

**Handbook for the
Programmatic
Assessment of
Student Learning
2008-09 IE Cycle**

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The Baptist University of the Americas (BUA) values holistic student learning formulated to mentor the academic and spiritual development of cross-cultural leaders. Instructional programs are intended to prepare graduates to meet the changing needs of a dynamic society. Members of the BUA faculty strive to provide an environment that nurtures intellectual, affective and behavioral development. Quality of the learning experience is measured by attainment of clearly identified outcomes across the length of the individual academic journey. Assessment entails measurement of student achievement and promotes growth of the individual, the program and the university. Improvement of quality is viewed as an on-going process that reaches across every constituency of the institution.

BUA utilizes the Astin Model¹ to describe expectations related to student learning. The educational process is not simply cognitive. Outcomes are designed to engender academic growth that transitions belief and behavior. Cross-cultural leaders must be learners and practitioners of a broad skill-set capable of creating a transforming relationship with Christ and effectively engaging a modern world.

At BUA programmatic quality is defined in terms of student growth and completion of defined learning objectives. Assessment is formulated on pre- and post-testing conducted at entry and exit points for the General Education Core Curriculum, Associate of Arts in Cross-Cultural Studies (A.A.), Bachelor of Arts in Biblical/ Theological Studies (B.A.), Bachelor of Arts in Business Leadership (B.A.) and Bachelor of Arts in Spanish (B.A.). General Education outcomes are subsequently nested within the expectations of the A.A. and B.A. degrees.

English as a Second Language

The mission of Baptist University of the Americas, as an institution of higher education, is the formation, from the Hispanic context, of cross-cultural Christian leaders. Consequently, we attract many students whose first language is not English. English as a Second Language assists these students in achieving language proficiency in order to pass the TOEFL and then move into college level classes. Beginning students start in ESL I for the first semester, then proceed to ESL II. If students are still in need of additional instruction in order to pass the TOEFL, the ESL faculty offers individualized instruction to assist in this task.

The taxonomy of learning outcomes for English as a Second Language provide BUA students with basic skills for success in the classroom.

Students completing ESL at Baptist University of the Americas will:

1. Demonstrate mastery of entry-level college reading comprehension;
2. Demonstrate mastery of entry-level college writing skills;
3. Demonstrate mastery of entry-level college speaking skills; and
4. Demonstrate mastery of entry-level college listening skills.

The English as a Second Language faculty undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year, one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The ESL faculty will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of

assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for English as a Second Language:

Spring 2009 – Assessment of ESL Learning Outcome #1

Students will demonstrate mastery of entry-level college reading comprehension.

Spring 2010 – Assessment of ESL Learning Outcome #2

Students will demonstrate mastery of entry-level college writing skills.

Spring 2011 – Assessment of ESL Learning Outcome #3

Students will demonstrate mastery of entry-level college speaking skills.

Spring 2012 – Assessment of ESL Learning Outcome #4

Students will demonstrate mastery of entry-level college listening skills.

Developmental Education

Any student who has not demonstrated readiness for collegiate study through his/her performance in the approved assessment instruments (THEA or ACCUPLACER) may be provisionally accepted into an award program. However, the student will be required to enroll in developmental courses appropriate for the diagnosed area of deficiency. BUA's Developmental Education program helps these students experience success by strengthening the area of deficiency and enabling them to proceed into college-level classes.

The taxonomy of learning outcomes for Developmental Education provide BUA students with basic skills for success in the classroom. Students completing developmental classes at Baptist University of the Americas will:

1. Demonstrate mastery of entry-level college reading comprehension;
2. Demonstrate mastery of entry-level college writing skills; and
3. Demonstrate mastery of entry-level college readiness in math.

The Developmental Education faculty undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The faculty of the department will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for Developmental Education:

Spring 2009 – Assessment of Learning Outcome #1

Students will demonstrate mastery of entry-level college reading comprehension.

Spring 2010 – Assessment of Learning Outcome #2

Students will demonstrate mastery of entry-level college writing skills.

Spring 2011 – Assessment of Learning Outcome #3

Students will demonstrate mastery of entry-level college readiness in Math.

The General Education Core Curriculum

The BUA taxonomy of learning outcomes for the general education core curriculum spans the cognitive and affective domains to impact behavior. The general education taxonomy consists of the following six learning outcomes. At an appropriate collegiate level, the student will:

1. Demonstrate critical thinking skills through effective analysis, synthesis, and evaluation;
2. Master written and verbal communication;
3. Exhibit technological fluency;
4. Evidence an appreciation of human diversity;
5. Practice servant leadership; and
6. Embrace the pursuit of life-long learning.

This taxonomy of learning outcomes lies at the heart of the BUA educational experience. The relationship of each learning outcome is defined within the Astin Model as illustrated in Figure 1.

Figure 1: BUA Taxonomy of General Education Learning Outcomes

	Cognitive Domain	Affective Domain
Psychological	Critical Thinking	Appreciation of Diversity
Behavioral	Communication Technological Fluency	Servant Leadership Life-Long Learning

Student learning must transition beyond the cognitive to the affective domain to produce cross-cultural servant leaders committed to the pursuit of life-long learning.

The General Education Core Curriculum faculty undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The General Education faculty will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

*Focal Learning Outcome Assessment Schedule for the General Education
Core Curriculum:*

Spring 2009 – Assessment of Gen Ed Learning Outcome #4

Students will evidence and appreciation of human diversity.

Spring 2010 – Assessment of Gen Ed Learning Outcome #1

*Students will demonstrate critical thinking skills through effective
analysis, synthesis and evaluation;*

Spring 2011 – Assessment of Gen Ed Learning Outcome #5

Students will practice servant leadership.

Spring 2012 – Assessment of Gen Ed Learning Outcome #2

Students will master written and verbal communication.

Spring 2013 – Assessment of Gen Ed Learning Outcome #6

Students will embrace the pursuit of life-long learning.

Spring 2014- Assessment of Gen Learning Outcome #3

Students will exhibit technological fluency.

The Associate of Arts in Cross-Cultural Studies

The A.A. degree expands on the general education taxonomy of learning outcomes with the inclusion of four additional learning outcomes. As in the general education core, outcomes are designed to encompass academics, beliefs and behavior. Students completing the A.A. degree will:

1. Demonstrate an intermediate knowledge of the Old or New Testament content;
2. Evidence utilization of academic research methodologies;
3. Adhere to academic ethics and values; and
4. Collaborate in academic teamwork within the learning community.

As the student progresses through the content of the curriculum, the learning outcomes for the A.A. degree can be considered a natural progression that builds upon the general education core, fostering within the student additional cognitive and affective traits as new material is encountered and mastered. The goals of the A.A. program in relation to those of the general education core are illustrated in Figure 2.

Figure 2: BUA Taxonomy of Associate of Arts Learning Outcomes

	Cognitive Domain	Affective Domain
Psychological	Knowledge of Old or New Testament	Adhere to Academic Ethics and Values
	Critical Thinking	Appreciation of Diversity
Behavioral	Communication Technological Fluency	Servant Leadership Life-Long Learning
	Utilize Academic Research Methods	Collaborate in Academic Teamwork

Progress through the A.A. curriculum allows the student to apply their mastery of the general education core in the development of new expressions of academic advancement, character enhancement and purposeful behaviors.

The Associate of Arts in Cross-Cultural Studies faculty undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year, one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The A.A. faculty will oversee the development of the means of assessment and the criteria for success under

the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for the Associate of Arts in Cross-Cultural Studies:

Spring 2009 – Assessment of AA Learning Outcome #3

Students will adhere to academic ethics and values.

Spring 2010 – Assessment of AA Learning Outcome #1

Students will demonstrate an intermediate knowledge of the Old or New Testament.

Spring 2011 – Assessment of AA Learning Outcome #4

Students will collaborate in academic teamwork within the learning community.

Spring 2012 – Assessment of AA Learning Outcome #2

Students will evidence utilization of academic research methodologies.

The Bachelor of Arts in Biblical/Theological Studies

The B.A. degree in Biblical/Theological Studies expands on the Associate of Arts taxonomy of learning outcomes with the inclusion of four additional learning outcomes. As in the A.A. degree, outcomes are designed to encompass academics, beliefs and behavior. Learning outcomes for the B.A. degree in Biblical/Theological Studies are as follows.

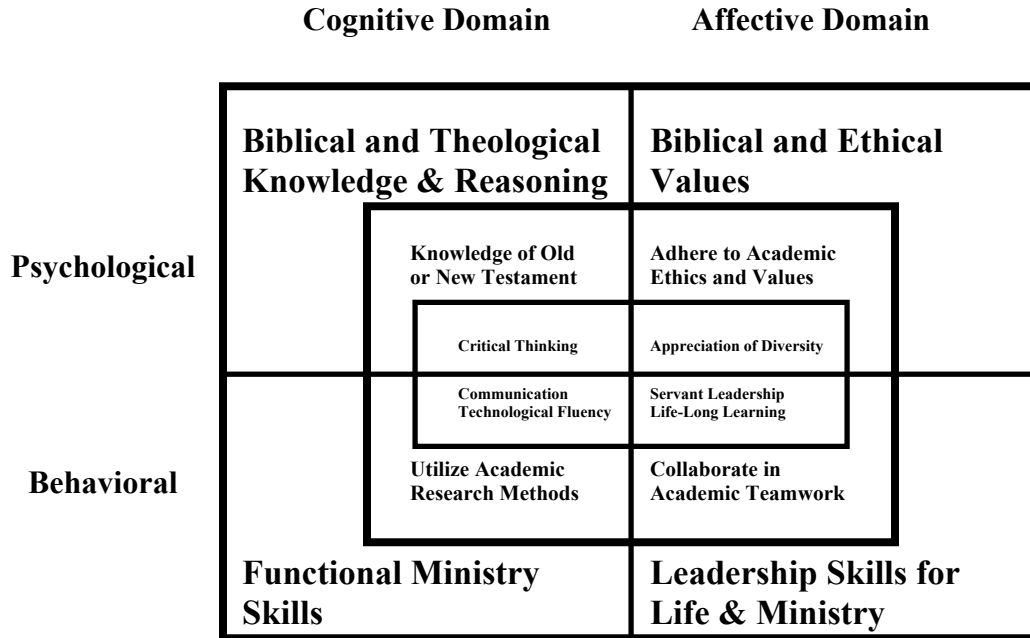
1. Demonstrate biblical and theological knowledge, reasoning and reflection in analyzing historical, social and ecclesiastical issues;
2. Practice functional ministry skills;
3. Adhere to Biblical ethics and values; and
4. Exhibit leadership skills for use in life and ministry.

Progress through the B.A. curriculum in Biblical/Theological Studies allows the student to apply his/her mastery of both the General Education Core and the content of the Associate of Arts level material in the development of continued academic advancement, personal core values and life-changing behaviors.

The program-specific learning outcomes of the B.A. program in relation to those of the General Education Core and A.A. degree are illustrated in Figure 3.

Figure 3:

BUA Taxonomy of Bachelor of Arts in Biblical/Theological Studies



The Department of Biblical/Theological Studies undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year one of the focal learning outcomes is assessed using the Nichols’ Five-Column Model. The faculty of the department will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

*Focal Learning Outcome Assessment Schedule for BA in
Biblical/Theological Studies:*

Spring 2009 – Assessment of Learning Outcome #2

Students will practice functional ministry skills.

Spring 2010 – Assessment of Learning Outcome #3

Students will adhere to biblical ethics and values.

Spring 2011 – Assessment of Learning Outcome #4

Students will exhibit leadership skills for use in life and ministry.

Spring 2012 – Assessment of Learning Outcome #1

*Students will demonstrate biblical and theological knowledge, reasoning
and reflection in analyzing historical, social and ecclesiastical issues.*

The Bachelor of Arts in Business Leadership

The BA in Business Leadership also expands on the Associate of Arts taxonomy of learning outcomes with the inclusion of four additional learning outcomes. As in the AA degree, outcomes are designed to encompass academics, beliefs and behavior. Learning outcomes for the BA in Business Leadership degree are as follows.

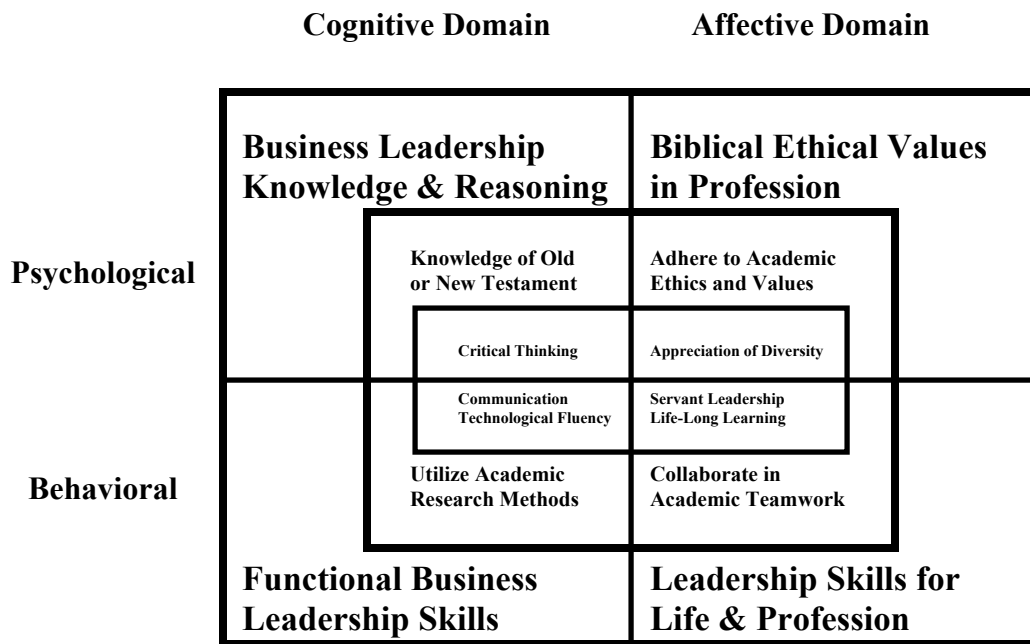
1. Demonstrate knowledge in business leadership best practices;
2. Exhibit interpersonal and transcultural skills in business and leadership practices;
3. Evidence biblical ethical values for practice in the profession; and
4. Exhibit servant leadership skills in life and profession.

Progress through the B.A. in Business Leadership allows the student to apply his/her mastery of both the general education core and the content of

the Associate of Arts level material in the development of continued academic advancement, personal core values and life-changing behaviors.

The program-specific learning outcomes of the B.A. in Business Leadership program in relation to those of the general education core and A.A. degree are illustrated in Figure 4.

Figure 4: BUA Taxonomy of Bachelor of Arts in Business Leadership



The Department of Business Leadership undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year, one of the focal learning outcomes is assessed using the Nichols’ Five-Column Model. The faculty of the department will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely

collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for the B.A. in Business Leadership:

Spring 2009 – Assessment of Business Leadership Learning Outcome #1

Students will demonstrate knowledge in business leadership best practices.

Spring 2010 – Assessment of Business Leadership Learning Outcome #2

Students will exhibit interpersonal and transcultural skills in business and leadership practices.

Spring 2011 – Assessment of Business Leadership Learning Outcome #3

Students will evidence biblical ethical values for practice in the profession.

Spring 2012 – Assessment of Business Leadership Learning Outcome #4

Students will exhibit servant leadership skills in life and profession.

The Bachelor of Arts in Spanish

The Bachelor of Arts in Spanish, like BUA's other B.A. degrees, expands on the Associate of Arts taxonomy of learning outcomes with the inclusion of four additional learning outcomes. As in the A.A. degree, outcomes are designed to encompass academics, beliefs and behavior. Learning outcomes for the B.A. in Spanish are as follows.

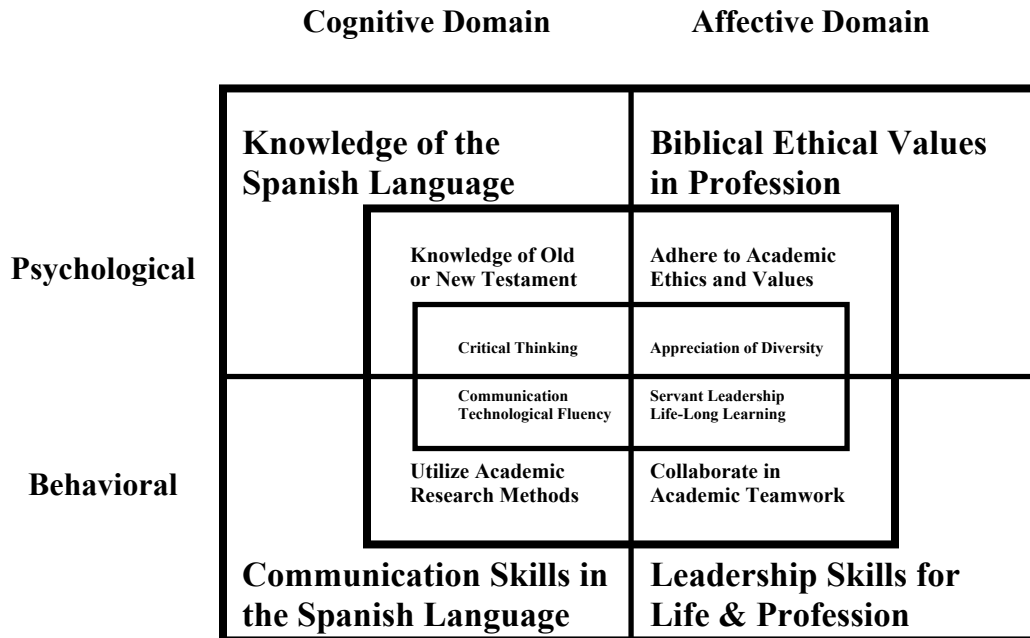
1. Demonstrate knowledge of the Spanish language;
2. Exhibit communication skills in the Spanish language;

3. Evidence biblical ethical values for practice in the profession; and
4. Exhibit servant leadership skills in life and profession.

Progress through the B.A. in Spanish allows the student to apply their mastery of both the General Education Core and the content of the Associate of Arts level material in the development of continued academic advancement, personal core values and life-changing behaviors.

The program-specific learning outcomes of the B.A. in Spanish in relation to those of the General Education Core and A.A. degree are illustrated in Figure 5.

Figure 5: BUA Taxonomy of Bachelor of Arts in Spanish



The Department of Spanish undertakes the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic

year one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The faculty of the department will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for B.A. in Spanish:

Spring 2009 – Assessment of Spanish Learning Outcome #1

Students will demonstrate knowledge of the Spanish language.

Spring 2010 – Assessment of Spanish Learning Outcome #2

Students will exhibit communication skills in the Spanish language.

Spring 2011 – Assessment of Spanish Learning Outcome #3

Students will evidence biblical ethical values for practice in the profession.

Spring 2012 – Assessment of Spanish Learning Outcome #4

Students will exhibit servant leadership skills in life and profession.

Continuing Education – Diploma en Ministerio

The Diploma en Ministerio program equips leaders for the church through biblical, theological, cross-cultural and ministry studies. Learning outcomes for the Diploma en Ministerio are as follows.

1. Demonstrate biblical and theological knowledge and reasoning;
2. Practice functional ministry skills;

3. Adhere to biblical ethics and values; and
4. Practice servant leadership.

The Diploma en Ministerio faculty leads in the annual assessment of its student learning outcomes on a regular and cyclical basis. Each academic year, one of the focal learning outcomes is assessed using the Nichols' Five-Column Model. The faculty will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of student learning.

Focal Learning Outcome Assessment Schedule for the Diploma en Ministerio:

Spring 2009 – Assessment of Diploma Learning Outcome #2

Students will demonstrate the practice of functional ministry skills.

Spring 2010 – Assessment of Diploma Learning Outcome #1

Students will demonstrate biblical and theological knowledge and reasoning.

Spring 2011 – Assessment of Diploma Learning Outcome #3

Students will evidence the adherence to biblical ethics and values.

Spring 2012 – Assessment of Diploma Learning Outcome #4

Students will practice servant leadership.

Continuing Education - Latina Leadership Institute

An awareness of the lack of strong Latina leaders led Baptist University of the Americas to begin an educational initiative to identify, develop and nurture Latina leaders who could serve both in the churches as well as the community. Latina leaders are identified and developed through formal and informal continuing education opportunities, such as conferences, workshops, networking and mentoring. The vision of the Latina Leadership Institute is the discovery, development, nurture and empowerment of women leaders from a Latina perspective enabling them to be transformational leaders in church and community settings. Students completing the Latina Leadership Institute will:

1. Demonstrate knowledge of the issues related to leadership, gender and the Latino culture;
2. Demonstrate theological reasoning and reflection in historical, social and ecclesiastical issues as they relate to Latina leadership;
3. Adhere to biblical ethics and values in life and profession; and
4. Practice functional leadership skills in the mentoring and coaching of other Latinas.

The Latina Leadership Institute undertakes the annual assessment of its Student Learning Outcomes on a regular and cyclical basis. Each academic year, one of the Focal Learning Outcomes is assessed using the Nichols' Five-Column Model. The faculty of the Latina Leadership Institute will oversee the development of the means of assessment and the criteria for success under the technical advice and collegial approval of the Institutional Effectiveness and Quality Enhancement Committee, insure the timely

collection of assessment data, review all assessment results and make or recommend curricular or programmatic changes that will insure the consistent improvement of the Latina Leadership Institute in its fulfillment of the mission of Baptist University of the Americas.

Focal Learning Outcome Assessment Schedule for the Latina Leadership Institute:

Spring 2009 – Assessment of LLI Learning Outcome #1

Students will demonstrate knowledge of the issues related to leadership, gender and the Latino culture.

Spring 2010 – Assessment of LLI Learning Outcome #2

Students will demonstrate theological reasoning and reflection in historical, social and ecclesiastical issues as they relate to Latina leadership.

Spring 2011 – Assessment of LLI Learning Outcome #3

Students will adhere to biblical ethics and values in life and profession.

Spring 2012 – Assessment of LLI Learning Outcome #4

Students will practice functional leadership skills in the mentoring and coaching of other Latinas.

Endnote

¹ A. Astin, *Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge* (San Francisco: Jossey-Bass, 1977); *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education* (Oryx, 1991).