

**Grace Christian
University
Assessment of
Student Learning
2023-24**

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Grace Christian University Assessment of Student Learning Plan

A. Tiers of student Learning Outcomes

Grace Christian University states the intended learning of its students in a series of tiered learning outcome statements. The broadest tier contains the Institutional Learning Outcomes. The **Institutional Learning Outcomes** consist of four statements intended to encompass the learning expected for all Grace Christian University. These statements are,

KNOWING

Graduates will integrate knowledge of God’s word and God’s general revelation in creation resulting in a broad understanding of human life.

BEING

Graduates will demonstrate character formed by the Bible and the Spirit of God.

DOING

Graduates will implement the skills needed for living and working in the world.

SERVING

Graduates will serve others in their churches, careers, and communities.

The Institutional Learning Outcomes are published in each academic catalog, Online, On Campus, and Graduate Online. The faculty maps each program’s learning outcome to one or more of the Institutional Learning Outcomes. This mapping ensures alignment of learning to produce the education envisioned by the institutional outcomes and consistent with the University’s mission. All student learning outcomes are stored in the Assessment Mapping Database, an online tool that is accessible to faculty to retrieve course descriptions and course outcomes for syllabi creation, update the database based on changing assessments of student learning, and store data for new courses being developed. The Assessment Mapping Database provides faculty with maps aligning all tiers of outcomes.

The next tier contains the Program Learning Outcomes. The faculty specify Program Learning Outcomes for the two core programs included in every undergraduate degree, the Arts & Sciences Core and the Bible & Theology Core, as well as for every degree offered by the University. A complete list of Program Learning Outcomes is provided in Section D of this Assessment Plan. Program Learning Outcomes are also published in each academic catalog, Online, On Campus, and Graduate Online and stored in Assessment Mapping Database, enabling faculty to align outcomes and plan assessments to ensure complete

assessment of student learning. Program Learning Outcomes are the primary locus of assessment of student learning. Faculty plan assessments of program learning outcomes and the mapping of those assessments allows the collection of various assessments to be combined to assess institutional learning outcomes. Course and assignment outcomes are used to determine artifacts for assessing program outcomes.

Student Affairs also states learning outcomes for its events and programs. These outcomes are on the same tier as Program Learning Outcomes. They are tracked and assessed by Student Affairs staff.

Course learning outcomes form the narrowest tier of outcomes. They are specified by faculty designing courses and mapped to program outcomes. Course learning outcomes are published in individual course syllabi. Course outcomes and mapping are stored in the Assessment Mapping Database. The alignment of course learning outcomes to program learning outcomes is published in each course syllabus as is the alignment of assignments and assessments to course outcomes.

B. Assessment Planning and Reporting

For each academic year, the faculty, working in their schools, plan assessments of Program Learning Outcomes based on a three-year rotation designed to ensure all program outcomes are assessed regularly. Using the PLO Assessment Plan and Report template (see Section E), the faculty specify the outcome to be assessed, the assessment question to answer, the artifact, instrument, method, target, and any disaggregation of results for the year's assessments in Section 1 of the template. The resulting plan is then stored in the Assessment Zone shared online storage drive. Artifacts are collected and assessments conducted at appropriate times during the academic year.

By the conclusion of the Academic Year, the resulting data is entered in Section 2 of the plan and report form along with instructor observations and student feedback. Each school then reviews and analyzes their results. A summary of the findings and a plan to use the findings to improve student learning is recorded in Section 2. The next planned iteration of the assessment is recorded in Section 3. The completed Plan and Report is saved in the Assessment Zone for inclusion in the annual Institutional Assessment Report.

C. Assessment Calendar

August – faculty plans assessments for academic year

September 1 – Assessment Plans (Section 1 of Assessment Plan and Report template) due

January – Mid-year Assessment Day: check on progress; complete assessments conducted only in the fall semester

May – Assessment Day: Professional development; complete year’s assessments.

July 31 – Institutional Assessment Report due

D. Program Learning Outcomes

Arts & Sciences Core

1. Human Understanding – the ability to comprehend humanity's social, emotional, historical, ethical, cultural, and physical development through a biblical perspective.
2. Self Understanding – the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.
3. Relational Understanding – the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Bible and Theology Core

1. Analyze biblical texts based on recognized principles of biblical interpretation, in order to handle the word of God accurately (2 Tim. 2:15).
2. Demonstrate spiritual growth and maturity through service and the practice of spiritual disciplines.

Bachelor of Science in Biblical Studies

Students who graduate with the Biblical Studies major will be able to:

- Interpret the biblical text in its original languages and historical, cultural, and narrative context, using established principles and tools of exegesis and hermeneutics.

Bachelor of Science in Business

Students who complete a Bachelor of Science in Business will achieve the following learning outcomes:

1. Business as Mission – Demonstrate a firm understanding of the Christian call to business as ministry-based on references to scripture.

2. Business Analytics – Make data-driven business recommendations utilizing comprehensive research skills.
3. Creative Strategy Formulation – Apply critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.

Bachelor of Science in Communication

Students who graduate with a BS in Communication degree from Grace Christian University will be able to:

1. Articulate and apply a Christian perspective of communication
2. Create messages appropriate to the audience, purpose, and context
3. Critically analyze messages

Bachelor of Science in Criminal Justice

Students who graduate with a BS in Criminal Justice degree from Grace Christian University will be able to:

1. Develop a deep understanding of ethical considerations, social and economic inequalities, cultural intelligence, and issues of diversity and human rights in relation to the criminal justice system.
2. Apply theoretical frameworks and problem-solving methods to analyze and address criminal justice issues while considering multiple perspectives and the consequences of crime to society.

Bachelor of Science in Human Services

Students who graduate with a Human Services degree from Grace Christian University will be able to:

1. Develop a personal philosophy of human helping that emphasizes ethical decision-making, respect for diversity, cultural intelligence (CQ), and the recognition of social and psychological dimensions of human interactions.
2. Demonstrate effective interpersonal skills and the ability to navigate helping relationships in various settings to support growth and potential.

Bachelor of Science in Interdisciplinary Studies

Students who graduate with an Interdisciplinary Studies degree from Grace Christian University will be able to:

1. Integrate and appreciate ideas from multiple areas of study.
2. Create biblical perspectives through the synthesis of two or more areas of study.
3. Apply knowledge, skills, and ideas from areas of study to contemporary challenges.

Bachelor of Science in Leadership & Ministry

Students who graduate with the Leadership and Ministry major will be able to:

1. Construct a comprehensive personal philosophy for ministry that is consistent with Scripture and proven leadership principles.
2. Apply practical principles and strategies for effective ministry practice in a team environment.

Bachelor of Science in Psychology

Students who graduate with a BS in Psychology degree from Grace Christian University will be able to:

1. Develop effective communication skills, including culturally intelligent (CQ) and ethical behavior, to effectively convey ideas in writing and oral, and interpersonal interactions to promote human growth and development.
2. Apply psychological concepts, theories, and research to analyze and solve various behavior problems while demonstrating scientific inquiry and critical thinking skills.

(Adapted from the American Psychological Association's Guidelines for the Undergraduate Psychology Major, Version 2.0, 2013)

Associate of Arts Degree

1. Apply knowledge acquisition, communication, cultural intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study.
2. Integrate a biblical worldview into life and learning.

E. Assessment Plan and Report Template

GRACE
CHRISTIAN
UNIVERSITY



**PLO Assessment
Plan & Report
2023-2024**

Program

SECTION 1 – Plan of Assessment

Date:

Academic Term: (identify fall 2021, spring 2022, or both; online programs may also include summer 2021)

School and Program:

Planned Disaggregation:

Objective(s) assessed:

Assessment question to be answered:

Artifact (identify assignment and the course in which the assignment is completed):

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here):

Outcome target (must be at least 75% for each skill being assessed):

*Save the completed plan to the appropriate folder in the Assessment Zone by **TBD**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Instructor Observations:

Student Feedback:

***Summary:**

***Use of results to improve student learning:**

***Essential fields**

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

Remember, the purpose of assessment is to achieve documented improvements in student learning.

Reports of Assessments of Student Learning: School of Arts and Sciences



Program

SECTION 1 – Plan of Assessment

Date: June 20, 2023

Academic Term: Fall 2023, Online 10-3-23 Start

School and Program: School of Arts & Sciences / Communication

Planned Disaggregation: On-Campus / On-Line Communication Major/ Other Major

Objective(s) assessed: CO.3 **Critically** analyze messages

Assessment question to be answered: Can students organize and synthesize interpersonal communication evidence to reveal insightful patterns, differences, or similarities related to messages received during an interaction with another person?

Artifact (identify assignment and the course in which the assignment is completed):

The Dyad Project. To promote and analyze interpersonal communication, you are asked to spend intentional time outside of class with other people for the purpose of analyzing the messages you received setting up the interactions and messages received during the interactions. Schedule meetings in September and October, you will need to have one half-hour dyad meeting with a male and one half-hour meeting with a female (two separate meetings). For both months, you will write a 750-word reaction paper synthesizing your experience and critically analyzing some of the messages you received spending time together. **Include in-text citations of what you are learning from our class meetings, readings, and textbooks as part of the analysis.** This assignment includes assessing the analyses of your classmates as a learning activity. Please see the grading rubric on Blackboard > My Grades.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

Dyad Project – Assessment

Name of Person Sharing: _____

Assessment Question to be Answered

Did the student organize and synthesize interpersonal communication evidence to reveal insightful patterns, differences, or similarities related to messages received during an interaction with another person? (For example, was there information from: The nature of communication. The needs served by communication. Communication characteristics. Communication theories. Types of communicators. A Christian perspective on communication. Quotes from the textbooks.)

_____ Yes 85 - 100 points

_____ Mostly 75 - 84 points

_____ No, not really 0 – 74 points

Method (this includes a number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words, any additional planning needed before the assessment takes place belongs here):

Outcome target (must be at least 75% for each skill being assessed):

For this assessment, on-campus students in the class will evaluate the work of two classmates during an in-class activity.

The rubric will be reviewed in class before the class activity. Students will have the opportunity to ask questions.

For online students, the School of Arts & Sciences intern will evaluate the assignments and use the same tool for the assessment.

The assessment should be completed in December 2023.

*Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

December 12, 2023

Brief Overview:

Sixteen on-campus and 11 online students (14 females total) participated in the assessment. At the time of the assessment, 10 students had declared “Communication” as their major.

Objective(s) assessed: CO.3 **Critically** analyze messages

Assessment question to be answered: Can students organize and synthesize interpersonal communication evidence to reveal insightful patterns, differences, or similarities related to messages received during an interaction with another person?

92% of Fall 2023 COM 250 students scored 75% or higher on the assessment.

- All on-campus students were assessed with 75% or higher on the assignment.
- Two online students assessed lower than 75%. These students were not Communication majors.
- 100% of Communication Majors scored 75% or higher on the assignment.

Planned Disaggregation: On-Campus / On-Line Communication Major/ Other Major

***Data:**

On-Campus				
Student ID for Assessment	On-Campus = 1 Online =2	Gender 1 = Female 2 = Male	Communication Major 1= Yes 2= No	Score above 75% 1 = Yes 2 = No
1	1	1	2	1
2	1	2	1	1
3	1	1	1	1
4	1	1	2	1
5	1	1	2	1
6	1	2	2	1
7	1	2	2	1
8	1	1	1	1
9	1	1	2	1
10	1	2	2	1
11	1	2	2	1
12	1	1	1	1
13	1	2	1	1

14	1	1	1	1
15	1	1	2	1
16	1	1	1	1

Online				
	On-Campus = 1 Online =2	Gender 1 = Female 2 = Male	Communication Major 1= Yes 2= No	Score above 75% 1 = Yes 2 = No
17	2	1	2	1
18	2	2	1	1
19	2	2	2	1
20	2	1	2	1
21	2	1	2	1
22	2	2	1	1
23	2	1	2	2
24	2	2	2	1
25	2	2	2	1
26	2	2	2	2
27	2	2	1	1

Instructor Observations:

This is a small data set, but some helpful information can be gleaned. More than 90 percent of students organize and synthesize interpersonal communication evidence to reveal insightful patterns, differences, or similarities related to messages received during an interaction with another person.

Seventeen of the 27 participants were not Communication majors, yet could critically analyze messages during a dyad meeting.

Student Feedback:

Student comments about the assignment were positive. Students could recognize the needs served by communication, identify the characteristics of communication, distinguish between the types of communication, and make connections to communication theories.

***Summary:**

Overall, the assignment was very helpful in assessing the Communication Learning Outcome CO.3 **Critically** analyze messages.

This assignment provided an opportunity for students to verbally analyze messages during a conversation and reflect on the implications of communication. This written assignment was helpful in meeting the course outcomes. It should also prove helpful as they interact with others for work, ministry, and being courageous ambassadors for Christ.

***Use of results to improve student learning:**

Even when a minority of students miss the assignment's expectations, it provides an opportunity to clarify and evaluate the assignment instructions.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

It would be helpful to conduct this assessment again to grow the data set, which may provide more insights between on-campus, online, and communication majors. It could also provide an opportunity to improve student learning with instruction clarity.



Program

SECTION 1 – Plan of Assessment

Date: May 2024

Academic Term: Fall 2023

School and Program: Arts & Sciences History 115

Planned Disaggregation: By grade status, by male/female

Objective(s) assessed: Relational Understanding: The ability to articulate knowledge and beliefs through oral, written, and culturally relevant forms of communication to interact in diverse situations.

Assessment question to be answered: Are students able to use traditional writing skills to produce and narrate a social media platform that analyzes people and/or places in US history?

Artifact (identify assignment and the course in which the assignment is completed): A written research assignment using social media template for HIS 115 American Studies.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument): A rubric that takes knowledge and analysis of topic, writing skills, oral communication skills, professionalism, and creativity.

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment

takes place belongs here): This assignment will be introduced early and assessed (due) at the end of November. Both instructor and public feedback will be used.

Outcome target (must be at least 75% for each skill being assessed):

Students who demonstrated the ability to apply an appropriate topic in American history that is often portrayed in an idealistic manner (Instagram effect), effectively demonstrate the non-glossed over reality of American history (Be Real reality) works, and effectively describe and graphically design a “social media” post using the provided template will receive 100% on this assessment.

Students who demonstrated substantial elements of 1-3 but were missing the highest levels of critical analysis received 75-80% on the assessment.

Students who did not make the critical thinking connection between and the key elements of written works and historical connections (i.e., parts of 1-2, or missing major elements of 3) or who completely left out any of the 1-3 or were unable to present their findings received less than 60% on the assessment.

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data: Fall 2023 HST 115A**

21.4% of students scored full credit (100%)

50.0% scored 75% to 80%

28.6% scored below 75%

71.4% of students scored 75 percent or higher demonstrating the use of traditional writing skills to produce and narrate a social media platform that analyzes people and/or places in US history.

Freshmen (20% full credit) (40% 75-80 percent) (40% below 75 percent)

Sophomore (33.3% full credit) (50% 75-80 percent) (16.7% below 75 percent)

Junior (0% full credit) (66.7% 75-80 percent) (33.3% below 75 percent)

Male

Female

16.7 (1) full credit

25% (2) full credit

16.7 (1) 75-80%

75% (6) 75-80 percent

66.7% (4) below 75%

0% (0) below 75%

Instructor Observations: Despite the example and time to work on this in class the idea of presenting diverse views of a topic in American history presented from two perspectives was challenging for most students. Overall, females seem to have done better. I wonder if this is the communication piece that females often excel at over males. Can I say that? I just did.

Student Feedback: This was a fun assignment for most students, the ability to use creativity, a social media platform that is familiar to students, and the choice of topic contributed to the enjoyment of the assignment.

***Summary: Students enjoyed the creative aspects of the assignment but the majority did not have the higher level skills to present a polished example. I suspect that the unique nature of the assignment made it fun, but also contributed to a lack of confidence and a lack of knowledge to build upon. Having said this there was high quality work, but most was adequate and some missed the mark altogether.**

***Use of results to improve student learning: I think the assessment is a good indicator of student application of the objective of measuring the student's ability to use traditional writing skills to produce and narrate a social media platform that analyzes people and/or places in US history. More preparation may be needed and perhaps more discussion. I wonder if pairing a male and female to work together producing one together or partnering would be beneficial particularly for the males who seemed to have struggled with both the creative and content of this assignment.**

***Essential fields**

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)? **I would like to do this again in US history (331 or 332, as well as this 115 American Studies. I wonder if the higher level courses would produce better results, although it appeared that grade level was not a significant factor.**

Remember, the purpose of assessment is to achieve documented improvements in student learning.



Program

SECTION 1 – Plan of Assessment

Date: 5/16/23

Academic Term: (identify fall 2023, spring 2024, or both; online programs may also include 5-week terms if appropriate) Fall 2023 On campus

School and Program: Arts & Sciences

Planned Disaggregation: White and non-white ethnicities; men and women

Objective(s) assessed: Relational Understanding - the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Assessment question to be answered: Can students effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development? More specifically, did students grow in their ability to write for personal development?

Artifacts (identify assignment and the course in which the assignment is completed):

ENG101+ Composition Portfolio Assignment:

Portfolio: At the end of the semester, you will compile a portfolio of all your writing work this semester in a three-ring binder. Include **all** your **journal pages**, your **Who Am I? Paper**, your **What Do You Think? Paper**, and your **How Do You Know That? Paper**. Also include a **one-page reflection** in the front of the portfolio, answering the following questions:

What do you consider to be your best work this semester? Why?

What did you learn about writing this semester?

What did you learn about yourself this semester?

On a scale of 1 to 5 (with 1 being unable to write a complete sentence and 5 being ready to write a full paper), how would you rate yourself as a writer?

ENG101+ What Do You Think? Paper:


What Do You Think? Paper is a five-paragraph essay in which you will learn to develop a

thesis statement, supporting paragraphs, and an introduction and conclusion. This paper must include anecdotal (personal experience) evidence that supports your thesis statement. You will earn completion points for turning in a rough draft. After getting feedback from the Grace Academic Center for Excellence (ACE) on your rough draft, the final revised paper will be graded. You will include your final paper in your portfolio.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

At the beginning of the semester, students will answer a general questionnaire about writing and rate themselves on a scale of 1-5, (with 1 being unable to write a complete sentence and 5 being ready to write a full paper). At the end of the semester, in their final portfolio, they will include a one-page reflection and also rate themselves as a writer once again. Those two self-ratings will be compared to see if and how they grew in personal and professional development. A final portfolio rubric will be used.

What Do You Think? Paper Rubric field:

<p>Content </p> <p>Weight</p> <p>60.00%</p>	<p>100.00 %</p> <p>Paper is at least five solid paragraphs long and includes a clear thesis statement, introduction, conclusion. The thesis statement is supported by anecdotal evidence.</p>	<p>85.00 %</p> <p>Paper is missing one of the following elements: 5 paragraphs, thesis statement, introduction, conclusion, and/or anecdotal evidence.</p>	<p>70.00 %</p> <p>Paper is missing two or more of the following elements: 5 paragraphs, thesis statement, introduction, conclusion, and/or anecdotal evidence.</p>	<p>50.00 %</p> <p>Paper is less than one page, or no paper was submitted.</p>
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Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here): I will provide a Final Portfolio Assignment Worksheet for students to use when compiling their final portfolios, due at the end of the semester (December 2023).

Outcome target (must be at least 75% for each skill being assessed): 75% of final portfolio submissions will show self-reported improvement from the beginning of the semester.

75% of five-paragraph essay papers (What Do You Think? Papers) exhibit proficiency in including the major elements of an academic paper (intro, thesis statement, evidence, conclusion) determined by the rubric.

*Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

93 percent of students exhibited 75 percent or higher by demonstrating proficiency in including the major elements of an academic paper (intro, thesis statement, evidence, conclusion) as determined by the rubric.

Final Portfolio self-reported improvement in writing skills: Overall, 40% of the students (of the ten portfolios available to assess), reported an improvement of their writing skills.

Disaggregations*:

MALE: 50% of submissions reporting self-improvement in writing skills from the beginning of the semester to the end. Of the 8 portfolios submitted by male students, only 4 of them included the self-rating instruction for the portfolio; four of them reported a higher self-rating at the end of the semester than at the beginning.

FEMALE: 0% of female submissions reported self-improvement in writing skills from the beginning of the semester to the end. Two female students submitted final portfolios; One student reported no change, the other rated their skills as lower than they did at the beginning of the semester.

WHITE: 25% of white students reported an improvement in their writing skills.

One student reported an improvement in their writing skills. Three students did not include a rating at the end of the semester.

NON-WHITE: 50% of non-white students reported an improvement in their writing skills.

Three students reported an improvement in their writing skills. One student reported no change. One student rated their skills as lower than they did at the beginning of the semester. One student did not include a self-rating at the end of the semester.

FIVE PARAGRAPH ESSAY (WHAT DO YOU THINK? PAPER) CONTENT ELEMENT: Overall, 93% of students exhibited proficiency in including the major elements of an academic paper (intro, thesis statement, evidence, conclusion) as determined by the rubric.

Disaggregation:

MALE: 91.6% of male students exhibited proficiency in including the major elements of an academic paper (intro, thesis statement, evidence, conclusion) as determined by the rubric. 11 of the 12 papers submitted by men reached proficiency.

FEMALE: 100% of the female students who submitted papers exhibited proficiency in including the major elements of an academic paper (intro, thesis statement, evidence, conclusion) as determined by the rubric. Three out of the three papers submitted by female students reached proficiency. One female student in the class did not submit a paper.

WHITE: 100% of the papers submitted by white students reached proficiency. Of the seven white students in the class, only 6 submitted papers.

NON-WHITE: 88.8% of the papers submitted by non-white students reached proficiency. Of the 9 students, only one did not reach proficiency.

**Disaggregation information came from the Grace database of student demographics.*

Instructor Observations:

Self-Rating in Final Portfolio:

Of the possible 16 students, only 10 portfolios were available to assess. Of these ten portfolios, 8 were submitted by men, and 2 were submitted by women. Of these ten portfolios, 4 were submitted by students identifying as white, and 6 were submitted by students identifying as non-white.

Of the 10 portfolios available to assess, 4 students reported improvement of their writing skills. One student reported no change in writing skills. One student reported a lower rating at the end of the semester than the beginning. Four students did not include a self-rating at the end of the semester.

What Do You Think? Paper content elements:

Of the 16 students, 15 submitted What Do You Think? Papers for this assignment. Of those 15 students, 14 reached proficiency in the content of the paper according to the rubric (scoring 76.5 out of 90 points or higher).

Student Feedback:

The final portfolio submissions included a reflective essay in which the student was to include a self-rating of their skills. Some of them included the rating, but others did not. However, in the reflection essays, students reported an overall positive experience in this class, and they saw improvements in themselves as students. Some noted how they grew in their study skills, their personal disciplines, and social/community engagement.

***Summary:**

Students did, on the whole, exhibit a proficiency in the large elements of academic writing when evaluated on a rubric. When students reported self-improvement of their writing skills, some rated themselves higher than they did at the beginning of the semester, some lower, and some did not provide an end-of-semester rating. This could be because of an early overestimation of their own writing skills at the beginning of the semester.

***Use of results to improve student learning:**

In a future iteration of this course, I would provide a different prompt for their self-rating, as well as provide the beginning-of-semester writing sample and self-rating. I think also I would remove the full portfolio assignment and just require the self-assessment and reflection essay so as to simplify and clarify the assignment. I would also make this assignment required to pass the class.

***Essential fields**

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)? This assignment may be evaluated again in three years.

Remember, the purpose of assessment is to achieve documented improvements in student learning.



Program

SECTION 1 – Plan of Assessment

Date: May 20, 2024

Academic Term: Spring 2024

School and Program: Arts and Sciences

Planned Disaggregation: NA

Objective(s) assessed: CO.3 **Design** for themselves and other students self-evaluative practices for problem-solving and motivation.

Program Objective: **Relational Understanding** - the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Assessment question to be answered: Can the student design for themselves and other students self-evaluative practices for problem-solving and motivation?

Artifact (identify assignment and the course in which the assignment is completed):
Alumni interview; academic success plan.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

CO.3	Expert	Average	Poor
CO.3 Design for themselves and other students self-evaluative practices for problem-solving and motivation.	Student expertly identifies KSABs and SORFs and designs a detailed academic plan including specific strategies for different areas of focus.	Student identifies some of the KSABs and SORFs and makes a good attempt at designing a detailed academic plan but misses some strategies or areas of focus.	Student identifies very few or none of the KSABs and SORFs and demonstrates minimal effort toward designing a detailed plan with hardly any strategies or areas of focus.

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here):

Instructor of the course will assess the student’s demonstration of the course outcome based on the rubric of the assignment. Assessment will be done by May 20, 2024

Outcome target (must be at least 75% for each skill being assessed): 80%

*Save the completed plan to the appropriate folder in the Assessment Zone by **TBD**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

100 percent showed 75 percent or higher proficiency in designing for themselves and other students self-evaluative practices for problem-solving and motivation.

Student 1 showed proficiency in designing for themselves and other students self-evaluative practices for problem-solving and motivation.

Instructor Observations: Student 1 showed excellent application of course concepts, teaching and coaching techniques, and emotional intelligence to their academic success plan.

Student Feedback: NA

***Summary:** 100% of students in this course met the course objective.

***Use of results to improve student learning:** Teach the course with more students to gather further data.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?



Program

SECTION 1 – Plan of Assessment

Date: July 3, 2023 (Final Report May 18, 2024)

Academic Term: Fall 2023 / COM 290 NV23A

School and Program: School of Arts & Sciences / Arts & Sciences Core

Planned Disaggregation: Male/Female and Online/On Campus

Objective(s) assessed: Relational Understanding - the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Assessment question to be answered:

Do students have the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations?

***Summary:**

100 percent of Online Students scored 75 percent or higher - displaying the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

93 percent of On-Campus Students scored 75 percent or higher - displaying the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

100 percent of women scored 75 percent or higher - displaying the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

90 percent of men scored 75 percent or higher - displaying the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Artifact (identify assignment and the course in which the assignment is completed):

COM 290 Professional Communication - On Campus and Online

CQ Strategy Paper & Presentation

The **CQ Strategy Paper & Presentation** aims to provide an opportunity for you to articulate a basic understanding of the concept of Cultural Intelligence (CQ) and why it is essential for professional communication.

Cultural intelligence, or CQ, is a way of assessing and improving effectiveness in a global community. CQ includes the ability to relate and work effectively with people from different cultural backgrounds; it goes beyond existing cultural sensitivity and awareness notions.

Instructions

The 21st-century world consists of a diverse, global marketplace that spans and unites geographical, cultural, religious, and political boundaries like never before in human history. The need to understand these differences and the capacity to cross boundaries to build a shared understanding to solve complex problems constitutes Cultural Intelligence (CQ). We will explore the idea of CQ and strategize a plan for personal growth relative to professional communication.

- Review Chapter Two in *Communicating at Work: Strategies for Success in Business and the Professions*

- Review Chapter Four in *Communicating at Work: Strategies for Success in Business and the Professions*
- View the video [What is Cultural Intelligence?](#)
 - Reference: Middleton, J. (2014, April 28). *What is Cultural Intelligence?* Retrieved from <https://www.youtube.com/watch?v=Po96slSeN1A>
- Read the article [What is Cultural Intelligence?](#)
 - Reference: Common Purpose (2020). What is cultural intelligence? Retrieved from: <https://commonpurpose.org/knowledge-hub-archive/all-articles/what-is-cultural-intelligence/>

Write a 2 to 3-page paper in which you demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Describe the ability to act in a supportive manner that recognizes the feelings of another cultural group. And articulate the complex understanding of cultural differences in verbal and nonverbal. From the perspective of a Christ follower, cover the following points:

- What is CQ?
- How does culture influence verbal and nonverbal communication?
- Why is biblical CQ necessary for Christians to understand and develop? Provide biblical support.
- What communication challenges may require higher levels of CQ to reach shared meaning?
- Specifically, how can you personally grow in CQ to be a more effective communicator in your career field (or life in general)?
- How does the following scripture speak to the value of CQ as a “Kingdom” value? “After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb" (Rev 7:9-10 ESV).

Class Presentation

For your class presentation, organize your thoughts and use imaginative and memorable language. Deliver your material in a way that does not take away from your message, include supporting material that is orally referenced, and have a compelling central message. We will have a relaxed and informal atmosphere for sharing; however, your message needs to be planned and practiced before presenting.



Special Note: Know how you will be graded for this assignment. Grading rubrics for the paper and presentation are accessible and easily viewable on Blackboard > My Grades.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

The assessment used the portion of the grading rubric for on-campus - CQ Content.

Criteria	Needs Attention / Let's Talk	You are Going in the Right Direction / Improvement Needed	Quality Work!
CQ Content	<p>20 Points The submission DOES NOT thoroughly address the following questions: • What is CQ? • How does culture influence verbal and nonverbal communication? • Why is biblical CQ important for Christians to understand and develop? • What communication challenges may require higher levels of CQ to reach shared meaning? • How can you personally grow in CQ to be a more effective communicator in your career?</p>	<p>27 Points The submission addresses the following questions: • What is CQ? • How does culture influence verbal and nonverbal communication? • Why is biblical CQ important for Christians to understand and develop? • What communication challenges may require higher levels of CQ to reach shared meaning? • How can you personally grow in CQ to be a more effective communicator in your career?</p>	<p>35 Points The submission THOROUGHLY addresses the following questions: • What is CQ? • How does culture influence verbal and nonverbal communication? • Why is biblical CQ important for Christians to understand and develop? • What communication challenges may require higher levels of CQ to reach shared meaning? • How can you personally grow in CQ to be a more effective communicator in your career?</p>

The assessment used a portion of the rubric for online - Content

	Excellent	Good	Needs Improvement	Limited	Not acceptable
Content	<p> Points: 40 (40.00%) ▾</p> <p>Content is relevant and reflects ALL expectations of assignment.</p> <p>Feedback: <input type="text"/></p> <p>abc </p>	<p><input type="radio"/> 34 (34.00%) - 34 (34.00%)</p> <p>Content is MOSTLY relevant and reflects MOST expectations of assignment.</p>	<p><input type="radio"/> 30 (30.00%) - 30 (30.00%)</p> <p>Content is SOMEWHAT relevant and reflects SOME expectations of assignment.</p>	<p><input type="radio"/> 26 (26.00%) - 26 (26.00%)</p> <p>Content is NOT relevant and reflects LITTLE of the expectations of assignment.</p>	<p><input type="radio"/> 0 (0.00%) - 0 (0.00%)</p> <p>Content does not meet expectations.</p>

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here):

Outcome target (must be at least 75% for each skill being assessed):

A portion of the grading rubric will be used to assess on campus and online COM 290 courses.

The assessment should be completed by May 2024.

Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Online - COM 290 Professional Communication (MR24A)

On-Campus - COM 290 Professional Communication Fall 2023

Student	1 = Female 2 = Male	1 = On-campus 2 = Online	Percent
1	2	2	100
2	1	2	100
3	2	2	100
4	1	2	100
5	1	2	100
6	2	2	100
7	1	2	100
8	1	2	100
9	2	1	100
10	1	1	100
11	1	1	100
12	1	1	100
13	2	1	0
14	1	1	100
15	1	1	100
16	2	1	100

17	2	1	100
18	1	1	100
19	1	1	100
20	2	1	100
21	2	1	100
22	1	1	100
23	1	1	100
24	2	1	100
25	2	1	100

Instructor Observations:

The assignment requirements are specific and guide the students to articulate important aspects of cultural intelligence.

It was helpful to review the responses from on-campus and online (male and female) students who completed this assignment. Students are growing in their understanding that communication needs to adapt to the context - which includes culture. There are specific skills that aid in effective cross-cultural communication, including adaptability, flexibility and patience.

Student Feedback:

Students have shared appreciation for exploring cultural differences in communication practices and how to continue to grow in this area.

***Summary:**

100 percent of Online Students scored 75 percent or higher

93 percent of On-Campus Students scored 75 percent or higher

100 percent of women scored 75 percent or higher

90 percent of men scored 75 percent or higher

***Use of results to improve student learning:**

Adding additional resources to encourage student growth and understanding in culturally appropriate communication now and for future vocations.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

Another form of assessment may be used for this outcome to better document improvements in student learning.

One suggestion is for students to more clearly document their learning in cultural intelligence.

Remember, the purpose of assessment is to achieve documented improvements in student learning.



Program

SECTION 1 – Plan of Assessment

Date: August 31, 2023

Academic Term: Fall 2023

School and Program: School of Arts and Sciences / English

Planned Disaggregation: Class Standing (Freshman, Sophomore, Junior, Senior) and Course Section (A, B)

Objective(s) assessed: Relational Understanding - the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Assessment question to be answered: Do students have the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations?

Artifact (identify assignment and the course in which the assignment is completed): Drama Experience Paper for ENG 223, Sections A and B. Each student will attend a dramatic performance of his/her choice and will write a response essay detailing thoughts and reactions, connecting class learning to the drama experience, and reflecting on the personal value of the experience.

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument): A Blackboard rubric will be used to evaluate student attendance of their chosen dramatic performance, as well as completion of the essay requirements.

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here): Prof. Kooienga will be the sole evaluator. Students may attend their chosen drama at any time during the semester, provided the Drama Experience Paper

is submitted in Blackboard by November 17, 2023 (extensions will be given to students who provide concrete evidence that they plan to attend a drama after that date). Students will receive feedback on their papers via Blackboard (in-text comments, rubric grading, and overall feedback from Prof. K.) after submitting their essays.

Outcome target (must be at least 75% for each skill being assessed): Outcome target is 75%.

*Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Section A Average Score: 91%

Section B Average Score: 89%

** Outcome target of 75% was met and exceeded.

90 percent scored 75 percent or higher, demonstrating the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations.

Freshmen

- Number of students: 12
- Average score: 86%

Sophomores

- Number of students: 7
- Average score: 96%

Juniors

- Number of students: 8
- Average score: 94%

Seniors

- Number of students: 4
- Average score: 99%

Instructor Observations:

This was the first semester for the Drama Experience Paper assignment in which students were required to attend a drama of their choice and write a reflection paper. Overall, the results were very positive. As the data show, most students scored well on this assignment.

In addition to the high scores, student comments (in person and in their papers) were overwhelmingly positive; and most students (those who had attended a drama prior to this assignment and those for whom this was their first experience attending a drama) indicated that they would like to attend another drama in the future and that this assignment helped them better understand the drama genre.

Student Feedback:

(Taken from student Drama Experience Papers)

“Finally, I would say that even though normally I would never see myself going to a play before this event, I definitely will consider this an option for entertainment in the future...It was a way for me to just sit back, enjoy the show and forget about everything else that I had going on in my life. I am thankful for the experience that was provided for me by this class and recommend that everyone should go see at least one play instead of spending double the money on a movie.” (Student #1, Section A)

“For my drama experience I went to see the opera *The Abduction from the Seraglio*. This was a great choice for me personally. Not only was I able to attend my first opera, but I was also able to experience it with my daughter. We got to dress up and have a special night out for just her and I. It will be a night that we will both remember forever. This drama was entertaining, it had a good plot, it was ironic, and it had conflict. All the great makings of an awesome dramatic experience. The drama itself was really funny. I was nervous because I did not think that I was going to be able to understand because it was in another language. Fortunately, there were subtitles for the music portions and the speaking parts were in English. This was a surprise to me...I would absolutely go to another opera. Next time I will bring a different child, so I can watch their faces when they are as surprised as I was the first time I watched it. Thank you for encouraging us to have this experience.” (Student #2, Section A)

“I learned that theater is truly an art form. There is no cookie cutter way for a play to go. The art of drama is not as confined as I once thought. Within this play I observed that there is a genuine beauty in the chaos of art. As the play continued, I found myself invested. I really enjoyed this performance throughout the entire time. What started as something that I did not want to do turned into the highlight of my day. The acting was great, the audience was invested, and I laughed throughout the play.... This experience was more valuable than I thought it would be. I really enjoyed going tonight. This play made me look at drama through a more creative lens than before. When it comes to entertaining people there is no boundary that you need to follow if they are entertained. I am not a big drama guy; I will be

the first to admit. However, after this play I changed my mind. I think I have introduced myself to plays that are too predictable and don't break the mold of what a play is expected to be. I plan on finding more plays like the one I went to tonight. I enjoyed this assignment very much. Thank you for assigning it." (Student #1, Section B)

"The most valuable thing I gained from this experience was an appreciation of plays. Previously, I would have disregarded plays and the stories that they communicate. After seeing a play and a story that is told in an engaging and enjoyable manner has caused me to reconsider how I have previously viewed plays and the genre of drama as a whole. I would have previously ignored stories like the plays Shakespeare wrote, but that may have been a tragedy and a disservice to really good stories that have been told. I also can now see the work others put in to making a play meaningful. I do not think I had previously ever considered how much time and effort goes into performing a play, but now I can see that it is a lot. My perception of plays has definitely changed from a negative one to a perception that they are enjoyable. This is definitely a positive shift that most likely would not have occurred to this degree if I never attended a play. In the future, I will most likely attend another play if the opportunity is presented. Ultimately, going to see a play was a good experience that I will do again. If I had never taken this class the chances are I would have never seen a play, but I did take this class and I gained a new valuable and meaningful experience." (Student #2, Section B)

***Summary:**

The Drama Experience Paper was a new assignment for the ENG 223 class begun in the Fall 2023 Semester. Students were required to attend a dramatic performance of their choice and then write a reflection essay, explaining their experience, connecting it to class, and sharing how it was valuable to them. Nearly all the students in both Fall 2023 sections of ENG 223 scored very high on this assignment, mainly because they attended their chosen dramas and included all required elements in their papers. The average score for both sections of the course were very similar (91% for Section A and 89% for Section B). The two-percent differential is likely due to one student in Section B choosing not to write an essay (for which this student received a 0 for the assignment). Furthermore, Section B also had one student who received a significant deduction for the essay being short of the required word count, and another student who received a significant deduction for what could best be termed "borrowing structural elements" from the paper of a classmate who had attended the same play. With these items in mind, it is likely that Section B's average score would have been higher than Section A's had these deductions not been necessary. In summary, though, both sections of the course did well on this assignment.

Regarding the disaggregation of class standing, freshman students (from both sections combined), while still earning a respectable average of 86% on the assignment, had the lowest average score on this paper. This is likely due to the fact that the student who did not write a paper (and received a 0) and the student whose paper was short of the required word count were freshmen. As the class standing progressed, the average scores rose—with the exception of the junior students whose average score (94%) decreased two percent from the sophomores' average (96%). This is likely due to the fact that the student who received a deduction for “structural borrowing” was a junior. Senior students performed very well (99% average). Basically, it seems that writing abilities that develop and strengthen with additional years in college affected the poorer performance of freshmen and the stronger performance of seniors. For all students, regardless of course section or class standing, the issues for which points were most commonly deducted were incorrect APA formatting, grammatical/mechanical errors, and lack of connection between drama observations and specific course concepts. Most essay content was strong.

In short, these ENG 223 students do have the ability to articulate knowledge and beliefs through strategic oral, written, and culturally relevant forms of communication to interact in diverse situations. The dramas they chose to attend put them into diverse situations, and they were able to clearly articulate the knowledge they acquired through attending a drama and through in-class content in this paper.

***Use of results to improve student learning:**

These results are very helpful as I continue to introduce ENG 223 students to the literary genre of drama and to promote to the wider campus community an appreciation for and a desire to engage with the arts. First, the positive student comments encouraged me to continue assigning this paper. Clearly, students are identifying the value of attending a drama. Second, this assignment has strengthened in-class discussions of drama (terminology, types, comparisons, etc.). This assignment gives students a reference point to compare course readings of dramas and a better understanding of dramatic elements such as audience, actors, and staging. To improve student learning, I will potentially add additional opportunities for students to attend a drama with a group from Grace, which would likely encourage all students to attend a drama and earn these points for the class.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

I plan on conducting this assessment again next year (2024-25) since this assignment is new and a major part of the ENG 223 curriculum.

Remember, the purpose of assessment is to achieve documented improvements in student learning

Reports of Assessments of Student Learning: School of Bible and Ministry



SECTION 1 – Plan of Assessment

Date: August 2023

Academic Term: Fall 2022-Spring 2024

Division and Program: School of Bible and Ministry

Institutional Outcome assessed: Knowing- Graduates will integrate knowledge of God’s word and God’s general revelation in creation resulting in a broad understanding of human life.

Assessment question to be answered: What percentage of the sophomore student body are able to demonstrate that they meet expectations of increasing in the knowledge of God’s Word from their Freshman year to the end of their sophomore year.

Artifact: *ABHE Bible Exam.*

Method: ABHE test scores will be compiled and disaggregated from the term of FA-22>SP 24 to determine growth in the class of 2026 in their knowledge of God’s word. The ABHE Exam covers topics from a range of Biblical Studies and Theology topics and provides a score out of 125 possible points. The exam remained the same from FA-22 to SP-24. The majority of the class is represented in the SP-24 group, but there are a few outliers.

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

None

Instructor Observations:

Student Feedback:

***Summary:**

We decided to terminate this Assessment Loop due to the issues with the ABHE standardized test. The tool is not able to capture the information that we need in order to make assessment of student learning for our purposes at Grace Christian University.

***Use of results to improve student learning:**

None

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

We will look towards developing an inhouse test in order to accomplish what we need this assessment to capture. Did our students grow from their time as Freshman at Grace to the end of their Sophomore year based on the information provided in our courses?



SECTION 1 – Plan of Assessment

Date: August 2023

Academic Term: Fall 2023-Spring 2024

Division and Program: School of Bible and Ministry

Institutional Outcome assessed: Knowing- Graduates will integrate knowledge of God’s word and God’s general revelation in creation resulting in a broad understanding of human life.

Program Outcomes assessed:

Upper Division Bible Classes

BS Biblical Studies. Students who graduate with a biblical studies degree from Grace Christian University will be able to interpret the biblical text in its original languages and historical, cultural, and narrative context, using established principles and tools of exegesis and hermeneutics. [Knowing]

Assessment question to be answered: What percentage of the junior and senior student body in the Biblical Studies program are able to demonstrate that they meet expectations interpreting the biblical text using established principles of exegesis and hermeneutics.

Artifact: *Research Papers for BIB 312, BIB 303, BIB 304, BIB 309, BIB 403, and BIB 404.*

Method: Papers for *BIB 312, BIB 303, BIB 304, BIB 309, BIB 403, and BIB 404* were collected and Leadership and Ministry Majors were selected from that larger pool. These papers were evaluated based on the student’s ability to identify

Context-Student consulted commentaries for challenging passages, dictionaries for culturally specific terms, and differentiated the between the intended audience and the modern audience. Ex. Consistent use of commentaries for the study. Anchor Bible Dictionary articles utilized appropriately throughout the lesson to identify relevant historical information, clear distinction between modern and historical

contexts for the lesson. Substantive interaction with resources related to Historical-Cultural Context including: Bible Dictionaries, Scholarly Articles, or Backgrounds resources.

Meaning-Student identified the meaning of the passage according to the normal or plain hermeneutic. If the student used a different hermeneutic, they were able to accurately identify the plain principle and explain why they chose a different hermeneutic. Meaning is primarily supported by biblical text, the whole of scripture, and scholarly resources. Ex.: Clear explanation of Hermeneutic and consistent use throughout the study, meaning is not just true for the passage/lesson at hand, but agrees with the local and global evidence of scripture. Appropriate identification of audience, author, and occasion. Substantive interaction with Scholarly Commentaries.

Application-The student moved from meaning to application to provide a teachable principle to a modern audience. Took into consideration matters regarding dispensational/covenantal distinctions regarding application for the nation of Israel and the Body of Christ. Ex.: Application was challenging, relevant, and plentiful. Went beyond simple, "How does this apply to your life?"

Assessment Rubric

Q1: Context-Student consulted commentaries for challenging passages, dictionaries for culturally specific terms, and differentiated the between the intended audience and the modern audience. Ex. Consistent use of commentaries for the study. Anchor Bible Dictionary articles utilized appropriately throughout the lesson to identify relevant historical information, clear distinction between modern and historical contexts for the lesson. Substantive interaction with resources related to Historical- Cultural Context including: Bible Dictionaries, Scholarly Articles, or Backgrounds resources.

- 1-Did not meet expectations. Missing substantive interaction with 1+ resources
- 2-Met expectations, but overall needed additional research and development. Missing substantive interaction with 2+ resources
- 3-Met expectations, but missing substantive interaction with 4+ resources
- 4-Surpassed Expectations

Q2: Meaning is primarily supported by biblical text, the whole of scripture, and scholarly resources. Ex.: Clear explanation of Hermeneutic and consistent use throughout the study, meaning is not just true for the passage/lesson at hand, but agrees with the local and global evidence of scripture. Appropriate identification of audience, author, and occasion. Substantive interaction with Scholarly Commentaries.

- 1-Did not meet expectations. Missing substantive interaction with 1+ Scholarly Commentaries.
- 2-Met expectations, but overall needed additional research and development. Missing substantive interaction with 2+ Scholarly Commentaries.
- 3-Met Expectations, Missing substantive interaction with 4+ Scholarly Commentaries.
- 4-Surpassed Expectations

Application-The student moved from meaning to application to provide a teachable principle to a modern audience. Took into consideration matters regarding dispensational/covenantal distinctions regarding application for the nation of Israel and the Body of Christ. Ex.: Application was challenging, relevant, and plentiful. Went beyond simple, "How does this apply to your life?"

- 1-Did not meet expectations.
- 2-Met expectations, but overall needed additional research and development.
- 3-Met Expectations
- 4-Surpassed Expectations

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

		Percentage of Students Above 75% for Question 1	Percentage of Students Above 75% for Question 2	Percentage of Students Above 75% for Question 3	Percentage of Students Above 75% for the average
Gender	Male	68.42%	71.05%	52.63%	63.16%
	Female	78.13%	78.13%	56.25%	59.38%
Athlete	Yes	57.89%	57.89%	36.84%	52.63%
	No	78.43%	80.39%	60.78%	64.71%
School of Biblical Studies	Yes	77.27%	86.36%	68.18%	72.73%
	No	70.83%	68.75%	47.92%	56.25%

Instructor Observations:

Student Comments that support student learning:

Notable Quotation

"the story of the Golden Calf in Exodus 32 reveals some different theological and moral implications for all people. The impatience, disobedience, and repentance of the Israelites depict the human struggle to maintain devotion to God when a person has new freedom. Moses' role as a mediator highlights the power of repentance and intercession, in addition to showing the balance of God's justice and mercy."

"The next passage of scripture verses 7 through 11 describes a situation where a man sells his daughter into slavery. In our cultural context, this could be read as very misogynistic and sexist. This would be a critical error though for understanding the bible, we must address the context in which this passage of scripture is written. A student of the Bible should not place their cultural preferences and societal norms into a biblical text."

"Understanding typology and the framework of the Bible will also help people to see the Bible as a unified book, instead of just a collection of ancient literature. The Bible is more than just a collection of writing, it is a unified story about the relationship between God and humanity."

"Genesis 3:15 becomes an essential perspective of consideration for the avid biblical student. Conceptualizing this "protoevangelium" and its reverberation across the text allows scholars and theologians, along with the layperson, to delve into the intricate links between Old Testament stories, prophetic literature, and the historic redemptive theology abounding from the New Testament."

" It appears that the Biblical standard would allow acts of violence if it was with the intent of stopping or protecting from violence. The key seems to be remembering Genesis 1:26-27. This verse is the foundation for any other rules. God opposes violence that contradicts the standards set in the concept of imago dei. Violence is only permissible if it respects and protects the image of God - this can be seen in justice and war."

"When you compromise one doctrine or accept a figurative approach in one chapter, it's a slippery slope with the rest, and new or unbelievers may not have the ability to discern the truth at that point"

"When comparing the two societies-Ancient Israel versus modern day society (especially in America), it can be concluded that while in revising it may not look the same as Ancient Israel's law, America's way of responding to rape in various ways would be detestable to Ancient Israel, as they are also detestable God because it was God who gave the law, and He is Holy. "

"when looking at slavery in the Old Testament, particularly in the Pentateuch it is important to understand what kind of slavery it is and who was affected. Specifically it is important to look at the way that female slaves were used and treated and the laws surrounding their captivity to understand how their treatment differed from the treatment of male slaves both in Hebrew contexts and in the surrounding historical contexts."

"we can also learn that the Bible and science are not always conflicting, and some would even go as far as saying the Bible and science don't conflict at all. "No, they don't conflict because, by their very nature,

they can't conflict—the Bible and science address fundamentally different aspects of reality” (Dembski, 4). Here we can see that the Bible and science are looking into different parts of the reality of what happens in this world, therefore there is not logical way for them to conflict.”

"To truly appreciate the literary devices used in Old Testament narratives like those in Genesis, it is necessary to recognize the Bible as a crafted work of literature—not merely a historical account. The Bible is designed as the story of God's people—and God himself designed it—thus, it offers value and guidance to all Christians both as a history of the world and as a beautifully crafted literary work"

"There are historical, social, and theological implications to consider, such as the significance of Ruth's decision, and also the treatment of women in that time, as well as the theology of God's providence. Even though it was not always safe to glean in the fields, God protected Ruth through Boaz and gave her and Naomi a chance for redemption. In a time where they likely did not feel much hope, they held onto God and each other. They looked to God and followed customs, rather than looking to themselves and pursuing lawless ways. Overall, the Book of Ruth has served many purposes, and can teach many lessons, but in this case it showed that even in a dark time of Judges, there were a righteous few who lived by hesed."

"The story of Ruth matters because this is another encouragement for us that even through valleys of darkness in our lives God is ready to redeem us and ready to provide us with a new way. Maybe there are people out there who have financial issues, family issues, work issues, and moral and ethical issues, and this story is such a good reminder for us that we should trust in God in every little thing because God is our deliverance and our protector."

Grasping the historical and cultural context of Pergamum adds depth to our understanding of the letter and its message to the Christian community there. The difficulties of preserving faith in an environment saturated with spiritual opposition underscore the overarching theme found in Revelation: the victory of faith against adversity.

"Revelation offers a captivating tapestry of imagery that reveals God's sovereignty and Christ's redemptive power. Firstly, the heavenly visions in Revelation paint a majestic picture of God's throne room, inviting us to witness the awe-inspiring worship that surrounds it. The descriptions of the throne, elders, and heavenly beings remind us of the centrality of worship in acknowledging God's sovereignty."

"There are many times when believers read the Bible without understanding that there is application in almost everything in scripture, but one must make sure they study so they don't misunderstand or misapply Scripture. Interpreting an apocalyptic book like Revelation can be extremely challenging, especially when one hasn't done any background information, so that's why everyone should make sure they study, not just read, as 2 Timothy 2:15 advocates for."

"Thus, the horsemen of the apocalypse continue to signal believers towards a deeper understanding of faith, a greater commitment to love and justice, and a steadfast hope in the promises of God's kingdom. The Four Horsemen of the apocalypse are a small piece of scripture, but still are able to hold a big part in the Christian theology by giving us representations for things that happen in our world and if we are around during the end times as well."

"This research provided a deeper understanding of the relationship between consuming meat made as an offering to idols and immoral sexual activity by integrating the Bible and using the articles. These articles helped me better comprehend the history that women needed to be exposed to by providing information on what was going on in the Roman Empire."

It is possible that there were definitely others in the Corinthian Church that were not as divisive, and wanted unity as well, but it is not clear how many there were in the Church that wanted this.

"Paul's writings to the Corinthians include fascinating details about Corinth's ancient civilization, including its socioeconomic dynamics and moral quandaries." - AI?

"The reason why mankind cannot be righteous is because human beings are sinful." (duh?)

"The Jewish apocalyptic literature is symbolized by the book of Enoch." - What does that even mean?

"These are all elements that you would only be able to understand fully when researching the context." - OK, that was the point of the paper.

"Biblical Scripture highlights the centrality of pain and suffering in the Christian journey"

"Christians are becoming more and more of a majority on the religious scale, we need to step up and show our faith with boldness and accept it with pride to show others to do the same." - I taught this student nothing.

"The book of Hebrews does a good job at explaining the reasons behind Jesus being the son of God."

"The major difference is the superiority of the New Covenant because of Jesus Christ's sacrifice, the grace it brings, and its eternity."

"I do not strongly believe that 'baptism' can save us, I firmly believe that it's just a ritual from the early church." GGF Win

"Peter gives his readers hope, transforming their suffering into tools of faith, which does not mean the wives, or their children, are to be subject to abuse without fighting back"

This paper was off-topic. I asked the student about it when they turned it in, and they never responded. There is nothing quotable in the paper.

#N/A

"Does suffering and persecution earn those who go through it more merit in heaven?" (no, they conclude)

"We should continue to honor and praise God just as the creatures did in the throne room."

"It is essential to focus on the result of facing these trials. The result is spiritual growth and maturity. We can be joyful through these trials, knowing that it won't all be for nothing, but it is for our betterment as followers of Christ that we can get through these trials with the help of the Lord. "

"the mystery of Melchizedek does not take away from the totality and superiority of Christ."

"A perfect king and a perfect priest, the perfect example of a king and a priest should be"

"There is wisdom in his words that is important to all Christians, even though it was written to a different audience during a different time. James is giving us direction on how we as Christians can follow the word of God with our actions and character."

"The most important of the cultural religious practices is far and away the worship of the pagan goddess Artemis."

"suffering is inevitable, it's about "when" it's gone and not "if""

Some perceive Gideon as a coward, and others as an admiral figure of faith. He demonstrated both fear and bravery throughout his story. Almost every move he made required a clear direction from God, but the important thing is that he obeyed. He was young in faith, because prior to this calling, he had been worshipping Baal along with his family and did not believe that Yahweh was with them (Younger, 2002). Each of his moments of questioning were followed by acts of obedience, even in risking his life by both the Israelites and Midianites.

Through his triumphs and tribulations, David's journey speaks to the enduring power of faith, resilience, and the transformative grace of divine providence.

Overall, the story of Adam and Eve impacts us today. It plays out in our own lives by shifting our feeling from innocence to shame. We are all born with innocence as Adam once was and then gradually as we live on earth we run into temptation and begin to grow the Eve in ourselves that lead us to make certain decisions out of curiosity. We can't blame women for our decisions because as we all know, Eve was created from Adam's own ribs which reveals to readers that Eve is a part of us as human beings rather than a representation of what women are.

Furthermore, though David did have a heart that was fully after the Lord, he still disobeyed God's commands during his reign. The key is that David's reign was initially successful. David did not maintain his successful reign because he fell into sin and disobedience. Jesus will never fall into sin or disobedience. The application for us is that we should find encouragement and comfort in the fact that though David's reign was initially successful, Jesus' reign will always be the reign of a perfect king.

How they each led but had different leadership styles and how they each were handed their leadership position in completely different circumstances. It was how God was trying to specifically work in both of these men is why both of their journeys were different and had different outcomes throughout their lives in leading. They both succeeded in staying close to the Lord and trying to keep the Israelites close to Him too, though, it was difficult for them both, and it was extra difficult for Joshua as he had to overcome more obstacles than David.

The book is like a warning signal and a sign of hope wrapped up into one. In the middle of all the persecutions and punishments that are happening to Christians, Revelation is a reminder that God holds the most power, even when it seems as though evil is winning. The book acts as a call to Christians to remain faithful and resist the pressures and temptations that are trying to draw them away from God.

While I disagree with them on the aspects of futurism as it pertains to the book, I do agree that we should not be using it to predict the future and apply it to our American context. Reading Revelation, illuminated by the book of Daniel, helps us to clearly see what John is actually trying to reference in his apocalyptic narrative. If we look at Revelation with this lens we can properly understand the allusions John is using, comparing his current circumstance to what Daniel saw and experienced while living through the Exile.

As Long here also notes, just because the words of the text are being interpreted literally, that does not mean the figurative language is being dropped or ignored, it is simply just being interpreted in the proper context.

***Summary:**

Outcome target (must be at least 75% for each skill being assessed): 80% of students met a satisfactory score

Outcome Actual (must be at least 75% for each skill being assessed): 86% of students met a satisfactory score.

Students in the school of Bible and ministry successfully demonstrated competency in the areas of Context and Meaning on the rubric. While the scores for context were not as high as Meaning, it demonstrates that our students are successfully identifying the meaning of the passage based on a historical-grammatical hermeneutic taught to them in our Bible and Theology courses as demonstrated in their research papers.

***Use of results to improve student learning:**

This data captures student learning from categories aside from the desired outcome and shows that we have work to do. Our athletes are under performing our non-athletes on these research papers across all categories, this remains true with male students compared to female students. Considering that a majority of the athletes were male, this accounts for that alignment. We should reach out to the athletics department and seek ways to partner with them to improve athletic performance in the classroom. There was also a dip in scores for Q3-Application. This is likely due to the fact that the research papers are not weighted heavily toward application. An improvement to the assessment could be reshaping the prompt to encourage students to apply the meaning of the passage to their own ministries or vocations.

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

This Assessment loop will be closed since our program majors are meeting the assessment goal. In one year we will plan a new assessment loop for this outcome.



SECTION 1 – Plan of Assessment

Date: December 2023

Academic Term: Fall 2023

Division and Program: School of Bible and Ministry

Institutional Outcome assessed: S2 – Christian Worldview

Program Outcomes assessed:

BIB 215

Leadership and Ministry 2: Apply practical principles and strategies for effective ministry practice in a team environment. [S.2, S.3, S.4]

THE 161/BIB 205/THE 363

Bible and Theology Core 2: Demonstrate spiritual growth and maturity through service and the practice of spiritual disciplines. [S.2, S.3, S.4]

Assessment question to be answered: How does Christian Ministry serve to equip and develop our students into effective spiritual leaders?

Artifact: *Christian Ministry Reflections and mentor evaluations for THE 162, THE 213, BIB 205, BIB 215, and THE 363.*

Survey of courses requiring satisfactory Christian Ministry Completion.

Method:

Students were evaluated for Christian Ministry Completion in Freshman (THE 162), Sophomore (THE 213, BIB 205/215), and Junior (THE 363) Years

Students were in BIB 215 were asked to describe their experience for this semester's Christian Ministry opportunity. What was different from last semester? What did they learn about themselves and/or others? How did they grow? Below are relevant quotations from their papers.

Students in BIB 205 were evaluated by their mentors for this semester's Christian Ministry opportunity. Mentors rated their service and offered comments about their service overall. Below are relevant quotations from those evaluative comments.

Outcome target (must be at least 75% for each skill being assessed): 75% of students met a satisfactory score

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Student Service Completion Rates FA23 – SP24

Courses: THE 162	Courses: THE 213, BIB 205/215	Courses: THE 363
82.35%	77.78%	89.58%

Evaluator Quotes

BIB 215

B----- does a great job with the youth. His heart for the kids is so evident. He’s extremely knowledgeable about the Bible and takes initiative to lead games and lessons. The kids love him!

J----- is such a joyful and pleasant person to be around and serve alongside! She does her job with a smile on her face and puts her all into it. Even when I personally knew she was going through a busy or stressful season, she still showed up and served with a cheerful spirit.

G----- is a bright and talented young man with a passion for the Word of God. My only concerns for him to work on are his ability for succinctness in communication and staying on focus when engaging with others, as well as learning to listen instead of waiting to talk.

J---- has grown a lot since he started. It's clear he has become bolder and a more effective communicator. I can see him becoming more and more comfortable and capable every Sunday. He takes high-energy classrooms in his stride and doesn't shy away from chaotic situations.

R----, you have displayed humility, vulnerability, and faithfulness..even in the face of a very difficult season. I am grateful for your presence in our community and for your willingness

to serve, even despite the mix of emotions you have had to process this year. We appreciate you!!

I so appreciate T----'s willingness to serve in whatever way is needed. She has definitely helped us out in a variety of ways this past semester - and year. It is always a joy to work with her because of her positive attitude, willingness to serve in whatever way needed, and her desire to do it well.

THE 162

I appreciate her giving spirit. She is becoming more and more confident & that is so fun to see in her! I want to continue to share how much I appreciate her and encourage her to continue her growth in her confidence.

Let's do ministry together more! We dreamed of future ministry and work related partnerships, and I honestly would work with k—— in other arenas. Her heart and willingness were so obvious.

She went above and beyond... K—— showed great passion for taking the time to give back to her community and put her love into cooking and baking for them. I always heard great things from the places we donated to.

E—— is a willing and capable teacher with children. He has developed a gift and joy with teaching kids that is infectious and very encouraging to be around.

K—— did a great job jumping in and learning with a tough ministry. It was a joy to see her interact with the students!

R—— overall is very solid in his convictions, responsible a great work ethic. The different ministry he serves in I've good great reports on his character, skill and gifting... There is allot of potential in him always room to continue growing. His humbleness and boldness allows him to not to shy away of trying new things. He excels anywhere you place him, that great quality of him among other.

T—— went above and beyond helping the other girls find their groove. She spent time with challenging students and was ready, willing, and able to respond immediately in tough situations! ... T—— is MADE for the care and ministry of others. I see Jesus shining through her!

B—— always came with a great attitude and willingness to jump into whatever project we worked on. ... It was a pleasure to have B—— here at KFB and he is always welcome back!

J—— is a great part of our church family and ministry team ... J—— is showing true gifting for vocational ministry.

J—— was great with the kids. She was a little bit timid but I could see her warming up as the semester went on. ... Keep it up, J——! The girls love you and I love your teachable spirit and your willingness to do anything. You are a big blessing.

It was a GIFT to have M—— helping out at CK. She is great with the kids. ... I am sure that God will use M—— in mighty ways. I hope that CK was helpful and good exposure to urban ministry. I hope she continues serving the Lord in this capacity, what a gift she has!

A—— is a great young man and it has been a joy to have him serve again in the ministry.

B—— has a lot of passion and got along with the kids well. I look forward to seeing him grow more in his faith and knowledge and continue to do missionary work.

I—— was a well productive student and has a lot of potential for the ministry. He just needs to expand his research and drive to find what he's searching for in Christ. Overall, great person to have in the small group. ... I—— has potential to be a leader in ministry; it all depends on how he views himself and trust in God on the journey.

T—— shows strong communication skills and is able to help mentor young men in sports and their faith. ... T——, keep up the great work and always remember to help minister those who look up to you.

K—— have a strong work ethic and take initiative when completing tasks and exceed the expectations. ... K—— has a bright future ahead of him. Informed him that he can do anything he put his mind too. Just be confident and Always remember his voice matters and to keep being the strong man that he is.

E—— still struggled a little with finding her voice for authority but did well when reaching out for the appropriate guidance. ... Loved working with this bubbly soul. she has a Heart for her God and will go far in life.

THE 213

She did an amazing job. She loves the students and cares deeply for the students and shows them their value! ... Awesome Work M——! The Lord uses you in great ways, we appreciate you at Rush Creek!

D—— is a huge asset to our campus!

Timeliness is one area that she continues to work on, especially for earlier scheduled times. S— is a joy to work with. She has a true love to serve. She has such peace that draws the children she serves, to her.

J— clearly communicates days in advance if he is unable to attend a Sunday service so that I can make other arrangements for his small group if needed. He is always ten to fifteen minutes early and is extremely present and available for the duration of his serving time. His small group students love him! Joe is one of my most consistent and available leaders and I am thankful!

M— is an amazing young man! So glad to have him around.

L— is so sweet and wonderful to serve Jesus along side of!

E—'s Bible knowledge has allowed him to develop lesson plans for the 1st + 2nd grade Bible Class. He has been good at running ideas by me and then making it happen. I have had positive feedback from the teachers who have served with him, and the kids love him! ... E— has been such a blessing to our kids ministry. He is reliable, communicates well, is engaged and has a very pleasant personality. We are so thankful he will be with us next year as well. Great teacher. Great guy!

K— was a source of inspiration in the children ministry and imparted positivity into the lives of the kids ... K— is Very diligent and hardworking. I noticed that K— consistently participated in missionary work and showed strong understanding of the Bible and assisted in building good Sunday school children . One area for improvement is to work more on how to be more consistent with time which he said was due to his busy schedule with basketball. K— has shown great dedication and enthusiasm for learning and his attitude is contagious. I'm impressed by his missionary approach and proud of him. Has a lot of patience with kids and a good listener.

I very much appreciated time spent with D— in ministry this past ministry year. He has a heart for youth ministry and love for Christ and that is evident. I always enjoy our weekly conversations about life and ministry, what he is learning in school or working on, what those concepts and ideas look like on the ground in ministry. ... I appreciated D—'s eagerness to learn and try new things, and ability to hear feedback about how things went and how he might be able to adjust or try something different. I loved that D— went on his own to go to students games and events, and was willing to tag along with me to others. D—'s heart for the Lord and expression of what He is doing in D—'s life is easy to see and hear in his life story. In growth, I think Doug experiencing other ministry environments would continue to add to his comfort level in running ministry, working with other leaders, planning events, etc. We talked about lesson planning and ways to communicate in

engaging ways with students, asking good questions - more than a simple Jesus-y answer setup. It takes time and lots of practice to begin to feel comfortable with students - and that's what D—— will continue to need - time doing this and learning more about himself and confidence along the way. It was a pleasure to be with D—— and have D—— be a part of Calvary's youth this year. I'm excited for what and wherever God's leading is for D—— in continued ministry and growth.

K—— is so sweet and a joy to around! She sure loves Jesus!

R——'s attitude makes her a joy to work with. ... Just keep up the good work!

THE 363A Mentor Evaluation Comments:

Very dependable, hard working, trustworthy. Enjoyed having her here

Student Quotes

BIB 215

To be honest, at the beginning of the semester, I felt stuck. I felt like I was at my peak for what I needed to be in the band. I prayed about it a lot and asked God to help me with how I felt and maybe give me an answer. Then not too much longer I was talking with my Dad and he told me that when you use your gifts for God he expands your gift and then multiplies it into more gifts. I knew right then and there that my Dad was the answer to my prayer. So after that talk, I began to work on playing like crazy and grew my talent like crazy, and then God gave me another talent and showed me that I could sing. This whole semester was a total blessing and it's so cool to watch and see God work in my life in ways that I never thought he would. Sometimes I really do forget what God has been able to do in my life, but when I write things like this I see that I'm not left in the dark and that God has been by my side all along.

I'm no super saint. I'm not the one that holds all the answers. I'm not the one that they need to go to for comfort, or even wise words. I'm there to share what I've learned so they can use it to grow closer to God. I can only share what I already know and/or have. Hopefully, I can use what I've learned about myself and God from this experience to strengthen my relationship with Him and even more so, to help me become a great youth worker some day.

Because of the knowledge drawn from my bible and theology classes, the method by which I reached the men within my group changed significantly. While I was unable to interact with the biblical sound doctrine and a deep connection with Christ. This paradigm shift, coupled with the challenges and growth experienced during my college years, has transformed me into a person unrecognizable from my text on a deep basis before, understanding basic background information and the individual issues of the people to which Paul was writing inadvertently influenced takeaways. Throughout high school, I often took Christian theology and doctrine classes that failed to properly teach me the basis of my faith and practice in reference to the Bible. I could not exhort or train up others because I misunderstood what exhortation looked like at the fundamental level. While knowledge is paramount, it means nothing without faith and the preeminent desire to put it into practice through works. My viewpoint on the Christian belief has inexorably changed over the past year, and I could not be happier to have my worldview completely challenged and shattered. The inclination toward gathering wisdom and information still remain integral, but the Christian faith exists for the brotherhood to draw close with Christ, not an educated sparring match between congregants. Above all, the pursuit of sound doctrine ought to come first in a Christian's purview.

I got connected with Pastor R--- and the church last year through my friend Kyle. I did not think that I would be doing any ministry work for them, just that they would be my new church. I definitely needed one because I moved to Grand Rapids to come on campus and I didn't know anyone or anything here, including church. Furthermore, I had never been to a Nazarene church before, so I did not think that I would agree with their doctrine enough to be able to work with them in this capacity. However this year the Pastor told me that he wanted me to be a part of the ministry in church. I needed the ministry requirement for this class and he conveniently asked around this same time which was a pure coincidence. Basically, he knew that I was a content creator and wanted to get help with the online presence of the church. So what I decided to do was integrate the online work, ministry requirement, and the assignment for Grasping God's Word together. So I created teaching videos as well as youtube shorts and other things for the youtube channel (and now the facebook account).

My time teaching at Myanmar Christian Church has been eye-opening and has taught me a lot. Working with the youth group helped me see where I need to improve personally, especially in teaching, communication, and understanding the power of prayer. I'm excited about developing my skills, finding a mentor, and gaining more experiences beyond my church to make a more significant impact on the lives of those I serve.

This experience has really helped me get closer to understanding how a youth group functions and got the chance to apply the things I've been learning in my youth ministry classes. However, something that has definitely changed for the better is my completability in the role and my relationships with the guys I help teach.

This season I was able to lead a sermon discussion group for our worthy women ministry. This was challenging because I don't like to correct people and redirect them. The group I led was women all over 70 years who like to go on tangents and overshare. So, I had to get comfortable with being gentle and letting them share for a minute but then redirect them gracefully back to what we were discussing. The funniest thing is a couple years ago when I was at the post office there was an elderly disabled women stranded for several hours that I gave a ride home and she joined our group this fall. She was one of the ladies put in this discussion group that I am getting to know better. Most of the women in this group struggle with bitterness, and this is something I use to as well! Its amazing how God can use my testimony of his goodness to share and encourage them in trusting him with the situation and forgiving the other person.

Honestly, I'm looking forward to working with them long term because this was something priceless. To teach the younger generation togetherness and being thankful for Jesus was great. Overall, this was a fantastic way for me to understand the importance of working around my schedule and allowing God to navigate the way. In conclusion, this experience was essential for me both mentally and spiritually. Mentally, I was drained from work, and I was beginning to feel it for both school and work. Not having the opportunity to work and receive youth experience was nerve wrecking; and so, it began to bother me spiritually when I couldn't get myself to church and receive the message as well. But thanks to my friend Br---- and my professor J----, I took strides to execute on attending Sunday evenings and I saw the affects. With that, I saw the youth make me enjoy being with them daily and want me want to return and be a part of nurturing and sharing as much truth about Christ as possible.

Another thing that I have greatly enjoyed over this year is that I have been able to teach a number of different lessons this year. I have been able to teach on different apologetical topics over the course of the semester such as: The existence of God, Trustworthiness of Scripture, and Why to study theology in the first place. The kids seemed interested in these

topics this year as we asked them over the summer and these are the common questions that they were asking.

I grew in many ways this semester, I grew in my confidence with leading, planning, collaborating with others, and musically. A couple things I learned about myself is that sometimes telling the truth is hard because I don't want to hurt someone's feelings, but when it comes to leading there needs to be a firmness and courage when speaking. I think it stems from insecurities I sometimes believe about myself and my skills. However being aware that I'm too nice is the first step in changing things. All in all, this experience has been so fruitful to and for me.

I've always had a heart for caring for and pouring into children - it's part of why I want to be a teacher. However, I've always wanted to be a high school teacher; this is a very different age group. But after leading this class, I realized how much I love kids of all ages. This past Sunday was my church's Christmas pageant, and I almost cried because of how proud I was of all the hard work that my kids put in to make the show.

One thing that I learned was that the older you get, the more you prioritize the important things in life. I am the only young person among the old people who are serving there. I have been constantly challenged by seeing all the hard work that all the volunteers do daily, work that isn't easy. Another thing I learned was that the most paid things in life are those that are unpaid. I was amazed when I found out that among a huge group of workers, just two people were the only ones being paid. Despite that, everyone is happy with the work they get to do, and they express their selflessness through everything they do. They do a great job even though they are not receiving any money. Their actions have spoken a lot to me.

THE 162 and THE 213

Being there to deliver the bags was pretty moving. I got to see the amount of students that needed help and were actually receiving help. It felt great to know that I was a part of something bigger. ... Overall, I'm thankful for the opportunity to participate in Hand to Hand work, and hope to continue serving until their needs are met at the start of summer. I could live out what we talked about in class and it honestly felt great to be a helper.

This experience gave me a chance to work with new people and get even more comfortable speaking in front of strangers about the gospel. This has overall developed my

understanding of how important it is to evangelize. It helped me understanding the importance of hearing other people's experiences and walks with God. This overall developed me as a Christian.

I liked seeing the impact I had on people who saw someone younger volunteering, it felt good that they saw me as someone who was doing something out of the kindness of their heart. I have even talked to Pastor Ben about mowing the church lawn all summer. I enjoy mowing and lawn care a lot so feel like it could be a good way for me to start doing something in the church on a normal basis. Pastor Ben was also a huge part of my life in high school, he was my youth pastor in high school, and he helped me through a lot of hard times, so it felt good to help him out and try to return the favor a little bit. At the beginning of the semester, I was not looking forward to the volunteering assignment but I had a very good experience with this assignment.

I think that I will continue to teach the kids for the foreseeable future; they are like nieces and nephews to me now, and the love for the time we have together is mutual. This ministry has helped me to be a little more confident in sharing the Gospel with others, and I am very grateful for the opportunity I have had to help those in my church family.

It is important that I was aware that these kids could and would be looking up to me. That made me have to be super aware of my actions and keep it in my mind that my actions could be copied. This helped me push myself to be more aware of myself as well as push me to clean up my act and make sure I was the best role model I could be for myself as well as for the kids... I was able to use the information we were taught in class about the three main aspects of the gospel to better approach my conversations. I wish I would have been able to have an opportunity like that when I was younger.

Working at Community Kids not only gave me an opportunity to be a good influence on these young girls, but it also helped get me out of my comfort zone, and prove to myself that I too can make a difference in promoting the Gospel.

I think I learned many good life lessons while helping prepare some meals for children who are in need of something nutritious to eat. For example, I learned that anyone can volunteer, no matter your age or ability. You shouldn't be intimidated being the new person in a space where people are there to serve. I enjoyed talking to others, and I felt proud of myself too! I was excited to share about myself and it was nice that the people I met really took an interest in me and my university. I found out that people are really flexible, a couple of times I had to adjust my volunteering or add on to the schedule even if it looked full so I could get my hours in, and the director I worked with was always willing to make it work. Volunteering actually was beneficial to the community but I always left feeling really good

about myself. I know that serving is an important part of being a Christian and I learned how fulfilling it really is!

This semester I am doing something that challenges me, and I am proud of that fact. I am teaching children and it is my responsibility to ensure that they are leaving church Sunday morning with a better understanding of Jesus. I believe that this experience has grown and shown me what I am capable of. If I could have chosen where I would be placed, it would not have been the kindergarten class. It is scary and new and out of my comfort zone. This taught me that I am far more patient and braver than I thought I was. I know that in the future if God calls me to walk beside children, I am able. In the past I would have just assumed that I was not capable of shepherding children. Once again God has proven that He can make me anything He needs me to be.

This experience has helped me grow in some very powerful ways. Being looked up to by the kids of the church now knowing I was one of those kids in the exact same position is amazing. I've grown a lot as a man as well as learning under other grown men of the church and seeing them as a father figure even though I have my own. They hold me accountable for a lot of things and I'm very appreciative of them because of that. My faith with God has grown tremendously. I'm more vocal about my love for God. I used to be scared and didn't know who I could talk too about loving God but this atmosphere at the church opened me up to being okay with being judged if a person doesn't love and accept God how I do. I am not afraid of talking about God on social media anymore either because of how much I want to incite others on how good God is.

THE 363A Student Reflections - 22/24 students completed satisfactorily (91.7%)

“Most of these kids have never been to a church or a youth group. This has really changed my perspective on student ministry. These are the kids who are desperate for something to bring them out of their hopeless environments. This class has given me a lot of perspective changes that I am able to use in my future. I am able to recognize the differences that people experience when walking with God.”

“Mostly I tried to better how I provide service, and to do so with patience and love. This line of work comes with its own challenges, and it can sometimes be difficult to be patient and kind, but I was reminded through what we learned in class on those topics. I grew as a person, and in my spiritual life...My time at David's House has taught me much and helped in my growth in Christ-likeness, and I was able to implement what was learned in class through that.”

“I was a mentor for a girl with Down Syndrome. Every Sunday there is a church service strictly for people with disabilities at 3 pm. I would take her to the church service every

Sunday and take her out into the community. I would take her out to restaurants, coffee shops, and stores. I taught her skills such as how to pay with a card, manners, prayer, etc. My Christian Ministry relates to the class through the spiritual discipline of service. I put her needs ahead of mine. I poured out into her expecting nothing in return.”

“I felt similarly to the students in the fact that while we are still teaching them head knowledge about the Bible, they are also ready to hear more about how to love God practically, and that is what this class did for me as well. Overall, I felt that this class was very applicable to the things that my high school students were learning.”

“This Christian Ministry is a very good ministry for me because I can work on my hospitality skills and also work on getting to know those within the community I worship in.”

“I equipped others with the confidence to evangelize. Whether it was for training classes or for the local director, I feel like I was able to relay information to them that I learned during the class. Specifically the practices we learned while going through the Comer book was helpful. Often ministry workers get overburdened and burnout while working in the ministry. The Comer practices with slowing down resting were particularly helpful for myself and those I interacted with in the Christian Ministry.”

“I was also able to implement a lot of what I learned from Comer (2020) into the discussions and it was positively received...Being in Spiritual Formation has greatly benefitted me, and truly, the concepts and truths I’ve learned will be in my soul to further aid me in my growth in Christ and also will be there so I can share those same truths with others.”

Insights:

Freshman, Sophomore, and Junior students are required to complete Christian Ministry in Bible and Theology Core classes as a component of their academic grade (usually 10%). In the Senior year, the Internship counts for the Christian ministry requirement. In order to be marked “Satisfactory” for the assessment, Students had to complete the ministry and receive at least a 3 out of 4 (75%) satisfactory completion from their ministry supervisor.

***Summary:**

Outcome target (must be at least 75% for each skill being assessed): 75% of students met a satisfactory score

Outcome Actual (must be at least 75% for each skill being assessed): 77% of students met a satisfactory score

Based on this analysis, GCU students meet the target of 75% of students satisfactorily completing their Christian ministry as part of their Bible and Theology Core. It is worth noting that Christian ministry completion roughly tracks with retention, and that by the time students complete THE 363 (“Theology of Spiritual Formation”), 89% have understood what it means to integrate ministry into their course of study. This shows the Institutional Learning Outcome of Serving is well-defined in students by their Junior and Senior years, and that students are on their way to becoming Courageous Ambassadors for Christ.

***Use of results to improve student learning:**

We will continue to work with Sophomores to integrate their Christian Ministry with the material that they have gleaned from the course. The low numbers for that class may be due to an adjunct teaching the course who did not emphasize that requirement for students in the course. We will be more intentional with communicating with adjunct faculty in order to ensure student buy-in.

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

This will be conducted again in the following cycle for posterity.



SECTION 1 – Plan of Assessment

Date: August 2023

Academic Term: Fall 2023-Spring 2024

Division and Program: Leadership and Ministry

Institutional Outcome assessed: DOING: Graduates will implement the skills needed for living and working in the world.

Program Outcomes assessed:

Internships and Relevant Upper division MIN/LEA Courses

BS LM. 2 Apply practical principles and strategies for effective ministry practice in a team environment.

Assessment question to be answered: What percentage of the seniors in the School of Bible and Ministry are able to demonstrate that they meet expectations concerning applying strategies for effective ministry practice?

Artifact: *Internship Papers, Check-in's, or Supervisor Evaluations.*

Method: Student internship experiences gathered via final papers, check-ins, and supervisor evaluations will be evaluated via a rubric measuring.

Assessment Rubric

- Evidence of Ministry Service
- Application of Classroom principles - The student demonstrated how the course content aligned with their internship responsibilities.
- Positive Ministry Contributions

Outcome target (must be at least 75% for each skill being assessed): 80% of students met a satisfactory score

SECTION 2 – Report of Assessment

Complete after conducting assessment

Anecdotal Data–Student Comments that support student learning, paired with Supervisor comments:

- *Student 1*
 - Student Comments–Things that I’ve grown in is, more of the other church aspects of youth ministry, learning about the different types of forms one has to have for youth ministry, how to deal with tough situations that could happen for a youth ministry, financial things, and so much more than just what one would think about just a “normal” youth ministry is run (there’s only four aspects, 1)Worship, 2)Lesson, 3)Small Groups, and 4)Activity/Game,) but there’s so much more to it as a youth pastor.
 - Supervisor Comments–While — did not organize retreats or major trips directly during this internship, he did help create a winter/spring plan which involved him figuring out details for pricing an event, getting a day/time figured out, and planning another event at a student’s home - working with parents to get dinner figured out, finding a date that worked, etc. — also helped me liaison between a church member who helped with a fundraiser. — dealt with the details of that for me.
- *Student 2*
 - When thinking through my experience as the Bible Studies intern, I overall had a great experience and I am happy that I was able to hold such a role within the Biblical studies department. One of the most valuable things about this internship was the supervised teaching, as it provided me with the opportunity to teach and

get more comfortable with the classroom, while also receiving important feedback considering my teaching style. One of the most important things I was told was that I used the word 'right' as a filler word way too often, as it is something I can think about when teaching in the future. My favorite aspect of the internship was the teaching, as it provided me with the ability to review the material and gain a better understanding of it myself, along with thinking about how to teach this information to students in a digestible way. Teaching both, the Old and New Testament, along with some theology classes, provided the needed diversity of material to keep teaching fresh.

***Summary:**

Outcome target (must be at least 75% for each skill being assessed): 80% of students met a satisfactory score

Outcome Actual: 100% of Interns who successfully completed their internship met a satisfactory score.

***Use of results to improve student learning:**

We will continue our current processes related to internships since they seem to be effective in demonstrating the outcome.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

This will be conducted again in the following cycle for posterity.



SECTION 1 – Plan of Assessment

Date: August 2023

Academic Term: Fall 2023-Spring 2024

Division and Program: Leadership and Ministry

Institutional Outcome assessed: DOING: Graduates will implement the skills needed for living and working in the world.

Program Outcomes assessed:

Internships and Relevant Upper Division MIN/LEA Courses

BS LM. 2 Apply practical principles and strategies for effective ministry practice in a team environment.

Assessment question to be answered: What percentage of the sophomore student body in the School of Bible and Ministry are able to demonstrate that they meet expectations concerning applying strategies for effective ministry practice?

Artifact: *Comer Paper for THE 363 and Final Paper for MIN 370.*

Method: Papers for THE 363 and MIN 370 were collected and evaluated based on the student's ability to

Apply of Classroom principles - The student demonstrated how the course content aligned with their own spiritual development and how their experience served as an opportunity to apply those principles.

Demonstrate Personal Growth - Student outlined potential areas of growth that they were able to pursue throughout this experience.

Outcome target (must be at least 75% for each skill being assessed): 75% of students met a satisfactory score

Assessment Rubric

Q1: Application of Classroom principles - The student demonstrated how the course content aligned with their own spiritual development and how their experience served as an opportunity to apply those principles.

- 1-Did not express how the principles learned during the course affected their Christian ministry
- 2-The student explained their experience, but did not connect it to principles learned during the course.
- 3-The student explained how the course content was helpful during their experience, but could have been more thoughtful.
- 4-The student expertly demonstrated how the course content aligned with their spiritual formational goals and how their experience served as an opportunity to apply those principles.

Q2: Personal Growth - Student outlined potential areas of growth that they were able to pursue throughout this experience.

- 1-Did not demonstrate what they hoped to learn from the experience.
- 2-Student did not cite potential areas of growth, but did note some potential difficulties in for the experience.
- 3-Student cited some potential areas of growth.
- 4-Student outlined in detail potential areas of growth that they were able to pursue throughout this experience.

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

		Percentage of Students Above 75% for Question 1	Percentage of Students Above 75% for Question 2	Percentage of Students Above 75% for the average.
Gender	Male	92.00%	92.00%	88.00%
	Female	95.65%	95.65%	95.65%
Athlete	Yes	100.00%	100.00%	100.00%
	No	90.91%	90.91%	87.88%
School of Biblical Studies	Yes	92.31%	92.31%	84.62%
	No	94.29%	94.29%	94.29%
Submission Type	Online BS (MIN 370)	92.86%	92.86%	78.57%
	On-Campus BS Biblical Studies (TH 363)	94.12%	94.12%	97.06%

Student Comments that support student learning:

Notable Quotation
<p>As five weeks of assignments quickly passed, I found myself hungrier for God and my spiritual growth. With the exercises, especially the journals that were required, I found myself experiencing a lot of growth in my personal relationship with God. Through learning how to journal and pray in solitude and engaging with new disciplines I have not experienced; I have developed a deeper understanding of nurturing my faith and have been attempting to be more intentional about cultivating my personal relationships.</p>
<p>Over these past few weeks, these concepts have helped me gain insight into my spiritual growth and become more mindful of my actions. They have also helped me develop a strong foundation of beliefs and values that I can use to guide me in the future, giving me the confidence to pursue my goals and live a life that is true to my values and beliefs. It has also given me a sense of inner peace and contentment</p>
<p>Throughout this course I have actually noticed that I have put more trust in God and trusting that He will make a way for my family. I had quite a lot of doubt in the Lord just because I could not understand what His plan was. It turns out that God’s plan for me throughout this course was to show me to have faith in Him.</p>
<p>I feel more aware and equipped when it comes to these subjects. I also feel that my relationship with the Lord has grown. I see God throughout my day more and my interactions with him are more meaningful</p>

because I know that I am talking to him throughout my days. I also strive to be more intentional about my words and actions throughout the day.

This led to an immense amount of growth and knowledge in the short five weeks of this course. I have memorized a few verses and know where to point people in scripture to find things now, which I did not have a clue prior to this course. I now have a great understanding of God's grace and love and I have a plan to go much further with my faith and spreading the wording of God than I originally intended to.

In summary, this class has been of great value to me in broadening my understanding of spirituality and fostering my spiritual maturity. By grounding these discoveries and drawing from the examples of devout Christians through the ages, I am now equipped to move through my life fully in the light of God. In the future, I am dedicated to incorporating these lessons and guiding others in their spiritual formation.

Reflecting on my own spiritual journey during the duration of the course, I recognize significant growth and transformation in various aspects of my spiritual life. At the outset of the course, I had a basic understanding of spiritual disciplines and their importance but lacked consistency and depth in practicing them. However, as I engaged with the course materials and implemented the insights gleaned, I witnessed a gradual deepening of my prayer life, a heightened sensitivity to God's presence through meditation on Scripture, and a renewed commitment to spiritual disciplines such as fasting and worship.

At the start of this course, I was still determining the meaning of spiritual formations. After studying it further, I now understand how the Holy Spirit works within believers and the actions that accompany it. I now deeply understand what was taught in this course, and I feel confident that I can use what I have learned in daily life. My primary way of growth is that I see life more eternally than temporary things.

I truly messaged people about his book when they asked how I was doing, and how I changed some of my habits in my life in response to that.

"Jesus lived a slow and calm lifestyle"

"Since the school year began, I have had my eggs in so many baskets that I feel like I am neglecting myself (i.e. not washing my face at night..." Gross.

"Life is too short to live every moment in a hurry."

" I hope to get to the point where I can have a full day retreat"

"At the end of my Sabbath, I felt really rested and content. I did not have any thoughts of distraction; I was simply content and happy."

"A lot of times we neglect God and Ourselves in the process."

" Instead of being produced I decided to journal about a bible verse and spend time with God and then rest within those words in the bible."

"the hardest discipline for me was sabbath."

"Pathological busyness"

"Honestly, I cannot even think of the last time I had a day to completely rest"

"I have continued to do this every night and have seen improvement in my sleep and time spent with God"

"I noticed reduced stress, and improved more in my faith."

"This practice also gave me a renewed outlook on life, allowing me to appreciate the beauty in simplicity and silence."

"I practiced "Lectio Divina", an ancient Christian meditative style of prayer"

This writer now has a better knowledge of the many facets of spiritual formation and how she might apply them to her life after reading and thinking about the course materials. This writer has created a spiritual development schedule that consists of consistent prayer, reading from Scripture, meditation, and involvement in the Christian community

Furthermore, I have benefited a lot from lectio divina and practicing the solitude prayers. I was able to disconnect from the world and reconnect with God with no distractions, knowing that what I need is not the business of life, but a time with my God is worth more than anything else in life.

Doing all of these things made me realize that being patient and waiting for your turn is ok. This practice was very very difficult for me in fact it was definitely the most difficult one out of them all simply because I am not a patient person by any means and an obstacle that stood in the way was simply being patient and being able to wait. This benefited me because it allowed me to work on being patient standing and having to wait and realizing that it won't be the end of the world if I have to sit here and wait for a couple extra minutes.

Right now it allows me to be patient when it comes to God answering my prayers. I realized that everything was on his time and not mine.

This practice would benefit me right now because it would allow me to slow down and get rid of things that are causing me anxiety in my life. It would allow me to focus on God and what He is giving me. What I receive from God is all that I truly need in my day-to-day life, so getting rid of what I don't need would help me see that.

I learned how it is very important from time to time to sit alone and have a heart-to-heart moment with God. God is always showing us something, but we turn a blind eye to recognise those things because our focus is not on Him but on the world we live in.

So, to conclude, I had failed in silence and Solitude, but I gained something from it, which helped me see more value in practicing the Spiritual disciplines. Although I did not hear God speak, this experience allowed me to self-reflect and refocus on the important things. It helped me differentiate my wants and needs, and I became more productive after the session.

When I first started this, I never truly understood why I hated spending time alone. I always thought it was just because I just always wanted to be around people. In reality: it was simply because I hated being around myself and I hated who I was as a person. I didn't want to be in my own company because I was genuinely disgusted by myself. I was able to implement this practice and change my outlook simply because I was able to deeper understand myself and the meaning behind my fear of being by myself. I was able to further admit to myself that being alone was a good thing and that I had to face God at some point. This was a good lesson to learn, to not run away from God or from what he has planned for me.

The first insight I gleaned from this course was the importance of having an eternal value system rather than a temporal one. We are victims of a culture that is addicted to busyness and immediate results. This way of life encourages us to chase after things that will garner immediate results and an immediate sense of satisfaction or pleasure. Unknowingly, this becomes our approach to our spiritual life

***Summary:**

Outcome target (must be at least 75% for each skill being assessed):75% of students met a satisfactory score

Outcome Actual (must be at least 75% for each skill being assessed):92% of students met a satisfactory score

Students in the Leadership and Ministry programs exceeded the goal of the assessment, but we also see that students outside of the program major exceeded the goal as well.

***Use of results to improve student learning:**

It appears that the course curriculum and assignments are well designed in order to meet the needs of all students across the two modalities in order to meet the needs of the Leadership and Ministry outcome number 2

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

This will be conducted again in the following cycle for posterity.

Reports of Assessments of Student Learning: School of Business Innovation and Public Service

GRACE
CHRISTIAN
UNIVERSITY



SCHOOL OF
BUSINESS INNOVATION
& PUBLIC SERVICE

2023-2024 Assessment Report

Program: Criminal Justice

SECTION 1 – Plan of Assessment

Date: May 2023

Academic Term: Fall 2023 – Spring 2024

Division and Program: School of Social Sciences and Human Services, Criminal Justice

Planned Disaggregation: On Campus / Online

Objective(s) assessed:

CJS1. Develop a deep understanding of ethical considerations, social and economic inequalities, cultural intelligence, and issues of diversity and human rights in relation to the criminal justice system.

Assessment question to be answered: To what degree can CJS students develop a deep understanding of ethical considerations and social and economic inequalities that may influence those directly affected by the CJS system?

Artifact (identify assignment and the course in which the assignment is completed):

CJS 330: Law Enforcement & Corrections

Evidence-Based Best Practices Paper

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

Rubric

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words, any additional planning needed before the assessment takes place belongs here):

The assessment will consider a positive response as being 75% grade (C or higher) on the evidence-based best practices paper.

Outcome target (must be at least 75% for each skill being assessed):

80% of all students will earn a 75% or higher on the assessment with grading based on the rubric.

SECTION 2 –Report of Assessment

Complete after conducting assessment.

***Data:** Two sections of the on-campus assessment was completed with 10/10 (Fall 2023) and an independent study (n = 1; Spring 2024) scoring 75% or higher.

The online program had two sections this past academic year with two sections of CJS 330. Of the two sections, 4/4 (CJS 330 - CB-06) and 4/4 (CJS 330 - JL-23) students (100%; 8/8 scored a 75% or higher).

Instructor Observations: This observation of student performance showed consistent results between on campus students and online students, with both groups showing positive results across the board. This metric appeared to show competence in addressing the competency being measured through the paper as graded by the rubric. It might be helpful in future iterations of this assessment to consider alternative assignments or demonstrations of competence, given the small number of students being assessed and disaggregated (10 on campus; 8 online total).

Student Feedback: Students reported competence in classes in being able to apply ethical considerations and social and economic inequalities (i.e., poverty, wealth) as they have sought to understand the criminal justice system.

***Summary:** Both on campus and online students have also been able to integrate a biblically-informed worldview in considering the role of social justice and inequality as it relates to the CJS system.

***Use of results to improve student learning:** Both on campus and online students have also been able to integrate a biblically-informed worldview in considering the role of social justice and inequality as it relates to the CJS system. This is a common theme in all CJS classes and seems to demonstrate a wide range of exposure to stakeholders who are influenced by social inequality within the CJS system (i.e., prison ministry, recidivism/prevention programs, former inmates who share experiences, and exposure to the LE system in various settings).

Actual Outcome: 100% of students met a satisfactory score.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

Target was met. There should be continued discussion on additional assessment measures to ensure critical thinking and awareness of social justice and social inequality as applied to the criminal justice system. This may include integrating Competency-Based (CBE) approaches that enlist more creativity and outward demonstrations of competence, in addition to written papers.

Program: Human Services

SECTION 1 – Plan of Assessment

Date: May 2023

Academic Term: Fall 2023 – Spring 2024

Division and Program: School of Social Sciences and Human Services, Human Services

Planned Disaggregation: Human Services major vs. non-major

Objective(s) assessed:

HS1. Develop a personal philosophy of human helping that emphasizes ethical decision-making, respect for diversity, cultural intelligence (CQ), and the recognition of social and psychological dimensions of human interactions.

Assessment question to be answered: Does student work in this assignment demonstrate a level of respect for diversity and the recognition of social and psychological dimensions of human interactions appropriate for upper-level undergraduate students?

Artifact (identify assignment and the course in which the assignment is completed):

Marriage interview /Reaction Paper

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

Journal/Exercise/Presentation Rubric GBC (Aug 2016)

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words, any additional planning needed before the assessment takes place belongs here):

Student work will be assessed after the end of the semester using assignment grade

Outcome target (must be at least 75% for each skill being assessed):

80% of all students will earn a 75% or higher on the assessment with grading based on the rubric.

SECTION 2 –Report of Assessment

Complete after conducting assessment.

***Data:**

Fall 2023 course offering (On-campus) had 12 students. Average assignment grade: 88%

One (1) student did not submit the assignment.

The eleven (11) remaining students exceeded the target goal of 75% or higher, with individual scores ranging from 91%-100%.

Grades lower than 100%, with the exception of the student not submitting work, were primarily due to incorrect APA formatting and the lack of listed references (development and research on the rubric).

Disaggregation: Of the 12 students in the class, 2 were human services majors. Both earned a score of 99%.

Instructor Observations:

Student Feedback: NA

***Summary:**

Target goal of 80% of students earning a 75% or higher was exceeded with 91% of students (n=11) earning a 91% or higher.

***Use of results to improve student learning:**

Assignment instructions were as follows: *Students will be expected to conduct an interview with a couple who has been married for more than ten years (preferably in person, through phone/Skype interviews are acceptable). Each student is expected to document his or her interview, which will be shared in class and relay reported strengths and challenges of marital harmony. Students will submit a brief 5-6-page report applying what was learned to concepts covered in class and from the texts. Your interview should reflect focused critical thinking and application from general course concepts. Biblical applications (i.e. Scripture references) will also positively influence the assignment grade.*

Grading feedback to students included the lack of references (typically zero, as full credit on the rubric was given when students provided a reference for at least two related

sources). However, the number of sources needed is not explicitly stated in the assignment discussions.

It is recommended that the assignment instructions are reworded to better outline the goals of the assignment and its format (i.e. written essay, not transcriptions).

It is recommended that the next time this course is offered, a non-graded assessment rubric is added to this assignment. This could be a one-question rubric that asks if the student's work reflects an understanding of the concepts of respect for diversity and the recognition of social and psychological dimensions of human interactions. This may allow for better, additional assessment of student understanding and application of key concepts in addition to total grade earned.

NOTE: The 2023 catalog no longer lists this course as a Human Services major requirement which should be considered for future assessments.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

Program: Psychology

SECTION 1 – Plan of Assessment

Date: May 2023

Academic Term: Fall 2023 – Spring 2024

Division and Program: Psychology

Planned Disaggregation: On-campus and Online Programs

Objective(s) assessed:

PSY1. Apply psychological concepts, theories, and research to analyze and solve various behavior problems while demonstrating scientific inquiry and critical thinking skills.

Assessment question to be answered: Artifact (identify assignment and the course in which the assignment is completed):

PSY 310: Abnormal Psychology: Schizophrenic Spectrum Disorders Assignment

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument):

Attached rubric in Blackboard LMS

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words, any additional planning needed before the assessment takes place belongs here):

Outcome target (must be at least 75% for each skill being assessed):

80% of all students will earn a 75% or higher on the assessment with grading based on the rubric.

SECTION 2 –Report of Assessment

Complete after conducting assessment.

***Data:** Course was taught on campus in the spring of 2023 (Online 2023-2024 Academic Year)

All online (100%) students met score of 80% or higher on Schizophrenia assignment, demonstrating understanding of disorders, diagnostic criteria, and competence of material.

12 (out of 17 on-campus students; 71%) scored an 80% or higher with 13 out of 17 students scoring a 70% or higher (76%). Three students (out of 17; 18%) did not fully complete the assignment, so the outcome was not met (at least partially due to non-completion of assignment. This assignment was assigned near the end of the semester and it is entirely possible that the noncompliant students had begun to withdraw from the course as other grades also seemed to be lower near the end of the class.

Student Feedback: Course feedback was overall positive with course learning outcomes being met. Course evaluations were overall positive in both the online and on-campus modalities.

***Summary:** Where student learning was not evident (in on-campus program), it appears that the gaps were more student-based than curriculum per se given the overall evidence of learning among students who fully engaged the assignment in both online and on-campus programs.

***Use of results to improve student learning:** Review with department faculty how assessment data might be used to encourage student participation and learning later in the class/semester to encourage student persistence. Also review assessment of student learning earlier in the semester while motivation may be higher among students.

NA for online offerings (five week modality/adult learners appeared consistently motivated throughout course)

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

Review when on-campus offering provided (On-campus course is on a every other year rotation)



Counseling Skills Confidence

SECTION 1 – Plan of Assessment

Date: April 2024

Academic Term: Spring 2024

Division and Program: Business Innovation and Public Service (Human Services/Psychology Majors) and the School of Bible & Ministry (Leadership & Ministry/Biblical Studies Majors)

Outcome/s assessed:

Apply practical principles and strategies for effective ministry practice in a team environment. (BS L&M 2 • BS Leadership and Ministry)

Demonstrate effective interpersonal skills and the ability to navigate helping relationships in various settings to support growth and potential. (BS HS 2 • BS Human Services)

Develop effective communication skills, including culturally intelligent (CQ) and ethical behavior, to effectively convey ideas in writing and oral, and interpersonal interactions to promote human growth and development. (BS PSY 2 • BS Psychology)

Assessment question to be answered: (MIN/PSY 457 - Ministry Coaching and Counseling Skills)

To what extent do students perceive competence and confidence in their ability to engage in a helping relationship through a self-guided, self-evaluated counseling/coaching session?

Artifact: Questionnaire listing basic counseling skills and identifying observed skills as either “Proficient” or “Not Observed” in addition to providing qualitative data on “Comments” from the experience, “Areas of Strength” and “Areas for Growth.”

Instrument: Counseling Skills Rubric

Method: Students were provided the Counseling Skills Rubric one week prior to the in-class role plays to become familiar with the Counseling Skills Rubric ahead of time. Prior to the in-class exercise, students were encouraged to evaluate one another in a helper/coach or helpee/client role and note basic counseling/coaching skills observed, as well as record any narrative feedback concerning areas of strengths or areas for growth.

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

<u>Skill</u>	BIPS Group n = 4 (male=1; female=3)		BMS Group n = 6 (male=4; female=2)	
	Prof icie nt	Not Obser ved	Profi cient	Not obse rved
Opening & Informed Consent/Confidentiality Statement	4	0	4	2
Minimal Responses/Encouragers: Appropriate use of "mmhm" "yeah" etc., to communication to the client w/o interrupting the client's communication	4	0	6	0
Open-ended Questions: Appropriate use of open-ended and limited use of closed questions.	4	0	6	0
Paraphrase: Using your own words to briefly communicate	4	0	5	1

an understanding of the content of what the client has said.

Reflections of Feeling: Accurate response that includes both the content (thoughts) and feelings in the client's previous communication (i.e. a level 3.0 Carkhuff response).	4	0	5	1
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Summarization: An accurate combination of two or more of the client's previous communications.	4	0	6	0
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Genuineness: Being congruent, spontaneous, non-defensive, and open to the client.	4	0	6	0
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Positive Regard: Expressing positive affirmation for the client.	4	0	6	0
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Silence: Not speaking when appropriate in facilitating client movement.	4	0	6	0
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Comments:

Absolutely amazing! I felt heard and she did a great job as a counselor

Very well done!

Very great at paraphrasing and using emotional words/adjectives.

Great job!

blank

Areas of Strength:

Did really good in pointing out things I may have breezed over and asked clarifying questions. Displayed really good active listening skills and was authentic.

Vocab describing emotions. Encourager! You can tell your heart is genuine through your actions.

Use of my strengths and helping me walk through the steps to use them

It was great. He engaged very well and there was flowing in the conversation.

Great conversation. I think I made it hard for him to give advice. In terms of counseling you opened well, just didn't give confidentiality stuff.

Overall good counseling skills of attentive listening, retention and reflection

Great skills and open ended questions

Areas of Strength:

Asking good questions

Gave me confidence and positive feedback

Being relational; good at coming up with goals to improve mental health.

Great at reflecting; empathetic; attentive

Areas for Growth:

Using more open posture maybe would have seemed a bit more inviting, other than that, she did great!

Opening and ending in a smoother transitional way. Asking more open-ended questions would be good, but you're good if you have a a counselee who talks a lot :)

Body posture; try not to always relate back to your experiences.

Great follow up questions

Moving the conversation forward or changing to an adjacent topic

open-ended questions kept counselee thinking and communicating; minimal encouragers helped show attentiveness and genuineness

Amazing job listening and showing great counseling skills.

Areas for Growth:

Good game plan!

Rephrasing questions

Did great. Enjoyed sharing with him. Provided provoking thoughts on what we were taking about.

Body posture (fidget)

Summarizing and paraphrasing what was said but I also don't think it was appropriate for our conversation

Confidence level is good but keep it throughout; SOLER

Keep the response time lower

Instructor Observations:

Given small number of participants (n = 10) with disaggregation happening by school (BIPS/BTM), the narrative feedback is more useful in acknowledging student competencies, strengths, and areas for further growth as observed in the role play.

Student Feedback:

NA

***Summary:**

All students (100%; n = 10) from both departments and representative majors met general competence in applying basic counseling skills. Of the couple of competencies “not observed” it was still entirely appropriate to the role play (informed consent may not be necessary when there is a pre-existing relationship) and students were able to articulate their understanding in class and ask questions based on their understanding of the Counseling Skills Rubric both before and after the role play used in this assessment.

BIPS students (n = 4) included informed consent in their role plays, which is also an important competency reinforced in Research Statistics (PSY 282) and Counseling Theories (PSY 349) as an essential component of ethical counseling practice. There may not be the same need for this aspect of ministry helping relationships (at least

initially) in the helping relationship unless further referral is made later depending on the nature of the client presenting problem.

***Use of results to improve student learning:**

Continue to review important components of counseling/coaching skills along with considerations in the ethical use of skills and competencies in helping relationships. It might be worthwhile to administer the rubric and role play sooner to build upon identified areas for growth and/or use the rubric in more of a pre/post assessment to compare results throughout the semester (i.e., more formative assessment than summative assessment).

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again?

Annually when MIN/PSY 457 - Ministry Coaching and Counseling Skills is offered (Spring Semester)

Remember, the purpose of assessment is to achieve documented improvements in student learning

Business

SECTION 1 – Plan of Assessment

Date: May 17, 2023

Academic Term: Fall 2023/Spring 2024

School and Program: School of Arts & Sciences, On-Campus Business

Planned Disaggregation: Male and Female students

Objective(s) assessed: Creative Strategy Formulation- Apply critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.

Assessment question to be answered: Can students effectively apply critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.

Artifact (identify assignment and the course in which the assignment is completed):

BUS 201: Macroeconomics, On Campus

Assignment: Final Semester Project

Instrument (please contact if help is needed in designing a rubric or if assistance is needed in coming up with some other form of measurement instrument): A rubric will be provided that measures the application of critical thinking theory from the students perspective.

Method (this includes number of evaluators, planned date for evaluation, planned norming sessions, plans for student feedback or other supplementary data or information; in other words any additional planning needed before the assessment takes place belongs here):

The data will be collected and evaluated in December 2023. There will be two evaluators. Student feedback will be collected in December at the same time.

Outcome target (must be at least 75% for each skill being assessed):

*Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.*

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:** Fall 2023 course had a total of 22 students– 5 female students; 17 males students.

The final project in BUS 201 Macroeconomics is competency based.

Creative Strategy Formulation- Apply critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.

Unsatisfactory 0	Needs Improvement 1-2	Good 3-4	Excellent 5
<p>Does not demonstrate understanding of the business context.</p> <p>Initiatives are irrelevant or not strategic.</p> <p>Student not successfully able to apply critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.</p>	<p>Shows minimal understanding, with some inaccuracies.</p> <p>Some initiatives are relevant, but lacks strategic focus.</p> <p>Student lacks critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.</p>	<p>Demonstrates a general understanding, but lacks depth.</p> <p>Initiatives are mostly relevant and strategic.</p> <p>Student does good with critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.</p>	<p>Demonstrates a thorough and accurate understanding of the business context.</p> <p>Initiatives are highly relevant, strategic, and aligned with business goals.</p> <p>Student is excellent with critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.</p>

Name	Score 5 point scale	Gender
Student 1	5(100%)	female
Student 2	5 (100%)	male
Student 3	5 (100%)	male
Student 4	5 (100%)	male

Student 5	5 (100%)	female
Student 6	5(100%)	female
Student 7	3 (60%)	male
Student 8	4 (80%)	male
Student 9	4 (80%)	male
Student 10	0 *didn't submit	male
Student 11	4 (80%)	male
Student 12	2 (40%)	male
Student 13	3 (60%)	male
Student 14	0 *didn't submit	male
Student 15	3 (60%)	male
Student 16	5 (100%)	male
Student 17	4 (80%)	male
Student 18	4 (80%)	male
Student 19	0 *didn't submit	male
Student 20	5 (100%)	male
Student 21	5 (100%)	male
Student 22	5 (100%)	female
Student 23	5 (100%)	male
Student 24	4 (80%)	male
Student 25	0* didn't submit	male
Student 26	5 (100%)	female

- 22 total students were assessed using the rubric above.
- Average score is **86%**
- 17 Male; 5 Female Students
- Student Count Per Rubric Category

- Excellent : 10 Students
- Good: 9 Students
- Needs Improvement: 1 Student
- Unsatisfactory: 0 Students

Instructor Observations:

22 students were assessed (seventeen males; five females). Each student wrote a section in the final macroeconomics paper using critical thinking theory to evaluate the role and impact of Western missionaries in the economic and social development of developing countries. This aligns with applying critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments. Ten students scored “Excellent”, nine students scored “good”, one student needed improvement and zero students scored “unsatisfactory”. The average score from all twenty-two students was 86%. This score would be considered a B average on Grace Christian’s grading scale. After reviewing the assignments, students who scored good and excellent provided critical elements of growth and sustainability of the selected countries in their papers.

Student Feedback: No student feedback provided.

***Summary:**

The final BUS 201 Macroeconomics written paper included a section that addresses the prompt of evaluating the role and impact of Western missionaries in the economic and social development of developing countries. This aligns with the program outcome of applying critical thinking theory to create strategic initiatives for business growth and sustainability in various market segments.

22 students were assessed (seventeen males; five females). Ten students scored “Excellent”, nine students scored “good”, one student needed improvement and zero students scored “unsatisfactory”. The average score from all twenty-two students was 86%.

***Use of results to improve student learning:**

The results of the assessment showcase an increased level of critical thinking theory for students in the business program with a score of 86%. Additional instruction and reinforcement in assignments can assist students with retention and applied learning.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)?

The target has been met for this assessment. Reassessment will occur on the rotation cycle of assessments for program outcomes.

Reports of Assessments of Student Learning: Student Affairs

Student Affairs Assessments

Fall 2023

Student Affairs Assessments Streamlined Data Collection

- **What event or program is being assessed?**
 - Welcome Back Bash

- **What objective for that event or program is being assessed?**
 - Students will learn how to grow in community with fellow students through shared experiences.
 - This event fulfilled the institutional outcome of “Being”.

- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - “I saw a lot of freshmen and surprisingly a decent amount of upper classmen. from the people I talked to they said they loved it and from an outside view it looked like a lot of people were mingling and bonding over the weird games we had them play.” - Kyrsten Nolen, Student

- **What were the results**
 - 15% of the student body had the opportunity to learn how to grow in community at Grace Christian University.

[Welcome Back Bash.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**
 - What was learned from the Welcome Back bash is that students connect and grow together through shared experiences, whether humorous or serious. These experiences built relationships between upperclassmen and lowerclassmen. What can be learned from this experience is by offering a variety of different activity options at events, we provide opportunities for students of different backgrounds to connect with one another through different avenues.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Paint and Scoop
- **What objective for that event or program is being assessed?**
 - Students will learn how painting can be used as a stress relief and/or creative outlet for their own needs.
- **How was it assessed?**
 - It was assessed by headcount and a follow survey filled out by the event organizer.
 - “We had a great time showing off our creative talents (or lack thereof).” - Keith Meyers, student
- **What were the results?**
 - 15% of total Grace students achieved the event’s objective.
 - [Paint n Scoop.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**

We learned that many Grace students have previous art experience and/or are open to expressing themselves through this medium. Because of this, we will strive to offer more art-focused offerings on campus.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Pull Apart
- **What objective for that event or program is being assessed?**
 - After completing the event, students will know who their RAs are and that they can grow in relationships with them.
 - This event fulfilled the student learning outcome of “Being” and “Doing”.
- **How was it assessed?**
 - Headcount and follow-up form for event organizer.
 - “It brought the Grace student body together and tested the strength of Men vs. Women” Ben Bird, Student
- **What were the results**
 - 18% of the student body had the opportunity to fulfill the event objective.

[Pull Apart.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**

What was learned from the results of this event is that students and student leaders can bond through shared experiences. This event is great for male and female students to interact with their RAs and see them as peers that can be trusted. For future event offerings, we will provide more opportunities for students to play an active leadership role within the event itself.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Brodown Throwdown
 - **What objective for that event or program is being assessed?**
 - Students will learn how to build and to socialize in an intergenerational community with other college students and Grace staff. ○ Being.
 - **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - **What were the results**
 - 19% of the male student body had the opportunity to achieve the event's objective.
 - "It was great to see upper and lower classmen engage with each other and build friendships." Ethan Partridge, staff
 - [Brodown Throwdown.pdf](#)
 - **What did you learn from the results and how will you use that to improve future offerings?**
- What I learned from the results is that first-year Christian college students desire to grow in community with more than only their immediate class. "Brodown Throwdown" was able to bring together both under and upperclassmen, bridging the gap between ages and class standings by offering one common interest: video games. Going forward, Community Life will seek to provide more event opportunities that will allow the students to leave their comfort zones by building community with those different from themselves. Through these events, we hope to push the student body as a whole towards a more intergenerational community.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Sisters' Night
- **What objective for that event or program is being assessed?**
 - Students will be able to build meaningful communities with women of lower or higher class standing.
 - This event satisfied the student learning outcome of "Being"
- **How was it assessed?**
 - It was assessed using headcount and a follow-up survey filled out by the event organizer.
 - "It brought community and growth among the ladies on campus!" - Stephanie Zalis, student
- **What were the results**
 - 31% of female students achieved the event objective.

[Sisters' Night.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
 - **Write a paragraph. Remember that the reader will have no familiarity with Grace.**
 - What we learned was Christian female students need community to support one another, especially through the transition from highschool to postsecondary education. Based on the event follow up form, we will plan on running longer get togethers in order to provide more time for meaningful student-to-student interaction.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Spikeball Tournament
- **What objective for that event or program is being assessed?**
 - Students will know how to work together with a partner in order to achieve a goal.
 - This satisfied the learning outcome of “Knowing” “Doing”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - “It provided a chance for people to come together that normally don’t.”

Keegan

Kendall, student

- **What were the results**
 - 7% of students learned how to work together with a partner in order to complete a goal.

[Spikeball Tournament.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**
 - What was learned from the results is that students enjoy partnering together to complete a goal or compete with other pairs. These results will help us create more events that emphasize teamwork and collaboration.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
 - Temple X SoufulMOTION
 - **What objective for that event or program is being assessed?**
 - Students will learn different fitness and exercise programs available in the community for them to participate in.
 - This fulfilled the institutional learning outcomes of “Knowing” and “Doing”
 - **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - “We have great community engagement, stress relief, and socialization.” Becky Karsten, Staff
 - **What were the results**
 - 9% of student body had the opportunity to achieve the event’s objective.
- [Temple Soufulmotion.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
 - What we learned from Temple X SoufulMOTION is that the exercise is more geared towards women. With that in mind, we will need to double our efforts in encouraging our male students to engage in these free, high-quality workouts.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- The Game
- **What objective for that event or program is being assessed?**
 - Students will expand their community by competing with upperclassmen and lowerclassmen.
 - This fulfilled the institutional learning outcome of “Doing”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 31% of student body had the opportunity to achieve the event’s objective.
 - “It was great seeing interactions happen between students who would never otherwise interact with each other.” Ethan Partridge, staff

[The Game.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event was that students enjoy passive events: events that take place during their existing schedule without having to go out of their way or change their calendar in order to participate in it. What was also learned was the importance of events that mix athletes and non-athletes. Since this is an issue that Grace Christian has faced for many years now, events like “The Game” can be one of the ways we bridge this gap.

Student Affairs Assessments
Streamlined Data Collection

Template - repeat for each assessment ●

**What event or program is being
assessed?**

- Kahawa Event

● **What objective for that event or program is being assessed?**

- Students will be able to engage in stress relief via free coffee made available to them by Grace's own campus coffee shop.
- This fulfilled the institutional learning outcome of "Being"

● **How was it assessed?**

- The event was assessed via headcount and an event follow up form completed by the event organizer.
- "Gave students a break from studying to come and get a drink"- Rhianna Williams, student

● **What were the results**

○ 20% of the student body had the opportunity to achieve the event's objective.

- [Kahawa Event.pdf](#)

● **What did you learn from the results and how will you use that to improve future offerings?**

- What we learned from the results is that students of varying demographics enjoyed this event because of the different beverage options that Kahawa Cafe offers. We will seek to offer more events that provide various options for refreshments and activities. For future installments of this event, the organizer identified the need for more baristas to be working in order to lighten the load for all the employees involved.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
 - Temple X Zumba
 - **What objective for that event or program is being assessed?**
 - Students will learn different fitness and exercise programs available in the community for them to participate in.
 - This fulfilled the institutional learning outcomes of “Knowing” and “Doing”
 - **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - “Socialization, engagement between students and staff, and stress relief” Becky Karsten, Staff
 - **What were the results**
 - 8% of student body had the opportunity to achieve the event’s objective.
- [Temple Zumba.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
 - What we learned from Temple X Zumba is a continuation of the problems experienced in Temple X SoulfulMOTION: these workout are not marketing well to male students. We will be utilizing word-of-mouth in order to reach the male population more effectively.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?** - Schwallier's Orchard Outing
- **What objective for that event or program is being assessed?**
 - Students will engage in community building through going to the orchard and engaging in the activities available there.
 - This fulfilled the institutional learning outcome of "Being".
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - "We were able to go through the corn maze, and have fun talking around the campfire." Carly Tywan, student
- **What were the results**
 - 6% of student body had the opportunity to achieve the event's objective.

[Schwalliers.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event was that students enjoy building community off campus in a low-pressure environment. They enjoyed the community that sitting around a campfire naturally brings. We will seek to provide more low-pressure opportunities for students to engage in community with one another.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Commuter Kahoot
- **What objective for that event or program is being assessed?**
 - Students will grow in community with fellow commuter students.
 - This fulfilled the institutional learning outcome of “Doing” and “Being”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 8% of the commuter population of the student body had the opportunity to achieve the event’s objective.
 - [Student Events & Communication Planning](#)
 - “For the few that showed there were some good connections made. The overall event could have been better if more people showed. We think the 4:00pm timing was not great for people who had work after classes.”
Stephanie Zalis, student
 - [Commuter Kahoot.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event is that social connections can happen whether the group is large or small. The event could have been more widely attended by students if it was scheduled earlier in the day. Future offerings will be improved by scheduling events at times and locations that commuter students will already be present at.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?** - Get Out of Your Head - Women's Bible Study
 - **What objective for that event or program is being assessed?**
 - Students will grow spiritually through studying the Bible and discussing the book, "Get Out of Your Head".
 - This fulfilled the institutional learning outcome of "Knowing".
 - **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - **What were the results**
 - 3% of the female student body had the opportunity to achieve the event's objective.
 - "The girls enjoyed it and learned valuable things." [Sarah Molenkamp](#), staff
 - [Get Out of Your Head.pdf](#)
 - **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from these results is that women thrive from studying the Bible together. What was also learned is that it could have reached more students if the marketing of the was more consistent. For next time, the Bible studies will be better advertised, especially during chapel time.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Harvest Party
- **What objective for that event or program is being assessed?**
 - Students will build community and relieve stress through a Halloween Party alternative.
 - This fulfilled the institutional learning outcome of “Being”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - “It was meant to bring people together to enjoy seeing each other and have fun with their costumes. It was filled with laughter and excitement.” Kyrsten Nolen, student
- **What were the results**
 - 18% of student body had the opportunity to achieve the event’s objective.
 - [Harvest Party.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event was that students enjoy having a variety of different activities to engage in. As this event was organized by both Student Government and Student Affairs, it was a great testament to the importance of good communication and teamwork in running a successful event. We will continue to offer events that have a variety of different activities for students to engage in. The main aspects to improve on are the amounts of food to prepare, as there were some very popular options that were consumed very quickly compared to others. In addition, the “Costume Fashion Show” that was planned was not set up prior to the “Harvest Party” beginning. This caused there to be a last minute set up that created a stressful team dynamic that could have been avoided.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Praise Night
 - **What objective for that event or program is being assessed?** ○ Students will grow in their faith by participating in corporate worship. ○ This fulfilled the institutional learning outcome of “Doing”.
 - **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
 - **What were the results**
 - 15% of the student body had the opportunity to achieve the event’s objective.
 - “It was a night of worship where people were able to sing, hear a message, and enjoy fellowship and food.” Riley Mosterd, student
 - [Praise Night.pdf](#)
 - **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event is that students need opportunities to be led in worship by their peers. It allows the students to have buy-in into the spiritual emphasis efforts at Grace Christian University. A desire expressed by various students has been to have more “Praise Night” events and opportunities to worship God outside of weekly chapels.
With this in mind, there will be more events like this planned for the future.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Internship/Career Fair
- **What objective for that event or program is being assessed?**
 - Students will be informed of local organizations and businesses that provide internship and career opportunities.
 - This fulfilled the institutional learning outcome of “Knowing”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 18% of student body had the opportunity to achieve the event’s objective.
 - [Internship Career Fair.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event was the importance of planning between departments to make sure that students were not divided between events, preventing a reasonable turnout at an event of this nature. What worked on bringing several students to the event was by organizing with professors to have their classes attend the fair as part of their class time that day. For next time, what will be worked on is clearer communication with other departments to ensure that there are no other events running during that time slot.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Commuter Fishbowl
- **What objective for that event or program is being assessed?**
 - Students will grow in community with fellow commuter students through a fun,engaging activity.
 - This fulfilled the institutional learning outcome of “Doing” and “Being”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 17% of the commuter population of the student body had the opportunity to achieve the event’s objective.
 - “It was made to have everyone be engaged in a fun activity to make commuters closer to one another. Everyone was engaged in playing fishbowl. Connections were made!.” Stephanie Zalis, student
 - [Commuter Fishbowl.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from this event is that informal offerings such as this one can build community in a fun, natural way. This event had better attendance than the previous Commuter event. This is most likely the result of holding the event during lunchtime in a room that is adjacent to the main dining hall. For future events of this nature, there needs to be better time-management in order to get through more rounds of the game itself.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?** - Guys' Game Time
- **What objective for that event or program is being assessed?**
 - Male residents will build community together with their fellow upper and lower classmen.
 - This fulfilled the institutional learning outcome of "Doing" and "Being".
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 30% of the male resident population of the student body had the opportunity to achieve the event's objective.
 - "Good community and fun had for the male students who came out. Good demographic mix." Ethan Partridge, Staff
 - [Guys' Game Time.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
 - What was learned from this event is that video game nights are effective for this gender and age group. Many men on campus stay in their rooms and play videogames. The thought process for this event was to bring men out of their rooms to do the same things they would do in their space. Although our attendance was substantial compared to the number of male residents on campus, many male students were gone due to basketball games. For future events of this nature, it will be very important to schedule it during a time when more men can participate.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- 12 Days of Christmas
- **What objective for that event or program is being assessed?**
 - Students will be able to physically and digitally celebrate the Christmas season together through a Christmas-themed Instagram contest.
 - This fulfilled the institutional learning outcome of “Doing” and “Being”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 18% of the student body had the opportunity to achieve the event’s objective.
 - “It created a passive opportunity for students to have fun while being entered into a draw. Provided great content to use for stories and reels.”
Ethan Partridge, staff

[12 Days of Christmas.pdf](#)

- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from these results is that students enjoy passive events that can be done throughout the day without having to be at a specific location at a certain time. This event served as an excellent opportunity to get the students involved with showcasing student life on Grace Christian’s campus. For future events of this nature, it will be necessary to avoid clothing-related challenges due to what the students have available to them at college.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Nail It to the Cross
- **What objective for that event or program is being assessed?**
 - Students will grow spiritually together through confession and corporate worship.
 - This fulfilled the institutional learning outcome of “Doing” and “Serving”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 12% of the student body had the opportunity to achieve the event’s objective.
 - “Bud brought a convicting and powerful message of Jesus’ work on the cross. Food and drink were provided and Keith led a great worship set.” Riley Mosterd, student
 - [Nail it to the Cross.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from the results of this event are that students respond well to spiritual emphasis offerings led by fellow students. This event provided opportunities for students to grow in leadership skills with limited staff oversight. Planning more chances for students to lead spiritually is how offerings can be improved in the future.

Student Affairs Assessments
Streamlined Data Collection

● **What event or program is being assessed?**

- Jam Jammin Jubilee

● **What objective for that event or program is being assessed?**

- Female students will be able to celebrate the Christmas season through participating in a variety of stress relieving and community building activities.
- This fulfilled the institutional learning outcome of “Doing” and “Being”.

● **How was it assessed?**

- The event was assessed via headcount and an event follow up form completed by the event organizer.

● **What were the results**

- 21% of the female student body had the opportunity to achieve the event's objective.
- “It created a fun environment for girls to get together, have fun and connect in a new way.” Gabby Wright, staff

[Jam Jammin Jubilee.pdf](#)

● **What did you learn from the results and how will you use that to improve future offerings?**

- What was learned from these results is that students enjoy celebrating holidays within the Grace community. The event included a variety of different activities for women to engage in. The event organizer mentioned that it would be better to run this style of event outside of the christmas season instead. We will also continue to offer events that celebrate holidays that occur during the school year.

Student Affairs Assessments
Streamlined Data Collection

- **What event or program is being assessed?**
- Christmas Party
- **What objective for that event or program is being assessed?**
 - Students will be able to grow in an intergenerational community through celebrating the Christmas season together.
 - This fulfilled the institutional learning outcome of “Being” and “Doing”.
- **How was it assessed?**
 - The event was assessed via headcount and an event follow up form completed by the event organizer.
- **What were the results**
 - 18% of the student body had the opportunity to achieve the event’s objective.
 - [Student Events & Communication Planning](#)
 - “Students enjoyed the different activities that were offered at the party. It was an awesome way to end the semester!” Ethan Partridge, staff
 - [Christmas Party.pdf](#)
- **What did you learn from the results and how will you use that to improve future offerings?**
- What was learned from these results is that students enjoy events that have a few different activities to participate in. We also provided the opportunity for students to relax around a table with their friends, providing them ample opportunity for meaningful connections between them and upper/underclassmen. Moving forward, we will be looking into ways to provide more options for students within singular events and other methods of blending students together intergenerationally.

Reports of Assessments of Student Learning: Graduate Studies



Master of Arts in Organizational Management (MAOL) Program

SECTION 1 – Plan of Assessment

Date: 8.24.23 completed 10.25.23

Academic Term: Fall 2023

School and Program: Graduate MAOL

Planned Disaggregation: *gender, ethnicity*

Objective(s) assessed: *Organizational Competency*

Assessment question to be answered:

Do MAOL graduates demonstrate organizational competency?

Artifact (identify assignment and the course in which the assignment is completed):

CAP 595 Module 2 Essay: Program Learning Outcome #2

Instrument:

Instructions

You have undoubtedly grown because of your studies in the graduate program. This growth should include greater knowledge, understanding, and competencies in several key areas. For your essays in the first three modules, you will be reflecting on this growth specifically as it relates to the program learning outcomes (see the Supplementals folder for your specific degree and the table below). These outcomes should be familiar to you as they served as a guide to your courses throughout your course of study. In this first essay, you are to reflect on the first learning outcome listed in the document found in the Supplementals folder above.

[Note: Again, these essays focus on the key guiding principles and practices you have learned or had reinforced during your time of study, not on specific courses. Therefore,

please do not mention the courses, but focus is on what you have learned and how you see yourself a more effective leader in the future as a result of your study.

Assignment Instructions:

- Using the documents in the Supplementals folder found above, access and review the learning outcomes specific to your degree.
- Complete an essay of 1,200 words in which you reflect on your personal growth for the first of these learning outcomes. Be sure to follow the guidelines as to what to address in your essay as described above.
- While this essay should follow APA general formatting, the use of secondary sources is not expected. Therefore, you may not have a references page unless you cite the Bible in your essay (see the Quick APA Guide for the Bible in the Course Information tab).

Assessment Rubric

Assessment Question	Yes	No
Does the graduate demonstrate organizational behavior in a variety of contexts?		
Does the graduate demonstrate their ability to apply leadership principles to personal and professional contexts?		
Does the graduate demonstrate competency in coaching, team leadership, conflict resolution, and financial stewardship?		

Method:

An artifact of all MAOL graduates from 21, 22, and 23 will be gathered and assessed during Fall 2023 semester.

of evaluators- 9

Faculty		Yes
Thomas Bignall	tbignall@gracechristian.edu	X

Matthew De Young	mdeyoung@gracechristian.edu	X
Terry Elam	telam@gracechristian.edu	X
William Horton	whorton@gracechristian.edu	
Kenneth Kemper	kkemper@gracechristian.edu	
Sherea Lacy	slacy@gracechristian.edu	X
Matthew Loverin	mhloverin@gracechristian.edu	
Tess Martinus	tmartinus@gracechristian.edu	X
John O'Bradovich	jobradovich@gracechristian.edu	X
Kim Piliéci	kpiliéci@gracechristian.edu	X
Tim Rumley	trumley@gracechristian.edu	X
Janice Schregardus	jschregardus@gracechristian.edu	X
Scott Shaw	sshaw@gracechristian.edu	
Paul Sweet	psweet@gracechristian.edu	
Rob Renberg	rrenberg@gracechristian.edu	X

Outcome target (must be at least 75% for each skill being assessed):

*Save the completed plan to the appropriate folder in the Assessment Zone by **October 25, 2023.***

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Table 1: MAOL Graduates Gender and Ethnicity

	Count	% Ethnicity
Female	23	68%
White	11	48%
Black	9	39%
Two or more	1	4%
Hispanic	2	9%
Male	11	32%
White	3	27%
Black	4	36%
Hispanic	3	27%
Unknown	1	9%
Grand Total	34	

Note:

- In the first assessment, it was noted that 67% of female MAOL students were white. This trend does not continue with this second assessment. We see that there is almost an even split between white females (N=11) and black females (N=9).

- We also see that the same trend holds true for males, Black males (N=4), and White males (N=3).
- The data indicates a nearly 2 to 1 ratio of females to males graduating from the program.

Results of the Assessment: There will be an overall and question-by-question result.

The ten faculty that evaluated this cohort of graduates found that **78.5 percent** of the cohort demonstrated capability in *Organizational Competency*. The 78.5 percent meets the minimum requirement of 75%.

When investigating individual components of the PLO, we found that for

Q1: Does the graduate demonstrate organizational behavior in a variety of contexts? 91.2%

Q2: Does the graduate demonstrate their ability to apply leadership principles to personal and professional contexts? 85.3%

Q3: Does the graduate demonstrate competency in coaching, team leadership, conflict resolution, and financial stewardship? 64.7%

	Q1	Q2	Q3
No	3	5	12
Yes	31	29	22
No%	8.8%	14.7%	35.3%
Yes%	91.2%	85.3%	64.7%

***Summary:**

Even though the minimum threshold was met, there is room for improvement. The students may have been confused about what they were to write about and even that this assignment demonstrated what they had learned throughout their time in the program. Several professors noted that students needed to demonstrate graduate-level writing ability. This lower-than-expected demonstration could be because of the structure of the assignment parameters and the idea that this assignment is a reflection and did not require sources or support for various claims and conclusions that the student presented in their papers.

***Use of results to improve student learning:**

To address the low score of Q3 (64.7%), particular emphasis will be placed on course GEN 501 to adequately address the concepts of coaching, team leadership, conflict resolution, and financial stewardship. Also, there will be greater emphasis in graduate courses related

to these same ideas, with direct reference to this PLO and the relationship between these core principles of Organizational Competency.

*Essential fields

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)? In three years, this assessment cycle will begin again since it was found that the 75% threshold was obtained.

Remember, the purpose of assessment is to achieve documented improvements in student learning.