Program Review
College of Intercultural Studies

Date: November 1, 2023
Program: B.A. TESOL
Review Year: 2022-23
Dean: Ed Smither, Ph.D.
The mission of CIU: We educate from a biblical worldview to impact the nations with the message of Christ.

Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation of Related Assessments	Conclusion about Outcome and Recommendations
Demonstrate a basic understanding of linguistics and Second Language Acquisition (SLA).	LNG 4472 Language Analysis Paper	**Assessment Measure:** LNG 4472 Language Analysis Paper **Target Result:** The target result was 85% of students demonstrating mastery of the target learning outcome before finishing the program of study.	There is a direct relationship between the *Language Analysis Paper* and this SLO in that students must demonstrate a basic understanding of linguistics and apply it to TESOL through their research.
Use materials, methods, and procedures appropriate for effective second-language teaching.	LNG 4473 ESL Reading Lesson Plan	**Assessment Measure:** LNG 4473 ESL Reading Lesson Plan **Target Result:** The target result was 85% of students demonstrating mastery of the target learning outcome before finishing the program of study.	There is a direct relationship between the *ESL Reading Lesson Plan* and this SLO in that students must use materials, methods, and procedures appropriate for effective second-language teaching, specifically the important literacy skill of reading.
Plan and develop lessons for teaching English to speakers of other languages.	LNG 4473 ESL Speaking-functions Lesson Plan	**Assessment Measure:** LNG 4473 ESL Speaking-functions Lesson Plan **Target Result:** The target result was 85% of students demonstrating mastery of the target learning outcome before finishing the program of study.	There is a direct relationship between the *Speaking-functions Lesson Plan* and this SLO in that students are required to plan and develop an original lesson for teaching English to speakers of other languages. In this case, it is the very important skill of speaking.

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Apply principles and rationale for using English language teaching as a means of ministering cross-culturally.	LNG 4473 Culture in the ESL Classroom Paper	**Assessment Measure:** LNG 4473 Culture in the ESL Classroom Paper **Target Result:** The target result was 85% of students demonstrating mastery of the target learning outcome before finishing the program of study.	There is a direct relationship between the *Culture in the ESL Classroom Paper* and this SLO in that students are required to apply principles and rationale for using English language teaching as a means of ministering cross-culturally. This course artifact required them to do this by researching a specific people group and applying their culture to the TESOL classroom and missions.

Program Review
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Date: November 1, 2023
Program: International Community Development
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Program Student Learning Outcomes (SLOs)

Know what the Bible teaches regarding God's mission to reach the nations through the Church.	Final papers in ICS 1210; ICS 2100; ICS 3300; ICS 4720	Oral Exam in Theology of Mission for graduating seniors. The target is that students' would accurately articulate a theology of mission from a strong biblical foundation.	The measure is tied directly to the outcome in that students were asked to articulate the meaning of mission from a biblical foundation with discussion on the place of the church in mission.
Demonstrate skills in interpreting culture.	Ethnography projects in ICS 3140; ICS 4930	Ethnography report for ICS 3140 (Cultural Anthropology). The aim is that students would show a high proficiency in describing and analyzing culture.	The measure is an exercise in interpreting culture using the PLASTTERR (Political, Language, Arts, Society, Technology, Thought, Religion, Recreation) method. This exercise allows students to identify, describe, interpret and analyze culture.
Experience living, working, and ministering effectively in global contexts.	Reflection papers and feedback from: ICS 4400; ICS 4930	Focus Group on students following their practical skills development training and internships. The target is that students would find a good balance between their intercultural training and professional training through their practical field experience.	We chose a focus group as the measure because some students were finishing practical skills development (ICS 4400) and internships (ICS 4400) and it was good to get verbal feedback on the field experience, particularly as the students integrated their intercultural and professional training.
Understand the basic principles and practices of international community development via introductory-level training at the HEART (hunger, education, and resource training) Village in Lake Wales, Florida.	Final projects from the HEART Village semester abroad immersion program.	Final projects from the HEART Village semester abroad immersion program. The target is that students would demonstrate skill at the introductory level in community development.	The final capstone project of the HEART village experience serves as a good summary measure of the student's competency in this area.

Program Review
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Date: November 1, 2023
Program: Disaster Relief and Emergency Management
Review Year: 2022-23
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Program Student Learning Outcomes (SLOs)

Data forthcoming			
Data forthcoming			
Data forthcoming			
Data forthcoming			

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Program: Intercultural Studies
Review Year: 2022-23
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Program Student Learning Outcomes (SLOs)

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Articulate the meaning of the mission of God from Scripture and evaluate it from history.	ICS 1210, My part reflection paper ICS 3300, final paper ICS 3220, missionary biography paper	ICS 1210: Reflection paper on students' part in the Mission of God. ICS 3300: Biblical Theology of Mission paper. ICS 3220: Missionary biography **Target Result:** Going into the assessment day, the Intercultural Studies faculty had as a goal that 80% of the students assessments would demonstrate at least a "moderate mastery" (3 on the rubric) of the SLO measured.	The instrument was intended to measure basic knowledge of the biblical notion of "mission of God" and show a students ability to critically interact with this principle that is foundational to their studies at CIU. The measure was intended to show a student's ability to grasp the notion of mission of God from Scripture and evaluate historic efforts at mission. The instrument was intended to measure student's ability to grasp the notion of mission of God looking at significant biographies of missionaries in different perios of history.
Cultivate strategies for intercultural mission.	ICS 3810 church planting project ICS 4623 contextualized letter to a Muslim	ICS 3810: Church Planting project ICS 4623: Letters written by students to Muslims **Target Result:**	The measure was intended to measure a student's ability to cultivate diverse strategies constructing a church planting project in different contexts. The measure was intended to measure a student's ability to cultivate diverse strategies

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
		Going into the assessment day, the Intercultural Studies faculty had as a goal that 80% of the students assessments would demonstrate at least a “moderate mastery” (3 on the rubric) of the SLO measured.	for mission engaging different peoples.
Demonstrate skill in understanding cultures and ministering across cultures.	ICS 3140 ethnography paper ICS 4930 internship reflection paper	ICS 3140: Ethnographic paper ICS 4930: Internship report/ summary **Target Result:** Going into the assessment day, the Intercultural Studies faculty had as a goal that 80% of the students assessments would demonstrate at least a “moderate mastery” (3 on the rubric) of the SLO measured.	The measure was intended to measure a student’s ability to understand cultures in different contexts. The measure was intended to measure a student’s ability to minister in different contexts.

Program Review
College of Intercultural Studies

Date: November 1, 2023
Program: M.A. Global Migration
Review Year: 2022-23
Dean: Ed Smither, Ph.D.
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Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation of Related Assessments	Conclusion about Outcome and Recommendations
Discuss the history and politics of global migration.	Data forthcoming		
Describe Christian mission in the context of global migration.	Data forthcoming		
Distinguish between various groups of diaspora peoples (refugees, asylum seekers, students, business people) and their unique needs.	Data forthcoming		
Demonstrate skill in ministering to various groups of diaspora peoples.	Data forthcoming		

Program Review
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Date: November 1, 2023
Program: M.A. Intercultural Studies
Review Year: 2022-23
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Program Student Learning Outcomes (SLOs)

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Demonstrate skill in identifying and analyzing cultural issues. ICS 6024	Final ethnographic paper	This course will enable you to understand the worldview assumptions that are foundational to a person's belief systems and behavior patterns. You will analyze the culture and worldview of an ethno-linguistic or socio-economic grouping of people from a biblical worldview perspective. Results in a 15–20-page ethnographic paper based on actual interview results	The paper must be rich in quotes from those interviewed. Results should be grouped according to an outline covering ontology, epistemology and axiology as well as basic social structures and demographics. It should show areas of similarity as well as diversity amongst the group interviewed. Non-judgmental analysis of findings should be present in the paper identifying and analyzing significant features of the culture primarily as the interviewees have expressed them. We want to hear primarily the interviewees voices rather than the voice of the ethnographer.
Evaluate current strategies regarding the global mission of God. ICS 6024	Biblical contextualization paper	You will engage in a comprehensive study of the biblical foundation for missions as it relates to the church's missionary obligation before God to the world in both word and deed. Special attention will be given to exposing you to important issues within evangelical missiology today.	This explanation needs to be changed significantly. The paper we use is a biblical contextualization applied specifically to the ethnographic group that the student has interviewed. It does not cover a biblical theology of missions and it really only introduces contextualization as a topic within evangelical missiology.
Demonstrate effectiveness in cross-cultural analysis, research, and writing about the global mission of God. RES 7962	Publishable Quality paper or Thesis Prospectus/final thesis	This course offers you a guided study in the techniques and tools of bibliographic and field-based research. As the summative exercise for the course, you will	The paper produced must have a clear thesis statement that is followed through to final conclusions. The paper must apply a paradigm of either ethnographic or bibliographic research or a combination of

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		plan, research and write either a 25-30 page research paper or write a proposal for a thesis (see RES 7972 description). You will demonstrate your ability to develop a clear research problem, master related material and research methods, make a clear argument, and show original thought processes. (3)	both. The paper must demonstrate a good ability in gathering information and applying it in such a way as to both answer all research questions asked and show good analysis of the findings made. The paper should demonstrate a mastery of the precedent research on the topic.

Program Review
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Date: November 1, 2023
Program: M.A. Muslim-Christian Muslim
Review Year: 2022-23
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Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation of Related Assessments	Conclusion about Outcome and Recommendations
Demonstrate skill in identifying and analyzing current and historical interactions of Muslims and Christians.	ICS 6071, Approaches to Muslims Position Papers Students synthesize positions of assigned readings that address course objectives.	ICS 6071 Position Papers Target Result is for all the papers to score average or above with the majority of students scoring good or excellent.	Students are asked to write position papers on various topics that are historically and currently debated in Muslim-Christian relations. They should demonstrate critical thinking skills related to the controversial topics and charitably engage with both Christian and Muslim sources to explain differences as well as agreements between the two faith communities that may lead to opportunities to share the Gospel.
Evaluate current and historical strategies regarding Muslim-Christian Relations.	ICS 6071, Approaches to Muslims Disputation Letter to a Muslim Students write a disputation letter based on course objectives.	ICS 6071 Disputation Letters Target Result is for all the papers to score average or above with the majority of students scoring good or excellent.	Students are asked to write a contextualized presentation of the Gospel in the form of a letter to a Muslim (not necessarily a real person). The letter should demonstrate a knowledge of Muslim theological positions regarding sin and atonement as well as common objections to the Christian faith. This assignment is gives students the opportunity to engage in a well-documented form of Muslim-Christian dialogue dating back to the eighth century known as Disputation Letters. Some students may set the scene while others will jump right into friendly dialogue.
Demonstrate effectiveness in cross-cultural analysis, research, and writing about Muslim-Christian Relations.	ICS 5020, Introduction to Islam Final Research Paper Students write a research paper on an approved topic related to course objectives.	ICS 5020 Research Papers Target Result is for all the papers to score average or above with the majority of students scoring good or excellent.	Students are asked to write a research paper on a topic related to Muslim-Christian Relations. Students should demonstrate effectiveness in cross-cultural research and analysis through addressing various topics related to the following: • Comparing and Contrasting Muslim and Christian Theology

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation of Related Assessments	Conclusion about Outcome and Recommendations
			• Islamic Theology and or Religious Practices • Muslim socio-cultural Practices (may include ethnography) • Current and Historical Approaches to Muslim-Christian Relations • Biographical Research on a Particular Muslim Leader, Theologian, or Movement

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Program Student Learning Outcomes (SLOs)

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Apply knowledge of linguistics and Second Language Acquisition (SLA) theory to practical classroom instruction.	LNG 5710 / Teaching Philosophy Paper	For SLO 1, 100% (10 0f 10 students) attained a score of good to excellent. This reflects the high level of ability in practical aspects of applying linguistic theories to the TEFL classroom.	When given the opportunity, students are able to demonstrate a high level of linguistic knowledge and its practical application to the ESL classroom
Understand the dynamic cultural forces which affect teaching and ministry.	LNG 5045 / Culture in the Classroom Paper	For SLO 2, 90% (9 of 10 students) attained a score of good to excellent. While not as high as SLO 1, students demonstrate a high level of understanding for the ways in which culture may affect the ESL classroom.	When given the opportunity, students are able to demonstrate both a knowledge of the cultural forces that help shape our world, as well as how those forces will influence learning in an ESL context.
Understand the major concepts of linguistics and English syntax	LNG 6114 / Language Analysis Paper	For SLO 3, 100% (10 0f 10 students) attained a score of good to excellent. This reflects a high level of knowledge in the area of general linguistics, and how to apply that knowledge to the study of foreign languages.	For SLO 3, 9 of 10 students scored excellent with only one scoring good. When given the opportunity to compare the linguistic features of English with a foreign language, the TEFL students are able to do this at a very high level.

Program Review
College of Intercultural Studies

Date: November 1, 2023
Program: Doctoral Degree (Intercultural Studies)
Review Year: 2022-23
Dean: Ed Smither, Ph.D.
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Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
Demonstrate skill in appropriate research methods in the field of Intercultural Studies.	**ICS 9900 / ICS 9904 / ICS 9905 Research Methods portion of the completed dissertation**	Methodology portion of dissertation defense (ICS 9905) Rubric Target: 80% of students would score 90% or better on the methodology portion.	In this portion of the rubric, students' methodology and research design are evaluated.
Evaluate precedent literature in the student's focus area in Intercultural Studies.	**ICS 9900 / ICS 9904 / ICS 9905 Literature Review portion of the completed dissertation.**	Literature review portion of dissertation defense (ICS 9905) rubric Target: 80% of students would score 90% or better on the literature/research portion of the rubric.	In this portion of the rubric, students' engagement with the literature is evaluated.
Produce original research at the highest academic level in the field of Intercultural Studies.	**ICS 9905 / Publications Completed Dissertation + Student Publications**	Dissertation defense (ICS 9905) complete rubric. • Target: 80% of students would score 90% or better on the overall rubric. Student Presentations and Proposals Target: 50% of students would have at least one academic presentation or peer reviewed publication during their PhD program.	The complete defense rubric judges the students' overall success in completing research at this level. This research exercise demonstrates students' ability to contribute to he peer reviewed process in the broader academy.