

## OAK HILLS CHRISTIAN COLLEGE EDUCATIONAL ASSESSMENT

E2 Monitoring Report for Oak Hills Christian College **DRAFT REVISIONS DOCUMENT/ 2019-2020 First Reporting Cycle**

Mission statement: The mission of Oak Hills Christian College is to provide biblically-centered higher education which contributes to growth toward Christlikeness and prepares students for effective service in their homes, careers, churches and communities.

Objectives:

1. Growing in Faith and Worship: Students are committed to continuous growth in their trust in, love for and worship of God, seeking to live lives pleasing to Him.
2. Understanding the Bible: Students will know the Bible and handle it rightly, interpreting it properly for personal and cultural application.
3. Understanding Our World: Students will have a knowledge of human thought, history and culture adequate to understand and critique worldviews, to communicate effectively a Christian worldview to others, and to interact meaningfully with their own and other cultures.
4. Integrating Faith and Learning: Students will have a biblical worldview, integrating their understanding of Christianity and the world, providing the foundation for a lifetime of continued learning and the basis for distinctively biblical living.
5. Serving Others: Students will have and practice a servant theology of life and will have skills appropriate for effectively serving God through serving others in the home, the workplace, the church and the world.

These objectives are further defined by learning indicators and measured by multiple assessment tools (both qualitative and quantitative).

Several of the measures identified and used in this report are cyclical in nature; that is, they are only administered once every two (or more for Alumni) years. This is done in order to avoid survey fatigue and to provide opportunity and time for careful and accurate analysis of data. Hence, some data used to demonstrate progress toward ENDS will be one or two years old.

**IT SHOULD BE NOTED THAT THE CRITERIA USED TO MONITOR INSTITUTIONAL EFFECTIVENESS HAVE BEEN REVISED EFFECTIVE 2019-2020 (reported during the fall 2020). CHANGE WAS NECESSITATED DUE TO FLUCTUATIONS IN STUDENT ENROLLMENT WHEREBY CRITERIA ASSESSED BY PERCENTAGES LOSE RELEVANCY AND DUE TO CHANGES IN INSTRUMENTS USED IN ASSESSMENT.**

Action and change items for the 2018-2019 and the 2019-2020 academic years are documented at the end of this report.

IF NEEDED, REFERENCE SHOULD BE MADE TO E2 REPORTS FROM 2014-2017 FOR COMPARISON.

Items with red text indicate a deficit in relation to the established benchmark.

**Objective 1: Growing in Faith and Worship:** Students are committed to continuous growth in their trust in, love for and worship of God, seeking to live lives pleasing to Him.

Learning Indicator	Measure	Criterion	Result	Action
Active faith	Spirit Pulse Survey (Short version, replacing Spiritual Transformation Inventory), “How is your overall spiritual well-being?”	All students will meet or exceed national norm [N] w/ majority indicated Good or Great.	Fresh: <b>54%</b> [N:83%] Soph: 84% [N:82%] Jr: <b>58%</b> [N:81%] Sr: 66% [N:66%]	Monitor results from 20-21 to determine trend. Q: Can Soph. scores indicate successful FR. Emphasis on spiritual life? Q: Does growth in critical thinking and sensitivity to our faith walk result in lower scores for upper class students?
Growing sense of worship	Student Evaluation Survey (SES) item: “During your time at Oak Hills, would you say that your sense of worship for God has grown or declined?”	Soph/Sr.: 80% will score 5 or higher on 7-point Likert scale	76.4% (13 of 17) students scored 5 or higher.	
Participation in spiritual disciplines	SPIRIT PULSE—“Relationship with God” domain score	4 out of 7 indicators will fall in the ‘celebrate’ or ‘maintain’ categories; Any “Prioritize” indicator is addressed by year of student (Four quadrants charted are ‘celebrate’, ‘maintain’, ‘review’, and ‘prioritize’.)	Fresh: <b>3 of 7</b> P: <b>God’s presence</b> Soph: <b>3 of 7</b> P: <b>Experiencing God in prayer; Sense of security</b> Jr: 4 of 7 P: None Sr: <b>3 of 7</b> P: <b>Closeness to God</b>	Faculty will maintain awareness of current cultural context from which our students come.
	SPIRIT PULSE—“Spiritual Practices” domain score	5 of 9 indicators will fall in the ‘celebrate’ or ‘maintain’ categories; Any “Prioritize” indicator is addressed by year of student	Fresh: 5 of 9 P: <b>Frequency</b> Soph: <b>3 of 9</b> P: <b>Frequency; reading the Bible</b> Jr.: 5 of 9 P: <b>Frequency, Reading the Bible, putting God first</b> Sr.: 5 of 9 P: <b>Reading the Bible</b>	
	SES item: “Do you regularly participate in spiritual disciplines (including such activities as devotional reading, Bible study, prayer, fasting, Scripture reading and meditation, service) other than as required for courses?”	Soph/Sr.: 80% will score 5 or higher on 7-point Likert scale	76.4 % (13 of 17)	
Holistic:	SES item: “How well has OHCC enabled you to achieve the following	Soph/Sr.: 80% will score 5 or higher on 7-point Likert scale	57.3 % (12 of 17)	

	objective: “Students are committed to continuous growth in their trust in, love for and worship of God, seeking to live a life pleasing to Him’?”			
	Alumni Survey item: “Jesus is my Savior and Lord”	100% will Strongly Agree, Agree, or Somewhat Agree	NA	
	Alumni Survey items: “I believe the Bible, as originally written, is the inspired, inerrant, authoritative Word of God.”	95% will Strongly Agree, Agree, or Somewhat Agree	NA	

**Objective 2: Understanding the Bible:** Students will know the Bible and handle it rightly, interpreting it properly for personal and cultural application.

Learning Indicator	Measure	Criterion	Result	Action
Thorough knowledge of the Bible and biblical theology	ABHE Bible Exam (for graduating students)	At or above the national norm (58.28)	58.77	
Interpretation of Scriptures	ABHE Bible Exam (for graduating students); Exegetical Scores	TBD (New in 2020; No scores to evaluate)	NA	
Interpret and exegete Scripture	Senior Seminar Exegetical Paper	80 percent of papers will be rated 2.0 out of 4.0 GPA or higher by a jury of competent individuals	9 of 11 were at or above 2.0	Do we need to break down in more detail? 2.0 – 2.49 2.5 – 2.99 Above 3.0
Holistic	Alumni Survey item: “The major decisions in my life are influenced by my relationship with Jesus Christ and my understanding of the Bible.”	90% will Strongly Agree, Agree, or Somewhat Agree	NA	
	SES item: “How well has OHCC enabled you to achieve the following objective: ‘Students will know the Bible and handle it rightly, interpreting it properly for personal and cultural application’?”	5 or higher on 7-point Likert scale	88.2 % (15 of 17)	Both objective (ABHE Exam) and reported measures indicate we are doing well here.

**Objective 3: Understanding Our World:** Students will have a knowledge of human thought, history and culture adequate to understand and critique worldviews, to communicate effectively a Christian worldview to others, and to interact meaningfully with their own and other cultures.

Learning Indicator	Measure	Criterion	Result	Action
Think critically	Sr. Seminar Integrative Paper: Research and Integration Scores	80 percent of papers will be rated 2.0 out of 4.0 GPA or higher	100% [3.6 Average]	We need to determine a direct learning measure for this objective. We also need to track each component of the research paper separately for all faculty/student grading.
Communicate effectively a Christian worldview	SES: Worldview Scores	See Chart below	See Chart below	We continue to see culture's effect on students in area of relativity (truth, morals, Bible teaching, Christ's nature, reality of Satan). Application in student life, CLH, classes.
	Senior Seminar Integrative Paper (SSIP)—Composition/Communication sub-score	80% of papers will have an average faculty evaluation score of 2.7 or higher on a 4-point scale	100% [3.65 Average; None lower than 2.7]	Need to track and calculate both written and oral presentation skills.
Appreciate/ understand/ interact with people from other cultures	Intercultural Experience	80 percent of students will pass Intercultural Outreach as graded by the instructors	100% (19 of 19)	We need to determine a direct learning measure for this objective. [External supervisor evaluation?] Prioritize educational budget to add experiential guided learning w/ evaluation measures.
	Intercultural Communication	90% of students will achieve 2.0 or higher in the IC course	100% (23 of 23 A or B)	We need to determine a direct learning measure for this objective.
Holistic	SES item: "How well has OHCC enabled you to achieve the following objective: 'Students will have a knowledge of human thought, history and culture adequate to understand and critique worldviews, to effectively communicate a Christian worldview to others, and to interact meaningfully with their own and other cultures'?"	80% will score 5 or higher on 7-point Likert scale	58.8% ( 10 of 17)	This objective highly impacted by lack of resources and means for experiential learning/engagement.  Offer more options in General Education (w/ LBC?). Resource activities to enrich interaction. Find better direct assessment measures.

Personal Beliefs (Barna Worldview Questions)				
DESIRED OUTCOME:	Agree/Disagree Strongly	Agree/Disagree Somewhat	Somewhat (negative)	Don't know.
1. Personal commitment to Christ	100% Agree strongly			
2. Absolute truth	76.5 % Agree strongly		17.6 % Relative	

3. Belief in God as all powerful, all knowing, perfect Creator	100% Agree strongly			
4. Bible 100% accurate in its teachings	88.2% Agree strongly	5% Agree somewhat	6.8 % Disagree	
5. Jesus sinned.	94.1 % Disagree strongly	5.9% Disagree somewhat		
6. Satan not an actual being, symbol of evil.	82.4% Disagree strongly	11.8% Disagree somewhat	5.8% Agree	
7. Good deeds earn heaven.	82.4% Disagree strongly	5.9% Disagree somewhat	5.9 Agree somewhat	5.9% Unsure

**Objective 4: Integrating Faith and Learning:** Students will have a biblical worldview, integrating their understanding of Christian life and the world, providing the foundation for a lifetime of continued learning and the basis for biblical living.

Learning Indicator	Measure	Criterion	Result	Action
Hold a Christian worldview	Barna Worldview Test (part of SES)	All graduates hold that a biblical worldview is vital for living	64.7% Agree 35.3 Agree somewhat	
Apply biblical teaching/principles to issues in contemporary culture(s)	SSIP—Integration sub-score and Overall score	Integration: 80% of papers will have an average faculty evaluation score of 2.7 or higher on a scale of 1-4 Overall: Percentage grade of 85% or higher	100% [3.62 Average] Integration sub-score  Overall: 87.5% (B+)	
Continue learning	Alumni survey item: “My Oak Hills experience prepared me well for life after college.”	80% of graduates will strongly agree, agree, or somewhat agree	NA	
Continue learning	Alumni survey: “I regularly engage in learning activities (classes; self-study)	80% of graduates will strongly agree, agree, or somewhat agree	NA	
Holistic	SES item: “How well has OHCC enabled you to achieve the following objective: ‘Students will have a biblical worldview, integrating their understanding of Christianity and the world, providing the foundation for a lifetime of continued learning and growth in all areas of life’?”	80% of students will score 5 or higher on 7-point Likert scale	82.3%	
	Alumni Survey item: Oak Hills helped me to become a more effective follower of Christ.	80% of graduates will strongly agree, agree, or somewhat agree	NA	

**Objective 5: Serving Others:** Students will have and practice a servant theology of life and will have skills appropriate for effectively serving God through serving others in the home, the workplace, the church and the world.

Learning Indicator	Measure	Criterion	Result	Action
Gain awareness of personal giftedness	Student Satisfaction Inventory—"My Oak Hills experience is helping me discern God's call on my life" item score	Satisfaction score of at least 5.5 on a 7-point Likert scale	NA	Will be taken Spring 2021
Exercise gifts as part of lives of service	SPIRIT PULSE—"Service" domain score	5 of 9 indicators will fall in the 'celebrate' or 'maintain' categories; Any "Prioritize" indicator is addressed by year of student	Fr.:5 P:None. Soph.: 4 P: <b>Sharing my faith</b> Jr.6 P: None Sr.5 P: None	
	SES: "Has your experience at Oak Hills led you to love and serve others better?"	80% of students will have a satisfaction score of at least 5 on a 7-point Likert scale	<b>76.4% [13 of 17]</b>	
Gain skills/knowledge appropriate for future vocation or occupation (each program is individually evaluated according to the schedule below)	ABHE Bible Exam	Meet national norms in Bible knowledge and Biblical interpretation	At or above the national norm (58.28) 58.77	
	SES items on program specific objectives	Score of at least 4 on a 7-point Likert scale	<b>To be developed</b>	Program directors will determine and standardize means of measuring degree program learning objectives.
	Internship Evaluation item: "If there were a suitable position available in your organization, would you consider hiring this student for the position?"	Score of at least 3.5 on a 5-point Likert scale, with 1 indicating "no" and 5 indicating "eagerly"	<b>To be developed</b>	Review internship evaluation tools this academic year.
	Alumni Survey items: My program prepared me well for service in a related field.	85% will strongly agree, agree, or somewhat agree	NA	
	Alumni Survey Item: The required courses in my program were helpful and relevant.	85% will strongly agree, agree, or somewhat agree	NA	
	Alumni Survey item: The internship was helpful and relevant.	85% will strongly agree, agree, or somewhat agree	NA	
	SES item: "How well has OHCC enabled you to achieve the following objective: 'Students will have and practice a servant theology of life and ministry skills appropriate for effectively serving God in the home, the	80% of students will have a satisfaction score of at least 5 or higher on 7-point Likert scale	<b>76.4% [ 14 of 17]</b>	Outreach subscores on the SES will be reviewed this academic year with the SVP, Outreach Director, Chaplain, and Student Life.

	workplace, the church and the world”?”			
Holistic	Spirit Pulse: “Relationships & Self Care” domain	4 of 6 indicators will fall in the ‘celebrate’ or ‘maintain’ categories; Any “Prioritize’ indicator is addressed by year of student	Fr: 4 P: Emotional security with others Soph: 3 P: Recognizing my spiritual needs; Emotional security with others Jr: 3 P: None Sr: 3 P: Emotional security with others, Given and receiving spiritual encouragement	Continue to develop the Mentor program. Continue to develop Student Engagement Team (student leadership team within Student Life.)
	Spiritual Pulse: “Spiritual Community” domain	5 of 8 indicators will fall in the ‘celebrate’ or ‘maintain’ categories; Any “Prioritize’ indicator is addressed by year of student	Fr: 4 P: Sense of belonging, Emotional security Soph: 5 P: Involvement Jr: 4 P:None Sr: 4 P: Sense of belonging, Emotional support, Involvement	Same as above.

ASSESSMENT CYCLE:

Group	Yearly	Every Other Year (Even Numbered)
Freshmen	SPIRIT PULSE	Student Satisfaction Inventory
Sophomores (2-year graduates only)	SPIRIT PULSE (Soph. Assessment) Student Evaluation Survey (Soph. Assessment) ABHE Bible Exam	Student Satisfaction Inventory
Juniors	SPIRIT PULSE	Student Satisfaction Inventory
Seniors	SPIRIT PULSE (Senior Seminar) ABHE Bible Exam (Senior Seminar) Student Evaluation Survey (Senior Seminar) Exegetical Paper (Senior Seminar) Integrative Paper (Senior Seminar)	Student Satisfaction Inventory
<b>Program Evaluations</b>  (BS degrees on even years) (BA/Bach degrees on odd years)	ABHE Bible Exam Senior Seminar Integrative Paper Internship Evaluations Employer Survey (proficiency)  Retention rate Graduation rate Alumni Survey: Every 7 years	ABHE Bible Exam Senior Seminar Integrative Paper Internship Evaluations Employer Survey (proficiency)  Retention rate Graduation rate Alumni Survey: Every 7 years

**Alumni Survey –Personal and Religious Items (Survey administered spring 2014 to graduates from 2003-2012; SUMMER 2018 TO GRADUATES FROM 2011 -2018; Due next in 2025)**

P1. My Oak Hills experience was a good value.

- P2. My program prepared me well for service in a related field.
- P3. The required courses in my program were helpful and relevant.
- P4. The internship in my program was helpful and relevant.<sup>1</sup>
- P5. My Oak Hills experience prepared me well for life after college.
- P6. I would recommend OHCC to potential students.
- R1. Jesus Christ is my Savior and Master.
- R2. The major decisions in my life are influenced by my relationship with Jesus Christ and my understanding of the Bible.
- R3. I usually attend church at least three times a month.
- R4. I am active in the life of a church congregation (staff, volunteer, lay leader, etc.).
- R5. I believe the Bible, as originally written, is the inspired, inerrant, authoritative Word of God.
- R6. Oak Hills helped me to become a more effective follower of Christ.

## SUMMARY for 2018-2019

The 2018-2019 academic year was a bridge year when assessment instruments (Noel-Levitz Student Satisfaction Inventory, Student Evaluation Survey for 2 and 4 year graduates, Sr. Seminar, ABHE Bible Exam) were given and reviewed by senior leadership and faculty. The President and SVP of Academics & Administration led an extended forum conversation with students on key points and follow-up was given to the relevant departments of the college. No overall assessment report based on the Assessment Plan was prepared due to very low enrollment and the recognition of the need to update assessment plans. The following change plans were discussed and plans developed with faculty (4/4/2019).

## 2018 - 2019 Actionable Change Areas

### Four Areas:

- Feedback and Consistency**
- Relevance of Biblical Studies**
- Engaging Courses/Studies**
- Career Connections**

#### 1. Feedback and Consistency

- Many students want to know what their grade is as the semester progresses (weekly) and not wait until midterm to receive feedback.
- Students need timely feedback after assignments, tests, papers and throughout the whole semester
- Our policies need to be up-to-date and followed consistently
- Attendance, assignments and feedback, syllabus clear and followed ,MLA
- Common approach to electronic or hard copy submissions
- Common software for courses, grades, etc.

\* I will be pursuing the ABHE software learning management system for use by all instructors (full-time and adjunct). Training will be given.

#### 2. Relevance of Biblical Studies

- Early identification of student levels (knowledge, faith experience) during orientation or prior to registration (like English writing test)
- Students who come unprepared to handle our Bible survey courses or Spiritual Formation need an Introduction to the Bible and Christian Life (in lieu of SP I or OT I in first semester?)
- Tell students early on in their time at OHCC why the Bible is relevant and why we require the Bible courses that we do.
- Make upper level biblical studies (OT, NT, BSA, Theol) relevant/appropriate for Bach Sc students by emphasis on practical exercises and methods that will let them continue learning post OHCC; eliminate the ‘C’ minimum for (some) biblical studies courses
- Idea - arrange study groups according to the variety of experience students have concerning scripture.



- Encourage and communicate to students how they can live as Christians in our society and how the Bible is relevant for all students.

\* Develop an Intro to the Bible and Christian Life course to be offered at the same time slot as SF I at 1,000 level and accepted as a Bible elective or Christian ministry elective. [Changed to OT and NT Survey.]

\* Develop a placement test for biblical studies entrance level. [ABHE Bible Exam?].

\* Recommend eliminating ‘C’ minimum for non-BSt majors in biblical studies courses. [No change.]

\* Recommend adjusting course content and methodology for non-BSt majors.

### 3. Engaging Courses/Studies

- Do we have too many paper based assignments required in our classes? Could we be more creative in our teaching and have teaching methods such as skits, debates, role playing, and different ways to demonstrate mastery of material rather than just papers and tests. The challenge is with small classes and not having enough students in the class to implement some of these teaching methods.
- Collaboration with other institutions may be key.
- Adapt to how the current generation(s) of students find, access and use knowledge
- Address as much as possible the even/odd year courses that make scheduling difficult, esp. for transfer students (leading to semesters with no option for courses in major)

\* Instructors – plan creatively, dare to try new approaches.

\* Include experiential learning options (trips, local outings) in planning and in budget. Inform Sue this month of specific needs (starting budget plans in April/May).

\* Seek to define the pinch points in course schedules and address by spring 2020.

### 4. Career Connections

- We need to make more connections with organizations in the area that pertain to the majors we offer at OHCC. Funds will be made available for instructors to do this.
- We need to get our students connected with organizations that are relevant to their field of study ~ I.e. Mustard Seed Homes in Clearbrook, MN.
- Integration is important. Do we understand what integration is? Do we need more training in this area?

\* ‘Life Path’ Scholarship program under development now. Identifying business and ministry people willing to either mentor or participate in career development discussions on campus.

\* As in point 3 above.

## SUMMARY for 2019-2020

The 2019-2020 academic year continued as a bridge year when assessment instruments (Spirit Pulse first time use, Student Evaluation Survey for 2 and 4 year graduates, Sr. Seminar, ABHE Bible Exam) were given and reviewed by senior leadership and faculty. Assessment reporting has been delayed until Fall 2020 due to COVID-19 which hit the campus during the Spring 2019 semester and required all our efforts to transition to remote delivery for the completion of the semester.

### Follow-up for action change plans from 2018-2019

- We used the ‘Oasis’ LMS for one year, with some improvement in grading, feedback, to students and consistency. Upon evaluation, it proved cumbersome to use for all parties (faculty, students) and lacked the robust features we needed. During the summer we switched to “CANVAS”, a leading LMS program recommended to us by Lancaster Bible College. Implemented in the FALL 2020. Faculty indicate a growing appreciation for using this LMS and continue to use more and more of its’ features.
- All degree programs were reviewed with changes to the overall credit requirements (60 credit AA; 120 credit BS and BA), interdisciplinary courses, transition the OT and NT Survey, identified emphasis electives.
- Experiential learning activities remain a challenge due primarily to budget constraints. Most faculty are being very creative in seeking options within our means.
- Career services remain largely unaddressed mitigated by faculty advisor one-to-one conversations with advisees.
- Faculty have reviewed program level learning objectives with a view to renewing assessment activities by major.

This revision of assessment plans for reporting is under review by the faculty, administration and the board. The attempt is to simplify the plan and make it attainable with our reduced staff. We must recognize that assessment remains problematic for the college until such time as additional staff and resources can be added to maintain it at a quality and useful level.

#### **2019-2020 Actionable Change Plans**

1. Faculty will continue to monitor current cultural norms that affect our students, particularly in term of relevancy, subjective truth and lack of knowledge of the Bible for students coming from non-churched backgrounds. We recognize that the starting point for students is not the same as decades past. Our goal is to move students along the path toward commitment to biblical authority in their lives.
2. Continue to monitor the effectiveness of curricular changers made in 2020-2021. This is challenging given the likelihood of further change as a result of collaboration with LBC.
3. Faculty will continue to develop direct assessment measures for college ends as well as program specific objectives and will monitor the effectiveness of the measure established in this revision to our assessment plans. More than one year is needed to determine trends and to what degree our measures are appropriate. [Explore the potential for shared assessment services with LBC.]
4. Continue to reinforce student success initiatives and collaboration between academic personnel and Student Life personnel (staff, mentors and student leaders). The goal is to advance discipleship.
5. Reinforce experiential learning through internships, community engagement in courses and student activities.