



Cornerstone University Annual Assessment Report: 2020-2021

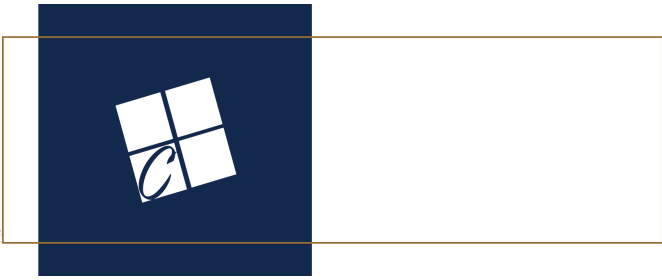
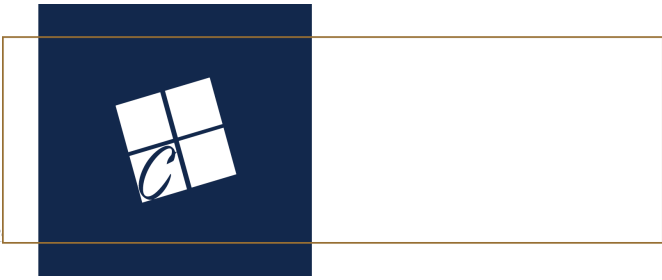


TABLE OF CONTENTS

Work Plan Summary: 2020-2021	3
Status of 2020-2021 Goals	3
Work Plan Summary: 2021-2022	6
Goals for 2021-2022	6
Appendices	8
Appendix A. Executive Summaries of 2020-2021 Assessment Project Reports	8
Appendix B. Annual Principal Academic Unit Assessment Report	82
Appendix C. Program Review Schedule for 2021-2022	112



Work Plan Summary: 2020-2021

STATUS OF 2020-2021 GOALS

The goals for assessment work during the 2020-2021 academic year are outlined below. These include goals that apply to all principal academic units (PAU) 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. 2019-2020) assessment reports and provide feedback to appropriate faculty/staff program leaders (all PAU's)**
 - a. Status: Completed
 - b. Explanation: The assessment committee divided into groups and reviewed a portion of the 2019-2020 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 2019-2020.

- 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 2020 semester.

- 3. Develop and approve a campus-wide, co-curricular program review template (all PAUs)**
 - a. Status: In Progress
 - b. Explanation: The Assessment committee made great strides towards this goal in Spring 2021

- 4. 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.

5. Complete curricular mapping for the following TUG programs: Bachelor of Science in Nursing degree; Bachelor of Science in Engineering

- a. Status: Completed
- b. Explanation: The Nursing PLO map was completed prior to the HLC visit for accreditation in May 2021. The Engineering PLO maps were completed in Summer 2021. The engineering faculty program lead is working on ABET accreditation standards which heavily informs the PLO map used for CU assessment purposes.

6. 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 2020-2021 academic year: exercise science and mathematics (TUG). A copy of these program reviews can be found in Campus Labs. Due to Covid, several program reviews were postponed until 2021-2022.

7. Conduct co-curricular program review for the First-year Advising program in TUG

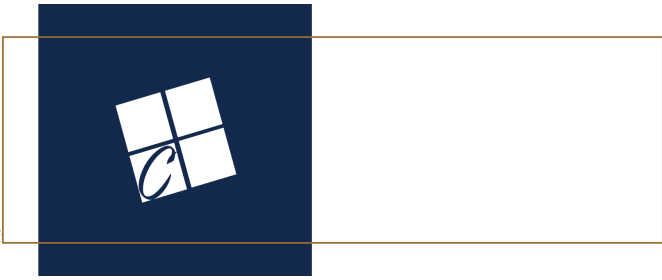
- a. Status: Completed
- b. Explanation: The Center for Academic Success staff successfully conducted a review of the First-year Advising program using a draft template of a co-curricular program review.

8. Implement and document changes identified in previous assessment project reports (all PAUs)

- a. Status: Completed
- b. Explanation: With the new Campus Labs system, the Dean of Assessment and Curriculum 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.

9. Add institutional strategic planning documents into Campus Labs (all PAUs)

- a. Status: Completed
- b. Explanation: All strategic planning documents were added into Planning in Anthology (formerly Campus Labs) in preparation for the HLC site visit.



10. 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.

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

- a. Status: Completed
- b. Explanation: All assessment project reports for 2020-2021 were completed through Campus Labs. These reports will be reviewed by the Assessment Committee during the fall 2021 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 2020-2021 academic year. See Appendix A for a summary of the reports conducted in each PAU.

12. Complete annual division assessment reports in Campus Labs (TUG)

- a. Status: Completed
- b. Explanation: All annual TUG division/PAU assessment reports for 2020-2021 were completed in Campus Labs. See Appendix B for a copy of these reports.

13. Complete annual PAU assessment reports in Campus Labs (PGS, GRTS, ABTS)

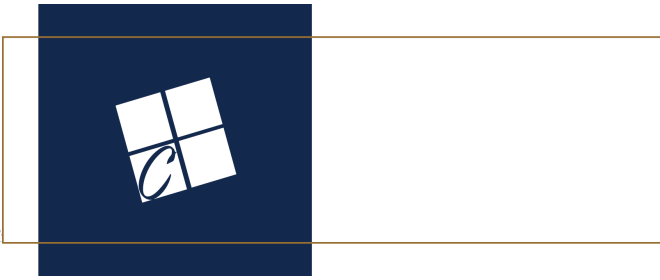
- a. Status: Completed
- b. Explanation: All annual TUG division/PAU assessment reports for 2020-2021 were completed in Campus Labs. See Appendix B for a copy of these reports.

14. Add faculty credentials into Campus Labs (all PAUs)

- a. Status: Aborted
- b. Explanation: After further investigation, it was determined that this module provided no benefit over the university's current system for tracking faculty credentials. Therefore, this module, along with the accreditation templates, were not renewed for the next three year contract with Anthology.

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

- a. Status: Completed



- b. Explanation: Relevant fields were updated in the CU Framework for the Assessment of Student Learning document.

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

- a. Status: Completed
- b. Explanation: No changes were made to the ILDs during the 2020-2021 academic year. Any changes made to program-specific PLOs were updated on the website.

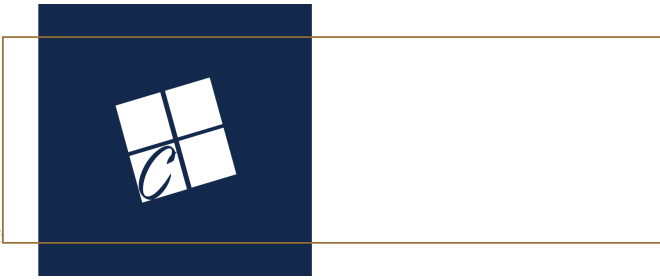
Work Plan Summary: 2021-2022

GOALS FOR 2021-2022

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. Submit assessment project plans for curricular and co-curricular program through Campus Labs (all PAUs)
3. Develop and approve a campus-wide, co-curricular program review template (all PAUs)
4. Administer end-of-course evaluations through Campus Labs (all PAUs)
5. Complete program reviews for assigned programs in PAUs in Campus Labs (see list of assigned Program Reviews in Appendix C)
6. Conduct co-curricular program review for Pathway in TUG
7. Implement and document changes identified in previous assessment project reports (all PAUs)
8. Administer Graduating Student Surveys (TUG, GRTS)/End of Program Survey (PGS) through Campus Labs (all PAUs)
9. Complete assessment project reports for each program through Campus Labs (all PAUs)
10. Complete annual division assessment reports in Campus Labs (TUG)
11. Complete annual PAU assessment reports in Campus Labs (PGS, GRTS, ABTS)
12. Update the *CU Framework for the Assessment of Student Learning* document (administrative)
13. Update ILDs and PLOs on website, if applicable (all PAUs)
14. Add PLO maps into Campus Labs (all PAUs)





APPENDICES

Appendix A. Executive Summaries of 2020-2021 Assessment Project Reports

Asia Biblical Theological Seminary

MNS500 Assessment Project Report 2020-2021

Providing Department:

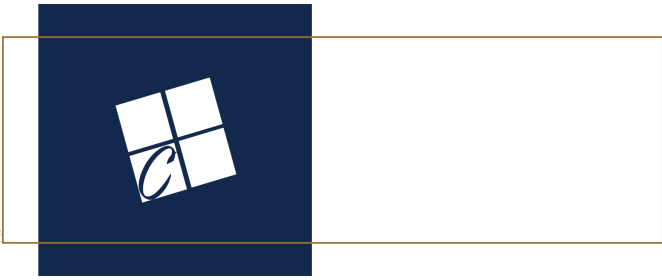
Asia Biblical Theological Seminary

Executive Summary of Assessment Project:

MNS500 Spiritual Formation provides a survey of biblical spirituality and helpful models of its application from church history for contemporary cultural contexts. MNS500 is one of eight courses that are offered in both residential and extension formats. This assessment project will focus exclusively upon the MNS500 extension course format.

We have chosen the 1 Corinthians 13 Application Project 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 evaluate the following Student Learning Sub-Outcome: "Develop theological convictions and philosophies of ministry: integrate these principles into personal life, ministry settings, and cultural milieu." This sub-outcome is situated under Learning Domain 2: "Applied Knowledge & Collaborative Learning - ABTS students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort."

In general, students had little to no biblical reference or development of theological thought. Students who attempted to use Scripture in support of their project failed to demonstrate proper biblical hermeneutics. As a result of biblically ungrounded projects, students failed to articulate high quality philosophies of ministry that apply and derive from theological convictions (competency #2). The assignment description might also be contributing to this weakness as students seem unaware of the need to formulate application to context from the text (demonstrate a movement from text to context). It is recommended that the assignment description be amended to include this expectation, as well as the assignment grading rubric for student reference.



Grand Rapids Theological Seminary

Bible Division

Master of Divinity- Exegetical Competency Project

Providing Department:

Bible Division

Faculty Program Leader(s):

John Hilber (j0568501), Max Botner (m0624525)

Executive Summary of Assessment Project:

Dr. Hilber and Dr. Botner completed a comparative assessment project in 2020-21 in relation to the core outcome #1 of the Master of Arts Programs (MACMHC, MACF, MACS, MABS, MAML). The outcome, "Conduct disciplined biblical interpretation and application with reference to the English Bible" was assessed. The second book review from BBL-508 Biblical Theology (i.e., Edward's *Might from the Margins*) was utilized as the student learning artifact for the project since it reflects the most complete demonstration of student engagement with biblical interpretation and application. The faculty established the expected outcome for the project as follows: 1) no students will score a "0" on any skill, (2) 80% will score at least a "2" in every skill, and 3) there will be parity between online and resident courses. In regard to the actual outcomes, 5 of the 12 student artifacts scored "deficient" or "unacceptable" on one skill and the asynchronous learners scored slightly lower than the synchronous learners on average. Two corrective actions will be taken to foster quality improvement. First, the assignment description will be revised to provide greater detail on expectation, particularly as it relates to critical reflection. Second, the textbook used for the assignment will be replaced with an alternative resource. These corrective actions will be implemented for the Spring 2022 offering of the course.

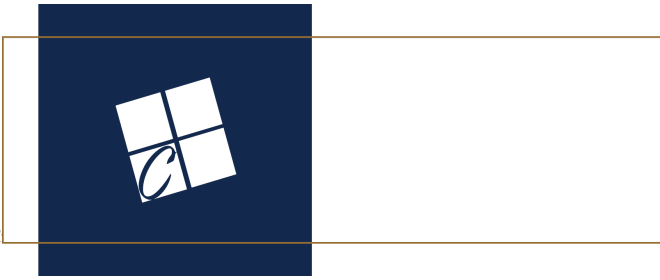
Counseling Division

Master of Arts in Counseling Annual Assessment Project 20-21

Providing Department:

Counseling Division

Faculty Program Leader(s):



Kendra Jackson (k0615135), West Loveland (w0639255)

Executive Summary of Assessment Project:

Master of Arts in Clinical Mental Health Counseling/Core Outcome #1: State a personal philosophy of counseling that reflects awareness of personal beliefs, foundational theories, and worldview integration. Two faculty members (Jackson and Loveland) from the Counseling division developed and administered an assessment project in relation to this core student learning outcome associated with the MACMHC program. Student competency was assessed in both COU-500 (old course) and COU-503 (new course) using sample student work (a sample of 8 residential and 20 online student learning artifacts: the Counseling Philosophy Paper) and a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in this vital program outcome. In this project, the intended outcomes of the project were largely met. Despite this favorable outcome, the professors identified a couple of specific resources that will be added to the course in future offerings to strengthen future student learning (e.g., two specific handouts and guest lecturers on issues of advocacy). The corrective actions will be implemented in the next offering of the course in Fall 2021.

Ministries Division

Master of Divinity- Spiritual Formation Project

Providing Department:

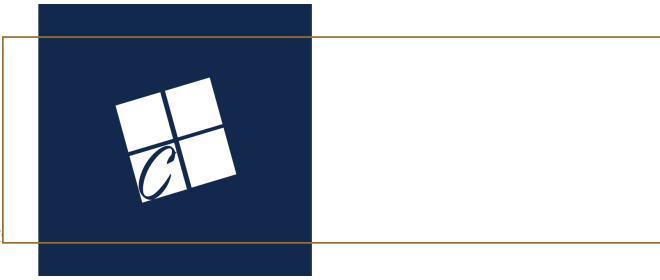
Ministries Division

Faculty Program Leader(s):

Graham McKeague (g0540308)

Executive Summary of Assessment Project:

One faculty member (McKeague) from the Ministries division developed and administered an assessment project in relation to one of the core student learning outcomes associated with the Master of Divinity (#5) and a number of Master of Arts degrees which states: PLO #5- Demonstrate basic competency in cultural intelligence and cultural exegesis. For this project, the assessment of the student competency was conducted in MIN560 Global Impact using sample student work from 24 students from Spring 2020, Summer 2020, and Spring 2021 (i.e., CQ Assessment Results Reflection Paper and Case Study Analysis Paper). Each student learning artifact was scored using a rubric with several sub-outcomes related to cultural intelligence and cultural exegesis. For the Cultural Intelligence Reflection Paper, student



performance met expectation (average score of 4 on a 5 point scale) in one of the three domains (Awareness) but fell slightly below expectation in the other two domains (Understanding CQ and Ministry Practice). For the Case Study Paper, students met (and exceeded) expectations in all three domains. The primary corrective action identified for implementation is to revise the assignment prompt to provide greater clarity on focus and expectation, particularly for the CQ Reflection Paper. The corrective actions will be implemented in the next offering of the course in Spring 2022.

Theology Division

Master of Arts in Biblical Studies/Ministry Leadership Annual Assessment Project 20-21

Providing Department:

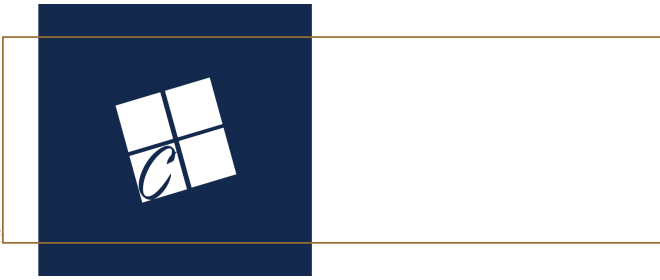
Theology Division

Faculty Program Leader(s):

Michael Wittmer (m0058779), Kenneth Reid (k0616965)

Executive Summary of Assessment Project:

The theology division (Wittmer and Reid) enacted an assessment project regarding student achievement in the intended program learning outcome related to theological competency (i.e., Core Outcome #2-“State and apply a basic understanding of the primary elements of Christian theology.”). The project focused on the learning outcomes of students enrolled in both the on-line and residential versions of the Master of Divinity degree program though the project was not administered as a comparative analysis. A sample of student artifacts (13 papers) from THE-641 Systematic Theology III were scored using an assessment rubric with five sub-outcomes each representing an aspect of the competency. The project utilized the “Soteriology Critiques” papers since these papers represent a capstone like assignment for the systematic theology sequence. Regarding outcomes, student performance met expectations in three of the five sub-outcomes. The two sub-outcomes where student performance was below expectation (i.e., #1-recognizing salient topics and #4-assessing theological statements), the negative variance was modest. However, given the negative variance, the faculty team proposed a couple of corrective action steps (e.g., 1. collaborate on scoring rubric to ensure better scorer consistency between faculty, 2. conduct an analysis of curriculum to determine if the intended outcome score (4) is too aggressive, and 3. consider strengthening emphasis on #1 and #4 in earlier courses in the sequence). The corrective actions steps will be implemented in advance of the next offering of the course in Fall 2021.



Professional and Graduate Studies

Associate's – Step 1

Associate's Step 1 - Specialized Knowledge

Providing Department:

Associate's Step 1

Faculty Program Leader(s):

Ryan Arledge (r0210141), Beth Bolthouse (e0301795), Rebecca Sing (r0608287), Graham McKeague (g0540308)

Executive Summary of Assessment Project:

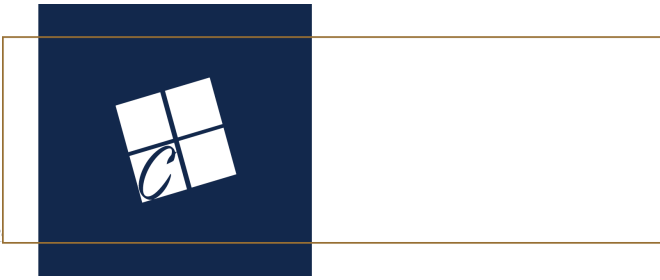
SOC-101 - SOC-101 Human Services Papers were evaluated for Specialized Knowledge in 1) describing the core theories and major terminology relevant to the study of human services and 2) applying principles from human services in solving problems. Students were expected to score an average of 4 (1-5 scale). Results from the assessment evaluation showed the overall average assessment score was 4.64. This was higher than expected by a value of .64. In evaluating the 1st sub-outcome, all students met or exceeded the desired outcome (4.64 avg.). For the 2nd sub-outcome, one student partially met the desired outcome. The others students met or exceeded the expected outcome (4.64 avg.).

This course might be improved by adding an outline or annotated bibliography for this assignment earlier in the class to get the students thinking about this paper.

SOC-111 - Students in the Human services program are able to think critically, identify terms relating to human services, and make appropriate ethical interpretations. They are able to apply human services issues in practical ways and adapt as needed to support co-workers and make changes necessary in their own human services performance.

BUS-217 - 8 students' papers were evaluated on the first two Specialized Knowledge sub-outcomes for business studies. The overall average student score was 4.13 indicating students exceeded the desired outcome of 4. Recommendation would be to use the textbook case studies for BUS-217 final project instead of International Business Paper.

MGT-233 - This project focused on assessing ILO #1: Specialized Knowledge in the PGS Associate's of Business program. Evidence was evaluated on the basis of a Leadership Self-Assessment assignment students uploaded to Moodle. The assignment asked students to reflect on leadership they have seen in others throughout their career, discuss their own leadership style, provide an overview of their results from



the SSEIT assessment (Emotional Intelligence), and connect this with their own experience. Students were expected to score an average of 4 out of 5 on each of the learning outcomes. The findings showed that, overall, students are very close to meeting the first learning sub-outcome related to defining basic business terminology as related to students' jobs, with 80% meeting the goal. This assignment asks students to reflect on leadership specifically, so for the purposes of this project, defining leadership using business terminology was used as this basis for evaluation. Students were often able to use appropriate language to discuss leadership in a way that was fitting within a business context. The findings showed that, overall, students are very close to meeting the second learning sub-outcome of explaining basic theoretical concepts and constructs important to the scope of business studies, with 80% meeting the goal. Students wrote about various types of leadership, often referencing servant leadership, for example, and discussed the importance of leadership within an organizational context. The findings showed that, overall, students are very close to meeting the third learning sub-outcome of classifying and paraphrasing core business theories and research, with 80% meeting the goal. Students would typically write about leadership theories in their own words, working through elements of leadership and various approaches as they reflected on their own professional experiences. The findings showed that, overall, students are exceeding the expected score for the fourth learning sub-outcome of interpreting business research applicable to business challenges with 80% meeting the goal. Students discussed their assessment results related to emotional intelligence and leadership. In this way, students were seeking to apply data to business in their own experience. In terms of a potential change, it would be helpful to examine some other assignments from courses that fall later in the AS Business program to determine if this the best assignment by which to assess student learning for these outcomes. If so, remapping this SLO to another assignment that covers a broader range of theories and business terminology would be helpful. If not, then reworking this assignment to include a broader coverage of business theories would be a positive revision.

BS Business Admin & Leadership

BS Business Admin and Leadership Annual Assessment Project 20-21

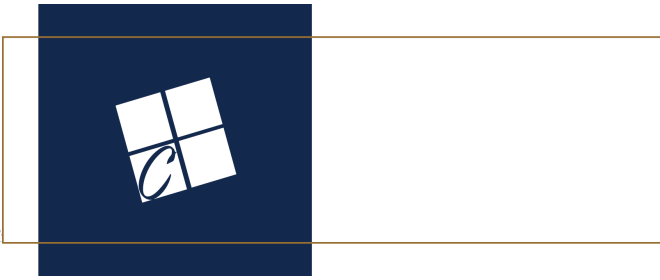
Providing Department:

BS Business Admin & Leadership

Faculty Program Leader(s):

Connie Sattler (c0324171), Rob Hayden (r0317646), Eric Sattler (e0324170)

Executive Summary of Assessment Project:



BUS-401 - The BSBA&L Biblical Worldview assessment was conducted on the BUS-401 Unit 5 Ethics Creed assignment. One student demonstrated no ability to describe a biblical worldview, two students did so with very limited ability, and 5 students almost met the desired outcome. Of the remaining students, two adequately described a biblical worldview for a score of 4, and one student exceeded the desired outcome with a score of 5.

The expected overall average score was 4; the actual average score was 2.83. This was lower than expected by a value of 1.17.

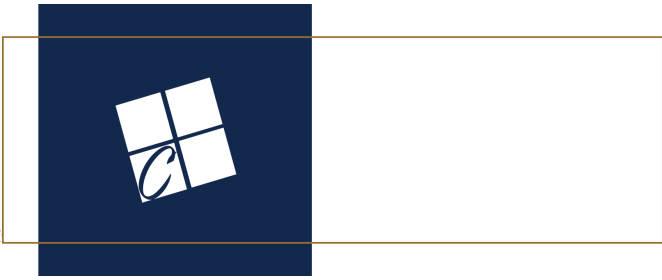
The Ethics Creed assignment is being modified w/forthcoming minor course revision due August 2021.

BUS-219 - This assessment was to measure personal and professional biblical worldview integration and development. The program learning outcome is for students to be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues. The Business Technology BUS-219 class falls right in the middle of their program. This is a great time to perform an assessment, but I believe the score of 4 out of 5 is too aggressive for this stage in their learning.

As students progress through our program, it is possible that the development of their biblical worldview and their ability to integrate it personally and professionally, as well as to be able to articulate it clearly may not occur as a linear relationship. It is possible that these abilities will grow very slowly at first and more aggressively as the students reach the end of their program. Because of this, I believe one change would be to lower our expected outcome to be a 3 rather than a 4 at this stage for these students. I also believe their scores will more accurately reflect their development if we modify the assignment to more directly ask them to express their worldview as they are addressing the issue of data and wisdom.

MGT-433 - The purpose of the current assessment was to measure the ability of students during their capstone course in the business program to articulate a biblical worldview. The way we assessed their ability was across three dimensions – description of a biblical worldview for them personally, application of a biblical worldview in a specific issue that is expressed through professional practice, and examination of worldview as it relates to a broad social issue with community expression.

The assignment upon which this was assessed was a reflection paper that was required in the 4th unit of the course. By the time they were in the 4th unit, they would be well into reading the book “Learning to Lead Like Jesus” (Bailey) and would have had completed reflection papers in units 1, 2, and 3 where they were writing out applications of the principles being raised by the author. The excellent performance of



these students on this assessment, 5 out of 5 for each student on each dimension, reinforces that they are learning how to articulate a Christ-centered worldview for themselves personally, how to express it in their interactions with others professionally, and also in their communities.

BS Ministry Leadership

BS Ministry Leadership Annual Assessment Project 20-21

Providing Department:

BS Ministry Leadership

Faculty Program Leader(s):

Eric Strattan (e0054338), Royce Evans (r0096133)

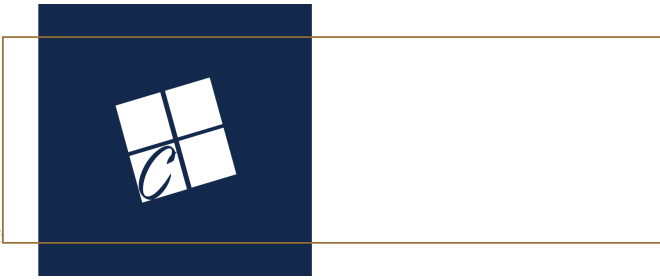
Executive Summary of Assessment Project:

CMI-302 - BS in Ministry Leadership students were assessed for Biblical Worldview Integration: *Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues.* Results from the assessment evaluation showed that students averaged a score of 80% (4), and students met the expected desired outcome for Biblical Worldview Integration. The average score was precisely at the expected value of 4.

CMI-338 - The CMI-338 Unit 3 Case Study Analysis assignment was examined for assessment of the Biblical Worldview Integration learning outcome. All students met or exceeded the desired sub-outcome of being able to describe a biblical worldview (personal embodiment) with an average score of 4.55 using a 1-5 scale. All students met or exceeded the desired sub-outcome of being able to apply a biblical worldview in relation to a specific issue of professional significance (professional embodiment) with an average score of 4.33. The overall average student assessment score was 4.44, which was higher than expected.

To better prepare students for graduate-level studies, the BSML degree program could be developed in the areas of heightened problem-solving skills and more robust academics.

CMI-442 - BS in Ministry Leadership student work was evaluated for the Biblical Worldview learning outcome. The results showed students were clearly able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues, They achieved an overall



average score of 4.22 which was slightly higher than the expected score of 4 (1-5 scale). They scored 4 on the 1st sub-outcome, 4.33 on the 2nd sub-outcome, and 4.33 on the 3rd sub-outcome.

BS Org Management

BS Organizational Management Annual Assessment Project 20-21

Providing Department:

BS Org Management

Faculty Program Leader(s):

Rob Hayden (r0317646), Tom Caryl (t0079025), Sylvia James (s0235794)

Executive Summary of Assessment Project:

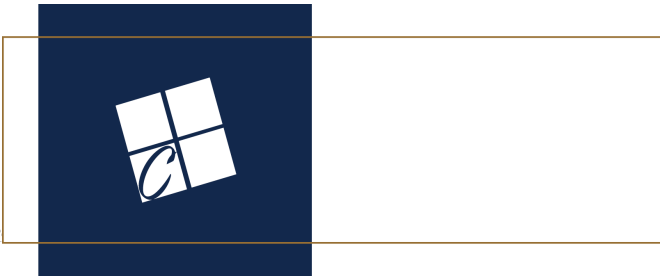
BUS-401 - Results from the BSOM BUS-402 Unit 5 Ethics Creed assessment evaluation showed that 12 students averaged an overall score of 2.83 for the Biblical Worldview Integration learning outcome. This was lower than expected by a value of 1.17.

Three students demonstrated no ability in describing a biblical worldview, three students demonstrated very limited ability in describing a biblical worldview, and two students almost met the desired outcome. One student adequately described a biblical worldview (4 points) and three students demonstrated mastery (5 points) in their descriptions.

BUS-219 - Results from the assessment evaluation for showed that students averaged a score of 4 on the first sub-outcome for Biblical Worldview Integration and 4.33 on the second sub-outcome, so the overall student average is 4.17. This was higher than expected by a value of .17.

MGT-332 - Using the rubric, I read through the paper evaluating it from that perspective. Students were expected to score an average of 4 out of 5 points. Results from the assessment evaluation showed that students averaged a score of 56.67% or 8.5/15 points. Overall student average score was 2.83 out of 5 possible points. This score was directly impacted by the fact that one of the students did not complete or submit the assignment. Average score was lower than expected by a value of 1.17.

In reviewing the results for each sub-outcome, students scored an average of 2.75 for sub-outcome #1, 3.0 for sub-outcome #2, and 2.75 for sub-outcome #3.



One thing (the data) tells me is that students are more focused on simply answering the questions of an assignment, and less concerned about developing and maintaining their biblical worldview. Many do not understand that their education and biblical worldview should be working together to help them be the best professional and personal person they can be. Some students simply do not understand that our worldview shapes every dimension of our lives, physical, emotional, intellectual and spiritual!

BS Psychology

BS Psychology Annual Assessment Project 20-21

Providing Department:

BS Psychology

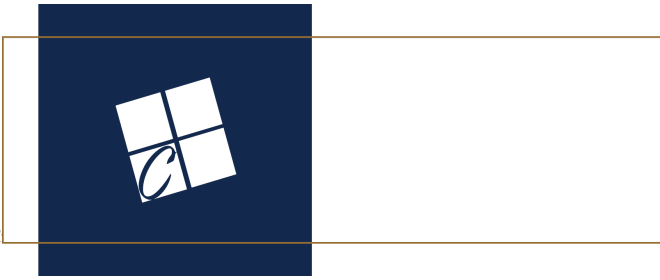
Faculty Program Leader(s):

Heidi Cate (h0570265), Emilie Deyoung (e0603099), Beth Bolthouse (e0301795)

Executive Summary of Assessment Project:

PSY-332 Unit 1 Assignment - In order to evaluate intercultural competence in addressing civic, social, environmental, and economic issues, data was gathered from the Cross-Cultural Psychology course assignment entitled Historical Viewpoints on Multicultural Differences. Each paper was reviewed for evidence of a student's self-awareness, demonstrating knowledge of their own cultural background and biases, as well as their awareness of others, demonstrating curiosity and openness to other cultures and cultural values. Ten papers were evaluated from students who participated in the course in the Spring of 2021. The rubric guided scoring of the data from 1-5, 1 being "Does not meet desired outcome" and 5 being "Exceeds desired outcome." Papers were evaluated on two domains, the first related to self-awareness and the second related to the awareness of others. This evaluator expected most students to score 4 (Meets desired outcome) on each of the two domains, averaging a score of 80%.

Results of the assessment demonstrated an average score of 83% (4.15), (3% higher than expected) with a low score of 70% and high score of 100%. The median score for this assessment was 80%. The sub-scores in each domain indicated that students described their curiosity and openness to other cultures more overtly than they described their awareness of self. This evaluator, having instructed this course a number of times, speculates that this finding may be related to the assignment requirements rather than an actual lack of self-awareness or understanding among students. Other assignments within the course such as the Cultural Competence Checklist elicit a stronger demonstration of self-awareness.



Consequently, if this assignment continues to be used to gauge the self-awareness of students, perhaps it would be advantageous to offer a prompt, such as “Describe your own perspective on multicultural issues” within the assignment instructions.

PSY-332 Unit 5 Assignment - Students demonstrated critical thinking skills, the ability to identify key points of information including historical background for their individual topics, then relate to current cultural conditions and identify ways the topic/issue can be improved for the better of human service use.

PSY-455 - The 6 papers assessed had 3 of the 5 sub-outcomes with an average perfect score (ie, 5/5), However, 2 of the 5 sub-outcomes were a low score of 1 out of 5.

The assignment did not ask for the students to demonstrate mastery on sub-outcomes (i) and (v). The assignment did ask for students to demonstrate mastery on sub-outcomes (ii), (iii), and (iv).

Based upon the findings from this assessment project, it is recommended that the assignment be edited to include content that requests students to demonstrate mastery of concepts outlined in sub-outcomes (i) and (v).

EdD

EdD Applied Knowledge & Collaborative Learning Annual Assessment Project 20-21

Providing Department:

EdD

Faculty Program Leader(s):

Brian Hazeltine (b0528862), Graham McKeague (g0540308), Gerald Longjohn (g0542642)

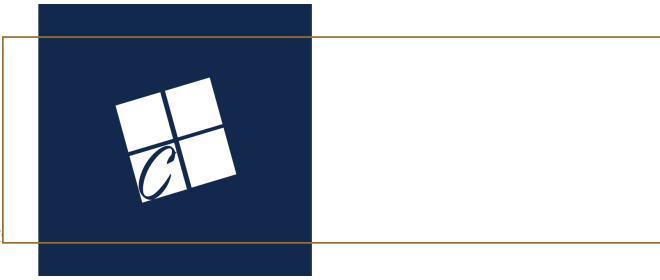
Executive Summary of Assessment Project:

EDL-900 - Results from the assessment evaluation showed that students averaged a score of 4.16.

3 students scored a 5 (percentage scores of 93%, 98%, and 99%)

1 student scored a 4 (percentage score of 85%)

2 students scored a 3 (both percentage scores of 77%)



This was higher than expected by a value of .16. Given the small sample size and wide range of scores within each rubric category, however, this does not appear to be a significant difference in the expected outcome.

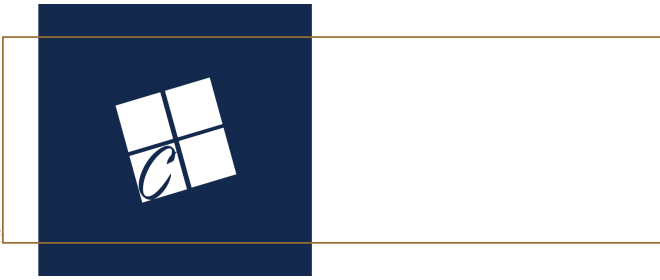
The data indicate a largely expected distribution, particularly when percentage scores are factored in. Within this population two-thirds of the learners were either meeting or exceeding the desired outcome, with the remaining third almost meeting the desired outcome. It should be noted, however, that 40% of the learners who started the class did not complete the class. This indicates that the sample assessed for this project does not represent the sample of all learners who began the class.

Students who achieved a score of 5 based on the rubric also demonstrated the most significant improvement between submitting a rough draft of their literature review in Unit Five and the final draft in Unit Eight. It was clear to see revisions based on instructor feedback and the feedback of two rounds of peer evaluation.

It may be helpful to identify ways to emphasize the collaborative revision process between drafts during the course. This could not only yield more consistent results within the course, but could serve to establish and reinforce the discipline of revision (and submitting work for peer and instructor edit – a key skill in doctoral learning and the final project process).

RES-910 - This assessment project evaluated student work from the RES910: Qualitative Research methods course. Evidence was evaluated on the basis of PowerPoint slide decks students uploaded to Moodle. The slide decks were part of student presentations built into the RES910 residency and were designed to provide students with an opportunity to summarize their research topic, research questions, plans for data collection & analysis for their class project. Results from the assessment evaluation showed that students averaged a score of 3.9 on the first learning sub-outcome and 3.5 on the second learning sub-outcome. This was lower than the expected by a value of 4 by 0.1 and 0.5 respectively. Sub-outcome one: The results show that 9 of the 12 students (75%) met or exceeded the expected outcome. Two students almost met the expected outcome and one student only partially met the expected outcome. Sub-outcome two: The results show that 5 of the 12 students (42%) met or exceeded the expected outcome. Seven students almost met the expected outcome.

The findings showed that students are very close to meeting the first learning sub-outcome related to presenting the integration of knowledge from at least two fields of study. Students who did not meet the expected outcome typically only used, or heavily relied upon, a single main theory in their work. For the second sub-outcome, the findings showed that students were often almost meeting the expectation but not



fully doing so. In these cases, students were often light on the specific details by which they would conduct their research. Based upon the findings from this assessment project students are often meeting the learning sub-outcome related to presenting the ways in which they integrate knowledge. Students are sometimes able to fully demonstrate the implementation of their research project, but often did not provide the expected level of detail in their presentations. The RES910 course assignment can be updated in order to require students to describe in more detail how they intend to conduct their research projects as a demonstration of applied knowledge.

RES-920 - Evidence was evaluated by reviewing faculty comments made on the papers submitted for Project Proposal Chapter 1. Students were expected to score an average of 4.

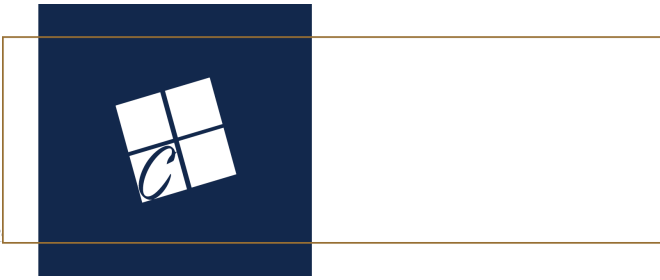
Results from the assessment evaluation showed that students averaged a score of 85.6% (4.28). This was higher than expected by a value of 5%. In reviewing the results, students scored similarly on each sub-outcome, but see comments below.

I do not believe that the evaluations supplied here have much value because there is a disconnect between the objective and assignment. The “evaluations” provided reflect primarily my evaluation of the student work. I actually have no way of properly evaluating the two objectives as written:

1. *Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result*

For this objective, I have no way of knowing whether students obtained their knowledge from two fields of study in different segments of the curriculum. Not only am I not fully conversant about what they studied in the curriculum, they were not specifically asked to do this, and short of them incidentally mentioning it, I have no way of knowing.

2. *Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge*



This assignment is the first chapter of a proposal, so clearly there is no implementation involved. Additionally, my understanding is that their work has been developed as a direct result of their coursework, though obviously written at home. In other words, what does “out-of-class setting” mean? Additionally, I have no way of knowing what this setting might be short of them mentioning which, again, they were not asked to do. This is also true for the phrase, “insights gained from this experience.” Some students did articulate the basis for their interest in the subject, but this would not qualify as “advanced knowledge” at this point.

MA Org Leadership

MA Organizational Leadership Annual Assessment Project 20-21

Providing Department:

MA Org Leadership

Faculty Program Leader(s):

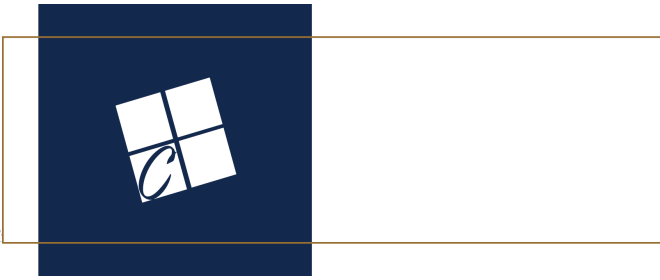
Steve Graham (h0562968), Donna Larner (d0549713), Reginald Kimball (r0620080)

Executive Summary of Assessment Project:

MGT-531 - Students were evaluated for the learning outcome of 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. Eleven final papers reviewed; students were expected to score an overall average of 4 (1-5 scale). Results from the assessment showed the averaged to be an overall score of 4.5. This was higher than expected by a value of .5. Based on the assessment findings from this project, the majority of students in the course met or exceeded expectations for Intellectual Skills learned, and there are no suggested recommendations at this time.

MGT-640 - I cannot recommend any changes. The students have enjoyed the assignment since it can be used in a real-world application. All the students met, and many exceeded the desired outcome. Students demonstrated their ability to integrate both traditional and nontraditional skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.

The learning outcomes were met, and many students exceeded the expected outcomes. They clearly understood the requirements and desired outcomes of the assignment. The data showed from the assessment evaluation that students averaged a score of: 14.7, and that was higher than expected. Also,



in reviewing the results for each sub-outcome, students scored an average of 4.7. Students were expected to score an average of 4.

FIN-644 - The artifact used in the FIN-644 assessment project, the final exam, does not measure all the sub-outcomes. The final exam provides a good assessment of the first three sub-outcomes: (i) Synthesize principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. (ii) Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.

(iii) Articulates and undertakes appropriate applications of budgeting and financial resource management. Students are performing well in these three areas, as demonstrated by their final exam scores. The final exam provides no evidence for the fourth sub-outcome: (iv) Creates sustained, coherent arguments or explanations synthesizing work of others in an area related to business, leadership, or management. The discussion forums assigned in this course provide an opportunity for assessing the sub-outcome. Consideration should be given to using two artifacts (final exam and discussion forum) to measure the four sub-outcomes.

MA TESOL

MA TESOL Annual Assessment Project 20-21

Providing Department:

MA TESOL

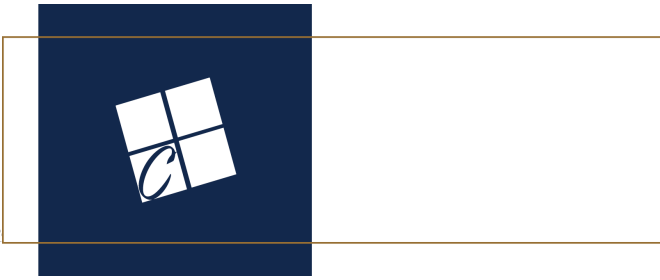
Faculty Program Leader(s):

Juliet Keller (j0475021), Brian Pickerd (b0559928)

Executive Summary of Assessment Project:

LIN-535 - An assessment project was conducted by Juliet Keller to evaluate the learning outcome for Intellectual Skills (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 following sub-outcomes were assessed based on a review of 8 Unit 3 Teaching Approaches for Verb Tense Reflection Papers taken from the LIN535 course A Practicum in TESOL:



Sub-outcomes:

- (i) Select principal ideas, techniques, or methods within the field of study in addressing an issue of professional practice. Students scored an average of 4.63 out of 5.
- (ii) Provide evidence of contributing to, expanding, evaluating, or refining the information base within the field of study. Students scored an average of 4.25 out of 5.

Students' overall average score for both sub-outcomes was 4.44.

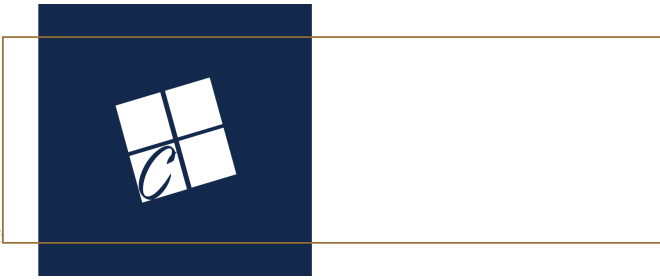
LIN-566 - In reviewing the student outcomes for this particular assignment, as it reveals student learning, I would report that students are progressing in the direction of our goals for them. They show a strong sensitivity to cultural matters within their professional capacity and they are calling intellectual skills to task in designing, instructing and assessing learning.

Based upon the findings from this assessment project, I can see that students are growing through the experiences designed into the course, and I am pleased with their achievement at this point, especially knowing the coursework that is to come. I would like to suggest crafting the assignment description of this particular to include the scale being used here such as to afford us a clearer assessment.

LIN-594 - An assessment project was conducted by Juliet Keller to evaluate the learning outcome for Intellectual Skills (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 following sub-outcomes were assessed based on a review of 3 Final Portfolio papers taken from the LIN594 course A Practicum in TESOL:

- (i) Select principal ideas, techniques, or methods within the field of study in addressing an issue of professional practice
- (ii) Provide evidence of contributing to, expanding, evaluating, or refining the information base within the field of study
- (iii) Identify and defend the use of quantitative information in support of the argument or purpose of the work
- (iv) Create sustained, coherent arguments or explanations summarizing their own work, or that of collaborators, using a range of communication tools

In summary, the assessment project findings showed that MA TESOL students were able to meet the desired outcome in identifying techniques or methods within the field to address issues faced in professional practice. In addition, they provided evidence of expanding and refining information within the field and giving some anecdotal quantitative information to support their work. All of this was communicated with sustained explanations summarizing their work and that of collaborators.



Recommended changes to the curriculum include revising assignments in the LIN 594 course to provide opportunities for students to demonstrate skill in sub-outcome III regarding providing evidence and using quantitative evidence to support work.

MBA

MBA Annual Assessment Project 20-21

Providing Department:

MBA

Faculty Program Leader(s):

Marc Anthony (m0379990), Jodi Swain (j0595277), John Johnson (j0566949)

Executive Summary of Assessment Project:

MGT-534 - Results from the assessment evaluation of MGT-534's Unit 5 Reaction Paper showed that students averaged an overall assessment score of 5 points for Global & Civic Engagement. This was higher than the expected score of 4. Students were expected to score an average of 4 on a 1-5 scale. Students demonstrated mastery, too, in both learning sub-outcomes: 1) explaining a significant civic, social, environmental, or economic issue from multiple perspectives, and 2) appraising the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research.

MKT-651 - Students were expected to score an average assessment score of 4 on Global & Civic Engagement. Results from the assessment evaluation showed that students averaged a score of 77.14%. This was lower than the expected 80.0% by a value of 2.86%.

In reviewing the results for each sub-outcome, students scored an average of 4.000 / 3.571 / 4.000 respectively or 3.857 overall.

BUS-509 - BUS-509 Final Project papers were assessed using the Global & Civic Engagement rubric provided in Campus Labs. Students were expected to score an average of 4 out of 5 points.

Results from the assessment evaluation showed that students averaged a score of 5 points for each of the following Global & Civic Engagement sub-outcomes. This was higher than expected by an average value of 1 point for each of the four sub-outcomes.

(i) Demonstrate the ability to 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

Based upon the findings from this assessment project, the students submitted strong final projects as evidenced by the Global & Civic Engagement rubric scores and their fulfillment of all course objectives. Learning outcome assessment is always challenging; rubrics may not exactly fit every assignment selected for evaluation. But in the case of OLCM08 BUS-509 Final Projects, Global & Civic Engagement was strongly represented in all of the papers.

MBA

Master of Bus. Administration

Providing Department:

MBA

Faculty Program Leader(s):

Marc Anthony (m0379990), Jodi Swain (j0595277), John Johnson (j0566949)

Executive Summary of Assessment Project:

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- (i) Demonstrate the ability to 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

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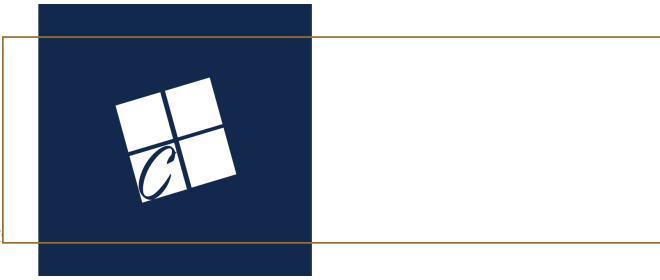
Traditional Undergraduate Academics

Bible, Religion, Ministry Division

Biblical Studies

Biblical Studies Annual Assessment Project 20-21

Providing Department:



Biblical Studies

Faculty Program Leader(s):

Kim Nguyen (k0561622)

Executive Summary of Assessment Project:

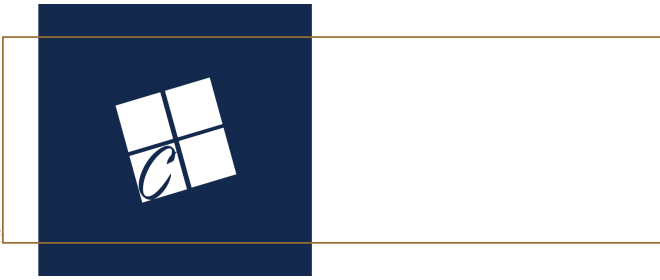
Kim Nguyen led the Biblical Studies assessment project with input from Ryan Roberts. The PLO for Specialized knowledge assessed was: Demonstrate knowledge of the content of the Bible and relevant ancient primary literature. The sub-outcome focused on additional relevant sources: Describe the significance of extra-biblical literature from the ancient Near East, prominent Mediterranean cultures (Egypt, Greece, Rome, etc.), and Jewish sources for biblical interpretation.

Twelve artifacts were collected from REL 435 Seminar on Psalms. The expected outcome was 4.0-4.3 on the scale of 1-5. This expectation was based on the fact that the subject was covered intensively at the beginning of the semester, referred to as often as needed before the midterm exam, and applied specifically on the study of Psalm 29 a few weeks before the final exam.

The mean score obtained from the twelve artifacts was 4.6. 17% of students scored 4.85; 17% scored 4.8; 33% scored 4.725; 17% scored 4.475; 17% scored 4.025.

The two students scored the highest were non-majors. We normally expect our majors to do better especially in terms of Bible content knowledge and exegetical skills, which are cumulative in nature, however the item assessed this year does not depend completely on students' cumulative knowledge and skills. What students should know in order to describe the significance of extra-biblical literature for biblical interpretation was essentially reviewed/presented in REL 435. The two non-majors, as Worship Arts majors, who had taken the same core courses as the Biblical Studies majors and who were outstanding students (graduating as 2021 summa cum laude), were able to fill quickly any gap in their understanding of the subject matter.

Another factor that seemed to contribute to the mean outcome of 4.6 was the class size. A class of six students allowed the professor to pay closer attention to each student, interact with each of them more frequently, and elicit better response from everyone. While the mean score is encouraging, it should not be expected to be the norm for future classes due to its special conditions which cannot be duplicated in every class.



Ministry

Ministry Annual Assessment Project 20-21

Providing Department:

Ministry

Faculty Program Leader(s):

Jim Dekker (j0579022)

Executive Summary of Assessment Project:

After assessing Sr. Portfolios and analyzing the Exit Reports Drs. Hong and Dekker have discovered that our Senior Ministry students are effectively able to articulate what Practical Theology is as a way of thinking for Ministry (Specialized Knowledge PLO #1) through their Sr. Portfolio. Senior students are able to demonstrate Practical Theology in Ministry disciplines in such a way that shows development from their first understanding of it (Applied Knowledge PLO #5) as demonstrated in the Exit Reports and Portfolios. We anticipated some growth demonstrated in the Portfolio but the Exit Reports gave further evidence of growth. We have decided to refine both the rubric for the Portfolio and the PLO associated with it, to more specifically measure these objectives by December 15th, 2021.

Business Division

Business Annual Assessment Project 20-21

Providing Department:

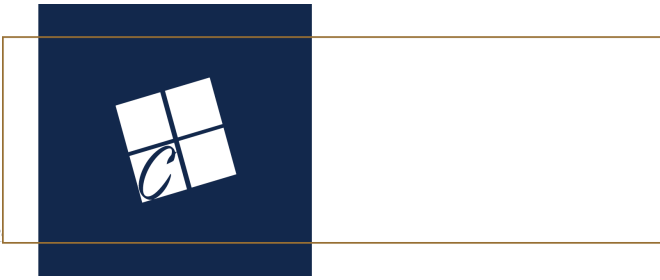
Business

Faculty Program Leader(s):

Rachel Hammond (r0220322)

Executive Summary of Assessment Project:

The assessment project related to the Business MFT program-level exam was completed by Victoria Fleenor, Rachel Hammond, and Linda Chase and spans the years from 2013 - 2021. This external summative exam relates to the Specialized Knowledge arena for all majors, and covers nine sub-topics across the business curriculum.



The Business MFT Exam has been used in the Business division since 2013, with sub-scores in nine areas documented since 2017. Benchmarks have been set at 140 or higher for the entire exam and 50 and above on the nine sub-topics; our total score averages are consistently meeting the 140 cutoff for "meets" expectations, but there are discrepancies in the subscores.

Areas of Management, Marketing, and Information Systems are stronger than the more quantitative subjects. Our international scores have decreased significantly over time. Areas of quantitative analysis are our weakest points. Proposed changes include tasking a full-time faculty to manage the international courses and fill any gaps, In addition, a continuation of a task force to address overlap in topics between core courses so that essential topics are covered appropriately, and work of the ACBSP steering committee to research timing for switching to a Peregrine testing solution, to more closely align with PGS testing protocols and to include additional testing topics that are not included in the ETS MFT Business Exam, such as Business Ethics. We hope to implement these changes by the time of our next ACBSP report in 2023.

Accounting

Accounting Annual Assessment Project 20-21

Providing Department:

Accounting

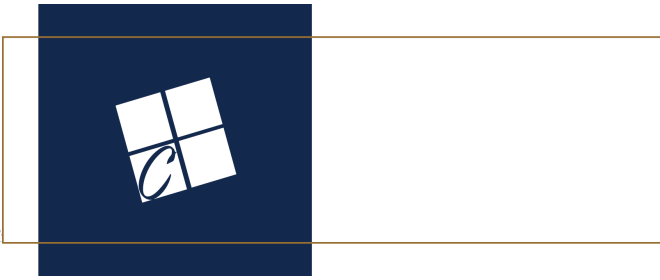
Faculty Program Leader(s):

Bill Jones (w0542880)

Executive Summary of Assessment Project:

Professor Bill Jones gathered data and assessed student outcomes for Intermediate Accounting I. 8 accounting or finance majors participated in the assessment. The goal of the assessment project was to assess specialized knowledge based on the following program level outcome: *Understand the use of acceptable accounting standards such as Generally Accepted Accounting Principles, the Internal Revenue Code, and appropriate managerial accounting systems, and program sub-outcome: Understand the use of Generally Accepted Accounting Principles (GAAP).*

An assessment instrument was distributed as a part of exam #3 to all students in ACC 321 – Intermediate Accounting I. The assessment consisted of 7 multiple choice questions which students were instructed to complete in a Moodle electronic quiz. The students did not know that they were being specifically



assessed on these questions. It was a normal part of a regularly scheduled exam. The questions covered the topics of Inventory valuation. Inventory valuation covers a wide range of financial statement choices that must be evaluated and understood. This is a great test of the understanding of GAAP. This is the first time this assessment has been used. Our expectations for this course would be outcomes in the 4-7 range. This class is part of our accounting major core and is required for all accounting majors. At this level, students should have the knowledge gained in Accounting 1, Accounting 2 and the first part of Intermediate Accounting 1 that covers the financial statement elements and structures, so we would expect that a majority of the students would achieve a 4 or higher. We are pleased with the knowledge that 63% of the students are scoring at a 4 or higher and 88% are scoring at a 3 or higher. Fall 2021 the faculty member will develop a rubric for the pre-test and exam post-test. A pre-test of inventory valuation questions will be administered at the beginning of class. The same questions will then be added to exam #3 as a post-test and compared to the pre-test answers. A new edition of the Intermediate Accounting textbook will also be employed in addition to using Cambridge Business Publisher's online platform to engage students in embracing their learning and understanding of the content.

Business Administration

Business Administration Annual Assessment Project 20-21

Providing Department:

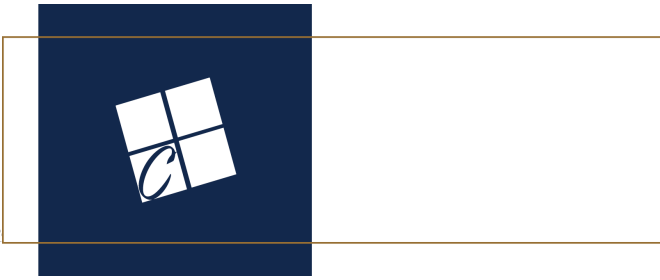
Business Administration

Faculty Program Leader(s):

April VanPutten (a0087246), Bill Jones (w0542880)

Executive Summary of Assessment Project:

Professors April VanPutten and Bill Jones gathered the data and assessed student outcomes for Principles of Accounting 1 - Financial Accounting. 64 undergraduate business students participated in the pre and post test assessment, most of whom are in their first or second year of college. The goal of this assessment project was to assess specialized knowledge based on the following program level outcome: *Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of business administration*, and program sub-outcome: *Students will demonstrate knowledge and proficiency of **functional areas of business** including: marketing, business finance, **accounting** and management*. This assessment was looking specifically at accounting.



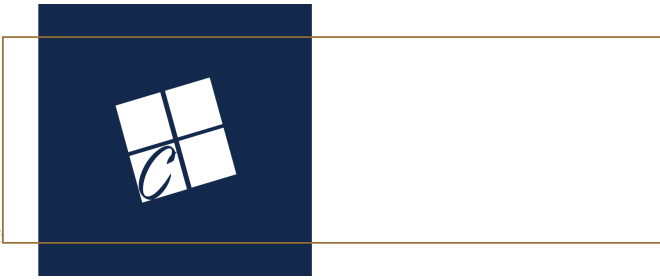
As previously indicated, the artifacts consisted of a pre-test and post-test consisting of 12 multiple-choice questions representing a broad understanding of managerial accounting. The tests were administered through the Moodle learning management system. The anticipated outcomes at this level would be that students would score in the developing knowledge to moderate knowledge range as this is an introductory class made up of all business majors, not just accounting or finance majors. In addition, the students should have some accounting knowledge based on their participation in Accounting 1. The actual results indicated that 53% of the students are scoring at a 3 (moderate knowledge) or higher and 84% are scoring at a 2 (developing knowledge) or higher. Additionally, the students showed a 36.7% increase from the pre-test to post-test outcomes. Three questions showed a decline, while the other nine showed increases. The two faculty members will continue to collaborate and also work with an adjunct faculty member in fall 2021 for the three sections of accounting. A new edition of the textbook will be employed in addition to using McGraw Hill's Connect platform to engage students in embracing their learning and understanding of the content. If there are remote students in the fall of 2021, they will all be placed in the same section to maximize efficiencies.

Business Administration (Principles of Accounting 1) Annual Assessment Project 20-21

Providing Department:
Business Administration

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

Executive Summary of Assessment Project:
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As previously indicated, the artifacts consisted of a pre-test and post-test consisting of 12 multiple-choice questions representing a broad understanding of financial accounting. The tests were administered through the Moodle learning management system. The anticipated outcomes at this level would be that students would score in the developing knowledge to moderate knowledge range as this is an introductory class made up of all business majors, not just accounting or finance majors. The actual results indicated that 65% of the students are scoring at a 3 (moderate knowledge) or higher and 90% are scoring at a 2 (developing knowledge) or higher. Additionally, the students showed a 68.6% increase from the pre-test to post-test outcomes. Only one question showed a decline, while the other eleven showed increases. The two faculty members will continue to collaborate and also work with an adjunct faculty member in fall 2021 for the three sections of accounting. A new edition of the textbook will be employed in addition to using McGraw Hill's Connect platform to engage students in embracing their learning and understanding of the content. If there are remote students in the fall of 2021, they will all be placed in the same section to maximize efficiencies.

Business Economics

Business Economics (Internships) Annual Assessment Project 20-21

Providing Department:

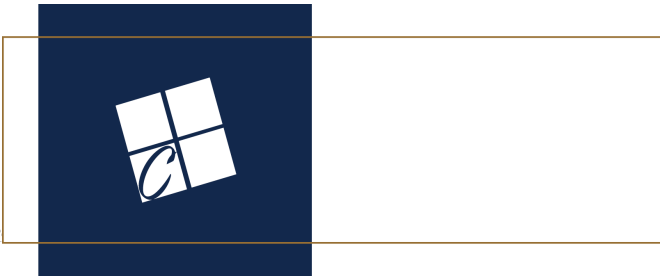
Business Economics

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 trend of strong improvement remained in the Fall of 2020 for ECN 231 with a 97% 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 2021 and Spring 2022 semesters.

With respect to the Spring 2021 TUCE Pre & Post Test, we saw 95.3% improvement in average scores. An additional metric that I will consider is the change in low-scoring questions (60% or more students missed). In the Post Test, we saw a 33% reduction in the number of low-scoring questions. The changes for the Spring of 2022 will involve improvements in student achievement surrounding the concepts of absolute and comparative advantage and the gains from trade. Improvements to instruction will be made through updated powerpoint slides and lecture, which will include an updated in-class activity to better teach the concepts.

Business Economics Annual Assessment Project 20-21

Providing Department:

Business Economics

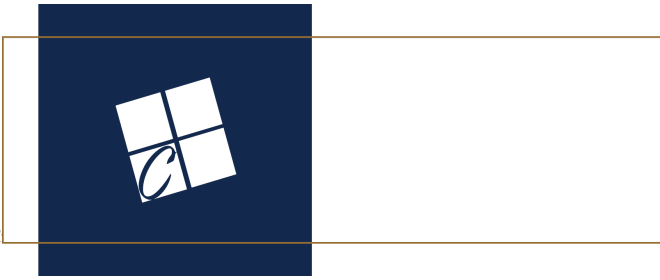
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Executive Summary of Assessment Project:

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.

With respect to the Spring 2021 TUCE Pre & Post Test, we saw 95.3% improvement in average scores. An additional metric that I will consider is the change in low-scoring questions (60% or more students



missed). In the Post Test, we saw a 33% reduction in the number of low-scoring questions. The changes for the Spring of 2022 will involve improvements in student achievement surrounding the concepts of absolute and comparative advantage and the gains from trade. Improvements to instruction will be made through updated powerpoint slides and lecture, which will include an updated in-class activity to better teach the concepts.

Business Finance

Business Finance (FIN341 Principles of Finance, Special.Know.) Annual Assessment Project 20-21

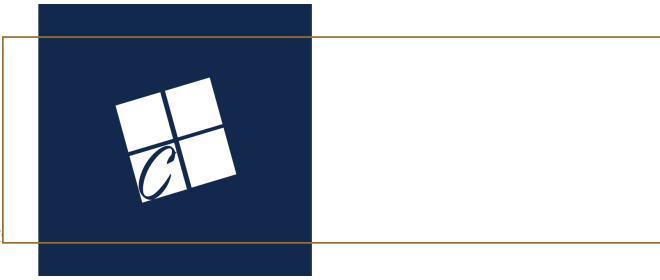
Providing Department:
Business Finance

Faculty Program Leader(s):
Chris Kellner (c0625577)

Executive Summary of Assessment Project:

Chris Kellner, Assistant Professor of Finance, completed an assessment project on FIN-342: Principles of Finance, which is part of the Business core curriculum. Specialized Knowledge was assessed, and the sub-outcome was: Students will demonstrate knowledge of and proficiency in the use of financial decision-making tools. During the fall semester, 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. As expected, this researcher found significant improvement in student performance, $t(68) = -30.04$, $p < 0.001$. Not only did mean scores improve as a class, but individual analysis of each student and each question show consistent improvement. The majority (74.67%) met or exceeded expectations by having either a perfect score (6/6) or only missing 1 question (5/6) on the post-test. This is a clear improvement from the pre-test. One note: The spike in students not meeting expectations last year was balanced by a strong improvement this year.

These outcomes indicate that the majority of students are learning fundamental principles of finance, especially related to time value and cash flows. Consistent and diverse engagement with time value techniques throughout the course - including individual personal application projects - have been helping to ingrain learning. Algorithmic practice exams providing instant and continuous feedback has been a



powerful tool. Results will be reviewed by the incoming faculty member for opportunities to continuously improve outcomes for Fall 2021.

Business Management

Business Management Annual Assessment Plan 20-21

Providing Department:

Business Management

Faculty Program Leader(s):

Rachel Hammond (r0220322)

Providing Department:

Business Management

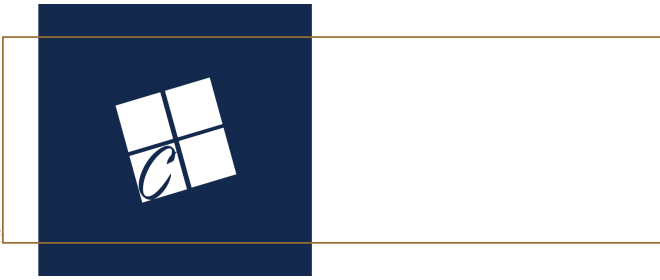
Executive Summary of Assessment Project:

Dr. Rachel Hammond conducted a Specialized Knowledge assessment project for Management using the Management Manifesto artifact from MGT 231 – Principles of Management. The sub-outcomes assessed include:

Students will demonstrate knowledge and proficiency in the theories and principles behind managing internal processes, structure, and culture.

Students will demonstrate knowledge and proficiency in theories, laws and principles behind managing people.

The artifact collected is a five-page, double-spaced paper that summarizes learning throughout the semester by encapsulating a management manifesto or “a written statement declaring publicly the intentions, motives, or views of its issuer.” For this assessment cycle, 21 student artifacts were evaluated using the assessment rubric. The expected mean rubric score was 4.0, and the actual mean score was 4.14. The main issues lowering assessment rubric scores continue to be the ineffective use of source materials and over-simplified organizational structures.



To give the students more practice connecting theory to their management context, exercises will be added prior to the final submission date. In addition, the rubric will be revised to help clarify the expectations for the assignment and reward students who use creative organizational structures and stronger source material. This will be implemented in Fall 2021.

Business Marketing

Business Marketing Annual Assessment Project 20-21

Providing Department:

Business Marketing

Faculty Program Leader(s):

Alexandria Baldrige (a0618927)

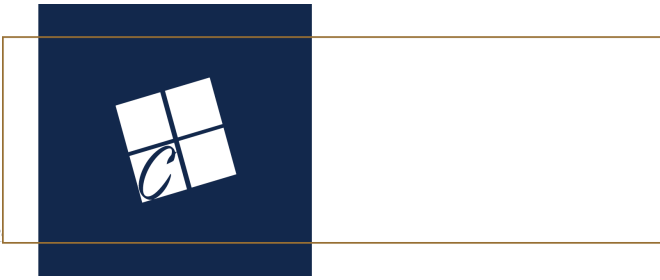
Executive Summary of Assessment Project:

Professor Alexandria Baldrige conducted a Specialized Knowledge assessment project for Marketing using artifacts from two sections of MKT 251 (Principles of Marketing) during the spring 2021 semester.

Sub-outcomes assessed included: Each student is expected to demonstrate knowledge of assigned subject material covered in class settings and successful participation in a Group Project to develop a Marketing Plan for a local business/organization.

Students were expected to deliver individual and team performance consistent with assigned goals with a benchmark rubric score of 3.0. Performance was measured against prescribed criteria established as a Rubric for each element of the criteria included in the class syllabus. Highlights of the results include:

- Team scores for group presentations averaged 91.6 points vs. a goal of 100 (92%)
- Team scores for group papers averaged 89.3 points vs. a goal of 100 (89%)
- Overall 9 out of the 15 groups met or exceeded expectations of the learning objectives
- Actual results were a score of 2.8 compared to the benchmark score of 3.0. Students did not fully meet expectations.
- Changes for Fall 2021 include:
 - Reworking existing rubrics and assignments to align more closely to the new professor's (Alexandria) teaching style



- Providing a sample of a completed project to ensure more students can see what is expected
- Include a FAQ's document and video to answer student questions more effectively
- Create an expectations document for the organizations that students will be partnering

Computer Information Systems

Computer Information Systems Annual Assessment Project 20-21

Providing Department:

Computer Information Systems

Faculty Program Leader(s):

Victoria Fleenor (v0039413)

Executive Summary of Assessment Project:

The Computer Information System program re-assessed specialized knowledge in the area of fundamental database knowledge. Foundational knowledge of database theory and models and structured query language knowledge were assessed. To achieve a "4" on the rubric, students had to exhibit a competent level ($\geq 85\%$) of knowledge regarding fundamental database concepts: terminology, normalization, logical design, and structured query language. This benchmark was raised from prior years due to increases in student gains, as well as a conversion to using a "vertical rubric" for these skills across the program to measure student skills differently at different levels.

Student performance on the comprehensive semester-end assessment was mixed. Most students met the benchmark for logical database design, which was a big "win." This area was a heavy focus this semester, as database design is fundamental to successful application development. Students in past years have struggled with this area. In the remaining categories, about half of the class met the 85% benchmark set. Two of the 9 students were often absent and not well engaged throughout the semester, which impacted these results. These students were athletes and had varying COVID schedules, though that is no excuse: other students in class were also athletes and performed well.

Changes to be implemented in the 2021-22 and 2022-23 academic years include: adding 2 intervening quizzes for additional theory study between the mid-term and final, implementing pair-and-code in-class



exercises to practice structured query language without support (could not be done this year due to COVID), and a resequencing of courses in association with the new Computer Science program to prevent co-requisite scheduling of Database and Web Development w/Database.

International Business

International Business Annual Assessment Project 20-21

Providing Department:

International Business

Faculty Program Leader(s):

Jeff Degner (j0296602)

Executive Summary of Assessment Project:

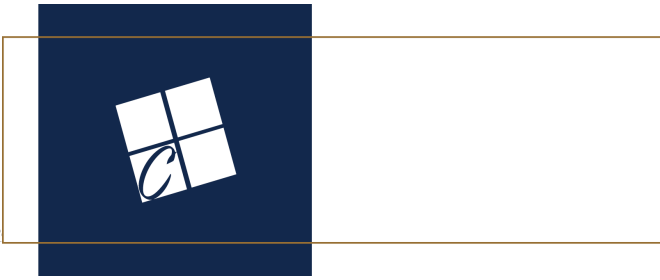
Prof. Degner completed a Specialized Knowledge assessment project for BUS 317: International Business, assessing the sub-outcomes:

Demonstrate the ability to research and analyze international business issues.

Demonstrate the ability to create an international business and marketing strategy while working with others to accomplish goals and objectives.

Students completed a group project where they compared the PESTLE analysis of two different countries. 28 projects were collected via a Moodle dropbox and assessed with a benchmark of 90%. The results exceeded expectations with an average of 97%, demonstrating a clear understanding of the assignment guidelines and the PESTLE framework. Looking ahead to Fall 2021 offering of the course, the project will be revised to have more rigorous requirements. This will include the use of a specific rubric along with the PESTLE guide to clarify and strengthen project requirements.

Non-Profit Administration



Non-Profit Administration – Intro to Nonprofit Management

Providing Department:

Non-Profit Administration

Faculty Program Leader(s):

April VanPutten (a0087246)

Executive Summary of Assessment Project:

Assessment of the Nonprofit Administration Specialized Knowledge component was conducted by April VanPutten, faculty program leader. The assessment was conducted based on the following Program Level Outcome: *Understand the internal and external environments of non-profit organizations.* And Program Level SubOutcome: *Demonstrates an understanding of the appropriate legal, financial, and ethical frameworks under which non-profit organizations are operated and regulated.* Artifacts were collected from MGT221: Introduction to Nonprofit Management. The artifact consisted of 12 multiple-choice questions and three essay questions taken from the three exams given during the semester.

Expected outcomes for this project would be at least a level 3 - Students will completely demonstrate an understanding of the appropriate legal, financial, and ethical frameworks under which non-profit organizations are operated and regulated. Students may need minor assistance developing a full understanding of nonprofit structures. A majority of the students (75%) scored a 3 or higher on the rubric. The artifact clearly articulated that the students had a moderate to strong grasp of the legal, financial, and ethical frameworks in which nonprofits serve. This is indicative of the introductory level of the course, and also shows a strong grasp for students progressing through the nonprofit program. The professor will assess strengths and weaknesses in student responses to essay questions and other assessments to include and enhance course content that will strengthen the knowledge and understanding related to the program learning outcomes. The first improvements to the course will take place in fall 2021.

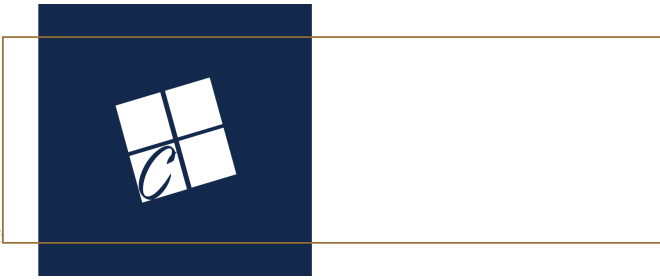
Nonprofit Administration – Internships Annual Assessment Project 20-21

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.

Nonprofit Administration – Human Resource Management

Providing Department:

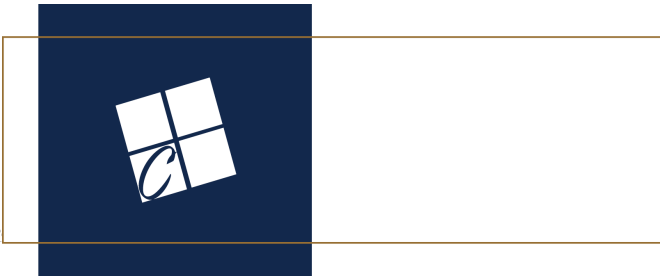
Non-Profit Administration

Faculty Program Leader(s):

April VanPutten (a0087246)

Executive Summary of Assessment Project:

Assessment of the Nonprofit Administration Specialized Knowledge component was conducted by April VanPutten, faculty program leader. The assessment was conducted based on the following Program Level Outcome: *Understand the internal and external environments of non-profit organizations.* And Program Level SubOutcome: *Illustrates comprehensive understanding of the areas of leadership, governance, community development, and human issues in the non-profit sector.* Artifacts were collected from MGT330: Human Resource Management for Non-Profits. The artifact was a Human Resources project that was conducted throughout the course and related to the various stages of developing a human resources plan. Feedback was given on parts 1-9 throughout the semester, with the opportunity to make corrections. The final project was submitted by the groups at the conclusion of the semester.



Expected outcomes for this project would be a level 4 - Students meet expectations and are able to independently work to solve problems, collaborate, and communicate clearly. A majority of the projects were scored at or above level 4 with only two of the projects falling into level 3 which indicates that students need minor assistance in accomplishing the desired outcomes. The artifact clearly articulated that the students had a strong grasp on the elements of non-profit leadership and human issues. There are no proposed changes for future improvement at this time, although the faculty member will continue to refine the project and provide resources to improve overall student success.

Nonprofit Administration – Intro to Nonprofit Management Annual Assessment Project 20-21

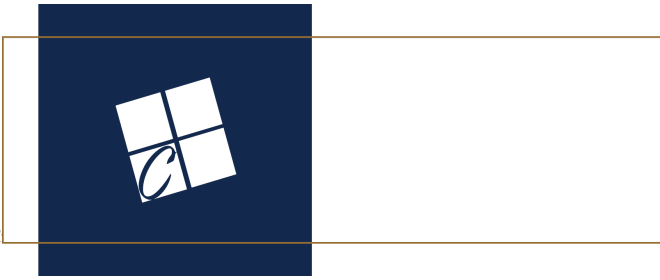
Providing Department:
Non-Profit Administration

Faculty Program Leader(s):
April VanPutten (a0087246)

Executive Summary of Assessment Project:

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understanding related to the program learning outcomes. The first improvements to the course will take place in fall 2021.

Sport Management

Sport Management Annual Assessment Project 20-21

Providing Department:

Sport Management

Faculty Program Leader(s):

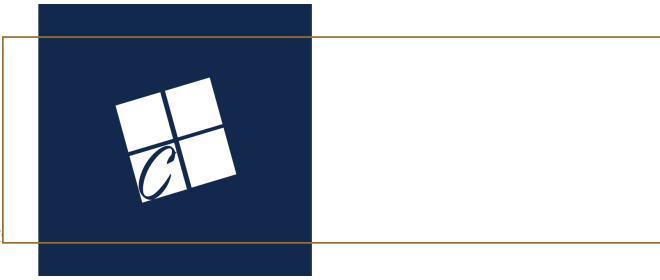
Scott Huckaby (s0607534)

Executive Summary of Assessment Project:

The students involved in this assessment project consisted of 30 students that were first or second-year students at Cornerstone. The majority of them are sport management majors or minors or students who have a particular interest in sport and/or coaching. The outcome (PLO1.1) was assessed. It states: Skills, Roles, and Functions: Students will demonstrate knowledge of the various skills, roles, and functions of sport managers. This is specifically designed in this course to articulate the students' understanding of the functions of a sport manager and share some of the relevant skills necessary for success in the sport industry. Artifacts collected were simply exam answers, via Moodle, on the final exam (cumulative) for the course at the end of the semester. Overall, the expected outcomes were within the range of expectation (Mean of 3.24) with an expectation that students would score a 3 or 4, of which 66% did so.

A specific, incremental introduction and then reinforcement of these key concepts will be made throughout the semester to better emphasize this critical content area. These two concepts are critical to a sport manager's understanding of his/her role in the sport industry. This will be done specifically within the content delivery via lectures throughout the semester as well as a specific focus via both formal and informal assessments. Additionally, reinstating an experiential learning event within the curriculum of the class will provide context to teach and reinforce these critical concepts. These changes will take place throughout the semester during the fall of 2021.

Center for Academic Success



Advising Program Annual Assessment Project 20-21

Providing Department:

Center for Academic Success

Faculty Program Leader(s):

Mario Adkins (m0539007), Shannon Pothoven (s0089364)

Tutoring Services Assessment Project 2020/2021

Providing Department:

Center for Academic Success

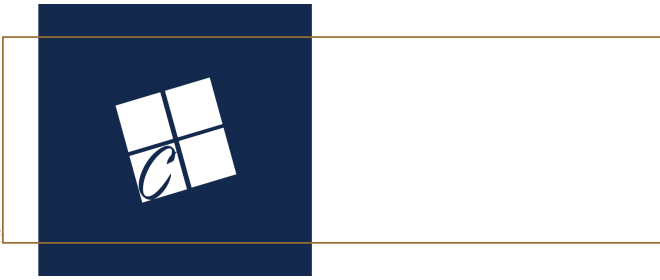
Faculty Program Leader(s):

Carol Sprague (c0248656), Shannon Pothoven (s0089364)

Executive Summary of Assessment Project:

In the SP21 semester, Carol Sprague (Tutor Coordinator) and Shannon Pothoven (Director of Student Success) conducted an assessment project on the tutoring PLO of "increased academic proficiency in tutored subjects." To assess this PLO, the Tutoring Evaluation was used; 78 surveys were disseminated, with 38 submitted (49% response rate). The evaluation asked students to evaluate how their knowledge of the course subject improved over the course of the semester. The expected outcome was that 70% of students would indicate a 4 or 5 on the Likkert scale (1 = little to none, 5 = quite a bit) indicating that their understanding of the subject had increased throughout the semester; results showed that 76% students agreed that their understanding improved. The evaluation also asked students to evaluate whether they perceived that tutoring contributed to their growth in understanding the course subject matter. The expected outcome was that 80% of students would indicate that tutoring contributed a satisfactory amount or a considerable amount to growth in their understanding of the subject; for this question, the expected outcome was not met, with 73% responding that tutoring contributed a satisfactory amount or a considerable amount. Overall, despite not quite meeting the expected outcome of the second question, it seems that student do believe that tutoring adds value, and students who use tutoring are able to increase their academic proficiency in the tutored subject. Moving forward, in FA 21 an additional self-evaluation question will be added to the Tutor Contract so the tutoring process can be evaluated more effectively.

Communication, Media and Music Division



Communication Studies (General, Broadcast, and Strategic) Advising Program Annual Assessment Project 20-21

Providing Department:

Communication

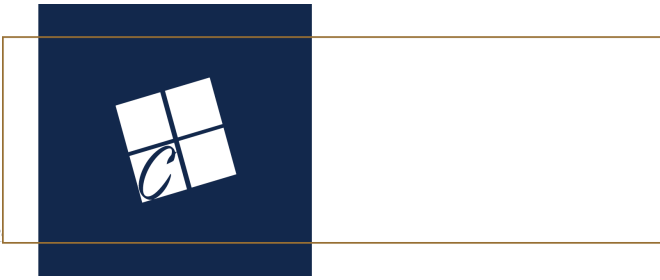
Faculty Program Leader(s):

Jeremy Osborn (j0596228)

Executive Summary of Assessment Project:

For 2020-2021, one of the applied knowledge sub-outcomes was assessed for the Communication, Strategic Communication, and Broadcast Communication programs. The specific sub-outcome was “Create messages that effectively represent an organization, individual, or other entity, and that enable that entity to achieve strategic goals, outcomes, and objectives.” This sub-outcome was assessed using a collection of both individual and group assignments linked to the Social Media Campaign project in COM 339 (Social Media)

Data were compiled from 24 students and involved evaluation of 5 different assignments/sub-sections from the Social Media Campaign for each student. The evaluation was done using a two-row rubric that included sub-sections on research and design and 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 24 students included a mix of students in Communication, Strategic Communication, Broadcast Communication, Media, and Business. Aggregate student mean scores across all five assignments were calculated. The mean rating across all students was 3.30, with mean ratings for the individual sub-groups of students by program all falling between 2.6 and 3.73. The data suggest that students are generally demonstrating proficiency in message design in the social media area, although prior coursework and major are clearly contributing factors to the strength of that proficiency. Students with more coursework in Communication, Graphic Design, and Digital Media, tended to score higher. Group sizes are very small, though, so caution should be exercised in generalizing too widely. The course will shift to Alex Baldrige in SP22 and more emphasis of applied examples and skills will be implemented.



Media

Audio Production (Audio Production, Film/Video, Graphic Design, Digital Media)

Audio Production Annual Assessment Project 20-21

Providing Department:

Media

Faculty Program Leader(s):

Cam Lewis (c0555410)

Executive Summary of Assessment Project:

Students in the Media programs are not successfully exhibiting evidence of the learning outcome to "Produce and incorporate meaningful, appropriate, and valuable feedback on their own and others' work." Cam Lewis assessed student reflection papers in order to determine whether students could identify that course content and peer feedback had helped them revise their film projects for the Post Test assignment. Actual outcomes indicated that while a majority of students were able to identify specific elements that they attempted to improve, fewer than 30% were able to attribute that to course content and fewer than 12% were able to attribute that to peer feedback.

The next iteration of the course will include the development of a rubric for the reflection paper, an a rewritten assignment brief, and expanded course content to help students draw the connections between peer feedback and their own work more strongly. These changes will be implemented by Cam Lewis by 01/15/22 so that they can be tested in the SP22 section of this course.

Music (ALL)

Music Program Assessment: Sight-Singing Annual Assessment Project 20-21

Providing Department:

Music (ALL)

Faculty Program Leader(s):

Kayla Cordell (k0357362), Kent Walters (k0123099), David Yandl (d0628672)

Executive Summary of Assessment Project:



Prof. Kayla Cordell identified the following outcome for assessment:

PLO-2: Applied Knowledge and Collaborative Learning: Music students will demonstrate individual and collaborative performance skills.

Sub-Outcome 2.2 The student will demonstrate proficient sight-reading skills.

She also identified MUS-114 Ear Training II as a course which achieves these outcomes. As instructor of MUS-114 Ear Training II, Dr. Kent Walters collected instructions, musical excerpts, and test scores from four sight-singing exams.

Dr. David Yandl continued with Prof. Kayla Cordell's assessment. The data collected reflects that students met or exceeded the expected outcome of 80% or higher on every exam. This indicates the learning outcome is being met, and students are consistently demonstrating proficient sight-reading skills.

Given the high scores for every student on every exam, the proposed change is a revised rubric that will allow for fewer errors. This rubric will allow instructors to evaluate learning outcomes with greater stringency. The new rubric will be implemented by the start of the Spring 2022 semester, when MUS-114 Ear Training II will be held next.

Computer Science, Engineering, and Math Division

Engineering

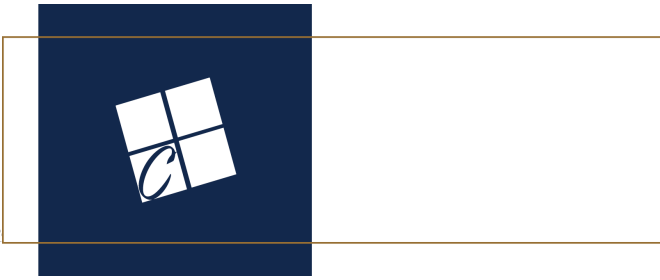
Engineering Annual Assessment Project 20-21

Providing Department:

Engineering

Faculty Program Leader(s):

Michael Greene (m0624741)



Executive Summary of Assessment Project:

In the 2020-21 academic year, the Engineering program worked heavily on work toward obtaining ABET accreditation for their programs. As part of this process, outcomes required by this accrediting body were adopted and defined. These outcomes are delineated in a curriculum map for institutional assessment as well. Going forward, the new academic division (CSEM) will need to formally approve the PLOs to comply with institutional policy.

The first outcome (under the ILO Specialized Knowledge) was evaluated via a EGR 214 (Basic Circuits) course assessment, including all Engineering program majors. Students were tested on their ability to calculate unknown currents using an engineering method with mathematic components (linear algebra). Approach, methodology, and solution were assessed for all 11 students.

All students evaluated clearly evidenced understanding of the technique using mesh and linear algebra. Two students exhibited some difficulty in the solution and both appeared to have made sign errors in their calculations. Given that this was a formative assessment, student performance still met the threshold for appropriate development in this area.

No changes are recommended to the curriculum at this time. However, the design of the test will be realigned to better measure/demonstrate ABET problem solving student outcomes in the next iteration of this course.

Core Curriculum

COM-112

Providing Department: COM-112

COM-112

Faculty Program Leader(s):

Jeremy Osborn (j0596228)

Executive Summary of Assessment Project:

In COM 112 for 2020-2021, 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 four sections of COM 112. From the 90 speeches in those four sections, a random sample of 25 was selected for evaluation. The speeches were evaluated 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 3.64, which was consistent with expectations based on data from the previous two years. 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. Changes for the future focus on creating the rubric necessary for assessing proficiency in communication in general once the general education component of the Core Curriculum shifts to a multi-course, choice-based menu system. The deadline on this rubric creation is tentatively set for June 1, 2022, contingent upon implementation of the new Core policies.

ENG-212

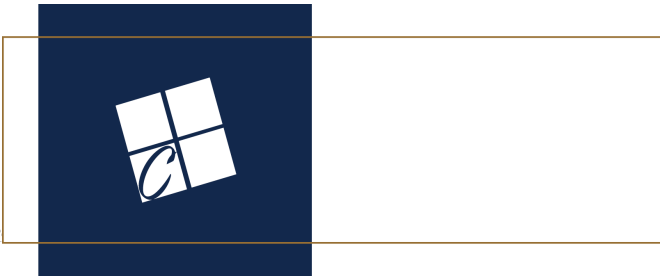
Faculty Program Leader(s):

Michael VanDyke (m0451387)

Executive Summary of Assessment Project:

I, Michael Van Dyke, carried out this assessment project and gained feedback from colleagues in the Humanities Division. I assessed the PLO: "Specialized Knowledge" and the sub-outcome: "Accumulate the skills and grammatical knowledge necessary for writing stylistically accurate sentences, **paragraphs**, and essays," with a focus this year on paragraphing. I used a typical "Position Paper" assignment as my artifact.

My expectations were that students' understanding of the organizational role of paragraphing in their essays would be inadequate, and my project largely bore that out, except in the area of writing paragraphs that were unified around a topic sentence, where the students did better than I had expected. My plan is to add a graded outlining aspect to at least one of the course's persuasive essay assignments and to encourage my colleagues who teach the course to do the same. These assessment results will be analyzed by May 13, 2022.



HIS-114

Faculty Program Leader(s):

Martin Spence (m0561963)

Executive Summary of Assessment Project:

This assessment project was undertaken by Dr. Martin Spence.

The outcome being assessed was PLO 4 Civic and Global Engagement

1. 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

54 assignments were collected.

The expected results were that students would achieve higher on this assignment than their average class grade because the nature of the assignment invited self-reflection, with no right or wrong answers as such.

The results bear this out. Students either failed or got an A, meaning that in many ways the assignment is pass/fail. Students that attempted to complete the assessment gained an A.

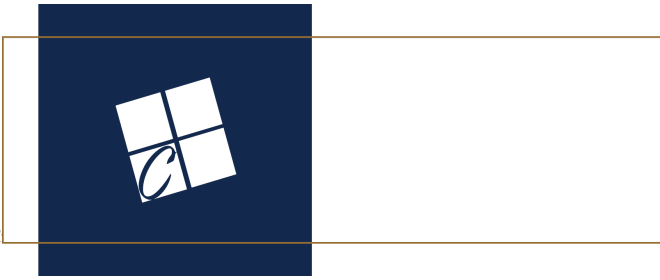
Seventeen students achieved at least 10% on this assignment than their average class grade.

Seven students scored 10% lower on this assignment than their average class grade, but this was due to not submitting one part of the assignment, which automatically lost them 50% of the overall grade.

I will refine and develop revised prompts for Fall 2021/Spring 2022.

I will experiment with a rubric for assessing these next year.

I will assess these in next year's assessment project.



Changes will be implemented by 02/01/2022

HUM-311

HUM 311: Imagination in Culture Annual Assessment Project 20-21

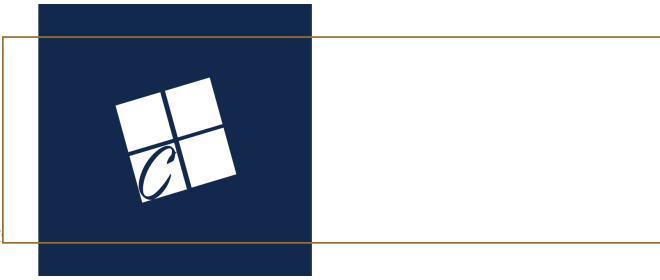
Faculty Program Leader(s):

Michael Stevens (m0270102)

Executive Summary of Assessment Project:

This project has been carried out by me, Dr. Michael Stevens, core course coordinator and primary instructor for HUM 311 Imagination in Culture, in consultation with Drs. Michael Van Dyke and Matt Bonzo, who teach PHI 211 Introduction to Philosophy, the prerequisite for this course (Dr. Van Dyke also has experience teaching HUM 311 and has a background in aesthetics and philosophy of art). The Outcome assessed in this report was Specialized Knowledge, whereby the "students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to their field of study," which in this case is the realm of art and aesthetics, where works of the human imagination are evaluated for meaning and worldview implications. I chose to concentrate on the artifact of the Art Response Essay, which all students compose prior to midterm, after engaging with a work of art--visual, musical, dramatic, etc. In fact, I narrowed my focus down to the middle of the three paragraphs of the essay, the Analysis section, wherein students seek to discover the meaning of the piece, based on their knowledge of artistic terminology, tropes and symbols, and historical parallels (all of which have been part of the daily class conversation).

I set out a rubric with a scale of "X out of 5" to indicate that students were exhibiting aesthetic knowledge in the Analysis paragraph of the Art Response Essay (with 1 being little or no evidence, and 5 being extraordinary evidence of such knowledge). My expectation was that students would show at least an average of 3 (from rubric: "A few substantial references to aesthetic terminology, touching upon an understanding of artistic meaning"). I was pleased, but not overjoyed, with the final results of the 30 random sample essays (15 from each of my Spring 2021 sections): a 3.33 average. Quantitatively, things looked okay, but qualitatively, I noticed a lot of issues in the ways students were completing their Analysis section and positing aesthetic meaning. Foremost among the issues was a tendency to put up a sort of 'smokescreen,' whereby artistic terminology, discussion of symbols, and historical parallelisms were all offered, but without clear and thoughtful understanding of what was being said or suggested. So, I've decided to go back to my chief tool of preparation for the Response Essay, the Model Essay that I created



as an example of all the components at work in a single argument. I will be adding a brief primer to the Model Essay, where I explain exactly what sorts of intellectual activities rightly constitute each of the three sections of the essay: Observation, Analysis, Interpretation. I hope to thus curb some of the student 'stabbing in the dark' or ambiguously grasping for connections, and to give some concrete ideas that should guide the students better into the process of exercising Specialized Knowledge in aesthetics in order to pinpoint artistic meaning. After consulting about the phrasing with Drs. Bonzo and Van Dyke, I will revise my Model Essay in preparation for inclusion in the Fall 2021 sections of the courses.

IDS-101

IDS 101 Creativity, Innovation, and Problem Solving Annual Assessment Project 20-21

Faculty Program Leader(s):

Don Perini (d0427027)

Executive Summary of Assessment Project:

Don Perini assessed the assignment "Emerge Study Guide" for IDS 101 for the 2020-2021 Calendar year. Course outcome was assessed: Identify the habits of the creative life that enhance creativity. 106 workbooks for "Emerge Study Guide" were collected and evaluated.

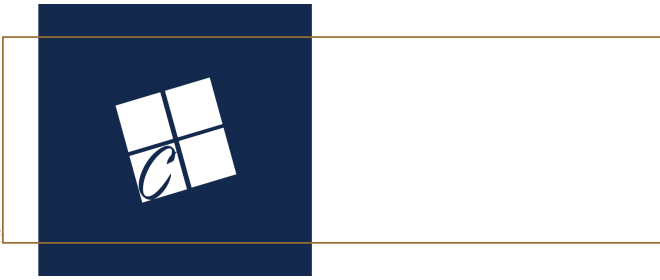
The Expected Outcome was that 80% of the students will complete the workbook and will achieve a 80%+ on the final project. The Final Outcome was that 89.7% of the students completed the workbook and achieved 80%+ on the assignment. The weakest areas of the submitted work was incomplete chapters or unanswered questions.

To make this a more robust assignment, we are going to change the syllabus description to emphasize that thoughtful, insightful and complete responses will be required to achieve an outstanding grade.

The revision will be completed by August 15, 2021 and the revised assignment will be implemented in the Fall of 2021.

IDS-103

IDS-103 Annual Assessment Project 20-21



Faculty Program Leader(s):

Jonathan Marko (j0543395)

Executive Summary of Assessment Project:

Surveys were given to students toward the end of IDS 103 and IDS 104 created by me in consultation with student leaders, the dean of assessment, and the director of service. We desired to gauge the perceptions of students and glean feedback in numerous areas where a traditional course evaluation was unlikely to probe. This was of particular concern as Foundations has so many atypical elements. What is more, major changes are being made to CU Foundations to make it the first of a series of courses in the core course curriculum ("the core of the core").

I have determined several things. First, small groups are vital to the course and we must find a time when I can meet with all of them for training, resourcing, etc. Second, the financial stewardship series will have to be removed or greatly revamped. Third, the format for Friday will be more along the lines of a talk-show format. These elements will be implemented by the fall.

IDS-104

IDS-104 Annual Assessment Project 20-21

Faculty Program Leader(s):

Jonathan Marko (j0543395)

Executive Summary of Assessment Project:

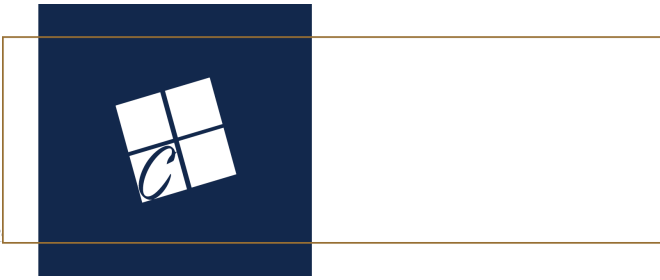
The assessment projects for IDS 103 and IDS 104 have been completed as one project. Please see the assessment project for IDS 103.

KIN-100

Core Curriculum - KIN 100 Annual Assessment Project 20-21

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 2020-2021 academic year. Students were required to track their caloric intake, exercise amount, water intake, and mental/emotional health for a whole week and write a paper about what they should be doing, what their goals were, and what they learned. The four 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 247 students, the average scores were 94+7% (after removal of the grades from the students who didn't turn it in; n=22). 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 2021), a few minor changes will be implemented to this project. First, 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. This was recommended by the course coordinator last year but will be required this coming year. Also, the professors will work to enhance the consistency of the grading for the project. This will be completed by using the rubric grading system in the grading platform. This will be set up and explained by the course coordinator.

MAT-110

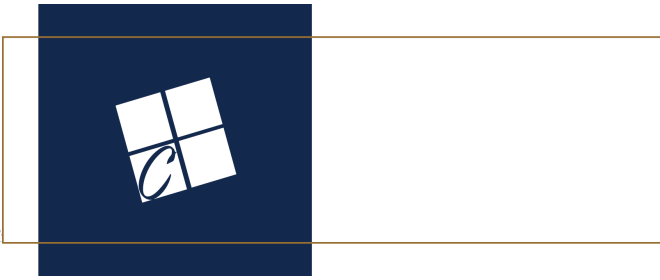
MAT110 Annual Assessment Project 20-21

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 would be found in the following :

- 1.) Testing the validity of a statement
- 2.) The attempts to make collective decision making as fair as possible
- 3.) The use of concrete methods to work on abstract problems
- 4.) 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 Michael Greene 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.

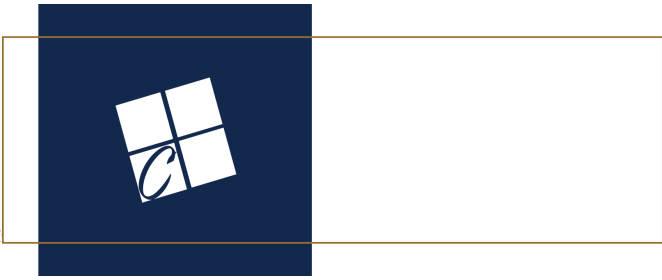
Problem #16e, PLO-5. Calculate loan amounts and monthly payments with regard to a particular type of loans, and then identify the advantages of one type over another.

The level of acceptability was a mean for all student of 80% correct for each section. Last year, the mean for all sections except PLO-4 was above 80% (the mean for PLO-4 was 78%). This term we had a large variation in the two classes which resulted overall results of only PLO-1 and PLO-3 above 80%. We believe that one of the main factors in the poor performance of the lesser scoring class was the fact that instructor was hit with COVID and additional physical complications during the last 2 weeks of class with including the exam prep time. That class also had a lower collective level of math experience as compared with past classes.

We will implement some small changes in type of question asked and provide some extra training in teaching those questions. We expect the performance levels to increase to at least last years levels.

PHI-211

PHI211Annual Assessment Project 20-21



Faculty Program Leader(s):

Matt Bonzo (j0292960)

Executive Summary of Assessment Project:

As core course coordinator for PHI 211 and the sole instructor for SP 21 I (Matt Bonzo) was responsible for this assessment. There were 8 specific worldview questions on the multiple choice part of the final exam. I assessed 25 randomly selected exams on questions #43-#50. The class average was 6.32/8. More telling given the nature of questions #49 and #50 is that the majority of students received either a 7/8 or 8/8 on the questions. My expected outcome would have been a 5/8 based on scores for the entire exam and previous year exams. Revisiting worldview throughout the semester helped to achieve the raise in average.

While the above expectation result is good, there is also the need to have better and more questions that ask the student to apply worldview. This may be better accomplished in an essay format though that is difficult given the class size. The development of questions and the addition of a worldview reading will be done before the class is taught again in the fall semester of 2021.

REL-104

REL104 Annual Assessment Project 20-21

Faculty Program Leader(s):

Ryan Roberts (r0569836)

Executive Summary of Assessment Project:

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 outcome assessed was demonstrate knowledge of the content of the Bible and relevant ancient primary literature. 144 pre-test/post-tests were collected from Moodle and sorted in an excel spreadsheet. The expected outcome was that student improvement (delta) would be lower on questions 38-44 as this is the last unit covered during the semester and professors can struggle to adequately address all the exam questions before the semester ends. The expected finding is not supported, suggesting that professors are doing a good job completing the unit material.

Questions 38, 39, and 42 underperformed to the expected delta. Clearly something is wrong with question 41 given a -41.2% decrease from pre-test to post-test and this must be examined in more detail. At the same time, questions 38, 39, 41, and 43 deserve further attention to increase the delta from pre-test to



post-test. Closer attention to "teaching to the test" will aid in improving the delta to these questions. The date that these changes will be implemented is 1/31/2022 as this will ensure that the proposed changes for improvement are communicated to both Fall and Spring instructors.

REL-352

REL352 Annual Assessment Project 20-21

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.

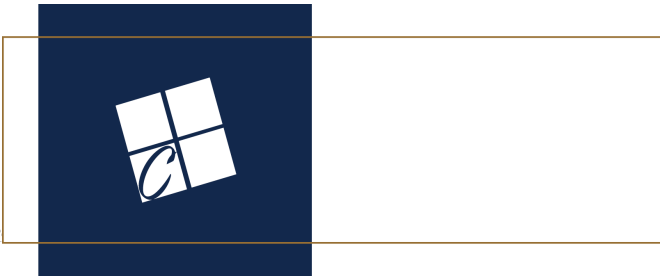
In the course of the analysis, issues surfaced regarding the lack of clarity of the stated learning outcome. It was suggested that the outcome needs refining due to the ambiguous nature of the terms "grasp" and "essential."

SCI-311

SCI311 Annual Assessment Project 20-21

Faculty Program Leader(s):

Ned Keller (c0453464), Justin Burdine (j0632558)



Executive Summary of Assessment Project:

A project was designed to assess student learning in SCI-311: Science in Culture. The artifact chosen was a paper in which students apply principles of contemporary science to various problems in our culture - in this case environmental issues. This artifact demonstrates student mastery of CU ILO-4: "Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues."

Dr. Justin Burdine and Dr. Ned Keller (instructors for SCI-311) developed a rubric for three criteria in this paper and analyzed 53 out of 159 papers submitted during the four sections of SCI-311 offered during the 2020-2021 academic year.

The average score for each of the three criteria for all four sections was $4.2 \pm 0.9/5$. This indicates that more than 80% of the students in this sample did meet (and even slightly exceed) our desired outcomes for these three criteria.

There was no significant difference in the scores between the three criteria. This data did not show any significant differences in student performance between the four sections of the course offerings - indicating consistency across instructors and semesters.

From the data collected for this project we concluded that students have a good mastery of basic research about an environmental science topic, and are able to create a way to explain and market a more environmentally friendly product to a culture with which they are familiar. We also predicted that students would be able to interact more knowledgeably with other cultures using the KEEPRAH tool to analyze that culture.

Humanities Division

History

History Annual Assessment Project 20-21

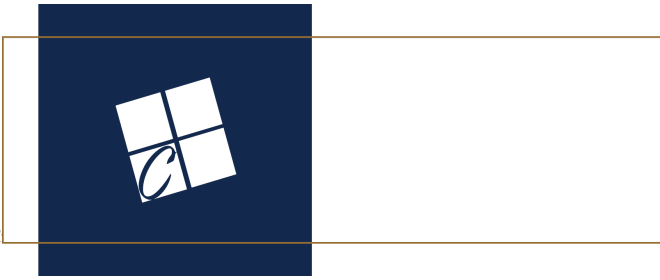
Providing Department:

History

Faculty Program Leader(s):

Martin Spence (m0561963)

Executive Summary of Assessment Project:



The assessment project was undertaken by Dr. Martin Spence.

The outcome assessed was PLO 2.1 "Thesis or Research: Identify a thesis or research question"

Eight student essays were collected. Students had to develop their own topic.

1 student scored Excellent

3 students scored Average

3 students scored below average

Based on previous knowledge of student essays I was expecting this spread of results, although all students should be scoring in the average or excellent range at this level.

The new HIS-103 class would be a place to introduce more pedagogy on formulating research questions. All students will be required to obtain book which includes sections on writing history essays, including this element of formulating a question. An assignment will be set in HIS-103 testing their understanding of this. Other instructors in the program will be encouraged to give attention to this element of essay writing in their assignments.

This will be implemented by 02/01/2022.

Linguistics

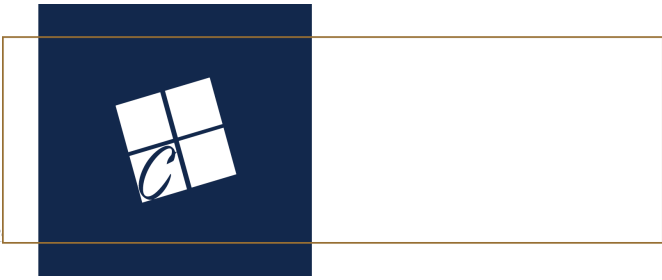
Linguistics Annual Assessment Project 20-21

Providing Department:

Humanities

Faculty Program Leader(s):

Michael Pasquale (m0067162)



Executive Summary of Assessment Project:

Led by faculty program leader Dr. Michael Pasquale, the Linguistics Major assessed the Specialized Knowledge PLO during the 2020-2021 academic year. The sub-outcome was to "explain the structure of human language." The assessment project was to evaluate the Linguistic Analysis Report in LIN 225 Introduction to Linguistics during the Fall 2020 semester. The expected outcome was a 4, that is, that students would meet expectations for the program-level outcome. The results were that 23% of students (5/22) exceeded that expectation by scoring a 5. 50% of students (11/22) were at the expected level of 4. 23% of students (5/22) almost met expectations by scoring a 3. 5% (1/22) partially met expectations by scoring a 2. Overall the average score on the assignment was 4.09.

Literature

Literature Annual Assessment Project 20-21

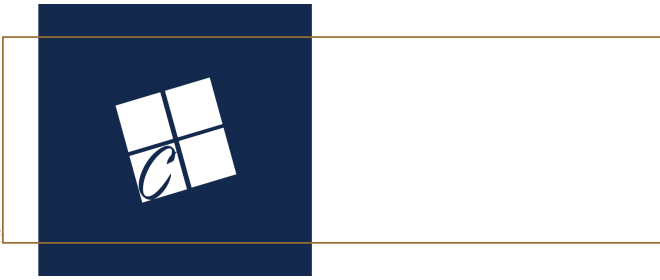
Providing Department:

Humanities

Executive Summary of Assessment Project:

Led by faculty member, Dr. Jason Stevens, the annotated bibliography and state of the question project assessed Specialized Knowledge during the 2020-2021 academic year. Sub-outcomes assessed were "identify themes and literary devices" and "identity important authors and works of literature." The assessment project was to evaluate the Annotated Bibliography and State of the Question project in ENG 342 Romantic and Victorian Literature. 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% was 92%. Three of these projects absolutely exceeded expectations, while three more exceeded expectations, but not to the degree of the other three. These received a 5. Six projects fell between a 4 and a 5, meeting, and in some parts of the project, though not other parts of it, exceeded expectations. The final three projects meet expectations, though one just barely qualified as a 4. As I mentioned, these results will likely be unusual when compared to future assessments of the results of this project because this was a remarkably strong group of students. Future results of this project may likely have more projects scoring 4s, 3s on the rubric.

This was the first time this assignment was used within larger literature assessment project. This assessment project will also give us a basis to plan and organize future literature survey courses which must prepare students to see their reading of texts and their writing about texts as part of the larger



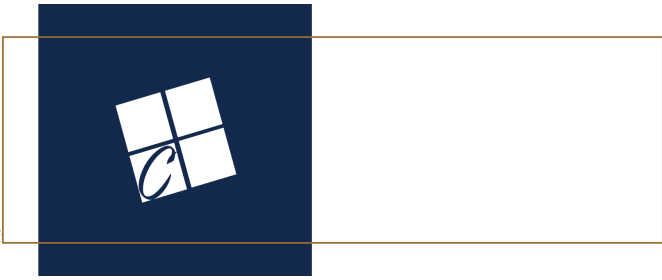
conversation of the scholarly community. This assignment will help students see that researching a question based on a theme derived from the literary devices of a text is the way to help them sharpen their own stance on an issue. It will help them see that a “major” text can be thought of less as a canonical given and more as a text that continues to draw new generations of scholars to read and write about it. I am going to assign more secondary sources and critical essays on the major texts we read next time around. This will not only enrich the discussions around the texts, but it will also give me a chance to teach professional academic writing and its components, such as the state of the questions, dealing with disagreement, stating one’s own ideas by way of introducing contrasting critical positions, etc. This will help students learn to read academic criticism not only for its content, but with an eye to how and why scholarly articles and scholarly discourse is shaped and structured the way they are. I will also continue to develop and build more explicit connections between other assignments in the class that focus on scholarly conversation, and this annotated bibliography project. For example, I have students listen to relevant episodes of the BBC’s In Our Time podcast, which features a small group of scholars discussing an author, era, or text. I will even more explicitly draw out the connections between those conversations and the requirement of our in-class Socratic method discussion rubric, for example. And then I will make connections between these two assignments and the annotated bibliography and state of the question project. Amplifying this course theme of entering the academic conversation as well as making connections between these different assignments even more explicit can help students perceive even more clearly the way in which the heart of academic discourse is learning and responding to the critical conversation around major authors, texts and the themes of those texts, and the way in which literary devices generate and shape those themes and discussions.

Ultimately, I hope the assignment gives students confidence that what they have to say about a book can add to the larger scholarly conversation if they have taken the time, by way of research, to get to know the other voices in that conversation. Overall, the results met expectations and demonstrated the strength of the Literature program in providing not only the fundamentals of researching and writing of a summary and analysis of one’s research, but, ultimately, of helping students see that their reading and writing is part of a large, meaningful conversation.

Philosophy

Philosophy Annual Assessment Project 20-21

Providing Department: PHI-211



Faculty Program Leader(s): Matt Bonzo (j0292960)

Executive Summary of Assessment Project:

As the sole professor of philosophy, I (Matt Bonzo) was the only one involved in this assessment project. The outcome identified as PLO 2.2 (Development and Relationship) which traces the development of the problem, question, and/or philosophical thinker and its relationship to other philosophical problems, questions, and/or thinkers was assessed in PHI 411 Failures of Modernity. This class' content changed based upon selected thinkers and themes. An important skill for maturing philosophy student to practice is distinguishing and summarizing arguments. This was assessed by collecting 2 literature reviews from each student and considering how adept they were in accomplishing the parts of this task. I expected the students to average around a B level (12/15 points). The students did better than expected averaging an B+/A- level (12.5/15). The next time (at least not until SP 22) I teach another PHI 411/480 course I will implement a more developmental approach to the assignments and provide the student will a rubric earlier in the process.

Professional Writing

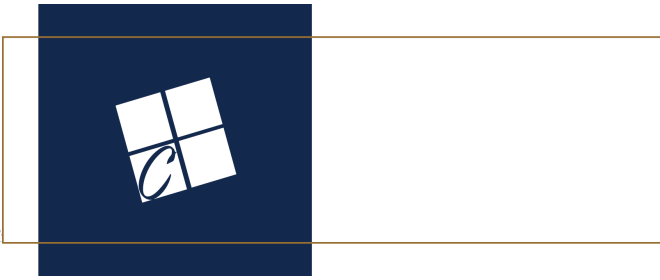
Professional Writing Annual Assessment Project 20-21

Providing Department:
Professional Writing

Faculty Program Leader(s):
Michael VanDyke (m0451387)

Executive Summary of Assessment Project:

This assessment was conducted by myself, Michael Van Dyke, and was based on my Creative Nonfiction course. I later discussed the project with a few of my colleagues in the Humanities Division. I assessed the Program Learning Outcome (PLO): "Specialized knowledge" and the sub-outcome: "Identify craft elements essential to the genre." My specific method was to compare an early essay in the course to a later essay in terms of the students' ability to write "uncluttered" prose according to William Zinsser's description of cluttered vs. clear writing in his book *On Writing Well*. I developed a rubric that broke down Zinsser's



principles into clear categories, and then I assessed all of the student essays according to these categories.

As the resulting rubric shows, my actual results were pretty close to my expected results in the majority of cases. However, there were a couple of notable exceptions in the categories of "Prose shows clarity of purpose" and "Avoids -ly words and vague verbs." The fact that the students greatly exceeded my expectations in the category of "Prose shows clarity of purpose" can perhaps be attributed to the fact that the final pieces had been revised and peer edited by other good writers before they were handed in. This suggests that the revising and peer review processes I am using in this class are affective in helping students find a coherent focus for each piece they write. While I am not sure how to interpret the fact that the students actually got worse in the category "Avoids -ly words and vague verbs," it may be due to the fact that the latter assignment was on a more abstract, theoretical, even philosophical, topic, which lent itself to more vague and hesitant statements. My plan is to develop exercises specifically focused on accuracy and precision of verb choices and to assess the outcomes by May 13, 2022.

Spanish

Spanish Major Annual Assessment Project 20-21

Providing Department:

Spanish

Faculty Program Leader(s):

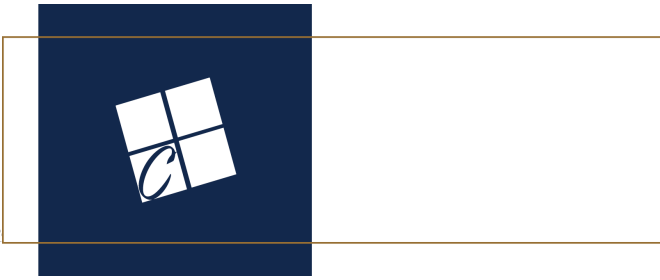
Leticia Espinoza (10531562)

Executive Summary of Assessment Project:

I shared the structure of SPA 334 and the assignments as well as expected outcomes and results with Humanities colleagues. This allowed me to see that students still need to intentional analyze US-Latin American relations. While the short essays showed students' grasp of similarities and differences between the mainstream culture and the Latinx subculture, the presentation still needed connections between countries. Therefore, a short assignment will be added to prompt students to research this particular topic.

I expect to report on the changes, improvements, and outcomes on May 13th, 2022.

TESOL



TESOL Annual Assessment Project 20-21

Providing Department:

TESOL

Faculty Program Leader(s):

Michael Pasquale (m0067162)

Executive Summary of Assessment Project:

Faculty in TESOL minor (Dr. Michael Pasquale and Brian Pickerd) assessed the Specialized Knowledge PLO during the 2020-2021 academic year. The sub-outcome was to "exhibit knowledge of the structure of languages and connections to social contexts." The assessment project was to evaluate the Linguistic Analysis Report in LIN 225 Introduction to Linguistics during the Fall 2020 semester. The expected outcome was a 4, that is, that students would meet expectations for the program-level outcome. The results were that 14% of students (3/22) exceeded that expectation by scoring a 5. 55% of students (12/22) were at the expected level of 4. 18% of students (4/22) almost met expectations by scoring a 3. 14% (3/22) partially met expectations by scoring a 2. Overall the average score on the assignment was 3.68.

Interdisciplinary Studies Division

Creativity and Innovation Honors Institute Annual Assessment Project 20-21

Providing Department:

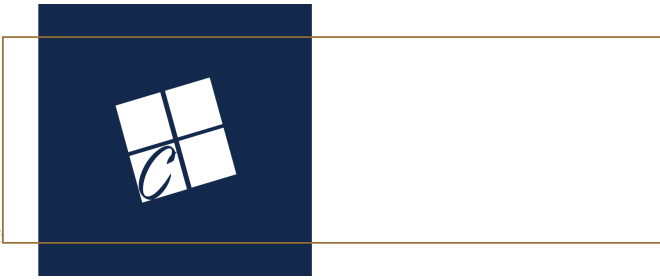
Creativity and Innovation

Faculty Program Leader(s):

Don Perini (d0427027)

Executive Summary of Assessment Project:

Don Perini assessed the final project "Design Thinking Challenge" for IDS 450 for the 2020-2021 Calendar year. Course outcome was assessed: student completes the full design thinking cycle individually relating to their future career fields/areas of study. 38 PDF documents of final documentation for "Design Thinking Challenge" were collected and evaluated via the project rubric.



The Expected Outcome was that 80% of student groups will achieve "Good" or higher in all rubric categories and will achieve 80%+ on the final project. The Final Outcome was that 87% of student groups achieved "Good" or higher in all rubric categories and achieved 80%+ on the final project. The weakest areas of the submitted work were interpreting empathy data, implementing a desirable, viable, and feasible plan, and use of journey maps.

The rubric wording will be revised to address the weak areas of interpreting empathy data and proper use of journey mapping to reflect a more rigorous grading rubric.

To assist students in excelling in these areas, the course will be revised. Revisions include:

Change syllabus calendar moving Design Thinking Training to the middle of the semester. to avoid the gap between training and when assignment is due.

Adding an emphasis on interpreting data, use of journey maps, and seeing the process as a whole will be given more focus during class.

These revisions will be completed by January 31, 2022 and the revised assignment will be implemented in the Spring of 2022.

Creativity and Innovation Honors Institute—Applied Knowledge: Innovation Cycles (IDS 205) Annual Assessment Project 20-21

Providing Department:

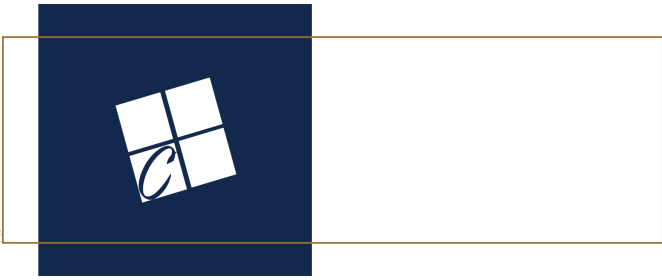
Creativity and Innovation

Faculty Program Leader(s):

Julia Petersen (j0632865)

Executive Summary of Assessment Project:

Julia Petersen assessed the final project "Project 4—Innovate in your Fields" for IDS 205 for the 2020-2021 Calendar year. Outcome 2.1 was assessed: Complete the design thinking/human-centered design innovation cycle from empathy & observation through implementation. 14 PDF documents of final documentation for "Project 4—Innovate in your Fields" were collected and evaluated via the project rubric. The Expected Outcome was that 80% of student groups will achieve "Good" or higher in all rubric categories and will achieve 80%+ on the final project. The Final Outcome was that 64% of student groups achieved "Good" or higher in all rubric categories and achieved 80%+ on the final project. The weakest areas of the submitted work were prototyping (for this project criteria, the most common issue was that documentation for only 1 prototype was submitted; 2 were required), and implementation (5 groups were missing implementation plans).



To assist students in excelling in these areas, the assignment will be revised. Revisions include:
An extended assignment calendar to give more time to develop and refine prototypes and develop an implementation plan;
clearer requirements for documentation, including providing students with an example of a finished documentation covering all assignment areas.
These revisions will be completed by January 31, 2022 and the revised assignment will be implemented in the Spring of 2022.

Science and Kinesiology Division

Biology/Pre-professional Programs

2020-2021 BS Biology - Pre-Professional Annual Assessment Project 20-21

Providing Department:

Biology/Pre-professional Programs

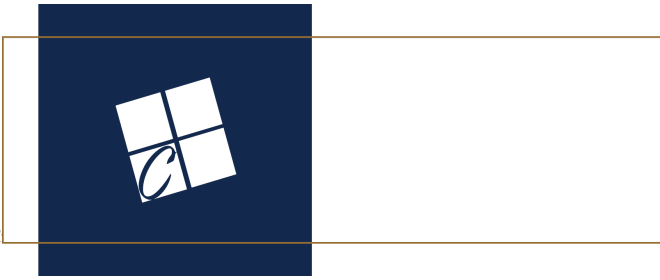
Faculty Program Leader(s):

Ned Keller (c0453464), Charles Wideman (c0030031)

Executive Summary of Assessment Project:

Professors Wideman and Keller completed the assessment project for the Biology: Pre-Professional programs. The outcome assessed was: *Cornerstone students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to their field of study. - Specifically: Sub-Outcome 1. Pre-professional students will explain terminology, theories, concepts and practices in the life sciences.*

The artifact chosen was the final exam in BIO-242: Anatomy & Physiology II - an entry level course for students in the pre-professional programs. The exam was created and administered in Moodle. Grades from this exam were analyzed and compared with previous offerings of this course from May, 2018-current (May, 2021). The scores for all four years are consistent (within one sigma) with a score of 75% on the final exam, which was consistent with our predictions. There is a noticeable difference in the number of students between May, 2018, and the latter three years of data. This is likely due to implementation of a division suggested policy of requiring a course grade of 'C' or better in the first semester of this two-semester course before allowing students to register for the second semester. One can also note that the broader range of exam scores in 2018 becomes smaller in the succeeding three years.



We are implementing a slight change in the pre-requisite for this course in the 2021-2022 AY and would like to compare final exam scores in May, 2022, with the 2018-2021 scores analyzed in this year's project.

Biology

BS Biology Engineering Annual Assessment Project 20-21

Providing Department:

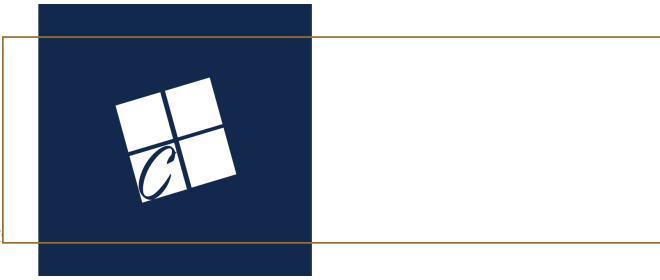
Biology

Faculty Program Leader(s):

Rob Keys (r0036937), Justine Burdine (j0632588)

Executive Summary of Assessment Project:

This assessment project was completed by J. Burdine. Other faculty involved in the project were R. Keys, J. Fryling, and N. Crompton. The goal of this assessment was to assess students ability to **design investigations, collect and critically analyze data and communicate results in a biological research project** (PLO 2.1). This assessment was accomplished by using the final poster submission for Senior Research (SCI 495), and this assignment was submitted by 10 students groups to Moodle. Results from the rubric were analyzed using means and standard deviations, to determine whether students were achieving a benchmark score of 80% on the project. Overall, students did achieve this benchmark score, but there were specific sub-sections with the rubric that need to be address. These include the student ability to critically analyze data, and communicate this research with the broader scientific context. The proposed changes for this assessment are to revise the evaluation rubric with more detailed verbiage that aligns with learning outcomes. This will allow us to be more specific in our assessment of the learning outcomes. In addition, we will provide students with model posters, documents, and workshops to promote student ability to confidently communicate statistical results. These changes will also be promote in lower-level courses to give students early exposure to scientific research, statistics, and research communicate. These proposed changes will be implement by January 31, 2022.



Environmental Biology: Wildlife

Environmental Biology and the Workforce Engineering Annual Assessment Project 20-21

Providing Department:

Environmental Biology: Wildlife

Faculty Program Leader(s):

Rob Keys (r0036937)

Executive Summary of Assessment Project:

The 2020-21 Environmental Biology majors assessment project, Environmental Biology and the Workforce, was conducted by Dr. Rob Keys. The focus of this year's assessment project was Applied Knowledge and Collaborative Learning: Environmental Biology students will demonstrate the ability to collect, organize, analyze and communicate biological data related to environmental research and management using the tools and skills applicable to environmental biologists, subsection 2 - Demonstrate the ability to effectively use the skills of an environmental biologist professionally. Data was collected using internship supervisor evaluations collected through the Handshake system employees by Career and Life Calling. All final evaluations were collated and categorized into four categories: critical thinking, communication, self-assessment and virtues. The expectation was students involved in internships would have scores in each of the categories with a mean of 4 out of 5.

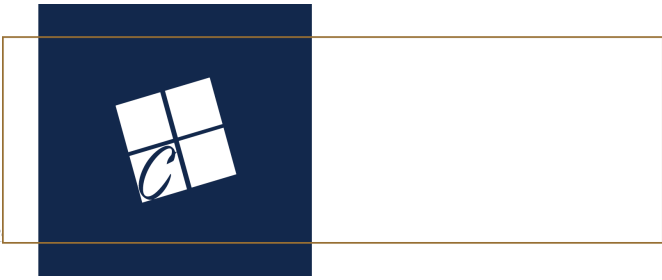
Results showed students exceeded expectations in all four categories with mean scores ranging from 4.4 to 4.7. Supervisors were pleased with the preparation of students and their ability to perform the work. The one area mentioned by supervisors in their comments was that students were somewhat hesitant to perform tasks with which they may have been more unfamiliar. As such, we propose to implement a more focused career preparedness training within upper level ecology courses (ECO-342/342) which are taken by all Environmental Biology majors. This will be implemented beginning in Fall 2021.

Integrated Comprehensive Science (Secondary Ed)

Integrated Comprehensive Science Annual Assessment Project 20-21

Providing Department:

Integrated Comprehensive Science (Secondary Ed)



Faculty Program Leader(s):

Rob Keys (r0036937)

Secondary Integrated Science majors were assessed on their ability to use Specialized Knowledge in relationship to content development using 3-dimensional thinking (PLO: Students will develop and show mastery in the specialized science content knowledge required to teach students at the secondary level.) Integrated Science majors in the SCI-400 Integrated Science Capstone course were evaluated using the *Building Integrated Connections* assignment with a supplied rubric.

Results showed that the students assessed for this project scored a mean 96% on the evaluation (N=2). This exceeded the expectation of 85% for the assessment project. No proposed changes have been made at this time as students show the mastery in this PLO expectation. Also, the State of Michigan is currently rewriting the standards for the preparation of secondary science teachers and multiple changes will need to be implemented in the next two years to meet these new expectations which currently have not been released (even in draft).

Social Science Division

Psychology

Psychology Annual Assessment Project 20-21

Providing Department:

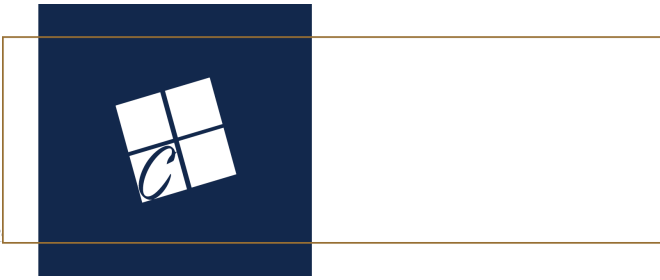
Psychology

Faculty Program Leader(s):

Nicole McDonald (n0054732), Sergio da Silva (s0569838)

Executive Summary of Assessment Project:

The purpose of this assessment project, conducted by Dr. Sergio da Silva and Dr. Nicole McDonald, is to evaluate the PLO Specialized Knowledge objective, specifically focusing on sub-outcome #3 (Describes the professional practices, techniques, communication, and ethical standards of the profession). We utilized the senior scores from the Major Field Assessment Test (MFT) in Psychology, a nationally normed assessment of specialized knowledge in psychology that allows us to compare our students with available



national norms, as well as with the previous cohorts. Reported data include MFT overall scores, which constitutes a measure of overall specialized knowledge in psychology as well as sub-scores in the areas of clinical, abnormal, and personality. Additionally, we will include scores from sections of an objective test taken in the Statistics and Research Methods course, which assess professional ethics and research reporting.

The present 2019-2020 analyses from the MFT and class scores suggest that CU students are performing well in relation to their peers, especially in the areas of clinical, abnormal, and personality psychology. However, students' scores representing professional ethics and reporting may need to improve, based on the present data trends. One action step includes intent focus on ethics coverage in the psychology program in our upcoming Summer/Fall 2021 program review. More specifically, the teaching unit on ethical standards and reporting in psychology will be modified to include exercises with case studies requiring ethical decisions. These teaching content changes will be implemented in Fall 2021; other ethics material curricular changes will be identified by the end of Fall 2021 for planned implementation in the 2022-23 academic year.

Psychology: Child and Adolescent Services

Psychology Program (MFT Data Analysis) Annual Assessment Project 20-21

Providing Department:

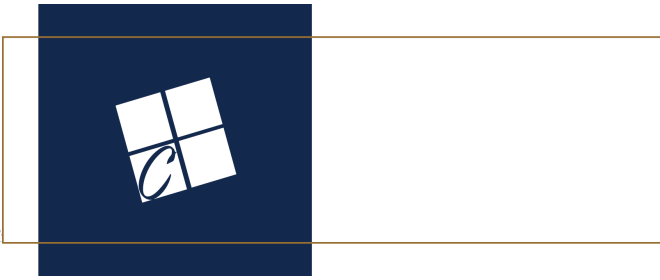
Psychology: Child and Adolescent Services

Faculty Program Leader(s):

Sergio da Silva (s0569838), Nicole McDonald (n0054732)

Executive Summary of Assessment Project:

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Psychology: Counseling

Psychology Program (MFT Data Analysis) Annual Assessment Project 20-21

Providing Department:

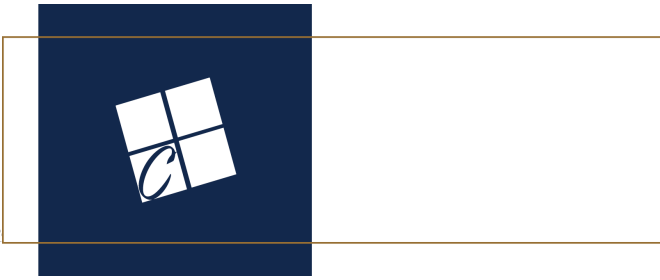
Psychology: Counseling

Faculty Program Leader(s):

Sergio da Silva (s0569838), Nicole McDonald (n0054732)

Executive Summary of Assessment Project:

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Psychology: Marriage and Family Studies

Psychology Program (MFT Data Analysis) Annual Assessment Project 20-21

Providing Department:

Psychology: Marriage and Family Studies

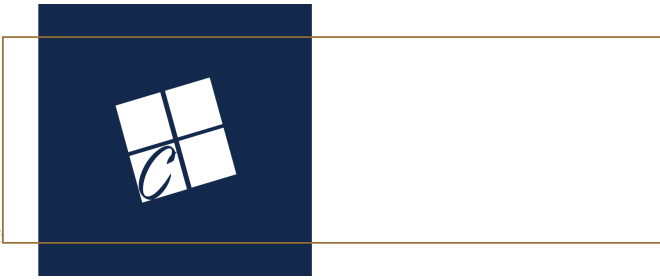
Faculty Program Leader(s):

Sergio da Silva (s0569838), Nicole McDonald (n0054732)

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Psychology: Psychological Science and Practice

Psychology Program (MFT Data Analysis) Annual Assessment Project 20-21

Providing Department:

Psychology: Psychological Science and Practice

Faculty Program Leader(s):

Sergio da Silva (s0569838), Nicole McDonald (n0054732)

Executive Summary of Assessment Project:

The purpose of this assessment project, conducted by Dr. Sergio da Silva and Dr. Nicole McDonald, is to evaluate the PLO Specialized Knowledge objective, specifically focusing on sub-outcome #3 (Describes the professional practices, techniques, communication, and ethical standards of the profession). We utilized the senior scores from the Major Field Assessment Test (MFT) in Psychology, a nationally normed assessment of specialized knowledge in psychology that allows us to compare our students with available national norms, as well as with the previous cohorts. Reported data include MFT overall scores, which constitutes a measure of overall specialized knowledge in psychology as well as sub-scores in the areas of clinical, abnormal, and personality. Additionally, we will include scores from sections of an objective test taken in the Statistics and Research Methods course, which assess professional ethics and research reporting.

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material curricular changes will be identified by the end of Fall 2021 for planned implementation in the 2022-23 academic year.

Teacher Education Division

Early Childhood

Early Childhood Annual Assessment Project 20-21

Providing Department:

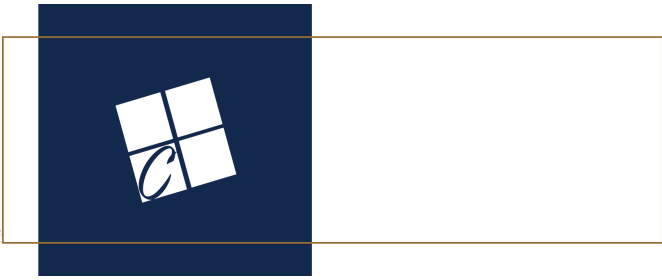
Early Childhood

Faculty Program Leader(s):

Kim Hofstra (k0608657)

Executive Summary of Assessment Project:

The assessment project was conducted by Dr. Kim Hofstra, who is responsible for the Early Childhood program at Cornerstone. The Danielson Assessment was used for the artifact to determine if pre-service teachers demonstrated effective implementation of instructional theory and pedagogy during their Early Childhood Practicum experience. The Danielson Assessment measures four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The expected outcome is the Proficient level (3 points) which is considered an appropriate level of performance for pre-service teachers on the assessment, and they are not expected to achieve the Distinguished level (3 points). Additionally, it is acceptable that some pre-service teachers are still developing in certain domains; therefore, they may only score at the Basic level (2 points). The Fall 2020 Early Childhood cohort earned scores that are expected for pre-service teachers. The scores were consistently highest in both classroom environment and professional responsibilities. However, the Instruction domain was the lowest domain area across the assessment for all the pre-service teachers. Of the five sub-areas in instruction, all of the pre-service teachers scored a 2 in their ability to assess learning. To address the area of instructional assessment, a new assignment will be



designed to help pre-service teachers understand what is expected in the area of assessment. The proposed changes for improvement will be implemented in the Fall of 2021.

Elementary Education

Elementary Education Annual Assessment Project 20-21

Providing Department:

Elementary Education

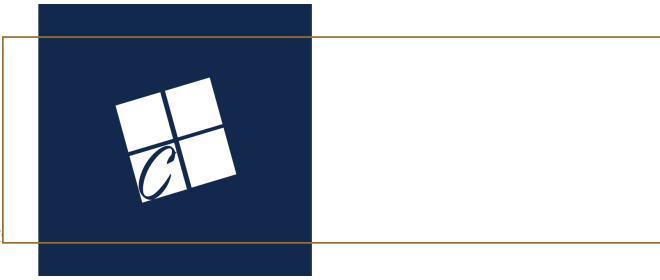
Faculty Program Leader(s):

Laurie Burgess (10432657)

Executive Summary of Assessment Project:

The Assessment Project for Elementary and Secondary Education was completed through Educational Psychology, which is a course taken by all Teacher Education students. The instructor of the course, Laurie Burgess, conducted the project and the findings were reviewed by two Teacher Education faculty. The project connected with Specialized Knowledge: TE graduates will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of education. More specifically, the project aligned with the following outcome: TE graduates will develop a specialized knowledge of diverse learners.

Artifacts were collected from two written assignments of the Classroom Management Plan project, Motivational Strategies and The Whole Learner, and were evaluated twice during the semester. The first submission was evaluated in Moodle with specific and detailed feedback so students could revise and improve their work for their final submission. At the end of the semester students submitted the whole Classroom Management Plan that included the Motivational Strategies and The Whole Learner assignments which had been submitted previously. The majority of students, 88%, met the Above Average or Exemplary Performance in both sections at the end of the semester which were assessed with the Classroom Management Plan rubric. Changes for improvement include giving students the Classroom Management Plan rubric with the evaluation criteria earlier in the semester; this will occur in the fall 2021 semester.



Learning Disabilities

Learning Disability Annual Assessment Project 20-21

Providing Department:

Learning Disabilities

Faculty Program Leader(s):

Pamela George (p0598056)

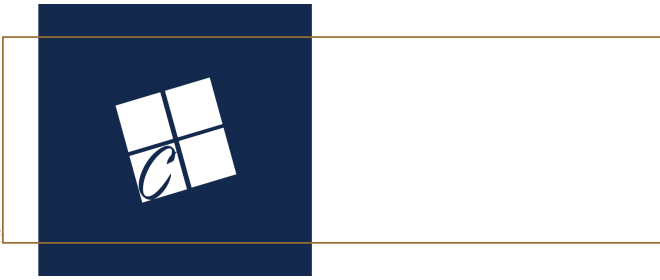
Executive Summary of Assessment Project:

Pamela George, responsible for the Learning Disabilities (LD) Program, completed the Assessment project. The 20-21 PLO focused on Applied Knowledge and Collaborative Learning. The specific outcome assessed was "Teacher education graduates will exhibit competency in applying their knowledge in instructional planning, classroom management, and soft skills in a classroom setting."

The Danielson Assessment, a framework used for professional practice, backed by empirical studies, informed student progress in the field. The Danielson assessment evaluated students at mid-semester and the end of the semester in the following domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Area schools utilize the Danielson Assessment to assess current teachers in the field. Therefore this assessment exposes students to the standards and expectations they will be held to in the future. Since LD practicum students are still developing, they may score at the Basic Level (2 points), reflecting a lower percentage score.

Several artifacts collected throughout the semester assessed instructional planning, classroom management, and soft skills. A formative assessment tool aligned with the Danielson Rubric was used to evaluate the outcomes based on observations, lesson plans, and journal entries. Three additional formal evaluations, done in collaboration with the cooperating teacher, informed the Midterm and Final Assessment. The university supervisor and Cooperating teacher discussed the results to ensure inter-rater reliability of the instrument. Students are supported throughout the semester in areas of strength and growth to ensure progress.

All the LD pre-service teachers met the expected outcomes. The Fall 2020 Learning Disabilities cohort scored an average of 74.75% mid-semester and ended the semester with an average mean score of 90.74% based on mid-term and final evaluations. The midterm scores reflect the challenges students faced adjusting to teaching online and then moving to a hybrid model due to COVID-19 protocols.



However, by the end of the semester, candidates reached the proficient level expected on all four domains.

One of the sub-areas that students scored a Basic score of 2 was in the domain "using assessment in instruction." All the teachers were able to monitor student instruction as a whole class. To be proficient, students would need to learn to use data to drive instruction using formative assessments and questions to diagnose evidence of K-12 student learning. Specific assignments and teaching will be added to the Assessment and Methods courses in future coursework. The proposed changes for improvement will be implemented in Fall 2021 and future semesters.

Secondary Education

Secondary Education Assessment Project

Providing Department:

Secondary Education

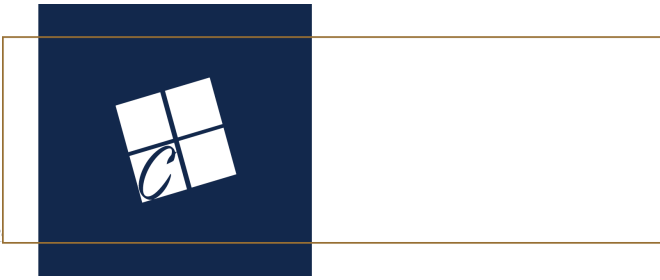
Faculty Program Leader(s):

Laurie Burgess (10432657)

Executive Summary of Assessment Project:

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assessed with the Classroom Management Plan rubric. Changes for improvement include giving students the Classroom Management Plan rubric with the evaluation criteria earlier in the semester; this will occur in the fall 2021 semester.

Early Childhood

Early Childhood Annual Assessment Project 20-21

Providing Department:

Early Childhood

Faculty Program Leader(s):

Kim Hofstra (k0608657)

Executive Summary of Assessment Project:

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Elementary Education

Elementary Education Annual Assessment Project 20-21



Providing Department:

Elementary Education

Faculty Program Leader(s):

Laurie Burgess (10432657)

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Learning Disabilities

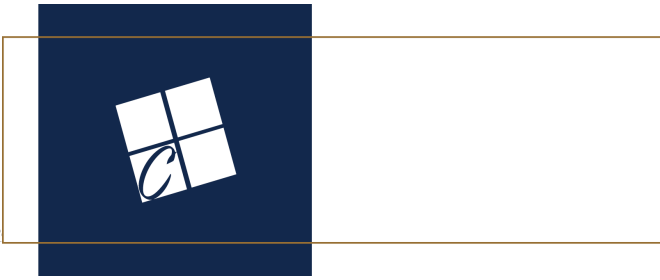
Learning Disability Annual Assessment Project 20-21

Providing Department:

Learning Disabilities

Faculty Program Leader(s):

Pamela George (p0598056)



Executive Summary of Assessment Project:

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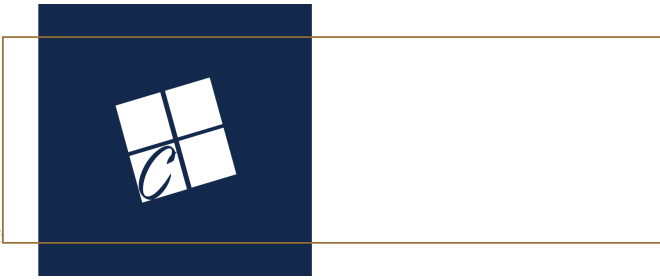
Several artifacts collected throughout the semester assessed instructional planning, classroom management, and soft skills. A formative assessment tool aligned with the Danielson Rubric was used to evaluate the outcomes based on observations, lesson plans, and journal entries. Three additional formal evaluations, done in collaboration with the cooperating teacher, informed the Midterm and Final Assessment. The university supervisor and Cooperating teacher discussed the results to ensure inter-rater reliability of the instrument. Students are supported throughout the semester in areas of strength and growth to ensure progress.

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Secondary Education

Secondary Education Annual Assessment Project 20-21



Providing Department:

Secondary Education

Faculty Program Leader(s):

Laurie Burgess (10432657)

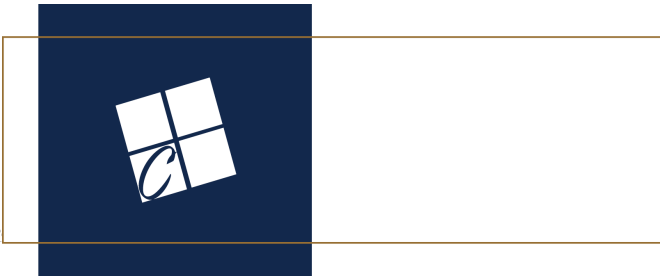
Executive Summary of Assessment Project:

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Appendix B. Principal Academic Unit Annual Assessment Report

Grand Rapids Theological Seminary



GRTS Annual Assessment Report

Providing Department:

Grand Rapids Theological Seminary

In response to the June 2020 assessment project related to spiritual formation of MDiv students, we have taken two corrective actions and recommend two others. First, starting with the FA20 semester, we are incorporating more explicit discussion of the four areas of concern into MIN-711 Program Completion Seminar. The current reading and course topics are sufficient to illumine these topics, but we will give more emphasis and greater clarity to them. Secondly, we have updated the grading rubric for the Rule of Life / Reflection Paper in Program Completion Seminar (see below). Language from all four of the areas of concerns are now included, which will provide another layer of clarity and expectation for students as they complete that assignment. Lastly, as noted on p. 9 of the report, the nature of these areas of concern go beyond the scope of a one-credit class. We recommend that these topics related to sanctification, the role of experience in Christian spirituality, and related concerns be considered in future curriculum revisions. Attention should also be given to faculty expectations on spiritual formation outcomes so that we have a shared basis for assessment.

In response to the 2020 Human Growth and Development Assessment project, the following recommendations were made:

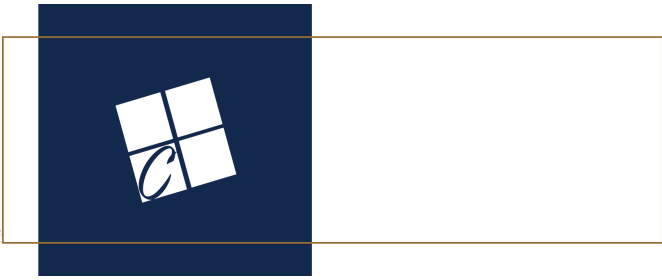
Continue to ensure content in the online and residential delivery formats is aligned for the Human Growth and Development Course.

Continue to utilize CACREP aligned textbooks in Human Growth and Development and ensure consistency between online and residential delivery formats.

Continue to have all core content courses (including Human Growth and Development) created and monitored by full time faculty members.

When possible, ensure consistency in instruction between online and residential sections of the Human Growth and Development courses (i.e. same faculty member to teach both online and residential courses).

In response to the 2020 Testing Procedures Assessment project, the following recommendations were made:



It is recommended that students continue to be exposed to instruments that are utilized in the counseling profession.

It is also recommended that students, in class and throughout the course, are practicing how to select, administer, and score instruments through role play activities.

It is also recommended that the professor can do mock scenarios in class to demonstrate the usage of clinical assessments with clients as well as showing videos in class to augment their understanding of clinical instruments in counseling.

Increase the integration and introduction of instrument manuals, resources, and counseling literature, specifically related to assessments and clinical instruments.

Assist students with locating information regarding the validity, reliability, and the norm group as it relates to clinical instruments and research highlighting the efficacy of various assessments.

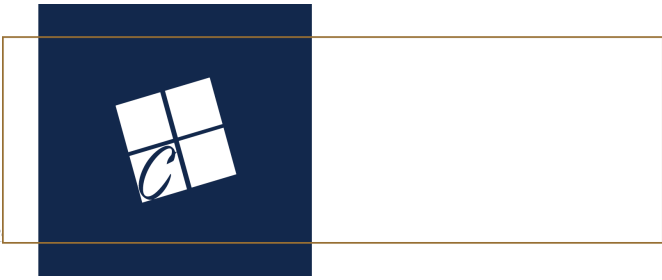
Providing case studies and other experiential activities to aid students in making meaning of scores as it relates to cases where clients are dealing with severe psychopathology.

Providing case studies and other experiential activities to aid students in making meaning of scores using a contextual lens.

Help students with interpreting scores by walking through sample assessment reports and to help them with using the generated data to provide appropriate treatment.

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

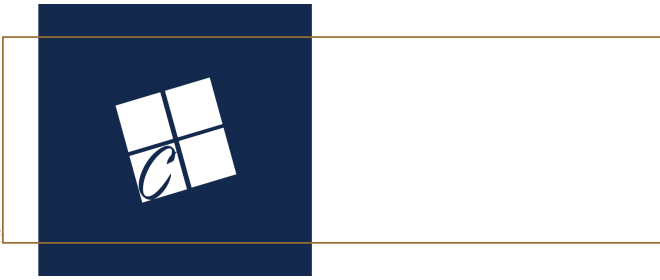
M.A.’s: Exegetical Competency- Dr. Hilber and Dr. Botner completed a comparative assessment project in 2020-21 in relation to the core outcome #1 of the Master of Arts Programs (MACMHC, MACF, MACS, MABS, MAML). The outcome, “Conduct disciplined biblical interpretation and application with reference to the English Bible” was assessed. The second book review from BBL-508 Biblical Theology (i.e., Edward’s *Might from the Margins*) was utilized as the student learning artifact for the project since it reflects the most complete demonstration of student engagement with biblical interpretation and application. The faculty established the expected outcome for the project as follows: 1) no students will score a



“0” on any skill, (2) 80% will score at least a “2” in every skill, and 3) there will be parity between online and resident courses. In regard to the actual outcomes, 5 of the 12 student artifacts scored “deficient” or “unacceptable” on one skill and the asynchronous learners scored slightly lower than the synchronous learners on average. Two corrective actions will be taken to foster quality improvement. First, the assignment description will be revised to provide greater detail on expectation, particularly as it relates to critical reflection. Second, the textbook used for the assignment will be replaced with an alternative resource. These corrective actions will be implemented for the Spring 2022 offering of the course.

Master of Divinity-Theological Competency. The theology division (Wittmer and Reid) enacted an assessment project regarding student achievement in the intended program learning outcome related to theological competency (i.e., Core Outcome #2-“State and apply a basic understanding of the primary elements of Christian theology.”). The project focused on the learning outcomes of students enrolled in both the on-line and residential versions of the Master of Divinity degree program though the project was not administered as a comparative analysis. A sample of student artifacts (13 papers) from THE-641 Systematic Theology III were scored using an assessment rubric with five sub-outcomes each representing an aspect of the competency. The project utilized the “Soteriology Critiques” papers since these papers represent a capstone like assignment for the systematic theology sequence. Regarding outcomes, student performance met expectations in three of the five sub-outcomes. The two sub-outcomes where student performance was below expectation (i.e., #1-recognizing salient topics and #4-assessing theological statements), the negative variance was modest. However, given the negative variance, the faculty team proposed a couple of corrective action steps (e.g., 1. collaborate on scoring rubric to ensure better scorer consistency between faculty, 2. conduct an analysis of curriculum to determine if the intended outcome score (4) is too aggressive, and 3. consider strengthening emphasis on #1 and #4 in earlier courses in the sequence). The corrective actions steps will be implemented in advance of the next offering of the course in Fall 2021.

Master of Arts in Clinical Mental Health Counseling/Core Outcome #1: State a personal philosophy of counseling that reflects awareness of personal beliefs, foundational theories, and worldview integration. Two faculty members (Jackson and Loveland) from the Counseling division developed and administered an assessment project in relation to this core student learning outcome associated with the MACMHC program. Student competency was assessed in both COU-500 (old course) and COU-503 (new course) using sample student work (a sample of 8 residential and 20 online student learning artifacts: the Counseling Philosophy



Paper) and a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in this vital program outcome. In this project, the intended outcomes of the project were largely met. Despite this favorable outcome, the professors identified a couple of specific resources that will be added to the course in future offerings to strengthen future student learning (e.g., two specific handouts and guest lecturers on issues of advocacy). The corrective actions will be implemented in the next offering of the course in Fall 2021.

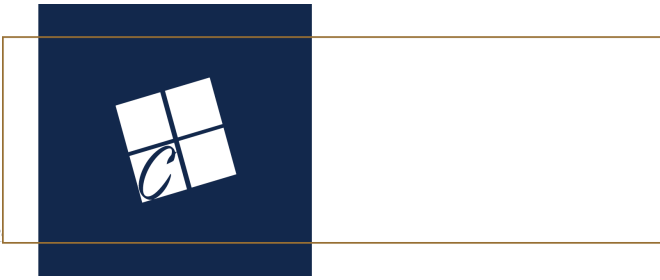
Master of Divinity & MA Degrees: Cultural Intelligence & Cultural Exegesis- One faculty member (McKeague) from the Ministries division developed and administered an assessment project in relation to one of the core student learning outcomes associated with the Master of Divinity (#5) and a number of Master of Arts degrees which states: PLO #5- Demonstrate basic competency in cultural intelligence and cultural exegesis. For this project, the assessment of the student competency was conducted in MIN560 Global Impact using sample student work from 24 students from Spring 2020, Summer 2020, and Spring 2021 (i.e., CQ Assessment Results Reflection Paper and Case Study Analysis Paper). Each student learning artifact was scored using a rubric with several sub-outcomes related to cultural intelligence and cultural exegesis. For the Cultural Intelligence Reflection Paper, student performance met expectation (average score of 4 on a 5 point scale) in one of the three domains (Awareness) but fell slightly below expectation in the other two domains (Understanding CQ and Ministry Practice). For the Case Study Paper, students met (and exceeded) expectations in all three domains. The primary corrective action identified for implementation is to revise the assignment prompt to provide greater clarity on focus and expectation, particularly for the CQ Reflection Paper. The corrective actions will be implemented in the next offering of the course in Spring 2022.

Educational Effectiveness Data: Degree completion and vocational outcomes

Degree Completion

The six-year completion rate from 2014-20 for students who began in the MA Clinical Mental Health Counseling program and graduated with an MA Clinical Mental Health Counseling degree is 56%.

The six-year completion rate from 2014-2020 for students who began in the M.Div program and graduated with an M.Div. degree is 57%.



The six-year completion rate from 2014-2020 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 2014-2020 for students who began in a professional MA degree program and ended in the same degree program is 56%.

The six-year completion rate from 2014-2020 for students who began in an academic MA degree program and ended in the same degree program is 75%.

Vocational Outcomes

86% of Master of Divinity alumni surveyed in 2020 reported being vocationally employed in a ministry context within 6-12 months of graduation. Another 7% continued for further study beyond the Master of Divinity degree.

76% of Master of Arts alumni surveyed in 2020 reported being vocationally employed within 6-12 months of graduation.

MA Clinical Mental Health Counseling alumni surveyed in 2020 reported a 95% vocational employment rate within 9 months of graduation.

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).

Vocational Readiness (Mid-Point & Exit Assessment)-

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.



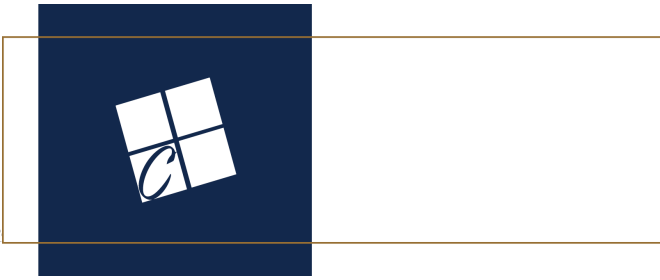
The evaluative process is initiated by the academic office and engages the student along with the student’s academic advisor, academic dean, associate dean, ministry mentor and/or practicum/internship supervisor, and the director of ministry residencies in a review of the student’s learning portfolio. 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 2020	Mid-Point Assessment	48
Fall 2020	Exit Assessment	19
Spring 2021	Mid-Point Assessment	27
Spring 2021	Exit Assessment	25

Of the 75 students that completed the mid-point assessment process in the 2020-21 academic year, 65 students (77%) were granted “Affirm progress in vocational readiness” and 10 students (13%) were granted “Affirm progress in vocational readiness with reservation.” Five 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 44 students that completed the exit assessment process in the 2020-21 academic year, students 44 (100%) were granted “Affirm progress in vocational readiness.”

Summary of Modifications Made to Assessment Systems During the Recently Completed Academic Year (if applicable)

1. Student learning outcomes were updated for the Master of Arts in Clinical Mental Health Counseling.
2. Student learning outcomes were created for the new Master of Arts in Nonprofit Leadership for Social Justice.
3. Assessment Project Calendars were updated for 2021-22 and beyond.

Summary of Professional Development Opportunities Related to the Work of Assessment During Recently Completed Academic Year (if applicable)

Due to COVID, nothing specific was engaged over the past year.

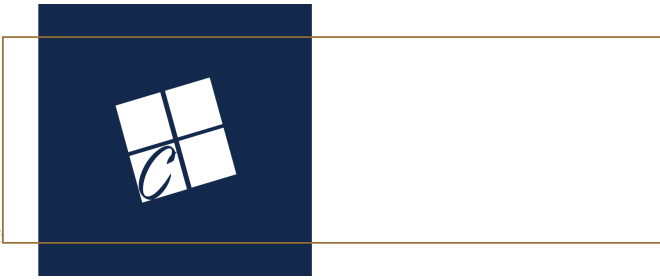
Other Assessment Related Work During the Recently Completed Academic Year (e.g., surveys, focus groups, etc.)

Evans, Jackson, and Reid continued working on a research project (i.e., survey and focus groups) with our students of color to discern how they experience GRTS. This project is due for completion in 2021-2022.

GRTS alumni survey (General and MACMHC) were updated and prepared for distribution in Fall 2021.

Professional and Graduate Studies

PGS Annual Assessment Report - PAU or Division Item

**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 SSC.

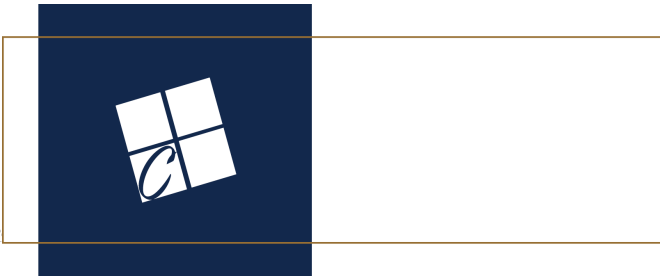
The SAC met five times during AY21. Four SAC members resigned and three new members were added. The SAC primarily focused on finalizing details for the PGS Peer Coaching program, which launched in May 2021. All SAC members agreed to serve as Peer Coaches for the first three courses in the Associate's program, starting with 2 members serving in this capacity with cohort OLAS25. The program will be extended to cohorts GRAS19 and OLAS26 in September 2021.

The SAC also provided feedback regarding student experience in the PGS Associate's program. This feedback was used by the PGS Associate's Program work group to make significant changes to the program in many areas including curriculum, program placement and course requirements, and student success services.

In AY22, the SAC will focus on continued development of the Peer Coaching program and identification of new projects.

Additional Changes Based on Assessment Data:*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 for academic year 2020-2021 have been 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:

PGS Alumni Survey

In February 2021, PGS surveyed alumni who are graduates of the MA in Education and Doctor of Educational degree programs. In total, 169 surveys were delivered successfully and 15 PGS alumni completed the survey.

Forty-seven percent of responders graduated from PGS during the period from 2017-2020, with another 40% finishing during 2013-2016. Overall, 34% attended onsite classes in Grand Rapids and 54% percent of the respondents took online classes.

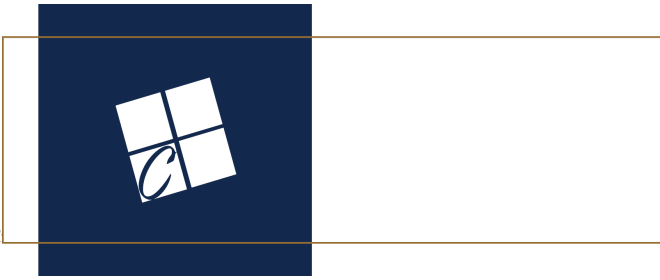
Eighty-seven percent of respondents say they are employed full time. Another 6.5% are continuing education while employed full-time. Six-point-five percent of respondents are not employed nor are they seeking employment or admission to a degree program or other opportunity.

Of the alumni currently employed, 93% affirm they are working in areas related to their PGS degree. Eighty-seven percent of the respondents say they have received a salary increase as a result of their PGS degree. Of this group, 7.14% received a salary increase of 8% - 10%. Thirty-three percent of respondents say they found work, changed careers or experienced a significant job change while they were enrolled at PGS or less than six months after graduation. Thirty-three percent have not sought a change; no respondents indicated they were still seeking jobs, career changes or new opportunities.

The professions of alumni in this PGS survey include:

- Assistant Principal
- Assistant Superintendent of School Improvement
- Director of Orchestras
- EPIC Credential Instructor/Trainer
- First Grade Teacher
- Physical Education Teacher
- Site Supervisor (similar to Principal)
- Special Education Teacher
- Stay-at-home Mom
- Teacher
- Y5-2 Dean of Instruction

Alumni also work for a wide range of educational institutions, including:



Battle Creek Area Catholic Schools
Coopersville Area Public Schools
Covenant Christian High School
Head Start for Kent County
Holland Public Schools
National Heritage Academies
Natrona County School District #1
Pine Rest Christian Mental Health Hospital and Services
Rockford Public Schools
Vista Charter Academy
West Michigan Academy of Environmental Science
Zeeland Public Schools

60% of survey participants borrowed at least some funds to finance their PGS studies, primarily in the \$10,000 to \$19,999 range (33%).

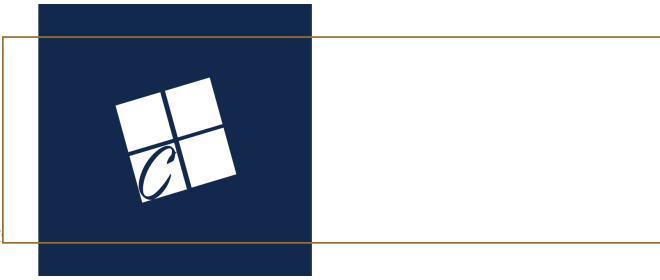
20% of alumni received partial financial assistance from their employer, while 13% had tuition fully paid by their employer. 13% used personal funds/savings, and 47% took out student loans. Tuition funds were supplied for the remaining 7% through other means.

27% of respondents are considering furthering their education, with another 33% indicating that they might pursue further study. All of these respondents listed Doctorate in Education as the degree program they were considering for future studies.

93% of those surveyed said they would recommend PGS to a friend or colleague. 100% agree or strongly agree that their overall experience at PGS was worthwhile and positive, and 100% say PGS prepared them adequately, well, or very well for their vocational demands.

PGS Graduate Survey

In December 2020/January 2021, PGS worked with the Cornerstone University's Alumni Office to administer a survey to recent graduates in all undergraduate, master's level and doctoral programs. 278 surveys were prepared and sent via email with 63 participants returning the survey.



Overall, 27% of respondents completed onsite programs in Grand Rapids, while another 63% graduated in online cohorts. The remainder of respondents (10%) met for class in Kalamazoo and other locations.

Fifty-six percent of respondents indicated they graduated in May 2020. Thirty-five percent graduated in August 2020, and the remaining 9% graduated in December 2019.

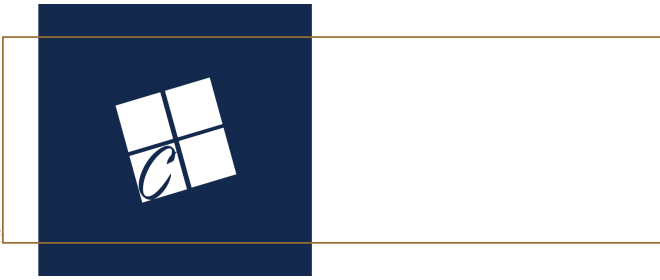
Of the graduates taking the survey, 98% said they are employed either full-time or part-time; 2% are still looking, continuing education, or are not seeking employment.

The dominant profession held by 29% of respondents is in the field of Education/Training/Teaching, followed by Healthcare (16%), Business/Management (15%), and Information Technology (5%) and Accounting/Finance (5%). The remaining group of respondents (30%) indicated they were in Church Ministry, Social Services/Counseling, Human Resources or "Other" occupations.

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

- Director of Operations
- Accounts Representative – Customer Service
- ESL Teacher/Coordinator at a 6-12 public school
- Manager of Quality and Care Transformation
- Medical Assistant
- HR Manager
- Communications Ministry Lead
- Community Health Worker
- Project Manager
- Recruiting Coordinator
- Server Engineer
- Senior Business Analyst
- Specialty Courts Program Assistant
- High School Teacher

The survey asked participants about their current salary with 55 respondents indicating their salary range:



Answer Choices	Graduate Responses
Below \$25,000	5.45%
\$25,000-\$35,000	18.18%
\$36,000-\$45,000	21.82%
\$46,000-\$55,000	14.55%
\$56,000-\$65,000	5.45%
\$66,000-\$75,000	9.09%
\$76,000-\$85,000	7.27%
\$86,000-\$95,000	3.64%
\$96,000+	14.55%

96.5 percent of respondents worked full-time or part-time during their PGS program; 3.5% did not work during their program.

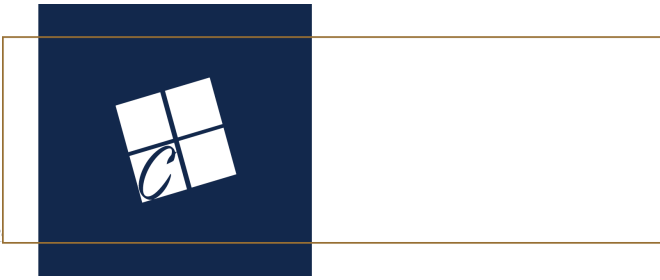
Sixty-eight percent of respondents said that their current employment/education is related to their field of study at PGS, while 81% said they are genuinely interested in their current work. Twenty-eight percent of respondents experienced a salary increase, 17% received a promotion, 15% changed jobs, 11% changed employer as a result of their PGS education.

Bible, Religion & Ministry Division

Division of Bible Religion Ministry Annual Assessment Report

Providing Department:
Bible, Religion & Ministry Division

Student Advisory Councils:
Our student advisory counsel is also our BRM Student Association (BRMSA). They met several times and invested in our students and reflected on their general experience. Their president (Lenea) spoke highly of our faculty - consistent with the GSS scores. Two concerns arose near the end of the semester that Lenae verbally communicated with the Chair 4/30/2021 1:30pm) . A) That we continue to advise students well during program transitions knowing Intercultural Studies is about to change; and B) That consideration for including class time for Internship as part of the 120 hours for 3 credits.



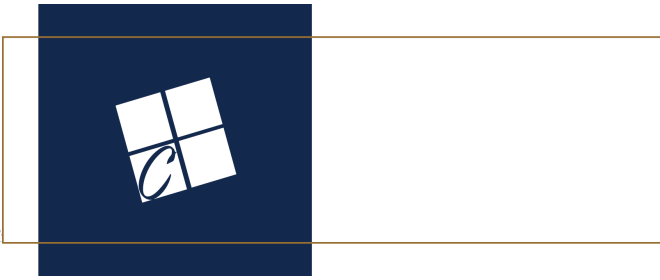
Additional Changes Based on Assessment Data:

Regarding GSS data: It appears that the Bible Religion Ministry Division, is fulfilling the mission of CU in both; their programs, faculty disposition toward students, and general outcomes students experience. Though faculty could be more timely in their providing healthy critique of course work, they are giving of themselves to the students. In general, our particular faculty are distinctly fulfilling the mission of Cornerstone.

Regarding the Advisory Counsel; both recommendations were discussed in a meeting between Dr. Hong and Dr. Dekker on June 23/2021. Implications to CMI 381 & 2 are being considered for Fall/Spring 2021-22. Further encouragement to advise well will be given in the Fall Division meeting and throughout the semester.

Key Survey Results:

The Graduating Student Survey (GSS) held the following key data for our Division: 1) Only 5 respondents (2 male:: 3 female) 2 lived off campus and 3 in the dorms. 2 were Ministry Majors and 2 were Intercultural Studies Majors and 1 Biblical Studies student. Qs 4, 5 indicates students were also involved in other Majors and Minors outside our division (Com, Psych, Phil, & non-Profit). This particular finding confirms our Division's commitment to having students complement our work with other disciplines in the institution. 2) Qs 7-11 indicates that, although faculty were not as prompt in providing feedback (60% respondents: "Sometimes" / 40%: 'often' or 'very often'), faculty were providing meaningful feedback (60% 'Often' 40% "Very often") and were available outside of class time (60% Very often). The most significant finding here is that 100% of respondents feel that faculty helped them grow more than just academically. 3) Regarding curricular changes, the diverse interests of these 5 make the critiques very fragmented and less helpful though the two comments regarding Intercultural studies are astute and already being addressed in the redesign of the program. 4) Regarding Core curriculum, (Q16-21) the responses were more diffused and indicating faculty less engaged (Q16, 17 & 20). This may reflect the class size and more generalized attention than what is experienced in Major courses. 5) Regarding faculty, 3 faculty members were specifically named as being willing to spend time with students, going out of the way to help them understand the material, to be healthy persons. Two faculty were recognized for pushing students to achieve. 6) Q 24 - 36 held diffused interests of the 5 respondents. Barring the question regarding mathematics; over 40% of students scored 'Very Much' and 38% scored 'Quite a bit' as an overall perspective of this group of questions. When compared to the specific scores from the general CU GSS sample, our division scored generally higher on many points. One point stands out (Q 34): 4 of the 5 respondents from our division believe they grew in their ability to articulate a Christ Centered worldview 'Very Much' and the remaining respondent said 'Quite a bit'; as compared to the general graduate population (53.8% Very Much and 26.7% Quite a bit). 7) With regards to significant courses, a



wide range of courses were named; from theology to Spiritual Formation to Poverty and Justice and Pauline Literature. 8) Regarding supporting offices, Financial services continues to show 'neutral' scores and our library services scores high. 8) The final questions indicate overall reflection of our mission: All respondents either agree (80%) or strongly agree (20%) that they have been empowered to be 'influencers in our world for Christ'.

Business Division

Division of Business - Annual Assessment Report

Providing Department:

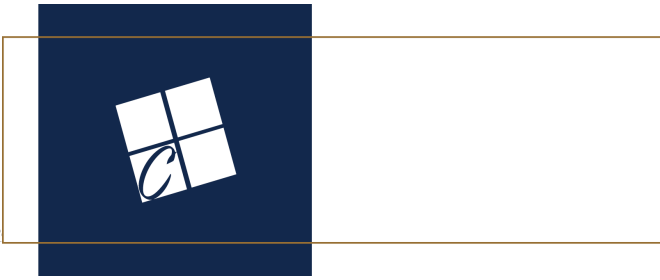
Business Division

Student Advisory Councils:

- *Closing the Loop from 2019-2020:*
 - Scheduled SAC meeting to address division-specific issues (annual event)
 - Created social media content calendar to include regular contributions from SAC
 - Student event was not possible due to COVID restrictions
- *Key Feedback/Outcomes from 2020-2021:*
 - Provided input on concentrations vs. minors for business division
 - Provided input into chapel: Feedback on synchronous participation, contributed panel questions, additional responsibilities
 - Discussed improvement areas for division: Program options, videos for co-curricular opportunities, transparency of SAC process
 - Provided input into the hiring process for the Finance professor
- *Improvements for 2021-2022:*
 - Create videos for co-curricular groups by December 2021. (Business Division)
 - Plan a student event with SAC members and freshmen/sophomores. (SAC)
 - Update materials for donation requests by September 2021. (Hammond/Chase)

Additional Changes Based on Assessment Data:

The Business Advisory Board met two times, October 16, 2020 and May 20, 2021. The main areas of discussion related to contrasting minors vs. concentrations and completing a partial SWOT Analysis:



Minors vs. Concentrations (Different than other perspectives):

- Perception of minors is that it's more of a throwaway, just a few courses in something, not enough to do real work in that area
- Concentration is better than minor in positioning
- Important to have a focus in an area rather than just a business degree, having strictly a minor in something would not carry the weight from a resume/job application standpoint

Business Advisory Board Action Items:

- Work with the Alumni Office to create a mechanism to connect students with alumni mentors. Utilize the BAB to expand the list of available mentors and market to the student population by January 2022. (Hammond)
- Create a one-page document to help businesses/organizations to understand the internship process and how to help their intern be successful by October 2022. (Gaertner/Huckaby)

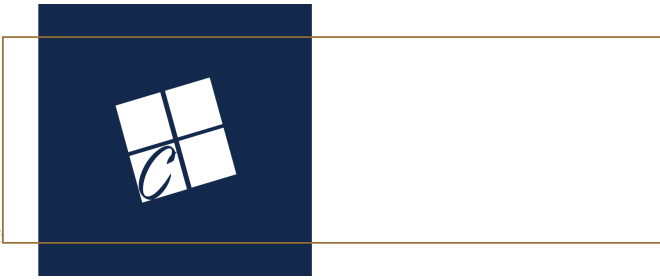
Program-Level Focus Groups: The Management program completed a survey and focus group discussion with students from the major during the 2020-2021 academic year. Key strengths included relationships with professors and broad class options within the major. Opportunities for improvement included portfolio development, Excel knowledge, networking with alumni, and creating a distinct Business student persona for marketing purposes. See attached document for details.

Focus Group Action Items: Incorporate focus group outcomes into the Program Review process to be completed during 2021-2022. (Hammond)

Strategic Planning: In August 2020, the Business Division revisited the MVV and adjusted a few words. In addition, strategic priorities were constructed for the academic year. Some of the priorities were accomplished completely, while others are still in process. See attached document for the progress made over the course of the past year and the updated Mission, Vision and Values.

Strategic Planning Action Items: Complete the strategic planning process in August 2021 and recalibrate priorities.

ACBSP: In February 2021, an Update Report was submitted by the ACBSP Steering Committee on the outstanding Notes and Conditions. In particular, updates were requested regarding the assessment of



student learning, faculty qualifications, and faculty scholarship. See attached for the tables submitted as part of this report.

ACBSP Action Items:

- Work with PGS/TUG faculty members to ensure 3-5 data points are collected by 2023. (Jones)
- Identify and support scholarship opportunities for TUG faculty members. (Hammond)

Key Survey Results:

Strengths:

- Student/Professor Relationships
- Genuine Care & Concern for Students

Areas of Concern:

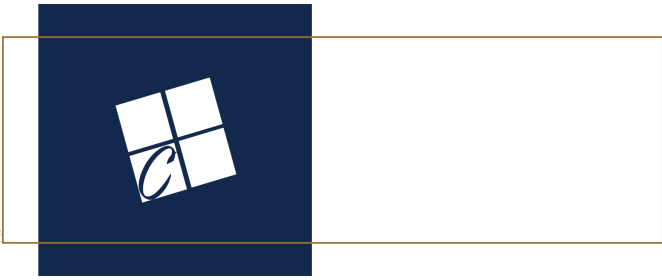
- Support & Clarity re: Internships
- Dated Business Building

Plan for Leveraging Strength: Student/Professor Relationships

- Update library of informational videos to be used in Admissions communications campaigns and post to divisional FB page by October 2021. (Hammond)
- Update professor introduction videos for Principles of Management by September 2021. (Huckaby)
- Sustain and develop co-curricular opportunities for business students: AMA & Investment Club in year 2 (Baldrige & Winowiecki), Sport Management Club and Peer Coaches for the Ron Blue Center for 2021-2022. (Huckaby & Maring)
- Implement "Chat in the Caf" concept: Connecting students and professors for lunchtime chats to build relationships in an intentional way by Fall 2021. (Hammond)

Plan for Addressing Area of Concern: Support & Clarity re: Internships

- Create resource guide for students completing remote internships by January 2022. (Huckaby)
- Create instructional plan pilot with CLC: Portfolio, Resumes, LifePath, Etc. by May 2022.(Hammond/Gaertner)



- Contribute items for portfolio wireframe for each Business Core course by August 1, 2021.
(Business Division Team)

Closing the Loop on Prior Year(s) Assessment:

Based on last year's PAU/Divisional report, the following actions were taken: - GSS: Informational videos and professor introductions were created and implemented into Admissions communications & Principles of Management: No quantitative data, but had noticeably more direct responses to Admissions emails, leading to more Zoom calls with prospective students. - Program Development: AMA and Investment Club were both launched with an enthusiastic and committed group of students; Investment Club was awarded a portion of the endowment funds to manage - Internship Clarity: Required interns to meet with program leader to discuss internship experience and related project - did lead to more focused conversation and earlier interventions about internship projects - however, will need to manage workload for larger majors (MGT, MKT) - SAC Outcomes: Implemented SAC Instagram highlights and story "takeovers" throughout the year - expanded the reach of our social media following - however, no student event was able to occur because of COVID restrictions - Marketing Focus Group: Led to the proposal and approval of a Digital Marketing course and minor, along with the launch of the AMA student chapter - Strategic Objectives: Successfully completed ACBSP goals, along with alumni and technology engagement in the classroom; was not able to pursue other pedagogical training because of the capacity restraints from COVID.

Communication, Media & Music Division

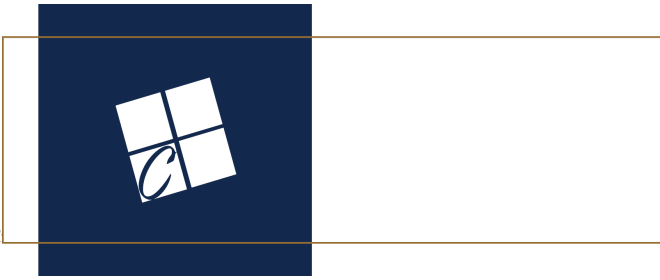
Division of Communication, Media and Music

Providing Department:

Communication, Media & Music Division

Student Advisory Councils:

This year, key learning points/feedback focused on the impact of Covid-19 protocols on the division. While the efforts of both students and professors in promoting community, a positive learning environment, adherence to protocols, etc. was positive, concerns were raised regarding the impact of synchronous remote learning. Key concerns included the amount of classroom time needed to manage the technology required, the problems and disparities between on-site and synchronous students with engagement, class discussions, presentations, group meetings, etc., particularly in light of the nature of courses within our division. The general recommendation from the advisory council was to not offer the online synchronous option if our courses. Plan: The division faculty concerns paralleled that of the council and the



recommendation from the division regarding fall 22 semester was to not permit online synchronous options for the majority of division courses.

Key Survey Results:

Strength: Faculty within primary major program demonstrate genuine interest in students (88.89% of respondents indicated very often or often to this statement)

Plan for leveraging strength (Faculty demonstration of genuine interest in students): During our first faculty meeting FA21, we will emphasize the valued place on demonstrating genuine interest in students and elicit specific ways in which faculty have demonstrated or could demonstrate this interest. In on-boarding of new faculty and adjuncts, we will highlight the value and share the ways in which interest can be demonstrated.

Area of Concern: Internship experience: Opportunities for improvement based on survey data (internship experience enhancing overall academic experience--only half of respondents indicated quite a bit or very much) and comments (Respondent feeling lost finding internships, lack, of awareness of requirements, feeling a lack of faculty aid in finding internships)

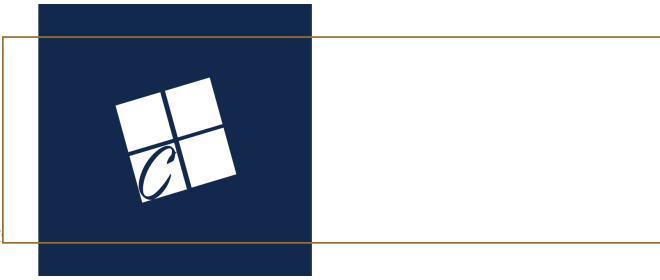
Plan for addressing area of concern (Internship experience):

FA21 A new plan for supervising internships will take effect. All internships in Communication, Media and Music will be supervised by a single, designated full time faculty who will be loaded as a course for their supervision. This faculty member will be tasked with orienting students to the internship experience, supervise their experience, consult/network with internship supervisors, and debrief students regarding their experience at the end of the internship.

In SP22, the internship supervisor will reach out to sophomores with majors within the division to provide guidance regarding internship requirements and processes in anticipation of their internship experience either junior or senior year.

Closing the Loop on Prior Year(s) Assessment:

Graduating Student Survey action steps from last year centered on more promotion of division programs and more attention to the practical skills dimensions of their majors, and real world experience and exposure in the Communication program. In terms of promotion of division programs, this year the division has partnered more extensively with CU Marketing to develop communication tools including our pages on CU website, marketing brochures, etc. We have also worked ourselves on developing a our own division website with the assistance of a student intern (Luke Wood) and our Assistant Director of CAMS, Kendrick Satterfield, in which we can showcase the work of students and highlight other aspects of our division. In addition, Deb Vandermyde has taken on CM social media in addition to Music social media. In terms of the desire for more real world experiences and exposure to professionals, this year as proposed, discussions occurred with communication faculty resulting in some changes in instructors, greater



emphasis/connections to real world experiences, and incorporation of guest industry professionals in the classroom particularly in our advertising principles and social media courses. Student Advisory Council action steps from last year centered on the division chapels. Regarding the Worship Chapel, per last year's proposed action, council members were involved in the planning and execution of the worship chapels for fall and spring semesters. Their input affected the activities of our worship chapels including decisions regarding worship/music, program, refreshments, and, based on their suggestions, an introduction of a social (but socially distant) element. Regarding Advising chapel, per last year's proposal, the division continued the current practices appreciated by the council and in addition, faculty emphasized internship opportunities which included students who currently or formerly had experienced an internship sharing thoughts and tips. Finally, student council members had an opportunity to introduce themselves and encourage feedback from students in their respective programs.

Humanities Division

Humanities Division Annual Assessment Report 20-21

Providing Department:

Humanities Division

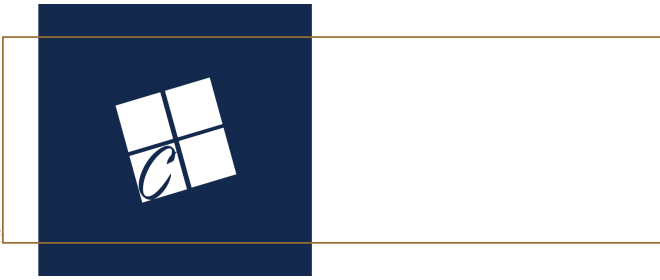
Student Advisory Councils:

Since the regular division chair was on sabbatical this spring, we did not meet with a Student Advisory Council. These meetings will resume during the 2021-22 academic year.

Additional Changes Based on Assessment Data:

Based on data from the GSS and that which went into the Humanities program review in 2019, the following changes have been implemented:

- The development and continuing refinement of our Humanities & Vocation classes so that Humanities students can make stronger connections between their majors and potential career / professional / vocational opportunities. One specific change to be implemented in the fall of 2021 is to involve the office of Career & Life Calling more deliberately in these courses. Kevin Lavender in that office has offered to interact with these classes in a more intensive way this coming academic year.
- The hiring of a publishing expert to lead and bring focus and professional perspective to our publishing major (and secondarily to the professional writing major). Publishing and professional



writing majors will thus gain more focused and applicable preparation for their career / vocational path.

- Building on our strength of cultivating a sense of community in our division, we have set aside a room in the Faculty Office Building as a student "hub" for Humanities to study, congregate, and encourage each other across majors. Since we have recently acquired an espresso machine for our lounge, we plan to institute a weekly "coffee hour" with students to enable more conversations between faculty and students across majors.
- We continue to enhance our summer creative writing camps, which are well-attended by high school juniors and seniors who have an interest in majoring in writing at Cornerstone. These camps also provide an opportunity for current Cornerstone writing majors to volunteer as writing mentors.
- During the Spring 2021 semester, the Humanities Division collaborated with the Admissions division to administer two writing contests for prospective students. One of the contests was open to high school seniors and potential transfer students. We received over fifty entries for this contest and Admissions awarded several scholarships and five or six gift baskets to students who were judged to have written the most exemplary stories. The second contest was open to high school juniors and we received around twenty-five entries, with a similar number of prizes given out by Admissions. Over the next two years we will informally assess the effectiveness of these contests for bringing new students into the division.

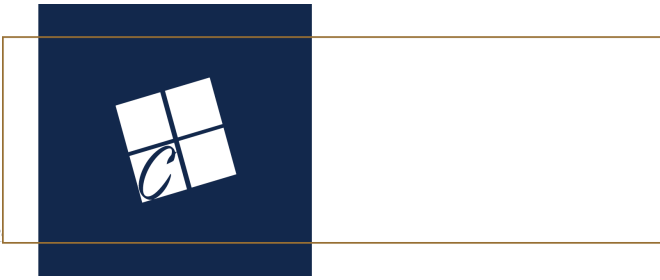
Key Survey Results:

Strengths identified by the Graduate Student Survey are:

- the willingness of faculty to spend time with students outside of class time
- the level of preparation that faculty brought to the classroom
- the students' growth in developing skills for effective writing

Weakness identified by the Graduate Student Survey are:

- providing prompt feedback on assignments (although providing meaningful feedback was identified as a strength)
- helping the students to understand how their majors were relevant to specific career / professional opportunities upon graduation
- helping students to think effectively about civic issues



Social Sciences Division

Division of Social Science Annual Assessment Report 20-21

Providing Department:

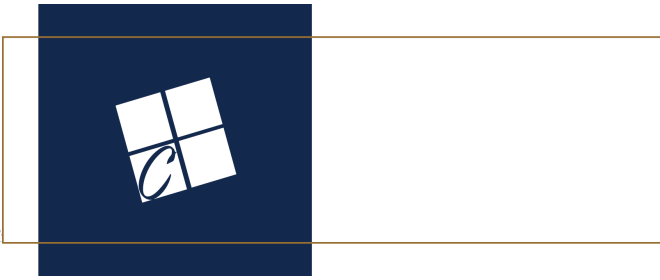
Social Sciences Division

Student Advisory Councils:

The Social Science Division Student Advisory Board consisted of 4 Social Science students, 2 Social Work students and 2 Psychology students. The SS Student Advisory Board met monthly over the course of the academic year and also hosted a Social Science Division year end student event. Student advisory board members identified several important topics to address throughout the academic year including:

(1) Relational engagement within the division - advisory board members noted the struggles in connection with other students in the division as well as in engaging and connecting with underclassmen, particularly amid Covid-19 restrictions. Action steps taken included advisory board members visiting classes to connect with freshmen students, emails from advisory board members to fellow students offering support and connection, division chapel focused on getting to know faculty and building student relationships as well as division chapels focused on mentoring and stories, incorporating student and faculty voices. An outdoor end of semester event hosted by student advisory board members was also held and well attended. Regular emails were also sent to SS division students from the SS Division chair providing updates, resources, and opportunities for connection. Additional in person events and gatherings were desired and planned but unable to be conducted due to Covid-19 restrictions.

(2) Diversity and inclusion - advisory board members discussed issues of diversity, equity and inclusion on campus and provided feedback to the division. Advisory board members indicated the desire to have the voices of students of color to be heard and valued on campus. They also reported on challenges and issues experienced by students on campus to provide student perspective. Students also discussed ideas for the division to consider in addressing the challenges and needs including (a) increasing diverse faculty teaching courses (b) increasing division course offerings on diversity, equity, inclusion and justice issues to increase student competency in engaging and working with diverse populations (c) Providing opportunities for students to hear and learn from diverse populations in the classroom as well in forums or seminars on campus outside of the classroom. (d) Create spaces and opportunities for listening to students and students listening to each other (e) Provide alternative ways for students to develop cultural sensitivity and competence and without expecting students of color to help educate their peers (6) Active



involvement of the division to address DEI challenges on campus. Action steps included Social Science division chair meeting with the Assistant to the President, Diversity and Inclusion as well as with the TUG Senior Vice President to share student concerns. Action steps also included meeting with division faculty to identify ways to more effectively support students of color on campus, ways to support division student connections, and developing a plan for a diversity audit of explicit and implicit curriculum.

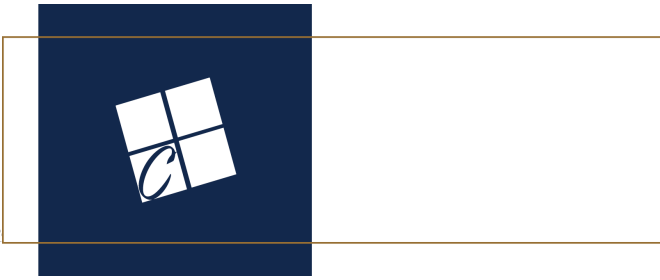
(3) Academics - Advisory board members participated in discussions of Social Science Division curriculum, course schedules and rigor. Throughout the year, members discussed issues and challenges as they arose as well as spent time discussing the overall curriculum. Key information that arose included (a) a desire for more elective course offerings in the division to support students interests (b) overall positive feedback regarding current courses and faculty interactions (c) desire for more diversity in faculty teaching courses as well as more diversity content in course (see #2 above) (d) Importance of mental health and breaks for students as well as ensuring that faculty are not assigning major papers and tasks during breaks, particularly during the 2020-21 academic year with schedule/break adjustments. Action steps taken included chair meeting with division faculty to highlight the importance of protecting student breaks and recognizing and proactively responding to mental health struggles in the midst of Covid-19 challenges. Additional action steps included diversity discussions in division faculty meetings to consider ways to incorporate more diversity content in curriculum as well as discussing creative ways to support development of new electives.

In the 2021-22 academic year the following action steps will be taken with the Student Advisory Board

- (1) Continue engagement activities with Social Science Division students including hosting a kick-off event in September and monthly opportunities for division student gathering spaces.
- (2) Continue student advisory board members introduction to freshman students in division chapel and intro courses
- (3) Involve student advisory board in the diversity audit, the development of listening spaces, and planning forum learning opportunities
- (4) Continue to seek input from student advisory board on course electives desired and course offerings

Additional Changes Based on Assessment Data:

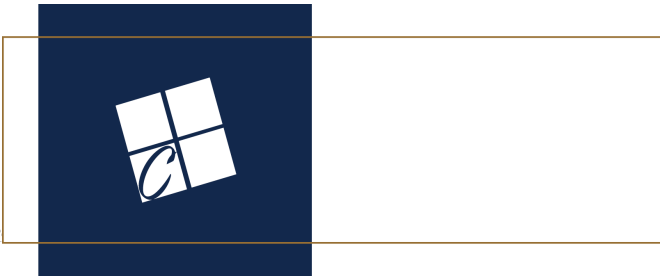
Both the Psychology and the Social Work programs identified Statistics and Research as an area of growth from the annual assessment projects.



The Psychology program assessed specialized knowledge in the 2020-21 academic year through the collection of data on the Psychology Major Field Assessment Test (MFAT). The detailed findings of this assessment are available in the 2020-21 Psychology Assessment Report. All scores were obtained from objective tests. Findings indicate that "the overall scaled scores obtained in the Fall 2020 show that students in the Psychology major at Cornerstone University (CU) are performing at the same level as the national mean. CU students performed significantly better than the average college student in the national sample did in the clinical, abnormal, and personality assessment. The scores from the statistics and research methods did not differ significantly from expected, and did not decrease significantly from the previous academic year." One area, assessment of communication and ethical standards, was identified as slightly lower, and trended downwards but did not differ significantly from the 80% benchmark. However, given the trend downward, this area was identified for review and adjustments to be made in content coverage in the curriculum. The following action steps were identified. "As a part of the Summer/Fall 2021 program review process, the psychology faculty will evaluate specifically the coverage of professional ethics in the Statistics and Research Methods course as well as throughout the curriculum. In the Statistics and Research Methods courses, there will be at least one class activity, including case studies, expanding the topics of beneficence, fidelity, and responsibility, integrity, justice, and respect for people's rights and dignity." The teaching content changes will be implemented in the Fall of 2021

The Social Work program assessed the nine competencies identified by the Council on Social Work Education (CSWE). The detailed findings of this assessment are available in the 2020-21 Social Work Program Evaluative Document. Scores were obtained through multiple measures including objective tests, course evaluations, student work, and outside evaluations. Key findings indicated student scores on objective measures to be consistently lower over the last 2 years in the research competency. Student mean scores for 2020-21 (535) were above the national mean however, only 57% achieved the benchmark of 500. This represents a downward trend over the past two years and requires further attention. Action steps identified included the Social Work program director meeting with the course instructor to identify avenues to support student knowledge and skill development and identify ways to support students in remote and in-person contexts in the 2020-21 academic year. The Social Work program director will also meet with the director of the Center for Student Success to identify additional resources to support students through tutoring and outside class support. Additionally, social work program faculty will identify courses to incorporate assignments where students can integrate research knowledge and skills to further strengthen their competency across the curriculum.

In the summer/fall 2021 program review, the Social Science Division will utilize this data on student performance in statistics/research objective measures to assess the current structure and curriculum of the statistics and research course sequence to determine if improvements or changes need to be made to support student growth and development in this competency.

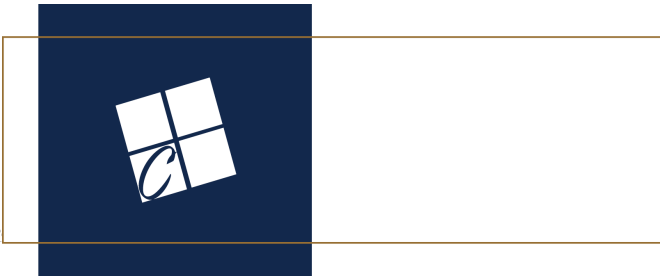


Common themes also arose in regard to matters of diversity, equity, and inclusion (DEI) in the Graduate Student Survey, the Social Science Student Advisory Board, as well as some course level data in the Social Work Program evaluation. Students identified a need for stronger inclusion of DEI content in the Social Science Curriculum and a desire for diverse voices and difficult conversations in courses to better prepare students to work with all people. The Social Science Division will be conducting program reviews of both the psychology and social work programs in the summer/fall 2021. As a part of these program reviews, the division will assess diversity content in both the explicit and implicit curriculums of the division majors and utilize this data to determine where curriculum additions or changes need to be made. The Social Science Division will also seek input from the Student Advisory Board, the Social Work Program Advisory Board, and division alumni to identify areas of strength and growth. Additionally, in the 2021-22 academic year, the Social Science Division will develop regular opportunities for listening sessions, safe spaces, and prayer times for students/faculty within the division.

Key Survey Results:

Social Science division graduating seniors were provided with an opportunity to complete an online survey in the spring of 2021 regarding their experience in the Social Science Division as well as the overall University experience. Courses were identified in the division where seniors were provided with in class time to complete the survey and the University also offered gift card drawing incentives for completion. The Graduate Student Survey (GSS) completion rate for SP21 represented less than 50% of Social Science graduating seniors with 3 social work major and 11 psychology majors. Division faculty identified the need to increase participation in future surveys to improve data analysis and make recommendations for future planning.

Students completing the GSS highly rated division faculty engagement and investment in students with 100% of students reporting that faculty demonstrated genuine investment in students often or very often and 89% of students reporting that faculty demonstrated interest in helping students grow in and outside of the classroom often or very often. Students also rated division faculty highly in providing meaningful feedback (89% often and very often) and demonstrating a willingness to spend time with students outside of class (89% often and very often). Less students reported prompt feedback was received (67% reporting often or very often and 33% reporting sometimes). All respondents indicated that division faculty come well prepared for class often or very often. This data highlights the importance and quality of relational engagement and learning in the Social Science Division and the value that students place on this aspect of their time at the institution. Students also clearly view division faculty as engaged and invested in their learning through preparedness, active engagement, meaningful feedback, as well as time spent outside of class with students. Qualitative data in the GSS also highlights the students' positive experience with division faculty noting genuineness, interest in students, expertise and passion for their discipline, dedication, and intentional care for their students.



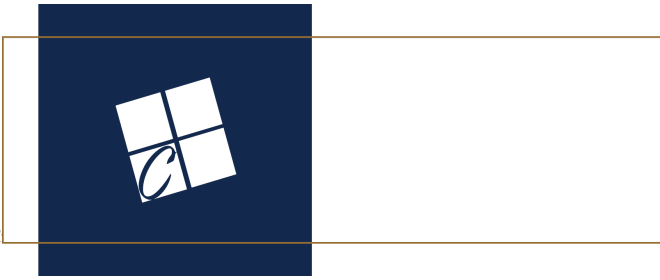
GSS student reports of the quality of their academic experience with the division/major were also rated highly in relation to growth in knowledge and skill development (100% reporting quite a bit and very much), ability to apply knowledge and skills (88% reporting quite a bit and very much), and growth in problem solving skills, working with others, locating/using information sources and presentation skills (88% reporting quite a bit and very much). Somewhat less students reported that their experience contributed to growth in writing effectively (75% reporting quite a bit or very much and 25% reporting some). Social Science students as a result of their overall University experience indicated growth in their ability to engage thoughtfully in civic and community issues (88% quite a bit or very much), however only 63% (quite a bit or very much) indicated their ability to engage thoughtfully in global issues. Additionally, only 63% of Social Science students indicated (quite a bit or very much) that their University experience contributed to growth in their ability to interact respectfully with all people and understand individual differences while 37% indicated some, very little or not at all. Some qualitative data also indicated the desire to learn to set aside religion when working with clients as well as feeling as if others beliefs were forced upon them, and a desire for greater multi-cultural and human sexuality inclusivity and discussion of difficult topics in classes.

The Social Science Division faculty reviewed and discussed the GSS document and determined the following steps for the 2021-22 academic year:

- (1) Relational Engagement - Continue emphasis on relational engagement and learning in division courses and seeking additional opportunities to integrate relational aspects into the explicit and implicit curriculum in the division, particularly given the Covid-19 restrictions and challenges in in-person relational engagement over the past year.
- (2) Feedback - Students clearly appreciate feedback from faculty and while some progress has been made in providing timely feedback, there is still room for growth. Faculty will clearly incorporate statements into their syllabi to identify their intention for time frames and methods of feedback in their courses.
- (3) Writing - Social Science Division faculty will schedule a meeting with the Writing Center and Library liaison in Sept/October to discuss ways to continue to partner in supporting student writing growth and development as well as how to more effectively utilize these resources in division courses.
- (4) Diversity - The Social Science Division will develop an action plan for conducting a diversity audit of explicit and implicit curriculum in the 2021-22 academic year to identify areas of strength and areas of needed growth in division curriculum to more effectively and comprehensively support student learning in engaging and working with diverse populations. The Social Science Division will be undergoing program reviews in the 2021-22 academic year and will incorporate diversity assessment in the program reviews.
- (5) GSS Participation - The Social Science Division Chair will meet with the Office of Assessment to identify ways to increase student participation in the 2021-22 GSS.

Specific Action Steps:

Leveraging Strengths



(1) Relational Engagement - Social Science division GSS data indicates that students are quite satisfied with the relational engagement of division faculty, both in and outside of the classroom. Faculty agreed that continuing the emphasis on relational learning in division courses will be a continued asset for the division. This should be highlighted in division visit events, in publication materials, and on the division website as well. With in-person meeting restrictions over the past 1 1/2 years, group relational engagement activities have been more limited within the division. It is anticipated that more group events and relational engagement can resume in the 2021-22 academic year to better support meaningful student and faculty interactions both in and outside of the classroom. The division will plan to host a Social Science Division kickoff event in September and resume the Division Christmas open house and end of year event.

(2) Social Science Division chair will review publication and website materials for inclusion of relational engagement and learning in materials and meet with marketing and admissions to discuss potential changes (Summer 2021). Division Chair will work with the Student Advisory Board to plan a kick off event in week 2 or 3 of the Fall 2021 Semester as well as identify additional student events/forums for the year. (August 2021).

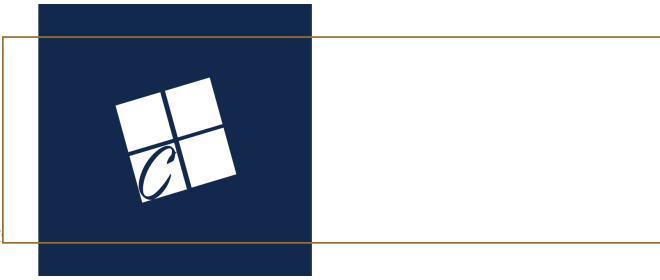
Addressing an Area of Concern

(1) Global issues engagement- The Social Work program will identify a diversity audit template and conduct a diversity audit of explicit and implicit curriculum in the 2021-22 academic year to identify areas of strength and areas of needed growth in division curriculum to more effectively and comprehensively support student learning in engaging, working with, and understanding the needs of diverse populations in global contexts. Additionally, the Social Science Division will be undergoing program reviews for psychology and social work in the 2021-22 academic year and will incorporate diversity assessment in the program review process to determine areas of growth in program curriculums as well as in implicit curriculum. Social Science Division Chair will meet with Student Advisory Board to seek student input on global engagement and DEI in Social Science Division. Social Work Program Director will meet with Social Work Program Advisory Board to seek input on global engagement and DEI in Social Work curriculum.

(2) Social Work Program diversity audit will be conducted in Fall 2021 semester. Program review process will be conducted in Fall 2021. Meeting with SS Student Advisory Board will be conducted in 10/2021. Meeting with Social Work Advisory Board will be conducted in Summer 2021.

Closing the Loop on Prior Year(s) Assessment:

(1) Feedback - The Graduate Student Survey (GSS) indicated improvements in meaningful feedback from 65% (often or very often) in 2020 to 89% (often or very often) in 2021. Additionally, prompt feedback improved slightly from 60% (often or very often) in 2020 to 67% (often or very often) in 2021. Faculty will continue to incorporate feedback statements including timeframes and methods for feedback in their syllabi and continue to work to prioritize these expectations. The division will also have one division



meeting in the fall with the Director of Student Success to discuss feedback and student success outcomes to support faculty in continuing to work toward improving this outcome. (2) The psychology program recommended reviewing the MFT graduation requirements for Psychology students and increasing the required score from the 30th percentile to the 50th percentile. This change was not made during the 2020-21 academic year and will continue to be assessed and reviewed in the 2021-22 academic year. The Psychology program also recommended offering students an option to take the MFT in the spring semester rather than the fall to allow further opportunities to gain course content. This change was assessed and reviewed in the 2020-21 academic year and it was determined that the current structure and support for the exam is only offered in the fall semester during the senior capstone course and that it would provide the best opportunity for successful completion for the students to take the exam in the fall following the preparation in the senior capstone course. The MFT will continue to be offered in the fall semesters. (3) Mentoring - Student Advisory Board members recommended assigning upper class students as mentors to freshman. Division faculty encouraged SS student advisory board members to take the lead on this. Student advisory board members introduced themselves in Introductory psychology and social work courses and offered support and connection opportunities throughout the academic year through emails, division chapels, and a Social Science event. The University also offered a more formal mentor/mentee program to students. SS Student Advisory Board members will continue to reach out to division freshmen in the 2021-22 academic year and provide opportunities for support and connection within the division and through the University resources.

Teacher Education Division

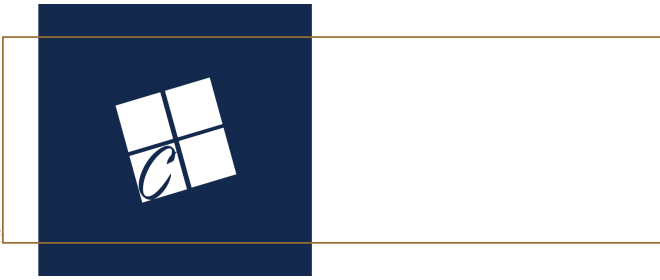
Division of Teacher Ed Annual Assessment Report

Providing Department:

Teacher Education Division

Student Advisory Councils:

The Division Chair met with the Student Advisory Council twice in the 2020-2021 academic year (Student Advisory Council Meeting Minutes attachments). The September meeting focused on the accreditation site visit scheduled for October of that year. Several of the students on the council were included in the site visit; therefore, we reviewed the format, schedule, and types of questions they may be asked during the site visit. After discussing accreditation, students provided helpful feedback regarding advising - specifically the Advising Chapel. Students suggested utilizing upperclassmen to provide assistance to sophomores that may have questions regarding scheduling and clinical experiences. Another idea was to



incorporate MTTC testing information into an Advising Chapel session. As a result of the council's suggestions, we changed the format of the Advising Chapel in the fall and the spring by including an additional session with upperclassmen to answer program and scheduling questions for underclassmen. Several underclassmen attended the sessions in the fall and spring. Additionally, the application workshop session with Kristin Rich included more information on the MTTC.

The spring meeting focused on field experiences, communication, and scheduling challenges. Students emphasized the importance of diverse placements and field experiences throughout the program. One council member, a person of color, also encouraged the division chair to have a person of color teach EDU 363, Diverse Populations and Differentiated Instruction. As a result of these comments, we have asked Dr. Brandy Lovelady Mitchell, a person of color and the Director of Diversity, Equity, and Inclusion at KISD, to teach EDU 363 again in the fall 2021 semester. As the Teacher Education division is restructuring the program according to the new certification structure, conversations regarding diverse placements have been emphasized (see TE Retreat-May 18, 2021 attachment).

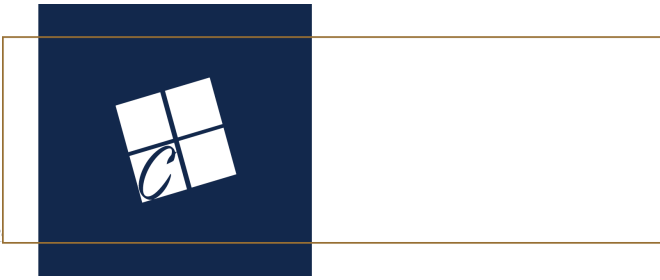
With regards to communication and scheduling, students suggested that communication from the Teacher Education Division was good but scheduling was a challenge. They said that students use email and can navigate the TE page on MyCU well. They mentioned that Instagram is especially helpful for communication. Students suggested challenges regarding scheduling classes, especially students in the Pathway Program and CIHI. As a result of this feedback, the division chair met with the Director of the Pathway Program twice to review Teacher Education scheduling and advising. In the future, Pathway students will be advised by both the Pathway Director and a TE faculty member.

Additional Changes Based on Assessment Data:

Additional Changes Based on Assessment Data:

Each semester the Division Chair and Accreditation Coordinator meet with a Steering Committee made up of CU Teacher Education stakeholders: TE students, P-12 administrators and teachers, alumni, and faculty. The purpose is to gather feedback, collaborate with P-12 partners, and determine ways to continuously improve the preparation of pre-service teachers.

The fall 2020 Steering Committee meeting that took place one month after the October site visit and focused on accreditation, clinical experiences, partnerships, recruitment and retention, and technology integration. The spring 2021 Steering Committee meeting began with an accreditation update, then focused on Grade Banding (new program restructure), perceived gaps in pre-service preparation, and virtual updates. Steering Committee Meeting minutes are attached for the fall and the spring.



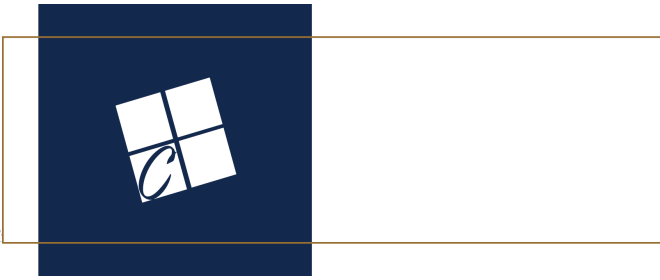
The Council of the Accreditation of Educator Programs (CAEP) conducted a site visit in October 2021. A site visit report was provide (see "SVR" attached) to which a Rejoinder was constructed by the division chair to clarify questions or argue inconsistencies in the site team's report (see "Rejoinder" attached). The site team recommended 11 Areas for Improvement (AFIs) in areas including validity and reliability of evaluation instruments, the recruitment and retention of diverse students, students' preparedness to use and implement technology, and the program's impact on P-12 student learning. The final decision by the council only gave the TE program two AFIs for not having sufficient data from the digital portfolio and a reliability measurement for the dispositions assessment (see attachment, "CAEP letter - received 05.18.2021").

Moving forward, the TE division will continue to develop the digital portfolio and ensure that all classes are informing the content that needs to be included. Second, the TE division will establish interrater reliability for the disposition assessment among faculty, supervisors, and instructors at annual trainings.

Key Survey Results:

The GSS was completed by 22 students in the Teacher Education Division. 59% of the students were elementary majors, 18% were Learning Disabilities majors, and 18% were secondary. Based on the survey data, professors demonstrate genuine interest in students, provide meaningful feedback, and are well-prepared for class. Additionally, all students that completed Student Teaching indicated that the internship enhanced their overall experience quite a bit or very much. Over half of the students indicated that professors rarely or sometimes spend time outside of class with students. Only 68% of students selected "often" or "very often" regarding professors providing prompt feedback, which was the lowest evaluated survey item.

Student comments provide further insight into graduating seniors' experiences in the TE program. Several faculty were listed as having demonstrated teaching excellence. Students' noted that these faculty showed care and genuine concern towards students' academics and their personal well-being. Faculty were described as being there inside and outside the classroom, praying, encouraging students to work hard, understanding when students experienced personal challenges, treating students as fellow teachers, considering students' perspectives, allowing students to ask questions for clarity, meeting outside of class times, building a sense of community in the classroom, and getting to know students on a personal level. Students also valued faculty that had expert and pedagogical knowledge. These faculty provided ways for students to think deeply, encouraged students to work hard, provided real-life examples and hands-on experiences, adjusted examples and teaching based on students' majors and minors, demanded a high standard of academic performance, crafted a special and unique classroom environment that promoted engagement and hard work, provided meaningful feedback, left room for discussion and allowed students' input, and were passionate about teaching.



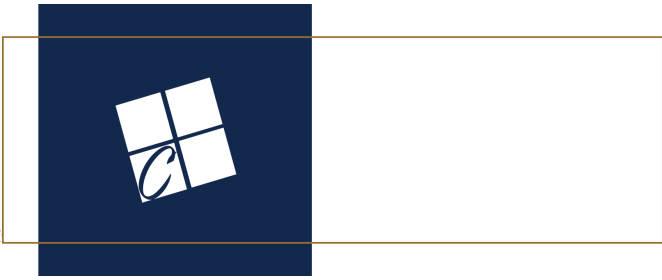
When students were asked what should be changed or not changed in the TE program, some common themes emerged. Students appreciated the sense of community within the TE program, the number of field experiences and practicums in elementary courses, guidance through Advising Chapels, and that professors care about students. Students also indicated that the TE program does not provide enough field experiences for secondary majors; additionally, they should get into classrooms sooner. A couple of students mentioned the need for Michigan Test for Teacher Certification (MTTC) support in the program. Content overlap was another concern, which had been brought up in previous GSSs.

Based on the findings of the GSS, the TE faculty will continue to make changes in the program. Through the Grade Band restructure (the TE program is being revised according to new MDE standards), the TE faculty will address content overlap. A matrix will be constructed to show which course will cover which MDE standard. Clinical experiences will increase in secondary courses based on MDE requirements, which will also occur during the restructuring the TE secondary program. Before the GSS results were provided, students had communicated with TE faculty about the need for more MTTC support. As a result of that feedback, two TE professors took tests in their subject areas. Faculty also committed to incorporating MTTC support in their courses.

Appendix C: Program Review Schedule for 2021-2022

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)
 - 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)
 - International Business
 - Management
 - Marketing
 - Computer Information Systems



- Economics
- Non-Profit Administration
- Business Administration
- Accounting
- Finance
- Sport Management
- Integrated Comprehensive Science Education
- Integrated Science Education
- Biology Education

- Professional & Graduate Studies
 - Master of Arts in Education
 - Doctorate of Education

- Grand Rapids Theological Seminary
 - Master of Arts in Ministry Leadership
 - Master of Arts in Christian Formation
 - Master of Arts in Biblical Studies

- Asia Biblical Theological Seminary
 - Master of Religious Education