Outcomes Assessment within Multiethnic Biblical Higher Education

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Personal Information

- Serve at Crossroads Bible College as the Dean of Educational Services & Institutional Effectiveness for the last 7 years
- Higher Education Experience 12+ years, plus 17 years of pastoral experience
- Professor of Leadership, Management, & Education, Chair of Church Ministry Department; Online Director
- Doctorate of Ministry Project Mentor
- Development of Online Curriculum
- Self-Study Team and Chair
- Interest: I love Biblical Theology combined with Christian Education Theory
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History of Crossroads Bible College

- Started in 1980 as an evening school in Indianapolis
- Predominately ministering among the African American communities of Indianapolis
- Two African American Presidents, Current President: Dr. A. Charles Ware
- Move toward accreditation ABHE 1996

Ethnic Background

- Crossroads Bible College Ethnic Demographic
- Ethnic Demographic: African American
- Ethnic Demographic: White
- Ethnic Demographic: Asian
- Ethnic Demographic: Hispanic
- Ethnic Demographic: Non-resident Alien
- Ethnic Demographic: Two or More Races
- Ethnic Demographic: Unknown

Why Assess Student Learning Performance Against Key Learning Indicators?

- Fulfills multiple Standards e.g. 2, 11
- Monitors systematic growth in the student at the course level
- Longitudinal data
- Evaluates Teacher’s effectiveness
- Measurement is a biblical concern

Biblical Scripture-Ephesians 4:25, 28, 29

Goal
- “Put falsehood away”
- “Thief steals no longer”
- “Let no corrupt talk…”

Outcomes
- “Speak truth to his neighbor”
- “Let him labor, doing honest work”
- “Building up the body of Christ”
Biblical Scripture - 2 Timothy 3:16-17

Goal
• “Profitable for teaching, reproof, correction and training...”

Outcomes
• “Competent and Equipped for every good work”

Standard 2a, 2b

• The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student’s knowledge, skills and competencies against institutional and programmatic goals.

Particularly Consider:
• 2aEE3. A written plan of ongoing outcomes assessment that evaluates expected learning outcomes and that is subjected to a periodic review process.
• 2aEE5. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives and course objectives.
• 2aEE6. A process whereby these outcome measurements lead to the improvement of teaching and learning.

Standard 8

• The institution provides services that contribute to the holistic development and care of students and that are appropriate to the level of education and delivery system.

Particularly Consider:
• EE6: A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process.

Standard 10

• The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

Particularly Consider:
• EE12. Evaluation of learning resource utilization by the learning community.
• EE13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

Standard 11

• The institution’s academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

Working through the Assessment Cycle (Repeated)

01 Define/Revise Mission & Goals
02 Identify & Revise Outcomes
03 Select & Revise Assessment Method of Assessments
04 Assess Student Learning
05 Create & Implement Action Plan
Setting Up an Outcomes Assessment Plan & Report

- **What is an Outcomes Assessment Plan & Report?**
  - Outcomes Assessment Plan is a handbook that the Institution develops to measurement departments and particularly the output of student learning performance.
  - The end product is the "Telos" or "Ends" of a given statement or goal.

Educational Values that become Outcomes for Crossroads Bible College Student

- Biblical Literacy
- Spiritual Maturity
- Global Sensitivity (Multiethnic)
- Vocational Competency
- Technological Creativity

Questions

Developing a Three-Year Composite Averages of Institutional Data

Enrollment

GPA Progression
Retention

Composite Averages for Standardized Tests

<table>
<thead>
<tr>
<th>Entrance Term</th>
<th>ACT</th>
<th>SAT</th>
<th>Bible Entrance</th>
<th>Bible Exit</th>
<th>English Entrance</th>
<th>English Exit</th>
<th>ETS Proficiency (Incoming)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 FA</td>
<td>20</td>
<td>1200</td>
<td>58</td>
<td>77</td>
<td>76</td>
<td>84</td>
<td>N/A</td>
</tr>
<tr>
<td>2013 SP</td>
<td>20</td>
<td>1080</td>
<td>78</td>
<td>78</td>
<td>73</td>
<td>83</td>
<td>N/A</td>
</tr>
<tr>
<td>2013 FA</td>
<td>17</td>
<td>786</td>
<td>52</td>
<td>79</td>
<td>63</td>
<td>82</td>
<td>N/A</td>
</tr>
<tr>
<td>2014 SP</td>
<td>17</td>
<td>800</td>
<td>57</td>
<td>79</td>
<td>64</td>
<td>81</td>
<td>N/A</td>
</tr>
<tr>
<td>2014 FA</td>
<td>18</td>
<td>775</td>
<td>58</td>
<td>79</td>
<td>64</td>
<td>75</td>
<td>N/A</td>
</tr>
<tr>
<td>2015 SP</td>
<td>17</td>
<td>822</td>
<td>59</td>
<td>79</td>
<td>64</td>
<td>75</td>
<td>N/A</td>
</tr>
<tr>
<td>2016 FA</td>
<td>18</td>
<td>707</td>
<td>55</td>
<td>78</td>
<td>71</td>
<td>73</td>
<td>413</td>
</tr>
<tr>
<td>2017 SP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average</td>
<td>18</td>
<td>881</td>
<td>60</td>
<td>78</td>
<td>68</td>
<td>79</td>
<td>413</td>
</tr>
</tbody>
</table>

General Studies

Leadership Courses

Biblical Counseling Courses

Bible & Theology
**Pastoral Courses**

**Multiethnic (Specific)**

**Case Studies in Leadership**

**Information Literacy [Standard 10]**

- **Outcomes**
  - The student will have produced an in-depth study on leadership theory found in Scripture and Christian Education.
  - The student will have developed case studies using both Scripture and theory for practice.
  - The student will have read broadly on leadership theory and servant leadership models in organizational development and church ministry.
Student Learning Outcomes are the measurement that guide the institution to observe student’s achievement. Learning indicators are to be clear and concise statements. Use broad and specific statements. Use of Bloom’s verbs as a possible tool. (There are more educational taxonomies)

Crossroads’ Educational Objectives

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literacy</td>
<td>The student will become a competent biblically literate leader in all areas of life (Psalm 1:1; 89:7-11; John 5:39; 14:6; Acts 17:31; 2 Peter 1:20-21; 2 Timothy 2:15, 1:9-12).</td>
</tr>
<tr>
<td>Spiritual Maturity</td>
<td>The student will demonstrate ongoing growth in Christlikeness through the development of God’s Spirit (Galatians 5:22-26; 1 Thessalonians 2:13-12; Romans 12:1-2).</td>
</tr>
<tr>
<td>Global Sensitivity</td>
<td>The student will model God’s multiracial love in their relationships and ministry contexts (Matthew 28:18-20; Acts 14:1; 1 Corinthians 9:19-23).</td>
</tr>
<tr>
<td>Vocational Competency</td>
<td>The student will use vocational skills for service in the church and the world (Prov. 27:7, Luke 14:38; Ephesians 4:11-12; 2 Timothy 2:2; 1 Peter 4:10-11).</td>
</tr>
<tr>
<td>Instructional (Technological) Creativity</td>
<td>The student will utilize diverse instructional methods as they communicate God’s word (Acts 13:16-41; 14:14-27; 17:16-34; Mark 3:16-18; Luke 4:16-17; 1 Corinthians 9:20-23; Psalm 12:8; Matthew 12:36; Ephesians 4:11-12).</td>
</tr>
</tbody>
</table>

Crossroads Bible College’s Multiethnic Indicator across Curriculum

Crossroads Bible College’s stated mission is to glorify God by training Christian leaders to reach a multiracial urban world for Christ.
### How the Plan Works?

- Develop a Scope and Sequence
- Use both social inquiry models and statistical query
- Evaluate course descriptions and course assessments.
- Codified courses with I, D, and R (Introductory, Demonstrated, and Reinforced)
- Review average scores of curriculum outcomes
- Revise course description and objectives

### Scope and Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes for the Degree Program

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students will demonstrate proficiency in critical thinking and reasoning.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>B. Students will develop effective communication skills.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>C. Students will be able to apply knowledge and skills in their chosen field.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>D. Students will engage in ethical and professional practices.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>E. Students will contribute positively to their communities and society.</td>
<td>I D R I D R</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes for the Undergraduate

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand what is meant by a biblical worldview, how it affects society and “so-called Christian thought,” and the challenge to true knowledge to perceive reality more accurately.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>2. Be able to identify at least one major aspect of the changing culture which affects our worldview.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>3. Understand how critical thinking is important and necessary to form a genuinely biblical worldview.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>4. Biblical Philosophy Project: Reflect on how your revised biblical worldview.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>5. Understand what it means to know and experience God.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>6. Comprehend the importance of biblically informed assumptions acquired and understood how important it is to integrate all forms of leadership within a multi-ethnic world.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>7. Gain basic understanding of modernity, its impact on present-day society and “so-called Christian thought,” and the challenge to true knowledge to perceive reality more accurately.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>8. Comprehend the importance of biblically informed assumptions acquired and understood how important it is to integrate all forms of leadership within a multi-ethnic world.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>9. Understand the many factors that must be considered in the discovery of truths otherwise unknown so that ultimately humanity can testify to the truth.</td>
<td>I D R I D R</td>
</tr>
<tr>
<td>10. Delineate the many factors that must be considered in the discovery of truths otherwise unknown so that ultimately humanity can testify to the truth.</td>
<td>I D R I D R</td>
</tr>
</tbody>
</table>

- Statistical Tracking of Courses using I, R, and D for Undergraduate
- Matrix formula
- Introductory (I) = 1000 to 1999, 2000 to 2999 [Freshman]
- Reinforced (R) = 3000 to 3999 [Sophomore]
- Demonstrated (D) or Emphasized (E) = 4000 to 4999 [Junior/Senior]
Thank you for attending!

Questions?