Cornerstone University
Annual Assessment Report: 2017-2018

Table of Contents

Work Plan Summary: 2017-2018

Status of 2017-2018 Goals
The goals for assessment work during the 2017-2018 academic year were as follows:

1. **Establish and approve measureable program learning outcomes (PLOs) and sub-outcomes for Civic & Global Engagement, Intellectual Skills, and Biblical Worldview Integration (TUG, PGS)**
   a. Status: Completed
   b. Explanation: All PGS and TUG programs have approved measureable program-level student learning outcomes for these domains. Within PGS, these are mapped to the major included in each program's PLO map. Within TUG, the outcomes were approved by the Core Curriculum Committee on September 8, 2017. Working with the Core Course Coordinators, all three domains were mapped to the core curriculum and the curricular mapping was completed.

2. **Submit Assessment Project plans for each program (All PAUs)**
   a. Status: Completed
   b. Explanation: All programs not undergoing Program Review submitted an assessment plan by October 30, 2017. GRTS, PGS, and ABTS submitted a written summary document of these plans to the Assessment Committee. TUG gathered these plans from faculty program leaders via Google Forms and submitted the spreadsheet to the Assessment Committee. The committee reviewed the plans and provided feedback to program leaders (via the corresponding academic dean or assessment coach) where necessary.

3. **Finalize and approve an Alumni Survey template (all PAUs)**
   a. Status: Almost Completed
   b. Explanation: The Alumni Survey (specifically the TUG version) was completed and approved on May 11, 2018. Each PAU now utilizes a similar alumni survey but tailors it to the specific needs of their unit. This upcoming year, the committee will finalize and confirm the "overlap questions" (i.e. the questions that appear on all PAU's Alumni Surveys).

4. **Complete curricular mapping of PLOs for every academic program (TUG, PGS, ABTS)**
   a. Status: Almost Completed
   b. Explanation: With the completion of the TUG Core Curriculum PLO map and the finalization of the remaining PGS and ABTS PLO maps, every academic major/minor now has a PLO map on file with the exception of the following TUG programs: Intercultural Studies (major), Nursing (Associate's in Health Science degree); Engineering (major); Audio Production (major). All will be completed during the upcoming academic year with the exception of Engineering, which will wait until the 2019-2010 academic year due to staff/program changes.

5. **Add ILDs and PLOs to 2018-2019 academic catalogs (all PAUs)**
   a. Status: Completed
   b. Explanation: The ILDs are listed in the academic catalog for each of the principal academic units. The PLOs are currently listed in the PGS and GRTS academic catalogs and will be added to the ABTS catalog in the upcoming year. Due to the number of the academic programs in TUG and the fact that the catalog is not the primary source of course/program

information for students, TUG academic leadership has decided to only post the PLOs on the website to ensure accurate, up-to-date information. This decision will be revisited in the coming years.

6. **Complete Program Reviews for assigned programs (all PAUs)**
   a. Status: Completed
   b. Explanation: The following programs were reviewed in PGS: Bachelor's degree in Psychology and the Master's degree in Business Administration. The following programs were reviewed in TUG: Spanish/Spanish Education, Pre-Professional Programs (Pre-Dental/Medical/Pharmacy/Veterinary); Physical Education; Biblical Studies/Missions Aviation; Ministry. In GRTS, the following program was reviewed: Master's in Counseling program. There were no programs reviewed in ABTS. Details regarding key findings and action items can be found in each PAU/Divisional assessment reports in the appendices.

7. **Submit Assessment Project Reports for each program (all PAUs)**
   a. Status: Completed
   b. Explanation: All programs not undergoing program review during the 2017-2018 academic year completed an Assessment Project report with the exception of the following programs: Intercultural Studies (major), Nursing (Associate's in Health Science degree); Engineering (major); Audio Production (major), all standalone minors in TUG (finalized PLO maps this year).

8. **Complete curricular mapping of PLOs for co-curricular programs (TUG)**
   a. Status: In progress
   b. Explanation: Drafts of PLO maps have been created for Athletics and Chapel programming. Under the leadership of the VP of Student Development, relevant staff will finalize the PLO maps by the end of FA18 and will conduct assessment projects in SP19.

9. **Submit annual division assessment reports to Assessment Office**
   a. Status: Completed
   b. Explanation: All TUG Divisional Annual Assessment Reports have been received and can be found in the appendices.

10. **Submit annual PAU assessment report to Assessment Office (PGS, GRTS, ABTS)**
    a. Status: Completed
    b. Explanation: Annual Assessment reports have been received from PGS, GRTS, and ABTS and can be found in the appendices.

11. **Update ILDs and PLOs on website, if applicable (all PAUs)**
    a. Status: Completed
    b. Explanation: All updates to ILDs and PLOs have been updated as needed throughout the academic year.

12. **Submit university-wide annual assessment report to leadership**
    a. Status: Completed
    b. Explanation: This report has been finalized and submitted to the Academic Leadership team for review and discussion at the President's Cabinet in FA18.

Other Assessment Activities During 2017-2018

Accreditation Site Visits, Reports and Updates

a. ***ATS.*** During the 2017-2018 academic year, GRTS fulfilled the three actions required by ATS based on the findings of the 2015-16 GRTS Self-study and subsequent ATS reaccreditation site visit. First, the faculty approved a nomenclature change to the Master of Arts in Interdisciplinary Studies degree (altered to MA in Christian Studies) and added Ministry Residency (8 credits) to the program curriculum as required. Second, a plan to increase faculty salaries and reduce overload assignments was developed, submitted and affirmed by ATS. Third, a formal purpose statement for the Adult Learning Committee to the Board of Trustees was drafted, approved by the CU Board of Trustees and submitted to ATS. In the coming year (2018-2019), GRTS is required to provide a status update on the faculty salary and overload reduction plans (due November 1, 2018).

b. ***ACBSP.*** Under the direction of Bill's leadership, CU TUG and PGS have continued to collect data for the Accrediting Council for Business Schools and Programs (ACBSP), a specialized business PROGRAM (not institution) accreditation process based on the Malcolm Baldridge continuous quality improvement model. The accrediting process requires schools to provide explanations and data about how business programs meet standards across six standards and 144 criteria. The standards are leadership, strategic planning, student and stakeholder focus, assessment of student learning, faculty and staff focus, and educational and business process management. This 2017-2018 academic year was our self-study year. ACBSP will be assessing our results, with a planned site visit in February or early March. The Board of Commissioners will make its decision in April, 2019.

c. ***CACREP.*** The GRTS Counseling Division completed a comprehensive self-study of the MA Counseling program throughout the 2017-18 academic year in preparation for application for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The division anticipates officially submitting the self-study to CACREP by October 2018 with a subsequent site visit from the CACREP accreditation team in spring 2019. The comprehensive self-study is available for review by contacting Tara Kram, GRTS Associate Dean.

d. ***CAEP.*** The Teacher Education Division is preparing for a CAEP Accreditation site visit in the spring of 2020. CAEP took over the previous NCATE accreditation agency and created a new set of standards to meet for all teacher education providers. We began last spring going through the standards with our faculty evaluating our courses, practicums and assessments. Many questions arose from that retreat. Shortly after, a new standards handbook was adopted by CAEP creating more questions and causing us to rethink the process. Matt Wallace, Laurie Burgess and Kristen Rich attended the CAEP Convention in Washington D.C. in September, 2018 to solidify a direction and develop an action plan for the year. We will work towards data collection for each standard throughout the 2018-19 school year with the plan to write our self study report this summer which is due nine months before the site visit.

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

f. ***NASM***. Much of 2017 was spent preparing the self-study in anticipation of the the site visit in Fall 2017. Following the visit, the Commission requested additional material and clarification relating to faculty qualifications, the makeup of ensembles, credit hour allotment and health and safety. In their June 2018 meeting, the Commission voted to continue to defer action pending response to three items: 1) ensemble instruction and composition, 2) qualifications of teachers of private lessons, and 3) the pending plan approval for Bachelor of Music in performance (commercial music). Given the recent transitions in leadership and reorganization of the Music Division, and the impending program review for all music degrees, the new chair of Communication Music and Media, Dr. Desiree Duff, is working with the Dean of Accreditation and Curriculum, Dr. Pete Muir, to secure an extension until the Spring 2019 meeting.

Revisions to Assessment Systems and Processes

a. ***Framework for the Assessment of Student Learning.*** In collaboration with the entire academic administrative team within CU, the Framework for the Assessment of Student Learning was updated according to minor changes implemented in the 2017-2018 academic year. This document will be reviewed and updated (as necessary) on an annual basis.

b. ***Acquisition of New Assessment Management Systems (AMS).*** During the last year, members of the academic leadership team and Information Technology department researched various AMS' to help facilitate and organize assessment work across campus moving forward. All of the technology solutions were reviewed according to functionality, user experience, and cost. In the end, the group decided to move forward with Campus Labs. Implementation of the new AMS will begin FA18 with an expected full-campus roll-out scheduled for the 2019-2020 academic year. This new system will assist faculty and staff with annual assessment project work, program review, institutional planning, and HLC and ACBSP accreditation management.

Additional Assessment

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

b. ***Graduating Student Surveys***. Graduating Student Surveys (or End of Program Survey in PGS) were administered this year in TUG, PGS, and GRTS. These surveys provided critical feedback on curriculum, pedagogy, co-curricular activities, academic support offices, and overall student experiences. In TUG, this survey was administered to all graduating students during the 2017-2018 academic and reported a 55% response. The information was shared with respective division chairs, academic program offices, and VP of Student Development. In PGS, this survey was administered to selected cohorts and the information was reviewed by the Student Success committee. In GRTS, this survey was administered in conjunction with the exit assessment process in the fall and spring semesters. The information was collected by the Associate Dean at GRTS and distributed to relevant departments and stakeholders across GRTS.

Assessment-related Professional Development

a. ***Faculty Workshops and Trainings.*** During faculty work days, assessment leaders in each PAU updated faculty members on the assessment work accomplished during the 2016-2017 academic and the work to be done during the 2017-2018 academic year. In TUG, faculty were given time during Fall work days to work on their assessment plan. During Spring faculty work days, faculty were given time to reflect on their projects as well as start to plan for next year's project. Many divisions/PAUs also held end-of-year meetings to work on assessment.

b. ***Faculty Assessment Coaches.*** The Associate Dean of Assessment and Student Success continued to work with two faculty assessment coaches to assist TUG faculty in their assessment project work. Similar to the previous year, they outlined a work plan and divided the TUG academic divisions into three separate groups. Working in conjunction with the division chairs, they met with faculty program leaders to help them identify their assessment project for the year. Due to the continued success of the program (as determined by the completion rate of the assessment project reports) and the significant work that remains as faculty continue to grow in their ability to conduct high-quality assessment work, the faculty assessment coaching model will continue through the 2018-2019 academic year.

c. ***Professional Conferences.*** In October, the Associate Dean of Assessment and Student Success and the Dean of Accreditation and Curriculum presented at the IUPUI Assessment Institute in Indianapolis. They presented on the progress made over the last two years to create a more consistent assessment system across multiple principal academic units. In February, they along with the VP of Traditional Undergraduate Academics presented on a similar topic at the CCCU International Forum. In April of 2018, eight members from the academic leadership team representing each PAU attended the annual HLC conference in Chicago to continue to stay current on the issues facing Higher Education specifically as they relate to accreditation.

Work Plan Summary: 2018-2019

Goals for 2018-2019

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

Fall Semester (Due December 30):
1. Review the previous year's assessment reports and provide feedback to appropriate faculty/staff program leaders
2. Complete curricular mapping of PLOs for co-curricular programs (TUG)
3. Submit Assessment Project plans for each program (all PAUs; due October 30)

Spring Semester (Due May 30):
4. Complete curricular mapping for the following TUG programs: Intercultural Studies, Audio Production, Nursing, Engineering and Coaching (minor)
5. Complete Program Review process for assigned programs in PAUs (see list of assigned Program Reviews in Appendix B)
6. Identify common questions on Alumni Surveys for all PAUs (all PAUs)
7. Implement and document changes identified in previous assessment project reports (all PAUs)
8. Submit assessment project reports for each program (all PAUs)
9. Create a new template for PAU/Division reports for the CU Annual Assessment Report
10. Submit annual division assessment reports to Associate Dean of Assessment (TUG)

Summer (Due July 30):
11. Submit annual PAU assessment reports to Associate Dean of Assessment (PGS, GRTS, ABTS)
12. Implement Campus Labs assessment software across campus and identify plan for full-campus roll out during 2019-2020 academic year (all PAUs)
13. Update ILDs and PLOs on website, if applicable (all PAUs)

Appendices

Appendix A. Program Review Template
Approved by the Assessment Committee on December 6, 2016

Program Review Components

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

II. **Enrollment and Resources**
   a. *Student profile.* What are the student demographics for this program? Are there any groups that seem to be underrepresented? What is the incoming and current academic profile of the students in this program? What efforts have been made to market this program? Are there biases towards certain demographics in our efforts?
   b. *Enrollment trends.* What are the program's enrollment trends? Are there special factors that account for these trends? How can enrollment (particularly of underrepresented groups in the program) be improved?
   c. *Program interdependence.* What, if any, interdependence exists between this program and other programs at CU? Does it support other programs?
   d. *External funding.* Has the department received any external financial resources in the past 5 years (i.e. grants, donations, other non-CU funding sources)? Has CU received other financial support in the past 5 years that can be attributed to the existence of the program?
   e. *Instructional Capacity.* What specific/dedicated equipment and materials needs does the program have, and have these needs been met? Please rate facilities, equipment, and library holdings as excellent, average, or poor).

III. **Curriculum and Student Learning**
   a. *Curriculum.* What courses are required in the major? Is there specific course sequencing? Is the program curriculum up-to-date and does it reflect the discipline's full range (breadth and depth)? (Include syllabi for required courses in the appendix)
   b. *Student learning outcomes.* What are the program's student learning outcomes? (Include a copy of your most updated SLO map in the appendix.)
   c. *Assessment data.* How have the findings from annual assessment reports been used to improve the program? Please provide specific examples.
   d. *External standards.* Are there any external standards, such as national program standards or accrediting standards, by which the program abides? How does this program align with these standards? If not, how does this program set a standard of excellence?

    e. *Program comparisons*. How does this program compare to similar programs at other universities?

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

V. **Program Outcomes**
    a. *Student Success.* How successful is the program in retaining/graduating its students? How can retention and graduation rates be improved?
    b. *Alumni achievements.* What success does the program have in placing its graduates? How can placement outcomes be improved? Are there any outstanding program achievements of recent and/or current students?
    c. *Student/alumni satisfaction.* How satisfied are your students (alumni) with your program? How do you know this? Based on your surveys/other assessment tools, what are some strong/weak areas of your program?
    d. *External recognition.* Has this program received any external recognition?
    e. *Associated costs.* What are the indirect costs of delivering the program? How can the program be more cost-effective? What resources, if any, are needed to improve the department's financial contribution to the University's bottom line?

VI. **Market Realities**
    a. *Demand.* What is the sustained demand for program graduates (high, medium, low; growing, stable, decreasing)?
    b. *Competitive advantages.* What competitive advantages (e.g. location, accessibility, experiential learning, etc.) does the program offer in comparison to programs at other institutions?
    c. *Competitive disadvantages.* What competitive disadvantages must the program overcome?

VII. **Opportunity Analysis**
    a. *Connection to Strategic Plan.* How does this program link to the current goals of the Academic Strategic Plan?
    b. *Opportunities.* What opportunities exist to enhance the student experience? What opportunities exist for restructuring or for internal collaboration with other departments? What alternative formats, innovative technologies, or other revenue-generating opportunities might be developed to enhance the productivity of the

department and its programs? In what ways would CU be disadvantaged if the program were to be phased out?

VIII. Summary of Findings

    a. *Key Findings.* What were the key takeaways from this review? Based on these key findings, what is the range of recommended actions?

Supplementary Data for Program Review Components

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

I. Program Overview
    a. Applicable Dickeson criteria:
        i. Maturity and adaptability
        ii. Mission connectivity
    b. Data provided: None

II. Enrollment and Resources
    a. Applicable Dickeson criteria:
        i. Internal demand for program
        ii. Equipment and materials
    b. Data Provided
        i. 5-year credit hour production and FTE student enrollment data: declining/stable/growing (course enrollment levels)
        ii. Student diversity (gender, ethnicity, financial need, etc.)
        iii. Student academic profile - incoming (high school GPA & ACT/SAT); current (GPA)

III. Curriculum and Student Learning
    a. Applicable Dickeson criteria:
        i. Up-to-date curriculum and technology
    b. Data Provided: none

IV. Faculty Capacity and Qualifications
    a. Applicable Dickeson criteria:
        i. Faculty capacity and expertise
    b. Data provided:
        i. Average annual faculty workload (in credit hours)
        ii. Ratio of full-time to adjunct faculty
        iii. Professor evaluation scores (I rate this instructor as excellent)
        iv. Faculty diversity (gender, ethnicity)

V. Program Outcomes
    a. Applicable Dickeson criteria:
        i. Program expense levels

  ii.   Margin contribution

  b.   Data provided

  i.   Number of graduates (5-year average)

  ii.   Graduation rate (first-time, full-time; 4-year and 6-year rates)

  iii.   Program yield by CU applicants

  iv.   Program revenue and cost data

  v.   First destination data

  vi.   Alumni survey results (other satisfaction surveys?)

VI.   **Market Realities**

  a.   Applicable Dickeson criteria:

  i.   Employer/external demand

  ii.   Competitive pressure

  b.   Data provided:

  i.   National occupational projections form the Bureau of Labor Statistics (national demand)

  ii.   Mid-west occupational projections (regional demand)

  iii.   Comparative data on programs at competitor institutions

  iv.   Demand from CU applicants

VII.   **Opportunity Analysis**

  a.   Applicable Dickeson criteria:

  i.   Opportunity analysis

  ii.   Relationship to Academic Strategic Plan

  b.   Data provided:

  i.   Unyielded Students – where they went

Appendix B. Program Review Schedule for 2018-2019

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

- Traditional Undergrad (all bachelor's degrees, unless otherwise noted)
  - History/History Education
  - Biology
  - Environmental Biology: Wildlife Biology
  - Environmental Biology: Naturalist
  - Environmental Biology: Water Resources
  - Music
  - Music: Worship Arts
  - Performance
  - Performance: Commercial Music
  - Music Education
  - Elementary Education
  - Secondary Education
  - Early Childhood
  - Learning Disabilities
  - Intercultural Studies
  - Greek (minor)
  - Chemistry, B.S. (minor)
- Professional & Graduate Studies
  - Business Administration, B.S.
  - Ministry Leadership, B.S.
  - Management, B.S.
- Grand Rapids Theological Seminary
  - Master of Theology
- Asia Bible Theological Seminary
  - Master of Religious Education

I. Program Information

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

II. Description of the Assessment Project

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

Sub-outcomes to be assessed: |

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

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

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

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

I have attached rubric(s) used for evaluation _____ Yes _____ No

Individual(s) who evaluated the evidence:

How the evidence was evaluated:

The expected outcome (be sure to indicate expected outcome for each sub-outcome):

III.   Presentation of Data

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

Methods Used for Sharing the Assessment Information

A faculty team met to discuss these results on _____(insert date)_____.

Briefly describe the number of team members involved and the process/method of discussion.

Note: This is an essential part of the process and must be completed before moving forward with the remainder of the report.

IV. Interpretation of Data

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

V. Closing the Loop

Identifying Changes to Result from Faculty Team's Conclusions

The evidence suggested that we need to (mark all that apply):

Develop a Rubric	Implement a new pedagogy	Provide models to students
Revise existing Rubric	Implement new technology	Revise curriculum map
Revise the assignment	Revise course sequencing	Other – Please specify:
Identify courses earlier in the program where students could further practice skill(s)		

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

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

Please explain:

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

VI.   Executive Summary of Assessment Project

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

VII.   Documentation of Assessment-Driven Changes

Please describe assessment-driven changes implemented during the current academic year (not related to the assessment project for this year). Specifically, please review the "Closing the Loop" section in previous years' project reports and document how these changes were

implemented. This is a KEY component of assessment (=documenting implementation of assessment-driven improvements) and one that we need to demonstrate to HLC.

All of the items in Section VII are about the assessment activity the program plans to complete during the underline next underline academic year and is intended to encourage faculty to start looking ahead. The plan does not need to be finalized until October 15th the following academic year – it is simply included for those who want to start planning ahead.

I. PLO Assessment Plan for Next Academic Year (201__- 202__)

List the Program Learning Outcome(s) to be assessed (see PLO Review Calendar)

Program Learning Outcomes (PLO) to be assessed:

PLO sub-outcomes to be assessed:

Describe the student evidence (artifacts) to be collected for assessment and the collection method (Moodle Dropbox strongly preferred).

Term evidence will be collected: (If possible, it is best to assess in fall and complete analysis in spring; however, if you will need to create a new artifact to assess the outcome, a spring course may be best)

Fall, 201 __
Spring, 202__

Appendix D: Traditional Undergraduate - Annual Reports by Division

Bible, Religion, Ministry Division

<u>**Program Reviews**</u>
I. **Ministry Program Review**
   a. **Key Findings:**
      i. The Ministry program offers good preparation for a breadth of ministry vocations.
      ii. Strong alignment with institutional mission
      iii. Strong internship program
      iv. Declining enrolment
      v. Better articulation of Ministry's location in the field of Practical Theology.
      vi. Opportunities for better coherence within the program's course offerings
         1. Intro to Ministry course, leadership course, attention to sociological trends in ministry.
         2. Ensure bi-vocational opportunities for students via 'double major'.
   b. **Next Steps:**
      i. Dekker to redesign and propose course changes whereby: an Introduction to Ministry course is offered; leadership course becomes required; address sociological trends in ministry; better threaded attention to Practical Theology in all the courses. (**Summer and Fall 2018**)
      ii. Dekker to work with other CU units to address: A) how we are marketing the program; B) admitting students into the program; C) advising freshman regarding the value of a Ministry degree. (**Fall/spring 2018/19**)
      iii. Dekker to work with other CU programs to design clear double major pathways so that students can access bi-vocational opportunities. (**Fall 2018 and ongoing**)

II. **Biblical Studies Program Review**:   Preamble: Currently in the process of assessment. The initial report was submitted to UAC in the Spring of 2018 and further refinements and response is pending.
   a. **Key Findings:**
      i. Strong emphasis on the breadth of disciplines in this field (history, literary, cultural, religious, and hermeneutic concerns).
      ii. Strong interdependence with other majors (Intercultural, Ministry, and Core)
      iii. The degree's emphasis on scripture is the same value within the institution.
      iv. Strong academic credentials among faculty.
      v. Declining enrollment.
      vi. Low biblical literacy of students enrolling.
      vii. Difficult to attract diverse student body (both ethnic and denominational).
      viii. Need to collaborate with other divisions for vocational opportunities.
      ix. There is a need to foster relationships with alumni.

   b. **Next Steps:**
      i. Andy Smith has been designated to research and engage alumni (Spring 2018)
      ii. Roberts and Kim to reassess number of Student Learning Outcomes for redundancies and priorities. (Fall 2018)

  iii. Using Alumni data and field data; discern what kind of career paths a Bible Major supports beyond immediately moving to graduate work. (Fall 2018 and ongoing)

  iv. Roberts to pursue relationship with GRTS to create a shorter path through to MDiv and MA degrees. (Fall 2018-2019)

III. **Greek Program Review**: Currently in early stages of review
  a. **Key findings:**
   i. The Greek minor is part of a long history of valuing biblical languages at Cornerstone.
   ii. The Greek minor complements the New Testament course offerings in the Bible degree.
   iii. Very low enrolment in this minor.

  b. **Potential steps: (tentative to further discussion)**
   i. Various promotional strategies are needed.
   ii. Greater modeling/use of Greek in the New Testament courses.
   iii. Pursue opportunities to use online resources to teach and reinforce Greek.

IV. **Intercultural Program Review** will begin this summer and present in the fall 2018.

V. **Ancient Studies Program** is in the process of being closed. Marketing and advising are no longer supporting this degree. It is my understanding that the last students will finish this degree by either spring or fall of 2019.

Assessment of Student Learning

I. Summary of Assessment-Driven Changes Enacted During the Current Academic Year
  a. **Ministry and Biblical Studies Majors**: In 2017-2018 the Bible and Ministry programs underwent full program reviews.
  b. **Intercultural Studies Major**: This degree was scheduled to undergo full program review during the 2017-2018 academic year but was postponed to be reviewed in 2018-19.

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

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

  a. Dekker researched other institutions regarding scope and sequence of learning process in an intro to Ministry course. (Fall 2017)
  b. Dekker researched the various approaches to teaching Practical Theology at the undergraduate level and discerned a threaded approach rather than a single course will better serve students with diverse ministry ambitions.

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

I. The Ministry Capstone course has been surveyed each year for 3 yrs to understand: How well students personally feel prepared for ministry; If students see the cohesion of courses as preparation for ministry; if they have recognized the common professional tensions in ministry; if they have furthered their awareness of themselves, God, and their vocational direction. This will continue to fuel program development.

Division of Business

Program Review (if applicable)

    N/A (No Business Division programs were under program review in the 2017-18 academic year)

 Assessment of Student Learning

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

The Division of Business has multiple assessment initiatives in process. Preparations for external ACBSP accreditation require submission of detailed assessment of student learning, ideally spanning three separate data points. To meet this requirement, time-series data over multiple semesters/years is currently being gathered for core business classes including accounting and statistics. Pre- and post-testing is also being implemented in multiple courses as well. ETS field tests have been used to measure outcomes in the past; all seniors in the 2018 capstone course were required to take this comprehensive benchmark test to continue collecting this measurement data.

For the 2017-18 college-wide assessment schedule, all 11 active Business Division program majors were grouped in the "applied knowledge and collaborative learning" area. Faculty decided as a group to assess internship outcomes from the different majors, to determine if students are achieving expected results in these opportunities and whether calibration is needed. Ultimately, some programs did not elect to assess the internship course, for various reasons. However, all programs submitted an assessment project measuring applied knowledge/collaborative learning.

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

a. *Accounting*
Assessment Project & Results
Professor Chris Loiselle conducted the Accounting assessment project, using artifacts gathered in ACC 380 (the Accounting Internship course).

The students were asked to complete a final self-reflection paper describing their internship experience and providing the student the opportunity to directly connect the experience to the expected learning outcome. 4 self-reflection papers were reviewed and evaluated based on the expected outcomes. Chris noted that each experience met one of the sub-outcomes; therefore, he evaluated each based on the appropriate outcome. (See the associated Accounting rubric for the respective outcomes.)
For sub-outcome 1, the evaluation of the students' reflective papers revealed an average score of '3' or 'Partially Meets Expectations', with one at a '4', one at a '3' and one at a '2'. This was not the outcome expected or desired.

For sub-outcome 3, the evaluation of the student's reflective papers revealed an average score of '4' or 'Meets Expectations'. This was the outcome expected.

Next Steps/Suggested Changes

Further evaluation should be made by looking at the entirety of the results of this Assessment Project (i.e. – other majors in the same assessment). Examining the results of the other assessments may indicate additional changes needed. Since the structure of the internship process is that Career and Life Calling approve all internships prior to their entry, it is recommended that the sub-outcomes developed in all of the assessments in this Assessment Project – across majors – be shared with the decision makers in Career and Life Calling so that they can ensure that, prior to approval, every internship meets the sub-outcome expectations ahead of time.

The internship faculty member will share the complete set of sub-outcomes developed by all faculty with Career and Life Calling, and will also incorporate them into the assignment evaluated, so the students can respond and evaluate themselves.

b. *Business Administration*

Assessment Project & Results

Professor Brad Stamm conducted the Business Administration assessment project, using artifacts from the BUS 380 (BA internship) course.

As part of their internship, students write a reflection paper. That paper was assessed in light of the outcome rubric.

Next Steps/Suggested Changes

The rubric needs to be simplified whereas now the expectations are too broad to be measured and too lofty. The assignment does not match the expectations of the rubric. The career office and the division of business liaison needs to ensure that a quality internship is secured and that the student is able to meet the minimum expected goals.

Make the students aware of the measurements used prior to and during their internship to ensure that they understand how they will be evaluated. Also, both the Career Office and the Division of Business liaison to the Career office need to understand the rubric being used.

c. *Computer Information Systems*

Assessment Project & Results

Professor Victoria Fleenor evaluated the internship reflection papers for students completing a Computer Information Systems internship in the fall and spring semesters (CIS 380).

In this assignment, students describe the internship experience and connect their demonstrated learning to the expected learning outcome. Two self-reflection papers were assessed and both papers received a four – Meets Expectations – bordering on five – Exceeds Expectations - on the rubric.

Next Steps/Suggested Changes

Recommended changes include communication of clear sub-outcomes for internships for each business major to both the decision makers in Career and Life Calling and to students searching for internship experiences. This will help guide the selection and approval process so that the experience fits the desired outcomes. Students should also know that they will be asked to provide evidence of meeting this sub-outcome by the end of the semester, allowing them to prepare appropriately from the start of the semester.

Other recommended items for consideration include: asking the site supervisor to rate the student's performance in their selected measurable outcome, possible involvement of the faculty subject matter expert in the internship process somehow, and understanding of two-way communication to share feedback with the site supervisor (to help future interns). Inclusion of bootstrapped mobile app development will occur in the CIS331 or 332 course; work to broaden IT/infrastructure offerings is underway. (In addition, a proposal to broaden/deepen technical offerings is in process via a Computer Science program.)

These items will be discussed and possibly implemented by Business Division faculty and internship coordinating staff in the 2018-19 school year (except the networking coursework—date TBD).

d. _Economics_
Assessment Project & Results
Brad Stamm evaluated the internship reflection papers for students completing an Economics internship in the SP18 semester (course ECN 380).

The papers were assessed against the outcome rubric for Economics internships. The papers demonstrated a level 3 applied knowledge of economics that was expected as outlined in the rubric.

Next Steps/Suggested Changes
Make the students aware of the measurements used prior to and during their internship to ensure that they understand how they will be evaluated. Also, both the Career Office and the Division of Business liaison to the Career office need to understand the rubric being used.

e. _Finance_
Assessment Project & Results
Professor Brad Stamm conducted the Finance assessment review, using artifacts from the FIN 380 (Finance Internship) course. He concluded that the students' work (2 students) demonstrated 'partial' knowledge of finance that was expected. The overall rating was a 2. Both student reflection papers did not meet fully the expectations.

Next Steps/Suggested Changes
Make the students aware of the measurements used prior to and during their internship to ensure that they understand how they will be evaluated. Also, both the Career Office and the Division of Business liaison to the Career office need to understand the rubric being used.

f. _International Business_
Assessment Project & Results
Professor Chris Loiselle conducted the International Business assessment review, using artifacts from the BUS 380 (International Business Internship) course. The students are to complete a final self-reflection paper which fully describes the internship experience and provides the student the opportunity to directly connect the experience to the expected learning outcome.

The 2 self-reflection papers were reviewed and evaluated based on the expected outcomes. Each experience met one of the sub-outcomes; therefore, each was evaluated based on the appropriate outcome. Evaluation of the students' reflective papers revealed that an expectation of 'Meets Expectations' or 4, did in fact match the actual scores noted on the rubrics. This translates to a 100% match with expected standards in applying knowledge for this major and experience.

Next Steps/Suggested Changes
Although the results of this evaluation were positive, further evaluation should be made by looking at the entirety of the results of this Assessment Project (i.e. – other majors in the same assessment). Examining the results of the other assessments may indicate additional changes needed. Since the structure of the internship process is that Career and Life Calling approve all internships prior to their entry, it is recommended that the sub-outcomes developed in all of the assessments in this Assessment Project – across majors – be shared with the decision makers in Career and Life Calling so that they can ensure that, prior to approval, every internship meets the sub-outcome expectations ahead of time.

The internship faculty member will share the complete set of sub-outcomes developed by all faculty with Career and Life Calling, and will also incorporate them into the assignment evaluated, so the students can respond and evaluate themselves.

g. *Management*
Assessment Project & Results
Rachel Hammond evaluated the Spring 2018 final self-reflection internship papers completed by Management majors in MGT 380. In this assignment, students describe the internship experience and connect their learning to the expected learning outcome. Two self-reflection papers were assessed and both papers received a four – Meets Expectations – on the rubric. This exceeded the expectation of meeting a 3-4 score, but when considering that both students are seniors, a four was not surprising.

Next Steps/Suggested Changes
Recommended changes include communication of clear sub-outcomes for internships for each business major to both the decision makers in Career and Life Calling and to students searching for internship experiences. This will help guide the selection and approval process so that the experience fits the desired outcomes. Students should also know that they will be asked to provide evidence of meeting this sub-outcome by the end of the semester, and should plan appropriately from the start of the semester.

During the 2017-2018 school year, a pre/post test of a section of Principles of Management was incorporated to collect data for the ACBSP process. In addition, as a result of the assessment project, stronger deliverables for the Management internships were proposed. Moving forward, significant changes are anticipated for the Strategic Management capstone course, including an addition of a final research project, a simulation that touches both quantitative and qualitative business degrees, and more attention to bringing the disciplines together.

h. *Marketing*
Assessment Project & Results

Professor Terry Huber conducted the assessment project for Marketing, using artifacts from MKT 251 – Principles of Marketing.
In the MKT 251 Principles of Marketing class, each student was expected to demonstrate successful participation in a class project by application of knowledge, skills and learnings from the class in a group setting. Students would play a role in group's success by completing assigned role within the group.

In this project, students were expected to deliver individual and team performance consistent with the assigned goals of the project. Performance was measured against prescribed criteria established as a Rubric for each element of the project. Results are measured as follows:

- Mean average team scores for group presentations averaged 89.6 points vs. a goal of 100. (90%)
- Mean average team scores for group papers averaged 86.8 points vs a goal of 100 (87%)
- Mean average of individual team member contributions (peer rated) averaged 69.3 points vs a goal of 75 (92%)

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

Next Steps/Suggested Changes
Although the results of both the individual and group performance were positive, the overall performance could be enhanced by the inclusion of the following :

➢ Provide a " model " (from a recent project) of a Marketing Plan that is similar to the assignment (sub-outcome) so the students can visualize the format / application of the desired outcome that includes marketing principles and policies.
➢ Include additional in-class activities that demonstrate good teamwork in action. Include skill building activities, role-play, and roles and responsibilities methodology.

This will be accomplished by revising the MKT 251 syllabus / class agendas to include the above two elements to ensure students are aware and comfortable with the context of the assigned tasks – both individual and group. Implementation will occur with the Fall 2018 MKT 251 class.

i. *Non-Profit Administration*
    Assessment Project & Results
    Assessment of the Nonprofit Administration Applied Knowledge component was conducted by April VanPutten, faculty program leader. Artifacts were collected from MGT 341: 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 1-5 throughout the semester, with the opportunity to make corrections. The final project and presentation consisted of additional information about the organization, fundraising project and final reflection.

Based on the assessment rubric for this artifact, I would rate eight of the students as a four – meets expectations, and three at a level three – almost meets expectations. This produces an average score of 3.73, slightly under the expected outcome of 4. Students receiving a 3 on the assessment outcome may have an understanding of the fundamentals of fundraising and just did not clearly communicate this information in their final paper.

Note: *No students were enrolled in a Non-Profit Administration internship during the assessment period, thus a separate assessment project was conducted.*

Next Steps/Suggested Changes
Going forward, a mock paper will be provided that students can reference as an example. Also, this year's students were not instructed to specifically fundraise for an organization, but to at least work with an organization to better understand the process. In order for students to be able to completely and independently apply what they have learned to a real-world situation, it is imperative that they be involved in actively participating in a fundraising campaign or event. This will require some research on behalf of the professor to identify organizations that are willing to allow students to participate in fundraising, or a more in-depth assignment at the start of the semester for the student to not only identify the organization they would like to work with, but also provide the contact name at that organization and a description of the type of fundraiser they will be working on.

j. *Sports Management*
Assessment Project & Results
Victoria Fleenor evaluated the 2017-2018 final self-reflection internship papers completed by Sports Management majors (MGT 380).

In this assignment, students describe the internship experience and connect their demonstrated learning to the expected learning outcome. Five of the eight self-reflection papers were assessed with four papers receiving a "4" (meets expectations), and one receiving a "3" (almost meets expectation) - on the rubric, for an overall "3.8" rating in the program. Students overcame deficiencies in some consistent areas to achieve independent success.

Next Steps/Suggested Changes
Recommended changes include communication of clear sub-outcomes for internships for each sports management major to both the decision makers in Career and Life Calling and to students searching for internship experiences. This will help guide the selection and approval process so that the experience fits the desired outcomes. Students should also know that they will be asked to provide evidence of meeting this sub-outcome by the end of the semester, allowing them to prepare appropriately from the start of the semester.

Other recommended items for consideration include: asking the site supervisor to rate the student's performance in their selected measurable outcome, discussion about whether to continue allowing CU Athletics internships in their current form, and including additional support for students in social media, video/video editing, and basic graphic design. We also need to find ways to support international students with technology and transportation if needed. These items will be discussed and possibly implemented by Business Division faculty and internship coordinating staff in the 2018-19 school year.

Note: Of less importance is the confusion in the internship course numbering scheme. While some programs have individual course internship designation (ECN 380, CIS 380, ACC 380), BUS 380 and MGT 380 cover multiple programs. Consideration may need to be given to dividing these out for easier and more accurate analysis.

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

Division of Business faculty determined collaboratively to evaluate internship outcomes as their 2017-18 applied knowledge and collaborative learning assessment area requirement. Having begun a wholesale rework of program assessment outcomes (PLOs) in the 2016-17 academic year, Business Division faculty worked on detailing sub-outcome expectations in program-specific rubrics during the 2017-18 year. These more detailed rubrics were implemented for the students completing internships in the FA17-SP18 semesters.

After the first semester, several internship reflection papers were reviewed to determine if the specified outcomes prompted sufficient student feedback to assess those outcomes. In some cases, it was determined that they were insufficient. Part of this may have been due to their late addition to the internship requirements (after students in FA17 internships were already placed, for instance). Adjustments were made to some outcomes to ensure more detailed student responses needed for assessment. Individual program assessor feedback indicates other possible changes/adjustments needed for the current internship model.

Since the structure of the internship process is that Career and Life Calling approve all internships prior to their entry, the internship coordinator recommends that sub-outcomes developed in all of the assessments in this Assessment Project – across majors – be shared with the decision makers in Career and Life Calling so that they can ensure that, prior to approval, every internship meets the sub-outcome expectations ahead of time. The sub-outcomes should also be incorporated into the reflective paper for students to respond to directly.

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

Rachel Hammond attended the ACBSP conference in June 2018 along with Jeff Savage (PGS). Details related to assessment of student learning for accreditation purposes were included in this conference.

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

Division of Communication and Media

Program Review/Chair Reviews (if applicable)
No program reviews were conducted within the division of Communication and Media this academic year.

Assessment of Student Learning

I. **Summary of Assessment-Driven Changes Enacted During the Current Academic** Year
Based on program reviews conducted during the 2016-17 academic year, the following three programs were discontinued and removed from the 2017-18 catalog:
   - Journalism
   - Photography
   - Public Relations

A "teach-out" plan was enacted for students remaining in those programs. It will continue through Fall, 2018.

II. **Description of Assessment Projects Completed during the Current Academic Year**
   a. Program(s): Communication, Strategic Communication, & Broadcast Communication
      i. Assessment Team: Desiree Duff and Jeremy Osborn
      ii. Course: COM 315 Communication Theory

For 2017-2018, one of the specialized knowledge sub-outcomes was assessed for the Communication, Strategic Communication, and Broadcast Communication programs. The specific sub-outcome was *"Explains major theories and concepts of the Communication discipline, including, but not limited to, those in the areas of, persuasion, interpersonal communication, group communication, organizational communication, intercultural communication, and mediated communication."* This sub-outcome was assessed using final papers from COM 315: Communication Theory. This artifact was chosen because it is from a junior/senior-level course that is required in all three programs.

A total of 18 artifacts were evaluated by a team comprised of Desiree Duff and Jeremy Osborn. The 18 papers reflected eight Communication students, five Strategic Communication students, two Broadcast Communication students, two Teacher Education students, and one IDS student. On a five-point rubric, the mean rating across all 18 papers was 3.28. Ratings among the non-Communication majors (mean=2.67) and the Broadcast Communication majors (mean=2) were lower on average than ratings for Communication majors (mean=3.63) and Strategic Communication majors (mean=3.60). For the future, more detailed expectations will be provided with the assignment to help students understand what it looks like to demonstrate competency in the key outcome areas and we will communicate to students in other programs that require communication courses the importance of taking courses in the proper sequence (so foundational theoretical knowledge is developed prior to students enrolling in the Communication Theory course.)

   b. Program: Film/Video Production
      i. Assessment Team: Brad Porter
      ii. Course: MDA-342 Advanced Production II

For 2017-2018, one of the specialized knowledge sub-outcomes was assessed for the Film/Video Production program. The specific sub-outcome states the following: *Evidence knowledge of a*

specialized technical craft relevant to a single, specific discipline with the practice of film and video production. This sub-outcome was assessed using Pre-Production Development & "Greenlight" Submission documents

A total of 12 artifacts were evaluated by Brad Porter. On a five-point rubric, the mean rating across all 12 papers was 3.083. Based on these findings, students in the Film and Video Production program are successfully achieving the learning sub-outcome. The strengths of the curriculum are evident in students' submissions; however, a few areas of improvement were identified. In the future, students will engage in similar coursework earlier in their program, successful submissions will be archived as models for future students, and additional templates will be generated to assist future students in fulfilling the learning outcome to a more professional standard.

III. **Summary of Modifications Made to Assessment Systems During the Current Academic Year** (if applicable)
The TUG assessment schedule for program review and specific program learning outcome assessment was adopted by the division.

Division of Humanities

Program Review (if applicable)

I. **Spanish Major and Minor**
    a. Key findings:
        The key takeaway is that there is a lot of potential for growth. The field is growing and job prospects are strong. We have very few students who, at the moment, consider Spanish as a major when they are applying to CU. We need to remove barriers and increase the pool of prospective students taking Spanish courses and considering the Spanish major and minor. Based on the success of our LIN 100 Language in Culture courses, that focus on language proficiency and cultural competency, we would like to redesign our program based on that focus. We have the opportunity to design a program that is innovative and creative. Our initial ideas were presented at a conference on innovation and creativity in foreign language education (October 5-7, 2017 at Hope College) and our ideas were well received and we received helpful feedback from institutions who have already made similar changes to their curriculum (e.g., Simpson College).

    b. Next Steps *(i.e. recommended next steps/efficiencies, changes to curriculum, etc.):*
        Revision of the Spanish major and minor to increase flexibility by limiting the sequencing of courses and streamlining the program for efficiency. This revision also aligns the program with Humanities division focus on vocational preparedness with required internship. The proposal for curricular change was approved in UAC on February 8, 2018 and the changes made in the 2018-2019 Academic Catalog.

 Assessment of Student Learning

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

    Based on the Spanish program review, extensive revisions were proposed by the Humanities Division and approved by UAC for implementation in Fall 2018.

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

    1) Creative Writing Major (Cynthia Beach; ENG 320 Advanced Writing Workshop)

    Cynthia Beach evaluated projects in her ENG 320 Advanced Novel Workshop during the Fall 2017 semester. Due to her sabbatical leave for the Spring 2018 semester she was granted an extension on completing the Assessment Report until August 2018 (per correspondence between Cynthia Beach and Emily Gratson, May 2018).

    2) History Major (Erik Benson; HIS 222 US History II)

The results were remarkably good. Per the expectations stated in the Curricular Map, students were expected to demonstrate the key skills of effective research, critical thinking, and effective communication. To meet the expectations outlined in the Applied Knowledge document (minimum level four), students' papers would generally reflect at least a B- in the grading categories on the paper.

The samples referenced above are fairly representative of the class performance. Setting a B- as the target performance, all of the students met or exceeded that. In terms of sources, only one of the samples fell short of a B-, and that just barely. In all, the students attained the learning outcomes, exceeding expectations.

Both the faculty and librarian were very pleased with the results. The students developed good topics, engaged in generally sound research, and produced good papers. We agree that these are great improvements on past research projects that have been observed. Students seem much more satisfied by the process.

This owes much to the development process through the assignment. The required tutorial exposes students early to principles of good research, but also specifically applicable work (e.g. good sources for their specific projects). The proposal reinforces this, with both the instructor and librarian grading it, but also providing feedback. When the students turn in their papers, they have been set up to produce a good outcome, both in sources and content.

There is a need to close the loop on some technical matters. Students get good sources, but do not always use them properly or consistently. For many, this is far more rigorous than what they have been accustomed. There is a tutorial offered, but this needs to be reinforced.

Also, the faculty and librarian need to be in sync on use of specific sources (e.g. quick references) and scoring.

3) Linguistics Major (Michael Pasquale; LIN 225 Introduction to Linguistics):

Led by faculty program leader Dr. Michael Pasquale, the B.A. in Linguistics assessed the Applied Knowledge and Collaborative Learning PLO during the 2017-2018 academic year. The sub-outcome assessed 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 final Linguistic Analysis report in LIN 225 Introduction to Linguistics. Since this is the entry-level course to the program, the expected outcome was a 2, that is that students would partially meet expectations for the program-level outcome. The results were that 25% of students (5/20) exceeded that expectation by scoring a 3. 65% of students (13/20) were at the expected level of 2. 10% of students (2/20) did not meet expectations. Overall, the average score on the assignment was 2.15.

This was the first time this assignment was given within the revised Linguistics major curriculum. This will also give us a basis to plan and organize the LIN 461 Linguistic Analysis course which will serve as the final evaluation of the sub-outcome. Overall, the results met expectations and demonstrated the strength of the LIN 225 curriculum in terms of linguistic analysis. However, the assignment itself was a bit too open-ended for students and a more focused assignment for the next course will be constructed and implemented in Fall 2018. This will lead students to consider several of the same data sets instead of having students have to find and evaluate their own data.

4) Literature Major (Jason Stevens; ENG 342 Romantic and Victorian Literature)

Dr. Jason Stevens evaluated the co-constructed (i.e. students designing their own midterm essay exam in light of my guidance and the course objectives) Romanticism midterm assessed Applied Knowledge and Collaborative Learning during the 2017-2018 academic year. Sub-outcomes assessed were "Contextualize literary works according to its historical era" and "Analyze formal textual elements according to the genre." The assessment project was to evaluate the midterm exam on Romanticism. Since this was an upper-level course, the expected outcome was a 4, that is students would meet expectations for the program-level outcome. The results were that The mean score (out of 100%) for the course was an 85.8. Three midterms (, 92,95,96) demonstrated student ability to exceed the expectation of a 4. These were evaluated as a 5. These students demonstrated an ability to attend closely to and deftly handle the formal and contextual elements of the poems in question. Six of the midterms meet expectations and received a 4. These midterms demonstrated the ability to recognize and think with significant formal elements of poem and recognizes the gist of thematic function of formal elements of the poem. Student is able to make *sufficient* connections between text and historical context. Three of the midterms received a 3. These students struggled to adequately handle formal elements of the text, and their answers evinced insufficient attention to the *actual language* of the texts and conducted abstract discussion based on the gist of formal elements and the gist of the historical context. Connections between text and context are apparent yet elementary.

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

5) Philosophy Major (Matt Bonzo; PHI 211 Philosophy in Culture)

PHI 211 introduces student to the key concepts of worldview, vocation, and virtue and show the connection between. This assessment project looked at students' basic familiarity with these concepts before and after these concepts were taught in class. As expected, students were not familiar with the terms (average below passing) before lectures and reading. Student were much more familiar with the terms after being presented in class (average was well above passing). Upon review, there did seem to be a lack of questions specifically about virtue. These questions will be written and added to the exams in the Fall '18 as well as shared with other professors who teach this course.

6) Professional Writing Major (Michael VanDyke; ENG 320 Dramatic Writing)

This assessment project highlighted the difficulty students had in identifying complex elements in a dramatic text. I, as an instructor teaching this particular course for the first time, seemed to have over-estimated the students' analytical abilities and prior knowledge. The students didn't seem to like the text I chose, and therefore they did not read it anywhere near as closely as they needed to (if at all). Their motivation for reading the text was that they would need to include these elements in their final playwriting project. I should have furnished further motivation in the form of quizzes or shorter assignments. I will also be switching to more accessible text such as John Truby's *The Anatomy of Story*.

The assignment I chose to evaluate was probably too broad in its requirements. I provided a list of about fifteen dramatic elements that the students might discuss in their 3-4 page analysis. For at least two-thirds of the class, they took this as permission to focus on the elements that were easier to identify, to the exclusion of those that were more difficult, but more important, to understand. This was definitely a weakness in the assignment prompt. The students also need more explicit instruction in basic craft elements, even though they were supposed to have some awareness of these due to the prerequisites for the course.

7) Publishing Major (Tim Beals & Michael Pasquale; ENG 327 Intro to Publishing)

The B.A. in Publishing assessed the Applied Knowledge and Collaborative Learning PLO during the 2017-2018 academic year. The sub-outcome assessed was to "Describe the publishing process end-to-end and how it mirrors other industries."

The assessment project was to evaluate the final project in ENG 327 Introduction to Publishing.

Introduction to Publishing is designed as an overview course, intended to acquaint interested students with the people, roles, vocabulary, and processes involved in book publishing. It is an essential foundation for further study, but it is not the only course or exposure our graduates would require to be fully prepared for their next step. Courses in editing, writing, and business would help round out their preparation—along with relevant independent studies and internships.

The class was completely successful at achieving the first part of the sub-outcome, with students' being able to "describe the publishing process end-to-end." Through thorough class discussions, presentations by two in-class industry professional, three onsite field trips, and the opportunity to experience the end-to-end publishing process through the hands-on creation of their own book, students' knowledge was established and reinforced in a variety of ways. Understanding "how it how it mirrors other industries" was less successful.

8) **HUM 311 Imagination in Culture (Core Curriculum Course), Michael Stevens**

I've used the Response Essay analyzing pieces of art as a staple for HUM 311 ever since the course was pioneered, but I've not always been happy with the results, especially in terms of depths of analysis and the push towards interpretation. Having gone over these assignments for this report, I now see that the students lack a model that shows the four points of Analytical Inquiry in action, specifically in the context of aesthetic analysis.

I will thus be calling out the Analytical Inquiry sub-points in the initial prompts for the Response Essays, and going over a model essay that I've created, in order to illustrate the best possible

progression towards full analysis. In J-Term, I will spend time in the very first class day on these points of discussion, and in the semester, I will do this within the first week of class—hence, we will have a point of reference for analytic work from the very start. I will also use the model essay as a way to point out any issues that arise in Response Essay #1, so that by the time students do Response Essay #2, they will have substantial familiarity.

III.   Summary of Modifications Made to Assessment Systems During the Current Academic
N/A

IV.   Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)
Michael Pasquale attended sessions on assessment at the International TESOL convention in Chicago, IL in March 2018.

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

N/A

Division of Kinesiology, Science, Engineering, and Math

Program Reviews
   I.   Pre-Professional Programs (Pre-Dental; Pre-Medical; Pre-Pharmacy; Pre-Veterinary)
       a.   Key Findings
            These pre-professional programs are mature programs that have responded well to changes in the marketplace (graduate education) and to internal changes in CU's academic strategy (e.g., reducing number of programs through consolidation, then expanding back to individual programs). These programs also have a history of helping students with slightly above-average high school preparation realize their dreams of succeeding in medical, physician assistant, dental, or veterinary graduate school. Our collegiality (student-student and faculty-student), curriculum, and strong faculty mentoring provide students with the academic skills and knowledge to perform well on the MCAT, DAT, and PCAT. Our strong divisional commitment to Christ as the Creator and Sustainer of our universe also provides an environment in which our students deepen their awe and love of God, and grow to be virtuous healthcare professionals who are and will impact our world for Christ.
       b.   Next Steps: Proposed Changes in KSEM's pre-professional program operations:
               i.   In consultation with the Center for Career & Life Calling develop plans to help students who decide that they are not able to successfully complete a pre-professional program. ("off-ramps")
              ii.   Offer a Pre-PA program that (depending on the particular graduate program chosen) would require less demanding coursework at the undergraduate level. Limit number of required courses and offer many electives that students could choose based on their desired graduate program requirements. [DONE]
             iii.   Investigate and create "FAQ Documents" featuring nearby training programs in: Veterinary Technology; Pharmacy Technology; Nursing Technology; Dental Hygiene; Medical Scribing; and Certified Nursing Assistant. Place these documents on our division CU Portal Page. [FALL, 2018]
              iv.   Ensure that academic advisors are well-versed in the four exercise science programs offered at CU. Any of these four programs would have a large course overlap with the pre-professional programs for the first two years. Advisors are also well aware of the resources offered through the Center for Career & Life Calling. [FALL, 2018]
               v.   Work with Admissions to add a section on the major-specific marketing pieces. This section could be titled: "What Can I Expect and How Can I Prepare Now?". This section would join the "Distinctives" and "Where Are They Now?" sections on the back of these brochures. This text can also be appropriately incorporated into the KSEM web pages on the CU main website.

                    The text in this section would emphasize the primacy of mathematics competency (not statistics alone), while not discouraging high school laboratory courses in chemistry, physiology, biology, and anatomy. Advanced Placement courses in math would be encouraged, and concerns about AP courses in the basic sciences would be explained. [SUMMER, 2018 – in preparation for Fall, 2018]
              vi.   Work with the Registrar's Office and the CSS to develop a way to notify academic advisors of students in our pre-professional majors should they

earn/be earning at mid-term a grade of less than a B- in the following critical courses: [INITIATE PROCESS – SUMMER, 2018]

MAT-121(College Algebra)/131(Calculus I);   BIO-351(Genetics)
BIO-151(General Bio);   CHM-121/122(General Chemistry I & II)
BIO-241(Anatomy & Physiology I);   CHM-230/232(Organic Chemistry I & II)

> When such a notification is given, the student's academic advisor works with the course professor and the CSS to strongly encourage the student to seek CSS tutoring as well as extra time with the professor during office hours.

    vii.   Develop a checklist of non-curricular activities that pre-professional students should complete as they prepare for graduation school. For example: job shadowing and networking with professionals in your desired field; research into options for graduate school and what are entry requirements.   Seek alumni wisdom – "What would you have changed about your TUG years that you believe would have better prepared you for graduate school?" [INITIATE FALL, 2018]

II.   PE-K-12 Secondary Education

    a.   Key Findings

The CU PE program is a long-standing contributor to our impact in the K-12 education arena – especially in West Michigan. Our graduates have a good reputation in the schools they are serving – both as physical education teachers as well as coaches. Sherry Williams and Laurie Burgess have worked very well this year to keep this program going. Matt Wallace (Teacher Education Certification Office) is taking over academic advising for the PE majors. However, the loss of a full-time faculty 'champion' for this program poses a serious threat to the future viability of this program. This is especially troublesome in light of new Michigan Department of Education (MDE) standards for K-12 physical education programs. Coupled with the historically small cadre of students choosing this major and the recent declines in entrants to this major, it seems that we should critically examine this program in the next academic year after more information about MDE program changes is understood.

    b. Next Steps:

        i.   Consult with friends in the PE and Teacher Education departments in Calvin this summer and work together to consider the changes needed to comply with new Michigan Department of Education standards for this program. This includes needed curriculum changes, course content changes, but more importantly (and difficult) needed instructor qualification changes. Reconsider the viability of this program during the fall, 2018, semester.

        ii.   Implement CU's annual assessment process with these programs. This would start with development of basic PLO's for this program.

        iii.   Improve relationships with alumni and ask them to be more involved with current students in this program – sharing their stories; helping keep students in all years of the program accountable for both academic and non-academic activities that will make successful entrance into the work force more likely;

        iv.   Find and equip an alumnus, coach, or faculty member from the Kinesiology Department to work with the admissions department to increase recruiting efforts for this program.

        v.   Develop procedures to acquire accurate, empirical data about employment of our PE graduates.

Assessment of Student Learning

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

       a.   In response to student evaluations, MAT-110: College Mathematics (a Core Curriculum course) was rewritten by Bob Hoffman to move away from asking students to complete most of their homework and course exams online to a more traditional math course with homework submitted on paper and exams taken on paper. The number of content topics was reduced by 15% to enhance student competency with respect to the remaining topics.

       b.   In response to the need surfaced during the program review of the pre-professional programs, a pre-physician assistant program was developed. The program curriculum was based on entrance requirements for the five Michigan PA programs as well as the program offered by Duke University (one of the outstanding programs in the country). Student interest in such a program had been obvious for several years, and this program is planned to provide a much needed option to students who had originally planned to enter PA school or who decided after some work in the pre-med program, that they would be better suited for a PA program.

II.   Description of Assessment Projects Completed during the Current Academic Year

       a.   Exercise Science (Pre-PT, Pre-OT, Cardiac Rehab, Exercise Science only)
          Assessed by: Sherry Williams and Kim Zainea.
          Course From Which Artifacts Were Taken: KIN 346 Practical Exams for Heart Rate & Blood Pressure, Submaximal Bike Testing (Cardiorespiratory Fitness), & Skinfolds (Body Composition)

          Executive Summary:
          For the purpose of this project, the Exercise Science Majors were broken into 5 categories. These categories are: 1) All Exercise Science Majors, 2) Exercise Science – General, 3) Exercise Science – Pre-PT, 4) Exercise Science – Pre-OT, and 5) Exercise Science – Cardiac Rehab.

          Overall, the Exercise Science Majors are performing at the "meets expectations" level when it comes to the field skills assessments. When breaking the majors into their respective categories, there are some deviations as described below. Keep in mind that when splitting our majors into their respective categories, some categories have only 2 or 3 students each, creating the need to exercise caution when making assumptions about the data.
          In reference to the HR & BP lab assignment, all categories performed at the "meets expectations" level with very little variance within each category. In reference to the Body Composition lab assignment, all but one category performed at the "meets expectations" level or higher with very little variance within each category. In reference to the Cardiorespiratory fitness lab assignment, most categories performed at the "meets expectations" level or higher with very little variance within each category with the exception of the ES Pre-OT. There was significant variance within this category (ES

Pre-OT), but only 2 students were assessed. One had a perfect score and one failed the assignment.

In the future, we would like to revise the rubric to leave room for those who go beyond mastering the basic skills to have the opportunity to be awarded a score above 100%. For example the rubric would include characteristics such as professionalism and other relational skills that are vital to working with the public in the field of health science.

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

Assessed by: Rob Keys
Course From Which Artifacts Were Taken: SCI-400: Capstone Seminar: Integrated Science. Lesson & Teaching Assignment

Executive Summary:
Students in the Integrated Comprehensive Major for Secondary Education were assessed on their ability to both plan and execute science lesson materials related to the Next Generation Science Standards as a part of the SCI-400 Integrated Science Capstone course taught by Dr. Rob Keys in the Spring of 2018. Of the 9 students in the course, 5 were a part of this major, the remainder were students in the Elementary Integrated Science minor program (a part of the triple minor in Elementary Education).

Of the two sub-outcomes assessed in this project, <u>both Secondary and Elementary</u> students showed an accepted level of proficiency in both the planning and execution of science lesson plans using an inquiry-based approach to lesson writing and teaching. However, within the breakdown categories for the execution of the lesson, secondary education students showed a minor weakness in their ability to create meaningful assessments within the teaching environment and elementary education students showed a minor weakness in their ability to ask meaningful questions during the inquiry phase of the lesson.

Both of these issues will be strengthened in the current course (SCI-400) for the Spring 2019 semester and in the complementary course (SCI-465/EDU-450) in the Fall 2018 semester by developing focused lessons with more modelling of the expected outcome.

c. BA Mathematics
Assessed by: Stephen Devereaux
Course From Which Artifacts Were Taken: MAT-341: Modern Algebra: Final Exam

Executive Summary:
Faculty leader was Stephen Devereaux. Artifacts were collected from Fall and Spring courses in Modern Algebra. Twenty-seven questions from the final exam were inspected for the sub-outcomes of understanding definitions, concepts, and structure. These questions were assessed according to the included rubric. Students scored over 4 in definitions and between 3 and 4 in concepts and structures, as expected. While the findings suggest that students understand these mathematical ideas very well, the next step is changing some curriculum to include in the process of describing mathematical concepts in their own homework. Students will describe mathematical concepts in their own words in more areas and topics beginning this fall.

d. BS Environmental Biology (Naturalist, Wildlife, Water Resources, General)
Assessed by: Rob Keys
Course From Which Artifacts Were Taken: ECO-342: Field Biology: Final Project – Management Plan using ArcGIS Story Map.

Executive Summary:
Overall, Environmental Biology students mainly met the expectations for the Applied Knowledge outcome. Students showed a strong use of skills to collect and analyze data and turn this into usable formats that could be displayed during presentations. Areas of weakness in the program were mainly related to creating connections between data with similar technical names and making connections in use of the GIS software applications used throughout the course. Changes will focus on creating a more standard terminology base across courses and creating a more model-based pedagogical model for introducing students to GIS applications in future iterations of this course.

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

None

VIII. Summary of Professional Development Opportunities Related to the Work of Assessment
a. Our KSEM faculty participated in assessment training at both the August, 2017, and May, 2018, Faculty Work Days.

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

Division of Music

Program Reviews
No programs from the Music Division underwent program review this academic year.

Assessment of Student Learning

I. Summary of Assessment-Driven Changes Enacted During the Current Academic Year
Based upon last year's chair review of the music education program, a list of tasks was identified:
   - o Program integrity: task the incoming director to ensure there is program integrity/continuity throughout the music education curriculum; explore greater synergy with the teacher education course content
   - o Technology: improve and update classroom technology
   - o Enrollment: assess and develop a recruitment strategy with specific goals for student enrollment
   - o Explore an effective strategy to develop a combined vocal/instrumental track that is attainable within a reasonable timeframe.

   The new director of music education was able to effectively tackle two of these areas during the 2017-18 academic year.
   Program Integrity: She established a solid working relationship with the Teacher Education division and began review of their course content. She implemented appropriate terminology and content into the Middle and High School Music Methods course.
   Enrollment: She aggressively restored and established solid working relationships with area schools, conducted clinics and judged instrumental competitions.

   Aside from the internal required assessment projects, the music division responded to the NASM Commission's Action Report, Summer 2017. Direct changes were made in the following areas:
   Symphonic Winds: *populate group sufficiently with* <u>student</u> *participants. Avoid use of faculty substitutes to complete sections of the band. Develop appropriate college level repertoire for the group.*
   Health and Safety: *Create a division policy for elements of music health and safety including hearing loss, musculoskeletal and vocal health. A new Health and Safety curriculum unit was introduced in MUS-099 Performance lab to address these issues.*
   Performance: *a solo performance competition was launched in the spring semester to encourage practice and performance improvement. Competition winners were featured in final concert presentations and the Celebration of Scholarship day.*

II. Description of Assessment Projects Completed during the Current Academic Year (refer to "Executive Summary" sections on Assessment Project Templates). The areas of specialized knowledge and their sub-outcomes were selected based upon the NASM Commission Action Report Summer 2017 as areas for concern or improvement.
   - a. *B.A. – Music; Dr. Kent Walters; Specialized Knowledge Outcome: BA Music students will demonstrate a broad knowledge of musical form, function and performance; Sub-Outcome:* <u>*Rudimentary capacity for Composition & Improvisation*</u>

      New assessment rubric developed and submitted

b. *B.A. – Music: Worship Arts; Dr. Desmond Ikegwuonu; Specialized Knowledge Outcome: Students will possess instrumental/vocal competency and leadership skill to perform individually and lead others in a worship context; Sub-Outcome: <u>Acquire technical skills requisite for artistic expression</u>*

   Language for assessment rubric (column 4) submitted

c. *B.Mus. – K-12 Music Education; Prof. Shawn Sudduth; Specialized Knowledge: Music Education students will demonstrate a strong knowledge of musical form, function, performance and pedagogy: Sub-Outcome: <u>Use Technology within their area of specialization</u>*

   Language for assessment rubric (column 4) submitted

d. *B.Mus. – Performance; Prof. Michael Stockdale; Specialized Knowledge: BMus students will demonstrate a deep knowledge of musical form, function and performance artistry; Sub-Outcome: <u>Acquire sufficient understanding and capability of Form & Analysis</u>*

   Executive Summary: Development of new rubric to determine adequacy and efficacy of music history course content related to form and analysis. Work directly with course instructor to determine best artefacts to measure the student success in this area.

e. *B.Mus. – Performance: Commercial Music; Specialized Knowledge: BMus students will demonstrate a broad knowledge of commercial musical form, function and performance artistry; Sub-Outcome: <u>Place commercial music in Historical and cultural context</u>*
   Executive Summary: Development of new rubric to determine adequacy and efficacy of music history course content related to form and analysis. Work directly with course instructor to determine appropriate course content and best artefacts to measure the student success in this area.

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

Implemented program survey for Capstone Seminar students.

Division of Social Sciences

Program Reviews

No programs from the Division of Social Sciences underwent program review this year.

Assessment of Student Learning

I.   Summary of Assessment-Driven Changes Enacted During the Current Academic Year
     During the 2017-18 academic year, assessment—driven changes were made to SOC 111.
     Students have voiced concerns about the level of work required; therefore, assignments were
     reduced. In SOC 111, Dr. King's students have typically completed Cognitive Mapping
     Assignments for several chapters. While this is a valuable exercise because it encourages
     students to engage the material, they were eliminated from the assignments. However, a
     number of the questions that students would typically respond to were included in in-class
     group learning activities. Throughout the spring semester, Critical Incident Questionnaires were
     administered each week for the first month, and feedback led to a few changes: namely, test
     review sessions before each test and the final, providing a mind-map of the material on the first
     day we covered a chapter (to assist those who are right-brained learners), and changing the
     makeup of groups in which students did the learning assignments. For the greater part of the
     semester, groups met with the same individuals (hoping to build a safe learning community that
     would facilitate learning); however, on the mid-semester feedback, a few students lamented the
     inability to hear other students' perspectives. Therefore, groups were determined differently for
     some of the exercises. A drawback of more in-class activities was less time to lecture on
     material, which concerned some students.   Some consideration will be given to balancing
     lectures with class learning activities and the efforts to accommodate diverse learning styles.

II. Description of Assessment Projects Completed during the Current Academic Year (refer to
     "Executive Summary" sections on Assessment Project Templates). Assessment projects were
     completed for the Social Work (for which a separate report was written), Psychology, and
     Community Health majors as well as the Sociology minor.
     a. **Psychology –** Drs. Nicole McDonald and Sergio DaSilva evaluated suboutcomes #2 and
         #3 in the PSY and CAS PLO maps to assess students' specialized knowledge. While
         students in the Counseling and Family Studies Concentrations completed the Major
         Field Achievement Test (MFT), a nationally normed assessment of specialized
         knowledge, the report specifically references Child and Adolescent Studies and the
         Psychological Science and Practice concentrations because Counseling and Family
         Studies PLO maps need to be aligned with the other Psychology Concentrations.

         Drs. McDonald and daSilva analyzed scores from the MFT in Psychology for *cohorts*
         spanning from Fall 2014 though Fall 2017 (N= 86 students). After reviewing both
         descriptive and inferential statistics, Drs. McDonald and concluded that that senior
         psychology majors at Cornerstone University are attaining overall MFT scores, on
         average, above the mean performance of psychology students from across the nation.
         CU students also demonstrate knowledge significantly above national averages in the
         knowledge sub-areas of learning/cognition/memory,
         sensation/perception/physiological psychology, abnormal/clinical/personality, and
         social/developmental. No normative weaknesses were identified when comparing CU
         students' MFT scores to those of the national norming sample.

Based on these data, no curricular changes are warranted at the present time. However, continued monitoring of student performance in the area of sensation/perception/physiological psychology is recommended. Psychology faculty will use these data to review timing of the MFT to determine whether an adjustment should be made to ensure that students have adequate training in Physiological Psychology before sitting for the MFT. Implications for advising include strong recommendations that students complete the Physiological Psychology course requirement during the fall semester of their junior year so that they are adequately prepared for the MFT. Faculty will also be reviewing the MFT cut-off scores for graduation and considering whether an increase in the required cut-off score is indicated.

b. **Community Health –** Instructor Kristen Jenkins assessed suboutcomes #1 and #2 for specialized knowledge of Community Health. She used course- embedded assessment (papers and test questions) in both Introduction to Community Health (n=4) and Global Health (n=5). No weaknesses were identified, as the mean score was at least 88% on each artifact with the exception of a Social Determinants question on the CHL final exam in which 4 of six students scored perfectly but two received zeroes. Therefore, no curricular changes are warranted at this time. However, Ms. Jenkins will be developing rubrics for CHL 111 in Fall 2018.

c. **Sociology Minor –** The PLO Map and Rubric for both Specialized Knowledge and Collaborative Knowledge were completed and uploaded into the Sociology Assessment folder. Artifacts will be collected in Fall 2018 for applied knowledge and collaborative learning.

Division of Teacher Education

Program Review

No programs from the Division of Teacher Education underwent program review this year.

Assessment of Student Learning

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

In October 2017 we hired an Accreditation Coordinator help with assessment and accreditation.

The website for Teacher Education Division was updated to include annual reporting measures on graduation rates, job placement, Education Preparation Institution (EPI) score reports, MTTC pass rates. This change was driven by our national accrediting agency, CAEP.

The Assessment Project included a modification of our Student Support System. More specifically, the Disposition Rubric was revised in order to better monitor student dispositions. This change was made because we needed a more reliable instrument to assess student dispositions.

As a division, we meet once a month to discuss assessment in preparation for accreditation. In January 2018, we also held an Accreditation Retreat.

Professor Beth VanderKolk conducted a curriculum audit during the spring 2018 semester in order to assess the diversity in our resources and curriculum.

II. Description of Assessment Projects Completed during the Current Academic Year (refer to "Executive Summary" sections on Assessment Project Templates)
   a. *For each one, please be sure to include the program name, the individuals involved in the assessment, and the course(s) from which the artifacts were taken.*

Programs: Elementary and Secondary Education
Staff & Faculty: Laurie Burgess, Matt Wallace, Ron Kronemeyer
Courses: EDU 230, 233, 346, 381, 344

Executive Summary: The purpose of the Assessment Project in Teacher Education for 2018 was to develop an instrument to measure and assess student dispositions throughout our program. The instrument was designed in the fall of 2017; inter-reliability was measured among full-time faculty in January, 2018. Data were collected throughout the semester when instructors were invited to complete the Dispositions Rubric for students with whom instructors had concerns. Two weeks before the end of the semester, instructors were reminded to complete the Rubric. More specifically, instructors of EDU 230, 363, 346, 344, and 381 were asked to complete Rubrics for each student in their classes. By collecting data from instructors of courses that all students take, we can monitor each student's progress throughout the Teacher Education Program.

This is the first semester we have implemented a reliable instrument to track students' dispositions and progress in areas of growth. Based on the findings, the majority of Teacher Education students meet or exceed expectations based on the 10 disposition categories. Students who struggle have also emerged from the data, which will give faculty specific information in order to support those students. Areas our division may need to focus include Teaching Ability, Confidence, and Organization since these were the categories that received the lowest percentage of 4s (Meets Expectations) and 5s (Exceeds Expectations).

III.   Summary of Modifications Made to Assessment Systems During the Current Academic Year (if applicable)
The Teacher Education website now includes a link to "Quality Measures" that lists annual reporting measures.

Each element on the Disposition Rubric has been defined in order to provide better reliability. Faculty also conducted an inter-rater reliability measure.

Assessment data are housed and organized in Moodle.

IV.   Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)
The Accreditation Coordinator attended the CAEP Conference in March 2018. Three faculty attended the Hope Accreditation Conference in Holland, Michigan.

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

The Teacher Education Student Advisory Council was also a source of data this year. The division chair met with the Council once per semester. Information gathered from the students informed the way the Teacher Education Division will run Advising Chapel and provided a gauge on our division goals: improve communication and create community within the division.

Appendix E: Professional and Graduate Studies – Annual Report

This report provides a summary of the assessment work within Cornerstone University's Professional & Graduate Studies (PGS) Principal Academic Unit during the 2017-18 academic year. Within PGS, the assessment of student learning is overseen by the PGS Assessment Committee which met on September 18, 2017 and May 16, 2018 during the 2017-18 academic year. This report will outline the key findings and next steps from two degree program reviews (the bachelor's in psychology and the master's in business administration), and provide an overview of the assessment projects that were completed.

PGS Program Reviews 2017-18

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

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

The complete program review documents are available upon request from the PGS academic office.

Bachelor's Degree in Psychology

The bachelor's in psychology program review was conducted in spring 2018. A summary of the key findings and recommendations for action is presented below:

Finding #1: The PGS psychology program has a greater emphasis on counseling than many peer programs at other institutions.

Recommendation #1: PGS should examine in more detail the value of having a large counseling emphasis within the curriculum. In particular, consideration should be given to whether the counseling focus is a positive program distinctive, or whether it is shaping the program in ways that are perceived as detrimental to a psychology program.

Finding #2: The PGS psychology curriculum presents areas of similarity and difference with other programs in the range of courses offered.

Recommendation #2: PGS should conduct a further analysis of psychology programs to review the need for new courses and/or program specializations. This process will help ensure that the curriculum is updated both in terms of length (appropriate number of credits) and content (learning outcomes that are relevant for professional practice). Topics such as adolescent development, grief and loss, developmental psychology, addiction counseling, psychology of business, organizational psychology, research and statistics, and human resources could be considered.

Finding #3: The PGS program does not contain an internship component.

Recommendation #3: PGS should consider adding an internship project during the capstone class. For example, a 2-week or short experience/internship/ job shadow to see professional opportunities for someone with a bachelor's in psychology.

Finding #4: PGS offers very limited career and/or graduate school advice and education for psychology students.

Recommendation #4: PGS should find ways to better prepare psychology students for their next step beyond program completion. Finding ways for students to pursue an effective job search (or graduate school search) process, offering networking opportunities, and connecting students with potential employers should all be considered.

Finding #5: The psychology program employs a large number of faculty and has limited ethnic/racial diversity.

Recommendation #5: PGS should conduct an additional review of the psychology program faculty pool with particular emphasis on the number of faculty and the racial/ethnic composition of the faculty.

Master's in Business Administration

The MBA program review was conducted in spring 2018. A summary of the key findings is presented below:

Finding #1: Lack of a foundational data analysis or statistics course in the MBA Program. The MBA program includes a research methods course but not as statistics class that examines data analysis in a rigorous way.

Recommendation #1*:* PGS should consider adding at least a basic business statistics at the MBA level which would help with the required MBA courses in terms of assessment, but could also provide a foundation for a more advanced data analytics concentration.

Finding #2: The curriculum must be, and remain, practical to the needs of 21st-century business leaders. A tension exists in education, especially adult-focused, accelerated degree programs, to make curriculum relevant to the demands of a 21st-century marketplace while also being academically rigorous and worthy of academic graduate credit.

Recommendation #2: (1) Establish and maintain and Graduate Advisory Council (GAC) of relevant employers and stakeholders who can give feedback about, and speak into, the market realities and demands of employers, thus helping to ensure that PGS's programs remain competitive for students and employers alike. (2) Seek outside, specialized business school accreditation (ACBSP).

Finding #3: The curriculum needs external, comparative validation of student learning outcomes. As part of the ACBSP accreditation process, and to help achieve and maintain relevant MBA curriculum, the PGS MBA degree needs to have some kind of external, third-party comparative assessment.

Recommendation #3: Provide external assessment data from an objective, third-party provider (e.g., Peregrine) that would allow PGS to communicate with external stakeholders about what PGS graduates are learning, what they know, and how this compares to other MBA programs.

Finding #4: The MBA degree should consider additional possible concentrations. Currently, the MBA degree has four concentration options: global business, finance, project management, and health care.

Feedback suggests that the program might benefit from additional concentrations such as leadership, human resources, or data analytics.

Recommendation #4: Market analyses may reveal that either a leadership or human resources concentration should be added to the concentrations in the MBA, or a program such as data analytics could have the potential to help increase enrollment numbers further. The data analytics concentration would require adding a general statistics class to the MBA program, something that would also help with ACBSP accreditation, and would improve the rigor of the degree, whether a new concentration was added or not.

Finding #5: Importance of qualified, well-developed faculty who teach well. Survey results are incontrovertible in pointing to the absolute necessity of good faculty teaching well, both in the classroom and online. There exists a real need to more intentionally and strategically develop PGS's current faculty pool and to ensure quality online instruction and to improve the percentage of doctorally-qualified faculty who teach in the MBA.

Recommendation #5: (1) Review faculty qualifications; (2) review PGS's orientation and onboarding processes; (3) tie faculty development to CU and more importantly PGS business strategic planning. (4) improve PGS faculty adjunct evaluation procedures, to include online faculty evaluations and mentoring. (5) Increase the percentage of doctorally-qualified faculty who teach in the MBA.

Finding #6: Need for academic leveling for quantitative courses. MBA students will need to take some kind of academic leveling courses or assessment if they have not met the undergraduate core component classes of the PGS MBA degree, courses such as data analysis, finance, economics, and accounting.

Recommendation #6*:* Either use an external service from an objective, third-party provider (e.g., Peregrine), or develop quizzes and content as a self-paced module from faculty SME for prerequisite courses and content needed for academic leveling.

Overview of the Assessment of Student Learning in PGS 2017-18

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

PGS enacted a number of assessment-driven changes within the current academic year. The MA TESOL program curriculum has been in a revision process after a program review was completed during the 2016-17 academic year. A number of recommendations from the program review have been put in place including, hiring additional faculty members, building greater connections with the CU traditional undergraduate departments through the TESOL 4+1 program, updating the curriculum, and seeking to promote the TESOL program to wider potential student populations through newly-created community partnership positions at PGS.

The bachelor's in psychology program review process has provided data from students and faculty on the learning teams and group project assignments. The current group assignments structure has become a point of frustration for both students and faculty, as evidenced by end-of-course feedback. The PGS Curriculum Committee has determined to make changes to the group project structure for the psychology courses and is currently working with faculty to make these revisions to the curriculum for current cohorts.

The master of science in management (MSM) program was part of the 2016-17 program review cycle, a process that helped provide direction for an overall update to the program. Starting in the summer of 2017, the MSM program was updated to become an MA in Organizational Leadership, based on feedback from students, faculty, and alumni, as well as observing trends in the marketplace for organizational leadership degree programs. Specific changes included the addition of new leadership courses, improved Christian worldview integration within the curriculum, and the elimination of outdated courses. The new MA in Organizational Leadership enrolled students in cohorts starting in June 2017, and the initial response and enrollment trends have been very positive.

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

During the 2017-2018 academic year, PGS conducted 18 academic assessment projects across multiple degree programs within the Business and Human Services divisions. The following institutional learning domains were used in guiding the assessment process:

Specialized Knowledge

Applied Knowledge & Collaborative Learning

Intellectual Skills

Global & Civic Engagement

Biblical Worldview Integration

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

Associate's Degree Projects:

BUS-241 Personal Financial Planning

Faculty: Connie Sattler & Chris Kuiper

An assessment project was conducted by Connie Sattler and Chris Kuiper in order to evaluate the learning outcomes for Intellectual Skills, sub-outcome 3: "Report quantitative information in support of the argument or purpose of the work." This sub-outcome was assessed based on a review of 10 personal financial plans taken from BUS-241 Personal Financial Planning.

In summary, the faculty expected an average score of 4.3/5 for Associates Step 1 students. Assessment project findings showed that students' actual average score was 3.029, well under the expected outcome.

Sattler and Kuiper highly recommend students go through the Excel Labs offered by PGS or alternatively watch a YouTube video to learn how to add a graph into a Word document. Given one of the overall course objectives is to provide students with tools and an ongoing process to leverage outside of the class in order to continue their financial plan, Sattler and Kuiper believe the framework for students should ensure that students are able to explain content and details on trends, relationships, or changes in relation to the various key project outcomes.

COM-111 Foundations of Speech Communication

Faculty: Tammy Looman & Jillian Vander Zon

An assessment project was conducted by Tammy Looman and Jillian Vander Zon in order to evaluate the learning outcomes for Intellectual Skills, sub-outcome 1: "Identify and frame a problem or question and distinguish an idea, concept, theory, or practical approach to the problem or question." This sub-outcome was assessed based on a review of 9 student reflection papers taken from COM-111: Foundations of Speech Communication.

In summary, the faculty expected an average score of 4.0/5. The assessment project findings showed that students' actual average score was indeed 4.0 in examining their ability to "identify and frame a problem or question and distinguish an idea, concept, theory, or practical approach to the problem or question."

Looman and Vander Zon recommend choosing a different assignment for evaluation from the COM-111 class in the future. They believe that the type of assignment (paper) chosen for assessment in COM-111 made it difficult to come up with an accurate assessment because the assignment - a student reflection of the course - helped identify the "problem or question," within the description of the assignment, rather than allowing students to identify this on their own.

ENG-118 Introduction to Writing and Research

Faculty: Tammy Looman & Jillian Vander Zon

An assessment project was conducted by Tammy Looman and Jillian Vander Zon in order to evaluate the learning outcomes for Intellectual Skills, sub-outcome 2, "Identify and properly cite multiple information resources in a paper or project," and sub-outcome 4, "Develop and present cogent, coherent, and substantially error-free written communication." Sub-outcome 2 was assessed based on a review of 10 student research papers taken from ENG-118: Introduction to Writing and Research. Sub-outcome 4 was assessed based on a review of 10 final papers from ENG-118.

In summary, the faculty expected an average score of 3.6/5 for sub-outcome 2; students' actual average score was 3.4. Faculty expected an average score of 3.5/5 for sub-outcome 4; students' actual average score was 4. The assessment project findings showed that Associates Step 1 program students scored lower than expected in sub-outcome 2 – identifying and properly citing information

resources in a paper or project. Students scored higher than expected in sub-outcome 4 - developing and presenting cogent, coherent, and substantially error-free written communication.

Looman and Vander Zon recommend changes to the curriculum to provide additional opportunities to help students develop their skills in identifying research sources and using them appropriately to support their writing.

SOC-211 Current Social Issues

Faculty: Wendy Bilgen & Jayne Crawford

An assessment project was conducted by Wendy Bilgen and Jayne Crawford in order to evaluate the learning outcomes for Global and Civic Engagement, sub-outcome 1, "Demonstrate the ability to identify a significant civic, social, environmental or economic issue that has local, national and global significance", sub-outcome 2, "Explain an issue that has local, national and global significance from their perspective and at least one alternative perspective", sub-outcome 3, "Describe a proposed solution to address an issue that has local, national and global significance", and sub-outcome 4, "Discuss their sense of civic/global identity and cultural assumptions in relation to an issue that has local, national and global significance." Fifteen Freakonomics Response papers were evaluated for this assessment project from SOC-211: Current Social Issues.

In summary, the faculty expected these average scores: sub-outcome 1 – 4.35/5; sub-outcome 2 – 3.8/5; sub-outcome 3 – 4.4/5; sub-outcome 4 – 3.5/5. Students' actual average scores were: sub-outcome 1 – 4.38; sub-outcome 2 – 3.92; sub-outcome 3 – 2.79; sub-outcome 4 – 3.02. The assessment project findings showed that Associates Step 2 program students scored higher than expected in sub-outcomes 1 and 2 and lower than expected in sub-outcomes 3 and 4. Faculty found it somewhat difficult to assess the assignment based on all four sub-outcomes, particularly outcomes 3 and 4. It may be that students scored lower on those two outcomes because they were not reflected in the assignment instructions/question. Additionally, the faculty found that any points given for sub-outcomes 3 or 4 were given because a student made a personal connection, application, or illustration to the content, going above and beyond what was actually asked for in the assignment.

Bilgen and Crawford said they were assessing criteria (from a rubric) that were not included in the original assignment description, and it affected the differences in expected and actual scores. Specifically, sub-outcomes 3 and 4 were not a part of the assignment description yet were assessed using the rubric. For these items, they felt it was not unreasonable that the students would generally score much lower than originally thought, based on the rubric alone.

Bilgen and Crawford recommend verifying assignments being assessed are designed to measure the sub-outcomes. They agreed that this assignment was not a good measure of all sub-outcomes.

Bachelor's Degree Projects: Bachelor's in Business Administration

MGT-432 Strategic Management

Faculty: Gary Ellens & Les Newton

An assessment project was conducted by Les Newton and Gary Ellens in order to evaluate learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 4: "Use knowledge of empirical and theoretical research to comprehend 21st century business issues, challenges, and problems relevant to bachelor's level study in business." This sub-outcome was based on a review of 10 final papers provided from MGT-432: Strategic Management.

In summary, the faculty expected an average score of 4.0/5. The assessment project findings showed that students' actual average score was 3.31, which was lower than expected for Bachelor of Science in Business Administration students. Ellens and Newton believe the scores could be improved.

Ellens and Newton recommend curriculum emphasis on synthesis of emotional intelligence and personal management skills needed for 21st century business practices and employers.

ENG-119 Professional Writing

Faculty: Andrea Fryling & Amanda Thorpe

An assessment project was conducted by Andrea Fryling and Amanda Thorpe in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 2: "Know principles of team leadership and conflict management to evaluate problems, issues, and challenges appropriate for bachelor-level business study", and sub-outcome 3: "Exhibit business writing and speaking skills desired by employers in the 21st century workplace appropriate for bachelor's-level study in business." These sub-outcomes were assessed based on 10 final papers and 5 PowerPoint presentations from ENG-119: Professional Writing.

In summary, the faculty expected an average score of 3.6/5 for the PowerPoint component and an average score of 3.7/5 for the final ENG-119 paper written by Bachelor of Science in Business Administration students. Assessment project findings showed that students' actual average score was 3.95 for the PowerPoint component and 3.35 for the final paper.

Responding to the higher than expected student score for the PowerPoint assignment, Fryling and Thorpe believe this indicates the curriculum is exceedingly adequate in developing students' soft business skills and habits of mind. They believe the lower than expected average score for the final paper could indicate that the curriculum is insufficient to meet the needs of the particular group of learners that it is intended to serve.

Additionally, Fryling and Thorpe believe the use of the word "Understand" on the assessment rubric is a vague, subjective term. Greater grading consistency and also student learning outcomes might be gained through a revision of the rubric to use more specific language /success indicators and a subsequent realignment of the learning objectives and activities that accomplish them.

Fryling and Thorpe recommend accurately identifying the skill set of students entering the Bachelor of Science in Business Administration program, lengthening the amount of time of the course, or enriching writing remediation and improvement opportunities, especially those that occur as a regularly-scheduled part of the program as opposed to those that take extra time.

BUS-302 Principles of Self-Management in Business

Faculty: Ron Foster & Renee Stamper

An assessment project was conducted by Ron Foster and Renee Stamper in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 1: "Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers." This sub-outcome was assessed based on a review of 10 Integrated Essays from BUS-302: Principles of Self-Management in Business.

In summary, the faculty expected an average score of 4.25/5 for Bachelor of Science in Business Administration students' work. Assessment project findings showed that students' actual average score was 3.55. Few papers seemed to meet the learning outcome (objective). Faculty noted that the data show some students focused on "theory" (i.e. texts, topics) instead of "real world application" of that theory.

Foster and Stamper said based on the papers, the assignment did not appear to be a collaborative learning assignment. They recommend a more focused paper topic: concentrate on one main principle, item, text, etc. which should allow for more detail and application. They also recommended encouraging students to use the text and other sources to support the conclusion(s) in the paper.

Bachelor's Degree Projects: Bachelor's in Management

ENG-119 Professional Writing

Faculty: Andrea Fryling & Amanda Thorpe

An assessment project was conducted by Andrea Fryling and Amanda Thorpe in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 2: "Collaborate with others in achieving shared objectives of the management program", and sub-outcome 3: "Exhibit business writing and speaking skills desired by employers for its managers in the 21's century workplace." These sub-outcomes were assessed based on a review of 10 final papers and 5 PowerPoint presentations from ENG-119: Professional Writing.

In summary, the faculty expected an average score of 3.7/5 for sub-outcome 2, and an average score of 3.9/5 for sub-outcome 3 for Bachelor of Science in Management students. Assessment project findings showed that students' actual average scores were 3.2 for sub-outcome 2 and 3.38 for sub-outcome 3.

Fryling and Thorpe believe the final scores indicate some failure to meet expectations for college-level work in the rubric sub-outcomes scored. Some of the low scores result from presentations that did not address business leadership or conflict management, so the low score reflects "not applicable" in a couple of instances. Significant grammatical/structural/formatting errors contributed to lower scores on the essays section, as professional writing must be accurate and presentable, but though significant errors appeared on the PPTs as well, faculty focused on the

requirements of the sub-outcome and scored only in relation to the PPT's fulfillment of sub-outcome 2.

Faculty believe the findings suggest that Bachelor of Science in Management students' knowledge of business curricula and critical thinking are strong. They demonstrate an awareness for formal language and structure/formatting in academic/professional writing, but the execution needs work. Consistent expectations for writing and APA throughout the program may contribute to further writing success, as it may reiterate the need for communication skills regardless of discipline, and extending the length of ENG-119 may also allow students to practice more. For students who struggle with writing, early detection and knowledge of available resources may prove beneficial.

MGT-438 Organizational Strategic Management

Faculty: Leslie Mosher & Dave DeNolf

An assessment project was conducted by Leslie Mosher and David DeNolf in order to evaluate the learning outcome for Applied Knowledge and Collaborative Learning, sub-outcome 4: "Use knowledge of empirical and theoretical research to solve 21st century management issues, challenges, and problems." This sub-outcome was assessed based on a review of 10 Strategic Audit of Starbucks papers taken from MGT-438: Organizational Strategic Management.

In summary, the faculty expected an average score of 4.25/5 for Bachelor of Science in Management students. Assessment Project findings showed that students' actual score was 4.25.

Mosher and DeNolf noted that students were able to demonstrate an ability to use empirical and theoretical research, though an audit-type assignment does not call for solving issues or challenges.

BUS-302 Principles of Self-Management in Business

Faculty: Les Newton & John Obradovich

An assessment project was conducted by Les Newton and John Obradovich in order to evaluate the learning outcome for Applied Knowledge and Collaborative Learning, sub-outcome 1: "Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century management & leadership." This sub-outcome was assessed based on a review of 10 Integrated Essay papers taken from BUS-302: Principles of Self-Management in Business.

In summary, the faculty expected an average score of 4.0/5 for Bachelor of Science in Management students. Assessment project findings showed that students' actual average score was 3.8, slightly lower than expected.

Newton and Obradovich believe the assignment was a good measurement of the sub-outcome. Based on their scores, students were able to demonstrate the desired skills and meet course objectives found in the rubric for this class.

Bachelor's Degree Projects: Bachelor's in Ministry Leadership

MGT-316 Managing the Not-for-Profit Organization

Faculty: Chris Kuiper & John Obradovich

An assessment project was conducted by Chris Kuiper and John Obradovich in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 2: "Provide evidence of the ability to collaborate with others in achieving shared objectives in ministry leadership." This sub-outcome was assessed based on a review of 10 Critical Ministry Evaluation papers taken from MGT-316: Managing the Not-for-Profit Organization.

In summary, the faculty expected an average score of 4.25/5 for Bachelor of Science in Ministry Leadership students. Assessment project findings showed that students' actual average score was 3.79, which was lower than expected.

Kuiper and Obradovich found that several student groups provided evidence that the project was completed in a collaborative manner. But there were several instances where some sections of the students' work were fractured from the flow of the group project, due to evidence where students wrote the sections in first person. The projects that had comprehensive collaborative evidence also shared specific group recommendations and projects that aligned with the group appraised outcomes.

CMI-312 Personal Growth for Effective Leadership

CMI-302 Principles of Self-Management in Ministry

CMI-442 Applications in Organizational Leadership

Faculty: Eric Strattan & James Lacy

An assessment project was conducted by Eric Strattan and James Lacy in order to evaluate the learning outcomes for Applied Knowledge and Collaborative Learning, sub-outcome 1: "Apply concepts from the field of ministry leadership in light of a problem outside of the classroom", and sub-outcome 3: "Exhibit communication skills, both in written and oral forms, appropriate for ministry leadership." These sub-outcomes were assessed based on a review of 12 Leadership Findings papers from CMI-312: Personal Growth for Effective Leadership, 8 Life Vision papers from CMI-302: Principles of Self-Management in Ministry, and 8 Personal Mission Statements from CMI-442: Applications in Organizational Leadership.

In summary, the faculty expected an average score of 4.0/5 for both sub-outcomes for Bachelor of Science in Ministry Leadership students. Assessment project findings showed that students' actual average scores were 3.73 for sub-outcome 1 and 3.18 for sub-outcome 3, representing a moderately lower score than anticipated for sub-outcome 1 and a significantly lower outcome for sub-outcome 3.

Strattan and Lacy noted that while students exceeded a base score of 3, they believe Bible curriculum needs to be strengthened via direct contact with Scripture study. The faculty were

hoping a base score of 4 would be attained, indicating the students generally exceeded in the desired outcome. They observed that some of the Ministry Leadership students have little Christian background and few sources of Bible study such as the local church, outside of PGS.

Strattan and Lacy stated students' ability to interpret and apply Scripture correctly (e.g., when using Bible verses in support of various ministry leadership and other concepts) could be improved overall.

Master's Degree Projects: MA in Organizational Leadership

MGT-532 Organizational Leadership

Faculty: Leslie Mosher & Gary Ellens

An assessment project was conducted by Leslie Mosher and Gary Ellens in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 1: "Synthesize leadership theories, concepts, and research that apply to everyday work relevant to organizational leadership in the 21st century." This sub-outcome was assessed based on a review of 8 Leadership Theory & Action Plans taken from MGT-532: Organizational Leadership.

In summary, the faculty expected an average score of 3.75/5 for Master of Arts in Organizational Leadership students. Assessment project findings showed that students' actual average score was 3.63, slightly lower than expected.

Mosher and Ellens agree that students in this assessment project were able to demonstrate empirical and theoretical research using leadership theory and were able to develop a leadership action plan.

BUS-505 Research Methods

Faculty: Leslie Mosher & John Johnson

An assessment project was conducted by Leslie Mosher and John Johnson in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 3: "Analyze effective problem-solving and decision-making models relevant to organizational leadership in the 21st century", and sub-outcome 4: "Explain the role of psychological and personality influences on leadership behavior relevant to organizational leadership in the 21st century." These sub-outcomes were assessed based on a review of 10 Literature Review papers and 10 DISC Personality Analyses taken from BUS-505: Research Methods.

In summary, the faculty expected an average score of 3.5/5 for Master of Arts in Organizational Leadership students' Literature Review assignments, and an expected average score of 4.0/5 for their DISC Personality Analyses. Assessment project findings showed that students' Literature Review papers had an actual average score of 1.48, while the actual average score for the DISC

Personality Analysis was 1.78. Both actual scores were well under the expected outcomes by 2.12 points overall.

Mosher and Johnson agreed that adjustments to the assignments as given to students would better measure their ability to convey the sub-outcomes. Findings also revealed that one assessor found no match in the student assignment and the sub-outcome for both papers and having realized the same, the other assessor identified small threads that could be construed as relevant.

MGT-531 Organizational Behavior and Change

Faculty: Connie Sattler & Dave DeNolf

An assessment project was conducted by Connie Sattler and Dave DeNolf in order to evaluate the learning outcome for Specialized Knowledge, sub-outcome 2: "Analyze effective problem-solving and decision- making models relevant to organizational leadership in the 21st century." This sub-outcome was assessed based on a review of 12 Manager's Hot Seat Case Study Analyses taken from MGT-531: Organizational Behavior and Change.

In summary, the faculty expected an average score of 4.7/5 for Master of Arts in Organizational Leadership students. Assessment project findings showed that students' actual average score was 3.69.

Sattler and DeNolf believe students' lower than expected scores were related to their lack of citations and research that directly connected their position to the presented problem. Additionally, they noted that papers lacked the 'synthesis' expected that would have demonstrated students had mastery level understanding and could explain how the business theory and behavior were connected. Students of this course are expected to incorporate course text and outside reference material, cited appropriately, whenever they are writing analysis papers. This did not show itself in the papers reviewed.   The level of competence was not shown, or it was only shown in smaller segments.

Faculty recommendations: Instructor review of expectations that incorporation of course text and outside reference material must be cited appropriately, whenever they are writing analysis papers. Assignments requiring analysis and synthesis need to be backed by academic research and should not be considered a written opinion of the student-author based on their personal experiences or observations. Consistent review and expectations must be written in the class syllabus and verbal expectations set by instructor that student opinions are to be backed by research and that material outside the course text must be incorporated and cited/referenced properly. These steps will result in better referenced and documented papers.

Master's Degree Projects: MA in TESOL

LIN-556 Second Language Acquisition

LIN-570 Applications of Technology in TESOL

LIN-501 Issues in TESOL

LIN-555 Sociolinguistics

LIN-558 Materials Development and Integration

Faculty: Michael Pasquale, John Whitmer, Brian Pickerd

An assessment project was conducted by Michael Pasquale, John Whitmer and Brian Pickerd in order to evaluate learning outcomes for Specialized Knowledge using these sub-outcomes:

"Identify the major theories and terminology relevant to the study of TESOL."

"Articulate approaches to curriculum development, assessment of learning and instructional techniques for TESOL."

"Demonstrate knowledge of using technology in TESOL."

"Understand the current issues related to TESOL."

"Exhibit knowledge of the structure of languages and connections to social contexts."

"Develop materials demonstrating mastery of the essential principles of TESOL."

Sub-outcomes 1 and 2 were assessed based on a review of 10 Reflection #1 papers and 10 Reflection #4 papers taken from LIN-556: Second Language Acquisition. Sub-outcome 3 was assessed based on a review of 10 Technology Assignment papers taken from LIN-570: Applications of Technology in TESOL. Sub-outcome 4 was assessed based on a review of 10 Final TESOL Reports from LIN-501: Issues in TESOL. Sub-outcome 5 was assessed based on a review of 10 Final Research papers from LIN-555: Sociolinguistics. Sub-outcome 6 was assessed based on a review of 10 Textbook Supplementation Project Part B papers from LIN-558: Materials Development and Integration.

In summary, the faculty expected the average scores listed below for Master of Arts in TESOL students. Actual average scores are also listed:

Specialized Knowledge	Expected Average Score	Actual Average Score
Sub-outcome 1	3.5	3.31
Sub-outcome 2	3.0	3.39
Sub-outcome 3	3.5	4.02
Sub-outcome 4	3.0	3.67
Sub-outcome 5	3.5	3.98

Sub-outcome 6	3.5	3.53

Assessment project findings showed that students' actual average scores were within ½ of 1 point of expected average scores for the given sub-outcomes, well within the realm of acceptability.

Pasquale, Whitmer and Pickerd pointed out that approximately one year ago, the Master of Arts in TESOL program underwent a full program review which this assessment process supports. The results of that review recommended a redistribution of sub-outcome 4 (related to technology) and the addition of an advanced methods course to strengthen sub-outcome 2. The results here confirm that this will support the changes.

Faculty have already implemented a change by integrating the material from the LIN-570: Applications in Technology course into the other program courses. As a result, credits have been reallocated from LIN-570 to a new advanced methods course, LIN 568: TESOL Methods III. In the future, LIN-568: TESOL Methods III will assist in supporting sub-outcome 2. Faculty believe that as a result of this course they can expect a higher average in that particular sub-outcome.

Master's Degree Projects: MA in Education

EDU-511 Issues in Education

Faculty: Brian Hazeltine & Richard DeVries

An assessment project was conducted by Brian Hazeltine & Richard DeVries in order to evaluate the learning outcome for Biblical Worldview Integration, sub-outcome 1: "Examine a biblical worldview in relation to an issue of professional significance with supporting evidence from Scripture," sub-outcome 2: "Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance using relevant scholarly resources," and sub-outcome 3: "Construct their current understanding of biblical worldview in relation to current or future vocation using relevant scholarly resources." These sub-outcomes were assessed based on a review of 15 Christian Worldview papers taken from EDU-511: Issues in Education.

In summary, the faculty expected an average score of 3.0/5 for each sub-outcome for Master of Arts in Education students. Assessment project findings showed that students' actual average scores were 1.3 for sub-outcomes 1 and 2, and 1.8 for sub-outcome 3, well under the expected outcomes.

Hazeltine and DeVries found that students did well in formulating a Christian worldview and leveraging Scripture to support it. However, they scored much lower than expected in examining a worldview in relation to an issue of professional practice within education, and lacked in their use of scholarly sources to evaluate the strengths and weaknesses of a worldview in relation to a current or future vocation.

Hazeltine and DeVries recommend that the worldview assignment remain as it is and that these three sub-outcomes are addressed clearly in assignments that will be required later in the program. The evaluators felt that it was important that the students continue to write this paper, as it would be helpful in ensuring an understanding of a Christian worldview and practice in articulating it.

EdD Projects

EDL-900 Doctoral Studies Seminar

EDL-904 Organizational Planning, Assessment & Quality Improvement

Faculty: Jeff Savage & Tonya Fountain

An assessment project was conducted by Jeff Savage and Tonya Fountain in order to evaluate the learning outcomes for Biblical Worldview Integration, sub-outcome 1: "Apply Christ-centered worldview principles to personal or professional issues that relate to organizational leadership or organizational development", sub-outcome 2: "Analyze Christ-centered worldview related to issues of professional significance using relevant scholarly, theological, or biblical sources", and sub-outcome 3: "Synthesize multiple scholarly sources to evaluate the relevance of Christian virtues to current or future vocation." These sub-outcomes were assessed based on a review of 10 Discussion Board Forum papers on Hospitality from EDL-900: Doctoral Studies Seminar, 8 Discussion Board Forum papers on The Steward Leader from Unit 1, EDL-904: Organizational Planning, Assessment & Quality Improvement, and 8 Discussion Board Forum papers on The Steward Leader from Unit 2, EDL-904: Organizational Planning, Assessment & Quality Improvement.

In summary, the faculty expected an average score of 4.5/5 for each of the three sub-outcomes for Doctor of Education in Organizational Leadership and Development students. Assessment project findings showed that students' actual average scores were 3.95 for sub-outcome 1, 4.75 for sub-outcome 2, and 4.63 for sub-outcome 3.

Savage and Fountain noted as students progressed in the Doctor of Education program, their overall writing improved as did their ability to meet the objectives, which included synthesizing texts and outside sources for the purpose of defending claims made and analyzing and evaluating application of worldview to professional practice. In short, EDL-904 papers were better than EDL-900 papers, which would be expected. The faculty found that overall, the students met SLO #5 – Biblical Worldview Integration, and the assignments selected for assessment were adequate to appraise this objective. Neither rater suggested changes to curriculum as a result of this assessment.

Savage and Fountain recommend these steps for improvement:

Need for Doctor of Education faculty to meet at least once a year and, ideally, twice a year to review the program's philosophy, goals, objectives, and ideal signature pedagogies as they relate to instructors teaching classes and student's learning the curriculum, material, and the processes expected of doctoral students. There was some question as to clear guidance and shared understanding about the program coming from administration to faculty.

Emphasize to faculty the need to use rubrics for the discussion board forums.

The rubrics used in grading assignments in courses need to match the objectives used for assessment. If these are the rubrics guiding assessment evaluation, then the rubrics written into a class for assignments should reflect these outcomes better (with the added outcome of cogent writing).

Write assignments for courses with these rubrics in mind.

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

Significant changes to the assessment system were implemented during the current academic year. The assessment of student learning was facilitated using a process that contained updated elements since the last time projects were completed. Specific changes included using the institutional learning domains as a framework for the assessment projects within each degree program. This system provides greater overall structure and coherence to the assessment process as a whole. In addition, the 6-year assessment cycle has been established to ensure that each program is assessed by each of the five learning domains and has a program review within a 6-year timeframe. This ensures that PGS is maintaining the same process and timeline as other Principal Academic Units within the University. The assessment projects also involved faculty in a more substantial role than in previous years. Each project included a review of assessment artifacts by two faculty members who independently scored each artifact using a rubric, then discussed their scores together before making a final determination on each artifact, and provided an overall summary evaluation of student learning within the scope of their project. Faculty also included suggestions for future changes to the curriculum to further facilitate student learning. This overall process for assessment projects has now been established within PGS, beginning with this academic year.

IV. **Summary of Professional Development Opportunities Related to the Work of Assessment**

Graham McKeague and Jeff Savage attended the Higher Learning Commission annual conference in April 2018. This provides an opportunity to attend sessions on assessment as a means to grow in this area of professional development.

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

PGS Alumni Survey

In January 2018, PGS surveyed alumni who are graduates of the following degree programs. These programs were selected in order to align with program reviews occurring within the next academic year:

Bachelor of Science in Business Administration

Bachelor of Science in Management

Bachelor of Science in Ministry Leadership
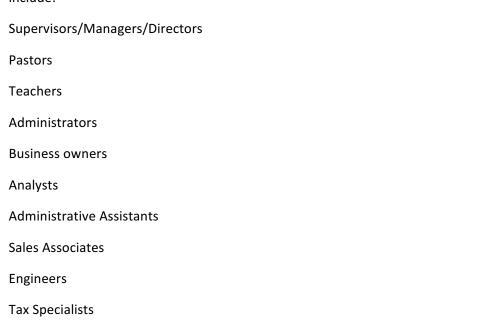
Master of Business Administration

1,729 surveys were delivered successfully and 278 PGS alumni completed the survey.

The majority of responders (42%) graduated from PGS during 2011–2014. Overall, 62% attended onsite classes in Grand Rapids. Ten percent of the respondents took online courses in their programs, and the remaining 18% is divided among those who attended classes at Kalamazoo, Lansing and PGS satellite locations that were used in the past.

PGS alumni with Bachelor's in Management degrees responded to the survey in the greatest number, making up 35% of the total, followed by MBA alumni with 31%. Alumni with a Bachelor in Business Administration degree made up 20% of total respondents; those with Bachelor in Ministry Leadership degrees comprise the remaining 14%.

Of the alumni responding, 73% say they are employed full time, 6% are employed part-time, and 3% work multiple jobs. Another 6% say they are working full-time while continuing their education. Nearly 1% work part-time jobs while they continue their schooling. Among the 5% not currently employed, alumni indicated they are seeking employment, further schooling or other opportunities. About 5% of respondents are not employed by their own choice.

Of the alumni currently employed, the majority (60.5%) affirm they are working in areas related to their PGS degree. Nearly 48% of the respondents say they have received a salary increase as a result of their PGS degree. Of this group, 75 alumni received an increase greater than 11%.   Nearly 30% say they received a job promotion. The professions of alumni in this PGS survey are varied and include:

Supervisors/Managers/Directors

Pastors

Teachers

Administrators

Business owners

Analysts

Administrative Assistants

Sales Associates

Engineers

Tax Specialists

Most career and employment changes (35.4% combined) for those surveyed occurred either while they were PGS students or less than six months after graduation.

Seventy-nine percent of survey participants borrowed at least some funds to finance their PGS studies, primarily in the $20,000 to $29,999 range. The other 21% either paid their own tuition and/or received tuition funds from family members or employers.

Seventy-five percent of those surveyed said they would recommend PGS to a friend or colleague. Nearly 86% 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.

Graduate Survey

In November 2017, PGS worked with the Cornerstone University's Alumni Office to administer a survey to recent graduates in all undergraduate and master's level programs. A total of 252 surveys were prepared and sent via email. Fifty-seven participants successfully completed and returned the survey.

Program/Major	Responses as % of total received
Master's - Management	19.23%
Master's – MBA: Finance	15.38%
Master's – MBA: Project Management	11.54%
Master's – MBA: Health Care	15.38%
Master's – MAED: Educational Leadership	3.85%
Master's – TESOL	34.62%

Most of these graduates (53%) attended onsite classes in Grand Rapids' PGS building or Cornerstone University's main campus; nearly 39% were in online cohorts. The remainder of respondents (8.8%) was divided among those cohorts who met for class at Kalamazoo, Lansing and PGS satellite locations that were used in the past.

Sixty-three percent of respondents indicated they graduated in May 2017. Sixteen percent graduated in August 2017, and the remaining 21% graduated in December 2016.

Of the graduates taking the survey, 79% said they are employed either full-time or part-time; nearly 9% are still looking for employment; another 9% are continuing their education. 3.5% percent of the graduates are involved in military service or volunteerism.

The dominant profession held by 29% of respondents is in the educational field of Teaching/Training, followed by Business/Management (15.6%) and Healthcare (15.6%). Sales (6.7%) and Accounting/Finance (4.4%) were also specified. 80 percent of the survey responses are divided equally among four professional fields: Church Ministry, Community Services/Social Services/Counseling, Human Resources and Information Technology. The remaining 20% of respondents indicated they were in "Other" occupations.

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

Clinical Manager

Teacher/Professor

Director of Human Resources

TOEFL Test Scorer

District EL Coordinator

Assistant Athletic Director

District Sales Manager

Director of Operations

Store Manager

Driver

Community School Coordinator

The survey asked participants about their current salary and 22 graduates responded to this question, indicating their salary range:

Answer Choices	Graduate Responses
Below $25,000	9.09%
$25,000-$35,000	9.09%
$36,000-$45,000	22.73%
$46,000-$55,000	9.09%
$56,000-$65,000	22.73%
$66,000-$75,000	9.09%
$76,000-$85,000	0.00%
$86,000-$95,000	0.00%
$96,000+	18.18%

Eighty-two percent of these respondents say their current employment/education is related to their field of study at PGS and they are genuinely interested in their professions. Twenty-seven percent of this group experienced a salary increase and 18% received a promotion as a result of their PGS education.

End of Program Survey

During the 2016-17 academic year, PGS began a pilot study implementing an end-of-program survey to gather student feedback on their experience at PGS. A 32-question survey instrument was developed in early 2017 and administered to selected cohorts in 2017-18 who were at the end of their program. Student participation was voluntary.

A total of 75 responses were received from students across multiple degree programs: associate's in human services (6), associate's in business (13), bachelor's in management (30), bachelor's in business (8), bachelor's in ministry leadership (5), and bachelor's in psychology (13).

Overall survey response key findings:

27% students withdrew and readmitted at some point in their program

The top three reasons students selected as important in their decision to return to PGS were: (1) A desire to complete the program, (2) Support from family and friends, and (3) Contact from a PGS advisor.

A desire to complete the program, and support from family and friends, were the top two reasons given as motivation for degree completion. Support from the PGS cohort was the third reason in order of importance.

88% students rate their overall PGS experience as "very good" or "excellent".

83% students rate their overall PGS cohort experience as "very good" or "excellent".

86% students felt that their overall PGS experience reflected the overall mission of CU.

72% students said they felt valued by CU PGS.

87% students said they would recommend PGS to others.

The PGS Student Success Committee has recommended expanding the use of the end-of-program survey to all students as they finish their program.

Program Review

I. **Master of Arts in Counseling**
    a. Key Findings
        i. CACREP accreditation will be necessary to sustain the credibility and enrollment levels of the program.
        ii. Three full-time faculty members are insufficient to sustain the program (without excessive overload) and remain compliant with CACREP standards of accreditation.
        iii. Ideal curricular alignment with CACREP standards will require a number of course changes.
        iv. Inconsistencies in curriculum exist between the on ground and online versions of courses.
        v. Practicum and Internship courses offered online will require synchronous elements to properly fulfill the group supervision requirements of CACREP.

    b. Next Steps *(i.e. recommended next steps/efficiencies, changes to curriculum, etc.)*
        i. Pursue CACREP accreditation.
        ii. Identify funding and secure approval to launch a search in Fall 2018 for a fourth full-time counseling faculty member to support this growing program.
        iii. Revise the curricular mapping of the program including the infrastructure for the assessment of student learning.
        iv. Develop a master syllabus templates for each course (i.e., on ground and online) that include common elements (i.e., subject matter focus, student learning outcomes, required texts, and assessment artifacts).

Assessment of Student Learning

I. **Summary of Assessment-Driven Changes Enacted During the Completed Academic Year**
    a. For the MA Counseling program, the division eliminated the redundancy within the curriculum as it relates to counseling techniques. Beginning in Fall 2018, the COU-510 Consulting course (on-ground and online) focuses exclusively on the role of counselor as organizational consultant. The focus on techniques will be restricted to the COU-610 Counseling Techniques course.
    b. For the MA Counseling program, the division shifted and will expand the introduction to research and writing into the COU-502 Counseling Ethics course (on-ground and online).

II. **Description of Assessment Projects Completed during the Completed Academic Year**
    c. *Exegetical Competency*- Within the Bible division, Hilber and Gombis completed a comparative assessment project in 2017-18 in relation to the core outcome #1 of the Master of Arts Programs (MAC, MACF, MAI). The outcome, "Conduct disciplined biblical interpretation and application with reference to the English Bible", was assessed and analyzed by mode of delivery (on-ground vs. online). The paper, "Reflection on Wisdom Literature and Personal Suffering" associated with the BBL-508 course, was the student artifact for this assessment project. Student competency was assessed using a scoring

rubric with several sub-outcomes representing the key variables that constitute English Bible competency in interpretation and application.

d. *Career Development Competency*- Two faculty members from the Counseling division (Jackson and Lehman) developed and administered an assessment project in relation to the eighth student learning outcome associated with the MA Counseling program. The outcome (i.e., Demonstrate theoretical understanding and basic competency in career development counseling) was assessed for both the on-ground and online versions of the course. The paper, "Career Counseling Theory and Assessment Paper" associated with the COU-611 course, was the student artifact for this assessment project. Student competency was assessed using a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in career development counseling.

e. *Cultural Intelligence & Cultural Exegesis-* The ministries division (McKeague) developed and conducted an assessment project in relation to the fifth core student learning outcome of the Master of Divinity and MA Christian Formation degrees (i.e., Demonstrate basic competency in cultural intelligence and cultural exegesis). The "CQ Assessment" along with a reflective paper based on the results of the assessment served as the student artifact for this project. The sample size was 31 and pulled from multiple section of MIN560 Global Impact over the past couple academic years. Student competency was assessed using a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in cultural intelligence cultural exegesis.

f. *Ministerial and Public Leadership-* The ministries division (Osborn and Yoder) developed and conducted an assessment project in relation to the fourth core student learning outcome of the Master of Divinity and MA Christian Formation degrees (i.e., Exhibit knowledge, values and skill essential to effective ministerial and public leadership). The "Philosophy of Ministry Paper" associated with MIN-711 Program Completion was the student artifact used for this project. Student competency was assessed using a scoring rubric with several sub-outcomes representing the key variables that constitute understanding and competency in ministerial and public leadership.

g. *Vocational Readiness (Mid-Point & Exit Assessment)-* At the conclusion of the review processes, one of three judgments is rendered by the review team and presented to individual students in written form. The options include: 1) Affirm progress in vocational readiness, 2) Affirm progress in vocational readiness with reservation, 3) Do not affirm progress in vocational readiness. Typically, judgments 2 and 3 are accompanied with a face-to-face meeting to develop an action plan that will foster additional growth and development.

For the 2017-2018 academic year, the following number of mid-point and exit assessments were completed:

Fall 2017	Mid-Point Assessment	64
Fall 2017	Exit Assessment	19
Spring 2018	Mid-Point Assessment	26
Spring 2018	Exit Assessment	33

Of the 90 students that completed the mid-point assessment process in the 2017-18 academic year, 81 students (90%) were granted "Affirm progress in vocational readiness" and 3 students (10%) were granted "Affirm progress in vocational readiness." Seven of the students that received "Affirm progress in vocational readiness with reservation" were because of failure to complete the mid-point assessment requirements. Of the 52 students that completed the exit assessment process in the 2017-18 academic year, 52 students (100%) were granted "Affirm progress in vocational readiness."

III.   **Summary of Modifications Made to Assessment Systems During the Recently Completed Academic Year (if applicable)**
   h. Student learning outcomes were rewritten for all COU core courses.
   i. Curricular mapping of the MA Counseling program was updated and now includes CACREP learning domains (Key Performance Indicators).
   j. Developed and administered Employer Survey and Site Supervisor Survey for MA Counseling program. These will be administered every three years.
   k. Counselor Preparation Comprehensive Examination (CPCE) will be added to Internship II and a means to assess student readiness for counseling licensure.

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

   l. Chien and Kram attended a training related to CACREP accreditation which included some training on key performance indicators (KPI's), student learning outcomes and curricular mapping.
   m. In August 2017, VerBerkmoes conducted orientation and training in assessment of student learning (i.e., philosophy, purposes, projects, systems, and processes) for our three new faculty members.

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

Appendix G: Asia Bible Theological Seminary – Annual Report

Program Review

No academic program reviewed were conducted during this academic year.

Assessment of Student Learning

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

To move more students out of the Deficient and Unacceptable categories will require emphasis on careful expression and selection of ideas and Scriptures. This is best evaluated student-by-student through the submission of rough drafts in advance of final submission of assignments. This has been voluntary, but since considering the results of this assessment, it will be required as a two-draft process. This process eliminates skipped Scripture references, formatting issues, and imbalanced selection of concepts.

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

   a. Systematic Theology Assessment Project
   Within this mission, the MRE and MA programs receive contributions from Systematic Theology studies. MRE and MA students are required to take THL540. Within this course students study the foundational doctrines of Scripture and God. They also study the theological method which equips them to develop biblical and theological (spanning all of Scripture) answers to key questions they face in their unique contexts and ministries.

   By the end of THL540, students will be able to accurately and carefully confess their own beliefs about Scripture and God with balanced treatment of primary topics and secondary topics based upon key biblical passages and do so in language appropriate for lay believers.

   We have chosen the confession on Scripture as our artifact because it has a more limited range of topics to cover (as opposed to the confession on God) and therefore requires more careful thinking about how to express what we believe in an extended confession.

	Superior (3)	Sufficient (2)	Deficient (1)	Unacceptable (0)
Balanced Comprehension	2	12	1	
Theological Accuracy	1	10	3	1
Scripture Mastery	7	6	1	1
Style and Clarity	4	7	4	
Total Marks in Column	14	35	9	2
Column Percent	23.3%	58.3%	15%	3.3%

III.   Summary of Modifications Made to Assessment Systems During the Current Academic Year (if applicable)
- Adjusted the MA SLO map, adding sub-outcomes under learning domains 4 and 5
- Switched assessment projects: moved BIB501 project to 2019 and THL572 project to 2018

IV.   Summary of Professional Development Opportunities Related to the Work of Assessment (if applicable)
- Training of Evan Burns and Tim Miskimen relating to artifact assessment and the THL540 assessment project.

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

April 2018: Updated the student bulletin that is distributed in each class to include statement on requesting further assistance. The statement encourages students to not only contact the ABTS office for assistance, but also to seek out fellow students who have been in the program for a number of years. This change was instituted based on one student's Summative Evaluation Report which discussed the importance of peer assistance for success in ABTS programs.