Cornerstone University
Annual Assessment Report: 2018-2019

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Work Plan Summary: 2018-2019

Status of 2018-2019 Goals

The goals for assessment work during the 2018-2019 academic year were as follows:

1. **Review the previous year's assessment reports and provide feedback to appropriate faculty/staff program leaders**
   a. Status: Completed
   b. Explanation: This has become part of the normative practice here on campus. The CU Annual Assessment Report was shared with the president and cabinet as well as with the Assessment Committee. The Assessment Committee divided into groups and were assigned to review specific portions of the report and make note of their feedback in a shared Google Document. The review occurred during the Sept. 19, 2018 and Oct. 10, 2018 committee meetings. The follow-up points were then shared with key academic leaders in each of the Principal Academic Units.

2. **Complete curricular mapping of PLOs for co-curricular programs (TUG)**
   a. Status: Completed
   b. Explanation: A PLO map was created for Student Development programming. The following programming was mapped to the Civic and Global Engagement and/or Biblical Worldview learning domains: Community Life, Chapel, and Athletics.

3. **Submit Assessment Project plans for each program**
   a. Status: Completed
   b. Explanation: All programs not undergoing Program Review submitted an assessment plan by October 30, 2018. GRTS, PGS, and ABTS submitted a written summary document of these plans to the Assessment Committee. TUG gathered these plans from faculty program leaders via Google Forms and submitted the spreadsheet to the Assessment Committee. The committee reviewed the plans and provided feedback where necessary to program leaders via the corresponding academic dean or TUG assessment coach.

4. **Complete curricular mapping for the following TUG programs: Intercultural Studies, Audio Production, Nursing, Engineering and Coaching (minor)**
   a. Status: Almost Completed
   b. Explanation: PLO maps were created for Audio Production, Engineering, and Coaching; however, the maps for the Associate of Science (i.e. Nursing students) and Intercultural Studies were not completed. The faculty hire for Intercultural Studies was temporarily suspended but will restart during the 2019-2020 academic year. Once this individual is hired, the PLO map will be completed. The PLO map for the Associate of Science degree will be completed during the 2019-2020 academic year.

5. **Complete Program Review process for assigned programs in PAUs**
   a. Status: Completed
   b. Explanation: The following programs were reviewed in PGS: Ministry Leadership (B.S.), Organizational Management (B.S.), Business Administration and Leadership (B.S.). The following programs were reviewed in TUG: History/History Education, Biology, Environmental Biology (Wildlife Biology, Naturalist, Water Resources), Music, Music:

Worship Arts, Performance, Performance: Commercial Music, Music Education, Elementary Education, Secondary Education, Early Childhood, Learning Disabilities, Greek (minor), and Chemistry (minor). In GRTS, the Master of Theology (ThM) program was reviewed. In ABTS, the Master of Religious Education (MRE) was reviewed. Details regarding key findings and action items can be found in each PAU/Divisional assessment report in the appendices D-G.

6. **Identify common questions on Alumni Surveys for all PAUs (all PAUs)**
   a. Status: Not started
   b. Explanation: Due to the additional work associated with implementing the new Campus Labs assessment management system, this project has been put on hold indefinitely.

7. **Implement and document changes identified in previous assessment project reports (all PAUs)**
   a. Status: Completed
   b. Explanation: This element was embedded into the new assessment project planning and reporting process. Specifically, a section (i.e. section VII) was added on the assessment project report template that requires program leaders to describe the implemented changes from previous years' report and, if and when possible, to assess the success of the change. These changes can be found on the assessment project report template (appendix C) as well as the division/PAU-specific annual reports (appendices D-G).

8. **Submit assessment project reports for each program (all PAUs)**
   a. Status: Completed
   b. Explanation: Assessment project reports were submitted for all programs not undergoing program review this year. These are stored in Moodle (TUG), Google Drive (PGS), and a local drive (GRTS). Beginning the 2019-2020 academic year, all assessment project reports will be collected and stored within the Planning module of Campus Labs.

9. **Create a new template for PAU/Division reports for the CU Annual Assessment Report**
   a. Status: Completed
   b. Explanation: The PAU/Division report template was updated for the 2018-2019 academic year to specific reflect the "closing the loop" piece of assessment (see appendices D-G).

10. **Submit annual division assessment reports to Associate Dean of Assessment (TUG)**
    a. Status: Completed
    b. Explanation: These can be found in appendix D of this report.

11. **Submit annual PAU assessment reports to Associate Dean of Assessment (PGS, GRTS, ABTS)**
    a. Status: Completed
    b. Explanation: These can be found in appendices E-G.

12. **Implement Campus Labs assessment software across campus and identify plan for full-campus roll out during 2019-2020 academic year (all PAUs)**
    a. Status: In-progress
    b. Explanation: The implementation of the new Campus Labs assessment management system began in September of 2019. The focus during the fall semester/early spring was on data integration, whereas the focus during late spring semester/summer was on setting up the templates and piloting some of the modules. A plan for the Campus Labs roll-out during the 2019-2020 academic year was developed (see sections titled "Revisions to Assessment

Systems and Processes" and "Goals for 2019-2020 Academic Year" of this report for more information).

13. **Update ILDs and PLOs on website, if applicable (all PAUs)**
   a. Status: On-going
   b. Explanation: The website has been updated as PLOs have been updated. Moving forward, this will be tracked in the Outcomes module in Campus Labs.

Other Assessment Activities During 2018-2019

Accreditation Site Visits, Reports and Updates

Accreditation

a. *Council for Business Schools and Programs (ACBSP).* In April 2019, the ACBSP Board of Commissioners granted specialized business accreditation to Cornerstone's undergraduate business programs in addition to its Master of Business Administration (MBA) and Master of Arts in Organizational Leadership degrees. Cornerstone is one of only 10 schools in Michigan with ACBSP accreditation. The final accreditation report included 31 noted strengths and one best practice distinction: CU's Center for Excellence in Learning and Teaching. The accreditation Board noted the following: "The business programs have a well-implemented and fully deployed evaluation process for all faculty and staff personnel. The Center for Learning and Teaching is considered as a best practice in the mentoring and development of new faculty." Fourteen opportunities for improvement were noted in the final accreditation report. These areas for improvement will be the focus of the biennial quality assurance report (QAR) that must be submitted. The ACBSP accreditation earned by CU lasts for four years, at which time the improvements noted must be cleared for the business program to retain its accredited status. The areas to be improved include strategic planning at the business unit level, more robust assessment of student learning outcomes, and increases in the percentage of credit hours taught by doctorally-qualified faculty members. The ACBSP Board of commissioners evaluates the business programs as one unit instead of a bifurcated Professional & Graduate Studies division versus Traditional Undergraduate programs.

b. *Association of Theological Schools (ATS).* During the 2018-2019 academic year, GRTS fulfilled the one action step required by ATS based on the findings of the 2015-16 GRTS Self-study and subsequent ATS re-accreditation site visit team report. Specifically, an update report was submitted, received, and approved by ATS related to progress in our plan to increase faculty salaries and reduce overload assignments. In the coming year (2019-2020), GRTS is required by ATS to provide a status update on the progress made in relation to adequately resourcing Miller Library in regard to the B to BX collection, shelving for the collection, and space for readers and staff (due November 1, 2019).

c. *Council for Accreditation of Counseling and Related Programs (CACREP).* The GRTS Counseling Division submitted a comprehensive self-study to the Council for Accreditation of Counseling and Related Programs (CACREP) in February 2019.   CACREP provided their response to the self-study in May 2019 and granted GRTS until November 2019 to submit a formal response to their feedback. The Counseling Division is in the process of implementing the necessary changes needed and articulating the appropriate content to respond to CACREP by the November deadline. The comprehensive self-study is available for review by contacting Tara Kram, GRTS Associate Dean.

d. *Council for the Accreditation of Educator Preparation (CAEP).* The Teacher Education Division submitted a self-study report to CAEP in July 2019. Once the division receives feedback from the site team, expected in November or December, an addendum will be written to address questions about the report. The division is currently in the process of preparing for the April 2020 site visit. A

significant change that is being made based on the self-study findings is the implementation of a data management system, Campus Labs. Preparation for the site visit also includes preparing stakeholders and ensuring that evidence and processes are clear for the site team.

e. ***Council on Social Work Education (CSWE).*** Cornerstone's social work program is currently beginning its third year of its accreditation cycle with CSWE. The program was reaffirmed in Spring of 2016 under the 2008 CSWE Educational Program Accreditation Standards (EPAS). Dr. Sanders and Dr. Carew spent time this past summer re-aligning our program to address changes made and reflected the recently revised 2015 CSWE EPAS.

f. ***National Association of Schools of Music (NASM).*** All of the music programs at CU went through the process of program review as part of the regular cycle of assessment in December 2019. The University Academic Council (UAC) evaluated the current state programs and market factors including declining enrollment, limited graduate outcomes, increased competition, etc. It was the vote of UAC to rework existing and potentially new degrees into curriculum strands that more accurately reflect the context and capacity of curriculum and resources and CU. This deliberation also included a cost/benefit analysis of remaining with NASM which ultimately led to the decision to withdraw from the organization, allowing full academic freedom to creatively address the situation. It should be noted that many of our peer schools are also withdrawing from NASM, including Calvin in 2017.

Revisions to Assessment Systems and Processes

a. ***Implementation of New Assessment Management Systems (AMS).*** Campus Labs was purchased in September of 2018. This new system will assist faculty and staff with the collection, analysis, and storage of all data related to annual assessment projects, program reviews, strategic planning, accreditation, end-of-course evaluations, and key surveys (e.g. Alumni Survey). Data integration and template set-up occurred during a large part of the 2018-2019 academic year, ending with some testing/pilot projects in the late spring/summer semesters. During the 2019-2020 academic year, all assessment project plans and reports, program reviews, alumni/end-of-program surveys, and course evaluations will be conducted and stored in Campus Labs. Additional tools (e.g. data dashboard, faculty credentials, accreditation templates, etc.) will be implemented as needed or desired on an ad-hoc basis across the PAUs during the 2019-2020 academic year.

b. ***Framework for the Assessment of Student Learning.*** This document is reviewed and updated (as necessary) on an annual basis. Given the significant number of changes that will be made to the assessment system over the course of the year with the implementation of Campus Labs, the *CU Framework for the Assessment of Student Learning* will be updated during the spring 2020 semester. These changes will reflect the role that Campus Labs will play in the assessment of student learning moving forward.

Additional Assessment

a. ***Alumni Surveys.*** Alumni surveys were administered to all academic programs that underwent program review this year. Results were shared with program leaders to help inform the reviews.

b. ***Graduating Student Surveys/End of Program Surveys***. Graduating Student Surveys (TUG, GRTS) and an End of Program Survey (PGS) were administered this year. These surveys provided critical feedback on curriculum, pedagogy, co-curricular activities, academic support offices, and overall student experiences. In TUG, this survey was administered to all graduating students during the 2018-2019 academic and reported a 60% response rate (162 out of 270). The information was

shared with respective division chairs, offices of academic services, and the VP of Student Development. The academic divisions and academic offices (e.g. Center for Academic Success) completed an action plan based on this feedback (see appendix D for the plans in the respective divisions). In PGS, this survey was administered to selected cohorts and the information was reviewed by the Student Success committee (see appendix E for the plans in the respective divisions). In GRTS, this survey was administered in conjunction with the exit assessment process in the fall and spring semesters. The information was collected by the Associate Dean at GRTS and distributed to relevant departments and stakeholders across GRTS (see appendix F for the plans in the respective divisions).

c. ***National Survey of Student Engagement.*** Every other year, the Traditional Undergraduate college administers the National Survey of Student Engagement (NSSE). This survey, which TUG has administered on a two-year cycle since the spring of 2013, is a national survey that collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Our response rates for the 2019 administration were as follows: 62% for first-year students; 60% for seniors. The results will be analyzed and shared with appropriate stakeholders during the 2019-2020 academic year to make further improvements to the student experience.

Assessment-related Professional Development

a. ***Faculty Workshops and Trainings.*** During faculty work days, assessment leaders in each PAU updated faculty members on the assessment work accomplished during the 2017-2018 academic year and the work to be done during the 2018-2019 academic year.

b. ***Faculty Assessment Coaches.*** The Associate Dean of Assessment and Student Success continued to work with two faculty assessment coaches to assist TUG faculty in their assessment project work. Similar to the previous year, they outlined a work plan and divided the TUG academic divisions into three separate groups. Working in conjunction with the division chairs, they met with faculty program leaders to help them identify their assessment project for the year. The faculty assessment coaching model will continue through the 2019-2020 academic year. While the focus will remain on assisting program leaders as they work on their annual assessment projects, special attention will also be given to providing training on how to use Campus Labs.

c. ***Professional Conferences.*** In April of 2019, seven members from the academic leadership team representing each PAU attended the annual HLC conference in Chicago to continue to stay current on the issues facing Higher Education specifically as they relate to accreditation. In July of 2019, three members from the academic leadership team attended the Campus Labs user conference in Baltimore to learn more about the AMS and how other campuses are utilizing its features. Additional information regarding faculty and staff attendance at more discipline-specific assessment and/or accreditation conferences can be found in corresponding sections of the reports in appendices D-G.

Work Plan Summary: 2019-2020

Goals for 2019-2020

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

Fall Semester:
1. Review the previous year's assessment reports and provide feedback to appropriate faculty/staff program leaders (all PAUs)
2. Submit assessment project plans for each curricular and co-curricular program through Campus Labs (all PAUs)
3. Administer all end-of-course evaluations through Campus Labs (all PAUs)

Spring Semester:
4. Complete curricular mapping for the following TUG programs: Associates of Science degree (TUG)
5. Complete program reviews for assigned programs in PAUs in Campus Labs (see list of assigned Program Reviews in Appendix B)
6. Implement and document changes identified in previous assessment project reports (all PAUs)
7. Add strategic planning documents into Campus Labs (all PAUs)
8. Administer Graduating Student Surveys (TUG, GRTS)/End of Program Survey (PGS) in Campus Labs (all PAUs)
9. Complete assessment project reports for each program through Campus Labs (all PAUs)
10. Complete annual division assessment reports in Campus Labs (TUG)

Summer (Due July 30):
11. Complete annual PAU assessment reports in Campus Labs (PGS, GRTS, ABTS)
12. Update the *CU Framework for the Assessment of Student Learning* document (administrative)
13. Update ILDs and PLOs on website, if applicable (all PAUs)

Appendices

Appendix A. Program Review Template

Approved by the Assessment Committee on December 6, 2016
NOTE: Portions in red were added after the 2018-2019 cycle; these will be used for the 2019-2020 cycle of program reviews.

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

II. **Enrollment and Resources**
   a. *Incoming student profile.*
      - ☐ What are the student demographics for this program?
      - ☐ Are there any groups that seem to be underrepresented?
      - ☐ What is the incoming and current academic profile of the students in this program?
      - ☐ What efforts have been made at the divisional or departmental level to market this program?
   b. *Enrollment trends.*
      - ☐ What are the program's enrollment trends (e.g. increasing/ decreasing)? How many students are in the program?
      - ☐ How is course enrollment? Which courses have been under-enrolled (i.e. less than 8 students) over the last six years?
      - ☐ Are there special factors that account for these trends?
      - ☐ How can enrollment (particularly of underrepresented groups in the program) be improved?
   c. *Program interdependence.*
      - ☐ What, if any, interdependence exists between this program and other programs at CU?
      - ☐ Does it support other programs?
   d. *External funding.*
      - ☐ Has the department received any external financial resources in the past 6 years (i.e. grants, donations, other non-CU funding sources)?
      - ☐ Has CU received other financial support in the past 6 years that can be attributed to the existence of the program?
   e. *Instructional Capacity.*

- ☐ What specific/dedicated equipment and materials needs does the program have, and have these needs been met?
- ☐ Please rate facilities, equipment, and library holdings as excellent, average, or poor).

III. **Curriculum and Student Learning**
   a. *Curriculum.*
      - ☐ What courses are required in the major?
      - ☐ (TUG ONLY) - Which of these required courses are unique to this major (i.e. only required for students in this program)? Please include a chart outlining the courses in the major and highlight those that are unique to the major/program.
      - ☐ Is there specific course sequencing?
      - ☐ Is the program curriculum up-to-date and does it reflect the discipline's full range (breadth and depth)?
      - ☐ Include syllabi for required courses in the appendix
   b. *Student learning outcomes.*
      - ☐ What are the program's student learning outcomes?
      - ☐ Include a copy of your most updated PLO map in the appendix.
   c. *Assessment data.*
      - ☐ How have the findings from annual assessment reports been used to improve the program? Please provide specific examples.
   d. *External standards*.
      - ☐ Are there any external standards, such as national program standards or accrediting standards, by which the program abides?
      - ☐ How does this program align with these standards?
      - ☐ If not, how does this program set a standard of excellence?
   e. *Program comparisons*.
      - ☐ How does this program compare to similar programs at other universities? Include comparison data for at least THREE similar peer institutions.

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

faculty in similar programs at competing institutions (excellent, strong, adequate, weak)?

V. **Program Outcomes**

    a. *Student Success.*
- How successful is the program in retaining/graduating its students?
- How can retention and graduation rates be improved?

    b. *Alumni achievements.*
- What success does the program have in placing its graduates?
- How can placement outcomes be improved? Are there any outstanding program achievements of recent and/or current students?

    c. *Student/alumni satisfaction.*
- How satisfied are your students (alumni) with your program? Cite the historical ratings for the following question on the alumni and graduate student surveys: "Overall, how satisfied were you with your experience at CU"?
- Based on your surveys/other assessment tools, what are some strong/weak areas of your program?

    d. *External recognition.*
- Has this program received any external recognition?

    e. *Associated costs.*
- What are the indirect costs of delivering the program? Specifically, what special equipment, software licenses, accreditation expenses, etc. are required for this program?
- What is the gross margin contribution over the last few years?
- How can the program be more cost-effective?
- What resources, if any, are needed to improve the department's financial contribution to the University's bottom line?

VI. **Market Realities**

    a. *Demand.*
- What is the sustained demand for program graduates (high, medium, low; growing, stable, decreasing)? Use the data provided from the National Bureau of Labor and Economic Development and Employer Planning system. Be sure to identify the specific occupations for which you are reporting.

    b. *Competitive advantages.*
- What competitive advantages (e.g. location, accessibility, experiential learning, etc.) does the program offer in comparison to programs at other institutions?

    c. *Competitive disadvantages.*
- What competitive disadvantages must the program overcome?

VII. **Opportunity Analysis**

    a. *Connection to Strategic Plan.*
- How does this program link to the current goals of the Academic Strategic Plan?

    b. *Opportunities.*

☐   What opportunities exist to enhance the student experience?

☐   What opportunities exist for restructuring or for internal collaboration with other departments?

☐   What alternative formats, innovative technologies, or other revenue-generating opportunities might be developed to enhance the productivity of the department and its programs?

☐   In what ways would CU be disadvantaged if the program were to be phased out?

VIII.   **Summary of Findings**

      a. *Key Findings.*

         ☐   What were the key takeaways from this review?

         ☐   Based on these key findings, what is the range of recommended actions?

Program Review: Supplementary Data

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

I.   **Program Overview**
   a. Applicable Dickeson criteria:
      i. Maturity and adaptability
      ii. Mission connectivity
   b. Required data: None

II. **Enrollment and Resources**
   a. Applicable Dickeson criteria:
      i. Internal demand for program
      ii. Equipment and materials
   b. Required data:
      ☐ Student demographic data (gender, ethnicity)
      ☐ Student academic profile - incoming (high school GPA & ACT/SAT)
      ☐ Number of majors/minors associated with program
      ☐ Number of students enrolled in courses (must highlight under-enrolled courses)

III. **Curriculum and Student Learning**
   a. Applicable Dickeson criteria:
      i. Up-to-date curriculum and technology
   b. Required data:
      ☐ Current PLO Map*
      ☐ List of required courses in major with unique courses highlighted*
      ☐ Assessment reports*
      ☐ Comparative data on similar programs from at least FOUR peer institutions *

II. **Faculty Capacity and Qualifications**
   a. Applicable Dickeson criteria:
      ☐ Faculty capacity and expertise
   b. Required data:
      ☐ Annual faculty workload for the last three years (in credit hours sold)*
      ☐ Faculty advising load for last three years (see Faculty Load Report)*
      ☐ Average number of courses taught by adjuncts each academic year*
      ☐ Course evaluation scores (Rate professor as excellent; rate course as excellent)
      ☐ Faculty demographics (gender, ethnicity, degrees/certifications, etc.)*

III. **Program Outcomes**

  a. Applicable Dickeson criteria:
- □ Program expense levels
- □ Margin contribution

  b. Required data:
- □ Retention rates within major/at CU
- □ Number of graduates in program
- □ Graduation rates of students who were in the major in the 2nd FA and finished in major; in the major in the 2nd FA but finished in a different major (4-year and 6-year rates)
- □ Program yield by CU applicants (applicants, admitted, enrolled in same/different major)
- □ Program revenue/cost; gross margin %
- □ Placement rates; % satisfied with job
- □ Graduating Student Survey results (overall satisfaction with experience at CU)
- □ Alumni survey results (overall satisfaction with experience at CU; other?)

IV. Market Realities
  a. Applicable Dickeson criteria:
- □ Employer/external demand
- □ Competitive pressure

  b. Required data:
- □ National occupational projections form the Bureau of Labor Statistics* (use detailed occupation information chart found here: https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm)
- □ Mid-west occupational projections* (use Economic Development and Employer Planning system → occupations → select "Michigan": https://www.edeps.org/)
- □ Demand from CU applicants (see data in "Program Outcomes" section)

V. Opportunity Analysis
  a. Applicable Dickeson criteria:
- □ Opportunity analysis
- □ Relationship to Academic Strategic Plan

  b. Required data: none

Appendix B. Program Review Schedule for 2019-2020

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

- Traditional Undergrad (all bachelor's degrees, unless otherwise noted)
    - Creative Writing
    - Linguistics
    - Literature
    - Philosophy
    - Professional Writing
    - Publishing
    - TESOL Education/TESOL minor
    - English Education
    - Exercise Science
    - Exercise Science: Cardiovascular Rehabilitation
    - Exercise Science: Pre-Occupational Therapy
    - Exercise Science: Pre-Physical Therapy
    - Coaching (minor)
- Professional & Graduate Studies
    - Associate's Degree (Step 1)
- Grand Rapids Theological Seminary
    - Master of Divinity (MDiv)
- Asia Biblical Theological Seminary
    - N/A

I.   Program Information

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

II.   Description of the Assessment Project

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

Describe the student evidence (artifact/artifacts) collected to evaluate the outcome(s) (e.g. the final research paper from REL XXX. Include the actual assignment prompt in this box or as an appendix to your report.)

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

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

Evaluation Process (Please explain how the student evidence was evaluated and be sure to identify the expected outcome. Please attach rubrics and/or other evaluation materials used.)

I have attached rubric(s) used for evaluation _____ Yes _____ No
Individual(s) who evaluated the evidence: How the evidence was evaluated: The expected outcome (be sure to indicate expected outcome for each sub-outcome):

III.   Presentation of Data

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

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

IV.   Interpretation of Data

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

V. Closing the Loop

Identifying Changes to Result from Faculty Team's Conclusions
The evidence suggested that we need to (mark all that apply):

☐ Develop a Rubric   ☐ Implement a new pedagogy   ☐ Provide models to students

☐ Revise existing Rubric   ☐ Implement new technology   ☐ Revise curriculum map

☐ Revise the assignment   ☐ Revise course sequencing   ☐ Other – Please specify:

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

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

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

　　　　Please explain:

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

VI.   Executive Summary of Assessment Project

This summary should be 1-2 paragraphs and should highlight the key pieces above, including the following: 1) who conducted the assessment; 2) what outcomes were assessed; 3) what artifacts were collected; 4) what were the expected vs. actual outcome and other key findings; and 5) intended changes for improvement. This summary will be included (copied/pasted) in the year-end Annual Division Assessment Reports.

VII.   Documentation of Assessment-Driven Changes

Please describe assessment-driven changes implemented during the current academic year (refer to the "Closing the Loop" section in your 2017-2018 project report). Specifically, 1) document how these changes were implemented, and 2) explain the results of the implemented changes.

Summary of implemented changes:

Results of implemented changes (e.g. Did it work? How do you know?):

Bible Religion Ministry Division
Annual Assessment Report
2018-2019

Program Review

I. **The Greek Minor:** UAC identified the role Greek plays in CU's history. Though it continues to diminish in enrollment, it remains important for those students planning on going to Seminary. There were distinct gaps in the data making it difficult to fully assess but the viability is in question. UAC suggests a Biblical Languages minor that reflects overall Biblical Studies and a Biblical Languages concentration in the Biblical Studies Major. This would entail a responsible sequencing of both Greek and Hebrew courses.   The BRM Division affirmed the observations in November 2018 and is progressing in designing & scheduling this change.

II. **Intercultural Studies Degree:** UAC identified the centrality of this degree's objectives with the objectives of our greater institution. Both CU and this degree has shifted from merely missions mindedness to a more broad Christian Worldview with regards to the Mission of God – 'that this program is key to a Christian, Liberal Arts University.' UAC recognized the need for a faculty member to champion the degree since the retirement of our previous ICS Professor. CU has committed to a new faculty hire that would include 50% time dedicated to redesigning and championing this degree. The new faculty hire would find ways to integrate other campus activities that facilitate intercultural awareness. And this new faculty member would develop more effective data tracking processes for assessment purposes. The BRM Division affirmed these observations and directions and has participated in the hiring process that remains ongoing.

 Assessment of Student Learning

I. **Summary of Assessment-Driven Changes Enacted During the Current Academic Year**

Biblical Studies Degree:

The Biblical Studies Degree underwent a full program review (fall 2018). CU recognized the centrality of this program to its mission. UAC recognized the degree to be primarily to prepare students for seminary/graduate studies. UAC seeks greater clarity regarding programs purpose and to speak to broader career paths and graduate profiles. To adapt the program to make it more accessible to students on a non-graduate track or as a second major. To work with and design a program that creates a shorter academic path to the MDiv or MA completion at GRTS. The BRM Division created a lengthy response to address several issues but to summarize: The BRM and GRTS have begun a collaborative project to create a 4+2 program where students can complete an

undergraduate and graduate degree in 6 years. This project is still underway as of Spring 2019. Reworking and renaming courses that reflect more contemporary concerns within the Biblical context will facilitate greater interest and contemporary application in the courses. This will also facilitate a greater interdisciplinary approach to understanding the Bible. Further conversations are being had regarding the removal of concentrations making it a smaller degree to serve dual majoring. Implications remain under review as of Spring 2019. Since the Greek Minor was under review at the same time, implications to the Greek Concentration are being determined. We feel that the 'Biblical Languages' approach has distinct merit.

Ministry Degree

Since the Ministry Degree Review took place (2018), several changes have been implemented as per UAC observations: A revised PLO map was created; courses and scheduling have been adjusted to accommodate the revised outcomes and enrollment. A new Introduction to Ministry course is being developed and will be implemented in the Fall 2019 with distinct assessment processes.

II.   **Description of Assessment Projects Completed During the Current Academic Year**

Biblical Studies
Assessed student's ability to identify Old Testament literary genre's implications for Biblical interpretation. This study was a first and will be refined in the future to gather more refined data. This assessment indicated a need to revise an existing assignment and rubric. The faculty will identify other locations within the program to assess this learning outcome. Changes will be made in fall 2021. More nuance will be developed in upper level Hebrew Poetry Fall 2019.

Dr. Ryan Roberts
REL 334 Prophetic Literature
The outcome assessed was Specialized Knowledge: Demonstrate knowledge of the content of the Bible and relevant ancient primary literature.
        Sub-outcomes assessed were:
            Identify literary genre and its implications for interpretation.
3.   12 student papers from the Fall 2018 course, REL 334, Prophetic Literature served as artifacts.

4.   The expected outcome was a mean score around 3, based on the rubric. This is the first time we have formally assessed this PLO and sub-outcome, and the 300 level class combines juniors and seniors along with biblical studies majors and minors both within and outside of the BRM Department.

The actual outcome and key findings are as follows: first, students did not clearly engage course materials on prophetic literature and genre. In a number of cases, students overtly recalled class discussion or texts but did not explicitly refer to it in their paper. To be consistent with the rubric, students did not score higher than a 3 on the rubric.

The second major finding is that students struggled to discuss the genre of poetry. This can be challenging as students should have a clear understanding of what Hebrew poetry is, but can struggle with how to articulate how this affects interpretation (versus narrative, for example). The literal versus figurative realization is one of the larger goals of the BRM department.

5.   The assignment prompt will be changed to state that the section on identifying the implications of literary genre for interpretive methods must be at least one page. In addition, students must also include at least three citations with course materials. The rubric for this section of the paper will be included as part of the larger research paper rubric. This way, students have a better understanding of what they are writing and why they are writing it.

Upper division courses will continue to develop and refine students' understanding of genre in general, and Hebrew poetry in specific. Engagement with literary theory will help provide pedagogical development beyond the foundation students have received in REL 103 Biblical Hermeneutics and REL 104/130-Old Testament Literature and History.

Ministry
Assessed the student's development of their concept of 'poverty' and 'justice' as related to more complex social and theological constructs. This is a formative assessment process that, as students recognize their growth, they are able to better help others grow in their awareness of Poverty and Justice ministry.

Dr. Jim Dekker
CMI 222 Poverty and Justice.
Specialized Knowledge #3 regarding theological reflection on social engagement via CMI 222 Poverty and Justice, measuring the degree of idea-development in definitions of "Justice" and "Poverty" through a pre-posttest. The outcomes indicated significant degree of knowledge development regarding social concepts of justice and poverty. It was observed that no specific classroom learning experience fostered this specific development ('multiple avenues of influence').   Students indicated the desire for more reflective times to document their thoughts throughout the course so as to map their change. A journaling process will be implemented in Spring of 2020.

Students are achieving the PLO via diverse pedagogical methods. Students may better refine their understanding by providing more opportunities to journal during class time.

Other Assessment Work (e.g. surveys, focus groups, etc.)

   I.   **Graduating Student Survey Action Project**
The Bible Religion Ministry Division Chair reviewed the results of the Graduating Student Survey.
In summary: Number of 7 respondents: 1 Bible; 1 Missions Aviation, 5 Ministry students. A low data set is observed; however, it was observed that our strengths are the faculty's ability to show genuine interest in the students; our relationality; communication of a Christ-centered worldview; and our ability

to articulate relevant skills, knowledge, and experiences to the field. Identified weaknesses include: providing prompt feedback on assignments, developing and communicating a clear standard for assignments and to better communicate the cohesiveness of our programs. A few comments referenced bias issues among the faculty.

Leveraging the strengths of our faculty's relationality with students, we will be able to more clearly communicate the academic expectations, course sequencing, purpose and outcomes of our degrees. For a more detailed description of this assessment, see the BRM GSS Action Project Spring 2019.

II.   **Student Advisory Councils**

No report was submitted this year.

III.   **Additional Changes Based on Assessment Data**

Business Division
Annual Assessment Report
2018-2019

Program Review

III.   Not applicable during the 2019-2020 academic year

Assessment of Student Learning

III.   Summary of Assessment-Driven Changes Enacted During the Current Academic Year

The Business Division engaged in a comprehensive Assessment Project evaluating the outcomes of internship experiences in several programs including Accounting, Business Administration, Business Economics, Business Finance, Business Management, CIS and Sports Management. Several recommendations were noted and related changes incorporated into the Spring 2019 internship program. The table below describes the identified recommendations and implementation plans.

Recommendations	Change Implemented
Since the process is that Career and Life Calling approve all internships prior to their entry, I would recommend that the sub-outcomes developed in all of the majors be shared with the decision maker in Career and Life Calling	The sub-outcome list has been shared with Career and Life Calling and is being used to vet internships prior to approval.
The sub-outcomes should also be incorporated into the reflective paper for students to respond to directly.	The sub-outcomes have been added to the reflection paper and must be explicitly addressed by the intern.
The rubric needs to be simplified whereas now the expectations are too broad to be measured and lofty. The assignment does not match the expectations of the rubric.	The assignment now includes the presentation of an artifact which demonstrates the application of the major sub-outcome. The rubric has been updated to focus on meeting the sub-outcome standard.
The Career Office and the Division of Business Liaison need to ensure that a quality internship is secured and that the student is able to meet the minimum expected goals.	The sub-outcome list has been shared with Career and Life Calling and is being used to vet internships prior to approval.

Make students aware of the measurements used prior to and during their internship to ensure that they understand how they will be evaluated.	A pre- and mid-point individual meeting has been established where interns meet with the Business Division Liaison to discuss the measurements used and expectations of the internship. The mid-point meeting follows the internship supervisor evaluation obtained from the employer to further discuss outcomes and evaluations.
Both the Career Office and the Division of Business Liaison need to understand the rubric being used for approval of proposed internships.	The sub-outcome list has been shared with Career and Life Calling and is being used to vet internships prior to approval, which forms the basis for the rubric being used.
Sub-outcomes need to be explained more thoroughly and should require students to note how they fulfilled the outcome. Direct evidence needs to be included.	A pre- and mid-point individual meeting has been established where interns meet with the Business Division Liaison to discuss the measurements used and expectations of the internship, including sub-outcomes. The assignment now includes the presentation of an artifact which demonstrates the application of the major sub-outcome. The rubric has been updated to focus on meeting the sub-outcome standard.
Not having the faculty subject matter expert involved at some point with the internship experience is a potential drawback to the process.	At the beginning of the semester a list of student interns identified by major, is supplied to the business division faculty who are encouraged to reach out and connect with students in their major. During the pre-internship meeting, students are encouraged to connect with a subject-matter expert on the business faculty. Business faculty are also invited to attend the final presentation, and will be evaluating the presentation and artifact for sub-outcome match.

The Division of Business continues to have multiple assessment initiatives in process. The requirements for ACBSP accreditation include submission of detailed assessment of student learning, ideally spanning three separate data points, which was submitted as part of a comprehensive self-study in Fall 2019. To meet this requirement, time-series data over multiple semesters/years continues to be gathered for core business classes including accounting, marketing, and statistics. Pre- and post-testing is also being implemented in multiple courses as well. ETS field tests have been used to measure outcomes in the past; all seniors in the 2019

capstone course were required to take this comprehensive benchmark test to continue collecting this measurement data. In addition, the internship outcomes assessment project used for 2017-2018 measurement of "applied knowledge and collaborative learning" was replicated to gather a second data point for use in ACBSP data.

For the 2018-2019 university-wide assessment schedule, all 10 active Business Division program majors were grouped in the "specialized knowledge" area of assessment. Program leaders individually submitted projects related to specialized knowledge in each major, and outcomes are summarized separately.

IV.   Description of Assessment Projects Completed During the Current Academic Year

Accounting

Assessment Project & Results

Prof. Chris Loiselle conducted the Accounting assessment project using artifacts gathered in ACC 322: Intermediate Accounting.

A pre-assessment instrument was distributed to ACC 322 Intermediate Accounting students during the Spring 2019 semester. The assessment consisted of 18 multiple choice questions which students were instructed to complete using a multiple choice handout. The students did not receive any grade or points for completing the pre-test or post-test. The pre-test covered primary learning objectives from one chapter (Chapter 24) of the course, and the questions were developed from material specifically covered in class sessions. The post-test was administered in the same fashion as the pre-test, as a supplemental section within the final exam.

Semester	N	Average Pre-Test Scores (18 questions)	Average Post-Test Score (18 questions)	Growth Rate
Spring 2019	9	8.89	14.00	57.5%

The growth indicates that students benefited from the class instruction and individual effort put forth in their learning. One drawback of the pre-assessment is that it was limited in scope compared with material covered in the course. In future assessments, a plan will be made to incorporate a broad mix of questions covering more of the material introduced in the course. Three questions showed no growth rate between the pre and post-test results. No questions showed negative growth.

Next Steps/Suggested Changes

Since this was a first-year assessment, expected and actual outcomes were in alignment. The

curriculum appears to be fine, but changing the method of lesson delivery in the classroom including more team-based discussions and activities would be helpful for retention and learning. Assignments will be reviewed to add these elements to the curriculum in Spring 2020.

Business Administration

Assessment Project & Results

Professor April VanPutten, as part of our ACBSP work, conducted the Business Administration assessment project using artifacts gathered in ACC 221: Principles of Accounting I and ACC 222: Principles of Accounting II.

ACC 221:

A pre-post assessment instrument was distributed to three sections of ACC 221 – Principles of Accounting 1. Pre-test bias was tested in year one and found to be not significant, therefore the pre and post-tests were administered to all three sections of the course. The assessment consisted of 15 multiple choice questions (included below) which students were instructed to complete using a scantron form. The students did not receive any grade or points for completing the pretest. The questions covered the topic of assets; specifically financial assets, inventories and cost of goods sold, and, plant and intangible assets. The same 15 questions were used in fall 2018 as fall 2017.

The growth in all three sections indicates that students benefited from the class instruction and individual effort put forth in their learning. All three courses are taught by the same instructor. Issues that are not considered include how much time students put into studying for the exams and whether time of day factors into learning and growth. The overall growth based on N=81 was 68%. Only students that took both the pre-test and post-test were included in the assessment report.

ACC 222:

As part of the ACBSP accreditation process, a pre-post assessment instrument was distributed to three sections of ACC 222 – Principles of Accounting 2. Pre-test bias was tested in year one and found to be not significant, therefore the pre and post-tests were administered to all three sections of the course. The assessment consisted of 15 multiple choice questions (included below) which students were instructed to complete using a scantron form. The students did not receive any grade or points for completing the pretest. The pre-post test covered the topics of operational budgeting, present and future values, and rewarding business performance.

The growth in all three sections indicates that students benefited from the class instruction and individual effort put forth in their learning. The pre-test assessment was administered at the midpoint of the semester, prior to these three chapters being covered. Overall, 79 students participated in both the pre-test and post-test, with an overall growth of 83.8%.

Next Steps/Suggested Changes:

This assessment project will be completed for the third year to be able to identify trend data, and make adjustments to the curriculum going forward. In addition, several of the other assessment projects dealt with Business Administration/Business Core classes, including Management,

Marketing, Business Finance, and Business Economics. These projects identify additional improvement areas that will impact the Business Administration degree.

Computer Information Systems
Assessment Project & Results
Professor Victoria Fleenor conducted the Computer Information Systems assessment project using artifacts gathered in CIS 216: Introduction to Data Management.

The CIS (Computer Information System) program assessment centered on database theory specialized knowledge. Foundational knowledge of database theory and models and structured query language knowledge were assessed. To achieve a "4" on the rubric, students had to fully and independently demonstrate foundational knowledge in these areas on the final exam, with minor errors, omissions, or additions.

Final exam results were divided categorically into database terms, data modeling, normalization, and SQL knowledge. Students excelled in database terminology (all receiving a "5" on the rubric), but fell short of the threshold in the other areas. Though the class average in basic SQL knowledge was above the "4" threshold, 4 out of 12 students did not meet this threshold. Five students out of the 12 did not demonstrate the threshold for a "4" in SQL interview and data modeling knowledge.

Next Steps/Suggested Changes
Changes in the CIS216 will be implemented in the 2019-2020 school year. They will include adding 2 tests (for a total of 4 tests, similarly to other 200-level courses), and periodic quizzes to assess SQL and data modeling knowledge. In-class group SQL work will also be attempted to see if peer involvement can assist in understanding.

Business Economics
Assessment Project & Results
Professor Jeff Degner conducted the Business Economics assessment project using artifacts gathered in ECN 231: Macroeconomics and ECN 232: Microeconomics.

Professor Degner will continue to facilitate the growth of Economic understanding in the Business Division by taking regular and measurable assessments of student growth. Specifically, TUCE exam performance will be tracked in both ECN 231 and ECN 232 using both pre and post course assessments. This artifact along with regular examinations will provide insight into students progress as well as instructor effectiveness. The artifacts are collected using google forms and test students for knowledge of economic concepts that are appropriate for the program's goals. The results are presented within google sheets and display the rate of improvement in standardized tests, such as the TUCE and regular exams as are provided in the curriculum.

TUCE Data shows greater than expected improvement. The expected improvement was based on the scores from the courses that were tested in 2017-2018. In 2017-18, the ECN 232 students

improved by an average of 34.36% and the ECN 231 students improved by 44.05%. In 2018-19, the ECN 231 students improved by 74.9% and the ECN 232 students improved by 86.79%. Exam Data showed improvement in overall averages and in a decreasing rate of low-scoring questions, particularly when comparing the results between the Fall and Spring final exams.
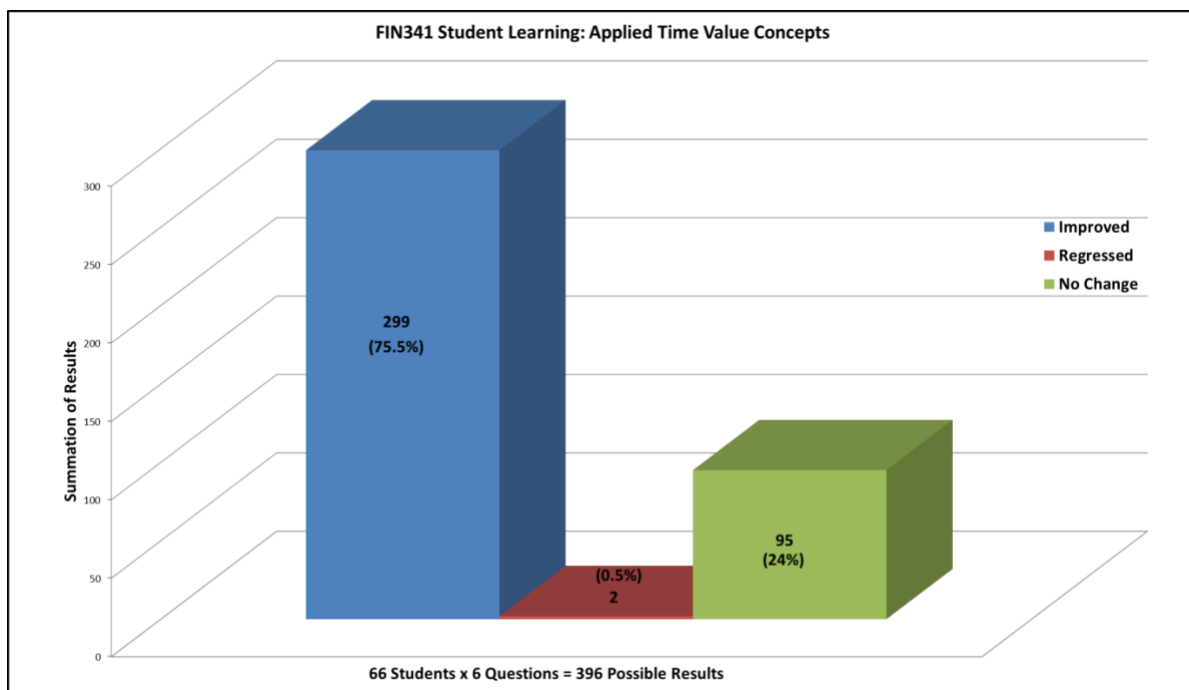
Next Steps/Suggested Changes

The findings revealed an ongoing struggle for students in both ECN 231, ECN 232, and the TUCE when it comes to understanding comparative advantage and the gains from trade. The steps taken to rectify this include selecting a new textbook for Fall 2019 that provides a more narrative and intuitive approach to these concepts and others as well. The "loop" will be closed by working with the author of the new textbook in order to develop instructional materials (beginning with power points) that better serve student needs. We will again assess this shortfall and strengthen other areas of performance while developing the course materials.

Business Finance

Assessment Project & Results

Professor Chris Kellner conducted the Business Finance assessment project using artifacts gathered in FIN 342: Principles of Finance.

The students completed a pre- and post-test assessing the application of time value concepts and tools (formula, calculations, models) that are fundamental to almost all financial analysis and decision-making. Scores were compared for each student, each question, and overall to describe the results.

FIN341 Student Learning: Applied Time Value Concepts

This chart visualized the remarkable improvements made by the students.

Next Steps/Suggested Changes
In order to close in on 100% improvement (perfection), we will employ mechanisms to identify students struggling before the post-test; that way, faculty may administer targeted interventions. The instructor will intervene in the 120 minutes of additional in-class instruction and activity. This change will take place in Fall 2019 by revising FIN 341 syllabus/schedule to accommodate additional time spent on these fundamental principles/concepts.

International Business

Assessment Project & Results
Professor Chris Loiselle conducted the International Business assessment project using artifacts gathered in BUS 317 – International Business.

A pre-assessment instrument was distributed during the Fall 2018 semester. The assessment consisted of 10 multiple choice questions which students were instructed to complete using a multiple choice handout. The students did not receive any grade or points for completing the pretest. The pretest covered general topics covered in the course during the entire semester, randomly selected from the course exams. The post-test results came directly from the course exams as they were taken during the semester.

Semester	N	Average Pre-Test Score (10 Questions)	Average Post-Test Score (10 Questions)	Growth Rate
Fall 2018	31	4.35	7.06	57%

The growth indicates that students benefited from the class instruction and individual effort put forth in their learning. Two questions showed a decline or flat growth and both covered specific items that were not taught in class. The two questions, however, were included as topics for review prior to the post-test, and were included in the textbook. This indicates that the students showed a higher percentage of growth in topics that were covered in class. One drawback of the pre-assessment is that it was limited in scope compared with the material covered in the course.

Next Steps/Suggested Changes
The professor will evaluate different teaching methods for instructional purposes, including more team cross-discussion and engagement with the material during course content delivery, with changes slated for Fall 2019.

Management

Assessment Project & Results

Dr. Rachel Hammond conducted the assessment project for Management using artifacts from MGT 231 – Principles of Management.

The artifact collected was the Management Manifesto paper, which is a five-page, double-spaced paper that summarizes learning throughout the semester by encapsulating a management manifesto or "a written statement declaring publicly the intentions, motives, or views of its issuer." A random sample of 30 student artifacts were evaluated using the assessment rubric. While the expected mean rubric score was 4.0, the actual mean was a 3.17. The main issues lowering assessment rubric scores include effective use of source materials and organizational structures.

Next Steps/Suggested Changes

To give the students more practice connecting theory to their management context, exercises will be added prior to the final submission date. In addition, the rubric will be revised to help clarify the expectations for the assignment and reward students who use creative organizational structures and stronger source material.

Marketing

Assessment Project & Results

Professor Terry Huber conducted the assessment project for Marketing using artifacts from MKT 251 – Principles of Marketing.

Each student was expected to demonstrate knowledge of assigned subject material covered in class settings and successful participation in a Group Project to develop a Marketing Plan for a local business/organization.

Students were expected to deliver individual and team performance consistent with assigned goals. Performance was measured against prescribed criteria established as a Rubric for each element of the criteria included in class syllabus. Highlights of the results include:

- Mean average Exam scores averaged 85.1 vs. goal of 100%
- Mean average Case Study scores averaged 21.3 vs. goal of 25.0 (85%)
- Mean average Group Project scores averaged 91% vs. goal of 100%
- Mean average of Individual Group Project scores averaged 68 vs. goal of 7 (90.7)

Based on the results of both individual and team performance, the mean averages of the four sub-outcomes revealed that the expectation of "Meets Expectations" or 4, was not achieved as indicated by the actual scores noted in the Rubric. This translates into an "Almost Meets Expectations" or 3, a less than 100% match.

Next Steps/Suggested Changes

Although the results of both the individual and group performance was positive, the overall performance could be enhanced by the inclusion of the following:

- Case Study grading rubric to be modified to ensure consistency and included in syllabus.
- Provide a "model" for group project to include Roles/Responsibilities template to be developed by each group early in project process.

This will be accomplished by revising the MKT 251 syllabus/class agendas to include the above two elements to ensure students are aware and comfortable with the context of the assigned tasks – both individual and group. Implementation will occur with the Fall 2019 MKT 251 class.

Non-Profit Administration
Assessment Project & Results
Professor April VanPutten conducted the assessment project for Non-Profit Administration using artifacts from MGT 330 – Human Resource Management for Non-Profits.

The artifact collected was a Human Resources project that was conducted throughout the course and related to the various stages of developing a human resources plan. Feedback was given on parts 1-9 throughout the semester, with the opportunity to make corrections. The final project was submitted by the groups at the conclusion of the semester. A dedicated discussion time was held in class to collect feedback from students about the usefulness of the project as well as suggested changes for the future (from the student perspective).

The artifact was assessed using a grading rubric. Based on the assessment rubric for this artifact, three of the group were rated at a five – exceeds expectations, five of the groups as a four – meets expectations, and one group at a level three – almost meets expectations. These are not merely reflections of the overall grade, but rather quality of the work in reflecting the sub-outcomes of the PLO. These scores produce a mean score of 4.22, which meets the professor's expectations for the course. This is an upper-level management course where students are integrating new knowledge and prior knowledge to formulate a human resource management plan.

Next Steps/Suggested ChangesG
Going forward, the rubric will be enhanced for students to fully understand the expectations of the quality of work and completeness of the assignment. Additionally, sample evaluation forms, interview rubrics, and needs assessment forms, along with information about where to locate salary data will be included in the assignments or course documents to facilitate student understanding of the assignment. Changes will be implemented by Spring 2021 when the course is offered again.

Sports Management
Assessment Project & Results
Professor Bob Sack conducted the assessment project for Sports Management using artifacts from MGT 364: Sport in Society.

The Sports Management assessment targeted students in the "Sport and Society" course for understanding of enacting change based on knowledge of sports management theory and perspective. Students were generally able to hypothesize an appropriate change, but could not consistently connect sport management theory to this proposal. Though a quarter of the class did meet a "4" per the rubric for this question, the mean score was a 2.6, not meeting the desired outcome of a "3" overall.

Next Steps/Suggested Changes
To improve the students' evidenced outcome on this assessment, theory will be introduced earlier in the course the next time it is taught (SP21). Students will be given additional opportunities to apply theory to hypothetical problems and connect proposed solutions to learned theory.

Other Assessment Work (e.g. surveys, focus groups, etc.)

IV.   **Graduating Student Survey Action Project**

The Business Division reviewed the results of the Graduating Student Survey. Based on student feedback, the division identified the following action plans:

Leveraging our Strengths: Choose ONE of the strengths you identified above and answer the following questions.

Top Strength: Student/Professor Relationships

Method (How do you intend to build upon and/or highlight this strength? Please list out specific steps/stakeholders):

Ideas:

1.   Develop relational recruiting processes through videos for prospective students
2.   Identify ways to introduce professors to freshman/sophomore classes in the business core
3.   Reduce number of adjunct professors: In process
4.   Develop more divisional trips/clubs: Ideation phase
5.   Develop stronger faculty connections with Finance element of Terra Firma with Chris Kellner's involvement with the Ron Blue Center at CU

Timeline (When will the above plan be implemented? Include specific dates.):

1. Develop a library of informational videos to be used in Admissions communications campaigns by July 2019
2. Professor introductions will be added to Principles of Management and Principles of Marketing for Fall 2019
3. Reduction of adjunct professors: In process with new hires
4. Development of survey to identify new trip ideas during Summer 2019
5. Chris Kellner tasked with developing stronger connections to Finance piece of Terra Firma

Addressing an Area of Concern: Choose ONE of the weaknesses you identified above and answer the following questions.

Area of Concern: Support & clarity regarding internships

Method (How will you address this concern? What steps will be implemented? Who are the key stakeholders? Note: if any of your next steps involve a survey, please first discuss with Emily Gratson):

Ideas:

1. Increase awareness: Communicate in principles-level classes about internship process, invite Career & Life Calling and/or Internship Director to share in classes about internship process, refresh the internship process for faculty members
2. Discuss ways to bring Lifepath language to specific touchpoints throughout Business core

Timeline (When will the changes or strategies be implemented? Include specific dates.)

1. Adding discussion of internship process to Principles of Management in Fall 2019 and inviting Anne Gaertner to faculty work day in August 2019 to improve advising discussions about internships
2. Process to be completed in 2019-2020

V. **Student Advisory Councils**

Key Feedback from the Student Advisory Council:

Internships: Discussed challenges of summer internships with cost and timing along with inconsistent messaging about requirements; led to a development of an FAQ document about Internships.

Division Chapel: Collected ideas about divisional chapel speakers: Students expressed desire to hear from small business owners in addition to corporate speakers; led to development of a panel of small business owners with a variety of backgrounds to discuss their successes and challenges.

Hiring/ACBSP Input: Student Advisory Council members were involved in three interview days with potential new hires, along with participation in a focus group with the ACBSP site visit team.

Improvements for 2019-2020: The Student Advisory Council (SAC) will be tasked to give more specific program-level feedback next year, as division chair will be more intentional about reserving time during SAC meetings for these discussions. Faculty members will also be asked to contribute to the crafting and execution of these discussions.

VI. **Additional Changes Based on Assessment Data**

Business Division faculty are also carrying forward the assessment work completed last year to capture a sequence of data points necessary for ACBSP accreditation. This included assessment for several business core classes and year two of the internship assessment project. However, to spread out the assessment cycle, faculty were asked to complete this documentation by August 31, 2019. The division will adjust this deadline going forward to match the university's assessment deadlines.

VII. **Program-Level Focus Groups**
Both the Finance and CIS programs completed focus group discussions with students in their major during the 2018-2019 school year.

Finance Outcomes: On April 11, 2019, a student roundtable consisting of 10 participants brainstormed program improvements. The group voted on the top 3 most important to them. The most commonly voted improvement was aligning the curriculum so it intregrates data analytics and financial management topics. Data will be collected by Professor Christ Kellner during a Summer 2019 SOTL project to identify ways to integrate Computer Information Systems theory and practice, through reviewing existing curriculum, identifying opportunities for integration, and supporting integration efforts through an inter-discpinary, project-based learning model.

CIS Outcomes: Graduates majoring in the Computer Information System (CIS) program met to discuss their experience with the CIS program coordinator on May 8, 2019. The CIS program was resurrected in 2015; this group of 2019 graduates was the first to experience it fully in a four-year path. The graduates worked on a brief SWOT analysis of the program and their experience in it. They also responded anonymously to a survey in which they could summarize their thoughts after this meeting.

Ideas for enacting change in the CIS program included adding more electives for depth in lieu of requiring the entire business core, differentiate between the CIS major and minor more, add a "portfolio" element such as GitHub for tracking progress, require a graphics design course as a prerequisite to Web Development to ease the learning curve in that course, push more programming down into the intro course, and add expanded networking/computer access (such as a self-contained lab) to support more in-depth exploration of subjects.

Two quantitative questions on the exit survey revealed the following (only 2 of 4 students responded):

To what extent did the CIS program at Cornerstone meet your expectations? (mean 4 on a 5-point scale)

To what extent do you feel prepared for an entry-level position in your discipline? (mean 4 on a 5-point scale)

VIII.   **Summary of Professional Development Opportunities & External Accreditation Related to the Work of Assessment**

After submitting a comprehensive self-study in Fall 2018 and hosting an accreditation site visit in February 2019, the business programs at Cornerstone University were given initial accreditation status with ACBSP as of May 2019. In the approval, the accreditation body stated that the business unit has an opportunity to track assessments and meeting of learning outcomes using three to five data points across the program. This will enable identification of trends so action plans can be developed that can lead to improvements in the learning outcome assessments plan. This will drive our actions as a division to ensure the gathering of the appropriate number of data points before 2023.

Rachel Hammond will be attending the ACBSP conference in June 2019 along with Jeff Savage (PGS). Details related to the assessment of student learning for accreditation purposes will be part of this conference.

Communication, Media and Music
Annual Assessment Report
2018-2019

Program Review

IV.   **All Music Programs: B.A. Music, B.A. Worship Arts, B.Mus. Music Education, B.Mus. Performance, and B.Mus. Performance: Commercial.**

UAC Response – Music Programs Review – March 2019

Music programs have been a part of the curriculum at Cornerstone University since 1974. Over the years, most of the curriculum has not changed significantly in regard to credits and content. Music and music ensembles are valued at CU and serve as a benefit to our campus and community. UAC would like to see music thrive at Cornerstone University, but the current structure is inefficient, resource-heavy and limited in terms of attracting students to the degree programs. It has been difficult to track and measure program outcomes. The perception that more resources will lead to success needs to be replaced with a more pragmatic approach that considers market realities, institutional capacity, student needs, and financial stewardship of CU's resources. UAC is requesting a new model for music programs. The new model should be more efficient (use of resources, graduation requirements, fully enrolled courses, fewer courses) and reflective of the current environment in order to achieve sustainability.

In regard to program strengths, the current full-time faculty have strong academic credentials and are well-liked by students. The Worship Arts program continues to draw interest from prospective students as does Music Education. Market demand appears strong for Worship Arts graduates. The Music Education program meets state standards. It should be noted that in the recent years there has been increased integration of the Worship Arts program with chapel programming which has added increased diversity in chapel worship. Distinctives of our music programs align largely with institutional distinctives. The curriculum is satisfactory per NASM and aligns with other schools that are NASM accredited. Music programs have been able to secure an above average level of external funding over the years (in comparison to other programs at CU).

In addition to the challenges mentioned above, classes in the music program have been consistently under-enrolled in recent years, creating load challenges for full-time faculty. And, the number of adjuncts needed to cover the breadth of courses offered is out of balance in regard to the number of students served. While music programs offer an adequate number of scholarships, there is concern regarding whether or not the scholarships are producing desired ROI as they do not appear to be a strong mechanism for student recruitment

Other challenges include yield, retention and graduation rates below institutional averages. While positive margin contribution is a challenge for music programs at any institution, low enrolled courses partnered with high costs (facilities, equipment, staff, number of courses that must be offered per NASM, high number of adjuncts, library resources) have moved margins further downward.

UAC would like to see music programs redesigned in an effort to focus on what the market is demanding, what we can do well, and utilize university resources with greater efficiency with the goal of growing and sustaining music programming into the future. Action steps should include the following:

1. Formation of a task force (including faculty and administration) to research successful non-NASM programs to determine how to restructure programs in such a way that attracts additional quality students, reduces cost, and builds on institutional strengths. This should include a streamlined "music core" accompanied by strands/tracks to serve targeted areas, e.g. worship arts, business, media, performance.
2. The new programs should be structured in such a way to allow students in other majors to double major or minor in music. This will involve reducing the number of credits.
3. Evaluate current marketing strategy and costs involved.
4. Evaluate current staffing structure.
5. Establish a recruitment strategy to increase enrollments and attract top talent., e.g. summer music camps, involvement in area high schools.
6. Due diligence should be taken regarding the music education program to evaluate sustainability. Evaluation should include: exploration of partnerships with other schools (Aquinas, Calvin), feasibility of a program champion (faculty member), reputational challenges, curriculum needed to retain state approval.
7. Develop a communication plan for prospective and current students regarding revision of music programs.
8. Based on findings, present a curricular proposal to UAC during the Fall 2019 semester.
9. Discontinue NASM immediately. Discontinuation will be accompanied by a communication plan (in coordination with CU Marketing) to stakeholders including incoming students, current students, alumni, etc.

Assessment of Student Learning

V. Summary of Assessment-Driven Changes Enacted During the Current Academic Year

Communication majors (General, Broadcast, and Strategic)
In the 17-18 report, we identified two improvement steps based on the data. First, we speculated that the development of a rubric would help clarify assignment expectations and possibly lead to more complete papers better reflecting their understanding and their achievement of the learning outcomes. Second, we suggested touching base with other programs that require Communication courses (specifically the Teacher Education division) about how they advise students in terms of course sequencing for our courses. Although we were not able to fully implement these changes to the extent we would have liked, we were able to partially implement the changes.

In terms of the first change, we were not able to complete the full rubric in time to use in the Fall course, but did implement an expanded set of assignment guidelines. These guidelines did not seem to impact scores, though, as there was no significant difference between the class averages from 2017 to 2018. The full rubric is now complete, though, (see attachment accompanying this document) and will be used in Fall 2019. In terms of the second change, we did not have any non-Communication students in the class in Fall 2018, so it would be impossible to track the impact of conversations regarding course sequencing. One challenge that we found many Teacher Education students face is scheduling conflicts between required Education courses and courses in Communication that sometimes force them to take courses out of the desired order. This will be an ongoing challenge, and we will try to address it by at least communicating to those students what the ideal order would be and why.

Film and Video Production
Below is a list of the three changes proposed in the 2017-18 Assessment report along with a description of the actual changes made this academic year (2018-19):

(1) Introducing students earlier to the practices required for Pre-Production Development & "Greenlight" Submission documents. This change was implemented in SP19 in MDA-365 Film and Video Production Labs
(2) Cataloguing and presentating high-scoring student submissions to students. This cataloguing began in the spring of 2018 and the best submissions were presented in FA18 in the course, MDA-341 Advanced Production I.
(3) Creating additional templates developed for preproduction documentation for non-fiction filmmaking. These templates were implemented in in FA18 in the course, MDA-341 Advanced Production I.

Audio Production
Based on assessment and industry input in 2017-18, the audio major was revised and will be implemented beginning in Fall 2019. Based on the re-designed major, a new PLO map was created.

Digital Media
The PLO map for Digital Media was updated in Spring 2019.

Graphic Design
The PLO map for Graphic Design was updated in Spring 2019.

VI.   Description of Assessment Projects Completed During the Current Academic Year

Communication majors (General, Broadcast, and Strategic)
Dr. Jeremy Osborn and Dr. Desiree Duff
<u>**COM-369: Communication Research Methods**</u>

For 2018-2019, we assessed PLO 2.3 under Applied and Collaborative Knowledge for the Communication, Broadcast Communication, and Strategic Communication programs. PLO 2.3 states *"Identify communication problems/questions and suggests and/or implements appropriate adjustments."* This sub-outcome was assessed using final research project papers from COM 369: Communication Research Methods. This is a senior-level, capstone-type course in all three programs.

A total of 17 artifacts were evaluated by a faculty team comprised of Desiree Duff and Jeremy Osborn. The artifacts were collected from six Communication majors, ten Strategic Communication majors, and one Broadcast Communication major and were evaluated using a 5-point rubric in which "4" reflects full achievement of the learning outcome. The overall mean rubric score for the 17 papers was 2.94. In terms of percentages, 35.29% of students either met or exceeded expectations (4 or 5 on the rubric), with another 23.53% achieving a "3" (almost meets expectations). That leaves 41.18% of students who either only partially met expectations or failed to meet expectations. These number were lower than we desired but not necessarily lower than we expected.

The lower than desired achievement levels were likely affected by a number of factors including lack of student experience in statistical analysis and lost classes due to weather which pushed difficult analysis work to the end of the semester and did not allow time for student revisions. Beginning next year, data collection and analysis for the projects will occur earlier in the semester, allowing more time for additional instruction and student revisions and additional examples and class practice activities will be implemented.

Film and Video Production
Prof. Brad Porter
<u>**MDA-271: Film and Video Production I**</u>

For 2018-19, we assessed PLO 2.1 under Applied and Collaborative Knowledge. This sub-outcome states the following: Evidence a professional standard of technical craftsmanship and creative application of skills and techniques required in preproduction, production, and post-production. This will include, but is not limited to: producing, development, scheduling, client relations, camera operation, lighting, capturing location sound, picture editing, and sound editing.

This sub-outcome was assessed using the Final Film Project (Post-Test Film) from MDA-271 Film and Video Production I. This course is a core requirement for all media majors and could be described as in introductory/early learning course in film and video production. Artifacts were collected from six Film and Video Production majors enrolled in the course during spring semester, 2019. The artifacts were evaluated by Brad Porter, Professor of Film and Video Production.

The artifacts were evaluated using a 4 point scale in which *2.5* was the expected outcome. The overall mean rubric score for the six projects was 2.3. In terms of percentages, 0% of students demonstrated consistent and thorough evidence of a professional standard of technical craftsmanship and creative application of skills and techniques required in all areas of production (a 4 on the rubric), while 50% of students performed higher than the expected outcome, at least partially demonstrating evidence of a professional standards (a 3 on the rubric). The remaining 50% of students either met only minimum standards of professionalism (33.33% received a 2 on the rubric) or demonstrated rare or no evidence of professionalism (16.67% received a 1 on the rubric). Many students in the Film and Video Production program are successfully achieving the learning sub-outcome identified as PLO 2.1. While the small sample size of six makes it difficult to make long-term decisions about adjustments to curriculum, a few areas of improvement were identified. In the future students will be provided an opportunity to develop their applied knowledge earlier in the course, a more developed rubric will be produced for this assignment, and successful submissions will be archived as models for future students.

Digital Media
Prof. Brad Porter
MDA-271: Film and Video Production I

For 2018-19, we assessed PLO 2.1 under Applied and Collaborative Knowledge. This sub-outcome states the following: Evidence a professional standard of technical craftsmanship and creative application of skills and techniques required in preproduction, production, and post-production. This will include, but is not limited to: producing, development, scheduling, client relations, camera operation, lighting, capturing location sound, picture editing, and sound editing.
This sub-outcome was assessed using the Final Film Project (Post-Test Film) from MDA-271 Film and Video Production I. This course is a core requirement for all media majors and could be described as in introductory/early learning course in film and video production. Artifacts were collected from five Digital Media majors enrolled in the course during spring semester, 2019. The artifacts were evaluated by Brad Porter, Professor of Film and Video Production.
The artifacts were evaluated using a 4 point scale in which *2.5* was the expected outcome. The overall mean rubric score for the five projects was 2.4. In terms of percentages, 0% of students demonstrated consistent and thorough evidence of a professional standard of technical craftsmanship and creative application of skills and techniques required in all areas of production (a 4 on the rubric), while 60% of students performed higher than the expected outcome, at least partially demonstrating evidence of a professional standards (a 3 on the rubric). The remaining 40% of students either met only minimum standards of professionalism (20% received a 2 on the rubric) or demonstrated rare or no evidence of professionalism (20% received a 1 on the rubric).
Many students in the Digital Media program are successfully achieving the learning sub-outcome identified as PLO 2.1. While the small sample size of 5 makes it difficult to make long-term decisions about adjustments to curriculum, a few areas of improvement were identified. In the future students will be provided an opportunity to develop their applied knowledge earlier in the course, a

more developed rubric will be produced for this assignment, and successful submissions will be archived as models for future students.

Graphic Design
Prof. Brad Porter
MDA-271: Film and Video Production I

For 2018-19, we assessed PLO 2.1 under Applied and Collaborative Knowledge. This sub-outcome states the following: Evidence a professional standard of technical craftsmanship and creative application of skills and techniques required in preproduction, production, and post-production. This will include, but is not limited to: producing, development, scheduling, client relations, camera operation, lighting, capturing location sound, picture editing, and sound editing.
This sub-outcome was assessed using the Final Film Project (Post-Test Film) from MDA-271 Film and Video Production I. This course is a core requirement for all media majors and could be described as in introductory/early learning course in film and video production. Artifacts were collected from five Graphic Design majors enrolled in the course during spring semester, 2019. The artifacts were evaluated by Brad Porter, Professor of Film and Video Production.
The artifacts were evaluated using a 4 point scale in which 2.5 was the expected outcome. The overall mean rubric score for the five projects was 2.6. In terms of percentages, 0% of students demonstrated consistent and thorough evidence of a professional standard of technical craftsmanship and creative application of skills and techniques required in all areas of production (a 4 on the rubric), while 60% of students performed higher than the expected outcome, at least partially demonstrating evidence of a professional standards (a 3 on the rubric). The remaining 40% of students met only minimum standards of professionalism (a 2 on the rubric).
Many students in the Graphic Design program are successfully achieving the learning sub-outcome identified as PLO 2.1. While the small sample size of five makes it difficult to make long-term decisions about adjustments to curriculum, a few areas of improvement were identified. In the future students will be provided an opportunity to develop their applied knowledge earlier in the course, a more developed rubric will be produced for this assignment, and successful submissions will be archived as models for future students.

Audio Production
Prof. Brad Porter
MDA-271: Film and Video Production I

For 2018-19, we assessed PLO 2.1 under Applied and Collaborative Knowledge. This sub-outcome states the following: Evidence a professional standard of technical craftsmanship and creative application of skills and techniques required in preproduction, production, and post-production. This will include, but is not limited to: producing, development, scheduling, client relations, camera operation, lighting, capturing location sound, picture editing, and sound editing.
This sub-outcome was assessed using the Final Film Project (Post-Test Film) from MDA-271 Film and Video Production I. This course is a core requirement for all media majors and could be described as

in introductory/early learning course in film and video production. Artifacts were collected from five Audio Production majors enrolled in the course during spring semester, 2019. The artifacts were evaluated by Brad Porter, Professor of Film and Video Production.

The artifacts were evaluated using a 4 point scale in which 2.5 was the expected outcome. The overall mean rubric score for the five projects was 2.6. In terms of percentages, 0% of students demonstrated consistent and thorough evidence of a professional standard of technical craftsmanship and creative application of skills and techniques required in all areas of production (a 4 on the rubric), while 60% of students performed higher than the expected outcome, at least partially demonstrating evidence of a professional standards (a 3 on the rubric). The remaining 40% of students met only minimum standards of professionalism (a 2 on the rubric).

Many students in the Audio Production program are successfully achieving the learning sub-outcome identified as PLO 2.1. While the small sample size of five makes it difficult to make long-term decisions about adjustments to curriculum, a few areas of improvement were identified. In the future students will be provided an opportunity to develop their applied knowledge earlier in the course, a more developed rubric will be produced for this assignment, and successful submissions will be archived as models for future students.

Other Assessment Work (e.g. surveys, focus groups, etc.)

IX.   Graduating Student Survey Action Project

The Communication, Media and Music division reviewed the results of the Graduating Student Survey. Based on student feedback, the division identified the following action plan:

Action Plan: Top Strength

Top Strength: Genuinely interested in students; Interested in helping students grow in more than just academics

Method: Articulate an advising topics plan to be practiced by faculty throughout a student's four years at CU.

Timeline: The plan will be discussed at the September division meeting and implemented by faculty members during advising sessions (group advising chapel and individual student advising meetings) beginning October 2019.

Action Plan: Area of Concern

Area of Concern: *Frustration with faculty content expertise/depth (specifically adjunct instructors)*

Method: Identify faculty/courses in which student ratings/feedback indicate concern with faculty teaching and content expertise. With adjunct faculty, replace instructors in courses of concern. In many cases, this will occur with the replacement of several adjunct positions with a single full time faculty position. We will compare student ratings feedback from 2018-19 to 2019-20

Timeline: To maintain instructor privacy, the chair will compare student ratings of courses when final course evaluations are made available to the chair at the end of the FA19 semester and the SP19 semester, likely in January and May respectively.

X. **Student Advisory Councils**

This year the advisory board offered feedback and suggestions on many topics including the following (Please note that some input came from other students and was either communicated through the advisory council or conveyed to them from the chair):
--Building a community and culture as one new division (Affirmation for plan and practices to integrate the formerly separate divisions in discussing and encouraging community and handling worship and division chapels)
--Discussing some of the challenges voiced by Digital Media and Graphic Design (based on feedback from students, we are working on creating identity/community by further developing the creative room and by taking the first steps to creating a student chapter of AIGA here at CU)
--Discussing desireable characteristics in our faculty hires in Audio and Graphic Design (based on feedback from students, we highlighted the need for an audio professor who would value balancing and teaching both studio and live sound practices as well as finding someone who is inclusive rather than privileging only audio majors; for the Graphic Design professor, we placed value on someone who had demonstrated expertise in various dimentions of graphic design including print as well as digital/web design)
--Improving advising chapel and worship chapel/Affirming practices that are working well (based on feedback, we continued valued practices relating to discussion of internships, dividing by major for advising chapel and emphasizing vocational calling and inviting CMM-related experts including faculty to speak in worhship chapel; assisted in re-designing final worship chapel (and personally participated in the event) and senior celebration

XI. **Additional Changes Based on Assessment Data**

Based on data, recommendations and feedback related to the Music Programs review, two new faculty positions were created. The first is a full-time faculty position, Assistant/Associate Professor of Music/Director of Music Programs; the second is a half-time faculty position, Instructor of Music Education.

Humanities Division
Annual Assessment Report
2018-2019

Program Review

V. History/History Education

UAC Response, November 2018:

Well-established programs in the traditional undergraduate academic program, the history and subsequent history education majors are academically strong programs taught by highly qualified faculty members. Small changes have been made to the majors in recent years to align with other humanities courses and to address current topics of broader interest to students.

Although enrollments in the history education major are low, efficiencies are realized as all classes in the social science group major are also in history. Recent issues have surfaced in regard to approval of the history education program by the Michigan Department of Education. Humanities and Teacher Education divisions are working together to take appropriates steps to achieve re-approval.

History has experienced steady enrollments, has been responsive to assessment, and serves a central role in CU's liberal arts curriculum. Although lower in 2013, graduation rates largely reflect those of TUG as does program yield. Placement rates are adequate, however, wages appear to be much lower then other CU graduates. The job outlook appears positive, but the division may wish to consider additional ways to promote career opportunities related to the major. Use of social media to highlight student and alum stories may be an effective way to market the program.

The current faculty pool lacks diversity and there are noticeable in-major retention challenges. UAC suggest special interventions to address attrition risk, e.g. further development of the History Society, meet/greets with faculty, special events. Growth potential exists, particularly if there is an explicit focus on program distinctives (connection to area museums, institutional focus on vocational preparation). UAC would like to see the core requirement focus on core competencies vs. specific courses and greater integration with the humanities vocational courses (HUM121 & HUM221).

Assessment of Student Learning

VII.   Summary of Assessment-Driven Changes Enacted During the Current Academic Year

Linguistics
Dr. Michael Pasquale

The result of the Assessment Project for 2017-2018 for the Linguistics Major involved revising the Linguistic Analysis Report for LIN 225. This was done during the summer 2018 and implemented for the Fall 2018 course. The problem with the previous version is that it was too open-ended and did not sufficiently direct students to focus on linguistic analysis and apply it to a particular language. This new assignment not only helped students to conduct a linguistic analysis of a language but helped them to compare that language to English and to apply it to teaching praxis.

Professional Writing
Dr. Michael VanDyke

It has been impossible to "close the loop" of last year's project because I have not taught Dramatic   Writing again and the 2017-2018 project was entirely focused on that particular class. The change in text book that I proposed is being implemented (has been ordered for the Fall term class through CU Bookstore), will be evaluated next year, and will be included in the 2019-2020 report.

VIII.   Description of Assessment Projects Completed During the Current Academic Year

Creative Writing
Prof. Cynthia Beach
ENG 320 Advanced Writing Workshop

At the end of the Spring 2019 semester, students took a post-test in workshopping a 7-page chapter also used at the start of the semester for a workshop pre-test. Then students compared their pre- and post-test comments and rated the noticed change on a worksheet. They rated change and improvement in the following three key areas: 1) amount of comments per page (four or more), 2) quality of comment—do they use craft terms or not, and (3) amount of comments that notice what is working (not only errors). Under each prompt, they also wrote a descriptive summary on what they're noticing.

Each student rated themselves higher at the end of the semester by one or more points in every category. They noticed they made four or more comments per page, their comments included craft terms, and they also noticed what was going well, along with what needed revision.

The students felt they had improved. To continue to support growth, a model workshop will be added and examined where students can see what makes one effective in this foundational skill.

Linguistics
Dr. Michael Pasquale, Prof. Emily Gratson
LIN 225 Introduction to Linguistics

Led by faculty program leader Dr. Michael Pasquale, the B.A. in Linguistics assessed the Specialized Knowledge PLO during the 2018-2019 academic year. The sub-outcome assessed was to "Describe the nature of human language according to current linguistic theory." The assessment project was to evaluate the Nature of Language exercise in LIN 225 Introduction to Linguistics. Since this is the entry-level course to the program, the expected outcome was a 3, that is that students would almost meet expectations for the program-level outcome. The results were that 28% of students (5/18) exceeded that expectation by scoring a 4 or 5. 38% of students (7/20) were at the expected level of 3. 33% of students (6/20) did not meet expectations. Overall, the average score on the assignment was 3.05.

This was the first time this assignment was given within the revised Linguistics major curriculum. This will also give us a basis to plan and organize the LIN 461 Linguistic Analysis course which will serve as the final evaluation of the sub-outcome. Overall, the results met expectations and demonstrated the strength of the LIN 225 curriculum in terms of covering the topic on the nature of language. However, the assignment itself was a bit too open-ended for students and a more focused assignment for the next course will be constructed and implemented in Fall 2019.

Literature
Dr. Michael Stevens, Dr. Jason Stevens
ENG 324 Literary Modernisms:Anglo-American

Dr. Michael Stevens conducted the assessment of the Applied Knowledge Outcome/Contextualize literary works according to historical era Sub-Outcome for ENG 324 Literary Modernisms—Anglo-American, in the Spring, 2019 semester. He collected two artifacts each from 6 students, one an historical/objective piece, in the form of an Annotated Bibliography, and one an historical/subjective piece, in the form of an historically-set dialogue between three Modernist writers, set in 1925.

The expected outcome was that the objective piece was going to be better anchored in the historical context and conversation, because of the direct engagement with sources. The expectation was at least a 4 on the rubric scale for the Annotated Bibliography entries. For the subjective historical scenario pieces, the expectation was a lower level, because of the amount of invention by the students, and the need to draw facts and conclusions from readings and lecture recollections. A 3 or 3.5 was the expected result from the rubric scale. However, the actual outcome showed that the subjective piece, which allowed the students to draw on the texts they'd read and the lecture discussions on historical context, but also allowed them to draw some of the connections for themselves, led to a better result.

I don't want to abandon the Annotated Bibliography idea, but rather to give a better set-up for it, with a model in place and better instruction. I also want to tie it to the subjective piece, which has functioned as a midterm assignment, and to present the two assignments as linked, as two sides of the same coin, as complementary ways to explore historical context. I hope to use this refined motif in my other upper-level literature classes, and to encourage my literature colleagues to think somewhat along these same lines.

As mentioned above, our specific plan in the Literature sequence this coming year will be as follows: The specific courses that we will contemplate this approach for in the Fall of 2019 will be ENG 328 Ecological Reading, Writing, and Thinking (for Michael Stevens), and ENG 342 British Romantic/Victorian Literature (Jason Stevens). Michael Van Dyke will pick this up in the Spring 2020 semester, when he teaches an upper-level literature course again (likely ENG 326 Contemporary Literature, or an ENG 328 Selected Topics TBD). Also in the Spring of 2020, Michael Stevens will repeat the process with ENG 334 American Renaissance, and Jason Stevens with ENG 344 British Literature to 1700. In December of 2019 and May of 2020, we'll reconvene as a literature sub-committee and discuss our results, deciding in May of 2020 what sort of adjustments we need to make to further adjustments.

Philosophy
Dr. Matt Bonzo
PHI 215 Augustine and Plato

Matt Bonzo assessed the following specialized knowledge sub-outcomes for PHI 215 Augustine and Aquinas in the spring semester of 2019: 1) Identify the major thinkers of the Western cannon
2) describe the various philosophical traditions within western philosophy
3) Identify basic philosophical problems. The assessment took place through an examination of the required research paper using a rubric. Outcome 1 was slightly below expectation (3.5 instead of 4) while outcomes 2 and 3 were slightly above (3.3 instead of 3). Part of this can be explained by the fact that the class had a mixed population that ranged from students who had taken several upper level philosophy classes to students who were taking this class as their first. The experience pulled up the averages for outcomes 1 and 2. Most new students received a 3. After examining the data the following action steps are being recommended: 1) Give more feedback, including student feedback, on earlier drafts of paper. 2) Help students more clearly identify their chosen problem. 3) Connect papers to class reading more closely.

Professional Writing
Dr. Michael VanDyke, Prof. Cynthia Beach, Dr. Jason Stevens
ENG 317: Creative Non-Fiction

The Professional Writing program assessment project was carried out this year by Michael Van Dyke, Professor of English, through the use of a targeted assignment in his ENG 317: Creative Nonfiction

class. The project involved assessing the Program Learning Outcome "Specialized Knowledge" and the sub-outcome of "Identify potential markets and media for one's work". The assignment given to the class was a "Market Report", and the artifacts were collected in a Moodle drop box in early May of 2019.

Results conformed to expectations in terms of the students' general ability to locate potential markets and to identify key submission guidelines. Results fell significantly short of expectations in terms of students' abilities to evaluate markets for "fit". In other words, students consistently listed markets in their market reports that were not feasible markets for their own writing. This occurred because students seemed unable to discern the quality or genre expectations revealed in those publications' submission guidelines, samples of work, and/or self-descriptions.

The main change to be implemented is a more focused "market report" assignment that will require students to engage in a more rigorous evaluation of markets for the element of "fit" between their own writing and the market. We will also try to invite more practicing professional writers to our classes and expose students to more materials that illuminate the marketing practices of professional writers.

Publishing
Prof. Tim Beals, Dr. Michael Pasquale
ENG 227 Introduction to Professional Writing

The B.A. in Publishing planned to assess Specialized Knowledge PLO during the 2018-2019 academic year again. During 2017-2018 the sub-outcome assessed was to "Describe the publishing process end-to-end and how it mirrors other industries." During the 2018-2019 year the plan was to assess the sub-outcome "Identify the needs of multiple reading audiences."

Due to a lack of clear communication between adjunct instructors, the project was not implemented or completed. Steps are being taken to assess what happened and how we will address this in the future. Michael Pasquale, Chair of Humanities, plans to work closer with Tim Beals in crafting and implementing the assessment project in 2019-2020.

Spanish
Dr. Leticia Espinoza
SPA 312 Latin American Voice

For SPA 312(Latin American Voice), I requested students did a presentation of their final essay where they displayed the research of the country they had chosen. It had been expected they explained in their essays, and as the values of the country of interest as well as how each country expressed what been a nation meant. Also, students were to compare these values and national symbols (anthem and flag) with their home country's. The vast majority accomplished the goal very well. Some even were able to place their chosen anthem within its literary period and described specific tropes and techniques. While the assignment does have a good premise and does help

develop connections, cultures and comparisons, it was long. In the future, it will be divided into three short essays in order to focus on the components separately, this will produce a better analysis and understanding. The presentation, then, can be a synthesis of all three essays.

Three essays will be assigned as opposed to one long one. Each essay will focus in one area, the flag of the chosen country and a comparison with the American flag. Then, comparisons between the national anthems (from the country of choice and the Star Spangled Banner). Lastly, and analysis of the Latin American anthem's literary period, the techniques and tropes. Finally, the presentation will be synthesis of the three.

TESOL (Minor)
Dr. Michael Pasquale, Prof. Brian Pickerd
LIN 371 Second Language Acquisition

Led by faculty program leader Dr. Michael Pasquale, the TESOL Minor assessed the Specialized Knowledge PLO during the 2018-2019 academic year. The sub-outcome assessed was to "Identify the major theories and terminology relevant to the study of TESOL." The assessment project was to evaluate the SLA Theory Report in LIN 371 Second Language Acquisition. Since this is an upper level course in the program, the expected outcome was a 4, that is that students would meet expectations for the program-level outcome. The results were that 11% of students (1/9) exceeded that expectation by scoring a 5. 33% of students (3/9) were at the expected level of 4. 33% of students (3/9) almost met expectations by scoring a 3. 22% (2/9) partially met expectations by scoring a 2. Overall, the average score on the assignment was 3.33.

This was the first time this assignment was given within the revised Linguistics/TESOL curriculum. This will also give us a basis to plan and organize the LIN 489 TESOL Practicum course which will serve as the final evaluation of the sub-outcome. Overall, the results almost met expectations in terms of covering the topic on the theories of SLA. However, the assignment itself was a bit too open-ended for students and a more focused assignment for the next course will be constructed and implemented in Spring 2021. Work on revising LIN 225 Introduction to Linguistics and LIN 489 TESOL Practicum will also be done during the 2019-2020 year based on feedback from this assessment project. We will look to introduce more clearly the concepts and terminology in LIN 225, review and apply in LIN 371, and give a final assessment in LIN 489.

Other Assessment Work (e.g. surveys, focus groups, etc.)

XII.   Graduating Student Survey Action Project

The Humanities Division reviewed the results of the Graduating Student Survey. Based on student feedback, the division identified the following action plan:

Top Strength: Faculty who are caring and genuinely interested in students' academic success.

Method (How do you intend to build upon and/or highlight this strength? Please list out specific steps/stakeholders): Highlighting the fact that we have a strong academic community is important to share with prospective students and parents. This is one of the key reasons why CU should be considered by prospective students and to also continuing as we work with our current students as well.

Timeline (When will the above plan be implemented? Include specific dates.):
- Spring 2019: Humanities faculty discuss ways in which we are doing this (e.g., what are the top ways that we are showing that we care and are genuinely interested in students' success?). We will also discuss ways in which we can improve in this area. (e.g., ideas that are strong for some programs can be replicated and adapted for others).
- Summer 2019: Humanities faculty will brainstorm ways that we can get the word out about the academic culture at CU and in the Humanities in particular.
- Fall 2019: Implement ideas and review effectiveness in Spring 2020.

Area of Concern: The Linguistics major was one program with suggestions for improvement from graduates in the survey. Concerns ranged from a lack of mid-level linguistics courses to suggestions for study abroad and foreign language requirements for the major specifically.

Method (How will you address this concern? What steps will be implemented? Who are the key stakeholders? Note: if any of your next steps involve a survey, please first discuss with Emily Gratson):
We will conduct a focus group with current linguistics students and then discuss next steps among Humanities faculty during the program review process this summer.

Timeline (When will the changes or strategies be implemented? Include specific dates.)
* Spring 2019:
    *Faculty led a focus group with current students in the Linguistics program (April 2019).
    * Suggestions from this focus group resulted in a desire for more linguistics courses to be offered (e.g., specific intermediate or advanced courses in Phonology, Syntax, Semantics, etc.).
    * No change to study abroad was suggested (e.g., preference to remain an option, not a requirement)

* No change to foreign language requirement (e.g., preference to increase FL options, but not to require a minor or second major in another language)

Summer 2019:

* Humanities faculty will work on program review for Linguistics major and consider possible changes (e.g., a special topics course, e.g., LIN 328 or LIN 334 that rotates topics per year)

XIII.   **Student Advisory Councils**

On the basis of feedback from the Humanities Student Advisory Council, our division created the HUB, which is a space for student work and collaboration in the Faculty Office Building. This space was created in room #116, between the ICCE Suite and the Staff Workroom and opened for student use in November 2018.

On the basis of feedback from Humanities students and the leadership team of the student History Society, an informal dinner for graduating students and faculty was held at the home of Nathan and Hope Geeting on May 10, 2019. This was a time for celebrating the seniors in our division and continuing to build community among students and faculty (and hopefully our alumni).

XIV.   **Additional Changes Based on Assessment Data**

ENG 212 Writing in Culture
Dr. Michael VanDyke

Michael VanDyke created a rubric to evaluate the quality and diversity of sources in the students' annotated bibliographies. The ideal was for the students to identify high-quality sources from at least two competing perspectives on a controversial issue.

The expected outcome was that the 75% of students would find high quality sources for only one side of the issue (and that these sources would be the ones that provide support for their own theses). The data suggests that students are able to find high quality sources representing two opposing positions at a higher rate than expected; however, the number of students who weren't able to find *any* high quality sources was also higher than expected.

ENG 212 values the cultivation in our students of the ability to objectively consider at least two opposing sides of a controversial social or cultural issue. The date suggests that we are doing this fairly successfully, and I think this is because of the design of our assignments (some which employ a "They Say / I Say" structure). However, VanDyke did not think the data collected was an accurate representation of the various means used to inculcate this value during the 2018-19 school year, nor the success of such means, since other instructors did not use Moodle drop boxes for some of the assignments that stressed this learning objective. We will need to hold more frequent meetings with instructors across the sections to stress the necessity of this procedure.

First, *it is essential that ENG 212 instructors across sections use a common rubric to assess at least one assignment in regard to whether Learning Objective #1 is being met*. Also there is a need to assess how these sources are actually integrated into persuasive essays, so to develop a common rubric to enable the instructors across the sections not only to assess whether a variety of high quality of sources are being consulted, but also whether those sources are being integrated into essays in a way that avoids logical errors and cursory treatment.

HUM 311 Imagination in Culture
Dr. Michael Stevens

The main change from last year's findings, which was the inclusion of a template essay for students to use as structural model for their response essays, was a successful step forward, as the sample scores reveal, but something else was lacking, since my desire for a range of 3.5 to 4 as rubric scores was disappointed, by 3.425 J-Term and 3.433 Spring semester averages. I had a few perfect 4.0 scores, but these were clearly students who 'got it' right away, and were tracking ahead. For the average student, the presence of a gap in understanding was still apparent.

What has evolved, then, is an awareness of a need to dig down underneath the template form, with its clear progressive categories of Observation, Analysis, and Interpretation, and to actually define and provide examples for each of those three seminal categories. The confusion of students who thought they were analyzing when they were still just observing, or, more prevalent and more crucial, thought they were interpreting when they were still analyzing, shows me that I need to provide definitions and examples, and to go over those in class, alongside the template essay, to get everyone aware of what the distinctions are, and what the progression of concepts should look like. I will attempt to address this head-on, through a clear handout/Moodle document, and through in-class time taken to point things out and to take questions. I feel that frontloading the process a bit more, before sending the students out to do the work of the aesthetic response essays, will make the process clearer and better for them, and will offer stronger results for me in my assessment. I will prepare the handouts and alter my syllabi accordingly this summer, and introduce this augment in the Fall 2019 sections.

As I move forward with closing the loop on this central skill for this course of Analytical Inquiry, I hope also to begin to address the skill set of Communicative Fluency in the next assessment round, using these same aesthetic response essays, but ramping up the concentration on Invention, Organization, and Style, the frameworks of classical rhetoric. I will likely take opportunity on the first response essay, not only to emphasize the completion of the chain from Observation to Analysis to Interpretation, but also to suggest ways in which the rhetorical approach could be improved on the second essay. I look forward to laying out a rubric for Communicative Fluency that will help the students not only replicate the same assignment, but do so with an eye towards how to use voice, emotional appeal, and logical structuring to better, more sharply, more clearly, and ultimately more persuasively offer their arguments.

PHI 211 Philosophy in Culture

Dr. Matt Bonzo

Matt Bonzo assessed PHI 211 spring semester 2019 regarding the PLO of Specialized Knowledge. The Sub-outcome assessed: The Student will be able to discern the connection between worldview, vocation and virtue. This was assessed by examining the results from a multiple choice pre-test and a final exam. The pre-test consisted of 10 questions. The final exam consisted of 22 questions, including a group of repeat questions from the pre-exam. The final exam also had direct questions on the book Visions of Vocation by Steve Garber. We used this book in class to guide our discussion on vocation.

Both the pre-test results and final exam results were slightly lower than expected though the percentage of change between was very close to previous year's results. It seems that students are coming in with less of an understanding of worldview, maybe suggesting something about CU Foundations class, and build off of that knowledge at the same pace. I was surprised that the Garber questions were answered at a higher correct rate since the students could use the text to answer the questions. Still questions about vocation were answered correctly at a higher rate than those on worldview.

Last year's proposed changes included informing other instructor's of this course about the assessing of worldview, virtue, and vocation. This was done and Van Dyke submitted to me his assessment though it was used for this report. The other change proposed last year was including more questions on virtue. A few questions were added in essay form but there still needs to be work done to add them to the multiple choice exam.

For this coming year there needs to be clarity as we retune the core. What knowledge can PHI 211 assume about worldview, vocation, and virtue and what are subsequent core of the core classes going to offer. It is difficult to know where in the stage of development of these topics PHI 211 should be. Until the core changes are implemented, PHI 211 needs to expand the section of class on worldview and virtue by a week and move that to the beginning of the semester.

Kinesiology, Science, Engineering, and Math Division Annual Assessment Report 2018-2019

Program Reviews

I. **B.S. Environmental Biology (Environmental Biology; Wildlife Bio; Naturalist; Water Resources)**
   A. Key Findings

The environmental biology program is a mature, well established program that has adapted well to student needs and marketplace pressures. With the creation of the three "sub-majors" in 2017 CU is now in the unique position as being the only CCCU school offering programs in these areas. We are already seeing growth in these three areas after only one year.

   B. Next Steps:

- Continue to develop the three strands of this program. Perhaps feature this program in an upcoming issue of the CU Magazine.

 - Encourage our E-Bio majors to work with CU's garden project & with students in other disciplines who are also interested in environmental sustainability.

 - Interview CU students who have transferred to E-Bio majors from another CU program to find out what motivated them to make the switch. Incorporate this information in revising current admissions recruitment media pieces.

   C. UAC Response to Review – November, 2018:

Launched in 2000 to meet increasing demand from constituents, the environmental biology program was revised in 2017 to offer three "submajors": wildlife, water resources, and naturalist, which are made possible because of CU's partnership with the Au Sable Institute. Au Sable offers specialized courses that would otherwise be low-enrolled at CU, thereby allowing for program efficiency. These programs are unique for a CCCU school, but require additional promotion to increase awareness and subsequent enrollment. CU's environmental biology program boasts the following competitive advantages: Pierce Cedar Creek partnership (external funding), opportunity for vocational certification, access to natural areas close to campus, high level of field-based experiential learning, small class sizes which allow for graduate school level teaching, availability of internships, and undergraduate research opportunities. Similar to the biology major, the environmental biology program curriculum is strong, but on-campus facilities are weak. The addition of the DeWitt Science Center will help to negate this deficiency. Other program strengths include alumni achievements (graduate school & job placement), responsiveness to assessment, job market demand, and strong yield and graduation rates.

Although faculty are effective and invested, efforts should be made to address diversity, load and qualification issues. The KSEM division should look for opportunities to promote the environmental biology program (e.g. CU Magazine, social media) as it is positioned for growth. Although this program attracts students who initially declare other majors, effort should be given to explore recent softening of program retention rates.

II.   BA Biology
A. Key Findings

The biology program is a mature, well established program that has adapted well to student needs and marketplace pressures. It's curriculum is essential to our environmental biology and pre-professional programs. It does act as a "loss leader" for recruiting high school students who are enthralled with biology, but do not have a good grasp of possible long term employment opportunities in this field. This program can get them into CU (admission yield data not withstanding) and we can expose them to the many options available in the life science fields and help them zero in on an area that fits their gifts and passion.

B. Next Steps:

- Encourage our Bio majors to work with CU's garden project & with students in other disciplines who are also interested in environmental sustainability.

- Interview CU students who have transferred to Bio majors from another CU program to find out what motivated them to make the switch. Incorporate this information in revising current admissions recruitment media pieces.

- Ask current majors who want to stay in the major to investigate (with Career & Life Calling assistance) potential careers without the need for further graduate work.

C. UAC Response to Review – November, 2018:

Described as the foundation of the science program at Cornerstone University, the biology major was launched around 1977 and has become a program with a strong legacy that continues to attract students who are interested in the life sciences to CU. Science programs at CU offer a strong curriculum, but have been deficient in the areas of facilities and equipment. These shortcomings are expected to be eradicated with the opening of the new science facility in January 2019. It is anticipated that science programs will continue to grow as a result and administration should continue to evaluate the need for full-time faculty as many current faculty members teach an unsustainable amount of overload courses.

The Introduction to Biological Sciences course, featuring the famous "bogwalk," is a popular course at CU which serves to feed the biology (& other science programs) program. The biology program is comprised of courses found in other majors, creating a solid contribution margin. The program boasts the following distinctives: access to natural areas close to campus, high level of field-based experiential learning, small class sizes which allow for graduate school level teaching, availability of internships, and undergraduate research opportunities. Students interested in biology are advised to consider pre-professional and environmental biology programs as there are limited career options with a completed bachelor degree. As a result, the overall number of biology majors are relatively low (but are increasing) with yield, retention and graduation rates below the institutional norm.

UAC suggests that the division work to develop a faculty transition plan for the next 5-10 years to address issues related to faculty diversity and qualifications as positions become open. Additionally, current admissions materials should be reviewed to highlight key program distinctives and the division should work in coordination with the Center for Career and Life Calling to provide career options for students who do not plan to pursue graduate school. The program also needs to be assessed on an annual basis.

III.   Minor in Chemistry

A. Key Findings

   The chemistry minor program is a mature program that has responded to changing student needs, albeit not may changes have been suggested by our students over the past ten years. With the simple addition of one 2-credit course (taught every even-year spring) students in two of our most populated majors obtain this minor. The cost to CU is minimal, yet the program adds value to the student's major.

B. Next Steps:

   - Be more explicit in advertising and recommending this program to current KSEM students in pre-professional majors.
   - Research vocational opportunities for which this minor may open doors.
   - Informal interviews with alumni who completed this minor – how did it add value to their major? Collect narratives from alumni about any benefits this minor afforded them.

C. UAC Response to Review – November, 2018:

   The chemistry minor is mature and has been a component of the KSEM curriculum for approximately 22 years. The minor is an attractive supplement to pre-professional and science education majors as one additional two-credit course is needed beyond the required curriculum. Satisfied graduates have expressed that the minor has increased their marketability. Although not distinctive in comparison to competitors, enrollment in the chemistry minor has been steady over the last decade. Similar to CU's other science programs, this minor has deficiencies in terms of facilities and equipment. These shortcomings are expected to be eradicated with the opening of the DeWitt facility in January 2019. It is anticipated that science programs will continue to grow as a result and administration should continue to evaluate the need for full-time faculty as current chemistry faculty teach an unsustainable amount of overload courses.

   There were gaps in the data provided in the program review, making it difficult to evaluate margin contribution, student outcomes (graduation rates, retention), and market realities.

   UAC recommends continued efforts to address diversity, load and qualification issues. Student success stories should be promoted (e.g. via social media) to elevate the reputation of this and other science programs at Cornerstone University. The minor will also need to be evaluated after an institutional double-counting policy is established. A PLO map and annual assessment projects need to be completed. In coordination with administration, the division should also explore market demand for a chemistry major in the coming years.

<u>**Assessment of Student Learning**</u>

IX.Summary of Assessment-Driven Changes Enacted During Current Academic Year

    A. Exercise Science (Pre-PT, Pre-OT, Cardiac Rehab, Exercise Science only)

Assessed by: Sherry Williams, James Sackett, and Kim Zainea.

Summary of implemented changes:

The rubrics for the three practical skills tests in KIN 346 were revised. The revised rubrics afforded the student the opportunity to achieve above 100% on the evaluation if they added an element of "professionalism" to their practical exam or if their skills were exceptional. See attached rubrics.

Results of implemented changes (e.g. Did it work? How do you know?):

It did work. The expectations were clearly communicated in class and some of the students took advantage of the opportunity to demonstrate an exceptional skill level and/or professionalism. This is evidenced by the fact that 9 of the 23 students (39%) scored above 100% on the heart rate and blood

    B. BA Integrated Comprehensive Science for Secondary Teachers, and
     BA Integrated Science Group for Elementary Teachers, and
     BA Integrated Science for Secondary Teachers

Summary of implemented changes:

Added class to SCI-465 Secondary Science Methods dealing with discourse in the classroom and asking good questions. Also, added class to EDU-450 Elementary Science Methods dealing with discourse in the classroom and asking good questions.

Results of implemented changes (e.g. Did it work? How do you know?):

Results from Classroom observations of secondary students doing their Student Teaching Practicum showed an increased level of questioning skills used by the students in the classroom during instruction. and,

Results from EDU-450 Teaching Evaluations for SP2019 show improved scores in question asking by teachers when teaching students in the classroom.

    C. BA Mathematics – used 2017-18 template with different Section VII: Documentation of Assessment-Driven Changes – so no documentation was provided.

Assessed by: Stephen Devereaux

    D. BS Biology Pre-Professional (Dental, Medicine, Physician's Assistant, Pharmacy, Veterinary)

Assessed by: James Fryling, Ned Keller

Summary of implemented changes:

Work with Admissions to add a section on the major-specific marketing pieces. This section could be titled: "What Can I Expect and How Can I Prepare Now?". This section would join the "Distinctives" and "Where Are They Now?" sections on the back of these brochures. This text can also be appropriately incorporated into the KSEM web pages on the CU main website.

The text in this section would emphasize the primacy of mathematics competency (not statistics alone), while not discouraging high school laboratory courses in chemistry, physiology, biology, and anatomy. Advanced Placement courses in math would be encouraged, and concerns about AP courses in the basic sciences would be explained. [**SUMMER, 2018** – in preparation for Fall, 2018]

Results of implemented changes (e.g. Did it work? How do you know?):

Attendance of guests interested in pre-professional programs at Golden Eagle Days was greater than 2017-2018, and there were fewer questions about needed preparation for pre-professional majors.

X. Description of Assessment Projects Completed During Current Academic Year

A. AS Nursing

Assessed by: Ned Keller

PLO Map awaiting development. Program change implemented in chemistry course requirements and epidemiology course requirement - based on student feedback and consultation with our program partner - The University of Detroit Mercy.

B. BA Biology

Program Review this year.

C. BA Biology: Secondary Education

PLO Map awaiting development.

D. BA Integrated Comprehensive Science for Secondary Teachers, and BA Integrated Science Group for Elementary Teachers, and BA Integrated Science for Secondary Teachers

Assessed by: Rob Keys

Outcome & Sub-Outcome Assessed: Specialized Knowledge: Integrated Science Elementary students will demonstrate knowledge of and proficiency in the terminology, theories, concepts and practices of science and science education. Sub-outcomes to be assessed: Students will develop and show mastery in the specialized science knowledge required to teach students at the elementary/secondary level.

Course From Which Artifacts Were Taken: Testing Results from the Michigan Department of Education Michigan Test for Teacher Certification (MTTC) for 2015-2018

Executive Summary:

An analysis of Cornerstone University students in both of the Integrated Science Secondary programs (Comprehensive and Secondary) by Dr. Rob Keys, Professor of Science showed students who are taking the required discipline specific Michigan Test for Teacher Certification test are passing well above the expected rate (91%). However, an analysis of the discipline sub-categories showed weaknesses in the area of the life sciences and earth/space science. As such a review of the new Michigan Science Standards will be conducted and compared with current course syllabi to determine where inadequacies in specialized content may exist. The review will lead to changes in course content and/or the recommendation for new courses in specialized science areas to be added to the program to address these inadequacies.

An analysis of Cornerstone University students in the Integrated Science Elementary major and minor by Dr. Rob Keys, Professor of Science showed students who are taking the required discipline specific Michigan Test for Teacher Certification test are passing at the expected rate (82%). However, an analysis of the discipline sub-categories showed weaknesses in the area of earth/space science. As such a review of the new Michigan Science Standards will be conducted and compared with current course syllabi to determine where inadequacies in specialized content may exist. The review will lead to changes in course content and/or the recommendation for new courses in specialized science areas to be added to the program to address these inadequacies.

E. BA Mathematics

Assessed by: Stephen Devereaux

Outcome & Sub-Outcome Assessed: Applied Knowledge   Sub-outcomes to be assessed: Perform fundamental computations; Apply axiomatic systems; Describe, model, and solve problems.

Course From Which Artifacts Were Taken: Final exams from MAT-234 (Multivariate Calculus) and MAT-333 (Real Analysis), as well as the Midterm and Final exams from MAT-233 (Differential Equations)

Executive Summary:

Faculty leader was Stephen Devereaux. Artifacts were collected from Fall courses of Real Analysis and Multivariate Calculus as well as a Spring course in Differential Equations. Fifty-one questions from the final and midterm exams were inspected for the sub-outcomes of applying axiomatic systems, computational skills, and modeling problems. These questions were assessed according to the included rubric. Students scored between 3.6 and 4.0 in all subcategories (and overall), as expected. While the findings suggest that students understand these mathematical ideas to a sufficient degree, the next step is reevaluating the rubric to more properly reflect the positive outcomes we are seeing in the classroom and providing more opportunities for students to model real-world scenarios with their mathematics.

F. BA Mathematics: Secondary Education

PLO Map awaiting development.

G. BA PE-K-12 Secondary Education

Assessed by: Ned Keller

Meetings with Laurie Burgess (Teacher Ed Chair), Sherry Williams, Matthew Wallace, Ned Keller to discuss implications of new Michigan Department of Education standards for PE majors. Further research is required to determine the viability of CU's PE Program. PLO Map awaiting development.

H. BS Biology Pre-Professional (Dental, Medicine, Physician's Assistant, Pharmacy, Veterinary)

Assessed by: James Fryling, Ned Keller

Outcome & Sub-Outcome Assessed: Specialized Knowledge. Sub-outcomes to be assessed: 2. Pre-Professional students will demonstrate the ability to use fundamental concepts in mathematics and physical sciences in preparation for success in their graduate professional program.   .

Course From Which Artifacts Were Taken: American Chemical Society Final Exam for Organic Chemistry – CHM-232: Organic Chemistry II

Executive Summary:

Dr. James Fryling conducted the assessment using as his artifact the nationally standardized American Chemical Society (ACS) organic chemistry examination for the nine students in the two semester courses of CHM-231 and CHM-232. Student performance was evaluated in nine content areas tested in this exam. Dr. Fryling's analysis suggested that while the majority of the exam targets student regurgitation of numerous types of organic reactions, he believes that a focus on the underlying broad classes of reaction mechanisms is more helpful to students in our pre-professional programs. His desire is to teach thinking and analysis skills more than simple memorization. Even though he focuses on this content area in his teaching, the exam results in this area could be improved.

He offered the following intended changes for next year's course offering. 1. Take about 2-3 lesson at the end of the year to go back over the fundamentals in the 4 lowest scoring areas. 2. Require (vs historically recommending) students to keep flashcards of reactions. In addition, frequent homework assignments of very straight-forward reactions from throughout the year will be used to keep the students reviewing their cards. 3. Students will be required to keep a mechanism journal where they have examples of each reaction mechanism worked out in a step-wise manner. While this is an area of

strength, I'm hoping this will be a help to them as they prepare for exams and might relieve some of the anxiety they experience around exam time.

I. **BS Engineering (Data Science, Design & Innovation, Management, Environmental)**
Assessed by: Michael Greene
PLO Maps Developed for each major.

J. **BS Environmental Biology (Environmental Biology; Wildlife Bio; Naturalist; Water Resources**
Program Review this year.

K. **Exercise Science (Pre-PT, Pre-OT, Cardiac Rehab, Exercise Science only)**
Assessed by: Sherry Williams, James Sackett, and Kim Zainea.
Outcome & Sub-Outcome Assessed: Specialized Knowledge "Demonstrate a sound foundational knowledge of the principles of biology and nutrition, and an advanced understanding of the anatomical and physiological aspects of the human body." Sub-outcomes to be assessed: None
Course From Which Artifacts Were Taken: Final class grade for all ES students in each of the following courses (BIO 151, BIO 241, BIO 242, KIN 341 & KIN 347) between Fall 2016 and Fall 2018. (5 semesters)

Executive Summary:
Final grades in five required classes for the Exercise Science major were assessed over the past three academic years. These classes included BIO 151, BIO 241, BIO 242, BIO 347, and KIN 341 from 2016-2018. It is expected that Exercise Science students attain a GPA of 2.7 or higher in these five courses since they are key courses in this major. These data indicate that BIO 241 is one of the most challenging courses for the Exercise Science students, specifically the groups of students who do not select a specific concentration (i.e., Physical Therapy, Occupational Therapy, or Cardiac Rehabilitation). It is likely that this is due to the fact that the students are taking this class their freshman year of college and they are not prepared for this rigorous of a class. It is also possible that our Exercise Science (no concentration) students are not grade driven since they are not planning on attending graduate school following graduation from Cornerstone unlike the Physical Therapy and Occupational Therapy students.

These data highlight the need for further research with regards to the Exercise Science students and the required classes in their major. A new policy went into effect in the Fall of 2018 with regards to this. This policy requires students to attain a C or better (i.e., GPA > 2.0) in BIO 241, the first semester of the sequence, before they are allowed to precede into BIO 242, the second semester of the course. We also plan to explore other options, including: science score on the ACT/SAT for the Exercise Science students, whether or not the Exercise Science students had anatomy and physiology in high school, and what other universities are doing with regards to grade requirements in the Exercise Science major. Information on these topics will provide further insight to how we should approach the fact that our Exercise Science students are not receiving the expected GPA, specifically in BIO 241.

L. **BS Mathematics**
Assessed by: Stephen Devereaux
PLO Map Developed.

J. **Minor: Chemistry**
Program Review this year.

Other Assessment Work (e.g. surveys, focus groups, etc.)
I. **Graduating Student Survey Action Project**

A. Common Themes

Strengths: Faculty genuinely interested in students – in helping them develop in all areas of their lives. Faculty demonstrate biblical worldview in and outside of the classroom. Faculty are well prepared for classes and are very knowledgeable in their content areas.

Weaknesses: Course feedback not as prompt or meaningful as it should be. Internship process is confusing and without much help from faculty/advisors. Would like more flexibility (more sections, more electives) in course schedule.

B. Leverage our Strengths

Share quantitative data from Questions 5(faculty characteristics) & 6(internship experience) and comments from Questions 7(one change & one retain) & 8(any other comments) with faculty at our first division meeting of the fall semester.

C. Address Area of Concern

Require all faculty to have initial grades in Moodle by the end of fall break (October 11th) , and updated again by November 1st, November 22nd, and December 6th.

II.   Student Advisory Council

KSEM did not hold Student Advisory Council Meetings in 2018-2019 – largely due to the busy schedule with completing the DeWitt Center construction, equipping, and moving in. We plan to initiate these monthly student meetings in October, 2019.

III.   Additional Changes Based on Assessment Data

A major change that has been identified in student surveys and comments over many years was the construction, equipping and occupation of the DeWitt Center for Science and Technology. Design and choice of lab equipment was based on needs explicitly shared by students over the past several years, as well as faculty research into best pedagogical practices.

Based on market research and in consultation with our partners in the engineering programs we designed and approved a fifth strand (Biomedical Product Design Engineering) in our BS Engineering program.

Social Science Division
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Program Review

Not applicable during the 2019-2020 academic year

Assessment of Student Learning

XI.   Summary of Assessment-Driven Changes Enacted During the Current Academic Year

No assessment-driven changes were enacted during the 2018-19 academic year for the Sociology minor, as it was not assessed during the 2017-18 academic year.

As a result of the 2017-18 assessment, the Psychology faculty began advising majors to take PSY 441, Physiological Psychology, during their junior year to ensure they will have covered the material for the Sensation/Perception/Physiological Psychology portion of the Major Field Test (MFT) in Psychology, our Senior Exit Exam. This change was implemented because those who wait until their senior year to take PSY 441 will not have completed it prior to taking the exit exam and, consequently, would not perform as well on that portion. It is difficult to assess the impact of this change because faculty began advising students to take PSY 441 prior to their senior year during 2018-19 academic advising. However, almost half of the psychology majors (9 out of 19) enrolled in PSY 441 for Fall 19 are juniors. We will need a few years in which most psychology majors take the course during their junior year to be able to see whether it has an impact on the sub-score of concern.

In addition, the Psychology faculty decided to monitor seniors' MFT sub-scores, particularly the Sensation/Perception/Physiological sub-score, to ascertain whether additional changes are needed. A review of the Fall 18 MFT scores (n=14) indicated that our majors are scoring favorably with the national sample of psychology students (n=28,272). There is no statistically significant difference between the performance of CU's Fall 18 psychology students and that of CU seniors who took the MFT over the previous four years. The results are depicted in Table 1 below:

Table 1

Mean Difference Scores of CU Fall 18 Psychology Majors and those of National Sample of Psychology Majors and CU Fall 2014-17 Psychology Majors

Item	National Sample (n=28,272)		CU Sample Fall 2014-17 (n=86)	
	Mean Difference	*z* (*p*)	Mean Difference	*z* (*p*)
Total Score	9.00	2.24 (.03)	3.97	ns
Sub-scores				
Learning, Cognition & Memory	2.90	ns	-3.01	ns
Perception, Sensation, & Physiology	9.30	2.29 (.04)	6.33	ns
Clinical, Abnormal, & Personality	8.10	2.08 (.04)	3.22	ns
Developmental & Social Psychology	11.70	3.0 (.02)	5.0	ns

XII.   Description of Assessment Projects Completed During the Current Academic Year

Psychology (Child and Adolescent Services, Counseling, Family Studies, & Psychological Science and Practice)

Dr. Nicole McDonald, Dr. Sergio DaSilva, & Prof. Alaina Swaney assessed the Applied Knowledge and Collaborative Learning objective this year. They assessed the psychology majors' ability to "describe how at least one practice in a professional setting applies methods learned from coursework in the major" (Sub-outcome 2). They did so utilizing selected portions of the final essay

for PSY 380 – Internship. Specifically, students (n=11) were asked to "articulate at least one instance in which you applied methods you learned in your courses at Cornerstone University to specific practices pertaining to your internship."

Drs. DaSilva and McDonald and Prof. Swaney independently assessed each artifact using the rubric they had developed. The rubric consisted of three criteria—a sufficiently detailed description of a practice, case study or situation, identification of at least one appropriate method used, and an articulation of a connection between course content and one's practicum situation (See Appendix A)—which were each scored on a five-point scale.

Evaluations from the three professors did not differ significantly from each other. The total mean for the eleven essays, across the three criteria, was $M = 3.97$, $SD = 0.96$, 95% CI (3.33, 4.62), which was slightly below the acceptable program expected score of 4.00. However, the sample was negatively skewed with one outlier. When that outlier was removed, the resulting sample (n=10) was normally distributed with a mean score of $M = 4.20$, $SD = 0.62$, 95%CI (3.73, 4.64), which was not significantly higher than the program expected score of 4.00.

The major finding was a large qualitative variability between the artifacts produced by the students. This finding suggested individual differences in writing ability, but also a need for students to highlight and specify the components of the sub-outcome explicitly in the artifact.

The psychology professors will meet to discuss making changes to both the text of the sub-outcome and the writing instructions for the assignment.   Any revisions to the sub-outcome will necessitate changes to the rubric as well.

Sociology Minor (Dr. Brenda King)
The Applied Knowledge and Collaborative Learning Program Objective that was assessed for the sociology minor was "Students will demonstrate an ability to utilize theory implications to effect change." More specifically, the ability of student to utilize theory to understand a situation (tantamount to a 1 on the rubric for the PLO) was assessed on the SOC 111, Introduction to Sociology, final exam during both the fall and spring semesters.

Dr. Brenda King included multiple choice questions on final exam and utilized the percentage of correct responses to assess students' ability to understand theory. Appendix B contains a list of the specific items used on the final exams. All final exams were utilized in the assessment (n= 20 in the fall semester; n= 24 in the spring semester). Some questions dealt with broad ideas of the theory; others dealt with specific application of the theories. I expected that a majority of the students would be able to match a theory with its main idea as well as correctly identify the theoretical approach associated with different views of the subject matter of sociology.

Ms. Laura Ohman, the Social Science Administrative Assistant, reviewed the item analyses for the respective final exams and determined the percentage of students who responded correctly on

each of the relevant items. Dr. King then reviewed the percentages for each type of question to draw conclusions. Based on the results, students understand the broad ideas associated with the theoretical frameworks. On all items but one, at least 80% of the students answered correctly. However, 45% of students had difficulty distinguishing between a couple theories within the Social Conflict framework. This, in combination with other work, led her to conclude that students need help making those distinctions as well as articulating (vs. simply remembering) key ideas and tenets of the various perspectives. Consequently, there will be additional in-class group work that requires both the articulation of theories and a comparison of differences between them. These low-stakes, in-class assignments will be implemented in the fall 2019 semester and hopefully provide students with practice and opportunities for feedback prior to tests or the final exam, on which they will be asked to either explain a theory or distinguish between theoretical frameworks.

Other Assessment Work (e.g. surveys, focus groups, etc.)

XV.   Graduating Student Survey Action Project

The Social Science Division reviewed the results of the Graduating Student Survey. Based on student feedback, the division identified the following action plan re: feedback:

Faculty members will communicate both where students can find feedback and when they can expect feedback on their syllabi. A possible "disconnect" between faculty feedback and students' perceptions of feedback will be addressed by faculty members orienting students re: how they give feedback.

XVI.   Student Advisory Councils

The Student Advisory Council felt that Advising Chapels were not beneficial because students meet with faculty advisors individually. They suggested chapels would be more beneficial if speakers were invited to share their story as well as how they integrate faith with their careers. Consequently, we will be encouraging students to meet with academic advisors and using division chapels as socialization into the profession (i.e., bringing in speakers engaged in different social science careers).

XVII.   Additional Changes Based on Assessment Data

Teacher Education Division
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Program Review

VI.   Elementary Education

UAC Response – Elementary Education

The Elementary Education program at Cornerstone University is mature and well-established. In comparison to other Educator Preparation Institutions(EPIs) in Michigan, program graduates have consistently performed well on MTTC exams & Surveys (perception of preparation by students and supervisors), but have scored lower in the "effectiveness" category (ability to receive an "effective" or "highly effective" rating with the first three years of teaching). Challenges exist on the horizon in regard to new/increased CAEP accreditation requirements. During the fall of 2019, CU's Teacher Education program self-study will be submitted to CAEP followed by a site visit during Spring 2020.

Demand for teachers in the State of Michigan will continue to grow in the coming years, particularly in "critical shortage disciplines." The elementary education program should capitalize on its stated distinctives (small, Christ-centered). But, should consider additional/stronger distinctives (i.e. literary component, variety of field experience), particularly in light of the fact that there is tremendous competition for elementary education programs in the state. The TE Division should also continue to stay informed (& work with PGS) regarding organizations (including universities) that offer alternative routes to certification in the State of Michigan. Graduate job placement rates have been strong for CU students, the program is responsive to assessment, and divisional culture improvements have been significant in recent years.
Observations demonstrate that the Teacher Education Division is poised to make changes, but a stronger "forest vision," is needed because the technicalities and testing requirements force them to concentrate on "tree vision." Concerns exist regarding faculty load and low contribution margin given current enrollment numbers. The program lacks student diversity (men, persons of color) and would benefit from hiring adjuncts from these populations to in an effort to reverse this trend and reduce "minority stress" for male and non-white students. While retention issues exist for the program, it should be noted that students generally retain at the institutional level.

UAC requests a proposal by April, 2019 to address declining EPI scores and low contribution margin. In regard to EPI scores, the division might consider increased practicum hours and exploration of sub-areas of MTTC tests where students are not performing well to determine changes/additions to current course content (i.e. classroom management). In regard to low margin contribution, the plan should address enrollment and retention challenges. Suggestions to address this issue include the following:

- Highlight unique program distinctives in program promotion.
- Develop a mechanism to clarify program expectations for prospective students and make improvements in early advising and vocational conversations for freshman and sophomore level students.
- Set an enrollment goal and create a plan to achieve it.
- Look for ways to capitalize on "critical shortage disciplines."
- Specialize in a few program areas vs many small programs.

UAC also requests a description of each faculty member's load in the Teacher Education Division as a component of the April 2019 proposal.

Continued monitoring of the program is needed and progress on on EPI scores and margin contribution (specifically enrollment and retention) will be evaluated by UAC in three years.

VII.   Early Childhood

UAC Response – Early Childhood Program Review, October 2018

As a part of the Elementary Education program, the BA minor and associate degree in Early Childhood at Cornerstone University are well-established, representing one of the education program's first endorsements. An Early Childhood (EC) major was added in 2017. In recent years the EC program has experienced low enrollment, retention (at the program level) and graduation rates. At the same time, market demand is high as well as institutional yield. This juxtaposition needs to be addressed if the program is to be viable. As stated on the Elementary Education response, challenges exist on the horizon in regard to new/increased CAEP accreditation requirements. During the fall of 2019, CU's Teacher Education program self study will be submitted to CAEP followed by a site visit during Spring 2020.

Overarching themes presented in the Elementary Education review are applicable to the EC review in regard to concerns related to program distinctiveness (most EPI's in Michigan have this program), faculty load, low contribution margin, and lack of student diversity.

In regard to program strengths, the previous program coordinator was rated high in terms of student effectiveness. Data is not available on the new coordinator, but it is anticipated that her 25 years in the field will allow for relevant program updates and effective recruiting. Recent job placement rates are 100%, but it should be noted that the number of graduates is very low. The EC curriculum appears to be adequate and aligns with state and accreditor requirements.

UAC requests a proposal by April 2019 to address the following:

- Initiatives to address the juxtaposition identified in the first paragraph of this response (need for clear, innovative, efficient and productive strategy).
- Clarify program requirements with prospective and underclass students (improvements in early advising and vocational conversations).
- Refine program distinctives, i.e. focus on literacy/play theory, "individualized" approach to education vs. "small"? Should the AA become the focus?

- Review program in 2 years to determine viability, allowing the coordinator an opportunity to have impact.
- PLO Map for Early Childhood.

VIII.   Learning Disabilities

UAC Response – Learning Disabilities Program Review, October 2018
The Learning Disabilities (LD) program was launched in 2000 to meet the need for special education teachers in Southwest Michigan. Enrollment numbers continue to be a challenge. The LD program was tagged in 2016 as a low-low-low program (low demand, low yield, low profitability). Given the market demand for special education teachers and the addition of a faculty member in teacher education to serve as the program coordinator, UAC recommended that the program should have an additional two years to demonstrate improved outcomes. This program review represents follow-up to that decision.

Market data continues to demonstrate high demand for special education teachers in the State of Michigan as the program is on the "critical shortage" list. However, program outcomes at CU have demonstrated enrollment, retention, graduation rate, and gross margin contribution challenges. This juxtaposition (high market demand, unsatisfactory outcomes) suggests that the teacher education division may have too many program offerings to do each well and that effort should be given to excelling in fewer programs.

Program strengths include the program curriculum (adequate and aligns with state and accreditor requirements), program is responsive to assessment, coordinator is qualified and is a faculty of color, recent placement data, and MTTC test scores.

Given that the program was reviewed two years ago and subsequent lack of change in enrollment and program outcomes, UAC suggests that continuation of this program be brought to a vote. Should the program be retained, a clear plan needs to be articulated (by April 2018) and followed to address margin and enrollment concerns. And, the program should be re-reviewed in two years to monitor progress and determine continued viability. Should the program be discontinued, efforts will be made to retain the faculty member given the institutional strategic goal of diversifying the faculty and additional divisional course and supervision needs. Resources of time and money should then be utilized to strengthen other programs in the Teacher Education Division.

Teacher Education Response to UAC Response – Learning Disabilities Program Plan

1. Change the Learning Disabilities Program from a 5 year to a 4 year program.
The LD program has been historically a 5 year program, with 2 tracks, Elementary & Secondary. The Elementary track LD students graduate with certification as an Elementary Teacher, Special Education Teacher & a Content Area Specialist depending on their minor. (Currently they are recommended to take Language Arts, Reading or Math). The 5 year expectation has discouraged many students who may be interested in special education due to financial challenges and a desire to finish in 4 years.

Plan: In the 2018-2019 school year students have the option of completing the LD Major in 4 years. Efforts have been made to work with Jennifer Reil to create 4-year plans where LD students are tracked from their freshman/1st year and encouraged to take EDU 233, Introduction to Special Education, where students have a field experience in a special education classroom. Taking EDU 233 during their first year helps students discern if special education is their calling. This is the first year we have implemented this change and we have already seen student interest in the LD major increase. For example, when students heard that they could complete the program in 4 years, 8 students in that class alone have shown interest in the LD major.

2. Address lack of awareness and knowledge with Admissions

Outside of Golden Eagle Days and other efforts by Admissions, we have not marketed the LD program. Recently efforts have been made to retain students of color through individual support and creating connections with professors who have worked with diverse populations. There is a lack of understanding of Teacher Education programs. Admission team informed that most students coming in think the only options in education are elementary and secondary and LD was considered a specialty program only for those interested in working with students with cognitive impairment. The admission team was not equipped to guide students due to a lack of awareness of the programs offered. For example, admissions did not understand that the LD program is a special education program; as a result inaccurate information was communicated with prospective families indicating that CU did not have a special education major.

Plan: The LD coordinator met with Admission Team on November 18 to update them on the LD program so that they can provide a more accurate description of the program to prospective families. Information communicated included High Marketability, since LD majors are certified as elementary general and special educators with a content minor, which prepares them to have choices and be highly marketable. Due to Special Education being a high need area, LD majors qualify for the Teacher Loan Forgiveness Programs.

3. Increase enrollment of underrepresented groups

Students of color and males are underrepresented groups in the LD program. The majority of students are white females. Students who enter CU as LD majors have high school GPAs that are similar or slightly higher than the average in-coming TUG student. However, LD students' ACT and SAT scores are lower than TUG students, with the exception of 2015.

Students entering CU who expressed interest in the LD program were not able to meet the PRE/SAT requirements and therefore had to change their majors. Also, students may not claim LD when entering CU their first year; instead, they may decide their second year when they are in EDU 233, Introduction to Special Education.

Plan: Since the standardized test score requirement has been changed by the State of Michigan, more students can enter and stay in the TE program. Numbers of entrants into LD, based on freshman year data freeze, may not be accurate since students may decide their second year to major in LD based on

the Intro to Special Education course. Students enrolled in the Pathway program have expressed interest in pursuing a degree in special education. Perhaps LD courses could be integrated into their curriculum so they will have job opportunities to work as para-professionals. Collaborate with the Pathway program and create an Associate of Arts degree in special education.

4. Increase enrollment in historically low enrolled courses

EDU 335, Theory and Methods of LD

> **Plan:** offer EDU 335 every other year or combine EDU 335 with EDU 344, Content Area Literacy including Learners with Special Needs and Field Experience

EDU 432, Current Issues in LD Education

EDU 434, LD Practicum

> **Plan:** Move into a cohort model where freshman are tracked and LD courses are pre-planned in order to predict the number of students in courses. In the past, students entered the Teacher Education Program their sophomore year and had to wait to get conditional status, which set students back. Students were also set back if they could not meet the standardized score requirement (ACT, SAT, PRE).

5. Market the LD program as a highly marketable major

"The Michigan Department of Education (MDE) also strongly recommends that districts take advantage of co-teaching/co-planning practices for all students. Through this practice, districts can ensure that all students receive content expertise along with direct support for IEPs and other student needs." Students who major in special education with an elementary track graduate with a certification to teach elementary, k-12 special education, and a minor (reading, Lang Arts, or math) with a Learning Disabilities endorsement. Our students are highly marketable and have a competitive edge to reach all learners as schools move into Full Inclusion Models.

Plan: Market the program as a highly marketable major since principals are very interested in hiring a teacher that has an elementary certification and a special education certification. Our special education major includes the "comprehensive major" which means the student graduates certified in both elementary and special education. The Full Inclusion Model means including all students in regular education classrooms; however, students with special needs must be accommodated. Therefore, hiring a teacher who can meet students' special education needs provides a two-for-one deal. The teacher is certified to work with all students, not just students in a regular elementary classroom.

6. Implement a cohort model

A cohort model allows us to track freshman and pre-plan LD courses earlier to predict enrollment. In the past, students entered the Teacher Education Program their sophomore year and, as a result, had to

wait to earn conditional status, which set students back. Students were also set back if they could not meet the standardized score requirement (ACT, SAT, PRE).

Plan: The four year plans are attached. Once students determine they want to major in special education, they will be tracked and their schedule will keep them with a cohort to ensure that students are taking classes at the same time. This will help us predict enrollment.

7. Offer a Cognitive Impairment program

Prospective students have expressed interest in a cognitive impairment program within Special Education. Since MDE standards for the Learning Disabilities and Cognitive Impairment programs overlap, students in both programs can take 10 credits of courses already offered. 20 credits must be different. Those credits occur in the 6 cr. practicum and 12 cr. student teaching internship. The State requires that our program would have appropriately trained faculty. Pam George is certified in LD, CI, & EI.

Plan: Begin CI program in the fall 2020 semester. Four year plan attached. See UAC program approval form.

IX.   Secondary Education

UAC Response – Secondary Education Program Review, May 2018

The Secondary Education program at Cornerstone University is mature, well-established and has strong alignment with our institutional mission. In comparison to other Educator Preparation Institutions (EPIs) in Michigan, program graduates have consistently performed well on MTTC exams & Surveys (perception of preparation by students and supervisors), but have scored lower in the "effectiveness" category (ability to receive an "effective" or "highly effective" rating with the first three years of teaching). Challenges exist on the horizon in regard to new/increased CAEP accreditation requirements. During July 2019, CU's Teacher Education program self study will be submitted to CAEP followed by a site visit during Spring 2020.   Teacher Education faculty and staff are to be applauded for their regular meetings with area universities that have recently completed their accreditation process in an effort to minimize the impact of CAEP's new standards on our accreditation process.

Strengths of the Cornerstone University Secondary Education program include the following:

- Strong job placement rates for CU grads within 6 months of graduation.
- High demand for teachers in Michigan and across the nation.
- Strong interdependence with other CU academic divisions.
- Increased usage of data for assessment and program improvement purposes (e.g. disposition rubric) and monthly divisional meetings to discuss assessment.
- Strong faculty: high IDEA scores, several working on terminal degrees.
- Christ-centered and relational culture that offers a personalized touch.
- Yield rate is higher than CU average.

- Emerging partnership with GRPS (EDU381 Educational Psychology would be taught at Shawmut Hills) which will provide CU students with field experience with diverse populations under the guidance of strong teachers.
- Several initiatives related to the goals in the CU academic strategic plan.
- Strong relationships with other area EPIs in the State of Michigan.

Challenges in the Secondary Education program include:

- Students of color and males are underrepresented groups in the Teacher Education program, however, the demographics reflect those found across other educator preparation programs across the State of Michigan.
- Decline in enrollment (also consistent with teacher prep programs across the state – 64% decline and the nation).
- Retention levels similar to state average (though lower than CU average). Elimination of the Basic Skills exam may help with retention as well as recent changes in divisional culture.
- Low grad rates vs. institutional norm.
- Significant level of competition (35 EPIs in Michigan) and alternative routes to certification.
- Decreasing EPI ranking in recent years.

UAC would like the Teacher Education Division to address the following opportunities before the next program review:

- Curriculum will be needed to be adapted to align with new state requirements.
- Increase number of in classroom experience hours for students.
- Address enrollment challenges by focusing on program distinctives and strategic placement of students in student teaching practicums, TAP, etc.
- Strategize across divisions to recruit students to "critical shortage disciplines."
- Continued networking with area K-12 schools.
- Plan to improve EPI ranking.
- Explore additional opportunities for distinctive competitive advantage, e.g. experience with diverse populations, focus on vocation & calling, variety of field placement opportunities, state-of-the-art science facility, etc.

UAC would like the Teacher Education Division to take the following immediate action steps:

- Given the many recent and forthcoming changes, quarterly meetings should be conducted with content professors from other divisions to update them on recent changes in accreditation &/or state requirements and to strategize in regard to best practices and program promotion.
- Work with TUG VP to plan for curricular, instructional and budgetary requirements associated with the curricular changes and increase in clinical hours required by the State of Michigan.
- Continued development of systems to collect, analyze, and utilize data to improve programs (e.g. more classroom experience, student effectiveness, training for cooperating teachers, course alignment with MTTC tests).
- Consider moving accreditation officer to full-time faculty in an effort to attract and retain male students.
- Develop a plan to improve in-program retention and grad rates.

Assessment of Student Learning

XIII.   Summary of Assessment-Driven Changes Enacted During the Current Academic Year

All teacher education programs underwent program review this year. Annual assessment projects will resume during the 2019-2020 academic year.

XIV.   Description of Assessment Projects Completed During the Current Academic Year

All teacher education programs underwent program review this year. Annual assessment projects will resume during the 2019-2020 academic year.

Other Assessment Work (e.g. surveys, focus groups, etc.)

XVIII.   Graduating Student Survey Action Project

The Teacher Education division reviewed the results of the Graduating Student Survey. Based on student feedback, the division identified the following action plan:

Top Strength: caring and genuinely interested faculty

Method (How do you intend to build upon and/or highlight this strength? Please list out specific steps/stakeholders):

As a faculty, we will be more intentional about providing support during advising, particularly regarding dispositions.

Timeline (When will the above plan be implemented? Include specific dates.):

- Spring 2019: All faculty access to Disposition survey results
- Spring 2019: add "Interventions used" item to Disposition survey
- Fall 2019: Increase student support (Disposition conversations) during advising and Professional Status Checkpoint

Area of Concern: content overlap in EDU courses

Method (How will you address this concern? What steps will be implemented? Who are the key stakeholders? Note: if any of your next steps involve a survey, please first discuss with Emily Gratson):

During the Teacher Education August Work Days our faculty will review the content we cover in our courses to determine overlap. Instructors who teach methods courses will also be invited including: Rob Keys and Linda Bouman. Before the meeting, instructors will complete a document to include the theories, main concepts, skills, strategies, and practices covered in their courses.

Timeline (When will the changes or strategies be implemented? Include specific dates.) August 14 & 15, 2019

XIX.   Student Advisory Councils

Student Advisory Council Meeting
April 15, 2019

Topic: Digital Portfolio

   I.   Introduction – rationale for meeting and Portfolio
   II.   Talk through Portfolio
           a.   About Me – personal profile page
           b.   Field Experiences
           c.   InTASC Standards
           d.   ISTE Standards – legislation in MI requiring ISTE standards for P-12 schools
           e.   Certification Process – information not available until student teaching semester
   III.   Pilot Program – ask students to participate in the pilot
           a.   After finals week
           b.   Incentive – food and gift card
           c.   Select date to meet in May, students work independently before meeting, meeting to discuss process together and provide feedback

Moving forward:

   -   Determine interest from Student Advisory Council
   -   Determine date
   -   Gift card amount and type of card: Amazon?

XX.   Additional Changes Based on Assessment Data

This past year has been spent collecting data for our Self-Study Report for accreditation through the Council for the Accreditation for Educator Preparation (CAEP). The report is due in July 2019 and the site visit is April 2020. Data collected includes grade point average, ACT/SAT scores, disposition point average (DPA), EPP scores from MDE, supervisor surveys, technology surveys, and learner impact scores (MAP). We are currently working on creating a sustainable system that stores and organizes data for continuous improvement.

Student Development Annual Assessment Report 2018-2019

Assessment of Student Learning

I.   **Summary of Assessment-Driven Changes Enacted During the Current Academic Year**

Several changes to chapel programming implemented during the 2018-2019 Academic Year stem from previously collected student survey data. These changes include an increased emphasis on the use of internal rather than external speakers and increased opportunities for student speakers.

Data from Student Athlete surveys has provided input for coaches and the Athletic staff to highlight opportunities for growth in athlete engagement and spiritual development. These data provide for longitudinal assessment of trends within each program and comparative data within the athletic program.

Ongoing evaluation surveys for programming elements (such as Community Life Staff training and various student activities) provide data that contribute to changes each year. For 2018-2019 the schedule for Community Life Staff training was revised to provide additional opportunities for building specific staff teams to spend time building team cohesion based on previous collected data.

II.   **Description of Assessment Projects Completed During the Current Academic Year**

Athletics (Women's Soccer)

Cornerstone University's athletics program is committed to a high level of spiritual engagement in student athletes' lives. One expression of this commitment is a programmatic emphasis on short-term service opportunities. These opportunities are intended to contribute to the learning sub-outcome, "Christian virtues are demonstrated and integrated into athletic competition and experience." The consistent administration of a student athlete survey afforded an opportunity to assess this outcome by reviewing subsequent responses to three selected questions related to the sub-outcome:

(1) Coach integrates his/her Christian faith/perspective into team program.
(2) Promotion and encouragement to uphold and put into practice the values of the Champions of Character initiative.
(3) My faith in Christ has grown as a result of my student athlete experience.

Responses provided by the women's soccer team members from two subsequent administrations of the survey (2016 and 2018) were analyzed since the team participated in a short-term missions trip to Haiti between administrations (August 2018). A statistical analysis tested for significant variance in mean responses between the two administrations. Out of the three questions, only the first ("Coach integrates his/her Christian faith/perspective into team program.") yielded a statistically significant difference.

Moving forward, replicating this analysis with other teams will indicate whether or not these results may be generalizable. Planned comparisons will include other teams participating in short-term trips and teams experiencing significant change (such as coaching transitions).

Campus Ministries/Chapel (Lectionary)

A core value of Cornerstone's Campus Ministries programming is cultivating a love for and commitment to the integration of Scripture into students' daily lives. This is expressed in the stated sub-outcome, "Students will value and integrate the practice of Scripture engagement into their spiritual practices." A reliable and valid means of assessing students' perception of this commitment in their own lives has been developed by the research team at Taylor University's Center for Scriptural Engagement and is administered biennially in the Christian Life Survey. Cornerstone has participated in all four administrations of the survey since 2012.

Our commitment to Scriptural engagement in chapel programming led to the recent incorporation of a Lectionary – a four-year cycle the utilizes chapel services to journey through the entire narrative of Scripture. It is anticipated that this programmatic element will contribute to higher levels of Scriptural engagement among traditional undergraduate students. On the Christian Life Survey, this would likely be evidence in statistically significant higher index scores on the "Focus on the Bible" and "Reflective" orientation scales when compared with other universities.

The index report for the 2018 administration of the survey, while indicating statistically significant higher scores on the Focus on God, Connected, and Appetites orientations, did not yield the expected results on the Focus on the Bible and the Reflective orientation scales. Since the survey was administered very shortly after the beginning of the Lectionary series, this is perhaps unsurprising. The next administration of the Christian Life Survey (Fall 2020) will offer another snapshot in the third year of the Lectionary programming, as well as the opportunity for longitudinal data analysis of Cornerstone's results in 2018 and 2020.

Community Life (Resident Assistant Training)

Each year a core group of student leaders, Cornerstone's Resident Assistants, undergoes significant training to equip them, personally and professionally, for their student leadership role. During the summer months a series of podcasts is provided to the students hired for the subsequent year, allowing students to interact with topics such as faith formation, diversity and inclusion, and integrating faith with ministry to LGBTQ+ individuals. Submitted reflection questions and thoughts provide data for qualitative assessment.

This assessment project utilized two years of responses from returning RAs, allowing for a within subjects comparison of response ratings in three categories: capacity for self-reflection, recognition of complexity, and integration with their role. The primary focus of the assessment was the Civic and Global Engagement learning domain, focused specifically on the sub-outcome that each student

"reflects on what one has learned about oneself as it relates to a reinforced and clarified sense of civic and global vocation and to one's own cultural rules and biases."

A small sample size completing the reflection in both years (only three returning RAs) made generalizable conclusions impossible, but the anticipated results (higher ratings for the second year's responses) were observed in two out of the three responses.

This initial review indicates that the assessment method is usable for future years. However, it will be essential to ensure a higher response rate from the student leaders to expand the sample size. This will be accomplished through personalized communication from the Director of Community Life and the Resident Directors in August 2020, so that the assessment process can be repeated.

Other Assessment Work (e.g. surveys, focus groups, etc.)

   I.   Spiritual Formation Assessment – Dr. Rod Reed
Dr. Rod Reed (formerly Chaplain of John Brown University) was commissioned by Cornerstone University to conduct an in-depth assessment of the campus climate and initiatives related to spiritual formation. He and his research partner (Dr. Tim Blackmon, Chaplain at Wheaton College) utilized survey data, institutional materials (including job descriptions and budgets), and two days of campus interviews to identify areas of strength and opportunity for spiritual formation at CU.

In addition to presenting findings, the report suggested possible steps forward based on Dr. Reed's research and expertise in the field. A working team comprised of Student Development and faculty colleagues will be identifying areas of implementation in the 2019-2020 academic year and beyond.

   II.   Organizational Culture Assessment – Dr. Tonya Fountain
Gerald Longjohn invited Dr. Tonya Fountain (Organizational Cultural Consultant and Special Appointment Faculty for Cornerstone's PGS program) to conduct an assessment to identify opportunities to improve organizational culture in the department. The assessment utilized an anonymous quantitative survey based on categories from Patrick Lencioni's *The Five Dysfunctions of a Team* and Christine Pohl's *Living into Community*.

Dr. Fountain identified themes in the quantitative survey for discussion in confidential personal interviews with each staff member (approximately 20 interviews). Themes from the interviews were then analyzed and presented back to the department, identifying areas of strength and opportunity for each of the major categories from Lencioni and Pohl. She accompanied the presentation of results with recommendations for improvement of organizational culture based on her expertise and ongoing research in the field.The Student Development leadership team will be using the report to guide improvements in communication, collaboration, and clarity of vision in the year ahead.

   III.   Additional Changes Based on Assessment Data
None

Professional & Graduate Studies Annual Assessment Report 2018-2019

This report provides a summary of the assessment work within Cornerstone University's Professional & Graduate Studies (PGS) Principal Academic Unit during the 2018-19 academic year. Within PGS, the assessment of student learning is overseen by the PGS Assessment Committee which met on September 17, 2018 and June 5, 2019 during the 2018-19 academic year. This report will outline the key findings and next steps from three degree program reviews (the bachelor's in ministry leadership, bachelor's in organizational management, and the bachelor's in business administration & leadership), and provide an overview of the 2019-20 assessment projects.

PGS Program Reviews 2018-19

This year, PGS implemented three complete program reviews structured around the following sections of the University program review template:

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

The complete program review documents are available upon request from the PGS academic office and will be archived with the assessment work for the 2018-19 academic year.

Bachelor's Degree in Ministry Leadership

The bachelor's in ministry leadership program review was conducted in spring 2019. A summary of the key findings and recommendations for action is presented below:

> The BSML program is stable in terms of enrollment, has an appropriate level of rigor in the curriculum, and strong quality of instruction. No major changes or revisions are expected to the program in this round of program review with potential for minor program changes. There are however a couple of key findings and recommendations that emerge from this review:
>
> *Finding 1: Need to add more points of Biblical study:*

Faculty would like to see greater integration of the biblical text within the BSML program, not simply within the Bible classes. They note that students can have a limited knowledge of Scripture upon entering the program and there is a need to ensure students deepen their knowledge while in the program.

Recommendation: PGS should seek to improve the ways in which students interact with the biblical text more consistently throughout the program.

Finding 2: Need to add diversity:

Faculty note the need to include a greater range of diverse perspectives within the course content and faculty pool.

Recommendation: PGS should seek to improve the diversity of the faculty and curriculum content.

Finding 3: The place of the MGT courses in the required curriculum:

Regarding the overall curriculum, a main discussion point focused on the MGT courses. These are included in the required course list as a means to assist students in developing their organizational leadership perspective. However, the courses are often shared with business and management programs, and are therefore not always aligned with ministry leadership student needs.

Recommendation: PGS should review the MGT courses in the required courses and determine if they need to be replaced with CMI or IDS courses.

Bachelor's Degree in Organizational Management

The Bachelor's degree in organizational management program review was conducted in spring 2019. A summary of the key findings is presented below:

Key BSOM Takeaways:

- Mature undergraduate Organizational Management program

- Quality academic assessment process

- Sustainable and healthy enrollment/retention

- Significant progress toward ACBSP accreditation

- Qualified BSOM faculty

- Highly satisfied BSOM alumni

Bachelor's Degree in Business Administration & Leadership

The Bachelor's degree in business administration & leadership program review was conducted in spring 2019. A summary of the key findings is presented below:

- BSBA&L is a mature academic program with comprehensive curriculum developed around practical and applicable business administration functions.
- PGS anticipates ACBSP accreditation.
  BSBA&L cohort size has remained consistent for 2015-2018, with an increase of one cohort per year.
  Overall BSBA&L retention for 2015-2018 is 61.11%.
- BSBA&L faculty are primarily adjuncts, well-resourced in academic and professional qualifications.
- The average BSBA&L student is 39 years old with GPA of 3.22, and is preparing for a potential career in public relations, finance, human resources, marketing or small business management.
- PGS provides its students with academic advising and customer care second to none.
- Miller Library has excellent instructional capacity in its business administration collection.

Overview of the Assessment of Student Learning in PGS 2018-19

I.   **Summary of Assessment-Driven Changes Enacted During the Current Academic Year**

PGS enacted a number of assessment-driven changes within the current academic year. The bachelor's in psychology program curriculum revision process has been completed (referenced in last year's report) based on recommendations from the program review process.

During the Spring 2019 term, the PGS Curriculum Committee established a process for implementing recommendations from assessment projects and working with faculty to incorporate course-level changes to curriculum. This work was started in Spring 2019 and will now be an ongoing part of the Curriculum Committee work.

II.   Description of Assessment Projects Completed during the Current Academic Year (refer to "Executive Summary" sections on Assessment Project Templates).

During the 2018-2019 academic year, PGS conducted 25 academic assessment projects across multiple degree programs within the Business and Human Services divisions. The following institutional learning domains were used in guiding the assessment process:

1. Specialized Knowledge
2. Applied Knowledge & Collaborative Learning
3. Intellectual Skills
4. Global & Civic Engagement
5. Biblical Worldview Integration

This report presents a summary of each assessment project listed by degree program. Each individual project was administered by two PGS faculty members with experience teaching in the relevant degree program. Faculty assessed student artifacts and presented their findings regarding expected and actual student score averages as specific course outcomes were evaluated for assessment purposes. Faculty recommendations for improving curriculum and the assessment process are included, as well as their interpretation of the assessment data.

Associate's Degree Projects:

Associate's Degree - Step I

MGT-233 Leadership Studies   **Ron Foster & Gary Kuyper**

An assessment project was conducted by Ron Foster and Gary Kuyper in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 1: "Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort". This sub-outcome was assessed based on a review of 15 self-assessment papers taken from MGT-233 Leadership Studies.

In summary, the faculty did not report an expected average score for Associates Step 1 students, but assessment project findings showed that students' actual average score was 3.05.

Foster and Kuyper observed that the expectations and outline of the assignment were well defined, but they found the papers were way off the mark. They believe the expectations and teaching may have needed to be a little more direct.

SOC-101 Introduction to Human Services   **Cheryl Celestin & Rebecca Sing**

An assessment project was conducted by Cheryl Celestin and Rebecca Sing in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 2: "Analyze at least one concept from the field of human services in light of a problem outside of the classroom." This sub-

outcome was assessed based on a review of 8 elder abuse papers and 7 Child Protective Services discussion forums taken from SOC-101 Introduction to Human Services.

In summary, the faculty expected an average score of 3 out of 5 for Associates Step 1 students. Assessment project findings showed that students scored higher than expected (3.76) on the elder abuse paper and slightly higher (3.17) than expected on the Child Protective Services discussion forum.

Celestin and Sing recommend more in-depth information in SOC-101 curriculum about the role of Child Protective Services so that the discussion forum assignment scores are more in line with student scores for the elder abuse paper.

BUS-217 Introduction to Global Business   **Phil Blum & Connie Sattler**

An assessment project was conducted by Phil Blum and Connie Sattler in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 2: "Know principles of team leadership to evaluate problems, issues, and challenges appropriate for associate-level study in business." This sub-outcome was assessed based on a review of 10 Business Environment papers taken from BUS-217 Introduction to Global Business.

In summary, the faculty expected an average score of 3.4. The assessment project findings showed that students' actual average score was 3.25, which is .15 lower than expected for Associate of Business Studies students.

Blum and Sattler recommend helping students view this assignment as one that both reports and presents the writer's judgment about the report findings. Specifically, they recommend revising the assignment to help students develop their ability to communicate knowledge of team leadership principles within their vocation/professional setting, and requiring the use of APA Formatting to provide structured organization and communication of thought. Moodle provides an APA template enabling students to organize and present data in a scholarly manner.

CAMPUS LABS   **ENG-118 Introduction to Writing and Research**

Andrea Fryling & Reba Ezell

An assessment project was conducted by Andrea Fryling and Reba Ezell in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 3: "Provide evidence of the ability to collaborate with others in achieving shared objectives." This sub-outcome was assessed based on a review of 20 peer review discussions taken from ENG-118 Introduction to Writing and Research.

In summary, the faculty expected an average score of 1 for Associates Step 1 students. They noted that the assignment did not demonstrate the sub-outcome: "Provide evidence of the ability to collaborate

with others in achieving shared objectives," because the assessed papers were rough drafts of students' essays. Assessment project findings showed an average score of 1, as expected.

Fryling and Ezell recommend assessors receive the assignment instructions, peer review form, the rough draft, and final draft, which they believe would provide sufficient evidence of collaboration in ENG-118.

REL-231 Mosaic Literature   **Jennifer Reil & George Butler**

An assessment project was conducted by Jennifer Reil and George Butler in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 4: Exhibit communication skills, both in written and oral forms, appropriate for their professional field." This sub-outcome was assessed based on a review of 15 character papers taken from REL-231 Mosaic Literature.

In summary, the faculty expected an average score of 3.7 for Associates Step 1 students. Assessment project findings showed an actual student average of 3.86 in examining students' ability to "exhibit communication skills, both in written and oral forms, appropriate for their professional field." Reil and Butler noted 3.86 is slightly below the "Meets Desired Outcome" section of the grading rubric.

Reil and Butler recommend continued support and opportunities to improve students' communication skills, specifically in written form, appropriate for their professional field. They say it could be beneficial to host workshops for faculty to give ways they can better support and encourage stronger communication and writing skills from students; especially for faculty who do not teach English or Communication courses. Tips for helping students improve their overall writing skills or addressing common writing/grammar mistakes could be provided by all faculty. Reil and Butler also recommend incorporating short writing lessons in the beginning of each course or tailoring assignments later in the program to help students build up to a final project/paper, getting writing feedback and having time to make changes before the final paper is due.

Associate's Degree Step II

SOC-211 Current Social Issues   **Rebecca Sing & Stacey Davis**

An assessment project was conducted by Rebecca Sing and Stacey Davis in order to evaluate the learning outcomes for Intellectual Skills, sub-outcome 1: "Identify and frame a problem or question and distinguish an idea, concept, theory, or practical approach to the problem or question," and sub-outcome 3: "Report quantitative information in support of the argument or purpose of the work." These sub-outcomes were assessed based on a review of 10 educational reform papers and 15 Kanter's Analysis papers taken from SOC-211 Current Social Issues.

In summary, the faculty expected an average score of 3 for sub-outcome 1 and 3.2 for sub-outcome 3. Assessment project findings showed that students' actual average score was 4.027 for sub-outcome 1: "Identify and frame a problem or question and distinguish an idea, concept, theory, or practical approach to the problem or question," and an average score of 3.998 for sub-outcome 3: "Report quantitative information in support of the argument or purpose of the work." For both sub-outcomes, the average scores were higher than expected.

Sing and Davis recommend more in-depth information in SOC-211 curriculum about specifics needed for the Kanter's Analysis assignment.

HIS-115 American Studies   **Alyssa Spoolstra & Dan Saylor**

An assessment project was conducted by Alyssa Spoolstra and Dan Saylor in order to evaluate the learning outcomes for Intellectual Skills, sub-outcome 2: "Identify and properly cite multiple information resources in a paper or project," and sub-outcome 4: "Develop and present cogent, coherent, and substantially error-free written communication." These sub-outcomes were assessed based on a review of 15 research papers and 10 reading response papers taken from HIS-115 American Studies.

In summary, the faculty expected an average score of 4 out of 5 for both sub-outcomes. Results showed students averaged a score of 2.8/4 on sub-outcome 2: "Identify and properly cite multiple information resources in a paper or project," and 3.4/4 on sub-outcome 4: "Develop and present cogent, coherent, and substantially error-free written communication." Sub-outcome 2 was substantially lower than expected of a student at that level. Sub-outcome 4 was only 0.6 lower than expected.

Spoolstra and Saylor recommend curriculum reinforcement or instruction in proper APA formatting, in-text citations, and reference pages in addition to academic writing. They suggest this could be done in earlier introductory classes or worked into subject specific classes, as the results indicate the students are not properly prepared in this area prior to this course.

Bachelor's Degree Projects: Bachelor's in Psychology

PSY-423 Abnormal Psychology   **Beth Bolthouse & Sheila Hyde**
PSY-455 Psychology Capstone
PSY-441 Physiological Psychology

An assessment project was conducted by Beth Bolthouse and Sheila Hyde in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 1: "Identify the major theories and terminology relevant to the study of psychology." This sub-outcome was assessed based on a review of 5 psychological disorder papers taken from PSY-423 Abnormal Psychology, 5 Matrix of Major Theories papers taken from PSY-455 Psychology Capstone, and 5 final projects taken from PSY-441 Physiological Psychology.

In summary, the faculty expected an average score of 4.1. The assessment project findings showed that students' actual average score was 3.883, which was lower than expected for Bachelor of Science in Psychology students.

Bolthouse and Hyde recommend helping students improve their organization and writing skills. They said students need to be held accountable to bachelors level academic writing standards, including the use of critical thinking skills.

PSY-241 Introduction to Psychological Theories, History & Systems   Wendy Bilgen & Gary Ellens
PSY-447 Current Trends and Specialties in Psychology

An assessment project was conducted by Wendy Bilgen and Gary Ellens in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 2: "Articulate the foundational approaches to psychology, including the major scholarship in the discipline, and the historical development of the field," and sub-outcome 4: "Demonstrate knowledge of the latest trends and specializations in psychology." These sub-outcomes were assessed based on a review of 15 major person presentations taken from PSY-241 Introduction to Psychological Theories, History and Systems, and 15 art therapy sourcebook reviews taken from PSY-447 Current Trends and Specialties in Psychology.

In summary, the faculty expected an average score of 4.2 for sub-outcome 2. Students' actual average score was 4.5 which was higher than expected by .3. For sub-outcome 4, the faculty expected an average score of 4.5. Students' actual average score was 4.4, slightly lower than expected for Bachelor of Science in Psychology students.

Bilgen and Ellens recommend possibly re-designing the PPT assignment to include student narration or some other demonstration beyond preparing a PPT, to show sub-outcome 2 proficiency in the areas mentioned in the SLO rubric. They believed the Christian Life Coaching paper was a good measure of sub-outcome 4 proficiency.

PSY-335 Lifespan Development Psychology   Emilie DeYoung & Paula Deroos
PSY-421 Theories in Counseling

An assessment project was conducted by Emilie Deyoung and Paula Deroos in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 3: "Understand the ethics and issues related to the practice of psychology." This sub-outcome was assessed based on a review of 8 entries to Kohlberg's moral development discussion forum taken from PSY-335 Lifespan Development Psychology, and 7 Christian counselor papers taken from PSY-421 Theories in Counseling.

In summary, the faculty expected an average score of 3.75 for sub-outcome 3. The assessment project findings showed that students' actual average score was 4.59, which was higher than expected for Bachelor of Science in Psychology students. The faculty consistently noted evidence of critical thinking related to ethics and the practice of psychology. Students engaged in the ethical dilemmas present in the field, however, applied ethical standards for decision making. They were impressed with the results.

Deyoung and Deroos recommend the curriculum better incorporate the APA Code of Ethics. Although citation was not evaluated, it was clear to the faculty that students were not connecting their process to the Code of Ethics via citation. They also recommended continued focus on writing development and APA formatting.

PSY-335 Lifespan Development Psychology　　　　　　　**Emilie Deyoung & Beth Bolthouse**
PSY-447 Current Trends and Specialties in Psychology

An assessment project was conducted by Emilie Deyoung and Beth Bolthouse in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 5: "Provide evidence of relating the field of psychology to personal growth and lifelong learning." This sub-outcome was assessed based on a review of 10 identity crisis projects taken from PSY-335 Lifespan Development Psychology, and 10 Christian life coaching papers taken from PSY-447 Current Trends and Specialties in Psychology.

In summary, the faculty expected an average score of 4.1. The assessment project findings showed that students' actual average score was 4.2, which was higher than expected for Bachelor of Science in Psychology students.

Deyoung and Bolthouse recommend increasing students' knowledge and application of punctuation, grammar, spelling and APA formatting, as most struggle to express themselves at a Bachelor's skill level. They also recommend students identify short and long-term goal setting as it relates to lifelong learning. They said there may be a need for connecting psychological theories to these assignments.

Master's Degree Projects: Master of Business Administration

ECN-530 Economics　　　　　　　　　　　　　**Donna Larner & Chad Tuttle**

An assessment project was conducted by Donna Larner and Chad Tuttle in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, marketing, organizational behavior, and entrepreneurship." This sub-outcome was assessed based on a review of 15 executive summaries taken from ECN-530 Economics.

In summary, the faculty expected an average score of 4.1. The assessment project findings showed that students' actual average score was 3.94, which was lower than expected for Master of Business Administration students.

Larner and Tuttle recommend additional assignments that require students to develop, research, and answer questions using specific knowledge of the business disciplines, with ability to receive and react to feedback regarding these assignments.

FIN-643 Managerial Finance

An assessment project was conducted in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, marketing, organizational behavior, and entrepreneurship." This sub-outcome was assessed based on a review of 29 final exams taken from FIN-643 Managerial Finance.

In summary, the expected average score was 87. The overall average across three cohorts assessed was 83.54.

Recommendations were to have faculty meet to map and coordinate the finance courses in the MBA program so that a more coherent and program-appropriate flow occurred in the courses. Faculty also thought it would be helpful to see the results of Peregrine testing in the future to see how the current course and courses could be revised.

MGT-531 Organizational Behavior and Change   **Gary Ellens & Phil Blum**

An assessment project was conducted by Gary Ellens and Phil Blum in order to evaluate the learning outcomes for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, marketing, organizational behavior, and entrepreneurship." This sub-outcome was assessed based on a review of 15 Cultural Intelligence Analysis papers taken from MGT-531 Organizational Behavior and Change.

In summary, the faculty expected an average score of 4.2. The assessment project findings showed that students' actual average score was 4.18, which compared closely to the estimated average for Master of Business Administration students.

Ellens and Blum have three recommendations:
1. Creation of a project thesis. A final project which would demonstrate knowledge of the core business disciplines of economics, accounting, finance, statistics, marketing, organizational behavior, entrepreneurship.
2. Expectation of all analysis assignments use APA.
3. Expression of Biblical worldview should be assumed for all analysis.

CAMPUS LABS **ACC-525 Accounting for Decision-Making**   **Donna Larner & Christopher Kuiper**

An assessment project was conducted by Donna Larner and Christopher Kuiper in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, marketing, organizational behavior, and entrepreneurship." This sub-outcome was assessed based on a review of 15 final papers taken from ACC-525 Accounting for Decision-Making.

In summary, the faculty expected an average score of 4. The assessment project findings showed that students' actual average score was 3.4, which was lower than expected for Master of Business Administration students.

Larner and Kuiper recommend revising this assignment in the ACC-525 class to require the demonstration of specific accounting knowledge gained through the course. Use of accounting cases or specific accounting topic writing prompts should be considered, along with highly-rated example projects that would give students foundational details.

Larner and Kuiper noted there was confusion over which items on the rubric were to be assessed. They recommend highlighting or circling the sub-outcome to be assessed. Within the sub-outcome there was also a question of whether it was just accounting that was being assessed or whether the assessment included demonstrating knowledge of the other business disciplines. Highlighting "accounting" or adding an additional statement in the assessment instructions clarifying this would be helpful in the future.

MGT-539 Entrepreneurship and Innovation   **John Johnson & Jeannette Taylor**

An assessment project was conducted by John Johnson and Jeannette Taylor in order to evaluate learning outcomes for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, statistics, marketing, organizational behavior, and entrepreneurship", sub-outcome 3: "Analyze and resolve business issues related to the core disciplines and concentration areas of business administration", and sub-outcome 4: "Use the language of business administration to evaluate solutions applicable for business success." These sub-outcomes were based on a review of 15 Business Plan papers provided from MGT-539 Entrepreneurship and Innovation.

In summary, the faculty expected these average scores for Master of Business Administration students: sub-outcome 1 – 4.0; sub-outcome 3 – 3.0; sub-outcome 4 – 4.0. Assessment project findings showed that students' actual average sub-outcome 1 score was 3.5, a little lower than anticipated. For sub-outcome 3, the average score was 3.22, a little higher than expected. For sub-outcome 4, the average score was 3.5, a little lower than expected.

Johnson and Taylor recommend some refinements to the business plan assignment: 1) requiring more rigorous external research, 2) adding a SWOT analysis and TOWS matrix into the business plan outline to encourage strategic thought about students' business plans, and 3) adding an Action Plan element to the business plan outline. They concluded more rigorous writing and research assignments earlier on in the program could possibly improve student capacity in these areas.

BUS-511 Global Business Experience   Connie Sattler & John Johnson
             BUS-516 Global Business Leadership

An assessment project was conducted in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 2: "Exhibit knowledge of a specialized disciplinary concentration within business administration." This sub-outcome was assessed based on 15 Final Analysis papers from BUS-511 Global Business Experience and BUS-516 Global Business Leadership.

In summary the faculty expected an average score of 3.0. The assessment project findings showed that students' actual average score was 3.12, which was higher than the expected average for Master of Business Administration students. The faculty do not think the students understood the importance of "synthesizing" the business trip experience with the specialized knowledge they had gained throughout their MBA program (Finance, Global Business, Health Care or Project Management).

Sattler and Johnson recommend separating the reflective (3-4 page journal) and (country-specific) research components into two assignments, and explicitly stating the expectation that students' specialized disciplinary knowledge from their concentration should be included in their research synthesis.

MGT-696 Applied Finance Project   Capsim Simulation Performance Results

An assessment project was conducted in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 2: "Exhibit knowledge of a specialized disciplinary concentration within business administration." This sub-outcome was assessed based on Capsim Simulation Performance Results.

In summary, the scores ranged from 28% to 55%, with the national average being 58%. It was clear from students and faculty that the CAPSIM simulation did not accurately assess the curricular elements of PGS's finance concentrations and that the simulation had not be effectively implemented to be the sole focus of the course or to align with what the courses taught.

Recommendations included removing the CAPSIM simulation as the last course in the concentrations and having the concentrations be 9 credits and 3 classes instead of 4 classes and 12 hours. Moreover, recommendations were to have faculty meet to map and coordinate the finance courses in the MBA program so that a more coherent and program-appropriate flow occurred in the courses. Faculty also thought it would be helpful to see the results of Peregrine testing in the future to see how the current course and courses could be revised.

MGT-697 Applied Health Care Project   Phil Blum & Renee Stamper

An assessment project was conducted by Phil Blum and Renee Stamper in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 2: "Exhibit knowledge of a specialized disciplinary

concentration within business administration." This sub-outcome was assessed based on a review of 15 Final Organizational Analysis & Strategic Leadership Plan papers.

In summary, the faculty expected an average score of 4.4. The assessment project findings showed the actual average score was 4.12, slightly lower than the expected average for Master of Business Administration students. However, the faculty assert the majority of MBA students met the desired expectation of the course criteria.

Blum and Stamper observed the lower-scored student papers failed to address the three assumptions providing the foundation of the assessment: 1) Quality analysis/application, 2) Definitive APA formatting, and 3) Fulfillment of assignment criteria.

MGT-698 Applied PM Project   **Capsim Simulation Performance Results**

An assessment project was conducted in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 2: "Exhibit knowledge of a specialized disciplinary concentration within business administration." This sub-outcome was assessed based on Capsim Simulation Performance Results.

In summary, the scores ranged from 28% to 55%, with the national average being 58%. It was clear from students and faculty that the CAPSIM simulation did not accurately assess the curricular elements of PGS's project management concentrations and that the simulation had not be effectively implemented to be the sole focus of the course or to align with what the courses taught.

Recommendations included removing the CAPSIM simulation as the last course in the concentrations and having the concentrations be 9 credits and 3 classes instead of 4 classes and 12 hours. Both the finance and project management concentrations had originally been built to be 3 classes and 9 hours, with the CAPSIM simulation being added simply as a way to collect external assessment data, but the simulation did not adequately address the content of project management.

MKT-651 Marketing Strategies   **Steve Graham & Jeannette Taylor**

An assessment project was conducted by Steve Graham and Jeannette Taylor in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 1: "Demonstrate knowledge of the core business disciplines of economics, accounting, finance, statistics, marketing, organizational behavior, and entrepreneurship". This sub-outcome was assessed based on a review of 15 Blue Ocean Strategy Reports taken from MKT-651 Marketing Strategies.

In summary, the faculty expected an average score of 4.0 for Master of Business Administration students. Assessment project findings showed that students' actual average score was 4.12, just slightly above the anticipated score.

Graham and Taylor recommend including basic marketing elements (not part of Blue Ocean) in the assignment requirements, improving students' use of graphs/charts/diagrams to communicate the Blue Ocean concepts, and reducing the amount of commentary content on the Blue Ocean concepts while increasing the depth of information on each of the concepts within their papers.

Master's Degree Projects: Master of Arts in Education

EDU-521 Instructional Strategies for Diverse Classrooms
EDU-535 Educational Finance   Brian Hazeltine & Richard DeVries

An assessment project was conducted by Brian Hazeltine and Richard DeVries in order to evaluate learning outcomes for Global and Civic Engagement, sub-outcome 1: "Demonstrate the ability to explain a significant civic, social, environmental or economic issue that has local, national and global significance from multiple perspectives", sub-outcome 2: "Appraise the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research", sub-outcome 3: "Develop a proposed solution to address an issue that has local, national and global significance", and sub-outcome 4: "Evaluate their sense of civic/global identity and cultural assumptions in relation to an issue that has local, national and global significance." These sub-outcomes were based on a review of 7 School Demographics Study papers, 7 Best Practices for Diversity discussion forum submissions, and 7 Cultural Relevance discussion forum submissions provided from EDU-521 Instructional Strategies for Diverse Classrooms, and 7 Proposal A papers from EDU-535 Educational Finance.

In summary, the faculty expected an average score of 4 for sub-outcome 1, 3.5 for sub-outcome 2, 3.7 for sub-outcome 3, and 3.8 for sub-outcome 4. The assessment project findings showed that students' actual average score for sub-outcome 1 was 2.285, for sub-outcome 2 it was 1.75, for sub-outcome 3 it was 2.392, and for sub-outcome 4 it was 1.571. The actual average student scores for all of the sub-outcomes were lower than expected for Master of Arts in Teacher Education students, and the overall average score was 2.0, considerably less than the anticipated average between 3.5 and 4.0.

Hazeltine and DeVries recommend complete alignment among the objective, the course content, the instructional strategies and support materials for the course, the assignment, and the rubric. For instance, they said if the assignment doesn't match the rubric, then no amount of excellent instruction or thorough research will rectify the situation.

Hazeltine and DeVries noted the rubric used for EDU-521 was applied to multiple different assignments in that course as well as another assignment in an entirely different course, EDU-535. They said this seems to illustrate a misunderstanding of the purpose of using a rubric for assessment.

Master's Degree Projects: Master of Arts in Organizational Leadership

CAMPUS LABS MGT-532 Organizational Leadership   **Steve Graham & Tonya Fountain**

An assessment project was conducted by Steve Graham and Tonya Fountain in order to evaluate learning outcome Biblical Worldview Integration, sub-outcome 1: "Examine a biblical worldview in relation to an issue of professional significance with supporting evidence from Scripture." This sub-outcome was based on a review of 15 Leadership Theory and Action Plan papers provided from MGT-532 Organizational Leadership.

In summary, the faculty expected an average score of 3.5. The assessment findings showed that Master of Arts in Organizational Leadership students' actual average score was 3.2, which was lower than expected.

Graham and Fountain recommend better communication about what is the desired outcome for the paper, by providing examples and encouraging a more consistent integration of the Biblical worldview, instead of isolating this to one area of the paper. They said access to a sample paper may provide a greater degree of clarity for the students.

MGT-543 Team Leadership and Conflict Management   **Steve Graham & Tonya Fountain**
MGT-542 Organizational Decision-Making

An assessment project was conducted by Steve Graham and Tonya Fountain in order to evaluate learning outcome Biblical Worldview Integration, sub-outcome 2: "Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance using relevant scholarly resources", and sub-outcome 3: "Construct their current understanding of biblical worldview in relation to current or future vocation using relevant scholarly resources". These sub-outcomes were based on review of 10 Team Leadership papers for sub-outcome 2 from MGT-543 Team Leadership and Conflict Management, and 10 Synthesis papers for sub-outcome 3 from MGT-542 Organizational Decision-Making.

In summary, the faculty expected an average score of 2.5 or 3.0 on sub-outcome 2, and 3.0 to 4.0 on sub-outcome 3. The assessment project findings showed that students' actual average score was 1.2 for sub-outcome 2 and 1.7 for sub-outcome 3, which was lower than expected for Master of Arts in Organizational Leadership students.

Graham and Fountain recommend more emphasis and instruction on how to integrate the biblical worldview. They also recommend evaluating the type of instruction students receive regarding the synthesis of concepts, theory, and practice, along with assignment expectations. They said the lower-than-expected analysis depth could be due to a lack of clarity in the importance of including the biblical worldview throughout the paper.

Master's Degree Projects: Master of Arts in TESOL

CAMPUS LABS

LIN-558 Materials Development & Integration   **Michael Pasquale & Brian Pickerd**
LIN-565 TESOL Methodology I

An assessment project was conducted by Michael Pasquale and Brian Pickerd in order to evaluate learning outcomes for Biblical Worldview Integration, sub-outcome 1: "Examine a biblical worldview in relation to an issue of professional significance with supporting evidence from Scripture", sub-outcome 2: "Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance using relevant scholarly resources", and sub-outcome 3: "Construct their current understanding of biblical worldview in relation to current or future vocation using relevant scholarly resources." These sub-outcomes were assessed based on a review of 15 discussion forum submissions from LIN-558 Materials Development and Integration, and 15 Philosophy of Teaching Statement papers from LIN-565 TESOL Methodology I.

In summary, the faculty expected an average score of 3 for sub-outcome 1, and average score of 3.25 for sub-outcome 2, and an average score of 3.25 for sub-outcome 3. The assessment project findings showed that students' actual average scores were 3.02, 2.32, and 2.26 for sub-outcomes 1, 2, and 3, which overall was lower than expected.

Faculty observed the assignments were well created but did not serve as appropriate matches to the rubric focusing on worldview integration. The rubric was created after the courses were created, rather than the other way around.

Pasquale and Pickerd recommend potentially revising the assignments to match the rubric or possibly honing the rubric to match the scope of the courses. They said it might be advisable to consider how this worldview objective is to be met in a multi-faith environment. They asked, "If we welcome people in, how do we display hospitality in this context?"

Doctoral Degree Project: Doctor of Education in Organizational Leadership and Development

CAMPUS LABS

EDL-903 Leadership, Human Resource Management, & Diversity

Graham McKeague & John Johnson

An assessment project was conducted by Graham McKeague and John Johnson in order to evaluate learning outcomes for Global and Civic Engagement, sub-outcome 1: "Demonstrate the ability to identify a significant civic, social, environmental or economic issue that has local, national and global

significance", sub-outcome 2: "Explain an issue that has local, national and global significance from their perspective and at least one alternative perspective", sub-outcome 3: "Describe a proposed solution to address an issue that has local, national and global significance", and sub-outcome 4: "Discuss their sense of civic/global identity and cultural assumptions in relation to an issue that has local, national and global significance." Ten final papers were evaluated for this assessment project from EDL-903 Leadership, Human Resource Management, and Diversity.

In summary, the faculty expected these average scores for Doctor of Education in Leadership and Development students, followed by actual assessment project scores:
Sub-outcome 1: Expected score 3.6/5. Actual score 3.95/5.
Sub-outcome 2: Expected score 4/5. Actual score 3.84/5.
Sub-outcome 3: Expected score 4/5. Actual score 3.71/5.
Sub-outcome 4: Expected score 3.8/5. Actual score 3.83/5.

The EdD students scored at or above the expected score in learning sub-outcomes 1 and 4, demonstrating a finding that students are able to analyze an issue of significance and also assess underlying cultural assumptions. Students scored lower than expected on learning sub-outcomes 2 and 3, in drawing from a diverse array of relevant scholarly research, when they seemed to rely too heavily on one or two sources in making their argument, or when students simply did not provide a fully sufficient basis for making claims. In addition, the data show that students scored below the expected value in generating a proposed solution. The faculty reported the range of scores, rather than a consistent underperformance in meeting the outcome, pulled the overall average below the expected score.

McKeague and Johnson recommend some adjustments to the assignment descriptions in the EDL-903 course:
1) Reword the assignment prompt//directions to include a clearer focus on identifying issues that have cultural and/or social significance
2) Require students to use a broader and deeper range of scholarly resources in building their argument, and,
3) Emphasize the importance of proposing a solution, not simply identifying a problem.
4) Provide a clear summary to their papers and outline the next steps to be taken.

McKeague and Johnson said students could also be encouraged to read the literature review section of a strong journal article or dissertation as a preparation for the assignment, in order to conceptualize in a clear way what is expected and the kind of literary synthesis that is expected of them. They might be encouraged, too, to provide a clear plan of action for next steps that are based upon the findings of their study.

III. **Summary of Modifications Made to Assessment Systems During the Current Academic Year (if applicable)**

The PGS assessment process followed the same overall pattern as the prior year and included a review of student work by faculty across degree programs using the five ILDs as a framework. One significant

addition to PGS assessment work in 2018-19 was the inclusion of the Campus Labs platform for running assessment projects and analyzing assessment data. Six PGS assessment projects integrated the Campus Labs Outcomes and Planning modules as a pilot process ahead of the full integration in the upcoming 2019-20 assessment cycle. This was a helpful step in allowing PGS (and the CU Assessment Committee) to review the Campus Labs platform, to learn the steps involved in the process, and consider the ways in which faculty and administrators will work with Campus Labs. Gaining this initial feedback on Campus Labs will help to shape the design of assessment projects for the next year in order to maximize the capabilities to gather and analyze assessment data on an ongoing basis.

IV. **Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)**

Graham McKeague and Jeff Savage attended the Higher Learning Commission annual conference in April 2019. This provides an opportunity to attend sessions on assessment as a means to grow in this area of professional development. McKeague has also been part of the CU process to integrate Campus Labs for assessment projects. This has involved CL training videos and calls in order to begin using the CL tools for assessment work.

Other Assessment Work (e.g. surveys, focus groups, etc.)

PGS Alumni Survey

In February-March 2019, PGS surveyed alumni who are graduates of the associate's program, Step 1. In total, 720 surveys were delivered successfully and 87 PGS alumni completed the survey.

The majority of responders (62%) graduated from PGS during the period from 2015-2018, with another 26% finishing between 2011-2014. Overall, 56% attended onsite classes in Grand Rapids, 23% percent of the respondents took online classes, and the remaining 21% divided among those who attended classes at Kalamazoo, Lansing and PGS satellite locations that were used in the past.

59% of respondents say they are employed full time, 1% are employed part-time, and 6% work multiple jobs. Another 15% say they are working full-time while continuing their education. Nearly 4% work part-time jobs while they continue their schooling. About 4% are not currently employed and indicated they are seeking employment, further schooling or other opportunities. About 7% of respondents are not employed and not seeking employment.

Of the alumni currently employed, 51% affirm they are working in areas related to their PGS degree. Around a third of the respondents say they have received a salary increase as a result of their PGS degree. Of this group, 16% received an increase greater than 11%.   Nearly 38% say they received a job promotion or change of role. Around a third of the respondents indicated no change.

The professions of alumni in this PGS survey are varied and include:

- Supervisors/Managers/Directors
- Sales/Marketing roles
- Recruiters
- Administrators
- Business owners
- Customer Service
- Program Coordinators
- Administrative Assistants
- Sales Associates

Alumni also work for a wide range of companies, including:

- Amway
- USF Holland
- MSU
- Farmers Insurance
- Public schools
- Spectrum Health
- DA Blodgett St Johns
- Northwestern Mutual
- Flexfab
- State of Michigan
- Gerald R. Ford Jobs Corp Center

28% of alumni experienced a career or employment change either while they were a PGS student or less than six months after graduation. Around one third of students have not sought a change.

84% of survey participants borrowed at least some funds to finance their PGS studies, primarily in the $20,000 to $29,999 range (22%).

Almost 33% of alumni received financial assistance from their employer. 20% used personal funds/savings, and 84% took out student loans.

58% of respondents intend to further their education, with another 23% indicating that they might pursue further study. The following degree programs were listed as considerations for future studies:

- Bachelor's in administration
- Bachelor's in business
- Human resources
- Public Administration
- Ministry Leadership

- Accounting
- Master's degree in Counseling
- Psychology
- MBA
- Organizational Leadership
- Social Work

73% of those surveyed said they would recommend PGS to a friend or colleague. 80% agree or strongly agree that their overall experience at PGS was worthwhile and positive, and 87% say PGS prepared them adequately, well, or very well for their vocational demands.

Graduate Survey

In December 2018, PGS worked with the Cornerstone University's Alumni Office to administer a survey to recent graduates in all undergraduate and master's level programs. Surveys were prepared and sent via email with 61 participants returning the survey.

One noteworthy trend is that, for the first time in the graduate survey, more students completed an online program (51%) than an on-ground program. 41% attended onsite classes in Grand Rapids PGS building. The remainder of respondents (8%) met for class in Kalamazoo,

Sixty-nine percent of respondents indicated they graduated in May 2018. Fifteen percent graduated in August 2018, and the remaining 16% graduated in December 2017.

Of the graduates taking the survey, 75% said they are employed either full-time or part-time; nearly 5% are still looking for employment; another 15% are continuing their education. Nearly 55 are not seeking employment.

The dominant profession held by 24% of respondents is in the field of Business/Management, followed by education/training/teaching (20%), Healthcare (13%), & Accounting/Finance (7%). The largest remaining group of respondents (15%) indicated they were in "Other" occupations.

Job titles of graduates in the PGS survey are varied and include:

- Manager/Supervisor
- Teacher/Professor
- Product Development Manager
- English Instructor
- Sales
- VP – Controller
- Information Systems Data Analyst
- Project Manager

- Service Manager
- Accountant

The survey asked participants about their current salary with 46 respondents indicating their salary range:

Answer Choices	Graduate Responses
Below $25,000	10.9%
$25,000-$35,000	13%
$36,000-$45,000	21.7%
$46,000-$55,000	15.2%
$56,000-$65,000	15.2%
$66,000-$75,000	2.17%
$76,000-$85,000	4.4%
$86,000-$95,000	0.00%
$96,000+	17.4%

Eighty-two percent of respondents worked full-time during their PGS program, another 13% worked part-time, and 4% did not work during their program.

Sixty-nine percent of respondents said that their current employment/education is related to their field of study at PGS, while 86% said they are genuinely interested in their current work. Thirty-six percent of this group experienced a salary increase, 17% received a promotion, 24% changed jobs, 15% changed employer as a result of their PGS education.

Grand Rapids Theological Seminary Assessment Report 2018-2019

Program Review

I. **Master of Theology**
   a. Key Findings
      i. Due to limited student demand and limited faculty availability to supervise students in the program, student enrollment in this program is very limited with an average of 2-4 students enrolled in any given semester.
      ii. The qualifications and expertise of the four faculty teaching in the program is excellent to outstanding.
      iii. The curriculum is designed in a tutorial or apprenticeship model.
      iv. In the most recent site visit, the program was cited by The Association of Theological Schools as "lacking a sufficient community of learners." In short, the tutorial/apprenticeship design of the program is at odds with the requirement of ATS for a sufficient community of learners. GRTS will need to enhance student enrollment or apply for an exception to the "sufficient community of learners" requirement. A required report on this issue is due to ATS by April 1, 2020.
      v. The recently completed Th.M. assessment project demonstrates that the intended outcomes of the program are being met across all 8 exegetical skill areas.
      vi. The 2016 GRTS alumni survey results indicate strong alumni satisfaction with the program. On a scale of 5.0, the respondents rated the program at 4.6 in its effectiveness to foster "skill in biblical exegesis."

   b. Next Steps *(i.e. recommended next steps/efficiencies, changes to curriculum, etc.)*
      i. Draft and submit required report with ATS by April 1, 2020.
      ii. Apply for an exception to the "sufficient community of learners" requirement with ATS.
      iii. Enhance the student experience in the program by purposefully engaging them in scholarly opportunities.

Assessment of Student Learning

I. Summary of Assessment-Driven Changes Enacted During the Completed Academic Year

    a. For the various MA programs, the Bible division added a lecture related to "Application" to week fourteen of the BBL-508 Biblical Theology course (on-ground and online) in response to the assessment project results and the subsequent recommendation from a 2017-2018 assessment project (i.e., a project related to competency in biblical interpretation where the student performance did not meet expectation in the domain of "application"). This change was implemented into the syllabus and course beginning in Spring 2019.

    b. Given the deficiencies in student outcomes related to the narrative approach to career counseling (identified in a 2017-2018 assessment project), a couple of new elements were implemented into the Career Development course in Fall 2018. Specific implementation of supplemental materials to assist with students understanding the narrative approach to career counseling, occurred during the eighth week of the semester (i.e. October 29, 2018) for the residential course. During this time, the beginning chapters of the textbook (i.e. Career Counseling by Savickas) explained and highlighted major concepts in narrative theory; however, an additional academic article was provided and reviewed during the class session. The article, *Enriching Career and Lives: Introducing a Positive, Holistic, and Narrative Career Counseling Method that Bridges Theory and Practice*, assisted students with conceptualizing the foundational and conceptual components of the narrative approach. The article provided strategies to assist students with applying the narrative approach in order to provide guidance, encouragement, and empowerment to clients who are making career transitions or exploring new career possibilities. The same article was provided to online students during week two (i.e. September 12th – 18th, 2018) of the accelerate course. An additional article entitled, *Creating Connections: Using a Narrative Approach in Career Group Counseling with College Students from Diverse Cultural Backgrounds* was also reviewed. This facilitated an opportunity for students to learn how a narrative approach to career counseling could be provided in a group counseling setting as well as with diverse populations.

    Additionally, during ninth week (i.e. November 5, 2018) of the residential course and the third week (i.e. September 19th-25th, 2018) of the online course, students were required to review the video called *Career Development: A Narrative Approach.* This video assisted with enhancing the learning of the narrative approach and its application in career counseling. The video reviewed key concepts that are embedded in the narrative approach; in addition to providing a mock session that demonstrated and displayed an example of the narrative approach being implemented in a counseling session. In the demonstration, key techniques and career counseling strategies were provided and discussed further in during the class setting (i.e. discussion board forum for the online course). Furthermore, to aid to student skill acquisition for narrative theory and practice, the tenth week (i.e. November 12, 2018) of the residential course served as a

catalyst for students to practice implementing the career construction/story interview. This interview provides structure for students to aid clients in constructing their personal narrative in order to address career related concerns. This role play opportunity enabled students to begin bridging the gaps between instruction, reading, theory, and application.

II. **Description of Assessment Projects Completed during the Completed Academic Year** (refer to "Executive Summary" sections on Assessment Project Templates)

a. *OT Exegetical Competency/Master of Divinity*-Within the Bible division, Hilber and Botner completed an Old Testament assessment project. Specifically, the division assessed student achievement in the core outcome related to Old Testament exegetical competency within the Master of Divinity (i.e., Core Outcome #1-"Conduct disciplined biblical interpretation and application with reference to the Greek or Hebrew text.). Hilber and Botner read and scored a sample of OT III papers from BBL-642 (i.e., capstone course in OT sequence) using a rubric (core outcome nuanced with sub-outcomes) to assess student learning in this important area. The expected outcome, established in advance of scoring, was that 80% of the students will score at least a 2.0 on a 3.0 scale in all 10 critical skills (i.e., sub-outcomes). The actual outcome of the assessment met expectations with 91.8% of the students achieving at least a 2.0 on all 10 critical skills assessed. The skill which saw the lowest combined score was textual criticism. Thus, the next offering of the course will include a more extensive description of the textual criticism expectations for the required paper along with a written example distributed to students.

b. *Exegetical Competency*/*Master of Theology*-The Bible division (Hilber, Botner and Gombis) designed and conducted an assessment project in relation to the degree program student learning outcomes of the Master of Theology degree program during the 2018-19 academic year. A sampling of Th.M. thesis from the past decade served as the student artifacts for the project since the thesis is the capstone research assignment in the program and the number of graduates annually is quite limited. The faculty developed an assessment rubric, including all the student learning outcomes for the program which all relate to original language exegesis (New Testament or Old Testament).The expected outcome, established in advance of scoring, was that all thesis would average at least a 3.0/Sufficient (on a 5.0 scale) across all eight of the skills and no thesis will score a 2.0 in any skill. The actual outcome of the assessment met expectations with all the thesis scoring at least a 3.0 on all 8 critical skills assessed. Given the outcome of the assessment project, no specific corrective action was recommended.

c. *Theological Competency/MA Counseling*- The theology division (Wittmer and Reid) designed and enacted a comparative assessment project to assess student achievement

of the intended student learning outcome related to theological competency (i.e., Core Outcome #2-"State and apply a basic understanding of the primary elements of Christian theology.") for the Master of Arts in Counseling students enrolled in the traditional on-ground program. A sample of the "forgiveness" papers from THE551 Theology for Counseling II was scored using an assessment rubric. The project utilized the "forgiveness" paper from the course since these papers represent the capstone assignment for the theology for the counseling sequence. The student performance exceeded the expected outcomes in four of the five categories. Counseling students exceeded the expected outcome in biblical exegesis, theological precision, syntax and style, and argumentation. The only negative variance was in application and this is explained by the fact that one student failed to include this section in his paper. The one recommendation coming out of the project is to continue coaching and emphasis on argumentation through first draft critiques of the forgiveness paper to assist lower performing students.

d. ***Master of Divinity and MA's: Theological Competency via Forgiveness Paper-***The theology division (Wittmer) enacted a comparative assessment project to assess student achievement in the intended student learning outcome related to theological competency (i.e., Core Outcome #2-"State and apply a basic understanding of the primary elements of Christian theology."). The assessment project was targeted on the Master of Divinity and Master of Arts students enrolled in traditional programs (via on-ground and online offerings) compared to students enrolled in the urban cohort program (i.e., MAML and MABS). A sample of the "forgiveness" papers from THE641 Systematic Theology III was scored using an assessment rubric (8 traditional and 11 urban cohort). The project utilized the "forgiveness" paper since these papers represent the capstone assignment for the systematic theology sequence. In regard to results, the traditional students met expectations in three of the five domains (i.e., biblical exegesis, application, and syntax and style). Interestingly, the urban cohort students met expectations in the same three domains. Negative variances were seen in two of the five domains and these were shared by both the traditional and urban cohort students (i.e., argumentation and theological precision). The project culminated in the recommendation to include greater emphasis on cultivating competency in theological precision. This will be accomplished by additional teaching, additional readings and more focused feedback on theological critiques.

e. ***MA Counseling: Core Outcome #3 Strategies reflecting practical techniques and multicultural applications***-One faculty members (Jackson and Lehman) from the Counseling division developed and administered an assessment project in relation to the third student learning outcome associated with the MA Counseling program. The outcome relates to "practical techniques and multicultural applications" and was assessed for both the on-ground and online versions of the COU-525 Multicultural Counseling course. Student competency was assessed using a scoring rubric with several

sub-outcomes representing the key variables that constitute understanding and competency in counseling strategies reflecting practical techniques and multicultural applications. In regard to the results, both on-ground and online students met minimal expectations across the various sub-outcomes (15 or 16 for online and 16 of 16 for residential). However, a greater disparity was seen in those who "exceeded expectations" (i.e., 2 of 16 for online and 9 of 16 for residential). As a result of the assessment project, the faculty recommend the continuation of the integration of multicultural counseling literature, videos, case studies, and experiential activities to foster greater understanding regarding the clinical implications and best practices in multicultural counseling.

f. ***MA Counseling: Core Outcome #6 Legal Requirements & Ethical Codes (knowledge and/or practices)***-Two faculty members (Chien and Jackson) from the Counseling division developed and administered an assessment project in relation to the sixth student learning outcome associated with the MA Counseling program. The outcome relates to "legal requirements and ethical codes" and was assessed for both the on-ground and online versions of the course. Student competency was assessed using a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in legal requirements and ethical codes of the counseling profession. In regard to the results, both on-ground and online students generally met expectations across the various sub-outcomes. For online students, there was a slight negative variance with respect to "value conflicts and religiosity". The faculty recommend the addition of a reflective journal assignment for future offerings of the course. Additionally, they suggest greater Miller Library support into this course for the online learners, support more consistent with the support provided to the on-ground learners.

g. ***Case Study Model***-In collaboration with the entire GRTS faculty, the Ministries division (Osborn, Yoder and Evans) reviewed and revised the case study model which is used in THE-501 and throughout the Ministry Residency sequence of courses. During a major portion of the Fall 2018 GRTS Faculty Workdays, the faculty processed a case study together as a means to better understand the model, modify the model, and explore expanded use of the model beyond the ministries domain. The session and process led to a significant revision to the model. The updated model will be implemented beginning in Fall 2019.

h. ***Vocational Readiness (Mid-Point & Exit Assessment)***-At the conclusion of the review process, one of three judgments is rendered by the review team and presented to individual students in written form. The options include: 1) Affirm in vocational readiness, 2) Affirm progress in vocational readiness with reservation, 3) Do not affirm progress in vocational readiness. Typically, judgments 2 and 3 are accompanied with a

face-to-face meeting to develop an action plan that will foster additional growth and development.

Summer/Fall 2018	Mid-Point Assessment	54
Summer/Fall 2018	Exit Assessment	29
Spring 2019	Mid-Point Assessment	25
Spring 2019	Exit Assessment	45

Of the 79 students that completed the mid-point assessment process in the 2018-19 academic year, 62 students (78%) were granted "Affirm progress in vocational readiness" and 17 students (22%) were granted "Affirm progress in vocational readiness." Ten of the students that received "Affirm progress in vocational readiness with reservation" were because of failure to complete the mid-point assessment requirements.

Of the 74 students that completed the exit assessment process in the 2018-19 academic year, 68 students (92%) were granted "Affirm progress in vocational readiness" and 6 students (8%) were granted "Affirm progress in vocational readiness with reservation." Three of the students that received "Affirm progress in vocational readiness with reservation" were because of failure to complete the exit assessment requirements.

III. **Summary of Modifications Made to Assessment Systems During the Recently Completed Academic Year (if applicable)**
   a. The theological competency outcome was revised for the Master of Divinity and all the other MA degrees. These revisions will appear in the 2019-2020 GRTS and GRD catalogs.
   b. Curricular mapping of all degree programs were updated for 2019.
   c. Assessment Projects Calendar was updated for all degrees in 2019.
   d. Updated the GRTS Ministerial Case Study Model for use in THE-501, MIN-500 and all four units of Ministry Residency.

IV. **Summary of Professional Development Opportunities Related to the Work of Assessment During Recently Completed Academic Year (if applicable)**
   a. In summer 2019, Chien, Kram and Jackson all completed a certified training (Quality Matters) related to best practices in online course development and instruction. As a result of this training, they are going to develop a peer review evaluation system for implementation with all of our online courses.
   b. In July 2019, Kram joined a couple other Cornerstone University colleagues in a three-day training held in Baltimore related to the implementation of Campus Labs. This is vital training for the work of assessment since we are currently implementing the Campus Labs platform as of our HLC related Quality Initiative.

XV. **Other Assessment Related Work during the Recently Completed Academic Year (e.g., surveys, focus groups, etc.)**

   a. Alumni Survey- During the 2018-2019 academic year, the GRTS alumni survey was administered. Results of the survey are being analyzed and potential action steps considered during summer 2019.

   b. Survey of Women- During the 2018-2019 academic year, the GRTS alumni survey was administered. Results of the survey are being analyzed and potential action steps considered during summer 2019.

   c. Entering Student Survey (ESQ)- During fall 2018 and spring 2019, the Entering Student Questionnaire (a survey offered by the Association of Theological Schools) was completed by a representative sample of new students.

   d. Graduate Student Survey (GSQ)- During spring 2019, the Entering Student Questionnaire (a survey offered by the Association of Theological Schools) was completed by a representative sample of graduating students.

ASIA BIBLICAL THEOLOGICAL SEMINARY
Annual Assessment Report
2018-2019

Program Review

I.   Master of Religious Education Program Review

The following provides a summary of the key findings and recommendations for action as a result of the Master of Religious Education program review:

Finding #1: The MRE graduation and retention rates are low.

Recommendation #1: ABTS should examine and implement greater detail in its procedures for tracking students in our database. By changing our data entry procedures, a better assessment of program retention could be achieved. Further, investigation is needed to better understand the reasons for low GPA among a third of currently active students. While ABTS will not compromise on academic rigor, perhaps there are ways to better encourage and support assignment and course completion among students so as to increase overall GPA averages.

Finding #2: The MRE program is well-positioned for a growing market in Asia.

Recommendation #2: ABTS should continue its cohort model of site expansion, which provides the flexibility for reaching an ever-changing and ever-growing market. Priority should be given to countries where the Evangelical population is highest (China, India, Philippines, Indonesia, S. Korea) and/or where the Evangelical growth rate is highest (Cambodia, Mongolia, Laos, Nepal, India).

Finding #3: Lay leaders represent the largest single group of MRE students in terms of ministry/occupation.

Recommendation #3: ABTS should consider how to better promote the marketplace concentration as it seems many of these lay leaders are enrolled in other concentrations. Also, more investigation is needed to determine whether this interest of lay leaders in enrolling in theological programs is a growing trend in Asia, or just a representation of our current cohort make-up.

Finding #4: The ABTS MRE program has the lowest credit hour requirement among our competitors.

Recommendation #4: It appears that there exists great diversity among MRE programs, generally speaking, making it difficult to meet expectations among a diverse market. ABTS should continually reassess whether the MRE remains well-understood and appropriately named for our various Asian contexts.

Finding #5: The MRE faculty has limited gender diversity and is not well-represented in the Philippines.

Recommendation #5: ABTS should hire more female adjunct and full-time faculty. Also, ABTS should hire more faculty who live in the Philippines.

Finding #6: Current assessment tools are being underutilized.

Recommendation #5: ABTS should re-evaluate the MRE assessment tools, ensuring that the data from those tools is being properly recorded, discussed, and implemented. This may require not only adjustments to data entering/storage, but also revised systems for data analysis and subsequent program revision.

Assessment of Student Learning

Summary of Assessment-Driven Changes Enacted During the Current Academic Year

1. THL572 Christian Worldview: The primary category in need of corrective action is critique. To improve the students' ability in critiquing current ministry practice, further practice has been incorporated into the class. Also, the assignment description in the syllabus has been adjusted to incorporate this competency.
2. BIB501 Biblical Hermeneutics: The primary category in need of corrective action is analysis. To improve the students' ability in analysing current hermeneutical thinking, further practice has been incorporated into the class and the professor designates significant class time to model analytical skill. Additionally, the course has instituted staggered, progressive assignments to be submitted periodically throughout the semester of study, which allows the professor to provide ongoing feedback to students.

Description of Assessment Projects Completed during the Current Academic Year (refer to "Executive Summary" sections on Assessment Project Templates)

I.

1. THL572 Christian Worldview Assessment Project
Christian Worldview is situated within the curriculum as the sole philosophical theology residence course, designed to provide a broad overview of the Christian vision of life and reality from a philosophical and biblical theology perspective. As such, it often fulfills the philosophical theology elective in the MA program and the theology elective in the MRE program. In addition, THL572 is a required course for MRE students who are enrolled in the marketplace concentration, equipping lay professionals with a theology of work and a broader perspective of ministry.

By the end of THL572, students will be able to apply worldview methodology to ministry situations. This may include 1) defending the Christian worldview in the context of pluralism and other worldview options; 2) recognizing the dangers of dualism and how to overcome them in personal life and ministry; and 3) utilizing worldview ideas and methodology in the context of ministry.

We have chosen the Ministry Application Paper as our artifact because it is the primary course assignment directed toward assessing not only the student's understanding of worldview methodology but also how that methodology may be applied in specific ministry contexts. This project allows us to assess the following sub-outcome: "Understand and evaluate worldviews from a Christian perspective, and develop methodologies for effective and holistic ministry within pluralistic contexts."

	Superior (3)	Sufficient (2)	Deficient (1)	Unacceptable (0)	Average
Knowledge	5	5	2	0	2.25
Analysis	8	2	2	0	2.50
Critique	2	6	4	0	1.83
Strategy	5	4	3	0	2.17
Total Marks in Column	20	17	11	0	
Column Percent	41.7%	35.4%	22.9%	0.0%	

2. BIB501 Biblical Hermeneutics Assessment Project
BIB501 is a required course for all MRE and MA students. This foundational course introduces students to the process of determining the original meaning and contemporary significance of biblical texts. Additionally, students are challenged to address any hermeneutical issues present in their current context.

By the end of BIB501, students will be able to pursue the interpretation of biblical texts with respect for the limits of biblical context and will have developed the ability to move from hermeneutical inquiry to application that increases the faith and wisdom of believers in Christ.

We have chosen the Ministry Context Paper as our artifact because this is the primary assignment directed toward assessing the student's understanding of the hermeneutical process and how this process could be better utilized in their current context. This assignment allows us to assess the following sub-outcome: "Recognize the centrality of the biblical text by demonstrating competence in exegeting, interpreting and applying Scripture in personal and ministry situations."

	Superior (4)	High Quality (3)	Sufficient (2)	Deficient (1)	Unacceptable (0)	Average
Knowledge	4	5	2	3	0	2.71
Analysis	1	5	4	3	1	2.14
Critique	1	5	5	2	1	2.21
Strategy	3	3	5	2	1	2.36
Style and Mechanics	4	4	5	1	0	2.79

Total Marks in Column	13	22	21	11	3	
Column Percent	19%	31%	20%	16%	4%	

II. **Summary of Modifications Made to Assessment Systems During the Current Academic Year (if applicable)**
1. Adjusted the timetable for the MA program review from 2019-2020 to 2023-2024.
2. Scheduled a comprehensive curriculum review and overhaul to begin in 2019-2020.
3. The following assessment tools have been converted from downloadable electronic documents to an online electronic format which is submitted directly through the ABTS website: Student Learning Assessment, Ministry Following-up Report, Summative Evaluation, and Graduate Evaluation.

III. **Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)**
1. Training of Prem Williams relating to artifact assessment and the BIB501 assessment project.
2. Training of Tom Golding and Greg Vruggink relating to artifact assessment and the BIB501 assessment project.
3. Training of Billy Crompton relating to the MRE program review.

Other Assessment Work (e.g. surveys, focus groups, etc.)

1. Modified the site location in Delhi, India to a place more conducive for student concentration and learning. This change was instituted based on one professor's Post-Seminar Evaluation Report which expressed that the old location was prone to outside distractions and recommended a new location.