

Academic Program Review

Bible and Theology

Fall 2017

Christian Life College

## **Bible and Theology Overview**

The Bible and Theology program (BT) is the oldest and most distinguished degree at Christian Life College. The state of California's Bureau for Private Postsecondary Education (BPPE) formally recognizes that this degree has been granted from 1966 to the present. Prior to 1965, Christian Life College (formerly Western Apostolic Bible College) offered a three-year diploma. Beginning in 1966, the college transitioned to a four-year program and began to offer a Bachelor of Arts in Bible and Theology. From its earliest days, the College has valued theological and ministry training and has had a graduating class every year going back to 1953. The founder of Christian Life College, Rev. Clyde Haney, was a strong advocate for theological instruction, and CLC was established as an institution which would carry out that vision.

The Bible and Theology program is made up of 120 total semester units.

- General Education – 33
- Biblical Studies – 30
- Theological Studies – 30
- Ministerial Studies – 27

The Bible and Theology Program is designed for the student who desires to draw closer in a personal relationship with Jesus Christ through a study of Scripture. Students in this program will gain a broad understanding of the Bible, Its origin, authority, and hermeneutical principles. This program provides students with: 1) a concentrated exposure to Oneness Pentecostal Theology, 2) the skills for preaching and teaching, 3) a pathway to contribute to scholarly research through theological writing, and 4) a practical application of theology through ministry opportunities.

## **Bible and Theology Program Learning Outcomes**

**Upon completion of the Bible and Theology program graduates will be able to:**

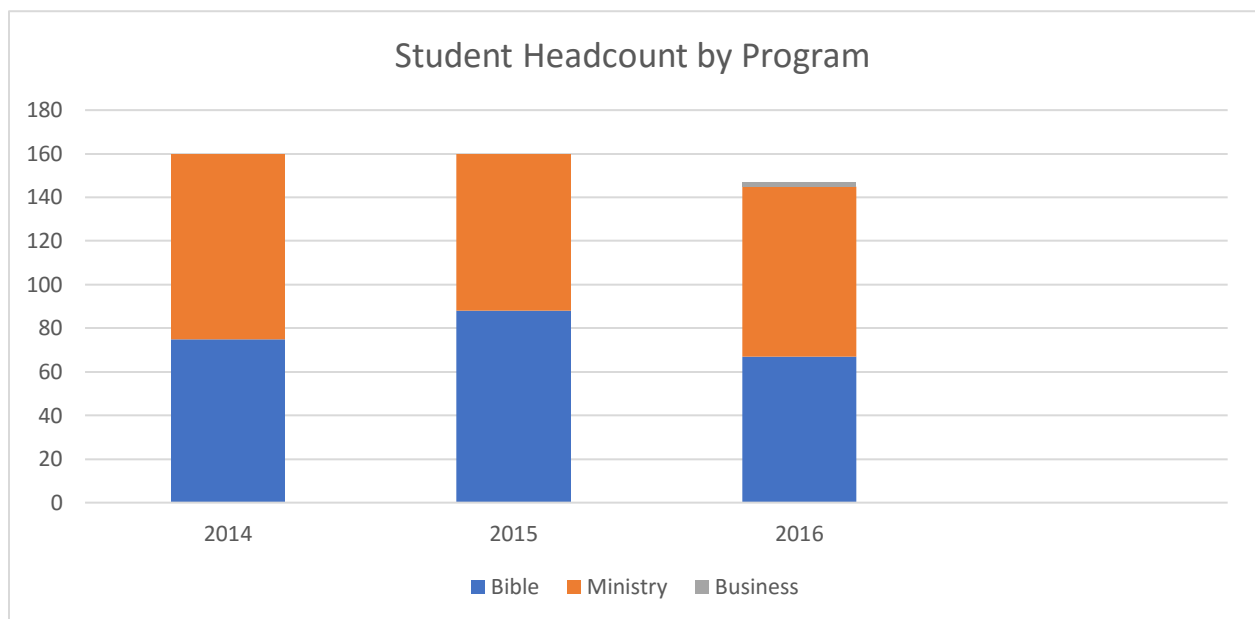
1. Identify the significant characters of the Bible, Its culture, and events, as well as the Bible's principal theological themes.
2. Articulate basic elements of Oneness Pentecostal theology, providing clear biblical

support, found in both the Old and New Testaments.

3. Describe, compare, and contrast major theological systems in order to formulate sound theological positions.
4. Describe the key issues involved in the major theological controversies that have occurred throughout the history of the church.
5. Employ effective, compassionate skills for use in various ministry settings.
6. Demonstrate the correct application of hermeneutical principles in order to develop 1) A proper interpretation of a biblical text 2) A basic knowledge exegetical study using the original biblical languages.

## Student Enrollment

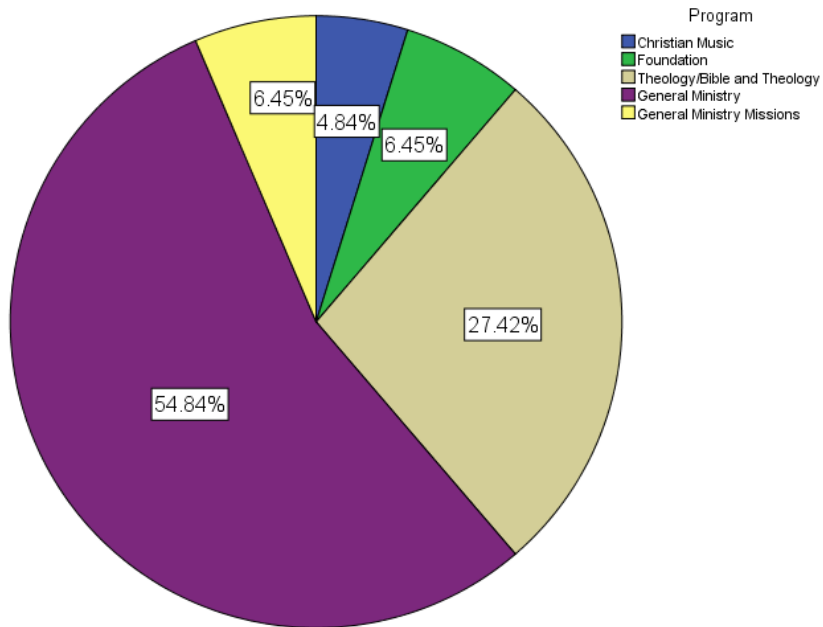
Table 1



## Enrollment by Freshman Cohort by degree

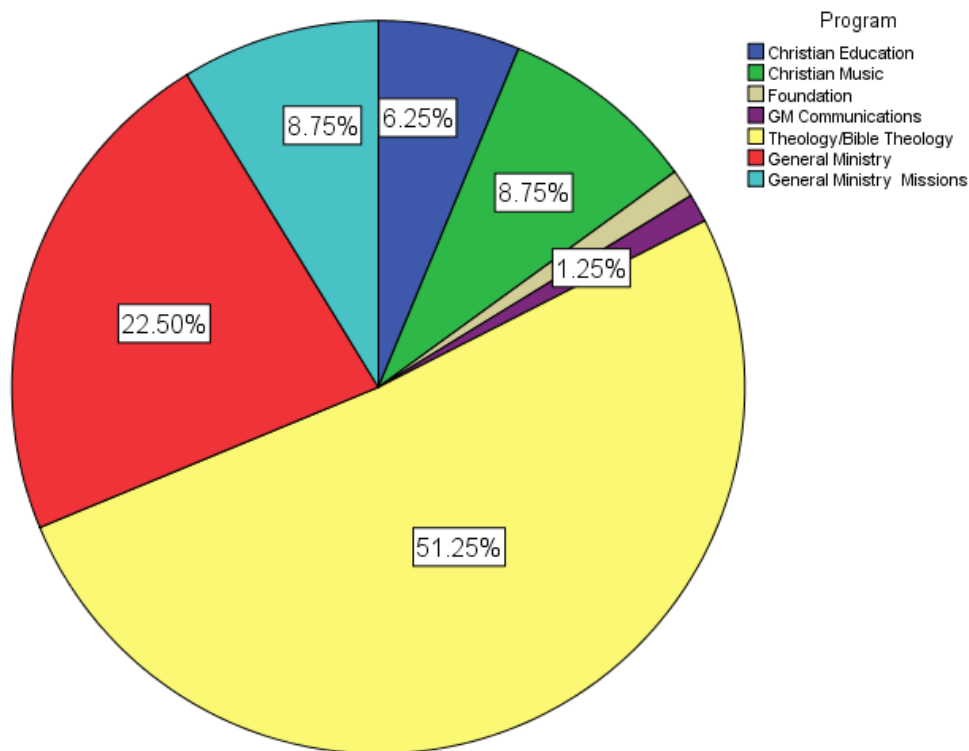
### Fall 2016 Freshman Cohort by degree

Table 2



## Fall 2015 Freshman Cohort by degree

Table 3



### Framework and Structure of Bible and Theology Program Review

The framework and purpose of this Program Review is to enhance the quality of programs through a focused, in-depth self-study completed by faculty. The review is a continuous, collaborative process of gathering, interpreting, reflecting upon and using data to inform decision-making. Completing the review strengthens connections between the programs and the College.

This is the first program review completed by Christian Life College, and of the Bible and Theology Program. Although program faculty participated in the self-study, administration and faculty alike have learned along the way. The process proved difficult to get adjunct faculty to commit to the process of the self-study. While assessment is valued by all faculty, keeping contingent faculty involved remained challenging throughout the process.

CLC has undergone many changes in the curriculum while seeking accreditation. These changes are reflected in this review. Several data points proved difficult to track, because the

emerging nature of the criteria. This first program review for Bible and Theology functions as a type of pilot study with the primary objective of determining the best methods for gathering, analyzing, and utilizing assessment data. Moreover, the adjustments are reflected in the forthcoming recommendations. CLC feels these changes will reinforce the value and overall effectiveness of the review.

### **Abbreviated History, Development, and Expectations**

Since the inception of the College, the theology program has been considered the flagship of CLC. This is rooted in the history of the college being founded as a Bible College with deep roots in theological influence through its organizational affiliation. In the historical outlook, published in the Academic Catalog, President Lopez noted the intensified thrust of academic and spiritual excellence in recent years. He wrote, “During the last few years, the College has been carrying on an accelerated schedule of academic upgrading in all areas. The progress being made academically has positively affected the spiritual growth of the school as well. The heart of the school has always been, and always will be, based on evangelistic outreach, spiritual depth, personal holiness, and unreserved commitment to the Word of God.”

## Part I: Determining Educational Objectives and Alignment with Institutional Mission

### Relationship to Mission and Strategic Plan

The Bible and Theology Program is perfectly fitted to the mission and vision of the College. In every area of the program, the outcomes are designed to reinforce and engage the outcomes of the institution. While faculty affirmed that PLOs were crafted in view of the institution learning outcomes, PLO alignment was missing from most documentation (Chiefly the curriculum maps displayed below in Table 6). The BT program has a robust history of biblical offerings which support the mission of faithfulness to the Scripture. In turn, students at Christian Life College are propelled into a commitment to Christ through a deepened understanding of God and his Word. In coordination with these outcomes, the BT program keeps the highest standards of rigor in the College. College Core and General Education units play a crucial role in establishing the quality of this degree and the overall success of the BT major students. With a diverse course listing, and a robust General Education core, the BT program complements the mission of the College, and takes its place as one of the most popular degree offerings.

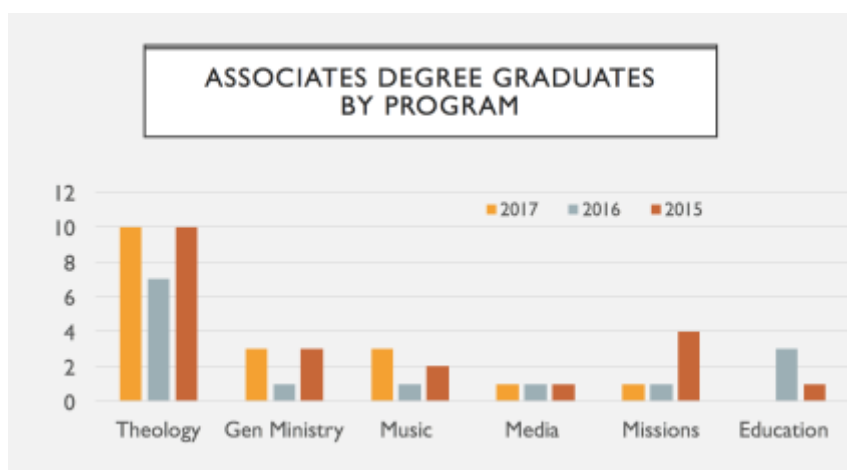


Table 4

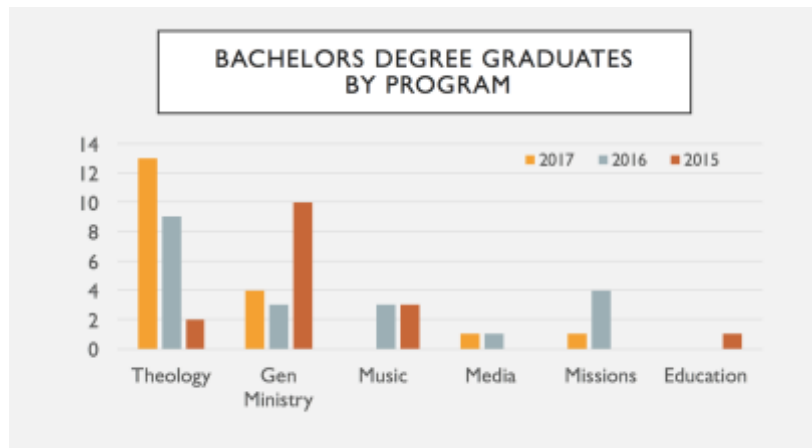


Table 5

**Institutional Learning Outcomes and Program Learning Outcomes** The following itemization presents the College's institutional learning outcomes:

Upon successful completion of the any program at Stockton Christian Life College, graduates will be able to:

1. Obtain a foundational knowledge in information literacy and quantitative reasoning.
2. Demonstrate effective oral and written communication skills.
3. Apply critical thinking skills to address common and complex challenges inherent within the global community.
4. Exhibit personal commitment to the Lord Jesus Christ, His Word, and to the pursuit of godly character.
5. Integrate the pursuit of truth with a lifestyle of Christian service.



## **Program Alignment with the Institution**

### **Bible and Theology Program Learning Outcomes**

Upon completion of the Bible and Theology program graduates will be able to:

1. Identify the significant characters of the Bible, Its culture, and events, as well as the Bible's principal theological themes. (ILOs 1,4,5)
2. Articulate basic elements of Oneness Pentecostal theology, providing clear biblical support, found in both the Old and New Testaments. (ILOs 2,3,4,5)
3. Describe, compare, and contrast major theological systems to formulate sound theological positions. (ILOs 3,4,5)
4. Describe the key issues involved in the major theological discoveries and controversies that have occurred throughout the history of the church. (ILOs 2,3)
5. Employ effective, compassionate skills for use in personal development, as well as ministry expression in local and global contexts. (ILOs 2,4,5)
6. Demonstrate the correct application of hermeneutical principles to develop 1) A proper interpretation of a biblical text 2) A basic knowledge of exegetical study using the original biblical languages. (ILOs 1,2)

Revised 3/29/2017

Bible and Theology Program Faculty

# Curriculum map

Table 6

## Program Learning Outcomes

1. Identify the significant characters of the Bible, its culture, and events, as well as the Bible's principle theological themes.
2. Articulate basic elements of Oneness Pentecostal theology, providing clear biblical support, and in both the Old and New Testaments. sound theological positions.
3. Describe, compare, and contrast major theological systems in order to formulate a theological position.
4. Describe the key issues involved in the major theological controversies that have occurred throughout the history of the church.
5. Employ effective, compassionate skills for use in various ministry settings.
6. Demonstrate the correct application of hermeneutical principles in order to develop a proper interpretation of biblical text. A basic knowledge of exegetical study using the original biblical languages.

## Bible & Theology

Units

### Lower Division

BIB102 Book of Acts	2	I	I		I		I
BIB202 Historical Books	2	I,D	I,D				I,D
BIB201 & 100 Corinthians	2	D	D		D		D
BIB101 Pentateuch	2	I	I				I
BIB201 Romans and Galatians	3	D	D	I,D	I,D		D
BIB103 Harmony of the Gospels	3	I	I		I		I
BIB203 Pastoral Epistles	2	D	D		I,D		D
SOC201 Ancient Near East Customs	2	D	I		I,D		
MIN101 Homiletics I	2		I			I	
MIN201 Homiletics II	2		D			D	
MIN202 Spiritual Formation	2						
MIS101 Dynamics of Soul Winning	2	I	I			I	

### Upper Division

BIB301 General Epistles	2	D,M		D	D		D,M
BIB302 Prison Epistles and 1 & 2 Thessal	3	D,M		D,M	D		D,M
MIN301 Church Administration	2					D,M	
MIN301 Homiletics III	2		D,M			D,M	D,M
MIN302 Ministerial Ethics	1					M	
MIN303 Pastoral Seminar	2					M	
CED303 Principles of Counseling	2					D,M	
BIB301 Hebrews and Leviticus	2	M	M	M	M		M
BIB303 Old Testament Prophets I	2	D	D				D
BIB304 Old Testament Prophets II	2	D	D				D
BIB302 Poetic Books	3	M	M				M
BIB305 Revelation and Daniel	3	D,M	D,M	D,M	D,M		D,M
HUM302 Greek for Biblical Exegesis I	3						I,D
HUM303 Greek for Biblical Exegesis II	3						D,M
HUM304 Hebrew for Biblical Exegesis I	3						I,D
HUM305 Hebrew for Biblical Exegesis II	3						D,M
MIN304 Theology of Ministry	2						
66							
Electives							
THS107 Signs and Wonders	2	I		I			I

The Bible and Theology Program Learning Outcomes (PLOs) are further aligned with course learning outcomes (CLOs) in course syllabi. To verify their alignment and assessment, an independent review was conducted of syllabi within the program. While an alignment of outcomes is crucial for any academic program a visual inspection of their configuration is a fruitless intervention without more granular considerations. Artifacts were analyzed for key assessment content. That is, each syllabus across multiple terms were analyzed for content information on assignments with the goal of determining the extent to which detail was available to support the assumption that course-level assessment events reasonably tap into the constructs represented as PLOs.

The syllabi dissection process revealed a clear disconnect between course syllabi and the PLOs. Although some were sufficiently built to assess the PLOs, many were crafted without a clear understanding of the Signature Assignment process. Little evidence was found that courses were being taught with the Program learning outcomes in view.

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## PART I: Institutional and Program Alignment of Vision, Mission, Core Values, and Learning Outcomes

Findings	Recommendations
<ul style="list-style-type: none"><li>The Programs mission statement was not clear. The description was vague and does not seem to capture the main thrust of the program.</li></ul>	<ul style="list-style-type: none"><li>Develop a mission, vision, and value statement for the program.</li><li>Request input from both part-time and full-time faculty members to shape the statement.</li><li>Gather feedback from students regarding the direction of the program, as described in the vetted statements.</li></ul>
<ul style="list-style-type: none"><li>Course syllabi within the were missing key features which guide the assessment of learning outcomes, this carries implications for other portions of this self-study.</li></ul>	<ul style="list-style-type: none"><li>Develop and implement a faculty development program surrounding assessment to strengthen syllabi.</li></ul>
<ul style="list-style-type: none"><li>The program map was missing the connection to the institutional learning outcomes (ILOs). This made it difficult to know which PLOs are aligned (if any) with the ILOs.</li></ul>	<ul style="list-style-type: none"><li>Convene the faculty of the program to complete the map of the PLOs to ILOs.</li></ul>

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## **Part II: Commitment to Institutional Integrity, Sustainability, and Accountability**

### **External Demand: Enrollment Trends and Retention**

Given the growth of the Oneness Pentecostal movement, and recent data which suggest growth of licensed ministers in the association, the need for ministers with training in Oneness Pentecostal Theology will continue to grow. The United Pentecostal Church International (UPCI) has estimated that the number of ministers will grow by 15% in the next 10 years. The Bible and Theology program serves as a prerequisite to a minister seeking a ministerial license in the UPCI.

The Oneness Pentecostal movement will continue its expansion globally, with the United Pentecostal Church International (UPCI) increasing its number of licensed ministers, affiliated churches, and church members. For 2016, the UPCI posted record highs for the number of licensed ministers and churches. This expansion has heightened the need for higher education with a distinctive Pentecostal worldview in order to (1) train ministers and leaders within the movement, and (2) provide a quality education for those seeking higher education for the workplace and/or as a pathway towards graduate and doctoral level programs. [See Jerry Jones, “2015-2016 Annual Report,” 2016 General Conference of the UPCI, September 2016.]

### **Internal Demand**

The Bible and Theology program supports the Colleges internal program needs for Theological and Biblical studies. The College’s bylaws mandate that every student who graduates from CLC completes minimum requirements of Bible and Theology credits. These credits are nested in the Bible and Theology program. In this way, the curriculum will always be connected to the mission of the college, and students will receive a rigorous education with a biblical foundation.

## Programmatic Generation of Revenue and Resources

Tuition is the main source of revenue for the bible and theology program. Although tuition based revenue is not ideal for programs of the college, the administration is addressing this very issue in the latest Strategic Executive Plan. The BT program makes up forty-three percent of the programmatic revenue from tuition.

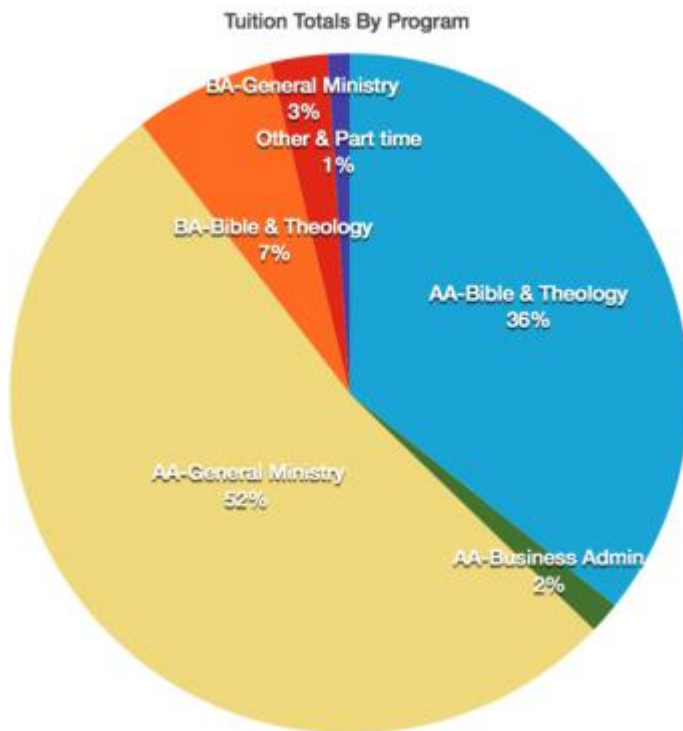


Table 7

## Programmatic Costs

All costs associated with the Bible and Theology program are directly related to faculty expense. All other costs and resources are shared throughout all the college programs. It is expected that these costs will grow over time, as well as resources specifically related to the Bible and Theology Program. Historically programs have not been responsible to set their own budget, however administration and faculty have been in discussion about these processes for the near future.

## Faculty

The Bible and Theology program is staffed by three (3) full-time faculty members, and Five (5) adjunct faculty. Five (5) teaching assistants will be joining the ranks of faculty in the next academic year. At CLC, the current student to teacher ratio is 6:1. The Bible and Theology Program makes up 16% of the resource allocation for faculty. Given the current student enrollment, faculty for the Bible and Theology Program are sufficient in number for courses taught.

One point to note, is that multiple faculty teach across other programs at the college. The program chair is the only fulltime faculty who teaches solely in the Bible and Theology Program. The chair also serves the institution as the Academic Dean and Chief Academic officer. Given administrative duties, most fulltime faculty must limit the number of hours taught. In light of these administrative responsibilities, the number of adjunct faculty has increased. During this study, no evidence was seen which suggested a rational for adding or subtracting teaching faculty to the BT Program.

## Adequacy and availability

As administrative and instructional responsibilities for the Chair continue to grow, there may be need for the program to be mindful of looming threats to adequacy. At the present time, advising is manageable and reliance on a contingent faculty majority for instructional delivery seems most viable. Administrators are aware that undue reliance on part-time faculty has the potential to introduce challenges elsewhere with regard to broad faculty ownership of the program, curriculum review, and advancing a robust assessment infrastructure.

Percentage of Total Faculty Resource Allocation

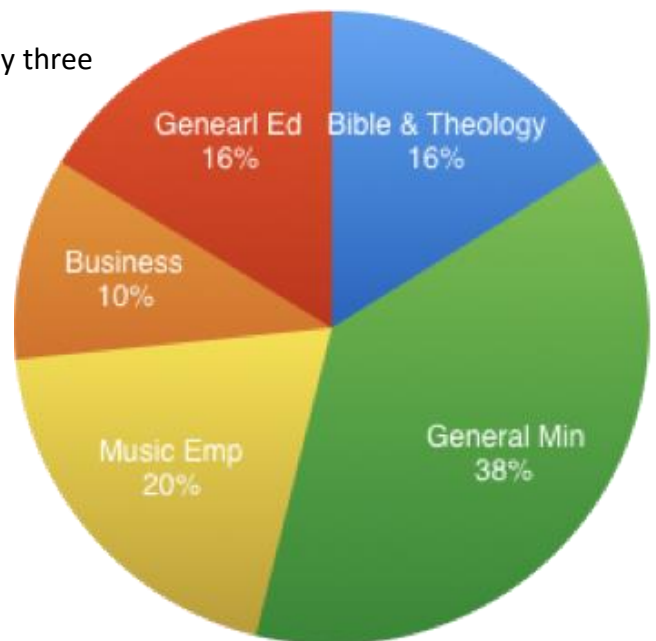


Table 8

### Professional development and support

CLC offers many avenues for faculty training and professional development. To ensure an on-going improvement of teaching practices, assessment techniques, and long-term development of its teaching faculty, the College appoints the Committee on Professional Development and Faculty Welfare that is comprised of the Faculty Senate Chair plus two faculty members who are voted in by the faculty senate each year. This committee hosts regularly scheduled faculty development sessions that introduce and develop specialized assessment training, and are available to all full-time and adjunct faculty.

### Technology resources and information literacy

Christian Life College maintains its library collection and learning resource services at the Hogue library. The college library holds more than 20,000 volumes with much of the collection specializing in theological and biblical subjects.

To expand the fundamental relationship of the library and learning resources with the curricula, the College intends to increase the linkage of student assignment requirements to the use of the institution's learning and information resources. In alignment with the Strategic Executive Plan (2016), the Learning Resource Committee established an ongoing plan to acquire resources necessary to

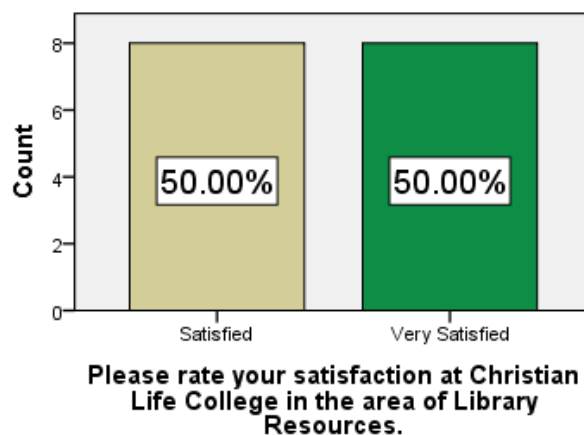


Table 9

accommodate the expected expansion of student information and information literacy requirements. Students did give a favorable response when asked about the Learning Resources provided by the College.



## Facilities

Christian Life College is located on a campus of approximately 20 acres at 9023 West Lane in Stockton, California. Of the seven large buildings on this campus, five exist almost exclusively for the use of the college; two are used by the College in a shared relationship with other ministries. The 10,000 square foot Darryl L. Siebold Communications Center houses the main business office for the college, seven faculty offices, three staff offices, bookstore, two classrooms, canteen, main office for the KYCC radio network, five staff offices for the radio network, three broadcasting studios, a mail room, and two storage rooms.

The 12,000+ square foot Hogue Library building features the College library, containing over 18,000 volumes, a computer laboratory, nine faculty and staff offices, an audiovisual storage room, a keyboard lab for music students, and three large classrooms.

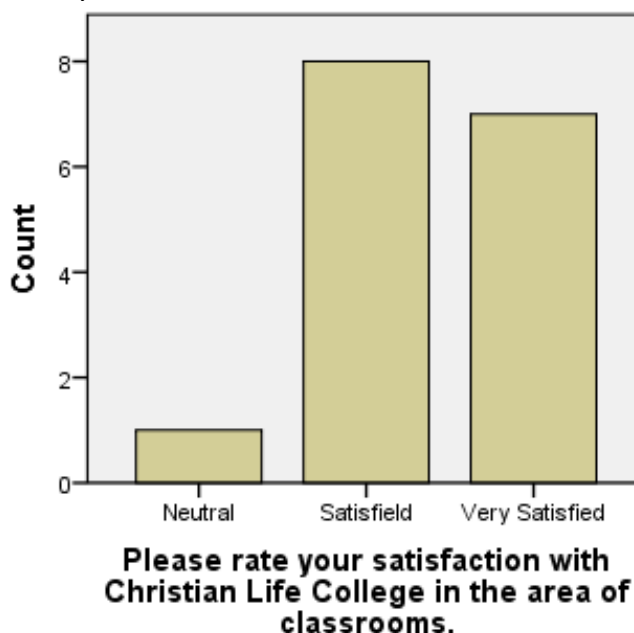


Table 10

Access to the Library is permitted during normal business hours. The 10,000 square foot Student Center features a dining room capable of seating 300 people, an executive dining room capable of seating 35 people, a modern commercial kitchen, including freezer and cooler, and two 1200 square foot apartments, both occupied by College staff families.

## Student profile

The Bible and Theology program has a student profile which mirrors the demographic of the College. Traditionally, more male students have enrolled in the Bible and Theology program than female students. This is due largely to the tradition of the more conservative sects of Christianity. In many churches, a complementarian approach has been established, which limits female involvement in theological education. CLC works hard at tempering these traditional views, by giving more opportunities and an increased role for women in teaching and preaching ministry. The diversity of the BT program is consistent with the demographics of the college.

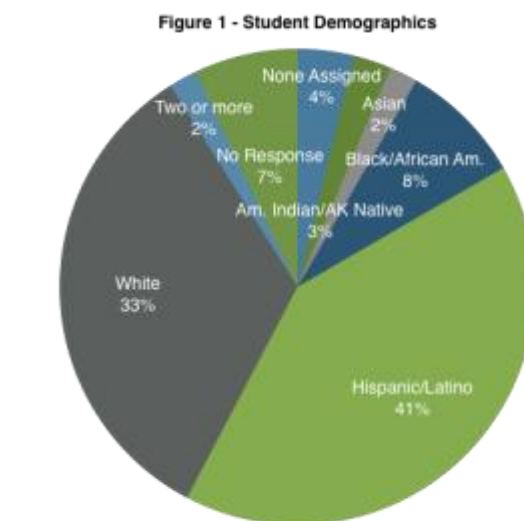


Table 11

## Course profile

Historically, Bible and Theology courses have been embedded in every discipline of the College. Along with a robust course listing, the BT program has a capstone project which measures the student's ability to define, articulate, defend and create a personal doctrinal position. Along with theological rigor, students in the BT program are required to complete 12 units of Biblical Language. Both Hebrew and Greek are studied, and student achieve proficiency in an introduction to these ancient languages. In this way, students are equipped to demonstrate the correct application of hermeneutical principles in order to develop 1) A proper interpretation of a biblical text 2) A basic knowledge of exegetical study using the original biblical languages.

Recently, the program faculty created a pathway for students to customize their degree inside of the current course offerings. Until 2016, students were left few elective options in the 4-year graduation plan. This was largely because students were overwhelmed with required

courses in the program. The faculty created Bible survey courses which limited the number of required courses needed in Biblical studies, but gave the students the opportunity to choose classes which met their interest.

## PART II: Core Commitment to Institutional Integrity, Sustainability, and Accountability

Findings	Recommendations
<ul style="list-style-type: none"><li>CLC is committed to providing the most powerful learning resources to students; however, ambiguity exists with regard to how the program's faculty are using key technologies provided by the institution to ensure the quality of the learning environment.</li></ul>	<ul style="list-style-type: none"><li>The Program Chair must monitor and assess the extent to which faculty are aware and use emergent technologies.</li></ul>
<ul style="list-style-type: none"><li>Programs at CLC do not have a distinct budget as an academic program and a full audit of resource allocation to and within the program was not performed.</li></ul>	<ul style="list-style-type: none"><li>The Program Chair must work with the Chief Financial Officer to equip the program with a budget and resource allocation process to ensure sustainability, growth, and compliance with regulatory expectation.</li></ul>

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## Part III: Commitment to Student Learning and Success

### **Bible and Theology Program Learning Outcomes (PLOs)**

Although CLC values the need for a strong assessment of student learning and data based decision making, the College is still learning how to collect meaningful data when it comes to student success. Initially, the College utilized the signature assignment (SA) methodology to measure student success across each program. However, while learning how SA would work at our institution, we found the biggest challenge to this process to be Faculty who are committed to the idea of reporting the data of the signature assignments. This is not surprising, seeing as the College is going through a number of growing processes in the move toward accreditation. As previously noted, motivating adjunct faculty to participate in reporting data for assessment purposes proved to be challenging.

### **Assessment Results**

Annual assessment protocols were missing from the assessment plan. During this self-study, faculty came to the realization that there was a general sense of confusion when it comes to assessment outside of the course learning outcomes (CLOs). Faculty planned to evaluate the Program Learning Outcomes on a four to six-year cycle, however no direct evidence of student success was collected for the PLOs on an annual basis. While the Signature Assignment was designed to serve as the annual assessment, the disconnect caused a deficiency in the data collection.

### **Use of Assessment Information**

While conversations with College leadership evidence verbal commitment to assessment, further action is necessary to demonstrate practices associated with “closing the loop.” That is, the bible and Theology program must evidence commitment to using assessment information to make improvements to program quality. It is important to note that completing this piloted program review should certainly not be discounted as the beginning of an effort to commit to said practices. Indeed, the request and approval to undergo a comprehensive

program review, to the extent to which possible, evidences collective desire for integrity and quality control. Annual assessment plans and future program reviews must inspect the integrity of behaviors to use assessment details for programmatic improvement purposes.

### **Recruitment and Student Services**

Recruitment efforts are nested in the admissions and marketing departments. Each year we have many candidates show interest in and a number more who apply for entrance into the Bible and Theology program. The BT program is prominently placed on most pieces of marketing materials (i.e. pamphlets, banners etc.). Additionally, BT faculty regularly attend events with the aim of recruiting more students to the program. In this way, there is a strong connection between the BT program and the recruitment efforts of the College. Having operated as an unaccredited college for 68 years, CLC has lived with the reality that a solid recruitment effort is vital to a sustained future. The same is true for the BT program.

Student Services are embedded in the BT program as advisors who are intimately knowledgeable about the program. Historically, each program at CLC has paired faculty within their discipline, this ensures students are confident that their advisors are giving good direction. Recently, CLC created the Academic Advising Unit. Until 2016, academic advising was handled directly by the academic office. The student satisfaction, expansion of services and overall commitment to excellence prompted the change.

### **Credit Hour Policy and Monitoring**

The Chair of the Bible and Theology Program also serves the College as the Chief Academic Officer. This simplifies monitoring the credit hour for the BT program, seeing that he is responsible for monitoring faculty contact hours and course design to ensure compliance with the US Department of Education (USDE) regulations.

All courses must meet a minimum of 15 instructional hours for each semester unit of credit granted. An instructional hour is defined as 50 minutes of classroom instruction, guided practice, discussion, or other activity supervised and facilitated by an instructor as part of the

normal teaching-learning process. A three-unit course will usually meet for three 50-minute periods each week for 15 weeks.

One credit hour of college work is defined as “approximately three hours of recitation study or laboratory work per week” throughout a semester. This means one hour of lecture is equal to two hours of outside class study or three hours of laboratory with no outside work. Faculty members’ assignments should be geared to this definition in such a way that students with average college ability, putting in this amount of effort, might earn an average grade (“C”). For a course that is 3 credit-hours, students should expect to spend between 6 and 9 hours per week outside of class studying the materials and performing assignments.

### **Traditional measures of student success**

During the inception of the assessment plan, CLC adopted the method of signature assignment (SA) to be a method of annual assessment for its curriculum. The SA would also serve as the data repository for direct assessment of the program learning outcomes (PLOs) of each program of the college. The purpose of collecting scores on the SA for each class is to determine how well students are achieving the PLOs and ILOs. SA scores for all the courses in a degree program will provide data on how well students are learning throughout the program.

During this self-study, the SA process became clearer to the faculty and the main actors involved in assessing student learning outcomes. Although, the plan was not executed as initially scheduled, faculty have learned much from this pilot review, especially in terms of data collection, learning from said data, and crafting a plan to make improvement based on the evidence gleaned.

One specific example, would be to ensure faculty are constructing outcomes at the course level which properly measure the PLOs at the appropriate level of achievement. There was a disconnect between CLOs in the faculty syllabi, and the level of achievement expected for the course. Further, little evidence was found that students were aware of the courses expectation of the level of achievement. Aside from being listed on a curriculum map (attached in this self-study), this expectation was missing from all other public documentation.

Given the stated challenges, significant SA data was produced to give a picture of how well student are achieving the PLOs in the Bible and Theology Program. It can be expected that this review will aid the BT faculty and the rest of the institution, and best practices for direct assessment of the PLOs. This process is emerging, and will continue to grow into a well-crafted assessment plan.

#### Signature Assignment Data (Fall 2014-F2016)

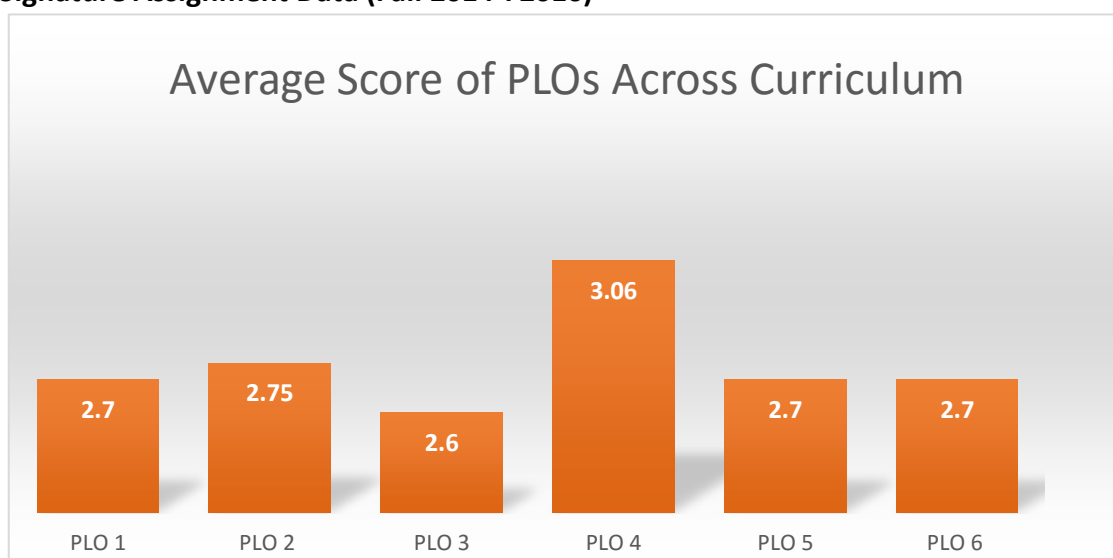


Table 12

#### Indirect Measures of Students' Satisfaction

Surveys were collected from the student body on the overall satisfaction with the course and programs. Although not specifically connected to the BT program, faculty can reflect on the indirect evidence of student satisfaction with the programs of the College.

## Student Satisfaction Survey

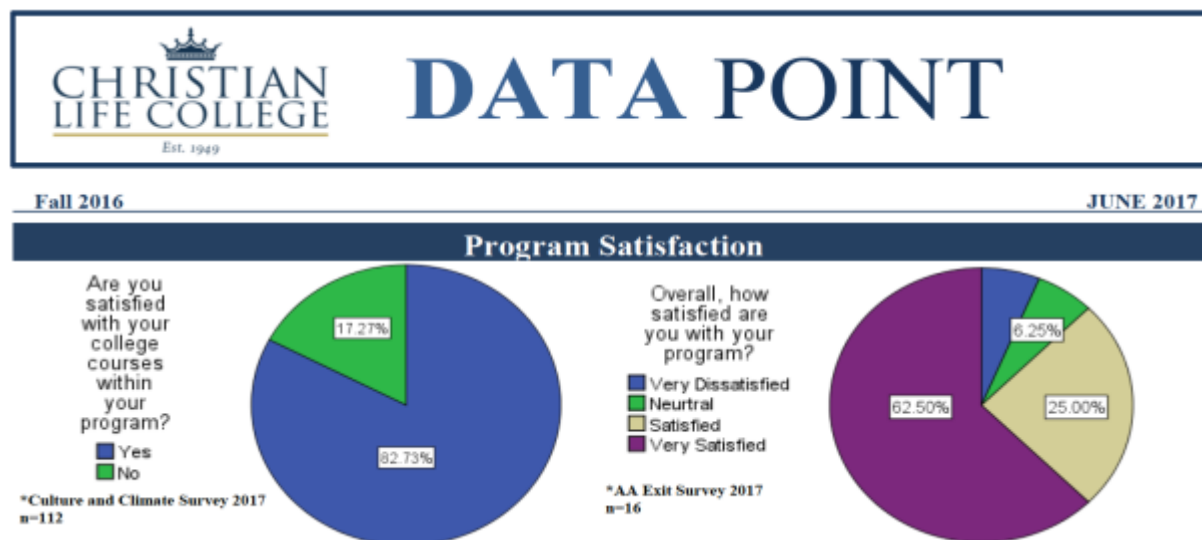


Table 13

## PART III: Commitment to Student Learning and Success

Findings	Recommendations
<ul style="list-style-type: none"> <li>Although the program should be commended for the structure of annual assessment, there was a clear disconnect in the process of Signature Assignment protocols. Some of the course were missing SA documentation, and others were not properly reported.</li> </ul>	<ul style="list-style-type: none"> <li>The Program Chair must work with the Institutional Research department to better align the program efforts with the direct assessment plan.</li> <li>Faculty must spend more attention on professional development activities to ensure the protocols are followed, otherwise efforts will be fruitless.</li> </ul>
<ul style="list-style-type: none"> <li>Specific program results were missing from the data sheets provided for the self-study. While many of the data points were relevant to the College at large, it seems there is not a clear</li> </ul>	<ul style="list-style-type: none"> <li>The Program Chair must work with the Institutional Research department to ensure various data points are being collected for the use of programmatic assessment.</li> </ul>



objective to collect data which is specific to each program.	
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## Part IV: Core Commitment to Quality and Continuous Improvement

### Program Comparisons

Program comparisons proved to be difficult during this self-study. Given the unique nature of the College and program, finding a peer-to-peer comparison was nearly impossible. However, BT faculty might benefit from collaboration with their peers at similar institutions. As faculty are more engaged in various societies and networks, more opportunities to collaborate with similar institutions will arise.

### Unique Features

Having a rich history as a Bible college is both a great benefit and a great challenge going forward. Faculty must adapt to the changing landscape of the processes involved in the accreditation pursuit, as well as changing methods of assessment and reporting. Although confident the BT program will thrive during this transition to accreditation, faculty and administration must work together to “close-the-loop” and provide a rich assessment process.

## PART IV: Core Commitment to Quality and Continuous Improvement

Findings	Recommendations
<ul style="list-style-type: none"> <li>Although the program should be commended for the structure of annual assessment, there was a clear disconnect in the process of Signature Assignment protocols. Some of the course were missing SA documentation, and others were not properly reported.</li> </ul>	<ul style="list-style-type: none"> <li>The Program Chair must work with the Institutional Research department to better align the program efforts with the direct assessment plan.</li> <li>Faculty must spend more attention on professional development activities to ensure the protocols are followed, otherwise efforts will be fruitless.</li> </ul>

<ul style="list-style-type: none"> <li>• Specific program results were missing from the data sheets provided for the self-study. While many of the data points were relevant to the College at large, it seems there is not a clear objective to collect data which is specific to each program.</li> </ul>	<ul style="list-style-type: none"> <li>• The Program Chair must work with the Institutional Research department to ensure various data points are being collected for the use of programmatic assessment.</li> </ul>
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## Part V: Overarching Summary of Findings and Themes for Future Inquiry

Completing the first program review at Christian Life College has broadened the understanding of the participating faculty and the rest of the main actors of the college. Although there is much work ahead, there are great reasons to believe this program will thrive. The findings of the review serve as a launching point, and bring several issues to bear for the program faculty and key actors across the institution.

In summary, Enrollment trends will be affected by a favorable outcome during the upcoming seeking accreditation visit. Although, this affect is hard to estimate, the programs long history and proven track record of sustainability allows one to consider that a favorable decision will increase enrollment significantly. Furthermore, the program will need to address the number of part-time faculty teaching in the program. To facilitate growth, it would be beneficial to investigate the need to add more full-time faculty.

Lastly, assessment protocols must be strengthened within the curriculum. The BT program must have a clearer connection between the program and the Office of Institutional Research. It would benefit the program, as well as the institution, to reconcile assessment matters. The Office of Institutional Research collects indirect evidence related to the teaching and learning environment, and provides counsel on assessment planning and monitoring. A strategic partnership between the department and institutional research presents opportunity for settling the concern.

There are plenty of areas ripe with opportunities to strengthen the existing model of the Bible and Theology program to ensure sustainability and a timely completion agenda. It is the chief recommendation of this program review that the appropriate individuals convene to carve

out a plan of action and prioritization. It is anticipated that the statement drafted in response to the report of the External Reviewer will hold opportunity to address these items in greater detail. Overall, the Bible and Theology program at the College is quite strong. Bible and Theology has enjoyed a stable past at Christian Life College, but emergent and preliminary evidence points to a strong future.