



**CORNERSTONE UNIVERSITY
ANNUAL ASSESSMENT REPORT**

2021-22

ASSESSMENT REPORT FOR 2021-22

TABLE OF CONTENTS

Assessment Committee for 2021-22.....	03
Status of Assessment Goals for 2021-22.....	04
Assessment Project Executive Summaries for 2021-22.....	06
PAU Division Assessment Reports for 2021-22.....	48
Assessment Strategic Priorities/Tasks for 2022-23.....	69

ASSESSMENT REPORT FOR 2021-22

ASSESSMENT COMMITTEE FOR 2021-22

Assessment Committee Representative

Ryan Roberts- co-chair
John VerBerkmoes- co-chair
James Sackett- TUG/Science (Assessment Coach)
Becky Doane- TUG/Social Science
Cynthia Beach- TUG/English/Creative Writing
Victoria Fleenor- TUG/Technology
Michael Greene- TUG/Engineering
Matt Wallace- TUG/Education
Graham McKeague- PGS
Jessi Rowland- GRTS
Mario Adkins- Center for Student Success/Co-curricular

Assessment Committee Meeting Schedule

Fall 2021

September 28, 2021 (4-5pm)

October 12, 2021 (4-5pm)

November 2, 2021 (4-5pm)

December 7, 2021 (4-5pm)

Spring 2022

February 15, 2022 (4-5pm)

March 22, 2022 (4-5pm)

April 26, 2022 (4-5pm)

ASSESSMENT REPORT FOR 2021-22

STATUS OF ASSESSMENT GOALS FOR 2021-22

GOALS FOR 2021-2022

The goals for assessment at Cornerstone University during the 2021-2022 academic year are included below:

1. Review the previous year's assessment reports and provide feedback to appropriate faculty/staff program leaders (all PAUs)
 - a. Status: Completed
 - b. Explanation: The assessment committee divided into groups and reviewed a portion of the 2020-2021 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 Anthology/Campus Labs at the end of each program's assessment project report. This information can be found in Anthology/Campus Labs by generating the "Assessment Committee Review Report" at the institutional level for 2020-2021.
2. Submit assessment project plans for curricular and co-curricular program through Campus Labs (all PAUs)
 - a. Status: Completed
 - b. Explanation: Assessment project plans were submitted through Anthology/Campus Labs. Faculty have become more adept at using the Anthology/Campus Labs system.
3. Develop and approve a campus-wide, co-curricular program review template (all PAUs)
 - a. Status: In progress
 - b. Explanation: Due to a variety of staffing changes at the administrative and staff level, turnover prevented progress on this goal.
4. Administer end-of-course evaluations through Anthology/Campus Labs (all PAUs)
 - a. Status: Completed
 - b. Explanation: All end-of-course evaluations in TUG, PGS, and GRTS are now administered through Anthology/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. Both curricular maps have been uploaded to their respective locations in Anthology/Campus Labs.
6. Complete program reviews for assigned programs in PAUs in Anthology/Campus Labs
 - a. Status: Almost completed

ASSESSMENT REPORT FOR 2021-22

- b. The program reviews for TUG were completed in Anthology/Campus Labs. Due to changes in staffing, program reviews for GRTS and PGS were not completed in Anthology/Campus Labs.
7. Implement and document changes identified in previous assessment project reports (all PAUs)
 - a. Status: Completed
 - b. Explanation: With the Anthology/Campus Labs system, site administrators can generate a report that tracks implemented changes from the previous years' assessment projects.
8. Administer Graduating Student Surveys (TUG, GRTS)/End of Program Survey (PGS) through Campus Labs (all PAUs)
 - a. Status: Completed
 - b. Explanation: All end-of-program surveys are now conducted through Anthology/Campus Labs on an annual basis.
9. Complete assessment project reports for each program through Anthology/Campus Labs (all PAUs)
 - a. Status: Completed
 - b. Explanation: All assessment project reports for 2020-2021 were completed through Anthology/Campus Labs. These reports were then 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.
10. Complete annual division assessment reports in Anthology/Campus Labs (TUG)
 - a. Status: Completed
 - b. Explanation: All annual TUG division/PAU assessment reports for 2020-2021 were completed in Anthology/Campus Labs. See the appendix for a copy of these reports.
11. Update ILDs and PLOs on website, if applicable (all PAUs)
 - a. Status: Completed
 - b. Explanation: No changes were made to the ILDs during the 2021-2022 academic year.

ASSESSMENT REPORT FOR 2021-22

Assessment Project Executive Summaries

Traditional Undergraduate (TUG)

Biblical Studies

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, chair of the BRM division. The PLO for Applied Knowledge and Collaborative Learning assessed was: Develop exegetical and hermeneutical skills through written and oral communication that demonstrate self-awareness in research of the Bible relevant to the modern day. The sub-outcome focused on the Practice of persuasive oral presentations.

Two presentations were observed for REL 330 Pentateuchal Literature. The expected outcome was around 90 on the scale of 0-100. This expectation was because the subject of the authorship of the Pentateuch was covered intensively at the beginning of the semester and referred to as often as needed before the presentation of Mosaic authorship. The content of the Pentateuch was covered throughout the course and the exegetical paper was due toward the end of the semester. The presentation of the paper was given during the last week of class when the students should be very familiar with the subject of their research paper.

The mean scores obtained from the 2 presentations were 93.25 and 93.25. For the first presentation, 75% scored above the expected outcome. 25% scored slightly below the expected outcome (one of the two students scoring in this range was a BRM minor and a non-native English speaker, which explained the lower score for the group). For the second presentation, 87.5% scored above the expected outcome. 12.5% (the non-native English speaker) scored again slightly below the expected outcome (89/100).

The actual results collectively were better than expected perhaps due to the following factors: First, the training offered by the BRM division was very effective. Second, several students were in their senior year. Third, the small class size allowed all students to interact with each other and grow their confidence in speaking to the whole class. Several had additional experience in speaking outside their classroom.

ASSESSMENT REPORT FOR 2021-22

Accounting

Providing Department:
Accounting

Faculty Program Leader(s):
Bill Jones (w0542880)

Executive Summary of Assessment Project:

The accounting internship assessment of applied knowledge and collaboration was completed by Accounting Program Leader and Assistant Professor of Accounting, Bill Jones. Students were assessed on the ability to fully and independently participate in preparing and entering journal entries, preparing financial statement reports, or assisting in the evaluation or reconciliation of accounting records; OR fully and independently apply cost accounting principles by assisting in the analysis of costs and/or cost behavior, and helping others prepare reports describing the findings; OR demonstrate the ability to fully and independently apply the Internal Revenue Code for tax preparation of individual or organizational tax returns. No students worked at accounting firms that performs audits, so Generally Accepted Auditing Standards (GAAS) could not be evaluated.

Information was gathered from the students' final internship papers which were collected through a Moodle Dropbox in the Internship course and shared with the respective program leaders. All five of the accounting internship students met the required expectations for the sub-units evaluated. Internship students performed well in their expected accounting ability but struggled with assertiveness and initiative. Additional focus will be placed on improving these "life" skills more in current classes starting Fall 2022.

Business Administration Principles of Accounting 1

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. 79 undergraduate business students participated in the pre and posttest 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 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

ASSESSMENT REPORT FOR 2021-22

business majors, not just accounting or finance majors. The students showed above a 50% increase from the pre-test to post-test outcomes. For Fall 2021, a new edition of the textbook was employed in addition to using McGraw Hill's Connect platform to engage students in embracing their learning and understanding of the content. Any changes will be implemented on September 1, 2022, for the Fall assessment cycle.

Principles of Accounting 2

Providing Department:

Business Administration

Faculty Program Leader(s):

April VanPutten (a0087246), Bill Jones (w0542880)

Executive Summary of Assessment Project:

Prof. April VanPutten and Prof. Bill Jones administered both the pre-test and post-test, collected and analyzed the data, and conducted the assessments. Specifically, the applied knowledge sub outcome related to the basic functions of business: *Students will demonstrate competency in applying skills in the functional areas of business including marketing, business finance, accounting, and management* was assessed. For this project, the functional area of accounting was assessed. Both a pre-test and a post-test were conducted and gathered for use in this assessment. The expected outcome was a 3 or 4 demonstrating moderate to thorough knowledge of a functional level of accounting commensurate to the principal level course. Anticipated outcomes would have been a higher percentage of 3s than 4s. However, the post-test indicated a more thorough understanding than anticipated. No major changes are planned going forward. The same assessment will be administered again in Spring 23.

Business Administration (Internships)

Providing Department:

Business Administration

Faculty Program Leader(s):

Rachel Hammond (r0220322)

Executive Summary of Assessment Project:

In Rachel Hammond's assessment project, she evaluated 7 internship papers that were completed by Business Administration majors during the 2022-2023 school year.

Expected outcomes included:

- An intern in this area would be expected to be connected to a business function and be engaged in a general business area that is applicable to their minor (accounting, finance, marketing, etc.).
- An internship in this area would also include a role in developing a project or deliverable, involved with a project team, or helping to develop a product or process.

In the paper assignment, where students describe the internship experience and connect their learning to the expected learning outcome, scores of 3 (Almost Meets Expectations) or 4 (Meets Expectations) were

ASSESSMENT REPORT FOR 2021-22

anticipated. This was achieved with an average of 3.14 which was lower than expected. This was primarily because of internship/student mismatches, too general internship outcomes, and project quality issues.

Recommended changes include adding a mid-semester check-in meeting with either the faculty internship supervisor or the content area expert to ensure projects are on track and appropriate for the program objectives. In addition, the Handshake survey data should be evaluated during the next assessment project iteration. Finally, the Business Administration internship objectives should be reconsidered and more specific objectives (related to their minor or interest area) should be used instead. These changes should be implemented by May 2023.

Business Economics - TUCE Pre & Post Test 21-22

Providing Department:

Business Economics

Faculty Program Leader(s):

Jeff Degner (j0296602)

Executive Summary of Assessment Project:

- 1) The outcomes assessed are from the specialized knowledge category, which is broadly defined in the case of Business Economics.
- 2) While broad in its overall nature, the sub-outcome is that 'Students will demonstrate knowledge and proficiency in the overall foundations of an economy as it relates to supply and demand and the application of these fundamentals as well as the impact of non-market actors in domestic and world markets.' The TUCE certainly provides a clear lens through which to see whether students have made gains in this broad range of knowledge.
- 3) The artifacts collected are shared in the report and were generated through google forms/sheets as students responded to the questions provided in the TUCE Micro and Macro tests.
- 4) The expected pre-test results vary year by year. Professor Degner expects that pre-test results will be markedly diminished in the next 2-3 academic years due to secondary schools' responses to covid and the lost learning opportunities that resulted in markedly lower student achievement. As for current student's pre-test outcomes were consistent with previous years' results and Prof. Degner is now confident that there is enough data that has been collected to justify a pre-test expected value of between 25%-30%. When Prof. Degner began using the TUCE pre and post-test, the expected level of improvement was at 70%-75%. In each of the past three years, his classes have well exceeded that rate of change. As a result, Prof. Degner believes that it would be realistic to raise the expected improvement to 80%-90%, especially given the 90% improvement in the Macro post-test and 117% improvement in the Micro test achieved in the 21-22 school year.
- 5) Proposed changes for improvement have to do with alterations to in-class instruction. Specifically, Prof. Degner plans to include a greater emphasis on inflation and monetary policy, along with GDP technicalities in Macroeconomics. As for Microeconomics, the mathematical and graphic observations of the profit maximization assumption and the calculation of the costs of nationalization and of comparative advantage could also be improved.

ASSESSMENT REPORT FOR 2021-22

6) The curricular improvements noted above will be implemented by the end of the Fall '22 semester in the case of Macroeconomics and by the end of the Spring '23 semester for Microeconomics.

Internship Assessment - Economics

Providing Department:
Business Economics

Faculty Program Leader(s):
Jeff Degner (j0296602)

Executive Summary of Assessment Project:

1) Prof. Jeff Degner

2) PLO #2: **Applied Knowledge and Collaborative Learning-** *Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in describing the outcomes of economic phenomena.*

Sub-Outcome: Students will use sound economic theory to build models that allow them to utilize empirical techniques in order to analyze and interpret economic events based on the application of their specialized knowledge.

3) The Internship Report generated in BUS 380 was the artifact used and collected by Prof. Huckaby as a required element of the course. Along with the written report, a video presentation by the student was also required.

4) As previous assessments lacked substantial data points, this group of internships should be understood as setting the expectation that students should "Mostly Meet Expectations" as an average given the Economics Internship rubric (provided above).

5) Proposed changes include obtaining a job description from future students to ensure that job descriptions more clearly align with the PLO and sub outcomes that are relevant to the student's program.

Business Finance (Internship, Applied Knowledge)

Providing Department:
Business Finance

Faculty Program Leader(s):
Ron Winowiecki (r0645795)

Executive Summary of Assessment Project:

1. Faculty program leaders' names

Ron Winowiecki, Assistant Professor of Finance

ASSESSMENT REPORT FOR 2021-22

2. Course from which the artifacts were collected

FIN 380 Internship

Outcomes Assessed:

PLO Statement: Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary financial situations.

Internship Outcomes:

- Students individually and in group settings will exhibit competency in demonstrating both reasoning and analytical skills in determining optimal outcomes in contemporary financial situations.
- Students will exhibit competency in financial decision making

3. Description of the artifact/collection, how it was assessed, and the results

Nine students submitted a paper reflecting on their internship experience (in Moodle) and supervisors submitted surveys evaluating the interns generically (in Handshake). A horizontal rubric was used to assess the papers against the PLOs and a broad take of the supervisors' evaluations was used to support the overall assessment. The results show the majority interns vaguely engaged in finance; therefore, it was difficult to confidently say expectations were fully met.

9 artifacts were evaluated. Scores 1-5 (see Rubric):

- 1 (Does not meet), 4 artifacts
- 2 (Partially meets), 2 artifacts
- 3 (Almost meets), 1 artifact
- 4 (Meets), 1 artifact
- 5 (Exceeds), 1 artifact
- Average = 2.2 (Partially meets). See enclosed Finance Rubric_22 Supplementary materials section for specific artifact observations.

4. Summary of next steps/suggested changes based on findings

Finance faculty will work with internship instructor to create Finance Internship Learning Objectives, including methods of how to demonstrate the PLO(s) sufficiently and communicate internship expectations to students via Finance Major Moodle. An illustration of Finance Internship Learning Objectives is included in the Supplementary materials section of this assessment.

When will the change be implemented?

Development work completed Fall 2022, Implement Spring 2023

ASSESSMENT REPORT FOR 2021-22

Business Finance (FIN341 Principles of Finance, Specialized Knowledge)

Providing Department:

Business Finance

Faculty Program Leader(s):

Ron Winowiecki (r0645795)

Executive Summary of Assessment Project:

Ron Winowiecki, 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 as follows: 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 completing both the pre- and post-test, each question, and overall to describe the results. The majority (70.18%) met or exceeded expectations by having a score of 4/6 or higher. This is a clear improvement from the pre-test where no student met or exceeded expectations (0%). These outcomes indicate that most 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 application assignments - have been helping to ingrain learning. Yet, improvements can be made.

The following will be implemented for the 2022-23 academic year: (1) Students will be provided with a TVM help and information guide at the onset of the TVM syllabus section, explaining Excel formulas and their application, (2) in addition to current practice assignments, a twelve question on-line algorithmic quiz will be added requiring a 75% score to Pass (Receive Point Credit) be added to reinforce the deep learning expectation.

Business Management Management (Internship)

Providing Department:

Business Management

Faculty Program Leader(s):

Rachel Hammond (r0220322)

Executive Summary of Assessment Project:

In Rachel Hammond's assessment project, she evaluated 12 internship papers that were completed by Management majors during the 2021-2022 school year.

Expected outcomes included:

- An expected internship role in this area would include supervising either people, systems, or resources.
- The internship would also include a role in developing a project or deliverable, involvement with a project team, or helping to develop a product or process.

ASSESSMENT REPORT FOR 2021-22

In the paper assignment, where students describe the internship experience and connect their learning to the expected learning outcome, scores of 3 (Almost Meets Expectations) or 4 (Meets Expectations) were anticipated. This was achieved with an average of 4.08 which was slightly higher than expected. This was primarily because of high achieving students, prior experience with the organizations, and internship project interventions.

Recommended changes include adding a mid-semester check-in meeting with either the faculty internship supervisor or the content area expert to ensure projects are on track and appropriate for the program objectives. In addition, the Handshake survey data should be evaluated during the next assessment project iteration. These changes should be implemented by May 2023.

Business Marketing

Providing Department:

Business Marketing

Faculty Program Leader(s):

Alexandria Baldrige (a0618927)

Executive Summary of Assessment Project:

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

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

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

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

The artifacts that were collected were 17 internship papers. Students largely met program outcome expectations. However, there were a few areas that were identified for improvement that could be applied and implemented:

Revise existing rubric: *The rubric needs to be nuanced more completely to evaluate more marketing outcomes.*

Other: *a conversation needs to be had at the divisional level regarding the internship assessment project and PLO's for each program.*

These changes are projected to be updated by 5/14/2023 giving time to update and determine additional ways that these areas that have been identified can be addressed.

ASSESSMENT REPORT FOR 2021-22

Computer Information Systems Internships

Providing Department:

Computer Information Systems

Faculty Program Leader(s):

April VanPutten (a0087246)

Executive Summary of Assessment Project:

April VanPutten assessed internship papers for applied & collaborative learning outcomes in Computer Information Systems placements. Expected outcomes for each intern at the 300 level would exhibit the ability to "fully and independently" apply knowledge and skills to solve business problems related to IT, Database, Systems, or Programming topics, with "unique and innovative approaches." Illustrating a "5" (exceptional) ability in an internship would add challenge of accepted approaches and investigation of new integrated methods. Internship supervisor ratings of the interns were evaluated along with the subjective assessment of the papers for independent validation.

No site supervisor data or student evaluations were provided for assessment purposes.

Once the business division talks through all the internship assessment reports, any collective proposed changes will take place beginning in Fall 2022.

Computer Information Systems 2021-2022 Assessment Project

Providing Department:

Computer Information Systems

Faculty Program Leader(s):

Victoria Fleenor (v0039413)

Executive Summary of Assessment Project:

For the CIS program, Victoria Fleenor assessed Specialized Knowledge PLO 1 in CSC 133 (Intro to Operating Systems): *Exhibit basic understanding of information technology and information systems challenges and opportunities from a multi-faceted perspective of hardware, software, databases, telecommunications, people, and procedures.*

CIS students are positioned to leverage technical knowledge in a user-focused way as a liaison between IT/IS departments and business centers within an organization. Thus, they need to have a basic understanding of the technical elements involved in networking and telecommunications architecture. The final exam for CIS students in CIS 133 (Intro to Operating Systems) evaluated a sub-outcome of PLO 1: *Students will exhibit a basic understanding of IT infrastructure.*

Of the 4 CIS students in this course, 3 met or exceeded the expectation laid out in the rubric for this sub-outcome; 1 did not.

ASSESSMENT REPORT FOR 2021-22

This was the first time this course was taught. It will be taught every year with the new Computer Science rotation. Though the course was generally successful this first time around, necessary hands-on components took more time than anticipated, leaving the specialized knowledge at a deficit. To improve outcomes in this course, the assessor recommends a redistribution of assignment due dates as well as more intentional lecture outlines and frequent checks for understanding be introduced into the course design. The assessor also recommends that this course replace CSC 353 as the required networking component of the CIS major/minor curriculum.

International Business: Internship Assessment- Applied Knowledge

Providing Department:

International Business

Faculty Program Leader(s):

Jeff Degner (j0296602)

Executive Summary of Assessment Project:

1) Prof. Jeff Degner

2) The PLO and sub-outcome that was assessed was PLO 2, SO 2:

"Involvement in business tasks which require the student to research and directly apply adjustments in communication and approach with international stakeholders (employees, vendors, customers, etc.)".

3) The Internship Report generated in BUS 380 was the artifact used and collected by Prof. Huckaby as a required element of the course. Along with the written report, a video presentation by the student was also required.

4) As previous assessments lacked substantial data points, this group of internships should be understood as setting the expectation that students should "Mostly Meet Expectations" as an average given the International Business Internship rubric (provided above).

5) Proposed changes include obtaining a job description from future students to ensure that job descriptions more clearly align with the PLO and sub outcomes that are relevant to the student's program.

BUS 317 Semester Project

Providing Department:

International Business

Faculty Program Leader(s):

Jeff Degner (j0296602)

Executive Summary of Assessment Project:

1) Prof. Degner developed the assessment project

ASSESSMENT REPORT FOR 2021-22

- 2) The specialized knowledge PLO was assessed with the sub-outcome as the demonstration of understanding of the international business environment
- 3) The artifact collected was a Power Point presentation via Moodle for the Fall '21 BUS 317 course.
- 4) The expected outcomes were an average of 90% based on the previous year's project (which used a PESTLE analysis tool); The very high 97.5% outcome suggests that additional rigor is needed for the SWOT analysis tool as well.
- 5) Proposed changes are to increase expectations regarding the quality of the Power Point presentation by adjusting the rubric to reflect greater rigor. Another way to add rigor to the assignment is to add expectations regarding professionalism/dress for presentations as well as re-creating the assignment in order to account more appropriately for individualized feedback, rather than group-based feedback.

Nonprofit Administration - Internships

Providing Department:

Non-Profit Administration

Faculty Program Leader(s):

April VanPutten (a0087246)

Executive Summary of Assessment Project:

Nonprofit program leader and professor, April VanPutten completed the assessment related to specialized knowledge 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 the students met the expectations. Any necessary changes will begin to be implemented as early as Fall 2022 and continue as courses are developed each semester.

Non-Profit Administration - Fund Development

Providing Department:

Non-Profit Administration

Faculty Program Leader(s):

April VanPutten (a0087246)

Executive Summary of Assessment Project:

Assessment of the Nonprofit Administration Applied Knowledge component was conducted by April VanPutten, faculty program leader. Artifacts were collected from MGT341: Fund Development. The artifact was a fundraising project that was conducted throughout the course and related to the various stages of fundraising. Feedback was given on parts 1-6 throughout the semester, with the opportunity to make corrections to four of the six components. Two components were completed as individual projects and each group had to work together to synthesize the individual work into one combined component to include in their final project. The

ASSESSMENT REPORT FOR 2021-22

final project and presentation consisted of additional information about the organization, fundraising project, and final reflection. A detailed description of the assignment and grading rubric is also provided, along with the results. The artifact was assessed using a grading rubric.

The change implemented based on the 2017-18 assessment were sufficient for improving student outcomes and enhancing student learning through experiential learning. The assignment and rubric were revised to reflect the entire project as originally designed with the additional component of contingency planning as per the "closing the loop" from the 2020 assessment. These changes along with the ability to work with an organization on an actual fundraising event will greatly increase learning in future semesters, barring any unforeseen changes.

Sport Management

Providing Department:

Sport Management

Faculty Program Leader(s):

Scott Huckaby (s0607534)

Executive Summary of Assessment Project:

Scott Huckaby evaluated the 2021-22 final self-reflection internship papers completed by students in the Sport Management degree/major. There were 5 students in the AY 2021-22 that were evaluated. The students described their internship experience and utilized their final paper/deliverable to correlate to the expected learning outcome(s). Of the five students, two finished their internship experience at a "3" (Almost Meets Expectations), two at a "4" (Meets Expectations), and one at a "5" (Exceeds Expectations) for an average of 3.8 overall. There was positive movement in each experience/student towards a higher level of learning/competency.

It was desired that each of the students in the sport management major "almost met" (3), "met" (4), or "exceeded" (5) expectations of the PLO's articulated on the program rubric. AY 21-22 actual outcomes from the assessment were consistent with expectations; meaning no big surprises based on anecdotal conversations through the academic year. Appropriate assertiveness and working with ambiguity have become items that I believe are critical to vocational acumen, moving forward for our sport management students.

Recommended changes, moving forward, will include two specific and actionable items:

1. Work specifically with Helene Hale in CALC to review and find a way to extrapolate the data from Handshake supervisors to share with the division in our specific disciplines. This additional vantage point is helpful to complement the PLO rubric/paper assessment. We may need to visit some of the feedback questions for alignment with the disciplinary PLO's. While this is "3rd party" data and incomplete, at times, it can certainly benefit or validate the work of paper assessment.
2. With the division in a significant transition of faculty, it will be critical to onboard and acclimate the new faculty to this process and the importance of this specific project. Working to keep this on the front burner with Division Chair Baldrige will be critical as well.

ASSESSMENT REPORT FOR 2021-22

Proposed changes to be implemented and executed in AY 22-23, prior to 5.14.23.

Center for Academic Success

First Year Academic Advising: Sophomore Focus Groups

Providing Department:

Center for Academic Success

Faculty Program Leader(s):

Emory Eddy (e0634987), Shannon Pothoven (s0089364)

Executive Summary of Assessment Project:

The assessment project was conducted by Shannon Pothoven, Emory Eddy, and Helene Hale. This project used a focus group with students who had completed the first year advising program to quantitatively assess PLO 1.1 (Specialized Knowledge): Identify all applicable academics resources on campus and how to access and utilize resources and PLO 2.2 (Applied Knowledge): PLO 2.2 Self-register for classes via CU Self-Service. The focus group facilitator and note-taker provided a summary of student responses to the focus group question protocol for evaluation by the program staff.

Program staff expected students to express knowledge of CU Self-Service and confidence in their ability to plan, schedule, and register for classes; program staff also expected that students are aware of campus resources, but to report underutilization of the resources. Findings from the focus group generally supported these expectations. An additional finding from the focus group was that students expressed frustration with sophomore advising requirements. A proposed change for the first year advising program is to increase communication about sophomore requirements through the process of transitioning students to faculty advisors. This change will be implemented by September 1, 2022.

Communication--ALL (Communication Studies, Strategic Communication, Broadcast Communication)

Providing Department:

Communication

Faculty Program Leader(s):

Jeremy Osborn (j0596228)

Executive Summary of Assessment Project:

For 2021-2022, Specialized Knowledge Outcome 1.3 (Articulates the characteristics and behaviors exhibited by an effective communicator in a variety of communication contexts) was assessed for all three Communication programs (Communication, Broadcast Communication, and Strategic Communication) using a shared assignment from COM 321 (Group Communication) and COM 212 (Interpersonal Communication) as an artifact. The assignment required students to articulate what a highly competent communicator knows, values, and does in the given context covered in the class (interpersonal or group). A total of 41 artifacts were collected from the Moodle courses of the Fall 2021 COM 212 course and the Spring 2022 COM 321 course. These artifacts were evaluated by Jeremy Osborn, Professor of Communication and Chair of Communication, Media, and Music, using the general rubric linked to the PLO maps for the Communication programs. Artifacts were evaluated on a scale from "1" (Does Not Meet Expectations) to "5" (Exceeds Expectations). It was

ASSESSMENT REPORT FOR 2021-22

predicted that a mean score of 3.0 (Good/Almost Meets Expectations) would be found and that students in the three Communication programs would demonstrate a higher competency level than other students in the courses.

Once data were collected, a combined mean of 3.56 was found across all 41 students and a mean of 3.62 was found for the students in the three Communication programs. This suggests that the two courses are generally effective at teaching students the characteristics of a competent communicator. Beyond these basic findings, it was also discovered that Media students (who are required to take at least one of these two courses as part of their programs) demonstrated strong achievement of the measured outcome as well, even outperforming the Communication students by a small margin (3.75 to 3.62 on the rubric). Students outside of Communication, Media, and Business scored lower on average (mean of 3.22), though, and scores in COM 321 were slightly lower on average than those in COM 212. The primary follow-up step from this project will be ensuring that the common assignment that was piloted this year is implemented across all sections of COM 212 and COM 321, regardless of instructor, going forward. This change will be implemented by the start of Fall semester 2022.

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

Providing Department:

Media

Faculty Program Leader(s):

Cam Lewis (c0555410)

Executive Summary of Assessment Project:

Cam Lewis conducted an assessment project in MDA-271 (Film and Video Production 1) to determine if the course's final film project was meeting PLO 1.2 for Media Majors - "Evidence an understanding of general media production techniques in the fields of audio, video, and graphic design including but not limited to ideation, design, basic equipment operation, and production organization." The rubric breaks this into three sub outcomes: Ideation, Planning, and Execution. As part of this assessment, the final film artifact itself, pre-production planning materials, and an artist statement were collected. Each item was scored on the PLO Rubric for this outcome and then aggregated into a single score for each student.

The expected outcome was that the average score would be a 4.0 out of 5.0 but the average was below this at 3.67. Of the three sub outcomes, Execution was the lowest and Ideation was the highest. This indicates that students are better at coming up with ideas than creating them, but that all three areas could use more work. The proposed changes include more in-class analysis of past student work that scored 4.0 and higher to establish a clearer understanding of what is expected as well as more class time spent doing production work where the instructor can intervene and correct potential issues before they are assessed in an assignment.

Music Assessment Project (All)-Music Education (History)

Providing Department:

Music (ALL)

Faculty Program Leader(s):

Kent Walters (k0123099)

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

Dr. Matthew Dueppen, course instructor, and Dr. Kent Walters, Music Program Director, were involved in the 2021-2022 Music Program Assessment that focused on Specialized Knowledge for Music Education majors. The course MUS 222 Music History, Literature and Form II was selected for the project based on the outcomes to be assessed, which were: PLO-1: Music students will demonstrate a broad knowledge of musical form, function and performance; PLO-1.3: Place music in historical and cultural context. One artifact was collected: the Romantic Period Opera Aria Project assignment, which was an explanation of the requirements for the students' written essay project. The expectation for the assignment was that the students achieve a minimum of 60 points out of a possible 75 points. 64% of the students met or exceeded the assignment expectation of 60 points or greater. 36% of the students fell below the expectation, but almost met the standard as all 4 of those students received 55 points. This indicates that the outcome is being met by most of the students who were able to successfully situate the selected piece of music in its historical context.

The following changes for improvement were proposed to revise the assignment. 1) There is a gap between the sub-outcome and the assignment. The assignment does not specifically require students to situate the selected opera in its cultural context. Students are only asked to research historical and musical characteristics. This critical component, an essential skill for music education majors, needs to be added. 2) The assignment needs to clearly require students to identify and articulate the specific musical attributes that are characteristic of the genre in the Romantic era. 3) The assignment instructions need to better align with the categories in the grading rubric. Details for the first two categories of the rubric are explained in the assignment (requirements for formatting and what to include in the research). The assignment would be strengthened by telling students what is required to "interpret" and "apply" the research. 4) In addition, an example for each of the categories would be helpful tools for directing and inspiring students in how to do their research.

These changes should be submitted near the beginning of the Fall 2022 semester (September 30, 2022) and will be implemented when the course is next offered in Spring 2024.

Computer Science 2021-2022 AY Assessment Project

Providing Department:

Computer Science

Faculty Program Leader(s):

Victoria Fleenor (v0039413)

Executive Summary of Assessment Project:

For this first year of the newly launched CSC program, Victoria Fleenor assessed Specialized Knowledge PLO 1 in CSC 133 (Intro to Operating Systems): *Exhibit basic understanding of information technology and information systems challenges and opportunities from a multi-faceted perspective of hardware, software, databases, telecommunications, people, and procedures.*

CSC students will need to go on and learn more technical elements related to operating systems and networking infrastructure as they apply to organizational solution architecture. Thus, they need to have a basic understanding of the technical elements involved in networking and telecommunications architecture in this course. The final exam for CIS students in CIS 133 (Intro to Operating Systems) evaluated a sub-outcome of

ASSESSMENT REPORT FOR 2021-22

PLO 1 (1.3): *Demonstrate knowledge of various architectures for multi-platform development, including desktop, web-based, embedded, and mobile environments.*

Of the 15 CSC students in this course, 12 met or exceeded the expectation on this assessment, while 3 did not.

This was the first time this course was taught. It will be taught every year with the new Computer Science rotation. Though the course was generally successful this first time around, necessary hands-on components took more time than anticipated, leaving the specialized knowledge at a deficit. To improve outcomes in this course, the assessor recommends a redistribution of assignment due dates as well as more intentional lecture outlines and frequent checks for understanding be introduced into the course design.

Engineering Assessment Project

Providing Department:

Engineering

Faculty Program Leader(s):

Michael Greene (m0624741)

Executive Summary of Assessment Project:

Engineering and Computer Science students at the sophomore level were assessed on their ability to design an experiment, conduct the experiment, collect data, analyze the data, and make judgements based on the data.

Six lab reports from the Fall 2021 Measurements and Data Analysis EGR 220 course were assessed. (These were taken from lab #5)

This assessment indicates that we have met our goal of 80% of the students scoring a 3 or 4 on the grading rubric.

Results from this assessment were discussed by the CEM division. Present were Prof Robert Hoffman, Dr. Victoria Fleenor, Dr. Stephen Devereaux and Prof Michael Greene.

Since we have met our goal, no additional actions are planned at this time.

Mathematics (B.S.)

Providing Department:

Mathematics (B.S.)

Faculty Program Leader(s):

Stephen Devereaux (s0607998)

Executive Summary of Assessment Project:

ASSESSMENT REPORT FOR 2021-22

Stephen Devereaux headed the assessment project for B.S. Math. We were assessing Specialized Knowledge, including the sub-outcomes of defining mathematical terms and describing structures and concepts in mathematics through generalization and specific examples, using the Modern Algebra final exam as our artifact.

The results for definitions met expectations. The results for structures and concepts exceeded expectations (significantly higher than previous years). I attribute this increase to the revamping of mathematical proofs; this is the first Modern Algebra class to occur since the revamp which took place two years ago. To further gauge student understanding, we intend to provide additional means of assessing student understanding of concepts--likely using an artifact external to the final exam--by the next instance of the course in Fall 2023. We are hopeful to implement these additions even sooner by including them in my Real Analysis course this fall.

History

Providing Department:

History

Executive Summary of Assessment Project:

6 student essays in HIS-328 Modern Britain were assessed by Dr. Martin Spence. They were measured for attainment in relation to the history grading rubric, which is itself a reflection of the PLO for history. They were assessed for attainment of the outcome, communicate effectively and appropriately in both written and verbal formats, demonstrating competence in grammar, structure, format, organization, and logical progression." Nearly all the assignments met this attainment target in full. One paper did not, but this was due more to a problem with a student wishing to use the paper to discuss her political opinion. There seems little need for improvement in this area.

Linguistics (BA)

Providing Department:

Linguistics

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 Applied Knowledge and Collaborative Learning PLO during the 2021-2022 academic year. The sub-outcome was to "*Compare and contrast language systems in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.*" The assessment project was to evaluate the Linguistic Analysis Report in LIN 225 Introduction to Linguistics during the Fall 2021 semester. The expected outcome was a 4, that is, that students would meet expectations for the program-level outcome. The results were that 25% of students (3/12) exceeded that expectation by scoring a 5. 50% of students (6/12) were at the expected level of 4. 17% of students (2/12) almost met expectations by scoring a 3. 8% (1/12) partially met expectations by scoring a 2. Overall, the average score on the assignment was 3.92.

ASSESSMENT REPORT FOR 2021-22

Philosophy Major- Humanities

Providing Department:

Philosophy

Faculty Program Leader(s):

Matt Bonzo (j0292960)

Executive Summary of Assessment Project:

Students surpassed expectations in their ability to trace the development of western modern political philosophy from the rise of the social contract with Hobbes, Rousseau, and Locke to contemporary problems and thinkers. PLO 2 sub-outcome 2 "trace a problem or thinker in relationship to other thinkers" was evaluated in terms of the development of western modern political philosophy. Student were asked to connect early modern political philosophy (Hobbes, etc.) with the rise of the nation-state.

I expected students to be able to describe and connect the assigned thinkers in an adequate manner (high B) but they all surpassed expectations with a range of 45 to 47/50.

Students may be helped by seeing examples of good essays and a clearer rubric.

Professional Writing

Providing Department:

Professional Writing

Faculty Program Leader(s):

Michael VanDyke (m0451387)

Executive Summary of Assessment Project:

For my assessment project I decided to evaluate how many comments were generated by using Google Docs for peer-review workshopping versus more traditional modes of workshopping. I evaluated this by using randomly selected documents of students' work to assess the number of comments made. My general impression, after evaluating data from several peer-review sessions, is that Google Docs generates many more comments per piece of writing than previous methods of peer-review. However, the comments tend to be shorter and more pointed. However, peer-reviewers tend to ask questions of their peers more (rather than simply making statements) in the Google Docs format compared to the worksheet format I have used previously.

Despite my team members' skepticism about the Google Docs approach, I will continue to use it as one tool in the peer-review process for this class, due to the different number and types of comments it generates from peer editors.

ASSESSMENT REPORT FOR 2021-22

Spanish

Providing Department:
Spanish

Faculty Program Leader(s):
Leticia Espinoza (l0531562)

Executive Summary of Assessment Project:

I am the person in charge of the assessment project. The outcomes assessed are Specialized knowledge:

Analyze cultural products, practices, and perspectives from Latin-Americans in relation to those of the students' home culture. (*Connection to World-Readiness Standards: Cultures, Connections, Comparisons* according to ACTFL.org). A presentation was collected to assess students.

Before the assignment, it was expected for students to make connections between materials and the people about whom we learned, and to do it at an Intermediate-Advanced level in Spanish (ACTFL standards). After the presentations, each student showed a level of understanding of the community to which the person belonged (the Latinx community in the metropolitan area is comprised of many nationalities from Latin America) and even deepened relationships.

I will request the Spanish Adjunct (Sandra Raak Ph.D.) to revise the rubric to enhance details, clarity, and adaptability. I expect to have a revised rubric by September 15th, 2022

TESOL Minor

Providing Department:
TESOL

Faculty Program Leader(s):
Michael Pasquale (m0067162)

Executive Summary of Assessment Project:

Led by faculty program leader Dr. Michael Pasquale, the TESOL Minor assessed the Applied Knowledge and Collaborative Learning PLO during the 2021-2022 academic year. The sub-outcome was that "*Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.*"

The assessment project was to evaluate the Group Presentation Assignment in LIN 372 Sociolinguistics during the Spring 2022 semester. The expected outcome was a 4, that is, that students would meet expectations for the program-level outcome. The results were that 36% of students (4/11) exceeded that expectation by scoring a 5. 55% of students (6/11) were at the expected level of 4. 9% of students (1/11) failed to meet expectations by scoring a 1. Overall, the average score on the assignment was 4.09.

ASSESSMENT REPORT FOR 2021-22

Creativity & Innovation Honors Institute—Creative Emergence (IDS-141)

Providing Department:
Creativity and Innovation

Faculty Program Leader(s):
Don Perini (d0427027)

Executive Summary of Assessment Project:

Don Perini assessed the "Resistance Paper" for IDS 141 for the 2022 Spring Semester. Course outcomes were assessed: Develop healthy creative habits, mindsets, and skills for personal and vocational application. 46 PDF documents of Resistance Papers were collected and evaluated.

The Expected Outcome was that 90% of students will achieve 90%+ on the project. The Final Outcome 93% of students achieved a 90%+ on the project.

The outcomes were a tad higher than expected. The students were able to define "Resistance", describe three types of "Resistances", and articulate one that impacts their lives. Since our curriculum is designed to spend several days looking at "Resistance" from a variety of perspectives, we feel that students have comprehensive knowledge of this topic which helps them to complete this assignment well.

We will change the assignment to read: Name one type of resistance you face? How does this impact the way you live? What do you think you need to do to overcome this resistance you face? This "action plan" need to be *very specific*. Avoid generalities like "wake up earlier" or "will do better" and use "wake up at 7:00am" or "turn off the TV when doing homework". (250 words)

Creativity & Innovation Honors Institute—Creative Emergence (IDS-241)

Providing Department:
Creativity and Innovation

Faculty Program Leader(s):
Julia Petersen (j0632865)

Executive Summary of Assessment Project:

Julia Petersen assessed the project "Project 2 — Wellness Growth Project" for IDS 241 for the 2021–2022 Calendar year. This project was redesigned from previous years. The new format includes 2 1-week wellness journals with a design thinking project in the middle.

Outcome 1.1 was assessed: Creative Emergence: Develop healthy creative habits, mindsets, and skills for personal and vocational application. 40 PDF documents of Wellness Growth Journals and reflections were collected and evaluated.

The Expected Outcome was that 90% of students will achieve 90%+ on the project. The Final Outcome 97.5% of students achieved 90%+ on the project.

ASSESSMENT REPORT FOR 2021-22

The weakest areas of the assignment were the lack of a rigorous rubric as well as not requiring students to submit their design thinking process along with the journal.

To increase the rigor of this assignment, the following changes will be made:

- a rigorous rubric will be developed for use in grading;
- the future assignment design will include students assembling documentation on their design thinking process and submitting that with the journal. Grading will include grades for the design thinking process.

These revisions will be completed by January 31, 2023 and the revised assignment will be implemented in the Spring of 2023.

Creativity & Innovation Honors Institute—Creative Emergence (IDS-450)

Providing Department:

Creativity and Innovation

Faculty Program Leader(s):

Don Perini (d0427027)

Executive Summary of Assessment Project:

Don Perini assessed the project "Creative Emergence Report" for IDS 450 for the 2021-2022 Calendar year. Course outcome was assessed: Articulate occurrences of creative emergence in their personal and professional life. 34 PDF documents for the "Creative Emergence Report" were collected and evaluated.

The Expected Outcome was that 90% of students will achieve 90%+ on the project. The Final Outcome was 91% of student achieved 90%+ on the project.

The outcomes were about what we expected for the students. However, one area that needs to be addressed is the vocational statement section of the assignment. We need to examine how to do more training in this area in previous classes and review vocational statements again at the beginning of the semester rather than a few weeks before the report is due. In addition, include a better written prompt in the syllabus to assist students in writing a better statement as well as informing students that points will be deducted for poor vocational statements.

These revisions will be completed by January 31, 2023 and the revised assignment will be implemented in the Spring of 2023.

Biology/Pre-Professional Programs - Assessment Report

Providing Department:

Biology/Pre-professional Programs

Faculty Program Leader(s):

Ned Keller (c0453464), Justin Burdine (j0632558), Rob Keys (r0036937)

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

The majority of the Science and Kinesiology faculty made use of Dr. Burdine's revised, more explicit rubric on April 21st, 2022, during CU's Celebration of Scholarship event to evaluate some 35 posters. A total of 84 rubrics were collected and tabulated by Dr. Justin Burdine. He also computed the average scores for the eight criteria most closely correlated with the PLO being assessed in this project.

We discovered that the average scores for these eight criteria demonstrated student performance that met or exceeded our expected and desired outcomes for this Program Learning Outcome.

The two weakest areas were in correctly presenting the methodology used in the research (involving the proper interpretation of the statistics used), and in sharing the broader impacts of this research. We plan to address these issues using model posters which demonstrate excellence in these two areas. We plan to use these models in SCI-496 in Fall 2022, and in BIO-451 and BIO-233 in Spring 2023, to be completed by 28 February 2023.

Biology Majors (BA)- Specialized Knowledge

Providing Department:

Biology

Faculty Program Leader(s):

Justin Burdine (j0632558), Nigel Crompton (n0405949)

Executive Summary of Assessment Project:

This assessment project for BA Biology involved Justin Burdine and Nigel Crompton. The project assessed PLO-1: Specialized Knowledge. The sub-outcome targeted in this assessment project was PLO-1.1: *demonstrate a knowledge of the life sciences, including cellular functioning, the organization of living things, concepts of heredity, evolutionary changes, and ecological systems*. Justin completed the assessment project based off the final exam (n=22) in Nigel's genetics course (BIO-351).

We found differences between the expected (87.5%) and actual (53.8%) outcomes on the artifact. It is recommended that a rubric or explicit evaluative criteria be constructed to assist in the assessment. This tool will be the responsibility of Nigel Crompton to complete. The proposed deadline for this tool to be implemented is January 15, 2023.

Environmental Biology: Wildlife/All Majors

Providing Department:

Environmental Biology: Wildlife

Faculty Program Leader(s):

Rob Keys (r0036937), Justin Burdine (j0632558)

Executive Summary of Assessment Project:

Students (N=4) in the new Environmental Biology Capstone course (ECO-400) were assigned an ethics artifact paper related to an environmental issue of their choice to assess their specialized knowledge. Students were

ASSESSMENT REPORT FOR 2021-22

to analyze the issue using the prompts given with the rubric for the artifact. It was expected students would be able to analyze the issue on all aspects of the prompts. Analysis of the artifacts showed students were able to introduce the issue and analyze it from a Christian worldview perspective, but were weak in their ability to analyze the issue from the viewpoint of citizenry outside of the science field. To address this deficiency, we will redesign the rubric to better reflect the sub-points within the prompt and give students examples and example papers of how this can be analyzed and addressed within the artifact.

Exercise Science- First Aid Training Assessment

Providing Department:

Exercise Science

Faculty Program Leader(s):

Sherry Williams (s0578695), James Sackett (j0624249), Kim Zainea (k0055304)

Executive Summary of Assessment Project:

For the academic year, 2021-2022, the KIN Department assessed the outcome "The student will learn and then demonstrate the skills necessary to become certified in CPR, AED and First Aid Training via the American Red Cross standards."

Professor Kim Zainea, Professor Sherry Williams and Dr. James Sackett met and agreed on the outcome to be assessed. This outcome is embedded in KIN 362, a course where Dr. Sackett is the primary professor.

During the course of the semester, Dr. Sackett taught the information according to the American Red Cross for successful passing of CPR, AED and First Aid certification. He then evaluated each of the 21 students in KIN 362 on their knowledge and skills for CPR, AED and First Aid Training. Every student in KIN 362 passed the exam with a score of 30/30 and received their American Red Cross CPR, AED and First Aid Training card.

The scores are recorded on an Excel spreadsheet attached to this plan. Prof. Sherry Williams and Prof. Kim Zainea analyzed the scores reported on this excel sheet provided by Dr. Sackett.

At this time, there are no plans for changes or improvement.

Nursing - Assessment Report

Providing Department:

Nursing

Faculty Program Leader(s):

Maria McCormick, Misty Emmons, and Amy Gibson

Executive Summary of Assessment Project:

The nursing division, including Maria McCormick, Misty Emmons, and Amy Gibson were involved in this assessment project. The 10 sophomore-leveled sub-outcomes of the 2 ILDs Specialized Knowledge and Applied Knowledge and Collaborative Learning, which are directly reflective of the BSN Essentials 10 Domains were assessed. Data from 4 Kaplan Tests, including Physical/Health Assessment A, Fundamentals A, Psychosocial B, and Community Test A were collected and analyzed using the Kaplan BSN Sophomore Rubric within anthology. The outcome goal was that the average score on the Kaplan BSN Sophomore Level Rubric

ASSESSMENT REPORT FOR 2021-22

within anthology would be a 4.0/5.0. The actual outcome was 3.44/5.0. Concept and category evaluation data, which is provided within Kaplan was analyzed. Overarching themes that students scored low in included Documentation, Safety, Health Promotion and Maintenance, and Physiologic Adaptation. Subcategories within each of these concept and category areas were further analyzed and an action plan was created and documented in the 2021-2022 Nursing Program Evaluative Document. These changes will be implemented in each of the identified classes as outlined on the 2021-2022 Nursing Program Evaluative Document starting in the 2022-2023 academic year. Faculty adjusted their respective syllabi and course plan to reflect these changes prior to the start of the 2022-2023 academic year.

Psychology

Providing Department:

Psychology

Faculty Program Leader(s):

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

Executive Summary of Assessment Project:

A faculty team of Nicole McDonald, Sérgio da Silva, and Alaina Thiry assessed Specialized Knowledge by addressing the following sub-outcome: *Identifies the major concepts and theories in psychology in the developmental, social, physiological, and cognitive areas.* We utilized the scores from the Major Field Assessment Test (MFT) in Psychology, a nationally standardized test covering the domain of undergraduate psychological knowledge. The MFT is administered to CU Senior Psychology majors in all four concentrations who are pursuing their BA in Psychology. These scores allow us to compare our students with available national norms, as well as with previous cohorts. The MFT scores constitute a measure of overall specialized knowledge in psychology as well as sub-scores in the following areas: Learning, Cognition and Memory; Sensation, Perception and Physiology; Clinical, Abnormal, and Personality; and Development and Social.

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

Learning Disabilities- Teacher Education Program

Providing Department:

Learning Disabilities

Faculty Program Leader(s):

Pamela George (p0598056)

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

The assessment project was to create a lesson plan rubric that will be used across the teacher education department. Spring 2021 student-teacher data was analyzed. There were two students out of twenty-six who were special education majors. A sample rubric was developed, but when the rubric was presented to the teacher education team, we realized we needed data to inform gaps in instruction.

Therefore, Spring 2021 scores were analyzed for Domain 1: Planning and Preparation of the Danielson Rubric. We then identified common themes in performance challenges. Common themes surfaced under the category of setting instruction outcomes. Consistent preparation in creating lesson plans - specifically in setting instructional outcomes needs to be addressed across the program.

Core Curriculum Assessment Projects

COM-112 Communication in Culture

Providing Department:

COM-112

Faculty Program Leader(s):

Jeremy Osborn (j0596228)

Executive Summary of Assessment Project:

In COM 112 for 2021-2022, student ability to design and deliver an effective oral presentation was once again assessed. This reflects the overarching "oral communication" area within the institutional intellectual skills outcomes. The specific sub-outcome was:

1. Design an audience-centered presentation that meets communicator needs through topic, organization, supporting material, and presentational aids.

Data were collected from five sections of COM 112 taught by four different instructors. From the 106 speeches collected from those five 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 3.33, which was slightly lower than the previous two years but consistent with expectations. These data suggest that COM 112 is effectively preparing students to design and deliver strong oral presentations, and 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, 2023, contingent upon implementation of the new Core policies.

ASSESSMENT REPORT FOR 2021-22

ENG-212 Writing in Culture Assessment Report

Providing Department:
ENG-212

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

Executive Summary of Assessment Project:

I, Michael Van Dyke, with the feedback of Dr. Leticia Espinoza and Dr. Michael Stevens, assessed assignments in the ENG 212 sections of Dr. Jason Stevens and Prof. Cynthia Beach. Stevens's assignment was a group rhetorical analysis of an essay from The Norton Reader, and Beach's assignment was a rhetorical analysis of the dramatic film *Eye in the Sky*. I examined the students' essays to find out how well they were able to identify and explain rhetorical appeals to pathos.

On the film assignment I had expected at least one-third of the students to perceive how the filmmaker's themselves were appealing to pathos through the very story they were portraying, but only 2 out of 15 students mentioned this. I expected about 2/3 of the students to be able to identify characters' uses of appeals to pathos, but only 6 out of 15 were able to identify specific uses of this appeal by characters. 7 students out of 15 simply identified pathos with characters expressing emotion, without linking this to any sort of rhetorical context or attempt to persuade.

On the rhetorical analysis assignment, I expected most if not all the students, when identifying an appeal to pathos, to see this in an author's use of a story or illustration. This happened in 2 out of the 5 groups that identified appeals to pathos. The other three saw appeals to pathos in the authors' attempts to evoke fear or pity in their readers through mere examples (not stories).

HIS-114 Making of the Modern World

Providing Department:
HIS-114

Faculty Program Leader(s):
Martin Spence (m0561963)

Executive Summary of Assessment Project:

The assessment project was assessing the Core Curriculum history outcome number 1: To help students identify and understand the key events, ideas, and processes that have shaped the contemporary world.

The project compared the grades of classes of HIS-114 which had a final exam only, and those which had a mid-term and final to see if there was a discernable difference in student achievement. The project was carried out by the sole instructor of HIS-114, Dr. Martin Spence. The results are that there was a substantial difference of the average grade. Contrary to expectation the section with only a final had an average grade of over 9% higher than the sections with a mid-term and final. Because the difference might be accounted for by some other variables, the assessment project needs to be run again several times to check the consistency of the comparison. If the data continues to bear out the difference, the class needs to move to a final exam only and perhaps other forms of cumulative assessment.

ASSESSMENT REPORT FOR 2021-22

HUM-311 Imagination in Culture

Providing Department:
HUM-311

Executive Summary of Assessment Project:

This assessment of HUM 311 Imagination in Culture (within the Cornerstone Core Curriculum sequence) was carried out by Dr. Michael Stevens, the core course coordinator and primary instructor of the course, in consultation with Drs. Michael Van Dyke and Jason Stevens, both Humanities Division, and each with a background in aesthetic theory (Dr. Van Dyke with the visual arts and Dr. J. Stevens with poetics). The outcome being assessed was Specialized Knowledge: Arts and Aesthetic Meaning, and the artifact I used this year was a new iteration of the second response essay, which I had used in years past. This new iteration I have titled the Art Response Essay, and it is the companion piece to an end-of-semester assignment every student must create their own original piece of art. In the Art Response Essay, students do a self-reflexive act, by observing their own work of art for objective details, analyzing their own work of art for meaning, and interpreting it for signs of apparent worldview. My main interest is the second portion of the assignment, and how students analyze and discover meaning within a work of art.

To accomplish this assessment task, I took random samples of the Art Project Essay from my two sections of HUM 311 taught in the Spring 2022 semester (from my larger section of 37 students I drew 15 samples, and from my smaller section of 27 students I drew 10, for a total of 25 samples). I had set up a rubric whereby I could measure the analysis of aesthetic meaning on a 1-5 scale, 1 being 'no mention at all of aesthetic terms, artistic tropes, or historical parallels' and 5 being 'several very insightful references of terms and tropes--showing a complete and unified understanding of aesthetic meaning'. My expectation was to have students around the 3 score, an average spot with some substantial references and a sense of overall meaning. I ended up finding that the finding was at or below average as a whole, and when I parsed out the results, I found some outstanding articulations by students who really embraced the process of analysis, but more often, students who kind of floundered in terms of piecing together aspects of meaning, or even asserting a unified meaning at all.

I have identified the main source of the disappointing results in the shift I made to the Art Project Essay as a my main, culminating account of aesthetic meaning--I think it is the right assignment to achieve this goal for students, but I didn't sufficiently craft the prompt for the assignment to give students a sense of the shape and the importance of the assignment. I had spent substantial time prepping students for the initial Response Essay to an external work of art earlier in the semester, with a model essay we went over, terminology definition, and several exhortations. I had also talked up the Art Project itself, both in terms of parameters and in terms of my excitement to see/hear/read what students would create. But I didn't say much about the Art Response Essay, and I likely downplayed it as just an augment to the Art Project, rather than a central, featured assignment.

I am going to re-write the prompt for both the Art Project and the Art Response Essay to feature them more prominently as substantial, culminating parts of the semester, while also reiterating that all the preparation done for the initial Response Essay earlier in the semester still applies with the Art Response Essay at the end. I will have this new set of prompts ready for the syllabi of each section by 8/31/22, the first day of the Fall 2022 semester.

ASSESSMENT REPORT FOR 2021-22

IDS-101 Creativity, Innovation, and Problem Solving

Providing Department:
IDS-101

Faculty Program Leader(s):
Don Perini (d0427027)

Executive Summary of Assessment Project:

Don Perini assessed the project "Philosophy of Creative Essay or Medium" for IDS 101 for 4 sections in the 2021-2022 Calendar year. Course outcome was assessed: Form a Philosophy of Creativity based on current creativity research. 71 essays and mediums for the "Philosophy of Creativity Essay or Medium" were collected and evaluated from four unique IDS 101 sections: Dual Enrollment, Pathways, Online, and Traditional.

The expected outcome was that 80% of students will achieve 90%+ on the project. The final outcome was 66% of students achieved 90%+ on the project.

The outcomes were lower than what we expected due to the following factors: Several students not completing the assignment, many students receiving a 70% grade discussed life habits rather than the creative habits mentioned in the Emerge book, and many students who receive a C or D grade had poor grammar and needed to be more comprehensive in their explanations of habits and resistance or turned the assignment in late.

To address most of the students receiving a C or D grade, we need to emphasize that Creative Habits need to be used for this assignment rather than regular life habits. Change the syllabus from (2 habits and 1 resistance) to (2 CREATIVE HABITS and 1 resistance).

These revisions will be completed by September 1, 2022, and the revised assignment will be implemented in Fall 2022.

KIN-100 Total Fitness & Wellness

Providing Department:
KIN-100

Faculty Program Leader(s):
James Sackett (j0624249)

Executive Summary of Assessment Project:

The Fit to Be Well Project from KIN 100 was assessed for the Fall and Spring semesters of the 2021-2022 academic year by the course coordinator, Dr James Sackett. The five professors who teach KIN 100 were also involved in the assessment as each of them had their students complete the assignment. The outcome that was assessed was whether 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. 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.

ASSESSMENT REPORT FOR 2021-22

It is expected that the students would receive an A (90-100%) on this project. These data indicate that the students did very well on this project, as expected. This project is an application 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 308 students, the average scores were $93 \pm 10\%$ (after removal of the grades from the students who didn't turn it in; $n=24$). 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 2022), one minor change will be implemented to this project. This change will be finalized by 8/20/22 and implemented in both the Fall of 2022 and Spring of 2023. A new textbook will be adopted which will discuss the topic of 'Sleep' in addition to the other topics. As this is already a part of the final project, the students' papers will likely improve after learning more about the topic.

MAT-110 College Mathematics

Providing Department:
MAT-110

Faculty Program Leader(s):

Robert Hoffman (r0021567), Michael Greene (m0624741)

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 areas:

- 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 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 and 18e, PLO-2. Determine the validity of a complex statement by using a truth table by both abstract and concrete models.

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

Problem #16, PLO-4. Determine an efficient route or circuit from a larger set of potential routes by using multiple methods of graph theory.

ASSESSMENT REPORT FOR 2021-22

Problem #18e, PLO-5. Calculate loan amounts and monthly payments regarding a particular type of loans, and then identify the advantages of one type over another.

The level of acceptability was a cumulative mean for all student of 80% correct for each section. This years' performance was a significant improvement over last year. Last year, we had a large variation in the two classes which resulted in overall results of only PLO-1 and PLO-3 above 80%. This year the means for all objectives were all over 80%, with 4 of the objectives scoring significantly over 80%.

PHI-211 Philosophy in Culture

Providing Department:

PHI-211

Faculty Program Leader(s):

Matt Bonzo (j0292960)

Executive Summary of Assessment Project:

PLO 4 sub-outcome 3 clarification of sense of vocation

The final exams of PHI 211 sec. 1-3 were collected in a Moodle drop box. Of particular concern for assessment was part 4 of the exam that asked student to reflect on the practice of virtue linked with their sense of vocation in being an image bearer. I expected the average for this section to reflect the overall average of previous semester's exams (low B). Pleasantly, the average was slightly higher around 87% (34.8/40). Vocation appeared to help students connect the various parts of the course. This semester I introduced vocation throughout the semester instead of only in one section. I believe this was beneficial.

I can offer greater clarity in the rubric and question prompt for next semester.

REL-104 Old Testament Literature

Providing Department:

REL-104

Faculty Program Leader(s):

Kim Nguyen (k0561622)

Executive Summary of Assessment Project:

Trish Pickens helped assembling the data. Kim Nguyen completed the assessment project. The outcome assessed was PLO 1: Specialized knowledge - Demonstrate knowledge of the content of the Bible and relevant ancient primary literature. The sub-outcomes assessed were as follows: PLO 1.1: Identify literary genre and its implication and interpretation; PLO 1.2: Articulate overarching biblical narratives while recognizing the theological development within the Old and New Testament; PLO 1.3: 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.

342 scantrons for the pre-test and 320 scantrons for the post-test were collected and the results were sorted in an excel spreadsheet. The expected outcome was that student overall improvement would be around 25% (the

ASSESSMENT REPORT FOR 2021-22

same as last year) and the improvement on the questions underperformed or problematic last year (#38, 39, 41, and 43) would be higher. The expected outcomes and the actual outcomes match well because the problems were clearly identified last year, and an action plan was put in place and implemented from the beginning of the year.

To maintain the results for 38, 39, 43 and to improve the result for 41, the core coordinator should continue to include detailed reminders with adjuncts and full-time faculty who will teach REL 104/130 next year. This will be done by the beginning of both semesters.

REL-204 New Testament Literature

Providing Department:
REL-204

Faculty Program Leader(s):
Kim Nguyen (k0561622)

Executive Summary of Assessment Project:

Trish Pickens helped assembling the data. Kim Nguyen completed the assessment project. The outcome assessed was PLO 1: Specialized knowledge - Demonstrate knowledge of the content of the Bible and relevant ancient primary literature. The sub-outcomes assessed were as follows: PLO 1.1: Identify literary genre and its implication and interpretation; PLO 1.2: Articulate overarching biblical narratives while recognizing the theological development within the Old and New Testament; PLO 1.3: 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.

251 scantrons for the pre-test and 223 scantrons for the post-test were collected and sorted in an excel spreadsheet. The expected outcome was that the overall improvement would be much lower than that of the 2020-2021 ADY since there was no full-time NT faculty to teach REL204/236 this year. There is a strong match between the expected and the actual outcomes, indicating that adjuncts cannot be depended upon to achieve the PLO and the sub-PLO's.

The following action plan is suggested to correct the current problem: To raise students' attainment of learning outcomes back to a normal level, a couple things need to happen next year:

- Full-time NT faculty must teach more sections of REL 204/236.
- When hiring adjuncts, reliable knowledge of the subject and experience in teaching the subject must be among the highest qualities required/looked for. The pre/post-test could be used as a tangible evaluation tool; it is necessary that adjuncts pass the test with flying colors.

REL-352 Christian Beliefs and History

Providing Department:
REL-352

Faculty Program Leader(s):
John Duff (j0054384)

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

1. John Duff, professor of theology, was the only person involved in this assessment project
2. The outcome assessed had to do with one of the course outcomes: The student will identify key moments/individuals in church history that have had lasting significance on the church's historical development.
3. The collected artifacts included the results of 6 questions on the final exam
4. Contrary to expectations, the online version of the course (15 students) performed higher than the two on-ground sections (40 students total) Explanations cannot be determined based on the data alone. Overall, student performance did not meet expectations in three categories (out of 4).
5. The course needs a common syllabus to ensure meaningful assessment and consistency of student experiences across all sections.
6. The date will depend on the available faculty to do this work.

Professional & Graduate Studies (PGS)

Associate's Program Assessment - Specialized Knowledge

Providing Department:

Associate's

Faculty Program Leader(s):

Ryan Arledge (r0210141), Christopher Kuiper (c0444100)

Executive Summary of Assessment Project:

MGT232 - The Associates degree assessment projected, focused on student's abilities to demonstrate specialized knowledge and proficiency in the terminology, theories, concepts, practices, and skills specific to business studies in the 21st century workforce. Students were evaluated by four core sub-outcomes related to the course work completion of MGT-232 SWOT Analysis of Toyota Motors Corporation. Seven assignments were evaluated using the capstone specialized knowledge rubric provided in Campus Labs, with a student average score expectation of 4 out of 5 points, or 80%.

The assessment results indicated that students averaged an overall score of 82.86% which was higher than expected by a value of 2.86%. (4.14 points overall average on a 1 – 5-point scale) Based upon the findings from this assessment project students met or exceeded the objectives covering basic terminology and aligning those terms to concepts. Through conducting scholarly research most students were able to apply those findings in a manner that supported the assignment objectives. Future opportunities for student growth should focus on ensuring students leverage scholarly articles and a student's ability to meet or exceed minimum research content.

BS Business Admin & Leadership - Global & Civic Engagement

Providing Department:

BS Business Admin & Leadership

Faculty Program Leader(s):

Kai Ton Chau (k0595254), Connie Sattler (c0324171), Christopher Kuiper (c0444100)

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

MGT314 - The assessment project, focused on student's abilities to demonstrate intercultural competence in addressing civic, social, environmental, and economic issues, early in the program. Students were evaluated by two core sub-outcomes related to the course work completion of MGT-314 Unit 5 Philosophy of Leadership Paper. Seven assignments were evaluated using the Global and Civic Engagement rubric provided in Campus Labs, with a student average score expectation of 4 out of 5 points, or 80%.

The assessment results indicated that students averaged an overall score of 81.43% which was higher than expected by a value of 1.43%. Based upon the findings from this assessment project students met the self-awareness objectives demonstrate knowledge of own cultural background & biases, and how to respond appropriately. Through conducting self-evaluation and connecting scholarly research most students were able to apply those findings in a manner that supported the assignment objectives. Opportunities exist to ensure students continue to self-discover and become aware of how to express their own biases as they relate to the student individual background, while being able to apply scholarly research to further support the expression of their self-awareness. Students met or exceed their awareness of others with supporting evidence to associate curiosity & and openness to other cultures and cultural values.

BUS318 - Using the rubrics provided in Campus Lab, the Global and Civic criteria in four Unit 4 Hofstede Papers out of the total of four students (100% of the sample) in the BUS-318/OLBA18 course was assessed. The overall result was 86.66%, falling within the range of 80% to 100% expected result. The overall range of the actual results is between 73.33% and 93.33%. On the individual sub-outcomes, each achieved 80%, 90%, and 90% respectively. (The first sub-outcome regarding self-awareness is not emphasized in this assignment. This criterion is better reflected in the Units 2 and 3 assignments where students reflect on their individual CQ assessment results.) The mid assessment results indicate that the BSBA&L program meets the Global and Civic outcome around the midpoint of the program.

To avoid students being asked to make unsupported analysis and conclusion regarding global business competitiveness (and therefore inadvertently reinforces implicit bias toward other countries), it is suggested that the last portion of the assignment be reworded or revised. The application should emphasize a pathway to address other people's cultural characteristics so that we could work together more harmoniously and successfully in a business setting.

MGT433 - Students in MGT-433 participate in a business simulation that requires them to compete against one another in manufacturing, sales, and distribution of a product. This simulation includes manufacturing operations and distribution opportunities in 4 global geographic markets. Students achieve success as they expand operations into other geographic regions and increase sales. The assignment to assess their global and civic engagement required students to respond to a dissatisfied customer from another culture that contacted them because one of the models their company had distributed in their area was considered insulting to a local community group. Their assignment was to develop a letter of response that could be sent to the concerned individual.

Students did a great job of demonstrating self-awareness, awareness of others, skills, and knowledge in cultural engagement and awareness as they completed this assignment. Overall, students scored 91.67% in their ratings against the measurement subscales. This exceeded the expected outcome of 80% by over 11%.

ASSESSMENT REPORT FOR 2021-22

Students demonstrated their sensitivity and awareness in their letters of response, as well as in their forum posts to other students to whom they were providing feedback.

The forum discussion seems to do a great job of encouraging students to demonstrate their cultural awareness and sensitivity on an economic issue, but it is not as strong in assessing their ability to respond to civic, social, or environmental issues.

BS Ministry Leadership - Global & Civic Engagement

Providing Department:

BS Ministry Leadership

Faculty Program Leader(s):

Eric Strattan (e0054338), Brian McLaughlin (b0282210)

Executive Summary of Assessment Project:

CMI331 - Unit 5 Philosophy of Ministry Leadership Essays were evaluated using the learning outcome Global & Civic Engagement. For sub-outcome 1, students achieved an average score of 95%. For sub-outcome 2, students achieved an average score of 95%. The overall student average was 95% or 4.75 points (1 – 5-point scale). The data shows the majority of students who submitted the assignment either met or exceeded expectations for Global & Civic Engagement learning.

CMI433 - An assessment project was conducted on CMI 433 Unit 4 Cultural Engagement Paper using the BS Ministry Leadership Global & Civic Engagement rubric in Campus Labs/Anthology. Students achieved an overall average score of 4.17 out of 5 points, or 83.5%. They exceeded the desired outcome of 4 points by .17 point. No change is recommended for this assignment.

#1 sub-outcome average score: 4 points

#2 sub-outcome average score: 4 points

#3 sub-outcome average score: 4.5 points

Organizational Management (BS)- Global & Civic Engagement

Providing Department:

BS Org Management

Faculty Program Leader(s):

Scott Vanderberg (s0445315) and Chad Wight (c0025101)

Executive Summary of Assessment Project:

MGT317 - This was a difficult assignment to assess along with a difficult class. The Organizational Behavior class (GRMT81) started off with nine students and only four of them submitted the week one global presentation assignment. The class ended up with only three students completing the course. The assignment was difficult to assess because it was an oral presentation along with a PowerPoint.

Students scored an overall average of 95% or 4.75 points on the MGT317 Unit 1 Global Paper assignment for the global and civic engagement learning outcome.

ASSESSMENT REPORT FOR 2021-22

The global presentation assignment is an excellent learning tool that integrates key organizational behavior outcomes with real world practices. The student must research the organization behavior of a global company and present those findings to the class. This assignment allows the instructor to tie in key business definitions, strategies, and textbook examples. The assignment does not need to be overhauled. The learning outcomes align with the assignment and the goals and objectives for the class.

BUS318 – Unit 4 Hofstede Papers were evaluated using the global and civic engagement rubric in Campus Labs with sub-outcomes 1) describe a significant civic, social, environmental, or economic issue that has local, national, and global significance, 2) analyze the complexity of an issue by providing diverse interpretations drawn from multiple sources, and 3) evaluate the strengths and weaknesses of options presented to address an issue that has local, national, and global significance. Five student papers were submitted; students were expected to score an average of 4 points on a 1 – 5 scale, or 80%. The overall average score was 84% (4.2 points), which was higher than expected by 4%.

Based on findings from this assessment, the assignment expectations and desired outcomes remain fitting for the BS Organizational Management program. Engaging students in this aspect of global and civic interpretation, social and cultural interpretation, and interpersonal responsibility is a very useful application and exercise and exhibits practical value for biblical worldview formation.

BS Psychology - Intellectual Skills

Providing Department:

BS Psychology

Faculty Program Leader(s):

Stacey Davis (s0626741), Greg Stewart (g0233012), Jayne Crawford (j0297347)

Executive Summary of Assessment Project:

PSY425 - Not an effective assessment of the final project in this course. Unusable data.

PSY455 - I have taught this capstone course many times for Cornerstone University both in seat and online. I have found that this assignment is a good reflection of how students are able to compile both research regarding a psychological diagnosis as well as biblical support information. For students without much biblical training, this assignment can appear daunting, however, the course includes biblical assistance within the required reading. I also encouraged students, in seat, to work together to brainstorm ways that they can incorporate Scripture passages and biblical principles into their selected topics. This assignment encourages students to look beyond the psychological diagnosis and the behavioral science, in general, to the spiritual level of psychological disorders. It takes students to another level of analysis and allows them to incorporate their own spiritual awareness into the field of Psychology.

PSY-241 – Using the Intellectual skills rubric in Campus Labs, six Unit 4 Key Topic Research Papers were evaluated for sub-outcomes 1) differentiate and evaluate theories and approaches to selected complex problems within psychology and at least one other field, and 2) locate, evaluate, incorporate, and properly cite multiple information resources in different media.

ASSESSMENT REPORT FOR 2021-22

On a scale of 1 – 5 points, students scored an average of 4.295 points which was higher than the expected value of 4 points by a value of .295 point. Results indicate students are successfully retaining information and instruction from course to course, regarding evaluating data and theories and properly citing multiple information resources (APA). Psychology students are demonstrating that they are engaged in the learning process. No changes in the assignment are recommended at this time.

Organizational Leadership (MA)- Applied Knowledge & Collaborative Learning

Providing Department:

MA Org Leadership

Faculty Program Leader(s):

Peter Osborn (p0238460), Kai Ton Chau (k0595254), Reginald Kimball (r0620080)

Executive Summary of Assessment Project:

MGT531 - An assessment of a final reflection paper in MGT-531 was completed in fall 2021. The assessment data was shared in the Campus Labs tool used by the University which is used for assessment projects/reports. Each MGT-531 week-six reflective paper was assessed using the provided assessment rubric. Summary scores with comments were provided for each paper and this feedback/assessment is available in Campus Labs for review.

In this reflection paper students were asked and expected to be able to take organizational leadership theories and concepts and demonstrate the ability to apply these theories and concepts to case study and real-life professional situations. Most students (3 of the 4) demonstrated and met expectations in this outcome. Students commented on the value of the Livermore textbook and that is provided helpful explanation and application of navigating the complexities of cultural contexts.

Students appear to benefit from the case study model/approach. It is helpful to continue to use this method going forward when teaching/presenting these concepts and theories.

MGT543 - MGT-543 is the sixth course in the 12-course MAOL program. The course focuses on team leadership and conflict management. Based on my understanding of this course, it expects students to apply their knowledge in research, leadership models, organizational behavior, and change management in this course. Generally speaking, the selected assignment for this assessment demonstrates that the actual results (85%) meets and slightly exceed the expectation (80%). This is encouraging. The concern is the lower end (60%) of the range (60% to 100%).

To improve the outcomes, suggestions would include having clearer emphasis on emotional intelligence and personal management skills in this course, clearer expectations for students to apply and develop knowledge and skills learned in previous courses, and clearer emphasis on the higher-level outcome from Bloom taxonomy in the course syllabus.

MGT540 - Student papers for the MGT540 Unit 6 Leadership Development Plan assignment were assessed for applied knowledge and collaborative learning. Results from the evaluation showed that students averaged an overall score of 91.88% or 4.6 points on a 1-5 scale. This was higher than expected by a value of 11.88% or .6.

ASSESSMENT REPORT FOR 2021-22

Sub-outcome #1 average score was 4.5
Sub-outcome #2 average score was 4.75
Sub-outcome #3 average score was 4.5
Sub-outcome #4 average score was 4.63

**The low score was an 80 and the high score was a 100%.

I believe the outcomes from the students were indicative to the objectives presented in the program. No curriculum changes would be necessary at this point.

MA TESOL - Applied Knowledge & Collaborative Learning

Providing Department:

MA TESOL

Faculty Program Leader(s):

Brian Pickerd (b0559928), Juliet Keller (j0475021)

Executive Summary of Assessment Project:

LIN566 - If my recollection is correct, the original evidence piece to be used for this evaluation project was to be the cultural lesson plan, as it draws together various elements of the course: professional skills, collaboration, and the listed communication skills. In the future, we might consider either the cultural lesson plans or the testing activity in units 5 or 6, as they more specifically point us to the goals of the rubric.

LIN594 - An assessment project was conducted by Juliet Keller to evaluate the learning outcome for Applied Knowledge and Collaborative Learning (Students will demonstrate their professional skills, their ability to collaborate, their appropriate level of written and oral communication skills, and the ability to integrate research.

The following sub-outcomes were assessed based on a review of six unit 6 papers on the topic Considering Local, National, Global Impact taken from the LIN 594 course A Practicum in TESOL.

Sub-outcomes:

- (i) Demonstrate professional skills appropriate to the degree program
- (ii) Provide evidence of the ability to collaborate with others in achieving shared objectives
- (iii) Exhibit communication skills, both in written and oral forms, appropriate for their professional field
- (iv) provide evidence of integrating research into addressing an issue in educational practice

Results from the assessment evaluation showed that students averaged an overall score of 4.04 points on a scale of 1-5 points. This was slightly higher than expected by a value of 0.04.

Average student score for sub-outcome #1: 4.1

Average student score for sub-outcome #2: 4

Average student score for sub-outcome #3: 4

Average student score for sub-outcome #4: 4

Proposed TESOL changes and/or improvements: Include coaching to improve academic writing skills for professional papers with attention to appropriate formatting and citation styles. Include more opportunities to substantiate findings with reliable sources.

ASSESSMENT REPORT FOR 2021-22

Intellectual Skills (MBA)

Providing Department:

MBA

Faculty Program Leader(s):

Leslie Mosher (I0297385), Marlon Walters (m0595697), Steve Graham (h0562968)

Executive Summary of Assessment Project:

BUS505 - Ten student assignments contributed to the findings of this assessment. Assignments were assessed by reviewing both document markup and grading rubric scores and feedback. I expected students to perform at a level 4 (80%) given that this is their first class in the master's program. Based on assessments, students performed at 4 (80%). Students were given ample instruction on Objective #1 (synthesis) and minimal instruction on Objective #2 (contribution). Assessment feedback was provided within three days of submission as MS Word document markup and as written and numeric scores in the grading rubric. I hoped students would perform better with Objective #1 (synthesis) but given that this is the first course in the master's program and that student performance in their bachelor program is unknown, an 80% score seems reasonable. I hoped students would perform better with Objective #2 (contribution) but given the placement of topic selection in the overall course and the students' lack of exposure to research documents in previous programs, the lower score is not surprising.

Conclusions include that, despite ample instruction about Objective #1 (synthesis), students would benefit from in-class activities that offer simple practice to allow for the transfer of learning to their final literature review draft. Further, Objective #2 (contribution) warrants discussion and activities to help students understand the importance of unique contributions and the value of those contributions to their personal experiences.

MKT651- Students were assigned a case study to review, and answer provided questions regarding the case. Students mainly met the desired outcomes, only three students had significant depth of content from the review of the case study. One student struggled on this assignment and all the assignments. My opinion for this student is he was constantly late on work and not fully engaged.

Overall, students achieved an average Intellectual Skills score of 3.63 out of 5 possible points--slightly lower than expected. On the 1st sub-outcome, the average score was 3.5, the 2nd sub-outcome average score was 3.75, and the 3rd sub-outcome average score was 3.63.

The assignment is beneficial as is. No curricular change is recommended.

MGT539 - This Intellectual Skills assessment project was conducted on the MGT539 Unit 6 Business Plan assignment. The overall student average score was 91.25% or 4.56 on a 1 – 5 scale. This was higher than expected by 11.25%.

As the contemporary business environments keep evolving it is imperative for future business managers to be adequately prepared for the challenges and opportunities that those changing environments present. It is my opinion this course meets this opportunity head on. Every day in and outside of a global corporation, many new and challenging business issues arise across a diverse spectrum of business disciplines. This assignment includes the opportunity to discuss customer relations issue, environmental sustainability issues, or a

ASSESSMENT REPORT FOR 2021-22

behavioral investment practice issue which are all crucial to today's business environment. In such an environment it is important for business professionals to have the versatility with which they can deal with those challenging issues. This assignment and course bring the perfect balance for theory and practice to coexist.

Grand Rapids Theological Seminary (GRTS)

Bible Division

Master of Divinity- Exegetical Competency Project

Providing Department:

Bible Division

Faculty Program Leader(s):

John Hilber (j0568501), Jonathan Greer (j0568308)

Executive Summary of Assessment Project:

Master of Divinity/Exegetical Competency. The Old Testament Bible faculty members (Hilber and Greer) complete an Old Testament assessment project in 2021-22. Specifically, the division assessed student achievement in the core outcome related to Old Testament exegetical competency within the Master of Divinity (i.e., Core Outcome #1-Conduct disciplined biblical interpretation and application with reference to the Hebrew text.). Hilber and Greer read and score a sample of 12 OT III papers from BBL-642 (i.e., capstone course in OT sequence) using a rubric (core outcome with 12 sub-outcomes) to assess student learning in this important area. The data was gathered in Fall 2021 and the evaluative process occurred in Spring 2022. Regarding the results of the project, the student met expectations on all 10 of the sub-outcomes if the one incomplete student paper is excluded from the sample. Thus, no corrective actions were proposed for implementation.

Counseling Division

MACMHC- Intercultural Competency

Providing Department:

Counseling Division

Faculty Program Leader(s):

Kendra Jackson (k0615135), Jenny Chien (j0612310)

Executive Summary of Assessment Project:

MA Clinical Mental Health Counseling: Intercultural Competency - Two faculty members (**Jackson and Chien**) from the Counseling division developed and administered an assessment project in relation to degree outcome #2 associated with the MACMHC program (DO#2- Demonstrate self-awareness, knowledge, and skills to effectively provide culturally competent and relevant services to diverse populations). The outcome relates to practical techniques and multicultural applications and was assessed for both the on-ground and online versions of the COU-525 Multicultural Counseling course. Student competency was assessed using a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and

ASSESSMENT REPORT FOR 2021-22

competency in counseling strategies reflecting practical techniques and multicultural applications. The student artifact that will be reviewed to assess DO#2 is Cultural Exploration Paper. This is embedded in the COU-525 Multicultural Counseling course. Forty-five student artifacts were pulled as a random sample (20 Online and 25 Residential/Hybrid) and assessed in relation to two sub-outcomes (i.e., 1. Self-Awareness: Cultural Identity and 2. Knowledge/Application: Social Justice Counseling Competencies). Expected outcomes in the sub-outcomes for this assessment were established for both the residential/hybrid and online students. Both groupings of students met or exceeded expectations for this student outcome in this project. Since expected outcomes were achieved, no specific corrective action was required. However, the professors still identified a few specific action steps to enhance future student learning.

MACMHC- Career Development Competency

Providing Department:

Counseling Division

Faculty Program Leader(s):

West Loveland (w0639255)

Executive Summary of Assessment Project:

MA Clinical Mental Health Counseling: Career Development Competency- Dr. West Loveland from the Counseling division developed and administered an assessment project in relation to degree outcome #4 associated with the MACMHC program (DO#4- Demonstrate competency with career counseling theory and the application of relevant strategies and techniques). The outcome was assessed for both the on-ground and online versions of the course. Student competency was assessed using a scoring rubric with a set of sub-outcomes representing the key variables that constitute understanding and competency in career development counseling. The student artifact that was reviewed to assess DO#4 is the Career Development Paper. This assignment is embedded in the COU-611 Career Development course. A total of 45 student papers were scored using the rubric.

The expected outcomes for the project are imaged below.

10% of students will *Exceed Expectations*

85% of students will *Meet Expectations*

5% of students will *Need Improvement*

0% of students will score *Unsatisfactory or Failed to Submit*.

The results of the project were favorable since 85% of the students exceeded expectations and 13.5% met expectations. Given the favorable outcome of this project, several practices were noted for continuation.

ASSESSMENT REPORT FOR 2021-22

Theology Division

Master of Arts- Theological Competency

Providing Department:

Theology Division

Faculty Program Leader(s):

Michael Wittmer (m0058779)

Executive Summary of Assessment Project:

Master of Arts-Theological Competency. The theology division (Wittmer) developed and enacted an assessment project for the intended student learning outcome related to theological competency (i.e., Core Outcome #2-State and apply a basic understanding of the primary elements of Christian theology) within various Master of Arts degree programs (i.e., MABS, MAML, MACS, and MACF). A sample of the church confession critiques from THE-641 Systematic Theology III were scored using an assessment rubric. The project utilized the church confession critiques since these papers represent the capstone assignment for the systematic theology sequence in the program. Students were expected to achieve an average of 3.0/proficient on a 5-point scale for each of the five sub outcomes. Across the five sub outcomes, students performed at (or above) the expected outcome (3.2, 2.9, 2.9, 3.5, 3.5) so no specific corrective action was proposed.

MACMHC - Theological Competency

Providing Department:

Theology Division

Faculty Program Leader(s):

Kenneth Reid (k0616965)

Executive Summary of Assessment Project:

Master of Arts in Clinical Mental Health Counseling-Theological Competency. The theology division (Reid) developed and enacted an assessment project for the intended student learning outcome related to theological competency (i.e., Core Outcome #11-State and apply a basic understanding of the primary elements of Christian theology) within the Master of Arts in Clinical Mental Health Counseling. A sample of the "Forgiveness papers" from THE-551 Theology for Counseling II was scored using an assessment rubric. The project utilized these papers since they represent the capstone assignment for the systematic theology sequence in this program. The results of the project show that students failed to meet expectations on most of the five sub outcomes. Given the significant negative variance on Biblical Exegesis, a corrective action will be taken to enhance the instructions provided to student in this domain.

Asia Biblical Theological Seminary (ABTS)

MNS670 Assessment Project Report

Providing Department:

Asia Biblical Theological Seminary

ASSESSMENT REPORT FOR 2021-22

Executive Summary of Assessment Project:

Louise Barnard and Marc Wooten assessed the Student Learning Sub-Outcome: “Integrate biblical, theological, and ministerial principles for understanding and addressing, from a Christian worldview perspective, the pressing issues currently facing Asian society.” This sub-outcome is situated under Learning Domain 4: Global & Civic Engagement - “ABTS students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues. This will include issues related to understanding diversity and developing cultural awareness in interdisciplinary studies.” The Comparative Study Paper served as our artifact because it is the capstone project of MNS670 which provides an opportunity to evaluate student comprehension of course content and competency for practical application.

For the 6 papers evaluated from 2014-2016, the first expected outcome that no student would present unacceptable work was met. The second outcome that 80% of the group would demonstrate at least sufficient competency was met (91.7%). It was proposed that instructions on how to access the Miller Library be provided along with the assignment description in the syllabus to enhance research. This proposed change was implemented in May 2022.

BIB503 Assessment Project Report

Providing Department:

Asia Biblical Theological Seminary

Executive Summary of Assessment Project:

Thomas Golding and Dale Marshfield evaluated the following Student Learning Sub-Outcome: “Recognize the centrality of the biblical text by demonstrating competence in exegeting, interpreting and applying Scripture in personal and ministry situations”. This sub-outcome is situated under Learning Domain 1: “Specialized Knowledge - ABTS students will demonstrate knowledge of, and proficiency in, the terminology, theories, concepts, practices, and skills specific to the field of interdisciplinary studies”. The capstone project of BIB503, a research paper, was used as the artifact for this assessment project. It was expected that no student will be assigned a “0” in any skill, and 80% of the students would score at least “2” in every skill. Both expected outcomes were met, with students excelling at demonstrating thoughtful and appropriate contextual application, and effective articulation of the central theological theme. Many students struggled to clearly articulate a method for deriving theology, which was the lowest scoring competency. It is recommended that a sample paper be provided for students to show what is required and them better understand the assignment expectations.

ASSESSMENT REPORT FOR 2021-22

PAU Divisional Assessment Reports for 2021-22

Bible, Religion & Ministry Division Annual Assessment Report

Progress:
Completed

Providing Department:
Bible, Religion & Ministry Division

Key Survey Results:

Three respondents completed the GSS survey, which, unfortunately, limits its usefulness due to its small sample size. For comparison, five Bible, Religion, Ministry students completed the 2020-2021 survey. The following information comes from this year's survey: two ministry students and one biblical studies student completed the survey. All had strong GPA's (3.6 or higher, and one student was also a CIHI student).

For questions 7-11 regarding questions about the primary major, all scores were 5's or 4's. Like last year, all students supplied a 5 when asked if their major faculty helped them grow in more than just academics. Questions open to additional comments focused on two years of experience needed for ministry jobs, and hence, even more internship time needed, and the lack of classes available for biblical studies due to faculty changes.

Regarding Core Curriculum questions, the scores were more diffused than in the primary major, but still ranged from 3-5, with most scores either a 4 or a 5.

Several faculty members within the major were mentioned for teaching excellence, though Dr. Jim Dekker's name was mentioned more than once. He will be deeply missed and his concern for students has always been evident.

Questions 24-36 were again diffused, with a few more 3's (8 total), one 2, and mainly 4's (12) and 5's (15). Several courses were highlighted as being beneficial with Poverty and Justice mentioned more than once.

Questions 38-45, about various Cornerstone academic offices and programs, were largely scored with 5's though there was some disparity on how helpful first year advisors were (a 2 and a 3, in addition to a 5). One student suggested having a specific CIHI advisor to help navigate what classes were and were not needed due to CIHI.

Questions 47-52, about co-curricular offices or programs contained the lowest scores in the survey. For example, all three students supplied a 3 for Cornerstone's Community Life Programming and Staff. Terra Firma was rated as a 2 or 3, and the Well was given a 3 or a 1. One student volunteered that it seems like the Well only sees high risk students.

ASSESSMENT REPORT FOR 2021-22

Given the limited size of the data, it is difficult to provide an action plan on key results. Departmental scores were higher with lower scores for Core Curriculum and especially co-curricular offerings.

Student Advisory Councils:

The BRM Student Association (BRMSA) is also our student advisory council. Due to a pregnancy leave of the BRMSA faculty advisor during the Spring Semester, BRMSA did not meet as frequently and did not provide year end reflections. In addition, due to a change in Chairs, the new Chair did not have any meetings or notes from previous meetings with the BRMSA students.

Closing the Loop on Prior Year(s) Assessment:

The previous year's PAU divisional assessment report highlighted advising well and underscoring this during the Fall Division meetings and throughout the semester. Due to a change in chairs, it is unclear how the actions were performed or if proactive advising aided students. Given the turnover both in Chairs and divisional faculty, advising well will certainly be an issue to underscore in the upcoming year.

Business Division Annual Assessment Report

Providing Department:

Business Division

Key Survey Results:

Program Review: All programs administered an alumni survey as part of the program review process. Results were summarized as part of the program review output. Please reference the planning module for specific outcomes.

Graduating Student Survey:

Strengths:

Student/Professor Relationships
Relevant Courses

Areas of Concern:

Support & Clarity re: Internships
Dissatisfaction with some of the student experience (CALC, COVID)

Plan for Leveraging Strength:

Sustain and develop co-curricular opportunities for business students: AMA & Investment Club (Baldrige & Winowiecki), Sport Management Club and Peer Coaches for the Ron Blue Center for 2022-2023. (Huckaby & Winowiecki)

Run a focus group for the Sport Management program (Huckaby)
Remind and encourage all faculty to keep their programs up to date (Baldrige)

Plan for Addressing Area of Concern:

Create resource guide for students completing internships by January 2023. (Baldrige/Huckaby/Hale)
Partner with CALC to increase intentional access to their resources (Baldrige/Hale)

ASSESSMENT REPORT FOR 2021-22

Attached Files

[BUS GSS Data 2021-2022.xlsx](#)

Student Advisory Councils:

2021-2022 Student Advisory Council Feedback:

- Re-engage students in division with a planned activity in Spring 2022.
- Discuss visibility and engagement of SAC members.
- Continue to look for ways to improve division chapels/events.

2021-2022 Business Advisory Board Feedback:

- Mentoring Program Recommendations: Continue to pursue ways to involve the business community with Cornerstone students
- Feedback regarding minors/concentrations: What the market is interested in vs. what students desire; some mixed information regarding both paths
- New Program Growth: Offered a list of suggestions/input regarding new programs; one board member was instrumental in development of Human Resources Leadership Master's curriculum.

Additional Changes Based on Assessment Data:

Strategic Planning: The division continued to pursue an annual strategic planning process, required by ACBSP. This was limited due to the university's "pause" in strategic planning. See attached for details.

Program Review: All programs underwent the program review process during 2021-2022. See attached for a summary of curricular changes that were enacted as a result.

Attached Files

[StrategicPlanningDiscussion_Updated.docx](#)

[Business Division Changes 2021_2022.docx](#)

Closing the Loop on Prior Year(s) Assessment:

Student Advisory Council Improvements for 2021-2022: Create videos for co-curricular groups by December 2021. (Still in process) Plan a student event with SAC members and freshmen/sophomores. (Completed Spring 2022) Update materials for donation requests by September 2021. (Completed Fall 2021) 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 Opportunities & Threats: See attached document for details Business Advisory Board Action Items: 1) Work with the Alumni Office to create a mechanism to connect students with alumni mentors, 2) Utilize the

ASSESSMENT REPORT FOR 2021-22

BAB to expand the list of available mentors and market to the student population by January 2022 (VanPutten worked on this with Alumni Office & CLC - project will be continued next year by Division Chair), and 3) 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 (Draft Completed Fall 2021). Focus Group Action Items: 1) Incorporate Management focus group outcomes into the Program Review process to be completed during 2021-2022 (Completed Spring 2022), 2) Work with PGS/TUG faculty members to ensure 3-5 data points are collected by 2023 (Team completed extra assessment reports in 2021-2022 to ensure this was completed, despite being a program review year), 3) Identify and support scholarship opportunities for TUG faculty members (Ongoing).

Communication, Media, and Music Annual Assessment Report 21-22

Progress: Completed

Providing Department: Communication, Media & Music Division

Key Survey Results: The GSS provided several useful insights as we evaluate where we are and plan for where we are going. Results are based on only 14 responses, so data cannot necessarily be viewed as representative of the views of all graduates, but nonetheless there were some clear trends.

Strength: *Relational learning and faculty investment:* The highest mean scores from our graduates were in the areas of faculty showing genuine concern (4.45), helping students grow outside academics (4.27), and giving meaningful feedback (4.27). In the open-ended responses, students identified things such as encouragement, investing in them, caring about their spiritual growth, and responsiveness to their concerns as their markers of excellent teaching. Collectively, these findings reinforce the importance of invested, full-time faculty as the foundation of CU programs and of critical importance moving forward.

Improvement/Opportunity Areas

- Providing *timely* feedback: while we scored a 4.27 on giving meaningful feedback, we scored only a 3.0 on providing it in a timely fashion
- Staffing shortages: multiple graduates explicitly mentioned the need for more full-time faculty in programs such as Communication and Graphic Design. Students do notice who teaches their courses and are not satisfied with adjuncts. When asked to identify excellent teachers, none of the professors listed were adjuncts.
- Coordination between Teacher Ed and Music for Music Ed majors. We only had two Music majors complete the survey, but both mentioned this explicitly.
- Capstone Seminar (in Communication) is not relevant to majors. This was mentioned by multiple students
- One student mentioned that many classes in Communication seem to lend themselves to asynchronous or hybrid delivery and exploring more of those options would be beneficial

Action Plan

- To leverage our strengths, we will continue to reinforce to all faculty the importance of investing in students and intentionally creating connections with them. Similarly, thinking about the weakness on the staffing side, we will continue to advocate for additional faculty in our programs, do what we can to

ASSESSMENT REPORT FOR 2021-22

protect faculty time, and work to staff as many key classes in our programs with full-time faculty as possible.

- To address the feedback lag time, we will discuss guidelines for feedback timing at our first division meeting of the year. Even at a 3.0, though, we still scored above the scale midpoint, so this is a minor concern
- We will continue to explore opportunities for developing hybrid and asynchronous sections of courses (where possible and feasible) and will explore opportunities to coordinate with PGS on making online sections available across both PAUs. This work is already in progress and Jeremy Osborn has met with Connie Sattler, Ben Lepper, and Donna Larner. He is working as subject matter expert on the first of the PGS courses being developed to ensure consistency across TUG and PGS and across modalities.
- The Capstone issue has been addressed by a curriculum change for next year that will separate Media and Communication majors into two different Capstone courses. Each of those courses will be designed to tailor the content to the unique vocational preparation and program synthesis needs for each of the groups. COM 400 will include more explicit content related to creating a portfolio and preparing for post-graduation pursuits in Communication.

Student Advisory Councils: Last year the Student Advisory Council suggested that many of the courses in the division not be offered for remote learning this year and that is the direction taken by the division. Only a limited number of Communication courses were offered remote. Students in the Fall suggested that it would be useful for us to discuss the possibility of modifying advising chapel. Attendance has been poor over the past several years and students felt like it was the same information every year. While that basic information is helpful for first- and second-year students, it is not particularly helpful for juniors and seniors. In response to the feedback, we changed the format of our advising chapel for Spring 2022 and created different breakout rooms on different topics and for different groups. While we still had rooms for the basic information, we added rooms that covered internships in depth and preparing for vocational life after graduation. The changes were well received, and we plan to continue to discuss ways to increase value and attendance at advising chapels this year. For example, we hope to explore ways for Career and Life Calling to be involved. We reached out to them last year, but did so too late, after they were already committed to other divisions.

Closing the Loop on Prior Year(s) Assessment:

Last year's action plan focused on changing the system for supervising internships in the division. This was implemented by shifting all internship supervision to a single faculty member, Owen Longjohn. While we do not have quantitative data on the success of this change, anecdotal reports have been positive and none of the students mentioned internship processes as a weakness or issue in the GSS. The new system improved several areas in direct, explicit ways. First, it created consistency and stability in the internship experiences. When multiple faculty members were supervising internships, their experiences varied widely. This year, all students completed the same assignments and Owen met individually with all of them. Second, in a related vein, it consolidated all internships contact for students and sites to a single individual. With Owen as the point person, there is no confusion over who to approach with questions. It also allows a single person to cultivate relationships and contacts with internship sites to create continuity from one semester to the next. We will continue to monitor the results of this change and how it impacts both the student and internship site experiences.

ASSESSMENT REPORT FOR 2021-22

Humanities Division- Annual Assessment Report

Progress:

Completed

Providing Department:

Humanities Division

Key Survey Results:

Strengths identified by the Graduate Student Survey are: [this is mainly from the university-wide GSS survey, the division-specific results from the 2021 survey were very limited; the following were topics that have been brought up recently and in the past and were the topics of divisional-wide conversation and planning this year]

- faculty engagement with students in class and outside of class
- faculty expertise in content areas
- student development in writing and communication skills

Weakness identified by the Graduate Student Survey are:

- providing prompt feedback on assignments (although providing *meaningful* feedback was identified as a strength) [*this was in 2020 and 2021 surveys*]
- helping the students to understand how their majors were relevant to specific career / professional/ vocational opportunities after graduating, 5+ years, etc.

Student Advisory Councils:

Student Advisory Council did not meet during Spring 2021 but were re-established during 2021-2022. These meetings were helpful to receive student feedback and perspectives. Some key findings:

1. Students desire as many classes as possible taught by **full-time faculty** [the only exception was when experts in a technical field were brought in and taught well, such as a professional writing or editing course].
2. Students like the flexibility of online course options to **some extent** but prefer in-person classes for the most part.
3. Students would like more hands-on opportunities to hone their craft/gain experience in their field in partnership with faculty, such as working on Makeshift Review [student literary journal], but they desire more, with suggestions of -- monthly news blog, feature stories, and CU publishing press.

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: [Note, these were originally brought up in 2020-2021 and have been continued focus for divisional planning and "closing the loop"; here are some updates as of May 2022]:

- 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 *which was* implemented in Fall 2021 was to involve the office of Career & Life Calling more deliberately in these courses. Kevin Lavender in that office has

ASSESSMENT REPORT FOR 2021-22

offered to interact with these classes in a more intensive way this coming academic year. [Note: This in fact happened and the HUM 121 Humanities & Vocation I class was revised and demonstrated these changes. This will continue with the Fall 2022 course.]

- 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. [Note: This partnership has continued this year and has resulted in changes at the course-level, bringing in best-practice and up-to-date industry information. Next, changes will be considered at the program level and potential new graduate program and synergy with a 4+1 program.]
- 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. [Note: Covid protocols this year prevented us from implementing the coffee hour, but it is our intention of doing this for 2022-2023 year to build divisional wide community amongst faculty, staff, and students.]
- 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. [Note: the fourth annual Creative Writing Camp is planned for July 2022, and we will continue to revise and refine this program to meet student demand and interest.]
- 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. [Note: We collaborated again the Admissions Office to do writing contents again. We seek data to understand how many of these students became students at CU.]

Closing the Loop on Prior Year(s) Assessment:

1. HUM 121 Humanities and Vocation course was revised in Fall 2021 based on divisional feedback. Implementation of Career and Life Calling involvement and synergy with their work on vocation, LifePath, was included in the course.

Science and Kinesiology Division- Annual Assessment Report

Providing Department:

Science and Kinesiology Division

Key Survey Results:

GSS Information: from 13 SKI program graduates

1) Generally, numerical ratings for questions 7-12 were higher than the comparable questions (16-21) for student experiences in core courses. SKI faculty were complimented for our availability in and out of class,

ASSESSMENT REPORT FOR 2021-22

being well prepared for classes, and demonstrating genuine interest in helping students in all areas of their lives. SKI internship experiences were given high marks as well.

2) The major weaknesses in SKI programs focused on lack of multiple sections of popular courses; lack of variety of electives available in other institutions; lack of a designated advisor for Pre-PA students.

Action Plan:

1) Implement more course sections using single lecture, multiple lab times option, while keeping faculty compensation just.

2) Plan to spend 20 minutes of division meetings interacting with principles of self-management to maximize our efforts while maintaining out soul care.

3) Review & update our 4-year planning guides and 5-year course schedule by 1 September, 2022.

Student Advisory Councils:

Student Advisory Council was not active in the 2021-22 AY. Initiating this council is a priority for 2022-23.

Additional Changes Based on Assessment Data:

Based on current pre-professional program student and alumni suggestions Dr. Jim Fryling re-sequenced courses in the chemistry minor to make it more explicit and reducing the credit load from 22 to 18 credit hours. This new chemistry minor is now required for all pre-professional majors (dental, medical, pharmacy, veterinary) in addition to their other courses. This modification resulted in a clearer path to the degree and a minor that is listed on the graduate's degree along with the major. This change also makes it much simpler to adhere to CU's double counting policy. The course listing and schedule of offering is unchanged - only the arrangement between the major and minor has changed.

The three kinesiology faculty are beginning their work to qualify for external accreditation for our exercises science programs. Their goal is to complete the self-study during Summer 2022 and host a visit team in Fall 2022.

Closing the Loop on Prior Year(s) Assessment:

Action plans from 2021-22 report: 1) Form a Student Advisory Council - not completed - priority for 2022-23 AY
2) Consider course overlap between nursing and exercise science programs - e.g., pathophysiology, pharmacology - and open the nursing courses to exercise science students. This has been discussed with the nursing faculty. Initial indications are that it may not be possible to allow non-nursing students to attend specifically nursing courses per nursing accreditation requirements. Dr. Maria McCormick is still investigating this possibility to see if she has correctly interpreted the accreditor's policies. During the fall, 2021, semester, nursing faculty did direct us to a stellar adjunct to teach the medical terminology course. The pathophysiology course for fall, 2022, is being taught by Dr. Maria McCormick.

ASSESSMENT REPORT FOR 2021-22

Social Science Annual Assessment Report

Progress:

Completed

Providing Department:

Social Sciences Division

Key Survey Results:

Social Science division graduating seniors were provided with an opportunity to complete an online survey in the Spring of 2022 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 incentives for completion. The Graduate Student Survey (GSS) completion rate for Spring 2022 represented 63% of Social Science graduating seniors (86% of social work graduates responding and 53% of psychology graduates responding). This is an increase in the response rate from SP21 but still is lower than desired. Division faculty identified the need to continue 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 86% of students reporting that faculty demonstrated genuine investment in students often or very often and 86% of students reporting that faculty demonstrated interest in helping students grow in and outside of the classroom often or very often. Seventy-nine percent of respondents indicated that division faculty come well prepared for class often or very often. This data highlights the importance and quality, rigorous teaching along with the importance of relational engagement and learning in the Social Science Division.

Students rated division faculty providing meaningful feedback (60% often and very often) and demonstrating a willingness to spend time with students outside of class (53% often and very often). Less students reported prompt feedback was received (50% reporting often or very often and 33% reporting sometimes). This data demonstrates a decrease from the previous year and is likely related to the decrease in faculty resources in the division for FY21-22.

Qualitative data in the GSS also highlights the students' positive experience with division faculty noting faculty willingness to go "above and beyond", having "a heart for students", and "checking in on health and wellbeing outside of academics" pointing to faculty's genuine and intentional care for their students. Students also noted that faculty were passionate about what they were teaching and that they felt continually challenged to think critically. Some additional feedback noted the need for increased resources and faculty in the division, additional courses, better communication, and both positive and negative experiences with adjunct faculty.

GSS student report of the quality of their academic experience with the division/major were also rated well in relation to growth in knowledge and skill development (92%), ability to apply knowledge and skills to real life (69%), growth in problem solving skills (69%), working with others to achieve common goals (77%), locating/using information sources (69%), and presentation skills (69%) reporting quite a bit and very much. Seventy-seven percent of students reported that their experience contributed to growth in writing effectively quite a bit or very much and 15% 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 (69% quite a bit or very much and 23% some), however only 54% (quite a bit or very much) and 38% (some)

ASSESSMENT REPORT FOR 2021-22

indicated their ability to engage thoughtfully in global issues. Additionally, 77% of Social Science students indicated (quite a bit or very much) and 23% (some) that their university experience contributed to growth in their ability to interact respectfully with all people and understand individual differences while 0% indicated very little or not at all. Ninety-two percent of Social Science graduates indicated that their experience at Cornerstone contributed to their ability to articulate a Christ Centered worldview.

As a result of the current and cumulative data from previous years, the following action steps have for the 2022-23 academic year: (1) Relational Engagement - Continue emphasis on relational engagement and learning in division courses and continuing to offer opportunities for relational aspects into the explicit and implicit curriculum in the division. (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 continue to clearly incorporate statements into their syllabi to identify their intention for time frames and methods of feedback in their courses. Additional ways to provide meaningful feedback will also be explored in the division. (3) Diversity - The Social Science Division will develop an action plan for conducting a diversity audit of explicit and implicit curriculum in the 2022-23 academic year to identify areas of strength and areas of needed growth in division curriculum to support student learning more effectively and comprehensively in engaging and working with diverse populations, with an emphasis on global engagement as well given the lower scores in this area. This was not done as a part of the program review process; however, it was identified as a need in 2021-22. (4) Hire additional psychology faculty member to re-gain resources to better meet student needs in and outside of the classroom. The division has been operating for 1.5 years now with 1 less psychology faculty member and no sociology faculty. This appears to have had an impact on the data seen in the GSS this year with lower scores in feedback and availability of faculty in the psychology program.

Attached Files

[SSC GSS Data 2021-2022 \(3\).xlsx](#)

Student Advisory Councils:

The Social Science Division Student Advisory Board consisted of 4 Social Science students, 2 Social Work students and 2 Psychology students who continued in their role from the previous academic year. The SS Student Advisory Board met monthly over the course of the academic year and actively engaged in division events throughout the year. Student advisory board members identified several important topics to address throughout the academic year including: (1) Relational engagement within the division (2) Social Media engagement (3) Advanced opportunities for student learning.

(1) Relational Engagement within the Division - Student advisory board members indicated a desire for the division to continue to offer opportunities for students to connect and have mutual support and fellowship. The division provided both fall and spring division events which were well attended by faculty, adjuncts, and students and received positive feedback. The Social Work program was also able to reignite their annual "Dinner with a Social Worker" event for students to have conversations with local social work professionals over dinner. This was well attended with positive feedback from students and community social workers. Additionally, the division updated communication boards in Miller Hall and increased regular email communications with students. Social Science Division student advisory board members played an active role in new student orientations, division events, and communicating with upper and underclassmen.

(2) Social Media Engagement - Student advisory board members identified the importance of communicating with present, past, and future students through social media and the division's lack of presence in this area.

ASSESSMENT REPORT FOR 2021-22

The Division hired a new administrative assistant who received University training in this area and worked together with the advisory board students to develop a stronger social media presence. Key content was identified for inclusion and responsibilities were delegated to each advisory board member and the division assistant to carry out the process. Much progress was made over the year in the initial developments and a foundation established to build upon for future years. Continuing work needs to be done to identify ongoing resources to maintain a regular and relevant social media presence in the year ahead.

(3) Advanced Opportunities for Student Learning - Social Science student advisory board members were provided with opportunities to speak into the curriculum and their programs throughout the year. Students identified a desire to have opportunities for club and association memberships related to their majors to increase their scholarship opportunities and engagement with professional organizations. Some of these opportunities are currently being explored. Advisory board members also indicated a desire for more coursework options. Psychology (industrial/organizational psychology, forensic psychology, neuropsychology). Social Work (special needs, additional diversity options, regular offering of electives). Through the program review process, some of these areas of new development were also identified as needs and the division is working on developing new concentrations and certificates in the year ahead.

In the 2022-23 academic year, the Division will continue to provide opportunities for student and faculty engagement by hosting division social events in the fall and spring given the positive feedback and good attendance. The division will also look at hosting educational lectures and event to bring in alumni and community guests to dialogue with current students. Social media efforts will continue in partnership with the division administrative assistant and the student advisory board. Additionally, the division faculty will work on implementing some of the findings from the program review in response in developing new electives, concentrations, or certificates to help prepare students for the current market.

Additional Changes Based on Assessment Data:

While this year primarily consisted of a very intensive program review process of both psychology and social work programs, there were a couple of areas where changes were made in response to previous assessment data.

(1) Diversity, equity, and inclusion - Common themes arose regarding 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. During the 2022-23 academic year, a redesign of the Human Diversity course of completed and the course was also taken over by a full-time social work faculty member. Initial review of course evaluations from this first-year redesign indicate positive steps toward addressing these concerns. Additionally, the course prerequisites were revised to make the course more accessible to all division majors as well as students outside of the division to be able to take the course without the hindrance of significant prerequisite requirements. Additional work will continue in this area with a division diversity audit in 2022-23.

(2) The Psychology Major Field Assessment Test had one area, assessment of communication and ethical standards, that was slightly lower than the others and trending downward based on previous years' data. As a result, it was identified that "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

ASSESSMENT REPORT FOR 2021-22

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." These changes were made in the 2021-22 academic year and progress will continue to be monitored in future MFAT score reports to determine if additional changes need to be made.

(3) Social Work Research Scores - In the 21-22 year, the SS Division chair met with research course instructor to discuss additional ways to support students in meeting research competencies. Additional mentoring was identified as a need and securing mentors with advanced research competency has been identified as a goal. Additionally, the consideration of a lab associated with the research course is in planning process for the year ahead. The research competency was more clearly integrated in SWK 222 with a mental health research article assignment and in SWK 331 with stronger emphasis on the practice informed research assignment.

Closing the Loop on Prior Year(s) Assessment:

(1) Relational Engagement - Fall and Spring division events were held along with a social work specific event in SP22, all with good attendance of students, faculty, and adjuncts. Positive feedback was provided on the events, however, the GSS data did appear to be impacted by the increased relational engagement this year. SS Division chair met with marketing to discuss web content and highlights of division relational engagement. Continued marketing support would be beneficial as many aspects were not able to be accomplished. SS Division chair met with admissions team to review division highlights twice during the academic year. Admissions team provided positive feedback on the helpfulness of the sessions. (2) Global issues engagement- A diversity audit was postponed until FY 22-23 due to the intensity of the program review process and the content already required to be completed. However, as noted previously, revisions were made to the Human Diversity course content as well as the course prerequisites to address concerns and student needs. Additionally, the Social Science Division Chair met with the Division Student Advisory Board to seek student input on global engagement and DEI in Social Science Division. Students provided feedback on inclusion of diversity content in specific division courses and provided feedback on their desire for the division to provide more open spaces for dialogue within the division. The advisory board had mixed opinions on the need for this and whether they thought this would be beneficial for students. This will continue to be explored in the 22-23 year along with the diversity audit. The Human Diversity course was revised, and prerequisites were also adjusted providing more access to the course for all division students.

Teacher Education Division- Annual Assessment Report

Progress:

75%

Providing Department:

Teacher Education Division

Key Survey Results:

The GSS was completed by 19 students in the Teacher Education (TE) division. 53% of the students were elementary majors, 26% Learning Disabilities majors, and 21% Secondary majors. Most students that completed the survey were female (74%), while three students did not disclose gender, and the remaining two indicated male. Similarly, 79% of the participants indicated White, one student indicated Hispanic and White, and three did not disclose their race.

ASSESSMENT REPORT FOR 2021-22

Findings from the survey suggest that students are highly satisfied with TE faculty. When asked whether faculty demonstrated genuine interest in students, all participants that answered the question selected "often" or "very often." Participants answered the same when asked about faculty interest in helping students grow in more than academics. Comments supported these findings. When participants were asked about faculty that demonstrated teaching excellence, they highlighted faculty that emphasized relationships, demonstrated care, showed interest in student success, allowed for student input, adjusted instruction to help students learn, and created engaging classes. Areas of improvement include faculty providing prompt feedback and willingness to spend time with students outside of the class. All participants indicated that student teaching enhanced their overall academic experience.

Participants suggested that the TE division provide more support for the Michigan Test for Teacher Certification (MTTC) which was also highlighted in the previous GSS. Content-specific suggestions included more trauma-informed teaching preparation and math methods courses, an emphasis on content knowledge over methods, and more practice developing and understanding IEPs and special education processes. Based on participants' comments, the following areas are strong: the number and types of clinical experiences and several Education courses.

TE faculty will discuss these findings over the summer and determine an action plan. Areas of focus may include the following: faculty availability and willingness to meet with students outside of the classroom, students' ability to work with numerical data, and TE providing and planning support for the MTTCs.

Student Advisory Councils:

The Division Chair met with the Student Advisory Council in Fall 2021 and Matt Wallace, interim Division Chair, met with the council in Spring 2022. (See Student Advisory Council_Oct2021 attached.) The objective for the fall meeting was to listen to students' concerns regarding staffing and administrative changes that occurred as a result of hiring a new president. Students shared concerns and asked questions for clarity. Minutes were not taken to protect students' anonymity.

There is no agenda or minutes from the Spring Student Advisory Council meeting in Spring 2022.

Attached Files

[Student Advisory Council Oct2021.docx](#)

Additional Changes Based on Assessment Data:

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

The Fall 2021 Steering Committee meeting took place in October and was well attended. Of the 19 members, only four were unable to attend. The Division Chair provided information regarding the new certification structure and changes to the CU TE program. Talking points focused on P-12 students' academic progress, emotional well-being, and behavior as a result of the pandemic. The Division Chair also asked the Steering Committee to share what skills new teachers need. Responses varied including the following: build meaningful relationships with all students, make time for self-care, the importance of teaching right now, and teacher morale. (See Steering Committee Minutes-Oct. 18, 2021.)

ASSESSMENT REPORT FOR 2021-22

The Spring 2022 Steering Committee meeting took place in February and was led by Matt Wallace. 10 members attended. Discussion topics included MDE's new grade banding certification structure, P-12 teacher and staff morale and retention, promoting the teaching profession, and first-year teacher mentorship. Upcoming Steering Committee Meeting goals and ideas were also discussed. (See Minutes-Steering Committee 2_14_22.)

The TE team hosted a Supervisor Appreciation Luncheon on May 24, 2022. The purpose of the luncheon was to show appreciation for supervisors' work throughout the year. Additionally, the luncheon provided an opportunity to get feedback on the Teacher Assistant Practicum and Student Teaching Internship. Supervisors suggested that most of their students are well-prepared and that cooperating teachers are pleased with CU's program and impressed with the preparedness of students. Another suggestion was to revisit the Danielson Framework as an instrument to measure teacher assistants and student teachers' proficiency. The language of the framework is negative and cannot be applied well in the Teacher Assistant Practicum. Furthermore, the framework is designed for classroom teachers, not pre-service teachers. A discussion about the Danielson Framework will take place at the TE Mini-Retreat on June 6. (See Supervisor Luncheon_May22 and TE Mini Retreat_June 22 attachments.)

June 6 Mini-Retreat - Faculty discussed ideas for incorporating ESL standards from the professional sequence of standards. For example, one idea was to partner with a school with a high number of ELLs for the 1 cr. clinical experience, EDU 365, Equitable and Inclusive Education. CU students could work with small groups or one-on-one with ELLs. The rest of the clinical experience could include active participation in and exploring the P-12 students' community. Another topic reviewed was the Secondary Professional Sequence Standards in comparison with the Elementary Professional Sequence Standards. Faculty suggested that secondary-track students do not need to take EDU 371, Strategic Partnerships, since the standards are not as extensive in the Secondary Professional Standards. Instead, courses that secondary-track students take must emphasize trauma-informed teaching, social-emotional learning, and mental health and wellness. Additionally, faculty determined that the Secondary Standards across the subject areas (ELA, Math, SS, Science) require more curriculum planning and assessment instruction. Therefore, a Curriculum & Assessment course was suggested for the new Secondary Professional courses. A lesson planning model and rubric were designed and will be presented at a July 20 meeting with stakeholders and faculty. The updated Danielson Framework, Marzano, and CCAST instruments were reviewed but will need to be followed up on. The division chair plans to review the instruments and make a recommendation by the July 20 meeting so the new instrument can be implemented this fall. (Minutes from the June 6 Mini-Retreat are still being edited as of 6/15/2022.)

Attached Files

[Steering Committee Minutes-Oct. 18, 2021.docx](#)

[Minutes-Steering Committee 2 14 22.docx](#)

[TE Mini Retreat June22.docx](#)

[Supervisor Lunch-May 24, 2022.docx](#)

Closing the Loop on Prior Year(s) Assessment:

2019-2020 Summary of proposed Action Steps: 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. Revise Rubric: • Matt will rename components on the rubrics with the framework's given names and not just the Domain numbers within Campus Labs. This will provide more clarity

ASSESSMENT REPORT FOR 2021-22

when reviewing results. Campus Labs Results: • Matt will continue his training with Campus Labs Outcomes to create visualizations and dashboards. The goal will be to disaggregate the data and provide it to faculty in a more efficient working manner. Instead of just looking at averages, we can look for a variety of trends within elementary or secondary students or by program. We want to continue to grow in our ability to use Campus Labs to produce working data that drive future improvement decisions. • Ask: What does CL think is the best way to present data? We know we need organized data to make divisional changes, but it is still not presented in a helpful manner. We desire to learn more about the survey tool, the visualizations, and dashboards tools as well. Summary of Actions Taken: Based off the proposed action steps, the TE program will pilot Anthology Portfolio in 2022-2023. Portfolio will provide a better system for tracking learning outcomes than rubrics offered through Anthology. Specifically, we will be able to collect and measure student data from the Danielson and Disposition Rubrics and track clinical placements throughout the program. Summary of Proposed Actions: Training of Faculty/Supervisors: • We will continue train supervisors on the use of these rubrics to improve reliability of the evaluation tool. Summary of Actions Taken and Results: o August 2021 Supervisor Training did not yield high interrater reliability (30%) for the Danielson Rubric. o The June 6, 2022, TE mini-retreat will include a review of the Danielson Framework compared with other instruments, such as Marzano, to measure student proficiency in instruction, classroom management, planning, assessment, and professionalism. 2020-2021 The Outcomes Action Plan from 2020-2021 states that the Classroom Management Plan updated rubric will be provided at the beginning of the semester, so students have the evaluation criteria before beginning each section. In the Fall 2022, the updated rubric was provided to students (N=16) at the beginning of the semester. Results from the Motivational Strategies section demonstrated that 63% of students' grades increased while 36% of students' grades stayed the same. The mean score at midterm was 85% and increased to 93% at the final. Compared with the Spring 2021 semester, a higher percentage of students, 63% compared with 59%, increased their scores from mid-semester to final. However, in order to support student success, the outcomes action plan was to provide the updated rubric at the beginning of the semester, so students had the evaluation criteria before beginning each section of the management plan. Therefore, the grades at midterm in Fall 2021 (85%) should have been higher than spring 2020 (86%). They were not higher; in fact, they were 1% lower. This finding suggests that giving students the rubric at the beginning of the semester may not impact their proficiency on each section. Instructor feedback had a greater impact on students' grades increasing from midterm (85%) to final (93%). All but one student met the benchmark for proficiency: Above Average or Exemplary Performance, compared with 12%. The student that did not meet proficiency in Fall 2021 did not receive feedback from the midterm since she did not submit the assignment, which supports the premise that instructor feedback contributed to the 8% increase in the grades from midterm to final. In Fall 2021, the Whole Learner section of the Classroom Management Plan was not submitted as a written paper as it was in the Spring 2021 semester; instead, it was submitted as an outline. The feedback the instructor provided on an outline is different than feedback provided on a written paper. Therefore, feedback given to students in Spring 2021 and Fall 2021 cannot be compared. In Fall 2021, the average grade for The Whole Learner section at midterm was 85% compared with 81% at the final, which is an unexpected decrease of 4%. Furthermore, of the 16 students, only six had grades that either stayed the same or increased and four students did not meet the benchmark of Above Average or Exemplary Performance. Perhaps these findings also support the importance of instructor feedback in increasing student proficiency. In the Spring 2022 semester, the instructor for Educational Psychology was on sabbatical, and the instructor that taught the course did not provide feedback to students at midterm; instead, all sections of the Classroom Management Plan were due at the end of the semester. Therefore, no comparison can be made from the mid-semester grades to the final grades. Additionally, The Whole Learner section of the Classroom Management Plan from Spring 2022 cannot be compared with Spring 2021.

ASSESSMENT REPORT FOR 2021-22

Professional and Graduate Studies- Annual Assessment Report

Providing Department:

Professional and Graduate Studies

Key Survey Results:

PGS Alumni Survey

In January and February 2022, PGS surveyed alumni who are graduates of the MS in Management, MA in Organizational Leadership, and MA in TESOL degree programs. In total, 697 surveys were delivered successfully and 72 PGS alumni completed the survey.

Thirty-two percent of responders graduated from PGS during the period from 2018-2021, another 28% finished during 2014-2017, and 40% graduated in 2013 or before. Overall, 72% attended onsite classes in Grand Rapids, Kalamazoo, or other locations and 28% percent of the respondents took online classes.

Sixty-seven percent of respondents say they are employed full time. Another 1% are continuing education while employed full-time. Five percent of respondents are not employed nor are they seeking employment or admission to a degree program or other opportunity. An additional 27% were either employed part-time, continuing education while employed part-time, or indicated an "other" category.

Of the alumni currently employed, 69% affirm they are working in areas related to their PGS degree. Thirty-two percent of the respondents say they have received a salary increase as a result of their PGS degree. Of this group, 16.36% received a salary increase of 8% - 10%. Forty 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. Seventeen percent have not sought a change; 7% of respondents indicated they have not actively sought to find work/change careers/gain new opportunities, but they are still seeking.

The professions of alumni in this PGS survey include:

Activities Coordinator
Adjunct ESL Instructor
Analyst
Assistant Principal
Childcare Director
Clinical Project Manager
Director of Human Resources
Director of Operations and Events
District Human Resources Manager
EFL Teacher
Elementary EL Teacher
ESL Director
Executive Director
Missionary
Project Coordinator
Property Manager

ASSESSMENT REPORT FOR 2021-22

Senior Process Optimization Engineer
Social Media Strategist
Southwest Region Construction Manager
Spanish Teacher
TESOL Instructor
Township Supervisor
Training Facilitator

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

Ada Bible Church
American Electric Power
Arlington Arab Women's Center
BANNER Management
Bloomington Public Schools
Calvin University
City of Grand Rapids
Compass College
Comstock Park High School
Eureka Charter Township
FedEx
Gordon Food Service
Grand Rapids Public Schools
Holland Hospital
Literacy Center of West Michigan
Michigan Paving & Materials Co.
Nexben
Oxford Community Schools
Social Security Administration
Sunrise Senior Living
Surprised by Hope
University of Michigan
Waukesha County Technical College
Whirlpool
Wycliffe USA/SIL

51% 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 11% had tuition fully paid by their employer. 25% used personal funds/savings, and 27% took out student loans. Tuition funds were supplied for the remaining 17% through other means.

14% of respondents are considering furthering their education, with another 30% indicating that they might pursue further study. Respondents listed obtaining a pilot's license, nurse's training, master's, Ph.D., or Doctorate in Education as the degree program they were considering for future studies.

ASSESSMENT REPORT FOR 2021-22

72% of those surveyed said they would recommend PGS to a friend or colleague. 88% agree or strongly agree that their overall experience at PGS was worthwhile and positive, and 92% say PGS prepared them adequately, well, or very well for their vocational demands.

PGS Graduate Survey

In December 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. 178 surveys were prepared and sent via email with 45 participants returning the survey.

Overall, 44% of respondents completed onsite programs in Grand Rapids or Kalamazoo, while another 56% graduated in online cohorts.

Fifty-six percent of respondents indicated they graduated in May 2021. Twenty-seven percent graduated in August 2021, and the remaining 17% graduated in December 2020.

Of the graduates taking the survey, 87% of the 45 respondents to the question said they are employed either full-time or part-time; 13% are volunteering, continuing education, or are not seeking employment.

The profession held by 16% of respondents is in the field of Business/Management. Another 16% work in healthcare occupations followed by Education/Training/Teaching (13%), Accounting/Finance (5%), Social Services/Counseling (5%), Human Resources (5%), Information Technology (5%), and Church Ministry and Sales (3% each). The remaining group of respondents (29%) indicated they were in "Other" occupations.

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

Accounting Lead/Office Administrator
Associate Pastor
Case Manager
Chief Executive Officer
Development Director
Director of Clinical Operations in Radiology
Director of Configuration and Order Management
Elementary EL Teacher
Environmental Specialist
Executive Administrative Assistant
Executive Director
Hi-Lo Driver
Senior Mechanical Design Engineer
Industrial Arts Teacher
Major Gift Officer
Outreach Coordinator

ASSESSMENT REPORT FOR 2021-22

Regional Project Coordinator
Regional Sales Manager
Regulation Agent for the State of Michigan
Shipt Shopper
Senior Business Systems Analyst
Strategic Account Advisor

The survey asked participants about their current salary, with 38 respondents indicating their salary range:

Answer Choices	Graduate Responses
Below \$25,000	2.63%
\$25,000-\$35,000	13.16%
\$36,000-\$45,000	15.79%
\$46,000-\$55,000	5.26%
\$56,000-\$65,000	21.05%
\$66,000-\$75,000	0%
\$76,000-\$85,000	5.26%
\$86,000-\$95,000	5.26%
\$96,000+	31.58

100 percent of respondents to this survey question worked full-time or part-time during their PGS program.

Eighty-two percent of respondents said that their current employment/education is related to their field of study at PGS, while 95% said they are genuinely interested in their current work. Twenty-four percent of respondents experienced a salary increase, 14% received a promotion, 17% changed jobs, and 11% changed employer as a result of their PGS education.

Student Advisory Councils:

PGS Student Advisory Council - 2021-22 Annual Report

The Student Advisory Council (SAC) meets bi-monthly and is composed 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 did not meet during AY22 due to the following factors: the graduation of all SAC members, lack of staff to support the work of the SAC, and a desire to restructure the work of the SAC and other PGS Student Success initiatives. The PGS Peer Coaching program, launched by the SAC in May 2021, was not successful and was subsequently tabled due to low student interest. This program may be revisited in the future.

In AY22, the SAC will recruit new members and will review the continued development of the Peer Coaching program, provide feedback on the launch of the term model at PGS, and identify new projects.

ASSESSMENT REPORT FOR 2021-22

PGS Center for Student Success - 2021-22 Annual Assessment Report

The PGS Center for Student Success (CSS) provides virtual writing, career, and technology assistance for all PGS students. Electronic resources such as APA writing templates and supplements, Miller Library resources, information regarding upcoming PGS workshops, resume/cover letter handouts, and job search site instructions are available on the PGS Center for Student Success page on My.Cornestone.edu as well as by email upon request. Students who need help finding course schedules, reviewing a course syllabus, viewing instructor feedback, etc. are encouraged to make an appointment with one of the Center's trained coaches. All CSS activities and appointments for AY22 were carefully documented. Daytime and evening coaching sessions are available Monday through Thursday by appointment.

Grand Rapids Theological Seminary- Annual Assessment Report

Progress:

Completed

Providing Department:

Grand Rapids Theological Seminary

Key Survey Results:

The GRTS Alumni Survey was administered again this year. 58 respondents (graduates of 2014 to 2020) completed the survey. GRTS scored well in several critical areas as outlined below:

Skill in Biblical Interpretation -----98% (Strongly Agree/Moderately Agree)

Theological Competency-----90% (Strongly Agree/Moderately Agree)

Critical Thinking-----85% (Strongly Agree/Moderately Agree)

Global Ministry Perspective-----75% (Strongly Agree/Moderately Agree)

Personal Spiritual Formation-----88% (Strongly Agree/Moderately Agree)

Attached Files

[GRTS-2021-22-Alumni-Survey \(1\) \(1\).pdf](#)

Student Advisory Councils:

The Clinical Mental Health Counseling program advisory council met in 2021-22 and continued the good work of providing input on proposed program changes along with offering valuable insights into the various aspects of the counseling profession.

GRTS needs to develop and launch a Ministry advisory council to routinely receive input, insight, and feedback from those engaged in vocational ministry. The perspectives of vocational ministry leaders will be incredibly valuable for shaping the future of the Master of Divinity program among other programs.

ASSESSMENT REPORT FOR 2021-22

Closing the Loop on Prior Year(s) Assessment:

All approved corrective action steps flowing from the 2020-2021 assessment projects were enacted in 2021-22 and documented in the assessment project in Anthology.

Asia Biblical Theological Seminary- Annual Assessment Report

Providing Department:

Asia Biblical Theological Seminary

Key Survey Results:

Graduate Summative Evaluation Results:

Common theme that graduates appreciated face-to-face synchronous courses.

- Future scheduling of courses will favor a hybrid format, reincorporating the face-to-face element that Covid 19 made impossible while also taking advantage of the benefits of online learning.

Graduates identified time management as a primary struggle throughout their program of study and something they wish they had been better prepared to handle.

- Time expectations will be added to all syllabi
 - Syllabi templates will be updated with standardized time expectations
- Interviews/Advice from current students & grads will be added to THL500 Intro course
 - This task was added to the THL500 course review project

Student Advisory Councils:

The primary feedback from student councils was that students appreciate the online learning format, but prefer face-to-face synchronous learning.

- Future scheduling of courses will favor a hybrid format, reincorporating the face-to-face element that Covid 19 made impossible while also taking advantage of the benefits of online learning.

Additional Changes Based on Assessment Data:

Online Course Evaluations (BIB501, THL540, MNS510, MNS515, BIB557, BIB630, MNS500, BIB502, MNS636, MNS671, MNS644) & Student Interviews

Interviews were conducted with four students (one from India, Philippines, Singapore, and Thailand) to gauge students' online learning experience. This data, along with student feedback from all online course evaluations from June 2021 - May 2022 were used to formalize online course policies, and best practices for professors.

- Online courses will officially become a permanent format within the ABTS curriculum and feature in the January 2023 academic catalog.

ASSESSMENT REPORT FOR 2021-22

BIB503 New Testament Biblical Theology Assessment Project

The BIB503 assessment project found that many students were unclear about the major summative assignment expectations and instructions.

- In the syllabus template, it will be recommended to professors of this course that an example paper be provided to students to increase their understanding of the expectations.

MNS670 World Religions Assessment Project

The MNS670 assessment project found that students do not utilize the Miller Library for research purposes.

- Instructions for accessing the Miller Library will be added to the course syllabus.
- ABTS will research if there are other available resources within Asia that students might utilize (i.e., Perlego).

ASSESSMENT STRATEGIC PRIORITIES/TASKS FOR 2022-23

STRATEGIC PRIORITIES for 2022-23

The strategic priorities for assessment at Cornerstone University during the 2022-2023 academic year are included below:

1. Curricular Assessment- Broaden participation levels while enhancing the quality of the assessment plan, process, and product.
2. Co-curricular Assessment- Launch co-curriculum assessment within targeted academic areas in 22-23 and Spiritual Formation & Christian Community areas in 23-24.
3. Faculty & Staff Training- Provide new and current faculty opportunity to deepen knowledge and skill in conducting credible assessment projects for purposes of continuous quality improvement.
4. Use of Rubrics- Engage a core group of early adopters to develop and implement an integrated/efficient approach to assessment of student learning via the use of rubrics.
5. Assessment of PLO's for CU-ILD's #3-#5- Work with the Core Curriculum Committee and division chairs (UAC) to determine a sustainable plan for the assessment of PLO's related to CU-ILD's 3-5.

ASSESSMENT TASKS FOR 2022-2023

The routine tasks for assessment at Cornerstone University during the 2022-2023 academic year are included below:

ASSESSMENT REPORT FOR 2021-22

1. Review the previous year's assessment project reports and provide constructive feedback to appropriate faculty/staff program leaders.
2. Complete curricular mapping for all new degree programs approved in 2021-2022 and verify presence of up-to-date PLO maps for all degree programs in Anthology.
3. Implement and document changes (i.e., Closing the Loop in assessment projects in Anthology) identified in previous assessment project reports.
4. Complete curricular and co-curricular assessment projects within Anthology according to the established assessment projects schedule.
5. Complete select program reviews in Anthology according to the established program review schedule.
6. Administer end-of-course evaluations through Anthology/Campus Labs.
7. Administer Graduating Student Surveys (TUG, GRTS)/End of Program Survey (PGS) through Campus Labs.
8. Complete annual division assessment reports in Anthology.
9. Update ILDs and PLOs on website, as applicable.