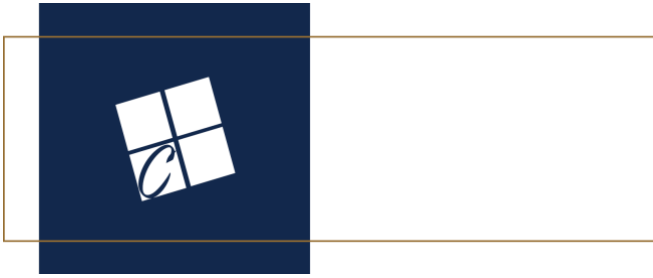


# **Cornerstone University Annual Assessment Report: 2019-2020**



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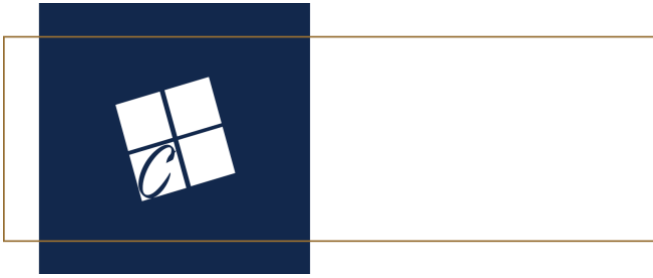


# Work Plan Summary: 2019-2020

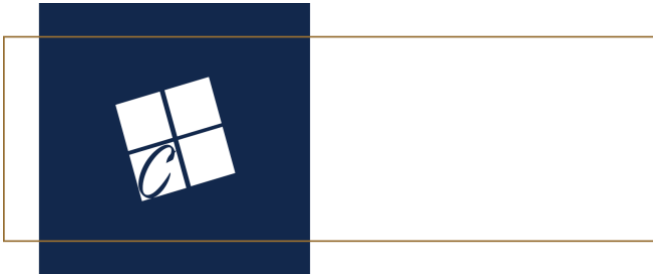
## STATUS OF 2019-2020 GOALS

The goals for assessment work during the 2019-2020 academic year are outlined below. These include goals that apply to all principal academic units (PAUs) as well as some that are specific to particular PAUs. The PAUs include Traditional Undergraduate (TUG), Professional and Graduate Studies (PGS), Grand Rapids Theological Seminary (GRTS), and Asia Biblical Theological Seminary (ABTS).

- 1. Review the previous year's (i.e. 2018-2019) assessment project reports and provide feedback to appropriate faculty/staff program leaders**
  - a. Status: Completed
  - b. Explanation: The assessment committee divided into groups and were assigned to input (because they were submitted via paper) and review a portion of the 2018-2019 assessment project reports. Using a common rubric, members assigned a score of 1 (does not meet expectations), 2 (meets expectations) or 3 (exceeds expectations) to the main sections of the assessment project reports and recorded their feedback right in Campus Labs at the end of each program's assessment project report. This information can be found in Campus Labs by generating the "Assessment Committee Review Report" at the institutional level for 2018-2019.
  
- 2. Submit assessment project plans for each curricular and co-curricular program through Campus Labs (all PAUs)**
  - a. Status: Completed
  - b. Explanation: Assessment project plans were submitted through Campus Labs during the fall 2019 semester for the first time.
  
- 3. Administer all end-of-course evaluations through Campus Labs (all PAUs)**
  - a. Status: Completed
  - b. Explanation: All end-of-course evaluations in TUG, PGS, and GRTS are now administered through Campus Labs.



- 4. Complete curricular mapping for the following TUG programs: Associate of Science – Health Science degree; intercultural studies, engineering (TUG)**
  - a. Status: In progress
  - b. Explanation: The intercultural studies PLO map was put on hold until the 2020-2021 academic year due to the hire of a new intercultural studies professor who will begin in August of 2020. The engineering PLO maps are still under development. The engineering faculty program lead is working on ABET accreditation standards which will heavily inform the PLO map used for CU assessment purposes. This will be worked on during the 2020-2021 academic year. The Associate of Science – Health Science degree was designed for TUG's 2+2 nursing program with Detroit Mercy. Students pursuing a bachelor of science in nursing degree would complete the two-year associate of science degree at CU and then transfer to Detroit Mercy to complete the bachelor of science in nursing degree. CU plans to begin offering its own Bachelor of Science in Nursing degree. A PLO map has been created for this degree, therefore a PLO map for the Associate of Science – Health Science degree is no longer needed.
  
- 5. Complete program reviews for assigned programs in PAUs in Campus Labs**
  - a. Status: Almost completed
  - b. Explanation: The following program reviews were completed as scheduled during the 2019-2020 academic year: associate's degree – step 1 (PGS); TESOL, creative writing, linguistics, literature, philosophy, professional writing, publishing, English education (TUG). A copy of these program reviews can be found in Campus Labs. GRTS started the program review for the Master of Divinity program; however, due to COVID, they were unable to finish and plan to finish during the 2020-2021 academic year. In TUG, the exercise science programs and coaching minor were also scheduled to be reviewed during the spring 2020 semester; however, due to COVID-19 and the need to transition everything online, these program reviews were postponed until the 2020-2021 academic year.
  
- 6. Implement and document changes identified in previous assessment project reports (all PAUs)**
  - a. Status: Completed
  - b. Explanation: With the new Campus Labs system, the Associate Dean of Assessment and Student Success is able to generate a report that tracks implemented changes from the previous years' assessment projects. The report was reviewed by the university



Assessment Committee along with the annual assessment projects and feedback/follow-up was provided to program leaders.

**7. Add strategic planning documents into Campus Labs (all PAUs)**

- a. Status: Postponed
- b. Explanation: Due to COVID-19, the strategic planning process was delayed. The plans will be uploaded into Campus Labs during the 2020-2021 academic year.

**8. Administer Graduating Student Surveys (TUG, GRTS)/end-of-program survey (PGS) in Campus Labs (all PAUs)**

- a. Status: Completed
- b. Explanation: All end-of-program surveys are now conducted through Campus Labs on an annual basis.

**9. Complete assessment project reports for each program through Campus Labs (all PAUs)**

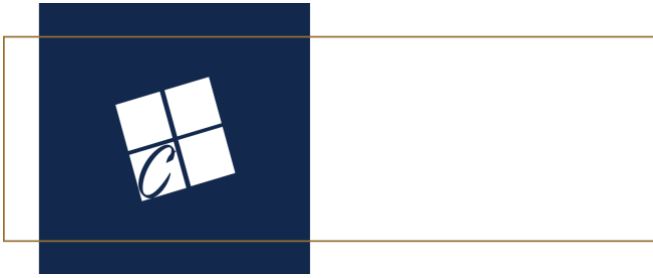
- a. Status: Completed
- b. Explanation: All assessment project reports for 2019-2020 were completed through Campus Labs for the first time. These reports will be reviewed by the Assessment Committee during the fall 2020 semester. A copy of each of these assessment projects can be found in Campus Labs by generating the "Assessment Project Report (FULL REPORT)" at the institutional level for the 2019-2020 academic year. See Appendix A for a summary of the reports conducted in each PAU.

**10. Complete annual PAU/division assessment reports in Campus Labs (TUG)**

- a. Status: Completed
- b. Explanation: All TUG division/PAU annual assessment reports for 2019-2020 were completed in Campus Labs for the first time. See Appendix B for a copy of these reports.

**11. Update the *CU Framework for the Assessment of Student Learning* document, if needed (administrative)**

- a. Status: Completed
- b. Explanation: This document has been updated to reflect changes made to the assessment system during the 2019-2020 academic year.



## 12. Update ILDs and PLOs on website, if applicable (all PAUs)

- a. Status: Completed
- b. Explanation: No changes were made to the ILDs during the 2019-2020 academic year. Any changes made to program-specific PLOs were updated on the website.

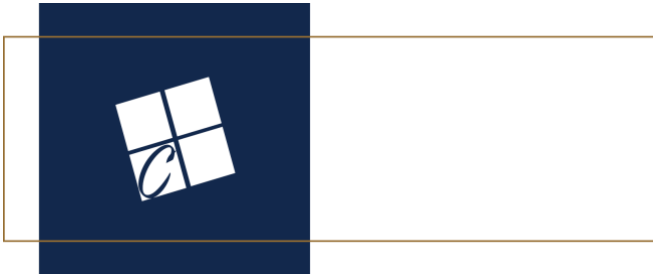
## ADDITIONAL ASSESSMENT-RELATED ACTIVITIES DURING 2019-2020

**Migration to Campus Labs.** The 2019-2020 academic year was the first in which the majority of the normative assessment of student learning activities were conducted in Campus Labs, the university's new assessment management system. All assessment project plans and reports, program reviews, alumni/end-of-program surveys, and course evaluations were conducted in their entirety in Campus Labs. In addition to continuing to carry-out these activities in Campus Labs moving forward, the faculty credentials and data visualization tools will be implemented in the coming years.

**Assessments Related to COVID-19.** Due to the COVID-19 pandemic, all on-ground, spring semester courses shifted online in March. This presented unique challenges along with many learning opportunities. For this reason, ad-hoc surveys were administered to faculty to better understand their experience with online teaching. This survey covered topics related to the training they received in March, their experience teaching online, and suggestions or recommendations for future development needs. This information informed policy and trainings for the fall 2020 semester.

### **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 2018-2019 academic year and the work to be done during the 2019-2020 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 2020-2021 academic year. While the focus will remain on assisting program



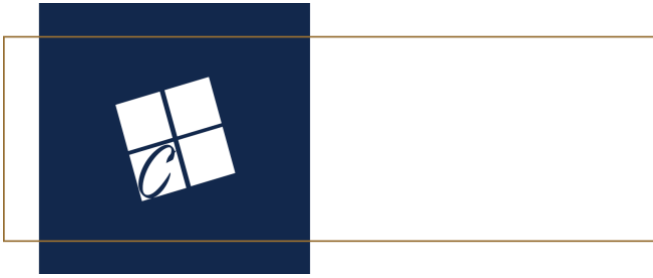
leaders as they work on their annual assessment projects, special attention will also be given to providing training on how to use Campus Labs.

# Work Plan Summary: 2020-2021

## GOALS FOR 2020-2021

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

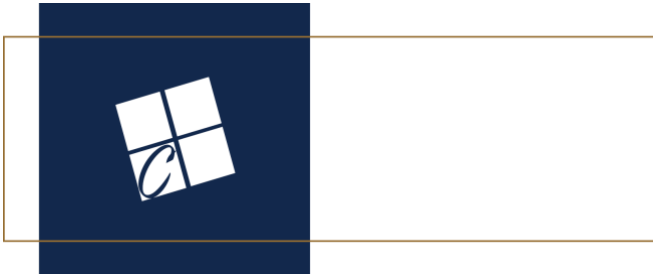
1. Review the previous year's assessment reports and provide feedback to appropriate faculty/staff program leaders (all PAUs)
2. Follow-up on proposed changes from previous years' (i.e. 2018-2019, 2019-2020) assessment project reports
3. Submit assessment project plans for curricular and co-curricular programs through Campus Labs (all PAUs)
4. Develop and approve a campus-wide, co-curricular program review template (all PAUs)
5. Administer end-of-course evaluations through Campus Labs (all PAUs)\*
6. Complete curricular mapping for the following TUG programs: Bachelor of Science in Nursing degree; Bachelor of Science in Engineering
7. Complete program reviews for assigned programs in PAUs in Campus Labs (see list of assigned program reviews in Appendix C)
8. Conduct co-curricular program review for the First-year Advising program in TUG
9. Implement and document changes identified in previous assessment project reports (all PAUs)
10. Administer Graduating Student Surveys (TUG, GRTS)/end-of-program survey (PGS) through Campus Labs (all PAUs)
11. Complete assessment project reports for each program through Campus Labs (all PAUs)
12. Complete annual division assessment reports in Campus Labs (TUG)
13. Complete annual PAU assessment reports in Campus Labs (PGS, GRTS, ABTS)
14. Add faculty credentials into Campus Labs (all PAUs)\*
15. Add strategic planning documents into Campus Labs (all PAUs)\*



16. Update the *CU Framework for the Assessment of Student Learning* document (administrative)
17. Update ILDs and PLOs on website, if applicable (all PAUs)

\* this activity is beyond the scope of the work of the Assessment Committee and assessment of student learning; however, due to its direct connection to implementing Campus Labs across campus, it has been included in this report.





## APPENDICES

# Appendix A. Executive Summaries of 2019-2020 Assessment Project Reports

## Asia Biblical Theological Seminary

### MNS636 Homiletics Assessment Project Report 2019-2020

#### Providing Department:

Asia Biblical Theological Seminary

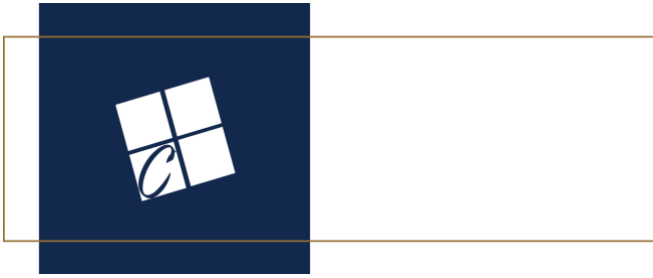
#### Executive Summary of Assessment Project:

Within the MRE program, MNS636 is a Pastoral Concentration course and a general elective for all MRE concentrations. MNS636 is also a Pastoral Ministries elective within the MA program. This course provides an introduction to homiletics with attention to the philosophy and priority of preaching, skills in hermeneutical organization of sermons, and principles of delivery. Emphasis is given to exegetical expository preaching in a pulpit ministry designed to communicate for a clearer understanding of truth, richer relationship with God, and more obedient action in response to His Word. The course includes a laboratory in which each student prepares, delivers and evaluates messages.

By the end of MNS636, students will be able to construct and evaluate sermons, and be able to proclaim the Word of God with power and conviction that captures the attention, sustains the interest, and challenges the lives of listeners with relevant, timeless and universal truths of the Scripture.

We have chosen the Sermon Manuscript as our artifact because it is a primary course assignment that assesses students' integration and application of principles covered in the course. This project allows us to assess learning domain 3: ABTS students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.

The primary category in need of corrective action is application. To improve the students' ability to address and connect to real life issues of their audience, further instruction, modelling and practice has been incorporated into the class. Required readings on hermeneutics/exegesis have also been added to the class.



## MNS621 Assessment Project Report 2019-2020

### Providing Department:

Asia Biblical Theological Seminary

### Executive Summary of Assessment Project:

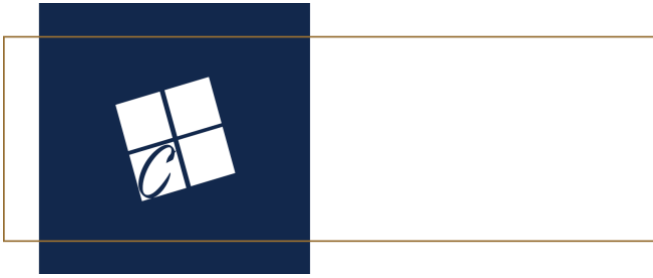
MNS621 is a general elective in the MRE and MA programs, as well as an Area of Concentration course in the Pastoral, Educational, and Intercultural concentrations within the MRE program. This course helps students deal with current theological, biblical, and sociological issues they face in their ministries in the light of Scripture.

By the end of MNS621, students will be able to identify key critical issues Asian churches are facing and implement biblical, contextual, strategic and practical suggestions for enhancement of healthy local church discipleship in Asian contexts.

Student Learning Assessments from the past 6 years were used to evaluate the following sub-outcome from the MA program: “Integrate biblical, theological, and ministerial principles for understanding and addressing, from a Christian worldview perspective, the pressing issues currently facing Asian society”. This sub-outcome is situated under learning domain 4: “ABTS students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to understanding diversity, and developing cultural awareness in interdisciplinary studies”.

	Superior (4)	High Quality (3)	Sufficient (2)	Deficient (1)	Unacceptable (0)	Average
Biblical	0	0	5	0	5	1
Theological	0	2	3	1	4	1.3
Ministerial	0	0	4	1	5	0.9
Total Marks in Column	0	2	12	2	14	
Column Percent	0%	6.66%	40%	6.66%	46.66%	





## Grand Rapids Theological Seminary

### Bible Division

#### Master of Divinity- Exegetical Competency Project

##### Providing Department:

Bible Division

##### Faculty Program Leader(s):

Max Botner (m0624525), Timothy Gombis (t0549085)

##### Executive Summary of Assessment Project:

Dr. Timothy Gombis and Dr. Max Botner completed an assessment project in relation to the exegetical competency program outcome within the Master of Divinity degree. The project design included the assessment of 10 capstone exegetical papers from the BBL-678 NT III course. The papers were assessed using a rubric that consisted of seven sub-outcomes and scored on a 0-3 scale. Expected outcomes were established for the student artifacts in advance and subsequently compared to the actual outcomes.

In regard to results, 88.5% of the students received a 2.0 (sufficient) in all seven sub-outcomes. Thus, the actual outcome exceeded the intended outcome for the project since the expected outcomes was 80% of the students would receive a 2.0 (sufficient) for all seven sub-outcomes. Since the actual outcomes exceeded the intended outcomes, no specific action steps were recommended.

### Counseling Division

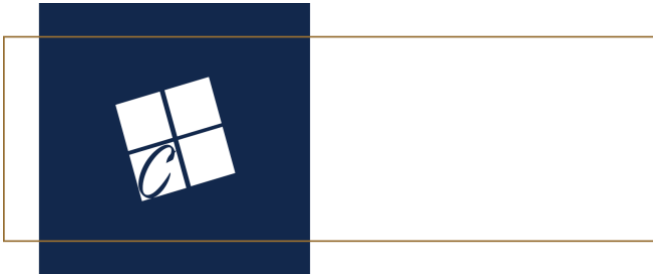
#### Master of Arts in Counseling- Assessment Project for Program Outcome #4

##### Providing Department:

Counseling Division

##### Faculty Program Leader(s):

Kendra Jackson (k0615135), Jenny Chien (j0612310)



### **Executive Summary of Assessment Project:**

Dr. Jenny Chien and Dr. Kendra Jackson completed a comparative assessment project (on-site vs. online) in relation to program outcome #4 of the Master of Arts in Counseling degree. The project design included the assessment of 45 student papers from the COU-601 Testing Procedures course. The papers were assessed using a rubric that consisted of three sub-outcomes and scored on a 0-4 scale. Expected outcomes were established for the online and on-site student artifacts in advance and subsequently compared to the actual outcomes.

In regard to results, the online learners outscored the onsite learners by 0.32 (3.41 vs. 3.09). The difference between the two groups was due to onsite students having greater difficulty navigating assessment literature and resources to research the validity, reliability, and the composition of the norm group for selected clinical instruments; in addition to greater difficulty in applying the appropriate procedures to effectively administer, scores, and interpret data that emerges during the assessment process in counseling. Several specific action steps were suggested to strengthen the future performance of the onsite learners.

### **Master of Arts in Counseling- Assessment Project for Degree Outcome #2**

#### **Providing Department:**

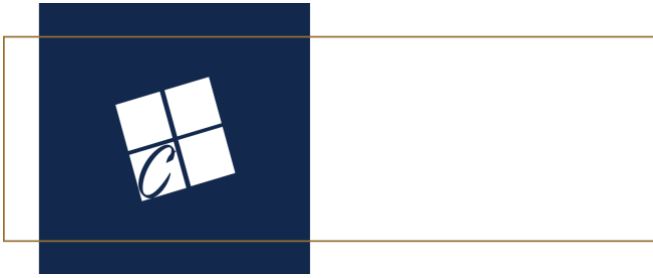
Counseling Division

#### **Faculty Program Leader(s):**

Kendra Jackson (k0615135), Jenny Chien (j0612310)

### **Executive Summary of Assessment Project:**

Dr. Jenny Chien and Dr. Kendra Jackson completed a comparative assessment project (on-site vs. online) in relation to program outcome #2 of the Master of Arts in Counseling degree. The project design included the assessment of 37 student papers from the COU-662 Human Growth and Development course. The papers were assessed using a rubric that consisted of two sub-outcomes and scored on a 0-5 scale. Expected outcomes were established for the online and on-site student artifacts in advance and subsequently compared to the actual outcomes. In regard to results, both online and onsite learners met or exceeded faculty expectations. This was encouraging to the faculty since prior assessment projects saw greater disparity between the



onsite and online learners (i.e., onsite outperforming the online). No specific action steps were suggested other than continuing current best practices concerning the role of full-time faculty in course development and oversight, textbook and content consistency between the online and onsite versions of the course, and consistency in faculty assignments for onsite and online.

## **Ministries Division**

### **Master of Divinity- Spiritual Formation Project**

#### **Providing Department:**

Ministries Division

#### **Faculty Program Leader(s):**

Peter Osborn (p0238460), Darrell Yoder (d0352372)

#### **Executive Summary of Assessment Project:**

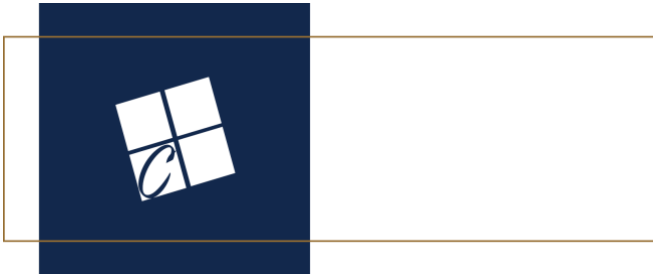
Dr. Peter Osborn and Dr. Darrell Yoder completed a comparative assessment project (Master of Divinity: Pirsig Fellows vs non-Pirsig Fellows) in relation to program outcome #3 (Spiritual Formation) of the Master of Divinity degree. The project design included the assessment of 10 capstone course papers from the MIN-711 Program Completion course. The papers were assessed using a rubric that consisted of 27 sub-outcomes ordered within three domains and scored on a 1-5 scale. Expected outcomes were established for the student artifacts in advance and subsequently compared to the actual outcomes.

In regard to results, student performance in four of the twenty seven sub-outcomes were below expected scores. Student scores in the other 24 suboutcomes met or exceeded expectations. In regard to the four suboutcomes that did not meet expectations, four specific corrective action steps were recommended in relation the assessment rubric, content of the course and overall program curriculum, and assessment project design and process.

## **Theology Division**

### **Master of Arts in Biblical Studies/Ministry Leadership- Theological Competency**

#### **Providing Department:**



Theology Division

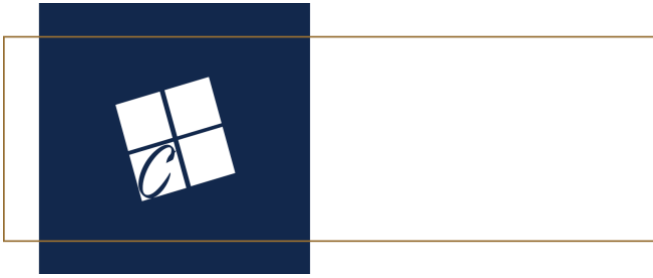
**Faculty Program Leader(s):**

Michael Wittmer (m0058779), Kenneth Reid (k0616965)

**Executive Summary of Assessment Project:**

Dr. Michael Wittmer and Dr. Kenny Reid completed a comparative assessment project (on-line vs. urban cohort) in relation to program outcome #2 of the Master of Arts in Ministry Leadership and Master of Arts in Biblical Studies degree. The project design included the assessment of 12 student papers from the THE-641 Systematic Theology III course. The papers were assessed using a rubric that consisted of five sub-outcomes and scored on a 1-5 scale.

In regard to results, both online traditional and urban cohort learners generally met or exceeded faculty expectations. While the urban cohort students did underperform the online traditional students in all 5 areas, the one area of greatest disparity was "taking a nuanced position". No specific actionable steps were suggested.



## Professional & Graduate Studies Division

### Associate's - Step 2

#### Providing Department:

Associate's Step 2

#### Faculty Program Leader(s):

Beth Bolthouse (e0301795), Cheryl Celestin (c0552042), Rich Zeck (r0472341)

#### Executive Summary of Assessment Project:

IDS-204 - Students demonstrated they understood the criteria for setting measurable, attainable goals. They were able to associate specific procedures and/or systems for accomplishing these goals, and identified particular methods that were individualized as well as able to be adapted to any changes that may need to be implemented to continue to maintain success. They were able to effectively adapt educational information into practical steps.

Using a 1 to 5 scale to assess the students work:



1.

Two students demonstrated they exceeded the desired outcomes in Subcategory



Seven students were able to meet the desired outcomes in Subcategory 1.

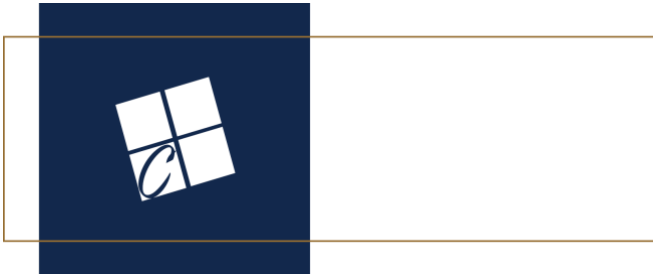


Six of the students demonstrated they exceeded the desired outcomes in Subcategory 2.



Three students were able to meet the desired outcomes in Subcategory 2.





These results indicate that students understood the material, were able to apply it to a specific area in life, identify processes for achieving success, and able to recognize what would be needed for long-term success.

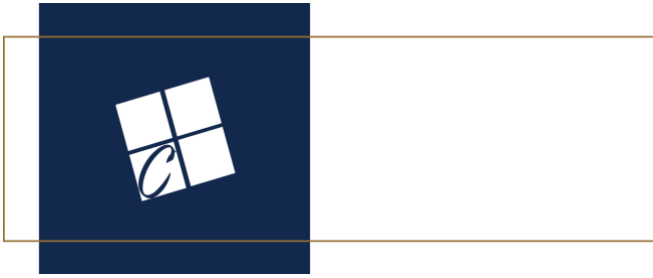
SOC-229 - N/A

BUS-234 - An assessment project was conducted by Richard Zeck in order to evaluate the learning outcome for Applied Knowledge and Collaborative Learning. The following sub-outcomes based on a review of 11 student papers taken from BUS-234 Current problems in Business: Case Studies course:

- (i) Identify professional skills necessary for business or human services
- (ii) Identify, analyze, and provide a solution for at least one concept from the field of business or human services in light of a problem outside of the classroom
- (iii) Provide evidence of the ability to collaborate with others in achieving shared objectives through effective use of technology, project management, listening, and flexibility
- (iv) Exhibit writing and speaking skills desired by employers necessary for business or human services

In summary, the assessment project findings showed that Associate's Step 2 students met expectations for Identifying professional skills necessary for business or human services. Students scored slightly lower than expected on the second sub-outcome of identifying, analyzing, and providing a solution for at least one concept from the field of business or human services in light of a problem outside of the classroom. Students also scored slightly lower than expected on the third sub-outcome of providing evidence of the ability to collaborate with others in achieving shared objectives through effective use of technology, project management, listening, and flexibility. Students scored especially below expectations in the fourth sub-outcome of exhibiting writing and speaking skills desired by employers necessary for business or human services. Recommended changes to the curriculum include using more specific analysis of current or past employers and how what the student has learned can be applied to improve the work environment. Students need more help to exhibit the writing and speaking skills desired by employers necessary for business or human services.

**BS Business Admin and Leadership**  
**Providing Department:**



BS Business Admin & Leadership

**Faculty Program Leader(s):**

Tim Detwiler (t0068527), Renee Stamper (r0561740), Connie Sattler (c0324171)

**Executive Summary of Assessment Project:**

MGT-314 - This assessment project was conducted by Professor Tim Detwiler designed to evaluate the students' demonstration of specialized knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration and leadership. Additionally, the following sub-outcome was also assessed: explain the key terms and concepts related to core business competencies and practices.

This assessment project collected data from the primary assignment of the course – a “philosophy of leadership” paper (the major assignment for MGT 314).

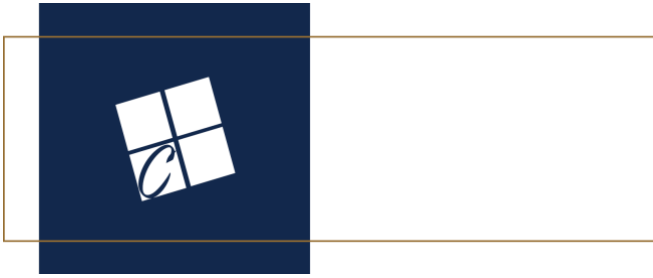
In sum, the assessment project suggests that the basic principles of business, management, leadership are understood at the assumed levels (mean scores above 4 – as described in section 3 of this report). Also, as mentioned in section IV of this report, there are a number of tasks which need curricular attention including: understanding leadership in a philosophical context, an ability to place leadership in a theological context, the application of the APA style guide in general and specific nuances, and the development of the writing skill set.

BUS-362 - This group had a few students who were consistently late on assignments, and did the bare minimum at times, therefore, their scores were lower on the quizzes as well. Overall, I feel the quizzes are an objective measure of whether they are paying attention to the material.

MGT-433 - An assessment project was conducted by Connie Sattler in order to evaluate the specialized knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration and leadership. An assessment was conducted based on a review of 9 student presentations evaluated in MGT-433 Strategic Business Foundation course.

End-of-Program Target Sub-outcomes:

- (i) Explain the key terms and concepts related to core business competencies and practices
- (ii) Explain how fundamental business administration skills are applied to the business setting



(iii) Create, defend, and or showcase business-related solutions applicable for organizational effectiveness

In summary, business administration and leadership students scored higher than expected overall. Two students scored at the 'almost meets', four students scored at the 'meets', and three scored at the 'exceeds' desired outcome levels. A review of the independent scores reveals that each student scored similarly across all 3 categories. Recommended changes to the assignment include updating the assignment description to include the sub-outcomes (above) and expectations. Additionally, all faculty should be encouraged to repeatedly stress the expectation that students bring all prior learning from completed courses into their current course projects.

### **BS Ministry Leadership**

#### **Providing Department:**

BS Ministry Leadership

#### **Faculty Program Leader(s):**

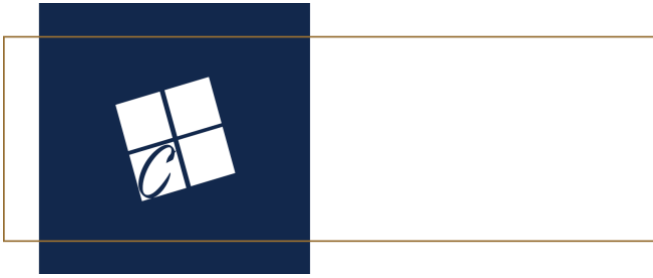
David Seal (d0227651), Rob Hayden (r0317646), George Butler (g0322226)

#### **Executive Summary of Assessment Project:**

REL-228 - In summary, results from the assessment evaluation showed that students in the BS in Ministry Leadership program averaged a score of 4 for biblical/theological knowledge. Ministry leadership students scored as expected in examining biblical/theological knowledge in relation to an issue of professional practice within education, and they were able to effectively use Scripture to support their theological and biblical viewpoint.

Based upon the findings from this assessment project, the BS Ministry Leadership curriculum seems to be providing students with a solid foundational understanding of biblical and theological knowledge, especially in evaluating the theology based a selected passage of Scripture of Old Testament prophetic literature.

To increase efficiency in this area, perhaps consider draft submissions of the paper for instructor assessment of biblical and theological knowledge in order to increase biblical and theological understanding for a rather difficult Old Testament genre of literature.



CMI-331 - Rob Hayden conducted an assessment project for Specialized Knowledge of the CMI-331 Philosophy of Ministry Leadership Essay. The essays were reviewed and scored according to the Specialized Knowledge rubric.

In summary, ministry leadership students scored higher than the expected score of 4 (1-5 scale) on sub-outcomes #1 (Biblical/theological knowledge—4.67) and #3 (Personal Leadership knowledge—4.33), and they scored as expected for meeting sub-outcome #2 (Organizational Leadership knowledge--4). These results indicate BSML students meet or exceed Specialized Knowledge learning outcomes that have been implemented.

CMI-442 - In summary, BSML students scored slightly higher than expected in (i) biblical/theological knowledge and in (ii) organizational leadership knowledge. Students scored much higher than expected on (iii) personal leadership knowledge and (iv) relational leadership knowledge.

Based upon the findings from this assessment project, the BSML curriculum seems to be providing students with a solid foundational understanding of biblical/theological knowledge and organizational leadership knowledge. They also seem well oriented to the personal and relational leadership knowledge, so that application of their learning should be strong.

Within the CMI-442, the Transformational Values Worksheets provide an outstanding opportunity to individually coach students in areas where they struggle personally and in ministry. That is confirmed by students' response to comments.

## **BS Organizational Management**

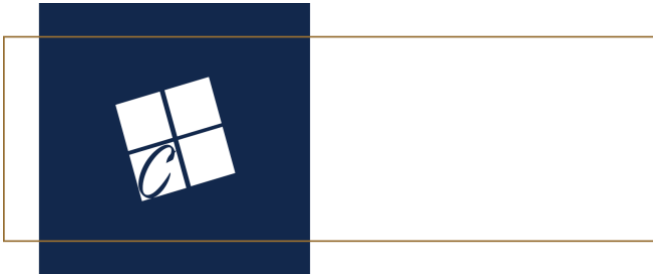
### **Providing Department:**

BS Org Management

### **Faculty Program Leader(s):**

Scott Vanderberg (s0445315), Chad Wight (c0025101), David Denolf (d0330658)

### **Executive Summary of Assessment Project:**



MGT-314 - Scott Vanderberg conducted an assessment of MGT314 Philosophy of Leadership Paper. Students were expected to achieve an average score of 4 (1-5 scale) for the Specialized Knowledge sub-outcome to define key terms and concepts related to core management competencies and practices.

The students' overall average score was 4.6, exceeding the desired outcome for early assessment Specialized Knowledge.

BUS-318 - N/A

MGT-441 - In summary, the assessment project findings showed that even in a world crisis (COVID-19 and state-wide home sheltering) students were resilient and hopefully adaptable in the Management Project course. They maintained expected scores (80% or more in all their submitted work). They were successful in keeping a biblical worldview in their mindset as they worked on each case and papers required. Especially in sub-outcome number three, where they needed to integrate a worldview and consider the way the world was changing within and in a post COVID-19 social, medical, and organizational culture.

Recommended changes to the curriculum include revising and expanding the discussion of "change" and its impact internally and externally to organizations and individuals. This will continue to help students with critical decision making, coping and innovation skills in a real-world environment personally and professionally.

## **BS Psychology**

### **Providing Department:**

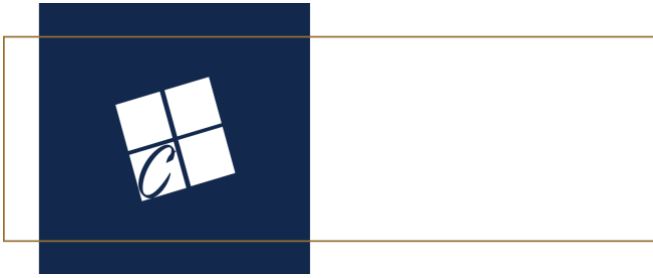
BS Psychology

### **Faculty Program Leader(s):**

Dana Arledge (d0030192), Diane Schroeder (d0535137), Heidi Cate (h0570265)

### **Executive Summary of Assessment Project:**

IDS-402 - See Outcomes Reflection and Closing the Loop sections.



PSY-424 - An assessment project was conducted by Diane Schroeder in order to evaluate the learning outcome of Biblical Worldview Integration. The following sub-outcomes were assessed based on a review of 7 Reflection Papers taken from PSY-424 Introduction to Counseling:

- (i) Describe a biblical worldview (personal embodiment)
- (ii) Apply a biblical worldview in relation to a specific issue of professional significance (professional embodiment)

In summary, mid-assessment findings showed BS Psychology students scored 90% or an average 4.5 score across the two Biblical Worldview Integration sub-outcomes.

PSY-455 - An assessment project was conducted by Heidi Cate in order to evaluate the learning outcome for Christ-Centered Worldview (Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues).

The following sub-outcomes were assessed based on a review of 8 Integrating Psychology & Christianity Papers taken from the PSY 455 Capstone course (Unit 3):

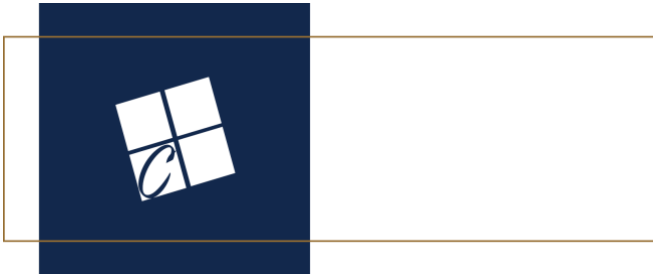
- (i) Describe a biblical worldview (personal embodiment)
- (ii) *Apply a biblical worldview in relation to a specific issue of professional significance (professional embodiment)*
- (iii) *Examine their understanding of biblical worldview in relation to a broader social issue (communal embodiment)*

In summary, the assessment project findings showed that psychology students scored higher than expected in describing a biblical worldview (personal and professional embodiment) and they were able to effectively use Scripture to support their viewpoint. Students scored very low on the last outcome due to the rubric expectation for scoring not being well aligned to the (iii) learning outcome. Recommended: Change the rubric and assignment directions to either align with expectations for statistical analysis in this course or align it with the outcome (iii) of *“Examine their understanding of biblical worldview in relation to a broader social issue (communal embodiment).”*

## **EdD**

**Providing Department:**

EdD



**Faculty Program Leader(s):**

Andrea Fryling (a0429332), Heidi Cate (h0570265), Jeffrey Savage (j0539856)

**Executive Summary of Assessment Project:**

EDL-900 - An assessment project was conducted by Andrea Fryling to evaluate the learning outcome (students will demonstrate their ability to integrate both traditional and non-traditional skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency) for the Doctoral Studies Seminar. The following sub-outcomes were assessed based on a review of 9 Literature Review papers taken from the EDL-900: Doctoral Studies Seminar course:

Early sub-outcome:

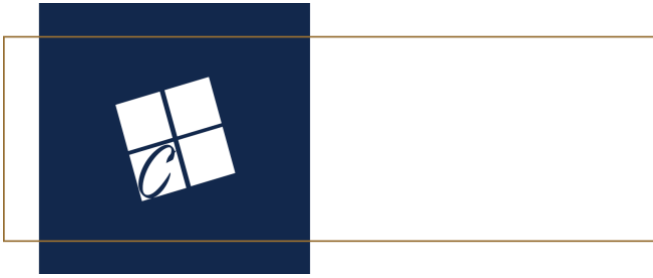
(i) Analyzes, synthesizes, and evaluates principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study

In summary, the assessment project findings showed that EdD Organizational Leadership students scored higher than expected in their ability to analyze, synthesize, and evaluate principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study. While their overall score surpassed expectations, some students needed to better elucidate the connection between the research and field of study, and most students needed to improve their ability to evaluate principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study. Recommendations include adding an assignment that emphasizes evaluation of others' work, perhaps in place of Unit 1's Writing Exercise #2.

EDL-904 - An assessment project was conducted by Heidi Cate in order to evaluate the learning outcome for Intellectual Skills (Students will demonstrate their ability to integrate both traditional and non-traditional skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency).

The following sub-outcomes were assessed based on a review of 11 Mid-Level Assessment: EDL904 Final papers:

(i) Analyzes, synthesizes, and evaluates principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study



- (ii) Provides evidence (through final capstone project) of contributing to, expanding, evaluating or refining the existing knowledge base within the student's field of study
- (iii) Uses statistical methods appropriate for a professional practice doctorate in addressing a problem or issue in the student's field of study.

In summary, the assessment project findings showed that EdD students scored an average of 4.54/5 for the first sub-outcome which indicates that they not only met but many exceeded the sub-outcome of "Analyzes, synthesizes, and evaluates principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study" on this mid-program paper. In addition, the EdD students obtained an average of 4/5 which indicates that the majority met the expectations for the second sub-outcome of "Provides evidence of contributing to, expanding, evaluating or refining the existing knowledge base within the student's field of study." *Last, for the third outcome of "Uses statistical methods appropriate for a professional practice doctorate in addressing a problem or issue in the student's field of study," students scored an average of 4/5 which means that the majority of EdD students met the expectations.*

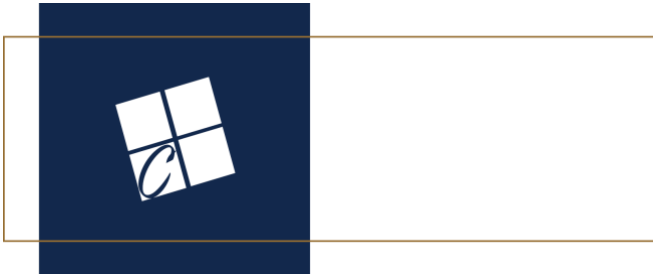
Recommendation changes to curriculum: None.

Explanation: In regards to outcome (i), many of the students scored above meeting expectations, indicating that the curriculum is preparing the students to meet these learning outcomes very well. In terms of outcomes (ii) and (iii), the students met this expectation suggesting that the curriculum is aligned well with these expectations and is helping the students master the content well.

RES-920 - Jeff Savage conducted an assessment project to evaluate the learning outcome for Intellectual Skills: Students will demonstrate their ability to integrate both traditional and non-traditional skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency. The following sub-outcomes were assessed based on a review of 12 capstone project (dissertation) proposals obtained from the RES-920 Capstone Proposal within the Ed.D. program.

- (i) Analyzes, synthesizes, and evaluates principal ideas, techniques, or methods within the appropriate research tradition and in the content area for the student's field of study
- (ii) Provides evidence (through final capstone project) of contributing to, expanding, evaluating or refining the existing knowledge base within the student's field of study



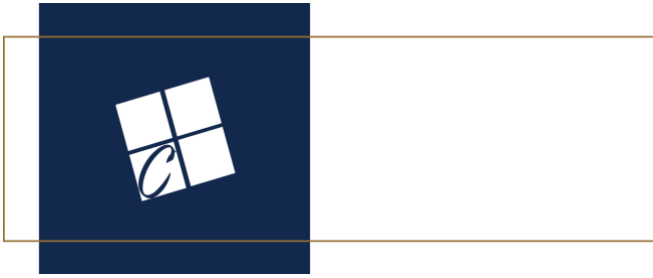


(iii) Uses statistical methods appropriate for a professional practice doctorate in addressing a problem or issue in the student's field of study

(iv) Creates sustained, coherent arguments or explanations synthesizing work of others in the student's field of study, to include the controversies, gaps, inconsistencies, and other viewpoints within the field

In summary, the assessment project findings showed that students scored below the predicted or expected score of 4.5 in every category or across all four sub-outcomes. However, five of 12 students scored at or above the expected criterion score of 4.5 (5, 5, 5, 5, 4.5), with an additional student scoring .25 points below the expected 4.5 threshold (4.25). The other six students scored below the average and 4 noticeably lower than the predicted score (3.25, 3, 2.5, 2.5, 1.75, and 1).

The rubric for this assessment needs a revision to reflect the curriculum more accurately. Not every student chooses a quantitative project (nor must they); consequently, not every student will include statistical information in the proposal. Sub-outcome iii does not apply to every project as written. Either the statistical analysis language should be eliminated or revised to include language about qualitative data analysis. RES-920, as written, does not require students to have a model proposal completed by the end of the course; instead, they are to submit rough draft chapters 1, 2, and 3 of their proposals (individually) during weeks 2, 4, and 6, with a second rough draft of an updated and unified proposal that includes all three chapters in week 8. It might be that 4.5 is too high as a standard to expect on the assessment rubric for capstone projects of varying quality. A 4 might be more realistic. Moreover, the instructor who teaches RES-920 must be able and willing to grade 12-16 proposals that comprise 35-50 pages in week 8 with a one-week turn-around for a grade. Consideration should be given to the addition of chairs to help provide feedback in RES-920 so that they can review and provide input on drafts, partnering with the instructor. To use assignments for assessment of the length required in RES-920 will require the evaluator to read only a section of the documents or to complete this assessment report as part of the class grading. I do not think any other assessment project requires reading double-digit papers of such a substantial length (35-50 pages). Having a RES-920 instructor who can give full-time attention to the individual chapters and the final proposal would be a recommended practice. Finally, more attention should be paid in the Ed.D. program leading up to RES-920 to prepare students for the rigors of the proposal: stricter grading standards, higher standards and more accountability with APA formatting, and increased accountability for students who do not submit assignments by the deadlines. Moreover, the grades in RES-920 should have more accurately reflected the lack of adherence to standards as represented for the four students who scored 2.5 or lower in this



assessment activity. Students must submit something as a rough draft and a second unified draft in week 8, regardless of quality. It appears many of these recommendations are in place or have been made or are being planned for.

## **MA Organizational Leadership**

### **Providing Department:**

MA Org Leadership

### **Faculty Program Leader(s):**

Kai Ton Chau (k0595254), Tonya Fountain (t0541906)

### **Executive Summary of Assessment Project:**

MGT-531 - The following early assessment sub-outcomes were assessed based on a review of 4 cultural intelligence analysis papers:

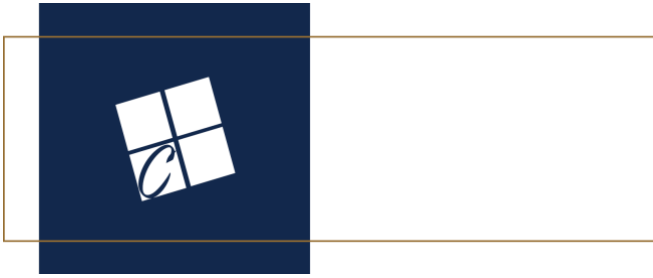
- (i) Demonstrates knowledge of own cultural background & biases, and how to respond appropriately. (Self-awareness)
- (ii) Demonstrates curiosity and openness to other cultures and cultural values (Awareness of others)

In summary, the assessment project findings showed that MA Organizational Leadership students at the beginning of the program scored adequately the knowledge and understanding of other cultures and cultural values. Recommended changes to the curriculum include adding CQ Self Evaluation in either MGT-532 or MGT-531 so that the students' awareness and understanding of their own culture may be more properly and adequately assessed.

MGT-536 - An assessment project was conducted by Dr. Fountain to evaluate the learning outcome for Global and Civic Engagement. The following sub-outcomes were assessed based on a review of 5 Personal Action Plan papers taken from the MGT 536 course:

#### **Mid Assessment Sub-outcomes:**

- (i) Demonstrates knowledge of own cultural background & biases, and how to respond appropriately. (Self-awareness)



- (ii) Demonstrates curiosity & and openness to other cultures and cultural values (Awareness of others)
- (iii) Uses knowledge of global systems & specific cultures in approaching an issue. (Knowledge)

In summary based upon the findings from this assessment project, the Master of Arts in Organizational Leadership curriculum seems to be providing students with a solid foundational understanding of diversity, bias, and culture norms and expectations. A more in depth look at global cultural norms and expectations through the lens of a biblical worldview might help to increase the overall scores in sub outcomes 2 and three. This can be done by including speakers, Ted Talks, and case studies, and missionary views in the curriculum.

MGT-638 - The course topics and objectives are outlined in the course syllabus as:

TOPICS The topics to be covered in this course include:



Overview of Human Resource Issues

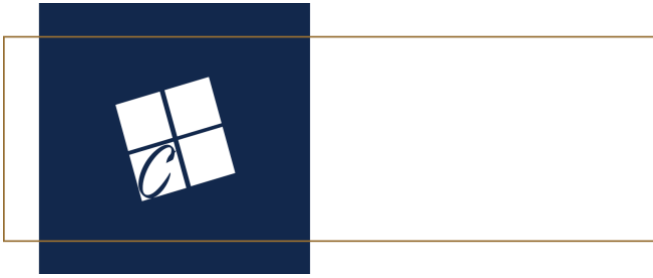
Legal Issues Related to Employment Practices and Workplace Safety

Recruitment, Selection, and Placement

Employee Retention Issues and Strategies

Compensation and Benefits

Global Human Resource Strategies



Unions and Labor Relations



Human Resources as a Strategic Partner

OBJECTIVES Upon completion of this course, each student will be able to:



partner.

Summarize the roles and function of Human Resources as a strategic business



Communicate key legal decisions related employment.



business.

Describe recruitment and selection strategies to meet the talent needs of the



Explain employee retention, engagement, and termination



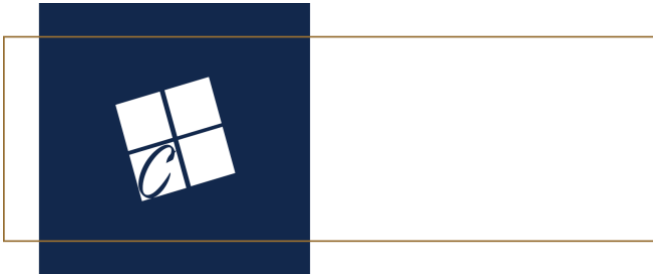
Identify competitive compensation and benefit systems.



Analyze current topics in Human Resources

The outcomes as expressed in this assessment are:

Capstone Assessment Sub-outcomes:



- (i) *Demonstrates knowledge of own cultural background & biases, and how to respond appropriately. (Self-awareness)*
- (ii) *Demonstrates curiosity & and openness to other cultures and cultural values (Awareness of others)*
- (iii) *Uses knowledge of global systems & specific cultures in approaching an issue. (Knowledge)*
- (iv) *Develops effective communication skills interacting with others from a different culture. (Skill)*
- (v) *Evaluates an issue from the perspective of someone from a different culture & demonstrates the ability to balance multiple perspectives. (Skill)*

There is a clear disconnect between what was taught in class and the outcomes expressed in this assessment. The course should be evaluated and the topics and outcomes should be modified to reflect intended outcomes.

## **MA TESOL**

### **Providing Department:**

MA TESOL

### **Faculty Program Leader(s):**

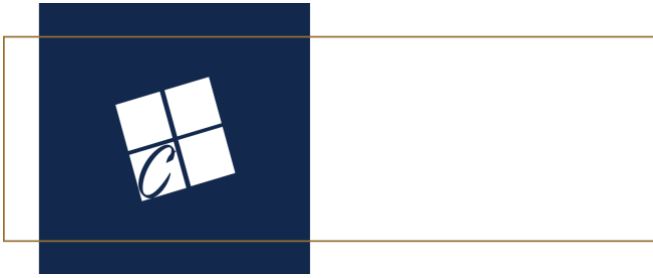
Michael Pasquale (m0067162), Brian Pickerd (b0559928), Juliet Keller (j0475021)

### **Executive Summary of Assessment Project:**

**LIN-501 Early Assessment** -Based upon the findings from this assessment project, the MA TESOL curriculum seems to be providing students with a solid foundational understanding of civic and global engagement. Students have been shown to demonstrate knowledge of their own cultural background and biases and how to respond appropriately. They also demonstrate curiosity and openness to other cultures and cultural values.

The final TESOL report covers aspects of civic and global understanding and analysis. However, the original assignment was crafted before the rubric was constructed. Therefore, the assignment description and focus will be revised with the student learning outcomes, as expressed in the civic & global assessment rubric.

**LIN-566 Mid Assessment** - The cultural lesson plan has taken on a few iterations, each improving on the previous. This iteration will clearly see itself improved upon, now that we will rewrite it to match our Civic and Global Engagement goals. To this point, students have looked to the ACTFL



standards and their “5 Cs” as a guide toward looking into such matters as culture, communities, comparisons, communication, etc...

Whereas these Cs share some of the same space as Civic and Global Engagement, I feel that we can zero in more on what we would like to draw out of students.

I propose a redesign/rewrite of the assignment and a peer discussion of the dew design. This is something that I would be happy to take on and share with Michael, Graham, and any others.

**LIN-594 Capstone Assessment** - An assessment project was conducted by Juliet Keller in order to evaluate the learning outcome for Global and Civic Engagement (students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues). The following sub-outcomes were assessed based on a review of 4 Global and Civic Engagement papers taken from the LIN594 course A Practicum in TESOL:

(i) Explain a significant civic, social, environmental or economic issue that has local, national and global significance from multiple perspectives

(ii) Appraise the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research

(iii) Develop a proposed solution to address an issue that has local, national and global significance

(iv) Evaluate their sense of civic/global identity and cultural assumptions in relation to an issue that has local, national and global significance

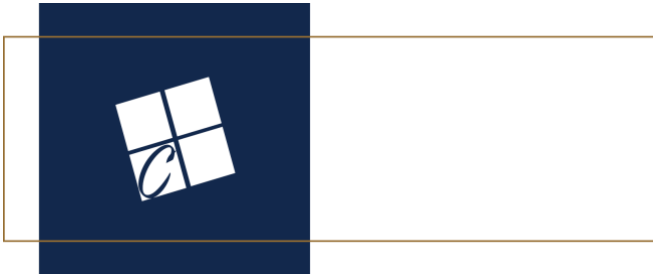
In summary, the assessment project findings showed that MA TESOL students were able to meet the desired outcome in explaining and appraising the complexity of an issue. In addition, students were able to meet the desired outcome in evaluating their sense of civic/global identity in relation to the issue. Students scored lower than expected in being able to develop a proposed solution to address the issue. Recommended changes to the curriculum include revising this assignment in the LIN 594 class to help students understand the expectations to research more fully, draw from multiple scholarly sources, work toward articulating a proposed solution.

### **MA in Education - Leadership - EDU-535**

**Providing Department:**

MAED

**Faculty Program Leader(s):**



Raymond Freeze (r0539855)

**Executive Summary of Assessment Project:**

We should stress the need to interact with a district representative in order to get a more authentic useful piece of work that they could use as a template for funding in the future of any school district. Some students did that naturally and did work with someone and that showed very easily in the appearance as well as the information.

**MA in Education - Leadership - EDU-522**

**Providing Department:**

MAED

**Faculty Program Leader(s):**

Amanda Thorpe (a0544620)

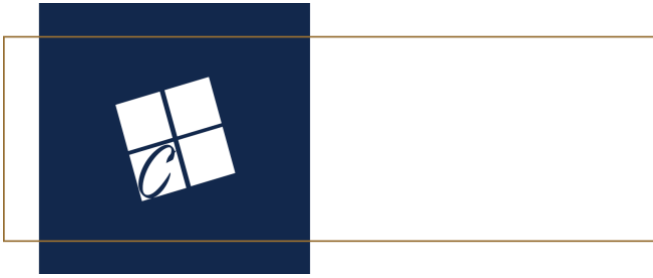
**Executive Summary of Assessment Project:**

This review occurred at an inopportune time because students were completing the assignment while returning to their classrooms amid the uncertainty and turmoil of a global pandemic. The three assignments in the sample earned a mean score of 3 out of 5 on both indicators. Typical assignments across years would have reflected a much higher point value in the second category, which focuses on instructional design. They would still, however, have earned a 3 in the first one, because the focus of the course is not particularly on instructional culture. Some items, like the Lemov text, actually pre-date key aspects of instructional culture that we know now, including trauma-informed instruction.

Moving forward, the course should keep its rich focus on instructional strategies, perhaps even adding to the weaker areas in all 3 samples, which were strategies for remediation and enrichment. A layer of instructional culture could then be added onto that, focusing on the why and how behind creating learning environments that are equitable and conducive to high expectations and achievement for all students. This could come from the form of reflection pieces on contemporary scholarship around these issues.

**MA in Education - Leadership - EDU-533**

**Providing Department:**



MAED

**Faculty Program Leader(s):**

Heidi Cate (h0570265)

**Executive Summary of Assessment Project:**

An assessment project was conducted by Heidi Cate in order to evaluate 5 learning sub-outcomes for MAED in Ed Leadership students by reviewing 3 assignments of the EDU 533 course.

The three assignments and the respective sub-outcome measured were:

**Professional Development Workshop and School Curriculum Assignments:**

Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. (C1.1)

Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. (2.4)

**School Hiring & Firing Assignment:**

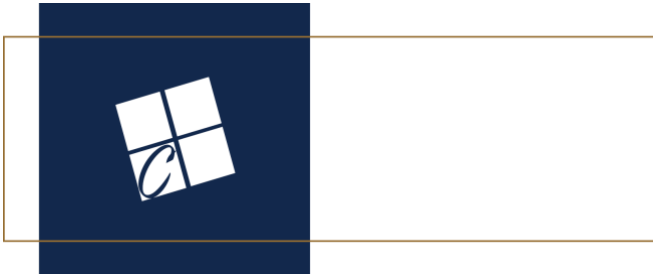
Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems. (3.1)

Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (3.2)

Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (3.5)

All students scored at or above the expected score of 4/5 for all sub-outcomes except 3.2. Based upon the findings from this assessment project, it is recommended that students not only focus on human resources (ie, hiring of teachers), but also on fiscal and technology resource management during the EDU 533 class.





## **MA in Education - Leadership - EDU-553**

### **Providing Department:**

MAED

### **Faculty Program Leader(s):**

Heidi Cate (h0570265)

### **Executive Summary of Assessment Project:**

An assessment project was conducted by Heidi Cate in order to evaluate the learning outcomes for EDU 533-Research course, **Unit Two and Unit Seven** papers (9 papers each).

The following sub-outcomes were assessed based on a review of 18 Papers taken from the course:

**Unit Two:** Employment of data analysis and evidence to develop supportive school environments. (C1.1)

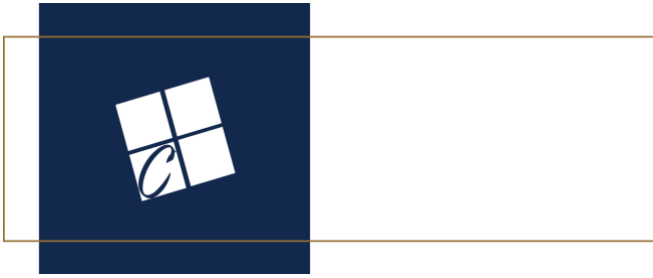
Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (4.1)

Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (4.2)

Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (4.3)

**Unit Seven:** Employment of data analysis and evidence to develop supportive school environments. (C1.1)

Applications of data literacy. (C1.1)



Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies. (C1.1)

Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals. (1.2)  
In summary, the assessment project findings showed that MEd students scored higher than expected on all of the sub-outcomes listed above except “Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies. (C1.1)” for which the average score was on target at 4/5.

**Unit Four:** An assessment project was conducted by Heidi Cate in order to evaluate the learning outcome for EDU 553-Research course, **Unit Four** and Seven Discussion Board posts. The following sub-outcome was assessed based on a review of 7 posts taken from the course:

**Unit Four:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (6.2)

In summary, the assessment project finding showed that MEd students scored higher than expected on the sub-outcome listed above

## **MA in Education - Leadership EDU-531**

### **Providing Department:**

MAED

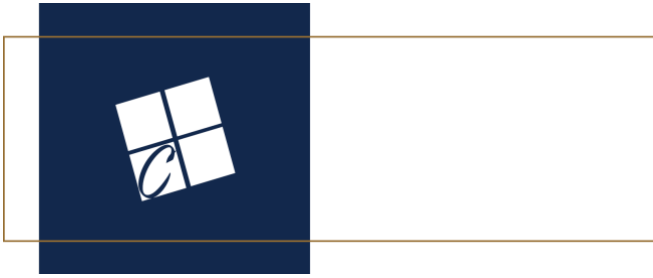
### **Faculty Program Leader(s):**

Jill Ellens (j0519976)

### **Executive Summary of Assessment Project:**

They showed the ability to understand the importance of collaboration in a shared vision of learning, of collecting useful data, promoting sustainability, and evaluating progress with stakeholders.

They also showed an understanding of the importance of policies and procedures that protect the safety and welfare of students and staff within the school.



## **MA in Education - Leadership - EDU-511**

### **Providing Department:**

MAED

### **Faculty Program Leader(s):**

Margie Baldwin (m0538527)

### **Executive Summary of Assessment Project:**

In summary, Margie Baldwin reviewed and scored each EDU-511 School Issue Paper according to the assessment rubric. The papers received a score (on a 1-5 scale) in each of the two sub-outcomes. Students were expected to achieve at least 4 points on both sub-outcomes, indicating they met or exceeded expected outcomes.

Results from the assessment evaluation showed that students in the MAED Educational Leadership concentration averaged 4.85 points (97%) for sub-outcome 1- understanding and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. These students scored 4.84 points (96.8%) for sub-outcome 2 – understanding, anticipating, and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Based upon the findings from this assessment project, the caliber and rigor of MAED Educational Leadership students is excellent. Students scored higher than expected for both sub-outcomes.

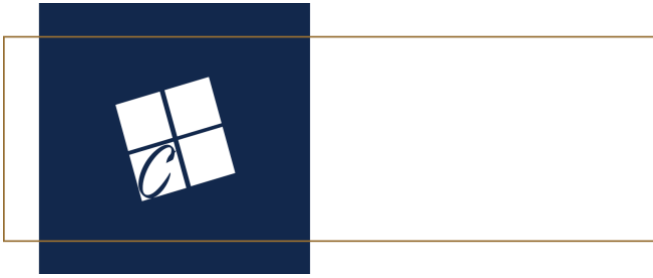
One recommendation for the MAED Educational Leadership program is to continue the devotional discussion component of the curriculum, as it fosters lively and profitable discussion among cohort members.

## **Master of Business Administration**

### **Providing Department:**

MBA

### **Faculty Program Leader(s):**



John Johnson (j0566949), Daniel Gowdy (d0473711), Robert Steck (r0601699)

### **Executive Summary of Assessment Project:**

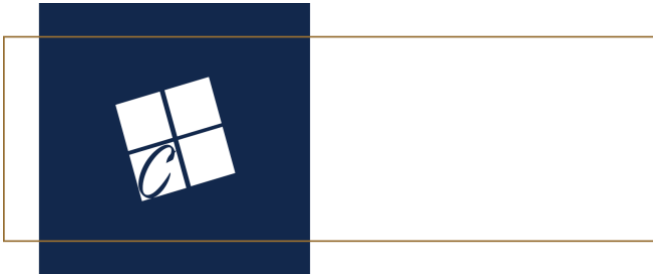
BUS-503 - In this assignment, students did a good job of discussing the ethical principles needed to operate a company. In doing so, they took the opportunity to apply biblical principles to the whole person in this way. However, there was very scant or non-existent evidence of objective (i), regarding the creation story. If this continues to be a major objective, consideration might be given to an adjustment in the curriculum in order to emphasize this more.

MKT-651 - An assessment project was conducted by Dan Gowdy on the Blue Ocean Strategy & Ministry discussion board assignment for MKT-651 Marketing Strategies. Students were expected to achieve an average score of 4 out of 5 points for both of the two Biblical Worldview Integration sub-outcomes:

(iii) *Work: Use a Christ-centered perspective to make a career decision*

(iv) *Profession: Explain the connection between a Christ-centered worldview and one aspect of their field*

Students' actual average score on sub-outcome #3 was 4.83, which was slightly higher than expected. Students' actual average score on sub-outcome #4 was 5 points, which exceeded the expected outcome of at least 4 points. (1-5 point scale)



## Traditional Undergraduate Academics

### Bible Division

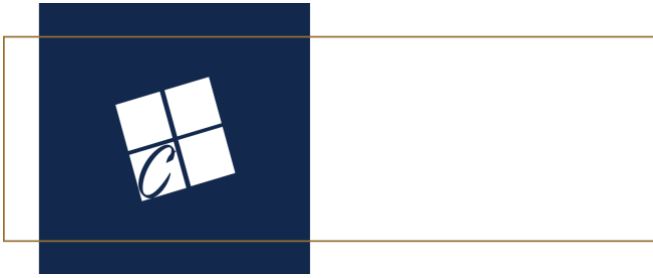
#### Biblical Studies

**Providing Department:**  
Biblical Studies

**Faculty Program Leader(s):**  
Ryan Roberts (r0569836)

#### Executive Summary of Assessment Project:

Ryan Roberts led the biblical studies assessment project with input from Kim Nguyen and Andy Smith. The PLO for Applied and Collaborative Knowledge assessed was: Develop exegetical and hermeneutical skills through written and oral communication that demonstrate self-awareness in research of the Bible relevant to the modern day. The SLO focused on: Employ exegetical and hermeneutical methods on biblical texts with sensitivity to their literary and historical-cultural, and modern-day contexts. Eight artifacts were collected from the REL 434 Seminar on Judges class. The expected outcome from the rubric was 4 out of 5. This expectation is because the topic was covered near the end of the semester, a detailed handout was provided to help students process the material and students were prompted to reflect on this question in preparation for the final exam. The mean score was 4.13. Based on scoring from the rubric, 50% of students scored 5/5. 60% of the students scored 4 or 5 out of 5. One student scored 2/5 and one student scored 3/5. While both of these students were non-majors, two out of the four students who scored 5/5 were also non-majors. There did not appear to be any statistical significance to major vs non-major relative to this assessment and the sample size was small. In light of this assessment project, the question prompt can be fine-tuned to focus students' efforts on a more streamlined prompt. This will be implemented next time the Judges course is offered (SP 2022).



## **Ministry**

**Providing Department:**  
Ministry

**Faculty Program Leader(s):**  
Jim Dekker (j0579022)

### **Executive Summary of Assessment Project:**

Cornerstone's Ministry students have demonstrated their understanding of "Practical Theology" at the introductory level through CMI 150 Introduction to Ministry. They have met the introductory expectations for PLO #1 that will be developed throughout the Ministry Program. Students have shown an appreciation for the breadth and complexity of ministry and the need to think and act more theologically than their initial expectations. There is room for more accurate development of Practical Theology by course units and the measurement of it in this course through refined pre-post test.

## **Business Division**

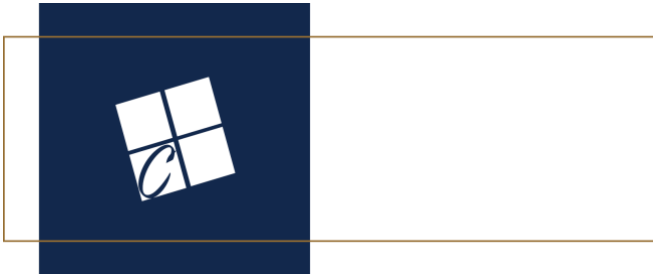
### **Accounting**

**Providing Department:**  
Accounting

**Faculty Program Leader(s):**  
April VanPutten (a0087246), Bill Jones (w0542880)

### **Executive Summary of Assessment Project:**

The accounting internship assessment of applied knowledge and collaboration was completed by Assistant Professor of Business April VanPutten and Accounting Program Leader and Assistant Professor of Accounting, Bill Jones. Students were assessed on the ability to fully and independently participate in preparing and entering journal entries, preparing financial statement reports, or assisting in the evaluation or reconciliation of accounting records; OR fully and



independently apply cost accounting principles by assisting in the analysis of costs and/or cost behavior, and helping others prepare reports describing the findings; OR demonstrate the ability to fully and independently apply the Internal Revenue Code for tax preparation of individual or organizational tax returns.

Information was gathered from the students' final internship papers which were collected through a Moodle Dropbox in the Internship course and shared with the respective program leaders. All seven of the accounting internship students met the required expectations for the sub-unit evaluated. Internship students performed well in their expected accounting ability but struggled with assertiveness and initiative. Additional focus will be placed on improving these "life" skills more in current classes starting fall 2020.

## **Business Administration (Principles of Accounting 2)**

### **Providing Department:**

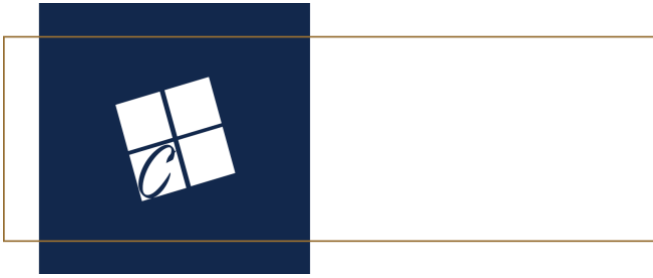
Business Administration

### **Faculty Program Leader(s):**

April VanPutten (a0087246)

### **Executive Summary of Assessment Project:**

Prof. April VanPutten administered both the pre-test and post-test, collected and analyzed the data, and conducted the assessment. Specifically, the applied knowledge sub outcome related to the basic functions of business: *Students will demonstrate competency in applying skills in the functional areas of business including marketing, business finance, accounting, and management* was assessed. For this project, the functional area of accounting was assessed. Both a pre-test and a post-test were conducted and gathered for use in this assessment. The expected outcome was a 3 or 4 demonstrating moderate to thorough knowledge of a functional level of accounting commensurate to the principle level course. Anticipated outcomes would have been a higher percentage of 3s than 4s. However, the post-test indicated a more thorough understanding than anticipated. The major change going forward will be to use a new set of questions and change the timing of the pre and post-test to coincide with the beginning and end of the course. This change will be implemented in spring 2021.



## **Business Administration (Principles of Accounting 1)**

### **Providing Department:**

Business Administration

### **Faculty Program Leader(s):**

April VanPutten (a0087246)

### **Executive Summary of Assessment Project:**

Prof. April VanPutten administered both the pre-test and post-test, collected and analyzed the data, and conducted the assessment. Specifically, the applied knowledge sub outcome related to the basic functions of business: *Students will demonstrate competency in applying skills in the functional areas of business including marketing, business finance, accounting, and management* was assessed. For this project, the functional area of accounting was assessed. Both a pre-test and a post-test were conducted and gathered for use in this assessment. The expected outcome was a 3 or 4 demonstrating moderate to thorough knowledge of a functional level of accounting commensurate to the principle level course. Anticipated outcomes would have been a higher percentage of 3s than 4s. However, the post-test indicated a more thorough understanding than anticipated. The major change going forward will be to use a new set of questions and change the timing of the pre and post-test to coincide with the beginning and end of the course. This change will be implemented in fall 2020.

## **Business Administration (Internships)**

### **Providing Department:**

Business Administration

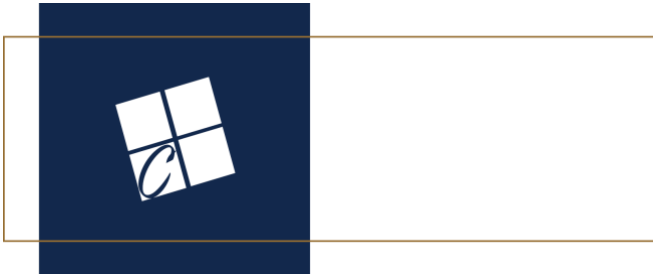
### **Faculty Program Leader(s):**

Victoria Fleenor (v0039413)

### **Executive Summary of Assessment Project:**

Victoria Fleenor assessed internship papers for applied & collaborative learning outcomes in Business Administration placements. Expected outcomes for each intern would exhibit the ability to "fully and independently" apply knowledge and skills to solve business problems related to





functional, environment, technical, and/or integrated areas of business, using "unique and innovative approaches." Students exhibiting this ability, but also challenging accepted ways of doing business by searching for novel integrated approaches would exhibit a 5 (exceptional) ability. Internship supervisor ratings of the interns were evaluated along with the subjective assessment of the student reflection papers.

Four of the 6 BA artifacts earned a "4" on the rubric of expected outcomes. Site supervisors consistently rated the interns with a "4" and "5" on a 1 - 5 scale (4 = "sometimes exceeds expectations;" 5 = "consistently exceeds expectations"). Ratings of "3" for two students ("meets expectations") appeared more connected to deficiencies in professionalism (inconsistent attendance, engagement with colleagues). Lower scores in "ability to use information/data..." may be related to students not taking the Business statistics course, which focuses heavily on MS Excel (the mathematics equivalent course does not).

The department as a whole discussed results of internship feedback and will be formulating strategic goals as a unit to address the "soft skill" areas of professionalism. The program will possibly require the BUS211 Statistics course (in lieu of the equivalent math department statistics course) unless the student can demonstrate requisite Excel skills. Scott Huckaby (divisional internship faculty mentor) will develop methods to ensure feedback is uniformly collected going forward. All changes will be developed and implemented in the 20-21 AY.

### **Business Economics (Internships)**

#### **Providing Department:**

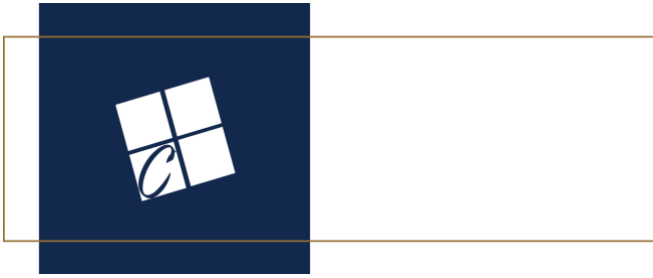
Business Economics

#### **Faculty Program Leader(s):**

Jeff Degner (j0296602)

#### **Executive Summary of Assessment Project:**

The 2019-2020 assessment of internships for economics students involved Prof. Huckaby as the director of internships, Professor Fleenor in the process of submitting the assessment, and Professor Degner in the evaluation of the data provided by the intern and their on-site supervisor. The outcome that was assessed included:



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

**Applied Knowledge and Collaborative Learning:** *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary economic situations.*

The artifacts used to assess these learning outcomes included the data collected from interns projects and presentations as well as the feedback of their supervisors. We expect that students will be able to communicate with others when describing the economic reality of the contemporary situation. Given the very small sample size (1 economics intern) evaluation of the student's project and presentation demonstrate that they have reached a 5 in or rubric in both specialized knowledge and applied knowledge. This was done by creating a financial plan for a client. This plan demonstrated awareness of the outcomes of financial/economic decisions as well as an ability to actively help others grasp and act upon this knowledge. The student's project report indicated an ability to actively help others understand the importance of financial decisions relative to the broader economic context. There may be opportunities to connect personal finance to broader economic conditions into courses.

One way to close the loop on this particular learning outcome is to provide examples in ECN 231 and 232 that connect broad economic phenomena to personal finance as many economics majors and minors may take a similar role in internships or jobs post-graduation. A lesson plan that addresses the connection between the broader economic context and personal finance will be implemented in Macroeconomics (ECN 231) and completed by December 1, 2020.

## **Business Economics**

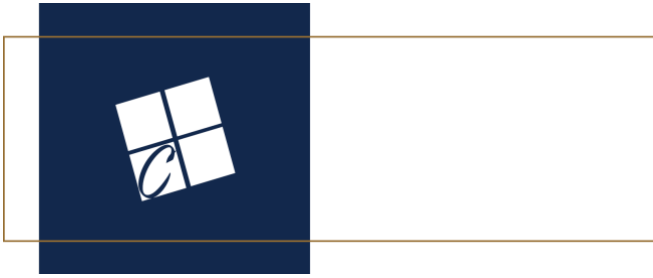
### **Providing Department:**

Business Economics

### **Faculty Program Leader(s):**

Jeff Degner (j0296602)

### **Executive Summary of Assessment Project:**



Dr. Hammond and Prof. Degner were involved in the project with oversight provided by Prof. Fleenor in her role as assessment coach. The TUCE data was collected to discover areas of student growth and continuing struggle using google forms for data collection. As noted earlier, in 2018-2019, the ECN 231 students improved by 92% and the ECN 232 students improved by 86.79%. The scores took a dip with ECN 231 in 2019, down to 48%, but rebounded in Spring 2020 with a 106% growth rate. The expected outcomes are to outperform Prof. Degner's predecessor while improving on his own previous performance. Changes that will be made for the upcoming year include devoting more time in class as demonstrated through additional PowerPoint slides that provide greater detail and varied methods such as in-class exercises, and relevant audio-visual clips along with assignments that provide greater emphasis through the relevant homework assignments. These changes will be implemented in both the Fall 2020 and Spring 2021 semesters.

### **Business Finance (Internships)**

#### **Providing Department:**

Business Finance

#### **Faculty Program Leader(s):**

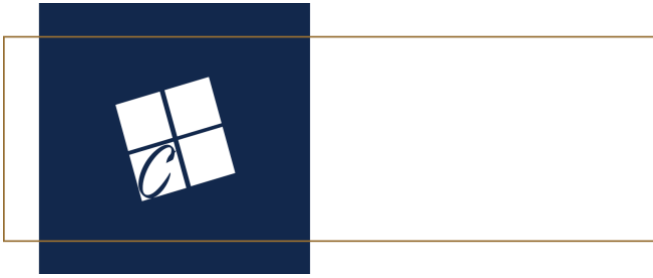
Chris Kellner (c0625577)

#### **Executive Summary of Assessment Project:**

Chris Kellner, Assistant Professor of Finance collected the artifacts from FIN 380 Internship. To assess the following outcome: Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary financial situations.



An internship in this area would include some level of financial involvement including individual or corporate financial planning, banking, real estate, or corporate financial management.



An internship in this area would also include a role in developing a project or deliverable, involved with a project team, or helping to develop a product or process.

Two students submitted a paper reflecting on their internship experience (in Moodle) and supervisors submitted surveys evaluating the interns generically (in Handshake). A horizontal rubric was used to assess the papers against the PLOs and a broad take of the supervisors' evaluations was used to support the overall assessment. The results show the interns vaguely engaged in finance; therefore, it was difficult to confidently say expectations were fully met. While the supervisor survey responses were overwhelmingly positive (exceeding expectations), they could not specifically speak to or support the PLOs in order to improve the overall assessment of students.

Specifically, both (100%) of the two interns were scored as a 2, partially meets expectations, for their paper artifacts. While their work itself may have better aligned with the PLOs, the papers do not force students to demonstrate the alignment. Both showed budget performance, but they do not effectively communicate the use of those budgets to make decisions or the impacts as such in any detail.

All of the supervisor scores were either 4 or 5, indicating the site supervisors were more than satisfied with our interns' performance. They both indicated they would hire their respective interns if a position were available.

Finance faculty will work with internship instructors, Career & Life Calling team, and assessment coach to 1) improve the PLO map and rubric, 2) find or create a model of how to demonstrate the PLO(s) sufficiently and 3) better communicate internship expectations to students via Finance Major Moodle. This will take place by Fall 2020.

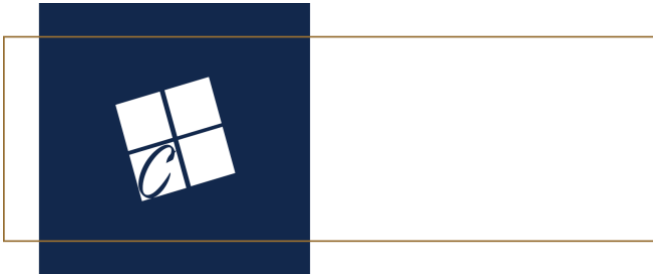
### **Business Finance (FIN341 Principles of Finance)**

**Providing Department:**

Business Finance

**Faculty Program Leader(s):**

Chris Kellner (c0625577)



### **Executive Summary of Assessment Project:**

Chris Kellner, Assistant Professor of Finance, collected artifacts from FIN342 Principles of Finance (Business Core). 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.

This chart visualized the remarkable improvements made by the students. 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 continue to monitor results next year to establish a trend, as this will be the third round.

### **Business Management (Internship)**

#### **Providing Department:**

Business Management

#### **Faculty Program Leader(s):**

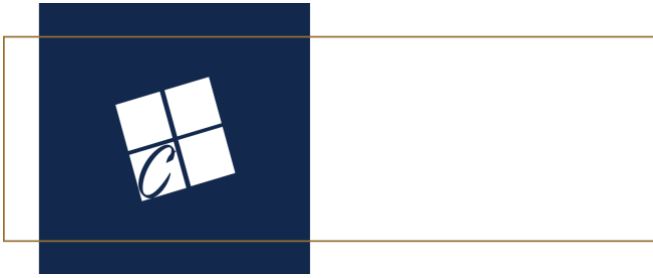
Rachel Hammond (r0220322)

### **Executive Summary of Assessment Project:**

In Rachel Hammond's assessment project, she evaluated 26 internship papers that were completed by Management majors during the 2019-2020 school year and reviewed Handshake survey data, including mid- and post-internship supervisor assessments. Expected outcomes included:



An expected internship role in this area would include supervising either people, systems or resources.



The internship would also include a role in developing a project or deliverable, involvement with a project team, or helping to develop a product or process.

In the paper assignment, where students describe the internship experience and connect their learning to the expected learning outcome, scores of 3 (Almost Meets Expectations) or 4 (Meets Expectations) were anticipated. This was achieved, but with an average of 3.43, which was lower than expected. This was primarily because of low performers, COVID-19 challenges, and internship project issues. With the Handshake surveys, themes were identified for both the mid- and post-internship supervisor assessments. These included lack of assertiveness and poor conflict management, along with high levels of integrity and collaboration.

Recommended changes include a revision of the internship outcomes to better match the PLO sub-outcomes and a stronger focus on the internship project in the final paper. In addition, process changes are recommended in how the internship surveys are created and administered, along with new focus topics added to both the internship course and upper-level management courses. These changes should be implemented by Fall 2020.

### **Business Marketing**

#### **Providing Department:**

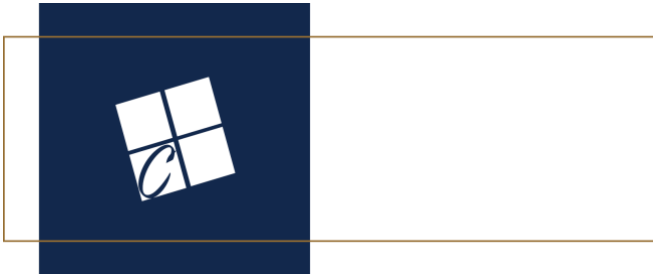
Business Marketing

#### **Faculty Program Leader(s):**

Alexandria Baldrige (a0618927)

#### **Executive Summary of Assessment Project:**

This assessment project was completed by Alexandria Baldrige. The following outcomes were addressed:



**Outcome #1:** *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary marketing situations.*

**Outcome #2:** *Students will demonstrate a thorough ability to apply knowledge of marketing theory, organizational processes, and interpersonal communication in a business environment.*

**Outcome #3:** *Students will demonstrate an excellent ability to complete work products independently and interact professionally.*

The artifacts that were collected were 7 internship papers. Students did an overall good job meeting expectations of the outcomes. There were a few areas that were identified for improvement that could be applied and implemented:

**Revise existing rubric:** *needs to be "drilled down" further to evaluate more marketing outcomes.*

**Add content and/or resources:** *add social media marketing content and resources to classes.*

**Other:** *social media marketing is a heavy focus for these marketing students in their internships.*

These changes are projected to be updated by 5/14/2021 giving time to update and determine additional ways that these areas that have been identified can be addressed.

### **Computer Information Systems (Internships)**

**Providing Department:**

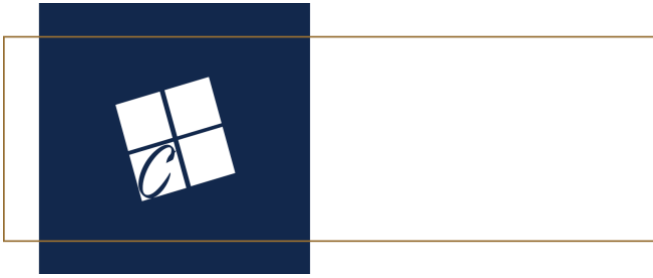
Computer Information Systems

**Faculty Program Leader(s):**

Victoria Fleenor (v0039413)

**Executive Summary of Assessment Project:**

Victoria Fleenor assessed internship papers for applied & collaborative learning outcomes in Computer Information Systems placements. Expected outcomes for each intern at the 300 level would exhibit the ability to "fully and independently" apply knowledge and skills to solve business



problems related to IT, Database, Systems, or Programming topics, with "unique and innovative approaches." Illustrating a "5" (exceptional) ability in an internship would add challenge of accepted approaches and investigation of new integrated methods. Internship supervisor ratings of the interns were evaluated along with the subjective assessment of the papers for independent validation.

All CIS internship artifacts earned "4" on the rubric of expected outcomes. Site supervisors only rated one intern of the 4 as a "5" on the originality/inventiveness scale. Additional outcomes on site supervisor feedback included qualitative feedback on interns struggling with assertiveness/self-advocacy as well as effective collaboration with colleagues of diverse perspectives. Not all site supervisor feedback and only one student self-evaluation was collected through the internship byproduct processes.

The department as a whole discussed results of internship feedback and will be formulating strategic goals as a unit to address the "soft skill" comments related to diversity and self-advocacy/assertiveness. The need to encourage innovation was discussed with Dr. Rachel Hammond to brainstorm methods of encouraging student originality within the program. Scott Huckaby (divisional internship faculty mentor) will develop methods to ensure feedback is uniformly collected going forward. All changes will be developed and implemented in the 20-21 AY.

### **International Business (Internships)**

**Providing Department:**

International Business

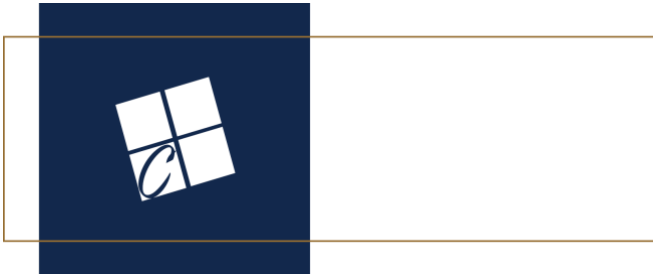
**Faculty Program Leader(s):**

Jeff Degner (j0296602)

**Executive Summary of Assessment Project:**

The assessment project plans for input from Prof. Fleenor and Prof. Degner. The outcomes assessed are in specialized knowledge and applied knowledge. The artifacts that will be collected are the internship presentations and projects. The expected outcomes are that the students would fully and independently lead in a project which requires research involving international business exposure and that they would complete business tasks that require the student to research and directly apply adjustments in communication and approach with international stakeholders. To





assess these outcomes, their projects and presentations were examined along with the employers' response to the questionnaire on whether the student can, "build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints". With respect to the questionnaire, our students scored 5,5,5, and 4 respectively. This indicates that employers held their demonstrated abilities to work on a team collaboratively and to work and communicate with other stakeholders of diverse backgrounds with excellence. To continue to help our students grow in their intercultural effectiveness by using the Cultural Intelligence Center's self-assessment tool as a part of the BUS 317 course: International Business. This change will take effect and be implemented in the Fall 2020 semester.

### **Non-Profit Administration**

#### **Providing Department:**

Non-Profit Administration

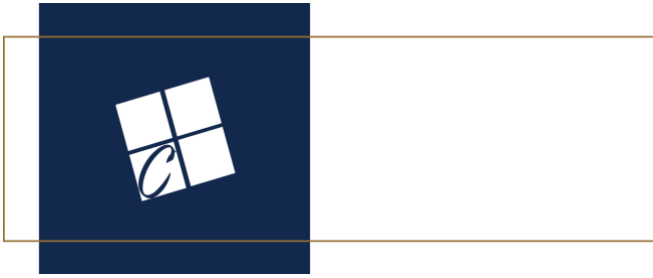
#### **Faculty Program Leader(s):**

April VanPutten (a0087246)

#### **Executive Summary of Assessment Project:**

Assessment of the Nonprofit Administration Applied Knowledge component was conducted by April VanPutten, faculty program leader. Artifacts were collected from MGT341: Fund Development. The artifact was a fundraising project that was conducted throughout the course and related to the various stages of fundraising. Feedback was given on parts 1-6 throughout the semester, with the opportunity to make corrections to four of the six components. Two components were completed as individual projects and each group had to work together to synthesize the individual work into one combined component to include in their final project. The final project and presentation consisted of additional information about the organization, fundraising project, and final reflection. A detailed description of the assignment and grading rubric is also provided, along with the results. The artifact was assessed using a grading rubric.

The changes implemented based on the 2017-18 assessment were sufficient for improving student outcomes and enhancing student learning through experiential learning. The assignment and rubric will be slightly revised to reflect the entire project as originally designed with the additional component of contingency planning. These changes along with the ability to work with an



organization on an actual fundraising event will greatly increase learning in future semesters, barring any unforeseen changes as experienced this semester.

### **Nonprofit Administration - Internships**

**Providing Department:**

Non-Profit Administration

**Faculty Program Leader(s):**

April VanPutten (a0087246)

**Executive Summary of Assessment Project:**

Nonprofit program leader and professor, April VanPutten completed the assessment related to applied knowledge and collaboration for students completing a nonprofit management internship. The students were assessed on the ability to completely and independently, apply integrated knowledge to real-life management problems in a non-profit context and design solutions to problems through innovation, collaboration, and communication. Information was gathered from the students' final internship papers which were collected through a Moodle Dropbox in the Internship course and shared with each of the program leaders. In the three nonprofit internships evaluated, all of the students met the expectations. The internship supervisors indicated the students' ability to communicate clearly and effectively, work well with others, and demonstrate a proficient understanding of non-profit concepts. The weaknesses identified related to critical thinking, assertiveness, and decision making. These items will be addressed in major courses through further refinement of existing assignments or additional assignments where needed. Changes will begin to be implemented as early as fall 2020 and continue as courses are developed each semester.

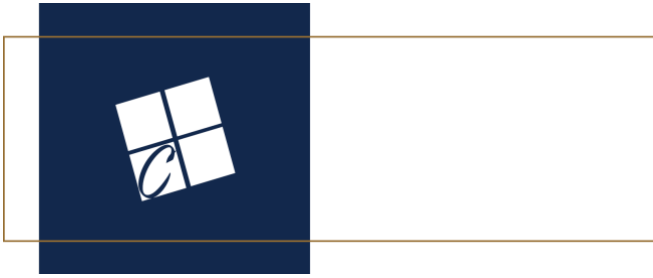
### **Sport Management**

**Providing Department:**

Sports Management

**Faculty Program Leader(s):**

Scott Huckaby (s0607534)



### **Executive Summary of Assessment Project:**

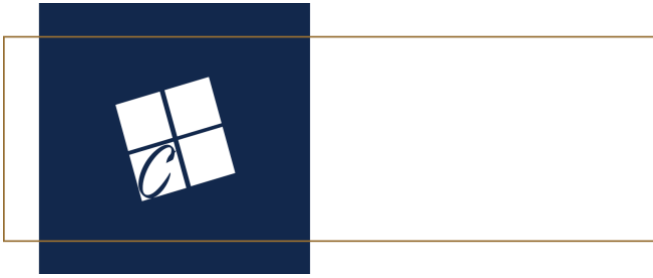
Scott Huckaby evaluated the 2019-20 final self-reflection internship papers completed by students in the Sport Management degree/major. There were 5 students in the AY 2019-20 that were evaluated. The students described their internship experience and utilized their project/deliverable to correlate to the expected learning outcome(s). Of the five students, four finished their internship experience at a "4" (Meets Expectations) and 1 at a "3" (Almost Meets Expectations) for an average of 3.8 overall. There was clear positive movement in each experience/student towards a higher level of learning/competency.

It should be noted that 3 of the 5 students faced particular challenges in the spring semester due to the COVID-19 situation and had their internships changed/adapted significantly to a remote modality, potentially impacting their score.

Actual outcomes from the assessment were consistent with expectations; meaning no big surprises based on anecdotal conversations through the academic year. Assertiveness and learning agility have become items that we believe are critical to vocational acumen, moving forward for our students.

Recommended changes, moving forward, will include continued collaboration with Career and Life Calling for substantive data for the business division. This is critical to the evaluation process and will continue to better form the outcomes and structure for sport management (and business division) internships. Also, will inquire with CLC and HandShake about specific performance of the student within their selected measurable outcome. Second, we will update the agenda for professor/student meetings in the pre-internship collaboration to better shape expectations for the student entering the internship. Third, we will adapt the rubric and final paper (and presentation) to better reflect PLO's and perceived gaps such as assertiveness and working in ambiguity. Lastly, we will look to ensure that multiple experiential learning opportunities are present within the core sport management classes, moving forward. This will take place starting in Fall 2020.

## **Communication, Media and Music Division**



## **Communication Studies (General, Broadcast, and Strategic)**

### **Providing Department:**

Communication

### **Faculty Program Leader(s):**

Jeremy Osborn (j0596228), Desiree Duff (d0233627)

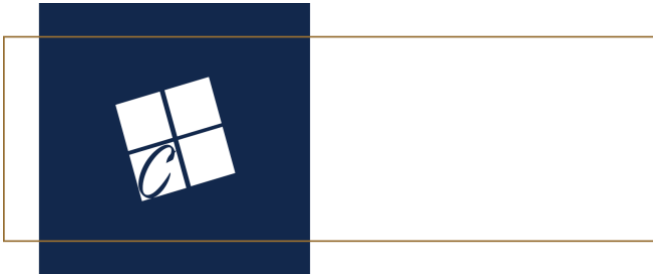
### **Executive Summary of Assessment Project:**

For 2019-2020, one of the specialized knowledge sub-outcomes was assessed for the Communication, Strategic Communication, and Broadcast Communication programs. The specific sub-outcome was “Explains major theories and concepts of the Communication discipline, including, but not limited to, those in the areas of, persuasion, interpersonal communication, group communication, organizational communication, intercultural communication, and mediated communication.” This sub-outcome was assessed using final papers from COM 315: Communication Theory. This artifact was chosen because it is from a junior/senior-level course that is required in all three programs.

A total of 18 artifacts were evaluated using both a single-row rubric developed and used in the 2017-2018 program assessment project and an expanded two-row rubric built in CampusLabs that separated two sub-outcomes of the broader outcome. Both rubrics utilized a 5-column system in which a score of one indicated the outcome was not met, two indicated the outcome was partially met, three indicated expectations were almost met, four indicated expectations were met, and five indicated that expectations were exceeded. The 18 papers included a relatively equal mix of students in Communication, Strategic Communication, Broadcast Communication, and non-Communication (Education, Ministry, Business) students. Using the single-row rubric, the mean rating for the papers was 3.39, with mean ratings for the individual sub-groups of students by program all falling between 3.25 and 3.5. Examining the more detailed data in the CampusLabs, two-suboutcome rubric revealed that students are struggling more with theoretical application than demonstrating basic theoretical knowledge. In order to address that, the primary planned change is the implementation of increased use of case study analysis in COM 315, beginning in Summer 2020.

### **Audio Production**

#### **Providing Department:**



Audio Production

**Faculty Program Leader(s):**

Ayo Alade (a0633514)

**Executive Summary of Assessment Project:**

Students in the Audio Production program are successfully achieving the learning sub-outcome to “Evidence an understanding of general media production techniques (etc.)” However, a few areas of improvement were identified. In the future, students will be provided samples of successful past student submissions for this assignment, and additional instruction will be provided in-class to clarify expectations and educate students in the field textual analysis.

**Digital Media**

**Providing Department:**

Digital Media

**Executive Summary of Assessment Project:**

Students in the Digital Media program are successfully achieving the learning sub-outcome to “define, analyze, and critique media aesthetics (etc.)” However, a few areas of improvement were identified. In the future, students will be provided samples of successful past student submissions for this assignment, and additional instruction will be provided in-class to clarify expectations and educate students in the field textual analysis.

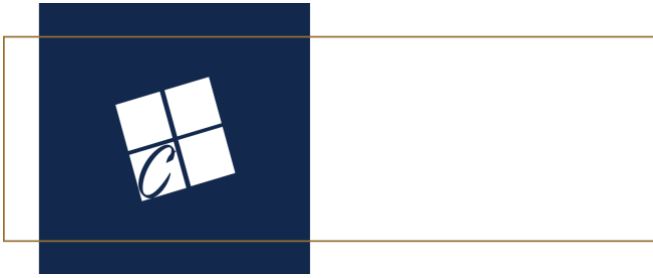
**Film & Video Production**

**Providing Department:**

Film and Video Production

**Executive Summary of Assessment Project:**

Students in the Film and Video Production program are successfully achieving the learning sub-outcome to “evidence advanced and effective research skills (etc.)” However, a few areas of improvement were identified. In the future, students will be provided samples of successful past



student submissions for this assignment, and additional instruction will be provided in-class to clarify expectations and educate students in the field textual analysis.

## **Graphic Design**

### **Providing Department:**

Graphic Design

### **Executive Summary of Assessment Project:**

Students in the Graphic Design program are successfully achieving the learning sub-outcome to “deconstruct contemporary designs and media creations (etc.)” However, a few areas of improvement were identified. In the future, students will be provided samples of successful past student submissions for this assignment, and additional instruction will be provided in-class to clarify expectations and educate students in the field textual analysis.

## **Music**

### **Providing Department:**

Music (ALL)

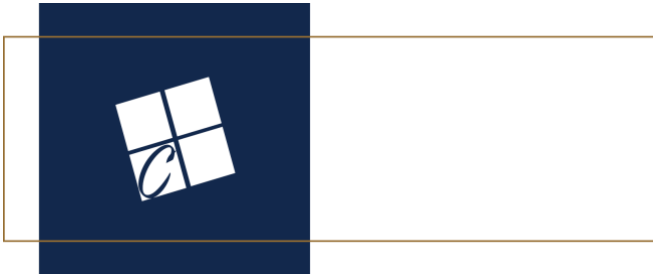
### **Faculty Program Leader(s):**

Kayla Cordell (k0357362), Desmond Ikegwonu (d0617512)

### **Executive Summary of Assessment Project:**

The assessment project was conducted by Dr. Desmond Ikegwonu and Prof. Kayla Cordell and looked at the following PLOs:

- 1.1 Understanding of basic musicianship skills
- 1.2 Understanding of style and basic harmonic implications
- 1.3 Understanding of foundational framework for musical analysis



The Music Theory I final exam was the artifact. The assessment project focused on the final exam of the Music Theory I class of Fall 2019 comparing both the expected outcomes (proficiency of > 80%) and actual outcomes (85% lowest score) of training in basic musicianship. Upon reflection, students' understanding of the basic framework for integrating details of basic musicianship is enhanced when theory is emphasized and assessed in light of ensemble activities--performance.

The faculty looked at the Music Theory I final exam and upon evaluation nothing in the exams needs to change. Furthermore, the classroom experience should consistently highlight and evaluate theory in the broader context of performance. The proposal is to evaluate theory within the framework of each individual students instrument gift and skill. Also, tests that evaluate composition in scales and harmony will give room for reflection in students area of musical focus. For example, a reflection on how the student hopes to apply the harmonic implications of the theory in their commercial music study or in their worship arts degree. To this end, assessment and outcomes are within a holistic objective.

## Core Curriculum

### COM-112

#### Faculty Program Leader(s):

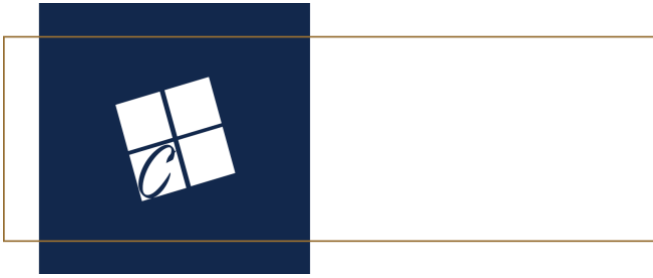
Jeremy Osborn (j0596228)

#### Executive Summary of Assessment Project:

In COM 112 for 2019-2020, student ability to design and deliver an effective oral presentation was assessed. This reflects the overarching "oral communication" area within the institutional intellectual skills outcomes. The specific sub-outcomes were:

1. Design an audience-centered presentation that meets communicator needs through topic, organization, supporting material, and presentational aids.
2. Deliver a presentation that effectively and appropriately utilizes language and nonverbals to achieve the communicator's goals.

Data were collected from three sections of COM 112, one in the Fall and two in the Spring. From those three sections, a random sample of 23 speeches was selected for evaluation. The speeches



were evaluated by a two-person faculty team comprised of the Core Course Coordinator and a full-time faculty member who teaches multiple sections of the course using a 1-5 rubric in which 1 reflected a failure to meet the design and delivery outcomes, 2 reflected partial meeting of the outcomes, 3 reflected almost meeting the outcomes, 4 reflected meeting the outcomes, and 5 reflected exceeding them. Data revealed a mean rating for speeches of 3.43, which was higher than the expected mean of 3.00 (based on past student performance). All speeches were rated at two or higher on the rubric, with three speeches falling in the "exceeds expectations" category and 83% of students achieving a three or higher. These data suggest that COM 112 is effectively preparing students to design and deliver strong oral presentations, and also suggest that no significant changes should be made to the approach in the course. Possible course changes for next year are largely dependent on the status and timeline of the core curriculum revisions. If there are changes made, and approved, to the general education requirements for 2020-2021, COM 112 will be evaluated with the outcomes and approach potentially redesigned to align with proposed changes. The deadline on those changes would then be June 1, 2021.

## ENG-212

### Faculty Program Leader(s):

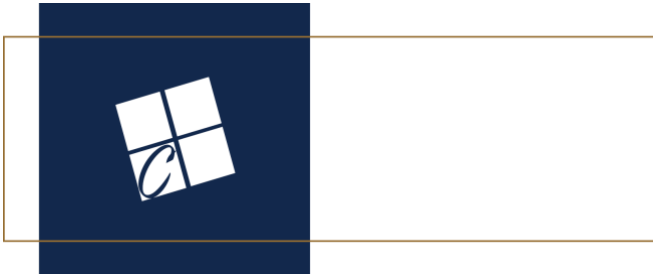
Michael VanDyke (m0451387)

### Executive Summary of Assessment Project:

During the 2019-2020 academic year my plan was to assess the standard rhetorical analyses that are assigned in all sections of ENG 212: Writing in Culture. Although there is some flexibility across sections as to the wording of their own major rhetorical analysis assignments, all of the assignments ask students to identify rhetorical appeals to logos (logic), ethos (credibility), and pathos (affect / emotions). In the end, I decided to focus specifically on how well students across the sections were identifying appeals to logos. In my analysis, I asked two questions of each student essay: 1) Did the student identify materials (statistics, expert opinion, and "settled knowledge") that are often used in texts to make appeals to logos?, and 2) Did the student clearly identify the inferences drawn from those aspects of the text?

My expectation was that I would be able to answer **both** questions in the affirmative for about 1/3 (35%) of the students, and that I would be able to answer the **first** question in the affirmative for the vast majority of students (85%). My results showed that my my second assumption was pretty





accurate. About 82% of student essays showed the ability to identify the relevant rhetorical materials used in a text. **However, my first assumption was too optimistic.** Only 22% (around 1/5) of students showed that they could clearly identify the inferences being made in rhetorical texts. This strikes me as something that needs to be addressed as quickly as possible.

Therefore, special instructional emphasis will be given by all instructors (by Spring Semester 2021 at the latest) to the identification of inferences in rhetorical texts. I plan to hold brainstorming sessions with instructors this summer and fall regarding the implementation of better pedagogical techniques in teaching about appeals to logos\*, and I plan to devise language that instructors can use in their assignments that will prompt students more affectively to understand what it means when they are asked to identify appeals to logos.

\*Already, one instructor has shown (somewhat counter-intuitively) that students are able to more successfully identify logical inferences when they are analyzing choices being made by characters in a dramatic narrative text. This is very interesting, and we will be following up on this insight in our brainstorming sessions. It might even be a matter that we can develop into an academic paper.

## **HIS-114**

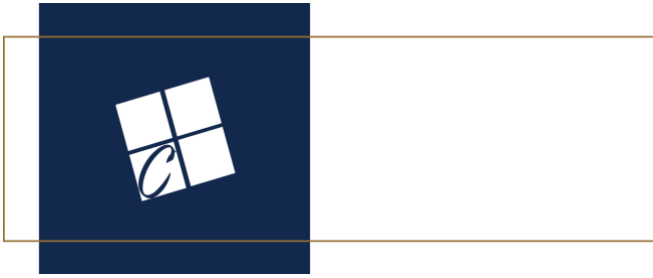
### **Faculty Program Leader(s):**

Martin Spence (m0561963)

### **Executive Summary of Assessment Project:**

The assessment project reviewed 129 student project proposals in HIS-114. These were proposals for a hypothetical full project (which students did not actually have to produce) that explored the historical roots of a contemporary civic and global issue. This assignment was designed to help meet the HIS-114 learning outcome "students identify and understand the key events, ideas, and processes that have shaped the contemporary world," which in turn helps contribute to the Core/CU Institutional Learning Domain: "Describes a significant local, regional, or global issue or issues." The assessment project was undertaken by Martin Spence, the instructor for the class, in conversation with Gina Bolger, the lead Research Librarian.

The expected outcomes were that students would perform in this assignment in line with their academic achievement in the rest of the class. However, the assessment project shows that



students generally did better in this assignment than their overall class grade. This result is ambiguous, however, since it could either mean this assignment helped them achieve the learning outcomes or that they were graded more leniently in this assignment than on average. There was also a correlation between low performing students and a failure to meet with the Research librarian, although again it is not necessarily the case that correlation is causation, especially as attending a meeting with the research librarian was itself part of the overall grade, which means that those who did not thus meet would naturally achieve lower grades. This assignment was a trial, and will be superseded somewhat by developments in project-based learning within the Core curriculum. If it returns, it will be more closely allied to this campus-wide project, beginning in Fall 2021. However, some principles may be derived, including: the centrality of the research librarians to this project, and the need to strengthen the requirement for students to engage with the library; the need for examples to clarify requirements; and the need to develop more resources to help guide students through the requirements. Such changes would need to be made in readiness for Fall 2021.

## **HUM-311**

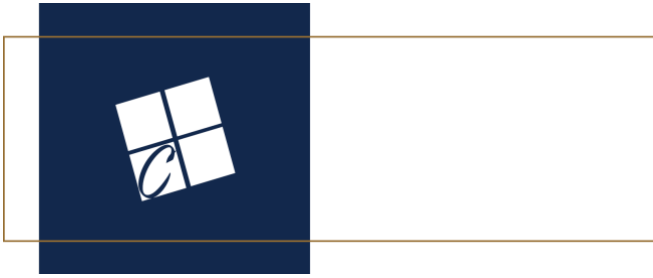
### **Faculty Program Leader(s):**

Michael Stevens (m0270102)

### **Executive Summary of Assessment Project:**

The Annual Assessment Project for 2019-2020 was carried out by me, Dr. Michael Stevens, of the Cornerstone University Humanities Department. For a few years now, I have been trying to refine and improve one of the signature assignments of the course, the Art Response Essay, in particular the second of the response essays that the students write, so that they will have my comments on their first essay before they embark on the second, hopefully clearer and better informed, response.

Since the Art Response Essays involve scaffolded reasoning skills by asking the students to do Observation of details of the art work, Analysis of meaning of the art work, and Interpretation of worldview of the artist, I have used this assignment to assess the Core Discipline Domain Outcomes from the Cultural Hermeneutics category, specifically "Cultural Hermeneutics Outcome #2: Explore methods of evaluating artworks through careful perception, intentional reflection, and informed analysis" (I use the Observation and Analysis sections of the essay to assess this outcome), and also "Cultural Hermeneutics Outcome #3: Engage in the work of cultural hermeneutics, identifying and evaluating the worldview that moved the individual



artist/musician/poet/etc." (I use the Interpretation section of the essay to assess this outcome). I collected 25 random sample essays from HUM 311 students from the past school year, and went over the two Outcomes listed above, using the 1-5 scoring system from the rubric included in my report (1 being low achieving and 5 high achieving in terms of comprehension and exercise of the reasoning skills involved).

The students were somewhat advanced (average of 3.54 out of 5) in their Observation/Analysis scores, as they seemed to grasp very well the idea of picking up on details and patterns in the art work, and pretty well to notion that symbols, movements, and broader categories of context help lead the observer to an analysis of the piece's meaning. If anything in this first objective was disappointing, it was the lack of understanding, or perhaps lack of willingness, for the students when it came to asserting what the thought the meaning of the piece to be. Regarding the second objective--the interpretation of the artist's worldview--I was not surprised to see the much lower average of 3.04, though I thought I had emphasized and shown the students the process in our class discussions of how to get at worldview. I need to do a better job at that, both in showing the students what it means to try to penetrate to an artist's philosophical/theological motives, and to empower the students to confidently pursue and assert these claims.

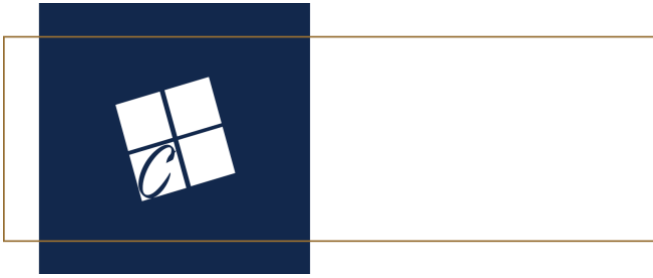
In my revision of the syllabus for this course, which will be complete and ready to go by August 31, 2020 in light of the upcoming semester, I will make three changes to effect this clarification and empowerment of students: 1) I will set aside 30 minutes early in the semester to go over my model essay that I make available to all students, calling out and defining the categories of Observation, Analysis, and Interpretation. 2) I will make a rubric for my grading of the first response essay of the semester that calls out those three categories very deliberately and explicitly, even as I downplay some of my usual emphases of style and mechanics. 3) I will have students identify their main Observational, Analytical, and Interpretive claims in bold font on their second response essay, both as a way to push for clarity, and a way to empower students to take those rhetorical 'risks' of asserting their informed understanding of meaning and worldview.

## **IDS-101**

### **Faculty Program Leader(s):**

Don Perini (d0427027)

### **Executive Summary of Assessment Project:**



The assessment was completed by Don Perini, Mark Muha, Debbie Hewitt, and Elizabeth Hawkins. The student learning outcome "Use innovation and problem solving techniques to find problems, generate ideas, analyze possibilities, and implement solutions." was assessed. Six design thinking group projects were graded. To complete the assignment, students were given five steps to fulfill, which are two list, three drawings, one 3D project, and one pitch. The average score was 19.7 out of 20. We are looking be more rigorous in our grading on the 3D design of the project, particularly the desirability, feasibility, and viability aspects of the design, to elevated student learning by adjusting the assignment requirements.

## **IDS-103**

### **Faculty Program Leader(s):**

Shannon Pothoven (s0089364)

### **Executive Summary of Assessment Project:**

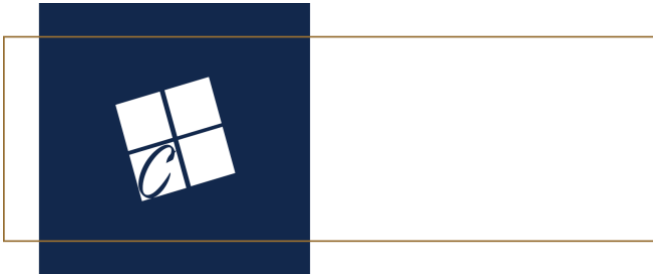
Shannon Pothoven conducted the assessment of IDS-103 for FA19. The Biblical Worldview Integration Program Learning Outcome was assessed. At the sub-outcome level, the project assessed students' ability to describe the foundational components of a Christian worldview. Students enrolled in IDS-103 submit a Worldview Integration Paper; all submitted assignments were evaluated in this assessment report using a rubric (attached). The expected outcome of 90% of students enrolled in IDS-103 meeting the expectation of adequately describing the foundational components of a Christian worldview was not met (actual outcome = 73% of enrolled students met expectations). This outcome was affected by several students not completing the assignment at all, as well as by student understanding of the course text and clarity of the worldview presenter in class. For FA21, the course coordinator will be new, and presentation schedule may allow for additional time in class on the worldview topic.

## **IDS-104**

### **Faculty Program Leader(s):**

Shannon Pothoven (s0089364)

### **Executive Summary of Assessment Project:**



Shannon Pothoven conducted the assessment of IDS-104 for SP20. The Civic & Global Engagement Program Learning Outcome was assessed. At the sub-outcome level, the project assessed students' ability to: a) understand the global topic of human trafficking, and b) articulate the importance of engaging civic & global issues through a Christian worldview. These sub-outcomes were assessed in the Global Topic Integration paper; all submitted assignments were evaluated in this assessment report using a rubric (attached). The expected outcome of 90% of students enrolled in IDS-104 meeting the outcome of understanding the global topic of human trafficking was not met (actual outcome = 76% of enrolled students met expectations). This outcome was affected by the structure of the rubric and assignment description, as well as by many students who did not submit the assignment. The expected outcome of 80% of students enrolled in IDS-104 articulating the importance of engaging civic & global issues through a Christian worldview was met (actual outcome = 85% met expectations). For SP21, the global topic will be change. In addition, course leaders will work to encourage students to complete the assignment for a more accurate analysis of the entire class.

## **KIN-100**

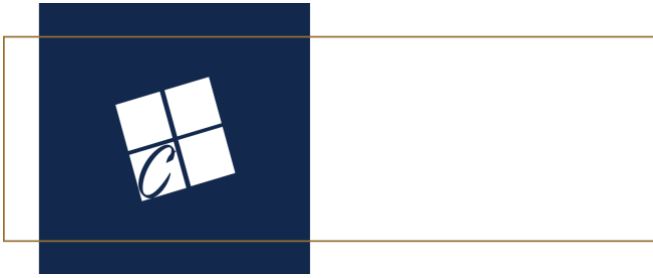
### **Faculty Program Leader(s):**

James Sackett (j0624249)

### **Executive Summary of Assessment Project:**

The Fit to Be Well Project from KIN 100 was assessed for the Fall and Spring semesters of the 2019-2020 academic year. Students were required to track their caloric intake, exercise amount, and water intake for a whole week and write a paper about what they should be doing, what their goals were, and what they learned. The three professors who teach KIN 100 were involved in the assessment as each of them had their students complete the assignment. The expected outcome was that the students would demonstrate the scientific knowledge, the value, and the necessary skills to participate in whole person wellness through the completion of this project.

The data indicate that the students did very well on this project, as expected. This project was more of an application project than a content project, meaning the students had to apply the concepts that they learned to their life rather than regurgitating information that we taught them. This would allow the students to demonstrate the scientific knowledge, the value, and the necessary skills to participate in whole person wellness through the completion of this project. The



application of this material will enhance a more comprehensive understanding of whole person wellness. Out of 258 students, the average scores were  $94 \pm 11\%$  (after removal of the grades from the students who didn't turn it in;  $n=20$ ). The scores for this project were excellent and we are encouraged to see our students do so well on this project.

In the coming semester (Fall 2020), several changes will be implemented to this project. First, the students will be allowed to analyze three of four topics pertaining to whole person wellness (physical fitness, emotional/mental health, caloric intake, and water intake). This will accommodate any students who are not comfortable discussing a certain topic due to past experiences (i.e., eating disorder) and provide a more comprehensive analysis of whole person wellness. Second, a more detailed analysis (via graphs) will be completed by the student of their whole person wellness including all three types of exercise, their mental health, and their nutritional health. Finally, the students will be required to turn in a completed log a few weeks prior to the due date of the project to prevent them from saving the project for the last week of the semester.

## **MAT-110**

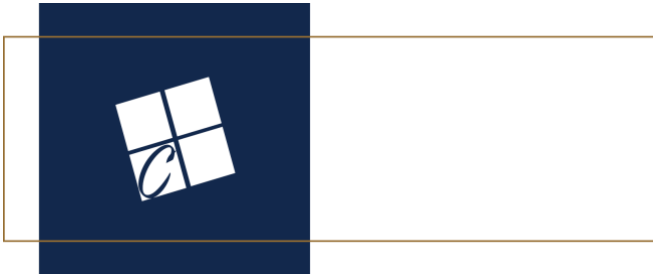
### **Faculty Program Leader(s):**

Michael Greene (m0624741), Stephen Devereaux (s0607998), Robert Hoffman (r0021567)

### **Executive Summary of Assessment Project:**

The creation of the PLO's for MAT110, a general math course for liberal arts students who do not have College Algebra as their basic math requirement, provides a unique Challenge. Even though the classic analytical training that is usually provided by the abstract rigor of algebra is missing, it is still necessary to provide training in the many areas of mathematical application that give the student not only the intellectual skills necessary for analysis and problem solving, but an appreciation for the very practical uses of mathematics.

Therefore, it should be clear that application of those analytical skills in testing the validity of a statement, the attempts to make collective decision making as fair as possible, the use of concrete methods to work on abstract problems, and to clearly see how economics can be made to help life go better. These are all not only important, but actually vital.



This year Robert Hoffman (coordinator), Professor Mike Greene, Dr. Stephen Devereaux and Cathy Dobbs (instructor) were involved in this evaluation. The Artifact used to assess the outcomes were five sections of questions on the Final exam. The five sections were:

Problem #8, PLO-1. Determine a fair allotment of resources by using either the Hamilton or Jefferson methods.

Problem #11, PLO-2. Determine the validity of a complex statement by using a truth table.

Problem #13, PLO-3. Determine a fair decision affecting a set of people from a list of options by using multiple voting methods.

Problem #14c, PLO-4. Determine an efficient route or circuit from a larger set of potential routes by using multiple methods of graph theory.

Problem #16e, PLO-5. Calculate how many should rework exam questions concerning loan amounts and monthly payments with regard to a particular type of loans, and then identify the advantages of one type over another.

The level of acceptability was a mean for all student of 80% correct for each section. The mean for all sections except PLO-4 was above 80% (the mean for PLO-4 was 78%). Even though the mean for PLO-5 was 82%, the standard deviation was quite large which causes some concern. We plan to rework the the exam questions for PLO-2, PLO-4, and PLO-5. We also plan to increase the rigor of work for PLO-2. This will be instituted by 9/4/20.

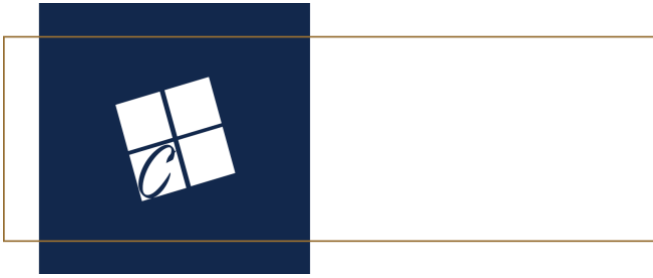
## **REL-104**

### **Faculty Program Leader(s):**

Ryan Roberts (r0569836)

### **Executive Summary of Assessment Project:**

Close attention to “teaching to the test” resulted in improvements across all student sections for the questions identified from the 2018-2019 assessment year. This was the expectation given the



pedagogical focus. For 2020-2021 a renewed pedagogical focus will center on questions where the average student score on the post test is less than 50% (pre/post test questions: 19 (32.1%), 22 (38%), 23 (16%), and 44 (44.4%)). Thanks to Trish Pickens for assembling the data and to Kim Nguyen (Associate Professor of Old Testament) who discussed results with Ryan Roberts (Associate Professor of Old Testament and Old Testament Core Course Coordinator). The PLO outcome: Demonstrate knowledge of the content of the Bible and relevant ancient primary literature was assessed through the collection and analysis of 206 posttests. The changes will be implemented by Jan 31, 2021 as this will ensure that all adjuncts for both semesters are aware of the changes to be implemented.

## **REL-352**

**Providing Department:**  
REL-352

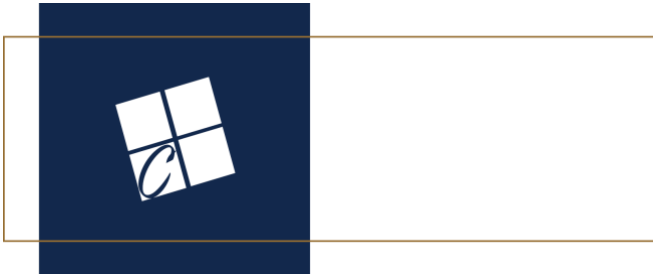
**Faculty Program Leader(s):**  
Jonathan Marko (j0543395), John Duff (j0054384)

### **Executive Summary of Assessment Project:**

The design of this project was conceived by Dr. John Duff. He gathered the data and discussed it with Dr. Jon Marko. The project was designed to assess the following student learning outcome for REL 352: students will grasp the essential doctrines of Christianity. The project focused on assessing student learning in just one of the doctrines--the doctrine of God. Data was taken from the pre/post test administered to 8 sections of REL 352 during the 2019-2020 academic year (approximately 180 students). It was expected that students' scores would improve across all questions on the post test that dealt with the doctrine of God (5 total). These questions were focused on the students' knowledge of theological vocabulary.

The number of correct student responses on the post-test did increase in four of the five questions. The lowest improvement was 17% and the highest was 52%. The average improvement across the four questions was 34.5%. One question saw a slight decline (3%) in correct responses, a fact that should prompt reflection on the alignment of the questions with the instructional content.





In the course of the analysis, issues surfaced regarding the lack of clarity of the stated learning outcome. It was suggested that the outcome needs refining due to the ambiguous nature of the terms "grasp" and "essential."

## Humanities Division

### History Major

#### Providing Department:

History

#### Faculty Program Leader(s):

Martin Spence (m0561963), Erik Benson (e0472660)

#### Executive Summary of Assessment Project:

As noted, this report initially was to include (in addition to the instructor) the other History faculty member and the designated subject librarian. However, due to circumstance surrounding the shift in instruction during the semester, this collaboration was not possible.

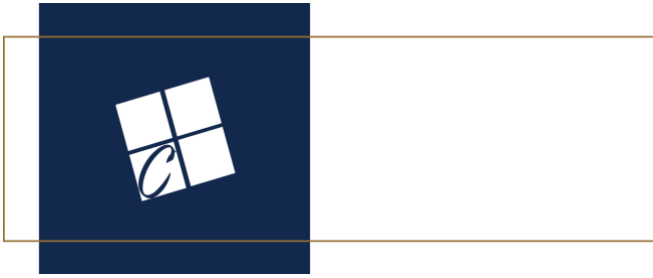
The outcomes assessed, as specified herein and in other planning documents, were as follows:



Learn and apply effective research skills, including the identification of appropriate sources and comprehension of their content material.



Employ critical thinking in developing a suitable research topic, using appropriate source material, distilling information, offering insights, and presenting results.



Communicate effectively and appropriately in both written and verbal formats, demonstrating competence in grammar, structure, format, organization, and logical progression.

The artifacts collected were the final research papers for both the HIS 222 and HIS/SSC 452 courses offered in spring 2020. These may be found in the designated dropboxes for both courses in the Moodle system.

As noted above, the outcomes met expectations. The grades were within expected parameters. Based on the outputs from the courses, on the whole, the program is doing well in developing the practices, skills, and dispositions for effective research, critical thinking, and communication. This is an overall programmatic approach rooted in the "bookend" courses cited herein. Student work is evidencing that the goals are being met, and outside feedback confirms this. As noted, any endeavor can be improved. The best focal points going forward would be on the "front end," which show real possibilities for refining, and can result in improvements on the "back end." That said, any recommendations contained herein are constrained by institutional realities and commitments, and their implementation should be accordingly contingent.

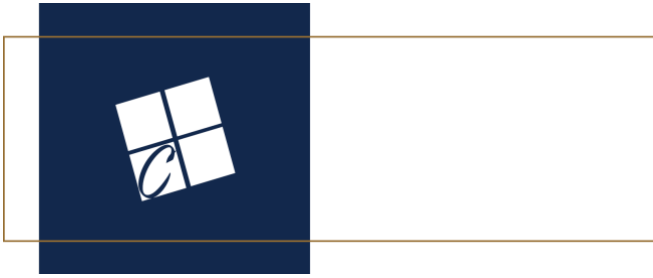
## Literature

### Providing Department:

Literature

### Executive Summary of Assessment Project:

Led by faculty program leader Dr. Jason Stevens, the co-constructed (i.e. students designing their own midterm essay exam in light of my guidance and the course objectives) Romanticism midterm assessed Applied Knowledge and Collaborative Learning during the 2017-2018 academic year. Sub-outcomes assessed were "Contextualize literary works according to its historical era" and "Analyze formal textual elements according to the genre." The assessment project was to evaluate the midterm exam on Romanticism. Since this was an upper-level course, the expected outcome was a 4, that is students would meet expectations for the program-level outcome. The results were that The mean score (out of 100%) for the course was an 85.8. Three midterms (, 92,95,96) demonstrated student ability to exceed the expectation of a 4. These were evaluated as a



5. These students demonstrated an ability to attend closely to and deftly handle the formal and contextual elements of the poems in question. Six of the midterms meet expectations and received a 4. These midterms demonstrated the ability to recognize and think with significant formal elements of poem and recognizes the gist of thematic function of formal elements of the poem. Student is able to make *sufficient* connections between text and historical context. Three of the midterms received a 3. These students struggled to adequately handle formal elements of the text, and their answers evinced insufficient attention to the *actual language* of the texts and conducted abstract discussion based on the gist of formal elements and the gist of the historical context. Connections between text and context are apparent yet elementary.

This was the first time this assignment was given within larger literature assessment project. This will also give us a basis to plan and organize future literature survey courses which must navigate the tension between attention to a text's genre and formal elements and its historical context. Overall, the results met expectations and demonstrated the strength of the Literature program in providing not only the fundamentals of formal analysis and contextualization, but also of asking deeper and harder questions about how and why course context can be learned as well as helping students take a pro-active role in the educations by having them design a midterm exam for themselves in light of the course objectives. However, the assignment itself was a bit too open-ended for students. In addition to the focus what makes for good essay questions and how and why context should be learned, I want to bring additional focus to having students develop questions that will also help them reflect explicitly on why handling formal elements of a text and understanding its historical context is so important in an English class.

## Spanish

### Providing Department:

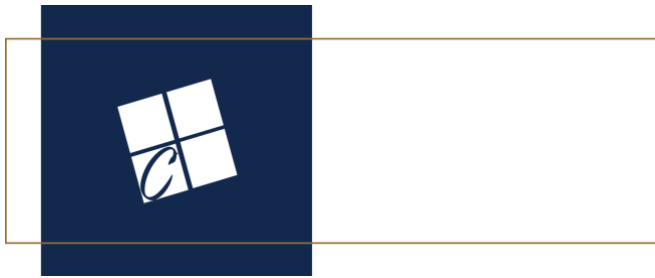
Spanish

### Faculty Program Leader(s):

Leticia Espinoza (10531562)

### Executive Summary of Assessment Project:

For SPA 314, Dr. Espinoza prepared the assessments artifacts and prompts. As explained before, the expected point outcome for the final presentation was to acquire 35 points out of 40. Abilities like fluency, accurate use of grammar, vocabulary, paragraph-length discourse (ACTFL language



control), relevant research, clarity of presentation (please refer to provided rubric for a complete list) were assessed. Where students lost the most points was vocabulary and audience interaction (i.e. students lacked the accurate vocabulary to coherently express their research). Because of these results, Dr. Espinoza will require vocabulary assignments to be integrated into already set up assignments. For instance, the mini scripts will be expanded to include new words to explain their research. Students will also have to explain one or two new terms in Spanish.

For the changes in Fall 2021, Dr. Espinoza will expand the mini script to include new vocabulary words (5 minimum) per day of class (a total of 10 new terms per week). As to their spontaneous conversations, the exercise outcome was expected to be 90/100. Dr. Espinoza will rework the rubric to have one instead of two; however, the actual outcome matched the expected one. Students were able to self assess their strengths and weaknesses as well as to plan how to improve.

Both changes will be implemented by December 2021, when the course is expected to be taught for the second time.

## **Interdisciplinary Studies Division**

### **Creativity and Innovation Honors Institute—Conceptual Age Aptitudes**

#### **Providing Department:**

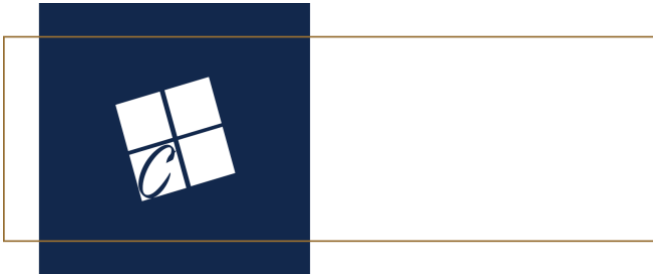
Creativity and Innovation

#### **Faculty Program Leader(s):**

Don Perini (d0427027), Julia Petersen (j0632865)

#### **Executive Summary of Assessment Project:**

The assessment was completed by Don Perini and Julia Petersen. The Student Learning Outcome "Demonstrate six human aptitudes needed in today's marketplace: Design, Story, Empathy, Symphony, Play, and Meaning" was assessed. 58 paper Pre-Course and Post-Course Student Self-Inventory on the six aptitudes were collected from students. This assignment is a student self-reflection, it is graded as pass/fail based on student completion; the assessment has shown that the assignment is not clearly tied to the Student Learning Outcome. A different assignment needs



to be chosen to assess this Student Learning Outcome. A new Curricular Mapping of Assessment is being worked on by the department that will tie assignments and artifacts more closely to Student Learning Outcomes. The new map will be submitted by May 31, 2020 for approval.

### **Creativity and Innovation Honors Institute—Stewards of Physical, Emotional, and Relational Health**

**Providing Department:**

Creativity and Innovation

**Faculty Program Leader(s):**

Don Perini (d0427027), Julia Petersen (j0632865)

**Executive Summary of Assessment Project:**

The assessment was completed by Don Perini and Julia Petersen. The student learning outcome "Practice physical, emotional, and relational health." was assessed. 44 papers were graded on the topic of the Enneagram and Social Styles. To complete the assignment, students were given six questions that needed to be answered in essay form. It is expected that 90% of the students reach a score of 18 points or higher on this assignment. The average score was 18.8 out of 20. We are looking to add more elements to this assignment that require students recording decisions as it relates to emotional and relational health.

## **Kinesiology, Science, Engineering and Math Division**

### **Biology Pre-Professional (Internships)**

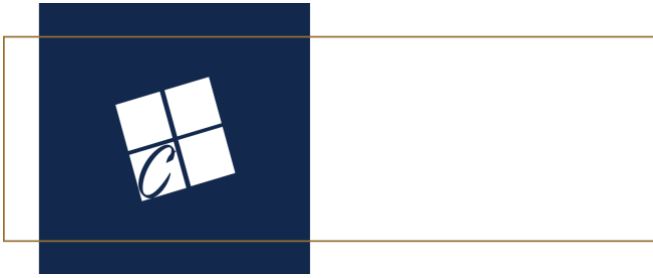
**Providing Department:**

Biology/Pre-professional Programs

**Faculty Program Leader(s):**

Ned Keller (c0453464)

**Executive Summary of Assessment Project:**



The biology-pre-professional programs were assessed by R. Keys; J. Fryling; J. Burdine; N. Crompton; and C. Keller. The ILO evaluated was: ILO-2: Applied Knowledge and Collaborative Learning with a focus on the specific sub-outcome "Pre-professional students will apply competently theories and concept learned in practical work settings." Data from CU's Handshake application were disaggregated to study responses to five evaluative questions assessed by site supervisors for ten biology-pre-professional student interns during their internships during the summer and fall semesters of 2019, and the spring 2020 semester. Based on previous experience with our student interns we expected that our students would meet expected outcomes during their service as interns. We were happy to find that this sample of student interns were rated as "consistently exceeding expectations". We believe that our curriculum is imparting relevant content and that our division culture of collaboration and inventiveness is helping develop these characteristics in our students. Faculty supervisors of student interns plan to monitor site supervisor evaluations each semester and we plan to revisit this sub-outcome in the 2021-22 AY assessment project.

### **Environmental Biology**

**Providing Department:**

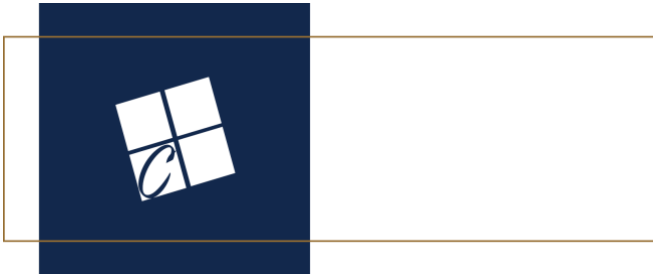
Environmental Biology

**Faculty Program Leader(s):**

Rob Keys (r0036937)

**Executive Summary of Assessment Project:**

Students in the ECO-341 Ecology course completed a research project including multiple points of assessment. This project is designed to show the ability to apply knowledge and skills from multiple courses into a final project. Students in the Environmental Biology majors scored within the desired range for the project, but noted need for better presentation skills has been observed, especially looking at the significant differences between students in 2017 and 2019. This is already being addressed through new pedagogy and revision of curriculum occurring due to the addition of a new faculty member and research and communication skills being built into lower level courses. Reevaluation will occur as students from these lower level courses take this course over the next three years.



## **Integrated Science Assessment Project (all Integrated Science programs)**

### **Providing Department:**

Integrated Science

### **Faculty Program Leader(s):**

Rob Keys (r0036937)

### **Executive Summary of Assessment Project:**

Data was collected in the Fall 2019 and Spring 2020 semesters of the Science Methods course by Dr. Rob Keys to assess the applied skills of students in preparing and teaching science lessons to K-12 students in the classroom using methods from the course. A rubric for classroom teaching in science was used to assess students in the Integrated Science programs. The rubric is based on a 20-item scale of science teaching application assessing best-practices in science education.

Results of the assessment showed students in the integrated science programs teach science lessons in ways consistent with best-practices in relation to other students enrolled in the course. There was no difference in the mean assessment scores between students in the elementary and secondary integrated science programs. All students in the programs exceeded the expected outcomes for applied science teaching. At this time, no changes have been proposed by reviewers with the expected application of new best-practice methods as they are introduced into the profession.

## **Mathematics (B.S.)**

### **Providing Department:**

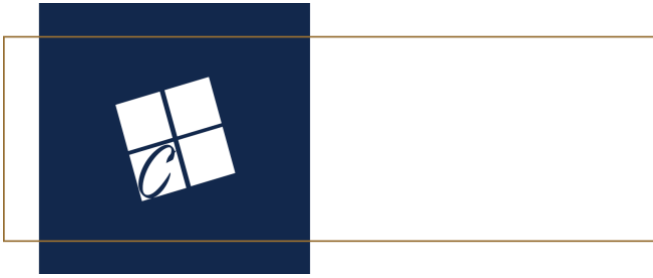
Mathematics

### **Faculty Program Leader(s):**

Stephen Devereaux (s0607998)

### **Executive Summary of Assessment Project:**

The project was led by Stephen Devereaux; Bob Hoffman was consulted for interpreting results. We used the Modern Algebra final exam to examine Specialized Knowledge in the mathematics



program. We had three personal learning outcomes we sought to assess: how students understand mathematical definitions, how students are able to identify mathematical structures and use that information to draw conclusions, and how students perceive mathematical concepts and make connections between concepts.

Due to the youth of the program and the difficulty of the course, a mean score close to 3 was expected, and a higher score in definitions was expected. Students exceeded the expectation of the former by scoring very close to a 4 with small standard deviations. My expectations were correct that they had a stronger grasp on definitions than on concepts and structure. Since these are undergraduate students who are working with graduate-level mathematical concepts, I found these results encouraging, but there is still some work to be done.

We have proposed some pedagogical changes regarding the ways students first learn about mathematical ideas, assessing student's abilities to create definitions from mathematical concepts, and improvement mathematical writing. We plan to start implementing these changes by the coming fall semester.

## Social Science Division

### Psychology

#### Providing Department:

Psychology

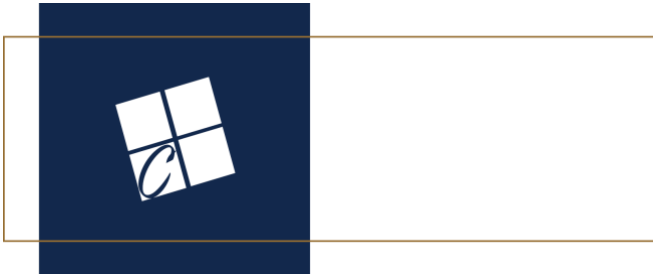
#### Faculty Program Leader(s):

Nicole McDonald (n0054732), Sergio da Silva (s0569838), Alaina Thiry (a0524263)

#### Executive Summary of Assessment Project:

A faculty team of Nicole McDonald, Sérgio da Silva, and Alaina Thiry assessed Specialized Knowledge by addressing the following sub-outcome: *Identifies the major concepts and theories in psychology in the developmental, social, physiological and cognitive areas.* We utilized the scores from the Major Field Assessment Test (MFT) in Psychology, a nationally standardized test covering the domain of undergraduate psychological knowledge. The MFT is administered to CU Senior





Psychology majors in all four concentrations who are pursuing their BA in Psychology. These scores allow us to compare our students with available national norms, as well as with previous cohorts. The MFT scores constitute a measure of overall specialized knowledge in psychology as well as sub-scores in the following areas: Learning, Cognition and Memory; Sensation, Perception and Physiology; Clinical, Abnormal, and Personality; and Development and Social.

It is expected that CU Psychology students score at or above the 30<sup>th</sup> percentile (a requirement for graduation). Based on the data spanning MFT administrations from Fall 2014 through Fall 2020 (N=120 students), CU Psychology students are exceeding national averages in their specialized knowledge in psychology as measured by the MFT in three of four sub-areas of the discipline. The cohort of 2018-19 remained comparable or improved in relation to the previous cohorts (2014-17) in all areas of knowledge evaluated by the MFT. MFT score analyses suggest that CU Psychology students are developing specialized psychology knowledge at a level significantly higher than the national sample of psychology majors, as measured by the MFT previously obtained norms. We recommend that the baseline graduation requirement remains at the 30<sup>th</sup> percentile. We also recommend that the MFT is offered in Spring 2021 (in addition to the Fall 2020 PSY400 offering of the MFT) to offer students the option of taking the MFT after their Fall 2020 courses are complete. The Spring 2021 administration of the MFT is to be offered before March 1<sup>st</sup>, 2021.

## **Sociology**

### **Providing Department:**

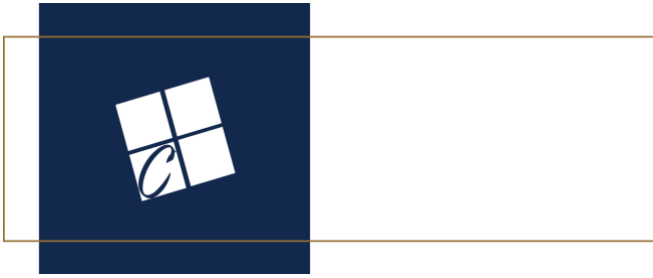
Sociology

### **Faculty Program Leader(s):**

Brenda King (b0050967)

### **Executive Summary of Assessment Project:**

The Cornerstone ILO of "knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific" to the study of Sociology was assessed using the PLO that students will *engage diversity and difference and* the following suboutcome: *Students understand the forms and mechanisms of oppression and discrimination.* Dr. Brenda King used sexism and racism as the forms of oppression for which Social Psychology students were asked to define important concepts, demonstrate their interrelatedness, and apply three mechanisms of oppression to either



sexism or racism. A average score range of 18-20 would have demonstrated adequate understanding of this material.

The students' average, however, was far below this:  $M=8$  ( $SD=3.41$ ). Thirteen of the 14 students were able to demonstrate mastery of concept definitions; however, only one student were able to thoroughly explain the selected mechanisms of oppression. A major problem was the time allotted to complete the essay because this was part of a larger assessment. Many students expressed frustration with the lack of time to complete the essay portion. Therefore, to adequately assess this item, it should be administered separately and a longer period of time allotted. For this test, students had twenty (20) minutes; however, when the course is offered Fall 20, an hour should provide ample time to demonstrate whether they have mastered the material. Alternatively, an out-of-class assignment can be given to eliminate time constraints. If students continue to fall below the expected score with more time provided, additional ways to reinforce the material should be implemented in the class.

## Student Development

### Community Life

#### **Providing Department:**

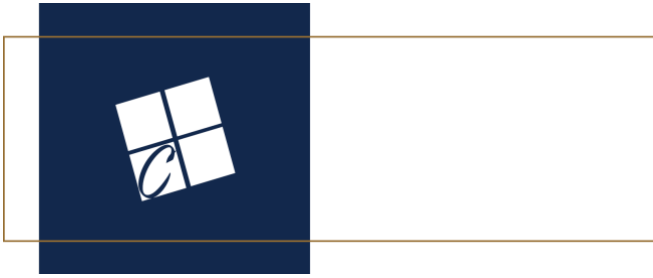
Student Development

#### **Faculty Program Leader(s):**

Gerald Longjohn (g0542642), Mark Muha (m0527821)

#### **Executive Summary of Assessment Project:**

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.

## **Chapel**

### **Providing Department:**

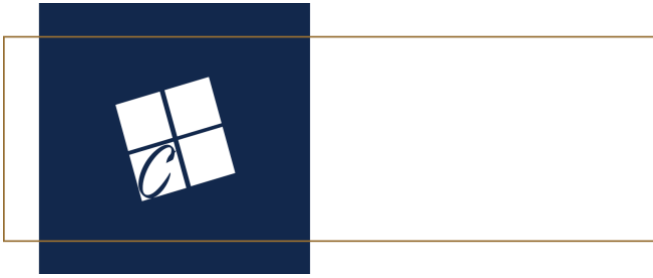
Student Development

### **Faculty Program Leader(s):**

Gerald Longjohn (g0542642), Susan Burner (s0544251)

### **Executive Summary of Assessment Project:**

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 that 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.

## Teacher Education Division

### Teacher Education Programs

**Providing Department:**

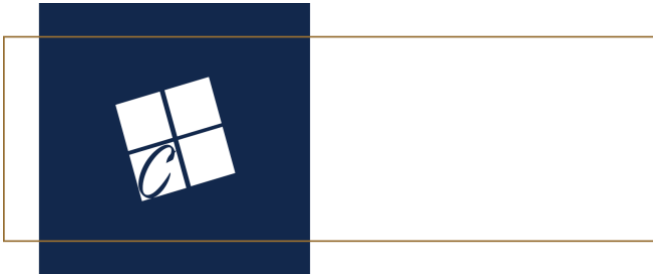
Teacher Education Division

**Faculty Program Leader(s):**

Kristin Rich (k0608653), Matt Wallace (m0608769)

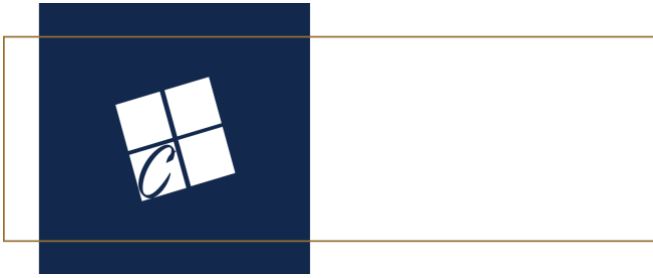
**Executive Summary of Assessment Project:**

Kristin Rich and Matt Wallace worked on the 2019-2020 assessment project for the Teacher Education division. Since one of the division's goals was to become familiar with the resources found on Campus Labs, Rich and Wallace as project facilitators made the most sense because they have the most experience using the rubrics for assessment purposes. Examining CL's usefulness for the division was tied to the outcome of "TE graduates will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of education" with the sub-outcome of "TE graduates will demonstrate knowledge of and proficiency in discipline-specific pedagogy."



The team selected the Danielson Framework as the artifact to examine using CL's tools. This rubric is used by university supervisors to evaluate teacher assistants and student teachers at mid-terms and finals. However, only the final assessment from Fall 2019 was used. Supervisors may be TE faculty but they are often adjunct. The division did not look at all components in Danielson but focused on six selected areas connected to the sub-outcome. High scores were expected since we often struggle with grade inflation at the conclusion of the field experience. An analysis of the average scores showed that all but pedagogy tied to assessment (i.e. component 1f) scored in the high 2s-3 range with 3 being the highest score.

The division has proposed that we make some adjustments to the rubric on CL to make it more user-friendly such as renaming the components, adding more identifying details, and working with CL to develop graphic reports rather than the cumbersome spreadsheet. The rubric will be revised by August 1, 2020. Wallace will reach out to CL by August 1, 2020 to determine whether the other two goals are doable at this stage.



## Appendix B. Principal Academic Unit Annual Assessment Report

### Asia Biblical Theological Seminary

#### ABTS Annual Assessment Report 2019-2020

##### Providing Department:

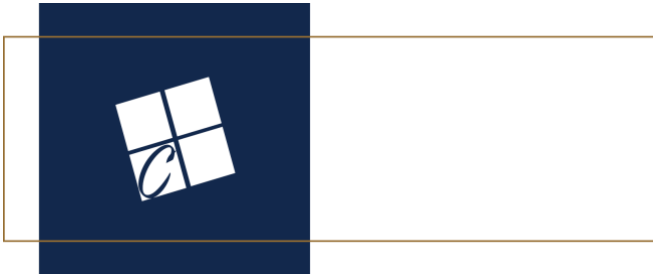
Asia Biblical Theological Seminary

##### Student Advisory Councils:

- I. Summary of Assessment-Driven Changes Enacted During the Current Academic Year
  - a. MNS636 Homiletics: The primary category in need of corrective action is application. To improve the students' ability to address and connect to real life issues of their audience, further instruction, modelling and practice has been incorporated into the class. Required readings on hermeneutics/exegesis have also been added to the class.

##### Additional Changes Based on Assessment Data:

- I. Summary of Modifications Made to Assessment Systems During the Current Academic Year (if applicable)
  - a. Professor Post-Seminar Course Evaluation, Professor Post-Assignment Course Evaluation, Student Post-Seminar Course Evaluation, Student Post-Extension Course Evaluation, and Student Learning Assessments were converted to google forms format to better aid in data collection and analysis.
  - b. As a result of the MNS621 Issues in Asian Ministry Project, the Student Learning Assessment is currently being reevaluated and amended to collect greater qualitative data.
- II. Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)
  - . Training of Daron Wilson, Yiwa SripHongyai, and William Crompton relating to electronic data collection and analysis.
  - a. Training of Tim Dunham and Thad Bergmeier relating to artifact assessment and the MNS636 assessment project.
  - b. Training of Daron Wilson and William Crompton relating to Narrative Assessments.



## Grand Rapids Theological Seminary

### GRTS Annual Assessment Report

#### Providing Department:

Grand Rapids Theological Seminary

#### Key Survey Results:

#### Mid-Point and Exit Assessments Report

Each semester GRTS conducts the Mid-point Assessment and Exit Assessment processes. The Mid-point Assessment occurs upon completion of the halfway point of the degree program. The Exit Assessment occurs upon completion of Ministry Residency 3 or Internship 1 (if applicable) and the last semester or two of the degree program.

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

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

At the conclusion of the review process, one of three judgments is rendered by the review team and presented to individual students in written form. The options include: 1) Affirm 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.



Fall 2019	Mid-Point Assessment	12
Fall 2019	Exit Assessment	12
Spring 2020	Mid-Point Assessment	30
Spring 2020	Exit Assessment	37

Of the 42 students that completed the mid-point assessment process in the 2019-20 academic year, 33 students (79%) were granted “Affirm progress in vocational readiness” and 9 students (21%) were granted “Affirm progress in vocational readiness with reservation.” Seven 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 49 students that completed the exit assessment process in the 2019-20 academic year, 47 students (96%) were granted “Affirm progress in vocational readiness” and 2 students (4%) were granted “Affirm progress in vocational readiness with reservation.” One of the students that received “Affirm progress in vocational readiness with reservation” were because of failure to complete the exit assessment requirements.

### **Degree Completion**

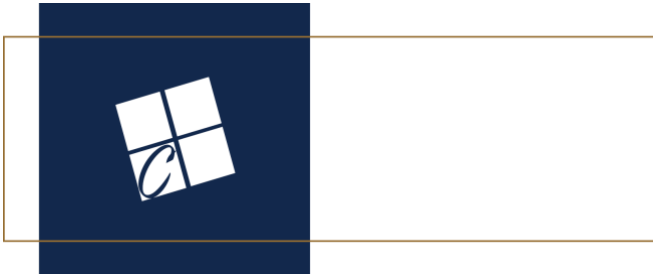


The six-year completion rate from 2013-19 for students who began in the MA Counseling program and graduated with an MA *Counseling* degree is 56%. Another 2% graduated with a different degree from GRTS.



The six year completion rate from 2013-2019 for students who began in the M.Div program and graduated with an M.Div. degree is 51%. Another 11% graduated with a different degree from GRTS.





The six year completion rate from 2013-2019 for students who began in the MA Christian Formation or MA Interdisciplinary Studies programs and graduated with the same degree is 46%.



The six year completion rate from 2013-2019 for students who began in the MA Ministry Leadership program and graduated with the same degree is 59%. Another 7% graduated with a different degree from GRTS.



The six year completion rate from 2013-2019 for students who began in the MA Biblical Studies program and graduated with the same degree is 62% . Another 8% graduated with a different degree from GRTS.

### **Vocational Outcomes**



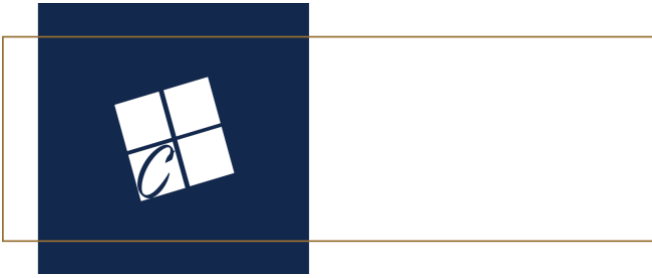
62% of Master of Divinity alumni surveyed report being vocationally employed in a ministry context within 6-12 months of graduation. Another 15% continued for further study beyond the Master of Divinity degree.



75% of MA Christian Formation alumni surveyed reported being vocationally employed within 6-12 months of graduation. The additional 25% continued for further study beyond the MA Christian Formation degree.



MA Counseling alumni surveyed 18 months post-graduation reported a 100% employment rate as counselors in 2018. Of the respondents, 50% indicated they pursued further education toward additional certification beyond their state licensure. The five-year alumni survey distributed in 2016 for all alumni of the MA Counseling program for the past 20 years indicated a 96% employment rate.



100% of graduates of the MAML/MABS degree have obtained professional employment.



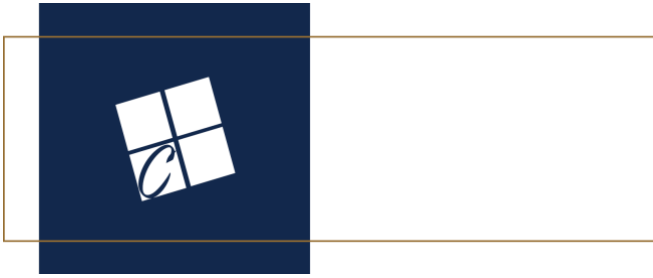
80% of graduates of the MAML/MABS degree are vocationally placed in ministry related positions



60% of graduates of the MAML/MABS degree have obtained licensure and/or ordination as a minister

### **National Counselor Examination (NCE)**

The National Counselor Examination (NCE) pass rate recorded for graduates of Cornerstone University/ Grand Rapids Theological Seminary is 100%. The State of Michigan provides NCE pass rates for any counselor who has a Michigan license (limited or full) but does not track NCE pass rates for those who have never applied for a license. The National Counselor Examination (NCE) is offered through the National Board of Certified Counselors (NBCC).



## Professional and Graduate Studies

### PGS Annual Assessment Report

#### Providing Department:

Professional and Graduate Studies

#### Student Advisory Councils:

The Student Advisory Council (SAC) meets bi-monthly and is comprised of 6-8 undergraduate students. The purpose of the SAC is to provide a means for students to respond to current policies and initiatives at PGS and to suggest areas for improvement or change. As the SAC Liaison, Melissa Canup attends all SAC meetings, provides coaching on meeting agendas and proposal development, and delivers SAC feedback and proposals to the Student Success Committee (SSC).

The SAC met five times during the AY20. Three original SAC members resigned and four new members were added. The SAC primarily focused on the continued development of their proposed PGS Student Mentor Program and submitted an initial proposal to the SSC in November 2019. After reviewing the proposal, the SSC determined that extensive coaching was needed to further develop the proposal before it could be considered for implementation. In early 2020, progress on the proposal development slowed due to challenges created by the COVID pandemic, such as low meeting attendance and cancelled meetings. However, the SAC continues to be committed to the proposal and anticipates submitting the revised proposal to the SSC by October 2020.

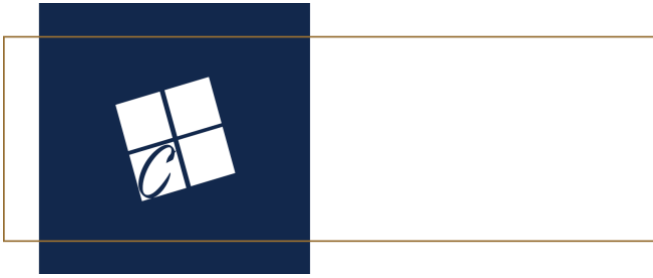
During the AY20, the SSC worked to revise the SAC charter. As a result, the following changes were implemented:



Section II.A.1 was revised to establish three application submission times annually: spring, summer, and fall.



Section III.4 was revised to indicate responsibility by Student Success Committee to review SAC applications and determine which candidates would be invited to serve.



Section III.5 was revised to clarify that the Student Success Committee will extend the invitation to serve on the SAC, confirm the applicant's commitment, and communicate the date of the next SAC meeting.



Section III.B.2 was revised to switch the order of #3 and #4.



Punctuation and sentence structure was reviewed and edited as necessary.



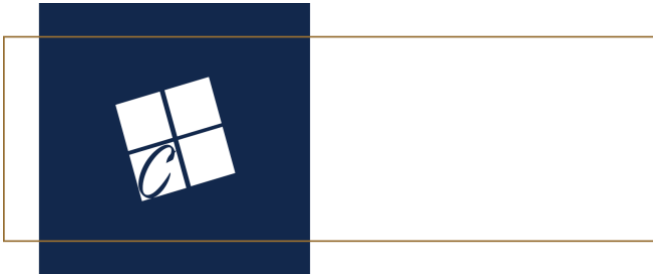
Finally, the SSC agreed to consider graduate student SAC applications during upcoming application submission times. If beneficial, this will be added to the SAC charter in AY21.

### **Additional Changes Based on Assessment Data:**

#### **Reframing Work career curriculum**

In PGS surveys, students have expressed interest in having career services provided. This finding has given way to the Reframing Work pilot program. The career services curriculum was implemented in two business degree programs in 2018-2019 (bachelor of org. management and master of org. leadership), and is currently being expanded to include all PGS degree programs so that students are consistently thinking about their career path, about work and vocation, etc.

All Reframing Work career curriculum content is housed in Moodle under the Student Resources section which is accessed by faculty and students. Students can access the information at any time, whether they are in an online course or a face-to-face course. Students are given information at their orientation and in other ways so that they know the career material will be included in their courses. The content is structured so that it guides students through the material at their own pace.



## **PGS Center for Student Success**

After listening to student and alumni feedback about areas for growth, PGS opened the Center for Student Success in the PGS Building in February 2020, providing writing, career and technology assistance for students online and onsite. Printed materials for existing PGS resources are available at the Center and are offered online, i.e. APA summary, editing symbols, writing checklist, Handshake flyer, Miller Library resources, upcoming PGS workshops, resume/cover letter handout, and job search site instructions. Students who need help finding course schedules, cohort calendars, viewing feedback, etc. are encouraged to make an appointment and meet with one of the Center's trained counselors. All Center for Student Success activities and attendance are carefully documented. The Student Success Committee has established measurable benchmarks for the Center involving goals for student appointments, feedback and other communication. The Center is open for student workshops and scheduled appointments Monday through Thursday evenings.

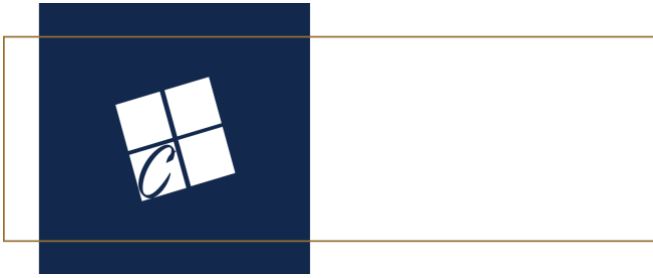
### **Key Survey Results:**

#### ***Summary of Master of Arts in Education - Educational Leadership Alumni Survey responses, 2019 (n=19)***

Completers described their overall level of satisfaction with their degree program and over 68% responded that they were prepared "Well" or Very Well" for the demands of their job responsibilities. The remaining 32% stated that they were "Adequately" prepared. 94.7% of respondents "Agreed" or Strongly Agreed" that their overall experience of the program was worthwhile and positive. Over 63% of completers indicated that they chose to pursue the administrator endorsement with the Michigan Department of Education. Twelve completers stated that they have successfully obtained the endorsement, two completers are in the process of completing this process, and five completers are not in the process of pursuing the endorsement.

#### ***Summary of Associate's degree in Business Studies and Human Services Step 1 survey responses, 2019 (n=80)***

The PGS alumni survey among AS in Business Studies and AS in Human Services Step 1 graduates conducted in January 2019 yielded overall responses from a total of 80 program alumni. All of the 61 program alumni who answered the level of salary increase question said they received a salary increase since studying at PGS. Ten of these alumni (16.4%) said the increase was greater than 11%.



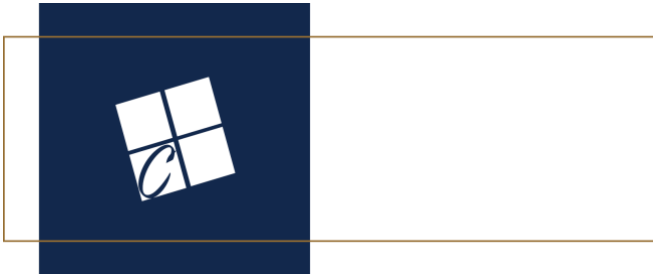
Seventy-three percent of those surveyed said they would recommend PGS to a friend or colleague. Eighty percent agree or strongly agree that their overall experience at PGS was worthwhile and positive, and 87% say PGS prepared them adequately, well, or very well for vocational demands.

***Summary of PGS 2018-19 Graduate Survey, conducted in November 2019 (n=51)***

Of the 51 recent PGS graduates responding to this survey 96% indicated they were employed full or part-time. Average salary range was \$46,000-\$55,000. 89% of respondents rated their overall PGS experience as very good or excellent, and they rated career services events and resume review as the two most important areas for PGS students in gaining career-related assistance.

***Summary of PGS End of Program Survey responses, 2019 (n=33)***

Thirty-two of 33 survey respondents indicated PGS faculty were qualified to teach their subject areas, were well-prepared for class sessions, and created a positive learning environment for students. Thirty survey respondents said PGS curriculum fostered their learning in understanding a Christ-centered worldview, and 100% of survey respondents rated their overall PGS cohort experience as good or excellent. Twenty-eight students said they would recommend Cornerstone to others.



## Traditional Undergraduate Academics

### Division of Bible, Religion, and Ministry - Annual Assessment Report

#### Providing Department:

Bible, Religion & Ministry Division

#### Student Advisory Councils:

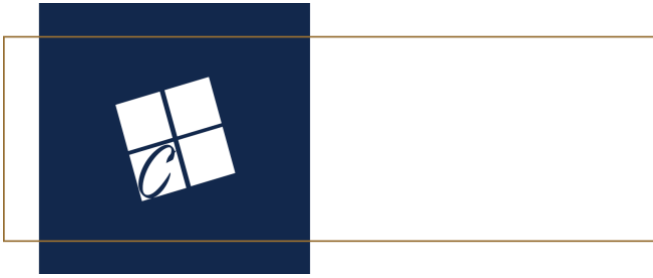
Only 3 students were able to meet with me during the Spring semester - two of which were Intercultural Studies students. Students were excited about two things: the beginning of the new Ministry Major program and to hear we were pursuing a new Intercultural Studies Professor. The Intercultural Studies students were understanding but discouraged with the low interest in the degree. They shared how important they felt the program is for all of life and not just vocational missions.

#### Additional Changes Based on Assessment Data:

As we move forward with our new Intercultural Faculty member, we will need to deliberately redesign and strategically implement the Intercultural studies degree to better meet CU's mission statement; to develop interest among more CU students as they discern living out their faith in an increasingly diverse West Michigan. That Dr. Hong and Dr. Dekker create a timeline for program redesign, implementation and promotion whereby more students participate and forward the mission of CU in West Michigan and beyond.

#### Key Survey Results:

According to the Graduating Student Survey results where 5 participated (3F 2M) indicate strong scores ('often or 'very often') on the three questions that demonstrate genuine interest in them (7, 8, 10, 23). Though prompt feedback is 'sometimes'; meaningful feedback is ranked 'often' or 'very often' which may indicate our faculty's personal time invested in meaningful responses. Similarly, students predominantly indicated that their experience contributed to being informed for the Major's field (Q 24, 36). Students reported that their participation in our programs developed growth in Problem-solving skills (Q 25), finding appropriate resources (Q 29) and to articulate a Christ-centered worldview (Q 34). Regarding the institutional services, our division is not capable of



changing those services in light of these scores. The Library continues to serve our students well. On questions concerning Cornerstone's Mission, our students can agree they are mostly satisfied or very satisfied with their experience.

In the typed responses regarding changes, some indicated the need for more attention to Intercultural Studies. With a new faculty member coming in the fall to give leadership to the Intercultural Studies program and changes being made in the Biblical Studies degree where more contemporary issues are being raised, we will likely see an increase in concerns reflected in civic and global issues (Q 32, 33).

## **Division of Business - Annual Assessment Report**

### **Providing Department:**

Business Division

### **Student Advisory Councils:**

#### ***Closing the Loop from 2018-2019:***



Scheduled November SAC meeting to address division-specific issues

Asked for feedback related to "theme" for division from SAC members

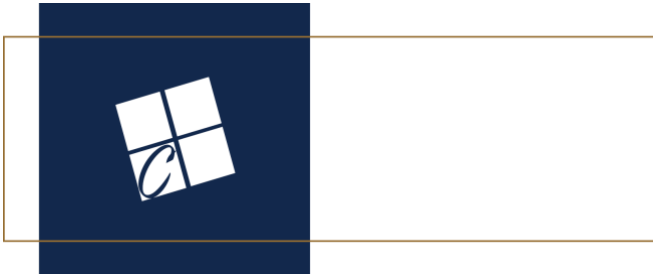
#### ***Key Feedback/Outcomes from the Student Advisory Council:***

**November Discussion:** SAC provided input on a variety of issues, including Cengage, more SAC interaction with the student body, Bolthouse improvements, and study abroad experiences



Cengage discussion with faculty regarding expectations and usage; created a spreadsheet of which classes use Cengage and posted on My Cornerstone





Discussed how to gather business division feedback and raise awareness of who SAC is and what they do

**SAC Activities:**



Planned a Christmas caroling event at Rest Haven Homes with SAC members and business students



Distributed snacks in the hallway to students along with a QR code that led to a student survey: 31 responses

**Hiring Input:** Student Advisory Council members were involved in the interview process for Professor Bill Jones.

**Improvements for 2020-2021:**



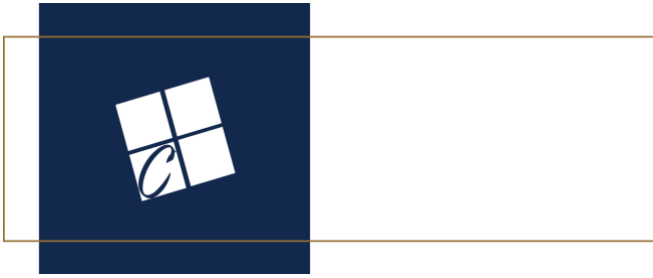
Developing ways to make the SAC members more visible within the division



Discussing possibilities for a student event led by SAC members with social distancing requirements

**Additional Changes Based on Assessment Data:**

**Business Advisory Board Outcomes:**



The Business Advisory Board met two times, May 31, 2019 and October 4, 2019. Because of COVID-19, we did not host a spring meeting, but provided two virtual updates of divisional activities. At the 5/31 meeting, the advisory board members provided feedback on the "ideal graduate" and shared their thoughts about connecting students to mentors in the business community and creating more practicum experiences. Throughout the school year, they also interacted with students as business plan judges, guest speakers, and discussed experiential learning with individual faculty members. In addition, we have approximately \$2000 committed to building a scholarship fund from the advisory board members. See attached documents for meeting minutes.

**Ideal graduate:**



Portfolio of "projects" to take with you.

Engineering at Calvin – 90% of interview is the senior project.

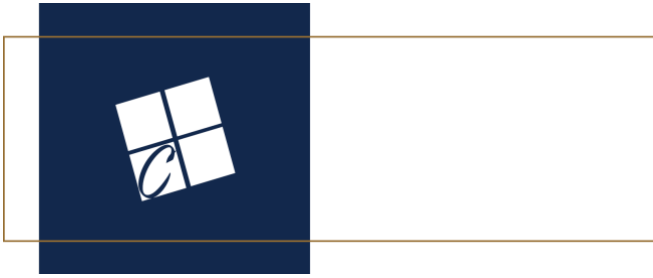
Connection/working across functions/non-siloed

Strategic planning knowledge/tools

Reality-check, manage expectations for where they're going to land, patience, expect some time in the trenches

Train them to be managers and also to work *with* managers

Gap from the older leadership generation to intro into the



Apply SWOT analysis to yourself, willing to admit weaknesses, ask for help

Self-awareness – Meyers/Briggs – strengths finder understand how to communicate across different styles/metrics

Apply this to God's calling on my life as well.

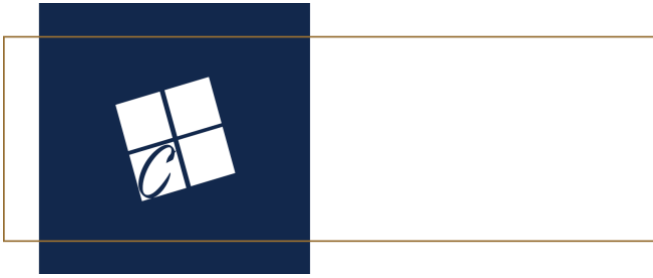
### **Program-Level Focus Groups:**

Both the Marketing and the Economics programs completed focus group discussions with students in their major during the 2019-2020 school year.

**Marketing:** On March 11th, 2020 from 3:30 - 6:00 PM 10 students (marketing majors) and the Assistant Professor of Marketing (Alexandria Baldrige) participated in a Marketing Degree Focus Group. Students had the opportunity to introduce themselves, discuss their experiences in the marketing program at Cornerstone, share high's and low's of the program, discuss the marketing courses offered at CU, run a SWOT analysis of the marketing degree, share improvements they would make on the program, and daydream about the program. The professor that ran the focus group was able to identify common themes in the student discussion and then create actionable items for the program. A meeting is scheduled for October 2020 to discuss these findings further with the head of the Business Division. Also discussed were an AMA Cornerstone University Chapter, 4+1 MBA concentration in Marketing, and Marketing Careers that interest students. Please see the attached document for more detailed outcomes.

**Economics:** Please see the attached document for outcomes from the Economics student survey.

**Strategic Plan:** In August 2019, the Business Division constructed a strategic plan for the first time. This included revisiting the Mission, Vision, and Values, as well as constructing strategic priorities for the academic year. Some of these priorities were accomplished completely, while others are still in process. See attached for the progress made over the course of the past year. These will be evaluated in Fall 2020 for the following year and assessed on both their suitability and usefulness.



### Key Survey Results:

The Business Division will be reviewing the GSS data at the Fall Workday. The following is a draft plan, based on initial review of the data and a follow-up on last year's plans:

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

**Top Strength:** Student/Professor Relationships

#### **2019-2020 Outcomes & Plans for 2020-2021:**

Develop a library of informational videos to be used in Admissions communications campaigns by July 2019: Completed and used in Admissions email communications and posted on divisional FB page

Professor introductions will be added to Principles of Management and Principles of Marketing for Fall 2019: Implemented for one section of MGT 231 in Fall 2019; developing professor video intros for Fall 2020

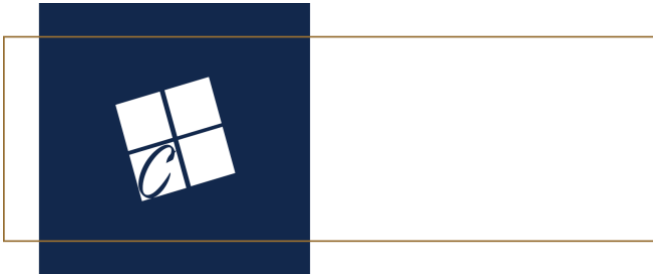
Reduction of adjunct professors: Full slate of professors heading into Fall 2020

Development of survey to identify new trip ideas during Summer 2019: Completed Spring 2020; results will be evaluated heading into Fall 2020

Chris Kellner tasked with developing stronger connections to Finance piece of Terra Firma: RBC Curriculum developed during 2019-2020; additional resources will be developed during 2020-2021 as part of Kellner's role with RBC

Program Development: AMA Student Chapter, Sport Management club and Investments Club all in process for 2020-2021

Other Ideas TBD



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

**2019-2020 Area of Concern: Support and Clarity re: Internships**

Invited Anne Gaertner to faculty workday in August 2019 to clarify expectations

Outcomes from Assessment projects will continue to improve this process

**Area of Concern: Timely/Meaningful Feedback**

**Plans for 2020-2021:**

Provide tools/resources for faculty to develop rubrics and grading mechanisms

Discuss expectations for grading as a division and how to uphold those standards

Other Ideas TBD

**Division of Communication, Media and Music – Annual Assessment Report**

**Providing Department:**

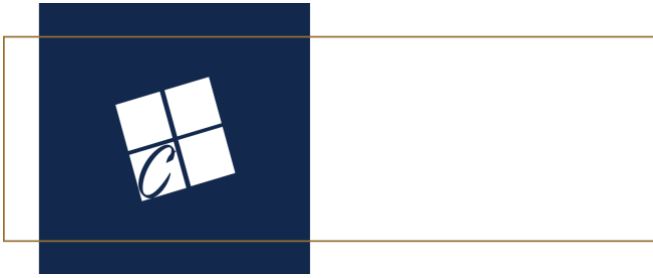
Communication, Media & Music Division

**Student Advisory Councils:**

The student advisory council discusses many topics and provides helpful feedback during each meeting. This year, key learning/feedback points revolved around our divisional chapels.

Discussion of Worship chapels: The council appreciates student involvement in the planning and execution of worship chapels. In addition, they value panels and speakers who are professionals in the fields represented in CMM, especially alumni of our programs.

Action: Members of the student advisory council will participate in the planning and execution of worship chapels beginning FA20.



Action: Working with the chair, the student advisory council will invite speakers, especially alumni, will be invited to join panels or become the key speaker for chapels.

Discussion of Advising chapels: The council appreciates the current practice of an opening community fellowship time with food and then dividing the division students into their various programs to meet together with fellow majors and faculty. They share the division faculty's goals to build community, offer major-specific information, highlight internships, and provide time for student feedback.

Action: Continue current community fellowship time and separate major meeting locations with relevant faculty. In addition, beginning fall 20, faculty will be encouraged to place emphasis on internships, specifically opportunities and reports from upperclassmen who have or are doing internships will share their experiences. Finally, members of the student advisory council will lead a major/CMM division feedback session during at least one advising chapel time per year.

### **Key Survey Results:**

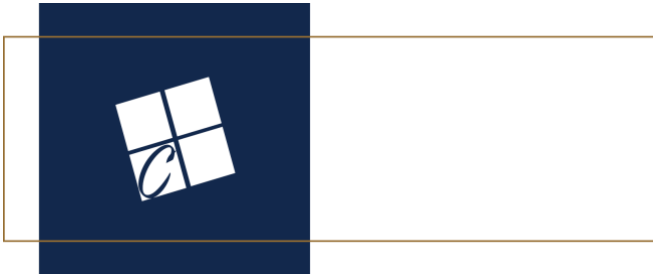
Results of this year's GSS is based on feedback from ten respondents, seven (70%) of whom were in majors within the Communication program (Communication-general, or in either the Broadcast Communication or Strategic Communication concentrations. Two respondents majored in Graphic Design and one major in Film/Video production.

### **Highlights: Strengths**

Strengths center around faculty qualities. Students (90%) highlight faculty's **genuine interest in students** indicating very often (60%) or often (30%) and in **helping students grow** in more than just academics (80% indicating either very often or often). Students (70%) indicated that faculty were **well prepared for class** and **provided both prompt and meaningful feedback**.

Students (80%) indicated that faculty were **willing to spend time with them outside of class** at least sometimes (sometimes (30%), often (20%) or very often (30%).

The general action plan related to these strengths will include a review of these strengths at the first CMM division meeting, asking faculty to share/identify specific ways that they have either



demonstrated these strengths (specifically related to **interest and feedback**), or have navigated barriers to them. Further steps will be discussed at that time.

While it may be considered a strength, there seems to be the most room for improvement in faculty **willingness to spend time with students outside of class**. In fall 2020, the chair will consult with the student advisory council to identify ways that willingness to spend time with students is or is not communicated and consider actions that can be taken. The division faculty will discuss the feedback from the student advisory council and implement a plan to better communicate that willingness on the part of faculty.

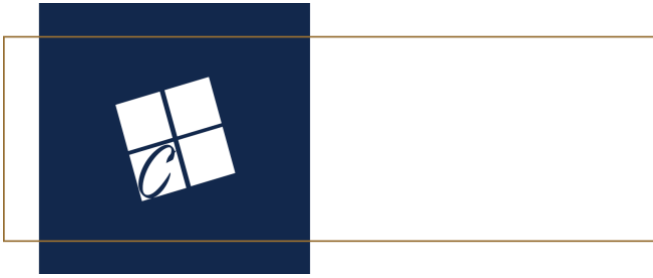
### **Highlights: Areas of Concern**

In their individual comments, students seem to express desire for more **promotion of their programs**, more **attention to the practical skills dimensions** of their majors, and **real world experience and exposure**.

With regard to **promotion of programs**, the division chair will review budget and consult with marketing, admissions and the TUG vice president about opportunities and avenues to further promote its programs. Note that some action has been initiated this past year in the music program with the director of music programs giving special attention to this area of concern.

The feedback about increased attention to practical skills development as well as real world experience/exposure can be inferred to come from one or more respondents in the communication program. The chair will initiate a discussion with communication faculty to review current courses to do the following consider if and where revisions should be made in terms of incorporating more skills development, real world experience and exposure to professionals in the field. In addition the discussion will include ways in which these concerns might be addressed outside of the classroom as well (e.g., divisional programming, one-on-one or small group faculty-student interactions and so on). The chair will discuss these concerns with the student advisory council in FA20 to confirm which programs (communication or other programs) have these concerns and to welcome suggestions to address them.

## **Division of Humanities - Annual Assessment Report**



**Providing Department:**

Humanities Division

**Student Advisory Councils:**

We utilized feedback from Humanities Student Advisory council during the Fall 2019 semester and the Program Review process.

1) Student feedback strongly suggested that we revise the Professional Writing/Publishing programs. There is a strong desire for a faculty voice to lead and shape the programs. We are in the process of revising the program and strategizing the inclusion of clear faculty leadership for the program(s).

2) Student feedback also suggested a revision to the English curriculum overall to increase flexibility and include diversity in (literature) course offerings. We are now in the process of revising the English program with a goal of Fall 2020 for curricular change proposal.

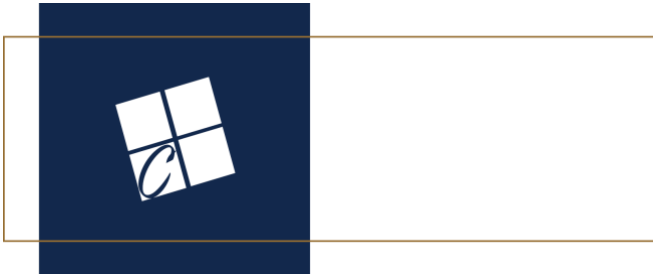
**Additional Changes Based on Assessment Data:**

UAC Response to Humanities Program Review – February, 2020

The current structure of the Humanities programs at Cornerstone University includes a shared core with related strands which was created in 2008 due to program prioritization. The initial strands included Literature, Creative Writing, Philosophy. Later, Professional Writing (2014), Publishing (2017), and Linguistics (2009) were added. In an effort to improve program marketability, internship and a vocational course requirements were added to the curriculum in 2018. Despite decreased demand for Humanities programs, recent changes and adaptations have proved to be beneficial. It should also be noted that a number of Humanities courses service the entire university by contributing to a broad-based liberal arts education. Forethought and strategic partnership will be a key factor as Humanities continue to scaffold all degree programs at Cornerstone, including their importance in achieving civic and global learning outcomes.

Current strengths of the programs include the distinctive vocational focus, curricular quality, shared core, use of focus/advisory groups to obtain input, qualified & effective faculty, program retention rates, and graduate school outcomes.





Challenges include low enrolled courses, large number of independent enrollments, placement rates (below institutional norm), outdated syllabi (ADA sections, academic integrity statements), and closing the loop on assessment projects.

Further adaptations, innovations, and collaboration will be needed to grow programs and strengthen vocational focus to ensure sustainability going forward. Suggestions include the following:



Led with programs that have high market demand, e.g. writing programs.

Seek external input to review and revise writing programs in a manner that meets market demand and desired outcomes (consider combining professional writing & publishing).

Change course titles to attract additional students.

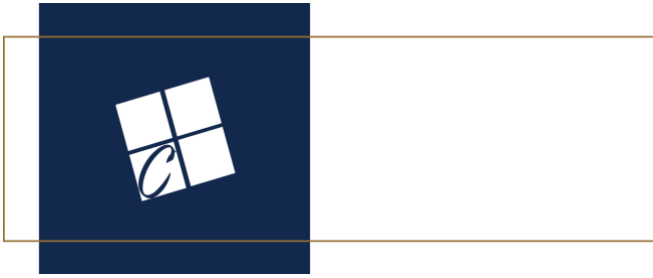
Add courses from outside the division to relevant majors, e.g. marketing classes for professional writing.

Promotion of high demand majors & program distinctives (vocational focus).

Consideration should be given to identify a professional writing/publishing expert.

Increase diverse perspectives in the curriculum.

Revision of the English curriculum.



Promotion of market sensitive minors to complement majors in other disciplines.

Continue to offer programming to increase interest, e.g. Creative Writing Camp, essay contest.

Promote graduate outcomes, e.g. graduate/student stories on social media.

**Key Survey Results:**

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

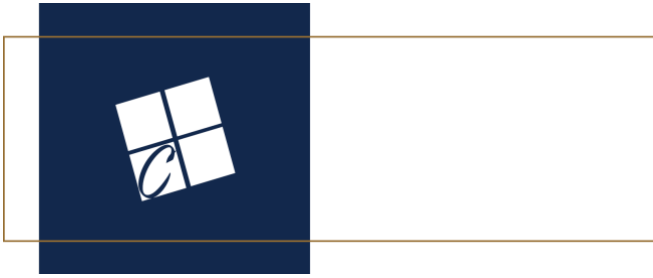
**Top Strength:** Faculty who are caring and genuinely interested in students' academic success.

**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. This discussion was part of the Program Review process that the division completed during the Fall 2019 semester.

Ideas discussed:

- Feature faculty and alumni success stories (through online, social media, prospective student events, etc.)
- Involve alumni in advisory council (for Humanities, Writing, and Spanish)
- Involve alumni in student interaction events (e.g., divisional chapel, class panels, summer camp panels, etc.)

## **Division of Social Science - Annual Assessment Report**

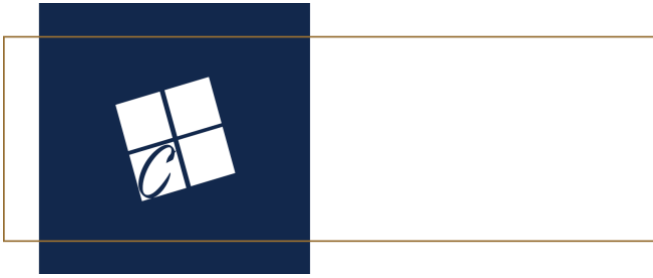
### **Providing Department:**

Social Sciences Division

### **Student Advisory Councils:**

Students Advisory feedback centered around sequencing of SWK courses, building community, and mentoring. Students asked that we consider offering SWK 417, Human Diversity, in the fall of the Junior year rather than Spring semester. They felt it would lessen the workload given the expectations of both Human Diversity and PSY 356, Integrated Statistics/Research II. After a division discussion and the input of the SWK faculty, a decision was made to continue offering SWK 417 in the spring semester.

The Student Advisory Council suggested that we conduct an informal opportunity for Psychology, Community Health, and Social Work students to build community during the final exam week of the fall semester. They also suggested that faculty should allow advisory members an opportunity to promote the event during their classes. A Christmas "Open House" was held; the Advisory Team suggested that it be continued each year.



Finally, the Student Advisory Council recommended assigning upper-class students as mentors to entering freshmen. The faculty discussed this in May and suggested that we ask students on the Advisory Council to take the lead on this. Dr. Carew will revisit it with the Student Advisory Council in the Fall 2020.

#### **Additional Changes Based on Assessment Data:**

The Psychology Division will pilot an additional offering of the MFT (i.e., in the Spring semester) to allow students the option of taking it after completing psychology courses in the Fall semester. Currently, it is taken only during the Fall semester. As a result, some students are taking the test prior to completing some of the content included on the test. In addition, the Psychology faculty will recommend increasing the graduation requirement from scoring at the 30th percentile to the 50th percentile.

#### **Key Survey Results:**

Given the transition to an online format in response to Covid-19, no formal project was completed. However, a review of the data suggests that the strengths of the division continue to be its relational nature (80%) and faculty preparedness for classes (90%). Eighty percent of the responding seniors rated faculty's genuine interest in students and their desire to help in more than academics as often (20%) or very often (60%). Forty-five percent reported that faculty were often well-prepared for classes, while 50% suggested they were prepared very often.

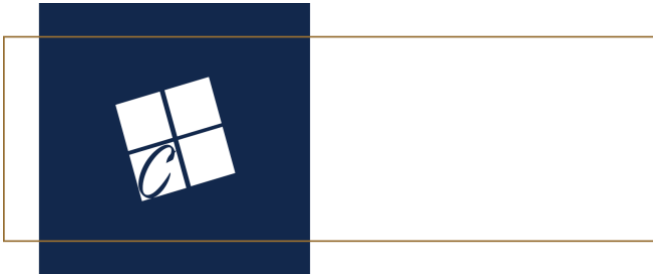
Feedback continues to be a challenge. While meaningful feedback was viewed slightly more positively (65% said it was often or very often), only 60% of the seniors felt the feedback was either often or very often prompt.

### **Division of Teacher Education - Annual Assessment Report**

#### **Providing Department:**

Teacher Education Division

#### **Student Advisory Councils:**



The Student Advisory Council met once in the fall and once in the spring. Two students of color were invited to serve on the council in the spring, which increased the diversity of members on the council. Discussions included advising chapels, updates on accreditation, Chalkboard Chats (the new student group formed in the fall 2019 year), and secondary teacher education student involvement in the division.

Agendas from the October 2019 and February 2020 meetings are attached.

#### **Additional Changes Based on Assessment Data:**

The Self Study Report was submitted to the Council for the Accreditation of Educator Preparation (CAEP) in August 2019. In June 2020, the Addendum report will be submitted which provides a response to the Formative Feedback Report written by the site team.

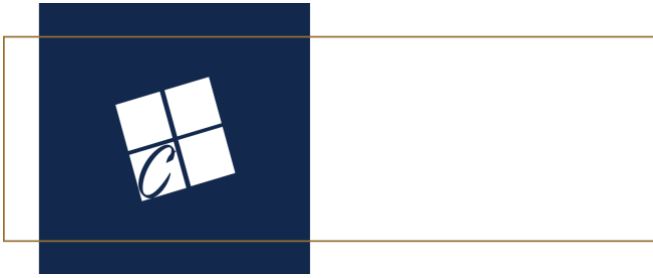
The Self Study Report is attached. The Addendum will be included in July 2020.

#### **Key Survey Results:**

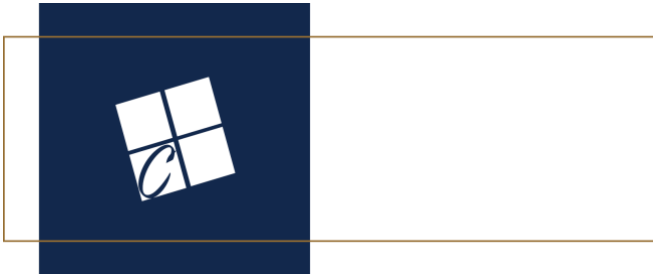
15 female students completed the GSS from the Teacher Education Division in 2019-2020. Results provided evidence that students are satisfied or highly satisfied with several faculty in the TE division, stating that faculty show genuine interest and help students grow in more than just academics. 100% of the students felt that their student teaching experience enhanced their academic experience. The lowest area, based on the feedback about faculty, was providing prompt feedback where only 64% of the students selected often or very often.

In terms of an overall experience at CU, students indicated feeling well prepared in their growth and skills related to the Teacher Education program and how they apply those skills to address real-life problems. Responses also showed that students felt prepared to work with others, solve problems, and interact respectfully with all people and understand differences.

Student comments also provided evidence on program weaknesses and strengths. A common theme in these results was that students were not satisfied with the preparation they received working with P-12 students with special needs. Practice assessing data, more clinical experiences for secondary-track students, and the math methods course were also listed as areas of concern. Common themes were also emerged about the TE division's strengths including satisfaction with specific faculty and courses and clinical experiences.



The Teacher Education Division has made several changes in the last four years that demonstrate a continuous improvement. Feedback from stakeholders is important as the division makes changes and grows. Therefore, considering graduating student survey data each year provides one measure on program growth. The division will discuss survey results in August 2020 and determine an action plan to leverage strengths and improve weaknesses.



## Appendix C: Program Review Schedule for 2020-2021

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



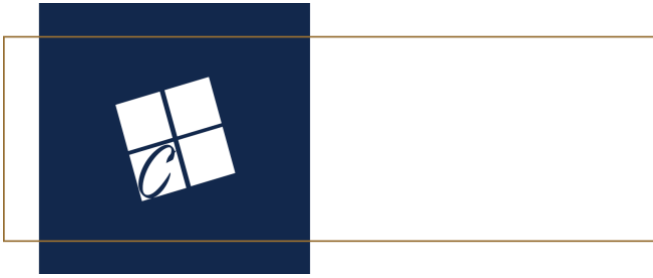
- Traditional Undergrad (all bachelor's degrees, unless otherwise noted)
  - Exercise Science
  - Exercise Science: Cardiovascular Rehabilitation
  - Exercise Science: Pre-Occupational Therapy
  - Exercise Science: Pre-Physical Therapy
  - Math/Math Education
  - The following programs were scheduled to be reviewed during 2020-2021; however, due to COVID, they have been pushed back to 2021-2022:
    - Social Studies Education
    - Social Work
    - Psychology: Child and Adolescent Services
    - Psychology: Counseling
    - Psychology: Psychological Science and Practice
    - Psychology: Marriage and Family Studies
    - Sociology (minor)
    - Coaching (minor)



- Professional & Graduate Studies
  - Associate's Degree (Step 2)



- Grand Rapids Theological Seminary
  - Master of Divinity (Finish)



- The following program was scheduled to be reviewed during 2020-2021; however, due to COVID, it has been pushed back to 2021-2022:
  - Master of Arts in Christian Formation



- Asia Biblical Theological Seminary
- None