

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Director of Academic Assessment.

Program / Department: BLEND

Submitted by: Alexandra Resto

Date: 06/30/2025

### ASSESSMENT OF PROGRAM STUDENT LEARNING GOALS AND OUTCOMES

**I. List the Program Goals in the first column and indicate in which year those goals will be assessed.**

Program Goals = what the program aims to achieve and what it should offer students who take it.

*[Each goal should be assessed at least once over a 3-year cycle – indicate by X]*

Year	2024-2025	2025-2026	2026-2027
<b>Goals for the College Foundation, and Principle Biblical Interpretation year 24-25 BLEND Dept.</b>			
Goal 1. Students will gain English language proficiency in oral communication.			
Goal 2. Students will gain the ability to write effectively.	X	X	
Goal 3. Students will demonstrate a basic familiarity with the background, literature, and theology of the Bible and the individual books of the Old and New Testaments.	X	X	X
Goal 4. Students will gain an understanding of the basic tenets of the Christian faith.			X
Goal 5. Students will develop the ability to think critically and creatively.			

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### II. Program Goals and Specific Student Learning Outcomes for assessment in 2023-2024

1. *In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. *Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.*

*[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]*

Program Goal to be assessed this year	Specific Student Learning Outcomes to be assessed (Typically taken from the course syllabus)	Which course will these be assessed?	How assessed? (e.g., Rubric, survey, focus group)	Does the assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
Goal 2. Students will gain the ability to write effectively.	d. Uses relevant content to persuade or communicate to his or her audience.	GEDU-121BL "College Foundation"	Midterm Essay and Rubric	Y			Midterm JUN 2025
	f. Organizes content in an effective and structured manner.	GEDU-121-BL "College Foundation"	Midterm Essay and Rubric	Y			JUN 2025
	g. Demonstrates grammar, spelling, and syntax proficiency, including varying sentence structure.	GEDU-121-BL "College Foundation"	Midterm Essay and Rubric	Y			JUN 2025



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<b>GOAL: 3</b> Students will demonstrate a basic familiarity with the background, literature, and theology of the Bible and the individual books of the Old and New Testaments.	a.Demonstrates a general knowledge and understanding of individual books of the Bible.	Principles of Biblical Interpretation	Assignment and Rubric	Y			JUN 2025
	c. Identifies the salient features of the cultural, geographical, political, philosophical, and religious settings of the Old and New Testaments	Principles of Biblical Interpretation	Assignment and Rubric	Y			JUN 2025
	e.Appreciates the significance of the literary genre of individual books of Scripture.	Principles of Biblical Interpretation	Assignment and Rubric	Y			JUN 2025

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### III. Rationale for decisions

The selected goals and corresponding courses reflect two foundational pillars of the BLEND program: English academic writing and biblical literacy. These are not only core outcomes for the program but also align with the broader mission of Pillar College to integrate faith-based learning with college readiness.

**Goal 2**, focused on effective writing, is critical for student success in all academic fields and professional settings. The course **GEDU-121-BL “College Foundation”** serves as the gateway to college-level thinking and communication for bilingual learners. It was selected because it directly targets writing development through scaffolded assignments and includes a midterm essay with a clear rubric for evaluating structure, grammar, syntax, and the ability to communicate effectively.

**Goal 3**, focused on biblical literacy, supports students in understanding the theological and literary foundations of Scripture—an essential part of a Christ-centered education. The **Principles of Biblical Interpretation** course was selected because it addresses core aspects of biblical knowledge, including genre analysis, cultural and historical context, and theological understanding. The assignments in this course provide measurable outcomes through structured rubrics that assess comprehension and interpretation skills.

These courses already include embedded assessments aligned with the stated objectives, making them practical and effective points of data collection. This approach allows the department to use existing tools while maintaining academic rigor and consistency across campuses.

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### **IV. What conclusions can be drawn based on your assessment results?**

#### **Goal #2 – Effective Writing Outcomes Assessed:**

- (d) Uses relevant content to persuade or communicate with the audience
- (f) Organizes content in an effective and structured manner
- (g) Demonstrates grammar, spelling, and syntax proficiency, including varying sentence structure

A review of 22 student papers from the College Foundation (GEDU-121-BL) course produced an average score of 3.11, which is above the program's benchmark of 3.0 (proficient). This result indicates that students, as a group, are achieving the desired learning outcomes in written communication. Most students effectively structured their writing, used appropriate content for persuasion, and demonstrated developing control over grammar and sentence variety. Continued emphasis on syntax and mechanics is recommended to support those who are approaching, but not yet consistently, advanced writing standards.

#### **Goal #3 – Biblical Literacy Outcomes Assessed:**

- (a) Demonstrates a general knowledge and understanding of individual books of the Bible
- (c) Identifies salient features of the cultural, geographical, political, philosophical, and religious settings of the Old and New Testaments
- (e) Appreciates the significance of the literary genre of individual books of Scripture

In the Principles of Biblical Interpretation course, analysis of 12 student papers yielded an average score of 3.83, exceeding the target score of 3.0 (proficient). These results demonstrate that students are not only meeting the expected



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learning outcomes, but many are excelling in their understanding and application of biblical content. Students showed strong engagement with literary and contextual analysis, particularly in identifying genre and theological implications within the biblical narrative.

### **Conclusion:**

Students in the BLEND program are performing at or above proficiency in both academic writing and biblical literacy. These outcomes affirm the effectiveness of the instructional design, alignment with learning goals, and faculty-led assessment practices. Continued focus on writing mechanics and theological reasoning will enhance student success and support the program's long-term objectives.

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### **V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?**

#### **Changes Instituted:**

#### **Goal 2**

- To improve student learning outcomes in writing and biblical literacy:
- More In-Class Writing Practice will be added in the College Foundation course to reinforce grammar and structure.
- Grading Rubrics will now emphasize writing mechanics more clearly.
- Mid-semester Writing Workshops and Peer Review will be offered for additional support.

#### **Goal 3**

- Bible Interpretation Courses will include more discussions and real-life applications to deepen understanding.
- Bilingual Support Materials will be created to aid students with academic and theological vocabulary.
- Faculty Alignment Meetings will ensure writing expectations are consistent across writing and Bible courses.



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### **VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When and by whom will these steps be implemented?**

The program-level assessment for the BLEND program demonstrates a growing commitment to consistent evaluation and alignment with institutional learning goals. The use of specific learning outcomes tied to course assignments, along with rubric-based scoring, reflects a structured and intentional approach to measuring student progress. However, there is still room for improvement in order to ensure that assessment practices lead to meaningful program enhancements.

In conjunction with the Dean of the School of Humanities & Culture, monitoring and supervising the course quality and ensuring that assessment is done in a continuous and timely fashion will be the responsibility of the program director.