

ECCLESIA COLLEGE PROGRAM LEARNING OBJECTIVES (PLOs)
Assessed by Student Learning Outcomes (SLOs)
Associate of Arts Degree
2019-2022 Report

EC Mission

As an institution of biblical higher education, Ecclesia College equips Christ followers with godly character traits, academic competencies, and work skills to be effective leaders for the advance of Christ's Kingdom within our troubled world.

EC Motto

Pursuing Truth - Transforming Lives

EC Missional Institutional Competencies

**Biblical Worldview and Faith – Critical and Creative Thinking – Effective Communication
Integrity – Leadership – Lifelong Learning – Service and Stewardship**

EC Institutional Goals (also referred to as Institutional Learning Objectives)

Biblical Worldview and Faith: Ecclesia College graduates will make mature, independent choices based on principles of the Christian faith and a biblical worldview.

Critical and Creative Thinking: Ecclesia College graduates will apply critical thinking skills based on a biblical worldview and principles to making personal and professional decisions.

Effective Communication: Ecclesia College graduates will communicate effectively, using verbal, non-verbal, written, listening and electronic technologies, as appropriate to the occasion, task, and context.

Integrity: Ecclesia College graduates will live their lives, personally and professionally, based on integrity and the highest ethical standards.

Leadership: Ecclesia College graduates will demonstrate leadership skills within vocational, church, community, and service contexts.

Lifelong Learning: Ecclesia College graduates will pursue ongoing development of intellectual, creative, and theological knowledge and skills necessary to learn and grow throughout life.

Service and Stewardship: Ecclesia College graduates will practice the biblical imperatives to serve people and be faithful stewards of the Church and God's created resources.

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Abbreviations

EC – Ecclesia College

ILO – Institutional Learning Objective

PLO – Program Learning Objective

SLO – Student Learning Outcome

BW – Biblical Worldview

SL – Service Learning Program

WLS – Work Learning Service Program

AA – Associate of Arts degree or program of study

AS – Alpha Seminar

BS – Beta Seminar

EC College General Benchmark for Assessment of Student Learning

The College has established a minimum 75% benchmark or equivalent to measure undergraduate student learning success. Unless otherwise stated, this demonstrates at least a 75% aggregate completion score in a specific measure.

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Assessment of Associate of Arts Degree Program Learning Objectives (PLOs)

Introduction

The Associate of Arts (AA) degree is offered face-to-face on campus in Springdale, Arkansas, and also via EC online. The required curriculum in this program is also required for other associate and baccalaureate degrees at EC. Unless otherwise indicated, the number of students reported for each measure represents 100% of enrollment for each course.

Ecclesia College prepares and enables graduates and alumni to achieve competence in seven broad areas: Biblical Worldview & Faith, Critical & Creative Thinking, Effective Communication, Integrity, Leadership, Lifelong Learning, and Service & Stewardship. Students seeking an AA degree will also be prepared to demonstrate competency in three programmatic areas:

Program Learning Objective 1: Biblical Values & Interpretive Skills

*Ecclesia College graduates will evidence knowledge of biblical values
and beginning scriptural interpretive skills.*

Instrument Measures. (1) BIBL 1350 Mentoring Foundations: Grids for Life & Learning Twelve Weekly Assignments; (2) STDV 2300 Ethical Decisions in the Work Place Oral Presentation #2; (3) BIBL 1340 Biblical Worldview (BW) Personal Worldview Position Paper; (4) BIBL 1340 Biblical Worldview (BW) Final Worldview Project Oral Presentation; (5) Bible/Theology Supporting Course Results.

Measure #1: The Mentoring Foundations: Grids for Life & Learning course is an institutional requirement for all EC degrees. It serves as an introduction to basic biblical beliefs and practical Christ-like living. Students begin the semester by sharing their personal testimonies in class and then complete twelve assignments which serve to solidify knowledge of biblical values and reinforce scriptural interpretive skills.

The benchmark for the twelve assignments is 80% of students to earn 75% or higher collectively over these twelve assignments.

Table 1-1: Mentoring Foundations Twelve Weekly Assignments

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022 Section 1	n=16	86.2%	Yes
Spring 2022 Section 2	n=17	89.3%	Yes
Fall 2020	n=20	84.8%	Yes
Spring 2020 Section 1	n=7	85.3%	Yes
Spring 2020 Section 2	n=13	78.6%	Yes
Fall 2019	n=14	88.1%	Yes

Result: The benchmark was met by an aggregate number of 87 students completing this measure with an average score greater than 75%.

Measure #2: Ethical Decisions in the Work Place Oral Presentations #2. To establish a firm biblical and moral basis for decision-making, this course establishes how the Ten Commandments apply to specific moral situations. Students are required to give three oral presentations, the second of which concerns itself with using the same rubric as the first and serves as a comparison with the first to determine if the student is developing in their identity and clarity of understanding in Christ. Also, this artifact helps the professor to determine if students are formulating a biblical worldview.

The benchmark is an aggregate of students earning 75% or higher collectively for the assignment.

Table 1-2: Ethical Decisions in the Work Place Oral Presentation #2

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=19	91.0%	Yes
Fall 2021	n=8	86.7%	Yes
Spring 2021	n=11	85.9%	Yes
Fall 2020	n=16	76.3%	Yes
Spring 2020	n=26	63.8%	No*
Fall 2019	n=10	89.0%	Yes

*Note: This was the COVID-19 outbreak semester and all EC courses went to an electronic delivery mode of instruction after spring break.

Result: The benchmark was met by student aggregate scores in five of six sections of the course offerings between Fall of 2019 and Spring 2022, which represents a completion rate of 83.3%. The 83.3% average is greater than the minimum 75% College benchmark; therefore, this benchmark measure is deemed met.

Measure #3: BW Personal Worldview Position Paper

Students are asked to write a 1500-2000 word Personal Worldview Position Paper using a minimum of three sources to develop and articulate their worldview based on Scripture. The paper must also reflect the Bible-based worldview application to our contemporary culture.

The benchmark is an aggregate of students earning 75% or higher collectively for the assignment.

Table 1-3: BW Personal Worldview Position Paper

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=29	78.5%	Yes
Fall 2021	n=19	83.5%	Yes
Spring 2021	n=10	79.5%	Yes
Fall 2020	n=22	84.1%	Yes
Spring 2020	n=21	84.3%	Yes
Fall 2019	n=17	84.6%	Yes

Result: The benchmark was met by an aggregate number of 118 students completing this measure with an average score greater than 75%.

Measure #4: BW Final Worldview Project Oral Presentation

Students are asked to select a current topic to research in order to make a PowerPoint presentation of at least 5 slides and a 10 minute presentation to go along with the slides. Presentations range in topics from abortion, marriage, and secular humanism to evolution and entertainment.

The benchmark is an aggregate of students earning 75% or higher collectively for the assignment.

Table 1-4: BW Final Worldview Project Oral Presentation

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=29	74.5%	No*
Fall 2021	n=19	84.5%	Yes
Spring 2021	n=10	82.8%	Yes
Fall 2020	n=22	88.8%	Yes
Spring 2020	n=21	84.3%	Yes
Fall 2019	n=17	78.3%	Yes

*Note: Three students in the Spring 2022 semester unofficially withdrew and did not complete the course.

Result: The benchmark was met by student aggregate scores in five of six sections of the course offerings between Fall of 2019 and Spring 2022, which represents a completion rate of 83.3%. The 83.3% average is greater than the minimum 75% College benchmark; therefore, this benchmark measure is deemed met.

Measure #5: Supporting Bible/Theology Course Results

Several biblical courses have been identified that help support the student's understanding and knowledge of biblical values. Previously, the EC Faculty mapped courses to program learning outcomes (PLOs) classified as introductory, developing, or advanced. Aggregate results and final average scores that support PLO 1 from Fall 2019 to Spring 2022 are reported in Table 1-5. Case Studies, worksheets, discussion forums, essays, powerpoint presentations, research and written papers, team collaboration, and individual presentations are just some examples of student artifacts required.

The benchmark established is for students to earn an aggregate score of 75% or higher in this assessment cycle.

Table 1-5: Supporting Bible/Theology Course Results

Course History Fall '19 - Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Old Testament Survey	n=99	93.9%	Yes
New Testament Survey	n=83	80.1%	Yes
Life of Christ	n=95	91.1%	Yes
Understand & Apply the Bible	n=34	83.5%	Yes

Result: The benchmark was met by students completing course measures with an average score greater than 75%.

Table 1-6: Summary of Assessment Items for PLO 1

Item	Benchmark Met?	Conclusion
Mentoring Foundations Twelve Weekly Assignments	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Five out of five (5/5) (100%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 1 was achieved for these data.
Ethical Decisions in the Workplace Oral Presentation #2	Yes	
WV Personal Worldview Position Paper	Yes	
WV Final Worldview Project Oral Presentation	Yes	
Supporting Bible/Theology Course Results	Yes	

Program Learning Objective 2: Demonstrating Collaboration

Ecclesia College graduates will demonstrate collaboration within the academic environment with regard to communication, critical thinking, analysis, application, and decision-making.

Instrument Measures: STDV 1110 Alpha Seminar (AS) course used in a variety of measurements of student learning: (1) AS Written Autobiography & Oral Presentation; (2) AS Character Traits, Personality Profile & Communication Style; (3) AS Personal Goals & Review/Modification of Goals; (4) AS Three Periodic Progress Reports/Updates.

The Alpha Seminar (AS) course equips students in a practical way to be successful as they transition to college life academically, spiritually and socially. Students are introduced to the distinctives of Ecclesia College in light of its educational philosophy as they learn to synthesize their classroom studies, integrating them into life lessons. The course is required of all incoming freshmen and transfer students with less than 27 semester hours.

Students complete a written autobiography and orally present to their peers as a way of communicating their shared and unique life experiences. Students evaluate and discuss their individual personality and communication styles, as well as specific character traits. Identification and self-evaluation of strengths and weaknesses lead to the formulation of personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health. Application of those personal goals into daily living is reflected in the decisions which become the habits formed over the course of the semester as evidenced in each student's progress reports/updates.

Measure #1: AS Autobiography & Oral Presentation

Students complete a written autobiography and orally present key points to their peers in a small group setting as a way of communicating and recording both shared and unique life experiences.

The benchmark is 80% of students earning 75% or higher collectively for both assignments.

Table 2-1: AS Written Autobiography & Oral Presentation

Course History Fall '19 – Fall '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2022	n=36	95.8%	Yes
Fall 2021	n=26	96.2%	Yes
Fall 2020	n=47	92.6%	Yes
Fall 2019	n=41	84.1%	Yes

Result: The benchmark was met by a collective average number of 150 students completing this measure with an average score of 92.2%.

Measure #2: AS Character Traits, Personality Profile & Communication Style

Students complete a variety of individual assessments regarding character traits, personality profiles, and communication styles and analyze the impact of each in their daily lives and decision-making.

The benchmark is 80% of students earning 75% or higher collectively for the combined assignments.

Table 2-2: AS Character Traits, Personality Profile & Communication Style

Course History Fall '19 – Fall '21	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2021	n=26	82.7%	Yes
Fall 2020	n=47	89.9%	Yes
Fall 2019	n=41	93.9%	Yes

Result: The benchmark was met by a collective number of 114 students completing this measure with an average score of 88.8%.

Measure #3: AS Personal Goals and Review/Modification of Goals

Identification and self-evaluation of strengths and weaknesses lead to student formulation of personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health. Personal goals are written, then later evaluated and modified by the student as needed.

The benchmark is 80% of students earning 75% or higher collectively for the combined assignments.

Table 2-3: AS Personal Goals and Review/Modification of Goals

Course History Fall '19 – Fall '21	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2021	n=26	84.6%	Yes
Fall 2020	n=47	89.4%	Yes
Fall 2019	n=41	92.7%	Yes

Result: The benchmark was met by a collective number of 114 students completing this measure with an average score of 88.9%.

Measure #4: AS Three Periodic Progress Reports/Updates

Students are asked to write personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health. Application of those personal goals into daily living is reflected in the decisions which become the habits formed over the course of the semester as evidenced in each student's periodic progress reports/updates (three in total).

The benchmark is 80% of students earning 75% or higher collectively for the combined assignments.

Table 2-4: AS Three Periodic Progress Reports/Updates

Course History Fall '19 – Fall '21	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2021	n=26	85.9%	Yes
Fall 2020	n=47	88.7%	Yes
Fall 2019	n=41	87.0%	Yes

Result: The benchmark was met by a collective number of 114 students completing this measure with an average score of 87.2%.

Table 2-5: Summary of Assessment Items for PLO 2

Item	Benchmark Met?	Conclusion
Written Autobiography & Oral Presentation	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Four out of four (4/4) (100%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 2 was achieved for these data.
Character Traits, Personality Profile & Communication Style	Yes	
Personal Goals & Review/Modification of Goals	Yes	
Three Periodic Progress Reports/Updates	Yes	

Program Learning Objective 3: Developing Personal Skills

Ecclesia College graduates will develop or refine understanding of personal skills and abilities leading to better or more appropriate program of study, career, and personal choices.

Instrument Measures: STDV 1111 Beta Seminar (BS) course used in a variety of measurements of student learning: (1) BS VARK Learning Styles Assessment; (2) BS Enneagram Personality Profile & Shared Summary; (3) BS Character Self-Inventory, Emotional Health Self-Inventory, Personal Goals; (4) BS Two Periodic Progress Reports/Updates; (5) STDV 2103 Employment Strategies Resumé Evaluations.

The Beta Seminar course assures that students complete a learning styles assessment and incorporate results into personal learning goals. Students evaluate and discuss their individual personality profile, as well as specific character traits. In addition, the identification and self-evaluation of emotional health strengths and weaknesses lead to the formulation of personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health. Application of those personal goals into daily living is

reflected in the decisions which become the habits formed over the course of the semester as evidenced in each student's progress reports/updates.

Measure #1: Beta Seminar (BS) VARK Learning Styles Assessment

Students complete a VARK learning styles assessment and incorporate the results into personal learning goals.

The benchmark for this assignment is 80% of students earning 75% or higher collectively for the assignment.

Table 3-1: BS VARK Learning Styles Assessment

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=22	90.9%	Yes
Spring 2021	n=24	100%	Yes
Spring 2020	n=24	95.8%	Yes

Result: The benchmark was met by a collective average score of 70 students completing this measure with an average score of 95.5%.

Measure #2: BS Enneagram Personality Profile & Shared Summary

Students evaluate and discuss their individual enneagram personality profile, including its impact on personal, academic, and career choices.

The benchmark for the assignment is 80% of students earning 75% or higher collectively for the combined assignments.

Table 3-2: BS Enneagram Personality Profile & Shared Summary

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=22	86.4%	Yes
Spring 2021	n=24	100%	Yes
Spring 2020	n=24	93.8%	Yes

Result: The benchmark was met by a collective average score of 70 students completing this measure with an average score of 93.4%.

Measure #3: BS Character Self-Inventory, Emotional Health Self-Inventory, Personal Goals

Identification and self-evaluation of strengths and weaknesses, particularly with regard to character and emotional health, lead to the formulation of personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health.

The benchmark for the assignment is 80% of students earning 75% or higher collectively for the combined assignments.

Table 3-3: BS Character Self-Inventory, Emotional Health Self-Inventory, Personal Goals

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=22	86.4%	Yes
Spring 2021	n=24	91.7%	Yes
Spring 2020	n=24	87.4%	Yes

Result: The benchmark was met by a collective average score of 70 students completing this measure with an average score of 88.5%.

Measure #4: BS Two Periodic Progress Reports/Updates

Students write personal goals in the areas of family, friends, work, school, spiritual life, body, and mental health. Application of those personal goals into daily living is reflected in the decisions which become the habits formed over the course of the semester as evidenced in each student's periodic progress reports/updates (two in total).

The benchmark for the assignment is 80% of students earning 75% or higher collectively for the combined assignments.

Table 3-4: BS Two Periodic Progress Reports/Updates

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=22	97.7%	Yes
Spring 2021	n=24	95.8%	Yes
Spring 2020	n=24	91.7%	Yes

Result: The benchmark was met by a collective average score of 70 students completing this measure with an average score of 95.1%.

Measure #5: Employment Strategies Resumé Evaluations

Employment Strategies is a capstone course for the three EC associate degree programs: Associate of Arts, Associate of General Studies and Associate of Biblical Studies in the event a student elects to transfer to another college/university at the end of a two-year program of study, or, if a student chooses to interrupt their collegiate studies to enter the job market at that point in their career. The course also serves the purpose to prepare students with regard to obtaining employment along the way. Students prepare a resume and submit for evaluation and recommendations by their professor.

The benchmark is an aggregate of students earning 75% or higher collectively for the assignment.

Table 3-5: Employment Strategies Resumé Evaluations

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n= 26	85.0%	Yes
Fall 2021	n=10	100%	Yes
Spring 2021	n=5	80.0%	Yes
Fall 2020	n=8	78.1%	Yes
Spring 2020	n=5	85.4%	Yes
Fall 2019	n=3	98.7%	Yes

Result: The College benchmark was met by an aggregate number of 57 students with an average score of 92.8

Table 3-6: Summary of Assessment Items for PLO 3

Item	Benchmark Met?	Conclusion
VARK Learning Styles Assessment	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Five out of five (5/5) (100%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 3 was achieved for these data.
Enneagram Personality Profile & Shared Summary	Yes	
Character Self-Inventory, Emotional Health Self-Inventory, Personal Goals	Yes	
Two Periodic Progress Reports/Updates	Yes	
Employment Strategies Resumé Evaluations	Yes	

Evaluative Summary

The following table displays a summary of the assessment of undergraduate student learning outcomes for Ecclesia College's Associate of Arts programmatic learning objectives (PLOs).

Table 4-1: Summary of Student Learning Outcomes for EC's Program Learning Objectives

PLO #	Program Learning Objectives	Outcome Benchmark Met (Yes/No)
1	Biblical Values & Interpretive Skills	Yes
2	Demonstrating Collaboration	Yes
3	Developing Personal Skills	Yes

Conclusion

All programmatic learning outcome benchmarks were either met or exceeded for the Associate of Arts degree.