Cornerstone University
Annual Assessment Report

2005-06

Mishqelet Project

Traditional Age Undergraduate

Professional & Graduate Studies

Grand Rapids Theological Seminary

Asia Baptist Theological Seminary

Objectives of Assessment

1. To clearly articulate a set of curricular and co-curricular objectives to inform a student's

   - knowledge level of a given content area
   - skill level as appropriately defined
   - worldview formation leading to a set of values

2. To develop a well-defined strategy to achieve those objectives, including identifying and monitoring

   - trends in student profiles
   - trends in student learning
   - the instruments and methods used in assessing student learning

3. To offer verifiable evidence of the achievement of those goals by the use of

   - direct methods of assessment
   - indirect methods of assessment

4. To provide a means of accountability to insure ongoing assessment

   - through appropriate organizational accountability processes
   - through meeting the guidelines of the Higher Learning Commission
   - through the development of campus ethos of assessment

5. To gather, interpret and use the evidence of assessment in the institutional decision-making processes of instructional program improvement, strategic planning and resource allocation

   - by implementing the University's strategic planning process
   - as guided by Chief Academic Officer, the Dean of Assessment and the divisional chairs
   - used widely across all units of the campus community

6. To provide yearly and other regular reports to the campus community to

   - report the work of assessment
   - provide feedback for curricular and co-curricular development
   - inform logistic and strategic decision making
   - develop a campus ethos of assessment

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Assessing our students' work is the most important thing we ever do for them. Our assessments influence their whole lives and careers, so it is crucial that the quality of our assessment is as good as we can make it.

(Brown, Race & Smith, <u>500 Tips on Assessment</u>, p. 38)

<u>Summary</u>

2005-06 concludes the fourth year of the Cornerstone University Mishqelet Assessment Project. Accordingly, this report is the fourth to chronicle the work of the assessment of student learning occurring on the campus in our constantly developing seamless learning environments. In keeping with the stated objectives of the university-wide assessment program, this annual assessment report:

- documents the work of assessment
- provides feedback for curricular and co-curricular development
- informs logistic and strategic decision making
- continues the development of a campus ethos of assessment

Additionally, in keeping with the other reports and in fulfilling the purposes of annual reports, this document and the supporting evidence posted electronically on the university assessment website address:

- the "context" or what the campus accomplished
- the "process" or how the campus assesses student learning
- the "results" or the demonstration of what was done
- the "improvement" or where the campus needs to head next

This Annual Assessment Report is but a summary of the work being accomplished across the campus. This booklet is a brief glimpse of what is transpiring at Cornerstone University. You are invited to read the full electronic posting of all reports and information on the university website. Be sure to notice both the macro and micro forms of assessment. Of course, in addition to viewing the data, be sure to include them in your thinking and decision making as they guide the campus in organizational, policy and curricular design and development.

Without question the university has come along way in its assessments efforts…. but we still have plenty of work to do as we continue to pursue the personal and professional growth and development opportunities offered to us all as we labor together on the Mishqelet Project. The campus is not doing assessment just for the sake of doing assessment. The university community is together pronouncing a commitment to using the processes of assessment as a change-agent to lead us toward enhancing the quality of this faith community of scholars through data-based decision-making.

Yours for the work of assessment,

Tim Detwiler, Ph.D.
Dean of Assessment/General Studies

Assessment is not about a Higher Learning Commission mandate……it is about us and who we are. I believe that the key to achieving institutional transformation is how we ultimately define our own excellence as professional educators and as a faith community of scholars.

Community Celebration

The Office of Assessment annually presents awards to individuals and groups of people who have exhibited assessment work which models best practice efforts to the rest of the campus. The two divisions mentioned each won the "Eagle Assessment Award" for 2005-06.

Business Division
Brad Stamm (chair), Larry Bos, Chris Mbah, Scott Morter, Bill Riter, Michael Young.

The 4th Eagle Assessment Award was presented to the Business Division for the following reasons:

- self-directed, division-wide efforts and ownership
- divisional attitude enhancing the campus ethos of assessment
- demonstration of the ability to run the full cycle of assessment (student learning objectives, assessment tools, data-driven decision-making)

Teacher Education Division
Rhonda White (chair), Linda Haveman, Keith McAdams, Ron Kronemeyer, Gene Peterson, Suzi Bell, Rondy Brown, Keri Myers, Tamara Rosier.

The 5th Eagle Assessment Award was presented to the Teacher Education Division for the following work in the assessment of student learning:

- sustaining the work of assessment over time
- modeling best practices of assessment for the university
- exemplary service on the University Assessment Committee
- willingness to mentor others from across the campus

The Eagle Assessment Award was created to recognize divisions who are working diligently in the area of assessment. Every division is working through a variety of assessment issues and this award recognizes those divisions which are making unique or outstanding contributions to the campus assessment effort and in so doing are leading by showing excellence.

2005-06 Progress Report

In summarizing the work of several dozen reports (divisional, program and Course yearly reviews), a few ***best practice examples*** are provided in the following pages. The full sweep of reports is available on the Odyssey assessment website and you are invited there to enjoy the yearly update regarding the progress being made on the campus in regard to the assessment of student learning.

Specifically, the best practices focus upon the following areas:

- long term strategy for an assessment plan (PGS)

- specific program assessment plan (PGS, Social Work)

- specific course assessment plan (REL 101)

- a "closing-the-loop" decision making practice (Business)

The above items provide just a sample of the full range of assessment activities taking place on campus. For a full reading and inspiring understanding of the assessment of student learning, please consult all of the institutional, divisional, program and course reports available on the Odyssey assessment website.

Best Practice – Developing a long-term strategy for an assessment plan

This best practice is from the Professional and Graduate Studies Assessment Committee and demonstrates an ability to think about assessing student learning on a long-term systematic basis.

Ten-Year Program and Assessment Review Plan
2005-2015

Academic Year → *Evaluative Activity/Process*	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Demographics/Enrollment Reports	X	X	X	X	X		X	X	X	X	X	
Alumni Survey												
Student Services Survey	X	X			X		X				X	
Graduating Student Survey												
Learning Objective Review Cycle												
1 Christian Worldview (all programs)				X					X			
2 Information Literacy (all programs)					X					X		
3 Leadership (all programs)						X					X	
4 Core Subjects (all programs)							X					X
5 Professional Skills (all programs)								X				
Program Review Cycle												
Business:												
• ASB	X					X					X	
• BSM		X				X						X
• BSBA			X					X				
• MSM		X				X						X
• MBA (2005)						X					X	
Ministry Leadership												
• BSML-OG	X				X					X		
• BSML-Blended (2005)					X					X		
Education												
• BSEE (2007)							X					X
• MA TESOL (2006)						X					X	
• MA Ed. (2004)				X					X			

Administrative Structures: Assessment and program evaluation occurs on an ongoing basis. The Assessment Committee meets on a periodic basis to review and interpret the data derived from the various instruments/processes of program evaluation and the assessment of student learning. The evaluative work of this committee will yield proposals for curriculum revision and priorities for planning.

Best Practice – specific program assessment plans

The following item represents a best practice from the Professional and Graduate Studies Division and its ability to develop a maturing plan for how to assess the learning occurring in a specific program of study.

Program Assessment Plan
Associate of Science in Business Studies

Review Cycle	Objective	Curriculum Correlation	Method and Expected Outcome
1	1. Demonstrate an understanding of Christian worldview and the ability to apply it to business and social issues.	IDS100 BUS234 REL102 PHI211 REL231 REL232	Students will increase their understanding of Christian worldview and their ability to apply it by 25% when the Worldview Awareness Profile is administered as a pre-test (IDS-100) and as a post-test in the final course, BUS-234.
2	2. Communicate effectively both in oral and written forms.	ENG118 COM111	When a team of 2-3 faculty evaluate oral and writing skills using faculty-developed rubrics collected from specific courses in the program, students will achieve a mastery level of 85%.
4	3. Demonstrate a knowledge-base in the liberal arts as a foundation for the completion of a business-related bachelor degree.	ENG118 COM111 MAT110 HIS115 PHI211 SCI119 FAR211 SOC211 PSY111	Through comparison of scores on locally developed pre- and post-tests in selected courses, student scores will reach a proficiency level of at least 75%.
5	4. Integrate basic business principles, concepts and skills.	IDS100 BUS234 MGT232 MKT251 BUS217	When a team of 2-3 faculty evaluate a random selection of capstone projects through use of a faculty-developed rubric, students will achieve a mastery of 85% in integrating basic business principles, concepts, and skills.

Best Practice -- The Assessment of a Program of Study

Each of the following items is part of the assessment plan of the Social Work Division and the collected data provides the beginnings of a benchmarking process allowing this division to measure its effectiveness.

Annual Assessment Report—2006—Social Work

Outcome measures and assessment procedures connected to the Social Work program's course objectives have been developed to systematically evaluate the program and enable assessment in achieving desired objectives. The five categories of measurement include:

Broad-based Institutional Measures

- The Area Concentration Achievement Tests (ACAT)
- Alumni Survey

Course and Instructor Effectiveness Measures

- Student Midterm Evaluation
- End of course IDEA Evaluation

Baccalaureate Education Assessment Project (BEAP) Instruments

- Entrance Survey
- Social Work Inventory Pre-test
- Social Work Inventory Post-test
- Exit Survey
- Employer/Supervisor Survey

Field Placement Measures

- Student Needs Self-Assessment
- Field Instructor Evaluation of the Student
- Student Self Evaluation of the Field Experience

Other Measures

- Advisory Committee Feedback
- Field Instructor Evaluation of the Program
- Student Portfolio

Best Practice – a specific course assessment plan (REL 101)

This best practice (BRM Division) provides a look at how an academic division is assessing an individual core curriculum course.

COURSE LEVEL ASSESSMENT

REL 101 Christian Foundations 2 – Spring 2006

Core Curriculum Assessment

RI = Rate of Improvement

Purpose/Outcome Being Assessed	Assessment Tool – Pre/Post Test – Questions #	Assessment Results – Pre/Post results	Recommendation
1. Describe I.T. literature as a background to the NT	(3), 8,9, 37	41.8% 50.2% *RI = 8.5% (2005 = 11.3%)*	Write additional questions and encourage greater emphasis in class.
2. Describe the Historical Background to the NT (political, economic, religious)	1,2,3,4,5,6,7,10,11	46.4% 51.3% *RI = 4.9% (2005 = 14.6%)*	Encourage greater emphasis.; revise Question #10.
3. Describe the genres of the literature of the NT	12, 13, (22), 34, 35, (37), (40)	45.2% 57.7% *RI = 12.5% (2005 = 12.5%)*	None
4. Explain the redemptive work of Jesus	16, 17, 18, 19, 20, 30, 31	43.0% 51.7% *RI = 8.7% (2005 = 10.9%)*	None
5. Read portions of the NT	(incl. outcomes 4 & 6), (13), 21, 23, 28, 32, 33, 35	34.1% 43.3% *RI = 9.2% (2005 = 11.6%)*	Encourage greater emphasis.; revise Questions #21,23,26
6. Describe Church development	14, 22, 24, 26, 29, 36	34.7% 47.6% *RI = 13.0% (2005 = 14.3%)*	Revise Question #26
7. Models for eschatological hope of the Christian Faith	27, 38, 39, 40	41.6% 54.5% *RI = 13.0% (2005 = 10.3%)*	Increase the number of questions
8. Demonstrate skills for Exegesis and Hermeneutics	15, 42, 43, 44	42.9% 48.3% *RI = 5.5% (2005 = 2.1%)*	Increase the number of questions; revise Question #42.
9. Appreciate the NT for spiritual formation	41,45	42.6% 43.3% *RI = 0.7% (2005 = 2.6%)*	Consider introducing questions of non-objective type, using a Likert scale

Best Practice – An example of "closing-the-loop" decision making practices

This best practice (Business Division) demonstrates the full cycle of assessment: learning objectives, selection of assessment tool, interpretation of results and recommendations for improvement.

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COURSE LEVEL ASSESSMENT
Mission-Degree/Major Purpose-Outcomes-Curriculum

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Course under review: MGT 238 Principles of Leadership

Program/Major: Business Major – Management Emphasis & Management Minor

Degree/Major Purpose: The Organizational Leadership minor is designed to prepare students to develop leadership skills to meet the changing needs of organizations. It will prepare students for leadership roles in various organizational settings, including business, government, education and non-profit organizations. The minor will focus on both theory and practice.

Please attach (1) your current syllabus, (2) a sample student completed copy of all assessment tools.

Purpose/Outcome Being Assessed	Assessment Tool	Assessment Results	Recommendations-"Close the Loop"
The survey measured the leadership styles of the participant. Transformational leadership extent is operationalized with three components: (1) Inspirational Motivation (IM), (2) Intellectual Stimulation (IS), and (3) Individual Consideration (IC).	Multifactor Leadership Questionnaire (MLQ). In addition, a qualitative component for this study was conducted in which six students were selected to be interviewed. The audio tapes were transcribed, coded and analyzed. The analysis involved an in-depth reading of the transcripts to understand the participants' backgrounds, their perceptions of themselves, peers, mentors and Cornerstone University.	No statically significant results were found either in the treatment or control groups. The apparent disconnect between the groups is puzzling. However, anecdotal evidence on campus suggests a relationship. This possible relationship was echoed by the finding that in all sets of interviews, 5 key areas of development were noted (mentoring, life experiences, leadership education, faith, Cornerstone University environment).	The conclusion was reached that a conceptual foundation was being provided in MGT 238 Principles of Leadership. The assessment suggests the class continue in its current format and content.

Best Practice – Faculty Development as Coordinated by the Office of Assessment and the Center for Excellence In Learning and Teaching

An important aspect of fostering the growth of an assessment program is the opportunities for personal and professional growth and development offered the campus stakeholders. The following list provides the many venues for development taking place on the campus during the past year as coordinated by the Office of Assessment and the Center for Excellence In Learning and Teaching (CELT):

- Writing Learning Objectives Seminar (twice)

- Selecting Assessment Instruments Seminar (twice)

- Using Collected Data to Make Decisions Seminar (twice)

- IUPUI Assessment Institute (group attending)

- Attendance at the AIR Decision Making Seminar (group)

- Attendance at the First Year Assessment Institute

- Assessing Critical Thinking Skills (audio conference)

- Faculty Development Through Assessment (audio conference)

- Materials (books, etc.) purchased for individual faculty

- Individual division training

- Work of CELT (faculty cafés, newsletter, etc.)

Many opportunities for personal growth and development

Next Steps

In summarizing the direction where the university needs to head, the following list of activities is a part of on-going conversations with university leadership, a variety of campus committees and offices, individual divisions and specific faculty and staff members charged with administering the assessment efforts.

1. Continued maturation of the work of assessment on campus.
2. The need to vision assessment as an on-going and professional task of the work of an educational community.
3. The use of collected information in developing a more sophisticated and overt data decision-making model on campus.
4. The movement of institutional research tasks into the Office of Assessment.
5. The completion of learning objectives for each program.
6. An assessment plan for measuring student learning for each learner-focused program.
7. The purposive use of "closing-the-loop" decision-making practices across the campus including curriculum, policy and organizational changes.
8. The continued development of all faculty regarding the work of assessment.
9. More diligent oversight of assessment by many campus leaders charged with developing quality learning programs for students.
10. A more aggressive evaluation of the learning occurring in the general education program of the university.
11. Each division, program and course plan specific steps for assessment and improvement for 2006-07.
12. A never-ending practice of "assessing toward quality" on campus as it becomes layered into the fabric of the culture of this faith community of scholarship.

Finally, as the work of assessment continues to move forward on the university campus, please allow this document to:

a. develop a framework for other conversations
b. bring about organizational cohesion and purpose
c. guide the university toward improvement
d. validate organizational processes
e. help mold a university self image of quality
f. set a common course for the future

Campus Assessment Information

For more information regarding the work of assessment for the 2005-06 academic

year, please consult the following Odyssey website for:

- specific divisional reports and filings
- specific course reports and filings
- results of campus-wide macro- assessment data
- the reporting forms used to guide the yearly activity
- minutes and activities of the Assessment Committee

To access the Odyssey website:

1. Go to http://odyssey.cornerstone.edu or follow the link on the Eagles Nest
2. Upon entering the Odyssey site, look through the courses you are teaching and find CU Assessment
3. Under the general CU Assessment course, you will find materials on many areas of assessment at Cornerstone. The Annual Assessment Reports from each division may be found under the Assessment Reports tab in the Divisional Assessment Reports folder.

In addition, the following website is useful in seeing how the university posts its

work to the world via the internet.

www.cornerstone.edu/assessment

Cornerstone University

Assessing Towards Quality