

Sample Assessments

Student Feedback

Student Services Survey – <https://www.snapsurveys.com/wh/s.asp?k=145290467306>

Course Evaluation – <https://www.snapsurveys.com/wh/s.asp?k=146981446364>

Staff/Faculty Feedback

Staff Satisfaction Survey – <https://www.snapsurveys.com/wh/s.asp?k=147429645843>

Faculty Satisfaction Survey – <https://www.snapsurveys.com/wh/s.asp?k=147429255404>

Also, see Staff Annual Review in Dropbox

Governing Board Feedback

Foundational Standards Review – <https://www.snapsurveys.com/wh/s.asp?k=147429570772>

Evaluation of President – <https://www.snapsurveys.com/wh/s.asp?k=147429616716>

Program Review

Graduate Exit Interview – <https://www.snapsurveys.com/wh/s.asp?k=145220735733>

Also, see Program Review Rubric in Dropbox

Academic Assessment Plan for ILOs

See below...



Academic Assessment Plan

Mission Statement

The Mission of Virginia Bible College is to educate the "Whole" person by providing a holistic approach to education that is grounded in faith and focused on successful student outcomes. To cultivate knowledge and love of God in a Christ-centered environment of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual growth, and engagement with the world.

Institutional Program Objectives

Institutional Program Objective 1: Hermeneutic Competence (Biblical/Theological/Historical)

The ability to study, interpret, and effectively communicate the Word of God in a manner which reflects a historical understanding and a Bible-based theology, rather than an individual philosophy:

Biblical – Through biblical study and interpretation, students will arrive at a reasonable and coherent sense of the meaning and message of the Bible.

Theological – Through a systematic, Bible-based approach, students will learn theological foundations that underlie their Christian beliefs and practices.

Historical – Through historical theological study, students will become knowledgeable of the background, and multidimensional and global development of Christianity and the church.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
Courses Students are required to take a number of courses under this competency.	Each course is designed to enhance the students learning from a different perspective of this competency.	All Certificate and Undergraduate students are expected to obtain at least a grade of 70% in each of these courses. All Graduate students are expected to obtain at least a grade of 80% in each of these courses.	These grade percentages are the national norms for college students and thus are appropriate for this standard.

<p style="text-align: center;">Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p> <p>Professors will also conduct a qualitative assessment, taking notes during the interview of the student's strength and weaknesses in regards to the objective.</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

Institutional Program Objective 2: Apologetic Competence—The ability to present a reasoned explanation and defense of the Christian faith and to present the gospel in a clear and winsome manner.

Assessment Instruments & Methodology – please provide 3 or more	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
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measures, both direct and indirect			
<p>Courses</p> <p>Students are required to take a number of courses under this competency.</p>	<p>Each course is designed to enhance the students learning from a different perspective of this competency.</p>	<p>All Certificate and Undergraduate students are expected to obtain at least a grade of 70% in each of these courses.</p> <p>All Graduate students are expected to obtain at least a grade of 80% in each of these courses.</p>	<p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

Professors will also conduct a qualitative assessment, taking notes during the interview of the student's strength and weaknesses in regards to the objective.			
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Institutional Program Objective 3: Care and Counseling Competence—The ability to understand human thought process, emotion, social, and behavior through an integration of biblical, theological, and psychological constructs, in order to provide a basic level of holistic supportive care.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Expected Standard of Performance	Rationale for this Expected Standard of Performance
<p>Courses</p> <p>Students are required to take a number of courses under this competency.</p>	Each course is designed to enhance the students learning from a different perspective of this competency.	<p>All Certificate and Undergraduate students are expected to obtain at least a grade of 70% in each of these courses.</p> <p>All Graduate students are expected to obtain at least a grade of 80% in each of these courses.</p>	These grade percentages are the national norms for college students and thus are appropriate for this standard.
<p>Rubrics</p> <p>Rubrics are used to grade both written and oral assignments</p>	This direct assessment is used to grade all written and oral presentations. A strength of this type of measure is that it provides a quantitative value to the work which allows for less subjectivity while grading.	Most students will score a “3 for Good” or a “4 for Excellent” on all criteria	Grades lower than the stated reflect a failure in that respective criteria
<p>Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national</p>	Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for</p>

<p>given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>		<p>college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p> <p>Professors will also conduct a qualitative assessment, taking notes during the interview of the student's strength and weaknesses in regards to the objective.</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

Institutional Program Objective 4: Leadership—The ability to integrate Christian principles and practices, strategic thinking, and personal integrity in leadership.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
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<p>Courses</p> <p>Students are required to take a number of courses under this competency.</p>	<p>Each course is designed to enhance the students learning from a different perspective of this competency.</p>	<p>All Certificate and Undergraduate students are expected to obtain at least a grade of 70% in each of these courses.</p> <p>All Graduate students are expected to obtain at least a grade of 80% in each of these courses.</p>	<p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p> <p>Professors will also conduct a qualitative assessment, taking notes during the interview of the student's</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

strength and weaknesses in regards to the objective.			
Observations Observations is an indirect way to evaluate student's ability.	Acts of Service and group assignments are great ways for students to practice ministry and leadership. Students will be observed in their various activities in and out of class and be evaluated to reflect leadership skills.	All students should demonstrate a basic ability to lead and as they matriculate, should show enhanced skills. Graduate students in particular should demonstrate a higher level of leadership.	Given that we endeavor to provide ample opportunities for students to lead, even the most basic level of leadership growth is possible for all students.

Institutional Program Objective 5: Communication Competence—The ability to communicate effectively and accurately through both written and oral formats.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
Communication Competence Seminar Seminar covers fundamental of research, writing, writing styles, and oral presentations, as well as creating power points and using media, audio, diagrams in work	All new students are required to attend the Communication Competence Seminar during their Fall semester. This serves as an introduction into writing for new students and a refresher for returning students	There is a practical component to this seminar and students will demonstrate a basic ability to apply writing and oral skills learned	Many of our students have never attended college, so requiring only the basic level ability is sufficient. However, all students are expected to build upon their skills throughout their matriculation.
Courses Students are required to take a number of courses under this competency.	Each course is designed to enhance the students learning from a different perspective of this competency. All courses have both written and oral assignments.	All Undergraduate students are expected to obtain at least a grade of 70% in each of these courses. All Graduate students are expected to obtain at least a grade of 80% in each of these courses.	These grade percentages are the national norms for college students and thus are appropriate for this standard.
Rubrics	This direct assessment is used to grade all written and oral presentations. A strength of this type of	Most students will score a “3 for Good” or a “4 for Excellent” on all criteria	Grades lower than the stated reflect a failure in that respective criteria

<p>Rubrics are used to grade both written and oral assignments</p>	<p>measure is that it provides a quantitative value to the work which allows for less subjectivity while grading.</p>		
<p>Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p> <p>Professors will also conduct a qualitative assessment, taking notes during the interview of the student's strength and weaknesses in regards to the objective.</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>
<p>Observations</p>	<p>Students will be observed in their various activities and interactions with their peers and faculty. Discussions</p>	<p>All students are expected to orate in a clear and competent manner. Rubrics are also used to evaluate</p>	<p>Given that all courses require some form of orally presented work, the</p>

Observations is an indirect way to evaluate student's ability.	and oral presentations will also be evaluated to reflect collegiate level communication.	how well students orate and they are expected to achieve "4 for excellent" or "3 for good" in all criteria.	expected 3 or 4 rating is acceptable.
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Institutional Program Objective 6: Academic/Discipleship Competence— The ability to research and study biblical and non-biblical subjects independently and to cultivate a lifestyle of lifelong learning.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
<p>Internship (Graduate)</p> <p>&</p> <p>Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

Professors will also conduct a qualitative assessment, taking notes during the interview of the student's strength and weaknesses in regards to the objective.			
Post-Graduation Follow-up Students will be contacted at 1 yearly after graduation to confirm a continued pursuit of knowledge.	Following up with students directly is the best way to retrieve the most accurate information	Given that we endeavor to spark a desire for learning beyond the classroom, all students are expected to be engaged in some level of academic discipleship after they graduate	We recognize that not all graduates will be a typical scholar, but a minimum level of engagement is sufficient for all students.

Institutional Program Objective 7: Spiritual Development—The ability to live a lifestyle of Christian discipleship with self-awareness, personal discipline, servanthood, and emotional maturity.

Assessment Instruments & Methodology – please provide 3 or more measures, both direct and indirect	Rationale for this Instrument and Methodology	Minimum Standard of Performance	Rationale for this Expected Standard of Performance
Courses Students are required to take a number of courses under this competency.	Each course is designed to enhance the students learning from a different perspective of this competency.	All Certificate and Undergraduate students are expected to obtain at least a grade of 70% in each of these courses. All Graduate students are expected to obtain at least a grade of 80% in each of these courses.	These grade percentages are the national norms for college students and thus are appropriate for this standard.
Acts of Service	This provide students an opportunity to engage in the practical side of ministry	All students are required to participate in at least 1 act of service each semester	We cater to the working student, so the low requirement is sufficient
Weekly Chapel	In order to learn the Word of God, attending a service outside of regular Sunday church service, is necessary. We do not take for granted that all students will study the Bible outside of class, so this will be a to at least hold them accountable for	Each student is required to attend their weekly Bible Study to	

	receiving spiritual nourishment.		
<p>Observations</p> <p>Observations is an indirect way to evaluate student's ability.</p>	<p>All course, acts of service, and faculty interaction with students is designed to lead to spiritual transformation. Students will be observed in their various activities and interactions with their peers and faculty. Discussions will also be evaluated to reflect spiritual maturity.</p>	<p>All students are expected to display Christian behavior on campus and should evince a steady growth throughout their matriculation (i.e., course work as well as conversations and interactions with others).</p>	<p>Given that we endeavor to take students on a journey of spiritual transformation, even the most basic level of growth and maturity is possible for all students.</p>
<p>Internship (Graduate) & Capstone (Undergraduate)</p> <p>This course is a method of summative evaluation in which the student will be given an opportunity to demonstrate integrated knowledge and growth in the major.</p> <p>This course will assess a student's overall mastery of program and institutional objectives in the major, as well as the overall collegiate learning experience.</p>	<p>The capstone course provides a venue for assessing how successfully the major has attained the overall goals.</p> <p>Many programs are taking advantage of this tool and according to national surveys, it is becoming one of the most common assessments.</p> <p>We will use the assessment to provide information about program quality and to use that evidence to make curricular improvements.</p>	<p>Students will successfully complete all assigned tasks and complete the course with at least an 80% at the graduate level and 70% at the undergraduate level</p>	<p>This is not required for Certificate level students, as their program is not comprehensive enough for a strong grasp of the objectives.</p> <p>These grade percentages are the national norms for college students and thus are appropriate for this standard.</p>
<p>Exit interview</p> <p>All graduates will complete the exit interview. Students will complete an objective measure, answering questions directly related to the ILOs, scored on a scale of 0-5.</p> <p>Professors will also conduct a qualitative assessment, taking notes during the interview of the student's</p>	<p>This is a direct measure of student learning, taken at the conclusion of the program, and it includes both quantitative and qualitative elements to ensure the assessment provides data useful for improving the program.</p>	<p>The mean of student scores on the survey will be 4, with no individual student score on a given question below 3.</p>	<p>This is a key objective, so a rigorous standard is appropriate.</p> <p>All students completing the certificate program should be able to articulate at least a basic grasp of this objective.</p>

strength and weaknesses in regards to the objective.			
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