

**EMMAUS BIBLE COLLEGE**  
**Non-Academic Department Review (NDR): Academic Affairs**

**Department:** Academic Affairs

**Head:** Lisa Beatty

**Staff Members:** Sheri Popp, Jani Bennett, Becky Kraus

**Date Submitted:** November 1, 2017

**Department Productivity:**

*(Briefly describe the operations of the department.)*

The Academic Affairs department provides leadership and coordination for the academic life of the college including supervision of and support for teaching and learning, assessment of student learning and institutional effectiveness, the registrar, and academic support services, such as academic advising and the Academic Success Center. The department also supervises the library and learning resources. The library provides its own non-academic department review.

**Academic Affairs Goals**

The Academic Affairs Department purposes to:

1. Engage learners through implementation of best practices in effective teaching and learning
2. Collaborate within and across departments to enhance curricular alignment and integration
3. Utilize meaningful assessment data and analysis to evaluate and improve student learning
4. Encourage student retention and completion through effective academic advising and academic support processes
5. Challenge students to become responsible, self-directed, life-long learners
6. Contribute to holistic student development through intentional engagement outside the classroom

**Customer Description:**

*(Who are the customers of this department? Students, faculty, staff?)*

The department primarily serves students and faculty, but coordinates with staff to provide high-quality academic programs and services.

**Department mission statement:**

The department does not have a unique mission statement. Perhaps development of a statement could be one action resulting from this review. That said, as the core mission of the institution is educational, the college mission statement and institutional goals #1-#3 guide the activities of the department:

Our mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

1. Empower learners to realize their full potential through high-quality academic and student development programs that are biblically grounded and culturally relevant.
2. Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
3. Encourage the personal welfare and professional development of each faculty and staff member.

**Department mission/goals alignment with college mission, vision, strategic plan:**

*(Please include one or more paragraphs.)*

As noted above, the Academic Affairs department supervises institutional efforts to “educate and equip learners” for “effective and faithful service” in a variety of settings. This is accomplished through more than 4000 teaching hours each academic year as well as collaboration with the Student Life department to offer co-curricular programs that support institutional mission.

The Academic Affairs department works to operationalize Institutional Goals #1, #2, #3. The department purposes to serve students with high-quality, biblically-grounded, and culturally-relevant academic programs offered in a safe and spiritually-uplifting environment. At the same time, the department seeks to support the daily work and ongoing spiritual, professional, and personal development of faculty and staff members as they serve the Lord at Emmaus.

The vision statement of Emmaus Bible College is as follows:

Emmaus Bible College will be flourishing, relevant, and accessible as a trusted name for transformational learning rooted in biblical truth.

The statement serves as brief summary of the strategic plan that includes initiatives designed to achieve the following for Emmaus by 2021:

**Valued.** Regional, national, and international constituencies will understand and value the mission of Emmaus Bible College.

**Accessible.** Students from across North America and around the world will study at Emmaus through affordable residential, online, and correspondence programs.

**Responsive.** Academic and student development programs, teaching and learning methodologies and delivery systems, and campus facilities, amenities, and support services will effectively serve the needs of contemporary learners and our constituencies.

**Flourishing.** Increased resources from growth in student enrollment and donor support will fuel continuous improvement and institutional development for the future. Alignment with institutional mission and vision will exist at all organizational levels.

Academic Affairs department goals support these efforts by implementation of “best practices in teaching and learning,” “collaboration within and across departments” to develop new programs and teaching modalities, “evaluation and improvement of student learning,” and “effective academic advising and academic support service processes” in support of student retention and completion. Examples of initiatives completed in support of the strategic plan include:

- Development of new programs in Applied Mathematics, Computer Science, and Pre-Professional Health Sciences
- Development of course offerings in new modality through Emmaus Distance Learning
- Revision of core curricula in Bible/theology and general studies
- Establishment of the Academic Success Center

**Department Outcomes/Objectives:**

*(Copy and paste from Weave)*

The Academic Affairs outcomes connect to the Academic Affairs goals above as noted:

<b>Academic Affairs Outcomes</b>	<b>Related Academic Affairs Goals</b>
Consistent student achievement	#1, 2, 3, 4, 5, 6
Robust student retention rates	#1, 3, 4, 5
Significant faculty participation in the scholarship of teaching and learning	#1, 2, 3
Consistent faculty contribution to the <i>Emmaus Experience</i>	#1, 2, 5, 6
Robust program completion rates	#1, 3, 4, 5
High placement rates	#1, 2, 3, 5
Significant number of graduates who pursue graduate studies	#5, 6
Student satisfaction with academic experience	#1,2, 3, 4, 5, 6

**Summary of Outcomes/Objectives findings over the past five years:**

*(Information taken from Weave Achievement Summary)*

<b># Targets:</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Met</b>			7	6	6
<b>Partially Met</b>			3	2	0
<b>Not Met</b>			0	0	1
<b>Not Reported in Cycle</b>			0	2	3

**Changes/Improvements over the last five years:**

*(Based on the findings above, describe department changes/improvements made over the past five years.)*

1. Developed published guidelines for academic advising.
2. Refined system for documenting advising information.
3. Enhanced advising training program and required it for all advisers each year.
4. Assigned declared certificate students to highly-engaged advisors that provide significant support for completion and retention in subsequent years.
5. Developed application for graduation process at beginning of senior year to ensure that students complete all required courses. Embedded the application process into the Senior Seminar course.
6. Enhanced the Senior Seminar course to provide more career counselling (e.g., mock interviews, resume development, visit to Dubuque Development Corporation).
7. Developed alumni survey to collect data on alumni pursuing graduate studies in order to set an appropriate benchmark for assessment purposes.
8. Appointed Associate Dean for Institutional Effectiveness and provided professional development opportunities in support of her tasks.

9. Added additional student outcomes data on the Institutional Effectiveness page on the Emmaus website including Praxis pass rates, NCLEX pass rates, and ETS Proficiency Profile results.
10. Added two categories to the Faculty Service Form—Contributions to the Emmaus Experience and Scholarly and/or Creative Activities
11. Made extensive revisions to Assessment Handbook and processes to include Academic Program Review and more systematic approach to Institutional Effectiveness processes.
12. Purchased and implemented WEAVE assessment data management system. Provided WEAVE training to department chairs and/or program directors.
13. Developed one-page IE report summary for Academic Affairs, Emmaus, and the Board of Trustees IE plans.
14. Established a physical space for the Academic Success Center, appointed a manager, and increased funding for tutoring services.
15. Developed and implemented a process to provide learning accommodations for students with disabilities.

**Staff Demographics:**

	2012	2013	2014	2015	2016	2017
<b>Full-time</b>	3	3	3	3	3	3
<b>Part-time</b>	0	1	1	1	1	1
<b>Staff FTE</b>	3	3.25	3.25	3.4	3.4	3.4

**Staff Qualifications:**

*(Describe how staff are appropriately qualified for their positions and any professional development undertaken in the past five years.)*

**Jani Bennett**

Registrar

B.S., English Education, Bob Jones University

B.S., Biblical Studies, Emmaus Bible College

M.A.E., College Student Personnel Services, University of Northern Iowa

Jani holds an M.A.E. in College Student Personnel Services, a program designed to prepare graduates for work as registrar or a similar role. She is beginning her third year of service and has developed a number of systems and processes leading to increased productivity, efficiency, and effectiveness.

Jani has engaged in the following professional development opportunities:

**Sheri Popp**

Associate Dean for Institutional Effectiveness

Program Director, Secondary Education

B.S., Biblical Studies, Emmaus Bible College

Certification English Literature 5-9, 9-12, Missouri Baptist University

M.S., Education, Educational Administration, Missouri Baptist University

Ed.S., Missouri Baptist University

Sheri is a seasoned educator, and she came to Emmaus with a sophisticated understanding of student learning assessment from her prior experience. As associate dean, she has refined our assessment processes, contributed to significant enhances in the assessment handbook, identified, purchased, and implemented an assessment management system, led the Assessment Review Council, and coached department chairs in development and implementation of assessment plans and processes.

Sheri has pursued a number of professional development opportunities related to her role over the past five years:

- Attended two HLC annual meetings
- Attended one ABHE annual meeting
- Attended two AALHE conferences

### **Becky Kraus**

Manager, Academic Success Center

Administrative Assistant to the Vice President for Academic Affairs

Diploma, Emmaus Bible College

B.S., English, Trinity International University

Becky has served in her administrative assistant role for more than 20 years. She manages a variety of activities including extensive support for student registration and commencement. For the past two years, she has managed the Academic Success Center. Her English degree provides a good foundation for this work.

Becky has joined AHEAD, the higher education association for disability services. She participates in regional meetings with individuals from Clarke, UD, NICC, UNI, and other colleges. She has researched appropriate tools to support student learning needs.

### **Department support for the *Emmaus Experience*:**

*(Please include one or more paragraphs highlighting how the unit contributes to an environment conducive to spiritual growth.)*

The Academic Affairs department supervises the academic programs of the college, all of which are designed to enhance spiritual growth through direct engagement with the Bible and faculty mentoring and modeling. The faculty handbook documents the spiritual responsibilities of faculty members. The college's educational goals include: "Encourage spiritual growth and development of Christian character," and many course objectives connect to this specific goal. Department personnel seek to create a spiritual environment by taking time to pray with students, encouraging them in their spiritual walk, and modeling Christ-like attitudes and behaviors (albeit imperfectly). The VPAA works in partnership with the VP for Student Life to create a spiritual environment in and out of the classroom.

### **Department distinctives or recognitions of quality:**

*(Please provide several examples either in narrative or bulleted form. Include links to external websites as appropriate.)*

The Academic Affairs department celebrates the following achievements:

1. #1 Counseling Psychology program at a small college in 2015
2. Consistent retention and completion rates above the national average for similar institutions.

3. Strong placement rates for professional programs in particular, but all programs in general (90% for all programs in 2016)
4. ETS Proficiency Profile results above the national average for private institutions. Total score above national average for four years running.
5. Strong department/institutional support for pursuit of terminal degrees. The following individuals have completed or are currently pursuing graduate studies in the past five years: Lisa Beatty, Steve Sanchez, Mark Stevenson, John Jimo, Stephen Elliot, Ben Mathew, Seth Scott, Joel Hernandez, Ben Brown, Jeff Riley.

**Department Initiatives:**

*(Briefly describe any new projects or initiatives undertaken in the last five years.)*

1. Addition of new programs: Applied Mathematics, Computer Science, Cross-Cultural Nursing, Pre-Professional Health Sciences, Camp Ministries
2. Development of online course offerings through Emmaus Distance Learning
3. Revision of core curricula in Bible/theology and General Studies
4. Reduction of total credit hours required for all programs
5. Purchase and implementation of assessment data management system WEAVE
6. Development of more systematic and comprehensive IE assessment process
7. Enhancement of academic advising processes
8. Succession planning for Bible/theology department faculty

**Customer satisfaction with program:**

*(Departments may determine how best to report this data, which may include SSI data or information collected from internal surveys.)*

The Academic Affairs department tracks customer satisfaction through two SSI scales—the Instructional Effectiveness scale and the Academic Advising Effectiveness scale. Both are based on a 7-point scale. The Emmaus benchmark is < 5.5. The national average for 4-year privates in 2017 was

Scale	2012	2013	2014	2015	2017	2017 National Average for 4-year Private Institutions
<b>Instructional Effectiveness</b>	5.67	5.76	5.72	5.72	5.78	5.60
<b>Academic Advising Effectiveness</b>	5.71	5.73	5.78	5.78	5.79	5.53

Emmaus consistently scores above the national average for 4-year private institutions for both scales.

**Future Recommendations:**

An analysis of the review process, the data and the findings in this report provides several suggestions for future consideration:

- Upgrade WEAVE to new platform to further integrate curricular mapping, faculty credentials tracking, etc.
- Track program-level retention on an annual basis to look for trends.
- Use program financial contribution tool developed by CFO Colleague to improve contribution % for larger academic programs.
- Work with marketing department to promote specific academic programs rather than the just the college as a whole.

- Continue efforts to provide professional development funding for engagement with the scholarship of teaching and learning.
- Add part-time help in the registrar's office in light of her support for Title IX, FERPA, IR data collection.
- Explore and develop pathways to graduate studies for Emmaus graduates.
- Develop and publish department-approved course descriptions/course objectives for all Emmaus courses to enhance curricular mapping success.

# Emmaus Bible College

## Detailed Assessment Report 2017-2018 Academic Affairs

*As of: 6/06/2018 07:52 AM CDT*

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**)

### Mission / Purpose

---

Our mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

#### Institutional Goals

Emmaus purposes to:

1. Empower learners to realize their full potential through high-quality academic and student development programs that are biblically grounded and culturally relevant.
2. Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
3. Encourage the personal welfare and professional development of each faculty and staff member.
4. Sustain and enhance the human, physical, and financial resources needed to achieve mission and vision.
5. Enrich external constituencies through education, ministry, and service.

### Goals

---

#### G 1: Best Practice

Engage learners through implementation of best practices in effective teaching and learning.

#### G 2: Collaboration

Collaborate within and across departments to enhance curricular alignment and integration.

#### G 3: Assessment

Utilize meaningful assessment data and analysis to evaluate and improve student learning.

#### G 4: Retention

Encourage student retention and completion through effective academic advising and academic support processes

#### G 5: Student Learners

Challenge students to become responsible, self-directed, and life-long learners

#### G 6: Engagement

Contribute to holistic student development through intentional engagement outside the classroom

### Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

---

#### O/O 1: Student Achievement

Consistent student achievement

##### Related Measures

#### M 1: Weave Assessment Report Summary

Academic department assessment results

Source of Evidence: External report

##### Target:

90% Met or Partially Met

##### Finding (2016-2017) - Target: **Met**

On September 30, 2017, the VPAA ran the 2016-2017 Achievement Status Overview (statistics) report in WEAVE. The Achievement Status of all included academic entities was: 74% met, 18% partially met, and 8% not met. The achievement benchmark for academic entities is 90% met or partially met. The 2016-2017 result was 92% met or partially met.

##### Finding (2015-2016) - Target: **Met**

Prior to the annual board meeting in late October, the VPAA ran the 2014-2015 Achievement Status Overview (statistics) report in WEAVE. The Achievement Status of all included academic entities was: 76% met, 19% partially met, and 5% not met. The achievement benchmark for academic entities is 90% met or partially met. The 2015-2016 result was 95% met or partially met.

##### Finding (2014-2015) - Target: **Met**

Prior to the annual board meeting in late October, the VPAA ran the 2014-2015 Achievement Status Overview (statistics) report in WEAVE. The Achievement Status of all included academic entities was: 72% met, 24% partially met, and 4% not met. The achievement benchmark for academic entities is 90% met or partially met. The 2014-2015 result was 96% met or partially met.

#### O/O 2: Retention

Robust student retention rates

##### Related Measures

#### M 2: Institutional Data Reports

Spring to fall retention rate

Source of Evidence: External report



**Target:**  
85%

**Finding (2016-2017) - Target: Not Reported This Cycle**

Unreported this year in order to align reporting with appropriate academic year.

**Finding (2015-2016) - Target: Met**

2016 Spring to 2016 Fall retention of potential returnees (minus declared degree or certificate graduates) was 86%, just above the 85% target, and 3% above the 2015 number (83%).

**Finding (2014-2015) - Target: Partially Met**

2015 Spring to 2015 Fall retention of potential returnees (minus declared degree or certificate graduates) was 83%, just below the 85% target.

**O/O 3: Scholarship of Teaching and Learning**

Significant faculty participation in the scholarship of teaching and learning.

**Related Measures**

**M 3: Faculty Service Form**

Professional development activities

Source of Evidence: Evaluations

**Target:**

100% of faculty report engagement in the scholarship of teaching and learning.

**Finding (2016-2017) - Target: Met**

A review of 2016-2017 Faculty Service Forms indicate that 100% of full-time faculty reported engagement in the scholarship of teaching and learning. For many, their primary activity in this regard related to Professional Development Day activities. Others attended conferences, read articles/books, or took academic courses in the field.

**Finding (2015-2016) - Target: Met**

A review of 2015-2016 Faculty Service Forms indicate that 100% of full-time faculty reported engagement in the scholarship of teaching and learning. For many, their primary activity in this regard related to Professional Development Day activities. Others attended conferences, read articles/books, or took academic courses in the field.

**Finding (2014-2015) - Target: Met**

A review of 2014-15 Faculty Service forms shows that 100% of Emmaus teaching full-time faculty self-reported engagement in the scholarship of teaching and learning. For some, the scheduled Professional Development Day serves as their most significant opportunity for growth in this area.

**O/O 4: Emmaus Experience**

Consistent faculty contribution the the Emmaus Experience.

**Related Measures**

**M 4: Faculty Service Form**

Contributions to the Emmaus Experience

Source of Evidence: Evaluations

**Target:**

100% of faculty report significant contributions to the Emmaus Experience

**Finding (2016-2017) - Target: Met**

A review of 2016-2017 Faculty Service Forms indicates that 100% of Emmaus full-time faculty members self-reported contributions to the Emmaus Experience. Contributions include participation in intramurals, hosting students in their homes, working with students in ministry, meals with students, marriage counseling, and integration of biblical truth with academic content.

**Finding (2015-2016) - Target: Met**

A review of 2015-2016 Faculty Service Forms indicates that 100% of Emmaus full-time faculty members self-reported contributions to the Emmaus Experience. Contributions include participation in intramurals, hosting students in their homes, working with students in ministry, meals with students, marriage counseling, and integration of biblical truth with academic content.

**Finding (2014-2015) - Target: Met**

A review of 2014-2015 Faculty Service forms shows that 100% of full-time teaching faculty self-report contributions to the Emmaus Experience. The 2015 ABHE self-study provides additional evidence.

**O/O 5: Program Completion**

Robust program completion rates

**Related Measures**

**M 5: Institutional Data Reports**

2009 First-time freshmen completion rate w/in 6 years (declared degree)

Source of Evidence: External report

**Target:**

> 39.9% average for 4-year private w/ liberal admissions

**Finding (2016-2017) - Target: Not Reported This Cycle**

Unreported this year in order to align reporting with appropriate academic year.

**Finding (2015-2016) - Target: Met**

2010 First-time freshmen completion rate within 6 years for students who declared a degree program (AA or BS) was 53%.

**Finding (2014-2015) - Target: Met**

Emmaus 2009 completion rate within 6 years for first-time freshmen declaring a degree program was 51%. This ranks well above the 39.9% average for private colleges and universities with liberal admission policies

offering bachelor degrees only.

#### **M 6: Institutional Data Reports**

2009 First-time freshmen completion rate w/in 6 years (converted certificate)

Source of Evidence: External report

##### **Target:**

50%

##### **Finding (2016-2017) - Target: Not Reported This Cycle**

Unreported this year in order to align reporting with appropriate academic year.

##### **Finding (2015-2016) - Target: Partially Met**

Emmaus seeks to recruit students declaring the one-year certificate program into 2 or 4 year degree programs. The 2010 degree completion rate within 6 years for first-time freshmen originally declaring a certificate program was 25%, down from 48% the previous year. It is difficult to know why the percentage decreased for this group, but it seems that more students are declaring degree programs as they matriculate, rather than waiting until the end of the first semester or first year. In the past, students who were undecided about a degree program often declared the certificate as a default choice. It now seems that students who declare a certificate declare it as a real intention.

##### **Finding (2014-2015) - Target: Partially Met**

Emmaus seeks to recruit students declaring the one-year certificate program into 2 or 4 year degree programs. The 2009 degree completion rate within 6 years for first-time freshmen originally declaring a certificate program was 48%, just under the 50% target.

#### **O/O 6: Graduate Placement**

High placement rates

##### **Related Measures**

#### **M 7: Institutional Data Reports**

Overall placement rate for bachelor degree graduates (full-time employment in their field or a related field; 9 months after graduation)

Source of Evidence: Alumni survey or tracking of alumni achievements

##### **Target:**

85%

##### **Finding (2016-2017) - Target: Met**

Overall placement for 2016 bachelor degree graduates with full-time employment (or ministry) in their field or a related field was 90% as measured approximately 9 months after graduation. Sub-categories include professional studies (93%), Bible Exposition and Exegesis and Biblical Studies graduates (83%), and ministry studies (90%).

##### **Finding (2015-2016) - Target: Met**

Overall placement for 2015 bachelor degree graduates with full-time employment (or ministry) in their field or a related field was 86% as measured approximately 9 months after graduation. Sub-categories include professional studies (92%), Bible Exposition and Exegesis and Biblical Studies graduates (88%), and ministry studies (78%).

##### **Finding (2014-2015) - Target: Met**

87% of 2014 graduates from all bachelor degree programs found employment in their field or a related field.

#### **O/O 7: Graduate Studies**

Significant number of graduates who pursue graduate studies.

##### **Related Measures**

#### **M 8: Institutional Data Reports**

% of grads pursuing graduate studies (9 months after graduation)

Source of Evidence: Alumni survey or tracking of alumni achievements

##### **Target:**

10%

##### **Finding (2016-2017) - Target: Not Met**

The college saw a decrease in pursuit of graduate studies in the 2016 class over the year prior (10% to 5%) 9 months after graduation. Since the college's ministry and professional programs are designed to prepare students for employment upon graduation, the benchmark for continued education after graduation was reduced from 15% to 10%.

##### **Finding (2015-2016) - Target: Partially Met**

The college saw a modest increase in pursuit of graduate studies in the 2015 class over the year prior (8.5 to 10%) 9 months after graduation. With such a small increase, it is difficult to ascertain the extent to which the 2014-15 action plan items affected the outcome. We may need to consider adjusting the benchmark since many of our programs provide the needed skills to enter the workplace or ministry without graduate education.

##### **Finding (2014-2015) - Target: Partially Met**

8.5% of 2014 Emmaus graduates were pursuing graduate studies 9 months later. 33% of Bible majors were pursuing graduate studies within the same timeframe.

##### **Related Action Plans (by Established cycle, then alpha):**

##### **Benchmark graduate education target against similar institutions**

*Established in Cycle:* 2015-2016

Review achievement target by benchmarking percentage of graduates pursuing further education within 9 months of graduation at si...

##### **Review 2017 Alumni Survey Data**

*Established in Cycle:* 2016-2017

A new alumni survey will be launched in September/October 2017. The survey collects data on graduate

studies pursued. It may be ...

For full information, see the *Details of Action Plans* section of this report.

#### **O/O 8: Student Satisfaction**

Student satisfaction with academic experience

##### **Related Measures**

#### **M 9: Noel Levitz Student Satisfaction Inventory (SSI)**

Instructional Effectiveness Scale

Source of Evidence: Student satisfaction survey at end of the program

##### **Target:**

> 5.5 on a 7-point scale

##### **Finding (2016-2017) - Target: Met**

The SSI Instructional Effectiveness Scale measures student satisfaction with teaching and learning. In 2017, Emmaus achieved an average of 5.72 on a 7-point scale (above the 5.5 target).

##### **Finding (2015-2016) - Target: Not Reported This Cycle**

Noel Levitz SSI is administered every other year. No data for 2016.

##### **Finding (2014-2015) - Target: Met**

The SSI Instructional Effectiveness Scale measures student satisfaction with teaching and learning. In 2015, Emmaus achieved an average of 5.78 on a 7-point scale (above the 5.5 target).

#### **M 10: Noel Levitz Student Satisfaction Inventory (SSI)**

Academic Advising Effectiveness Scale

Source of Evidence: External report

##### **Target:**

> 5.5 on a 7-point scale

##### **Finding (2016-2017) - Target: Met**

The SSI Academic Advising Scale measures student satisfaction with teaching and learning. In 2017, Emmaus achieved an average of 5.77 on a 7-point scale (above the 5.5 target).

##### **Finding (2015-2016) - Target: Not Reported This Cycle**

The Noel Levitz SSI is administered every other year. No data for 2016.

##### **Finding (2014-2015) - Target: Met**

The SSI Advising Effectiveness Scale measures student satisfaction with their advising relationships. In 2015, Emmaus achieved an average of 5.79 on a 7-point scale (above the 5.5 target).

### **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

#### **Benchmark graduate education target against similar institutions**

Review achievement target by benchmarking percentage of graduates pursuing further education within 9 months of graduation at similar institutions (i.e., private, faith-based, bachelor-level institutions).

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Institutional Data Reports | **Outcome/Objective:** Graduate Studies

**Projected Completion Date:** 03/2017

#### **Review 2017 Alumni Survey Data**

A new alumni survey will be launched in September/October 2017. The survey collects data on graduate studies pursued. It may be that the 9-12 month window used for assessment purposes is simply too short a timeframe.

**Established in Cycle:** 2016-2017

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Institutional Data Reports | **Outcome/Objective:** Graduate Studies

**Implementation Description:** Alumni survey has been developed and administered. Data will come to the OM Team for review in November/December. Will review information about graduate studies to determine whether target should be adjusted.

**Responsible Person/Group:** Beatty, Popp, and ARC

**Additional Resources:** None

## **EMMAUS BIBLE COLLEGE**

### **Institutional Effectiveness Assessment Plan Academic Affairs**

#### **Mission**

Our mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

#### **Institutional Goals**

Emmaus purposes to:

1. Empower learners to realize their full potential through high-quality academic and student development programs that are biblically grounded and culturally relevant.
2. Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
3. Encourage the personal welfare and professional development of each faculty and staff member.
4. Sustain and enhance the human, physical, and financial resources needed to achieve mission and vision.
5. Enrich external constituencies through education, ministry, and service.

#### **Academic Affairs Goals**

The Academic Affairs Department purposes to:

1. Engage learners through implementation of best practices in effective teaching and learning (IG #1, #2, #3)
2. Collaborate within and across departments to enhance curricular alignment and integration (IG #1, #3)
3. Utilize meaningful assessment data and analysis to evaluate and improve student learning (IG #1, #2)
4. Encourage student retention and completion through effective academic advising and academic support processes (IG #1, #2)
5. Challenge students to become responsible, self-directed, life-long learners (IG #1, #2)
6. Contribute to holistic student development through intentional engagement outside the classroom (IG #1, #2)

Academic Affairs Outcomes	Related Academic Affairs Goals	Effectiveness Measures	Metrics	Scale Range	Targets	Results
Consistent student achievement	#1, 2, 3, 4, 5, 6	Weave Assessment Report Summary	Academic department assessment results	Met, Partially Met, Not Met	90% Met or Partially Met	<b>97%</b>
Robust student retention rates	#1, 3, 4, 5	Institutional Data Reports	Spring to fall retention rate		85%	83%
Significant faculty participation in the scholarship of teaching and learning	#1, 2, 3	Faculty Service Form	Professional development activities		100% of faculty report engagement in the scholarship of teaching and learning	<b>100%</b>
Consistent faculty contribution to the <i>Emmaus Experience</i>	#1, 2, 5, 6	Faculty Service Form	Contributions to the <i>Emmaus Experience</i>		100% of full-time faculty report significant contributions to the <i>Emmaus Experience</i>	<b>100%</b>
Robust program completion rates	#1, 3, 4, 5	Institutional Data Reports	2009 First-time freshmen completion rate w/in 6 years (declared degree)		39.9% average for 4-year private w/liberal admissions	<b>51%</b>
			2009 First-time freshmen completion rate w/in 6 years (converted certificate)		50%	48%
High placement rates	#1, 2, 3, 5	Institutional Data Reports	Overall placement rate for bachelor degree graduates (full-time employment in their field or a related field; 9 months after graduation)		85%	<b>87% (2014 grads)</b>
Significant number of graduates who pursue graduate studies	#5, 6	Institutional Data Reports	% of grads pursuing graduate studies (9 months after graduation)		15%	8.5% overall (33% of Bible majors)
Student satisfaction with academic experience	#1,2, 3, 4, 5, 6	Noel Levitz Student Satisfaction Inventory (SSI)	Instructional Effectiveness scale	1.0 to 7.0	> 5.5	<b>5.78</b>
			Academic Advising Effectiveness scale	1.0 to 7.0	> 5.5	<b>5.79</b>

**Bold = Target Met**

## **EMMAUS BIBLE COLLEGE**

### **Academic Affairs**

#### **Institutional Effectiveness Assessment Plan**

#### **Amended WEAVE Report 2016-2017**

### **Mission**

Our mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

### **Institutional Goals**

Emmaus purposes to:

1. Empower learners to realize their full potential through high-quality academic and student development programs that are biblically grounded and culturally relevant.
2. Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
3. Encourage the personal welfare and professional development of each faculty and staff member.
4. Sustain and enhance the human, physical, and financial resources needed to achieve mission and vision.
5. Enrich external constituencies through education, ministry, and service.

### **Academic Affairs Goals**

The Academic Affairs Department purposes to:

1. Engage learners through implementation of best practices in effective teaching and learning (IG #1, #2, #3)
2. Collaborate within and across departments to enhance curricular alignment and integration (IG #1, #3)
3. Utilize meaningful assessment data and analysis to evaluate and improve student learning (IG #1, #2)
4. Encourage student retention and completion through effective academic advising and academic support processes (IG #1, #2)
5. Challenge students to become responsible, self-directed, life-long learners (IG #1, #2)
6. Contribute to holistic student development through intentional engagement outside the classroom (IG #1, #2)

Academic Affairs Outcomes	Related Academic Affairs Goals	Effectiveness Measures	Metrics	Scale Range	Targets	Results
Consistent student achievement	#1, 2, 3, 4, 5, 6	Weave Assessment Report Summary	Academic department assessment results	Met, Partially Met, Not Met	90% Met or Partially Met	<b>92% (as reported by 9-30-2017)</b>
Robust student retention rates	#1, 3, 4, 5	Institutional Data Reports	Spring to fall retention rate		85%	<b>86% (Spring to Fall 2016)</b>
Significant faculty participation in the scholarship of teaching and learning	#1, 2, 3	Faculty Service Form	Professional development activities		100% of faculty report engagement in the scholarship of teaching and learning	<b>100% (2016-2017)</b>
Consistent faculty contribution to the <i>Emmaus Experience</i>	#1, 2, 5, 6	Faculty Service Form	Contributions to the <i>Emmaus Experience</i>		100% of full-time faculty report significant contributions to the <i>Emmaus Experience</i>	<b>100% (2016-2017)</b>
Robust program completion rates	#1, 3, 4, 5	Institutional Data Reports	2010 First-time freshmen completion rate w/in 6 years (declared degree)		39.9% average for 4-year private w/liberal admissions	<b>53%</b>
			2010 First-time freshmen completion rate w/in 6 years (converted certificate)		50%	25%
High placement rates	#1, 2, 3, 5	Institutional Data Reports	Overall placement rate for bachelor degree graduates (full-time employment in their field or a related field; 9 months after graduation)		85%	<b>90% (2016 grads)</b>
Significant number of graduates who pursue graduate studies	#5, 6	Institutional Data Reports	% of grads pursuing graduate studies (9 months after graduation)		15%	5% (2016 grads)
Student satisfaction with academic experience	#1,2, 3, 4, 5, 6	Noel Levitz Student Satisfaction Inventory (SSI)	Instructional Effectiveness scale	1.0 to 7.0	> 5.5	<b>5.72 (2017)</b>
			Academic Advising Effectiveness scale	1.0 to 7.0	> 5.5	<b>5.77 (2017)</b>

**Bold = Target Met**