

ECCLESIA COLLEGE PROGRAM LEARNING OBJECTIVES (PLOs)
Assessed by Student Learning Outcomes (SLOs)
B.A. in Leadership 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 (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.

Acknowledgement

Gratitude is extended to the Leadership faculty and the College assessment core group of Dr. Danene Vincent McNeil, Dallas Auslam, Donna Brown, Lea Brown, Gary Burney, Rachel Chism, Dawn Curtis-Pendry, Sheila Figueroa, Jennifer Hutchins, Dr. Joe Jones, Michael Kirk, Kathy Pryor, Angie Snyder, Paul Snyder, Katie Vincent, and Waylon Vande Hoef. In addition, heartfelt thanks are extended to the entire EC Faculty, Work Learning and Service Learning offices, multiple student work learning supervisors, Web/IT personnel, and Cabinet members for their helpfulness with this project.

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

BAL – Bachelor of Arts in Leadership degree or program of study

EC College General Benchmark for Assessment of Student Learning

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

Table of Contents

	Page #
Introduction	4
PLO 1: Servant Leadership	4
PLO 2: Ethical & Responsible Leadership	7
PLO 3: Team Building	9
PLO 4: Entrepreneurship Mindset & Strategies	13
PLO 5: Spiritual Disciplines	16
Evaluative Summary	19
Conclusion	20

Assessment of B.A. in Leadership Degree Program Learning Objectives (PLOs)

Introduction

The B.A. in Leadership (BAL) degree is offered face-to-face on campus in Springdale, Arkansas, and also via EC online. The degree is fairly new as it was approved and added to the curriculum in 2015. Between August of 2019 and May of 2022, three traditional campus and six online students graduated from the program. Other students regularly have chosen leadership courses as upper level electives.

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 a BAL degree will also be prepared to demonstrate competency in five programmatic areas:

Program Learning Objective 1: Servant Leadership

Ecclesia College graduates will master the tools and tactics of servant-leadership to promote success of people and projects.

Instrument Measures. (1) LEAD 2315 Introduction to Leadership Final Project; (2) LEAD 4315 Classic & Contemporary Leadership Theories Servant Leadership Paper & Contemporary Leadership Paper; (3) BIBL 1350 Mentoring Foundations: Grids for Life & Learning Twelve Weekly Mentee Assignments; (4) STDV 4200-1 Integrative Senior (Sr.) Seminar Project Paper & Presentation; (5) STDV 4335 Senior (Sr.) Ministry Project Final Essay.

Measure #1: Introduction to Leadership Final Project

The Introduction to Leadership course is an institutional requirement for the Leadership major. It introduces servant-leadership through the lens of scripture with Jesus as the role model. As a final project, students are required to either 1) observe three different settings in which a Christian leader is leading or supervising using biblical principles, or 2) interview three Christian leaders. A written evaluation of either the observations or interviews of three leaders is assigned and graded.

The benchmark is an aggregate of 80% of students to earn 75% or higher collectively on their final project as demonstrated below.

Table 1-1: LEAD 2315 Introduction to Leadership Final Project

Course History	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring '21 – Spring '22			
Spring 2022 Module 2	n=3	100%	Yes
Fall 2021 Module 1	n=4	100%	Yes
Spring 2021 Module 1	n=7	88.3%	Yes

Result: The benchmark was met by a collective number of 14 students completing this measure with an average score of 94.2%.

Measure #2: Classic & Contemporary Leadership Theories Servant Leadership Paper & Contemporary Leadership Paper

The course addresses Servant Leadership theory in depth with students submitting several papers, two of which are of particular note: (1) The Servant Leadership assignment where the student interviews someone whom they believe demonstrates servant-leadership and (2) Contemporary Leadership paper where students compare and contrast different leadership styles, to include servant-leadership.

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

Table 1-2: LEAD 4315 Classic & Contemporary Leadership Theories Servant Leadership Paper & Contemporary Leadership Paper

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Servant Leadership Paper (Fall 2021)	n=4	86.0%	Yes
Contemporary Leadership Paper (Fall 2021)	n=4	88.5%	Yes

Result: The benchmark was met by a collective number of 8 students completing this measure with an average score of 87.3%.

Measure #3: Mentoring Foundations: Grids for Life & Learning Twelve Weekly Mentee Assignments

This course is an institutional requirement for the BAL degree. It serves as an introduction to basic biblical beliefs and practical Christ-like living and helps to promote success in people and projects. Students begin the semester by sharing their personal testimonies in class and then complete twelve required assignments which they are to share with a mentee of their choice. Regular written reports are submitted to the professor.

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

Table 1-3: BIBL 1350 Mentoring Foundations: Grids for Life & Learning Twelve Weekly Mentee 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

Note: The course number has changed to LEAD 3300 for the BAL major effective Fall 2022.

Result: The benchmark was met by an aggregate number of 87 students completing this measure with a score of 84.3%.

Measure #4: STDV 4200-1 Integrative Sr. Seminar Project Paper & Presentation

Traditional campus BAL students are required to describe a 20 page project designed to promote success in other people and provide a needed service/ministry for them. Students are to create a servant-leadership project, answering questions like “who”, “what”, “why”, “when”, “where” and “how”, and identifying a specific population they choose to serve. The Integrative Sr. Seminar Project is evaluated by a committee of three faculty, both written and orally, using a rubric. Through the years, the refrain of “a heart to serve” has been heard as students present their project topics in assembly in late spring.

For purposes of this analysis, the topics of student projects identify their desire to serve others. On campus BAL graduates in this cycle developed projects dealing with creating an impactful youth ministry program called Mission 360; the development of a strategic plan for a local church ministry already established in a foreign country with significant outreaches into the city/community; creating a dentistry business as a means of reaching souls for Christ; and ministering to missionary families as well as introducing American youth to short-term missionary service.

The College benchmark stated in the academic catalog requires all (or 100%) baccalaureate students to engage in a senior capstone course and earn a minimum grade of B or above (or a minimum of 81% per the College’s official grading scale). The registrar regularly audits fulfillment of graduation requirements.

Result: Based on student projects evaluated by professors using a rubric and verification by the registrar’s office of successful fulfillment of graduation requirements, the benchmark set forth by the academic catalog has been met by 100% of BAL graduates.

Measure #5: STDV 4335 Sr. Ministry Project Final Essay

A one semester capstone project is required of all online BAL degree graduates. Online students design a ministry project similar to campus students. The graduation requirement and benchmark grade of B or above are identical and published in the academic catalog.

Project topics of online 2019-2022 graduates range from providing care to human trafficking victims; implementing an outreach, prayer and friendship evangelism project; developing an outreach to the homeless; establishing a music ministry and discipleship school; and creating a prison ministry.

The College benchmark stated in the academic catalog requires all (or 100%) baccalaureate students to engage in a senior capstone course and earn a minimum grade of B or above (or a minimum of 81% per the College’s official grading scale). The registrar regularly audits fulfillment of graduation requirements.

Result: Based on project evaluations and verification by the registrar’s office of successful fulfillment of graduation requirements, the benchmark set forth by the academic catalog has been met by 100% of BAL graduates.

Table 1-4: Summary of Assessment Items for PLO 1

Item	Benchmark Met?	Conclusion
Intro. to Leadership Final Project	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.
Classic & Contemporary Leadership Theories Servant Leadership Paper & Contemporary Leadership Paper	Yes	
Mentoring Foundations Twelve Weekly Mentee Assignments	Yes	
Integrative Sr. Seminar Project Paper & Presentation	Yes	
Sr. Ministry Project Final Essay	Yes	

Program Learning Objective 2: Ethical & Responsible Leadership

Ecclesia College graduates will develop ethical and responsible leadership skills applicable to many professions across various sectors.

Instrument Measures. (1) STDV 2300 Ethical Decisions in the Work Place Oral Presentations #1, #2, #3; (2) LEAD 2315 Introduction to Leadership Final Project; (3) LEAD 4375 Ethical Leadership Final Paper.

Measure #1: Ethical Decisions in the Work Place Oral Presentations #1, #2, #3

To establish a firm biblical and moral basis for decision-making, this course was added to the EC curriculum and is required for the BAL degree, as well as other associate and baccalaureate degrees at EC. Students are required to give oral presentations in three areas:

1. On the first day of class, students are asked to share what church they go to and how many times a month they attend. Over the next few weeks, and to better understand students' worldview, the teacher asks students about their salvation experience. It has been found most students have a religious worldview but believe they have a Biblical worldview. An apologetics presentation is required at the end of the first triad of the course. The rubric they must use will reveal their worldview/ethical position and usage of critical thinking skills.

The College established a minimum 75% benchmark or equivalent to measure student learning success, applicable to the three tables below.

Table 2-1: STDV 2300 Ethical Decisions in the Work Place Oral Presentation #1

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=19	91.3%	Yes
Fall 2021	n=8	88.0%	Yes
Spring 2021	n=11	62.6%	No
Fall 2020	n=16	90.5%	Yes
Spring 2020	n=26	86.9%	Yes
Fall 2019	n=10	89.0%	Yes

2. The second triad of the course establishes how the Ten Commandments apply to specific moral situations. A second presentation, using the same rubric as the first, is compared with the first to determine if the student is developing in their identity and clarity of understanding in Christ. Also, this artifact serves to determine if students are formulating a biblical worldview/ethical position.

Table 2-2: STDV 2300 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.

3. In the third triad of the course, students develop their personal ethical decision model based on the concepts learned in the other two triads and to apply their model to ethical situations they may face in a future career. Each student must present their model and career ethic situations to the class.

Table 2-3: STDV 2300 Ethical Decisions in the Work Place Oral Presentation #3

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=19	97.1%	Yes
Fall 2021	n=8	84.9%	Yes
Spring 2021	n=11	93.3%	Yes
Fall 2020	n=16	92.9%	Yes
Spring 2020	n=26	82.3%	Yes
Fall 2019	n=10	89.0%	Yes

Result: The benchmark was met by five of six sections of the course offerings between Fall of 2019 and Spring 2022, which represents a completion rate of 83.3% for presentations #1 and #2. The 83.3% average is greater than the minimum 75% College benchmark; therefore, this benchmark measure is deemed met for those two presentations. Students showed improvement for their Oral Presentation #3 and completed that portion of the measure with aggregate scores greater than 75%.

Measure #2: Introduction to Leadership Final Project

The Introduction to Leadership course is an institutional requirement for the leadership major. It introduces servant-leadership through the lens of scripture with Jesus as the role model. As a final project, students are required to either 1) observe three different settings in which a Christian leader is leading or supervising using biblical principles, or 2) interview three Christian leaders. A written evaluation of either the observations or interviews of three leaders is assigned and graded.

The benchmark is an aggregate of 80% of students to earn 75% or higher collectively on their final project as demonstrated below.

Table 2-4: LEAD 2315 Introduction to Leadership Final Project

Course History Spring '21 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022 Module 2	n=3	100%	Yes
Fall 2021 Module 1	n=4	100%	Yes
Spring 2021 Module 1	n=7	88.3%	Yes

Result: The benchmark was met by a collective number of 14 students completing this measure with an average score of 94.2%.

Measure #3: Ethical Leadership Final Paper

The Ethical Leadership course is a class students are required to take for the leadership major. Using Christian principles, the class guides students in solving ethical dilemmas through actual situations. The final paper gives students a complex scenario and asks them to analyze and defend whether anything is unethical in the scenario.

The benchmark is an aggregate of 80% of students to earn 75% or higher collectively for the final paper.

Table 2-5: LEAD 4375 Ethical Leadership Final Paper

Assignment History Spring '21 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
LEAD 4375 Ethical Leadership Final Paper	n=13	98.4%	Yes

Result: The benchmark was met by a collective number of 13 students completing this measure with an average score of 98.4% on the final paper.

Table 2-6: Summary of Assessment Items for PLO 2

Item	Benchmark Met?	Conclusion
Ethical Decisions in the Work Place Oral Presentations #1, #2, #3	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Three out of three (3/3) (100%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 2 was achieved for these data.
Introduction to Leadership Final Project	Yes	
Ethical Leadership Final Paper	Yes	

Program Learning Objective 3: Team Building

Ecclesia College graduates will gain the communication, problem-solving, and managerial skills to build teams, craft business plans and market ideas.

Instrument Measures. (1) LEAD 3370 Leadership Communication & Persuasion Semester Project; (2) MGMT 4380 Business Leadership & Strategic Management Project Paper & Oral Presentation; (3)

MGMT 4320 Entrepreneurship & Venture Management Semester Project; (4) MGMT 4375 Teams & the Work Process Final Paper; (5) BAL Courses Mapped to PLO 3.

Measure #1: Leadership Communication & Persuasion Semester Project

Students are assigned to a team and asked to implement a real world project, with checkpoints along the way including presentations and written summaries. The final semester group presentation requires the use of a PowerPoint presentation. Team dynamics and the art of negotiation are key components of the course.

The very able professor of this course had a career move and substitute course arrangements were made for subsequent BAL graduates over the past couple of years; LEAD 3370 is restored to the teaching curriculum for 2022-23.

The benchmark is an aggregate of 100% of students to earn 75% or higher collectively for the final presentation.

Table 1-1: LEAD 3370 Leadership Communication & Persuasion Semester Project

Course History Spring '19	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2019 Semester Project	n=4	97%	Yes

Result: The benchmark was met by a collective number of 4 students completing this measure with an average score of 97%; the average final grade for the semester was 93.2%.

Measure #2: MGMT 4380 Business Leadership & Strategic Management Semester Project Paper and Oral Presentation

Students are required to complete a semester project in a team environment that incorporates what they have learned in business management and marketing courses at EC. Student oral and written products are assessed by the professor using rubrics applicable to PLO 3. BAL students joined their business degree peers in order to maximize classroom and teacher resources as EC is developing the BAL degree. The equivalent course requirement number in the BAL program is LEAD 4320/4325 Sustainable Business Strategy.

The benchmark for the Business Leadership & Strategic Management business degree capstone course is established in the College Catalog as 100% of students must earn a B grade or above (equivalent to 81% according to the EC official grading scale) to be eligible for graduation. Therefore, the benchmark for this measure is that 100% of BSBA graduates must achieve an aggregate average of 81% for the course.

Table 3-2: MGMT 4380 Semester Project Paper and Oral Presentation

Course History Spring '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=6	83.8%	Yes
Spring 2021	n=5	94.3%	Yes
Spring 2020	n=4	85.6%	Yes
Spring 2019	n=5	88.2%	Yes

Result: The benchmark was met by an aggregate number of 20 students completing these measures with an average score of 88% in this reporting cycle.

Measure #3: MGMT 4320 Entrepreneurship and Venture Management Semester Project

BAL students joined their business major peers in taking the MGMT 4320 course in lieu of the LEAD 4350/4355 Entrepreneurship Essentials degree requirement. The objectives were the same—namely, to write a business plan throughout the semester addressing the 10 parts of the assignment: develop a venture idea, prepare a concept statement, complete a detailed market analysis, examine the management team and ownership structure, develop an operations plan, a financial plan, a marketing plan, a growth plan, complete a Pro-Forma, cash flow statement and startup capital analysis. After compiling the whole business plan, students are required to create a presentation geared toward a potential investor.

The benchmark is 100% of students to earn 80% or higher in this assessment cycle.

Table 4-2: MGMT 4320 Entrepreneurship & Venture Management Semester Project

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=10	96.5%	Yes
Spring 2021	n=6	94.4%	Yes
Fall 2019	n=5	77.5%	No

Result: The benchmark was not met by 100% of the students completing course measures with an average score greater than 80%. The benchmark was met 2 out of the 3 years measured. However, BAL students did achieve the benchmark individually.

Measure #4: Teams and the Work Process Final Paper

This course is a requirement of the BAL online program. Students are required to write essay responses to various questions through the term; the final paper is a compilation of those responses addressing principles and concepts learned regarding trust and cooperation in the development and maintenance of teams and small groups; conflict resolution and how a small group can utilize conflict in a positive manner in order to become a high-performance team; and differences between not-for-profit groups in a church and a team in a secular corporation.

The benchmark is an aggregate of 100% of students to earn 75% or higher collectively for the final assignment.

Table 3-4: MGMT 4375 Teams & the Work Process Final Paper

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2020	n=2	89.7%	Yes
Summer 2020	n=1	98.8%	Yes
Spring 2020	n=2	97.4%	Yes
Fall 2019	n=1	98%	Yes

Result: The benchmark was met by 100% of the students completing course measures with an average score greater than 75%.

Measure #5: BAL Courses Mapped to PLO 3

Aggregate results and final average scores that support PLO 3 from Fall 2019 to Spring 2022 are reported in Table 3-5. 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 in the various courses.

Due to the newness of this degree which is a practical blend of business principles and ministry leadership, and to maximize classroom and teacher resources, some of the courses listed below have duplicate course numbers and course titles and were offered to both Leadership and Business Administration majors in this reporting cycle.

The benchmark is 80% of students to earn 75% or higher collectively as a final score in this assessment cycle.

Table 3-5: BAL Courses Mapped to PLO 3

Course Analysis	n=Number of Students in Courses Fall '19 – Spring '22	Course Average Fall '19 – Spring '22	Outcome Benchmark Met (Yes/No)
COMM 2320 Business Communication	n=13	85.1%	Yes
MGMT 3300 Organizational Behavior & Leadership	n=20	88.8%	Yes
MGMT 3310 Human Resource Management (aka LEAD 4340 People & Project Management)	n=11	92.0%	Yes
MGMT 4320 Entrepreneurship & Venture Management (aka LEAD 4350 Leadership Essentials)	n=21	91.6%	Yes
STDV 4340 Diversity & Multicultural Communication	n=40	92.0%	Yes

Result: The benchmark was met by an aggregate number of students completing courses with an average score greater than 80% of students scoring at least 75% in this reporting cycle. BAL students consistently scored above the stated benchmark.

Table 3-4: Summary of Assessment Items for PLO 3

Item	Benchmark Met?	Conclusion
Leadership Communication & Persuasion Semester Project	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Four out of five (4/5) (80%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 3 was achieved for these data.
Business Leadership & Strategic Management Written & Oral Presentations	Yes	
Entrepreneurship and Venture Management Semester Project	No	
Teams & the Work Process Final Paper	Yes	
BAL Courses Mapped to PLO 3	Yes	

Program Learning Objective 4: Entrepreneurship Mindset & Strategies

Ecclesia College graduates will strengthen the capacity and creativity to make innovative programs sustainable via an entrepreneurial mindset and effective strategies.

Instrument Measures. (1) STDV 4200-1 Integrative Sr. Seminar Project Paper & Presentation; (2) STDV 4335 Sr. Ministry Project Final Essay; (3) MGMT 4320 Entrepreneurship & Venture Management Semester Project; (4) MGMT 4380 Business Leadership & Strategic Management Semester Project Paper and Oral Presentation.

Measure #1: STDV 4200-1 Integrative Sr. Seminar Project Paper & Presentation

Traditional campus BAL students are required to write a 20 page paper wherein they describe a ministry outreach God has placed on their heart which helps to promote success in other people and in a project of their choice. The Integrative Sr. Seminar Project is evaluated by a committee of three faculty, both written and orally, using a rubric. Through the years, the refrain of “a heart to serve” has been heard as students present their project topics in assembly in late spring. The “how” chapter of the senior project is especially relevant to PLO 4.

For purposes of this analysis, the topics of student projects identify their desire to serve others. On campus BAL graduates in this reporting cycle developed projects dealing with creating an impactful youth ministry program called Mission 360; the development of a strategic plan for a local church ministry already established in a foreign country with significant outreaches into the city/community; creating a dentistry business as a means of reaching souls for Christ; and ministering to missionary families as well as introducing American youth to short-term missionary service.

The College benchmark stated in the academic catalog requires all (or 100%) baccalaureate students to engage in a senior capstone course and earn a minimum grade of B or above (or a minimum of 81% per the College’s official grading scale). The registrar regularly audits fulfillment of graduation requirements.

Result: Based on student projects evaluated by professors using a rubric and verification by the registrar’s office of successful fulfillment of graduation requirements, the benchmark set forth by the academic catalog has been met by 100% of BAL graduates.

Measure #2: STDV 4335 Sr. Ministry Project Final Essay

A one semester capstone project is required of all online BAL degree graduates. Online students design a ministry project similar to campus students. The graduation requirement and benchmark grade of B or above are identical and published in the academic catalog. Project topics of online 2019-2022 graduates range from providing care to human trafficking victims; implementing an outreach, prayer and friendship evangelism project; developing an outreach to the homeless; establishing a music ministry and discipleship school; and creating a prison ministry.

The final essay assignment in the Sr. Ministry Project class is particularly tied to PLO 4. As stated in the assignment instructions, the essay should contain five-to-seven pages (a maximum of eight) and the student should implement a strategic process for ministry following graduation. This essay will be completed in MLA style and will answer the “who,” “what,” “why,” “when,” “where,” and “how” of the ministry project.

The benchmark for the Sr. Ministry Project is established and published in the academic catalog as 100% of graduates must earn a minimum grade of B (or 81% according to the EC official grading scale) in their senior capstone course.

Table 4-1: STDV 4335 Sr. Ministry Project Final Essay

Course History Fall '21 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
STDV 4335 Senior Ministry Project Final Essay	n=16	91.8%	Yes

Result: The benchmark of a minimum grade of B was met by all EC online graduates, showing the average score of 91.8% for the final essay in the period indicated.

Measure #3: MGMT 4320 Entrepreneurship and Venture Management Semester Project

BAL students joined their business major peers in taking the MGMT 4320 course in lieu of the LEAD 4350/4355 Entrepreneurship Essentials degree requirement. The objectives were the same—to write a business plan throughout the semester addressing the 10 parts of the assignment: develop a venture idea, prepare a concept statement, complete a detailed market analysis, examine the management team and ownership structure, develop an operations plan, a financial plan, a marketing plan, a growth plan, complete a Pro-Forma, cash flow statement and startup capital analysis. After compiling the whole business plan, students are required to create a presentation geared toward a potential investor.

The benchmark is 100% of students to earn 80% or higher in this assessment cycle.

Table 4-2: MGMT 4320 Entrepreneurship & Venture Management Semester Project

Course History Fall '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=10	96.5%	Yes
Spring 2021	n=6	94.4%	Yes
Fall 2019	n=5	77.5%	No

Result: The benchmark was not met by 100% of the students completing course measures with an average score greater than 80%. The benchmark was met 2 out of the 3 years measured. However, the BAL students did achieve the benchmark individually.

Measure #4: MGMT 4380 Business Leadership & Strategic Management Semester Project Paper and Oral Presentation - aka LEAD 4320/4325 Sustainable Business Strategy

Students are required to complete a semester project in a team environment that incorporates what they have learned in leadership courses at EC. Student oral and written products are assessed by the professor using rubrics applicable to PLO 4.

The benchmark for the Business Leadership & Strategic Management business and leadership degree capstone course is established in the academic catalog as 100% of students must earn a B grade or above (equivalent to 81% according to the EC official grading scale) to be eligible for graduation. Therefore, the benchmark for this measure is that 100% of BAL graduates must achieve an aggregate average of 81% for the course.

Table 4-3: MGMT 4380 Semester Project Paper and Oral Presentation

Course History Spring '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=6	83.8%	Yes
Spring 2021	n=5	94.3%	Yes
Spring 2020	n=4	85.6%	Yes
Spring 2019	n=5	88.2%	Yes

Result: The benchmark was met by an aggregate number of 20 students completing these measures with an average score of 88% in this reporting cycle.

Table 4-4: Summary of Assessment Items for PLO 4

Item	Benchmark Met?	Conclusion
Integrative Sr. Seminar Project Paper & Presentation	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Three out of four (3/4) (75%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 4 was achieved for these data.
Sr. Ministry Project Final Essay	Yes	
Entrepreneurship and Venture Management Semester Project	No	
Business Leadership & Strategic Management Semester Project Paper & Oral Presentation	Yes	

Program Learning Objective 5: Spiritual Disciplines

Ecclesia College graduates will learn patterns of devotional practice and personal growth that will equip one for spiritual leadership.

Instrument Measures. (1) THEO 2310 Nature & Character of God Principles of Devotional Practice Journals; (2) BIBL 1350 Mentoring Foundations: Grids for Life & Learning Twelve Weekly Assignments; (3) LEAD 1355 Mentoring Foundations: Grids for Life & Learning Field Assignments; (4) LEAD 3340 Spiritual Life of the Christian Leader Journals & Devotionals; (5) BIBL 3355 Understand & Apply the Bible Final Essay; (6) BIBL 4345 Hebrew Wisdom Literature Final Essay.

Measure #1: Nature & Character of God Principles of Devotional Practice Journals

Students are required to complete weekly journaling assignments throughout the semester focusing on biblical truths which help prioritize discernment in making wise personal decisions in all aspects of life.

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

Table 5-1: THEO 2310 Nature & Character of God Principles of Devotional Practice Journals

Course History Fall '19 – Fall '21	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=13	83.1%	Yes
Fall 2021 section 1	n=17	71.1%	No
Fall 2021 section 2	n=18	89.4%	Yes
Fall 2021 section 3	n=11	76.7%	Yes
Spring 2021 section 1	n=11	91.4%	Yes
Spring 2021 section 2	n=13	94.6%	Yes
Fall 2020	n=16	78.5%	Yes
Spring 2020	n=10	85.6%	Yes
Fall 2019	n=11	66.5%	No

Result: The benchmark was met for seven of the nine sections of course offerings between Fall of 2019 and Spring of 2022, which represents a completion rate of 78%. The 78% average is greater than the minimum 75% College benchmark; therefore, this benchmark measure is deemed met.

Measure #2: BIBL 1350 Mentoring Foundations: Grids for Life & Learning Twelve Weekly Assignments

The Mentoring Foundations course is an institutional requirement for all traditional campus BAL graduates. 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 their identity in Christ, to clarify the call of Christ in their lives, and to form the character of Christ in their lives.

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

Table 5-2: BIBL 1350 Mentoring Foundations: Grids for Life & Learning 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

Note: The course number changed to LEAD 3300 effective Fall 2022.

Result: The benchmark was met by an aggregate number of 87 students completing this measure with a score of 84.3%.

Measure #3: Mentoring Foundations: Grids for Life and Learning Field Assignments

The Mentoring Foundations course is also an institutional requirement for all online BAL graduates.

As an example of a specific measurement of PLO 5, students are asked to engage and share what they are learning with a mentee for six graded field assignments in the course. These field assignments are a practicum of accurate communication and impartation of the class material, which builds personal character in both the student and the willing disciple they are assigned to teach.

The benchmark is an aggregate of 80% of students to score 75% or higher on their field assignments.

Table 5-3: LEAD 1355 Mentoring Foundations: Grids for Life and Learning Field Assignments

Assignment History Spring '21, Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=6	76.1%	Yes
Spring 2021	n=8	93.4%	Yes

Result: The benchmark was met by a collective number of 14 students completing this measure with an average score of 84.8%.

Measure #4: Spiritual Life of the Christian Leader Journals & Devotionals

The Spiritual Life of the Christian Leader course addresses Prayer and Praise as direct lines into the presence of a personal God. The course requires a minimum of three hours of practical application per week. Students are required to journal for 12 weeks and to present devotionals to their peers in class. Also, as an elective activity, the professor has created a prayer retreat experience to help individual student leaders mature in their spiritual growth journey. Two recent BAL graduates took advantage of the prayer retreat experience.

The benchmark is 100% of students demonstrating at least 75% engagement with the course journaling experience and presentation of devotionals to their peers.

Table 5-4: LEAD 3340 Spiritual Life of the Christian Leader Journals

Course History Spring '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2021	n=15	72.8%	No
Spring 2019	n=4	78.3%	Yes

Result: The benchmark was not met by a collective number of 19 students completing this measure. The cumulative score of three BAL students enrolled in the above classes shows an average journaling score of 78%.

Table 5-5: LEAD 3340 Spiritual Life of the Christian Leader Devotionals

Course History Spring '19 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2021	n=15	93.3%	Yes
Spring 2019	n=4	97.0%	Yes

Result: The benchmark was met by a collective number of 19 students completing this measure.

Measure #5: Understand & Apply the Bible Final Essay

The BIBL 3355 Understand & Apply the Bible course is an institutional requirement for the leadership major. Students survey principles and practices of Bible study along with methods of application for personal growth and preparation for spiritual leadership. The final essay requires the interpretation and application of select passages of scripture students have to choose from, including an explanation of how they might apply the passage to their personal lives.

The benchmark is an aggregate of 80% of students to earn 75% or higher collectively on their final essay..

Table 5-6: BIBL 3355 Understand & Apply the Bible Final Essay

Course History Spring '21 – Fall '21	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Fall 2021	n=2	95.8%	Yes
Summer 2021	n=1	97.2%	Yes
Spring 2021	n=7	80.5%	Yes

Result: The benchmark was met by a collective number of 10 students completing this measure with an average score of 85.2%.

Measure #6: Hebrew Wisdom Literature Final Essay

The BIBL 4345 Hebrew Wisdom course is a required Bible/Theology course for students in the online leadership program. The course covers elements of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs, revealing the spiritual value and ethical implications in the books. From Fall 2019 to Spring 2022, the class was taken by 17 students with an average final score of 89.9%.

The entire course relates well to PLO 5, requiring students to comment on interpretive problems and discuss how the primary theological or ethical contribution of the passages can be applied to their lives. An example of specific data for the final essay is shown below.

The benchmark is an aggregate of 80% of students to earn 75% or higher collectively on their final essay.

Table 5-7: BIBL 4345 Hebrew Wisdom Literature Final Essay

Assignment History Spring '21 – Spring '22	n=Number of Students	Average Score	Outcome Benchmark Met (Yes/No)
Spring 2022	n=2	87.7%	Yes
Spring 2021	n=3	91.3%	Yes

Result: The benchmark was met, showing a collective number of 5 students completing this measure with an average score of 89.5%.

Table 5-8: Summary of Assessment Items for PLO 5

Item	Benchmark Met?	Conclusion
Nature & Character of God Principles of Devotional Practice Journals	Yes	The Ecclesia College undergraduate benchmark is 75% of measurements must be met. Six out of seven (6/7) (86%) of the items for this PLO were met; thus, the comprehensive outcome for PLO 5 was achieved for these data.
Mentoring Foundations Twelve Weekly Assignments (traditional campus results)	Yes	
Mentoring Foundations Field Assignments (EC online results)	Yes	
Spiritual Life of the Christian Leader Journals	No	
Spiritual Life of the Christian Leader Devotionals	Yes	
Understand & Apply the Bible Final Essay	Yes	
Hebrew Wisdom Literature Final Essay	Yes	

Evaluative Summary

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

Table 6-1: Summary of Student Learning Outcomes for EC's Program Learning Objectives

PLO #	Program Learning Objectives	Outcome Benchmark Met (Yes/No)
1	Servant Leadership	Yes
2	Ethical & Responsible Leadership	Yes
3	Team Building	Yes
4	Entrepreneurship Mindset & Strategies	Yes
5	Spiritual Disciplines	Yes

Conclusion

All programmatic learning outcome benchmarks were met or exceeded for the Bachelor of Arts in Leadership degree.