

Community Classroom Assessment Data Template Academic Year 2018-2019

Learning Outcome:

Community Classroom #2: Nurture Christian Formation: Understand how participation in diverse urban communities shapes their Christian life.

Outcome Measure:

Learning outcomes are assessed annually at the end of the spring semester. Each professor incorporated an essay question into their final that focused on integrating the common book reading with each student's personal experience. The written feedback was then assessed on a 4-point scale for each class.

Criteria for Success (how do you judge if the students have met your standards):

70% of students will score 3 or above on D/M (*Develop/Master*) courses OR 2 or above on I (*Introduce*) courses.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning**

Longitudinal Data:

	Capstone	Milestones		Benchmark	Average (Total points/ # of students)
	4	3	2	1	
Diversity of Communities and Cultures	Critically reflect on how the implications of the student's participation in diverse urban communities shapes their Christian life. Put simply, reflect on personal transformation.	Articulate how the student's participation in diverse urban communities shapes their Christian life. Put simply, articulate practices.	Explain the relationship between these diverse urban experiences and Christian life. Put simply, explain what is seen.	List Christian practices seen at work in diverse urban communities.	
CHU 395	7	4	0	0	11
CHU points	28	12	0	0	3.64
PHL 211	15	3	0	0	18
PHL points	60	9	0	0	3.83
SPA 102	1	6	7	0	14
SPA points	4	18	14	0	2.57
SOC 360	9	7	2	0	18
SOC points	36	21	4	0	3.39
THE 306					
THE points					

Conclusions Drawn from Data:

CHU 395 (100%), PHL 211 (100%), SOC 360 (89%), and THE 306 (%) met the criteria for success as D/M courses. SPA 102 (100%) met the criteria for success as an I course.

Reflecting on this data, all courses met the criterion for success in that at least 70% of students scored a 2 or above in Spanish or 3 or above in all other courses. Following the same model for executing the assessment as utilized last year, the final exam was the conduit of assessment. In the case of the Introductory (I) course (i.e. Spanish 102), it appears that students were able to explain the relationship between their diverse urban experiences and Christian life. For the Develop (D) courses, it appears that students were able to articulate how their participation in diverse urban communities shaped their Christian life.

Changes to be Made Based on Data:

Overall, the criterion for this PLO has been met. ACAT will continue to collaborate on the service learning opportunities, classroom outings, guest speakers, etc. that courses utilize to nurture Christian formation. Continued partnership and discussions about ways to better adapt classes to the community will help the program continue to develop creative ways to increase students' participation in the diverse neighborhood of City Heights.

Rubric Used:

	Capstone 4	Milestones		Benchmark 1
		3	2	
Understanding of Christian Virtues	Critically reflect on how the implications of the student's participation in diverse urban communities shapes their Christian life. Put simply, reflect on personal transformation.	Articulate how the student's participation in diverse urban communities shapes their Christian life. Put simply, articulate practices.	Explain the relationship between these diverse urban experiences and Christian life. Put simply, explain what is seen.	List Christian practices seen at work in diverse urban communities.

Community Classroom Use of Evidence of Student Learning

The program evaluation occurred at the end of the Fall 2018 semester. Each student was asked to complete an informal evaluation of the classroom experience.

Given the data based on the evaluation, the Community Classroom staff and faculty noted that the main complaints were the lack of service learning opportunities in couple classes and the small amount of dinners with the community.

After further discussion, the staff and faculty members decided to increase the number of community classroom dinners with the community to two starting Fall 2019 and decided to collaboratively consecrate more time looking at the classes offered, their syllabus, and to the search of additional service learning opportunities. The team also decided to create a google document which will enunciate the expectations for faculty teaching community classroom, give an example of how to adapt a class to the community classroom context, list resources which can be used for service learning, and a summary of the budget which can be used towards service learning opportunities.

The Staff and faculty members will reassess the situation after the Fall 2019 semester.

Community Classroom Evaluation FA18

1. How has taking a course in City Heights made your learning experience different than taking a traditional course on campus? What have you enjoyed most and what would have made your experience better?
2. What did you find valuable about the monthly community dinners? Is there anything you would change? Please circle which ones you were able to attend: Sheri Briggs & Cecelia from Bridge of Hope, Robert Price from the Price Foundation, Gwen & David Gleason-Rohrer, December Community Dinner
3. Would you take another course through Community Classroom? Please explain why or why not.
4. What are your thoughts on *Charity Detox: What Charity Would Look Like If We Cared About Results* by Robert D. Lupton (the common book assigned to all Community Classroom courses this semester)?
5. How did you hear about the Community Classroom program? What do you think is the most effective way to advertise to current PLNU students?
6. Please use this space if you have any additional comments: