

**IX: Traditional Undergraduate Institutional Learning Outcomes Assessment**

**Table 66: Worldview Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students can articulate the nature, strengths and weaknesses, and uses of worldviews, can use worldview analysis critically, articulate the critical elements of an evangelical, reformed Christian worldview.

<b>Two Measures (one of which must be direct): How will we assess achievement of this goal?</b>	<b>Target: What results will indicate that we've achieved the goal?</b>	<b>Timeline: when will we assess achievement of this goal? When will we report the results</b>
1. Scores on Worldview Essay in BIB 300 (final exam paper)	80% of students will score an 80% or better.	Data collected and reported every spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> Of the 185 students who took BIB 300 in the 2020-21 academic year (see Table 1a in Appendix), 88.64% or 164 of the students received an 80% or higher on the Final Exam Paper. And, 2.7% or 5 students received a 59% or lower on the Final Exam Paper. (Note: this data does not include May Term BIB 300 scores, nor does it include scores from Honors 300 or PHI 310).</p> <p><b>Possible Reason or Hypothesis for Results:</b> By the junior and senior years, students have studied worldviews in other core courses as well as their majors and this, along with effective teaching in BIB 300 contributes to successful achievement.</p> <p><b>Action Taken:</b> Continue to use this measure.</p>		
2. HUM 303 Final Narrative Analysis (60 points)	75% of students enrolled will complete the assignment with a score of at least 80% (48 out of 60 points).	Data collected and reported every spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> 80% (92 out of 115) of students received at least an 80%. Target achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Students worked on four homework assignments throughout the semester in addition to completing a similar essay due earlier in the semester. Those homework assignments captured in miniature how a cultural form connects with a piece of the narrative. So, it helped them to practice writing on this topic throughout the semester and the feedback they received on the earlier assignments contributed to their success on the final essay.</p> <p><b>Action Taken:</b> Continue to use this measure.</p>		

**Table 67: Bible Knowledge and Christian Life Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students can articulate the essential Biblical truths of the Christian faith, have evaluated their own faith with respect to those truths, have considered the claims of Christ on their own life, and articulate their calling to participate biblically in relationships, family, church and vocation.

<b>Two Measures (one of which must be direct): How will we assess achievement of this goal?</b>	<b>Target: What results will indicate that we've achieved the goal?</b>	<b>Timeline: when will we assess achievement of this goal? When will we report the results</b>
1. Scores on BIB 113/152 Written Response to Creation, Fall, Redemption, and Consummation themes	80% of students who complete the course receive an 80% or above.	Data collected annually, reported every spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> This is a new assessment measure for Bible Knowledge and will be collected for the first time in spring 2022.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b></p>		
2. CCCU Thriving Quotient	Students will score at least an average of 4.5 or 75% on a Likert Scale of 1-6 from Disagree to Agree on questions 3, 5, 6, 9, and 12 from the Spiritual Formation Section of the survey. Question descriptions are in the appendices.	Data collected and reported every even fall. Most Recent Year Collected: Fall 2020
<p><b>Results:</b> The average Geneva student score on these questions was 4.53. Target achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b> Continue to use this measure.</p>		

**Table 68: Communication Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students communicate clearly, responsibly and with integrity in written and oral forms, and evaluate the written, oral and artistic communications of others based on the same criteria.

<b>Two Measures (one of which must be direct): How will we assess achievement of this goal?</b>	<b>Target: What results will indicate that we've achieved the goal?</b>	<b>Timeline: when will we assess achievement of this goal? When will we report the results</b>
1. ETS Proficiency Profile	Since this test is intended to measure student growth over time, assessment targets will be decided upon in light of more longitudinally comparative data from other institutions.	Data collected and reported every 3 years. Most Recent Year Collected: 19-20
<p><b>Results:</b> 238 new freshmen and new transfers took the test as part of their L&amp;T grade. A summary table of their proficiency results can be found in the appendices.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b></p>		
2. POL 352 Debates	80% of students will achieve an 80% or higher.	Data collected and reported every odd spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> 81.31% (87 out of 107) of students received an 80% or higher. Target achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Target achieved. As in past years, when students fell below the 80% threshold it was because of poor mechanics in writing (often as a result of unwillingness to edit), failure to fulfill all the requirements of the assignment, and failure to cite material from outside the class.</p> <p><b>Action Taken:</b> : We have made (and will continue to make) an effort to help the students think about how to develop good arguments, and we believe this has helped.</p>		

**Table 69: Liberal Arts and Critical Thinking Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students demonstrate value in developing the lifelong learning skills necessary to critically respond to world-shaping intellectual and artistic works, and complement those skills with lifelong habits that nurture physical, mental and emotional well-being.

Two Measures (one of which must be direct): How will we assess achievement of this goal?	Target: What results will indicate that we've achieved the goal?	Timeline: when will we assess achievement of this goal? When will we report the results
1. ETS Proficiency Profile Critical Thinking Skill Dimension	Since this test is intended to measure student growth over time, assessment targets will be decided upon in light of more longitudinally comparative data from other institutions.	Data collected and reported every 3 years. Most Recent Year Collected: 19-20
<p><b>Results:</b> 238 new freshmen and new transfers took the test as part of their L&amp;T grade. A summary table of their proficiency results can be found in the appendices.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b></p>		
2. Student performance on the SCS 110 final exam problem page and essay page combined scores	75% of the students will earn a score of at least 70% on these two pages	Data collected and reported every spring. Most Recent Year Collected: Fall 20-21
<p><b>Results:</b> 64% of students (52 students out of 81 total) earned at least a 70%. Target not achieved. Note: Due to Covid and the abbreviated semester schedule, SCS 110 last fall (and also in the spring) used an online final which was formatted differently. The scores are the total FE score, which is a reasonable substitute for the problem/essay pages.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Not yet determined. Needs more analysis over time.</p> <p><b>Action Taken:</b></p>		
3. HUM 303 Final Narrative Analysis (60 points)	75% of students enrolled will complete the assignment with a score of at least 80% (48 out of 60 points).	Data collected and reported every spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> 80% (92 out of 115) of students received at least an 80%. Target achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Students worked on four homework assignments throughout the semester in addition to completing a similar essay due earlier in the semester. Those homework assignments captured in miniature how a cultural form connects with a piece of the narrative. So, it helped them to practice writing on this topic throughout the semester and the feedback they received on the earlier assignments contributed to their success on the final essay.</p> <p><b>Action Taken:</b> Continue to use this measure.</p>		

**Table 70: Cultural Engagement Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students offer analysis of both historic and current causes and effects of contemporary cultural issues and consider active participation in civic life as shaped by principles of Biblical justice.

<b>Two Measures (one of which must be direct): How will we assess achievement of this goal?</b>	<b>Target: What results will indicate that we've achieved the goal?</b>	<b>Timeline: when will we assess achievement of this goal? When will we report the results</b>
1. HUM 303 Final Narrative Analysis (60 points)	75% of students enrolled will complete the assignment with a score of at least 80% (48 out of 60 points).	Data collected and reported every spring. Most Recent Year Collected: Spring 20-21
<p><b>Results:</b> 80% (92 out of 115) of students received at least an 80%. Target achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Students worked on four homework assignments throughout the semester in addition to completing a similar essay due earlier in the semester. Those homework assignments captured in miniature how a cultural form connects with a piece of the narrative. So, it helped them to practice writing on this topic throughout the semester and the feedback they received on the earlier assignments contributed to their success on the final essay.</p> <p><b>Action Taken:</b> Continue to use this measure.</p>		
2. Scores on POL 352 Periodical Reviews	80% of students will earn a score of at least 75%	Data collected and reported every spring. Most Recent Year Collected: 20-21
<p><b>Results:</b> 91.51% (97 of 106) of students earned a score of at least 75%. Target Achieved.</p> <p><b>Possible Reason or Hypothesis for Results:</b> Target achieved. For the purposes of assessing the Cultural Engagement outcome, we feel the 75% target is reasonable and appropriate because the students who did the assignment and followed directions would have met the Cultural Engagement outcome.</p> <p><b>Action Taken:</b> Although we feel that all students who have successfully completed the assignment have, by virtue of doing so, met the Cultural Engagement outcome, we have worked to address the issues of poor writing mentioned above by providing written feedback on every paper dealing with both the substantive content and writing issues and meeting with students who have questions on the assignment or on their performance. We suggest to students whose papers exhibit serious mechanical or organizational problems that they should use the Writing Center for assistance on subsequent papers.</p>		
3. Student Participation in Center for Student Engagement (CSE) Activities	Need to define a target	Data collected and reported every spring. Most Recent Year Collected:
<p><b>Results:</b> Due to Covid 19, this data could not reliably be collected in 20-21. We will pursue collection in 22-23.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b></p>		

**Table 71: Professionalism Learning Goal Outcomes Assessment with Targets**

**Learning Goal Description:** Students acknowledge that all vocations are areas for honoring God and demonstrate competency in the essential skills, literacies, data, theory, and methods of their major field to a professionally recognized standard for a graduate and sufficiently for their vocational calling.

<b>Two Measures (one of which must be direct): How will we assess achievement of this goal?</b>	<b>Target: What results will indicate that we've achieved the goal?</b>	<b>Timeline: when will we assess achievement of this goal? When will we report the results</b>
1. Assessed within departments in SOAP reports.	Target varies by department.	Data collected and reported every spring. Most Recent Year Collected:
<p><b>Results:</b> Professionalism outcomes from department SOAP reports.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b> AAC is considering the development of a standardized dispositions rubric that will allow for comparison of professionalism outcomes across academic programs. Another option being considered is altering the data and presentation of existing Annual Report Tables 44 and 45 to more accurately measure this goal.</p>		
2. Possibly use Student Change Survey	Need to define a target.	Data collected and reported every spring. Most Recent Year Collected:
<p><b>Results:</b> The committee is in the process of refining the Student Change Survey questions and delivery method for future use.</p> <p><b>Possible Reason or Hypothesis for Results:</b></p> <p><b>Action Taken:</b></p>		

## Institutional Learning Outcomes Appendix

### Core Studies Assessment Outcome Score Distribution

Table 1a.

Assessment Name: BIB 300 Worldview Essay				Academic Year: Spring 2020-21		
Score Range →	Total	100-90%	89-80%	79-70%	69-60%	<=59%
Number of Students	185	137	27	14	2	5
% of Total	100.0%	74.1%	14.6%	7.6%	1.1%	2.7%

Table 1b.

Assessment Name: HUM 303 Final Narrative Analysis Paper				Academic Year: Spring 2020-21		
Score Range →	Total	100-90%	89-80%	79-70%	69-60%	<=59%
Number of Students	115	48	44	19	0	4
% of Total	100.0%	41.7%	38.3%	16.5%	0.0%	3.5%

Table 1c.

Assessment Name: POL 352 Debates				Academic Year: Spring 2020-21		
Score Range →	Total	100-90%	89-80%	79-70%	69-60%	<=59%
Number of Students	107	15	72	16	0	4
% of Total	100.0%	14.0%	67.3%	15.0%	0.0%	3.7%

Table 1d.

Assessment Name: SCS 110 final exam problem page and essay page				Academic Year: Fall 2020-21		
Score Range →	Total	100-90%	89-80%	79-70%	69-60%	<=59%
Number of Students	81	19	18	15	17	12
% of Total	100.0%	23.5%	22.2%	18.5%	21.0%	14.8%
<b>Note:</b> Due to Covid and the abbreviated semester schedule, SCS 110 last fall (and also in the spring) used an online final which was formatted differently. The scores are the total FE score, which is a reasonable substitute for the problem/essay pages.						

Table 1e.

Assessment Name: POL 352 Periodical Reviews				Academic Year: Spring 2020-21		
Score Range →	Total	100-90%	89-80%	79-70%	69-60%	<=59%
Number of Students	106	18	60	23	2	3
% of Total	100.0%	17.0%	56.6%	21.7%	1.9%	2.8%

### CCCU Thriving Quotient Question Descriptions

- 3: My repentance in response to my own sin.
- 5: My ability to integrate my faith into daily life decisions.
- 6: My commitment to involvement in Christian community, such as the local church.
- 9: My commitment to a biblical worldview.
- 12: My ability to live out Christian faith in a pluralistic world.

### ETS Proficiency Profile Summary of Proficiency Classifications To show how many students are proficient at each level

**Geneva College**                      **Cohort Name:** Fall 2019-20  
**Abbreviated Form**                      **Close Date:** 07/07/2020  
**Test Description:**  
 Abbreviated  
 Unproctored Form C                      **Student Level:** All  
**Number of students tested:** 238  
**Number of students included in these statistics:** 229  
**Number of students excluded (see roster):** 9

Geneva College				Baccalaureate (Liberal Arts) Colleges I and II			
Skill Dimension	Proficiency Classification			Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient		Proficient	Marginal	Not Proficient
<b>Reading, Level 1</b>	47%	17%	36%	<b>Reading, Level 1</b>	35%	21%	44%
<b>Reading, Level 2</b>	25%	13%	62%	<b>Reading, Level 2</b>	16%	12%	72%
<b>Critical Thinking</b>	7%	12%	82%	<b>Critical Thinking</b>	3%	6%	91%
<b>Writing, Level 1</b>	48%	27%	25%	<b>Writing, Level 1</b>	37%	31%	32%
<b>Writing, Level 2</b>	18%	27%	55%	<b>Writing, Level 2</b>	10%	22%	67%
<b>Writing, Level 3</b>	7%	22%	71%	<b>Writing, Level 3</b>	4%	14%	83%
<b>Mathematics, Level 1</b>	49%	22%	28%	<b>Mathematics, Level 1</b>	32%	24%	43%
<b>Mathematics, Level 2</b>	29%	23%	48%	<b>Mathematics, Level 2</b>	14%	21%	65%
<b>Mathematics, Level 3</b>	8%	19%	73%	<b>Mathematics, Level 3</b>	3%	10%	87%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

The score distribution used to compute the comparative statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1700 students to this data set, the score of each of its students has been weighted by the fraction  $1700/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 3400 students, the score of each of its students would receive a weight of  $1700/3400 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1700 or fewer students. Therefore, an institution testing 3400 students would influence the statistics just as much as if it had tested only 1700 students.