

ASSESSMENT REPORT 2021-22  
PUBLIC VERSION

Compiled by Brandon Spun

*with input from:*

Students

Greg Wilbur, President

Nathan Johnson, Head of Program  
the Faculty

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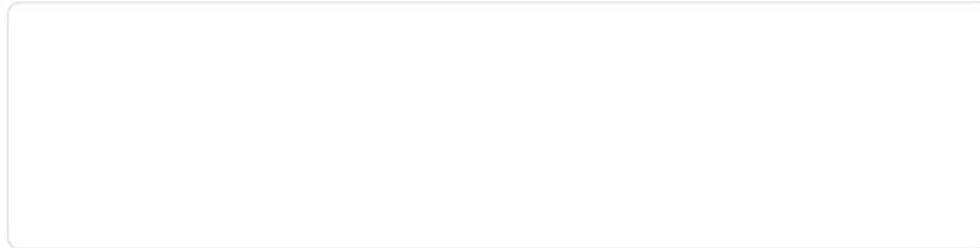
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# STUDENT SERVICES SURVEY AND ANALYSIS

Offered April 2022

5/30/22, 7:37 AM

2021-2022 New College Franklin Student Survey



## 2021-2022 New College Franklin Student Survey

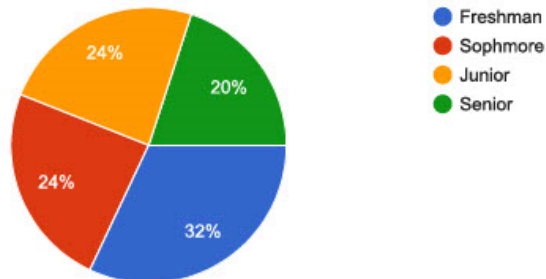
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### What year are you?

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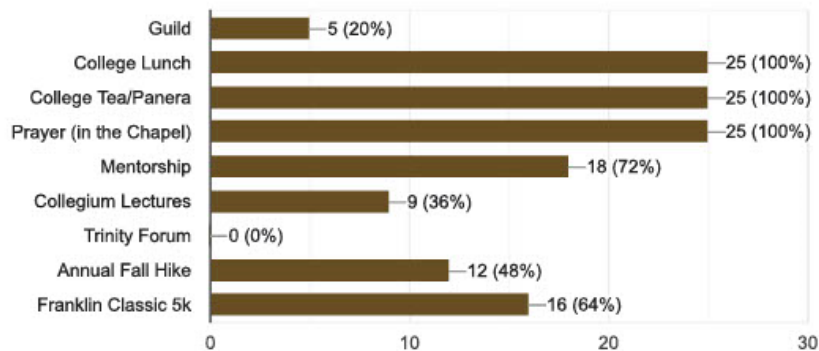
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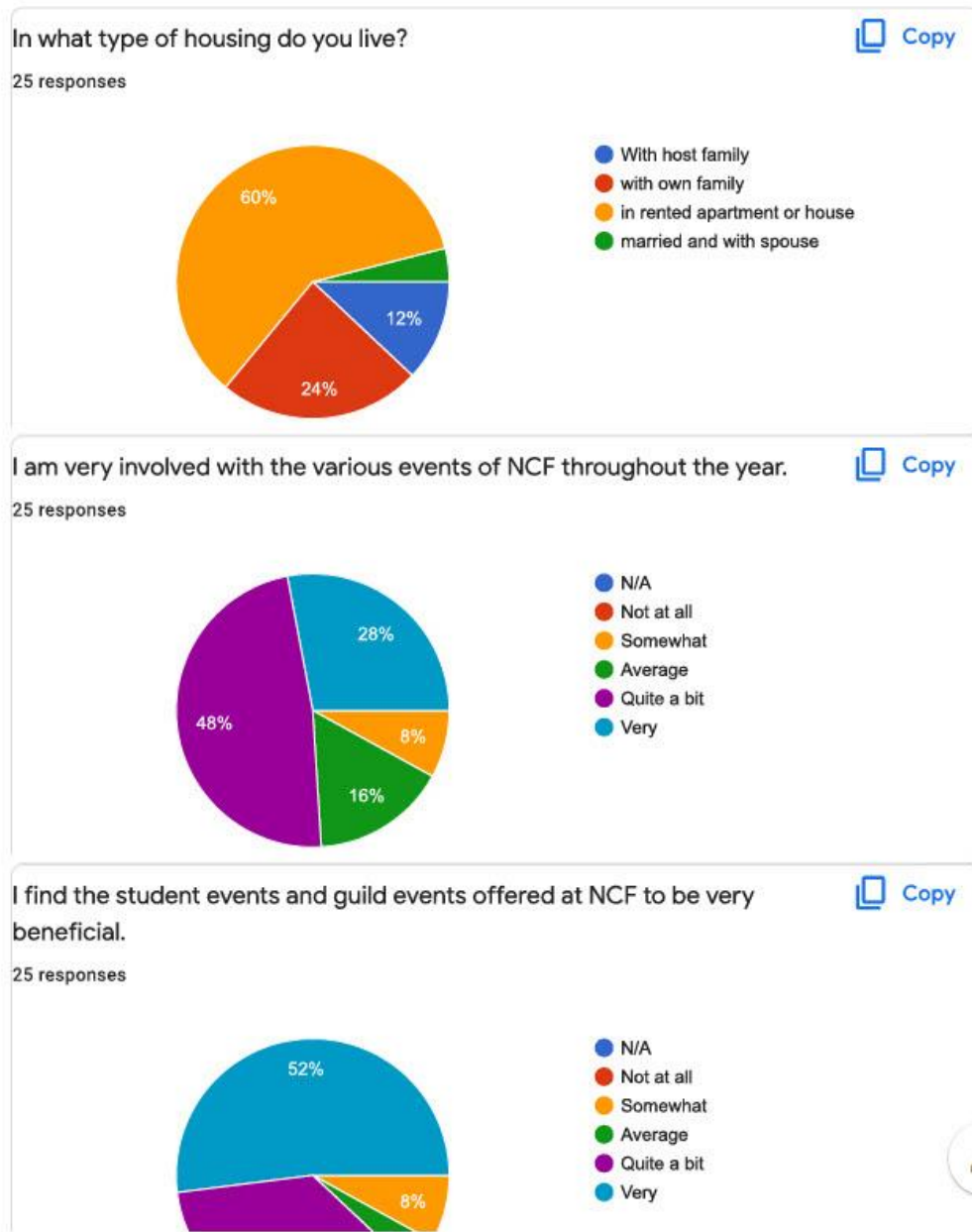


### Check all the activities in which you have participated this year:

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25 responses





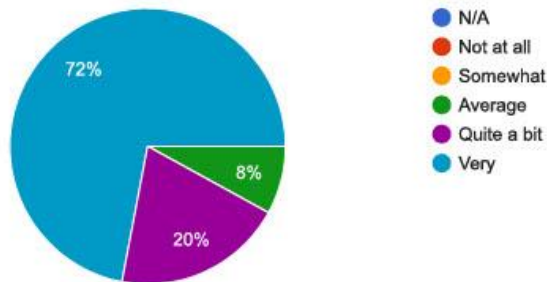
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I feel I can ask professors and administrators questions outside the classroom.

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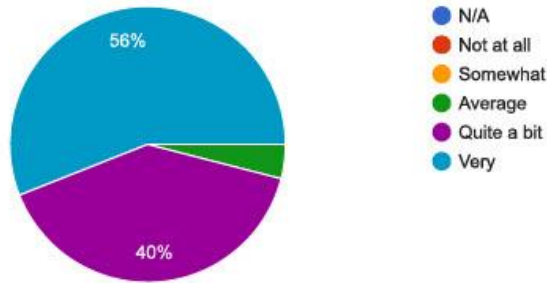
25 responses



I feel professors and administrators listen and address concerns that I have.

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25 responses



I feel safe on the campus of New College Franklin.

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25 responses

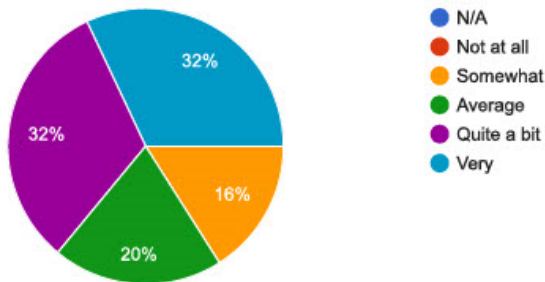




I believe NCF provides appropriate and adequate equipment, technology, and assistance in these to meet my needs as a student.

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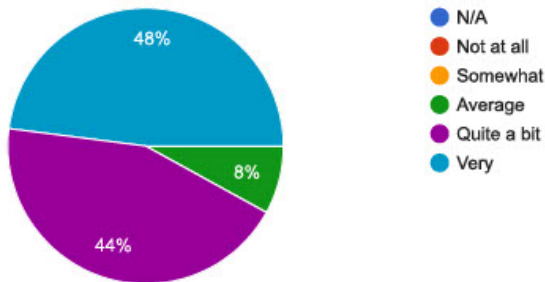
25 responses



If I have questions regarding individual classes, academics in general, student life, events, technology, and learning resources, I know with whom to talk and am confident they will answer my questions in a satisfactory way.

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25 responses



I use the on-campus library on a regular basis.

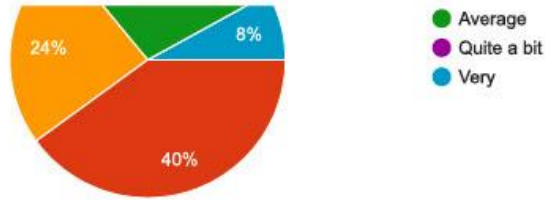
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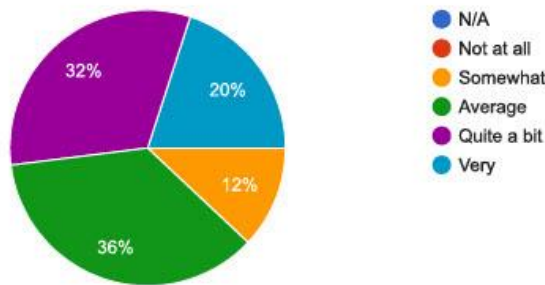
2021-2022 New College Franklin Student Survey



I know how to use the on-campus library, and I know to whom I should address questions regarding the on-campus library.

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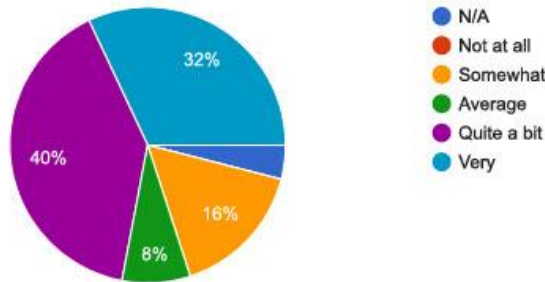
25 responses



I have found the variety of local libraries, professors' resources, and online materials to be adequate to meet my needs as a student.

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25 responses



When I have questions regarding FINANCES OR FINANCIAL AID, staff is helpful in assisting me in a way that is professional, godly, and beneficial.

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25 responses

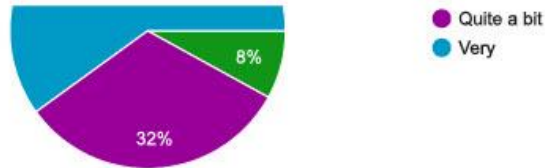


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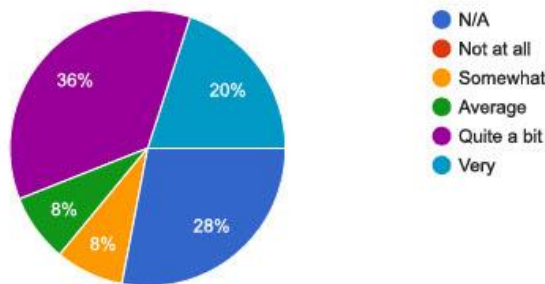
2021-2022 New College Franklin Student Survey



When I have questions regarding STUDENT EMPLOYMENT, staff is helpful in assisting me in a way that is professional, godly, and beneficial.

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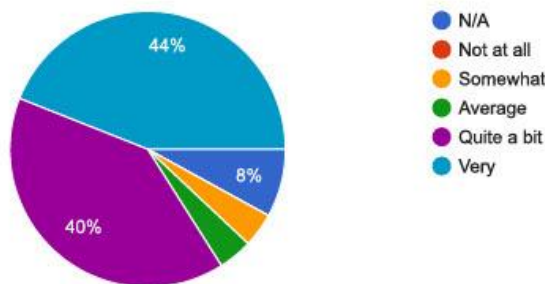
25 responses



When I have questions regarding ACADEMIC ADVISING and SCHEDULING, staff is helpful in assisting me in a way that is professional, godly, and beneficial.

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25 responses



When I need resources for CAREER PREPARATION and future employment, staff is helpful in assisting me in a way that is professional, godly, and beneficial.

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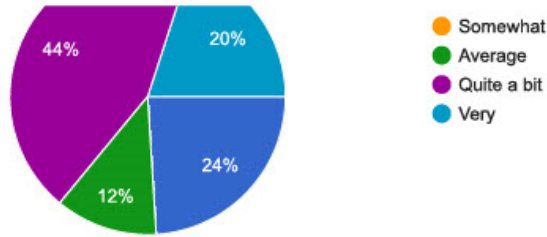
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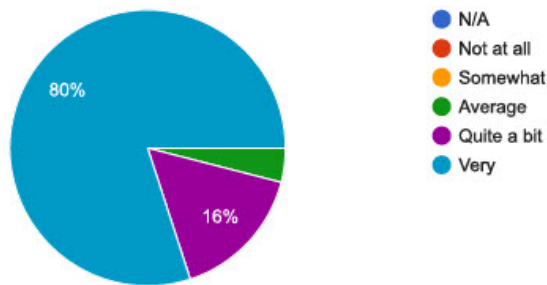




When I review the past year, I see how God has used NCF to help me grow SPIRITUALLY.

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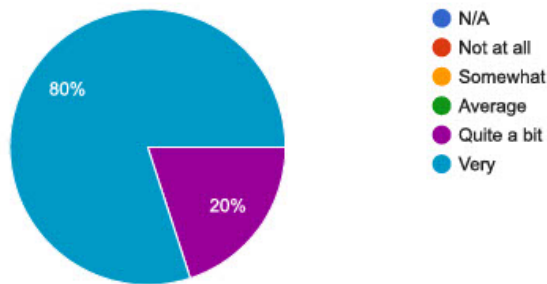
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When I review the past year, I see how God has used NCF to help me grow INTELLECTUALLY.

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25 responses



If I have a FORMAL complaint, I know where to go to find resolution.

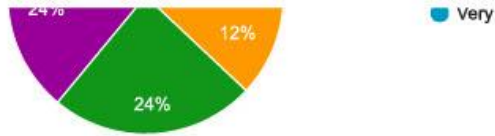
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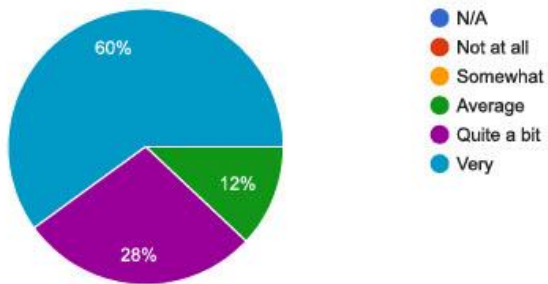
2021-2022 New College Franklin Student Survey



I truly believe NCF is meeting its mission of discipling me through the liberal arts for wisdom, virtue, and service.

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25 responses



## COMMUNITY AND ALUMNI SURVEY AND ANALYSIS

*To be offered next the year of 2022-2023*

We no longer offer a community survey, but plan to begin a revised alumni survey in the school year 2022-2023. We will also be enhancing our alumni communication and outreach.

## ANALYSIS OF GRADUATION/RETENTION RATES/PLACEMENT RATES

NCF first offered classes in the fall 2009 and has maintained a graduation rate of between 50-83%. In addition, the retention rate (based on First Time/Full Time) since 2017 (who have not yet reached the end of their program) ranges between 80-100%. This indicates healthy graduation and retention rates.

Class Entering:	Graduation Rates	Retention Rates*
2009	82%	
2010	86%	
2011	50%	
2012	83%	
2013	63%	
2014	50%	
2015	67%	
2016	67%	
2017	85.7%	84%**
2018	80%	100%**
2019	71.4%	85%**
2020	85.7%	87%**
2021		80%**

\*retention rates are calculated based on those who are still attending.

\*\*calculated and updated 5/2022

Of the graduates of New College Franklin, nearly every student began employment or further education within six months of graduation (a few students have not reconnected with NCF after graduation). The following is a breakdown by class:

GRADUATES OF CLASS	EMPLOYMENT	HOMEMAKER	ADDITIONAL SCHOOLING	UNKNOWN
2011	100%	-	-	-
2012	100%	-	-	-
2013	50%	-	-	50%
2014	50%	-	33%	16.7%
2015	75%	25%	-	-
2016	75%	-	25%	-
2017	67%	16.7%	16.7%	-
2018	75%	-	25%	-
2019	100%	-	-	-
2020	100%	-	-	-
2021	80%		20%	
2022				

## SUMMARY OF EMPLOYEE EVALUATIONS

### Administration Evaluations

The Administration and Staff of NCF are evaluated annually by the supervisor according to the job description, and these are placed in the personnel file. Board reviews are maintained by the Board.

Name:	Title:	Supervisor	Evaluation Conducted
Board of Trustees	Board of Trustees	Board Self Evaluation	In Progress
Greg Wilbur	President	Board of Trustees	In Progress
Brandon Spun	Dean of Academics/CAO	Greg Wilbur	In Progress
Larry Catlett	CFO		In Progress
Tammy McCoy	Head of Operations, Registrar, & Bursar	Greg Wilbur	In Progress
Nathan Johnson	Assistant Dean of Academics & Head of Program	Brandon Spun	In Progress
Anneke Seely	Head of Student and Library Services	Tammy McCoy	In Progress
Emmie Stuart	Librarian	Brandon Spun	In Progress

### Faculty Evaluations

The faculty were evaluated using several different methods and standards. First, nearly every faculty member was evaluated through an in-class observation (the form is available in the appendices of the Faculty Handbook). Second, faculty were evaluated through a student survey provided at the end of the semester for each course. Third, faculty conducted a self-evaluation to review what they perceived were strengths and weaknesses that can be addressed in the future. Finally, faculty were reviewed according to the job description by the Head of Program or Academic Dean. The following is a summary list of evaluations available in the faculty files:

Name:	Job Description	Self-Evaluation	In-Class Observation	Student Surveys
Matthew Bradley	Needs signature (NS)	In Progress	(NS)	Completed
Caleb Faires	(NS)	In Progress	Incomplete	Completed
Henry Haffner	(NS)	In Progress	(NS)	Completed
Carolyn Weber	(NS)	Completed	(NS)	Completed
Nathan Johnson	(NS)	Completed	(NS)	Completed
Brandon Spun	(NS)	Completed	(NS)	Completed

### Summary of Student Faculty/Course Surveys

The students were asked 12 questions related to the learning outcomes, preparedness of the professor, perceived quality of the course and the teacher, workload, and personal interest in the topic, etc., and were given the opportunity to rate each on a scale of 1 to 5, with 1=poor and 5 = excellent. The following is a summary of the average score for each professor, given in no particular order, and kept confidential. The overall average of all professors is **4.5/5**

Professor	Number of Students Participating	Average Score
Professor # 1	22	4.41 (88%)
Professor # 2	8	4.83 (97%)
Professor # 3	4	4.36 (87.3%)
Professor #4	12	4.05 (81%)
Professor # 5	37	4.55 (91%)
Professor # 6	6	4.7(94%)

Professor # 7	55	4.65 (93%)
Professor # 8	30	4.5 (90%)
Professor # 9	16	4.6 (92%)

## FACILITIES AND EQUIPMENT

We have reached a point where we will need additional classroom and student space in the coming years. A dedicated lounge, place to study, and refectory would be desirable as well as additional classrooms.

Fire suppression systems and security systems provide protection for everyone. We should review our active shooter guidelines and be sure to be clear about a plan of action in such an emergency.

Technology resources are also appropriate for student needs. Laptops are available for students in the office. The computers in the library are no longer working. We plan to install a wireless printer in the library. Large screen TVs are available in all classrooms for presentations, etc. A data projector is available for use in the chapel space.

Dry Erase markers are a continual concern in the classroom since we share facilities with Cornerstone, our resources seem to disappear quickly. However, students and faculty are aware that additional markers are available in the office.

## REVIEW OF STUDENT LEARNING OUTCOMES

The following is a chart identifying the course, success rate for each student learning outcome, and a brief analysis if scores were lower than the 80% threshold.

Course	SLO 1	SLO2	SLO3	SLO4	SLO5	Analysis
Art (F)	95	94	94	93		Portfolio & projects
Composition	79	84	85	87	87	Essays
Cosmology (F)	87	87	87	87		Final Exam
Cosmology (S)	99	98	95			Final Exam
Geometry (F)	99	94	x			Axiom HW; Journal
Geometry (S)	97	97	93	91		Several Items
Greek 201 (F)	92	92	89	98		Unit 1 Exam; Final Exam
Greek 202 (S)						
Greek 3 (F)	89	98	88	100		Final Exam
Greek 3 (S)						
Logic	87	78	82	80	85	Exams; classwork; paper
MP2 Moral Philosophy (F)	90	90	90.5	90		Essay 1,2, Final Exam, Response Papers
MP2 Moral Philosophy (S)	94	89	89	95		Final Exam & Paper
MP3 (F) Moral Philosophy	83	78	82			Paper 2, Paper 3, Paper 1
MP3 (S) Moral Philosophy	85	85	85	85		Response Papers, Final Paper
MPI Moral Philosophy I (F)	91	91	63			HW; Paper
MPI Moral Philosophy I (S)	89	84	90	92		Exam and Paper
Rhetoric I (F)	85	90	95	90		Papers, Speeches, Transcripts
Rhetoric II (S)	92	92	95	95		Speeches & Exam
Theology Seminar (F)	90	90	90	90	90	Final Exam
Theology Seminar (S)	88	88	88	88	88	Final Exam
<i>Additional courses did not properly assess SLOs</i>						

**Analysis of Geometry** | We began with seventeen students, our largest class ever. This was daunting and required a careful control of conversation. Students worked hard to listen and help each other throughout the year. Many became proficient at summary, outlining, and explanation. An exemplary proof was developed by one student and almost every learner showed great progress. One student failed to turn in assignments and another student failed to slow down in explanations or clarify what makes a successful presentation. I could perhaps coach the later student more.

**Analysis of Logic** | The course consisted of 9 freshmen. No one received an A. Three students received an A-. Three students received a B+. One student received a B. One student received a C-. One student received a failing grade (F). Overall, the class was quiet but spoke up well when called upon or when presenting prepared work. It helped that the class knew each other, and me, previously from Composition in the Fall. Student confidence continued to improve during the term, with most students providing a very thorough and thoughtful final exam exercise involving a Socratic reading of one of the course texts. The course was organized along the three Acts of the Mind: Understanding, Judgement and Reasoning. Students seemed to struggle more with the earlier component but gained confidence by the second act, and brought many threads together in the third act of reasoning. They particularly responded well to syllogisms, fallacies and defining terms. Student were examined on each component by exams that tested acquired knowledge of terminology, definitions and concepts. Short idea papers were also assigned at intervals so that students could put concepts into practice. They wrote their exercise and then presented it in class for further discussion. We also

did much work in small groups and pairs. Students were able to do course textbook exercises at the end of each chapter to solidify learned concepts, and to practice applying these concepts. We often did these exercises, or samples of them, together in class or with partners. Each test was debriefed together so students could learn from their mistakes and discuss nuances or any confusion. We often applied class and textbook information to real life topics or situations. We regularly discussed ways that our reasoning informed our faith. Every test ended with a faith/logic essay question to this end. I found students to be overwhelmed at times by more copious chapters but to respond well when we worked through concepts carefully together. I appreciated their excellent ideas and how they thoughtfully they examined the relationship between logic and faith, and being able to give a reason for the faith that they have, as well as examining logic as the language of God and a gift unique to humans in His Image illuminating our comprehension and ordering of our world.

I believe that the intermingling of shorter exercises to grasp and master foundational concepts along with longer, more involved exercises, presentations, and idea papers to explore the application and relevance of these concepts was helpful in the students' overall arc of development throughout the course. They grew steadily in acumen and therefore in grades, as a general pattern. I didn't want to simply do only the exercises and quizzes; I had hoped that a test on each component would be a helpful distillation point. And I also wished for them to explore the rules and effects of logic in relation to real life circumstances, events, media and spiritual formation. I believe the students rose to the occasion and ended up producing quite nuanced final Socratic readings and arguments.

**Analysis of Composition** | This class was very well-received by students, and many of the expressed that this genre is the creative genre they are best at. Not only was it beneficial of them to learn a new form of writing, but the essays we read, our discussions in class, and the essay they wrote reflected our school ethos very well: finding meaning in normal everyday experiences, bringing together theology and experience, and finding beauty. The writing assignments helped them learn how to craft polished prose and intentional sentences.

**Analysis of MP1** | This semesters performance was successful on the part of students, but a very quiet year. It will be important to assess how they experience moral philosophy II and also to be prepared for a quieter approach to reading.

**Analysis of MP2** | This year was very successful in integrating Christian ethics into the study of classical ethics. This new approach to our course has helped students connect readings in Aristotle and general ethical ideas to the Christian Life. Students struggled to write a review of their independent reading and may not be given that assignment in the future.

**Analysis of MP3** | Students must be given more freedom in these classes to develop ideas and questions, even while we provide good theological boundaries. One way to do this is to avoid confrontation or argumentative battle. I will work on stating orthodoxy and letting students struggle or disagree without trying to win the day with proof every time.

The students did a fine job in their final exam summarizing, synthesizing, and connecting these works together. They pulled out many insightful themes and made good connections. Overall, the reading in medieval allegory & symbolism—as well as a challenge in the language—led to it being one of the most difficult semesters for them.

**Analysis of Rhetoric** | The class originally consisted of 19 students. Two students also faced a serious bout of Covid at the start of the course but worked diligently to catch up. However, this did affect their attendance and performance to start, and accommodations were made to have them catch up with me for a period of time outside of class. Two different students left the course within the first few weeks due to a health issue. As a result, the class ended up consisting of 16 students by its completion. Only one student was entirely new in the second term, but this student also took pains to meet with me and to catch up of her own accord. She was highly prepared and took responsibility for coming in at a later point and being on top of previous material, as well as developing her speaking confidence. Overall this class was an excellent class. It was lively, engaged, and energetic. Students were committed and participated well. As would be anticipated, then, final grades for this course were quite strong, with all final grades in the A's and B's. Spring term of Rhetoric is the second half of the two-part course, so the class had already gelled very well together in the previous term, and now entered this term with confidence and a mastery of previous rhetorical skills. At times we did need to revisit the topic of respecting others' opinions, speaking and responding with courtesy and respect, and practicing holy listening. But everyone was gracious, teachable, self-reflective and quick to respond in kind. This class was also open to lots of topics, and eager to debate and discuss. It was a joy to teach them!



As this was a relatively large class especially for a topic like Rhetoric, we sometimes couldn't allow for as much discussion, especially of prepared speeches, as I would have liked. There were time constraints involved in trying to fit in multiple speakers within a 90 minute class period as well.

Because we had worked on more rudimentary oratory skills, and studied a range of speeches in the first term, students were freer now to explore extended topics and more sophisticated speaking exercises. Students now also had to produce highly professional and edited transcripts. They also read more widely in the history of rhetoric, having had a basic introduction in the first term along with an emphasis on practicum. We looked very specifically at classical and sacred rhetoric, the traditions of each, and the intersection of them, alongside being able to give an articulate and effective reason for the faith that we have.

The course provides ample opportunity to thread together the skills acquired in Composition and Logic, and to give them in this space a voice, both through spontaneous discussion, Q and A, and prepared speeches. We enjoyed doing everything from persuasive speeches to keynotes to toasts and roasts! I believe the range was not only helpful in a practical sense, but also gave us various genres by which to apply rhetoric devices and consider the effects of the primary rule of rhetoric: to always consider one's audience. This was explored further by ensuring that everyone did peer reviews and self-evaluations.

**Analysis of Theology Seminary** | The students asked good questions in class and were able to work through complex theological problems as a group. The memorization of the creeds and catechism proved very beneficial and many expressed their appreciation for the outlines of various New Testament epistles. The final exam revealed that they have a firm grasp of the concrete doctrines of Reformed theology, but still struggle to articulate and understand more complex theological ideas and their application to the Christian life.

## REVIEW OF OUTCOMES AT PROGRAM AND INSTITUTIONAL LEVEL

### PROGRAM OBJECTIVES

Program Objective	Sources	Average Score
1   Students will investigate the sovereign plan of God as executed in the progression of ideas and literature throughout major epochs of history and develop an appreciation of the past and its impact on present reality and future trends.	MP1– MP2– MP3	87%
2   Students will broaden their understanding of God through His works which display his beauty, order and wisdom, particularly through number, by investigating the nature of number (arithmetic), number in shape (Geometry), number in time (Harmonia), and number in space and time (Cosmology).	Geometry-	95%
3   Students will engage in the process of academic discovery, to value the deep and complex relationship between word and deed and construct meaningful conversations that are critical and creative, clearly communicated, and formulated with integrity.	Comp- Logic- Rhetoric-	87%
4   Students will examine and articulate the overarching plan of God revealed through His Word, translate and interpret the Word of God from the original Greek, and analyze and apply theology as handed down from the historic tradition.	Greek – MP1 - MP2 – MP3- Theology Sem.-	88%
5   Students will engage the complex relationship between faith, learning, and practice by refining skills in artistic and musical expression, exploring practical application of knowledge in Preceptorial classes, and demonstrating personal development in projects or internships.	Art Poetics Music Harmonia Preceptorials	Data not available

## INSTITUTIONAL OBJECTIVES

Institutional Objective	Sources	Average Score
1   <b>Wisdom</b>   Fear of the Lord is the beginning of wisdom; therefore, the community of New College Franklin submits all learning, knowledge, institutional practice, and identity to the Lordship of Christ by analyzing all human knowledge through the framework of the Word of God and humbling ourselves before the Word.	Geometry Art Logic MP1 MP2 MP3 Greek Rhetoric	87.5%
2   <b>Virtue</b>   New College Franklin promotes a vibrant intellectual life that cherishes the liberal arts, academic rigor, and practical relevance by means of discussion-based learning which emphasizes reasoned and affective integration and application. New College Franklin focuses on the students' whole development—educating the heart, soul, and mind for growth and maturity in faith and understanding.	Geometry Art Logic MP1 MP2 MP3 Greek Rhetoric	87.5%
3   <b>Service</b>   New College Franklin seeks to develop within students and the collegiate community the desire and practice of honoring God and of living out in service what is learned in the classroom as fruitful members of a local church and community. Students enter here into the practice of Christian service, embracing their various roles and vocations for a lifetime of service here, at home, and unto the ends of the earth.	Geometry Art Logic MP1 MP2 MP4 Greek Rhetoric	87.5%