

Academic Learning Assessment Report

Academic Year 2018-2019 (Spring 2019)

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2018-2019 Assessment Cycle: General Education – Apply; Biblical Education – Adjust; Professional Education – Assess

GENERAL EDUCATION OUTCOMES:

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Upon graduating from OCC I am culturally engaged.	4.02	4.13	3.97	4.25	3.91	3.00	4.56	4.38	4.36	3.58	4.07	4.28

Course Evaluations	F 16	S 17	F 17	S 18	F18	S19
This course/instructor challenged me to thoughtfully engage culture.	4.17	4.25	4.33	4.40	4.51	4.35

GE 1: Communicate effectively in written and oral forms.

(number of students)	Fall 17 (392)		Spring 18 (312)		Fall 18 (378)		Spring 19 (332)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Demonstrate effective audience analysis and contextual awareness.	7	2.92	12	2.71	9	2.87	8	2.58
PI 2: Revise and edit for accuracy and clarity.	10	2.95	8	2.80	5	2.74	4	2.47
PI 3: Assemble logical, well-informed arguments.	16	2.76	12	2.66	14	2.71	13	2.69
PI 4: Create a single sentence to focus the piece.	16	2.79	10	2.93	11	2.86	9	2.71
PI 5: Communicate clearly in an appropriate style.	16	2.63	14	2.69	22	2.79	17	2.84

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Communicate effectively through writing	4.44	4.39	4.47	4.25	4.33	4.33	4.44	4.56	4.36	4.08	4.14	4.35
Communicate effectively in preaching	4.02	4.12	4.18	4.50	3.75	3.67	3.00	3.69	4.00	2.83	3.67	3.83
Communicate effectively in teaching environments	4.33	4.36	4.25	4.75	4.10	4.67	4.50	4.25	4.38	3.70	3.75	4.00

GE 2: Think critically from a Christian worldview.

	Fall 17 (469)		Spring 18 (398)		Fall 18 (341)		Spring 19 (378)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Identify the basic elements of various worldviews with a special emphasis on the Christian worldview.	4	2.97	7	3.13	2	3.49	5	3.47
PI 2: Understand and fairly represent alternative positions on an issue.	6	2.59	8	2.76	13	2.81	7	2.81
PI 3: Analyze contributing assumptions and contexts in an argument.	3	2.83	7	3.01	5	3.06	5	3.21
PI 4: Suggest possible implications and applications of ideas.	11	2.74	10	2.88	13	2.81	7	3.17
PI 5: Reach sound conclusions based on logical analysis of evidence.	13	3.24	17	3.01	12	3.07	16	3.11

SSI Responses	Spring 19			Spring 17			Spring 15		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Special on-campus events enhance student learning.	71	70	1	70	63	7	83	77	6

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Think critically from a Christian worldview	4.61	4.64	4.49	4.75	4.60	3.67	4.67	4.60	4.64	4.33	4.73	4.41

GE 3: Identify informational needs for lifelong learning.

Course Embedded Assessments:	Fall 17 (58)		Spring 18 (186)		Fall 18 (220)		Spring 19 (176)	
	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Acquire and use learning resources effectively and ethically.	2	3.05	8	2.75	1	2.88	5	2.90
PI 2: Evaluate information and its sources critically.	5	2.93	8	2.78	3	2.93	4	2.88
PI 3: Use technology in the accomplishment of learning activities.			1	2.91	1	3.57	2	2.92
PI 4: Develop a plan for continued learning over a lifetime.	1	3.75	6	2.77	9	2.86	12	2.87

SSI Responses	Spring 19			Spring 17			Spring 15		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Library resources and services are adequate.	86	83	3	84	77	7	88	81	7

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Use Learning resources	4.39	4.64	4.49	4.25	4.60	3.67	4.11	4.60	4.64	4.17	4.73	4.41
Develop a plan for continued learning over a lifetime	4.31	4.17	4.29	4.75	4.30	4.00	4.00	4.38	4.62	4.09	4.00	4.19
Satisfaction: Academic Resource Commons	4.29	4.15	4.10	5.00	4.50	4.00	4.50	4.00	4.75	4.25	4.20	4.54
Satisfaction: Library	4.45	4.17	4.36	5.00	4.50	4.33	4.44	4.36	4.77	4.40	4.43	4.60

GE 4: Work collaboratively to accomplish shared goals.

	Fall 17 (20)		Spring 18 (45)		Fall 18 (70)		Spring 19 (116)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Contribute constructively to the accomplishment of shared goals.	5	3.1	5	2.89	7	2.78	11	2.89
PI 2: Recognize and respect the contributions of others.	4	3.38	5	2.85	2	2.73	7	2.92
PI 3: Address conflict directly and constructively.	2	3	4	2.68	2	2.85	4	2.88

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Work with others to accomplish shared goals	4.48	4.27	4.28	4.75	4.10	4.00	4.22	4.56	4.64	4.17	4.27	4.65

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How have your Christian Service experiences helped you improve your abilities to work with others to accomplish goals or a task?	3.12	2.93	3.20	3.22	3.27
How has Christian Service helped you recognize and respect the contribution of others in a group?	3.56	3.53	3.56	3.63	3.55

GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.

	Fall 17 (75)		Spring 18 (184)		Fall 18 (186)		Spring 19 (129)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Understand the history and relevance of movements, ideas, and people groups.	3	3	6	2.86	5	2.71	5	3.04
PI 2: Appreciate and act responsibly within creation.								
PI 3: Humbly engage diverse cultures in a way that reflects understanding, value, and love.			4	2.91	1	3.5	2	2.85
PI 4: Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors.	2	2.68	7	2.84	6	3.1	4	2.97

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Understanding of the history and relevance of the church	4.25	4.20	4.20	4.25	4.50	4.33	3.89	4.19	4.71	3.88	3.87	4.13
Understanding of the history and relevance of other religious movements, ideas, and people groups	3.85	3.78	3.67	4.25	3.89	3.00	3.78	3.75	4.64	3.78	3.71	3.88
Engage diverse cultures in a way that reflects understand, value, and love	4.13	4.16	4.11	4.50	4.22	3.67	4.56	4.27	4.29	3.91	4.43	4.53
The school has tried to be an inclusive community	4.27	4.44	4.47	4.00	3.80	4.00	4.67	4.13	4.54	4.11	4.21	4.33

I have come to know students from other ethnic groups	4.21	4.26	4.18		3.22	4.00	4.22	3.80	4.15	3.89	4.15	3.80
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Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How has Christian Service helped you humbly engage cultures other than your own?	3.41	3.36	3.45	3.41	3.47

GE 6: Integrate learning and experiences to new settings and complex problems.

	Fall 17 (77)		Spring 18 (127)		Fall 18 (96)		Spring 19 (91)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Connect relevant experience and academic knowledge.	3	3.12	6	2.97	7	3.08	7	2.86
PI 2: Make connections across disciplines and perspectives.	4	3.2	1	2.0	4	2.82	5	2.59
PI 3: Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.	4	3.08	9	2.78	4	3.08	9	2.96

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Use learning and experiences in new settings or to solve problems	4.48	4.44	4.41	4.75	4.10	4.33	4.44	4.50	4.50	4.17	4.13	4.25

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How has Christian Service helped you integrate classroom learning with ministry experience?	3.29	3.11	3.37	3.40	3.41

GE 7: Solve quantitative problems from everyday life situations.

	Fall 17 (65)		Spring 18 (44)		Fall 18 (28)		Spring 19 (21)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1: Solve quantitative problems from everyday life situations.	3	2.81	3	2.73	2	3.03	2	3.19

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Solve quantitative problems	4.04	4.02	3.98	4.25	3.89	3.67	4.00	3.87	4.38	3.40	3.83	4.00

COMPARING UNDERCLASSMEN, UPPERCLASSMEN, AND ONLINE STUDENTS

General Education	GE 1	GE 2	GE 3	GE 4	GE 5	GE 6	GE 7
Fall 2017							
1000-2000	2.95	2.72	2.83	2.83	2.85	2.57	2.81
3000-4000	2.47	3.27	3.75	3.33	2.83	3.32	
Spring 2018							
1000-2000	2.61	2.89	2.73	2.66	2.75	2.55	2.65
3000-4000	2.95	2.99	2.91	2.94	3.06	2.94	2.88
Fall 2018							
1000-2000	2.69	2.73	3.02	2.36	3.03	3	
3000-4000	2.87	2.89	3		3.43	2.98	3.07
Online	2.97	3.15	3.08	3.36	3.09	3.01	2.98
Spring 2019							
1000-2000	2.53	3.28	2.84	3	2.88	2.9	
3000-4000	2.84	2.97	3	2.87	3.26	2.73	3.19
Online	2.4	3.56	3.51		2.7	2.82	

SUMMARY OBSERVATIONS FROM THE GENERAL EDUCATION COUNCIL:

1. We observed that there are still a few areas of our gen ed performance indicators that are either lacking data completely or are still under-represented. For example, GE 3, PI 3 only has 2 classes reporting data, and GE 5, PI 2 has never had any classes reporting data. We also observed that for many of the gen ed questions attached to graduate surveys, we see a progression in scores from AA to BA that fits what one would expect for these two degrees.
2. As noted above, there is a hole in GE 5, PI 2 that needs to be addressed. This PI was specifically written with science classes in mind; however, the adjunct instructors for our science classes have not turned in data for this performance indicator. The council did not determine that there are any missing components to our approach for data collection. We think that we are collecting data in all areas that are necessary.
3. The council came up with four actionable strategies from this current data collection cycle.
 - a. Strategy #1: The online classes have higher scores for collaborative work than our residential degree. Many of the online classes regularly incorporate group projects; however, our residential courses may not use this kind of approach as often. Our proposal is to discuss with the online department ways to inform the faculty of how Canvas can be used even for residential classes to encourage collaborative learning (perhaps specifically with the “peer editing” feature that is available).
 - b. Strategy #2: The council discussed the data surrounding GE 5, which deals with cultural engagement issues. The numbers are not very high for this outcome, and the assistant academic dean shared other data from graduate surveys to demonstrate cultural engagement is the lowest scoring part of the college’s four-part college learning goal. This may require a faculty-wide conversation about what is involved in “cultural engagement” to ensure that the faculty is on the same page. We also discussed the potential need to host a student focus group to determine the students’ understanding of this term as well.
 - c. Strategy #3: The council is currently executing this strategy, which is to compare our critical thinking data with a population of other college students. We would like to see how our students compare to college students nationwide. Our decision to pursue the HEIghten critical thinking test will help us compare our students using a nationally-normed assessment tool.
 - d. Strategy #4: The council determined that because of a lack of data for GE 5, PI 2 that the council needs to articulate more clearly with the entire faculty and the science instructors specifically what is entailed in PI 2.

BIBLICAL EDUCATION OUTCOMES:

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Upon graduating from OCC I am biblically grounded.	4.73	4.76	4.76	4.75	4.73	4.00	4.44	4.69	4.71	4.58	4.67	4.61
Upon graduating from OCC I am spiritually matured.	4.52	4.64	4.64	4.50	4.36	4.50	4.44	4.44	4.71	4.75	4.53	4.61

Course Evaluations	F 16	S 17	F 17	S 18	F 18	S19
This course/instructor challenged me to further develop a biblical foundation.	4.08	4.14	4.47	4.41	4.46	4.35
This course/instructor contributed to my spiritual maturity.	4.01	4.03	4.31	4.28	4.41	4.27

BE1: Know the historical and theological content of the Bible.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Know and value the historical content of the Bible	4.56	4.59	4.56	4.50	4.50	4.33	4.38	4.31	4.71	4.00	4.21	4.35
Know and value the theological content of the Bible	4.71	4.66	4.64	4.75	4.70	4.33	4.50	4.40	4.57	4.36	4.57	4.53

ABHE Bible Knowledge Exam	2013	2014	2015	2016	2017	2018
First Year Student Average	43%	43%	45%	43%	40%	41%
2-Year Degree Average	56%	57%	51%	58.2%	65.2%	61%
4-Year Degree Average	60%	59%	61%	73.3%	65.8%	63%
Online Degree					73.0%	71%
Institutional vs. National Norms	Institutional			National		
First Year Student	43.3			50.4		
2-Year Degree	59.3			59.5		
4-Year Degree	65.2			61.5		

(number of students)	Fall 17 (360)		Spring 18 (374)		Fall 18 (363)		Spring 19 (243)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1 - Demonstrate awareness of the continuity and discontinuity of the testaments.	7	3.21	11	3.36	6	2.77	7	3.05
PI 2 - State how particular Bible books relate to the theme of the Bible.	6	3.1	5	3.22	9	3.06	3	2.87
PI 3 - Articulate the major categories of theology and its task.	4	2.99	4	3.31	5	2.61	1	2.8
PI 4 - Give evidence of the main ideas and flow of thought of each Bible book.	8	3.15	12	3.19	8	2.90	3	3.49

BE 2: Employ historical-grammatical hermeneutical principles for biblical interpretation.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Interpret scripture to discover the author's intended meaning	4.74	4.71	4.75	4.75	4.70	4.33	4.67	4.75	4.64	4.27	4.71	4.65

	Fall 17 (437)		Spring 18 (449)		Fall 18 (450)		Spring 19 (313)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1 - Explain and defend historical-grammatical principles for interpreting Scripture.	7	2.82	4	2.56	1	3.88	5	3
PI 2 - Accurately interpret individual texts of Scripture.	18	2.92	21	2.96	16	2.94	11	3.14
PI 3 - Explain how an individual text relates to the message of Scripture as a whole.	8	2.9	9	2.64	8	2.98	6	2.71
PI 4 - Identify and evaluate the hermeneutical assumptions of any given interpretation of a biblical text.	6	2.52	7	2.31	3	2.44	2	2.33
PI 5 - Apply biblical truth to contemporary situations.	12	3.01	11	3.06	12	3.19	8	2.89

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How has Christian Service helped you apply biblical truth to contemporary situations?	3.35	3.18	3.41	3.43	3.48

Theological Terms Assessment	S 17	F 17	S 18	F 18	S 19
Class Average	86.17	88.37	87.29	84.83	82.13
Terms under 70% in at least 3 of the last 4 semesters: Marcionism, Arianism, Docetism, Donatism, Antinomianism, Pelagianism					

BE 3: Affirm one's personal belief in the lordship of Jesus and in the authority of the Scriptures.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
My faith is stronger than when I started at Ozark	4.70	4.76	4.71	5.00	4.44	3.67	4.89	4.50	4.62	4.89	4.71	4.80

	Fall 17 (0)		Spring 18 (86)		Fall 18 (161)		Spring 19 (70)	
Course Embedded Assessments:	Classes	Results	Classes	Results	Classes	Results	Classes	Results
			4	2.8	5	2.72	4	3.3

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How has Christian Service helped you instill a life of personal devotion to God?	3.25	3.19	3.33	3.23	3.29

BE 4: Grow in spiritual formation and develop plans for continued growth.

SSI Responses	Spring 19			Spring 17			Spring 15		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
I am growing spiritually.	98	92	6	99	84	15			
My life/mentor group experiences encourage community and spiritual growth.	84	64	20	89	74	15	88	79	9
Chapel services contribute positively to my spiritual growth.	92	87	5	88	82	6	91	81	10

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Evaluate your own spiritual formation and make a plan for continued growth	4.55	4.43	4.49	4.25	4.60	4.33	4.33	4.44	4.64	4.55	4.50	4.44
Satisfaction: Pastoral care and counseling	3.87	3.95	3.75				3.60	3.25	4.38	3.75	4.40	4.17
I have grown spiritually	4.75	4.86	4.78	5.00	4.60	4.67	4.78	4.63	4.69	4.78	4.79	4.79
My life/mentor group experiences encouraged community and spiritual growth	3.83	4.13	4.00				3.78	3.62	4.50	4.11	4.00	4.13
Chapel services contributed positively to my spiritual growth	4.44	4.46	4.53				4.33	4.15	4.54	4.44	4.43	4.60

STI Results:	SFR (W18)	CL (F17)	SFR (F17)	CL (F16)	SFR (F16)	SFR (W16)	CL (F15)	SFR (F15)	CL (S15)
Connecting to self and others	44	52	52	49	46	46	48	50	58
Connecting to God	40	42	49	46	44	39	45	41	43
Connecting to spiritual community	48	50	61	49	48	52	48	56	50
Connecting to spiritual practices	44	44	52	44	36	42	46	38	48
Connecting to God's kingdom	46	49	64	52	50	50	49	52	42

Course Embedded Assessments:	Fall 17 (149)		Spring 18 (106)		Fall 18 (134)		Spring 19 (62)	
	Classes	Results	Classes	Results	Classes	Results	Classes	Results
PI 1 - Articulate Christian identity in light of the person and work of Jesus Christ.	2	3.65			1	2.97	1	3
PI 2 - Outline a pathway through particular obstacles toward greater personal holiness.	4	3.34	3	3	3	3.34	1	3
PI 3 - Demonstrate a life of personal devotion by employing specific Christian spiritual practices.	3	3.44	8	3.16	2	2.99	5	2.69
PI 4 - Submit and participate in a local church.			1	3			4	2.88

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How has Christian Service helped you submit and participate in a local church?	3.23	3.11	3.28	3.19	3.41

COMPARING UNDERCLASSMEN, UPPERCLASSMEN, AND ONLINE STUDENTS

Biblical Education	BE 1	BE 2	BE 3	BE 4
Fall 2017				
1000-2000	3.06	2.13		3.45
3000-4000	3.12	3.01		3.48
Spring 2018				
1000-2000	3.35	2.38	2.7	2.82
3000-4000	3.13	2.89	2.81	3.07
Fall 2018				
1000-2000	2.78	2.80	2.69	2.97
3000-4000	2.86	3.07	2.78	3.75
Online	2.84	3.12		3.17
Spring 2019				
1000-2000	3.53	2.87	3.54	2.83
3000-4000	3	2.84	3.05	2.83
Online	2.61	2.89	3.54	

SUMMARY OBSERVATIONS FROM THE BIBLICAL EDUCATION COUNCIL:

What significant observations (both good and bad) do you make of the data?

1. It's difficult to observe much about the differences in the PIs from year to year. Since there is so much variation between how individual professors calculate this, it may not be very significant that there is .4 jump between years.
2. Makenzie noted that she was rather confused about the point of the Performance Indicators as a student. There was broad agreement as a committee that it may be better for students not to see the Performance Indicators in individual assignments.
3. We noticed a broadening gap between importance and satisfaction in the SSI on the mentor groups. Perhaps some of this is related to expectations about what mentor groups are supposed to be. It seems the word of what groups are supposed to be is different from what is actually happening in the groups.
4. The online degree is higher on the Bible Knowledge Exam; perhaps that makes sense with these more mature-on-average students.

What holes do you observe?

1. We need to figure out what we want to do with life/mentor groups. Even then, perhaps the function of life groups should be different from mentor groups.
2. Some of the PIs don't seem to match what we are actually trying to measure in classes.

Articulate between 3 and 5 actionable strategies that we can take over this school year to respond to the observations in 1 and 2.

1. There is a consensus for mentor groups to focus more on spiritual aspects/growth. If students aren't satisfied with the spiritual growth happening here, we should be more intentional about that.
2. In addition, perhaps this one question on the SSI needs to be separated into two: one community question and one spiritual question.
3. Consider revisiting the PIs in a year or so. We may want to change or shift some of the wording on these.

PROFESSIONAL EDUCATION OUTCOMES:

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Upon graduating from OCC I am vocationally prepared.	4.34	4.31	4.24	4.50	3.55	3.50	4.33	4.31	4.14	3.08	4.07	4.24

Christian Service Assessment Report:	Overall	Freshmen	Sophomore	Junior	Senior
How have your Christian Service experiences helped you improve your abilities to work with others to accomplish goals or a task?	3.12	2.93	3.20	3.22	3.27
How has Christian Service helped you recognize and respect the contribution of others in a group?	3.56	3.53	3.56	3.63	3.55
How has Christian Service helped you humbly engage cultures other than your own?	3.41	3.36	3.45	3.41	3.47
How has Christian Service helped you integrate classroom learning with ministry experience?	3.29	3.11	3.37	3.40	3.41
How has Christian Service helped you apply biblical truth to contemporary situations?	3.35	3.18	3.41	3.43	3.48
How has Christian Service helped you instill a life of personal devotion to God?	3.25	3.19	3.33	3.23	3.29
How has Christian Service helped you submit and participate in a local church?	3.23	3.11	3.28	3.19	3.41

Course Evaluations	F 16	S 17	F 17	S 18	F 18	S19
This course/instructor applied knowledge to various ministry settings (directly or indirectly).	4.03	3.99	4.27	4.27	4.46	4.32

PE 1: Articulate a philosophy of Christian service consistent with a biblical theology.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Articulate a philosophy of Christian service/ministry	4.45	4.49	4.55	4.25	4.44	4.00	4.25	4.38	4.57	4.00	4.43	4.53
Identify God's call in my life	4.43	4.24	4.30	4.50	4.22	4.00	4.22	4.25	4.43	4.10	4.21	3.71

(number of students)	Fall 18 (329)		Spring 19 (28)	
Course Embedded Assessments:	Classes	Results	Classes	Results
PI 1 - Personalize God's call to serve Him within a specific vocational focus.	2	3.5	4	2.98
PI 2 - Articulate their philosophy of Christian service with a biblical theology.	16	3.05	2	2.7
PI 3 - Apply and contextualize their philosophy of Christian service with a biblical theology to their workplace setting.	3	3.13	2	3.08
PI 4 - Integrate information from various disciplines into Christian service contexts.	3	3.23	3	3

PE 2: Demonstrate the ability to engage the culture in which Christian service takes place.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Make strategic ministry decisions based on cultural awareness	4.29	4.40	4.38	4.50	4.30	3.67	4.50	4.13	4.21	4.00	4.00	4.27

	Fall 18 (229)		Spring 19 (96)	
Course Embedded Assessments:	Classes	Results	Classes	Results
PI 1 - Demonstrate an understanding of the complexity of various cultural settings as it relates to Christian service.	8	3.11	4	3.13
PI 2 - Recognize their own cultural setting and bias.	4	3	1	3
PI 3 - Make strategic ministry decisions based on cultural awareness.	12	2.76	11	2.97

PE 3: Execute the principles of biblical discipleship within their Christian service context.

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Appropriately share the gospel within various settings	4.31	4.27	4.18	4.25	4.56	4.00	4.56	4.19	4.50	4.00	4.21	4.33
Disciple others to follow Christ	4.49	4.36	4.20	4.25	4.00	4.33	4.50	4.44	4.57	4.10	4.36	4.25

	Fall 18 (158)		Spring 19 (103)	
Course Embedded Assessments:	Classes	Results	Classes	Results
PI 1 - Articulate the personal development within Christian discipleship.	4	3.02	3	2.67
PI 2 - Appropriately share the gospel within various settings.	2	2.53	2	2.84
PI 3 - Create formal and informal structures that foster the development of Christian discipleship.	5	2.76	8	2.9
PI 4 - Identify elements of mentoring within Christian discipleship.	3	3.02	2	2.54

PE 4: Accomplish professional competencies.

SSI Responses	Spring 19			Spring 17			Spring 15		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
The content of the courses within my major is valuable.	96	81	15	97	84	13	97	82	15
Ministry Center provides opportunities for Christian service, career counseling, and placement.	82	78	4	78	73	5	86	78	8
I receive the help I need to apply my academic major to my career goals.	90	75	15	84	67	17			

Graduate Survey	Bachelor			INET			Dual Degree			Associate		
	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17	18-19	17-18	16-17
Integrate biblical and theological studies for the practice of ministry/Christian service	4.62	4.53	4.48	4.50	4.44	4.33	4.57	4.44	4.71	4.00	4.38	4.38
Satisfaction: Career/vocational counseling	4.03	4.00	4.16	5.00	3.67	5.00	4.00	3.78	4.36	3.60	4.33	4.17
Assistance in post-graduation job placement	3.69	3.76	3.99	5.00	3.80	4.50	3.33	3.00	3.63	3.50	4.00	3.82
My field experience/internship was a helpful experience within my major course of study	4.33	4.64	4.69									

My course of study has prepared my for a future vocation	4.57	4.64	4.68	4.75	4.13	3.33	4.56	4.31	4.38	4.11	4.14	4.53
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	Fall 18 (263)		Spring 19 (170)	
Course Embedded Assessments:	Classes	Results	Classes	Results
PI 1 - Articulate an understanding of spiritual leadership.	3	3.20		
PI 2 - Demonstrate preparedness for future vocational opportunities.	21	2.65	20	2.96
PI 3 - Design professional practices in your major.	6	3.09	7	2.96

INTERNSHIP EVALUATIONS (Summer 2019)

Criteria	Average (out of 5)
Attitude - enthusiastic, constructive, and optimistic	4.35
Initiative - prompt in giving attention to problems, acts on new opportunities	4.35
People skills - sociable, sincere, and builds teams	4.32
Dependability - shows up early and prepared, reliable to meet schedules/deadlines	4.53
Leadership - manages and motivates others to participate effectively	4.03
Flexibility - able to adapt and adjust to change or the unexpected	4.35
Quality - high standards for their work, accurate, and thorough	4.44
Creativity - approaches problems with new ideas, has inquiring mind	4.3
Communication Skills - Communicates clearly with supervisors and peers	4.18

THEOLOGICAL INTEGRATION FOR MINISTRY INTERVIEW SCORES (2018-19)

Major	Number of Students	Philosophy of Ministry	Bib/Theo Convictions	Ministry Scenario	Lifelong Learning
		PE1	BE1	GE6/PI4	GE3/PI4
BTh	3	3.67	3.67	3.33	3
Biblical Comm	8	2.88	3.38	2.88	2.63
Biblical Justice	5	3.6	3.4	3.2	3.4
Chr Formation	3	4	2.67	3.67	3.33
Creative Arts	3	3.67	3	3.67	3.33
Gen Ministry	11	3	2.45	3	3.09
Intercultural	5	3.3	3.9	3.8	3.7
Psych/Coun	14	3.39	3.36	3.54	3.64
Student Min	4	3	3	3	3.5
Overall	57	3.29	3.17	3.29	3.29

COMPARING UNDERCLASSMEN, UPPERCLASSMEN, AND ONLINE STUDENTS

Professional Education	PE 1	PE 2	PE 3	PE 4
Fall 2018				
1000-2000	3.08	2.67	2.50	2.77
3000-4000	3.37	3.05	3.23	3.08
Online	2.93	3.6	2.86	
Spring 2019				
1000-2000	2.66		2.37	2.71
3000-4000	3.13	3.03	3.16	3.08
Online				

SUMMARY OBSERVATIONS FROM THE PROFESSIONAL EDUCATION COUNCIL:

What significant observations (both good and bad) do you make of the data?

1. The course evaluation numbers went up during the 18-19 school year as professional education courses were evaluated.
2. Associates degree students reported less vocational preparedness which is to be expected.
3. INET numbers are difficult to evaluate because of small sample size.
4. SSI results revealed a fairly significant gap between importance and satisfaction, however, the satisfaction numbers are still relatively high. There may be some confusion among the students about which classes specifically relate to their major. According to SSI, this is actually not a weakness of concern.
5. Our SSI numbers indicate that academic advising has improved.
6. We are observing a progression among our students in Christian Service assessment from the freshman to senior years.
7. "Disciple others to follow Christ" has gone up in graduating student surveys which coincides with changes in the curriculum.
8. Comparing underclassmen courses with upperclassmen courses, we are observing a progression in student learning across all professional outcomes.

What holes do you observe?

1. It would be helpful to include qualitative data in the assessment report.
2. Some performance indicators could receive more assessment (PE1:PI1; PE2:PI2).

Actionable strategies:

1. Integrate Christian Service into ministry courses so that students do not see Christian Service as separate from their classroom learning.
2. Refining the internship process and expectations.
3. Keep doing academic advising according to major.
4. Create a curricular map for the ministry core.

APPENIX: ALUMNI SURVEY DATA

Students Graduating with a:	Associates	Biblical Justice	Intercultural Studies	Children's Ministry
Number of surveys begun	67	16	29	18
Number of surveys completed	47	12	12	10
<i>Male/Female (# of responses)</i>				
Male	15	2	5	
Female	33	10	6	
What year did you graduate from Ozark Christian College?				
2018	11 (20.37%)	3 (23.08%)	5 (22.73%)	4 (36.36%)
2017	12 (22.22%)	3 (23.08%)	3 (13.64%)	3 (27.27%)
2016	9 (6.67%)	4 (30.77%)	7 (31.82%)	0.00%
2015	12 (22.22%)	3 (23.08%)	7 (31.82%)	1 (9.09%)
2014	10 (18.52%)	0.00%	0.00%	3 (27.27%)
Ozark's mission to "prepare men and women for Christian service" was clear throughout my course of study.				
	4.71	4.92	4.83	4.93
The college has fulfilled its mission "to prepare men and women for Christian service" in my life.				
	4.29	4.75	4.67	4.67
Rate the the following statements based on your educational experience at Ozark. Upon graduating from Ozark Christian College I am...				
Biblically grounded	4.45	4.92	4.76	4.67
Spiritually matured	4.11	4.33	4.47	4.6
Culturally engaged	3.63	4.17	4.47	4.2
Vocationally prepared	3.65	4.25	4	4.07
How satisfied are you with your progress in skills related to your future work				
Communicate effectively through writing	4.43	4.83	4.92	4.58
Communicate effectively in preaching	3.53	4.56	4.67	4.14
Communicate effectively in teaching environments	4.06	4.33	4.50	0.54
Think critically from a Christian worldview	4.21	4.75	4.71	4.57
Use learning resources (books, website, LOGOS) effectively	4.18	4.17	4.67	4.31
Develop a plan for continued learning over a lifetime	3.68	4.58	4.31	4.14
Work with others to accomplish shared goals	4.04	4.67	4.43	4.29
Understanding of the history and relevance of the church	3.78	4.17	4.25	4.46
Understanding of the history and relevance of other religious movements, ideas, and people groups.	3.55	3.50	4.23	4.23
Engage diverse cultures in a way that reflects understanding, value, and love.	3.73	4.83	4.86	4.31
Use learning and experiences in new settings or to solve problems.	3.96	4.75	4.71	4.29
Solve quantitative problems.	3.41	3.67	3.86	3.93

How satisfied are you with your progress in skills related to your future work

Know and value the historical content of the Bible	4.31	4.67	4.91	4.67
Know and value the theological content of the Bible	4.23	4.83	4.55	4.73
Interpret scripture to discover the author's intended meaning	4.4	4.83	5.00	4.80
Evaluate your own spiritual formation and make a plan for continued growth.	3.96	4.25	4.45	4.53
Articulate a philosophy of Christian service/ministry	4.06	4.83	4.36	4.47
Make strategic ministry decisions based on cultural awareness	3.72	4.67	4.55	3.93
Appropriately share the gospel within various settings	3.81	4.42	4.45	4.00
Integrate biblical and theological studies for the practice of ministry/Christian service	3.89	4.83	4.55	4.27
Disciple others to follow Christ	3.91	4.00	4.18	4.33
Identify God's call in my life	3.74	4.33	4.27	4.20

Please rate your overall experience at Ozark Christian College.

I have received a quality education at Ozark	4.58	4.83	4.91	4.85
I would recommend Ozark to prospective students	4.42	4.33	4.82	4.92

If you had to do it again, would you choose to attend Ozark Christian College?

Yes, I would attend again.	40 (86.96%)	(10) 83.33%	10 (90.91%)	(11)100%
No, I would not come again.	6 (13.04%)	(2) 16.67%	1 (9.09%)	0

My current position is related to my degree

Yes	6	4	5
No	5	5	6

Which describes your current status?

Employed full-time	25 (48.08%)	9 (75%)	8 (72.73%)	7
Employed part-time	16 (30.77%)	1 (8.33%)	1 (9.09%)	5
Postgraduate internship/residency	2 (3.85%)	1 (8.33%)	0	
Still seeking employment	1 (1.92%)	0	0	1
Not seeking employment	8 (15.38%)	1 (8.33%)	2 (18.18%)	1

Current salary?

less than \$20,000	3 (33.33%)	1 (12.50%)	0
\$20,000-\$30,000	3 (33.33%)	3 (37.50%)	2 (28.57%)
\$30,000-\$40,000	3 (33.33%)	1 (12.50%)	3 (42.86%)
\$40,000-\$50,000	0	2 (25.00%)	2 (28.57%)
Over \$50,000	0	1 (12.50%)	0

In your post-graduation job search, which of the following did you use? (Select all that apply.)

OCC Ministry Center	2 (2.41%)	4 (12.90%)	2 (8.70%)	3 (12%)
OCC website – Job Postings	7 (8.43%)	4 (12.90%)	2 (8.70%)	4 (16%)
Internship or prior ministry	4 (4.82%)	4 (12.90%)	2 (8.70%)	3 (12%)
Personal contacts/networking	25 (30.12%)	10 (32.26%)	5 (21.74%)	6 (24%)
Faculty contacts	2 (2.41%)	0	4 (17.39%)	4 (16%)

Internet listings (other than OCC website)	13 (15.66%)	3 (9.68%)	1 (4.35%)	2 (8%)
Applied directly to organization	21 (25.30%)	5 (16.13%)	6 (26.09%)	1 (4%)
Other	9 (10.84%)	1 (3.23%)	1 (4.35%)	2 (8%)

