Community</th>
<th>Board of Trustees</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CU Magazine</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Commencement</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employment Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU Alumni Journal</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website (external)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The Herald</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU in 3D Viewbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Handbooks</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business Cards</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Build a Life that Matters Overview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20/20 Vision</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PGS &amp; GRTS Student Handbooks &amp; Academic Catalogs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Alumni Perspectives Video</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Visual C1-1:**
Distribution of mission documents and other resources that support the institutional mission.
EVALUATIVE SUMMARY

CORNERSTONE UNIVERSITY’S MISSION DOCUMENTS AND RELATED FORMAL EXPRESSIONS OF INTENT ARE CLEAR AND ARTICULATE PUBLICLY THE ORGANIZATION’S COMMITMENTS. Over the past decade the mission documents have been reviewed and refined based on the changes in the culture, both internally and externally, and the university’s developing identity.

In seeking to operate logistically and strategically in meeting the requirements of Criterion One, Cornerstone University exhibits the characteristics that provide a sense of stability and strength. Cornerstone has in place a set of core legal and formal documents that allows it to operate fully approved by the State of Michigan and accredited by the Higher Learning Commission of the North Central Association.

The various documents:

• Provide the legal authority to operate as a university.
• Define who the university is and aspires to be.
• Publicly announce the university’s social role.
• Provide to its multiple publics the purpose of its existence.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

As with any organization, a self-analysis provides the opportunity for professionals to look around, observe their surroundings, be accountable to one another and determine where opportunities exist for personal and organizational growth and development. This process of organizational introspection is a healthy practice for a vibrant, dynamic and adaptable institution of higher education. Thus as the “new season” continues, the following items should be at the forefront as the university considers its growth and development:

1. Being relatively new (2010), the mission documents need to be fully settled into the institution and into a position where all university operations are aligned and impact the strategic and logistic practices and processes. A continual alignment with all operating units of the campus (TUG, ABTS, GRTS, PGS and Radio) is an on-going process of university operations with the organizational mission statement. A formal, on-going and systematic review of the mission documents will assist the university in maintaining its focus and sense of purpose.

2. A structure is currently in place between ABTS, ABWE and Cornerstone University; however, it needs to be better defined and better understood and communicated to the constituents of the organization.

3. As the university moves into the future and with the coming Pathways format for regional accreditation, Cornerstone University plans to remain actively engaged in allowing the mission documents to build its “brand” to its constituent groups and to the general public. This will enhance the enduring nature of its potency to impact both internal and external constituent groups.
THROUGH CORNERSTONE UNIVERSITY’S mission documents, the organization addresses diversity through the community values and common purposes it considers fundamental to its mission. In congruence with the recommended standards of the Higher Learning Commission, the university’s formal documents seek to honor the dignity and worth of all individuals as it functions in a multicultural society marked by growing diversity. In addition to meeting this accreditation requirement, Cornerstone University has developed policies and expected behaviors which are congruent with its mission. The policies are stated and made public in the various handbooks, policies manuals, and published material.

The HLC acknowledges the importance of distinct cultural contexts and, therefore, recognizes the importance that organizations attach to being able to define themselves in ways that are unique to their existence and respective missions. With its expectation that even those organizations acknowledge the importance of diversity, the Commission asks that all organizations be transparently clear in their statements of college constituencies, fair in the enforcement of those expectations, and protective of the dignity of individuals whose behavior or beliefs may not always fit those expectations.
STRENGTHS

The recently revised university identity, mission and vision statements place the need to become an **INCREASINGLY DIVERSE LEARNING COMMUNITY** as central to its mission, and the supporting documents provide basic strategies to address diversity. Specifically, the university’s vision statement provides the best sense of deeply held organizational values regarding the need for cultural diversity. Stemming from the identity and mission statements is this set of goals with “diversity” as a key component:

- We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and CULTURALLY DIVERSE learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, His Church and His Kingdom.

A VARIETY OF UNIVERSITY COMMITTEES, POLICIES, AND ACTIVITIES POINT TO THE PROGRESSION MADE BY CORNERSTONE IN RECOGNIZING THE IMPORTANCE OF A DIVERSE CAMPUS COMMUNITY. A few are highlighted in the following pages.

In the broadest sense, the university’s **EMPLOYEE HANDBOOK** includes **“Guidelines for Appropriate Conduct”** with the following specific expectations laying the foundation for the treatment of people:

- a. Observe the highest standards of professionalism at all times.
- b. Perform responsibilities in a manner consistent with the institution’s values and ethical standards.
- c. Comply with all laws applicable to the organization.
- d. Treat others (customers, suppliers, employees, students) with dignity and respect.

Cornerstone affirms its commitment to honor the dignity and worth of all individuals. Policies have been created to prevent sexual harassment and discrimination, and to provide guidelines for learning assistance, leave of absence, academic appeals, and student disability services policies. These policies are provided in the employee, faculty, and student handbooks for TUG, PGS, ABTS and GRTS. For example, the university’s **Diversity Policy** and its Non-Discrimination Statements set the formal context for the day-to-day practices and acceptable patterns of behavior for the community.

In regard to students, one of the passions of the **PRESIDENT** and the President’s Cabinet is to provide a context in which a diverse student body will find opportunities for success. The Board of Trustees also shares that vision and both groups are vital to the implementation of increasing diversity for the campus community.

With regard to implementing the policies and the President’s passion, Cornerstone University formed an **EQUITY COMMITTEE** in 2007, based upon the recommendation of the Social Work Department, and it has been the work of this group that has guided the need for diversity into the conversations, policy formation, budgeting processes and activities of the university community.

The Equity Committee (now the Campus Diversity Committee) is a standing committee that defines its mission as an effort to:

- “… promote the recruitment and retention of diverse faculty, staff and students through the proposal of policies and procedures, as well as the implementation of initiatives that foster an increased sensitivity and appreciation for diversity consistent with a biblical worldview.”

---

1 Employee Handbook
2 Diversity Policy

Does the mission statement talk enough about diversity of the student body?

- “It’s hard for a Christian University to get the kind of diversity that secular universities have. We are changing and it’s a process. We need to have a more global focus than just West Michigan culture.

- “We are striving to become more culturally diverse. Each year we do better. I’m a Bible major. In most of my classes everyone feels the same way, so it makes it hard to have good discussions. So, professors have to work hard to create a good atmosphere of challenging each other. We should search out different theological views.”

- Ben Kaiser
The Campus Diversity Committee works with the Human Resources Office to oversee the development of the campus ethos of not only diversity awareness, but also diversity empathy and reconciliation as being normal and appropriate behaviors. The committee submits an annual report to the President’s Office in the spring of each year. Within the report, the committee compiles its findings relating to recruitment and retention of diverse faculty, staff and students. It also summarizes the committee’s work including recommendations made to the President for appropriate university response.

In addition to the policy and structural items mentioned above, the university is becoming more diverse in a variety of ways. The following examples show some current and planned university activities in this regard.

The TUG ADMISSIONS OFFICE is continually working on its diversity recruitment efforts and has a variety of strategies to impact the incoming classes of students. Part of their strategy includes several scholarship initiatives, ranging from $3,000 to full-ride scholarships per year, including the following:

**THE MULTICULTURAL SCHOLARSHIP** – Designed to encourage the enrollment of minority students in an effort to further enhance the educational experience of other students at Cornerstone.

**THE INTERNATIONAL STUDENT GRANT** – Initiated to increase the number of international students on the campus.

**THE MISSIONARY SCHOLARSHIP** – A four-year (eight consecutive semesters) scholarship opportunity for entering new students currently involved with ministry oversees. As many students receiving this scholarship have lived in other countries and cultures, this is one way the university is seeking to bring the multiple cultures of the world to the campus and allow a divergent set of experiences.

**THE MINORITY STUDENT SCHOLARSHIP** – A Presidential initiative providing one male and one female student a substantial scholarship provided they display Christian maturity, live on campus, and show the capability to grow in their on campus involvement.

Another means to encourage and facilitate diversity is the Cornerstone University Multicultural Organization, whose charter states:

“The MCO strives to promote biblical awareness, acceptance and appreciation of other cultures by providing opportunities for interaction, education and service. It will encourage members of the Cornerstone community to acknowledge personal biases, recognize and reconcile racial and cultural injustices and seek global perspective from a Christian worldview.”

Given the university’s historic primary constituent groups, it is sometimes difficult to routinely develop a diverse campus. One proactive strategy is taking our students to the diverse world if the world, in all of its diversity, is not coming to the campus. In that regard, the university offers many cross-cultural trips for its students (both academic and missions related ventures) as part of its Global Opportunities Program (GO).

The primary goal for GO trips is to provide students with a cross-cultural experience that PROMOTES A COMMITMENT TO DISCIPLESHIP, DIVERSITY AND SERVICE. Therefore, Cornerstone is committed to providing students with a variety of opportunities to serve on GO teams throughout the year. During J-Term, Spring Break and Summer Break, students, faculty and staff travel to serve in a variety of ways for established cross-cultural agencies. Some of the countries and locations include Dubai, Mexico, India, Jamaica, Italy, Spain, China, and Kosovo. Additionally, Cornerstone University has a partnership with ELIC (English Language Institute China) and sends teams of 8-10 students to China to teach English as a second language.

---

3. Equity Committee Report
4. Multicultural Organizational Charter
5. GO Serve – Participant Numbers 1998-2010
6. www.ELIC.org
Cornerstone has also developed international partnerships with Handong Global University in South Korea and Ede Christian University in the Netherlands for student and faculty exchanges. As a result, Cornerstone has already hosted Handong students on campus, will host a student from Ede in the fall, 2011, and is sending several Cornerstone students to Handong in the fall, 2011.

The Cornerstone campus is also involved with several initiatives that network various institutions and groups together. The West Michigan Presidents’ Compact Committee (WMPCC) is a collaboration of representatives from the area colleges and universities whose presidents annually sign a diversity compact. This group meets to plan events that benefit various campus communities by providing education and enrichment to students, staff and faculty. The WMPCC informs the member institutions and other constituents of the diversity events sponsored by the various campuses.

Cornerstone has also been involved with Race to Unity, a ministry network of pastors and church leaders working collaboratively to bring about unity within the church. The Cornerstone president and social work program director have been active in the regional West Michigan chapter of this national organization.

On the more formal academic side, the TESOL PROGRAM (Teaching English to Speakers of Other Languages) at Cornerstone has sought ways to serve the diverse needs of the university’s learners, constituents and the larger society. One aspect in serving the community is through the annual ESL Conference. This year (2011) marks the 10th consecutive year Cornerstone has hosted a day-long seminar of workshops and training in TESOL. The participants learn practical ways to meet the needs of the society and the university’s many constituent groups.

The TESOL program has also served the broader society by offering summer ESL programs. Cornerstone students help facilitate the programs and gain experience teaching English to speakers of other languages. Cornerstone has hosted groups from Hokuiiku Gakuin University (Japan) and from Londrina, Brazil.

Also, since 2006, the university, through the work of the Humanities Division Chair, has invited a well-known speaker in the field of TESOL to provide a lecture for Cornerstone staff, faculty, students and the community. This is one scholarly avenue to engage the “mind” of the campus community in issues related to cultural diversity.

THE SOCIAL WORK PROGRAM strives to maintain an ongoing learning context for diversity via several avenues. First, the program has policies related to diversity that support the learning context necessary for competent social work practice among diverse populations. Second, the program is intentional in its efforts to teach content on diversity through both discrete coursework and infusion of content related to diverse populations and issues throughout the social work curriculum. Third, the program proactively engages the institution in making specific and continuous efforts at promoting a learning environment that respects and values diversity.

The Social Work Program is being highlighted in this self-study as it has played an instrumental role in encouraging the institution to consider how it creates a broader context for valuing diversity on campus. The Program has been influential in establishing a Diversity Policy (1999), a Multicultural Committee (2002), and an Equity Committee (2007). In sum, the Social Work Program has promoted sensitivity to diversity issues on campus and to holding the campus community more accountable to the mission and policy which guides the strategic and daily operations of the university. This department has initiated the context for how the university is responding to its social and cultural responsibilities to address the needs of the diverse populations it serves and seeks to serve in the future.

GRTS has influenced the university in the area of cross-cultural engagement through various initiatives over the past few years, including the creation of the GLOBAL LEARNING CENTER. Although the Center has been dissolved, this initiative influenced the university by providing a role model in general and specific ways in regard to cultural intelligence. The Director of the Center, who teaches as an adjunct, extended its influence by writing numerous books on cultural intelligence, winning awards, and spreading his research and work through interviews with the news media.

7 www.handong.edu
8 www.university-directory.eu/Netherlands/EduChristianUniversity
9 www.westmichiganpcc.org
10 www.racetounity.com
GRTS has developed, through a $1.5 million dollar grant from the Kern Foundation, an Urban Cohort initiative which takes the curriculum of the seminary from its fixed location in Grand Rapids to multiple urban settings throughout the state of Michigan. In January 2011, the Kern Family Foundation announced that GRTS had been selected to participate in the Kern Scholars Program. GRTS will provide scholarships for five annual cohorts totaling fifty-two (52) students. Scholarship recipients must demonstrate strong academic accomplishment, exceptional character qualities, and intentional vocational direction toward pastoral ministry. The program begins the fall of 2011 and is scheduled to continue until the spring of 2019.

In providing opportunities for seminary students to function in a multi-cultural environment, self-selected GRTS students complete STUDY ABROAD PROGRAMS through an agreement with Jerusalem University College. In addition, students find study abroad opportunities available in China and Greece.

Also, GRTS has begun implementing a Multicultural Competency Plan with the aim of increasing diversity over the next three years.

In addition, and as part of its ATS accreditation, GRTS has accomplished other activities related to increasing its attempts at becoming a more diverse organization by developing and planning to achieve greater diversity in student recruitment, faculty and staff hiring and promotion practices.

GRTS HAS ACHIEVED GREATER DIVERSITY IN THE STUDENT POPULATION with movement from 5% to 32% in female student population in the past decade, and movement in the percent of the international and minority student population from 11% in fall 1998 to 14% in the same period of time.

ASIA BIBLICAL THEOLOGICAL SEMINARY (ABTS) represents a partnership between Cornerstone and the Association of Baptists for world evangelism to provide theologically conservative graduate education in Asia to Bible school professors, pastors, missionaries, and local church leaders. When considering the entirety of the university enterprise and its fulfilling the goals of organizational diversity, this unit of the campus interacts on a regular basis and serves the needs of students from China, Thailand, Singapore, Philippines, Myanmar, Papua New Guinea, and South Korea.

ABTS OPERATES IN THE MOST DIVERSE AREA OF WORLD POPULATION and it has an on-going purpose to reach out to the diverse communities it serves. The diversity of the student body of ABTS may be seen in the countries of origin of its students with over 90% being non-western. Courses consistently are made up of students from a divergence of ethnic, tribal, cultural and country backgrounds, enriching the teaching and learning experience for everyone involved. Professors work diligently to accommodate teaching materials and illustrations to the Asian context of the students and to avoid “westernizing” the learning environment. The ABTS Annual Reports provide a good context for understanding this unit of the university.

A number of GRTS professors teach regularly with ABTS as adjuncts. These cross-cultural experiences contribute to a more culturally aware faculty. Also, ABTS has directed some of its students to GRTS for further study, thereby providing some cross-cultural diversity with the student body in Grand Rapids.

Also, the Cornerstone University ONLINE INITIATIVE provides a dynamic way to meet the needs of its students, faculty and other constituent groups by offering learning opportunities that are convenient and flexible. A variety of individual courses and full and part-time programs of study are available. Online education at Cornerstone University is considered to be one of the strategic initiatives the university envisions will guide its future development. See visual Ci-2 to track the growth of online education of CU.
Another area in which Cornerstone reaches out to multiple constituencies is through CU Radio. For over 30 years Cornerstone University has been broadcasting through various \textit{RADIO STATIONS}, programs and technologies. Currently, it contains four divisions that each reach a certain demographic segment of the population, demonstrating the university’s work to interact with diverse demographic segments of the population using mediated forms of technology. The four divisions are as follows:

- **91.3 WCSG** is a listener-supported station that offers a variety of contemporary Christian music to encourage audiences of all ages.
- **88.3 AND 89.9 WAYfM** features music 24/7 that targets and challenges teens and young adults. WaYfm also airs spiritually and culturally relevant discussions, and important news about the work of churches and para-church ministries in southwest Michigan.
- **MISSION NETWORK NEWS** keeps Christians informed on evangelical mission activity around the world through daily 4-, 2- and 1-minute broadcasts. MNN delivers first-hand and investigative reports on the growth and challenges of the global church.

  The MNN radio network, satellite links, and Internet affiliates enable MNN to reach millions with the mission news within hours of an event.
- **HIS KIDS RADIO** shares faith and fun with children and their families through upbeat music and adventure stories. Delivered through the Internet, His Kids Radio touches on relevant issues of everyday life.

In all of its activities, CU Radio aids in meeting the needs of a wide range of listeners representing a variety of the university’s constituent groups.
EVALUATIVE SUMMARY

Numerous strengths have emerged as a result of this organizational audit. The Human Resource Office is to be commended for its recent recruitment efforts, targeting diverse groups and sensitizing the campus to gender issues. These efforts include joining the Michigan Higher Education Recruitment Consortium (Mi-HERC) and increased networking with local churches representative of diverse populations.

The Admissions Office has also demonstrated growth and initiative in the area of recruitment of a diverse student body. The existence of a multi-cultural scholarship is also a strength related to the recruitment and retention of diverse students.

The TUG division has worked to hire a more diverse faculty, including new hires for 2011-12:
- An African-American female to teach Education courses.
- A British male to teach in the Humanities area.

Both the GRTS and the PGS programs at Cornerstone have demonstrated a proactive attitude towards the recruitment and retention of diverse students, faculty, and staff. This is evident through numerous initiatives related to building relationships with persons representing people of color from various local ministries as well as initiatives targeted at gender issues.

Also, the work of the Multi-Cultural Student Organization and additional educational efforts related to diversity issues for Resident Assistants are considered strengths for fostering increased sensitivity and appreciation for diversity. The implementation of a Women's Lecture Series and the creation of a course of study on women in ministry by the Grand Rapids Theological Seminary are concrete examples of fostering greater appreciation and sensitivity as it relates to gender issues.

Participation in the West Michigan President’s Compact Committee provides a meaningful conduit for additional training and growth in valuing diversity at the highest level of university involvement.

In sum, many individuals and committees along with planned campus events are involved in seeking to make the Cornerstone campus a more diverse environment – not only in policy formation, but in actual practice.
OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

The university leadership and community members are aware that additional “diversity work” is needed to help create a context for students, faculty, staff and stakeholders to thrive in an increasingly diverse world. The future health of the university is at stake as the demographic projections of the culture suggest that the campus must be more involved in reaching and working with diverse populations to maintain enrollment and to meet its identity, mission and vision statements.

The evidence provided suggests both an openness and desire to grow in the area of valuing and appreciating diversity on campus. A sense of consistent and enduring “institutional will” needs to be fostered in order to take intent and make it a university-wide practice. As the new season unfolds, Cornerstone needs to implement its identity, mission and vision statements regarding diversity over time with dedicated staff and resources to make it happen.

Though evidence exists that various departments at Cornerstone have taken initiative in recruiting diverse faculty, staff and students, the university needs to continue to expand opportunities in this area. To this end, the self-study task force recommends the following items be considered as the university continues the work of organizational development in the area of diversity:

1. Consideration should be given to empowering an office or individual dedicated to the work of developing organizational diversity in light of research and best-practice models.
2. Continue efforts at broadening the recruitment base interacting with diverse populations by conducting a comparative analysis of the recruitment and retention efforts of similar universities to model best practices at like and aspirant institutions.
3. Continue the institution’s leadership articulation of diversity as a core value that flows naturally from the institution’s mission statement and incorporate the work of the Campus Diversity Committee into the strategic plan.
4. Encourage and reward participation in diversity initiatives.
5. Foster additional diversity content in curriculum.
IN TELLING THE STORY of how the mission pervades the organization, the following examples are selected to provide a context for understanding how this particular accreditation requirement is met.

STRENGTHS
The campus community – board, administration, faculty, staff, students and stakeholder groups of Cornerstone University – understand and support the organization’s mission. Beyond a simple understanding, it is the MISSION WHICH ENERGIZES ALL CAMPUS PLANNING AND ACTIVITY as it is woven into the fabric of the institutional identity, character and routine operations. Examples of the university’s mission statement pervading the organization help to tell the story of how the institution understands and supports the mission.

THE BOARD OF TRUSTEES approved the identity, mission and vision statements along with an updated constitution and bylaws in 2010. As the group ultimately responsible for the health and future of the university, the Board of Trustees played an instrumental role in developing and approving the new mission statement.

Prior to the final approval of “new” identity, mission and vision statements, PERSONNEL HELPED DEVELOP THESE STATEMENTS during committee and personnel meetings. The identity, mission and vision statements were first communicated to all faculty and staff at a University Forum in 2008. One aspect of the developing strategic plan is committed to intentionally helping all to understand and support the mission statement and other foundational university documents.

One of the strengths of the university is the ownership and buy-in of the organizational mission statement. Four different campus surveys demonstrate that personnel support the identity, mission and vision of the university.

The four studies are the:

- Institutional Priorities Survey
- Best Christian Workplace Study
- STAMATS Research Report
- Best Christian Workplace Study and the National Center for Higher Education Management System

1. IPS Longitudinal Survey, TUG 2001-2009
2. Best Christian Workplace Study, 2011
3. STAMATS Institutional Audit
4. NCHEMS & Christian Workplace Comparative Study
The common themes running through the above mentioned reports, from the early 2000’s to the most recent iterations are as follows:

- The perception of Cornerstone as being a faith-based institution.
- The employees agree with the mission of the organization.
- There is congruence of the members of the community to the stated mission.
- The faculty, staff and students enjoy the “community” aspect of the campus.
- The Christian Ethos of the campus energizes the culture and provides its potential.

Visual CI-3 represents a “cluster theme analysis” of two important campus variables – people and the culture of the university. The people and the culture provide the focal points around which all campus activity revolves.

In multiple surveys it is apparent that not only do the university’s employees understand the mission of the organization, but they actually own it and place it as a primary reason they remain employed at the university – despite concerns over pay and benefits. The employees find a reason for existence as they are provided the opportunity to work in an organization like Cornerstone and are allowed to work out the vision in relationships, work and their personal lives.
WHAT ARE CU’S INSTITUTIONAL STRENGTHS?

The areas listed below are the top 16 areas in which CU students’ importance scores are above the median and their satisfaction scores are in the top quartile. These are the items in which our students have the most positive perceptions of CU or the items that are the most important to them.

- Nearly all of the faculty are knowledgeable in their field.
- My understanding of God is being strengthened by classroom/campus experiences.
- Cornerstone University is preparing me to engage in a meaningful vocation.
- It is an enjoyable experience to be a student on this campus.
- I am able to experience intellectual growth here.
- Given where I am spiritually, this campus is a good “fit” for me.
- Males and females are treated with equal respect on the campus.
- The campus is safe and secure for all students.
- My academic advisor is knowledgeable about requirements in my major.
- My academic advisor is approachable.
- The campus staff are caring and helpful.
- Students are made to feel welcome on this campus.
- This institution shows concern for students as individuals.
- The CU experience fosters a sense of lifelong learning.
- Faculty are usually available after class and during office hours.
- This institution has a good reputation within the community.

One way that students’ support for the organization’s mission can be seen is through the Student Satisfaction Inventory (SSI)\(^5\). The SSI Executive Summary 2010 showed that students at Cornerstone rated the university more highly on most items than other CCCU schools. Findings from the inventory show that students desire an education that contains **academic excellence**, **enhanced spiritual life with growth opportunities**, and **a sense that others care for them**. This, of course, reflects positively on the core and central mission of the university.

Constituents of Cornerstone University have access to read and interact with the mission statement of the school. As illustrated in Visual C1-1, multiple publications display the university’s mission statement. External constituents receive publications and communication, including press releases and emails, based upon relevant information and activities. Multiple mediums are utilized in displaying, internally and externally, the mission of the university to insure understanding and motivation for university operations. In all of these efforts, the intent is to make known the university’s mission statement as it markets itself to a variety of constituent groups. The university’s public contact points (phone number, website and specific names) are readily available to anyone wishing to reach the campus.

**FACULTY (TUG)** help create a culture supportive of the organizational goals through participating in committees which make decisions for the strategic and logistic operations of the university. Faculty committees work and offer decisions against the backdrop of the university’s mission statement. For example, as a result of desiring a stronger core curriculum and aligning it with the mission of the university, Cornerstone University significantly revised its core curriculum (2007) and fine-tuned it in 2010 to better reflect the university’s mission statement and the professional judgment of the faculty.

---

\(^5\) IPS-SSI Longitudinal Visual 2003-2009
The Cornerstone Blueprint outlines specific projects, along with their priority level and status. Each item in the blueprint aligns with Cornerstone University’s vision statement and contains metrics that allow the institution to assess its progress. Each item is targeted to a cabinet member and is updated regularly. The Blueprint is a dynamic document, adjusted as needed in order to better move toward the mission.

Of all of the examples an accrediting agency might consider, the CURRICULUM offered by an institution of higher education is central to understanding if the university’s mission pervades the campus culture. Because it is so important to the accomplishment of the institution’s mission and vision statements, this portion of the chapter highlights Cornerstone University’s curricular and co-curricular goals and demonstrates how the university’s mission statement permeates the academic enterprise as it impacts all levels of the institution. Given those assumptions, the following examples illustrate how the mission goes to the depths of the academic offerings.

The graduate of a Christian liberal arts education will develop a CHRISTIAN WORLDVIEW and the intellectual and community skills necessary to function in his/her community and society, as well as the skills and attitudes conducive to spiritual formation. Given the historical purpose of this university and a general philosophy of liberal arts education, the following set of university goals connect the foundational documents of the institution to the mission statements and become the practical out-workings of the “educational plan” of the university on a daily basis.

The Cornerstone University Educational Goals, based on the mission, seek to produce graduates who effectively engage culture and are...

- Wise and spiritually mature followers of Christ
- Critical and innovative thinkers
- Creative beings who express beauty and develop culture
- Skilled professionals who advance the Kingdom through their work
- Cross-cultural communicators and collaborators
- Faithful stewards of emotional, relational, and physical health

---

6 The Cornerstone Blueprint
7 Undergraduate Educational Goals
<table>
<thead>
<tr>
<th>THE MISSION</th>
<th>THROUGH THESE QUALITIES</th>
<th>PRODUCED THROUGH THESE LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wise and spiritually mature followers of Christ.</td>
<td>a. Understand the biblical narrative and interpret scripture responsibly.</td>
<td>a. Demonstrate intellectual curiosity and humility through careful observation.</td>
</tr>
<tr>
<td></td>
<td>b. Understand Christian beliefs and expressions of historical orthodoxy.</td>
<td>b. Use the creative process to identify and solve problems.</td>
</tr>
<tr>
<td></td>
<td>c. Cultivate spiritual growth through the practice of spiritual disciplines and corporate worship.</td>
<td>c. Efficiently access and judiciously handle data from multiple sources.</td>
</tr>
<tr>
<td></td>
<td>d. Integrate a biblical worldview into daily life.</td>
<td>d. Analyze and critically evaluate arguments and ideas.</td>
</tr>
<tr>
<td></td>
<td>e. Contribute to the advancement of justice, the proclamation of the gospel, and the renewal of creation.</td>
<td>e. Synthesize learning from different disciplines.</td>
</tr>
<tr>
<td></td>
<td>f. Participate in the local church as God’s agency of blessing and redemption in the world.</td>
<td>f. Communicate charitable and well-reasoned arguments.</td>
</tr>
<tr>
<td>2. Critical and innovative thinkers.</td>
<td>a. Demonstrate intellectual curiosity and humility through careful observation.</td>
<td>a. Understand the significance of the imago dei and its relation to cultural calling.</td>
</tr>
<tr>
<td></td>
<td>b. Use the creative process to identify and solve problems.</td>
<td>b. Understand artistic genres in their historical and cultural context.</td>
</tr>
<tr>
<td></td>
<td>c. Efficiently access and judiciously handle data from multiple sources.</td>
<td>c. Critically and charitably appraise individual and communal expressions of beauty.</td>
</tr>
<tr>
<td></td>
<td>d. Analyze and critically evaluate arguments and ideas.</td>
<td>d. Discern and value aesthetic aspects of various disciplines.</td>
</tr>
<tr>
<td></td>
<td>e. Synthesize learning from different disciplines.</td>
<td>e. Cultivate original and useful work in one’s area of giftedness.</td>
</tr>
<tr>
<td>3. Creative beings who express beauty and develop culture.</td>
<td>a. Demonstrate the essential skills for one’s profession or discipline.</td>
<td>a. Articulate a biblical foundation of global engagement rooted in an ethic of Christian hospitality.</td>
</tr>
<tr>
<td></td>
<td>b. Communicate effectively in one’s profession or discipline.</td>
<td>b. Understand one’s own culture in relation to other cultures.</td>
</tr>
<tr>
<td></td>
<td>c. Connect one’s strengths to one’s vocation.</td>
<td>c. Value cultural differences within a Christian framework.</td>
</tr>
<tr>
<td></td>
<td>d. Engage one’s professional culture responsibly and ethically.</td>
<td>d. Interact hospitably with people from diverse cultural backgrounds.</td>
</tr>
<tr>
<td></td>
<td>e. Contribute to God’s redemptive purposes in the world through one’s profession.</td>
<td>e. Think and act as a responsible member of the global community.</td>
</tr>
<tr>
<td>4. Skilled professionals who advance the Kingdom through their work.</td>
<td>a. Steward one’s physical health.</td>
<td>a. Articulate a biblical foundation of global engagement rooted in an ethic of Christian hospitality.</td>
</tr>
<tr>
<td></td>
<td>b. Demonstrate emotional intelligence.</td>
<td>b. Understand one’s own culture in relation to other cultures.</td>
</tr>
<tr>
<td></td>
<td>c. Demonstrate a healthy sense of biblical sexuality.</td>
<td>c. Value cultural differences within a Christian framework.</td>
</tr>
<tr>
<td></td>
<td>d. Engage in healthy relationships.</td>
<td>d. Interact hospitably with people from diverse cultural backgrounds.</td>
</tr>
<tr>
<td></td>
<td>e. Contribute positively to a loving and healthy community.</td>
<td>e. Think and act as a responsible member of the global community.</td>
</tr>
<tr>
<td></td>
<td>b. Understand one’s own culture in relation to other cultures.</td>
<td>b. Understand one’s own culture in relation to other cultures.</td>
</tr>
<tr>
<td></td>
<td>d. Interact hospitably with people from diverse cultural backgrounds.</td>
<td>d. Interact hospitably with people from diverse cultural backgrounds.</td>
</tr>
<tr>
<td></td>
<td>e. Think and act as a responsible member of the global community.</td>
<td>e. Think and act as a responsible member of the global community.</td>
</tr>
<tr>
<td></td>
<td>b. Demonstrate emotional intelligence.</td>
<td>b. Demonstrate emotional intelligence.</td>
</tr>
<tr>
<td></td>
<td>c. Demonstrate a healthy sense of biblical sexuality.</td>
<td>c. Demonstrate a healthy sense of biblical sexuality.</td>
</tr>
<tr>
<td></td>
<td>e. Contribute positively to a loving and healthy community.</td>
<td>e. Contribute positively to a loving and healthy community.</td>
</tr>
</tbody>
</table>
This act of formative teaching illustrates that the learning process is being guided by the mission of the university.

A first-year experience course/program (TERRA FIRMA) is required for all new students. Terra Firma is a year-long program where students build on the foundation of their faith and meet with a Cornerstone staff member along with the same cohort of students each week. This first-year experience course extends throughout both semesters and includes two hours of academic credit. The Terra Firma curriculum is driven by a desire for students to have a firm biblical foundation as they grow and ask questions about life and faith during their four years at Cornerstone. The four key elements of Christ, Community, Character and Culture serve as the building blocks that are taught and then fleshed out in practical experiences during their critical first two semesters of college life. The development of meaningful relationships is highly valued and reported as a significant benefit in the overall college experience. Prior to Terra Firma, Cornerstone offered a first-year experience called Leadership Journey (LJ). While many aspects of the first-year experience changed, the underlying mission of the institution was woven into LJ just as it is in Terra Firma. This demonstrates that the first day students begin coursework they begin to better understand the mission of Cornerstone and the foundation of their collegiate educational experience.

Recently, Cornerstone has partnered with a foundation to actualize the establishment of the INSTITUTE FOR CHRISTIAN CULTURAL ENGAGEMENT (ICCE). The purpose of the Institute is to work with all university departments to accomplish the mission of “influencing the world for Christ” through its students and graduates. The Director will oversee both internal (workshops and faculty development) and external (campus speakers and community interaction) activities to further engage the culture with a message of faith.

In seeking to demonstrate how the overall university mission statement is connected to operating units of the campus, a sample is offered of an academic division and of a non-academic department in the TUG program.

THE HUMANITIES DIVISION represents the “traditional liberal arts” component of the TUG campus, and its focus is the integration of Christian faith and specific academic content directing each student toward the formation of a Christian worldview. It is a diverse division consisting of four departments: English, Philosophy, History, and Linguistics & Languages. Each separate department articulates its own set of Learning Objectives that operate within the larger framework of the Humanities Mission Statement and Humanities Division Learning Objectives. This framework provides a perspective which enables fulfillment of life-long stewardship responsibilities. The Humanities faculty and students are engaged in interpreting meaning as related to webs of significance created by language and culture from a distinctly Christian confession.

**HUMANITIES DIVISION LEARNING OBJECTIVES**

1. **Think critically about life through interacting with the arts, literature, writing, philosophy, and language.**
   a. Produce reasoned arguments with original conclusions about meaning of text.
   b. Employ texts to reflect critically on issues of life and society.
   c. Interpret texts fairly and accurately.

2. **Articulate a Christian worldview.**
   a. Integrate the Christian faith with specific academic discourse.
   b. Describe other world cultures.
   c. Demonstrate an appreciation of multi-cultural discourse.

3. **Acquire an appreciation of world culture.**
   a. Describe their own culture.
   b. Describe other world cultures.
   c. Demonstrate an appreciation of multi-cultural discourse.

As a “non-academic” example, THE ATHLETICS DEPARTMENT was chosen to support this Criterion sub-point because between 150-200 students participate in intercollegiate competition, representing a significant percentage of the campus community. Thus, a great deal of learning, as guided by the mission statement, occurs in this area of the university.
At Cornerstone University, the Athletics Department and sports programs are components designed to work harmoniously within the larger educational purpose of the institution. **Athletics is grounded in and serves to help make the mission of the university possible, in addition to its own educational value.** During a given year student-athletes represent Cornerstone all over the United States and often in some foreign countries. Athletics presents a significant part of the university’s identity and public image. It is one way the university can establish recognition and credibility as an institution of higher education. Athletics also serves as a recruiting mechanism as the athletes are seen performing as well as making personal and public contacts with prospective students. As student enrollment increases, financial resources increase, thereby enabling the university to provide improved curricular and co-curricular programming.

The Athletic program is also grounded in and gives **co-curricular expression** to the supporting set of values that underwrites the mission of the university. For example, competition is an ideal context in which to learn, experience, and express Christian values in individual and corporate ways, to develop the mind and spirit of Christ, and to become practitioners of humility in victory and graciousness in defeat. This sort of participation presents occasions to exercise critical insight. Competition will help to develop one’s moral understanding and authority and create heightened sensitivities regarding integrity and sportsmanship toward opponents, officials and fans.

Athletics affords a great opportunity to practice the **value of community.** This value presents itself at several levels. First, this is an ideal context for athletes to interact in small groups and with a significant adult. This unique team dynamic provides the coaching staff the opportunity to mentor and be available for students and gives the students the chance to develop spiritually through team devotions and accountability. Second, student-athletes must learn to **develop**...
THE SENSE OF “TEAM.” This means to place the interests of the group ahead of personal agendas and goals. Individual athletes succeed as the team succeeds. Third, intercollegiate competition presents outlets for campus SOCIALIZATION, centered in points of common interest and excitement for the campus as well as for alumni, donors and other university constituents. Fourth, athletics provides the place and occasion for people from the LOCAL AND SURROUNDING COMMUNITIES TO ENGAGE IN ACTIVITIES WITH CORNERSTONE on the campus. Fifth, sports provide the university LOCAL AND NATIONAL RECOGNITION, assisting the overall university marketing strategy. Finally, athletics also affords opportunity for PROFESSIONAL FRATERNITY with the personnel and teams from other colleges and universities, regionally and across the country.

Additionally, athletics is a vehicle used to PROMOTE CROSS-CULTURAL EXPERIENCES. This value is realized as coaches recruit minority athletes and as they become members of a team and the Cornerstone community. Cornerstone teams also travel internationally for the specific cross-cultural intentions of ministry as well as competitive and educational purposes. These trips create opportunities to live in national homes as athletes become acquainted with the social, economic, religious and other facets of diverse cultures. Participation in sports is becoming a universal interest and an obvious point of contact for creating healthy and mutually informative international relationships. Athletics present contexts for the practice of creativity as athletes and coaches prepare for games, think through contests, analyze opponents’ strategies and develop counter-strategies. For further understanding of how this aspect of the university supports the mission, please see the Athletics Handbook.

Since 1992, the institutional mission and purpose statements have served as a framework for the development and expansion of ADULT DEGREE COMPLETION PROGRAMS. From the beginning, the objective has been to influence and serve people by encouraging them to think critically within the context of a Christian worldview.

In 2009, PROFESSIONAL AND GRADUATE STUDIES re-evaluated its mission to be sure that it aligned with Cornerstone University’s new mission. Thus, it exists “to equip the adult learner to influence the world by providing a distinct and academically excellent education from a Christian worldview.”

In accomplishing the mission of the university and the PGS Division, the faculty and staff are committed to preparing students who are able to

1. **DEMONSTRATE EFFECTIVE USE OF PROFESSIONAL SKILLS.**
   a. Accurately applying the principles and practices of leadership; and
   b. Leading and relating effectively with teams of people.

2. **ARTICULATE A CHRISTIAN WORLDVIEW.**
   a. Distinguishing between truth and error; and
   b. Demonstrating application of biblical principles personally and professionally.

3. **APPLY GENERAL SKILLS NEEDED FOR LIFE-LONG LEARNING AS STEWARDS OF GOD’S TRUTH.**
   a. Conducting valid research;
   b. Consistently using critical thinking skills; and
   c. Independently seeking out learning opportunities.

4. **EFFECTIVELY COMMUNICATE BOTH IN ORAL AND WRITTEN FORMS.**
   a. Utilizing technology to enhance communication; and
   b. Participating in meaningful public and interpersonal communication.

Thus, the PGS Division exemplifies how it carries out its basic educational mission in the context of the university’s mission statement. The university’s “educational goals document” provides the common ground for each operating unit to find its basis for operation.

GRTS became an accredited member of the ASSOCIATION OF THEOLOGICAL SCHOOLS (ATS) in 2002. ATS completed a comprehensive evaluation in 2007 and is scheduled for the next comprehensive evaluation in 2017. As part of the Grand Rapids Theological Seminary’s accreditation with the ATS, it works out its part of the university by having its own mission statement aligned to the functional operation of the university. Thus, GRTS is a graduate school that prepares biblically and culturally informed ministry leaders for service through Christ’s church. In so doing, this division of the university demonstrates how the mission of the organization guides its strategic and logistic operations.
GRTS exists to achieve the following six purposes:

1. To advance biblical, theological, and ministry knowledge and skill.
2. To nurture theological, spiritual, and leadership formation.
3. To encourage the development of critical thinking and worldview formation governed by biblical teaching.
4. To nurture a global ministry perspective.
5. To enhance the cultural relevance of ministry practice within the bounds of a distinctively Christian theological framework.
6. To encourage lifelong and collaborative learning.

(From Grand Rapids Theological Seminary 2009-2010 Catalog, p. 8.)

Within the structure of its normal operations, the seminary contributes to the overall institutional mission and its own specific purposes by providing resources and programs to clarify for students what biblically and culturally informed ministry entails, and by educating toward and providing an environment in which individuals learn to serve through Christ’s church.

A FACULTY SURVEY was conducted to engage seminary faculty in self-evaluation of their contribution in fulfilling the university’s mission. Survey results suggest that the seminary faculty understand that support of the seminary’s purposes is provided through classes, chapels, faculty mentoring of students, faculty oversight of practicum experiences and internships, and other “real world” ministry experiences. Further, the implementation of the Christian Worldview Institute and the development in the undergraduate division of the university of core classes that emphasize worldview development are seen as positive steps to reinforce the seminary’s influence and its purposes throughout the institution.

A final example, in order to achieve its specific mission while at the same time fostering adherence to Cornerstone’s mission, a “memorandum of understanding” between Cornerstone University and the Association of Baptists for World Evangelism clearly outlines the duties assigned to CORNERSTONE, ABWE, and ABTS. Thus ABTS, in its partnership with ABWE, extends the educational influence of Cornerstone University throughout Southeast Asia.

9 ABTS MOU
EVALUATIVE SUMMARY
As evidenced above, the operating units of the university locate their purpose within the mission of the university. It is clear that an “understanding of and support for the mission pervade the organization.” Therefore, it is safe to conclude that the university’s mission:

- Is the guiding document for campus activity.
- Provides a central point around which campus activities revolve.
- Pervades the campus community.
- Is publicly pronounced in multiple ways to its constituent groups.

The identity, mission and vision of the university is widely known and supported throughout the organization by the Board of Trustees, administration, employees and constituents.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT
Given the intent of this criterion item and in light of the work of this self-study, the university should consider the following steps as the organization further owns and implements the vision:

1. There is an on-going need to regularly align all operating units’ thinking and practices to the mission statement of the university. The university has developed a systematic process to review how the mission documents impact student learning objectives, which lead into major academic unit (TUG, PGS, GRTS, ABTS) activities, direct specific divisional work, guide program tasks, and direct the daily operations of specific courses. This will assist the campus community in working the mission statement into the fabric of the culture through both formal and informal processes and procedures.

2. The university is generating fresh and creative ways to connect its identity, mission and vision statements to its multiple constituent groups. For example, an effort to reconnect to pastors and ministry leaders would be valuable to the future of the institution.

3. While the ABTS work is better aligned with the new mission documents, the university needs to better clarify the relationship between ABTS, ABWE, and Cornerstone University.
AT MULTIPLE LEVELS and in multiple ways, the university's governance structure promotes collaborative processes. Individuals, offices and committees are involved in strategic and logistic decisions as the organization fulfills its mission. The following examples provide a context for understanding how the systems and processes function.

STRENGTHS

The BOARD OF TRUSTEES policies and practices document that its focus is on the organization’s mission, and the policies enable the organization’s president to exercise effective leadership in developing the internal operating structure. This allows for the appropriate structures for Board oversight and CEO enactment of the organization’s vision.

The distribution of responsibilities, as defined in governance structures, processes, and activities, is understood and is implemented through delegated authority as defined in the Bylaws.

The Board of Trustees shall typically delegate to the President the responsibility for appointing other administrative officials as needed. From among these officers, the President shall establish a President's Cabinet for the internal operation of the university. This President's Cabinet serves the following three functions:

A. Advisory to the president in administrative matters.

B. Formulation of policies, procedures, and regulations for matters within broad university policy which are not the direct responsibility of the Board of Trustees or the President.

C. Coordination, whereby the members of the President's Cabinet keep one another informed of administrative decisions within their areas and where the various administrators may seek counsel from the Cabinet before making a decision within their areas.
It is from the **President's Cabinet** that all other university structures find a formal and legitimate organizational place as well as authority to operate. People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

The university operates with stated governance structures and policies as developed and implemented through a variety of campus leaders, offices and committees. Simply stated, faculty, staff, administration and students help to create a culture supportive of the organizational goals through participating in a **Committee Governance Structure**. Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes as outlined by the following policy documents: Faculty Handbook\(^1\), Staff and Employee Handbook\(^2\), and the Academic Policies Handbook\(^3\).

To provide a sense of the decision-making process used by the **TUG Unit**, the following visual illustrates the pathway for a policy or initiative running the gauntlet of how this academic unit makes its decisions. There is sufficient administrative structure, processes, and practices to govern and to guide the university. This process allows for a number of people and committees to be involved in decision-making based on a collaborative effort.

### Academic Decision Making Matrix

<table>
<thead>
<tr>
<th>COMMITTEES</th>
<th>DIVISIONS</th>
<th>UAC</th>
<th>AAC</th>
<th>SENATE</th>
<th>PROVOST</th>
<th>PRES./CABINET</th>
<th>BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiates Course/Major/Minor Proposals</strong></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>*</td>
</tr>
<tr>
<td><strong>Approves New Courses</strong></td>
<td>d</td>
<td>fd</td>
<td>fd</td>
<td></td>
<td></td>
<td>FD</td>
<td></td>
</tr>
<tr>
<td><strong>Approves New Majors/Minors</strong></td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>fd</td>
<td>FD</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Approves Core Courses/Changes</strong></td>
<td>x</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>FD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Approves Major/Minor Changes</strong></td>
<td>x</td>
<td>fd</td>
<td>fd</td>
<td></td>
<td>FD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiates Academic Policies/Procedures</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>*</td>
</tr>
<tr>
<td><strong>Approves Policies/Procedures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>fd</td>
<td>FD</td>
<td>*</td>
</tr>
</tbody>
</table>

- x: Action step
- d: Decision required
- fd: Final decision recommended
- FD: Final decision
- *: As warranted

\(^1\) Faculty Handbook  
\(^2\) Staff/Employee Handbook  
\(^3\) Academic Policies Handbook
The various units of the organization have models and practices that compliment the overall governance structure and report to the President’s Cabinet and the Board. GRTS has experienced two styles of organizational leadership and decision-making throughout the course of the last decade. Based on the findings of the 2000-2001 self-study, a presidential structure for the GRTS was approved by the President in 2003 with the first GRTS President (serving under the Cornerstone President) from 2004-2009. The GRTS President resigned in 2009 and the position was not filled. The decision was made to move forward with the university President providing the senior leadership for the seminary.

In the past, ABTS functioned under the leadership of GRTS, but more recently oversight has been provided by the Provost’s Office of Cornerstone and by the President of ABWE. A “memorandum of understanding” is the formal contractual document which provides the formal structure of how this aspect of the university operates. In general, the organizational design and control is illustrated in an organizational structure diagram⁴.

The ABTS Board is made up of equal representation from Cornerstone and ABWE (4 members each); representation from ABTS (the President, or, in the absence of a President, the Dean); and up to four at-large members selected for their interest in ABTS.

THE PROFESSIONAL & GRADUATE STUDIES DIVISION of the university has experienced growth both in the numbers of students and in the number of degree programs. The formal organizational structure allows the PGS unit to operate as connected to the university while at the same time functioning to meets its own specific needs. In matters dealing specifically with PGS, this operating unit has well defined policies and procedures which allow some autonomy while still staying in the context of the university community. Although the PGS unit operates as a distinct part of the university, all decisions still run through the accepted campus-wide decision-making processes.

CUSG is the Cornerstone University Student Government (TUG) and as it is currently constituted involves 24 members – 6 members of the executive council and 18 student senators. Together, this group:

• Represents and acts as the voice of the TUG student body.
• Plans and sponsors on-campus events.
• Discusses campus issues.
• Advocates for causes on campus.
• Assists in the development of the student handbook.

In addition, CUSG sends representatives to serve on a variety of standing campus committees (UAC, Faculty Senate, etc.), meets with the President at regular intervals during the school year, and hosts a campus-wide question and answer forum with the President (Java with Joe).

At GRTS, The Student Senate Leadership Team (SSLT) is a representative group of GRTS students selected annually by the Dean of Students to serve the needs of the entire student body. SSLT members serve the student community by coordinating resources, services and events. The central aims of the Student Senate Leadership Team are:

1. To assist students with academic and non-academic concerns as they enter and progress through study at GRTS.
2. To promote student involvement and perspective in the community of learners and scholars at GRTS.
3. To foster a sense of community appropriate to a graduate theological education context.
4. To coordinate fellowship and spiritual growth opportunities among and between students and faculty at GRTS.

The campus community seeks the input of its primary internal stakeholder group: its students.

---

⁴ Organizational Visuals, ABTS
EVALUATIVE SUMMARY

In essence, there is broad-based involvement in the decision-making process of all units of the university. Effective communication facilitates governance processes and activities. The organization evaluates its structures and processes regularly and strengthens them as needed. The organization has a structure in place for making decisions, assigning responsibilities and measuring accountability, and it is lived out in the daily operations of the various units of campus life. Thus, as with the other operating units of the campus, the appropriate structures are in place allowing for a collaborative endeavor in fulfilling the university’s mission.

Throughout its major academic units, an overall university framework exists which provides a sense of stability for the organization. There is a commitment of people who have invested many years of their careers to the university and its core mission as an institution of higher education. In addition, appropriate handbooks and policy manuals exist to guide the collaborative functions of decision-making in all units of the campus community.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

As a relatively new President and his senior leadership team settle into and redefine the rhythms of the campus culture, it will be important to continually define and refine the policies and procedures for the effective governance of the organizational systems. The development of an integrated planning and decision-making process, guided by data, will help not only to provide information for guiding the university into the future but will assist in developing such a process into a routine and accepted pattern of behavior. Therefore, the following opportunities for organizational development are highlighted for consideration.

1. Developing clear and regular patterns of communication involving both input and distribution of information is essential for the on-going relationships necessary for an academic community to function appropriately. Improving campus-wide communication is of great importance in both frequency and fidelity in developing collaboration and mission fulfillment. Holding one another accountable will be the key to an effective implementation of this recommendation.

2. As the university is complex with a variety of distinct operating units (TUG, PGS, GRTS, ABTS, Radio), keeping a balance between each unit that senses the freedom to operate within its own unique parameters, while still connecting each unit to a central decision-making process, will require creative administrative skill.

3. The organizational relationship between ABWE, Cornerstone and ABTS complicates mission realization for ABTS leadership and poses challenges for the academic governance of ABTS. The unique nature of having an overseas graduate level seminary, in collaboration with another organization, poses its own set of administrative challenges. Care must be taken in meeting the needs of both organizations as each seeks to serve specific constituent groups in similar yet different ways.
THE ORGANIZATION UPHOLDS AND PROTECTS ITS INTEGRITY.

THE ACTIVITIES OF THE ORGANIZATION are congruent with its mission as pronounced by the university’s guiding statements. The board exercises its responsibility to ensure that the organization operates legally, responsibly, and with fiscal honesty – this is at the center of institutional accountability. Examples of how the university upholds and protects its integrity follow.

STRENGTHS
The organization understands and **ABIDES BY LOCAL, STATE AND FEDERAL LAWS AND REGULATIONS** applicable to it or by laws and regulations established by recognized sovereign entities, as is the case with ABTS. Cornerstone has never been sanctioned for violation of any law or regulation under which it operates.

**Constitution and Bylaws, Article II, Section 2, Purposes:**

C. Through constant review and evaluation, to maintain the high standards and quality of educational programs that will merit approval and accreditation by the relevant governmental and independent agencies.

**Article IV, Section 6, Duties and Powers, A. Duties:**

A.2. Promote and oversee the financial health and stability of the institution and approve the annual budget.

A.5. Represent, interpret and defend the school and its purposes to its constituency and the general public.

**CORNERSTONE UNIVERSITY USES MULTIPLE INTERNAL AND EXTERNAL GUIDELINES TO GUARANTEE THAT IT DILIGENTLY SEeks TO PROTECT ITS LEGAL, FINANCIAL, SOCIAL, AND MORAL INTEGRITY.** In addition to the formal policies and procedures, the following routine activities provide specific examples by which the university protects its dignity and operational standards:

- Staff professionals at Cornerstone University are required to keep up-to-date on local, state and federal laws and regulations.

- The university staff keeps abreast of these laws through membership in organizations like the National Association of College & University Business Officers (NACUBO) and the National Association of Student Financial Aid Administrators (NASFAA), along with their respective regional associations. These organizations keep universities updated on regulations that need to be understood and implemented. The accounting and financial aid professionals regularly participate in listserves, webinars, seminars, and conferences from each of these organizations in order to be aware of legislative changes.

- Cornerstone University hires the auditing firm of Capin Crouse, LLC to provide objective judgments about its financial practices and conditions. In addition, the firm provides seminars and webinars dealing with both accounting and financial aid issues.
• The Registrar’s Office conducts “program evaluations” three times each year (May, August, and December). Every student record is thoroughly evaluated using this process before a degree is officially posted. Each program evaluation is reviewed to assure the student has completed all the academic requirements for their specific program, considering all required grade point averages, numbers of hours, and minimum grade requirements.

• GRTS regularly performs internal and external audits and other practices which enhance the integrity of its operations. For example, GRTS conducted a financial aid audit, which included an examination of its financial aid policies, procedures and operating conditions.

• The Cornerstone University Department of Campus Safety annually files a United States Federal Clery Act Report. This report is filed with the United States Department of Education – Higher Education Division and is available via the Department of Education website and the Cornerstone website.

• Cornerstone reports annually to IPEDS (Integrated Post-Secondary Education Data System), the Department of Education’s means of tracking post-secondary institutions.

• The university maintains the standards of a variety of discipline-specific accrediting agencies, including NASM, ACSWE, ATS and the State of Michigan DOE.

• The university belongs to a number of agencies which assists it in maintaining credibility, including the CCCU and CEFA.

• Cornerstone operates its intercollegiate athletic programs and abides by the rules and regulations of the NAIA.

• Cornerstone sends an annual update to HLC, which provides another layer of continual institutional accountability.

Via its EMPLOYEE HANDBOOKS, the organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies as evidenced by policies in place for faculty, staff and administration, including:

• Equal Employment Opportunity
• Privacy Policy for Social Security Numbers
• Right to COBRA insurance protection
• Harassment policies: sexual harassment, harassment based on race, color, gender, national origin, age, or disability
• Adherence to all federal laws and regulations

Also, the organization’s STRUCTURES and PROCESSES allow it to ensure the integrity of its co-curricular and auxiliary activities. Each of these areas of the university is overseen by a Vice President who is responsible to the President for logistic and strategic operations. Such accountability is checked on an annual basis through performance reviews.

THE ORGANIZATION PRESENTS ITSELF ACCURATELY AND HONESTLY TO THE PUBLIC and its multiple external constituents primarily through the Marketing and Communications Office. This office deals honestly with the public by informing them in a timely manner of important decisions that may affect the community and the students and their families. Cornerstone presents itself accurately by fostering open communication as multiple channels of communication are used to distribute information and to receive feedback from constituent groups.

The organization documents timely response to complaints and grievances for both students and employees. All operating units of the campus have grievance processes in place for employees and for students, in case of the need to resolve a conflict.

ABTS operates in each country under appropriate governmental guidelines. In both Singapore and Thailand, ABTS is governed by local Boards that provide national identity, sponsorship, and legal grounds for its operation in these countries. In the Philippines, ABTS is taking initial steps to come into compliance with recently enacted legislation governing higher education by the Council on Higher Education (CHED). Research is currently on-going into what is expected by CHED, how ABTS fits into the Philippine educational paradigm, and how to accomplish this step.

CU RADIO stations operate within the law as defined by the Federal Communications Commission. It is a member of the EFCA, which provides guidelines for financial best practices.
EVALUATIVE SUMMARY

The self-study process, as conducted formally by over 50 institutional employees and informally by members of multiple committees and offices, is itself an act of upholding and protecting the integrity of the university. During this process, it became evident that the integrity of the organization depends on the veracity of the individual employees. In that, the university is reliant upon its most important resource – its human resource – to strategically and logistically develop and implement policies and procedures to guarantee the fidelity of overall interpersonal, academic, and business relationships. The university is in the good hands of its human agents as they work within the legal parameters of acceptability and the defined policies of the organization.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

As with any organization there exist opportunities for development and the following items are identified as areas which might receive formal attention.

1. As the university continues to mature, it has become increasingly necessary to have its policies, procedures and practices examined and approved through legal counsel. Much of what has been developed over the years has been internally driven and only a few select documents have received legal review. Seeking additional legal counsel will remove the potential for the university to lose any perceptual integrity due to professional yet informal drafting of documents guiding legal and social relationships. This practice will guide and govern the university in an ever-increasingly complex environment.

2. University employees will continue personal and professional development and training in the more complex issues commonly engaged by campuses, including FERPA legislation, federal financial aid rules and regulations, and various other legal requirements.

3. In relationship to working with ABWE and the ABTS campus in Thailand and multiple points in Southeast Asia, senior leadership will remain up-to-speed with ever-developing concerns when working in collaboration with other organizations and other countries.

4. Increasing the sophistication of the employee review will guide the university in developing its most important internal resource and over time will foster integrity of operation within the context of accountability for the campus culture.
STRENGTHS

In seeking to operate logistically and strategically in the spirit of Criterion One, Cornerstone University exhibits the following characteristics which provide it a sense of stability and strength:

• Cornerstone University has in place, a set of core legal documents which allows it to operate fully approved by the State of Michigan and the Higher Learning Commission of the North Central Association.

• Cornerstone University proclaims who it is publicly via its set of central mission documents.

• The university effectively communicates to its multiple constituent groups its purpose for operation through a variety of mediums of communication.

• The university is aware of the need for it to become more diverse in all of its levels of operation.

• Cornerstone has developed a number of strategies to address the issues of diversity it faces as an institution of higher education. Various operating units of the university have done some good work in addressing the issues of diversity (PGS, ABTS, and GRTS).

• There is a broad-based understanding of the mission of the university, and it is well-known and owned by many constituent groups.

• The university has a clearly developed organizational structure with attendant responsibilities for each level of operation.

• Through a variety of personal, professional, formal and informal mechanisms, the university holds itself accountable as it upholds and protects its integrity.
OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

This self-study process has allowed a wide variety of people from multiple levels of the university the opportunity to recognize together the limitations and areas of growth identified for the future of the organization. As the university community considers its future, the following “next steps” recommendations come from this two-year evaluation based upon accrediting agency criteria for a healthy and functional organization of higher education. The following items summarize the primary findings of this institutional investigation of operations and processes and provide the beginnings of an agenda for campus improvement.

1. With the arrival of a new president and a new team of senior leaders, the newly developed mission statement needs to mature and be the guiding force for all campus activities and publicly be made available through intentional Marketing and Communications Office oversight and implementation. This should be measured by university-defined key performance indicators.

2. As part of the strategic plan, specific goals must be written into the planning efforts regarding diversity and the importance it will play to the long-term health and viability of the university. The need for increased diversity not only exists in the more “objective” documents produced by strategic planning efforts, but the “subjective” institutional will of campus community. The most intense effort for campus diversity must happen at the traditional age undergraduate level, including campus training, hiring practices, promotion practices, admission strategies, financial aid awarding, retention efforts and service to alums.

3. Each department and division should, on a regular cycle, review its mission statement and evaluate its appropriateness to the larger mission of the institution. The university should develop evaluation instruments to help departments ascertain how effectively they are accomplishing their goals.

4. Formal processes of accountability need to mature throughout the university.

5. Organizational communication must be nurtured and all distribution channels be used to tell the story of the university to its many constituent groups. In moving forward, the university should consider ever-developing ways to monitor itself, its activities and how it relates to its multiple constituency groups.

6. The relationship with ABTS and ABWE must be continually monitored and decisions made, reflective of the university’s mission and its strategic planning processes.
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.
Chapter Introduction

Underneath all of the transformational change mentioned in Criterion 1 has been a campus sense of the ultimate purpose for its existence – one that has remained alive and well despite the many personnel, planning and policy changes. While stretched in many directions, the campus community has maintained an ethos and institutional will that have served as the force to keep the campus moving forward during some trying times.

Although activity was taking place between 2001-2007 under the leadership of a former president and the intervening year of 2007-08 when there was a change of senior leadership, the story of this chapter and report focuses upon the arrival of a new president and the subsequent work of strategic and logistical planning of his administration. The university has weathered a number of storms but has always been able to remain stable and to continue to move forward with a re-focused vision for the future. The chapter material for Criterion 2 tells the story of a future-focused campus with a new president, a new vision, and a changing set of key leaders all set in the context of a changing organizational and economic environment.
SINCE ITS INCEPTION IN 1941, the institution has maintained its status as a private, faith-based community of scholarship and ministry training. In its historical development, the university has sought to meet the needs of its constituent groups and the educational needs of the students who choose to study in a faith-based context. Continual change has marked the history of the university, yet it has been able to maintain an overall sense of its mission and distinct purpose in American higher education.

At numerous junctures during the past decade, the leadership of the university has sought to understand itself internally and to better understand how it is perceived by and interacts with external members of the community. A variety of internal and external measures have been used to provide this perspective of expectations and performance. Together the efforts demonstrate a commitment to the university’s history and heritage as it plans for its strategic and logistic next steps.

STRENGTHS
AN ORGANIZATION’S “ETHOS” allows for it to collectively understand who it is, why it exists, and where it wants to go. Just as an individual’s self-image is developed and understood by interacting with those outside of him/herself, an organization’s perceived image must also be monitored, understood, and expanded from both within and without. Thus, the following three tools have assisted the university with its INTERNAL EVALUATION.

The use of the Institutional Priorities Survey (IPS) over the past decade has provided a metric for consistently monitoring the perceptions of the campus community as it planned for the future – a future shaped by multiple institutional and societal trends. The following visual provides one viewpoint regarding 12 important campus attributes and the way the university measures up to its own expectations. This data is helpful for a variety of decision-making individuals and groups as they consider how to “close the gap” in specific areas of campus activity.

Q: Do you think we’re realistically preparing for a future that’s diverse, that’s global and that has some economic uncertainty?

A: I’ve been in meetings with Joe Stowell, and he talks about increasing diversity on campus and the new multicultural scholarship that has been brought to campus. He has even been in our UAC meetings and talked to the heads of the divisions, and he has told them that within hiring adjuncts he also wants more diversity and to look at that more, so I think that is a big thing and is taking us in the right direction for future.

– Savion Sanford
Another internal measure is the use of *The Best Christian Workplace Study*², which the university has used twice (2004 and 2010) in the past decade to measure staff commitment through three primary questions:

1. I would rate my organization as an exceptional place to work.
2. I would recommend my organization to others as a good place to work.
3. I would prefer to remain in my organization even if a comparable job at a higher pay level were available in another organization.

In summarizing both iterations of the survey with an emphasis on the 2010 results, it is apparent that although there are employee concerns regarding pay and benefits, the campus personnel enjoy working in a faith-based environment that allows them to live out the organization’s vision in a comfortable atmosphere. See Visual C2-2.

Evaluating the campus community in this way provides another perspective for how best to plan for the future.

Finally, the Stamats³ research group completed an institutional audit (2005) that reviewed Cornerstone’s brand marketing activities and message strategies from an internal audience perspective. This work led to a set of recommendations, which allowed the organization to prepare for the future with an eye toward external engagement.

---

² Best Christian Workplace Study, 2005 and 2010
³ Stamats Institutional Audit

---

**IPS LONGITUDINAL DATA**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IMPORT</td>
<td>SATIS</td>
<td>GAP</td>
<td>IMPORT</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>6.24</td>
<td>5.34</td>
<td>0.9</td>
<td>6.4</td>
</tr>
<tr>
<td>Campus Life</td>
<td>6.19</td>
<td>5.14</td>
<td>1.05</td>
<td>6.0</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.39</td>
<td>6.39</td>
<td>1.06</td>
<td>6.43</td>
</tr>
<tr>
<td>Recruitment &amp; Financial Aid</td>
<td>6.13</td>
<td>6.13</td>
<td>1.28</td>
<td>6.52</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.8</td>
<td>5.8</td>
<td>0.85</td>
<td>6.04</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.27</td>
<td>5.36</td>
<td>0.91</td>
<td>6.34</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.03</td>
<td>5.09</td>
<td>0.94</td>
<td>6.2</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>6.15</td>
<td>4.66</td>
<td>1.49</td>
<td>6.29</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.22</td>
<td>5.36</td>
<td>0.86</td>
<td>6.55</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.01</td>
<td>5.07</td>
<td>0.94</td>
<td>6.39</td>
</tr>
<tr>
<td>Response to Diverse Pop.</td>
<td></td>
<td>5.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.19</td>
<td>5.14</td>
<td>1.05</td>
<td>6.43</td>
</tr>
</tbody>
</table>

---

**Visual C2-1: IPS Longitudinal Data**
Thus, the three internal markers reveal a campus community yearning to be of value to itself, to the constituent groups it serves and to society in general. Taken together, the three tools allow the campus community to better understand itself as it prepares to interact with its stakeholders for future growth and development.

The university has used a variety of means to understand the EXTERNAL ENVIRONMENT in which it operates and to understand the pressures and trends that shape the context for its movement into the future. Campus personnel are growing more aware of the need to understand the social and cultural trends impacting its operations and using collected information in becoming a data-guided, decision-making organization.

For recruitment, the university has contracted with the NOEL-LEVITZ consulting firm to assist it in better understanding market analysis trends, recruiting strategies, and financial aid packaging systems. This relationship demonstrates the university's attention to the changing demographic shifts of its primary target and to planning for the future, especially the projected changes in regional and national high school graduation rates as well as the suspected growth in currently under-represented communities of prospective students. In addition, Noel-Levitz advises the university's leadership in weekly tracking data, leveraging financial aid to meet Cornerstone enrollment objectives, helping to scan the environment, providing consulting services to new staff, and helping to identify target markets. The use of this firm has resulted in system and process changes and in an increase in the university's enrollment.

Along with the Noel-Levitz work, the university is a member of the Council for Christian Colleges and Universities, an organization that provides benchmark and comparative data for its member schools.

### 10 MOST FAVORABLE ITEMS FOR CORNERSTONE UNIVERSITY

Cornerstone University's 10 highest scores relative to Christian organizations in your industry category participating in this year’s survey are listed below. These are areas of strength upon which you can build.

<table>
<thead>
<tr>
<th>RANK</th>
<th>QUESTION OR ITEM</th>
<th>AVERAGE SCORE FOR CORNERSTONE UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Over the past year, my organization has improved for the better.</td>
<td>4.08</td>
</tr>
<tr>
<td>2</td>
<td>Over the past year, my organization has met its performance goals.</td>
<td>3.77</td>
</tr>
<tr>
<td>3</td>
<td>My organization's leaders explain the reasons behind major decisions.</td>
<td>3.66</td>
</tr>
<tr>
<td>4</td>
<td>In the last six months, someone at work has talked to me about my progress.</td>
<td>3.80</td>
</tr>
<tr>
<td>5</td>
<td>There is clear consensus on my organization's goals.</td>
<td>3.65</td>
</tr>
<tr>
<td>6</td>
<td>My organization's leaders keep a focus on putting Christ first in daily decision-making.</td>
<td>3.78</td>
</tr>
<tr>
<td>7</td>
<td>I receive the training needed to do my current job effectively.</td>
<td>3.75</td>
</tr>
<tr>
<td>8</td>
<td>My co-workers are highly committed to excellence in their work.</td>
<td>4.08</td>
</tr>
<tr>
<td>9</td>
<td>I am very satisfied with the opportunities I have to use my spiritual gifts in my job.</td>
<td>4.04</td>
</tr>
<tr>
<td>10</td>
<td>I know what is expected of me at work.</td>
<td>4.08</td>
</tr>
</tbody>
</table>
One of those areas is the CCCU Financial Aid Survey⁴, which provides data for Cornerstone about its peer and aspirant institutions. This sort of data allows for an external comparison that guides internal university practices.

Additionally, the university has added the HOBSONS recruit tracking and communications tool that ties website inquiries to the application and recruitment processes. This allows for greater organizational sophistication in decision making.

The university also uses the IPEDS data for multiple uses in tracking demographic and population analysis and comparisons with like and aspirant institutions, allowing for additional data-guided decision making.

The use of IS RESEARCH, EDUCAUSE/DELL market analysis and consultation provides a more specific example of comparative data of services for students at a laptop university. The information systems department has partnered with Dell, the university's current laptop provider to continue to gather research on the societal and economic trends in relation to educational technology. Additionally, online technology is an integral aspect of the 20/20 Vision and the university has an internal committee investigating the online technology needs of the institution.

One way that potential new programs are being evaluated and tested for viability is through the use of the Hanover Research Council⁵, which primarily tests new program ideas to determine their viability as ventures for Cornerstone. This service provides valuable data regarding the market environment for potential Cornerstone programs and graduates.

All major units of the campus are involved in monitoring the internal and external environment in order to be responsive with creative and well-developed plans. The PGS DIVISION is very active in staying in touch with the ebb and flow of the institution's context and with the best methods to meet the needs of its primary constituents – adult students. PGS contracts with the Institute for Professional Development (IPD)⁶, which constantly does market analysis work to determine the viability of creating and eliminating degree programs to meet market needs. Market analysis have provided direction for expansion in both locations of and programs for PGS. Examples include the Associate of Science in education Program offered to Paraprofessionals in the Detroit Public Schools starting in August 2004 as well as its recommended closing in 2006, the expansion to Lansing in September 2007, and the currently developing MBA in Health Care.

Cornerstone University has been intentional about developing its ONLINE LEARNING PROGRAMS and putting in place the resources necessary for the success of its students. Plans were put in place in 2007 to seek approval for a fully online Master of Business Administration degree program. A formal request was submitted to the Higher Learning Commission with supporting documentation that included a working business plan that has served as the university's blueprint for the past three years. Although some adjustments have been necessary, the most significant aspects of the plan have been carried out successfully. These successes include the following:

- The MBA online curriculum was developed and four cohorts have begun.
- Each of the blended online programs has grown in enrollment.
- A blended online MA Ed. program was launched.
- An enterprise level Learning Management Systems (LMS) was selected, and all users migrated.
- The network infrastructure for the LMS was upgraded.

These plans were put together with the direct involvement of faculty and administrators from each of the divisions. Work has begun on plans for the next 5-10 years. The successes of the past 3-4 years and plans for the future are reflected in the early drafts of a document entitled “20/20 Vision for Distance Education at Cornerstone University.” The “change request” material prepared for the HLC and the formal response from the accreditor are helpful in understanding this dynamic.

ABTS has prepared for its future in a number of strategic ways, including the development of a core set of values, a unit-specific vision and the Joint Commission on International Theological Education’s evaluation and recommendations.

---

⁴ CCCU Financial Aid Survey Results
⁵ Hanover Research Reports
⁶ IPD Contract
GRITS is another unit of the campus that has embraced the process of planning and evaluating its programs. GRITS is an accredited institution of the Association of Theological Schools (ATS) and, as such, reports to that organization in much the same manner that Cornerstone reports to and seeks accreditation from the Higher Learning Commission.

In **Standard One of the ATS accreditation requirements**\(^7\), GRITS must demonstrate its purpose, planning and evaluation documents and strategies, and it has done so with success for each of its accreditation reports. In preparing for the future, GRITS has embarked on a number of projects that demonstrate its consideration and planning for trends in graduate seminary programs, meeting the needs of the culture, including the following specific decisions:

- Increase in GRITS online course and program availability.
- Launch of the Urban Cohort Initiative that provides graduate theological education to urban ministry leaders in Grand Rapids, Kalamazoo, Muskegon, and Lansing.
- Implementation of a Multicultural Competency Plan with the aim of increasing diversity.
- Strategic planning outlining core values and future goals.
- Development of a strategic plan tied to 5-year budget forecasts based on long-term initiatives.
- A name change from Grand Rapids Baptist Seminary to Grand Rapids Theological Seminary, based on the ATS self-study and related comprehensive evaluation.

Each of the above items illustrates the ability of GRITS to plan for its future as it seeks external evidence for moving ahead. Such program development is preparing the university to meet the needs of its students in service to society as it prepares for a future shaped by multiple societal and economic trends. The most recent **strategic plan for the GRITS**\(^8\) demonstrates its readiness to move aggressively into the future. As one operating unit of the university, GRITS has demonstrated the capacity to envision the future and the capability to enact the vision in practical ways.

Another way in which the university is examining its context and planning for the future is through the **involvement of campus personnel in multiple professional organizations** that focus on institutions of higher education and their ability to plan strategically and operate logistically in a changing historical time period. These affiliations, of course, allow campus personnel the ability to gain a second nature response to such issues as they deal with and converse about vital topics on campus at multiple levels of the institution.

The university’s Accounting and Finance Office (AFO) is growing more sophisticated in the use of data to assist the organization in its planning efforts. A number of new systems have been put in place since the 2001-02 HLC visit which allow the university to better control its finances and to better develop its planning models. For example, the AFO produces reports on a regular basis that provide individuals and groups much-needed information in decision-making and measure the university’s financial health against known metrics.

Since the 2001-02 accreditation visit, several new positions have been implemented into the operating systems of the university, including an Executive Vice President/Chief Operating Officer, a Senior Vice President and Chief Financial Officer, a Director of Budget and Financial Analyst, and a Staff Accountant. These positions formalize a set of activities that provide greater organizational structure in the university’s planning and accountability processes.

In sum, new systems are in place to control finances as the university plans for the future and has a realistic sense of the potential of reaching its stated mission and educational goals.

---

\(^7\) ATS Comprehensive Visit Report, GRITS 2007-2008

\(^8\) Strategic Plan, GRITS 2007-2012
Also, in demonstrating a maturing organization preparing for the future, over the past ten years, the HUMAN RESOURCES DEPARTMENT has developed and introduced some initiatives to improve the quality of the workplace:

- A job classification system where each position is graded and assigned a classification.
- Streamlining of the hiring process with training for hiring managers.
- Research and implementation of pre-employment tests.
- Oversight of consistent annual performance evaluations for staff.
- Research and implementation of a Preventing Sexual Harassment online course for all employees to complete annually.
- Implementation of criminal background checks for potential employees.
- Annual salary reviews by comparison to salary surveys.
- Upgrade of the new employee orientation process.
- Implementation of exit interviews with departing employees.
- Formation of a middle managers group for communication and training purposes.
- Developing an Equity Committee to focus on increasing diversity on campus.

Thus, in a variety of ways, the university is actively planning for its future.
EVALUATIVE SUMMARY

Amidst all of the internal and external change experienced by Cornerstone University over the past decade, leadership is acutely aware of the need to conduct internal and external evaluations and to use the collected information in decision making.

Cornerstone leadership should reconcile the instability of the national, regional, and local economies and their impact on the university. Plans with multiple options have been developed to prepare the campus for a variety of scenarios, should they develop. This will allow the university to be proactive and not merely reactive to the larger pressures of the external environment on its internal operations.

As described in this section of the self-study, the university is using survey methods and an increasingly professional staff development process to guide it into the future. In order to change the culture based on the findings of the survey data, the university is developing a more determined institutional practice of using data in decision making.

In preparing for the future, the opportunities for organizational development help to set an agenda for individual and communal understanding of the organization's future shaped by both internal and external pressures.

OPPORTUNITIES FOR DEVELOPMENT

As the university uses the results of this self-study for systems analysis, it is also using the information for organizational development and in planning for the transition to the new Pathways accreditation model. Thus, the following items represent potential action projects as it plans for the future:

1. With a general population decrease in Michigan (and the Midwest) and the concern for the decreasing number of high school graduates, Cornerstone must continue to address the need to expand its “footprint” in local, regional, and national recognition to enable the ability to both recruit students and to attract friends and donors.

2. GRTS should continue to develop its marketing, admissions, advancement, alumni and enrollment management plans as part of its continuing accreditation relationship with the ATS and its connection to the HLC.

3. Cornerstone has responded with a renewed need to assist ABTS in understanding how it fits into the university’s overall organizational structure. Special attention to mission, structure, evaluation, and support issues is critical.
CORNERSTONE UNIVERSITY IS A HISTORICALLY STABLE yet financially resource-thin organization. It has accomplished much with limited financial and human resources. However, the rapid change of academic leadership at the provost/V.P. level has left the university without a constant plan for the direction of its TUG academic programs until recently. Now that the position has stabilized, the TUG program has direction. Yet, even in this organizational context, the PGS Program and the GRTS Program have both done a good job of planning, resource allocation and program development.

STRENGTHS

The following visual describes how the university’s basic resources are allocated between the major operating units of the campus.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminary</td>
<td>1,417,920</td>
<td>1,420,902</td>
<td>1,610,076</td>
<td>1,678,237</td>
<td>1,831,589</td>
<td>1,813,572</td>
</tr>
<tr>
<td>PGS</td>
<td>2,759,066</td>
<td>2,933,500</td>
<td>2,317,204</td>
<td>2,954,500</td>
<td>3,627,150</td>
<td>4,145,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29,467,895</td>
<td>29,895,461</td>
<td>32,346,327</td>
<td>32,112,104</td>
<td>34,563,599</td>
<td>33,154,028</td>
</tr>
</tbody>
</table>

In seeking to better align resources to mission and programs, the university began a PRIORITIZATION PROCESS in 2006 to more adeptly align the available resources to the TUG programs being offered. A 20-person campus-wide task force was established to examine the situation and to determine options. That group was then narrowed to include only the academic divisional chairs from the TUG, as most of the significant reductions would be coming from this...
aspect of university operations. That group met for a one-year period and produced a list of
majors and minors that would be dissolved. This list was presented to the President and then to
the Cabinet and Board of Trustees for approval. This is one example of how the university sought
to reconcile its limited resources with the stability needed to offer quality academic programs and
then to communicate the decision to the primary constituent groups.

In addition, with the arrival of a new provost in 2009, **FURTHER REPOSITIONING** occurred to
continue the previous prioritization efforts and to begin to lay the foundation for a more positive
plan to grow the university. A program review process continues to be an on-going activity set in
place to help bridge the gap of discontinuity of multiple senior academic leaders to the evolving
strategic plan of the university, the goal of which is to thread together university-wide strategic
initiatives, the budgeting process and an enduring academic strategic plan.

During the past decade, the university has been **IDENTIFYING AND MATURING MECHANISMS**
to hold the budgeting process more accountable to the variety of elements which must be
coordinated. Specifically, the following organizational accountability points have been put into
place in the past five years (Visual C2-4).

### BUDGET IMPROVEMENTS TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 2006</td>
<td>Implemented monthly budgeting meetings</td>
</tr>
<tr>
<td>Sept. 1, 2006</td>
<td>Began quarterly budget reviews</td>
</tr>
<tr>
<td>Nov. 16, 2006</td>
<td>Trained Assistant Controller on using PowerOLAP</td>
</tr>
<tr>
<td>June 1, 2007</td>
<td>Implemented position controls</td>
</tr>
<tr>
<td>March 5, 2008</td>
<td>Documented budget process</td>
</tr>
<tr>
<td>Feb. 17, 2009</td>
<td>Appointed budget officers</td>
</tr>
<tr>
<td>Feb. 17, 2009</td>
<td>Instituted an approval process for submitted budgets</td>
</tr>
<tr>
<td>June 1, 2009</td>
<td>Began preparing monthly presidential reports (financial summary,</td>
</tr>
<tr>
<td></td>
<td>personnel summary, cash flow)</td>
</tr>
<tr>
<td>June 1, 2009</td>
<td>Checked funds available on requisitions</td>
</tr>
<tr>
<td>June 1, 2009</td>
<td>Augmented budget process to solicit mandatory cost increases and</td>
</tr>
<tr>
<td></td>
<td>prioritize strategic initiatives</td>
</tr>
<tr>
<td>Jan. 1, 2010</td>
<td>Required budget manager orientation and training</td>
</tr>
<tr>
<td>Sept. 2011</td>
<td>Development of a capital budget distinct from the operational budget</td>
</tr>
<tr>
<td>Sept. 2011</td>
<td>Development of a budget for all specialized funds</td>
</tr>
</tbody>
</table>

Until this process began, the **LEVELS OF UNIVERSITY ACCOUNTABILITY** were not consistent in
budgeting, forecasting, and analysis. It should be noted that these functions were being performed
prior to 2006; however, there was no staff dedicated to these specific tasks. Instead they were
performed by people who had other tasks dealing with the day-to-day operational aspects of the
Business Office. Currently, these functions are cared for by individuals with specific assignments.
For example, the university now has a position that is separated from the day-to-day transactions
and devoted to present and future-looking financial analysis.
In seeking to **ADD FURTHER SCRUTINY TO THE PROCESS OF BUDGET OVERSIGHT**, the current chief operating officer saw the shortcomings of the university’s previous reporting tools, suggested and supported the implementation of a new analytical software (PowerOLAP), proposed and hired a staff member dedicated to the budgeting process, and introduced a system of budgetary accountability. The current chief financial officer further developed the current structure of the Accounting & Finance Offices. The new practices hold individuals to the approved budget as the standard and have stopped unplanned personnel hires, promotions, stipends and other adjustments to pay by causing staff to consider how they intend to fund proposed changes. A specific example of tighter control of university operations is the establishment of a Personnel Committee where every position is evaluated as to its need and value to the university before a hire is made. All organizational hire proposals move through this committee for strategic positioning as to budget and logistical operational concerns.

As evidenced from the **“COMPOSITE FINANCIAL INDEX,”** senior leadership has had to develop a variety of strategies to keep the university moving forward in the midst of several very difficult financial years. Throughout the course of the past decade, many steps have been taken to align the mission of the university with available financial resources while meeting the needs of the stakeholder groups it supports.

The work of **GRTS** is fully explained in its Association of Theological Schools accreditation report, but the highlights of that operational unit are instructive to fully understand the processes and operations of the entire university. For example, **STANDARD NINE OF THE ATS ACCREDITATION** requires adherence to institutional resources when planning. In complying with the standard and also exhibiting the organizational ability to match resources to need and vision, GRTS has done the following in the past decade:

1. Hired an Executive Director to coordinate Ministry Residencies for GRTS students and to develop the MinistryConnect, an online ministry referral service for GRTS students, alumni and constituent churches.
2. Formed an Advisory Council for GRTS.
3. Raised a significant amount of funds ($3.5 million) dedicated specifically for GRTS use.
4. Improved facilities within the Leon J. Wood Building, including bathroom expansion, Pirsig-DeBruyn Chapel, new carpeting throughout most of the lower level, improvements to the roof, and remodeling of main entrance. Funding efforts are nearing completion for the Wilson-Beals Faculty Center, and funding continues to progress for the new Dobson Student Center.
As provided above, in conjunction with its ATS accreditation, the GRTS clearly has the resources to meet the needs of this component of the self-study.

In operating the **ASIA BIBLICAL THEOLOGICAL SEMINARY**, the university has partnered with the Association of Baptists for World Evangelism (ABWE) in a joint venture, the details of which are defined in a “**memorandum of understanding**” between the two entities. Cornerstone, ABTS, and ABWE seek to build an organizational structure which will adequately care for the mission and planning, financial, and educational needs of operating a seminary at a distance. In brief, the university:

- Provides financial support.
- Provides technology support services.
- Subsidizes faculty who travel from the main campus to an ABTS site.
- Makes available educational and library resources to the staff and students.

The annual operational costs of the program in all sites totals approximately $55,500, which includes in-country costs for professors’ food and lodging, rental of teaching venues, advertisement of courses and other associated costs. Each site is financially discrete and, as annual financial reports indicate, teaching sites historically have managed to break even most years. Additionally, limited amounts of income are derived from some teaching sites to help offset the costs of program delivery. For most of ABTS’ history, this funding mechanism was sufficient to cover the costs of the program. In recent years, however, with the decline of the US economy and the corresponding deterioration in value of the US dollar relative to major Asian currencies, the situation is more tenuous. Yearly budget discussions among faculty members include the question of raising tuition to realize a more favorable financial circumstance; however, ABTS’ commitment to its mission and core values dictates that any such incremental increase in tuition charges be small. Other revenue sources are continually being sought out and researched. The challenges of living cross-culturally and maintaining personal support bases complicate the ability of ABTS personnel to effectively manage this additional responsibility; nevertheless, all are committed to ABTS’ survival and will continue to seek additional funding for the program.

---

1. Memorandum of Understanding, ABTS 2010-2011

“Being on the UAC committee, I know more about this than the average student would, and I would say absolutely the university uses its resources to support educational programs. Just within the new majors being added, the new classes being added to fit the trend that the world is going in – and the trend that Christians as a whole are starting to move towards – and so I definitely see us using our resources to help that out.”

– Savion Sanford
EVALUATIVE SUMMARY

The general financial condition of the university allows it to operate successfully; however, limited resources have inhibited growth and the development of new programs. The university should focus on what it can do well and strategically reduce other programs accordingly. Cornerstone needs to continually develop feasible academic programs which address the needs of the marketplace, the mission of the institution, the needs of its stakeholders and the available financial and human resources of the organization.

As the institution moves forward with purpose and energy in accomplishing its mission, increased budget and financial oversight is a good step, and this sort of activity must become the routine behavior and standard expectation rather than a celebrated periodic accomplishment.

One of the current president’s goals is to “richly resource” the university. Thus, the university must put focused and directed efforts to its fund- and friend-raising in order to bring additional stability to an organization undergoing much pressure for change from both internal and external constituents. The current fund-raising efforts do show a new determination to care for the financial health, maturation and stability of the university.

OPPORTUNITIES FOR DEVELOPMENT

Without continued attention to the resource base of the university, the long term viability of the organization is in question, and the ability to simply maintain current quality is in jeopardy. In considering the ability of the university to plan for and to strengthen its opportunities to embrace the future in a “healthy” resource condition, the following opportunities are being implemented:

1. The issue of the university’s endowment must be addressed via a statement of philosophy from the Board of Trustees. A plan for providing a financial cushion is needed to grant the organization a bit of resource strength and buffer from unplanned circumstances.
2. Technology must be funded appropriately, in both the short and long term.
3. A variety of library funding issues persist at the university, and dedicated attention is being given to this area of the institution, not only for building this organizational resource but also for enhancing the academic perception and reputation of the university.
4. The relationship of the university to ABTS needs to be clarified with specific attention given to the strategic place it plays in the mission of the institution. More clearly defined, it would seem that the problems of limited Cornerstone financial, computer, and library support to ABTS faculty and students in Asia remains a concern.
OVER THE COURSE OF THE PAST DECADE, Cornerstone University has sought to become an organization that is increasingly developing a culture of evidence for how it operates and an institution that seeks to make data-guided decisions bothlogistically and strategically. The following paragraphs and selected examples provide evidence that demonstrates how this accreditation core competency is being met.

Only brief mention will be made in this section of the report regarding the assessment of student learning, as this topic is dealt with in greater detail in Chapter Three. However, the structural elements of concern for this criterion are instructional regarding the institutional desire to improve its systems and processes of university-wide evaluation and assessment.

STRENGTHS

Coming out of the 2001 reaccreditation report, the university immediately placed into the organizational structure an Office of Assessment with the express purpose of orienting the institution toward the assessment of student learning. This position was at a Dean’s level that allowed the appointee the opportunity and the institutional resources needed to develop an assessment plan and to make certain that progress occurred. As evidenced by the growth and development of the assessment of student learning project, the organizational effort has allowed for the academic structures of assessment and evaluation to move forward in the past decade. In addition, each of the other academic operating units of the campus (GRTS, PGS, ABTS) formally placed assessment at the forefront of their activities and designated an individual as the point-person in addition to appropriate committees to lay a context for ownership and the ability to accomplish the many tasks of measuring student learning.

Any reflections on the science center, science building and science classrooms?

“\textbf{Q} Any reflections on the science center, science building and science classrooms?\\

\textbf{A} “The laboratory equipment isn’t necessarily what other colleges have, it actually presents the opportunity for the students to be more ingenuitive and creative and work harder for what it is that they are studying.”\\

– Ashley VanderGeld
In seeking to evaluate the university and how it is perceived, several surveys have been conducted over the past decade as well as work done with a number of consultants and public relations firms. The following list is illustrative of the work the university has done to ensure that processes and systems of evaluation, measurement and assessment are in place:

- Stamats Consulting Group
- The Timothy Group
- Best Christian Workplace Survey
- NCHEMS
- IPS/SSI
- Noel Levitz

This macro-assessment data is used by a variety of people, committees and offices across the campus in decision making and planning.

In terms of **INSTITUTIONAL RESEARCH**, multiple offices are caring for the generation and distribution of information to the campus community:

- Admissions Office – admissions data
- Registrar’s Office – enrollment data
- Retention Office – retention data
- Assessment Office – university surveys, assessment of student learning
- Business Office – budget data, financial-based data

The Provost's and the TUG Associate Provost's Offices oversee and direct the flow of information to various offices, committees and individuals needing data to be more effective. This information suggests that the university has an undergirding structure to ensure an evaluation of its operations and processes.

In recognizing that the university was no longer a “mom-and-pop” operation, and given the increasingly complex nature of the environment, the financial side of the organization grew more focused and sophisticated in its operational strategy. As described in section 2-B, several key hires were made that built into the organizational scheme a way to observe, collect data, analyze trends and distribute the information to key decision-makers.

With a **MORE ROBUST ORGANIZATIONAL STRUCTURE** in place, it became possible to carry-forth with more regularity a few functions that had not been in the institutional set of expected behaviors. A culture of using data and a culture of financial planning, management and accountability bred more professionalism into the operations of the university. Several examples are provided below to support the claim that the university is meeting the intent of this portion of Criterion Two.

An electronic requisition approval process was introduced and is used systematically throughout the university in an effort to control spending and to create mechanisms of financial approval and accountability. Prior to this addition, tracking and approval processes were not commonly used, which limited the organization's ability to monitor and to control spending.

Quarterly budget meetings are held with all Cabinet members to review their respective department reports and to monitor compliance to budget statements and projected expenditures. This weaves into the fabric of the university a set of expectations for all those charged with budget management. The continual sit-down, face-to-face meetings provide a sense of accountability to an agreed upon spending strategy. Of course, as situations develop, budget adjustments are made, but with the approval running through a formal process including multiple levels of the organization.

In order to better track the cash flow of the university, an **ENCUMBRANCE ACCOUNTING SYSTEM** was put into place. This allows for better monitoring, tracking and awareness of a number of the more important economic variables by which the university is able to gauge its financial stability and health.
In addition to the financial reports, a variety of other internal reports are produced by the university offices to distribute data throughout the university. The Registrar’s Office, for example, supplies a great deal of information to the campus. Specifically, the university registrar systematically reports to the campus community the following data:

**Enrollment Reports**
- Enrollment Data Report
- Major & Minor Reports
- Transfer Performance Report
- Current Student Detail Report
- Current Teacher Education Approvals Report

**Curriculum Management Reports**
- Course Roster Report
- Section Availability Reports
- Student with Missing Course Report

**Federal/External Reports**
- IPEDS
- Active Student Military Request (Solomon Act)
- Clearinghouse Reports

**Registration Reports**
- Restriction Checking Report
- English Placement Report
- Math Placement Report
- Credit Log Report
- Program Evaluation

**Graduation Reports**
- Actual Graduates Report
- Anticipated Graduates Report

**End of Semester Reports**
- Academic Standing Report
- Missing Grade Report
- Mid-Term Grade Report
- Grade Distribution Reports
- Class Size Reports

This information is used by a variety of individuals, offices and committees in decision-making processes. In a similar fashion, other offices produce task-relevant data to be used by that office and across the campus to assist in making improvements.

Also assisting the university in its ability to evaluate the academic programs it offers, the following **EXTERNAL ORGANIZATIONS** provide regular and rigorous evaluative processes and tools for university diagnosis and evaluation.

1. The Social work Division is reviewed by the [CSWE](http://www.cswe.org) and has been evaluated twice since 2001.
2. The Fine Arts Division is reviewed by the [NASM](http://www.nasmarts-accredit.org) and the division and the university has been evaluated twice since 2001.
3. The Teacher education Division and university is reviewed annually by the State of [Michigan Department of Education](http://www.michigan.gov/edu).
4. The GRTS is accredited by the [ATS](http://www.arts.edu) and is evaluated every ten years.
5. Federal Guidelines of the United States Department of education (Higher education Act) provide a general context for university operations.

In addition, the university employs external firms to do **ANNUAL AUDITS** for accounting, financial aid (which involves academic records) and a 403(b) Pension Plan Audit.

---

1. [www.cswe.org](http://www.cswe.org)
2. [www.nasmarts-accredit.org](http://www.nasmarts-accredit.org)
3. [www.michigangov.edu](http://www.michigangov.edu)
4. [www.arts.edu](http://www.arts.edu)
INTERNAL SURVEYS have been completed (among many other informal surveys administered on campus), including the Food Service Customer Satisfaction Survey and the Best Year Yet survey. Both examples are intended to illustrate how the concerns of constant evaluation, measurement and assessment are permeating the life of the campus.

The Food Services Survey⁵, used in combination with the SSI results, provides a good index for this department to evaluate not only its current service to the students, but how to improve its offerings. To have the director of Food Services sensitive to the needs of measurement and evaluation in an effort to improve the campus is a signal of how the notions of a “data-guided” institution have filtered to various levels of the campus community.

THE BEST YEAR YET TASK FORCE (now the Fall Planning Coordinating Committee) is an ad hoc group comprised of faculty, staff, administration and students with the specific charge of evaluating campus processes in regard to new student arrival. Much time and thought is given to address the needs of the new students arriving to campus to start a new academic year.

In terms of SYSTEMS IMPROVEMENT, the campus upgraded a number of its repetitive and ad hoc data collection and reporting systems, including Datatel R18 that provides improved reporting capability, the Advancement Office’s use of eTapestry, the Admissions Office use of Hobsons, and the addition of Business Intelligence software (Power OLAP). Each of these items moves the institution forward in its evaluation, planning and development efforts.

THE PROFESSIONAL & GRADUATE STUDIES DIVISION has implemented many improvements to systems and processes as a result of its partnership with the Institute for Professional Development (IPD). Systems Reviews⁶ were completed in both 2003 and 2009 by IPD and many of the recommendations from both of these reviews have been implemented.

The PGS Division follows an ongoing evaluation and assessment process in order to prepare for the future. First, it created STANDARDS OF ACADEMIC EXCELLENCE that defines excellence in teaching, curriculum and students. Within the standards, a structure guides annual evaluation of all elements of operations. Second, the division FOLLOWS A PLAN OF ASSESSMENT. Finally, the following items are evaluated on a regular basis: demographic and enrollment data, opportunities for professional development, and each program receives a full review every five years.

Through quarterly, half-day, and operational planning meetings, the PGS Leadership Team sets strategies, formulates initiatives, and develops implementation plans in order to improve academic quality and facilitate expansion. The structures, processes and collected data assist the PGS staff in its decision-making needs.

Finally, PGS hired a DIRECTOR OF ACADEMIC EXCELLENCE AND QUALITY ASSURANCE to develop and monitor processes to ensure quality and consistency of services, systems, policies and procedures at all statewide learning centers. This person also oversees faculty development workshops.

The GRTS Comprehensive Assessment Plan⁷ provides an evaluative framework for the seminary in the areas of admissions, academic placement, faculty and teaching, student learning and development, institutional programs and administration/staff. Along with a plan for the assessment of student learning, GRTS personnel are involved in faculty meetings, faculty work days, divisional meetings and staff meetings with a primary task of setting goals and developing strategies for ongoing review and improvement.

In April of 2009, GRTS received an evaluative report of an audit of the financial aid program⁸ conducted by an external consultant. Marketing and administrative recommendations were provided, with a number of the recommendations already being put into place. The report, in sum, provided the following observation:

The implementation of several or all of the suggested changes can make these efforts more effective in a changing economic environment. The seminary and university financial aid staff members involved in administering financial aid programs are competent and caring. Strategic increases in both resources and personnel combined with policy changes can advance the enrollment goals of the seminary.

---

⁵ Food Service Survey  
⁶ IPD Systems Reviews  
⁷ Assessment Plan, GRTS  
⁸ Doane Financial Aid Report, GRTS
In brief, this unit of the university is using available tools to better understand its operations, systems and processes and then uses the data for improvement.

**Asia Biblical Theological Seminary** has an organizational structure that is distinct yet connected to the home campus. The staff of ABTS evaluates its work in a variety of ways, including the following examples.

The **ABTS Dean and Faculty** have recognized the need to enable students to attain the best possible outcomes in their educational experience. As such, ABTS has responded to research findings by revising and adding to its course offerings, including the addition of the Introduction to Theological Education course.

In addition, individual courses are evaluated by several instruments: students complete **Student Learning Assessment forms** for every course and these forms indicate to the Dean and to the professors areas for improvement in learning outcomes. These SLA results are communicated to professors so they may make necessary adjustments to course content or delivery methodologies to better enable students to achieve desired learning outcomes.

**Course and professor evaluation forms** are also completed for each course. The course and professor evaluation forms give immediate feedback to the professor and Dean for the purpose of assessing the professor’s expertise and teaching methods, as well as an evaluation of course venue, timing, and overall effectiveness relative to student expectations. What is learned from this assessment instrument then guides decisions about future courses.

Every student also completes **Ministry Follow Up Reports (FUR)** for three courses of their choosing. The FURs indicate how students have developed ministry praxis out of what they learn in specific courses. The information received on these forms is then used to evaluate and make necessary adjustments in programmatic ways and for these individual courses.

Also, each student in the MRE program is required to submit a **Student Portfolio** before graduation, demonstrating growth in spiritual development, ministry skills and ability in the Bible as a result of the student’s educational experience with ABTS. This self-assessment is designed to inform curricular and program changes for faculty and administration.

The **Radio Division** maintains a sense of evaluation as it participates in the ARBITRON ratings for the Grand Rapids market stations. This form of external measurement is used as an important metric as to how well the Radio Division is meeting its goals. This division also adheres to all Cornerstone budget and fundraising controls.
EVALUATIVE SUMMARY

Regardless of the unit of the university, the notions of planning and evaluation for the purpose of organizational development reach into all levels of operations and are becoming expected as part of routine behavior. A culture of evidence is emerging, and it must continue to be fostered as decision-makers use reliable data in coming to terms with the complexities of a changing environment. Professional judgment is important in the life of any organization, but combining it with more objective streams of data can be very beneficial to the decision-making process.

Institutional research is done by many offices, but the university lacks a centralized point on campus to oversee and direct the university-wide need for a continual flow of information and data.

The internal and external examination of its operations is good, and continuing this practice will enhance the likelihood of continued university success in developing quality programs and in connecting with its constituent groups. The organization needs to allow the current systems, processes and practices to mature.

OPPORTUNITIES FOR DEVELOPMENT

As the university seeks to develop as an organization, it is important for the faculty, staff and administration to consider a number of opportunities for personal and professional development in how it evaluates and assesses its logistic and strategic behavior. The following items represent work which the university is considering as it continues its quality journey:

1. The hiring of a full-time institutional researcher tasked with the development of and the implementation of a university-wide Institutional Research Office. This university position is needed to coordinate the various offices, people and systems currently in place to gather and distribute data throughout the organization. Such a position will foster the systemic and systematic use of data by a wide variety of offices, committees and people. Currently, a great deal of data is collected, but it is neither consistently distributed nor used regularly across the campus. The development of habits and patterns of behavior needs to be commonplace at the university.

2. Continued organizational analysis conducted by the university as a determined activity, with selected results shared with the appropriate constituent groups, is vitally important and needs to become an expected set of behaviors.
MOST OF THE STORY OF PLANNING AT CORNERSTONE will focus on the present with the new leadership team and how it is thinking about the future. However, for an understanding of the university’s historical context, a brief summary is provided for the years from 2001-2008 – a former administration.

STRENGTHS

The years between 2001 and 2008 can be characterized as “white water rapids planning” as compared to more traditional notions of strategic planning. The guiding theory of planning was one of being agile and able to move quickly in a variety of directions instead of being locked into a predetermined set of plans, especially for an organization operating in unpredictable times. This was an understandable process given the internal and external conditions of the times, but at key junctures it left the community without the confidence of an ultimate direction. Planning was done by senior leaders who acted to steer the university where it needed to head with the employees carrying out the tasks in achieving the mission. Deep level understanding and ownership of the strategic direction resided in the heads and hands of a few individuals.

As is typical between administrations, very little strategic planning was accomplished as the campus community was awaiting the arrival of a new president and the vision he/she would provide for the university. So, for a period of months, a maintenance mode was in play in regard to strategic planning.

With the arrival of the President in 2008, CORNERSTONE WAS A UNIVERSITY IN NEED OF DIRECTION, energy and a vision to move it into the future. About the same time, the external economic conditions worsened, the university's enrollment dropped and the financial stability of the organization was a concern. Thus, the energy of the new administration was spent “planning” how best to care for the immediate need of institutional viability. In essence, a survival method of day-to-day logistical planning had to take precedence over strategic planning processes. However, at the same time, a strategic planning process considering the present and the future began to develop in concuring movements.

As described above (2-A), a prioritization process and a right-sizing activity were conducted along with extensive financial realignment steps. All of the last few paragraphs are intended to state that under the new administration, the university has developed new identity, mission, and vision statements; an improved financial position; organizational structures are in place to plan and hold itself accountable; and an emerging strategic planning process.
The President and the Cabinet and their desire to move the university forward in a strategic manner are at the center of the planning process. The Cabinet is progressively involving multiple stakeholders in the developing strategic planning process, but that is still the ideal and not yet fully realized across the campus.

The President and Cabinet have developed the following items in the initial stages of a university planning process.

**THE IDENTITY, MISSION AND VISION STATEMENTS** describe the university’s basic purpose, the 20/20 vision document\(^1\) lays out in more detail the goals for enacting the mission for the next decade, and the educational goals spell out in more detail how each academic unit provides an education for its students. This planning process is simple enough to be flexible and adaptable to changing internal and external conditions.

A University Blueprint\(^2\) was written describing specific steps to be taken as the university moved to a new administration, from an old to new way of functioning and from the edge of serious financial difficulties to a more stable situation. This document has guided the senior leadership team to be directly involved in the present and future of the organization. Levels of direction and of accountability are keeping the cabinet focused and headed in the same direction as projects and related target dates are established with relevant accountability structures in place. The Executive Vice President/Chief Operational Officer (COO) regularly meets with all cabinet members, refining and monitoring the blueprint process. In essence, this document lays the foundation for a more defined strategic plan to develop.

From new identity, mission and vision statements, a 20/20 VISION has emerged and is a larger scheme for the direction of the university as it seeks to live out its mission and vision in the 21st Century. The 20/20 Vision, along with the University Blueprint, are providing the institution with a clearer sense of direction and unified sense of strategic planning than it has known for most of the past decade. The two documents provide a simple, clean, flexible set of goals to guide priorities and development. For example, the following organizational actions are illustrative of how a strategic planning process is being developed and moved through the organization:

- The budget process is reviewed against the University Blueprint and the 20/20 Vision, and priorities are established for funding purposes.
- The Cabinet meets with their respective staff members to seek input and to review and refine blueprint initiatives in their area of assignment.
- The University Blueprint is presented to the campus community via community forums.
- The Cabinet maintains a score card for the strategic plan with subpoints and target dates monitored on a regular basis (building into the system increased accountability).
- The president reports to the Board of Trustees the processes and revisions of the University Blueprint and its movement toward the established goals.
- A system of metrics is developing, allowing the university to judge its movement toward strategic goals.

---

\(^1\) Getting to Know CU

\(^2\) Blueprint Master Tasks, CU
One vice president summarizes the process this way: “There are formal and informal processes that emanate from the president and cabinet resulting in priorities being set and resources allocated. The university has an organic process that demonstrates life, change and viability to current conditions. I don’t see this process as a 9-step recipe that culminates in a ‘cake’ we call the strategic plan. It is much more fluid, creative and responsive to the inputs gathered formally and informally by the President and Cabinet members who then jointly discuss strategic direction and resource allocations.”

The University Blueprint and the 20/20 Vision are seen as “LIVING DOCUMENTS” open to change, yet they are also seen as formal documents providing the under-structure of a strategic plan. This conception of organizational strategic planning allows for both permanence and change as the university community converses about its future.

PGS’S planning processes integrate the university’s mission and vision statements and strategic priorities into its unit-specific strategic and logistic plans and operations. Careful consideration is given as to how the division accomplishes these priorities as part of the larger university’s operational planning processes. The Associate Provost for PGS stays connected to the university-wide thinking and initiatives by reporting directly to the Provost. This direct link to the senior leadership team provides for a continual flow of communication as well as a point of accountability for the AP and the work of PGS. In addition, many standing committees have PGS representation, keeping them connected to the rest of the university.

In addition to the overall strategic planning, PGS also has specific plans for program development, wherein it is common to have focus groups made up of leaders and experts in the field of study to inform program development and implementation. A specific and recent example is the Healthcare MBA program. Two focus groups comprised of key leaders from the healthcare industry were formed and used to provide significant feedback into program design and content.

GRTS is mentioned in the university-wide 20/20 Vision and the University Blueprint, and has some of its individual unit plans for the future established at the Cabinet level. The seminary’s Vice President/Academic Dean has a voice on the Cabinet and represents his unit with productive interaction. To develop accountability to the plan, the V.P./Dean meets on a regularly basis with the Executive Vice President who maintains the progress of each University Blueprint item. Thus, there is both representation and accountability as GRTS connects to the university’s overall planning process.

Within-the-unit planning occurs between the V.P./Dean, academic divisions and the faculty. There is discussion in identifying growth areas, in-line with the university’s 20/20 Vision, and then mapping out the steps needed to accomplish the tasks. Documents present in the e-resource room further explain and illustrate how strategic planning is accomplished by this campus unit.

Given the organizational visual of how ABTS functions, adherence to the Cornerstone identity, mission and vision statements guide the operations of this extension of the campus in Southeast Asia. However, being removed from the main campus, operating in conjunction with the university’s partner (ABWE) and being under the auspices of a separate board of directors, this campus unit has generally found it cumbersome to integrate smoothly into the direct strategic planning processes of the university.

As ABTS conducts strategic planning, the chief component currently being stressed is that of funding. ABTS is seeking to identify and develop relationships with foundations that are sympathetic to its mission and vision. Several small grants were received for specific projects (e.g., surveying China and Korea for program need and partial purchase of an upgraded computer network), but the administration continues to search for grants that will apply to sustained operational funding. Current FINANCIAL PLANNING includes networking locally with mission organizations and Non-Governmental Organizations that have personnel needing or desiring theological education, raising funds for student scholarships, and funding a chair in Asian Theology.
Two examples of how the practical outworking of the university’s mission is guiding ABTS are offered: First, **A SURVEY TRIP TO INDIA** was taken to ascertain its potential as a site that would be revenue positive (in addition to Singapore and Korea, for example) and thus able to assist in funding the overall operational budget. Second, research is on-going regarding moving into **MAINLAND CHINA** and not restricting ABTS activities in that region to Hong Kong. ABTS recently received a grant that will enable personnel to spend sufficient time in-country to develop strategic relationships with key Christian leaders of the Chinese Christian communities who will then recommend strategies for the involvement in assisting the Church there. These efforts fit nicely into the university’s mission statement and its reason for existence.

**Q**: Any more thoughts on strategic process? Do you think the institution knows what it is doing?

**A**: “...but I think what’s most important realizing that I think it’s clear that the administration is trying to present an attitude of ‘we have a plan that we are trying to engage in.’ Maybe that plan is not as clear to students as we’d like it to be but at least at the most superficial level it’s nice to know that everyone else is buying into it and at least professors I know and trust are also trusting in the administration to go forward. That’s encouraging to me as a student for future students.”

— Zach Wheeler
EVALUATIVE SUMMARY
As has been described in earlier sections of the report, the university has experienced much change over the past decade, especially in recent years – a new President, a new senior leadership team, and a newly nuanced vision for the future. However, the university is, through a variety of planning processes, is changing the operations of each of its units to align with the organization’s mission.

On campus, there has been the general move toward developing a “culture of evidence” and being a data-guided organization. The institution is setting a structure into place that will enhance its planning ambitions and the accountability mechanisms to move the university forward in this regard. At multiple points in the past few years, the university community has sought to connect overall strategic planning to specific unit planning, the budgeting process and logistical operations. In short, the beginnings of an integrated planning process are in place, but the continued maturation of the processes and the maintenance of a set of organizational planning behaviors need to be made routine at all levels of the university.

OPPORTUNITIES FOR DEVELOPMENT
The lessons learned during the self-study are instructive for the university as a whole in relationship to strategic planning. The organization has struggled with planning and involving stakeholders in decision making, in that a “paternalistic” leadership style has historically pervaded the campus culture. This style yields to a top-down decision-making strategy with limited involvement from individual members of the organization. This reflection speaks volumes to how the university has handled planning in the past and how a paradigm shift is needed in involving stakeholders in campus decision making. In its attempts to develop an integrated planning strategy, Cornerstone has begun the needed processes, and in so doing, needs to attentively care for the following steps:

1. Maturing the strategic planning process is vital for the future health of the university. There is a need to avoid the tyranny of the urgent and to move from a survival mode toward one that is strategically focused, which should provide even greater stability for the future. The maturation process includes the continued development of a strategic plan involving multiple voices from multiple levels of the organization as a common and accepted practice.

2. Even though it is a small university, Cornerstone is a very complex organization with five distinct centers of operation (TUG, PGS, GRTS, ABTS, Radio). Each unit does its own strategic planning in the context of the overall university’s planning processes. However, each unit does its own work in planning for the future and, at times, is tangentially linked to the planning and resource allocation plan of the university. Better inter-connectivity between each operating unit of the campus will improve the university planning process.
STRENGTHS

In meeting the accreditation requirements related to mission, planning, funding and organizational evaluation, Cornerstone University exhibits the following strengths:

- The university’s personnel are a strength and are to be commended for their dedication to the mission of the university and their willingness to sacrifice on personal and professional levels for the good of the community.

- With the arrival of a new administration, the work of setting strategic targets is now emerging. The current senior leadership team is keenly aware of the need for setting a direction for the university and staying with it for an extended period of time. A 4-step repositioning plan – the University Blueprint – and the newly crafted 20/20 Vision are setting the context for building the capacity for fulfilling the university’s mission. Strategic planning processes and documents now better serve to drive the administrative and advancement work.

- The hiring of an administrator with the primary task of over-seeing the development of the university was a key hire as that person is assigned the operational task related to the out-working of university planning. The continuation of an individual who will lead an ongoing strategic planning process is vitally important.

- While understanding its history and the need to move forward, a number of positive things are guiding the university, including the following examples:
  - Rebuilding Cornerstone by developing a strategic plan.
  - Reimaging Cornerstone by identifying a brand that will succinctly capture and communicate its commitment to the mission and vision.
  - Resourcing Cornerstone by revitalizing the campus in terms of facilities and the resourcing of key aspects of the educational enterprise.
  - Reconnecting to various external constituent groups.
  - Measuring results by using metrics-based system of key performance indicators.
OPPORTUNITIES FOR DEVELOPMENT

As the university considers its movement to the Pathways process of accreditation, the following "next steps" should be considered as it moves forward:

1. A primary challenge for the university is to develop a strategic plan, both systemic and systematic, where the processes are known by all campus personnel. The development of a university planning process for all areas of the campus (PGS, GRTS, academics, finances, athletics, etc.) is needed. A more intentional dependence and integration of planning, budgeting and implementing the plan is needed.

2. Specific Board of Trustees professional development in strategic planning and the operational practices of an institution of higher education will provide an improved foundation for the present and future work of the university.

3. Another challenge is to maintain personnel in key leadership positions for an extended period of time. Keeping the senior leadership team together and directing all aspects of the university operations in a coherent and consistent manner will be extremely important. Retention of leadership is important for the health and on-going function of the university.

4. A more robust funding plan is required, and the appropriate processes to carry out the efforts must be enhanced. Identifying new and divergent revenue streams is needed to fully fund the vision of the university. Cash reserves should be increased and the debt burden decreased. The university needs to locate and engage with donors on a wider and deeper level than it has in the past. Specifically, resources are needed for the general fund budget as well as for the endowment and capital funding.

5. Future strategic recruiting efforts and goals should be balanced with parallel growth in quality of faculty, programs and facilities, and adequate budgetary support to advertise and market as such is warranted. Campus facilities must be upgraded and added if the university is to continue to develop and to grow its academic programs and its reputation amongst its various constituent groups.
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
THE UNIVERSITY’S STAFF, FACULTY, AND ADMINISTRATION are committed to creating an educational environment where students thrive in academics, in spiritual formation and in their cultivation of a passion for global engagement through the transforming power of the gospel. In all activities, the university offers a STUDENT-FOCUSED LEARNING COMMUNITY THAT VALUES ITS FAITH AS WELL AS EXCELLENCE IN EDUCATION. The objective of all of the campus efforts is to equip students to excel in a chosen field of study and to leave the campus ready to engage the culture with the teachings of Christ.

Cornerstone University, with its multiple units of operation, is concerned with the learning taking place inside the classroom, outside the classroom and online, and with making certain there is effective teaching occurring in all contexts. Since the last reaccreditation visit in 2001-02, much work has been done on campus to meet the requirements of Criterion Three. Organizational structural changes have occurred to enhance both learning and teaching, and a campus culture of assessment and evidence is emerging.

Cornerstone’s story of assessment is told in three segments: a Focused Visit Report in 2005, a Monitoring Report in 2008, and the current self-study document of 2011. Together these documents provide a thorough picture of the work of assessment and how a culture of evidence is emerging. Specifically, there have been changes to the organizational structure, internal processes and planning of assessment, along with the development of an assessment mindset within the campus community.

Given the tremendous organizational shifts of the past decade, both with personnel and curriculum, the one thing that has provided a sense of stability for the learning enterprise has been the plan for the assessment of student learning. By stating specific learning objectives for each unit of the university, by having groups of professionals across the campus identify and select appropriate measurement instruments, by routinely and repetitively administering the processes of assessment to collect data, and by using the data in decision-making, the implementation of the assessment cycle has produced a measure of stability amidst great change.

The overall movement of the university is positive, with PGS and GRTS leading the way in the assessment of student learning.

Through reading the aforementioned formal documents submitted to the HLC and the material that covers the content of this chapter, it is clear the university has taken strides over the past decade to care not only for the accrediting concerns, but also for the needed internal organizational development, which the assessment of student learning brings to a campus.

1. Focus Visit Document 2005
THE OVER-ARCHING UNIVERSITY EFFORT for the assessment of student learning is symbolized by the "Mishqelet Project," the label given to the overall university effort that allows for:

- A public name for the campus assessment efforts.
- A concept that resonates deeply with the cultural memory.
- A fresh way to view assessment.
- A stimulus to produce change.

Given the multi-faceted nature of the university, a variety of levels of assessment exist. Various units are discussed in this chapter, with supporting documents made available to demonstrate the evaluation provided.

STRENGTHS

Cornerstone University is comprised of four educational units (TUG, PGS, GRTS, and ABTS) and the department of Spiritual Formation. EACH UNIT HAS CLEARLY STATED AND MEASURABLE LEARNING OBJECTIVES for each degree program as well as for each specific program of study, and these learning objectives are clearly differentiated for undergraduate, graduate, and post-baccalaureate programs. Units contain written learning objectives listed in the course syllabi, discussed orally at the beginning of each course, and referenced throughout the semester. These learning objectives allow for clear assessment of student learning in all units of the university.

Institutional learning objectives are the foundation of all the program goals and objectives, while individual course objectives support both the program and institutional goals. These learning goals are evaluated when programs are reviewed, based on a rotational schedule designed by the individual operating units as illustrated by Visual C3-1. These
institutional **LEARNING OBJECTIVES ARE ALIGNED** with the university’s mission statement, divisional goals, program goals and specific course learning objectives.

Much work has been done in streamlining and clarifying the university’s educational goals and connecting them to the university mission, then extending them into specific learning objectives to guide academic programs. For example, the **TUG educational goals** visual connects the university mission to specific courses through a “goals achievement matrix.”

**PROGRAM AND COURSE LEVEL ASSESSMENT** of student learning include **DIRECT AND INDIRECT MEASURES** for all educational units at Cornerstone University. These include scoring rubrics, exams, peer assessment, self assessment, presentations (individual and group), research papers and other course-appropriate methods.

For TUG, the university has adopted a plan for the Assessment of Student Learning that guides divisional assessment efforts. Even so, not all divisions are at the “same place” when it comes to the level of sophistication of its assessment efforts. An example of assessment of student learning at the program level can be seen in the Music Division, where assessment includes applied lesson juries, sophomore evaluation, junior and senior recitals, and the senior project. In the Social Work program, the assessment process is linked to program competencies, and multiple measures are linked to specific program objectives/competencies, including Student Assessment of Course Objectives, the ACAT, the BEAP entrance and exit exams, the Social Work Values Inventory, Field Evaluation, and Student Portfolios. See 2009 **Social Work Program Evaluative Summary** for greater detail.

The **comprehensive assessment plan for PGS** is similar to the TUG plan in some institutional structural aspects, but at key junctures the PGS-specific plan reflects the adult learning model accepted by the university. Unlike TUG students, PGS students bring a wealth of work experience and knowledge gleaned from exposure in the marketplace. For that reason, the design of PGS degree programs emphasizes experiential learning in an adult educational environment. In PGS, each learning goal in every program is reviewed on a five year rotational basis. Each program is reviewed using a number of instruments so that student learning can be evaluated from as many points as possible. Therefore, class papers are used to measure some learning goals, pre- and post-tests are used in some programs to measure learning growth, and final papers are used at times to demonstrate overall subject mastery.

**GRTS** has accreditation from the HLC and has also achieved accreditation status from the Association of Theological Schools (ATS). This dual nature of accreditation has provided the stimulus needed to move this aspect of the university forward in the work of assessing student learning. The following data-points reflect examples of the work on this component of Criterion 3.

- GRTS has developed vertical articulation visuals as a means to demonstrate the link between established student learning outcomes and measures of assessment. The visuals track the link between the student learning outcomes, the courses in which the outcomes are fostered, and the means of assessing the intended outcomes.
- GRTS employs both formative and summative assessments, direct and indirect measures of student learning, and engages both quantitative and qualitative measures of data collection.
- Students’ learning portfolios serve as an objective means for faculty to assess collective student growth and to evaluate overall program effectiveness.

**THE ASIA BIBLICAL THEOLOGICAL SEMINARY** has completed the following tasks related to an American understanding of student achievement:

- Patterns and systems of assessment of student learning exist at the course, program, and institutional level.
- Faculty are responsible to define student learning outcomes and to design and implement strategies to achieve those outcomes.

---

1. Undergraduate Educational Goals
4. Assessment Plan, GRTS 2010-2011
The highlight of this unit’s assessment efforts (given the geographic distribution of its students and time frame for completion of the degree) is the use of a student portfolio system that includes student self-assessment after each course, professor assessment of student performance after each course, follow-up reports to trace the synthesis of learning into local church ministry context, and a summative self-evaluation at graduation.

For better self-evaluation, Cornerstone University’s educational units integrate data from multiple sources, including data for CERTIFICATION, LICENSURE AND ACCREDITATION for assessment purposes. After individual, divisional and administrative review of the collected data, decisions are asked to maintain or to alter the course content. In all processes, running the “full cycle” of assessment is the desired goal. Some divisions have external advisory councils (professionals in the field) who meet to discuss and evaluate the validity of the program structure and to develop adherence to current marketplace needs and standards (Business, Social Work, PGS). Faculty and administrators routinely review the effectiveness and uses of the organization’s efforts to assess student learning. In addition, the university is assisted in its work by a number of external accrediting agencies, specifically the State of Michigan Teacher Certification Process, NASM, ATS, and ASWE. In the Teacher Education program, Michigan Test for Teacher Certification (MTTC) passage rates are used in discussion for program and course revision.

Cornerstone has as one of its educational objectives the SPIRITUAL FORMATION OF ITS STUDENTS. This ineffable goal is one which is most difficult to measure in objective terms. The university, as do all other faith-based institutions, struggles with how best to identify and assess a student’s growth in this area.

The TUG UNIT has sought to measure the spiritual growth of its students in a variety of typical manners, including papers, exams and experiential exercises. Along with the typical in-class activities, the following instruments have been used to better understand a student’s spiritual development in both content knowledge of their faith and in the personal, more subjective nature of their spiritual experience:

- Spiritual Transformation Inventory (STI)
- Worldview Awareness Profile (WAP)
- College Students’ Beliefs and Values (CSBV)
- Individual course assessments.

The results have been helpful, but no single evaluative strategy effectively assesses spiritual formation, growth and development. The TUG community continues to discuss this issue in the desire to develop a better set of practices to measure the student’s formation in light of the designed curriculum.

PGS reports its work on measuring worldview and spiritual formation in its annual assessment reports. Much of its activity in this regard is course-embedded assessment and program- and assignment-specific.

In addition, GRTS utilizes various assessments to conduct periodic reviews of the spiritual transformation process and spiritual development of their students and to make sure it is accomplishing the intended outcomes of the degree programs. Student understanding and growth in this core area is measured in the following ways:

- Each student meets with a faculty advisor for an entrance assessment that reviews the student’s aspirations, capabilities and vocational goals. At the mid-point of a student’s degree program, the academic office initiates the mid-point assessment process. Specifically, the team evaluates the progress in readiness for ministry in relation to disciplinary knowledge and skill, faith commitment and personal maturity, and progress made in attaining the student learning outcomes associated with the academic program. The exit assessment is coordinated by the academic dean and the dean of student services and takes the form of personal interviews and/or opinion surveys.

---

5 Spiritual Transformation Inventory
6 Worldview Awareness Profile
7 College Students’ Beliefs and Values
In the course MIN 500: Christian Spiritual Formation, each student completes a series of assessments (DISC, Emotional Competence Instrument, and Myers-Briggs), writes a reflective paper on what they learned from the assessments, and develops a personal growth plan for the next 12-24 months.

ABTS uses course-embedded assessment for measuring the cognitive knowledge of its students and several other methods to care for the experiential, ministry-related goals of its curriculum. A “summative student evaluation” is a self-evaluative measure of personal growth in one's spiritual life during study in a program. The report is reviewed by the faculty for each graduate and is used in course and program decision making. Also, a “graduate ministry evaluation” asks a student's supervisor or ministry colleague to evaluate the student's ability to apply Scripture in ministry and/or personal life.

Cornerstone University strives to INCLUDE ALL AREAS OF THE ORGANIZATION in the evaluation of student learning. For example, the Department of Spiritual Formation oversees the first-year experience (Terra Firma), spiritual formation programs, and the student development aspects of the university. The Learning Center oversees academic support and disability accommodations. Finally, the library provides auxiliary services to our students and programs. Each of these units completes a cycle of internal evaluation and reports to the Office of Assessment.

Further, to foster buy-in to course and program development, faculty are involved in the creation of learning outcomes at the time of program initiation and they review the learning goals at the time of program review. A variety of university committees are involved in determining the legitimacy of a program/course proposal as defined in the “decision-making matrix.”

PGS utilizes a pathway for academic program approval that is quite similar to TUG. In similar fashion, GRTS and ABTS faculty members are responsible to define the student learning outcomes in their programs, and they are responsible to design and implement the strategies to determine whether they are achieved.

The overall structure for moving the project of assessment forward centers upon the ASSESSMENT PLANS which provide guidance to each operating unit. Assessment plans are available and are reviewed on a regular basis to provide continuity and coherence to the existing conditions of the campus learning community. For the university, that includes specific assessment plans for TUG, PGS, GRTS, and ABTS. Each plan contains:

- An overall conceptualization of the work of assessment.
- Specific details as to how the plan is to be implemented.
- Directions for all vested parties as to process and procedure.

In addition, each division maintains records including:

- A mission statement.
- Divisional learning objectives.
- Program-specific learning objectives.
- Assessment forms used by the division.
- Divisional meeting minutes.
- Rubrics and scoring guides used by the division.
- Supporting documentation.
- Examples of running the full-cycle of assessment.

The work of each division's assessment efforts is included as part of the electronic resource room.
The **PGS ASSESSMENT COMMITTEE** meets periodically throughout the year to review and interpret the data collected from various instruments/processes of program evaluation and the assessment of student learning. It establishes and maintains the annual and Ten Year Program and Assessment Review Plan in conjunction with the Associate Provost, program directors and Director of Academic Excellence and Quality Assurance. The evaluative work of this committee yields proposals for curriculum revision and priorities for strategic planning in the PGS division. The PGS Assessment Committee also reviews and approves Assessment Plans for new and existing programs. During the assessment cycle, the committee reviews assessment data and submits their review and recommendations to the Associate Provost and program directors.

Each year, Cornerstone University’s academic divisional chairs meet with the **DIRECTOR OF ASSESSMENT** to set an agenda of assessment projects. At the end of year, each division completes a comprehensive report of assessment, which is submitted to the Office of Assessment, with best practices included in the overall university annual assessment report. Minutes and assessment reports and results are available to individuals through the internal Odyssey system. Overall assessment information is available through the university’s Office of Assessment and the organizational website.

**Summer Assessment Grants** (a competitive application process that is used by the Assessment Committee to select the awardees) have been used periodically to invite faculty and staff to get involved in and stay involved in the work of assessment of student learning during the summer months.

To further support the effective work of assessment, a number of activities are layered into the fabric of the university, primary among that is the annual presentation of the **EAGLE ASSESSMENT AWARD**. This award is given publicly at a faculty meeting and highlights the work of an individual or a division who has done excellent and best-practice work. Also, the news of the award is published in the annual assessment report along with selected best practices from a given academic year, published in the campus newspaper and posted on the university’s website.

In order to share assessment results, much of the work of assessment is available to university constituencies via the Eagle’s Nest intranet and specifically to faculty and staff through the Odyssey website. In addition, the university makes a wide variety of information available through the campus website. All appropriately available information is provided for inspection by any interested external constituent.

---

11 Summer Assessment Grant Application
EVALUATIVE SUMMARY
Building from the work of assessment from the 2001-02 HLC visit to the present, it is clear that much has been done to provide a solid context for the assessment of student learning, yet more needs to be accomplished. Continued direction and energy needs to be provided by multiple campus champions. With support from the senior leadership and an energized Assessment Office, a campus ethos of assessment will continue to develop.

Each academic unit (TUG, PGS, GRTS, ABTS) needs to implement the appropriate assessment plan and stay with the specified tasks over time. This work will develop a set of behaviors which will become part of the daily operations and expectations of the university and behavior of campus personnel.

Although some campus divisions are able to demonstrate the operation of a “full cycle” of assessment, there are divisions which are not able to do so. An opportunity exists to improve the assessment process and the university’s expected patterns of behavior by continuing to require all units responsible for the assessment of student learning to write learning objectives, identify tools to measure student success, use those tools in data collection and use the collected information to guide decision making.

The university community should continue its development of a “culture of assessment,” which is currently influencing multiple levels of the institution.

OPPORTUNITIES FOR DEVELOPMENT
As the university considers the evaluation of the collected information regarding the assessment of student learning, the following items become apparent opportunities for organizational development:

1. A new core curriculum was introduced to the campus community beginning the fall of 2008 with further modifications during the 2010-11 academic year. With a revised core in place (fall 2011), it is now a good time to carry out the plan of assessing the general education program of the university using both summative and formative strategies.

2. As feasible, it would strengthen the university to undergo a systematic review of all of its programs on a regular and consistent basis. In addition, external program review would assist the university in its programming efforts and keep it current with marketplace needs. As program accreditations require a report regarding the assessment of student learning, this sort of plan applied in all content areas would build the university’s systems to be more responsive to internal and external constituent groups.

3. The university must continue its efforts to develop a “culture of assessment” and to value such at all levels of the organization.
THE UNIVERSITY VALUES AND SUPPORTS EFFECTIVE TEACHING in all of its operating units and does so in both formal and informal ways. Formal, organizational demonstrations of the university’s support of pedagogical best practices include an assorted variety of structured events. Examples follow which span all operating units of the campus community. Also, specific examples are provided from selected academic units.

STRENGTHS
At Cornerstone University, QUALIFIED FACULTY DETERMINE CURRICULAR CONTENT, STRATEGIES FOR INSTRUCTION AND ASSESSMENT. This lays a context for passionate ownership by the individuals who invite the learners into a student-to-teacher relationship. If the faculty are assured of the content and the methods of delivery, then the most basic of relationships is secure. Most divisions offer courses where professors have extensive qualitative and quantitative experience in the subject area. Core courses which have adjuncts regularly teaching them have a qualified full-time faculty member as a coordinator for the course who works with the adjunct instructors to ensure continuity and quality over multiple section courses (i.e., ENG 114, ENG 212, COM 112, REL 104).

Further, in the PGS program, each course within the division’s program is written by a content area expert. Content experts are those individuals who have taught the respective course a minimum of 10 times and/or are currently involved in the field with a number of years of related experience. PGS involves both full-time and part-time faculty and unattached experts in the creation of courses. Each course includes well defined learning objectives, suggested assignments, faculty facilitation notes, class group project assignments and other course supplemental materials.

Any program that externally accredited is responsible to adhere to standards of PROFESSIONAL ACCREDITATION as set forth by the specific authorizing body. As such, the faculty from the Social Work (CSWE), Music (NASM), Teacher Education (MI Department of Education), and GRTS (ATS) review, monitor and implement curriculum appropriately. The faculty engage in monitoring and reforming the curriculum and in current teaching practices as defined by the accrediting body.

Because of its location, ABTS promotes effective teaching by encouraging professors to adapt course syllabi and content to meet the specific needs of each teaching site. The use of core content, while being adapted to site-specific needs, supports the notion of how ABTS values teaching and learning as defined by locale-specific student needs. This involves pre-planning for seminars, a professorial information bulletin and the basic job description. The input of the ABTS adult students is vital to this adaptation process. Documents to assist the professor in understanding the unique nature of teaching in Asia include pre-planning for seminars, a professional information bulletin and the basic job description.
PROFESSIONAL DEVELOPMENT is valued at Cornerstone, and the university offers a variety of programs to help faculty improve their ability to teach and to engage their students as well as develop as individuals and as professionals. As described in the Faculty Handbook, EDUCATIONAL LEAVES, SABBATICALS and PROFESSIONAL DEVELOPMENT opportunities are provided to foster the growth of the faculty – all of which demonstrate the university’s commitment to support and value effective teaching. For example, the Journalism Department (TUG) has the Abraham Kuyper Lectureship in Journalism to help adjunct faculty gain more extensive professional experience. This provides a course release for the Director of Journalism to support professional journalism efforts and the program at Cornerstone.

GRTS supports the professional development of faculty on an annual basis ($1,000 per faculty member) and through regular sabbatical leave to foster faculty growth in disciplinary knowledge and to foster improvements in teaching and learning.

Along with being an operating unit of the university and enjoying the resources of that relationship, the ABTS promotes effective teaching by encouraging its faculty to participate in professional development and achieve terminal degree status. Faculty associated with ABWE can support educational activities with funds raised through mission accounts.

Adjunct training is in place for each unit of the campus and is part of an extensive training program offered by the PGS unit. PGS NEW FACILITATOR TRAINING includes tutorials in teaching methodology, Christian worldview, and administrative and academic policy and procedure, as well as training on university-related technology. In addition, there are a number of IPD workshops and webinars that are available to all full- and part-time faculty. All faculty members (both full and part-time) submit a professional development plan every two years. These plans are reviewed by their respective deans or department heads.

The TUG side of the campus works with their adjuncts in specific ways, including being invited to CELT training sessions, attending divisional meetings and being invited to attend any of the sessions offered on a regular basis by the PGS division. Adjuncts are initially selected by the appropriate divisional chairs based on their education and relevant experience.

In addition, many faculty, both in the TUG and PGS programs, have INDUSTRY EXPERIENCE relevant to their content areas of teaching. This allows the academic study of a discipline to be enriched by the marketplace experience, which is desired by many students. Many qualified faculty (full-time and adjunct) are currently at work in professional settings. For example, faculty in the Music department perform with many organizations, including the Grand Rapids Symphony, the Midland Symphony, the Holland Symphony and the Grand Rapids Symphonic Band. Most of the Teacher Education faculty have taught in K-12 classrooms specifically related to the courses they teach (with some faculty having served as principals), and theatre faculty regularly perform in community productions. PGS adjunct faculty, in particular, work in their fields and bring valuable industry experience to the classroom.

Effective teaching is valued as part of academic excellence at Cornerstone; thus, a fully developed process for the evaluation of MEASURING AND EVALUATING TEACHING PERFORMANCE is provided in the Faculty Handbook and is part of the formal annual review as well as the tenure and promotion process. The university evaluates teaching and recognizes effective teaching as evidenced by end-of-semester student online course evaluations (OCE), peer evaluations, and faculty/chair meetings for on-going improvement of instruction based on the feedback from the evaluations. For samples of reports, please check this file.

CELT’s Services:

1. CELT supports faculty by providing workshops and seminars that promote effective teaching strategies and support improved pedagogies (i.e., laptops, student motivation).
2. CELT supports professional development by providing professional work days during both academic semesters.
3. CELT supports professional development by coordinating faculty attendance at the Lilly Conference each year.
4. CELT supports faculty in keeping abreast of research on teaching and learning through a quarterly newsletter, resources, seminars and workshops. Outside experts in the field of teaching and learning are invited to speak with faculty at professional workdays.
5. CELT members actively participate in the Professional Organizational Development Network.
6. CELT provides individual support, counsel, and mentoring to individual faculty.
7. CELT offers and provides colleague classroom observations.
8. CELT is building a library of educational support resources.
Additionally, GRTS has established clear and objective criteria for evaluating faculty performance within an updated University Faculty Handbook and has implemented a comprehensive system for evaluating faculty work. Further, GRTS has enacted a disciplined process of peer review of classroom instruction (see GRTS Peer Review Evaluation Form\(^2\) and GRTS Peer Review Schedule\(^3\) for a better understanding of how the process works).

In meeting the requirements of the ATS ACCREDITATION, GRTS responds to a similar component to Criterion 3-B of the Higher Learning Commission. A few selected examples as to the activity of GRTS in this regard include the following:

- GRTS supports professional development designed to facilitate teaching suited to varied learning environments.
- GRTS faculty are actively involved in professional societies (example: the Bible and Theology division routinely attends the annual meetings of the Society of Biblical Literature and Evangelical Theological Society).

Encouraging effective teaching involves recognition of faculty who are committed to the tenants of teaching excellence. For the TUG faculty, there are two annual awards presented to feature excellence in teaching and to celebrate the work of faculty. The PROVOST’S “TEACHING EXCELLENCE AWARD” is presented to a faculty member as selected by the Provost with input from the academic divisional chairs. Also, the Cornerstone University Student Government (CUSG) presents the “OUTSTANDING FACULTY AWARD” representing the student body with input from all elected student senators.

The students of GRTS recognize a faculty member each year at the Spring Banquet with the “TEACHING EXCELLENCE AWARD.” The banquet and the award are managed by the Student Senate Leadership Team.

Finally, the PGS unit grants the KENNETH VANDENBERG TEACHING AWARD for teaching excellence to an outstanding instructor in the Adult Education Program (PGS).

Also, faculty achievements such as research publications, conference presentations and professional accomplishments are recognized in faculty meetings and in university publications. One example of effective teaching comes from the Business Division where a faculty member was awarded the BEST PRACTICES IN TEACHING AWARD in Marketing at the 2009 Christian Business Faculty Association Conference. Additionally, she is a SAM WALTON FELLOW working with the university’s chapter of the Students in Free Enterprise.

\(^2\) GRTS Peer Review Evaluation Form
\(^3\) GRTS Peer Review Schedule

Q: Do you believe that the university values and supports effective teaching?

A: “The majority of the professors that I have taken classes with have been very effective and they are available and willing to help you learn in any way that they can. I would say that the professors are very supportive in trying to help each student learn. Some are better than others with dealing with students.”

– Luke Thorne

“I think as a whole the organization/Cornerstone does support effective teaching. I think, again, it does vary by professor, and I have also found in the higher level classes you take that the more personal and the more effective the teaching becomes.”

– Jared Hamernick

“I would also agree, because I have had a bunch of different classes when the professor, when an issue would come up or a topic or whatever, they would say if you want to talk about it more, come back to my office and we’ll talk about it. I have known people who have done that. I think that they do and support an effective teaching style.”

– Jordan Vasicek
Supporting improved pedagogies is another task of the CENTER FOR EXCELLENCE IN LEARNING AND TEACHING (CELT). Since 2006, CELT has sponsored a lunch colloquium called “Lunch-N-Learn,” providing an opportunity for faculty to hear about each other’s scholarly pursuits while enjoying a meal together. CELT has also provided numerous faculty development opportunities including workshops and conferences. Some examples include workshops on “Developing a Culture of Excellence,” “Ways to Use Writing to Enhance Learning,” “Persisting with Passion: A Summary of Teaching Breakthroughs in Teaching and Learning,” and “Strategies to Enhance Instruction in Large Classes.”

SUPPORT SERVICES are available to all members of the campus community, including a number of services offered by CELT in addition to the workshops mentioned above. For example, CELT offers new faculty orientations and hosts monthly meetings to discuss a wide variety of topics with faculty. If a faculty member is in need of professional mentoring, CELT offers such services and usually assists the faculty member in personal and professional development issues and concerns. One specifically organized activity of CELT has been to take a team of Cornerstone faculty to the LILLY FOUNDATION Annual Teaching Conference. Dozens of Cornerstone personnel have attended this event since 2004.

CELT has been instrumental in helping build an engaged learning environment at Cornerstone. Faculty members share with each other through formal and informal collaboration. The director of CELT has made it a priority to build an authentic learning community with the end goal of excellence in teaching and learning in every discipline.

Separate from the CELT support services, PGS HOSTS FACULTY DEVELOPMENT WORKSHOPS five times during the year. Past topics of these workshops include Christian worldview, advanced Odyssey, understanding adult learners, grading written work, APA style, using rubrics, evaluation, and feedback and advanced facilitation techniques. Topics for these workshops are selected based on faculty feedback.

Innovation is also important in effective teaching, and Cornerstone University demonstrates openness to INNOVATIVE PRACTICES THAT ENHANCE LEARNING. One example of this is the new interdisciplinary course “Creativity, Innovation and Problem Solving.” This course was developed to offer participants (usually entering freshmen) the opportunity to develop their creative processes, understand the methods of innovative organizations and develop the tools of problem solving. The content of this course has also been presented to the faculty and campus community through various workshops.

In considering the opportunities afforded to enhance teaching through computer-based technology, the campus Odyssey platform has provided a number of venues for technological innovation in the classroom, including enhanced communication with students, posting of grades and course information, hosting of online synchronous and asynchronous discussions, and the use of webcasting classes to maximize facilitator resources and student participation. The university's laptop initiative (for TUG students) continues to offer many opportunities to bring innovative technology practices into the classroom.

An example of other educational technologies is the use of “CLICKER TECHNOLOGY,” also known as the Student Response System. The university has made this technology available to faculty and provided training in its use. Further, over the past few years, workshops have been offered in creating Wiki pages, using Web 2.0 tools, and Turnitin technology. In PGS, specific instances of demonstration include connecting two classrooms together to maximize facilitator resources through a class webcast to allow students to participate more fully.

Cornerstone University greatly values the research on teaching and learning and of technological improvements which can advance student learning. Various faculty members have researched the scholarship of teaching and learning and have shared their findings through CELT workshops. In addition, it is a common practice for the administration to forward research, resources and material to the faculty for their perusal, thoughts and implementation. Faculty members are always encouraged to research effective teaching methodology, especially as it relates to their specific type of learner. Development funds are often used to assist faculty in adding to their personal libraries and subscribing to journals so that they have ACCESS TO BOOKS AND SCHOLARLY ARTICLES to challenge their thinking in the use of strategies for effective teaching. In addition, the university sponsors a Faculty Writing Retreat which encourages faculty to invest in research and writing in their disciplines. GRTS demonstrates this commitment by approving an enhanced budgetary allotment for faculty development and research.
Collaborative learning is valued at Cornerstone, and for many years, a faculty-led group (Civitas) has met on a bi-weekly basis to discuss curriculum, pedagogy and the mission of a faith-based institution of higher education. Typically, a book is selected for a given academic year and the faculty spend time on Friday mornings describing, debating and applying the material to the Cornerstone context. This group has also hosted a conference based on their thinking and work. This group has evolved into the **INSTITUTE FOR CHRISTIANITY AND CULTURAL ENGAGEMENT (ICCE)** and is explained in another section of this report.

Finally, all of the university encourages active participation in **OFF-CAMPUS PROFESSIONAL DEVELOPMENT** and makes funds available for faculty to travel, attend professional conferences and hold membership in academic societies. In addition, faculty are encouraged to join and be active participants in professional organizations relevant to the disciplines they teach ($250 per year is available for professional memberships). Faculty and administration have assumed roles in both regional and national professional organizations. Faculty members maintain knowledge regarding the teaching profession and their specified content area through memberships in professional organizations, the reading of professional journals, and attendance at conferences and seminars.

From this multitude of specific examples, it is evident that the university values and supports effective teaching.
EVALUATIVE SUMMARY

As the university considers the requirements of valuing effective teaching, it has done a good job of providing support in this area over the past decade. The creation of CELT in the middle of the decade signaled a significant step towards recognizing, valuing and developing effective teaching. In addition, the university’s emphasis on the use of technology and technology support in the classroom has benefited both students and faculty.

PGS has a robust faculty development program, and with the number of adjuncts teaching for the adult program and with the growth of the adult program, the importance of faculty development will continue to be an opportunity for growth and maturation for this part of the campus.

Much work has been accomplished in developing the context in which students learn by way of supporting effective teaching.

OPPORTUNITIES FOR DEVELOPMENT

As the campus community considers growth and maturation in the future, the following items provide opportunities for developing its support for effective teaching even further:

1. The university needs to continue to value and support effective teaching, not only in the “academic strategic plan,” but also in the overall design of the university’s strategic planning efforts. Doing so will guarantee the involvement of all levels of the institution – from the Board, to senior leadership, and then to faculty and staff.

2. For the continued development of a “graduate culture” for the PGS, GRTS and ABTS programs, there is a need to increase resources to support faculty development and allow sufficient time for research. Also, the university needs to evaluate solutions to student under-preparedness in relationship to the demands of graduate level research and writing.

3. University-wide, it would behoove the campus to encourage demonstrations of both teaching and learning in the process of active scholarship with an emphasis upon disciplinary and interdisciplinary integration.
CENTRAL TO CORNERSTONE’S MISSION STATEMENT is the goal of being “a student-centered learning community...”

STRENGTHS
In an age of competitive engagement with like and aspirant institutions, Cornerstone University is growing more attentive to providing learning environments which are conducive to meeting current student needs, attracting new students, and making that alumni proud of their alma mater. To this end, the university uses ASSESSMENT RESULTS TO INFORM IMPROVEMENTS IN CURRICULUM, PEDAGOGY, INSTRUCTIONAL RESOURCES AND STUDENT SERVICES.

Use of material from the Cooperative Institutional Research Program (CIRP) and College Student Survey (CSS) informs senior leadership in a variety of important areas related to the promotion of learning environments. The CIRP is administered to entering freshman with the CSS being completed by exiting seniors. When compared, the two surveys provide an ability to determine change in specific areas, including data which speaks to the factors of a quality learning environment.

1. Curriculum Review Process, CSS/CIRP PQS
As the “learning environment” for a holistic education concerns many aspects of the campus community, it is important to consider the changes to the campus made since the last reaccreditation visit. Cornerstone has made a number of changes to the physical aspects of its campus in response to the needs of a growing campus community and as part of a master plan of growth and improvement for the organization. For example, Cornerstone has added a significant number of buildings over the past 10 years, including the Hansen Athletic Center, the Corum Student Center, Cook Residence Hall, the Dobson Center, the Beals office Building and the Pirsig-DeBruyn Chapel in the seminary, the PGS building, and buildings on Leonard Street, Bradford Street and the East Beltline.

In addition, many areas have undergone remodeling in response to needs of the campus community. For example, when enrollment was lower, Quincer residence hall was remodeled to accommodate faculty office space. During the summer of 2011, to meet increased housing needs, Quincer was converted back into dorm space and a new office building is being added to the campus. Outdoor facilities have also been improved to service students’ recreational needs. These include an outdoor sand volleyball court, a basketball court, a hockey rink, practice fields, a professionally designed disk golf course and walkways. Please see the list of “campus improvements” for a full description of the changes made since 2001.

In creating **AN ENVIRONMENT CONDUICIVE TO LEARNING**, the following broad areas and specific examples support the university’s claim of meeting this accreditation criterion.

**CLASSROOMS** are climate-controlled, well-lit and outfitted, for the most part, with flexible furniture that allows for seating arrangements to accommodate both lecture and small group/discussion activities. In addition, many classrooms are “technology able,” and wireless access is available throughout the campus for unlimited student access.

**A SAFE LEARNING ENVIRONMENT** is promoted by the institution, and faculty emphasize relationship building through group activities, cooperative learning, Socratic-style seminars, inquiry-based learning and peer teaching. Also, the faculty-student relationship is cultivated by faculty attending community chapel with students and sharing meals with students in the Dining
In keeping with the mission statement of the university – “to empower men and women to excel as influencers in our world for Christ” – each program prepares students for personal and professional work, so that in their spheres of influence, graduates may maintain the dignity and worth of all individuals regardless of race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation or sexual orientation. In essence, the campus is aware of the need to teach and to foster inclusion in its work as the campus provides a “safe place” for study.

In addition, professional development has resulted in enhancement of pedagogy in creating effective learning environments. Faculty members regularly employ multiple modes of teaching and are able to promote multiple styles of delivery and expand the learning environment beyond the four walls of a classroom. Faculty believe this creates a learning environment that reaches students more effectively. Students are often encouraged to work together, both inside and outside of the classroom, to build community and enhance each other’s learning environment.

Continual evaluation and discussion results in the creation and revision of policies which lead to improved processes of delivering content to students in a working, logistical environment owned by those who are tasked to “make the place work.” This includes updating equipment, maintaining asset tracking and management systems, and forecasting future operational needs.

An example of this continual evaluation can be seen in the humanities division (TUG), which used assessment information to inform a change from separate, stand-alone majors to a single Humanities major with four areas of concentration: Writing, Literature, Philosophy and Linguistics. Also, the Bible, Religion & Ministry (BRM) Division used faculty and student evaluative input to revise the Ancient Studies major and minor and the Youth Ministry Program. Further, assessment results from Online Course Evaluations (OCE) and focus groups led the Theatre Department to update their syllabi and revise course offerings in the major.

Another example of the use of evaluation-based decision making is in the PGS Program, where assessment results inform improvements in curriculum, pedagogy, instructional resources and student services. A clear closed-loop system can be demonstrated as one progresses from the assessment process through changes in the division’s programs based on program review. Each of these program examples shows the care taken to create and sustain effective learning environments.

Cornerstone’s learning center provides a valuable service to those students who need assistance in being successful in their collegiate experience. Subject area tutoring is available to all students on campus, as is a learning strategies course for students needing such assistance (CLC 100). One of the goals of the Learning Center is to provide effective learning environments for students receiving disability services. For example, the Learning Center has private rooms for quiet testing and extended time testing. Also provided are test readers, classroom materials in alternative formats, note-takers and C-print for students who qualify. Recent campus improvements have made for improved accessibility for students with disabilities. These include sidewalk cut-aways, automatic door entries, residence hall needs and larger restrooms.

From day one, new TUG students participate in Terra Firma, a first-year experience course that extends throughout both semesters. Terra Firma helps connect new students to Cornerstone’s campus community and orient them to the campus ethos. This experience creates a comfortable learning environment starting with the students’ first few days on campus. At Cornerstone, every member of this faith-based community of scholars is valued and each student’s talents, personality, heart, soul and cultural background are essential to the community.
GRTS PROVIDES AN ENVIRONMENT THAT SUPPORTS LEARNERS AND RESPECTS DIVERSITY. In the past five years, the additions of the Urban Cohort Program, Inclusive Language policy in the GRTS Academic Catalog, research projects on female experiences at GRTS, and research projects on experiences of people of color show that supporting learners and the diversity they bring is a high priority. These initiatives have resulted in significant enrollment growth for females and persons of color at GRTS. For example, the percentage of female students has increased from 5% to 37% and the percentage of persons of color has increased from 10% to 27%.

Additional data supporting reaccreditation for this particular point is based on the SEMINARY’S ATS ACCREDITATION WORK. This unit highlights the following criterion-specific work connected to learning environments:

- GRTS makes use of its assessment results to inform improvements in curriculum, institutional resources, learning environments and services (see GRTS Assessment Project Reports and GRTS Assessment Annual Reports).
- GRTS is supported in the use of instructional technology by the Cornerstone Instructional Technology Department. Training sessions and individual tutorials are available.
- GRTS faculty facilitate student learning using a variety of instructional environments and strategies.
- GRTS faculty members provide academic advising support to students.
- GRTS student development programs support learning in keeping with the core student learning outcomes of the various degree programs (i.e., GRTS Chapel Schedule, Women’s Lecture Studies Series, Talking Points and the Intercultural Student Dinner).
- GRTS faculty members participate in decision making concerning biblical and theological Miller Library resource acquisitions on an annual basis.

In PGS, ATTENTION IS GIVEN TO SUPPORT THE VARIOUS LEARNERS AND LEARNING STYLES OF STUDENTS. The students within PGS programs come from a variety of backgrounds, and a good portion of the class time allows for learners to share and relate their respective experiences and backgrounds to the subject area reviewed. In addition, faculty diversity mirrors student population. Global experiences, provided in some programs, allow students to experience different cultures.

Further, PGS student development programs support learning throughout the student's experience regardless of the location of the student. PGS focuses on using standardized course content for consistency in content and assignments, regardless of which location the student chooses. DISABILITY SUPPORT for all students, regardless of location, is handled through the Cornerstone Learning Center (CLC) located on the main campus. Where appropriate, online writing labs (Smarthinking) are utilized for undergraduate students who need help with writing or grammar issues. The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes and technologies enhance student learning. This campus unit uses a number of instruments to assess the quality of instruction, including end-of-course surveys, alumni surveys and faculty evaluations.

Another aspect in creating effective learning environments is the CAMPUS ADVISING SYSTEM (TUG) which focuses on student learning through communal student advising sessions, individual advising, and full program plans to assist the student in making course selections. Cornerstone’s “advising system” includes the efforts of the Retention Committee, which has given the process of advising a serious examination and has made recommendations for this important aspect of the campus community. Faculty advisors attend periodic training sessions offered by the Registrar’s Office and faculty work with students individually to meet the students’ individual, academic and spiritual needs. Students are assigned to an academic advisor by major/minor or program interest of the learner. In addition, advising “parties” are held once each semester to encourage the community of students to plan their academic futures together with their professors. A new advisor evaluation survey has been instituted to evaluate advising; changes will be made as necessary.

For PGS, advising systems focus on student learning, including the mastery of skills required for academic success. The programs operate under a cohort-based model that places much emphasis on professional learning teams which operate within each cohort. Each cohort and individual within the cohort is assigned to an academic advisor who works with the enrollment counselors to ensure a good transition into college. The advisor is available to the student from the first night of class through to graduation. In addition, there are a number of student support services available to each student related to obtaining of books, dropping and adding of courses, and other logistical concerns of the adult population.
For TUG students and many PGS and GRTS students, being located in the second largest city in Michigan provides many resources that other campuses have a difficult time emulating. These RESOURCES ARE LEVERAGED to enhance student learning. Given the cosmopolitan nature of the region, it allows students to enjoy qualified guest lecturers as well as competent and available adjuncts for most areas of study. “Real-world” learning environments are created in several courses to provide experiences beyond the traditional classroom. In extending the off-campus learning opportunities (in the broad sense of the campus learning environment), local venues include Meijer Botanical Gardens, Pierce Cedar Creek Institute, local high schools, and a wide variety of community organizations.

In the TUG Program, the THEATRE DEPARTMENT utilizes outside resources with trips to Chicago, Stratford in Canada, and New York City to expose students to professional theatre, fulfilling the objective to explore and experience theatre in major venues. Other campus departments encourage students to study off-campus to engage the broader world. Also, there are a number of established CCCU off-campus study opportunities affording the Cornerstone students a viable educational option – all of which demonstrates that the campus leadership is actively seeking to create an environment where teaching and learning meet the needs of the student and of the marketplace. Further, the BIBLE, RELIGION & MINISTRY DIVISION supports global experiences (such as a study trip to Israel) to allow students to experience different cultures. Other global experiences are increasingly allowing Cornerstone students to experience different cultures.

In addition, GRTS provides two specific methods for interacting with the cultures of the world. One way is through the number of international trips the seminary offers. A specific example includes two trips to Israel led by a senior leader of the seminary for both trustees and students. A second way to foster this involvement is the study abroad programs offered to students; of note is the agreement between Cornerstone and the Jerusalem University College. Students are able to study in Israel for a period of time in extensive curricular and experiential learning exercises.

CELT is strategically important in helping Cornerstone create effective learning environments. Through its various training sessions on pedagogical techniques and student learning styles, faculty are able to collaborate and put in place classroom systems that support student learning. Two recent faculty development days focused on specific strategies for classroom engagement and collaborative learning. This prompted additional discussion amongst the faculty with plans for implementing a variety of ideas.

NEW TECHNOLOGIES, including laptop computers for all students in the TUG program and technology updates in classrooms used by all students, enhance effective teaching and learning environments. For TUG, PGS and GRTS, technological methods of interaction are incorporated into content delivery and student exchange.

Cornerstone University’s Office of Assessment is tasked with assuring that ALL EDUCATIONAL UNITS REGULARLY REVIEW THE STRATEGIES AND PROCESSES USED TO ENHANCE STUDENT LEARNING. While there have been frequent changes in assessment leadership over the past five years, assessment has been ongoing, and the Director of Assessment has had a process in place that requires divisional leadership to be responsible for systematic and routine review of their division, programs, majors, minors and courses. In addition, GRTS and PGS have their own Assessment Committees and built-in systems of program review which work closely with the Office of Assessment. These programs use a number of instruments to assess the quality of instruction, including end-of-course surveys, alumni surveys and faculty evaluations – all of which lead to the development of an effective learning environment.

Q: Is the technology sufficient for the learning environment?

A: “It’s nice that we all have our own laptops and access to the Internet. I think it is really convenient for everyone to have a laptop. It makes it a lot easier for the students and their learning environment. For most students, the technology is effective.”

– Jordan Vasicek

“I think it’s interesting; one of my professors was considering taking all of his emails and assignments and off email and sending them via Facebook. He also gave us all his phone number and his email and whatever so he says, ‘If you ever have a problem just text me.’ So students text him all of the time with questions or what not, so I thought that was a very effective style of using the technology available.”

– Jared Hamernick
Finally, in setting the context for an effective learning environment, the university has begun the task of defining and implementing matters related to ACADEMIC RIGOR. It is recognized that Cornerstone has substantial room for improvement in developing a campus-wide culture of high academic expectations. Quoting from an "Academic Rigor Task Force Committee Report," 

"creating a culture of academic rigor cannot be accomplished by a single professor, administrator or academic unit. It requires broad and concerted action across the university to encourage and equip professors to set high standards and to create a climate that encourages students to do the difficult, time-consuming work required to achieve those standards. As a Christian university, Cornerstone should be recognized not only for its spiritual vitality, but also for high academic standards that it sets for students and for rigorous adherence to those standards."

The Task Force began its work in the summer of 2011 and will continue on into the future including all educational units of the campus.

So, in structural and perceptual ways, the university provides a context for students to learn and to be successful.

2 Report on Academic Rigor, TUG 2009-2010
EVALUATIVE SUMMARY

Recognizing the multiple constituent groups being served (traditional, adult, seminary, undergraduate, graduate), the university recognizes the need to continue to develop and to mature existing student support services for each of the identified categories of students. This includes recruiting, advising, financial aid, job placement, career development, alumni relations, learning center and technology.

In all phases of the university operations in servicing its students, a “seamless learning environment” is an important concept. No matter what happens in the student's experience, the university must service the psychological, social and technical needs of its learners as well as the in-classroom needs. The university has developed a general strategy in this regard, which will assist it in meeting the needs of its constituent groups.

In an age of technology, the upgrade of the “tools of the trade” must be done to bring together the best pedagogical strategies, professorial visions, student needs and marketplace demands. This work is both scientific and artistic and blends together the best of the ideal with the best of the real resources available to the campus community.

The Cornerstone University Learning Center, as a centralized location for meeting all of the campus learning needs, services a wide variety of student needs.

It would assist the leadership of the university to increasingly use data in guiding its decisions regarding setting the context in which and out of which the students are able to grow and thrive as productive members of society.

OPPORTUNITIES FOR DEVELOPMENT

Cornerstone University recognizes the need to enhance the context for effective student learning environments in all areas of the campus, and the professionals who make Cornerstone what it is foresee the following opportunities for organizational development in the days ahead:

1. As the campus continues to experience numerical growth, the university’s infrastructure needs constant attention – buildings must be constructed and others upgraded to adequately fulfill the mission and vision. The facilities must be maintained with adequate resources set aside to care for aging yet still useful buildings. New facilities should be incorporated into the strategic planning processes of the university and are likely to include a chapel, fine arts center, science facility, residence hall space and faculty office space.

2. The organization would benefit from a systematic review of its programs in order to stay current with changes in the marketplace in light of a faith-based educational mission.

3. As with all technology, continual upgrading is required. Such upgrades are requisite for effective learning environments. The university must strive to maintain student access to technological tools, in-class technology, equipment and software needed to maintain excellence in the classroom.
THE CAMPUS COMMUNITY has a set of plans and practices that support student learning and effective teaching. Specific master planning efforts guide the university as it coordinates resources and student needs into an overall strategy. This provides a context in which and out of which learners are successful. Budgeting priorities reflect that improvement in teaching and learning are core values of the organization, evidenced by funds being available for program development, faculty development, and organizational development. All of this demonstrates the support of improving student learning and effective teaching.

STRENGTHS

At Cornerstone University, the primary INSTITUTIONAL RESOURCE CENTERS providing support for student learning and effective teaching include the Cornerstone Learning Center, Retention Office, Placement Office/Internship Office, Writing Center, Academic Media Services, Library and Technology Support.

The Learning Center is centrally located on campus and has study rooms, testing rooms, offices and a classroom where the Learning Strategies course (CLC 100) is taught. Students receive information about the Learning Center’s services during student visitation days, orientation, and through faculty recommendation. The Learning Center is open Monday through Friday 8 a.m. to 5 p.m. for student use. To support student learning, tutoring services are available for TUG students.

The Learning Center also services TUG, GRTS and PGS students with disability accommodations. Students who qualify for disability accommodations have access to technology such as Dragon Naturally Speaking and books in alternative formats, along with other classroom accommodations as determined by the ACCOMMODATIONS REVIEW COMMITTEE (ARC).

The RETENTION OFFICE works closely with the Learning Center and has developed an electronic Early Alert System to assist faculty in identifying students who may need extra support to be successful.
The \textbf{Placement Office/Internship Office} is located in the Spiritual Formation Division and provides students with locating employment and placement for internships in the student’s anticipated career field. The Placement Office also provides career advising services, information and access to Career Fairs, and information about graduate schools. Several divisions (Bible, Religion & Ministry, Social Work, Teacher Education, Business) work with the Internship Office to provide students with specific assistance in placement, oversight and evaluation of interns. The university’s location benefits the utilization of field work activities and offers numerous choices for internship placement, and the internship supervisor-to-intern ratio is an appropriate enabler for relationship building and student success. Additionally, GRTS faculty members facilitate access to practicum and internship sites for students in the Master of Arts Counseling degree program, the Master of Divinity program and a variety of others. This allows a natural connection to be built between the student’s in-class academic work and the application of theory to practice.

\textbf{Writing Center} services are available free of charge to all TUG students to support student writing. Under the Humanities Division, the Writing Center hires trained peer tutors (upper-classmen/women) who work one-on-one with students to help improve their writing. The Writing Center’s services are available to students on both an appointment and walk-in basis. The Writing Center is open approximately 35-40 hours a week.

The \textbf{Center for Academic Media Services} makes media assistance available to professors to enhance their classroom materials and delivery methods. Also, without direct charge, students are given access to check-out equipment for their classroom requirements. The Media Department studios and edit labs offer hands-on learning and observation of higher level media production. A Director of Media Technology serves students, faculty and staff.

\textbf{Library Resources} are readily available to TUG, PGS, GRTS and ABTS students (including on-site and online resources), and library personnel actively pursue opportunities to assist students in the learning process. Faculty and students take advantage of the resources offered through the library and Curriculum Materials Center. The library has six MLS librarians to service the divisions of the university, and assigns a liaison to work with each academic division in order to meet the needs of the faculty and the unit’s students. The library offers Interlibrary Loan, MelCat and WorldCat services to its patrons. Research assistance is available from 8 a.m. to 9 p.m. daily, and the library staff answers questions via phone, email, “Ask a Librarian” and Meebo Chat.
Various **LIBRARIANS SIT ON CORNERSTONE COMMITTEES** to stay abreast of curricular development and faculty expectations. The Director, for example, sits on the Division Chairs/UAC committee, and is one of the founding members of CELT. The PGS librarian sits on their curricular committee. Every librarian seeks opportunities to meet with their respective division faculty at least annually and to communicate with those faculty about new or needed library resources. When a new course or a program is developed, there is a specific review of support functions, such as the Library’s ability to provide content support and/or student access to appropriate subject-related databases.

The **LIBRARY’S WEBSITE** is an effective portal to online research and it is maintained on a daily basis to assure current information and working links. All Cornerstone students have access to the library website and library resources. The library offers RefWorks and subscribes to numerous databases to aid students with research. The library is strategically located near the center of the campus, and offers study rooms, library instruction to various courses on campus and computers for student use.

**LABORATORY RESOURCES** at Cornerstone provide hands-on experiences in the techniques and procedures for biological, kinesthetic and chemical experimentation. The Bernice Hanson Athletic Center is organized and equipped to facilitate both classroom instruction and skill development using the gymnasiums, laboratories, weight room and physical activity rooms. In addition, Cornerstone’s transportation resources are used to bring students to unique ecosystems throughout the state of Michigan.

A number of **STUDENT ORGANIZATIONS** exist on campus, and this allows for increased effectiveness in student learning and effective teaching. For example, the Teacher Education Division sponsors the Young Educator’s Society (YES), whereby this group provides for both formal and informal interactions between and amongst students and faculty, laying the context to support both learning and teaching. Cornerstone University’s Film Society, English Society, Seven.Thirty.Seven club, and SIFE are other examples of student organizations that provide opportunities for students to engage with each other through informal learning contexts.

PGS works to ensure access to the resources to support learning and teaching from the time a program is developed through its implementation. When each program within the division is developed, there is a specific review of support functions, such as the library’s ability to provide content support and/or student access to appropriate subject-related databases. For any class utilizing a laboratory, the division relies on the use of the university’s laboratories for support. It is important to note that courses in PGS programs, such as science and computer classes, have been written so that they can be taught outside of a laboratory. There are only two classes that meet in the science laboratory or the computer lab. All off-campus courses are taught in a regular classroom. In addition, many of the division’s global trips serve as a laboratory of sorts to examine different cultures.

ABTS continues to work on offering local academic support services. **COUNTRY COORDINATORS** and professors are able to assist students. Also, students have access in each site to theological libraries in their vicinities (e.g., Singapore Bible College in Singapore; ACTS Seminary in Manila; Faith Seminary in Yangon; Bangkok Bible College in Bangkok; Payap University and ABTS Library in Chiang Mai). ABTS students also have access to the Cornerstone library via the World Wide Web and can find full-text journal articles for their research. However, for a limited number, internet connectivity remains an issue.

**LEARNING RESOURCES ARE CONTINUALLY EVALUATED AND ASSESSED** to support student learning and teaching. Student end-of-course surveys are used in every course to allow the oversight, monitoring and development of the faculty delivering courses to students. This practice allows for the continual enhancement of the student experience. In addition, advisory committees assist campus personnel in program advice and development as well as facility development.

Cornerstone University **SUPPORTS STUDENTS, STAFF AND FACULTY IN THEIR USE OF TECHNOLOGY**. Laptops are provided to all TUG students and faculty that allows access to the campus network system as well as to the external worldwide resources of information and data.

---

**Q** Any general comments that you have to make regarding either student learning opportunities or effective teaching or the connection between them?

**A** “I think that the university does have a lot of programs that support the learning environment and effective teaching.”

– Luke Thorne

“Study abroad is a great opportunity and I feel like as Christians is something we ought to do, to go out and see other cultures and experience them and try to reach people who are outside of these walls here.”

– Lauren McKone
This enhances campus communication and provides an important tool for preparation, research and communication for the 21st-century student. Technology support and training on the various systems are made available on a regular and rotating basis to TUG, PGS and GRTS faculty. This includes multiple training opportunities to understand and use the Odyssey platform, providing a number of self-help resources and providing call-in technology support.

One staff member is tasked to assist faculty and staff with technology-related problems and issues and is available for training and consultation on a group and individual basis. Group training sessions in technology resources are offered many times a year. In conjunction with CELT, technology support has been offered in Student Response Systems use, Grading Student Papers Electronically and Teaching Well with Technology.

The ORGANIZATION’S SYSTEMS AND STRUCTURES enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. Over the past few years, there have been a number of partnerships developed that can be leveraged for student learning. For example, the Humanities Division has connected with the Grand Rapids Arts Museum and the organization “cultureisnotanoption.com” to expand students’ opportunities for learning. The Humanities Division has also partnered with the Oxford Study Abroad Program (OSAP) and the Semester in Spain (SiS) program in Seville, Spain. Other university connections are global allowing students to gain a worldwide perspective.

In setting the context for study while at the seminary and for the eventual move into ministry, GRTS ENGAGES PARTNERSHIPS AND INNOVATIONS that facilitate effective student learning. These partnerships assist the seminary in meeting the needs of students before they set foot on campus as well as cut a pathway for them as they leave the university setting for ministry opportunities.

CORNERSTONE UNIVERSITY’S COMMITMENT TO MAKING IMPROVEMENTS IN TEACHING AND LEARNING is shown by the many facility improvements over the last ten years. These include new, larger classroom spaces in Warren Faber Hall, an additional music practice room in Daverman Hall and dedicated space for costumes to support our theatre department. In addition, the university has remodeled the entrance area to Warren Faber Hall and the Corum student lounge space in the second floor of Corum for student study areas. In 2003, Miller Hall was remodeled to house the Learning Center, Health Services, the Teacher Education Department and the Social Work Department. The second floor of the library was expanded to include a Curriculum Center for the Teacher Education program. More recently, the second floor of Warren Faber was remodeled to service the Communication and Media Studies program. Technology has been updated in many of the classrooms in the past few years, including adding LCD projectors, Teacher Stations and flat screen TV’s. Because learning also takes place outside the physical buildings at Cornerstone, we have also upgraded our grounds, adding outside facilities for sports, recreation and studying.

Cornerstone University endeavors to provide effective staffing and support for its learning resources. The university’s library provides specific individuals assigned to the various divisions to support students within that division via call-in and walk-in assistance. Technology Support is available to TUG, PGS and GRTS students from 8 a.m. to 11 p.m. most days.

The Learning Center assesses the use of its services at the end of each semester using the information from Accu-tracks software, and when the need for additional staff and services is identified, the Learning Center is able to provide the proper resources. For example, after the disabilities services for PGS and GRTS were added to the responsibilities of the center, they hired a part-time staff member. Also, when a student enrolled and required C-Print services, training of staff occurred to meet that specific need. The Communication & Media Studies (CMS) division has been able to add staff positions such as costume designer, scene shop supervisor, marketing and promotions assistant, and costume rental coordinator as needed over the past few years to assist in its theatrical performances and instruction.

Cornerstone is committed to supporting student learning and effective teaching through its learning resources and teaching environments.
EVALUATIVE SUMMARY
Given the available resources and a creative group of employees, the university continues to provide opportunities for student learning and promotes effective teaching.

The support systems of the university serve basic functions, but there are underfunding and understaffing concerns. Personnel are asked to perform multiple tasks, fill multiple positions and are generally stretched thin in meeting student needs and requirements.

The knowledge that the university is underfunded is shared by the campus community. This aspect of the university's struggle must be addressed at all levels of the organization. The president's “richly resourced” message is being delivered on and off campus to friends and donors and is the aspirant call which is needed to guide the university in its efforts to establish, maintain, and build its financial stability.

OPPORTUNITIES FOR DEVELOPMENT
In an age of diminishing resources, it is imperative that the university continue to develop its infrastructure to effectively support its student population. In the creative endeavor of running a faith-based organization of higher education with future aspirations, the following items represent activities that should be acted upon in order to maintain institutional fidelity and viability:

1. On-going evaluation and continuing integration of planning and funding processes must become standard operating procedure. Integrated planning as part of effective strategic planning will allow the university's available resources to support and to match student learning and effective teaching.

2. As part of developing the infrastructure of learning resources, adequate facilities planning and fundraising must both happen to guide the university in this important aspect of campus growth.

3. The further development of multiple modalities of course delivery will continue to pose increasing pressure on the university. Thus, resources must be made specifically available for this task of meeting the needs of students.
SUMMARY OF CRITERION THREE

THE ORGANIZATION PROVIDES EVIDENCE OF STUDENT LEARNING AND TEACHING EFFECTIVENESS THAT DEMONSTRATES IT IS FULFILLING ITS EDUCATIONAL MISSION.

STRENGTHS

In regard to the assessment of student learning, it is evident that much work has occurred on the campus in the past decade. The following statements summarize the findings of this aspect of the self-study.

- The university’s leadership put into place a position with direct responsibilities for the assessment of student learning.
- An “assessment plan” guides each of the educational units of the campus community.
- A name for the “assessment project” provides a theme, consistency and coherence for campus activities related to assessment.
- The campus community understands the full cycle of assessment, including the writing of learning objectives, the selecting of appropriate instruments to measure student learning, the collecting of data, and using the collected data in decision making.
- Campus activities support the work of the assessment of student learning.
- Budget money has been allocated for the work of assessment and faculty development.
- The university has enhanced its development of the faculty with the work of CELT.
- The campus community is aware of and is working to foster effective learning environments.
- PGS and GRTS, servicing the adult and graduate student populations, are leading the campus in instituting assessment into the academic operations.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

As Cornerstone University continues its transformation into a data-guided learning community, high priority should be given to the continued development of the assessment plan, sustained faculty development, and the linkage to academic planning and other decision-making processes. In doing so, the following recommendations provide the next steps in this aspect of organizational development:

1. An across-the-campus development of a full cycle of assessment for all programs of study needs to be encouraged. Specifically, a consistent, over-time implementing of the assessment plan for the TUG unit of the campus community will allow the university to continue to progress in this important area.

2. Structures should be built into the institution’s decision-making process promoting the need to develop a stronger relationship between the institutional strategic plan, the financial and budget plans, the academic strategic plan and the assessment efforts.

3. Specific work with assessing the student learning occurring as part of the twice-revised TUG core curriculum should be a priority.

4. Specific efforts should be made as part of a revised university assessment program to develop specific co-curriculum and related student development evaluation models in order to measure student learning in this area.

5. To solidify the development of assessment-related campus activities, the university should consider participating in the HLC’s Academy for Assessment of Student Learning.
The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.
ORIGINATING IN THE UNIVERSITY’S MISSION STATEMENT and residing deep in the ethos of the organization is the faith-based notion of living one’s life as a good steward of the gifts one has been given, offering them as sacrifices to God and to the community one serves. The mission of the university guides all members of the organization to promote life-long learning as living out a worldview that speaks directly to social responsibility in meeting the needs (spiritual, educational, financial) of the culture in which one is located. This opportunity exists throughout one’s life and has no end date.

In that light, Cornerstone University strategically uses its available resources to foster the acquisition, discovery and application of knowledge in its multiple contexts in each of its operating units in Grand Rapids, the State of Michigan, and around the world.
A VARIETY OF EXAMPLES from across the campus is provided to point to specific university activity where this criterion item is being met. These examples include each academic unit of the campus as well as its support mechanisms.

STRENGTHS
At the highest level, the BOARD OF TRUSTEES, as they approve the university’s strategic plan and its operating budget, support the personal and professional development of the organization’s employees in valuing a life of learning.

In the university’s FORMAL DOCUMENTS there are a number of formal policies that guide faculty, staff and administration in their personal and professional development.

FACULTY, STAFF AND ADMINISTRATION maintain a high interest in staying current within their disciplines and areas of employment. In order to be current, faculty, staff and administration participate in a number of PROFESSIONAL DEVELOPMENT activities such as, but not limited to, reading, publishing, researching, association memberships, attending conferences, presenting at conferences, pursuing continuing education opportunities and involvement in community service.

The following visual lists what has been BUDGETED for the past seven years for the development of the organization’s most important resource – its people. The amounts shown do not include travel costs that are intermingled with other divisional line item expenses and would increase the amounts listed in the Visual C4-1. The development activities include: further education, attendance at professional conferences, reading materials, memberships in professional and learned societies, and other related functions chosen by the staff member.

“The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.”

Do you think the administrators promote a life of learning?

“I definitely would say that the administration promotes a life of learning. Not only are they very approachable and very willing to talk to any student no matter what level of education you are at, they are willing to hear whatever you have to say and you can see education is important.”

– Eve Herndon
The university also offers a “TUITION REMISSION” PROGRAM for its employees and family members. This is a very tangible way the university encourages staff development and the life-long learning of their families. The following visual indicates the resources allocated for this organizational development strategy.

### FUNDING FOR ORGANIZATIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC</td>
<td>43,790</td>
<td>47,615</td>
<td>67,004</td>
<td>61,879</td>
<td>25,219</td>
<td>46,466</td>
<td>50,050</td>
</tr>
<tr>
<td>College</td>
<td>29,290</td>
<td>29,115</td>
<td>49,300</td>
<td>49,179</td>
<td>13,219</td>
<td>35,466</td>
<td>37,050</td>
</tr>
<tr>
<td>PGS</td>
<td>5,500</td>
<td>9,500</td>
<td>8,704</td>
<td>5,700</td>
<td>5,000</td>
<td>4,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Seminary</td>
<td>9,000</td>
<td>9,000</td>
<td>9,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>8,000</td>
</tr>
<tr>
<td>GENERAL</td>
<td>112,268</td>
<td>163,521</td>
<td>199,347</td>
<td>202,330</td>
<td>198,862</td>
<td>166,888</td>
<td>170,845</td>
</tr>
<tr>
<td>College</td>
<td>94,143</td>
<td>131,352</td>
<td>164,342</td>
<td>168,329</td>
<td>167,386</td>
<td>145,038</td>
<td>144,345</td>
</tr>
<tr>
<td>Radio</td>
<td>9,425</td>
<td>8,469</td>
<td>10,878</td>
<td>11,376</td>
<td>10,876</td>
<td>2,350</td>
<td>9,000</td>
</tr>
<tr>
<td>Seminary</td>
<td>8,700</td>
<td>23,700</td>
<td>24,127</td>
<td>22,625</td>
<td>20,600</td>
<td>19,500</td>
<td>17,500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>156,058</td>
<td>211,136</td>
<td>266,351</td>
<td>264,209</td>
<td>224,081</td>
<td>213,354</td>
<td>220,895</td>
</tr>
</tbody>
</table>

The university has granted 16 SABBATICALS AND EDUCATIONAL LEAVES in the past decade, (9 sabbaticals, 7 educational leaves) which is about 1.6/year or $125,000/year of organizational investment. Additionally, the institution financially supports memberships for faculty in professional organizations and attendance at professional conferences with line item amounts in each unit’s annual budget.

Faculty, representing the intellectual life of the community, are encouraged to further their education, to be involved in professional organizations and to publish their research. Faculty scholarship is valued at Cornerstone. This is evidenced by the linking of scholarship to the promotion and tenure process, by the support given through sharing of work, by recognition of publication through various Cornerstone communications, and by the university support offered through such events as the faculty writing retreat. Faculty have been active in SCHOLARSHIP over the past decade and the current Provost is encouraging even more participation in the days ahead. A few examples of faculty valuing a life of learning and its application to society include:

- Books published.
- Articles written.
- Conferences attended and presentations given.
- Creative endeavors initiated.
- Applied scholarship offered to the community.
For a more complete understanding of faculty activity, please consult the file of the faculty, staff and administrators' *vita*. Also, a listing of *faculty scholarship* is provided to indicate the kinds of scholarship occurring on a regular basis.

One specific example of honoring and developing a “life of learning” is a faculty reading group known as the “CIVITAS GROUP.” The primary purpose of this group of faculty and staff is to read a book each semester, meet every other Friday, discuss the book and seek to apply what is learned to the practices of the university. This is an example of learning for learning’s sake and the encouragement of personal, sustained, life-long intellectual inquiry and application.

The creation of the **CENTER FOR EXCELLENCE IN LEARNING AND TEACHING** demonstrates one way in which Cornerstone values a life of learning for its staff. The committee supporting CELT promotes faculty development in all of its activities – as noted more fully in Chapter 3.

Typical activities of CELT include planning and implementing faculty work days, workshops and seminars; creating opportunities to encourage publication and scholarship; providing mentors to individual faculty members; developing activities to build faculty community; and hosting “Lunch & Learn” gatherings. The work of CELT is integral in challenging faculty development for both short- and long-term aspirations.

**CAREER SERVICES** offers advice, information on internships, post-graduate studies and general employment opportunities as the university invites students to “look ahead” and provides them a way to do so through a planned organizational student service unit. The director meets with hundreds of students each year from the TUG and PGS programs regarding careers and graduate school enrollment. This effort models and provides direction for the students in challenging them to be life-long learners.

In enhancing the campus culture and in cultivating a life of the mind, many students conduct individual, original research and seek to present this information at conferences or publish their work. Often this is done in conjunction with a faculty member or an academically centered organization. In short, **SCHOLARSHIP** is being used to promote individual and communal intellectual growth. A few examples include:

Two **HUMANITIES DIVISION** faculty annually take their students to the Notre Dame-sponsored conference – “Center for Ethics and Culture.” This helps to supplement the intellectual discourse on campus and fosters the students’ aspirations to pursue a life of the mind.

**SOCIAL SCIENCE FACULTY** encourage students to present their research projects at professional meetings and conferences locally, nationally and internationally. Examples have included: 1) a student group presented with faculty at the National Association of School Psychologists’ conference in Toronto, Ontario, Canada; 2) a student group’s research project was presented at the National Association of School Psychologists’ conference in Boston, MA; and 3) several students presented their projects at the Michigan Undergraduate Psychology Research conference at Hillsdale College.

The **SCIENCE DIVISION** provides an opportunity for students to act as teaching assistants in their science courses. This allows students with the desire for an occupation in higher education and with the ability to teach, the opportunity to lead student study sessions, grade student work and learn general course management principles. Also, one faculty member involves students in his research work at the AuSable Institute and Pierce Creek.

A faculty member in the **SOCIAL WORK PROGRAM** conducts a special project for students working with citizens at local nursing homes. Students have presented their work as a poster presentation for the North American Christians in Social Work’s annual conference.

---

1. TUG Faculty CV Material
2. Faculty Professional Activity
PHILOSOPHY STUDENTS write a senior thesis as part of their graduation requirements (see a sample list below). This demonstrates the long-term goal of patterns of research, writing and academic behavior in the students with this graduation requirement.

- Christina Jung Embodied Heterogeneity: Sexual Difference, Identity and Alterity in Irigaray
- Daniel Jesse, Dehumanization through Embodied Reason: A Treatise on Technique and Against Morality
- Christopher Allers, A (Re)vision of Patriotism: Place, Love, and Interconnectivity
- Jeffrey Hocking, Colin Gunton: Human Freedom through a Trinity that is both One and Many
- Cary Hawkins, On Terrorism: The Perversion of Violence
- Jonathan Hazeltine, Finding God: A Conversation with Mystery
- Josh Lewandowski, The Gift of Giving: A Look into the Nature of Friendship
- Jack Baker, Creation and Tolkien: God’s Sub-creative Call towards Humanity

In seeking to live out the mission of the university and to inculcate the notions and traits of life-long learning in service to society, students have the opportunity to be involved in a wide variety of INTERCULTURAL EXPERIENCE TRIPS. Some of the trips are for academic credit, some are for ministry ventures and some are for pure learning experiences without academic credit. Among the trips available to students are study abroad programs, some of which are sponsored by CCCU, while some are Cornerstone-sponsored.

In any given year, the TUG program has 30 groups working with a wide variety of COMMUNITY ORGANIZATIONS. For example, it is common to have 450 students and staff spending about 3 hours per week serving others in need in the Grand Rapids area. Multiply those assumptions by a 14 week semester and it shows that approximately 18,900 hours per semester are provided to local service organizations by the campus community. Specifically, two great partners of the university are Sabaoth and Urban Family Ministries, as the campus has had long-term partnerships with these organizations. Other common partnering organizations include Alpha Women’s Center, Pregnancy Resource Center, Degage Ministries, Calvary Church and the Maple Creek Lodge.

The PROFESSIONAL AND GRADUATE STUDIES PROGRAM requires continued development of its staff by hosting a variety of workshops and training sessions. This work brings together disparate adjunct faculty and allows for a common base of understanding to develop as this organizational unit of the campus community values the services it provides to its students.

PGS offers a variety of creative opportunities to prompt their students to life-long learning and involvement with the broader cultures of the world. Such items include:

- PGS Business students and faculty participate in Chicago Global Business Experience (GBE).
- MBA World Cup competition.
- PGS MBA students participate in the GBE – China, South Africa and Europe (to date, over 400 students have participated).
- PGS graduate education and business students participate in Graduate Education Week.
- PGS MA Ed. Students create projects that are solutions to needs within the K-12 school system.
- PGS ASHS students each spend 250 hours in social service agencies throughout their program.

In fact, the impetus for an adult degree completion program is to meet the needs of adult learners and provide multiple avenues for them to find successful pathways for personal and career development.

The TUG ACADEMIC HONORS CONVOCATION recognizes outstanding undergraduate scholars and celebrates scholarly and creative activities. Student academic achievement is celebrated with the full student body as part of a chapel service with more formal recognition of honor graduates occurring as part of the commencement exercise.

The UNIVERSITY ALUMNI OFFICE has collected data over time and publishes information celebrating the accomplishments (learning and achievements) of graduates. To help celebrate a life of learning, the Alumni Journal recognizes alumni learning and achievement. The Office of Alumni Relations in partnership with the Office of Marketing and Communications publishes the journal.

---

3 Alumni Journal
Alumni news is featured in each journal and alums are invited to share the stories of their lives on a regular basis. The publication highlights alumni from each unit of the university.

GRTS provides a plan and process for the assessment of student learning and provides data that informs quality improvement decision making, designed in part to value a life of learning and layer this notion into the daily behaviors of faculty and students. Also, GRTS funds faculty development activities including sabbatical leaves, funds to travel, and the acquisition of research resources.

ABTS, as a graduate level unit of the university and serving a different campus constituency, seeks to value a life of learning by its policies and practices. Specific examples include supporting faculty furloughs, publications such as the ABTS Occasional Journal4 and memberships in professional societies.

At each teaching location, ABTS faculty promote student interest in life-long learning. This promotion takes the form of faculty advice to student inquiries, modeling the behavior associated with a culture of life-long learning and encouraging students to do well in their degree programs so that they may be able to pursue terminal degrees. Professors also emphasize in each course the nature of learning as a spiritual discipline to be practiced over a lifetime of ministry and service to Christ’s church. Comments on the summative analysis completed by graduating students indicate that the ministry zeal and life-long pursuit of knowledge demonstrated by the ABTS faculty have profoundly influenced these students. Sixty-one percent of graduates chose the example and encouragement from professors as a favorite aspect of the ABTS program.

There are other groups of students serving and projects that happen in the local community for which formal records are not kept, including local church service and ministry – all of which foster lifetime learning and lifetime service to one’s community.

In all of the aforementioned activities, the university is seeking to foster growth and development in the faculty and staff which will allow them to model this behavior to the students. An infrastructure exists to formally guide the campus community. More importantly, a campus attitude of embracing personal and professional growth, embracing new ways of learning and being willing to change are all important prompts by which the university is living out its mission in theoretical and practical ways while valuing a life of learning.

---

4. Occasional Journal, ABTS 2010-2011
EVALUATIVE SUMMARY

From the Board of Trustees down into each level of the university, students, faculty and staff are provided with the support and the freedom of inquiry to foster life-long learning. The campus community enjoys an allocation of institutional resources for the specific purpose of well-defined personal and professional growth and development.

Life-long learning is modeled by campus personnel with their direct involvement in a variety of areas of service and ministry. Faculty scholarship as well as other personal and professional development activities has increased across the campus. Students use both theory and praxis to better understand their abilities and responsibilities to the broader culture as educated persons.

Although normal for private colleges, one area of concern is that faculty teaching loads and committee involvement reduce time for professional development and additional learning. Within the past five years, faculty numbers have decreased and institutional service responsibilities have increased. This has resulted in less and less time for life-long learning opportunities. A comprehensive review of workloads/responsibilities needs to be undertaken to collect data on this issue.

OPPORTUNITIES FOR DEVELOPMENT

As the university considers its future and the movement to the Pathways accreditation process, it should consider a few of the following items for project ideas to foster organizational growth.

1. The university should continue with the work of a compensation study for non-teaching staff positions, establish a review cycle for the wage scale and continue to move toward a more competitive salary for staff and faculty. A comprehensive review of workloads/responsibilities needs to be undertaken on a regular cycle to collect data on this issue as it relates to life-long learning and employee development.

2. The Board of Trustees should continue its conversation of how it should organize its activities and move forward in development of its boardmanship. The Board holds retreats and does some developmental work in that setting, but sustained, committed board development work would enhance the ethos and expectations of the campus culture in fully promoting a life of learning.

3. Additional attention needs to be given to meet the career service needs of all aspects of the student experience, from jobs during the school years to locating employment upon graduation. A coordinated effort should be sought for the TUG, GRTS, PGS and ABTS students.

4. The formal development of both internal and external channels of communication to all constituency groups regarding the work of the university in valuing a life of learning, as well as the services provided by the university for members of constituent groups, would assist the university in its overall growth toward quality and a stronger academic reputation.
CORNERSTONE UNIVERSITY SEeks a holistic education for its students. It involves courses and experiences providing broad exposure to a variety of subject areas while providing the essential skills to be successful in communicating on a variety of levels in multiple situations. The following examples from across the campus illustrate how the university carries forth its mission in meeting the requirements of this accreditation item.

STRENGTHS
Each educational unit of Cornerstone University (TUG, GRTS, PGS, ABTS) has developed its own specific set of learning objectives based on the needs of their particular students. Each set of learning objectives demonstrates the scope of the curricular experience offered by the university programs.

The TUG LEARNING OBJECTIVES (see Visual C1-4) function as the common point for all activities (curricular and co-curricular), which take place on campus, demonstrating that a breadth of knowledge and inquiry is built into the students’ educational experiences. This set of learning objectives functions as the guiding document for this aspect of the learning community. The broad-based themes include:

• Wise and spiritually mature followers of Christ
• Critical and innovative thinkers
• Creative beings who express beauty and develop culture
• Skilled professionals who advance the Kingdom of God through their work
• Cross-cultural communicators and collaborators
• Faithful stewards of emotional, relational and physical health

From this set of broad-based learning objectives comes the CORE CURRICULUM LEARNING OBJECTIVES, the program learning objectives and the specific course learning objectives. So the campus community can understand how the various learning objectives fit into the overall educational goals of the university, this scaffolding structure is used to align them.
The current TUG core curriculum provides a diverse offering of courses, spread over the entire four years of a student's educational experience, and yet contains several threads that integrate ideas into a coherent understanding of the world. The general education core requirements demonstrate the breadth of knowledge and skills required of all Cornerstone students, regardless of academic major. (Visual C4-3)

THE CORNERSTONE CORE CURRICULUM

To illustrate how this is all connected, the curricular matrix for the TUG program is illustrative of an integrated and broad curriculum which is interconnected.

Despite the changes in the core curriculum over the past decade, an academic prioritization process, and a streamlining/repositioning effort, the core curriculum remains broad in its scope and educational intent.

This inter-connected and expansive core curriculum is overseen by a CORE CURRICULUM COMMITTEE, the UNDERGRADUATE ACADEMIC COUNCIL and the FACULTY SENATE, along with the Provost and Associate Provost. The campus is made aware of proposals and decisions through faculty meetings, committee meetings, brochures and core curriculum workshops. Additionally, this material is publicly available in the university’s catalog and on the website.

The university’s core curriculum provides various options to equip students with SKILLS essential to success in their chosen educational fields and in life. Specifically, the university requires demonstrated skills in writing, mathematics, technology and cultural engagement.

---

1 Educational Goals Matrix
The “FIRST YEAR EXPERIENCE” COURSE (TERRA FIRMA) intentionally integrates service, self-perception, social awareness and interaction with academic endeavors to broaden students’ understanding of themselves and their involvement in the world.

Finally, numerous CO-CURRICULAR ACTIVITIES offer students abundant opportunities to broaden their knowledge and take the initiative to exercise their intellectual skills, including:

- Study abroad programs
- Fine arts performances (music and theatre)
- Off-campus domestic study programs
- Interaction with many speakers and ideas as part of the chapel program
- Opportunities for involvement with student organizations
- A plethora of campus activities offered to the public (i.e., Women’s Leadership Conference)
- Athletic opportunities (both participation and viewing)
- Off-campus community service volunteer programs
- Formal and informal engagement with the community
- Internship opportunities and engagement with the community and businesses

GRTS also has a set of over-arching learning objectives to guide its graduate seminary learners. These objectives give a sense of purpose to each program and course and guide the assessment of student learning at the graduate level. (Visual C4-4)

Also, GRTS has developed both its personnel and programs over the past 10 years, allowing this unit of the university to demonstrate a breadth of knowledge and show the exercise of intellectual inquiry as germane to its strategic and logistic behavior. In all areas of its activity, GRTS is able to demonstrate adherence to the accreditation requirements of the HLC and of the ATS.

Q: How do you feel about the breadth of the curriculum — including academics, spiritual formation, residence hall programming and your personal skills?

A: “Life is about so much more than what you are studying. So choosing a liberal arts school like Cornerstone that was one of the things I kept in mind when I did chose this school, because I think it is so important to learn more than just what your major and minor are going to be and again this is relating more to the core classes that they require us to take. But, I think it is interesting to see how everything fits together and that by learning about subjects that are outside of your particular area of study, it does encourage a life time of learning, because life is about more than just what you are going into career wise.”

— Jade Acosta

“It is nice seeing that most of the core is related to culture like philosophy and culture, communication and culture, writing and culture. It is more than just learning how to write. You are also looking at the cultural perspective and that is really good to expand your knowledge and also even in my major classes like adolescent psychology we changed to a new book that gave a world perspective on adolescents and you’re not just getting a Christian perspective but a world perspective, too. I think Cornerstone really made it broader for us.”

— Savion Sanford
One goal for **PGS** is that students develop professional skills. All programs are assessed in how they meet this goal (consult the **Annual PGS Assessment Report**). See Visual C4-5 for the educational goals of each PGS program.

Additionally, each graduate program includes a course in research, helping graduate students become better stewards of the literature and gain the ability to critique and understand it. Furthermore, the students in the MA Ed. programs take courses relating to “Issues in Education,” giving students the opportunity to see and understand issues of the K-12 school system and become aware of educational associations that will help them stay abreast of the current issues in education.

---

**Visual C4-4: GRTS Educational Goals**

---

**Cornerstone University Educational Goals**

<table>
<thead>
<tr>
<th>Mission</th>
<th>Through These Qualities</th>
<th>Produced Through These Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Engage theological education from a high view of biblical authority.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Engage theological education with appreciation for the flow of the biblical story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Engage theological education with a commitment to exegete the whole Bible in its original languages.</td>
</tr>
<tr>
<td></td>
<td>b. Fostered by knowledge of the Word of God.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Expressed in character development, ethical transformation, and greater love for God and people.</td>
<td></td>
</tr>
<tr>
<td>2. Spiritual Transformation</td>
<td>a. Requires a strong commitment to scholarship.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Requires engagement with diverse viewpoints.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Requires appreciation for the tension of ideas associated with the developmental process.</td>
<td></td>
</tr>
<tr>
<td>3. Critical Thinking</td>
<td>a. Exist to serve Christ and His worldwide church.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Partner in the development of ministry leaders through a variety of formal and non-formal means.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Affirm the value of specialization in the theological disciplines.</td>
<td></td>
</tr>
<tr>
<td>5. Disciplinary Integration</td>
<td>a. Foster a disciplined approach to learn throughout one’s lifetime.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Foster a disciplined approach to learn as a shared journey with others.</td>
<td></td>
</tr>
<tr>
<td>6. Lifelong Collaborative Learning</td>
<td>a. Affirm cross-cultural interdependence with the diverse cultures and perspectives of the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Recognize the importance of cultural exegesis and sensitivity for effective ministry.</td>
<td></td>
</tr>
<tr>
<td>7. Cross-cultural understanding</td>
<td>a. Appreciate an academic community that includes men and women of diverse traditions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Appreciate an academic community that includes men and women of diverse socio-economic traditions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Appreciate an academic community that includes men and women of Christian theological traditions.</td>
<td></td>
</tr>
</tbody>
</table>

---

2. Annual Assessment Report, PGS 2009-2010
As an extension of the university in Southeast Asia, and in serving a different constituency than the mainland campus, the work of ABTS demonstrates the ability of this campus unit to meet the needs of this criterion. Because ABTS students are uniformly active in ministry, taking time out for periodic seminars rather than being immersed in a campus setting, the focus throughout the curriculum is on inquiry that leads to individual applications in ministry settings.

As reported by the staff, the ABWE partners believe that ABTS graduates in their countries have achieved a breadth of knowledge and skills that have directly contributed to their development as leaders in various countries. This is the basis of ABWE’s continued partnership with ABTS for the benefit of their own works as well as works in countries where they have not had a presence. Comments from colleagues or supervisors completing the Graduate Ministry Evaluations have been strongly positive in terms of the skills and knowledge base demonstrated by ABTS graduates.

As an extension of the university in Southeast Asia, and in serving a different constituency than the mainland campus, the work of ABTS demonstrates the ability of this campus unit to meet the needs of this criterion. Because ABTS students are uniformly active in ministry, taking time out for periodic seminars rather than being immersed in a campus setting, the focus throughout the curriculum is on inquiry that leads to individual applications in ministry settings.

As reported by the staff, the ABWE partners believe that ABTS graduates in their countries have achieved a breadth of knowledge and skills that have directly contributed to their development as leaders in various countries. This is the basis of ABWE’s continued partnership with ABTS for the benefit of their own works as well as works in countries where they have not had a presence. Comments from colleagues or supervisors completing the Graduate Ministry Evaluations have been strongly positive in terms of the skills and knowledge base demonstrated by ABTS graduates.
EVALUATIVE SUMMARY
All units of the university community are guided by a set of learning objectives that direct the teaching of the faculty and the learning of the students. The work of assessment in each unit is beginning to verify the effectiveness of the education received.

A new core curriculum (TUG) was put into place and began during the fall of 2009. With the arrival of a new provost, some modifications were made and will begin with the fall of 2011. All of these changes were made to strengthen the curriculum in order to better the university’s students for the future. An intellectually broad-based core curriculum provides students with a breadth of knowledge as they pursue a depth of knowledge in a major field of study.

In addition, the university supports the acquisition of knowledge and the exercise of intellectual inquiry by teaching research skills to students at both the undergraduate and graduate levels, by offering a variety of co-curricular activities to enhance the academic learning opportunities, and by providing an environment supportive of research to its faculty.

There is a growing body of assessment data to guide curriculum committees and administrators in making informed decisions. However, there is still a lack of longitudinal data specifically linked to the new core curriculum. Although maturing nicely, the university’s assessment plan needs consistency over time to routinely and with accountability understand how students are learning and if the multiple objectives are being accomplished.

Cornerstone needs to allow the work of assessment to guide the university in its curricular decisions and overall development.

OPPORTUNITIES FOR DEVELOPMENT
As the university plans for ways to better fulfill its mission in providing a broad exposure to knowledge and the relevant skill sets needed to apply such, the following items are opportunities for organizational development:

1. Maintaining a shared set of campus-wide learning objectives between the curricular and co-curricular divisions of the TUG population is important for an across-the-campus implementation of the university’s learning goals. Specific and longitudinal data is needed to track the student learning and the overall effectiveness of the developing Cornerstone core curriculum.

2. Although the university is using graduating senior surveys and focus groups to gather information, additional methods could be used to gather information directly and indirectly about the students’ learning as well as about the perception of the campus community and how well students are being prepared for the future through their Cornerstone educational experience, specifically related to diversity, globalization and technology.

3. The institution should develop a regular pattern for course and program review and integrate such into the systems of the university as expected patterns of behavior.

4. Specific work with the university’s alumni needs to be initiated and maintained to determine the impact of a Cornerstone education in the lives of the primary constituents 5-20 years after graduation.
CORE COMPONENT 4-C

THE ORGANIZATION ASSESS THE USEFULNESS OF ITS CURRICULA TO STUDENTS WHO WILL LIVE AND WORK IN A GLOBAL, DIVERSE AND TECHNOLOGICAL SOCIETY.

IN SUPPLEMENTING THE MATERIAL on assessment from Criterion 3, this section of the report offers specific examples of how the organization cares for the needs of its students in regard to the issues of diversity, globalization and technology.

STRENGTHS

The university takes seriously its role in preparing students to live, work and minister in a global, technological and diverse society. A central tenet of a Cornerstone education prepares students to consider those three factors in the context of a sense of “SOCIAL RESPONSIBILITY.” Core component 4-A identified a number of ways in which Cornerstone students have the opportunity to create and make use of scholarship as well as ways of being socially responsible in those activities.

In order to assess the usefulness of its programming and offerings in preparing students for a global, diverse and technological society, Cornerstone uses divisional/program assessment and various committees for oversight and evaluation.

The core curriculum is overseen by the Core Curriculum Committee, a group that meets periodically to evaluate and make specific recommendations for improving the core offerings. Faculty who are not on this committee, have the opportunity to give input regarding the core through formal and informal surveys and discussions at divisional and faculty meetings.

As program and course evaluations are accomplished in each educational unit, attention is given to how students are being prepared for work in the 21st century. For example, on the program level, the SOCIAL WORK DEPARTMENT does an exceedingly good job of capturing the intent of this accreditation criterion based on student achievement by evaluating the following core competencies as part of their CSWE accreditation:

1. The ability to “understand and engage with diverse populations (Social Work Program Goal 1-D).
2. Advancing human rights and social justice” (SWK Program Goal 1-E), which includes global

Q Do we do spiritual formation well? Do we do too much spiritual formation at the neglect of something else?

A “Being Christians and trying constantly to live our lives like Jesus, I don’t think you could ever have too much of spiritual formation integrated in any area of your life. I do think that they do an outstanding job at what they do now as far as all of the programs, leadership program, mission’s trips that go out.”

– Ashley VanderGeld

“I think Cornerstone has done a pretty good job at finding the right professors to fit our community. God should be in every part of our lives and that involves school and that is one of the things that the professors are trying to do.”

– Alex Caceres
3. Responding to contexts that shape practice (SWK Program Goal 1), which includes students’ ability to understand and respond to changes in technology.

4. Integrating a Christian Worldview confidently with social work practice in a global context” (SWK Program Goal 2).

In evaluating the Social Work student’s sense of diversity, the Student Evaluation of Course Objectives indicated that all course objectives pertaining to this particular program objective received above the acceptable mean score of 3.5. Also, the ACAT standard mean score reflecting students’ understanding of and ability to work with diverse populations for Cornerstone seniors was 576, placing them in the 78th percentile among other social work students in the nation—an improvement from last year’s standard score. Finally, student self assessment on the BEAP (Baccalaureate Education Assessment Project) inventory also indicated an acceptable level of confidence in the area of diversity. With regards to “theories in diversity” the student mean score was 7.5. The student mean score for “ability to communicate based on diversity” was also 7.5. Based on these assessments, the faculty plan to continue to broaden exposure to diverse populations in their respective classes and document these efforts.

A number of university practices and activities seek to advance the idea of diversity into the campus community. To assist in this endeavor, the EQUITY COMMITTEE was created to help facilitate and evaluate diversity issues on campus. Some of these activities include inviting people with diverse backgrounds to speak on campus and serving culturally disadvantaged groups through Terra Firma service projects. Evaluation of these initiatives has been started through focus groups on campus and some survey work.

In addition, Cornerstone hosts a GLOBAL OPPORTUNITIES WEEK that reflects living and serving in a diverse world along with highlighting the Study Abroad programs and short-term mission experiences such as GO Serve. Students’ experiences from these opportunities are evaluated through the International Programs Committee.

One area that is vital for organizational development is TECHNOLOGY and how it is integrated into campus activities, how employees and faculty are trained in its use, and how this skill set fosters a life of exploration and learning. Preparing students to live and serve in a technological society is an important goal of a Cornerstone education. This aspect of the campus community has been evaluated in the following ways.

The EDUCATIONAL TECHNOLOGY ADVISORY COMMITTEE (ETAC) promotes academic excellence through the effective integration of technology into student-focused learning environments. The committee accomplishes this through collaboration between representative faculty from each educational unit (TUG, GRTS, PGS, ABTS), technology staff, the DELL consulting services and administration with the committee’s work resulting in recommendations concerning strategic technology policies, plans and priorities.

PGS assesses the technological component of its learning objectives as part of a five-year cycle of review. This component was last evaluated for the 2007-08 Annual Assessment Report, and its conclusions indicated that:

- A plan needs to be in place to adequately assess the use of technology
- A rubric for assessing technology knowledge will need to be created

Although a full cycle of assessment is not evident, this information is provided to illustrate the current process of evaluating the use of technology.

Furthermore, cross-cultural learning objectives guide the curriculum of the institution. The PGS Business Division has partnered with the Cultural Intelligence Center, and the Dean of the division is certified as a CQ facilitator. As a consequence, PGS is providing Cultural Intelligence training opportunities for faculty, staff, students and the business and education communities of West Michigan.

More specifically, in the GRADUATE BUSINESS PROGRAMS, students are required to complete a pre- and post-trip evidence-based assessment to evaluate their level of Cultural Intelligence (CQ). The assessment tool

“I’m a missionary kid from the Middle East and so I’ve always grown up in Arab culture, so I know coming here was really difficult for me because of all the culture shock I went through.”

– Mary Ann Frazier

1 www.culturalq.com
Criterion Four

Cornerstone University • Build a Life That Matters

has been endorsed by the Association to Advance Collegiate Business Schools (AACSB) as a valid measure of a business student’s level of competency related to CQ. This evaluation is a requirement for the MGT-531 Organizational Behavior and Change course for the MBA and MM programs.

The MBA prepares students to operate in a global society by weaving in the theme of globalization into its program. All students are required to have an international global experience by the end of their program. Additionally, the MBA program has students identify an area of need within the workplace, read literature on the issue, and then conduct research based on the need.

Finally, within all PGS courses, one of the educational goals is to have students gain the ability to communicate and collaborate cross culturally. Currently, the program deans are taking the steps necessary to ensure that this educational goal is met.

RIGOR AND CONSISTENCY of PGS programs is maintained through trained faculty and pre-developed curriculum. Consequently, no matter where the course is delivered or through what modality, the rigor of the course and programs are maintained. PGS continues to ensure that its curricula are useful to students who live and work in a global, diverse and technological society.

GRTS has initiated a program along with a grant from the Kern Family Foundation to increase its presence in and service to under-served minority populations in urban areas. The URBAN COHORT PROGRAM was developed in response to a need to provide ministry training to those who otherwise would not have access to quality theological education. The relationship with the Kern Family Foundation and the funded work sends an important message to the entire Cornerstone community that caring for the issues of diversity is an important endeavor.

In reporting to the KERN FAMILY FOUNDATION, GRTS submits a report on an expected cycle, evaluating and assessing the progress of this program.

ABTS students live and work in the most globally aware and culturally diverse area of the world, and this prompts the course content to enable students to become better equipped to implement their theological and ministry praxis expertise into a specific global and diverse context. The technological base for ABTS students varies widely among the societies in its various seminar sites. In highly developed sites like Singapore, students are more technologically savvy and up-to-date than in many American cities. Keeping abreast of these technologies in ABTS seminar delivery, publicity and web-related activities is a continuing challenge. Equally important is the challenge to provide quality education in third world sites like Myanmar, modeling teaching methods and providing support systems for students who don’t have access to much in the way of modern technology.

ABTS has conducted a number of surveys of alumni and students; comments relative to the effectiveness of the curricula of ABTS programs may be found in those survey results, as well as comments from graduates and students on the ABTS website.

In addition, regular reviews of academic programs have taken place and have been used to inform strategic planning regarding new courses and programs. Program Reviews of academic programs are done – such as in the Joint Commission on International Theological Education (JCITE) – to make sure that programs and courses are relevant for Asian students in ministry and those preparing for ministry.

---

2 Kern Family Foundation Report
3 ABTS Alumni Survey Response
4 JCITE Report & Recommendations, ABTS 2005
**EVALUATIVE SUMMARY**

The university community is increasingly living out in daily practice the identity, mission and vision statements of the new administration and adequately measuring its effectiveness. The campus is seeking ways to engage an increasingly diverse set of stakeholders and constituents. With intentionality, the education provided by the university is preparing students to live in an increasingly diverse technological society.

Given the newness of the senior administration and the changes in strategic and logistic focus brought to the campus, it will be imperative to initiate curriculum and program reviews as part of the accountability mechanisms for the university – this is true for both the assessment of student learning as well as in general program evaluation. Such practices will assist the organization in its own development and its aspirations toward quality. If the leadership does not do this as the “new season” unfolds, changing the university’s culture will be more difficult as time passes.

With the status of being a laptop university, very little information is available regarding the impact of the technology on the campus community. Some limited data is available, but investigating this aspect of university operations would provide strategic and logistic data to make more informed decisions.

As GRTS continues the work of the Kern Family Foundation Grant, this will assist the university in meeting the needs of a global, diverse and technological society in graduate theological education.

**OPPORTUNITIES FOR DEVELOPMENT**

As the members of the university community take the next steps in organizational development in this area, a few items for consideration are noted below.

1. A stronger diversity initiative should be considered and implemented as part of a strategic plan with appropriate resources dedicated to the task.

2. The organizational structure must “hard-wire” into it the work of assessment, institutional research and continual accreditation. At times, these tasks have been parsed out to personnel who have multiple other tasks, and this work becomes one of a number of things to accomplish. To fully enjoy the organizational benefits of assessment and evaluation, personnel with these specific tasks should be employed without distractions of other responsibilities (as budget and personnel expertise allows).

3. Cornerstone needs to continue the development of an ethos of assessment where decisions are based on research and the data it produces.

4. PGS should continue its work in ensuring all educational goals, but especially those related to cross-cultural collaboration and communication must be met. A complete cycle of assessment and review needs to be conducted on this curricular learning objective.

5. Attendance at the HLC’s Assessment Academy would formalize and solidify the work that has already been accomplished on campus. Such involvement would bring an across-the-campus team to own and to champion the assessment project and to lead the institution forward.

6. Current student evaluation needs to be maintained, but also the alumni of the university need to be queried to determine if the university prepared them for a global, diverse and technological world of work and ministry.
RESPONSIBLE ACQUISITION, discovery and application of knowledge flows naturally from a faith-based worldview. Cornerstone University offers the following examples to demonstrate how the work of its employees fulfills this intent.

STRENGTHS
The primary response for this item considers the UNIVERSITY’S CONTEXT for accomplishing the goals of acquiring, discovering and applying knowledge reasonably.

Faculty and staff are invited to “live and work in a way that honors Christ and His Word in regard to honesty and integrity in all endeavors.” This is formally stated and is a part of the expected organizational behavior as part of the “Standards of Appropriate Conduct Statement” under the “Standards of Appropriate Conduct in Employees’ Personal Lives” section of the Handbook. Such policies are “hard-wired” into the operational structure of the university and are a vital part of the ethos of the campus culture.

In addition, all employees are required to maintain high ethical standards in personal and professional matters (see Employee Handbook, Section XI and the Faculty Handbook, Sections 1.4 and 3.1), specifically in the areas of academic honesty, copyright and related matters. These expectations are disseminated with the distribution of the handbooks upon hire and are emphasized on an annual basis through a review of the handbooks and professional development training opportunities.

Faculty research is monitored by the Institutional Review Board (IRB) and the Provost’s Office, and this formally maintains a sense of responsibility and integrity in the acquisition, discovery and application of knowledge when conducting research. Cornerstone University will only approve research studies of the highest ethical integrity. A person completing a research study at Cornerstone must capably demonstrate to the IRB that the research project both acknowledges and fulfills this essential requirement. The IRB strives to ensure adequate protection of the research subjects and also the researchers themselves. Cornerstone University does not condone any and all types of research. Those studies which are approved fall under two categories: expedited studies and guarded studies. Expedited studies require approval of either the chair or a designated member of the IRB. Guarded studies require full IRB approval (for instance, because they involve vulnerable subjects, including children or animals).

1. Employee Handbook
2. Faculty Handbook
3. Institutional Review Board, CU
The university makes **FUNDING** available to develop its faculty, staff and administrators to care for the basic tasks of this criterion item. As a general example, academic divisions have sufficient resources that aid in their efforts to achieve program goals and objectives. These resources include a supportive division chair and provost, a part-time administrative assistant, access to state of the art technology for office and classroom use, as well as access to individuals for technological support and a budget that allows for continued professional and academic growth.

As faculty model responsible behavior, similar standards are required for students in many of the same areas. Examples of such include the following:

- Faculty are required to integrate a **CHRISTIAN WORLDVIEW** within the content of their academic discipline, which sets the context for developing academically and socially responsible behavior.
- **CHRISTIAN WORLDVIEW** is addressed in all courses, and specific issues of ethics and academic integrity are threaded through and addressed in a majority of courses.
- A policy of **ACADEMIC HONESTY** is enforced per university publications. The library staff trains and provides resources for intellectual honesty (e.g. providing physical and electronic style guides).
- **A COPYRIGHT POLICY** is in place and is implemented across campus and distributed through university publications, the Miller Library staff and IRB.
- **WRITING CENTER TUTORS** are trained and provide training to students, modeling intellectual honesty and the use of style guides in writing.
- Every **COURSE SYLLABUS** includes disciplinary warnings against copyright violation, plagiarism and academic integrity.
- Special presentations focused on **ETHICS** are provided for the students (e.g., March 2010 Business Breakfast examining ethics in business).
- The **LEARNING CENTER** provides one-on-one tutoring, proctored tests, resources for support and special support for students with disabilities.

PGS follows similar policies and procedures as TUG operating units. All faculty and employees are required to follow high ethical standards in personal and **professional manners**. Research conducted by the faculty and within graduate programs also report to the IRB. Because all curricula are pre-developed, each course ensures a planned integration of Christian worldview. Within each course syllabus, academic policies are listed and linked to a site in Odyssey. Librarians visit classes numerous times, instructing students and faculty on appropriate uses of library resources.

**ABTS** has policies in place to protect intellectual property rights and instruction regarding **plagiarism** and intellectual honesty. In addition to policies regarding student plagiarism, creating, disseminating and enforcing clear policies on practices involving intellectual property rights primarily pertains to the use of extension courses.

Thus, in all of its formally structured policies and handbooks, the employees understand the **MORAL AND LEGAL IMPERATIVES** to handle knowledge with respect and responsibility in the context of a faith-based academic community. The structure and the social context provide the expected sets of behaviors for the professionals comprising the community, which in turn allows them to set the standards for student actions. Funding is made available for development, including attendance at seminars, content-area conventions, and the purchase of materials for reading and application.

Part of handling knowledge responsibly is **ACQUIRING ACCESS** to it; the Cornerstone library is a central location for such activity. Though its actual physical facilities are limited, the campus community has access to millions of library resources through subscription data services and inter-library loans in Michigan and the U.S. The following visual begins to describe the activity of how the campus’ “warehouse of information” is servicing the university’s needs.

---

4 PGS P&P Handbook
5 Policy Regarding Plagiarism
An important factor in the campus community for acquiring knowledge is a **TRAINED FACULTY**. Trained faculty members set the standard for and model such activity for the entire university. A vital resource for Cornerstone in acquiring access to information is a trained and active group of teachers and scholars. The university is blessed with trained and dedicated faculty.

As discussed in another section of this report, the university provides many forums in which external **SPEAKERS** come to campus to engage with the students. This formal activity established by the university with guidelines and a budget illustrates the importance that Cornerstone places on its students acquiring and having access to a wide base of knowledge in order to use it responsibly in their lives. Forums, speakers and topics include:

- Honors discussion forum
- Green initiatives
- Chapel speakers
- Our Father's Business

An education is far more extensive than the lessons learned in a classroom setting. The **CO-CURRICULUM** is involved in assisting the curricular aspects of the institution in broadening the student’s thinking and experiences. Students acquire knowledge and how to handle it responsibly through many informal methods, including:

- Residence hall living
- Commuter networking opportunities
- Attendance at on-campus social activities
- Shopping together
- Solving problems together
Social responsibility, in the discovery of knowledge, strives for **CULTURAL DIVERSITY**. Cornerstone’s mission and vision statements reflect a desire for cultural diversity. That mission is reflected in a variety of university initiatives modeled by professors in both the discovery and the application of knowledge:

- TESOL program (undergraduate and graduate programs).
- GRTS's Urban Cohort Initiative through the Kern Foundation.
- Foreign language requirement in the core curriculum.
- Global experience core curriculum requirement.
- ABTS and its commitment to delivering graduate theological education in Southeast Asia.

Closer to home, students strive for “real world” social responsibility by engaging in a wide variety of **MANDATORY AND VOLUNTEER EXPERIENCES:**

- Social work field practicum.
- Internship opportunities.
- Mentoring program with alumni.
- Terra Firma community involvement.
- Leadership opportunities in co-curricular activities (e.g., athletics, government, chapel).
- Work opportunities through various on-campus departments.

In addition, social responsibility is applied on campus by the various services the Cornerstone Learning Center provides to **STUDENTS WITH DISABILITIES**, including equal access to education and related experiences.

Finally, in all of its knowledge acquisition, discovery and application activities, the university is careful to adhere to the **LEGAL GUIDELINES** of the state and federal government and the stipulations provided by program-specific accrediting agencies.

---

**Q** Are students aware when professors are full time or adjunct? Is there a quality difference?

---

**A** “Right now I have an adjunct professor for one of my major classes that I have to take and I feel that she is actually giving us information preparing us for life after college. (Coming from the field) one of my full time professors also has a job outside and he does talk a lot about what he does, but I don’t really feel like he is preparing me for life.”

– Zach Wheeler
EVALUATIVE SUMMARY

In all of its activities of discovering knowledge (classroom instruction, faculty/student research, engagement with its many publics), the university encourages and monitors curricular and co-curricular activities that connect student knowledge to a life application in socially responsible ways.

Social responsibility includes the importance of understanding ethics. Cornerstone achieves this through the direct teaching of an ethical system in the context of a Scriptural understanding. This process further focuses Cornerstone’s mission of fostering a “student-focused learning community where Jesus Christ is central.”

The experiential application of knowledge is very important to the functioning of the university. The need for not only on-campus activity, but also the vibrancy provided by applying knowledge externally in solving social problems is an exhilarating human activity. The push for “cultural engagement” is alive on the campus, and social involvement is part of an expected set of activities. Faculty and staff are actively involved in the political, economic, religious and social activities of the region, state, nation and world.

The university has updated many of its policy statements for accurate and better self-evaluation; however, increased sophistication and purposeful development of this organizational process will improve the campus community.

Although growing in this area, it is important for the university to provide as many cross-cultural experiences as possible for its students at the TUG, PGS and GRTS levels. This includes both working with other organizations with already established programs and developing its own programs of study.

In the area of the acquisition of knowledge, the university needs to maintain and continue to develop the multiple ways it provides access to and teaches about information in an increasingly complex and technological society.

A continued emphasis on the discovery of knowledge (research and publication) will allow the university to move forward as an increasingly legitimate member of the higher education community. Public exposure and recognition of its faculty and their research will allow the university to exercise its voice and increase its participation in the issues of the day.

Given the expertise of its faculty, staff and students, the university needs to continue its initiative of encouraging its organizational members to stay involved in serving the public and its multiple constituent groups.

OPPORTUNITIES FOR DEVELOPMENT

The campus community understands the moral and legal imperative to handle knowledge with respect and accountability in the context of a faith-based community of scholarship. In seeking to continue organizational development in this area, the following opportunities for development will provide guidance into the future:

1. More copyright training is needed for faculty and students. According to the Director of Library Services, faculty are not well trained in copyright issues unless they specifically request it of the library, though copyright is sometimes briefly mentioned in library information presentations.

2. Maintaining and updating the technology plan will provide the structure and guidance for the university as it plans for enhancing access to information in order to better its ability to also discover and apply knowledge to its constituent groups and to the public.

3. Further consideration should be given to developing sound economically-guided cross-cultural opportunities for students – perhaps the establishment of an endowment to care for this issue is one answer.

4. A continued emphasis on the discovery and use of knowledge (research, publication, praxis) will allow the university to maintain and increase its recognition as a member of the higher education community.
SUMMARY OF CRITERION FOUR

THE ORGANIZATION PROMOTES A LIFE OF LEARNING FOR ITS FACULTY, ADMINISTRATION, STAFF AND STUDENTS BY FOSTERING AND SUPPORTING INQUIRY, CREATIVITY, PRACTICE AND SOCIAL RESPONSIBILITY IN WAYS CONSISTENT WITH ITS MISSION.

STRENGTHS
As the university meets the reaccreditation requirements of this criterion, the following items represent the university-wide manner in which it promotes life-long learning as guided by its mission:

- The entire university community fosters a life of learning, and this is modeled in a number of ways at a variety of levels of the institution.
- The identity, mission and vision statements guide the implementation of life-long learning. All members of the campus are challenged to put their theory to practice in serving the campus stakeholders, constituents and society in general.
- Academic programs offered by all campus units are sufficiently broad in their scope to adequately prepare students for the future.
- Cornerstone has a maturing process of assessing and implementing changes to the core curriculum, especially since the implementation of a standing Core Committee.
- Cornerstone has collegial and supportive relationships between all units of the university which help to develop and maintain an environment that encourages and nourishes life-long learning, creativity and skill development.
OPPORTUNITIES FOR DEVELOPMENT

As part of “living out” the mission of the university while promoting a life of learning, the following items represent suggested next steps in the university’s growth.

1. The notion of “organizational development” must pervade every level of the university, and this includes the Board of Trustees who sets the strategic direction of the campus. This would not only get the Board more involved in its own future, but it would also set the model for other members of the organization. An energized, development-minded Board can move this activity deep into the policies and practices of the university.

2. The Alumni Office needs to continue its efforts to connect with graduates for TUG, PGS, GRTS and ABTS to provide information on how well Cornerstone is preparing students for work and ministry.

3. CELT has been instrumental in providing professional development opportunities for faculty, and Cornerstone should maintain or increase its support of this vital Center for learning.

4. Now that the assessment of student learning has a solid foundation on which to operate, it is necessary to gain traction and move the entire assessment project forward. The university must develop the “institutional will” to make program review, evaluation and assessment an expected set of campus behaviors accepted and implemented by all internal stakeholders.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
THE MISSION OF CORNERSTONE UNIVERSITY is to “empower men and women to excel as influencers in the world for Christ by offering a student-focused learning community where Jesus Christ is central.” That is the standard by which the university measures all of its service/engagement.

One of the university’s primary goals is to develop a student-focused learning environment. Therefore, STUDENTS ARE THE PRIMARY CONSTITUENT GROUP. However, interactions with other constituent groups are vitally important as they help to form a campus community where students are able to thrive. The secondary constituents include faculty, staff, K-12 schools, churches, businesses, donors, alumni and radio listeners.

The Cornerstone community desires to improve in a positive and realistic way. The campus is engaged in discussions about its identity – past, present and future. Of course, interacting with the multiple constituent groups is vitally important, and various campus departments are connecting with those individuals, groups and organizations that interact with the university in regular and specific ways.

Cornerstone University meets Criterion Five (Engagement and Service) and all of its core components as specified by the Higher Learning Commission. During the self-study process, the following strengths and opportunities for development were identified for this accreditation criterion.
ONE STRENGTH OF A HEALTHY ORGANIZATION is its ability to conduct self-analysis, learn from the evaluation and then plan a course of improvement. The personnel at Cornerstone actively determine who they are, get to know the constituents with whom they interact and determine how to meet the needs of those multiple interest groups. That sense of service is at the core of the institution, and a spirit of cooperation in SERVING THE NEEDS OF ITS STAKEHOLDERS has developed over the course of time. This has been true historically in governance issues, in church relation concerns and in all constituent relationships both internal and external. Today, constituent relations are strong and getting stronger.

STRENGTHS

In order to fulfill its mission, Cornerstone must connect with its constituents and analyze its capacity to serve their needs and expectations. Chapter 1 of this report exemplifies how the mission is lived out. Chapter 2 states plans to meet those needs. Chapters 3 and 4 provide examples of how the needs of students, faculty and staff are assessed and funds are budgeted in order to provide a student-focused learning environment. Chapter 5 will not reiterate this evidence but will provide examples to show themes which cut across all operating units of the campus as well as specific illustrations of how the university learns from its constituents and analyzes its capacity to serve the needs and expectations of the multiple number of people and organizations interacting with it on a recurring basis.

In order to learn from the student constituent group, the ADMISSIONS OFFICE acquires information prior to student admission and during New Student Arrival Days.

Each year during NEW STUDENT ARRIVAL, students (both freshmen and transfer) complete a survey requesting their feedback regarding their experiences with emails and mailings, the financial aid process, and the registration process. The data is evaluated and communicated to other individuals across campus. Accumulating this data assists the Admissions Office to continue growing in areas of strength as well as restructure areas that need support. For example, as a result of previous survey responses, a restructured communication process for new student arrival, housing and financial aid was put into place.

One of the challenges the university faces in recruitment is ATTRACTING MINORITY STUDENTS. Over the last five years the minority student population has been around 8% for the TUG program. This low minority student population along with the fact that the university historically draws students from a homogeneous group makes it difficult to recruit minority students to campus. For that reason, in the summer of 2011, plans to develop an initiative to increase minority student recruitment were set in motion and will guide the university into the future.
ACADEMIC DIVISIONS also serve and learn from current and prospective students, faculty, alumni and the West Michigan Community by welcoming and interacting with students and parents in the following venues:

- Academic Preview Days
- Encompass Days/Golden Eagle Days
- Personal Interviews
- Classroom Visits

Once a student joins the campus community, the university utilizes a variety of PERCEPTUAL SURVEYS to determine students’ understanding of themselves and of the campus community. Every two years the entering freshman class completes the Cooperative Institutional Research Program (CIRP) Survey, and when that cohort of students graduates, it completes the College Student Survey, allowing the university to track student perception over the course of their time at Cornerstone.

Data from the Student Satisfaction Inventory (SSI) shows higher student satisfaction as a result of investments in university infrastructure, including residence halls, computer services, student activities center upgrades, and increased scholarships to help financially-needy students. Thus, in response to analyzing student feedback, renovations on campus and improved scholarship opportunities demonstrate the university’s commitment to students enjoying their learning environment as a result of data-guided decision-making processes.

One area of undergraduate concern which has been identified by these surveys is student dissatisfaction with advising. After several iterations of the SSI and upon recommendations of the Retention Committee and the Provost’s Office, the Registrar’s Office created an Academic Advising website link in Odyssey (Cornerstone’s intranet system). Information within the site includes items like a calendar, links to resources and catalogs. It serves as a “one-stop” resource for faculty and students, providing better service to those stakeholders.

All ACADEMIC DIVISIONS understand the importance of relating effectively with constituent groups. The following identifies a few of the ways by which the faculty engage with and serve the needs of students.

A creative endeavor by the Business Division is its BACK-TO-BUSINESS EVENT (B2B). B2B is an annual fall kickoff event designed to introduce students new to the division and also welcome back business students from the previous term. A panel of upper level business students conducts a question-and-answer session to meet the needs of students. The students get to see faculty in a non-academic environment, think through various majors and have questions answered.

The HUMANITIES DIVISION has hosted an ESL (English as a Second Language) Ministry conference for the last decade, not only for current students, but also for prospective students and for the community (especially pastors and ministry leaders). A post-conference survey is administered that not only asks about conference-related needs, but seeks ways in which Cornerstone can serve this group. One opportunity for service emerged and has been allowing Cornerstone faculty to connect with local churches to provide ESL training and consultation (e.g., Trinity Church in East Lansing and Kentwood Community Church are two recent examples).

Each year the FINE ARTS DIVISION has three tour groups who travel to perform and represent Cornerstone University in the greater community, especially in high schools and churches. In gathering feedback and learning from its work, evaluation forms are sent out to each venue after the visit to understand the value of the team’s visit and clarify their needs for the following year.

The THEATRE ARTS DEPARTMENT has demonstrated an ability to listen and respond to the community by producing a seven-page “Arts Statement” to express its mission, vision and objectives. A portion of the mission statement is included in the printed program for each play and musical. This public statement provides a biblical framework and explanation for the choice of plays at Cornerstone and the reason why some human behavior is at times presented on stage.

---

1. CIRP & CSS Comparative Data
2. SSI Data
3. Renovation and Building Projects
4. Arts Statement
Recently, the Theatre Department, working with Deaf and Hard-of-Hearing services, provided a SIGN LANGUAGE INTERPRETER to serve the deaf community and enable its members to enjoy the theatre performances. This was well received, so Cornerstone has started to offer one performance of every show with a sign language interpreter.

The BRM DIVISION conducted a gender study5 to better assess the needs of female students on the Cornerstone campus. The idea arose from a faculty development day in April 2010, which introduced the focus group concept and model as a way of listening to the needs of current students. The feedback received showed that female students felt accepted and treated with high value and dignity and felt no real gender bias.

The SPIRITUAL FORMATION OFFICE also works routinely to gather information about the various campus groups it serves; the following list is a sample:

a. The Terra Firma program regularly evaluates and receives feedback from students through formal surveys and group interviews to help respond to the needs of students on a variety of levels. It also receives feedback from about a dozen non-profit organizations in the local community.

b. CUSG student surveys are distributed through various residence halls and other student venues seeking information about various issues and services on campus that should be addressed.

c. Regular student senate forums allow student representatives to voice their concerns and to respond to the feedback gathered from other students on campus.

d. Online surveys provide information about student activity choices, the need for small groups and various cross-cultural experiences.

e. Numerous conversations evaluate the chapel programs and speakers with various student groups and constituencies on campus.

f. One-on-one meetings are held with individuals involved in particular spiritual formation initiatives.

Spiritual Formation is the university’s office that handles not only the typical “STUDENT DEVELOPMENT” functions, but also assists in fulfilling many of the university’s learning objectives dealing with the faith-based nature of the institution. In addition to current students, serving constituents includes the following:

• Weekly, over 2,000 students, staff and visitors attend Cornerstone chapel services. Many of those chapel services feature guest speakers and presentations from other universities, churches, non-profit groups, ministries and other community and national organizations.

• Over 100 different mission agencies, Christian camps and services interact with the campus each year.

• Agencies in the local Grand Rapids community and other cities and nations are hosted annually on campus.

• Partnerships with area churches and Christian schools to host joint events. Additionally, many Cornerstone staff and students serve as leaders, speakers and consultants for other Christian and non-Christian schools and organizations in the local and national communities.

• Many different outside groups and agencies are used to create and host a wide variety of student activities for our students both on and off our campus facilities.

One final example is the TERRA FIRMA PROGRAM (first year experience program) that works in the service learning area with about a dozen non-profit organizations in the local community. Recent significant increases in the university’s retention rates for first year students suggests the positive impact this program is having in helping learners engage with the campus community.

In the many examples provided, it is apparent that the various TUG academic units are involved in seeking to learn how to improve by collecting data from the learners who choose to study at the university. Thus, the TUG unit seeks to better understand their multiple constituents, learn from them and develop the potential of the university to service its environment.

5. BRM Gender Study
The PGS program learns from its constituencies, analyzes its capacity to serve their needs, and demonstrates its responsiveness to their specific constituencies as illustrated below.

a. PGS has responded to the Support Services Surveys by implementing changes to improve customer service.

b. The surveys are read by the appropriate director/dean of the program and are provided to authors of curriculum when the course is reviewed every 2-3 years.

The most recent PGS survey showed that the program is preparing students well for their chosen careers and contributing to students’ spiritual growth.

- 69% stated that their program prepared them either extremely well or well for the demands of their current position. 27% indicated a salary increase and another 27% indicated a change in their position or a promotion as a result of completing their degree.
- 40% of the participants reported very significant or significant spiritual growth during their program.
- 88.5% would attend Cornerstone University again if given the opportunity.

At the request of PGS, the university’s contractual partner, the INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD), provides marketing reports which inform PGS administration of demographic data about the various geographic locations in Michigan and the viability of offering certain degree programs in meeting the needs of current and prospective students. The data collected informs the administration so that decisions can be made whether to move forward with new programs or a new location.

In many ways, this part of the university seeks to understand its primary constituent group in learning how to better serve their needs.

The GRTS program has conducted a variety of surveys to stay connected to its primary constituent groups. The surveys include the following:

- Multicultural Competency at GRTS
- Women of GRTS – Student Focus Groups
- Graduate Exit Interview
- Graduate Student Survey

Also, based on marketplace data and perceived constituent needs, the following new GRTS programs are meeting the needs of the graduate theological learners:

- In-Ministry Master of Religious Education (In-Min MRE) was changed to Master of Arts in Ministry Leadership (MAML)
- Master of Arts Biblical Studies (36 credit degree intended for full online delivery) was approved in 2009-2010 and launched in 2010-2011
- Church Planting was added as a specialization in the Master of Divinity degree program
- Youth Ministries, Adult Ministries and Women’s Ministries specializations replaced the Educational Ministries specialization in the Master of Divinity degree programs
- Cognates (Youth Ministries, Adult Ministries, Women’s Ministries, Biblical Studies, Theological Studies and Interdisciplinary Studies) were added to the MA Counseling
- A thesis track was added to the MA Counseling program

The ABTS program has conducted a number of student and alumni surveys in order to determine how best to respond to the changing needs among its student and constituent groups.

6 PGS Student Services Survey
7 IPD Market Studies
8 GRTS Multicultural Survey
9 Women of GRTS
10 GRTS Graduate Exit Interview
11 GRTS Graduating Student Survey
12 ABTS Alumni Surveys
As well, informal interaction with students at each teaching site informs the understanding of how to adapt to the needs of students from their individual and collective ministry contexts. This information is collected, reflected upon and informs decisions made by faculty and administration relative to curricular and program changes made.

The **ALUMNI RELATIONS OFFICE** is charged to initiate, develop and nurture relationships with all of the alumni – TUG, PGS, GRTS and ABTS. Thus, as a means of classifying alumni status, an **Alumni Rating Scale**\(^{13}\) has been developed to break down the large number of alumni into smaller groups that reflect their relationship and attitudes toward Cornerstone. This scale allows the Alumni Office to track progress, identify communication goals and provide a cost savings to the university due to improved targeted marketing efforts.

The Alumni Office is in the process of creating a Monthly Report that measures aspects of the developing **ALUMNI ASSOCIATION** by evaluating over 65 separate criteria. Some of this criteria includes event attendance and personal interactions (via phone, email). Each contact with alumni is entered into the database. This assists in forming communication strategies to enhance service to alumni.

In addition, the Alumni Association has connected with alumni of the university using the following specific examples. The intent is to use a visual alumni identity that reflects the Cornerstone brand while at the same time highlighting the vision and values of the Alumni Office.

- An alumni publication, the **Alumni Journal**\(^{14}\), is now being produced three times annually.
- A new [web page]\(^{15}\) was created, along with developing a [Facebook page]\(^{16}\), Twitter and Linked-In accounts.
- Homecoming events are bringing alumni back to campus.
- A critical component of the alumni experience is the ability to contribute back to the institution. The current campaign in development offers opportunities for alumni, including small group leadership and financial contributions.
- An alumni survey was also administered, with the help of an outside consultant, to assist in determining the overall strength and direction of the university.

Along with the efforts of the Alumni Office, other specific ways that divisions of the campus are seeking input from alumni includes the **BUSINESS DIVISION** surveying current students and alumni to learn strengths and weaknesses of its programs. These survey comments have been published on the divisional website, in brochures and as rolling PowerPoint presentations displayed on monitors available to students. This feedback was circulated to the Business faculty and was used in internal planning sessions.

The **KINESIOLOGY, SCIENCE, MATHEMATICS (KSM) DIVISION** sent out email surveys in 2010 to graduates from the last ten years, asking questions about the adequacy of preparation for career or further schooling and what could be done to improve. The data is being used to help improve its programs.

The **SOCIAL WORK DIVISION** conducts exit interviews with graduating seniors, asking them to discuss the strengths and potential growth areas of the program. A summary of responses is recorded in the annual evaluative document and work plan. The program requests feedback from Field Supervisors via completion of a Field Supervisor Feedback form. The results are also summarized in the Annual Evaluative Summary.

With the many examples provided, the university is fostering increased communication with its primary constituents (prospects, current students, alumni), and it is being woven into the fabric of the campus culture as an expected set of organizational behaviors.

---

13 CU Alumni Rating Scale
14 Alumni Journal (www.cornerstone.edu/alumni/connect/alumni_journal)
15 Alumni Web Page (www.cornerstone.edu/alumni)
16 Alumni Facebook Page (www.facebook.com/CornerstoneUniversityAlumniAssociation)
SERVING THE WEST MICHIGAN COMMUNITY

The university serves many constituent groups besides the students in the broader West Michigan community and does so through the following means.

CU RADIO gauges its listening audience's preferences through its phone calls, emails and responses to events such as sponsored concerts and mission trips. In 2010, the station also promoted its “Drive-Thru Difference,” encouraging listeners to pay for the meal of the person behind them when going through the fast-food drive-thrus. Scores of positive calls and comments came from those who paid and those who received, as well as drive-thru attendants and store managers.

In addition, CU Radio analyzes its effectiveness at reaching the greater West Michigan community with hard data acquired quarterly from the Arbitron ratings service. Data is studied, discussed and analyzed to see what it indicates about the audience CU Radio is drawing with its programming before the next ratings period. Varying in ranking between number three and number seven in overall market ratings of the 44 radio stations in the Grand Rapids, Michigan market, WCGS-FM is consistently number two for its target demographic — women 35-54 years of age. For the past 6 years, the station has always been number one or number two for reaching this audience in each ratings book.

PGS engages with the West Michigan community at large, analyzing their needs and attempting to serve them in a variety of ways, including the following:

- Inviting focus groups made up of business and education leaders, alumni, and current students to discuss programs and prospective degree programs. The most recent examples are the MBA and associate degree in human services as well as the Healthcare MBA and the BS in Psychology. These new graduate degree programs are meeting the healthcare needs of the community.
- Having corporate education liaisons meet with community organizations to discuss how PGS might serve them and their employees. As a result, PGS has provided workshops and courses designed for employment development to serve these area businesses.
- Hiring full-time faculty and adjunct faculty who are also practitioners in their respective fields.
- MBA students complete a global business experience. Each experience is guided by the Associate Provost and/or faculty. Many American businesses which operate overseas have been introduced to Cornerstone University and many contacts have been made with a variety of international companies, including Ford Motor Company in South Africa and Haworth and Amway in China.

In many of its activities, the operations of the adult degree completion program allow for the campus community to be actively involved with the health, growth and vibrancy of West Michigan as it meets the needs of the marketplace.

THE GRAND RAPIDS THEOLOGICAL SEMINARY, by the nature of its educational mission, is involved in the church, ministry and social agency communities of West Michigan and meets the needs of these stakeholder groups. One example of meeting these stakeholder needs is the Urban Cohort Initiative, a program that arose after meetings with local urban pastors. GRTS asked how it could help in those particular urban contexts. The resulting feedback was used to shape this new initiative. Another example is the Sudanese Student Initiative in which the seminary offers education to this group of learners as they prepare to return to their country to become leaders in their churches. This was done in partnership with a local church.

As an Evangelical Christian university, the campus recognizes that churches and local non-profit ministries comprise an important constituent group with whom to engage and serve. Thus, Cornerstone University’s president started the Church Initiative Task Force in January 2009 to explore ways to better engage with churches locally and nationally. Task force members included staff and faculty who were already actively working with churches and listening to what this constituent group needs and desires. Out of this task force, several new initiatives were undertaken:

- **BIG TICKET FESTIVAL** — a concert format running for an entire weekend.
- **MERGE CONFERENCE** — a youth ministry conference held at Cornerstone.

17 Urban Cohort Survey Results
Since 2006, Cornerstone University has hosted the annual **WOMEN'S LEADERSHIP CONFERENCE**. The mission of the conference is “to inspire, encourage, train and equip women for ministry and Christian leadership.” Feedback provided at the end of the conference and yearly attendance figures (300-400 participants) suggests that the constituents value this endeavor.

The **ADVANCEMENT OFFICE** interacts with people on a daily basis through a variety of formats. Each interaction is an opportunity to learn from and therefore to serve the various external constituent groups interacting with the university on a regular basis. The following examples simply highlight the “friend and fund” raising carried out by the Advancement Office in the cultivation of those who contribute to the on-going work of the organization:

- Conversations with individual donors in the area of estates and wills are done on a regular basis.
- The university hosts donors/friends at events such as plays, theatre productions, concerts and sporting events.
- Donors are invited to chapel and are engaged in conversation about the spiritual climate on the campus.
- Opportunities are provided for donors/friends to provide scholarships for those degree programs that they are most passionate about. Donors are provided the opportunity to meet with and interview the students whom their gifts help.
- By partnering with foundations, the university assists donors in fulfilling its mandate, which is required for the tax-exempt status.

In each of these interactions, constituent relationships deepen and clarify the connection that a donor or friend has to this institution.

**CAREER SERVICES** engages multiple constituent groups in very important ways. This office touches students, employers, internship site locations, faculty and alumni. Specifically, this office provides a variety of services, including the following:

a. Job placements while students are enrolled.
b. Hosting of career fairs, allowing students to interact with employers.
c. Conducting annual graduate employment/services survey.
d. Attending division faculty meetings and presenting its work to the academicians.
e. Participation in consortiums and community economic initiatives.
f. Participation in the CCCU Career Services Benchmark Survey.
g. Networking with employers through internship site supervisor. contacts and meeting with employer representatives.

Strategically and logistically, this office provides interaction between the classroom and the marketplace in practical immediate and long-term activities.

The **HUMAN RESOURCES OFFICE** serves the employees as it enacts the university’s policies and procedures in recruitment, acclamation, retention and employee relations, including training and development, compensation and benefits, and equity issues. In addition, the office administers a number of perceptual surveys to gather campus input as employee concerns are monitored for organizational developmental purposes. Also, the office interacts with a variety of vendors, governmental agencies and external groups as it carries forth with its responsibilities.

As developed above, there are a number of structural operations in place which formally serve identified constituencies of the university as it learns from, analyzes and actively interacts with internal and external individuals, groups and organizations. In sum, the university has relationships and connects regularly with individuals, businesses, community groups, foundations and other constituents, and has a plan to develop those relationships for the betterment of the campus community and the constituent groups the university serves.
EVALUATIVE SUMMARY

Much good interaction occurs between the university and its constituents. The university will be well served to increase the institutional will to foster the process of learning about and analyzing its constituent groups, and layer it into the expected behavioral patterns of the university at multiple levels.

With a maturing plan of interacting with constituencies, the university should continue to refine its purpose, reduce its scope of service and better focus on select operational activities in service to both internal and external groups. Although a small university, the complexity of Cornerstone's component parts makes it imperative to have both senior and departmental leadership active in developing a plan to learn from its constituents and analyze the organization's capacity to serve all of the known essential groups.

Cornerstone University will grow stronger as it maintains consistency and a “track record” of the practice of actively interacting with its constituents over time.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

Although there are multiple examples of how the university meets the standards of this criterion item, it is still evident that the organization should continue on its quality journey. Therefore, the following next steps are recommended by the criterion subcommittee and the self-study task force:

1. Steps have been taken in the past several years in regard to alumni relations, but this work must become part of the campus culture and personnel must stay focused upon it and keep at it year after year. This includes routinely conducting alumni survey work to inform the university of the effectiveness of its programs, practices and impact on the primary constituents -- the university's students and graduates. The Alumni office must be maintained with great purpose, funded appropriately and linked to the university's overall strategic plan.

2. Cornerstone should continue to foster the development of a coordinated and integrated campus effort to communicate effectively with its many constituent groups. The university needs to link this aspect of accreditation to the developing strategic planning efforts currently underway on campus.

3. It is important that the President continue the work of building national and international constituent relationships through his speaking at events and conferences and through his work with RBC Ministries. Also, the Provost has the opportunity to leverage his influence with his writing and speaking, and should make this work a part of the university's strategy not only to spread its influence but to interact with multiple constituent groups.

4. A central tracking center and regular meetings need to be established to coordinate contacts with donors and alumni, as well as to collect data gathered by these interactions.
AS HAS ALREADY BEEN IDENTIFIED, the student/learner is the primary group among all of the university’s constituents being served. All other relationships are important and vital to the overall proper functioning of the university, but the university-to-student interaction is the hub around which all other constituent relations revolve. Thus, the following examples demonstrate how that key relationship is nurtured by the university and how that fundamental relationship forms the center around which all other constituent relationships revolve.

STRENGTHS

As mentioned in section 5-A, students are well informed regarding the processes of being admitted to the university, including the cost of tuition, understanding ways in which to receive refunds, admission requirements, transfer of credits and services provided through the Student Handbooks, marketing materials and the website.

The TUG PROGRAM has experienced growth over the last 10 years. While there have been fluctuations over those 10 years, the last two entering classes have been large – even amidst difficult economic times. The majority of the student population comes from the state of Michigan. Therefore, Cornerstone is working to expand its recruiting efforts to other states in order to increase the residential population at Cornerstone and increase the out-of-state student population. Examples of the structure and processes in place to meet this need include the following:

- The Admissions Office has 13 full-time employees (paid hourly or salary) providing multiple services to students and family members. In addition to the full-time professional staff members, the Admissions Office also relies on student workers to assist in the recruiting process.
- There are numerous opportunities for prospective and incoming students to experience Cornerstone before they begin their educational experience.

In PGS, in order to handle the enrollment growth, staff has grown from six in 2005 to 11 in 2010. Similarly, in order to handle the enrollment needs of GRTS, enrollment staff has grown from 2.5 in 2001 to four in 2010.
In demonstrating a commitment to engage with the primary constituents, the **REGISTRAR’S OFFICE** interacts with students on a frequent basis and is seen as an important organizational commitment in meeting student needs. When dealing with **ACADEMIC ADVISING**, this office annually conducts an advising training session with faculty advisors. The topics discussed include:

- a review of academic advising activities assigned to faculty
- a review of academic changes for the coming year
- training for faculty members to run Program Evaluations

Other areas of intentional structure built into the university to meet student needs by this office include the following:

- The training of new academic divisional chairs
- Providing students and graduates with letters of verification
- Processing graduation needs
- Representing student concerns on a variety of university committees

The **Cornerstone Learning Center** provides Student Disability Services and Student Academic Support to students, and the Center expands its staff and offerings to meet the support services for students each semester.

The cost of higher education is always a concern, and Cornerstone has been intentional about increasing fund availability for students to offset their financial burden for selecting a private college education. Thus, the university has increased the number of scholarships available to students, especially the missionary and pastor scholarships. In addition, funds raised from Project Launch have been used to offset the tuition costs for students in need.

An example of how a particular academic unit demonstrates its capacity and commitment to servicing the primary constituents linked to other constituent groups is the **BUSINESS DIVISION’S** involvement in the Students In Free Enterprise (SIFE) Program. SIFE is an international organization that encourages students to be engaged in building a better community (this engages the university’s primary constituent group and then branches out to multiple other constituent groups). As a model for other academic divisions, the SIFE Program demonstrates the capacity and commitment to engage with students by offering the following:

- Course relief provided to the academic advisor.
- The opportunity to compete against other institutions. The Cornerstone team went to Nationals their first year and won the “Rookie of the Year” award; they repeated as regional champions in 2011.
- Support for the Cornerstone SIFE projects:
  In sum, the SIFE Program and the university’s support of it demonstrate that Cornerstone has both the capacity and commitment to engage identified constituencies and communities. The students first and foremost, along with a variety of other constituents, are engaged as the process of educating the learners unfolds in this ongoing program.

The following examples show how various other divisions and operating units on campus engage with their identified constituencies:

**THE MUSIC DIVISION** demonstrates its commitment and capacity to engage with the West Michigan community, with at least 30 concerts and recitals each year providing the community with ample opportunity to attend Cornerstone events and to find out more about the university, especially its music program.

**THE COMMUNICATION/MEDIA STUDIES DIVISION** is involved in the lives of other constituent groups through the Film Festivals/Writers’ Conferences. The CMS faculty demonstrate their capacity to serve the West Michigan community and national media industry by actively planning and speaking at workshops, film festivals, conferences, conventions and training seminars.
The professors in **THE BIBLE, RELIGION AND MINISTRIES DIVISION** demonstrate their capacity and commitment to actively serve and participate in the life of the community through church involvement and speaking engagements. In addition, interns are provided for local churches, and conversations are in the works to provide a “creativity center” to serve both Cornerstone University and the West Michigan community when it comes to creatively engaging people in the realm of ministry.

**THE KINESIOLOGY, SCIENCE AND MATHEMATICS DIVISION** demonstrates its ability to engage with a broader constituency base by carrying out research with local organizations (VanAndel Research Institute, Pierce Cedar Creek Research Institute), working with local community groups (Community Sustainability Partnership) and hosting “Science Friday”, a program designed to work with homeschoolers to teach science content in order to enrich the home school curriculum.

**COUNSELING SERVICES** are available to students, staff and faculty. All services are Christ-centered, based upon biblical truth, and reflect the highest professional standards. This office fulfills a much-needed function as all full-time undergraduate Cornerstone students are eligible for 10 free counseling sessions. The number of clients the Counseling Service sees has risen dramatically in the past several years.

A full-time director who is a fully licensed and accredited counselor leads this office. Grand Rapids Theological Seminary counseling faculty and interns who are finishing up their graduate degrees in counseling at the seminary also provide service and input. A counselor is on call 24/7 during the school year to help with mental health emergencies. Specific services include individual counseling, premarital and marital counseling, crisis intervention and referrals to community resources.

**HEALTH SERVICES** employs a full-time director/Nurse Practitioner who serves as the lead medical resource for the office. A part-time registered nurse provides medical services and does health education support work. When needed, students are referred to convenient and quality medical resources and services in the nearby community.

**THE SPIRITUAL FORMATION TEAM AND PROGRAMS** at Cornerstone offer a comprehensive and holistic student life experience that serves to encourage the physical, academic, emotional and spiritual growth of our student community.

**PGS** has the capacity and commitment to engage external constituencies is demonstrated in that it employs three Corporate Education Liaisons (CELs) to connect with the community, churches, schools and businesses in Grand Rapids, Lansing, Kalamazoo and Holland/Zeeland. CELs are responsible for increasing and maintaining positive awareness of the university within the corporate and governmental community, developing and maintaining business relationships, and participating in ongoing lead-producing activities at corporations, such as marketing campaigns.

**CU RADIO** uses its resources to partner with the community to serve West Michigan. For example, every August, CU Radio sponsors a campaign with Great Clips to encourage donations of new backpacks and school supplies for needy families. Hundreds of backpacks filled with school supplies are donated by listeners in the West Michigan community each year as soon as CU Radio announces the campaign. Also, each October, CU Radio helps sponsor an Access Food Drive as a service to the West Michigan community and acts as the principal electronic voice for this community effort. One hundred tons of groceries are donated by listeners each year to restock food pantries in West Michigan before the winter months and to help needy families.

**THE ADVANCEMENT OFFICE** consults with area foundations and the university delivers follow-up reports to satisfy the requirements for various grants. These reports are stored and referenced as the university moves forward, mainly for the opportunity to serve this constituent group in a more robust fashion.

In January 2009, a survey was administered to the entire Advancement Office database seeking their input, and Cornerstone learned much from them as they freely commented on the perceived university’s successes and shortcomings. Each March and April, a select number of donors, alumni and internal participants are surveyed and asked to comment on their overall impressions of the university. This is a critical learning experience for the entire community. The Advancement team uses this information to carefully plan for future engagements and plan the communication strategy.

With this list of examples, it is apparent that this part of the university is demonstrating its capacity and commitment to engage with constituents. The Advancement Office has great reason to stay in touch with, listen to and respond to an important constituency – donors.
THE ATHLETIC DEPARTMENT plays a critical role in engaging with many of the university’s constituent groups. In illustrating its capacity, the department is staffed by a full-time athletic director, 11 full-time employees and one part-time employee. There are 14 varsity sports and two JV programs. Most assistant coaches are employed on a part-time basis. Approximately 220 students participate on intercollegiate athletic teams each year.

This department operates on a $1.5 million annual operating budget, which covers general operations of the Athletic Department. Limited revenue is accumulated from admission fees to regular season men’s and women’s basketball games. The budgets for all summer sports camps are self-sustaining.

The physical resources include the Bernice Hansen Athletic Center (125,000 square feet), the Mol Arena (40,000 square feet), a Fieldhouse (15,000 square feet) and a weight room/aerobics room (10,000 square feet), as well as outdoor facilities that include a soccer field complex, two practice soccer fields, a baseball field and a softball field. These facilities provide multiple opportunities for meeting the athletic, educational, fitness, recreational and wellness needs of not only the faculty, staff and students, but also of alumni and other members of the public. They also serve as venues for many university-sponsored activities and conferences. In addition, the Hansen Athletic Center is used by outside constituents during the off-season weekends. This allows the Athletic Department to meet the needs of a wide range of constituents seeking to use an athletic facility for its events.

The Athletics Department serves both internal and external constituencies including student athletes, students, faculty, staff, administration, alumni, donors, vendors and the general sports community of West Michigan. A few notable statistics include the following:

- A total of 222 students participate on 14 university athletic teams (male/female).
- An average of 23,000 fans attend university athletic events in a given year.
- Many vendors service the needs of the Athletic Department.
- Many businesses financially support the Athletic Department.
- The development of a “Families Adopt An Athlete” program has increased community involvement.
- External community groups use the university athletic facilities.
- A “Champions of Character” program allows the institution to interact on a local, regional and national level (impacting on- and off-campus students, coaches, etc.).
- Interacting with the NAIA has developed networking relationships.
- There are approximately 900 sports campers (basketball, soccer, volleyball) using campus facilities during the summer.
- The university’s athletics website provides a service to those seeking information, and nearly 80,000 hits are registered each year.
- The Athletic Director participates in the National Association of Collegiate Directors of Athletics convention, which provides him with a wide range of ideas in providing service to the university’s constituent groups connected through its athletic programs. He was awarded the national “Athletic Director of the Year” award in 2010.

It is evident that this aspect of the campus community provides many venues by which to interact with multiple constituent groups.

THE CAREER SERVICES OFFICE is involved in a dual relationship with the university’s constituent groups. On the first level, it services the needs of the student body by helping to locate job opportunities both during their time of study as well as upon graduation. On the second level, the office works with organizations seeking to place interns and hire the university’s graduates.

Finally, the ASIA BIBLICAL THEOLOGICAL SEMINARY shows it has the capacity and commitment to engage with its identified constituencies and communities through the use of Country Coordinators in each teaching site. One of the roles of the coordinator is to enable effective connections with communities of religious leaders supporting its mission. Additionally, coordinators are on-site promoters of the ABTS degree programs, act as liaison persons for students and faculty, and represent ABTS to constituent churches and Bible colleges in each country. Connections with ABWE missionaries in Southeast Asia regularly inform the ABTS administration and faculty regarding this constituent’s needs. The triennial conference sponsored by ABTS permits interaction and reflection among widely diverse constituencies through Southeast Asia.
In addition to its Asian constituencies, ABWE’s concerns also expand to include churches and supporting individuals in the USA. Because faculty members raise their own support from U.S. sources, they report regularly to these constituencies, providing information related to ABTS and receiving feedback. Tracking and satisfying this wider constituency is vital to the success of ABWE.

Each of the aforementioned people, offices and divisions of the university work diligently to meet the needs of the organization’s students and other constituents.
EVALUATIVE SUMMARY
Cornerstone University has many constituent groups, and it has demonstrated the desire to engage each one. Given its limited resources, over-extension must be avoided – a more focused approach is advised.

Cornerstone provides a context for students in which and out of which they are able to meet the needs of multiple constituent groups. As such, the university is comprised of students – the primary constituents – who in return are actively involved with the constituent groups.

The university and all of its divisions continue to service the needs of the various constituent groups. In general, the university might consider how best to leverage its resources as it plans to interact with the multiple constituent groups. Careful planning regarding the use of financial and human resources is essential for the maintenance and the growth of current staffing levels.

Given the historical nature of the university, revitalizing relationships with the church and faith-based communities is an important opportunity for future development.

In setting up a system which has the capacity to engage its constituents, the university should continue with its regular monitoring, reviewing and updating of policies, processes and structures of implementation.

Serving the students, as primary constituents, is done effectively.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT
As with every criterion item, the university has the potential for organizational development; item 5-B is no exception. As the campus community considers the opportunities in front of it, the following items frame the contours for the future. In keeping with the above recommendations for organizational development opportunities, the following list of possible “next steps” will provide a few project ideas as the university transitions to the Pathways accreditation model:

1. Given the uneven development in the Alumni Office over the past decade, providing the resources (human and financial) to adequately fund the operations of this important campus unit will be of importance.

2. If ABTS is to be maintained as a viable part of the university, additional planning and care should be given to how to serve this unit’s constituents.

3. A coordinated system of communication to the constituent groups, connected to the university’s strategic planning process, will allow for a more unified and coherent approach to relationships with many people, groups and organizations.
As many of the structures and functions of the organizational system regarding internal constituents have been discussed in preceding sections of this self-study, the focus of section 5-C will be on the external groups and a rendering of how the university interacts with those people, groups and organizations.

Strengths

In seeking to meet the needs of an ever-increasing mobile student population, the university meets the needs of both students who wish to transfer to Cornerstone and those who wish to transfer to another institution of higher education. As with most institutions, the Registrar’s Office reviews transcript credits from other institutions and determines appropriate transferability to Cornerstone. Also, current students seek information regarding the transferability of course work to be taken while a student at Cornerstone. Prospective students are often seeking information from a two-year community college with the intention of transferring to Cornerstone after two years. Three employees process transcripts within their area of expertise in order to assure consistency and continuity of the evaluation process.

The Online Initiative extends Cornerstone’s ability to meet the dynamic and diverse needs of its students, faculty and other constituents by offering additional learning opportunities that are convenient and flexible. Recognizing the geographic and time constraints of our students, Cornerstone started offering its first blended degree (Bachelor of Science in Ministry Leadership) in 2005. Since that time, four other blended online programs have been developed in addition to a fully online Master of Business in Administration degree. These degree programs span a range of subjects, including education, business and religious studies. With the exception of one of the degree programs, each degree is also available in a face-to-face classroom setting, thereby giving students more options.

Also, in responding to a constituent, Cornerstone offers an early enrollment program whereby qualified high school students are allowed to enroll in a freshman level course at a reduced per-credit rate. This program serves student needs and provides an opportunity for student recruitment.
Cornerstone University has formal consortium relationships with four West Michigan universities:

- Calvin College
- Kuyper College
- Grace Bible College
- Kendall College of Art & Design of Ferris State University

Each of these relationships services the needs of the student bodies represented on each campus. Kuyper and Grace usually send students to Cornerstone for coursework and specific degree programs, whereas Cornerstone students typically enroll in courses/programs at Calvin College and Kendall. This allows the campus to be responsive to not only its own student's needs, but the needs of other students on other campuses as well.

Cornerstone has many unique outreach opportunities to external constituencies through its various units, including CU RADIO. In reaching the West Michigan community, one important way the university does this is through the programming of its radio stations (WCSG, WAYG, WAYK). CU Radio commissioned a study that involved other Christian radio stations and listener focus groups. Cornerstone University used the collected data to evaluate if the university's involvement and exposure through the radio outlets is consistent with its mission and communicated well. This study demonstrates the university's desire to be responsive to a large body of constituents by showing radio ratings, financial support, phone calls and emails which guide the programming and direction of the radio stations.

Another example of how CU Radio works on behalf of the university in being responsive to its constituents is in the work of Mission Network News. In addition to producing daily 1-minute and 4-minute versions of the radio news program to serve a constituency of international listeners on more than 1,000 radio stations (as well as over the Internet), Mission Network News was asked by one of its humanitarian aid partners to be one of the first news agencies in Haiti to report on the major earthquake there in January/February 2010. The director fed live broadcast reports to serve over 300 participating radio stations around the U.S., while the CU Radio Operations Manager was asked to travel to Colorado Springs to serve as executive producer for the audio content to the same stations. It was an incredible honor to serve a national audience in need of quality information from a Christian perspective and an opportunity for CU Radio to share its expertise and service to a broad constituency.

GRTS and its development of the Urban Cohort Initiative serves as an example of responding to its constituencies. Currently there are over 120 students involved in the KERN Foundation-sponsored program. Churches continue to request teaching resources, educational opportunities for their congregants and speakers for pulpit supply. On a regular basis, churches have been included in surveys to ascertain their needs and also to measure their level of satisfaction.

ASIA BIBLICAL THEOLOGICAL SEMINARY seeks to understand the diverse population it serves; in some places, ABTS is the major bridge connecting the work of students from groups that may not normally talk to one another or work together towards common ends. In Myanmar, for example, one recent course had a total of 21 students from 11 different denominations and from six of Myanmar's 14 states or divisions. When the professor queried the students, he learned that ABTS was just about the only thing that they had in common. In general, students from disparate groups came together for ABTS courses, similarly attracted by the opportunity to advance their theological education. Forming networks among the students is one of the primary goals as stated in the ABTS learning objectives.

In sum, it is evident that the various operating units of the campus listen to and respond to their multiple constituent groups with particular attention paid to the learners which comprise the focal point of this academic community.
EVALUATIVE SUMMARY
Many units of campus have plans in place to gather information from their respective constituent groups. The plans need to be implemented regularly and consistently to maintain an even flow of communication between the organization and the various groups it serves. A refinement of current practices and a regular evaluation of such will prove valuable to the university as it continues to grow and move into its future.

Including the commitment and the resources to keep listening to and responding to the multiple constituent groups in the university's strategic plan is a good operational practice. A consistent and predictable level of service needs to be maintained for all operational units of the campus community.

As Cornerstone is a faith-based school, it is important to continually develop a network of relationships with churches, many of whom send their young people to study at the university.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT
As the university community considers how to move forward in responding to the constituencies it serves, a few next steps include the following:

1. Consider adding a position or using a consultant specifically tasked with reaching the university's constituent groups on a strategic and a logistic basis. The institutional units have plans in place to do so, but an overall coordination point is needed to provide general guidance, to keep overlap to a minimum and to effectively allocate the university's resources. Institutionalizing a Church Relations office might be a very beneficial next step in opening new relationships, developing current interactions and renewing older associations.

2. Alumni relations has done a good job of reorganizing after a difficult decade, and being actively involved in distributing alumni surveys will be crucial as this particular operating unit gathers valuable data for decision makers regarding the institution and the learners it serves.

3. The university should consider a better system of record-keeping of its collected data, the storing of it, and the accessibility of it to the campus community.
INTERNAL AND EXTERNAL CONSTITUENCIES VALUE THE SERVICE THE ORGANIZATION PROVIDES.

AS MUCH OF THE EVIDENCE PROVIDED in the sections 5-A, B and C of this criterion chapter suggests the value the university’s constituent groups place on the interaction it has with Cornerstone, this section will complement that material with other specific examples relating to the “value” received in the interactions.

STRENGTHS

The university uses the SSI\(^1\) as a tool to gauge the areas of campus operations where “internal constituents” are pleased or areas where improvement is needed. The longitudinal trends over the past decade provide insight on how to best meet the needs of the students. (Visual C5-1)

In addition, a variety of examples demonstrate how CU meets its accreditation criteria.

THE BUSINESS DIVISION hosts an annual GRADUATION DINNER. Graduating students, parents and significant others are invited to celebrate graduation. Much positive feedback is received from the students and their families about this event.

THE COMMUNICATION AND MEDIA STUDIES DIVISION has developed THEATRE SPONSORSHIPS. An active list of sponsors purchase ads in printed programs for each of the university theatre performances as a tangible demonstration of the high value that local businesses place on the community services that Cornerstone University provides. These sponsorships are also a measurement of the expectations these local businesses have for the high attendance at these events and of their estimation of the impact possible in the lives of community theatre-audiences, both on-campus and off.

In addition, the business community purchases advertising space in the campus newspaper and receives value for using this organizational medium.

THE PROFESSIONAL AND GRADUATE STUDIES DIVISION students value the services provided by the university as shown by the responses received from the Support Services Surveys\(^2\).

---

1. SSI Date 2009-2010
2. Support Services Surveys
INSTITUTIONAL CHALLENGES/AREAS FOR INTERVENTION

The items listed below are those areas in which the importance scores are above the median and the satisfaction scores are below the median. These are the items most important to the students and yet they feel less satisfied in these areas – if possible, intervention should take into consideration this list of items as a priority. There are lower satisfaction scores on other items, but these are the items which are most important to the students and should be addressed first.

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>ITEM DESCRIPTION</th>
<th>IMPORTANCE/ SATISFACTION SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>Tuition paid is a worthwhile investment.</td>
<td>6.61/4.96</td>
</tr>
<tr>
<td>34</td>
<td>I am able to register for classes with few conflicts.</td>
<td>6.54/4.81</td>
</tr>
<tr>
<td>41</td>
<td>There is a commitment to academic excellence.</td>
<td>6.46/5.45</td>
</tr>
<tr>
<td>69</td>
<td>There is a good variety of courses provided.</td>
<td>6.46/5.25</td>
</tr>
<tr>
<td>17</td>
<td>Adequate financial aid is available.</td>
<td>6.35/4.79</td>
</tr>
<tr>
<td>5</td>
<td>Financial aid counselors are helpful.</td>
<td>6.35/5.32</td>
</tr>
<tr>
<td>36</td>
<td>Security staff respond quickly in an emergency.</td>
<td>6.24/5.12</td>
</tr>
<tr>
<td>12</td>
<td>Financial aid awards are helpful in planning.</td>
<td>6.22/5.88</td>
</tr>
<tr>
<td>47</td>
<td>Faculty provide timely feedback.</td>
<td>6.20/4.91</td>
</tr>
<tr>
<td>73</td>
<td>Student activity fees are put to good use.</td>
<td>6.18/4.63</td>
</tr>
<tr>
<td>49</td>
<td>There is adequate career assistance.</td>
<td>6.16/5.05</td>
</tr>
<tr>
<td>11</td>
<td>Billing policies are reasonable.</td>
<td>6.13/4.68</td>
</tr>
<tr>
<td>53</td>
<td>Faculty take into consideration student differences.</td>
<td>6.11/5.14</td>
</tr>
</tbody>
</table>

END OF COURSE SURVEYS (for students and faculty) provide PGS with both quantitative and qualitative data to assess the value of its programs. Beginning in the summer of 2010, an online course evaluation system was in place for each course and faculty member. Students are able to provide feedback about the value of their educational experience.

Each week during the school year, students are involved in LOCAL SERVICE PROJECTS seeking to meet the needs of those in our surrounding local communities and neighborhoods. The university receives significant positive feedback about the impact and service provided specifically to children through mentoring and tutoring programs, along with the support that enables organizations and ministries to serve those in need in the Grand Rapids area.

THE SPIRITUAL FORMATION OFFICE has had multiple conversations with some key partners to evaluate the ways to provide value and how it can do a better job in future. The university is developing and implementing a standardized feedback form for all its ministry and service partners that will better enable us to determine how well the program is working as the university community seeks to serve the constituencies in the local communities.

The list of the service groups/organizations currently partnering with Cornerstone include Sabaoth Ministries, City View Baptist, Hope Network Group Homes, Calvary Church, Guiding Light, Pilgrim Manor, Goodwill, Urban Family Ministries, Grand Rapids Housing Office, Mel Trotter Ministries, Guardian Angel, Roanoke Ranch and the Pregnancy Resource Center.
The university maintains an **Expert's Guide** whereby campus personnel make themselves available for presentations to external groups as needed. Also, the local media, when desiring expert commentary of a particular issue, use this book to contact faculty, staff and administration regarding their area of expertise.

One task of the **ADVANCEMENT OFFICE** is to build and strengthen relationships the university has with the many churches that provide it both support and student populations. The local churches value the services of the university demonstrated by:

a. Their leaders serve on the Board of Trustees.

b. Their churches send students to Cornerstone.

c. They donate funds to the organization.

d. The university hosts many conferences and events in response to requests from local churches (for example, Ada Bible Church, which meets weekly at our seminary).

Evidence of community support for **ATHLETIC EVENTS** can be found in the frequent coverage by local media, the web broadcasts of selected men's and women's basketball games, and the presence of community spectators at basketball games and other venues. In addition, 30 business partners demonstrate their support of Cornerstone athletics through sponsorships.

**THE SOCIAL WORK PROGRAM FACULTY** have routinely presented workshops at local and national conferences, which demonstrates responding to a regional professional audience. Most recently, one faculty member received a grant from Michigan State University to conduct research with Bethany Christian Services related to secondary trauma issues among Foster Care providers. Another professor presented a workshop for the Michigan Association of School Social Workers on ethical decision making. As expected, the Social Work Program also services a number of local agencies whereby the organization is served by student volunteers.

**THE TEACHER EDUCATION DIVISION** is involved in meeting the needs of the K-12 community within its sphere of influence. Evidence of external constituencies valuing the services provided include invitations for collaboration with various educational offerings and the following:

- Sending students into a variety of schools to tutor.
- Presenting on a variety of topics: “Laptops in the Classroom” and “Views on Interviewing.”
- K-6 ACSI Spelling Series.
- Early Childhood Education – Grand Rapids area child development centers and school-based programs (e.g. MI Readiness).
- Partnering with school districts for placement practicums.
- Children's theatre and workshops.
- Working with a 5th- and 6th-Grade classroom each year on ecology.
- Participating as members of the science curriculum advisory committee for the Belding Area Schools.
- Serving as Board Members (i.e., Lighthouse Academy).
- Working with the Grand Rapids Public Schools: Music Specialist at Vandenberg Creative Arts Academy & Campus School of Arts and Literature.
- Providing university students opportunities to work with local elementary school students (KIN 442 – motor skill assessment).
- Organizing and assessing movement skills of P-3 children in “carnival” setting at Cornerstone (KIN 251).
- Teaching story structure to high school students under Global Short Film Network.
In making its facilities available to the local community, the university frequently has **EXTERNAL GROUPS USING MANY OF ITS BUILDINGS.** A few examples include the following:

- Use of the Gainey Center for weddings, business meetings and conferences.
- Use of the GRTS Seminary chapel for church services and community events.
- Use of athletic facilities for recreational and community leagues and practices.
- Use of facilities for band camps and a host of other activities.

Finally, in Chiang Mai, Thailand, **THE MOUNTAIN VIEW FOUNDATION**\(^4\) is the legal platform under which ABTS is able to exist and operate. The Mountain View Foundation is active in the community, promoting common welfare and community harmony by donating funds to local charities and community enterprises (see Annual Reports).

Through all of the above examples, it is evident that the various constituencies value the services that Cornerstone provides as an engaged organization.

---

\(^4\) Mountain View Foundation ABTS
EVALUATIVE SUMMARY

Cornerstone University is actively involved with its community and external stakeholder groups by providing services and offering the use of its facilities to a wide range of organizations. This involvement comes from a strong desire across all units of the university to serve others as part of Cornerstone's mission and identity.

The university community and each of its internal departments need to stay with the task of asking the needed questions which will prompt honest conversation for the potential of organizational development with Cornerstone's various constituent groups.

The current use of perceptual surveys is acceptable, but the process could be enhanced with the use of other instruments especially in better understanding what the external constituent groups sense about the university. A mentality of doing a “360-degree” organizational evaluation might prove beneficial.

Best practices (as evidenced by particular units) should be shared across the campus. This will allow for modeling, inter-divisional dialogue and setting the context for owning any needed change which is suggested.

OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

Given the mission statement available, resources and institutional desire, Cornerstone University works diligently to provide services which both internal and external stakeholders value. Documenting the perceptions of both groups of stakeholders would allow the organization to know how best to be a contributing institution to the health and vibrancy of West Michigan.

The university should consider the following recommendations from the Self-Study Task Force in regard to the requirements of Criterion 5:

1. The university needs additional information regarding how its many external constituent groups perceive it and the services it provides.
2. From the already-collected data, the university needs to use that information to guide decisions about organizational change and development.
Cornerstone University meets Criterion Five (Engagement and Service) and all of its core components as specified by the Higher Learning Commission. During the self-study process, the following strengths were identified for this criterion using the cross-cutting themes of the HLC.

- Regular evaluations are done related to each of Cornerstone University’s primary and secondary constituencies, and the data is used to make needed changes.
- There is higher student satisfaction as a result of investments in university infrastructure, including residence halls, computer services, student activities center and increased financial need scholarships to help financially-needy students.
- There are many faculty and staff who desire to connect with students and who go above and beyond to meet their constituent needs.
- Counseling and health services are available to PGS and undergraduate students.
- The faculty, staff and administration consider Cornerstone a caring, close-knit community.
- University leadership changes have affected the direction and history of the Advancement Office in relationship to donors. Three advancement officers and two presidential changes in the past decade have left Cornerstone in a state of transition, which can be looked at as an unstable situation by donors. In the past 18 months, the mission and vision of the university are re-stabilizing and rebuilding.
- Alumni Relations has expanded its staff to better serve the university’s units and their constituents.
OPPORTUNITIES FOR ORGANIZATIONAL DEVELOPMENT

As for any organization, there are a number of challenges in meeting the needs of multiple and varied constituent groups. In determining the next steps in organizational development regarding the content in Criterion Five, the following items provide some insight and recommendations to the university as it transitions to the Pathways accrediting requirements:

1. There are many individuals and/or departments that have initiatives on and/or off campus which are not widely known by the campus community. Divisions and departments need to communicate with each other and coordinate communication efforts with constituents.

2. Systems and processes for organizational evaluation are not generally in place. There is some data collected in the area of evaluation, but it is not clear to the campus community how that information is processed or what changes actually come about from the survey data.

3. Systems need to be improved to collect data and to inform the faculty in regard to Health Services. Systems are needed to disseminate pertinent information to relevant “need to know” members of the community (residential life, campus safety, food services) that is acceptable with the current HEPA regulations.

4. Serving churches has been a challenge because of numerous factors, but the university needs to commit to finding and using new and effective ways to relate to churches of various denominations, especially in the local area; this initiative has already begun and needs to mature.

5. Surveys should be developed and administered on a regular basis to solicit input from the various university constituencies. Surveys would, among other things, provide a means to assess the institution's effectiveness in job readiness, to determine alumni and parent satisfaction, and to ascertain the effectiveness of Cornerstone's publications. Also, it would be helpful to have the external constituents evaluate the contribution and impact of Cornerstone programs and students in local and global service endeavors.

6. The review and establishment of support services should be implemented for off-campus sites in Michigan and extension sites in Asia (ABTS).

7. Cornerstone needs a process to collect, coordinate, store and retrieve university-critical “archival data”.

CONCLUSION
AS THIS INSTITUTIONAL SELF-STUDY CONCLUDES and is summarized, it is important to note that Cornerstone University is using the process as a way to guide organizational development. The self-study charge guided individuals and committees in their work and provided a framework to conduct the organizational analysis.

The study:

- Provided the university community with a self evaluation.
- Rendered a just and accurate evaluation of the condition of the university.
- Invited stakeholders the opportunity to better understand the institution.
- Allowed the reaccreditation process to guide organizational development into the new season.
- Guided the organization in its transition to the Pathways accreditation process.

Thus, the reaccreditation self-study has performed a valuable function for Cornerstone University.
The strengths of the university are described by using the cross-cutting themes as prescribed by the HLC.

**FUTURE ORIENTED**

The following items provide a bullet-point checklist of how the university meets the minimum requirements of being a future-oriented organization.

**CORNERSTONE UNIVERSITY...**
- Is guided by identity, mission and vision statements.
- Is energized by a new leadership team.
- Is moving forward through a decade of tremendous organizational change.
- Has refined a strategic planning process.
- Is implementing a set of key performance indicators to measure movement toward goals.
- Is working to stabilize and strengthen the financial condition of the university through funding mechanisms and strategic planning.
- Has a growing sensitivity of how social and economic change impacts the university.
- Is expanding its horizons (programming, geographic reach, diversity) to meet the needs of its stakeholders and constituent groups.
- Integrates new technology into the multiple layers of the campus community.
- Is optimistic about the new season.

**LEARNER FOCUSED**

In understanding that the primary task is preparing its students for the future, the university community exhibits the following characteristics of being a learner-focused organization.

**CORNERSTONE UNIVERSITY...**
- Places the student at the center of all of its programs and activities and supports student learning.
- Has developed an assessment plan to guide the campus efforts of measuring the effectiveness of student learning.
- Commits institutional resources to adequately care for the tasks of learning and its assessment.
- Understands that developing an enhanced campus ethos of academic rigor and quality will be of benefit over time.
- Desires to promote life-long learning among not only its students but also among the personnel who grow as persons and professionals in this educational environment.
CONNECTED
In living out its mission, the university is actively involved in its community as an organization serving the common good by serving both its internal and external stakeholders.

CORNERSTONE UNIVERSITY IS...
• Developing an internal campus culture where employees thrive.
• Maturing communication systems (internal and external) to care for the mission of the university.
• Actively implementing the identity, mission and vision statements.
• Stimulating a culture of service through a sense of cultural engagement (locally and globally).
• Working collaboratively with multiple external organizations in fulfilling its communal and social responsibilities.

DISTINCT
In being a connected, learner-focused, future-oriented institution of higher education, Cornerstone University works on its distinctiveness in a number of ways.

CORNERSTONE UNIVERSITY IS...
• Working out its mission clearly and purposefully as a faith-based community of scholarship.
• Staying cognizant of its historical roots but looking toward the future in meeting the changing needs of its constituents.
• Being self-reflective and accountable in its operations.
• Creatively seeking to appreciate diversity and foster more diverse learning environments.
• Proactively seeking organizational development.
ORGANIZATIONAL DEVELOPMENT
Since the start of the institutional self-study, a number of organizational development projects have begun.

CORNERSTONE UNIVERSITY IS...
• Developing strategic planning processes.
• Renewing and reinvigorating assessment processes.
• Updating the assessment plans of all academic units.
• Continuing to enhance the application of organizational policies.
• Developing a sense of "community decision making."
• Developing a more coordinated data and distribution system across the campus.
• Refining the university student grievance policies.
• Maturing budget accountability processes.
• Recognizing university-wide organizational development processes.
• Revising the general education core curriculum (TUG).
• Reconnecting with multiple constituent groups.
• Developing minority student recruitment strategies.
• Continuing to develop the Human Resources Office.
• Implementing the Marketing Office policy to include the HLC logo on all university publications.
• Understanding better the partnership between Cornerstone, ABWE and ABTS.
• Developing international partnerships and new cross-cultural study programs.
• Rewriting university policy documents.
• Changing and refining the faculty governance structure.
OPPORTUNITIES FOR THE UNIVERSITY INCLUDING “NEXT STEPS” PROJECTS FOR PATHWAYS

In using the work of the self-study, it is important that the Cornerstone University leadership and campus community consider the following “next steps” as it moves into the future:

- Build financial strength and stability.
- Continue organizational development at all levels and for all personnel.
- Develop enhanced academic rigor and peer institutional respect.
- Improve campus morale and trust issues.
- Mature the assessment of learning (systems/processes).
- Foster and implement a strategic planning process.
- Develop the discipline to stay focused on its mission and goals.
- Coordinate the use of data across the campus.
- Use communication channels more effectively.
- Increase interaction with both internal and external constituency groups.
- Develop a positive organizational “self image.”
- Invest in the development of the Board of Trustees.
- Consider the diversity of the Board of Trustees.
- Recognize the importance of stability and longevity of the leadership team.
- Develop a succession plan for senior leadership.
- Clarify the relationship between Cornerstone, ABTS and ABWE.
- Develop a policy to care for archiving the university critical documents.

In summarizing the self-study, Cornerstone University sufficiently exceeds the minimum requirements of accreditation. In order to move into the future, making the most progress in a short period of time, the following next steps are being implemented:

1. The development of the Board of Trustees as overseers of an institution of higher education. This will enable the university to avoid its reliance on any one president and will promote greater institutional stability in the future.
2. The maturation of a strategic planning process known by and owned by all levels of the university.
3. The enriching of the campus ethos. Such work will provide personal and professional energy for those employed to carry forth with great vigor the identity, mission and vision of the organization. The continued maturation and professionalization of the campus community as to how it perceives itself and the work it does will also occur.
4. The continued development of a data-guided decision-making organization. This includes the functions of institutional research, assessment of student learning, academic planning and individual and committee decision-making processes.
5. The need to develop the ability to raise friends and funds. A plan should be developed to clearly connect strategic planning and fund raising to the mission of the organization.

HOW CORNERSTONE WILL TRANSITION TO THE PATHWAYS ACCREDITATION PROCESS

Cornerstone University plans to move seamlessly from the PEAQ accreditation process to the Pathways system by allowing these findings to guide it into the future. The intent is to maintain an “organizational development” mentality throughout the organization as a guiding principle of behavior of its new season by:

- Using the findings of the 2011 self-study to guide it into the future
- Moving purposefully from the PEAQ to the Pathways Accreditation System
CORNERSTONE UNIVERSITY REQUESTS THAT THE HIGHER LEARNING COMMISSION

accept this self-study as evidence of an organization able to make reasoned judgments about its collective purposes, worth and future. Thus, the university community is requesting that the HLC grant to it reaccreditation with all of the rights and privileges to continue its mission in fulfilling a distinct place in American higher education.
ABTS ORGANIZATIONAL CHART

Visual A-5: ABTS Organizational Chart
ASIA BIBLICAL THEOLOGICAL SEMINARY, in partnership with the Association of Baptists for World Evangelism and Cornerstone University, makes available graduate level theological education to eligible national church leaders and foreign missionaries ministering in Asia. Since 1983, this program has provided the opportunity to earn master's degrees from Cornerstone University while remaining in Asia.

ABTS aims to accomplish its mission through an integrated program of biblical, theological professional studies delivered through a combination of distance education courses and residence seminars offered in selected cities in Asia. Educational activities endeavor to provide training within the context of the student's life, work and ministry. Tuition levels for all ABTS courses have been adjusted to fit the varied economies of Asian countries.

ABTS is headquartered in Chiang Mai, Thailand, with a complement of resident personnel for the purpose of general management and oversight of the program as well as to provide a centralized core of full-time scholars and teachers. This office also serves as a resource and consultation center of curriculum and research materials for theological education in Asia. Seminars are taught by a carefully selected roster of full-time faculty members, professors from the Grand Rapids campus and qualified adjunct faculty with experience in Asia.

Routine oversight of ABTS is vested in the ABTS board, comprised of 4 members appointed by CU, members appointed by ABWE, 4 at large members invited by the ABTS board, and one senior officer from ABTS (the president or the dean). The Board is tasked with assisting in strategic planning, approving and overseeing an annual program budget, recommending new ABTS faculty and administration to Cornerstone University, recommending any new teaching sites for approval by the relevant accrediting bodies, and maintaining contact and accountability with the partners.

ABTS is currently approved to offer the In-Ministry Master of Religious Education (31 credit hours) and the Master of Arts: Interdisciplinary Studies (64 credits) in 8 countries in Southeast Asia: Thailand, the Philippines, Singapore, Myanmar, South Korea, Papua New Guinea, China and India.
ADMINISTRATION OF SEMINAR SITES

All seminar sites are administered from the Chiang Mai office, where policies are developed and academic controls are seated. All course work, grades and syllabi pass through the central office; academic records are housed here. Each site is staffed by a country coordinator, who serves as a liaison between the students and the central office, provides on-site counseling and encouragement, is responsible for in-country promotion of the program, registers students for classes and collects fees, advises the Chiang Mai office on procedures in his/her country and submits regular financial and enrollment reports to the Chiang Mai office. Although academic procedures are standardized throughout the program, administrative differences exist as the program adapts to the needs of each country.

Although most students are assigned to a seminar site and remain under the care of their resident country coordinator, students aren't limited to attendance at one site. Cross-attendance between multiple sites in a given country is common. For a student to travel to a different country to attend seminars is a bit more unusual, but is happening with increasing frequency. Students who have done this report a rich learning experience because of their exposure to students from varying cultural backgrounds and ministry settings.

THAILAND: ABTS first began offering courses in Bangkok, Thailand in 1983 and the site has been continuously active since then. Thirty-five students are currently assigned to this seminar site. Opening Chiang Mai as a seminar site was first explored in 1993, but an adequate venue for establishing this site wasn't available until the central office moved to Chiang Mai in 2008. In the last 3 years, 10 new students have joined the Chiang Mai seminar site; continuing students assigned to Bangkok also frequently attend classes in Chiang Mai. The site is also convenient for students residing in Cambodia and Bangladesh.

PHILIPPINES: A substantial ABWE presence in the Philippines makes this country fertile ground for ABTS students. Nevertheless, enrollment is down a bit here. Resources to hire a full-time coordinator would significantly increase the influence of ABTS in this country. Three sites are currently in operation: Davao (11 students), Iloilo (11 students), and Manila (17 students). Low attendance in Baguio led to the suspension of this seminar site (5 students). Many students assigned to Davao actually travel from the Bukidnon district. In response to their request, classes have been scheduled in Bukidnon in January 2012. Students in the Philippines tend to travel freely between seminar sites, choosing the courses that most interest them.

SINGAPORE: Previously the site of the ABTS headquarters, Singapore continues to host 4 classes per year, with 13 students currently assigned to this site. This is a significant reduction in student enrollment. A new country coordinator was hired in April 2011. Although the position is part-time, it is hoped that substituting a paid position for a volunteer coordinator will result in increased promotion and enrollment at this site.

MYANMAR: The site in Yangon, Myanmar is one of our most difficult sites to administer, and also the site where students show the greatest appreciation, primarily because opportunities for quality graduate education in theology are so rare here. Difficulties include a low level of English and a lack of resources (especially technology) available to our students. Tuition rates in this country are necessarily very low; the site is heavily subsidized by donor gifts. The current enrollment is 27 students.

PAPUA NEW GUINEA: Because the pool of students with bachelor degrees seeking higher education in PNG is very small, this site is organized on a cohort system. The present cohort is made up primarily of graduates from the ABWE Baptist Bible College in Goroka and significant oversight is provided by ABWE missionaries, who also subsidize the cost of the program so that the site does not significantly drain ABTS resources. This cohort of 14 students will complete their degree in May 2012. It's not expected that another cohort will be formed in this country for at least 5 years.

SOUTH KOREA: Seminars in Pyongtaek City, South Korea are hosted by the Word of Life staff there. Although word of mouth recruitment has brought in some other students, a majority of the students have been connected with WOL. In 2009, WOL undertook significant ministry expansion and requested that courses be temporarily suspended in this site. Although 6 students remain on the rolls, it is expected that most of these students will be moved to inactive status during this year. One of the students has graduated and a second has travelled to Bangkok to take classes. Contact is being maintained with the administration of WOL and the site will be reopened at their discretion. Students will be permitted to reactivate at that time.
CHINA: Our seminar site in Hong Kong dates back to the days of British rule, offering regular classes from 1989 to 2008. The growth of local seminaries in this city led to the suspension of this site; a special cooperative agreement with China Baptist Theological College and Seminary in Hong Kong and the use of extension courses permitted students to complete their current degree programs. One student remains in the MRE degree; another student completed the MRE and chose to continue studying toward the MA. Investigations are underway to discover viable paths for educational opportunities in mainland China. A grant from the McClellan Foundation in 2010 will fund survey trips for each of our full-time faculty as we explore possibilities in this country.

INDIA: Permission to open seminar sites in India was granted in the accreditation review of 2002, but ABTS has moved slowly in investigating this site in order to avoid overextending its resources. Most of the venues explored required significant financial underwriting. It was felt that ABTS couldn’t afford two countries that weren’t financially viable (see discussion of the Myanmar seminar site). In 2010, contacts were finally made that seem appropriate. A trial seminar is scheduled in Silchar, India in May 2012.

STUDENTS UNASSIGNED TO SEMINAR SITES: ABTS welcomes enrollment by students who don’t live in seminar site countries, with the understanding that the student will travel to seminar sites for the requisite number of seminar credits. Students who live near a seminar site may choose to be associated with that site. Students in Cambodia and Bangladesh, for example, are generally assigned to a seminar site in Thailand. Students in Indonesia and Malaysia are assigned to Singapore. However, 20 students are currently unassigned, residing in mainland China, the USA, Vietnam, Nepal, New Zealand, Australia and the South Pacific. Although all ABTS students may travel freely to seminaries of their choice throughout Southeast Asia, these students are unique in not being assigned to the care of a particular coordinator. Counseling and care is provided for these students directly from the Chiang Mai office.

Students who pro-actively choose to study when they aren’t near a seminar site are generally very self-sufficient.

A special subgroup among the unassigned students is comprised of 11 students from Australia and New Zealand who participated in trial seminars in Sydney, Australia from 2006 through 2009. Although response in Sydney was good, ABTS was unable to pursue HLC permission to officially open this site because of new regulations put into place by the Australian government requiring substantial financial investment for overseas schools to establish teaching points in Australia. ABTS staff are currently working with these students to help them complete their degrees through extension studies and attendance at other seminar sites. Students who choose to transfer to a local seminary will be provided with official transcripts to facilitate this move.

ACADEMIC CONTROLS

Although ABTS exists as a partnership between Cornerstone University and the Association of Baptist for World Evangelism, the memorandum of understanding between these two entities places academic control of the program squarely in the purview of Cornerstone University. As a department of the University, ABTS answers to the Provost office on the US campus. Catalog revisions are routinely submitted to CU for approval, and academic policies and standards on the US campus are upheld in Asia.

Curriculum development and oversight is provided by the Dean and full time faculty in the Chiang Mai office. The entire program is reviewed every 3 years as a new school catalog is developed. Course syllabi are also reviewed regularly by the Dean in order to assure academic rigor and adherence to standard procedures, but the faculty of ABTS are given considerable latitude in developing their courses within the guidelines of the course descriptions and program learning objectives.

The retirement of two full-time faculty and the resignation of the previous Dean have depleted the core of resident faculty members holding doctorate degrees. The three new, young faculty members are progressing well in their understanding of educational policies and procedures, are widely read in their discipline areas, and hold ThM degrees. The interim Dean has enrolled in a ThD program with the Australia College of Theology. An Asian faculty is currently a candidate for the PhD degree at Dallas Theological Seminary and has been approved as a full-time faculty member when he returns to Asia. A second faculty has been approved to come full-time with ABTS and is working on his PhD at the Catholic University of America. The remaining two full-time faculty are encouraged to pursue doctorates as soon as possible.
This loss of personnel has also caused the percentage of courses taught by full time faculty to decline in 2011. In 2009, 29% of courses were taught by adjunct faculty; 38% in 2010. In 2011, 54% of the courses are scheduled for adjunct professors.

Among the adjunct and visiting faculty, 65% hold doctorates. An additional 17% have done studies toward their doctorate degrees. Masters degree holders are practitioners with many years of experience. All regular faculty and 66% of adjuncts have significant experience in Asian settings. Three are Asian nationals.

The ABTS Board processes new full-time faculty and recommends them to Cornerstone University for approval. The Dean has considerable freedom in selecting adjunct faculty, in consultation with the ABTS board, who recommends adjuncts to CU for approval before they are added to the formal faculty roster.

Orientation of adjunct faculty is necessarily done at a distance. When they are scheduled to teach their first class, professors are sent the Preplanning for Seminars orientation document discussing the unique characteristics of teaching in ABTS settings. The staff are also available for e-mail correspondence; most professors request (and receive) copies of previous syllabi to guide them in preparing their new course.

Professors are also asked to complete a Learning Objective Analysis to ascertain that their course learning objectives correlate with the overall program objectives. Just before the seminar, a Professor Information Bulletin is sent, outlining specific procedures essential to smooth operation of the seminar and academic control for post-seminar assignments. The professor is asked to submit his course syllabus for review by the Dean and transmission to the local country coordinator, together with his travel itinerary, and is put in touch with the local coordinator, who will facilitate arrangements for his travel and lodging.

At the end of each seminar, students complete a seminar evaluation form. Professors are encouraged to read these surveys; most find them helpful in improving their teaching techniques and revising their syllabus. The surveys are sent to the Dean, who reviews them and takes any appropriate action should professor evaluations be consistently poor. Professors and coordinators are also encouraged to send reports of problems or successes during the seminar.

Unfortunately, ABTS has not yet developed a systematic program for peer or administrative review of faculty performance. Since two seminars are usually offered simultaneously at each teaching site, informal comments are often passed along from teachers in opposite seminar classes. Full-timers in the office, especially, frequently sit in on classes taught by adjuncts and/or compare notes informally.

Comments from coordinators have also been used for professor evaluation, improvement, or removal from the adjunct teaching roster. However, ABTS needs to develop a formal process for peers teaching together to review one another’s classes, and for the Dean to perform periodic evaluations of professor performance.

**FACILITIES AND COURSE MATERIALS**

A central office in Chiang Mai is housed in an office building with adequate space for a large reception area, small reading library, and faculty and staff offices. There remains room in these facilities for future expansion. The infrastructure in Chiang Mai is adequate for high speed internet connection, reliable mail service, and convenient access to air travel for professors.

Local country coordinators are responsible for booking rooms in hotels or guest houses for professors, securing adequate classrooms, and assuring that site appropriate audio-visual equipment is available to professors. Class rooms may consist of conference rooms in hotels or guest houses or large classrooms in area churches or seminaries. Convenience of access by the local transportation system is a key factor in the selection of classrooms, as is reliable air conditioning in the tropical climate.

Course materials are forwarded in advance to the country coordinators via e-mail attachment and purchased by the student on the first day of class. In countries where books are readily available, the country coordinators make arrangements with local bookstores to provide textbooks for purchase by students. ABTS maintains bookstore accounts with US companies to purchase textbooks for less advanced sites, or to assist coordinators when they have difficulty procuring a particular text. Presently, textbooks for Thailand, the Philippines and Papua New Guinea are routinely purchased from companies in the USA, gathered in a central clearinghouse, and shipped...
to the country coordinators. Books for extension courses are shipped from the same clearinghouse to Chiang Mai, where extension course materials are housed and shipped to individual students as needed.

In Myanmar, where textbook shipments were constantly lost in transit, permission is sought from book companies to reproduce the textbooks in country. Most Christian companies provide this service to ABTS for nominal fees. Single copies of the books are sent by courier to the country coordinator with statements asserting that the book is reproduced by permission already affixed to the title page. Local students pay in-country costs for photocopying and binding the books.

**STUDENT SUPPORT SERVICES**

As a distance learning institution, ABTS relies heavily on correspondence to provide academic support to its students. The proliferation of e-mail access in Asia has increased the efficiency of this support.

However, postal mail is still sent regularly to those students who do not have access to the internet.

Queries received in the ABTS office are researched carefully and answered promptly. Each student’s file is reviewed periodically after completion of a specified number of hours, after failure to complete a course, or after a period of inactivity. Resulting letters advise students of problems noted or of the next steps necessary for program completion and enclose standard packets of information, as needed. The plan for sending these notices to students is included under Student Policies in the HLC folder.

Although the staff in Chiang Mai makes every attempt to encourage and counsel at a distance, the key to academic support services for ABTS students is the country coordinator. He/she is expected to maintain regular contact with students under his/her care, providing mentoring and academic counseling as well as liaison with the central office. In its conclusions, the Joint Commission on International Theological Education of Cornerstone University and The Association of Baptist for World Evangelism (JCITE) recommended that ABTS develop a strategy for hiring fully funded country coordinators at all seminar sites. While the current part-time or volunteer coordinators are to be commended for their dedicated service, ABTS agrees that student support would be greatly enhanced if the JCITE recommendation could be realized.

ABTS does not provide dormitory services; students are expected to make their own arrangements for housing and meals during the 2 week seminars. However, coordinators are happy to help students with advice on inexpensive or convenient locations for housing. In the Philippines, seminars are generally held in area churches that frequently also provide inexpensive housing for attendees. When it was discovered in Myanmar that many students were skipping lunch for financial reasons, a program was underwritten to provide lunch for students attending the seminar.

Financial aid is available to eligible students in the Philippines and in Thailand. In the Philippines, scholarship services are provided by local ABWE missionaries. In Thailand, an ABTS graduate successful in business established a scholarship fund for Thai students or Filipino missionaries residing in Thailand.

In Myanmar, tuition remission is provided for all students, reducing the set tuition to US $ 2 for 3 credit hours. Study in Papua New Guinea is similarly underwritten by ABWE missionaries in that location.

Tuition is based on country of citizenship. Students whose financial base is at odds with their citizenship can apply to ABTS for special consideration. In order to assure that value is attached to the education received, financial aid is structured so that no student receives full remission of fees.

Library resources are provided at each teaching site by agreement with local libraries. In addition, there are many theological libraries throughout Southeast Asia. Many students live considerable distances from the seminar sites and appreciate the availability of local theological libraries. In Bangkok, for example, students have access to the Bangkok Institute of Theology and the Thailand Baptist Theological Seminary. Another excellent library in Bangkok is the UNESCO public library, where they house a vast collection of works in education, human culture, and rural development in addition to a large literature collection. In Myanmar, a small resource library was stocked with textbooks in 2004 and has been gradually expanded.

Students in Chiang Mai can take advantage of professor libraries. The central office also maintains a study area with approximately 1,000 volumes available for student use. Construction of a digital
A database that includes the professors' books as well as the books in the study room is currently in process. Approximately 50% of the books have been entered into the system, which will be available on the computer in the study room.

Students with access to the internet (currently 87% of the student body) can also subscribe to the CU library's electronic resources, which include full-text periodicals and electronic books as well as research databases. Unfortunately, this provision has been undersubscribed because the planned publicity campaign never got off the ground. With the addition of the Introduction to Graduate Theological Education course, all new students will be informed and encouraged to take advantage of this resource.

Steps are also being taken to give all adjunct faculty access to the CU library webpage, both for their own research needs and to explore possibilities for student research in their classes. The librarians on the US campus have been very helpful in setting up and maintaining a webpage specifically for Asian students, with links from the ABTS website, and offering to assist any professors with needs for specific classes.

On the Student Learning Assessment, ABTS introduced a question to ascertain whether students are regularly accessing research sources beyond those provided by the course materials. Data from these reports shows that 77% of the courses have required students to consult resources other than the textbooks and course materials. Of those students, 37% have consulted local libraries and 31% have researched the internet. Others have borrowed books, purchased books or conducted interviews.

Unfortunately, ABTS does not have a system in place to track how many students are using the CU online resources, nor is the CU library keeping a record of students who have registered for access.

Gathering these statistics is a task ABTS must undertake in the near future, along with a program to promote use of these resources.

**ASSESSMENT OF SERVICES.** The ABTS administration relies heavily on coordinator advice in making decisions regarding procedures and facilities in individual countries. In addition, the student survey at the end of each seminar contains questions about available facilities in each location. Reports of professors who teach at each site are also considered as part of the assessment of services provided to students at our seminar sites.

**FINANCIAL STABILITY**

The move from Singapore to Thailand was made in large part because of the pressure of increasing costs on the budget of ABTS. Weakening US dollar against the Singaporean dollar, rising costs of goods, and rapidly increasing rental prices were making it harder to operate the office in Singapore. It also put pressure on the full-time professors and their families who were living in Singapore.

The move to Thailand has greatly reduced many of our operating expenses, including rent for our office building and the cost of hiring local employees. Reducing monthly rental expenses by more than 50% has given us more breathing room in our budget. Our current expenses for our main offices in Thailand are around $3500/month. This includes the airfare for the resident faculty's travel to other teaching sites. Adjunct professors teach for us as volunteers. They normally pay their own airfare; travel and accommodations within Asia are covered by ABTS funds.

Because some of our sites (namely Philippines and Myanmar) are not self-supporting, we must ensure we also have funds to continue to service these sites. These two sites typically need about $700/month to cover the deficit between expenses (seminar expenses, coordinators' honorariums/salaries) and the tuition we collect from our students at these sites. This sets our current expenses for ABTS at around $4200/month.

The financial stability of ABTS is dependent in part on its partnership with ABWE, through which our current full-time faculty raise funds to support themselves and, in part, the school. ABWE itself is currently contributing $600/month to the budget of ABTS. We also receive monthly donations from churches and individuals which are channeled through ABWE. These monthly donations are currently $325/month.

ABTS faculty raise support through their individual mission boards. Presently all our full-time faculty have their monthly funds coming through ABWE. Each full-time faculty member has directly and individually solicited from donors the funds needed for their living expenses (salary) as well as work funds which are allocated to ABTS. Currently these work funds amount to $2000/month.
Cornerstone University presently designates $1000/month to ABTS. These funds are sent to ABTS through the account at ABWE established for this purpose. Until the departure of our previous dean, Cornerstone was also contributing a significant portion of the dean's salary. Upon his departure, Cornerstone discontinued those funds.

Comparing our average monthly expenses ($4200) with our fixed monthly income ($3925) leaves us with an average deficit of about $275. This deficit is typically made up through various Western students who study at our sites and pay higher tuition rates than our local students. We also receive periodic gifts from churches and individuals, especially in Singapore and in the US. These gifts are normally unscheduled and often unexpected.

Complete financial reports and annual budgets are submitted to both the University and ABWE for their review, and are available in the HLC on-line resource folder. Oversight of the budget is provided by the ABTS board. Financial reports in Singapore and Thailand are also audited as required by government regulations in those countries.

Although the reserves are not deep (we have approximately $54,000 in our various accounts), the program has consistently operated in the black and has no outstanding debts.

In light of future expansion that we are studying in both China and India, we have begun to explore other means of funding ABTS operations throughout the region. Because of the relative poverty of many of our sites, we will never be tuition driven. While some of our students pay tuition rates that are comparatively higher, our rates are still well below our US counterparts. (For example, Grand Rapids Theological Seminary currently charges $453/credit hour compared to our top rate of $155/credit hour.)

We will always need to be funded extensively through outside donors. Presently funds from outside donors (not student tuition) accounts for approximately 75% of our income. This percentage is only likely to increase as the sites in which we expect the most expansion will be sites where student tuition will be well below the actual expenses of delivery. Accordingly, we are exploring three possible sources of added income: grants, scholarships, and funding faculty chairs for Asian personnel.

**LONG RANGE PLANNING**

The Dean/Director spearheads the vision and strategy of ABTS. Before 2008, most of the planning was accomplished at the administrative level. Since that time, a decrease in administrative personnel and an increase in full-time faculty have led to a more collaborative planning process that includes faculty.

Despite recent leadership turnover, the strategic plan of ABTS has remained remarkably consistent, demonstrating proper communication and buy-in of the plan among all personnel.

Most strategic planning occurs during personnel meetings and utilizes informal planning tools.

However, ABTS has also utilized the more formal Masterplanning Arrow tool. The ABTS Strategic Masterplanning Arrow organizes and assesses ideas, develops them into short-range, mid-range, and long-range goals, then orients them toward our purpose and core values.

ABTS planning is value-driven and informed by the Asian context. Our core values (community, Christ-centered education, clarity of truth, servant leadership, and availability) direct all strategic decisions, especially pertaining to site expansion, degree offerings, curriculum design, and funding. In addition, the fact that ABTS is located in Asia and serves a primarily Asian constituency has led to a vision that prioritizes “multi-nationalization.” This vision involves a purposeful integration of Asian and Western personnel and resources in an effort to provide a contextually appropriate education. While ABTS exercises relative freedom in developing our vision and strategy, we are always cognizant of our place in the overall mission of Cornerstone University and seek to further that mission within our context.
ON-GOING PROGRAM REVIEW

Continuous program review is supported by the following practices:

- Seminar evaluations submitted by students after the completion of residence or extension courses.
- Summative evaluations submitted by all graduating students.
- Informal professor discussions or emails after seminars.
- Site evaluation conducted by full-time faculty/administrators as they teach in each site.
- Country Coordinator evaluation of program, location and delivery.
- Regular program evaluation by ABTS board members appointed by Cornerstone University.
- Periodic program evaluation by administrators at the main campus in Grand Rapids.

In 2007, a Joint Commission formed of members of CU, ABWE, the ABTS Board and ABTS administration undertook a program-wide review. Surveys were administered to students, alumni, country coordinators, ABWE missionaries, selected educators in Asia and a wider constituency. Many results from these surveys were very encouraging. Among the commission conclusions was the following statement:

"As a point of reference for all that is to be discussed and recommended, the Commission sets out this one resounding affirmation: there continues to be a great need for the type (modular, graduate, accredited, affordable) of education provided by the Asia Baptist Theological Seminary. In the course of Commission's research, utilizing polls, student surveys, anecdotal reports from students and faculty, and even unsolicited correspondence, it has been constantly affirmed that ABTS is meeting a tremendous need. The work of Christ in Asia would suffer a terrible loss if this ministry was discontinued."

General satisfaction was found to be high among all constituencies surveyed, with the exception of an attempt to survey a wide Christian population in Asia not affiliated with ABTS or ABWE. For the most part, these groups hadn't heard of ABTS (see Constituency Report in the HLC Info & Docs folder/Assessment Materials/Assessment Reports/2007 JCITE Program Review). JCITE recommendations emphasized strategic planning for the future of ABTS. A list of these recommendations can be found in the JCITE Report and Recommendations in the HLC electronic resource folder (folder #5 Engagement with Constituencies Material). An analysis of responses from the Graduate Summative Evaluations was also written as part of this review, resulting in further recommendations (in folder #3 Assessment Material). Updated data from the graduate summative evaluations can be found in the appendix to this report.

Some progress has been made toward the need to clearly define the relationships and improve communication between the ABTS partners. However, this remains an area of concern and discussions about this are ongoing. A program revision was completed in the 2011-2013 catalog that included several changes based on the recommendations from these studies and other assessment studies done during the last 3 years. Institution of an English entrance exam and development of a required Introduction to Graduate Theological Studies course were key elements that have been in process for some time. Introduction of additional degree programs remains high on the list of items desired by respondents to assessment surveys and on the priority list for ABTS faculty, but are still several years away from fruition.
ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student learning in ABTS is based on the Program Learning Objectives. These objectives are listed in the catalog and on the website and communicated systematically to adjunct faculty, who must demonstrate that their individual course objectives align with the program objectives. Students participate in the assessment process by building a portfolio of assessment reports during their study program. A chart of this assessment plan is available under Assessment in the HLC electronic resources folder.

The student instructions for completing portfolio reports are also available in the HLC Assessment folder, as well as on the ABTS website. Systematic assessment in the student portfolio includes:

1. Student Learning Assessment (SLA) written after each course, discussing which of the 6 program objectives the student judges to be fulfilled in this particular course. Degree requirements are organized so that students should accomplish every objective at least once during their study program. The overall database record of these SLAs bears out this expectation. Analysis for the graduate portfolios (random 20% of graduates) have consistent shown multiple entries under each course objective.

2. Ministry Follow-Up Reports (FUR) that trace the application of knowledge or skills gained in classes in the student's life and ministry. Each student is required to write three such reports before graduation, drawing applications from three different courses of their choice.

3. Summative Student Assessment (SUM) completed by each student just before graduation. This instrument records the student's self-assessment of growth and learning during his/her study program in each of the areas emphasized in the Program Learning Objectives. A second section provides the student with an opportunity to assess strengths and weaknesses of the school.

4. Professor evaluations of the student's work after each class. In a distance education program, major course assignments aren't submitted during class and graded work isn't returned while students have access to discussions with the professor about how to improve their work. Consequently, ABTS expects that professors will regularly include comments for each student with the grades submitted to the central office. This is especially helpful when the student's performance is below par – it's difficult for a student to improve if he/she doesn't know why the grade was low – but is important for all students. Reviewing these evaluations is also helpful in counseling students at risk.

5. Graduate Ministry Evaluation completed by a supervisor or colleague who has been able to observe the student through the years the student has been studying. Questions on this form ask for evaluation of growth and competency in specific areas aligned with the Program Learning Objectives.

SLA and FUR are forwarded to the professor of the course to aid him in his course revisions and are also reviewed by the designated assessment officer for overall program evaluation. The Summative Student Assessment and Graduate Ministry Evaluation form part of the graduation packet reviewed by the Dean and faculty as each student completes his/her degree. Comments from these assessment tools are regularly used to inform academic and procedural decisions (see Roster of Decisions Based on Assessment Tools in the Assessment folder of the HLC electronic resources). Data from the SLA and SUM is entered into the database. A systematic review of data from the SUM was prepared in 2007 and is available in the Assessment folder in the HLC electronic resources. An updated tabulation of results is in the appendix to this document.

The Graduate Ministry Evaluation was introduced in 2009. Consequently, the form is still in the process of being tested and revised. A Graduate Rubric based on the student portfolios was also introduced in 2009. This instrument is completed for all MA graduates and 20% of MRe graduates in each graduating class in an attempt to provide systematic data on student performance. Plans are being developed to formulate data entry from these reports.

The retirement of the Director of Academic Affairs in 2008 has left a gap in program assessment. During the years from 2008-2010, the Dean and Mrs. Rapa were the primary administrative team. Their other administrative duties didn't leave adequate time to maintain and develop assessment practices at the desired level. Some tracking of graduates, including the development of the two new forms introduced in 2009, was attempted by the retired Director from her home in the USA, but important aspects were neglected. The former Director of Academic Affairs has agreed to return from retirement for two years to help the new administrative team learn and develop procedures to improve assessment practices and academic support standards, but ABTS needs to recruit a person full time in this slot.
MARKETING AND RECRUITMENT

The country coordinators are key to advertising and recruitment in each of our seminar site countries.

The Chiang Mai office has produced attractive brochures, school catalogs and other literature to aid coordinators in their efforts, but distributing documents and developing relationships with potential students is an important part of coordinator responsibility. Asia is a relational society, so word of mouth marketing through our coordinators’ networks should not be undervalued. Professors teaching at seminar sites are also frequently involved in week-end church ministries or are invited to teach at camps or church seminars. Attending regional conferences also heightens awareness of ABTS throughout the region.

Formal advertising is also placed in various publications at seminar sites. In Chiang Mai, ABTS places general ads and announcements for individual seminars in community classified ads sent out weekly to nearly 3,000 e-mail addresses. An ad was placed in a Thai, Christian newspaper which is published monthly and distributed to hundreds of Christian organizations and churches throughout Thailand. We are also listed through an ad in the Thai Christian business directory, which is a hard copy publication printed annually and distributed throughout Thailand, and are advertised through the Thai Visa Forum, an online community forum largely for expats living in Thailand.

In the Philippines, we have a full-page ad in a monthly, evangelical Christian magazine which is circulated to approximately 3,000 different subscribers throughout the Philippines. In Singapore, ABTS is listed in the Directory of Churches and Christian Organizations, published yearly in that city. The new coordinator has also begun placing ads for ABTS in Singaporean publications.

ABTS also maintains a website, which occasionally attracts students. We have explored ways in which to increase traffic and visibility for this site, but web development is time intensive and as such has remained relatively underdeveloped. ABTS also maintains a presence on Facebook. With the increasing accessibility of the internet to our students and potential-students in Asia, we need to improve in this area significantly.

ABTS tracks the influences that led students to enroll in ABTS through one of the questions on the application form. Statistics for applications submitted since 2005 shows 2.25% mentioning the website in response to this question. An equal number (2.25%) listed publications. 86% indicated word of mouth reference as the primary influence toward ABTS. 51% specifically mentioned being referred to ABTS by a student or graduate.

As can be seen in these statistics, recommendations from satisfied customers remains our strongest recruiting tool. We don’t want to neglect the development of this important aspect of recruitment.

Strong student support and care, including frequent contact with the school and efforts to build a sense of community through periodic newsletters to all students, is essential. At the time of graduation, 77% of our graduates affirm that they not only would recommend ABTS to others, but are enthusiastic about doing so. A volunteer worker has recently initiated efforts to make contact with alumni, send out periodic alumni bulletins, and generally promote continuing identification with their alma mater.

However, if we are to reach beyond the existing pool of students, ABTS must also find ways to promote the program in new markets throughout Southeast Asia.
CURRENT DATA FROM THE STUDENT SUMMATIVE EVALUATIONS

STUDENT SELF-SCORING ON GROWTH IN SPECIFIC AREAS DURING THEIR STUDY PROGRAM.
Numbers not included in the evaluation form. The highest response is scored as 1 and the lowest as 4.

<table>
<thead>
<tr>
<th>PERSONAL GROWTH</th>
<th>MINISTRY SKILLS</th>
<th>BIBLE KNOWLEDGE &amp; INTERPRETATION</th>
<th>UNDERSTANDING THEOLOGY</th>
<th>COMMITMENT TO MINISTRY</th>
<th>BUILDING A MINISTRY NETWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.77</td>
<td>1.6</td>
<td>1.8</td>
<td>1.64</td>
<td>1.53</td>
<td>1.99</td>
</tr>
</tbody>
</table>

RATING SCALE:
Personal – Wonderful Growth/Quite a lot of Growth/Moderate Growth/Little Growth
Ministry – Much better equipped/Better equipped/Somewhat better/Not much improved
Bible – Extensive learning/Much learning/Moderate learning/Little new information
Theology – Really opened my eyes/Clarified my thinking/Helped some/Didn’t help much
Commitment – Deeply challenged/Confirmed my commitment/Somewhat encouraged/Little change
Network – I made _____ I think will prove helpful in my future ministry
(many friends, quite a few friends, some friendships, few friendships)

OPEN-ENDED QUESTIONS. STUDENTS FREQUENTLY MENTIONED MORE THAN ONE CATEGORY OF ITEMS.

<table>
<thead>
<tr>
<th>WHAT STUDENTS APPRECIATE MOST:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>59%</td>
</tr>
<tr>
<td>Accessible delivery</td>
<td>32%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>23%</td>
</tr>
<tr>
<td>Ministry application</td>
<td>20%</td>
</tr>
<tr>
<td>Staff</td>
<td>13%</td>
</tr>
<tr>
<td>Growth/Stimulation</td>
<td>9%</td>
</tr>
<tr>
<td>Textbooks &amp; materials</td>
<td>9%</td>
</tr>
<tr>
<td>Biblical teaching</td>
<td>6%</td>
</tr>
<tr>
<td>Student interaction</td>
<td>6%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT TO IMPROVE:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>24%</td>
</tr>
<tr>
<td>Seminar schedule</td>
<td>16%</td>
</tr>
<tr>
<td>Add more degrees</td>
<td>11%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>10%</td>
</tr>
<tr>
<td>Professors</td>
<td>10%</td>
</tr>
<tr>
<td>Students’ own schedules</td>
<td>9%</td>
</tr>
<tr>
<td>Seminars/work too intense</td>
<td>9%</td>
</tr>
<tr>
<td>Need help with English</td>
<td>7%</td>
</tr>
<tr>
<td>Admin. problems</td>
<td>4%</td>
</tr>
<tr>
<td>Recruitment</td>
<td>4%</td>
</tr>
<tr>
<td>Library resources</td>
<td>3%</td>
</tr>
</tbody>
</table>
### ADVICE TO NEW STUDENTS:

<table>
<thead>
<tr>
<th>Advice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be disciplined, don't give up</td>
<td>28%</td>
</tr>
<tr>
<td>Don’t procrastinate</td>
<td>22%</td>
</tr>
<tr>
<td>Choose courses carefully</td>
<td>17%</td>
</tr>
<tr>
<td>Take advantage of the value</td>
<td>9%</td>
</tr>
<tr>
<td>Study English</td>
<td>7%</td>
</tr>
<tr>
<td>Complete degree quickly</td>
<td>6%</td>
</tr>
<tr>
<td>Complete degree slowly</td>
<td>6%</td>
</tr>
<tr>
<td>Take seminars, not ext. crs</td>
<td>6%</td>
</tr>
<tr>
<td>Apply learning to ministry</td>
<td>5%</td>
</tr>
<tr>
<td>Obtain textbooks in advance</td>
<td>5%</td>
</tr>
<tr>
<td>Take leave during seminar</td>
<td>5%</td>
</tr>
<tr>
<td>Take 1 course in first semester</td>
<td>3%</td>
</tr>
</tbody>
</table>

### WOULD YOU RECOMMEND ABTS:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong affirmative or already actively doing</td>
<td>70%</td>
</tr>
<tr>
<td>Yes</td>
<td>29%</td>
</tr>
<tr>
<td>No (one graduate)</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Why?**
- Some profs are too liberal.

### CAUTIONS IN RECOMMENDING:

<table>
<thead>
<tr>
<th>Cautions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7%</td>
</tr>
<tr>
<td>Difficulty of the work</td>
<td>7%</td>
</tr>
<tr>
<td>Finances</td>
<td>3%</td>
</tr>
<tr>
<td>No seminars in my country</td>
<td>2%</td>
</tr>
</tbody>
</table>

### WHY RECOMMEND?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry application</td>
<td>32%</td>
</tr>
<tr>
<td>Growth/Stimulation</td>
<td>31%</td>
</tr>
<tr>
<td>Accessible delivery</td>
<td>15%</td>
</tr>
<tr>
<td>Professors</td>
<td>9%</td>
</tr>
<tr>
<td>Biblical teaching</td>
<td>9%</td>
</tr>
<tr>
<td>Reasonable fees</td>
<td>5%</td>
</tr>
<tr>
<td>Student interaction</td>
<td>4%</td>
</tr>
<tr>
<td>Student interaction</td>
<td>4%</td>
</tr>
<tr>
<td>Staff</td>
<td>3%</td>
</tr>
<tr>
<td>Accreditation</td>
<td>3%</td>
</tr>
</tbody>
</table>
FEDERAL COMPLIANCE REPORT
REQUIREMENT 1: CREDITS, PROGRAM LENGTH & TUITION

THE INSTITUTION HAS DOCUMENTED THAT IT HAS CREDIT HOUR ASSIGNMENTS AND DEGREE PROGRAM LENGTHS WITHIN THE RANGE OF GOOD PRACTICE IN HIGHER EDUCATION AND THAT TUITION IS CONSISTENT ACROSS DEGREE PROGRAMS (OR THAT THERE IS A RATIONAL BASIS FOR ANY PROGRAM-SPECIFIC TUITION).

CORNERSTONE UNIVERSITY and all of its educational units (TUG, PGS, GRTS and ABTS) offer academic courses and programs which have specific credit hour assignments, meeting degree program requirements, with commensurate tuition costs. In defining such and for guidance, the university relies upon good practice standards as established by the:

• Regional accrediting agency (HLC).
• State of Michigan (Department of Education).
• Program-specific accreditation agencies (CSWE, NASM, ATS).
• IPD working contracts/documents (PGS).
• Judgment of its faculty and administration.

The university employs the following Integrated Postsecondary Education Data System (IPEDS) definition of “course/credit hour” as an acceptable industry standard when calculating the campus definition for its traditional age (TUG) and seminary (GRTS) program:

A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Proof of fulfillment of academic credit is determined by every course meeting specific academic learning objectives. These objectives are developed to reflect course content and the number of academic credits awarded. Assignments are developed based on academic learning objectives for the course and are assessed in appropriate fashion.
In determining how to apply the above standards, the campus community relies upon the following people/offices to oversee and regulate its operations:

- Academic administration (Provost, Associate Provosts, Deans, Registrar, Chairs).
- Various academic committees (AAC, GAC, UAC, Faculty Senate).
- Faculty.

Taken together, the aforementioned agencies, offices and people provide the criteria, rationale and judgment for meeting the requirements of an institution of higher education.

In making this information available to both internal and external constituents, credit hour assignments, degree program lengths and tuition information is publicly made available via the:

- University catalogs (TUG, GRTS, PGS, ABTS).
- University internal website.
- University external website.

Tuition, course and program expenses for each operating unit are proposed and set by the President's Cabinet to the Board of Trustees for their approval. Such approval processes allow the institution to meet the market competitive nature of each degree program in light of the university’s constituent groups.

Given the adult degree completion format, the PGS unit uses the following formula for determining academic credit. In doing so, the adult degree completion program follows the best practices as suggested by the Consortium for the Advancement of Adult Higher education (CAAHe), the Christian Adult Higher Education Association (CAHEA) and the CCCU Center for Research in Adult Learning. This is illustrated in the following visual.

**ACADEMIC CREDIT FORMULA**

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>12.5 X NUMBER CREDIT HOURS = TOTAL SEAT HOURS REQUIRED</th>
<th>NUMBER OF 4-HOUR SESSIONS/WEEKS</th>
<th>TOTAL OF IN-CLASS HOURS</th>
<th>ADDITIONAL SEAT HOURS NEEDED (ONLINE, PLT, ETC.)</th>
<th>HOURS REQUIRED FOR HOMEWORK (READINGS, PAPERS, OUTSIDE TESTS, ETC.)</th>
<th>OUT OF CLASS HOURS NEEDED</th>
<th>PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25</td>
<td>4</td>
<td>16</td>
<td>9</td>
<td>50</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>50</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>20</td>
<td>175</td>
<td>75</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>37.5</td>
<td>6</td>
<td>24</td>
<td>13.5</td>
<td>75</td>
<td>75</td>
<td>12.5</td>
</tr>
<tr>
<td>3</td>
<td>37.5</td>
<td>7</td>
<td>28</td>
<td>9.5</td>
<td>75</td>
<td>75</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>7</td>
<td>28</td>
<td>22</td>
<td>100</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>8</td>
<td>32</td>
<td>18</td>
<td>100</td>
<td>100</td>
<td>12.5</td>
</tr>
<tr>
<td>5</td>
<td>62.5</td>
<td>7</td>
<td>28</td>
<td>34.5</td>
<td>125</td>
<td>125</td>
<td>18</td>
</tr>
</tbody>
</table>
The university’s position regarding student complaints is developed by each operating unit (TUG, GRTS, PGS and ABTS) with specific policy and procedures in place to guide the particular needs of the specific groups of students being served. Senior leadership oversees the specific policies and practices with middle management designated to care for the operational logistics of policy development and tracking. All unit policies cohere to a common set of guidelines, but each is different in its specific application. In essence, a university ethos with its expectations aligns all divisional student complaint processes and procedures.

The policies and their attendant procedures are publicly available via the following venues:

- Cornerstone catalog(s).
- Student handbooks.
- University website.
- Syllabi for each course.

There are individuals as well as committees tasked with responding to formal student complaints. This demonstrates the institutionally-owned responsibility to care for such issues and concerns of its primary constituent group: the students.

The systematic tracking of student complaints for the past three years has been accomplished through a representative from each operating unit. An analysis of student complaints and any common themes that need attention is the responsibility of the appropriate identified individual/committee from each unit.

ABTS, given the context in which it works, has a less formal complaint policy. In Asian countries, students are less likely to confront authority in a formal manner. Thus, area coordinators are more likely to receive complaints because they represent a “third party” between the aggrieved and the administration. Resident professors consciously work to befriend students while at seminar sites and students receive significant counseling on periodic visits to each site. Student complaints are dealt with as they arise, but informally and individually – most often replying through the coordinator who answers concerns promptly and to mutual satisfaction.

1 Policies – Student Grievance
CORNERSTONE UNIVERSITY SERVICES a number of transfer students on an annual basis and is acutely aware of the need to care for the many issues and concerns facing this segment of the student population. In response, each academic unit of the university has well-developed, clearly-stated and publicly-available policies to assist the student as he/she matriculates into a program of study.

The transfer policies\(^1\) are available through the following institutional channels of communication:

- University catalogs.
- Student handbooks.
- University websites.
- Registrar's Office material.
- Admissions counselor correspondence.
- Academic advisor consultation and advice.

In instances where a transfer student needs additional information (supplementing the formal university policy), he/she will work with an admissions counselor or a member of the academic administration (Registrar, Associate Provost, Divisional Chair, Academic Advisor) to determine an application of policy to individual-specific situations.

Current university students who wish to transfer courses from another institution of higher education or who desire to transfer to another institution receive organizational support and advice from a variety of individuals/offices.

A continual review of transfer policies includes university members of the Admissions, Academic and Retention Offices.

\(^1\) Transfer Policies
The university has developed the following verification processes and mechanisms to guarantee and to protect student identity:

- Student “integrity” statement.¹
- Individual logon assignments with person-specific passwords.
- Physical, in-presence, on-the-ground proctored exams.
- Turnitin safeguards to protect against plagiarism.
- Efficiencies of the Blackboard (ANGEL) course management system.
- Professor contact with students and their known abilities (professional judgment).

This information is available, and students have access to it through a variety of university venues, including the university catalog, the academic office, professor interaction, and periodically distributed electronic and print material.

Cornerstone University uses the ANGEL Learning Management System to deliver online courses. Student account creation and authentication is tied to the campus Emergency Response Plan (ERP) and account management systems. Students use their Cornerstone user name and password to access ANGEL, and thus their course materials and assessments. To initiate their accounts, students must provide their last name, Social Security Number and Student Identification Number. Once the account has been initiated, passwords must be changed every 90 days to a new password not previously used by the student. This level of authentication has proven sufficient for preventing individuals from gaining access to other peoples’ accounts and personal information.

¹ Student Integrity Statement
Alternative methods for identifying students have been explored, including a trial of a solution from Axciom which verifies the identity of an individual but cannot verify that the actual work submitted is their own. Additional identity verification technologies will be put into place once an appropriate and reasonably priced solution has been found.

As a matter of recommended practice, exams consisting of objective questions are generally discouraged; when necessary, Cornerstone utilizes traditional proctors to verify the identity of the student and maintain the integrity of the assessment. Students outside of West Michigan have the option of identifying a proctor for exams and seeking pre-approval for their proctor. Proctors must meet a list of requirements and their identity is verified through documentation transmitted to the professor. Once approved, proctors are sent the exams and students must complete the exam in the presence of the proctors who vouch for the student and confirm that the exam was completed by the student under appropriate conditions.

As electronic and virtual forms of education are growing and becoming more commonplace, the university continues to study the multitude of issues which are ever present. Specific individuals and committees are assigned the task of maintaining currency of the university’s operations in this regard and include the Director of Technology Services, the Director of On-line Education, the On-line Task Force and various individuals from all of the major units across the campus. Policies and procedures continue to be developed, updated and revised as needed.
IN MEETING ITS TITLE IV PROGRAM RESPONSIBILITIES, the university responds to the following specific categories.

GENERAL PROGRAM RESPONSIBILITIES
Cornerstone University is compliant with all known requirements in regard to its Title IV responsibilities and obligations. Continual reviews of the requirements and the institutional response to such is an on-going process and is assigned to specific staff.

FINANCIAL RESPONSIBILITY REQUIREMENTS
The university has many consecutive years of “unqualified” audit reports with very few “findings.” Copies of the A-133\(^1\) Reports are available.

The university has met and exceeded the required Department of Education ratio requirements over the past ten years. A spreadsheet of the ratio calculations\(^2\) is available.

STUDENT LOAN DEFAULT RATES
The Student Loan Default Rates have been historically low compared to the national average. Copies of the university’s loan default rate notification letters\(^3\) are available.

---

1. A-133 Reports
2. DOE Ratio Calculations
3. Loan Default Rate Notification Letters
CAMPUS CRIME INFORMATION AND RELATED DISCLOSURE OF CONSUMER INFORMATION

Statistical information relating to all incidents, including crimes, responses, and dispositions, are made available to students, the public, faculty and staff through the annually submitted Federal Clery Act Report and an annual Cornerstone University Campus Safety report. Both of these documents are available electronically by visiting our university’s website, and hard copies are available upon request.

Proactive safety, security, and asset protection for students is communicated through the student handbook, orientation programming, postings, school newspaper, electronic updates and wireless emergency notification system.

SATISFACTORY ACADEMIC PROGRESS AND ATTENDANCE POLICIES

The university has published an easily accessible policy regarding “Satisfactory Academic Progress” for each of its academic divisions. The policies, as published in the university catalog and on the institutional website, meet all applicable state and federal requirements.

Additionally, the university's academic units each have an attendance policy that meets the needs of its representative student body. The policies are available through the university catalog, the university website and are a required element of every course syllabus.

CONSORTIAL RELATIONSHIPS

Cornerstone University works with the following accredited institutions in consortium programs:

- Calvin College
- Grace Bible College
- Kendall College of Art and Design of Ferris State University
- Kuyper College
- Handong University
- University of Ede

CONTRACTUAL RELATIONSHIPS

The university fulfills its mission by working with the following third-party entities that are not accredited:

- IPD
- ABWE
- RBC Ministries
- Foremost Insurance Institute

Given the above responses to the individual items of obligation, the university is applying due diligence in meeting its organizational duties while meeting the intent of federal legislation.

---

4. Clery Act Report
5. Policy SAP
6. Calvin College
7. Grace Bible College
8. Kendall
9. Kuyper
10. Handong University
11. University of Ede
12. IPD
13. ABWE
14. RBC
15. Foremost Insurance Institute
THE INSTITUTION HAS DOCUMENTED THAT IT PROVIDES ACCURATE, TIMELY AND APPROPRIATELY DETAILED INFORMATION TO CURRENT AND PROSPECTIVE STUDENTS AND THE PUBLIC ABOUT ITS ACCREDITATION STATUS WITH THE COMMISSION AND OTHER AGENCIES AS WELL AS ABOUT ITS PROGRAMS, LOCATIONS AND POLICIES.

CORNERSTONE UNIVERSITY MAKES KNOWN its relationship with the Higher Learning Commission, other accrediting agencies, its programs, location and policies through a communications plan that includes:

- The university catalog(s).
- Student handbooks.
- Periodically distributed material.
- The university website (external).
- The university website (internal).
- Appropriate marketing and advertising brochures and publications.

Specifically, the use of the HLC’s “Mark of Affiliation” is employed in all relevant ways with great respect befitting the relationship the university has with the accrediting agency. The university has a policy\(^1\) for such matters.

\(^1\) HLC Mark of Affiliation Policy
THE UNIVERSITY ENJOYS POSITIVE RELATIONSHIPS with the following specific professional accrediting agencies and is under no sanction for program or behavioral reform. The most recent correspondence with each accrediting agency verifies the current relationship and standing of the university.

- Council of Social Work Educators (CSWE)¹
- National Association of the Schools of Music (NASM)²
- Michigan State Department of Education³
- American Theological Society (ATS)⁴
- Higher Learning Commission of the North Central Association (HLC)⁵

This information is disclosed in the appropriate sections of the university's Annual Institutional Data Update filed with the HLC on an annual basis and reported to constituent groups via selected university publications.

¹ ACSWE  
² NASM  
³ MId Department of Education  
⁴ ATS  
⁵ HLC
CORNERSTONE UNIVERSITY DID DUE DILIGENCE in its effort to obtain comments from third parties and specifically followed the Higher Learning Commission’s guidelines for doing such.

A recommended “Third Party Comments” notice1 supplied by the HLC, adapted to the Cornerstone context, was published in the following newspapers:

- The Grand Rapids Press
- The Detroit Free Press
- The Kalamazoo Gazette
- The Lansing Journal
- Muskegon Chronicle
- The Holland Sentinel
- The Herald-Palladium

1 3rd Party Comments Notice

THE INSTITUTION HAS MADE AN APPROPRIATE AND TIMELY EFFORT TO SOLICIT THIRD PARTY COMMENTS. THE TEAM HAS EVALUATED ANY COMMENTS RECEIVED AND COMPLETED ANY NECESSARY FOLLOW-UP ON ISSUES RAISED IN THESE COMMENTS.
In addition to print media newspapers, the following venues were also used to seek third party comments:

- The CU Alumni Journal
- Cornerstone external Website
- Announcement to each PGS cohort in all locations
- ABTS Website
- Announcements on CU Radio (WCSG, WAYK and WAYG)
- Australian Fellowship of Bible-Believing Churches Website
- Mass email announcements to ABTS students and alumni (Hong Kong) and China Baptist Theological College students and alumni
- China Baptist Theological College Newsletter (Hong Kong)
- Goroka Baptist Bible College Newsletter (Papua New Guinea)
- Baptist Bible Seminary and Institute Newsletter (Philippines)
- Doane Baptist Seminary Newsletter (Philippines)
- Email announcement to entries in the Singapore Directory of Churches and Christian Organizations
- Christian News (Thailand)
### Cornerstone University

| Founded | 1941 |
| City/State | Grand Rapids/Michigan |
| Setting | Urban |
| Type of Institution | Private |
| Religious Affiliation | Non-Denominational |

#### ACADEMICS

- **Academic Calendar**: Semesters
- **Student/Faculty Ratio**: 20:01
- **Full-Time Faculty**: 53
- **Adjunct Faculty**: 61
- **Terminal Degrees**: 50%
- **Tenured**: 30%

#### COSTS

<table>
<thead>
<tr>
<th>FALL 2011</th>
<th>FALL 2002</th>
<th>DECADE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$21,378</td>
<td>$13,070</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$6,910</td>
<td>$5,022</td>
</tr>
<tr>
<td>Need-Based Financial Aid</td>
<td>$12,650,568</td>
<td>$6,403,244</td>
</tr>
<tr>
<td>Average Financial Aid Package</td>
<td>$19,772</td>
<td>$9,380</td>
</tr>
<tr>
<td>Average Student Debt/Grad</td>
<td>$31,366</td>
<td>$16,900</td>
</tr>
</tbody>
</table>

#### ADMISSIONS/ENROLLMENT

- **Selectivity**: Selective
- **Acceptance Rate**: 92% 94% 94%
- **Average High School G.P.A.**: 3.49 3.43 3.45
- **Average ACT Score**: 23.8 23 23.2

#### FALL CU STUDENT HEADCOUNT

- **TUG Headcount**: 1344 1293 1300
- **PGS Headcount**: 1247 725 952
- **GRTS Headcount**: 273 207 243
- **ABTS Headcount**: 190 191 202
- **Online Headcount**: 3054 2416 2697

#### UNDERGRADUATE ENROLLMENT

- **TOTAL**: 3054 2416 2697
- **Undergraduate Enrollment**: 2157 1945 1996

#### GRADUATE ENROLLMENT

- **TOTAL**: 897 471 751

#### FULL-TIME FACULTY HEADCOUNT

<table>
<thead>
<tr>
<th>TUG</th>
<th>PGS</th>
<th>GRTS</th>
<th>ABTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>65</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>60</td>
<td>8.7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>ADJUNCT FACULTY HEADCOUNT</td>
<td>TUG</td>
<td>PGS</td>
<td>GRTS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Number of Employees</td>
<td>61</td>
<td>50.7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>31.8</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>36.1</td>
<td>9.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY/STUDENT RATIO</th>
<th>TUG</th>
<th>PGS</th>
<th>GRTS</th>
<th>ABTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty Ratio</td>
<td>20:01</td>
<td>19:01</td>
<td>18:01</td>
<td>18:01</td>
</tr>
<tr>
<td></td>
<td>15:01</td>
<td>14:01</td>
<td>15:01</td>
<td>15:01</td>
</tr>
<tr>
<td></td>
<td>14:01</td>
<td>13:01</td>
<td>14:01</td>
<td>14:01</td>
</tr>
<tr>
<td></td>
<td>9:01</td>
<td>13:01</td>
<td>11:01</td>
<td>11:01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FULL-TIME EMPLOYEES</th>
<th>265</th>
<th>262</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>Staff</td>
<td>203</td>
<td>192</td>
</tr>
<tr>
<td>Retention (FR to SO)</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>Retention (Fall to Spring)</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>Four Year Graduation Rate</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Six Year Graduation Rate</td>
<td>50%</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEGREES CONFIRMED</th>
<th>B.A.</th>
<th>M.A.</th>
<th>A.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees B.A.</td>
<td>357</td>
<td>334</td>
<td>367</td>
</tr>
<tr>
<td>Number of Degrees M.A.</td>
<td>246</td>
<td>43</td>
<td>154</td>
</tr>
<tr>
<td>Number of Degrees A.A.</td>
<td>39</td>
<td>59</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF DEGREE PROGRAMS</th>
<th>TUG</th>
<th>PGS</th>
<th>GRTS</th>
<th>ABTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs TUG</td>
<td>65</td>
<td>15</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Number of Programs PGS</td>
<td>27</td>
<td>5</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Number of Programs GRTS</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of Programs ABTS</td>
<td>42</td>
<td>38</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size of Campus</th>
<th>130 Acres</th>
<th>119 Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Campus</td>
<td>130 Acres</td>
<td>119 Acres</td>
</tr>
<tr>
<td>Size of Campus</td>
<td>130 Acres</td>
<td>119 Acres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENROLLMENT BY ETHNICITY</th>
<th>TUG</th>
<th>PGS</th>
<th>GRTS</th>
<th>ABTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment by Ethnicity</td>
<td>8.50%</td>
<td>26.90%</td>
<td>23.30%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>7.70%</td>
<td>47.90%</td>
<td>13.70%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>730%</td>
<td>32.70%</td>
<td>20.10%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Debt</th>
<th>$10,985,000</th>
<th>$12,566,900</th>
<th>$14,124,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Budget</td>
<td>$35,133,462</td>
<td>$24,876,162</td>
<td>$31,343,500</td>
</tr>
<tr>
<td>Athletic Budget</td>
<td>1,900,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Endowment</td>
<td>6,557,025</td>
<td>5,071,759</td>
<td>5,527,700</td>
</tr>
<tr>
<td>% of Budget Allocated Techno</td>
<td>6.69%</td>
<td>10.07%</td>
<td>7.74%</td>
</tr>
<tr>
<td>Donations to CU</td>
<td>$4,908,653</td>
<td>$4,966,361</td>
<td>$5,050,000</td>
</tr>
<tr>
<td>University Debt</td>
<td>$10,985,000</td>
<td>$12,566,900</td>
<td>$14,124,000</td>
</tr>
</tbody>
</table>
E-RESOURCE ROOM
ORGANIZATIONAL STRUCTURE
ELECTRONIC RESOURCE ROOM ORGANIZATIONAL STRUCTURE
At Cornerstone University, we believe that academics matter. We offer a student-focused learning community that values excellence in education. Our outstanding students, faculty and staff are equipped to excel in their fields of study and be influencers for Christ in a variety of vocations.