



Institutional Assessment Plan

Assessment of Student Learning (LOA)

Assessment of Institutional Effectiveness (IE)

Academic Program Review (APR)

Non-Academic Department Review (NDR)

Revised May 2017

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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.

Theme Verse

“Then beginning with Moses and with all the prophets, He explained to them the things concerning Himself in all the Scriptures.” (Luke 24:27 NASB)

The Emmaus Experience

In a context of academic excellence, the *Emmaus Experience* is characterized by:

- Educational programs infused with biblical content
- Meaningful relationships between faculty, staff, and students
- An environment conducive to spiritual and personal growth

Vision

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

Core Values

- **Biblical authority.** As God’s inspired Word, the Bible speaks as the final authority on all issues of faith, life, and practice. Biblical truth is at the core of our programs and guides our institutional decision-making.
- **Academic rigor.** Responsible Christian discipleship involves bringing every thought captive to the obedience of Christ. Emmaus Bible College endeavors to train the mind through rigorous programs of study designed to enhance knowledge, develop critical thinking skills, and shape biblical worldview.
- **Godliness.** God calls His people to live in alignment with His character and will. Emmaus Bible College seeks to be a community in which relationships and actions are guided by godly character and consistently reflect honesty, integrity, and accountability.
- **Dignity of each individual.** Every person bears God’s image and is loved by God. The Emmaus Bible College community purposes to reflect this biblical perspective in all relationships and to value each individual in light of this truth.
- **Biblical diversity.** In Christ, believers from diverse cultures and backgrounds are one body. Emmaus Bible College endeavors to be a community characterized by unity while learning from and appreciating our diversity.
- **Culture of excellence.** In response to the biblical injunction to do all things for the glory of God, the Emmaus Bible College community strives for excellence in its programs and services.
- **Heart of service.** Following Christ’s model of servant-leadership, the Emmaus Bible College community seeks to be characterized by service and love for one another and for our communities and constituencies.
- **Our heritage.** Emmaus Bible College values its history and identity within the Plymouth Brethren movement and teaches principles of church life rooted in New Testament truth, including the centrality of Christ, plurality of leadership, and priesthood of all believers.

Institutional Goals

Emmaus purposes to:

- Empower learners to realize their full potential through high-quality academic and student development programs that are biblically grounded and culturally relevant.

- Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
- Encourage the personal welfare and professional development of each faculty and staff member.
- Sustain and enhance the human, physical, and financial resources needed to achieve mission and vision.
- Enrich external constituencies through education, ministry, and service.

Educational Goals

Through its academic programs, Emmaus purposes to:

- Increase understanding and application of the Bible and Christian theology.
- Encourage spiritual growth and development of Christian character.
- Challenge for the development and integration of a biblical worldview.
- Develop foundational knowledge and skills to support lifelong learning.
- Cultivate educated contributors to contemporary society.
- Equip servant-leaders with skills and knowledge appropriate to their chosen professions or fields of service.

Overview of Assessment Procedures and Processes at Emmaus Bible College

Purposes of the EBC Assessment Program:

1. To measure institutional effectiveness in the achievement of mission and goals

The assessment program at Emmaus is designed to evaluate overall institutional effectiveness by considering evidence of student achievement through the Learning Outcomes Assessment (LOA) program and evidence of the effectiveness of academic and other institutional units through the Institutional Effectiveness (IE) program.

2. To provide evidence of institutional effectiveness to stakeholders (students, parents, administration, faculty and staff, trustees, donors, alumni, and accreditors)

The Assessment program at Emmaus is structured to provide stakeholders with evidence of institutional effectiveness through the reporting functions that are part of the process. Academic departments report Learning Outcomes Assessment results to the VP for Academic Affairs and to the Assessment Review Council.

Institutional effectiveness data and results are reported to internal and/or external constituents as appropriate. All assessment plans and data are coordinated in WEAVE, an assessment data management system. This information is available for reporting to administration, faculty, staff, students, parents, trustees, donors, alumni, and accreditors.

3. To enable change

The assessment program at Emmaus is designed to generate information and analysis to indicate strengths and weaknesses in the college's programs and processes. This information enables the institution to target areas that need improvement, and sustain and support areas that are currently performing well.

In particular, the Learning Outcomes Assessment process is designed to inform instruction and learning. Information from the process is used to make decisions about teaching and learning including curricula, teaching strategies, the learning environment, etc.

4. To facilitate the strategic planning process

The information gained from assessment processes also supports institutional planning. The assessment process provides necessary data to make informed and effective planning decisions.

Assessment Review Council

The Assessment Review Council (ARC) is a committee of eight members (administration, faculty, staff, and student representative) that monitors and supports assessment processes across the institution. The ARC meets at least twice a semester. Its stated purposes and responsibilities are as follows:

- Supervise assessment activities across all modalities
- Provide coaching in the area of planning for assessment
- Recommend assessment tools/methods for cross-departmental assessment

- Evaluate departmental implementation of assessment plans
- Recommend changes or improvements identified through assessment activities

Specific Roles and Responsibilities of the Assessment Review Council (ARC)

1. **Annual Review Learning Outcomes Assessment Data/Analysis**
Using a checklist of required components, the ARC reviews each department's assessment data, action plans, and analysis and reporting questions. Department chairs are notified of any missing components. The ARC chair shares an aggregated Assessment Cycle Completion report the vice president for academic affairs.
2. **Program Review**
The ARC reviews draft academic program and non-academic department review reports as peer evaluators and recommend changes and improvements prior to final submission of reports to the administrative cabinet.
3. **Review of IE Data Reported to Constituents**
The ARC reviews and recommends institutional effectiveness data for public reporting. The ARC also reviews and suggests assessment data to share with the student body. The ARC is currently exploring development of a more robust institutional effectiveness section of the Emmaus website.
4. **Institution-wide Assessment Instruments**
The ARC utilizes comprehensive assessment calendars/cycles to track all institutional assessment activity (LOA and IE cycles graphics are included below). Specific responsibilities for institution-wide assessment activities include:
 - a) The ARC reviews SSI data (now administered semi-annually) for significant trends and prepares analyses and recommendations for review by the Operations Management Team. The OM Team develops action plans for implementation.
 - b) Institutional Improvement Forms (IIFs) are submitted electronically to the Operations Management Team. Submissions are reviewed monthly and are acted upon as follows: (1) sent to departments for immediate implementation, (2) added to institutional priorities docs for implementation when funds are available, (3) not appropriate at this time/no action. Biannual reports on actions are submitted to the ARC for review and selection of items to report to internal constituents. Reporting includes update of infographic, chapel announcements, and nominations for annual awards.
 - c) The ARC regularly reviews needs for other institution-wide assessments and proposes tools to meet the need.
5. **Employer and Alumni Surveys**
In consultation with academic program leaders, the ARC develops, reviews, and administers employer and alumni surveys on an established cycle. Program specific data is reported to academic program directors. Summary results and findings are reported to the cabinet.
6. **Evaluating the Emmaus Experience**

ASSESSMENT REVIEW COUNCIL WORKFLOW CALENDAR

September	LOA Data Review for all Departments SSI Report (semi-annual)
November	IIF Action Report from OM Team Program Review Draft Reports
February	IE Website Review and Update
April	IIF Action Report from OMT

Institutional Assessment Plan

The Institutional Assessment Plan is designed to evaluate effectiveness in the achievement of institutional mission and goals.

Since Emmaus Bible College is an academic institution of higher learning, the most significant measure of institutional effectiveness is student achievement as evaluated through the Learning Outcomes Assessment (LOA) process. Data evidence of student learning demonstrates the college's achievement of academic elements of institutional goal #1 as well as educational goals.

The college assesses achievement of institutional goal #1 (non-academic elements) and goals # 2-5 through the Institutional Effectiveness (IE) process.

Periodic assessment of Academic Programs and Non-academic Departments provides a longitudinal analysis of the overall effectiveness of various entities in the institution. These Program Reviews, conducted on a five year cycle, allow for a broader analysis of each function of the college.

Learning Outcomes Assessment (LOA) Plan Development

The current Learning Outcomes Assessment plan is a dynamic document. The learning outcomes assessment process identifies not only opportunities for improvement in the academic life of the college, but also in the LOA plan itself.

Though each program assessment plan is unique in its outcomes and assessment tools, a unified model has been employed in plan development. The plan is based on three areas of student achievement: knowledge, skills and dispositions. In simplified terms, departments have articulated what the ideal graduate will know, what he will be able to do, and what his character will reflect. Departments have identified between three and ten outcomes and an appropriate number of signature assessments to measure those outcomes. While many formative assessments are embedded in the course work for each program, these summative assessments represent the cumulative learning that has taken place during a student's tenure at the college. Departments have established targets for each measure and report annually whether those targets are met, partially met, or not met.

Learning Outcomes Assessment Process

The LOA cycle begins at the summer academic department retreats. The previous year's assessment results are discussed, and needed changes or improvements to academic programs are identified. Program outcomes are reviewed and revised as necessary. Assessment tools and methods are also reviewed, and assessment plans for the coming year are discussed.



In the fall semester, the identified program changes or improvements from the previous year’s cycle are communicated and implemented. The LOA reports submitted by academic programs are evaluated by the Assessment Review Council to encourage continued growth in the effectiveness of assessment processes. Departments begin to collect assessment data for the current year’s cycle. In early spring, any budget needs identified through the LOA process are communicated to the President’s Cabinet for inclusion in the budgeting/planning process. An institution-wide Assessment Day is scheduled in the month of April. Classes do not meet; instead students are engaged in testing and surveying across the curriculum.

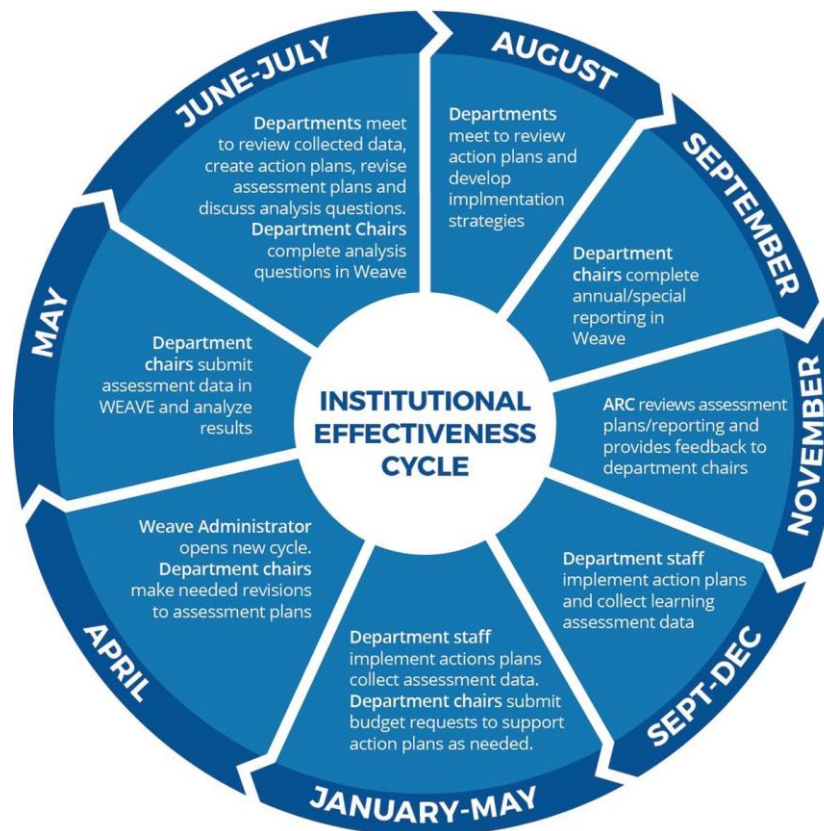
In the late spring, programs analyze assessment data and discuss findings at departmental assessment meetings. Collected data is recorded in Weave prior to the departments’ summer retreats. These results are discussed at the summer retreats, thus closing the communication loop. In the fall, the Assessment Review Council evaluates departmental assessment reports against the institutional rubric and makes recommendations for improvement.

Evidence of Effective Assessment

The Learning Outcomes Assessment process at Emmaus Bible College effectively supports institutional decision-making and planning by providing evidence of student learning and by identifying opportunities for change and improvement in academic programs. Evidence of student learning and recommendations for possible changes and improvements are documented in WEAVE and are summarized in the Achievement Summary/Analysis and Annual/Special Reporting tabs. The ARC evaluates data and action plans on an annual basis and submits a summary report to the VP for Academic Affairs. Department chairs receive a copy of their department’s evaluation as well.

Assessment of Institutional Effectiveness (IE)

The five institutional goals noted above provide a framework for assessment of institutional effectiveness, which assists the college in providing direct evidence of mission achievement. An institution-wide IE plan evaluates the college relative to all institutional goals. Non-academic departments assess their effectiveness using department-specific IE plans. All IE plans include goals, outcomes, effectiveness measures, metrics, and achievement targets. Department IE plans are managed in the WEAVE assessment data management system. The WEAVE entity tree is attached as **Appendix One**. Data is collected, analyzed, and reported based on the IE cycle below.



IE reports submitted by department heads are evaluated by the Assessment Review Council to encourage continued growth in the effectiveness of IE processes.

IE plans utilize a variety of surveys and other evaluation instruments and institutional data. A listing of all institutional exams, surveys and other assessments is included as **Appendix Two**. Results are analyzed and reported in Weave, and action items are developed as needed. The Vice President for Academic Affairs or Associate Dean for General Education and Assessment develops executive summary documents for institution-wide surveys that include information on results, analysis, and actions taken.

Academic Program Review (APR)

The purpose of academic program review at Emmaus Bible College is to examine, assess, and strengthen academic program offerings. The areas in which program quality are evaluated include, but are not limited to:

- Quality of educational programs, including an assessment of student learning outcomes,

- Contributions or needs of the program relative to the institution as a whole,
- Potential and future expectations for the program.

The review is intended to enhance program quality, evaluate current strengths and weaknesses, assess challenges and opportunities, and thus, provide input for departmental and institutional priorities and plans.

The Emmaus Bible College academic program review (APR) process is conducted on a five-year cycle. Calendars for Cycle 1 (2017-2022) and Cycle 2 (2022-2027), including Academic Program and Non-Academic Department Reviews, are provided in **Appendix Three**.

Academic program reviews (APRs) are conducted by the department chair, with input and support from department faculty. The APR template is provided as **Appendix Four** and includes learning outcomes assessment data from all modalities, benchmarking with programs at similar institutions, program enrollment and retention data, graduate placement data, faculty resources, financial metrics, and other program-level data.

The program review cycle is outlined in the graphic below. Departments develop draft reports in early fall and submit them to the ARC by November 1. The ARC reviews and gives feedback to departments as needed to address gaps in data or analysis. Departments revise and finalize reports in early spring and submit to the president’s cabinet by March 1. Reports are reviewed by the cabinet in March/April and action plans are developed as needed. The cabinet provides a response to the department chair by May 1 for department planning processes.



Non-Academic Department Review (NDR)

The purpose of non-academic department reviews at Emmaus Bible College is to examine, assess, and strengthen non-academic units within the college. The areas in which department quality are evaluated include, but are not limited to:

- Department effectiveness, utilizing data from IE assessment processes
- Contributions or needs of the department relative to the institution as a whole
- Potential and future expectations for the department

The review is intended to enhance department effectiveness, evaluate current strengths and weaknesses, assess challenges and opportunities, and thus, provide input for departmental and institutional priorities and plans.

The Emmaus Bible College non-academic department review (NDR) process is conducted on a five-year cycle. Calendars for Cycle 1 (2017-2022) and Cycle 2 (2022-2027), including Academic Program and Non-Academic Department Reviews, are provided in Appendix One.

Non-Academic Department Reviews (NDRs) are conducted by the department head, with input and support from department staff. The NDR template is provided as Appendix Three and includes institutional effectiveness assessment data, staff resources, and other relevant department-level data.

The review cycle for Non-Academic Departments is the same as the APR process illustrated in the graphic above. Departments develop draft reports in early fall and submit them to the ARC by November 1. The ARC reviews and gives feedback to departments as needed to address gaps in data or analysis. Departments revise and finalize reports in early spring and submit to the president's cabinet by March 1. Reports are reviewed by the cabinet in March/April and action plans are developed as needed. The cabinet provides a response to the department head by May 1 for department planning processes.

APPENDIX ONE

Weave Entity Tree*

Emmaus Bible College (IE) - reporting

Academic Affairs - reporting

Academic Success Center

Bible and Theology Department

BS Biblical Studies - reporting

Business Administration Department

BS Business Administration - reporting

Computer Information Systems Department

BS Computer Information Systems - reporting

BS Computer Sciences - reporting

Counseling Psychology Department

BS Counseling Psychology - reporting

Educational Ministries Department

BS Camp Ministries - reporting

BS Youth Ministries - reporting

Emmaus Distance Learning (EDL) - reporting

General Education Department

General Education Core - reporting

Health Sciences - reporting

BS Cross-cultural Nursing

BS/AAS Biblical Studies and Nursing

Intercultural Studies Department

BS Intercultural Studies - reporting

Library Services - reporting

Music Department

BS Music - reporting

Teacher Education Department

BS Education - reporting

Administration and Finance - reporting

Business Office

Enrollment Services - reporting

Facility Management

Financial Aid

Food Services

Technology Services

Advancement - reporting

Board of Trustees - reporting

Student Development

Co-Curricular - reporting

Chapel

Growth Groups

Senior Seminar

Servant Leader Training

Transitions

Student Life - reporting

Athletics

Residence Life

Student Services

Academic Assistance

Career Services

Counseling Services

**A hierarchy of all academic and non-academic departments and their reporting functions.*

APPENDIX TWO

EBC Institutional Surveys, Exams and other Assessments

Month	Assessment	Reporting Department	Target Audience	Year A	Year B
January	Resident Assistant Evaluations	Student Development	Student Body	X	X
February	Christian Ministries Seminars Survey	(JJ Routley)	Student Body, CMS Attendees	X	X
March	Food Services Survey	Food Services	Student Body	X	X
April	ABHE Exit Exam	Bible Department	Freshman, Seniors	X	X
	Business Department Exam	Business Administration Department	Business Administration Majors	X	X
	CBASE	TED	Teacher Education Sophomores	X	X
	CQ Self-Assessment	ICS	ICS Freshmen and Seniors	X	X
	EOY Interview	Counseling Psychology	CP Freshmen, Sophomores, Juniors	X	X
	ETS Proficiency Profile	General Education	Juniors	X	X
	Exit Interview	Counseling Psychology	CP Seniors	X	X
	Library Services Survey	Library	Student Body		X
	Spiritual Life Inventory	Co-Curricular	Freshman	X	X
	SSI	Various	Student Body	X	
May	Alumni Survey	Academic Affairs	Prior Year Graduates	X	X
	AV/IT/Reception Services/Facilities Survey	Administration and Finance Offices	Students/Faculty/Staff	X	X
	Course Evaluations	Academic Affairs	Student Body	X	X
	BOT Self-Evaluation	BOT	Board of Trustees	X	X

	BOT Meeting Evaluation	BOT	Board of Trustees	X	X
	Senior Focus Group	ICS	Seniors	X	X
	TEP Focus Group	TED	Teacher Education Seniors	X	X
June	Accuplacer Placement Exam	General Education	Running Start Freshmen	X	X
	Faculty Evaluations	Academic Affairs	Faculty	X	X
July					
August	ABHE Entrance Exam	Bible Department	Freshmen	X	X
	Accuplacer Placement Exam	General Education	Freshmen	X	X
September					
October	BOT Meeting Evaluation	BOT	Board of Trustees	X	X

APPENDIX THREE

CYCLE 1: 2017 - 2022

Program Review	Department
2017-2018	Counseling Psychology
2017-2018	Teacher Education
2017-2018	Educational Ministries
2017-2018	Academic Affairs
2018-2019	Business Administration
2018-2019	Intercultural Studies
2018-2019	Music
2018-2019	Enrollment Services
2019-2020	Computer Studies
2019-2020	General Education
2019-2020	Library Services
2019-2020	Distance Learning
2020-2021	Mathematics
2020-2021	Bible and Theology
2020-2021	Administration and Finance
2020-2021	Co-Curricular
2021-2022	Advancement
2021-2022	Student Life
2021-2022	Health Sciences

CYCLE 2: 2022 - 2027

Program Review	Department
2022-2023	Counseling Psychology
2022-2023	Teacher Education
2022-2023	Educational Ministries
2022-2023	Academic Affairs
2023-2024	Business Administration
2023-2024	Intercultural Studies
2023-2024	Music
2023-2024	Enrollment Services
2024-2025	Computer Studies
2024-2025	General Education
2024-2025	Library Services
2024-2025	Distance Learning
2025-2026	Mathematics
2025-2026	Bible and Theology
2025-2026	Administration and Finance
2025-2026	Co-Curricular
2026-2027	Advancement
2026-2027	Student Life
2026-2027	Health Sciences

APPENDIX FOUR

EMMAUS BIBLE COLLEGE Academic Program Review (APR) Template

Department:

Chair:

Faculty Members:

Date Submitted:

Program alignment with college mission, vision, strategic plan:

(Please include one or more paragraphs.)

Program distinctives or recognitions of quality:

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

Program alignment with “Emmaus Experience”:

(Please include one or more paragraphs highlighting biblical integration, meaningful relationships, and spiritual growth.)

Program mission statement:

Accomplishment of program mission:

(Please include a brief description of the degree to which or ways in which the department has achieved its stated mission.)

Program Learning Outcomes:

(Copy and paste from Weave.)

Summary of Learning Outcomes Assessment findings over the past five years:

(Information taken from Weave Achievement Summary)

# Targets:	2013	2014	2015	2016	2017
Met					
Partially Met					
Not Met					

Changes to Learning Outcomes, Assessment Plans, or Curriculum over the last five years:

(Based on the findings above, describe changes that were made to curriculum and instruction or to the LOA plan over the past five years.)

Benchmarking:

(Please include one or more paragraphs that demonstrate a curricular review that makes comparison to programs at other institutions OR demonstrate achievement of external credentialing by an appropriate accrediting body.)

Enrollment and Graduate History:

(Please choose one or both of these methods for tracking graduation rates within your program.)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Program Enrollment						
	2011	2012	2013	2014	2015	2016
Graduates <i>(Include May, September and December Conferrals)</i>						

Entering Fall Cohort 2009		Exit Spring 2013	
Entering Fall Cohort 2010		Exit Spring 2014	
Entering Fall Cohort 2011		Exit Spring 2015	
Entering Fall Cohort 2012		Exit Spring 2016	
Entering Fall Cohort 2013		Exit Spring 2017	

Graduate Placement Data:

(Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. Information should be provided by alumni survey.)

Faculty Demographics

	2011	2012	2013	2014	2015	2016
Full						
Adjunct						
Faculty FTE						

Student/faculty Ratio:

	2011	2012	2013	2014	2015	2016
Student FTE/ Faculty FTE						

Revenue and expense per student and revenue to expense ratio

	2011	2012	2013	2014	2015	2016
Revenue per student						
Expense per student						
Revenue/Expense						

Student Satisfaction with Program:

(Departments may determine how best to report this data, which may include alumni and employer survey data, SSI data, and/or information collected from program exit interviews.)

APPENDIX FIVE

EMMAUS BIBLE COLLEGE Non-Academic Department Review (NDR) Template

Department:

Head:

Staff Members:

Date Submitted:

Department Productivity:

(Briefly describe the operations of the department.)

Customer Description:

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

Department mission statement:

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

(Please include one or more paragraphs.)

Department Outcomes/Objectives:

(Copy and paste from Weave)

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

(Information taken from Weave Achievement Summary)

# Targets:	2013	2014	2015	2016	2017
Met					
Partially Met					
Not Met					

Changes/Improvements over the last five years:

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

Staff Demographics:

	2011	2012	2013	2014	2015	2016
Full-time						
Part-time						
Staff FTE						

Staff Qualifications:

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

Department support for the Emmaus Experience:

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

Department distinctives or recognitions of quality:

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

Department Initiatives:

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

Customer satisfaction with program:

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