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1. CHAMPION



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2. ROAD MAP



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3. TIME



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4. DISTRIBUTION



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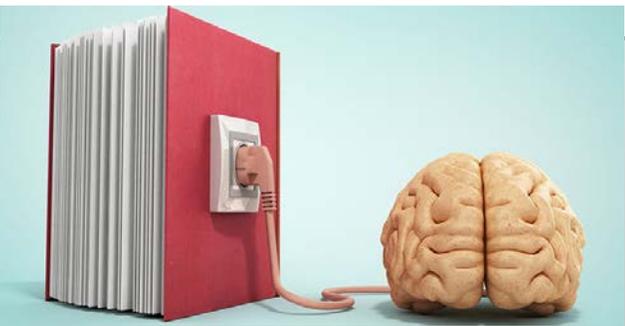
5. PACE



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6. EDUCATION



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7. COMPLETE



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8. INTEGRITY



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9. ASK



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10. VOICE



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How do you eat an elephant?



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One bite at a time.

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The Hallmarks of an Effective Self-Study Report

An **explicit evaluation** of the organization in light of the Comprehensive Integrated Standards and related Essential Elements

Use of information and data to create evidence to support the organization's self-evaluation

Tone and content characterized by **honest evaluation**, not public relations

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What questions are we trying to answer?

One-dimensional compliance question...
Are we meeting the ABHE Standards?

Multi-dimensional evaluative question...
To what extent or with what level of quality are we meeting the ABHE standards?
What evidence supports our findings?

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Conceptual Framework



We defined...

- **Telling** as simple description or unsubstantiated evaluation, and
- **Showing** as relevant description, explicit evaluation, and the necessary evidence to support findings.

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Example #1: Student Diversity

The Enrollment Department demonstrates the institution’s commitment to diversity by proactively recruiting at venues with the potential to reach ethnic minority students, including Hispanic college fairs, African-American college fairs, and Indian Brethren conferences. The college promotes ethnic diversity by offering a \$2000 Student of Color Scholarship to qualified applicants. Additionally, Emmaus actively recruits international students, thus increasing diversity of national origin. The College promotes this diversity through International Student Scholarships (\$6000) and International Christian School Scholarships (\$1000). These proactive strategies have led to increasing levels of diversity over the past five years:

Race/Ethnicity	2011	2012	2013	2014	2015
White	85%	83%	75%	75%	73%
Hispanic	6%	6.7%	10.4%	5.3%	6.3%
Black	1.2%	2.4%	2%	5.3%	5.5%
Asian	2%	1.9%	1.5%	0.8%	1.6%
Hawaiian/Other Pacific Islander	-	-	1%	0.8%	0.7%
American Indian	0.4%	0.4%	1%	0.8%	1.6%
Two or more races	-	0.9%	1%	3%	2.8%
Other	0.8%	0.9%	1.5%	0.8%	3.2%
Not Provided	2.8%	1.4%	3.1%	4.4%	5.2%

Source: Registrar’s reports

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Example #1: Student Diversity

The Emmaus student body is significantly more diverse than the general population in Dubuque County and more ethnically diverse than other local four-year private colleges and universities, except for the University of Dubuque:

Fall 2014	Emmaus Bible College	Dubuque County	Clarke University	Loras College	University of Dubuque
White	74.5%	92.3%	86.2%	82.6%	67.4%
Hispanic	5.6%	2.1%	4.4%	6.0%	7.7%
Black	5.6%	1.6%	3.3%	2.6%	11.9%
Asian	1.4%	1.2%	0.7%	0.8%	2.0%
Hawaiian/Other Pacific Islander	0.9%	0.0%	0.0%	0.1%	0.1%
American Indian	0.9%	0.0%	0.1%	0.1%	0.5%
Two or more races	3.2%	2.8%	1.7%	1.5%	3.4%
Race Ethnicity Unknown	7.4%		2.3%	4.5%	5.9%
Non-Resident Alien	0.5%		1.3%	1.9%	1.0%

Source: National Center for Educational Statistics;
Demographics Starter Report for Dubuque County, IA, Cubit Planning, Inc.

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Example #2: Enrollment Personnel Turnover

Employee turnover in the past three years has created some obstacles to success. For example, due to the high turnover rate in the Enrollment Department, the Enrollment Marketing/Recruitment Plan has not been formally updated since 2013 (the Enrollment team has continued to implement changes and improvements in the enrollment cycle). Additionally, the rapid turnover rate diverted some attention and resources from direct recruitment efforts to training and supporting new employees. While difficult to quantify, these challenges have had a negative impact on enrollment success.

The college administration is confident in the personnel now serving in the area of enrollment. In August 2015, the College named Laurel Rasmussen, Director of Enrollment (effective October 1, 2015). Ms. Rasmussen served previously as Emmaus registrar and admissions director, and she brings significant experience from her roles at other higher education institutions including Wheaton College, University of North Carolina Charlotte, and Clarke University. The College is confident that Ms. Rasmussen will provide the leadership and stability needed for consistent enrollment growth.

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Ensuring Effective Self-Study

Establish checkpoints to assess for evaluation and supporting evidence.

Initial chapter drafts

- Identify strengths and challenges for each Comprehensive Integrated Standard.
- Cite sources for all evidence provided.
- Connect identified strengths and challenges to the body of the text.
- Articulate recommendations for all challenges.

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Ensuring Effective Self-Study

During the editing process

- Share the document across the institution to corroborate evaluation and discover unconsidered evidence.
- Identify descriptive and evaluative holes.
- Connect evidence to all evaluative statements.

Before the final edit

- Communicate findings with the institution's administrative team.
- Discuss identified strengths, challenges, and recommendations.
- Finalize action plans.

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Required Documents

Statistical Abstract

- 4-year summary of the institution, programs offered, enrollment, salary, library, finance, and ministry formation data
- A sample/template for the Statistical Abstract is available at forms.abhecoa.org.

Compliance Document (with Regulatory Requirements Evaluation)

- Report of findings from your self-study process
- See Self-Study Guide, Appendix A, for suggested outline
- The Regulatory Requirements template is available at forms.abhecoa.org as an expandable Microsoft Word document

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Required Documents

Assessment Document

- Comprehensive Plan for Assessment of Student Learning and Institutional Effectiveness
- Plan should include (1) intended outcomes, (2) achievement benchmarks, (3) assessment tools
- Reporting of results should include (1) data summary, (2) data analysis, and (3) recommendations for changes or improvements

Planning Document

- Institutional plans designed to address issues identified through assessment or self-study processes
- Should address short-term and longer-term plans
- Should be informed by mission and goals with particular attention to institutional vision (where do we want to be in 5 years, 10 years...?)

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Required Documents

Exhibits

- Only excerpts or pages that directly evidence how the institution has satisfied the Standards and Essential Elements should be included in the Exhibits.
- Exhibits should be numbered, and referenced by that number, in the narrative for easy access.
- If the passage that evidences the Essential Element is not easily identified, the text may be highlighted for quick reference.

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Final Thoughts

- Engage in the work for the purpose of improving your institution.
- Engage in the work for the glory of God.

And whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance for you serve the Lord Christ.

Colossians 3:23, 24



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