

GRACE
CHRISTIAN
UNIVERSITY



2022 – 2023 Assessment Report

School of Arts and Sciences	2
School of Social Sciences and Human Services	39
School of Bible and Ministry	57

Grace Christian University Assessment Plan

1. Assessment of Student Learning Outcomes

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 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:

1. 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.

GRACE
CHRISTIAN
UNIVERSITY



School of Arts and Sciences



AS.2

SECTION 1 – Plan of Assessment

Date: October 28, 2022

Academic Term: Spring 2023

School and Program: School of Arts & Sciences / Core - On Campus (Bachelor of Science)

Planned Disaggregation: Male/Female

Objective(s) assessed: AS.2 - Self-Understanding – the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development. [Being]

Assessment question to be answered: Can students effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development?

Artifact (identify assignment and the course in which the assignment is completed): ENG 101 Presentation of Research Paper: Position Argument (Basic description of research paper assignment: “A research paper of four [4] full pages [minimum] in which you take a position on an issue will be due [via Blackboard] during Final Exam Week. Academic sources will be used to support student ideas.”)

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 section of the research paper rubric is devoted to the presentation. While students present, I will evaluate their presentation (according to the checklist below) for time requirements and content and then award presentation points, which count toward the overall research paper grade. Content of presentations should reflect student ability to “effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.”

1. _____ [student name] _____ (Time = _____)

_____ Topic & Reason for choosing it

_____ Why controversial issue is important

- _____ Your position on the issue
- _____ Main evidence
- _____ 1 main opposing position & Refutation
- _____ 1 helpful source
- _____ Most challenging/interesting part of assignment

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):

Information regarding presentation of the research paper will be distributed several weeks prior to the paper's due date. This information will include a list of necessary items students will need to include in their presentations to demonstrate their ability to "effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development." The planned date for evaluation is during Final Exam Week (May 1, 2023). Feedback on presentations will be part of the overall research paper feedback to learner comments in Blackboard.

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

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

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

There were three male students and five female students in this class. The average amount of points earned for the presentation portion of the research paper assignment was 48.75/50. The average amount of points earned by the male students was 50/50. The average amount of points earned by the female students was 48/50. In summary, the outcome target reached was 97.5%.

Of the eight students in the class, three students chose to create slideshows for their presentations (this was optional).

All eight students' presentations exceeded the three minute minimum length requirement. The one female student who did not earn full points on her presentation did not fully meet the presentation content requirements provided with the research paper prompt (she omitted the section on the most challenging and interesting parts of the assignment).

Instructor Observations:

There was not much difference between the male and female students' presentation scores. Two of the female students did not fully finish their research papers, which (especially in the case of the female student who did not earn full presentation points) led to some minor disorganization and lack of content in the presentation. However, both of these students had previously established patterns of incomplete work. One male student and two female students made slideshows for their presentations. My supposition was that in the case of at least two of these students (one male and one female) shyness or discomfort with talking in front of a group led to the choice to make a slideshow for the purpose of diverting audience focus from the presenter.

Providing a very detailed list of content elements and time requirements helped students develop organized presentations that faithfully represented their research papers and fulfilled the time requirements. The presentation requirements also allowed students to share personal connections with their chosen research paper topic (specifically when they were sharing why they had chosen the topic).

Student Feedback:

No official student feedback was collected for this assessment. In the immediate aftermath of each presentation, students in the audience were allowed to comment or ask questions; but most students were a little uncomfortable with this, likely because they did not want classmates to question them after their presentation. Not many comments/questions were shared.

Students did seem to enjoy one final class time together, despite having to give presentations. They lingered for a while in the classroom (nearly 45 minutes for some) after all presentations had been given, talking with each other and with me about the course and other items.

***Summary:**

Overall, these presentations were excellent. Students were mostly well prepared to present on their research papers, and most students included all required elements of the presentation. This was a fulfilling and successful way to hold students accountable for their research and to wrap up our class for the semester.

In short, yes, students can effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.

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

Because of the overall success of this portion of the research paper assignment, I'm inclined to continue to require a presentation at the end of the semester for this particular class. This allows the students to share the work they have invested in, hone valuable public speaking skills, and enjoy a final time of camaraderie with fellow classmates. I would also continue to provide specific requirements for presentation content and timing as that helps students be more organized and gives them added confidence regarding the grade they earn on this portion of the research paper 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 will likely include this assignment again for this class, but I am unsure if I will reassess it. If I did conduct an assessment of this particular assignment again, I would consider either requiring students to make a slideshow presentation or requiring them to present without a slideshow as

the difference in student comfort level and thoroughness of content between the slideshow presentations and the non-slideshow presentations interests me.

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



AA.1

SECTION 1 – Plan of Assessment

Date: October 28, 2022

Academic Term: Spring 2023

School and Program: School of Arts and Sciences/Core - On campus (Associate of Arts)

Planned Disaggregation: Class standing

Objective(s) assessed: AA.1 - Apply knowledge acquisition, communication, cultural intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study.

Assessment question to be answered: Can students apply knowledge acquisition, communication, cultural intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study?

Artifact (identify assignment and the course in which the assignment is completed): ENG 223 In-class Writing Assignment (*Antigone* sequel/Greek tragedy group writing) - Students will form groups and write a very short Greek tragedy that continues the story of *Antigone*. Each group will perform their short drama for the class.

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 In-class Writing Assignment Rubric will be used to evaluate student performance on this assignment. This rubric evaluates student understanding of literary terms/concepts employed in the assignment, as well as whether the student met the assignment prompt's requirements (write a Greek tragedy that continues the story of *Antigone* and includes elements of Greek tragedy such as the correct number of actors, a Chorus, accurate content/tone/theme, etc.). In addition to the rubric, students in the "audience" will be given a checklist to mark other groups' inclusion of the required elements in their Greek dramas. Completed checklists will be collected and reviewed during the grading process.

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):

Elements of Greek drama will be discussed in classes prior to the one in which students develop/perform their own drama (March 29 and April 3). The specific instructions for this assignment will be presented in the class during which students will write their dramas. Feedback will be given verbally after each student drama is performed, as well as in the rubric and feedback to learner comments for the assignment in Blackboard.

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

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

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Out of the 12 students who were present for the performances of the *Antigone* sequel plays, the average score was 28.333/30 points (approximately 94% outcome). Two groups of six students performed plays, and both plays met the requirements for Greek tragedies (as given in the assignment prompt) with minor omissions/deviations. One group's messenger character needed to talk to another character instead of giving a soliloquy, and the other group needed to include more characters onstage at the same time in a couple sections of their play.

Freshmen (five total students) who were present for both days of this assignment scored an average of 26/30 points. Sophomores (three total students) scored an average of 30/30 points. Juniors (three total students) scored an average of 30/30 points. The one senior in the class scored 30/30 points.

Ten students were absent for various reasons (baseball game, illness, death in the family, vacation, and other) on the day the students performed their *Antigone* plays; however, several of these students still participated in the brainstorming portion of this assignment and received partial credit for their work (those scores are not included in this assessment since the majority of points attached to the performance of the plays).

Instructor Observations:

Students were very creative in how they included required elements for this assignment. For instance, to fulfill the character requirement of no more than one new character who must have a Greek name, one group of students created a character named Incestus, a nod to the story of Oedipus and the idea of Antigone's family's "sins of the father," two items which we had discussed in class at the beginning of our study of *Antigone*.

Overall, students enjoyed this more hands-on In-class Writing Assignment. Those who were present both days we spent on this assignment worked well together, learned more about each other, and helped each other (intentionally or not) better understand concepts and thematic elements of Greek tragedies.

Regarding how class standing affected students' performance on this assignment, the main result that I noticed was that the two present students who failed to earn full points on this assignment were both freshmen. They were also both male students and athletes (who were only present the second day of the assignment because they were ineligible in other classes). While they received credit for their participation in the second day's work and performance,

they only received a few points for the first day's activity (developing the play with their group). Instead of working on the play with their group the first day, they remained in their seats and looked at their phones, talked about irrelevant issues, or demonstrated other lack of attention to the assignment at hand (no work was complete by this group at the end of the first day). My supposition about this discrepancy between the scores of students of different class standings was that some of the freshmen lacked the maturity and work ethic needed to start this project. It is also possible that they did not understand certain elements of Greek tragedy since they may have been absent or not paying attention during previous classes.

Student Feedback:

Verbally, several students expressed how they enjoyed this creative activity. As I observed students conversing while creating their plays, I heard them discussing elements of Greek drama and reminding each other of various necessary elements. This was one of the goals of the assignment: get students thinking about and identifying critical elements of Greek tragedy.

On the second day of the assignment, students completed checklists, critiquing both their own and the other group's plays/performances, specifically regarding incorporation of a chorus and certain numbers of characters, inclusion of elements of Greek tragedy, and meeting the time requirement (2-3 minutes). Overall, student comments were positive and thorough, demonstrating their increasing knowledge and understanding of elements of Greek tragedies (for instance, students successfully noted when violence in the plays occurred offstage, a necessary element of a Greek tragedy).

***Summary:**

In short, the assessment of this assignment demonstrated that students can apply knowledge acquisition, communication, cultural intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study. Students learned about elements of Greek tragedy through lecture, informative video, and reading *Antigone*; then, they put into practice what they had learned, including characteristics of Greek tragedies in general and elements of *Antigone* (characters, tone, themes, etc.) in particular. Creating their plays with their groups involved critical thinking (applying concepts and evaluating accuracy) and several ways of communicating (in peer groups, through writing, and in dramatic performance in front of an audience). Variance in student scores (for the entire class) depended mostly on a student's presence or absence for the two-day activity; the slight variance in scores of those present for both days of the assignment mostly depended on student work ethic and wisely choosing to work with others with strong work ethics and likely added maturity that comes with age and experience.

***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)?

This assignment will likely be given again in future Intro to Lit courses. I may reassess it at a future time and possibly with a different objective to evaluate. I would like to assess this assignment with a full class to better see how the assignment affects the learning of a wider range of students (present students tend to do better in classes). The fact that many students in this class were absent for this assignment inclines me to try this assessment again in the future.

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



AS.2

SECTION 1 – Plan of Assessment

Date: 10/28/2022

Academic Term: Fall 2022

School and Program: School of Arts & Sciences Core - On campus

Planned Disaggregation: Athletes vs. Non-athletes

Objective(s) assessed: Arts & Sciences Core: Self-Understanding - the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.

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?

Artifact (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 **descriptive essay**, your **five-paragraph essay**, and your **research 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?

How would you rate yourself as a writer?

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 answered a general questionnaire about writing and rated 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.

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 Monday, December 12, 2022.

Outcome target (must be at least 75% for each skill being assessed): I hope to find that 75% of final portfolio submissions will show improvement from the beginning of the semester.

Results: Fourteen students submitted final portfolios, which was actually more than I expected for the ENG101+ class. On the Likert Scale of 1-5, 1 being they were unable to write a full sentence and 5 being they were ready to write a full paper, the instructors evaluated and confirmed that twelve improved at least a half-point over the course of the semester. The reported number of improved students was 85% out of the 14 submissions received.

Planned disaggregation: There were only 4 out of 14 students who were non-athletes. The two who did not improve in their writing skills were athletes.

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

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

Twelve students of 14 improved at least a half-point over the course of the semester. The reported number of improved students was 85% out of the 14 submissions received.

Instructor Observations:

I was happy to see that the majority of students self-reported that they felt their writing skills improved over the semester by a half a point.

Student Feedback:

In their reflection essays that were included in the portfolio, several students noted an appreciation for the assignments and reported that their skills improved.

***Summary:**

The final portfolio showed us a progression of student writing from the very beginning of the course to the end. It also gave them a chance to review their own skills and growth.

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

I will use this same assessment in Fall 2023. The portfolio will include the same number of assignments, but the papers will be a little bit different to help students identify what they think (thesis statement) and how to support their thoughts. These writing assignments will give them opportunities to use and improve their writing skills and become comfortable with writing papers in a variety of disciplines and future courses.

*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)? Fall 2023 – I will tweak the assignments that go in the portfolio a bit to build scaffolded assignments and help students articulate their thoughts and beliefs.

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



AA.1

SECTION 1 – Plan of Assessment

Date: 10/28/2022

Academic Term: Fall 2022

School and Program: Arts & Sciences - AA in General Studies

Planned Disaggregation: On campus vs. Online

Objective(s) assessed: Apply knowledge acquisition, communication, cultural intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study.

Assessment question to be answered: Can students apply knowledge acquisition, communication, culture intelligence, and critical thinking skills to expand self-efficacy and achieve college-level academic study?

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

ENG105 Online OC22A: Choose a topic from the Informative Essay Instructions and craft a thesis statement for your essay. It needs a claim and three reasons to support that claim.

ENG101+ On campus: Research Paper Thesis Statement:

In the comments box below, write your thesis statement for your research paper.

Hint: It should be one complete sentence, and give a clear "roadmap" for the rest of your essay.

Make sure it includes your claim and at least three supporting ideas.

Example: *Dogs as pets provide many mental health benefits, including regular exercise, companionship, and tactile-based stress relief.*

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):

Did students craft thesis statements that included a claim?

Did students craft thesis statements that included three supporting ideas?

Crafting thesis statements is a skill students will use in college-level academic writing.

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):

Tom Aldrich and Emily Gehman will assess online and on campus students' ability to craft thesis statements ahead of a basic informative research paper. Thesis statements need to include a claim and three reasons to support the claim. This evaluation/assessment can take place after Sunday, November 6, 2022.

Outcome target (must be at least 75% for each skill being assessed): I hope to find that 75% of the class submitted thesis statements with both a claim and three supporting pieces of evidence.

RESULTS

For ENG101+ On campus: Seventeen out of 20 (85%!) students in the on campus course submitted thesis statements that had both a clear claim and three supporting pieces of evidence!

In ENG105 Online: Nine of fourteen (64%) students in the online course submitted thesis statements that had both a clear claim and three supporting pieces of evidence.

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

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

The on-campus students seemed to grasp the concept of thesis statements and were able to identify and craft their own thesis statements.

Instructor Observations:

In the on-campus class, I was able to do some hands-on activities that helped them understand thesis statements and identify how to assemble a thesis statement. In the online course, it was more difficult to explain thesis statements in a variety of ways, though we did give a couple videos in addition to written explanations.

Student Feedback:

***Summary:**

Most of the students submitted satisfactory thesis statements, but a higher percentage of the on-campus students submitted satisfactory thesis statements than the online students.

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

I will continue to find new ways to explain thesis statements for online students, and I will continue to provide both lecture-based and hands-on learning about thesis statements for on-campus students.

***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)? Unsure

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



AS.2

SECTION 1 – Plan of Assessment

Date: August 8, 2022

Academic Term: Fall 2022

School and Program: Arts and Science (History)

Planned Disaggregation: HST 114A, HST 114B, HST 114 PH also Dual Enrollment, Freshman, Sophomore, Junior, Senior class level.

Objective(s) assessed:

AS.2 Self-Understanding - the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.

C.O. 3 Analyze and evaluate how civilizations have been shaped. Students should be able to summarize major characteristics and developments of civilizations from the early modern era to the present.

This written worksheet is submitted in addition to our weekly questions.

Evaluate the various written works from the period we have been studying. Which books challenged the world and changed the course of history. Working with a partner they will decide which book is the most significant within the 16th, 17th, 18th, and 19th centuries.

Assessment question to be answered: What I am looking for:

(Quick rubric Assessment - Critical analysis of important written works)

- 1.) Ability to research and find a variety of important written works.
- 2.) Critically evaluate the works and their impact.

3.) Connecting the work with the historical era and the events we have been studying.

4.) Students must also work collaboratively and present their findings.

Artifact: Written worksheet submitted in HST 114 courses World History from 1500

Instrument A rubric with a list of important works as decided by me and that have been mentioned in our textbook. Books will be placed in tiers of importance.

Method I will evaluate the submissions and grade them according to the rubric

Outcome target:

Students who demonstrated the ability to find appropriate works, effectively evaluate the written works, and connect it to the major themes will comprise the proficient category. A small piece is reflected in their ability to work together and share their findings. They do not necessarily need to agree on the choice. Students who can master this will receive 100%

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

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) received 60%.

Students who completely left out any of the 1-3 or were unable to present their findings received less than 60%

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data: Fall 2022 HST 114A Grace**

45.4% of students scored full credit on listing and 31.8% on analysis

4.5% scored at the 80% on listing and 4.5% on analysis

22.7% scored at the 60% on listing and 4.5% on analysis

27.3% scored below 60% on listing and 59.1% on analysis

Fall 2022 HST 114B Grace

50% of students scored full credit on listing and 16.7% on analysis

33.3% scored at the 80% on listing and 16.7% on analysis

16.7% scored at the 60% on listing and 16.7% on analysis

No student scored below 60% on listing and 50% on analysis

Fall 2022 HST 114 Potter's House Dual-enrollment

15.4% of students scored full credit on both

30.8% scored at the 80% on listing and 15.4% on analysis

20% scored at the 60% on listing and 30.8% on analysis

30.8% students scored below 60% and 38.5% on analysis

Fall 2022 HIS 114 (by grade level)

100% of Seniors scored 80% or better on listing 0% scored 80% or better on analysis

0% of Juniors scored 80% or better on listing and 0% scored 80% or better on analysis

40% of Sophomores scored 80% or better on listing and 20% scored 80% or better on analysis

68.4% of Freshmen scored 80% or better on listing and 47.4% scored 80% or better on analysis

46.2% of Dual enrollment scored 80% or better on listing and 30.8% scored 80% or better on analysis

Instructor Observations:

In looking at the assessment the question (that looked at the analysis of critical thinking questions in a different assessment) continues to be a challenge. Again, it appears that the high school dual-enrollment struggle more (as they did with making the connection between prejudice, dehumanization and the Atlantic Slave Trade) with analyzing the significance and connecting important literature with historical events that shaped and were shaped by contemporary events. What stands out is that the analysis piece was difficult across the board and that there does not seem to be a significant factor in grade level. All students will need more practice in researching, distinguishing important information, and analyzing (making connections) that data.

***Summary:**

*Snyder and Snyder note that giving students opportunities to apply critical thinking is a balance between teaching for a specific answer through modeling and allowing students to develop these skills on their own (2008). With numerous examples in our textbook and specific time in instruction regarding works such as Martin Luther's **95 Theses**, **The Communist Manifesto**, **Origin of Species**, and **Mein Kampf**, I hoped students would have listed those (many did) and would be able to analyze why these works were important to the history (many did not). Students were expected to be able to recall, research, and compile so that they could demonstrate the connections between the literature (texts) of each period. My biggest takeaway is making sure that additional time is spent modeling more of the critical thinking process. I did spend more time with the high school dual enrollment students which may explain why the DE's scored higher scores than some of the college grade level students.*

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

In the future it will be interesting to see if additional time and examples will help students with not just the listing, but the critical analysis. The latter is often more difficult to teach. There were numerous examples of students that could list but not adequately connect (analyze) the importance of the literature. I wonder if that was inability or lack of motivation. Listing is a lower-level skill (Bloom's taxonomy) but perhaps more importantly requires less effort. Analysis is a higher-level thinking skill that requires ability, but also more effort to think and connect. In this case, effort was more important than grade level. Making this a higher stakes assignment, adding examples and giving more time would undoubtedly increase

scores across the board. This baseline assessment with over 40 students provided a good sample and increased the reliability of the data.

Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *Delta Pi Epsilon Journal*, 50(2), 90-99. Retrieved from <http://in.libproxy.gracechristian.edu/login?url=https://www-proquest->

<http://in.libproxy.gracechristian.edu/login?url=https://www-proquest-com.libproxy.gracechristian.edu/scholarly-journals/teaching-critical-thinking-problem-solving-skills/docview/195581754/se-2?accountid=54847com.libproxy.gracechristian.edu/scholarly-journals/teaching-critical-thinking-problem-solving-skills/docview/195581754/se-2?accountid=54847>

SECTION 3 – Cycle of Assessment

When will this assessment be conducted again (if the target has been met, then reassessment may not be necessary)? Next Fall Semester (2023) with HST 114 classes.

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



AS.2

SECTION 1 – Plan of Assessment

Date: October 19, 2022

Academic Term: Fall 2022

School and Program: Arts & Sciences - BS in Communication

Planned Disaggregation: Male/Female; Communication Majors/Other Majors

Objective(s) assessed: C.2 **Create** messages appropriate to the audience, purpose, and context

Assessment question to be answered: Does the Leading Teams Procedural Guidebook communicate appropriately to the audience, purpose, and context?

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

COM 350 Leadership and Group Communication - On campus

Leading Teams Procedural Guidebook

Developing a **Leading Teams Procedural Guidebook** that can be used to lead small groups or teams through a variety of projects. Include your strategies for developing a cohesive team, solving problems, managing conflicts, and working productively with diverse group members. In addition to Adams and Galanes and Lingenfelter textbooks, incorporate information from the Bible, your leader interviews, and your small group observations for this 2,000-word guidebook. Include a minimum of ten (10) references from Adams and Galanes, Lingenfelter, the Bible, and other credible sources. Your submission should follow the Grace Written Communication Rubric. This major project and informal sharing in class make up your Procedural Guidebook grade. Creativity is encouraged including the inclusion of pictures and graphs for your guidebook.

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):

After reading the Teams Procedural Guidebook, assess the following.

Is the Leading **Teams Procedural Guidebook** appropriate to the **audience** (individual creating the guidebook for organization, business, church/ministry), **purpose** (clearly able to guide in leading a team), and **context** (include strategies for developing a cohesive team, solving problems, managing conflicts, and working productively with diverse group members)?

- _____ Very Much (90 - 100%)
- _____ Yes (75 - 89%)
- _____ Very Little (55 - 74%)
- _____ Not At All (0 - 54%)

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):

Before the assessment in December the assessment rubric (above) will be shared and discussed.

There are 18 students in the class. All students present on that day will have the Assessment Rubric to evaluate the learning outcome for 2 **Leading Teams Procedural Guidebook**. The average will be calculated for reporting purposes.

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: [Link to Data File](#)

Short Version: All 18 students achieved assessment scores of 75% or higher.

Disaggregation

Communication majors and females did achieve higher scores.

COM Majors	4.00
Non COM Majors	3.85

MALE	3.80
FEMALE	3.96

16 students received assessments scores between 90 and 100%

Instructor Observations:

Students were very conscientious about completing every element of the assignment. The peer evaluation was beneficial for students to learn from one another by working through the assignment.

Student Feedback:

Students shared in class that they appreciated the opportunity to read classmates Leading Teams Procedural Guidebook.

***Summary:**

The time spent explaining the assignment requirements proved to be beneficial. This assignment allowed students to reflect on course activities and assignments to create a Leading Teams Procedural Guidebook

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

Encouraging students to step out of their comfort zone to network and interview leaders needs to be encouraged. Provide students with tips on how to network allowing them to meet new people and learn from others need to be encouraged.

***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 assessment as is not necessary to conduct again. An idea is to assess the networking ability of students.

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



AS.2

SECTION 1 – Plan of Assessment

Date: September 10, 2022

Academic Term: Fall 2022

School and Program: School of Arts & Sciences / Core - On Campus

Planned Disaggregation: Male / Female and Class Standing

Objective(s) assessed: AS.2 - **Self Understanding** – the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development. [Being]

Assessment question to be answered: Can students effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development?

Artifact (identify assignment and the course in which the assignment is completed): COM 290 Professional Communication. Artifact: Informational Interviews and Research Project Presentations. Details below.

Informational Interviews & Research Project

The **Informational Interviews & Research Project** is one primary assignment that involves interviewing two professionals in-person (or virtually) and researching professional communication. For this project, select two people from whom you can learn. This assignment provides you with an opportunity to grow your professional network. Your aim is to reach out to people you have not met before. Professionals on Grace's campus or those visiting Grace to present in other classes are not options for this assignment.

This project aims to help you learn more about a job in your desired career field, dig in deeper regarding an element of professional communication, and provide you with several opportunities to practice professional communication.

With the information from your interviews and research, develop a 7-minute Multimedia PowerPoint to present in class.

The Informational Interviews & Research Project is a major assignment that will take several hours to complete. Multiple deadlines are in place to help you achieve this assignment with high academic excellence.

- Provide confirmation and information about your first interview. **Upload a document on Blackboard > Class Schedule / Assignments > Week 4** that notes: whom you interviewed, where this person is employed, when the interview took place, and two communication takeaways from the interview.
- Provide confirmation and information about your second interview. **Upload a document on Blackboard > Class Schedule / Assignments > Week 6** that notes: whom you interviewed, where this person is employed, when the interview took place, and two communication takeaways from the interview.
- Submit an APA annotated bibliography of at least three (3) sources that focus on an area of professional communication and/or a communication theory that was highlighted during your professional interviews. This is the information you will use in your presentation. **Upload your annotated bibliography on Blackboard > Class Schedule / Assignments > Week 9.** Help to craft an annotated bibliography following APA style guidelines can be found at <https://gracechristian.libguides.com/writingcenteronline> > Specific Formats
- Develop a Multimedia PowerPoint and upload the document on **Blackboard > Class Schedule / Assignments > Week 11.**
- Be prepared to present your 7-minute presentation in class, **starting Week 11.**

This assignment is flexible, allowing you to achieve academic excellence creatively.

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):

In addition to ranking the information shared during the presentation, write two specific insights from your classmates' presentations. Be willing to share your notes.

Did the presentation show the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.

- _____ Very Much (90 - 100%)
- _____ Yes (75 - 89%)
- _____ Very Little (55 - 74%)
- _____ Not At All (0 - 54%)

1. _____

2. _____

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):

Before the presentation in November the assessment rubric will be shared and discussed. The focus will be on the **information shared** during the presentation.

There are 24 students in the class. All students present for the presentations will have the Assessment Rubric to evaluate the learning outcome for each presentation. The average will be calculated for reporting purposes.

Four days of presentations were used for this assessment.

Day 1 = 20 evaluations

Day 2 = 17 evaluations

Day 3 = 19 evaluations

Day 4 = 21 evaluations

Average Evaluations = 19.25

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

100% of students reached 75% or higher.

	MALE	FEMALE	ALL
Very Much (90 -100%)	85.2%	98.3%	93.9%
Yes (75 - 89%)	14.8%	1.7%	6.1%
Very Little (55-74%)	0.0%	0.0%	0.0%
Not At All (0 - 54%)	0.0%	0.0%	0.0%
	Sophomore	Junior	Senior
Very Much (90 -100%)	92.5%	89.0%	97.2%
Yes (75 - 89%)	7.5%	11.0%	2.8%
Very Little (55-74%)	0.0%	0.0%	0.0%
Not At All (0 - 54%)	0.0%	0.0%	0.0%

SECTION 2 – Report of Assessment

Complete after conducting assessment

***Data:**

[Link to COM 290 AS.2 Data](#)

Instructor Observations:

Before the presentations, the assessment documents were shared and explained.

Evaluations were used for assessment purposes only and did not count toward students' grades.

Student Feedback:

All students in attendance participated fully in the assessment evaluations. The presentations were about 8 minutes long. Long enough to share information but not too long for students to check out mentally during the presentations.

***Summary:**

As noted, this assignment has multiple parts - interviewing professionals, communication research, and developing a multimedia presentation. Each part builds on the information obtained.

The scaffolding helped students see the bigger picture for the presentation.

The results show that the Seniors scored higher than the Juniors or Sophomores. This is not surprising. Seniors have had more experience with higher education and opportunities to locate, critically analyze, and creatively apply knowledge to assignments.

The male/female disaggregation showed females had a higher score than males.

What is worth noting, the two students who scored the lowest were male Juniors. If the two low scores were eliminated, the results would be similar for males and females. No change in teaching focus for men is needed.

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

A class period was dedicated to developing an annotated bibliography in the Fall semester. This was time well spent and showed in the submission quality.

In the Spring semester, I will spend additional time helping students find a variety of Communication resources to help with the quality of the resources selected for the course.

This action aims to strengthen the ability to effectively locate, critically analyze, and creatively apply knowledge and beliefs for personal and professional development.

***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 plan is to complete a similar assessment with online students in COM 290 - Professional Communication.

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



Business.1

SECTION 1 – Plan of Assessment

Date: October 26, 2022

Academic Term: Fall 2022

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

Planned Disaggregation:

Objective(s) assessed: BS Business: Business as Mission—Demonstrate a firm understanding of the Christian call to business as ministry-based on references to scripture. Skills include: Integrate Christian principles in critical thinking and decision-making. Summarize references to scripture that shape the way Christians are called to operate and engage others in the workplace. Upon completion, students will be equipped to share their faith with various stakeholders in their business.

Assessment question to be answered: Can students effectively demonstrate a firm understanding of the Christian call to business as ministry-based on reference to scripture. Can students integrate Christian principles in critical thinking and decision-making?

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

BUS 301: Principles of Management

The final project in BUS 301 incorporates many topics throughout the course. The topic being assessed for this project is a section that discusses how Business as Mission can be implemented in management practices.

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 success or unsatisfactory performance of being able to integrate Christian principles in critical thinking and decision making.

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):

In order to collect the appropriate data, students' written final papers will be reviewed for the business as mission section. There are 14 students in the course. The assessment will take place after the final assignment is submitted in December 2022.

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:**

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

Skills include: Integrate Christian principles in critical thinking and decision-making. Summarize references to scripture that shape the way Christians are called to operate and engage others in the workplace. Upon completion, students will be equipped to share their faith with various stakeholders in their business.

Unsatisfactory 0-59%	Needs Improvement 60-74%	Good 89-75%	Excellent 90-100%
Student DOES NOT/ has LIMITED integration of Christian principles in critical thinking and decision-making. Student DOES NOT/ has LIMITED summarizations of references to scripture that shape the way Christians are called to operate and engage others in the workplace.	Student SOMEWHAT integrates Christian principles in critical thinking and decision-making. Student SOMEWHAT summarizes references to scripture that shape the way Christians are called to operate and engage others in the workplace.	Students are able to MOSTLY Integrate Christian principles in critical thinking and decision-making. Student MOSTLY summarizes references to scripture that shape the way Christians are called to operate and engage others in the workplace.	Students are able to Integrate Christian principles in critical thinking and decision-making. Summarize references to scripture that shape the way Christians are called to operate and engage others in the workplace.

Name	Score	Gender
Student 1	75%	Male
Student 2	89%	Male
Student 3	100%	Female
Student 4	59%	Male
Student 5	59%	Male
Student 6	59%	Female
Student 7	100%	Male

Student 8	89%	Male
Student 9	89%	Female
Student 10	74%	Male
Student 11	75%	Male
Student 12	89%	Female

- 12 total students were assessed using the rubric above.
- Average score is **74.8%**
- 8 Male; 4 Female Students
- Student Count Per Rubric Category
 - Very Good : 2 Students
 - Good: 6 Students
 - Needs Improvement: 1 Student
 - Unsatisfactory: 3 Students

Instructor Observations:

12 students were assessed (eight males; four females). Each student wrote a section in the final principles of management project explaining how the business as mission concept is implemented in management practices. Two students scored “very good”, six students scored “good”, one student needed improvement and three students scored “unsatisfactory”. The average score from all twelve students was 74.8%. This score would be considered at C average on Grace Christian’s grading scale. It would be ideal to have a score of 75% or higher. After reviewing the assignments, students who scored unsatisfactory did not take the time to explain in detail or use scripture as a base to support their responses. Students who score good and very good provided examples and were able to align scripture to support their responses.

Student Feedback:

All students assessed were able to address business as a mission. The prompts for addressing business as a mission were given in the instructions. All students addressed it within a few paragraphs.

***Summary:**

The final assignment for the course of BUS 301 Principles of Management included a section for students to demonstrate a firm understanding of the Christian call to business as ministry-based on references to scripture. 12 students were assessed (eight males; four females).

The results highlighted two students scoring “very good”, six students scoring “good”, one student needing improvement and three students scoring “unsatisfactory”. The average score from all twelve students was 74.8%.

In closing, more instruction on the business as mission program outcome is needed for a higher score than the average noted.

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

The results of the assessment showcases more emphasis on integrating christian principles in critical thinking and decision-making is needed for students. Some students had a good understanding of this concept and some students decided not to include it in their assignments. These results help with creating instruction time and assignments that emphasize the importance of integration of Christian principles and decision-making in business.

*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)?

With the assessment being on the cusp of meeting the target, then reassessment may be needed after assessing the next program outcome. *This assessment will be conducted in the 2024-2025 academic school year.*

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

GRACE
CHRISTIAN
UNIVERSITY



SCHOOL OF
SOCIAL SCIENCES
& HUMAN SERVICES

School of Social Sciences and Human Services

Three Guidelines for Assessing Learning Outcomes

School of Social Sciences and Human Services

1. **Alignment and Evidence:** Assessment should be discipline-based, aligned with the department's mission statement, and provide evidence of student and graduate competencies. It should demonstrate how students' learning outcomes align with the missions of the department, SSHS, and Grace Christian University.
2. **Faculty Engagement and Improvement:** Assessment should be useful to the faculty in the department, helping them understand their curricular practices and improve them. It should provide insights and feedback that enable faculty to enhance teaching and learning experiences.
3. **Comprehensive and Integrative Approach:** Assessment should be multi-dimensional, incorporating quantitative, qualitative, and enumerative data. It should include a balanced mix of assessment methods, such as standardized rubrics for random sampling of student work and integrated assessment tasks and surveys within the academic program. Each department should have an assessment plan that facilitates the annual collection and analysis of data, reflection, and discussion at a faculty meeting, culminating in a report. Departmental assessment reports should be collaboratively developed with SSHS faculty input and shared transparently with the relevant stakeholders.

Program: Criminal Justice, Human Services, and Psychology

SECTION 1 – Plan of Assessment

Date: Fall 2022

Academic Term: Fall 2022-Spring 2023

Division and Program: School of Social Sciences and Human Services; B.S in Criminal Justice, Human Services, and Psychology

Planned Disaggregation: On-campus and online courses.

Objective(s) assessed: CJ1, HS2, PS3 – Ethical decision making and behavior.

CJ 1	Evaluate ethical issues and identify issues of diversity and human rights in relation to the workings of the criminal justice system and criminology.
HS 2	Apply the principles and skills of ethical decision-making and respect for diversity.
PS 3	Construct culturally appropriate, ethical behavior in response to an increasingly diverse world.

Assessment question to be answered: Do students in the criminal justice, human services, and psychology programs demonstrate a basic understanding of the ethical decision making and behavior with regard to their chosen field of study as evidenced in the ethics paper or discussion board in PSY 282/383?

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

Research Statistics – PSY 282/383

On-campus: Ethics paper

Online: Ethics discussion

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): Written paper rubric & discussion board rubric

(On campus) Written Paper Assignment and Rubric:

Ethics Paper (10%) – Students will write a personalized overview of ethical standards involving human subjects, utilizing the mainstream professional organizations' Codes of Ethics (APA – American Psychological Association, ACA – American Counseling Association, NASW – National Association of Social Workers) as well as Christian

professional organizations (AACC – American Association of Christian Counselors, and NACSW – National Association for Christians in Social Work). Each of the aforementioned codes of ethics contain many similarities, yet with subtle differences based on values and predominant worldview. Students should reflect upon which worldview and set of values most align with personal beliefs and future plans for serving others. The paper should be between 4-6 pages. All codes of ethics can be found online free of charge.

	Excellent	Good	Needs Improvement	Limited	Not Acceptable
Content	Select this level of achievement Points: 4 (40.00%) - 4 (40.00%) Content is relevant and reflects ALL expectations of assignment.	Select this level of achievement Points: 3.4 (34.00%) - 3.4 (34.00%) Content is MOSTLY relevant and reflects MOST expectations of assignment.	Select this level of achievement Points: 3 (30.00%) - 3 (30.00%) Content is SOMEWHAT relevant and reflects SOME expectations of assignment.	Select this level of achievement Points: 2.6 (26.00%) - 2.6 (26.00%) Content is NOT relevant and reflects LITTLE of the expectations of assignment.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) Content does not meet expectations.
Development and Research	Select this level of achievement Points: 2 (20.00%) - 2 (20.00%) Content is developed and supported. Sources are HIGH quality, used appropriately, and show good depth of research.	Select this level of achievement Points: 1.7 (17.00%) - 1.7 (17.00%) Content shows SOME development and/or support. Sources are GOOD quality, used appropriately, and show adequate depth of research.	Select this level of achievement Points: 1.5 (15.00%) - 1.5 (15.00%) Content shows LITTLE clear development and/or support. Sources are AVERAGE quality, and/or not used appropriately. More research is needed.	Select this level of achievement Points: 1.3 (13.00%) - 1.3 (13.00%) Content LACKS clear development and support. Sources are POOR quality, and/or not used appropriately.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) No research evident.
Sources	Select this level of achievement Points: 1 (10.00%) - 1 (10.00%) TWO OR MORE sources used to support writing.	Select this level of achievement Points: 0.85 (8.50%) - 0.85 (8.50%) AT LEAST TWO sources used to support writing.	Select this level of achievement Points: 0.75 (7.50%) - 0.75 (7.50%) LESS THAN TWO sources used to support writing.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) Little apparent research. No sources used to support writing.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) No sources.

Citation	Select this level of achievement Points: 0.5 (5.00%) - 0.5 (5.00%) Sources are CORRECTLY cited in-text according to APA standard.	Select this level of achievement Points: 0.425 (4.25%) - 0.425 (4.25%) Sources are NOT ALWAYS correctly cited in-text according to APA standard.	Select this level of achievement Points: 0.375 (3.75%) - 0.375 (3.75%) Sources are SELDOM correctly cited in-text according to APA standard.	Select this level of achievement Points: 0.25 (2.50%) - 0.25 (2.50%) Sources incorrectly or not cited to APA standard.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) No citations.
References	Select this level of achievement Points: 0.5 (5.00%) - 0.5 (5.00%) Sources CORRECTLY listed on the Reference page according to APA standard.	Select this level of achievement Points: 0.425 (4.25%) - 0.425 (4.25%) Sources NOT ALWAYS correctly listed on the Reference page according to APA standard.	Select this level of achievement Points: 0.375 (3.75%) - 0.375 (3.75%) Sources SELDOM correctly listed on the Reference page according to APA standard.	Select this level of achievement Points: 0.325 (3.25%) - 0.325 (3.25%) References incorrectly or not listed to APA standard.	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) No References.
APA Format	Select this level of achievement Points: 0.5 (5.00%) - 0.5 (5.00%) Presented in APA format very well (Cover page, page number, headers, margins, etc.).	Select this level of achievement Points: 0.425 (4.25%) - 0.425 (4.25%) Presented in APA format with MINOR errors (Cover page, page number, headers, margins, etc.).	Select this level of achievement Points: 0.375 (3.75%) - 0.375 (3.75%) Presented in APA format with MAJOR errors (Cover page, page number, headers, margins, etc.).	Select this level of achievement Points: 0.325 (3.25%) - 0.325 (3.25%) Not presented in APA format well or not at all (Cover page, page number, headers, margins, etc.).	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) APA format not used.
Structure and Organization	Select this level of achievement Points: 1 (10.00%) - 1 (10.00%) Writing is clear and organized. Demonstrates MASTERY of college level writing (i.e., introduction, conclusion, proper paragraphs, transitions, etc.).	Select this level of achievement Points: 0.85 (8.50%) - 0.85 (8.50%) Writing is NOT ALWAYS clear and organized. MOSTLY includes elements of college level writing (i.e., introduction, conclusion, proper paragraphs, transitions, etc.).	Select this level of achievement Points: 0.75 (7.50%) - 0.75 (7.50%) Writing REQUIRES IMPROVEMENT to be clear and organized. Includes FEW elements of college level writing (i.e., introduction, conclusion, proper paragraphs, transitions, etc.).	Select this level of achievement Points: 0.65 (6.50%) - 0.65 (6.50%) Writing IS NOT clear nor organized. Includes VERY FEW elements of college level writing (i.e., introduction, conclusion, proper paragraphs, transitions, etc.).	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) Disorganized and difficult to read.

Grammar and Punctuation	Select this level of achievement Points: 0.5 (5.00%) - 0.5 (5.00%) NO grammatical or punctuation errors.	Select this level of achievement Points: 0.425 (4.25%) - 0.425 (4.25%) SOME grammatical or punctuation errors (1-3).	Select this level of achievement Points: 0.375 (3.75%) - 0.375 (3.75%) MANY grammatical or punctuation errors (5-6).	Select this level of achievement Points: 0.325 (3.25%) - 0.325 (3.25%) MANY grammatical or punctuation errors (7+).	Select this level of achievement Points: 0 (0.00%) - 0 (0.00%) Grammar and punctuation errors spoil readability.
--------------------------------	--	--	--	---	--

(Online) Discussion board assignment and rubric:


When the information about the Nazi death camps was made public in America, many Americans said they would never do what the Nazis did. So researchers set out to see if this was true. Experiments like the Stanford Prison Experiment indicated that perhaps this was not true. Then more recently the real treatment of prisoners at Abu Ghraib seemed to confirm that Americans also were able to do exactly what the Nazis did.





Read: PowerPoints for Workshop 4

Watch: The Stanford Prison Experiment

Prepare to discuss how our sinful nature can play a part in harsh treatment of others. Why are ethical guidelines necessary for research, even for Christians involved in research?

Support your work with scholarly academic resources, textbooks, or other sources provided. Quoting or paraphrasing from any source in discussion posts requires APA format by including an in-text citation and listing the reference at the end of the post.

Criteria	Excellent	Good	Needs Improvement	Incomplete or Passed Due Date
Initial Post / Main Post  Weight 30.00%	100.00 % Post must include ALL of the following: Addresses ALL EXPECTATIONS with thoughtful development and analysis in 3 paragraphs or more. INCLUDES RESEARCH from textbook or other scholarly sources to support student thinking. Sources are cited and a list of References is included. Post is FREE from errors in college level grammar, spelling, and punctuation.	80.00 % Post does NOT fully address expectations. SOME thoughtful development and analysis in 1-2 paragraphs. Research from textbook or other scholarly sources is LIMITED or LOW QUALITY. Errors in proper citation and/or list of References. Errors are EVIDENT in college level grammar, spelling, and punctuation.	65.00 % Post falls well SHORT OF EXPECTATIONS. LITTLE thoughtful development and analysis (less than one well-developed paragraph). Relies primarily on personal opinion with LITTLE research from textbook or other scholarly sources. MANY errors in college level grammar, spelling, and punctuation.	0.00 % Post is not sufficient for the topic being discussed.

Criteria	Excellent	Good	Needs Improvement	Incomplete or Passed Due Date
First Response  Weight 20.00%	100.00 % Post must include ALL of the following: Responds to the INITIAL POST OF ANOTHER STUDENT in 2 paragraphs or more. BUILDS on peer's post by quoting textbook, other scholarly sources, or giving personal insights. Added insights, differing opinions, or expansion of the subject matter is expected. Sources are cited and a list of References is included. CLEARLY uses techniques to engage other students for ongoing interaction (probing questions, request for clarification, etc.). FREE from errors in college level grammar, spelling, and punctuation.	80.00 % Post is MISSING key aspects of a good response. There is SOME thoughtful response (1 well-developed paragraph), but requires MORE DEPTH (e.g., support of textbook or other scholarly sources, including added insights, differing opinions, or expansion of the subject matter). Errors in proper citation and/or list of References. SOME techniques to engage other students for further interaction (probing questions, request for clarification, etc.). Errors are EVIDENT in college level grammar, spelling, and punctuation.	65.00 % Post demonstrates LACK OF CAREFUL ENGAGEMENT. Relied primarily on PERSONAL OPINION with little or NO support from assigned reading or other sources. LITTLE or NO attempt to engage other students for further interaction. MANY errors in college level grammar, spelling, and punctuation.	0.00 % Post is not sufficient for the topic being discussed.
Second Response  Weight 20.00%	100.00 % Post must include ALL of the following: Responds to the INITIAL POST OF ANOTHER STUDENT in 2 paragraphs or more. BUILDS on peer's post by quoting textbook, other scholarly sources, or giving personal insights, differing opinions, or expansion of the subject matter is expected. Sources are cited and a list of References is included. CLEARLY uses techniques to engage other students for ongoing interaction (probing questions, request for clarification, etc.). FREE from errors in college level grammar, spelling, and punctuation.	80.00 % Post is MISSING key aspects of a good response. There is SOME thoughtful response (1 well-developed paragraph), but requires MORE DEPTH (e.g., support of textbook or other scholarly sources, including added insights, differing opinions, or expansion of the subject matter). Errors in proper citation and/or list of References. SOME techniques to engage other students for further interaction (probing questions, request for clarification, etc.). Errors are EVIDENT in college level grammar, spelling, and punctuation.	65.00 % Post demonstrates LACK OF CAREFUL ENGAGEMENT. Relied primarily on PERSONAL OPINION with little or NO support from assigned reading or other sources. LITTLE or NO attempt to engage other students for further interaction. MANY errors in college level grammar, spelling, and punctuation.	0.00 % Post is not sufficient for the topic being discussed.
Ongoing Responses  Weight 20.00%	100.00 % Demonstrated ATTENTIVE engagement in the Discussion Forum. Interacted 3 TIMES OR MORE BEYOND the Initial Post and two required Response Posts. Responded REGULARLY to questions posed to them on their own Initial post AND/OR reflecting and building upon the comments of others (including responses to instructor). AVOIDS posts that only restate or agree with others such as, "I agree with what you said" or, "I like your post," etc. FREE from errors in college level grammar, spelling, and punctuation.	80.00 % Demonstrated SOME attentive interaction in the Discussion Forum. POSTED TWO TIMES BEYOND the Initial Post and two required Response Posts. LIMITED engagement on questions or inquiries posed on their own Initial post (including responses to instructor). AVOIDS posts that only restate or agree with others such as, "I agree with what you said" or, "I like your post," etc. Errors are EVIDENT in college level grammar, spelling, and punctuation.	65.00 % Demonstrated LITTLE attentive interaction in the Discussion Forum. Posted ONCE BEYOND the Initial Post and two required Response Posts. LITTLE attempt to engage in further discussion with other students or instructor. AVOIDS posts that only restate or agree with others such as, "I agree with what you said" or, "I like your post," etc. MANY errors in college level grammar, spelling, and punctuation.	0.00 % Does not demonstrate full attention to discussion.
TIMING  Weight 10.00%	100.00 % Must meet ALL criteria: Initial post completed by Friday night (midnight PST, same as Saturday 3AM EST). Two response posts and ongoing responses completed by Monday night (midnight PST, same as Tuesday 3AM EST), posted on several days showing active engagement in discussion.	50.00 % Posted INITIAL post late OR posted replies too late on Monday night to encourage interaction from others.	0.00 % Did not meet the expectations for post timing.	0.00 % Did not participate on time.

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):

Papers and discussion boards will be graded using the appropriate rubric. Grades received and their relationship to learning outcomes will be assessed at the end of the Fall 2022-Spring 2023 year.

Outcome target (must be at least 75% for each skill being assessed): At least 75% of students will earn 80% or higher on the assignment (paper or discussion board).

It is reasonable to assume that a student receiving a grade of 80% or higher demonstrates a growing or notable understanding of ethics and ethical decision making and behaviors as it pertains to the Christian faith and relevant field(s) of study.

SECTION 2 – Report of Assessment

Complete after conducting assessment.

***Data:** Course was offered a total of five times; once on-campus and four times online.

Course offerings: On Campus – Fall 2022

Online - August 2022, October 2022, November 2022, and April 2023

A total of 69 students took PSY 282/383 during the Fall 2022-Spring 2023 assessment year. Students who were initially enrolled but dropped the course before it began or before the assignment assessed as completed were not counted.

Of the 69 students in either the on-campus or online course modality, 54 students earned an 80 percent or higher on the ethics assignment. **The target of at least 75% of students having earned an 80 percent on the assignment or higher was met with 78% of all students earning the benchmark grade.**

Fall OC/10		August OL/40		Oct		Nov		April	
9.55		37.2		38.4		26.4		12	
9.775		28		16		37.2		38.4	
9.775		12		38		32.8		37.2	
10		12		16		18.4		27.6	
9.775		37.2		38		27.4		29.6	
9.55		40		40		37.2		20	
10		40		16		37.2		38	
8		37.2		40		38.4		37.2	
10		38.4		37.2		28		37.2	
10		40		40		37.2			
9.775		37.2		0					
9.775		38.4		34.8					
10		37.2		36.8					
9.775		37.2		38					
9.55		37.2		38					
8.5		37.2							
9.55									
9.625									
9.775									
Number	19	Number	16	Number	15	Number	10	Number	9
Target	100%	Target	81%	Target	73%	Target	60%	Target	55%
Average (of 10)	9.618421053	Average (of 40)	34.15	Average	31.14666667	Average	32.02	Average	30.8
Mode	9.775	Mode	37.2	Mode	38	Mode	37.2	Mode	37.2
Standard D	0.5157816415	Standard D	9.063774048	Standard D	12.58104394	Standard D	6.693579013	Standard D	9.448809449
Total:	69 (54)	Online total	50 (35)						
Percent:	78%		70%						

On Campus Course Data: Of the 69 total students, 19 students took the on-campus version of the course. All students in the on-campus class received a grade of 80% or higher.

Online Course Data: 50 students (N=69) took one of the four online offerings of the course. Enrollment in these courses varied from between 9-16 students. Not considering the on-campus course, 70% of students in the online courses earned an 80 percent or greater.

In the largest of the online courses, 81% of all students earned an 80 percent or higher on the assignment. The remaining three courses had 73% of the class earn an 80 percent, 60% of the class, and 55% of the class. The number of students in each class were 15, 10, and 9 respectively.

Instructor Observations:

- There is a notable difference between the paper and discussion board assignments not related to the mode or format. Students writing the paper were instructed to find the ethical code or codes that govern their chosen field. This was not required in the online course. Instead, the instructions provided an example of a landmark study that would be considered unethical by today’s standards. While this study is important to the discussion of research and ethics, it may be best utilized after students have been given an understanding of ethics and ethical codes. The students in the online course were

asked to describe the importance of ethics for Christians in research in their discussion post but little was provided in the way of a framework for ethical research. Finally, the assignment focuses on ethics and research, but it does not ask students to apply this to their chosen field of study.

- The number of assignments that are required in the online version of the course are significantly greater than the number of assignments in the on-campus course offering. This is partly due to the 6-week format of the online classes. However, it should be taken into consideration when assessing grades.
- This assessment was based on grade earned. To what degree (if any) did missing response posts negatively affect students’ overall grades. Consequently, did missed response posts provide an inaccurate reflection on students’ understanding of ethics?
 - Of the 50 online students, only one was missing an initial post and response posts.
 - Blackboard was utilized to better understand the make up of student grades, with attention given to the number of initial posts and grade received as well as the number of missing responses (first or second) and how it affected overall grades for the assignment. See below.
 - Additionally, because a numerical grade on a multi-step assignment may not always accurately represent a demonstration of learning in a specific phase of the assignment, content of the initial posts was also reviewed.
 - Four discussion board posts were chosen at random and reviewed to answer the following question. This was repeated for each of the online course offerings.

Does the initial post reflect a clear or growing understand of ethical decision making and behavior?

- Some posts demonstrated an understanding of what ethics are and why they are important to research.
- All posts demonstrated an integration of Scripture and/or a Biblical perspective.
- No posts provided an application of ethics to their chosen field (not required in this assignment).

Evaluation of Discussion Boards				
Course	Post 1	Post 2	Post 3	Post 4
August 2022	X	X	X	X

October 2022	X			X
November 2022		X	X	
April 2023	X		X	

Student Feedback: n/a

***Summary:** The target goal for this assessment was met (75% of students will receive a grade of 80% or higher on the assignment). This assessment also provided valuable insight on the process and outcomes of this assignment in the online offerings of the course.

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

The SSHS will continue supporting student learning, retention by taking deliberate actions towards success in promoting social science concepts, theories, and critical thinking from the biblical worldview. Specifically, the dean and faculty of this program will consider the following as a result of the assessment:

- Consider rewriting the discussion board to align with the written paper more closely.
- Include in the discussion board instructions or other aspect of the module:
 - More thorough content on how ethics are defined, ethical behavior and how it is applied to research, and an introduction to the ethical codes are for various disciplines and where they can be found.
- Evaluate whether a discussion board is the best format for this assignment or if the curriculum should be rearranged to allow this to be a written paper.
- Determine if it would be beneficial and/or feasible to add an ethics section to another existing assignment in the course.
- Make sure there are ethics-specific assignments or content in other classes.
- Evaluate whether it may be helpful to assess the same program outcomes in a 400-level course. This is a 200/300 level course and to some degree, a growing learning or familiarity with ethics is expected.

*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)?

Assessments occur annually. Due to an expected update of program outcomes, these specific outcomes may or may not be assessed in the coming assessment cycle.

Program: Human Services and Psychology

SECTION 1 – Plan of Assessment

Date: Fall 2022

Academic Term: Fall 2022-Spring 2023

Division and Program: School of Social Sciences and Human Services, B.S. Human Services; BS Psychology

Planned Disaggregation: Consider differences (if any) between males and females

PSY 457 Seminar in Counseling (On-campus)

Objective(s) assessed:

PS 1	Identify and apply psychological concepts, theories, and research to various behavior problems.
PS 4	Demonstrate proficiency in writing and in oral and interpersonal communication skills
HS 3	Demonstrate interpersonal skills in helping relationships and group dynamics.
HS 4	Recognize the social and psychological dimensions of human interactions in a variety of settings.

Assessment question to be answered: To what degree to can students successfully demonstrate interpersonal skills in helping relationships and group dynamics?

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

PSY 349 (On campus) - Personal Counseling Session Role-Play

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): Basic Counseling Skills Rubric

Basic Counseling Skills Rubric

Student's name: _____ Evaluator's name: _____

Skill	Proficient	Not Observed
Opening + Informed Consent/Confidentiality Statement		
Minimal Responses/Encouragers: Appropriate use of "mmhm", "yeah", etc to communicate to the client w/o interrupting the client's communication		
Open-ended Questions: Appropriate use of open-ended and limited-use of closed questions		
Paraphrase: Using your own words to briefly communicate 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)		
Summarization: An accurate combination of two or more of the client's previous communications		
Genuineness: Being congruent, spontaneous, non-defensive, and open to the client		
Positive regard: Expressing positive affirmation for the client		
Silence: Not speaking when appropriate in facilitating client movement		

Comments:

Areas of Strength:

Areas for Growth:

Method:

Students will participate in role plays with classmates throughout the semester using the rubric as a reference.

Outcome target (must be at least 75% for each skill being assessed): At least 90% of students will demonstrate “proficient” in providing mock counseling sessions on all areas of the counseling skills rubric.

Save the completed plan to the appropriate folder in the Assessment Zone.

SECTION 2 – Report of Assessment

Complete after conducting assessment.

***Data:** All ten (n = 10) students enrolled in the course for the Spring 2023 semester participated in multiple role plays throughout the semester and received peer feedback guided by the rubric. All students demonstrated growth and proficiency in applying basic counseling skills throughout the semester.

Collaborative role play:

Mid-March, students in PSY 201: Introduction to Psychology, which met at the same time, joined this class for a brief role play session. Prior to the role play session, students in the PSY 201 course were informed about the nature of the role play (simulation only and not actual counseling) and the opportunity they had to participate or observe. Additionally, students in both courses were provided a pre-briefing which outlined the goal of the joint simulation, topics that should not be discussed in the role play session (i.e. personal or private matters that the student playing counselee was not comfortable sharing), and ethical behaviors as it related to the role play session. Students from the PSY 201 class who role played as counselees were given the option to use as pre-written script or not.

Of the ten students in this course, eight were present in class for the collaborative role play activity. Each student was paired with a student in the PSY 201 course for the role play. Students in the PSY 201 course were instructed to find a “Counselor” and the students work together to pair up on their own with minimal guidance from the instructor. Two of the PSY 201 students saw a “counselor” together and one student observed a role play session due to the ratio of PSY 457/PSY 201 students.

The role play lasted 15 minutes. Following the role play, the instructor and all students worked through and discussed the rubric together. The debrief also included a discussion on how the skills used in the counseling rubric may also be applied to other fields of study including business and biblical studies.

All students were marked “proficient” in each category by their peers.

Instructor Observations:

Students in this class benefited from role playing with students who were not in this course. Because they often role play with each other, over the course of the semester it may become rote for students and easy become lax in the role play. Having other students participate allowed PSY 457 students the opportunity to demonstrate what they had learned in class throughout the semester and practice with someone who they may not have met or known well prior to the collaboration.

Students in the PSY 201 class benefited from the opportunity to see how the theories being discussed in their class are applied to everyday life and work. It also allowed students to collaborate with upperclassmen and participate in a joint learning process.

Student Feedback:

PSY 457: Students had positive feedback about their experience. No concerns or negative feedback was received, either in the group debriefing, in class after the event, or to the professor privately.

Summary of or actual feedback from students:

“This was kind of scary at first, but it went well!”

“This was really good practice.”

“I am glad that we can practice with people who we know in a role play, rather than having to interview strangers.”

“I really enjoyed it more than I thought. I have been interested in counseling as a career but wasn’t sure I would be a good counselor or be able to work with new clients without being nervous. Now I’m considering it more seriously.”

PSY 201: Students had positive feedback about their peers’ role play. Many stated that it was enjoyable and fun and expressed valuing the unique opportunity to evaluate upperclassmen’s work and/or learn with them. The instructors did not receive concerns or negative feedback regarding the role play, though three of the students did state that they were hoping to get out of class early. The students in this class were not kept past their scheduled course time and the instructor confirmed that there were no concerns with the event beyond the stated desire to get out of class early.

Summary of or actual feedback from students regarding their “counselor” as stated to the professor, shared with the group during the debrief, or written in the rubric:

“Good at counseling and listening!”

“This was a good session. I got to know to learn about the ‘counselor’s’ process for new clients”.

“Did amazing, very good at listening and evaluating.”

“Asked some good questions!”

“Really good job showing these skills”

“Genuine and actually paying attention to the conversation”.

***Summary:**

This assessment rubric and class activity have consistently met the objectives of engaging students in consistent practice and reviewing the essential elements of conducting a basic counseling session. The proficiency standards are standardized to facilitate standard requirements for students entering the human services/psychology field and/or graduate school in the social sciences (i.e., MSW, MA Counseling). No differences were noted between males and females in the class.

Additionally, students in this class and in PSY 201 benefited and verbalized the value in a collaborative role play.

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

The rubric as an essential component of training basic counseling skills will be retained based on the progressive nature of developing standard elemental counseling skills. This rubric both provides a learning process and series of competencies that students report as helpful to learning the counseling process.

Incorporating a collaborative session with another related class or professors/staff may be valuable in future offerings of the 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)?

Annually or as determined by assessment learning outcome rotation.

GRACE
CHRISTIAN
UNIVERSITY



School of Bible and Ministry



ILO- Being

L&M 2

SECTION 1 – Plan of Assessment

Date: February 2022

Academic Term: Fall 2022-Spring 2023

Division and Program: Leadership and Ministry

Institutional Outcome assessed: “BEING” [B1 – Applying the Word of God to Life]

Program Outcomes assessed:

THE 363 Theology of Spiritual Formation and MIN 370 Spiritual Formation

SBM 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 Biblical Studies program are able to demonstrate that they meet expectations concerning applying practical principles and 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.

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 formation goals and how their experience served as an opportunity to apply those principles.

Q2: Personal Growth - Students 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 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.

Findings

For the purpose of this assessment, we evaluated based on a 1-4 scale and scores greater than 2 were considered to have met expectations. Additionally, the sum of the students' scores were collected and scores greater than 5 were considered to have met expectations. Our findings were as followed.

- Out of 56 submissions, 83% of students in both Online and On-Campus met expectations for the sum of Q1 and Q2 scores.
- Out of 32 submissions, 96% of on-campus students met expectations for both Q1 and Q2, as well as, the sum of those two scores.
- Out of 24 submissions, 70% of online students met expectations for Q1 and the sum of Q1 and Q2 scores. 83% of students met expectations for Q2
- Out of 37 non majors, 100% of on-campus students met expectations for Q1 and Q2. 75% of online students met expectations for Q1 and the sum of Q1 and Q2 scores. 83% of students met expectations for Q2.

- Out of 19 majors, 85% of on-campus students met expectations for Q1 and Q2. 66% of online students met expectations for Q1 and the sum of Q1 and Q2 scores. 83% of students met expectations for Q2.
- Out of 32 submissions, 100% of on-campus female students met expectations for both Q1 and Q2, as well as, the sum of those two scores. Whereas, 92% of on-campus male students met expectations for both Q1 and Q2, as well as, the sum of those two scores.
- Out of 24 submissions, 71% of online female students met expectations for Q1 and the sum of Q1 and Q2 scores. 85% of female students met expectations for Q2. Whereas, 70% of online male students met expectations for both Q1 and Q2. 80% of male students online met expectations for Q2.

Insights

- On-campus v. Online Performance: There is a significant gap in performance between our on-campus and online students. Some factors that may contribute to this gap would include:
 - a difference in modality and demographic of the students in each of the courses. Students in the online program tend to be older than students on-site.
 - Females tended to perform higher in both the online and on-campus programs which would be a distinguishing factor, but both groups had comparable female numbers (Online 14, On-Campus 16).
 - Male numbers were also comparable (Online 10, On-Campus 14).
 - The modality of the online courses may present a challenge to effectively teach or demonstrate Spiritual formation, a barrier that does not seem to be as noticeable in On-Campus occurrences of the course.
- Majors v. Non-Majors: There is a notable gap in the performance of students in the Leadership and Ministry majors in both the on Campus program as well as the Online program. The fact that they are unable to articulate how the course materials have aided in their spiritual journey and were able to identify in their papers ways in which they planned to grow is concerning. We should redouble our efforts in pouring into students who are going to be graduating from our institution to serve in local churches. On the bright side, our non-majors performed perfectly in the on campus program and adequately in the online program.

Student Comments that support student learning:

- *"Overall, this class has offered a lot of growth in a short amount of time. The times spent practicing spiritual disciplines were especially helpful, as many had never been a part of my own journey until then. While I don't believe every discipline is helpful for every person, I did find several to be helpful for myself...I have, however, witnessed more discipline in my day, and more knowledge to pair with my faith over the course of this*

class. For example, I have begun to prioritize at least 30 minutes of quiet study time into my mornings, which has helped me tremendously. In addition, I have been more apt to speak up about my beliefs more, and incorporate them into more aspects of my life, which I feel, combined with the knowledge I gained, will serve my ministry well over time. Not only will I be more disciplined myself, but I will be able to be an example to those around me."

- *"I am going to take everything that I learned in this class and apply it to my journey. This class has been helpful for me. I feel that I was truly led here to accomplish the works of God."*
- *"When I started this course, I am ashamed to say I was doing the bare minimum in my walk. I was, and in some respects still am, skating by. The chaos of my life in the current stage I am in keeps me in excuses of why I do this or why I don't do that. My spiritual life had been living on a back burner, but through the last 5 weeks, I've made plans. Plans to attend church even when I'm too busy. I have set my priorities with God being first. The evidence of growth is in the desire to be more and do more for Christ. I'm willing to make time and I am making time. I have reevaluated my priorities and I am working to put them back in rightful place."*
- *"To conclude, going through this book in class and getting to learn not only how to do these practices, but why we should do them has been beneficial to me."*
- *"I have learned that the discipline of solitude and silence is tough to maintain for any period. The world we live in today is filled with moment-by-moment experiences that bring dopamine and serotonin surges as our minds are becoming more accustomed to continual entertainment. Mixing this with the everyday stresses of life, and simply quieting the mind is a task. Once quiet, being able to stay in the silence can be a challenge, and in the end, I found that practicing this was almost emotionally tiring, although, in the end, it was one of the best experiences I have come to have. Spending time turning my thoughts back to the scripture that I chose to meditate on, is going to be a practice that I continue for the rest of my life because it helped me to grow closer to God."*
- *"I am proud to be studying for this class because my spirit is growing. What I have learned from the main part is my heart is changing a lot because I need to study or read many books and Scripture. My faith is stronger than before I took this class."*
- *"This year, I have felt better about my faith and about the growth I want to have. This class pushed me to outline my faith goals and I think this is something I needed. I have started to think more about my goals throughout the day. This is a huge step as before I had no plan for my walk in faith when I started this class. I want to look back in a year and remember how pivotal this class was for me."*
- *"I can become an encourager and an accountability person to someone who I may mentor. Being mentored for most of my life, I wish to be that person for someone else. I want to be able to take what I have learned in this class and use it in my life outside of class and church."*

- *“Over the last 5 weeks, I have found myself delving into a deeper and more authentic relationship with God. We discussed many different aspects of the Christian life and ways to grow spiritually. I have found that lifestyles devoted to God take practice and patience.”*
- *“I feel like I am still at the bottom of the barrel when it comes to my walk with Jesus, but, being challenged daily through this course has allowed me to expand my knowledge.”*
- *“I think it is apparent the vast amount of value that this course has provided to me, and my spiritual walk. I feel as though the Spirit has refreshed me in my journey, and I am ready to move on with fervor.”*
- *“Grace Christian University has helped me grow in not just my own personal life but in my ministry as well. I feel that the information learned over the last five weeks will help me to grow as a person, a father, husband and minister.”*
- *“A lot of work is necessary if I want to be able to accomplish these spiritual disciplines, however I am confident that I can work to grow a habit of doing them. I see a lot of value in these disciplines and Comer really showcased them well enough that I can think of several ways I am able to apply them to my life. We are in control of our lives, and so if we want to grow and have a deeper relationship with God we need to put these disciplines into practice. Therefore I am looking forward to slowing down, eliminating hurry and trying my best to not let the busy culture we are in today influence the way that I live.”*
- *“For me personally, taking the time and consistent effort to slow down allows me to focus more, to reorganize my thoughts, and to be more productive overall. All of this, plus my mind and body feel more rested because I am not overworking them. In life right now, slowing down gives me an opportunity to get a clearer look at life.”*
- *“Of all the books I have read throughout my two and half years here at Grace Christian University, I would have to say one of my favorites would have to be The Ruthless Elimination of Hurry by John Mark Comer.”*
- *“The biggest benefit of taking a Sabbath is the ability to just enjoy doing things that are life-giving to me without having to cram them into the gaps in my other days.”*
- *“I have set a personal goal to start looking for small things I can take slower in life, like driving in the slow lane on my way to school, or silencing my phone when I am needing to do homework, or enjoying my walk from my car to my classes at school instead of just hurrying and walking fast to them. I know this will help me in many ways, but also help me appreciate more of this life God has blessed me to live in.”*
- *“My goal is to incorporate the discipline of slowing into my life, so that I can be present in the moment to become more aware of whatever God wants to show me throughout the day, that I may otherwise miss.”*
- *“I have found this recently, that when I do practice a sabbath intentionally, I am not grouchy or disappointed when Monday comes along.”*

- *"I love that the devotion time that I spend with God helps me mentally and physically because depression and anxiety have made me physically get sick and recently while being consistent with my devotions I have not felt ill."*
- *"In my personal life I've always felt like I needed to hurry up and be great at something so I won't be embarrassed I've always wanted a name for myself and now that I have read this book I realized that I have the symptoms of Hurry sickness syndrome. I was irritable, hypersensitive, restless, emotionally numb and I always wanted to escape. If I couldn't figure out why I was such a mess, I wanted to flee the scene and either try again or pretend that these events never took place...I have to realize that Go [sic] is in full control, and I can't allow myself to rush when it's not my yoke to carry I would rather take Gods [sic] easy burden and his light yoke, and he take mine and get rid of it so I can live a stress free life."*
- *"Reading John Mark Comer's The Ruthless Elimination of Hurry was helpful to me in a number of ways... It challenged me to know that I struggle with some aspects of hurry in my own life. It inspired me to slow down."*
- *"I need to reinstate this discipline [Sabbath] in my current life; spending time in gratitude and simplifying my week to slow down"*
- *"Furthermore, slowing down in my life and taking time to read and meditate on the word of God has been incredibly beneficial in my life and a discipline I hope to make a regular pattern."*
- *"From my past experiences with silence and solitude, my relationship with God grew and I had a heart posture change because I had the opportunity and time to mature in my spiritual life. In the future, I plan to be intentional with the time I have and give myself opportunities to practice both silence and solitude together because if Jesus needed it, I most certainly do too. I find that by taking days or half days off to devote a big chunk of time to spend with God I have the most efficient practice of silence and solitude."*
- *" This paper has really made me take a deep look at my life and how I spend my time and has also given me ideas on how to change the way I look at spare time. "*
- *"Finding a place to be alone, silencing ourselves before God is a necessity. I need to set aside my distractions and place God at the center—but it's hard."*
- *"Matthew 6:33-34 really is a convicting passage for me. As I previously said, I am very used to always thinking and sometimes even worrying about the next thing. I am challenged by this not only to put my trust in the Lord but to also be present in the moment and not always focusing on the next thing."*
- *"We know the work that God did was perfect and, though I will never be perfect, being able to take a break and rest I too can create something pretty spectacular with my life in the eyes of God. I would really enjoy spending a day with just my family on a day where I practice the sabbath. Not answering emails from work or being on the phone with other friends, but a day that is centered around the Lord with my wife and kids walking through that with me. I believe this would set the tone for my family, showing them that*

taking a break is not a bad thing but beneficial if done in a Godly way. This would be a time where my kids could feel safe and comfortable."

- *"Matthew 6:33-34 really is a convicting passage for me. As I previously said, I am very used to always thinking and sometimes even worrying about the next thing. I am challenged by this not only to put my trust in the Lord but to also be present in the moment and not always focusing on the next thing.*
- *"The time I have spent with the Lord in silence and solitude has been so sweet, and irreplaceable."*
- *"In the past this practice has really helped me settle down when I actually dive deep and give it my all. Comer said that it is better to start small, with 10 minutes of silence and solitude 3-5 days a week. This is what I started with, now each day I am able to take 30 minutes before I go to sleep to read some scripture and reflect on my relationship with God. Right now in my life I am so busy with school trying to get assignments done and alongside that work on my online business. This practice has already been benefiting me in my life by taking time alone with myself and Jesus, I have been able to settle down a little and stop hurrying through life. As I have been taking part in this practice, It definitely has helped my mind and body become more relaxed and sane. In the future I will continue to take 30 minutes a day at night to reflect in silence and solitude. I will also expand into spending more time doing this in the future."*



L&M 1

SECTION 1 – Plan of Assessment

Date:5/24/2023

Academic Term: 2022-2023

School and Program: School of Bible and Ministry

Planned Disaggregation: By Course, Gender, Ethnicity, Teams, Program, and Housing

Objective(s) assessed:

L&M 1–Construct a comprehensive personal philosophy for ministry that is consistent with Scripture and proven leadership principles.

Assessment question to be answered: Are our Leadership and Ministry Students able to articulate a philosophy of leadership consistent with biblical principles and proven leadership principles to a satisfactory level (>75%).

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

Philosophy of Ministry Papers from MIN 301 and YTH 223

MIN 301: Philosophy of Ministry Paper–Construct a comprehensive personal philosophy for ministry that is consistent with Scripture and proven leadership principles. This paper should be at least 1000 words, it should contain a personal vision and mission statement, it should incorporate Scriptural principals.

YTH 223: Theology and Philosophy of Youth Ministry Paper–Each student will write an original 8 page paper (minimum of 2500 words) describing his/her theological and philosophical basis for youth ministry. The paper should reflect your thoughts drawn from the entire course (interviews, textbooks, lecture, etc.) and must include at least **5 sources** to add weight to your work. You should use your Bible, but you may not count the Bible as one of your sources. It also should include the following:

1. Purpose Statement
2. Vision Statement (where you are going)
3. Mission Statement (how you get there)

4. Your biblical foundation and strategy for youth ministry

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):

Evaluators will grade on a 1-5 rubric for the following areas

Personal Commitment/Passion for Ministry is Evident

Biblical Support is evident. (4-5 passages of scripture=5)

Leadership Principles are adequately supported and properly applied

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):

Four evaluators were given anonymous submissions which were then disaggregated by student ID.

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

80% of the class meets a satisfactory score.

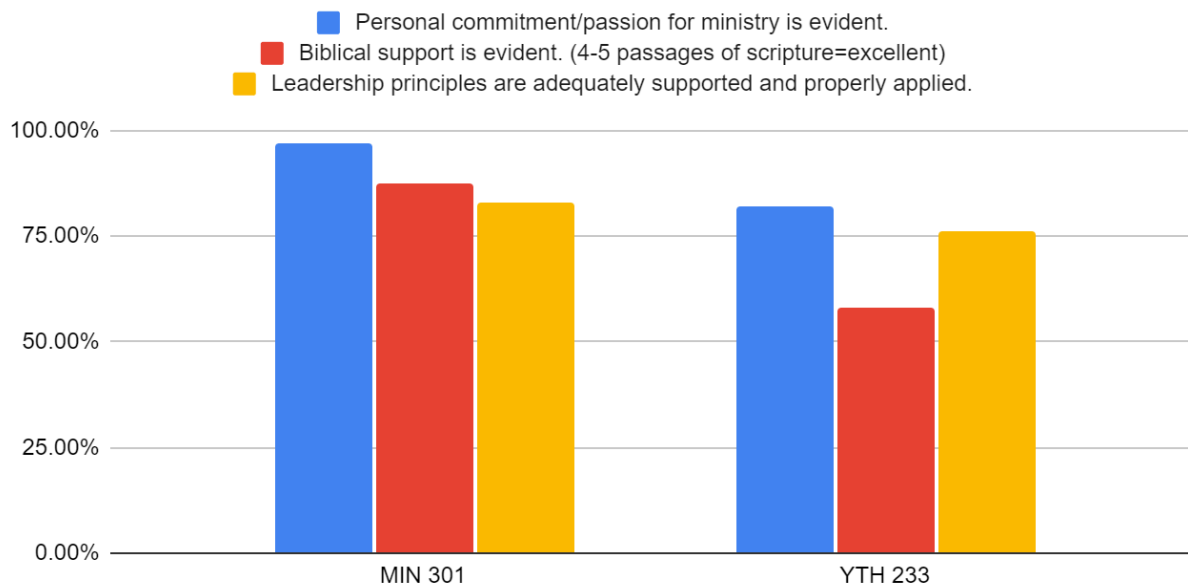
*Save the completed plan to the appropriate folder in the Assessment Zone by **August 31**.*

SECTION 2 – Report of Assessment

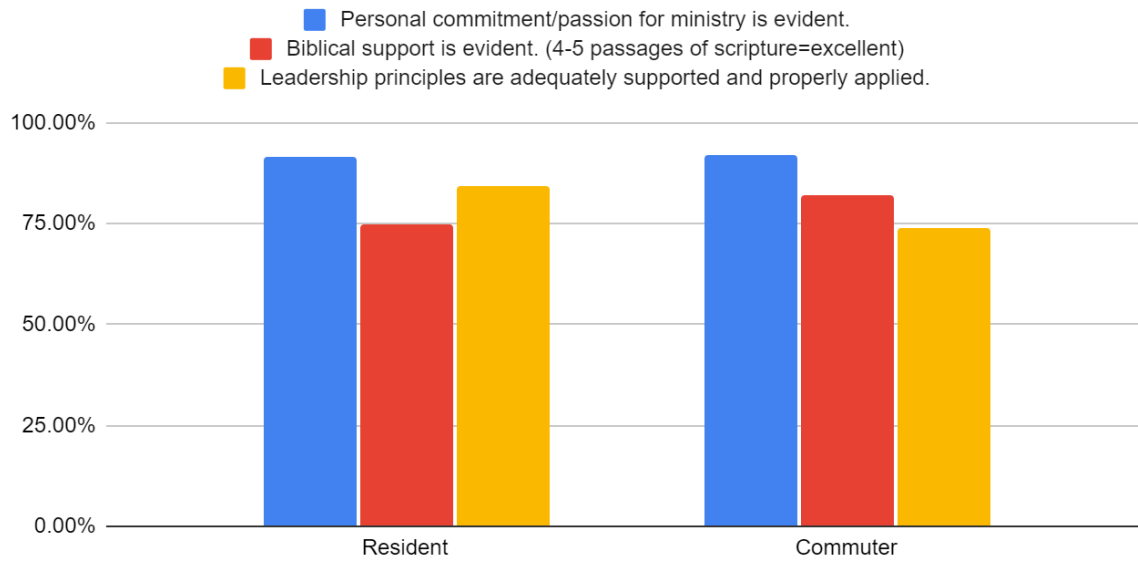
Complete after conducting assessment

***Data:**

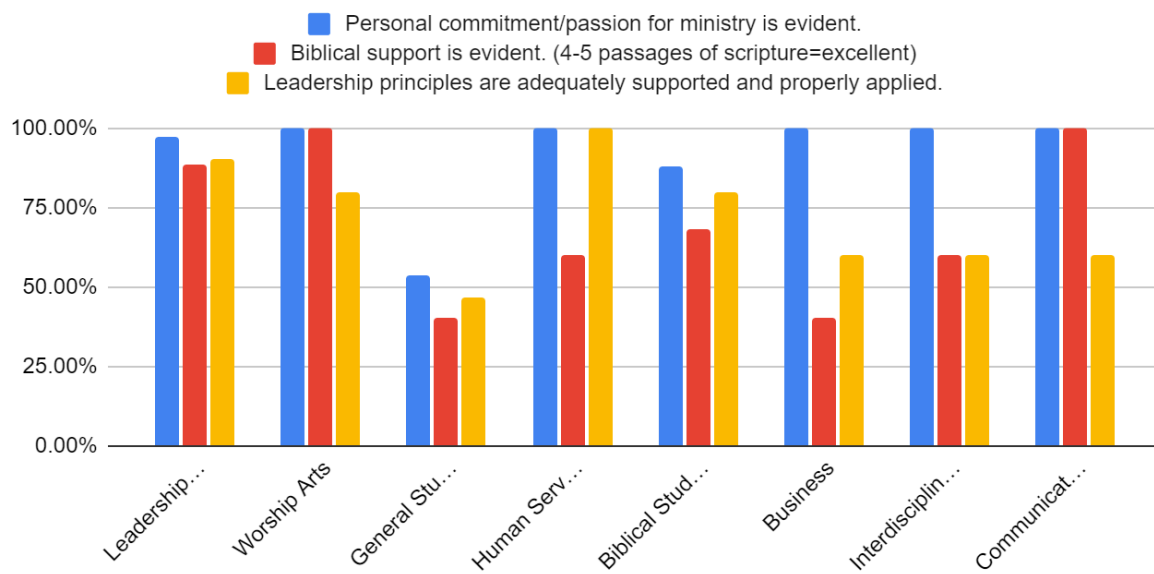
Course



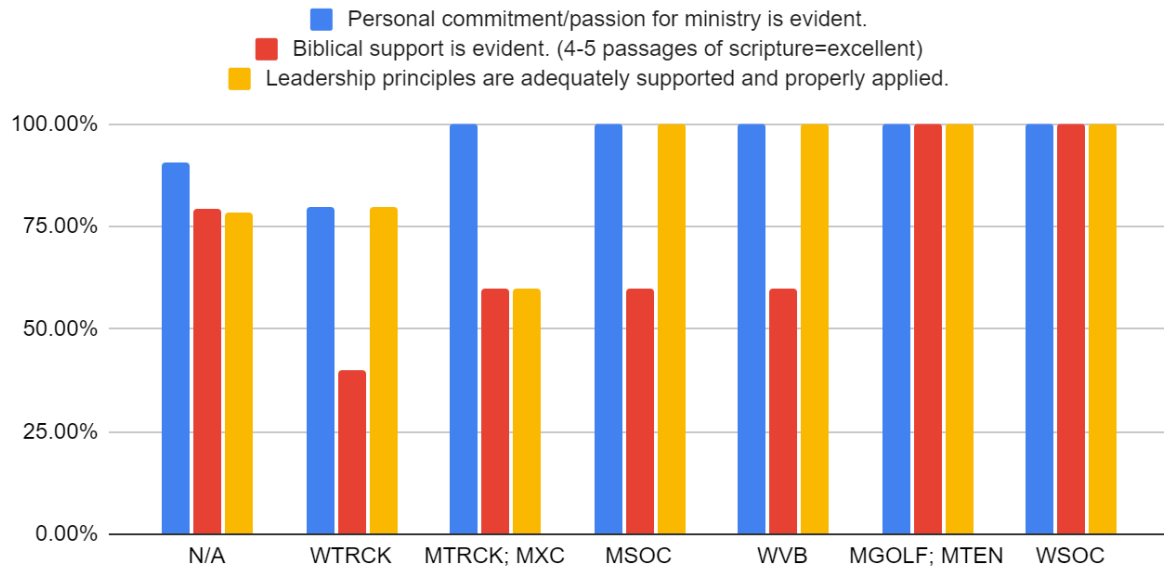
Housing



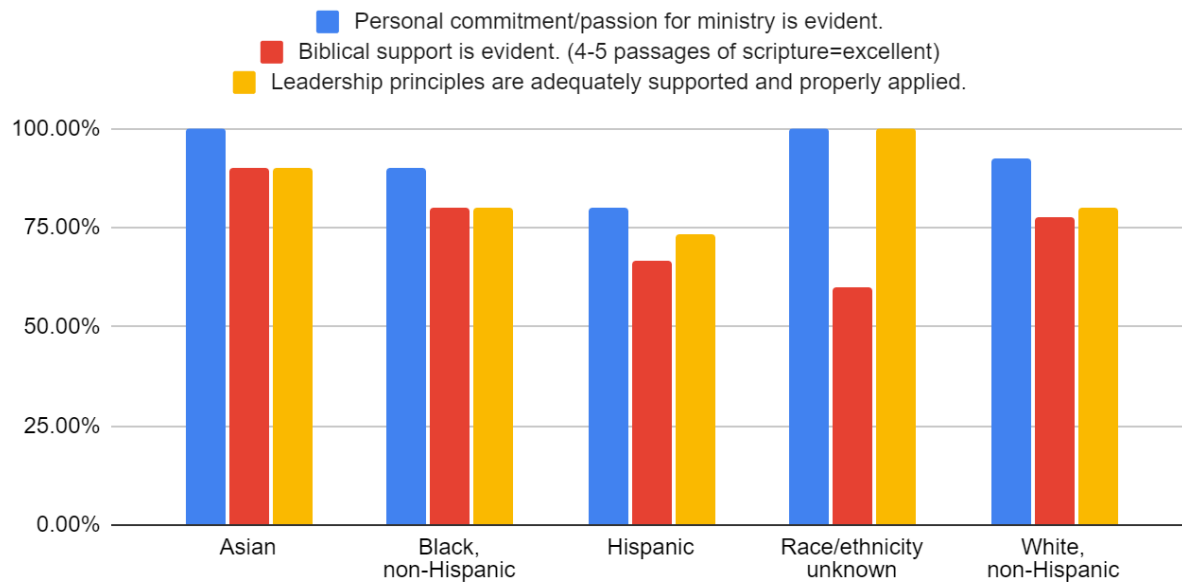
Program



Athletics



Ethnicity



Instructor Observations:

- Students from MIN 301 met the targeted goal of 80% of the class at satisfactory performance.
- YTH 233 students met that goal on only the first question of the rubric and overall 60% at satisfactory performance.

- Distributed by Gender, both male and female met the standard for the total score with women out performing men by 6%
- Distributed by Ethnicity, the only group that did not make the satisfactory mark was Hispanic (but this is due to an extremely low outlier score)
- Women's and Men's Track seemed to be the only groups that scored below
- Among Leadership and Ministry Students and Worship Arts students we well exceeded our goal. Leadership and Ministry was also the most well represented group. In fact, if this group alone is pulled out, nearly 100% of all of the program majors were able to meet the satisfactory goal.

Student Feedback: N/A

***Summary:**

Overall, we are serving students within the School of Bible and Ministry well and they are able to overwhelmingly meet the expectations for the program. We are also doing well with students in other schools, but there is room for improvement. The deficit seems to be found in the student's use of scripture and sources for leadership principles in their papers, particularly in the YTH 223 course.

This is also a progression of a sophomore level course to a Junior level course. YTH 223 serves as an initial opportunity for students to articulate their philosophy of ministry and they will later take the advanced course in which they will have the opportunity to reinforce those biblical principles alongside of the leadership principles they have acquired along the way. Therefore, a 60% achievement score to 82% is significant and demonstrates that our students are acquiring the needed knowledge and skills as they move toward matriculation from the program. We also see that the overall scores are well above 75% as we enter into the Upper Division course meaning that a higher percentage of the students are demonstrating exemplary work.

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

In order to improve upon this by next assessment cycle, we should adjust the assignment description in YTH 223 to call for more biblical and leadership sources to support the students and their clear passion and commitment to their ministry.

***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 two years in the 24-25 school year.

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



ILO-Serving

SECTION 1 – Plan of Assessment

Date: December 2022

Academic Term: Fall 2022

Division and Program: School of Bible and Ministry

Institutional Outcome assessed: “Serving Others”

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 the On Campus Christian Ministry program serve to equip and develop our students into effective spiritual leaders?

Artifact:

Christian Ministry Reflections for BIB 215 and mentor evaluations for BIB 205.

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 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.

Key Results:

Grace Christian University, Christian Ministry Service Assessment 2022-23

Student Service Completion Rates FA22 – SP23

Freshman - 72% Completion	Sophomore - 78% Completion	Juniors - 98% Completion
Courses: THE 162	Courses: THE 213, BIB 205/215	Courses: THE 363

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.

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”), nearly 100% 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.

Student Reflections SP23 (Sample)

<p>“I have absolutely loved teaching this class. All my students are wonderful and they easily brighten my day. My friend and I started this class last year because we saw the need to help our special needs members feel more included in the church. I would honestly say that I feel I have gained more from this experience than they have. Teaching them has been a delightful gift that I plan to continue in the years to come... I have grown as a teacher and a person from teaching this class... This ministry has taught me that I love to teach and be involved in the church. Until three years ago, my family and I were not terribly involved in our church, and we were searching to attend elsewhere. Then our church split and we received a new pastor from Canada. Since then we have become extremely involved in the church and I would say for the first time in my life I know what a church family really is. It has been a pleasure serving in this way and I hope to continue to do so for years to come.” – Student 1</p>
<p>“All in all, this year has definitely been more challenging than my prior year as a small group leader because the girls are all so different and I have to try to meet them all where they’re at (which can be very difficult)... Last year the girls were very participative but it was a completely different set of students that generally went to the</p>

same school. However, the experience is very rewarding and reminds me every week about my passion to work with youth/teens in the future. I plan to use my experience with teens to help me in the future as I pursue juvenile rehabilitation.” – Student 2

“I have seen a lot of growth in myself from this ministry experience... Through this experience, I have also grown in my leadership abilities. Prior to this, I had very little experience in running a discussion group. The biggest thing I have learned from running a discussion chapel group is that if you do not think ahead of what the time will look like, you are planning to fail. There have been a few times when I fell behind in coming up with icebreaker questions which resulted in chapel starting late and it took away from the discussion time. I also learned that sometimes it is okay to take risks even when you are unsure of the end result. Something that I tested out was doing icebreaker games instead of questions to begin chapel time. To my surprise, doing an icebreaker game turned out to be a success. I got to see some of the shyer students come out of their shell and it helped to build community within the group. Overall, the greatest growth that I have seen in myself from this experience is how it has impacted my relationship with God.” – Student 3

“This experience was different because I viewed it more as a chance to take the focus off myself and point it all toward God. I didn’t think of myself as going up on stage in front of people, I thought of it more as being given the opportunity to worship with others. I am not going before the congregation, but I am going before the Lord... The biggest thing I have learned while during ministry is that it is about humbling yourself and helping to uplift others while pointing them towards Christ.” – Student 4

Mentor Evaluations SP23 (Sample)

“[Student] has such a heart for ministry and the people God brings into her life. [Student] was extremely dependable. She was very open to teaching and suggestions, and wanted to serve with excellence... We so appreciate [student] and her heart to love and be obedient to Christ, as well as her desire to be obedient and to serve others.” – Mentor 1

“[Student] is so relatable to the middle school girls she helps with. You can see her impact on the girls when they ask and make sure [student] will be at youth group on Sunday nights... [Student] heart for Jesus and people, including students, is so evident in her everyday life! She has been a great addition to our leadership team! She is making an impact on student's lives that could potentially change the course of their lives!” – Mentor 2

“[Student]’s heart for ministry and for God is beautiful and contagious. I am extremely happy to have him on my team. I can’t wait to see how God uses him in his future. I’m very excited for him... [Student] (and his fiancé) have been such a great addition to the team this year and his lessons and presence are well received by the students.” – Mentor 3

“We are grateful to have [Student] as part of our worship and Creative Arts team. He is always the first one there, and in ocassiones [sic], he will arrive an hour before everyone to prepare for rehearsals. He is open to correction and always willing and eager to help... [Student] has grown a lot in the past year. This has reflected in his response to correction and opennes [sic] to listen to directions. He is alwaysw [sic] present in every Sunday service and Discipleship.” – Mentor 4

“I've known [Student] her entire life and to see her grow in confidence and maturity and of course in her walk with the Lord is so wonderful!” – Mentor 5

“We had a difficult situation with a student for which [Student] was able to lean in and experience ministry when it is hard but the right thing to do.” – Mentor 6

“[Student] was incredible! She served in every area of children’s ministry with every age group! She was prepared, eager to learn, she had a heart to serve children and their families and quickly became a favorite amongst everyone!! She communicated throughly [sic] and we didn’t have any concerns... [Student] definitely has a ministry gift placed upon her life! I’m excited to see where the Lord takes her as she continues to pursue Him. She is a natural with children and her heart for them was so genuine.” – Mentor 7

“[Student] is working through some of his barriers of communication with his speech. H [sic] has been leading his small group of 4th grade students well now that he's better acquainted with them. I've seen a lot of growth in the past few months. That's super encouraging... [Student]’s heart is super clear. He also has been incredibly teachable, which gives me a lot of hope that he will become a capable leader. He isn't allowing his stutter to impede what he believes God has called him to, and I can see he's really leaning into challenges rather than shrinking from them.” – Mentor 8

“She was great overall! The one thing that was difficult for her this year was working together with one specific team member that she didn't naturally connect with. This was something she worked on through this spring a lot, primarily how to address her frustrations or this persons [sic] immaturity on our team... She has a huge heart for the students we work with that don't know Jesus yet. She has a heart to build true and authentic relationships with the girls in her circles at Wyoming High. She also is very organized and has helped me learn to lead our team better with being organized for us all.” – Mentor 9

“[Student]’s practical experience in ministry coupled with the knowledge gained at Grace University make a powerful combination to impact and influence lives for Christ” – Mentor 10

Evaluation:

Students make significant progress from their Freshman to Junior Years. Student responses and mentor evaluations indicate the significance of Christian ministry for Grace Students. It is possible that ministry completion rates correlate directly to retention; we could investigate this trend further. No additional changes to the program are recommended.



ILO-Knowing

Bible Theology Core 1

SECTION 1 – Plan of Assessment

Date: May 2023

Academic Term: Fall 2021-Spring 2023

Division and Program: School of Bible and Ministry

Institutional Outcome assessed: K1 – Increasing Knowledge of God’s Word

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.*

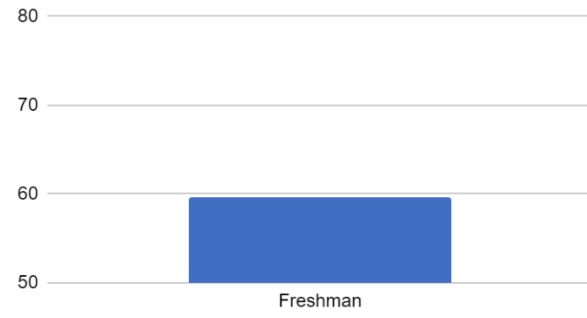
Method: ABHE test scores were compiled and disaggregated from the term of FA-21>SP 23 to determine growth in the class of 2025 in their knowledge of God’s word. The ABHE Exam covers topics from a range of Biblical Studies and Theology topics and provides a score out of 125 possible points. The exam remained the same from FA-21 to SP-23. The majority of the class is represented in the SP-23 group, but there are a few outliers.

Findings

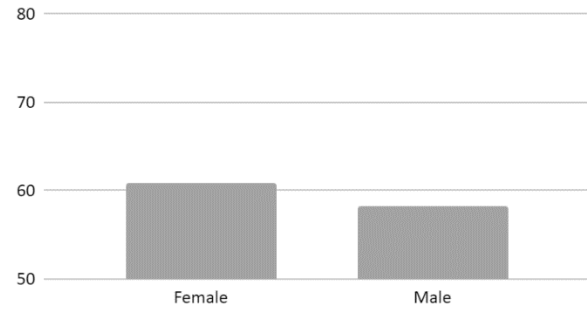
Scores were disaggregated by Cohort, Term, Gender, Ethnicity, Athletics, and Program Majors. Below you can find a comparison of the relevant cohorts by the categories of Term, Gender, Ethnicity, Athletics, and Program majors.

FA-21

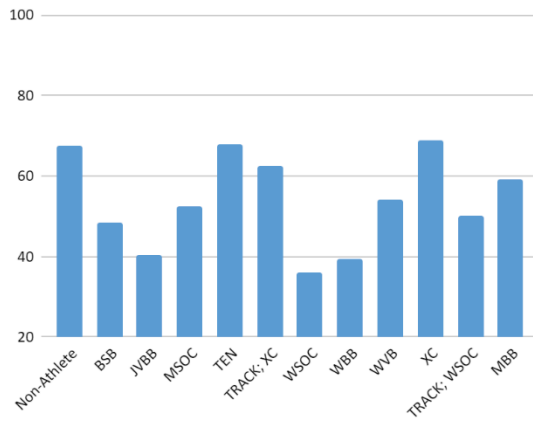
Cohort



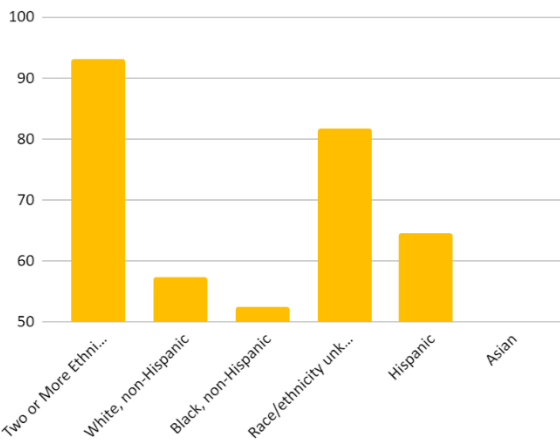
Gender



Athlete

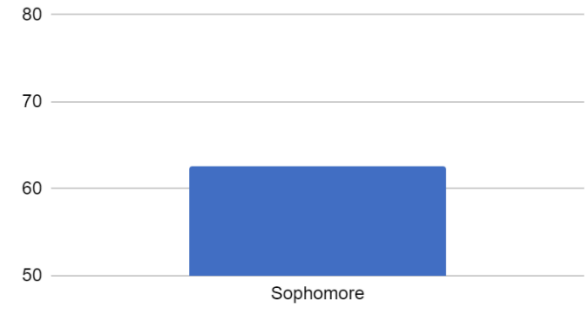


Ethnicity

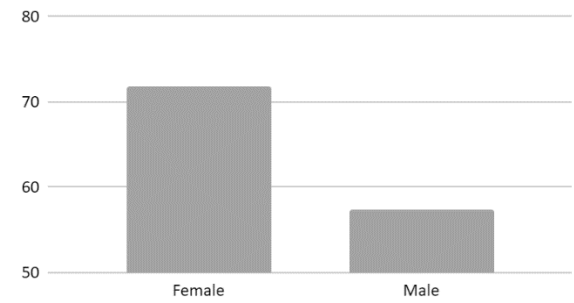


SP-23

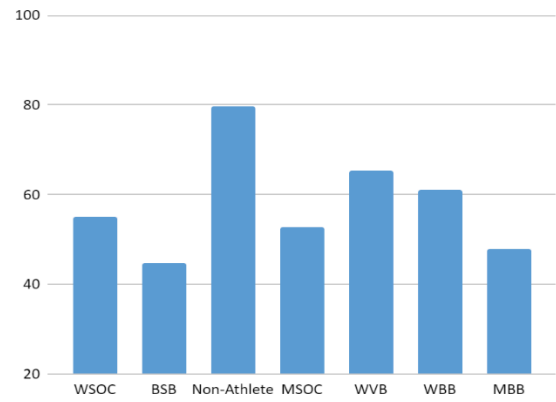
Cohort



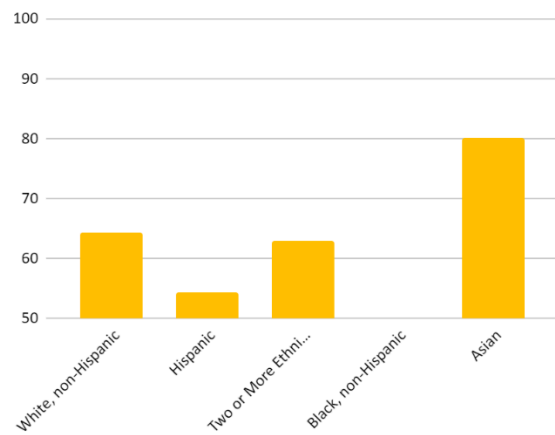
Gender



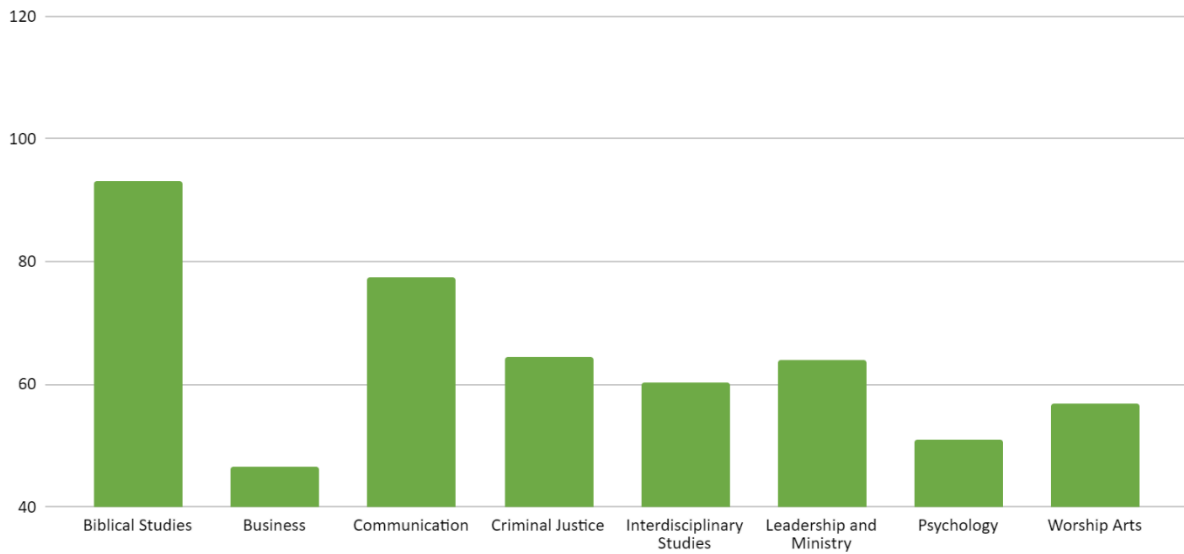
Athlete



Ethnicity

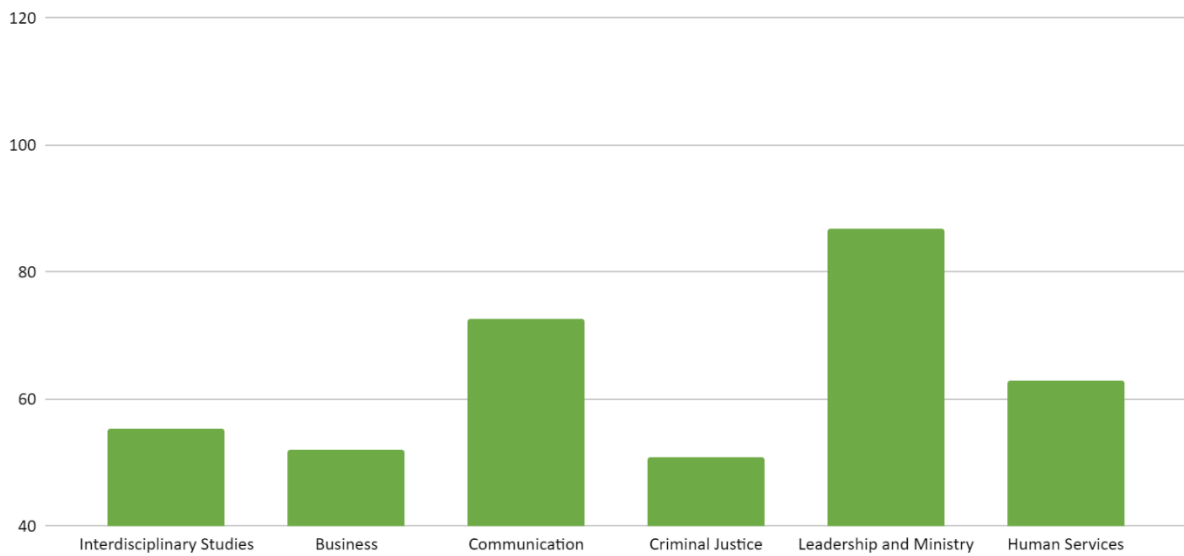


Program Major



FA-21

Program Major



SP-23

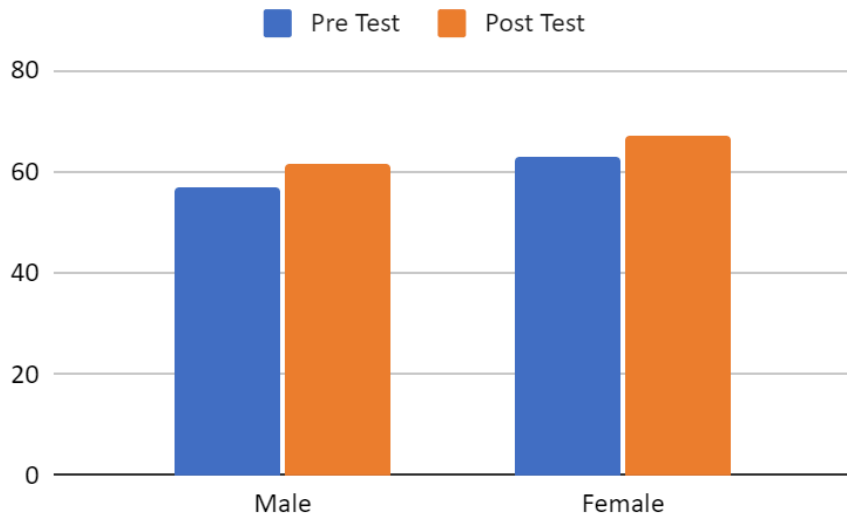
Insights

- Based on performance from Fall 2021 to Spring 2023, scores improved across all disaggregated categories.
 - Women seemed to demonstrate the greatest improvement in post-test scores, but they also had the highest pre-test scores.

- o Most sports and non-sports increased, but some of the most dramatic increases were among non-athletes and Women’s Basketball and Women’s Soccer.
- o Biblical Studies and Leadership and Ministry saw a dramatic change, but that was due to many of the students transferring or adopting the new major.
- Things to improve in the future.
 - o Criminal Justice and Business scores were a bit underwhelming in this report. Criminal Justice scores even saw decreased performance. This may mean that we provide additional services for these students or stress the importance of the test itself, rather than just a way to meet a requirement for the class.

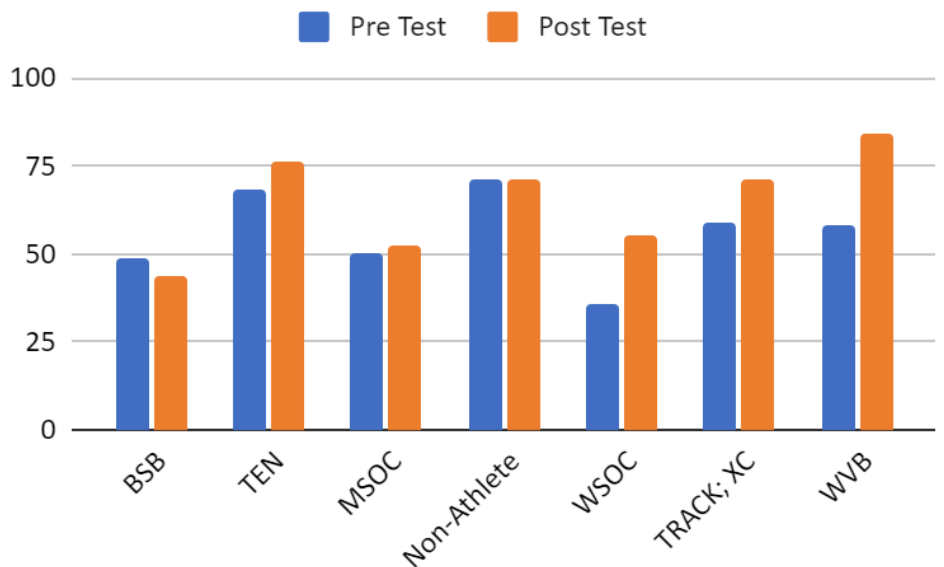
Duplicate Data (Strict Pre and Post Test Data)

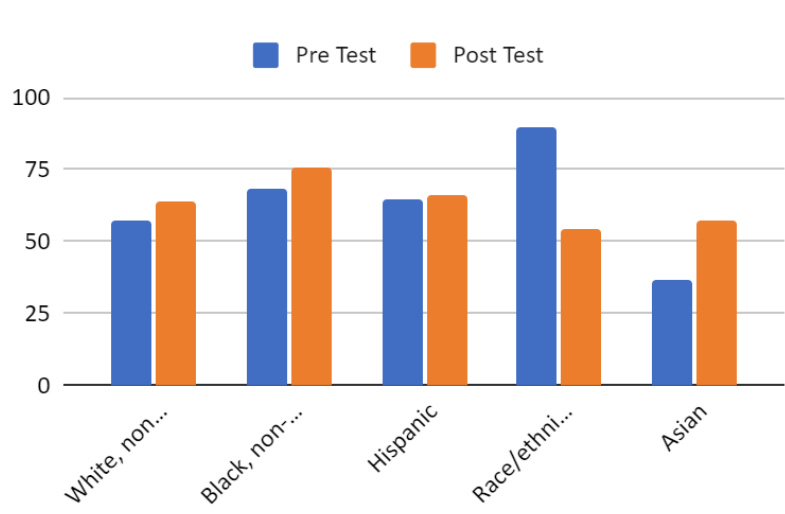
- The Data above represents broad scores based on term, the data below evaluates retained students who took the pre-test (FA-21) and progressed to their sophomore year (SP 22/23).
- Here you will find that the charts are far more comparable and we see more predictable improvement across all categories save for Business and Criminal Justice listed above.



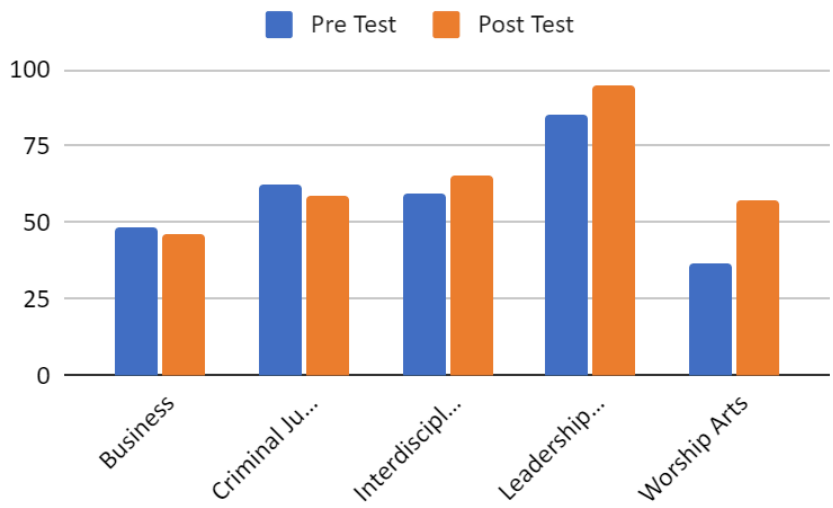
Gender

Athletics





Program





Master of Arts in Business Administration

SECTION 1 – Plan of Assessment

Date: 5/16/2023

Academic Term: Spring 2023

School and Program: Arts and Science | Business

Planned Disaggregation: Suggestion: Business Undergraduate Degree/ Other; Students with a Grace Bachelor Degree / Other.

Objective(s) assessed: Business as Mission: Demonstrate a firm understanding of the Christian call to business as ministry-based on references to scripture.

Note from Pam:

The objective noted above looks to be from the undergraduate Business program. Perhaps changing Business as a Mission to MBA.1 Create unique, culturally intelligent strategies to use business as a tool for sharing the gospel?

DEGREE OUTCOMES Students who graduate with the Master of Business Administration at Grace should:

1. Create unique, culturally intelligent, strategies to use business as a tool for sharing the gospel with stakeholders.
2. Demonstrate the ability to formulate a comprehensive, strategic plan for organizational change grounded in creativity, innovation, and critical thinking.
3. Construct multi-faceted, holistic, employee development initiatives using various leadership theories to motivate and develop the capacity and talent of employees within an organization.

Should this be in the 2022-23 Graduate Folder?

Assessment question to be answered: Can students explain the concept of business as mission and develop a plan to share faith with stakeholders?

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

[MOD 5 Essay: Microeconomic Project- Part 2](#)



Using the company you selected in Module 4 Essay: Micro Project- Part 1, continue crafting your holistic economic analysis and include the following information:

5. Costs (L2): Describe the fixed and variable costs in the business
6. Trends (L2): What macroeconomic/societal trends have the potential to influence supply and demand?
7. Business as Ministry (L2): Discuss supply and demand in the wage market for this industry. How much should people be paid? Should Christians be OK with making less money to serve in ministry?
8. Opportunity & Specialization (L2): How do opportunity Costs and specialization play a role in this business?
9. Application (L1): If this was your business, how would you craft your strategy in both the short term (In the next 12 months) and the long term (Longer than 12 months)?

Please utilize the resources found in the Supplemental folder to assist in your research and understanding of each topic above.

Assignment Instructions:

Using the original assignment document you created in Module 4 Essay: Micro Project- Part 1, submit part two of this project. Your paper should follow APA style guidelines including headings for each section, in text citations, cover page, and references page. Submit your final paper to the Assignment labeled MOD 5: Essay. This should be approximately 1,000-1,250 words. Students must exhibit critical thinking and show evidence of independent research efforts. Paper will have a minimum of 2 additional outside references.

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):

Criteria for Assessment:

1. Knowledge and Understanding (Weight: 30%)
 - Demonstrates a comprehensive understanding of the concept of Business as Mission (BAM) and its underlying principles.

- Shows familiarity with the historical context and development of BAM.
 - Exhibits a clear understanding of the potential challenges and opportunities associated with implementing BAM.
2. Critical Thinking and Analysis (Weight: 30%)
- Evaluates and analyzes the ethical, social, and economic implications of BAM.
 - Demonstrates the ability to critically assess the alignment between business objectives and social impact in a BAM context.
 - Applies relevant frameworks and theories to analyze and discuss real-world examples of businesses operating as a mission.
3. Application and Practical Skills (Weight: 20%)
- Translates theoretical knowledge of BAM into practical strategies and actions for real-world business scenarios.
 - Demonstrates the ability to identify and propose business models that integrate mission-oriented objectives and financial sustainability.
 - Presents feasible ideas for measuring and assessing the impact of a business operating as a mission.
4. Communication and Presentation (Weight: 15%)
- Communicates ideas clearly, coherently, and persuasively in both written and oral formats.
 - Demonstrates effective presentation skills, including appropriate use of visuals and engaging delivery.
 - Structures arguments logically, supports claims with evidence, and cites relevant sources accurately.
5. Collaboration and Engagement (Weight: 5%)
- Actively participates in class discussions and group activities related to BAM.
 - Demonstrates respectful engagement with peers' perspectives and constructive contributions to group projects.
 - Displays a willingness to collaborate and learn from others, fostering a positive learning environment.

Scoring:

- Excellent: Exceeds expectations, demonstrating exceptional understanding, analysis, application, communication, and collaboration. (90-100%)

- Proficient: Meets expectations, consistently demonstrating solid understanding, analysis, application, communication, and collaboration. (70-89%)
- Adequate: Partially meets expectations, with some areas showing a need for improvement in understanding, analysis, application, communication, or collaboration. (50-69%)
- Inadequate: Does not meet expectations, with significant gaps in understanding, analysis, application, communication, or collaboration. (0-49%)

Note: The weightings and specific criteria can be adjusted based on the priorities and learning outcomes of the MBA class. The rubric provides a framework for assessing students' understanding and performance related to Business as Mission.

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:** 4 Students completed the assignment in BUS 525

Instructor Observations: Dr. Matthew DeYoung and Nat Mercer Evaluated the 4 submissions and evaluated them through the lens of the BAM rubric.

Student Feedback: 4 students were evaluated and received the following scores:

- **Male:** 85%
- **Female:** 90%
- **Male:** 90%
- **FemaleL** 80%

***Summary:** 4 of 4 students received over 75%. The clarity of the online discussion and assignment description lended to the success of this objective.

***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)?

This assessment will be done in a 3 year cycle.

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



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 Pilieci	kpilieci@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.