

ABHE Assessment & Accountability Project

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Today's Schedule

- An Overview of ABHE - Dale
- History & Purpose of the Project - Dale
- Methodology of the Project - Lucas
- Current Status of the Project - Lucas
- Future Directions - Aaron

Pre-Assessment


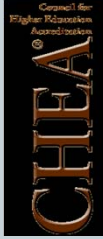
The reason I am attending this session is:
(choose all that apply)

- a. I couldn't get an earlier flight out
- b. All the other sessions are full
- c. I didn't want to but my boss told me to come
- d. Based upon the description, I believe the information will be valuable to our institution because . . .

History

ABHE Assessment & Accountability Project

U.S. Department of Education

Purpose

To compile a common set of core knowledge and skills expected of all Bible college graduates, along with accompanying assessment rubrics, and to establish **suggested** standardized assessment and accountability procedures and practices.

ABHE Standard 2

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular and comprehensive 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. (Standard 2: ABHE 2009)

ABHE Standard 2

Specifically, the project was meant to help ABHE institutions meet the five Essential Elements of Standard 2a which are as follows:

1. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.
2. A shared commitment on the part of students, faculty, staff, and administration to achieve these stated outcomes.

ABHE Standard 2

3. A written outcomes assessment plan that articulates multiple means to validate expected learning outcomes.
4. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program objectives and course objectives.
5. A process whereby these outcome measurements lead to the improvement of teaching and learning. (ABHE 2009, 16).

Methodology



Timeline

June	<ul style="list-style-type: none"> • Submit 5-7 expected KSAs common to all Bible college graduates • Panel condensed all submissions to 25-30 outcomes
July	<ul style="list-style-type: none"> • Outcomes (10) selected from the condensed list • Second stage of selecting outcomes
August	<ul style="list-style-type: none"> • Input on criteria for assessing the outcomes • Second stage of assessing the outcomes
Sept	<ul style="list-style-type: none"> • Outcomes and assessment rubrics available for comment • Outcomes and rubrics presented to ABHE

Current Status - Outcomes

- The 8 outcome statements may be categorized according to the ABHE vision to engage students in higher education that is...
 - Biblical,
 - Transformational,
 - (General),
 - Missional.

Outcomes: Biblical

1. Exhibit knowledge of the Bible and essential Christian doctrine by interpreting Scripture through proper exegetical techniques
2. Practice spiritual disciplines necessary for a lifelong and maturing personal relationship with Jesus Christ

Outcomes: General

3. Articulate a broad range of knowledge in the natural and social sciences, humanities, and the arts as part of a well-rounded Christian life based upon a biblical world view
4. Use analytical and research skills in locating, evaluating, and applying information for life and ministry
5. Exercise a variety of effective communication skills useful for life and ministry

Outcomes: Missional

6. Articulate the value of human beings as created in God's image and support that belief through Christ-like acts of service
7. Articulate the essential elements of the Gospel and the Christian faith in a variety of cultural settings
8. Employ leadership and other relational skills that reflect a biblical world view in a chosen field of service or vocation

Sample Rubric

OUTCOME 2: Practice spiritual disciplines necessary for a lifelong and maturing personal relationship with Jesus Christ.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Demonstrates the knowledge of specific spiritual disciplines for Christian growth and reasons for practicing them. Can discuss personal integration of a variety of spiritual disciplines and identify evidences of growth in a personal relationship with Jesus Christ.	1 Demonstrates the knowledge of specific spiritual disciplines for Christian growth and can identify specific instances when spiritual disciplines are practiced but one or more key disciplines are not being practiced. Can identify evidences in life of having a relationship with Jesus Christ.	1 Demonstrated the knowledge of some spiritual disciplines for Christian growth and the beginning of a personal relationship with Jesus Christ. Can relate a few instances of having practiced a few specific spiritual disciplines.
2 Evidences the outworking of Christian maturity through consistent speech and action as evaluated by others and through self-assessment.	2 Evidences the outworking of Christian maturity through generally consistent speech and action as evaluated by others and through self-assessment.	2 Evidences the need for significant growth in Christian maturity in speech and action as evaluated by others and through self-assessment.

MEANS OF ASSESSMENT

Spiritual formation assessment instruments / Journals and Portfolio assignments / Internship, Practicum, Field Education Evaluations / Supervisor or Peer Surveys of those sitting under graduate's ministry

ABHE Suggested Rotation of Assessment Instruments

Category	Year 1	Year 2	Year 3
Bible Knowledge	1 st Semester Freshmen ABHE Bible Content Assessments [to be revised]	1 st Semester Freshmen ABHE Bible Content Assessments [to be revised]	1 st Semester Freshmen ABHE Bible Content Assessments [to be revised]
Spiritual Formation	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]
Student Engagement / Proficiencies & Learning Outcomes	National Survey of Student Engagement	National Survey of Student Engagement	ETS Proficiency Profile OR Collegiate Assessment of Academic Proficiency (CAAP)
Satisfaction / Institutional	Student Satisfaction Inventory Noel-Levitz	Institutional Priorities Survey Noel-Levitz	Best Christian Workplaces Faculty/Staff
Bible Knowledge	2 nd Semester Seniors ABHE Bible Content Assessments [to be revised]	2 nd Semester Seniors ABHE Bible Content Assessments [to be revised]	2 nd Semester Seniors ABHE Bible Content Assessments [to be revised]
Spiritual Formation	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]
Student Satisfaction / Engagement / Proficiencies & Learning Outcomes	Student Satisfaction Inventory Noel-Levitz	National Survey of Student Engagement	ETS Proficiency Profile (OR Collegiate Assessment of Academic Proficiency (CAAP)
Institutional / Alumni	Others ABHE Alumni Survey [instrument to be developed]	Others	Others administered every five years

Current Status – CHEA approved

The CHEA Provision for Recognition 12A.5. deals with the subject of student achievement. Provision 12C.1. deals with the need to promote ongoing institutional or program improvement. We were able to use the results of the project to address these issues and serve as examples of guidance we were providing our institutions.

Current Status – CHEA approved

The project actually stimulated a number of questions from the CHEA Committee on Recognition during the interview process when the Commission Chair and I met with them. It was useful in showing that we were actively trying to assist our institutions in being more effective in assessing student learning.

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Indeed, it was helpful to have the rubrics which grew out of the project. They demonstrated we were helping institutions to think critically regarding the learning students should achieve. In our dialog with the CHEA Committee, we specifically discussed the nature of the rubrics and the areas we covered.

Dr. Randall E. Bell
Director, ABHE Commission on Accreditation

Current Status – USDE up next

“Needless to say, we will also be discussing this project as we complete our petition for the renewal of our USDE recognition over the next few months.”

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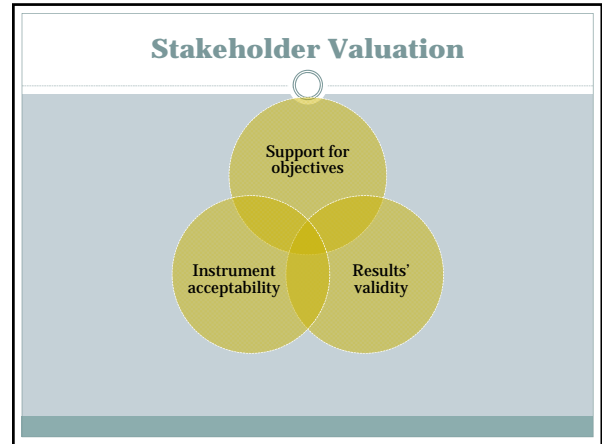
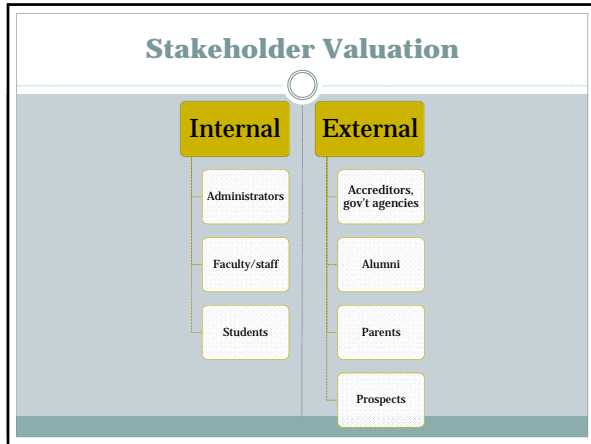
“Couldn't have done it [CHEA reaffirmation] without the results of the project! Now on to USDE ... :-)”

Dr. Ralph E. Enlow, Jr.
President, Association for Biblical Higher Education

Future Directions

Measurement Tasks

- **Identify instruments**
 - General education
 - Student satisfaction
 - Alumni data (?)
 - Spiritual formation
- **Develop instruments**
 - (Revise) Bible Content Test
 - Student development
 - Alumni data (?)
- **Develop rubrics**
 - Rubrics developed for identified outcomes
 - Rubrics need further development to enable implementation
 - A model here is AAC&U's VALUE rubrics



- ### Transparent Accountability
- **How can institutions hold themselves transparently accountable to their stakeholders for mission fulfillment?**
 - Transparently: public disclosure of assessment results
 - Stakeholders: results in accessible format for multiple audiences
 - Mission fulfillment: results validate institutional success

- ### Transparent Accountability: Defining
- **Stakeholder input via survey**
 - In addition to evaluating this project's results, seek generated responses about information needs
 - **Expert input**
 - Institutional personnel (ideally accreditation team members) work to identify
 - ✦ Evidence for transparent accountability
 - ✦ Components and weightings of a multivariate "institutional health" variable

- ### Transparent Accountability: Publishing
- **Online college profiles with comparable information**
 - **This seems familiar...**
 - Spellings Commission
 - Voluntary System of Accountability (VSA), AACSB and APLU
 - Voluntary Framework for Accountability (VFA), AACCC

- ### Transparent Accountability: Evaluating
- **Survey stakeholders again based on sample institutional profiles**
 - Is information accessible/intelligible?
 - Does information enable decisions, opinion formation?
 - Does information satisfy accountability needs?

ABHE Advantages

- **Greater institutional similarity enables...**
 - More bases for comparison (adds Bible content, common outcomes)
 - More meaningful comparisons
 - More focused audience(s)
- **Goal: include standardized and contextualized assessments**

Recommendations



Questions?



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The Association for
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Formerly *The Accrediting Association of Bible Colleges*

www.abhe.org

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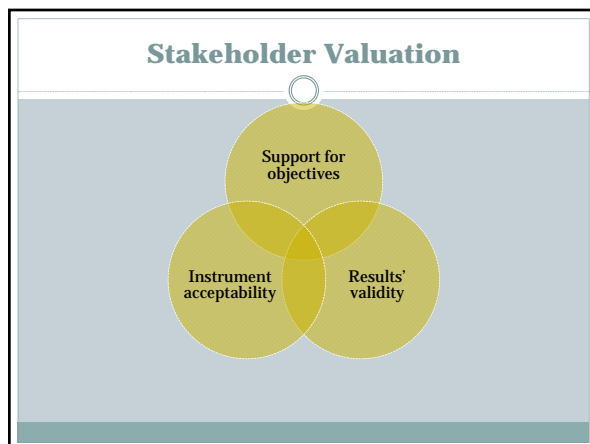
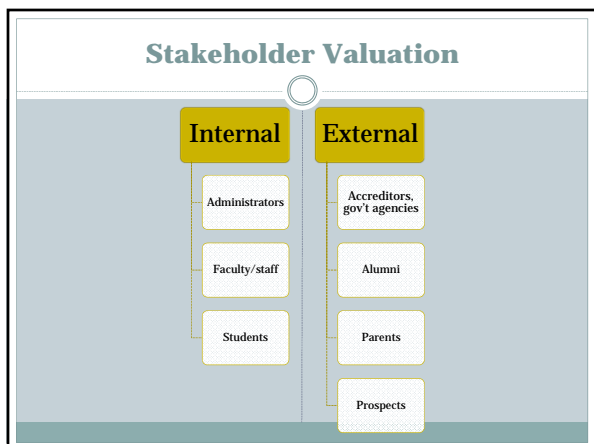
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