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A Program Evaluation of a Christian College Baccalaureate Program Utilizing Stufflebeam's CIPP Model

Victoria F. Hanchell
Gardner-Webb University

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A Program Evaluation of a Christian College Baccalaureate Program Utilizing
Stufflebeam's CIPP Model

By
Victoria F. Hanchell

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
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Approval Page

This dissertation was submitted by Victoria F. Hanchell under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Doug Eury, Ed.D.
Committee Chair

Date

Kathryn Rogers, Ph.D.
Committee Member

Date

Jim Palermo, Ed.D.
Committee Member

Date

Jeffrey Rogers, Ph.D.
Dean of the Gayle Bolt Price School
of Graduate Studies

Date

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To my husband
Bishop Tejado W. Hanchell, Ph.D.

To my two children
Zaria & Zion

To my family
Binford's and Hanchell's

To my church family
Mount Calvary Holy Church of Winston Salem, North Carolina
&
The Mount Calvary Holy Church of America, Incorporated

To my dissertation committee
Gardner-Webb University faculty

To My God
Jesus Christ, My Personal Lord and Savior

MY UTMOST GRATITUDE.

Abstract

A Program Evaluation of a Christian College Baccalaureate Program Utilizing Stufflebeam's CIPP Model. Hanchell, Victoria F., 2014: Dissertation, Gardner-Webb University, Program Evaluation/ Higher Education/Christian/CIPP Model/Stufflebeam/Context-Input-Process-Product

This dissertation was a program evaluation of an undergraduate program of study at a Christian institution of higher education. The college had not received a formal evaluation since the institution of their strategic planning in 2008. The program evaluation of this baccalaureate program was reviewed through the lens of the CIPP Evaluation Model (Stufflebeam, 2002). Through the CIPP Evaluation Model, the Context (C), Inputs (I), Processes (P), and Product (P) of this institution were evaluated.

Four research questions were developed to coincide with the four thematic areas of CIPP model. The four research questions were (1) Context: How were the objectives of the program aligned with the needs of the enrolled student body; (2) Input: What were some alternate strategies or approaches that could have been used to enhance the merit of this program; (3) Process: How did the college implement activities/strategies that have been previously outlined; and (4) Product: To what extent did the program meet objectives or goals that were stated in the strategic plan?

The research design methodology included the following: structured interviews of enrolled students and full-time members, focus group of currently enrolled students; institutional documents analyzed which included the staff/faculty handbook, accreditation/strategic planning documents from 2009 for 2012-2015; Noel-Levitz Adult Learner Inventory administered to currently enrolled students; test score information from current institutional data from the Allport/Vernon/Lindzey study of Values Test and the Association of Biblical Higher Education biblical knowledge test (Form E).

Based upon the findings of the program evaluation, the baccalaureate program is satisfactorily functioning. However, the evaluator determined recommendations for consideration based on the evaluation findings, including the need for the institution to display its complete course sequence on the website and corresponding course descriptions with the necessary prerequisite course listed; administer a faculty-created mandatory Bible knowledge test to all graduating seniors; create a presidential leadership team comprised of two faculty members and two students to discuss ideas, issues, and concerns; and infuse the curriculum with technology to increase communication to the students. The evaluated program has also received an executive summary for their review.

Table of Contents

	Page
Chapter 1: Introduction	1
Introduction.....	1
Problem Statement	5
Program Description	6
Program Evaluation Model	10
Research Questions	10
Summary	12
Chapter 2: Review of Literature	13
Program Evaluation Model	13
Context.....	14
Input	20
Process	33
Product	39
Research Questions	41
Summary	42
Chapter 3: Methodology	43
Research Design.....	44
Context.....	46
Input	47
Process	48
Product	50
Expected Outcomes	53
Limitations	54
Delimitations.....	54
Summary	55
Chapter 4: Data Analysis	56
Introduction.....	56
Context.....	58
Input	65
Process	73
Product	77
Chapter 5: Discussion of Data	95
Context	98
Input	101
Process	104
Product	108
Recommendations and Further Research.....	112
Summary	115
References	117
Appendices	
A Tinto's (1993) Longitudinal Model of Student Departure from an Institution	125
B Leadership Theory Periods Over the Course of Time	127

C	Ralph Tyler's Curriculum Rationale.....	129
D	Enrolled Student Invitation Email for Individual Interview Request	131
E	Enrolled Student Individual Interview Questions.....	133
F	Full-Time Faculty Invitation Email for Individual Interview.....	135
G	Full-Time Faculty Individual Interview Questions.....	137
H	Full-Time Faculty Member Individual Interview Agenda.....	139
I	Focus Group Invitation Email.....	141
J	Focus Group Recruitment/Follow-up Email.....	143
K	Focus Group Protocol	145
L	Focus Group Questions for Currently Enrolled Students	149
M	Noel-Levitz Adult Learner Inventory Survey.....	151
N	Informed Consent Form.....	159
O	Noel-Levitz Adult Learner Inventory Percentage Scores for All Questions	165
Tables		
1	Admission Requirements of the Christian College under Evaluation	8
2	Minors/Concentrations of the Bachelor of Arts in Ministry at Institution Under Evaluation	9
3	Program Evaluation Matrix (Matching Research Questions with Evaluator Activities).....	12
4	Research Design Methodology for Program Evaluation	45, 97
5	Student Interview Responses-Course(s) Currently Enrolled?	60
6	Student Interview Responses-Current Major/Minor?	61
7	Student Interview Responses-Perception of Skills/Talents of Graduates– Frequency of Combined Themes	64
8	Student Interview Responses-Perception of Courses that Meet Objectives	65
9	Student Interview Responses-Perception of Activities/Assignments that Meet Objectives	65
10	National Student Survey of Engagement Best Practices and Method of Implementation	68
11	Strategic Plan of Institution-Alumni Relations.....	70
12	Strategic Plan of Institution-Assessment and Evaluation	71
13	Strategic Plan of Institution-Christian Service/Student Services.....	72
14	Full-Time Faculty Interview-Perception of Skills/Talents of Graduates.....	75
15	Full-Time Faculty Interview- Perception of Activities/Assignments that Meet Objectives	76
16	Noel-Levitz Adult Learner Inventory-Gender of Enrolled Student Body	80
17	Noel-Levitz Adult Learner Inventory-Age of Enrolled Student Body	81
18	Noel-Levitz Adult Learner Inventory-Number of Dependents of Enrolled Student Body.....	81
19	Noel-Levitz Adult Learner Inventory-Current Class Load of Enrolled Student Body.....	81
20	Noel-Levitz Adult Learner Inventory-Employment Status	82
21	Noel-Levitz Adult Learner Inventory-Marital Status	82
22	Noel-Levitz Adult Learner Inventory-Ethnicity	83
23	Noel-Levitz Adult Learner Inventory-Institutional Scores for Assessment of Learning Outcomes.....	85

24	Noel-Levitz Adult Learner Inventory-Strengths/Challenges of Institution and Comparison to National Student Group with Significantly Lower Satisfaction.....	87
25	Noel-Levitz Adult Learner Inventory-Strengths and Challenges of Institution as Compared to National Student Group with Lower Satisfaction.....	88
26	Noel-Levitz Adult Learner Inventory-Summary of Overall Satisfaction	89
27	Noel-Levitz Adult Learner Inventory-Summary of Recommendation to Recruit.....	90
28	Institution Previously Administered Values Assessment Scores of Entering Freshmen	91
29	Institution Previously Administered Values Assessment Scores of Graduating Students.....	91
30	Institution Previously Administered Values Assessment Score of “Religion” with Yearly Comparison of Entering Freshmen Students and Graduating Students.....	93
31	ABHE Standard E Test Scores of Enrolled Students from 2005-2012 at Institution Under Evaluation.....	94

Chapter 1: Introduction

Introduction

According to the U.S. Department of Education, there are over 4,000 degree-granting institutions of higher education in the United States. These include 1,600 private, nonprofit campuses, about 900 of which define themselves as religiously affiliated (National Center for Education Statistics, 2010). Of these 900 institutions of higher education that define themselves as *religiously affiliated*, Adringa (2005) stated that while it is difficult to generalize too much about these 900 institutions, one should allow for several observations that distinguish the institutions in this category based on the following factors: accrediting body of the institution, ownership by a religious denomination, diversity of religious types on campuses, governing boards, size and scope, financial support, faculty qualifications, retention rates, federal assistance, and other organizational affiliations.

“Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities, and higher education programs for quality assurance and quality improvement” (Forest & Kinser, 2002, p. 29). As the accrediting body differs for each institution based on the type of institution, Forest and Kinser (2002) shared three types of accreditors: regional accreditors, national accreditors, and specialized/professional accreditors. The Council for Higher Education Accreditation (CHEA, 2010), which is a national advocate and institutional voice for self-regulation of academic quality through accreditation, stated, “the purpose of regional accreditation is to advance academic quality in an institution, to demonstrate accountability, and to encourage planning for change and for needed improvement within the institution” (p. 2). Regional accrediting bodies verify the eligibility standard of an entire institution in six defined

geographic areas of the country: The Middle States Commission on Higher Education (MSCHE); The New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE); The North Central Association of Colleges and Schools The Higher Learning Commission (NCA-HLC); Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC); and The Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU).

National accreditors accredit public and private, nonprofit and for profit institutions and frequently accredit single purpose institutions, including distance learning colleges and universities, private career institutions, and faith-based colleges and universities as outlined by Forest and Kinser (2002). These schools seek recognition by the U.S. Department of Education (1999) only as this is required for accreditors whose institutions or programs seek eligibility for federal student aid funds. *Specialized and professional accreditors* accredit specific programs or schools, including law schools, medical schools, engineering schools and programs, and health professions.

Just as the accreditation of a school is a determining factor of distinguishing an institution, the religious denomination that owns a college or university also is a distinctive characteristic of a college/university. The U.S. Department of Education (1999) recognized over 50 different religious affiliations.

According to Braintrack (2013), there are six religious affiliations with the most institutions owned by a particular denomination: Roman Catholic (221 colleges); United Methodist (94 colleges—plus schools for other Methodist groups); Baptist (67 colleges—plus schools for other Baptist groups such as Southern Baptist); Presbyterian Church

(USA) (59 colleges); Evangelical Lutheran Church (USA) (34 colleges—plus schools for other Lutheran groups); and Jewish (USA) (21 colleges).

When reviewing the religious diversity on a campus, one must notice that a school may be owned by a particular denomination but the religion of that particular school may or may not be the dominant inclination of the enrolled student body. Depending on the college or the region, a student of one religion may be in the majority on one campus but in the minority on another (Cooper, Howard-Hamilton, & Cuyjet, 2011). The notion of religious majority or minority then, like any form of diversity, can only be understood within a specific context.

Similarly, according to Copper et al. (2011), the experience of a student will be shaped by the degree to which that student identifies with his or her religious affiliation. In the inception of religious institutions, the most important factor in the founding of the colonial colleges was to have literate, college-trained clergy (Brubacher & Rudy, 1997).

More recently, institutions struggle with the primary nature of religious practice on a campus and its focus on their campus as demographics change, sometimes bringing large numbers of students from different faith traditions, including religious minority students (Cooper et al., 2011). The appearance in sufficient numbers of Catholics and Jews at institutions that were nominally Protestant in tradition “led to student centers for individuals of those faiths” (Rudolph, 1990, p. 459). A concept that has begun to emerge more clearly in higher education literature is spirituality as distinct from religion. This separation of spirituality and religion is apparent as persons of a specific religious affiliation may apply and enroll at institutions of higher learning that are distinctly different from their religious persuasions. With this in mind, one way of distinguishing spirituality and religion is to define religion as “an affiliation with and practice of an

established denominational tradition” and spirituality as involving “a highly personal search for ultimate meaning, purpose, and values wherever they may be found” (Stamm, 2003, p. 38).

According to the Higher Education Research Institute (HERI) in a study of 40-year trends in U.S. freshmen, the number of students indicating no religious preference increased from 6.6% in 1966 to 19.1% in 2006 (Pryor, Hurtado, Saenz, Santos, & Korn, 2007); however, it remains true that over 80% of incoming college students do identify a religious preference. As mentioned at the beginning of this chapter, defining a religious minority is dependent on context.

While external constituents, such as a religious organization/denomination of an institution, prospective students to a college, and donors, directly affect and influence the decisions of an institution of higher learning, according to Forest and Kinser (2002), a major group of constituents who are part of the internal structure of most institutions’ decision making is the board of trustees. There is a wide diversity in the structure and function of governing boards, and the methods of appointment and selection of board members vary with the type of board involved. Boards of independent institutions are typically self-perpetuating, and a major task is to recruit, orient, and retain effective board members (Mortimer & Sathre, 2007).

Additionally, according to Mortimer and Sathre (2007), the primary duty of the board is to hire, evaluate, and support the president. Other responsibilities include holding the assets of the institution in trust, setting and clarifying the institutional mission and purpose, insisting on long-term planning, providing oversight of academic matters, and serving as a two-way bridge or buffer between the public and the institution.

Problem Statement

As both external and internal constituents attempt to influence and direct an institution's mission in educating students, institutions are now faced with tremendous scrutiny from state legislatures as well as funding agencies who demand the evaluation and assessment of programs and increasingly require institutions to show measurable outcomes from the public's investment in higher education (e.g., income and expenditures, enrollments, persistence and graduation rates, faculty/student ratios) (Forest & Kinser, 2002). Additionally, for institutions affiliated with a denomination, the religious organization/denomination of an institution also requires evaluation feedback to ensure organizational funds are being used to sustain a successful educational entity. With this increasing need to show measurable outcomes, institutions are engaging in ongoing evaluations and strategic assessments to demonstrate their effectiveness to provide quality education.

According to a report by *Christian Higher Education*, a common perception exists that religious institutions have not been at the cutting edge of assessment, evaluation, and research. Marsden (1997) said that "one of the peculiarities of the Protestant contribution to the marginalization of religion in modern intellectual life has been that in the United States there are no Protestant research universities that approach anything like the first rank" (p. 102). It appears that both graduate students and professionals, in general, at Christian colleges and universities avoid research out of fear of or disinterest in the process (Bhatia, 2009). "Overall, we still lack a clear idea of the numerical strength as well as basic data, such as enrollment, sources of funding, origins, programs of study, and institutional vision and direction" (Glanzer, Carpenter, & Lantinga, 2011, p. 724).

In fact, throughout the history of accreditation in seminaries, accreditation studies

have consisted of inventories of the physical and human resources required for adequate educational programs (Wheeler, 1985). Thus, many program evaluation theorists (Haworth & Conrad, 1997; Popham, 1993) argue that such studies are preliminary to genuine evaluation since they stress the conditions rather than the actual effects of program efforts.

For the basis of this evaluation, a *Christian* college or university was defined as “an institution that acknowledges and embraces a Christian or denominational confessional identity in their mission statements and also alter aspects of their policies, governance, curriculum and ethos in light of their Christian identity” (Glanzer et al., 2011, p. 725). These aspects were evaluated at a Christian college to further contribute to research in the field of Christian higher education and to utilize an evaluation model to strengthen the institutional capacity of this college, thereby verifying that this model can be used at similar institutions to enhance the institutional capacity elsewhere.

Program Description

In 2003, the Christian college at the focus of this evaluation developed an adult degree completion program called LEADS in conjunction with a consulting firm. In 2006, an evaluation of the LEADS program was conducted during a one-and-a-half day visit to campus. Interviews were conducted with 28 individuals connected with the program (Oosting & Associates, 2006). Faculty members, staff members, administrative support, and students were involved in the evaluation. Since this 2006 evaluation of the LEADS program, no additional program evaluation has been completed at this institution.

In 2007, the institution underwent a name change as the governing board believed the new name better reflected the mission of the school, which was and is “That our well-

trained leaders will positively influence communities and nations around the world; leading and planting churches, taking active leadership roles in private and government sectors and the business community.” In addition to the name changes, additional degree programs were created; however, a formal evaluation of the degree programs has not been initiated.

Today, this institution is primarily attended by nontraditional adult students and is located in the Piedmont Triad Region of North Carolina within the United States of America. It is accredited by the Association for Biblical Higher Education-Commission on Accreditation and recognized by the Council for Higher Education and the United States Department of Education. The main purpose of this college is to educate persons for Christian ministries through a program of biblical and theological studies, general education in the arts and sciences, and professional studies. Emphasis is placed on cultural awareness and urban ministry that will prepare workers to establish and serve the church in the United States and around the world. Their educational objectives are to inspire and involve students in pursuit of an authentic Christian life and experience, a broad-based background in general education, a thorough knowledge of the Bible, familiarity with and interest in evangelizing all people, and serving with competence in one or more spheres of Christian service.

The admission requirements to the Christian college are listed in Table 1.

Table 1

Admission Requirements of the Christian College under Evaluation

Requirements
GPA of 2.0 or better (on a 4.0 scale) on all prior academic work.
Recommended to be 25 years of age or older (for the accelerated track of coursework).
Submit Application Form with 2 Letters of Reference and Student Health Form.
Make payment of the nonrefundable \$50 Application Fee.
Arrange to have official transcript(s) sent directly to CCC in sealed envelopes from all Institutions previously attended.
Completion of a preassessment (currently can be completed through the end of the first semester enrolled).

Specifically, this program evaluation was conducted of the Bachelor of Arts in Ministry program that encompasses the following in its curriculum: major coursework of not less than 33 semester hours in biblical studies; basic core in the arts and sciences of not less than 36 hours, which must include fine arts, mathematics, and the social sciences; 9 hours in ministry courses; and 22 hours in a selected minor. This Bachelor of Arts program is offered in two formats: The Adult Collegiate Entrance (A.C.E.) format or The Accelerated Student Achievement Program (A.S.A.P.) format. The A.C.E. format is the traditional day program for those adult individuals who prefer a boardroom-style classroom setting with a collaborative/interactive learning environment. The A.S.A.P. format is a nontraditional accelerated program designed to provide busy working adults with an opportunity to obtain a college degree. In the A.S.A.P. format, adult students attend class 1 night a week on a year-round basis which provides the opportunity to

obtain a degree in 2-4 years.

As listed in Table 2, in both tracks, students must select a minor from one of the three concentrations: leadership, homiletics, or biblical studies.

Table 2

Minor/Concentrations of the Bachelor of Arts in Ministry at Institution Under Evaluation

Minor	Overview	The Graduating Student will be able to:
Leadership Minor	The specific purpose of this program is to equip the student to enter their workplace or local church with the tools to be an effective leader.	Have knowledge of different types of leadership styles and how to move between them in situations. Be familiar with basic counseling concepts, methods and practices. Be a competent user of the computer as a tool to church work. Have knowledge of the social impact in the religious world and the impact of religion in the secular world. Be able to establish a religious deity within a setting outside of the religious world.
Homiletics Minor	The specific purpose of this program is to equip the student for a preaching ministry in the local church.	Have basic knowledge of the art and science of preaching from past to present. Have basic knowledge of how to prepare and deliver a sermon. Have knowledge of how to prepare a socially relevant sermon.
Biblical Studies Minor	To train ministers and associate ministers for the church.	Demonstrate knowledge and competence in Old Testament and New Testament. Be able to communicate biblical truth.

The Christian college evaluated currently consists of three full-time administrators, four full-time faculty members with administrative duties, nine part-time adjunct faculty members, and two part-time staff members. The governing body is a board of trustees consisting of four members who govern decision making in conjunction with the college president. The relevant stakeholders are the currently enrolled students

and alumni of the institution. Currently, a combined total of 68 students are enrolled in the A.C.E. and A.S.A.P. tracks of the Bachelor of Arts in Ministry program, with approximately 82% of the enrolled student body receiving federal financial assistance.

Program Evaluation Model

This dissertation evaluated an existing baccalaureate program at an accredited Christian college using the CIPP model of program evaluation (Stufflebeam, 2002). The CIPP Evaluation Model “is a comprehensive framework for guiding evaluations of programs, projects and systems” (Stufflebeam, 2002, p. 1). According to Stufflebeam (2002), “corresponding to the letters in the acronym CIPP, this model’s four core parts: Context, Input, Process, and Product” (p. 1). Context evaluation assesses needs, assets, and problems within a defined environment (Stufflebeam, 2002). This model was selected to evaluate this undergraduate program at the Christian college because it emphasizes comprehensiveness in evaluation within a larger framework of organizational activities (Stufflebeam, 2003).

The Input evaluation assesses competing strategies, work plans, and budgets to investigate other existing programs that could serve as a model for the program currently being evaluated (Stufflebeam, 2002). Process evaluation monitors, documents, and assesses program activities to inform constituents of the progress made during implementation of activities (Stufflebeam, 2002). Product evaluation is also referred to as “impact evaluation” because it assesses a program’s reach to the targeted audience to make a judgment of the extent the program addressed the needs of the population it serves (Stufflebeam, 2002, p. 4).

Research Questions

This evaluation used the CIPP model to attempt to determine the context of the

baccalaureate program and whether or not the school is accomplishing its original intent.

To be more specific, four research questions were generated to align with the standards of the CIPP model.

1. Context: How are the objectives of the program aligned with the needs of the enrolled student body?

2. Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program?

3. Process: How is the college following the activities/strategies that have been previously outlined?

4. Product: To what extent did the program meet objectives or goals that were stated in the strategic plan?

These research questions were matched with data sources to retrieve the necessary information in an effort to answer each question. This information is found in Table 3.

Table 3

Program Evaluation Matrix (Matching Research Questions with Evaluator Activities)

Evaluation Questions	Data Sources/Methods
1. Context: How are the objectives of the program aligned with the needs of the enrolled student body?	Interviews (structured) of full-time enrolled students. Staff/Faculty Handbook and organizational website. 2009 Assessment Plan. Accreditation documents.
2. Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program?	Organizational documents from other institutions. Strategic Plan for 2012-2015 of institution under evaluation.
3. Process: How is the college following the activities/ strategies that have been previously outlined?	Interview of full-time faculty (structured). Focus groups.
4. Product: To what extent did the program meet objectives or goals that were stated in the strategic plan?	Noel-Levitz Adult Learner Inventory. Allport/Vernon/Lindzey study of Values Test data. Institutional data derived from Biblical knowledge test.

Summary

In this chapter, the prevalence of program evaluation in Christian higher education and a brief summary of the importance of evaluation were provided. A description of the college institution, baccalaureate program, dissertation context, program evaluation model, and four research questions were initially presented. The evaluation of the baccalaureate program was reviewed through the lens of the Stufflebeam (2002) CIPP Evaluation Model by analyzing the context, input, process, and product of the institution's existing baccalaureate program.

Chapter 2: Review of Literature

This literature review outlines Stufflebeam's (2002) CIPP Evaluation Model to organize research surrounding an evaluation conducted of an existing baccalaureate program on a Christian adult education program. In alignment with the CIPP model, this literature review is divided into four sections: context, input, process, and product. Each section gives background information on that particular area of the CIPP model and provides supporting research in key thematic areas to help answer the research questions that are directly connected to the CIPP model.

The CIPP model was selected for this evaluation because this model emphasizes comprehensiveness in evaluation within a larger framework of organizational activities (Stufflebeam, 2003). The CIPP model requires engagement of multiple perspectives and is categorized as a management-oriented evaluation approach (Fitzpatrick, Sanders, & Worthen, 2004). The management-oriented approach was meant to serve decision makers. Using this CIPP model to evaluate a Christian college undergraduate program enhances the credibility of the assessment as it includes many varying levels of perspectives to allow the evaluator to decipher the status of the program. This model was selected to evaluate this undergraduate program at the Christian college because the model emphasizes comprehensiveness in evaluation within a larger framework of organizational activities (Stufflebeam, 2003).

Program Evaluation Model

Stufflebeam's CIPP Evaluation Model is "a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems" (Stufflebeam & Shinkfield, 2007, p. 325).

According to Zhang et al. (2011), the CIPP Evaluation Model belongs in the

improvement/accountability category. More specifically, the CIPP Evaluation Model “is configured especially to enable and guide comprehensive, systematic examination of social and educational projects that occur in the dynamic, septic conditions of the real world” (Stufflebeam & Shinkfield, 2007, p. 351).

Additionally, the CIPP Evaluation Model is designed to systematically guide both evaluators and stakeholders in posing relevant questions and conducting assessments at the beginning of a project (context and input evaluation), while it is in progress (input and process evaluation), and at its end (product evaluation) (Zhang et al., 2011). This review of literature is organized in accordance with the CIPP model of program evaluation and supports why the CIPP model was selected to evaluate this Christian college undergraduate program.

Context

The CIPP model has been useful in guiding educators in program planning, operation, and review as well as program improvement (Worthen & Sanders, 1987). According to Stufflebeam (2003), the objective of context evaluation is to assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive to assessed needs. The immediate context of this baccalaureate program is to prepare mostly adult students for urban ministry in a Christian-affiliated college.

Adult education. According to Tight (2002), being “adult” is “connected to age, but is also related to what happens as we grow older-maturity” (p. 15). Education is viewed as “the organized and sustained instruction, skills and understanding valuable for all the activities of life” (Jarvis, 1990, p. 105). Adult education therefore is defined as “an ethical status resting on the presumption of various moral and personal qualities”

(Paterson, 1979, p. 31).

Pratt (2005) introduced five perspectives on teaching adults:

- (1) A transmission perspective: delivering content where teachers are the experts,
- (2) apprenticeship perspective: modeling ways of being where the teacher is to embody knowledge and values for their community of practice, (3) developmental perspective: cultivating ways of thinking where students guide themselves to interpret new information, (4) nurturing perspective: facilitating personal agency where authentic social situations relate to the application of knowledge, (5) and the social reform perspective: seeking a better society where each ideal presented in teaching is linked to a vision of a better society. (p. 33)

According to Edwards (2007), “Adult educational forms are increasingly becoming more diverse in terms of goals, processes, organizational structure, curricula, pedagogy and participants despite the increased emphasis on lifelong learning” (p. 71). With the changes in adult education, it is necessary to change or introduce new perspectives of teaching adults when reviewing the curricula as one must adjust how teaching content is received by the adult learner in an effort to see true learning take place inside the classroom.

Another theory of adult education is called andragogy. According to Knowles, Holton, and Swanson (2011), andragogy details six core adult learning principles in the adult learning transaction. The six principles of andragogy are “(1) the learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn” (Knowles et al., p. 3).

These five perspectives by Pratt (2005) and the theory of andragogy by Knowles et al. (2011) regarding the teaching of adult learners are introduced to help the evolution

of adult education and to ensure that adult education is not centered on one perspective of training rather than educating. These perspectives are used to assist with the construction of knowledge within the mind of the adult learner and should be infused throughout a religious and nonreligious curriculum in higher education.

Christian higher education. According to Tyler (1950), there are three major criteria to be met in building an effective organized group of learning experiences: continuity, sequence, and integration. These criteria should be present within a secular institution, Christian liberal arts educational setting, or Bible college. He further expounds upon these three areas with specific definitions of each.

Continuity refers to the vertical reiteration of major curriculum elements to see that there is a recurring and continuing opportunity for these skills to be practiced. Sequence is related to continuity but it emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matters involved. Finally, integration refers to the horizontal relationship of curriculum experiences to help the student obtain a unified view of the elements being presented (Tyler, 1950).

Ferre (1954), in *Christian Faith and Higher Education*, shared his perspective on how to reconstruct higher education by infusing values, purpose, and religion. Ferre (1954) defined education as the “assisting of seekers for more truth and a better life to appropriate for themselves what is real, important, useful and satisfying” (p. 15). He then defined religion as man’s response as whole to what he considers most important and most real, yet Christianity as the free acceptance of Christ based on a personal insight. Ferre shared, “the Christian college is a training ground for the Christian student’s mind and spirit; the mind comes first, because the function of the college is education (p. 130).

With the educational experience in college being the primary function and the spiritual development being the secondary function as stated by Ferre (1954), it is necessary to further examine the spiritual development aspect of higher education, but it is the aspect of spiritual development and the presence of religion at Christian colleges/universities that has changed over the course of time. Marsden (1991) stated that Christian higher education has three main forces as proposed to which the leadership of emerging Christian universities and their constituencies must respond as to how the Christian heritage will or will not be visible at the institution: “first, those having to do with the demands of technological society; second, those having to do with ideological conflicts; and third, those having to do with pluralism and related cultural change” (p. 36). Additionally, according to Marsden (1991), the force exerted by these three forces has made “the formal role for religion in colleges and universities become peripheral and established a definite bias against any perceptible religiously informed perspectives in university classrooms” (p. 44).

With the religious aspect of education being on the periphery, De S. Cameron (1994) stressed that “Christian education is not secular education plus chapel, but it is a world view plus a life view” (p. 18). De S. Cameron stated it is the role of the Christian college to model integrity in institutional and personal life and to beware of “the pressures of market forces on the Christian college into being a secular project with a veneer of religious observance” (p. 18).

In building upon the research findings, Claerbaut (2004) attempted to state the overall goal of Christian higher education should mirror the fact “that faith and learning should be indistinguishable elements in education” (p. 102). The viewpoint of God being the source of truth is interwoven throughout his discourse. Claerbaut stated, “To engage

learning from any other than a God-centered direction is to begin and end in the wrong place” (p. 103).

In 2003, a 7-year study examining how students change during the college years and the role that college plays in facilitating the development of their spiritual and religious qualities was conducted by the Higher Education Research Institute (2010). It indicated that although religious engagement declines somewhat during college, students’ spiritual qualities grow substantially. Their research findings were further explained by Austin, Austin, and Lindholm (2010):

Providing students with more opportunities to connect with their “inner selves” facilitates growth in their academic and leadership skills, contributes to their intellectual self-confidence and psychological well-being, and enhances their satisfaction with college. Educational experiences and practices that promote spiritual development – especially service learning, interdisciplinary courses, study abroad, self-reflection, and meditation – have uniformly positive effects on traditional college outcomes. (p. 115)

More recently, according to Carpenter (2012), the trend in higher education of privatization of colleges allows an institution to accommodate more students; however, “we see the values of higher education shifting from encouraging good values/public good to private gain, from formation to information, and from perspective and judgment to skills and techniques” (p. 18). With this trend of an increased amount of privatized secular colleges, Carpenter highlighted an increase in the amount of Christian colleges/universities that demonstrate “the very structures of what we do academically have values driving them” (p. 27). The two cultures of privatization of schools and Christian colleges/universities have clashed because Carpenter summed the primary issue

of the new model of market-driven education:

In sum, the new private universities tend to depart from the traditional higher educational aims, such as providing a cultural legacy, engaging in moral character formation, learning critical analysis and inquiry, or developing an ethic of service. The aims reduce down to this: equip the student with the knowledge and skills required to be certified into a particular line of work. Doing anything more, claim its advocates, costs too much, and is irrelevant to the main mission. (p. 21)

Urban ministry. The institution that was at the focus of this evaluation has an emphasis on training their students to participate in urban ministry and to have a sense of cultural awareness upon exiting the college. As adult students gain enhanced knowledge through higher education and additional spiritual awareness, the well-being of others becomes a concern in the life of the student. This need to assist others sometimes comes in the form of involvement in Urban Ministry.

According to Conn and Ortiz (2001), the urban or city community was developed when a major trend occurred in the evolution of the industrial cities, and the trend was the growth of suburbs. The United States' patterns of suburbanization "flowed out a passion for privacy . . . and being repelled by urban growth associated with industrialization" (Mumford, 1961, p. 493). Mumford (1961) stated that "the wealthy upper classes were the first to follow that ideology out to the commuting suburbs" (p. 493). According to Conn and Ortiz, "new white-collar jobs attracted people to the suburbs, and left behind in the city were those who were disproportionately unskilled or in many cases employable at a lower level" (p. 70). The city became those of the land left behind, the poor, the underemployed, and the ethnic outsider which contributed to poverty and increased unemployment (Conn & Ortiz). But most Black churches stayed put in their old

neighborhoods even when many of their members had left (Crouch, 2011).

Crouch (2011) shared three urban models that were found in the inner-city: civic engagement model, rescue mission model, and the community-development model. The civic engagement model is where for generations Christians have been providing charity for those who suffer most from the idolatries and injustices in highly concentrated cities. The rescue mission model of Christian charity has restored dignity to countless people who otherwise might have been lost or forgotten. The community-development model, however, looked beyond individual cases of acute need to ask what it would take to restore whole neighborhoods. These three models pose various engines to instill urban ministry. Crouch stated, “the community-development movement has focused on neighborhoods that have lost access to the institutions that sustain comprehensive flourishing, it sometimes has left other parts of the city unaddressed” (p. 26).

According to Davidson, Elly, Hull, and Nead (1979), an urban ministry should be centered in local churches and the low-income community as the church is the primary owner of the ministry, and the low income community is the main constituent. The urban ministry within the local church derives its support from the church via financial support, human support through board participation and volunteers (trained/untrained), and usage of the facility (Davidson et al.). It is also stated that urban ministries must be able to understand and relate to the secular, human, economic, social, and political needs and interests of low-income people, even if these seem to include no visibly religious dimension (Davidson et al.).

Input

Input evaluation helps prescribe a project to address the identified needs. It asks “How should it be done?” and identifies procedural designs and educational strategies

that will most likely achieve the desired results (Zhang et al., 2011, p. 64). Additionally, its main orientation is to identify and assess current system capabilities, to search out and critically examine potentially relevant approaches (Zhang et al., 2011).

At the institution that was under evaluation, the enrolled student selects one of three minors as part of the Bachelor of Arts in ministry program: leadership, homiletics, or biblical studies. The students can choose any one of these three minors to complete 22 hours to further equip them with additional skills in their selected area of ministry. These minors are additional inputs in the bachelor's program which are part of the overall design of the degree.

Relevant approaches. Claerbaut (2004) distinguished a Christian approach to higher education from a general Bible college. He stated, “the Bible college experience is to understand scripture and the prepare students vocationally for a career in the church. Whereas, Christian liberal arts higher education involves blending the basics of one's faith with traditional fields of inquiry” (p. 108). Although the approach to higher education is different in these two settings, they both have the same goal for their student, which is to learn.

To target the goal of learning, a contemporary model of Christian scholarship called “the integration model,” integrating faith and learning, was championed by Marsden (1997). This model encourages and challenges Christian scholars to be as thoughtful about their faith as they are about their fields of academic specialization. Jacobsen and Jacobsen (2004) stated, “Christian scholars need to maintain some kind of rough parity between their disciplinary expertise and their ability to think intelligently about their faith” (p. 19). This model infuses both the biblical knowledge and disciplinary knowledge to highly train a student.

Other major proponents of the integration model for learning are Arthur Holmes, former professor of philosophy at Wheaton College, and Nicholas Wolterstorff, former professor of philosophy at Calvin College. Holmes (1975) argued,

the real goal of Christian scholarship was the development of an integrating worldview that would allow reality to be seen as a whole in the light of God's creative and redemptive work without putting limitations on the scope of scientific knowledge. (p. 57)

According to Rockenbach and Mayhew (2012), integration differs in each case of Christian higher education. For example, Rockenbach and Mayhew stated,

In Lutheran colleges/universities, in some respects, may distinguish between Christian faith and secular learning; Roman Catholic institutions may be more inclined to see the former fulfilling the latter; and Wesleyans (and Pentecostals) are interested in the formation of the heart alongside that of the mind. (p. 192)

For successful integration and retention of students, Rockenbach and Mayhew (2012) have found colleges to focus primarily on three themes in the model of integration: understanding the characteristics students bring to college, distinct college environments and experiences related to spiritual dimensions, and the outcomes related to spiritual development.

Schreiner (2000) was one of the first individuals to examine spiritual fit, or spiritual integration, at Christian institutions of higher education. Schreiner stated that students who feel a high level of spiritual fit at Christian colleges and universities report the following:

They feel comfortable with the levels of spirituality on campus; they are growing spiritually, and attribute that growth to being on campus; they are satisfied with

the opportunities for ministry available to them; they find the support they need on campus when they are struggling with doubts and questions; they are challenged to critically examine their faith and values, within the context of supportive relationships; they feel comfortable talking to faculty and staff about faith issues; their understanding of God is being strengthened by experiences they are having in the classroom and elsewhere on campus; and they are learning ways of connecting “knowing” with “doing”—connecting their knowledge of God with living a lifestyle congruent with that knowledge. Three indicators of spiritual integration: (1) students’ perceptions of their development of a Christian worldview; (2) their level of faith development and identity formation; and (3) how satisfied they are with their ability to talk to faculty about faith issues, grow spiritually, get involved in ministry opportunities, and integrate their faith and learning in the classroom. (p. 10)

Research by Morris, Smith, and Ceida (2003) conveyed that it is reasonable to suggest that Tinto’s (1993) model, seen in Appendix A, could be useful in understanding spiritual integration and student persistence at an institution of higher education.

Tinto’s (1993) model attempts to explain why some individuals leave their chosen institution prior to degree completion. The central proposition of this theory is that students have various preentry attributes that interact with, as well as integrate into, the academic and social systems of the institution. Tinto postulated that these interactions lead to either positive (integrative) experiences that heighten intentions and commitments to the institution or to negative (malintegrative) experiences that weaken intentions and commitment to the institution. To further understand retention and attrition at Christian institutions of higher education, a spiritual integration (SI) variable may further help to

explain retention and attrition at Christian institutions (Morris et al., 2003).

Wolterstorff (1976) took into account more detailed practices of scholarship and recognized that the lived practice of scholarship involved constant argument and debate. Individual disciplines were defined by the shared questions they sought to address, and scholarship was about the competition of theories.

According to Jacobsen and Jacobsen (2004), Marsden (1997), Holmes (1975) and Wolterstorff (1976) described the integration of learning being a two-way street of open-ended inquiry, but many Christian scholars have acted as if the Christian influence in scholarship should flow one way. Jacobsen et al (2004) stated, “for them the integration model has basically meant that faith has the right, and indeed the duty to critique learning but that learning has no authority to critique faith” (p. 23).

For Christian scholarship to be prevalent in an institution of higher education, debate, inquiry, and dialogue must be present in both discussions of religion and individual disciplines to ultimately produce a student well-versed with adequate worldviews, not just a narrow one-sided argument in favor of one’s personal belief system.

Leadership. One of the primary minors at the institution under evaluation is leadership. Northouse (2004) defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Northouse went on to highlight that leadership is not a one-way event but rather an interactive event. When we consider leadership in this manner, we must review what theories exist to support these statements.

When we review literature about leadership, Malos (2012) stated that most theories view leadership as grounded in one or more of the following three perspectives:

“leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills” (p. 413). Delving into each of the leadership perspectives, there are numerous theories but Malos separated them into eight general categories as follows: great man theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management theories, and relationship theories. Appendix B shares the timeline of how these theories are introduced into society over the course of time.

According to Malos (2012), in 1936, psychologist Gordon Allport found that one English-language dictionary alone contained more than 4,000 words describing different personality traits. These traits were categorized into three levels: cardinal traits, central traits, and secondary traits. The cardinal traits are those traits that dominate an individual’s whole life, often to the point that the person becomes known specifically for these traits. Malos went on to state the following:

Cardinal traits are rare and tend to develop later in life. Central traits are the general characteristics that form the basic foundations of personality. Secondary traits are the traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances. The secondary traits include introversion/extroversion; and Neuroticism/Emotional moods. (p. 414)

The third general area of leadership theory is called contingency theories. Fiedler’s (1967) contingency theory focused on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to Da Cruz, Nunes, and Pinheiro (2011), contingency theories of

leadership “analyze how situational factors alter the effectiveness of behavior and the leadership style of a particular leader. The assumption is that neither leaders’ characteristics nor behavior nor styles form leaders automatically” (p. 8).

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision making. Malos (2012) stated one aspect of situational leadership, known as autocratic leadership or authoritarian leadership, is a leadership style characterized by individual control over all decisions with little input from group members; whereas, the other course of action may be to exert a democratic leadership style, also known as participative leadership, which is a type of leadership style in which members of the group take a more participative role in the decision-making process. “Researchers have found that the democratic leadership style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale” (Malos, 2012, p. 417).

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to Derue, Nahrgang, Wellman, and Humphrey (2011), “people can *learn* to become leaders through teaching and observation” (p. 12). While there are numerous behaviors that exist within this theory, Derue et al. stated that there is “one consistent theme in the literature is that behaviors can be fit into four categories: task-oriented behaviors, relational-oriented behaviors, and change-oriented behaviors” (p. 14).

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Malos (2012) shared that “leaders who encourage

participation and contributions from group members enables others to feel more relevant and committed to the decision-making” (p. 414). It is important to also note that in participative theories, the leader retains the right to allow the input of others.

Management theories, also known as transactional theories, focus on the role of supervision, organization, and group performance. Bass (1999) said these theories base leadership on a system of rewards and punishments. Transactional leadership refers to the exchange relationship between leader and follower to meet their own self-interests. On the other hand, relational theories, also known as transformational leadership, refer to “the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration” (Bass, p. 9). Overall, transformational leaders are focused on the performance of group members but also want each person to fulfill his or her potential.

One of the newer approaches to leadership is the notion of servant leadership. While this term is generally used in current leadership studies, Van Dierendonck (2011) stated that this term was coined by Greenleaf (1970). Greenleaf shared 10 characteristics of the servant-leader:

These are (1) listening, emphasizing the importance of communication and seeking to identify the will of the people; (2) empathy, understanding others and accepting how and what they are; (3) healing, the ability to help make whole; (4) awareness, being awake; (5) persuasion, seeking to influence others relying on arguments not on positional power; (6) conceptualization, thinking beyond the present-day need and stretching it into a possible future; (7) foresight, foreseeing outcomes of situations and working with intuition, (8) stewardship, holding something in trust and serving the needs of others; (9) commitment to the growth

of people, nurturing the personal, professional, and spiritual growth of others; (10) building community, emphasizing that local communities are essential in a persons' life. (p. 10)

Van Dierendonck (2011) said, "it may be clear by now that servant-leaders combine leading and serving because the motivation for leadership comes from empathy for other people" (p. 1244).

Homiletics. The definition of homiletics is stated in various ways. Keating (2010) said homiletics is "feeding the Word to an awaiting community of believers and nonbelievers" (p. 64). Another definition posed by Vinet and Skinner (1853) is that homiletics is the "theory of ecclesiastical eloquence" (p. 44), whereby the preacher uses various methods and tools to communicate the Bible. The role of the homiletician is such that "both preacher and congregation have the responsibility to hear the Scripture but it is the preacher's task to bring the congregation to an awareness of its unique applicability to today through the ever-present and unchanging claims found in Scripture" (Leder, Schaafsma, Deppe, & Stam, 2012, p. 279). Bonhoeffer (1975) said the following about homiletics and preaching:

Preaching allows the risen Christ to walk among his people. Preaching is where Jesus Christ takes up room among us, making himself available in time. In other words, preaching is God's self-appointed means for resisting our attempts to dehistoricize faith into timeless platitudes, to depersonalize and objectify the Trinity. The proclaimed word is the incarnate Christ himself . . . the thing itself. The preached Christ is both the Historical One and the Present One. The proclaimed word is not a medium of expression for something else, something which lies behind it, but rather is the Christ himself walking through his

congregation as the word. (p. 125)

Ultimately, the minister is a minister of the Word of God, and Christianity, a religion of thought, should be spoken, as shared by Vinet and Skinner (1853). While the word is spoken, the study of homiletics allows us to provide a framework for sermonic construction to effectively convey the Truth of the Word beyond the individual beliefs of the preacher or homiletician. Vinet and Skinner expounded and said, “a sermon is an religious oratorical discourse because an oratorical discourse appeals to the human will with the aim to not seek an immediate and visible result but to produce a certain disposition of soul” (p. 30). While this discourse takes place in an effort to appease and transform the will of man, the method of how to formulate one’s words to penetrate the heart of man changes from preacher to preacher. Hoppin (1893) stated, “truth, born of God, does not change; but the forms in which it is apprehend, and its modes of influencing the mind, are continually undergoing development” (p. 5). Let us further look at some of the methods posed in the area of homiletics.

Homiletics reviews the whole subject and science of preaching. It is a science in that it teaches fundamental principles of discourse as applied to the proclamation and teaching of the divine truth in regular assemblies (Hoppin, 1893). Preaching is a scriptural term to convey information from the Bible, and Schmitt (2011) referred to four threads of discourse found within a homiletically sound sermon. These four threads can be used by any preacher regardless of their denominational affiliation as these threads give the preacher tools to extract scripture in an effort to decrease personal biases when one views the Word for sermon construction.

Schmitt (2011) outlined the four threads of discourse by giving the definition of the discourse and the purpose for that aspect of the discourse in the study of homiletics.

The first thread of discourse is textual exposition. Schmitt said that “textual exposition communicates the intended meaning of the text in its historical context and it may be woven throughout the sermon or appear in isolated portions” (p. 111). The purpose of this portion of the discourse, as stated by Schmitt (2011), is to turn the hearts and minds of the congregation to the confession of Scripture rather than the personal life of the preacher.

The second thread of discourse is theological confession. Theological confession is “negotiating the distance between God’s singular action in the past as described in scripture, and the listeners present situation in life” (Schmitt, 2011, p. 112). One might say this is where the preacher is to be empathetic with the parishioners in attendance in an effort to enable the preacher to identify with the current state of being for those present, but theological confession goes deeper than empathy. The aim of theological confession, as stated by Schmitt (2011), is for one of three outcomes to manifest: the theological confession is to

reveal the nature and work of God by discerning His self-revelation in scripture; to proclaim the whole counsel of God, rather than combining aspects of Christian principles with teachings of another faith; or, to provide a framework for Christian living. (p. 113)

Evangelical proclamation is the third thread of homiletical discourse. This particular discourse “commands that repentance and forgiveness of sins be preached in His name” (Schmitt, 2011, p. 116). In this particular approach, the evangelical proclamation prompts the hearer to make an internal decision to turn away from sin and request forgiveness. To preach this gospel in our contemporary culture, said Schmitt (2011), “one needs to know two things: first, the difference between acceptance and

forgiveness and, second, the difference between an attribute of God and an act of God. In the American culture, people tend to confuse acceptance with forgiveness” (p. 116).

The fourth and final thread of discourse is called the hearer interpretation discourse. Schmitt (2011) said this is the portion of the language of the sermon that “depicts and interprets the contemporary life experience of the hearers so hearers can see themselves with the eyes of God” (p. 119). While this portion of the discourse is only one-fourth of the construction methodology as proposed, unknowingly many contemporary preachers tend to rely solely on the hearer discourse to actively engage the listeners. Schmitt (2011) said the hearer interpretation discourse is to “offer glimpses of what human life is and means within the context of God’s eternal reign, however, preachers have often misunderstood this task of preaching as making God relevant to the people” (p. 122).

Homiletics is based in a scientific discourse that follows a certain methodology which is evident in the four theological discourses on sermon preparation previously highlighted. However, homiletics is also artistic in that “story, image, biblical poetics, drama, narrative, film, conversation, teaching illustrations and more can also be used to formulate a sermon” (Schmitt, 2011, p. 124). In addition to using artistic aspects when formulating one’s sermon in conjunction with these four theological discourses, Schmitt (2011) did not share which order to follow, nor did he share how much time to spend in each aspect of the discourse during the actual delivery of a sermon. The artistic add-ins, order, and time allotment for each of these homiletical discourses gives the preacher permission to craft a sermon with sound doctrine on an invisible canvas.

Biblical studies minor. According to the Oxford Handbook of Biblical Studies (Rogerson & Lieu, 2006), the subject area of biblical studies is a highly technical and

diverse field. It states, “Biblical studies, is designed for scholars and students who need to command linguistic, historical, literary, and philosophical skills” (p. 14). Davies (2005) further explained that while Biblical study “has emerged from the womb of theology, it is a typical, but demanding, humanities discipline, distinguished only by its object of analysis, not by anything else” (p. 2). The word *Bible* comes from the Greek *ta biblia*, meaning “books,” because the Bible consists of many shorter compositions (“the book of Genesis,” “the book of Isaiah,” etc.) (Stiebert, 2010, p. 11). Therefore, when we look at biblical studies, we are reviewing how the Bible is interpreted through various lenses.

Until the 1960s, the historical-critical method of biblical interpretation was the only *respectable* academic way of approaching any text in the Bible. It was “after World War I and II that there was an initiation of new theological methodologies in biblical studies including structuralism, literature criticism, feminist and liberation theology, deconstruction, and canonical criticism” (Rogerson & Lieu, 2006, p. 16).

Steibert (2010) clarified three important points about biblical interpretation by stating,

First of all, the Bible is not just a book but a canon. The Bible is (a) an ancient text and (b) a text that is today read and used by many different peoples in all parts of the world, there is tremendous diversity of biblical interpretation. To understand interpretation, one must understand “exegesis.” (p. 11)

Exegesis refers to the process of interpreting biblical texts. There are various tools of exegesis and methods. One method for exegesis set forth by Gorman (2010) is to follow seven steps for exegesis that include survey, contextual (historical and literary) analysis, formal analysis, detailed analysis, synthesis, reflection, and refinement and

expansion of the exegesis.

Within exegesis, there is lower criticism and higher criticism. Lower criticism, as referenced by Steibert (2010), refers to “textual criticism, which seeks to establish, as far as is possible, the wording of the biblical text closest to the original” (p. 12). Higher criticism builds on lower criticism that explores the historical context, development of biblical texts, feminism/womanism, and liberation theological perspectives.

Ames and Miller (2010) suggested it is better to envision the Bible as well as biblical studies as a “republic of many voices,” and is best understood “in terms of four disciplinary paradigms: (1) the religious-logical-scriptural paradigm, (2) the modern-scientific-historical paradigm, (3) the cultural-hermeneutic-postmodern paradigm, and (4) the rhetorical-radical-democratic paradigm” (p. 138). In other words, rather than just learning how to interpret texts, study history, or reflect on the Bible, Ames and Miller proposed for biblical studies to be infused with these four paradigms to give students the ability to apply their knowledge to current situations and learn how to read “the signs of the times” (p. 141).

Process

Process evaluation monitors the project implementation process. It asks “Is it being done?” According to Zhang et al. (2011), “important objectives of process evaluation include documenting the process and providing feedback regarding (a) the extent to which the planned activities are carried out and (b) whether adjustments or revisions of the plan are necessary” (p. 65).

Process evaluation methods include monitoring the project’s procedural barriers and unanticipated defects, identifying needed in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project

implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam & Shinkfield, 2007).

Overall, according to Tan, Lee, and Hall (2010), process evaluation sees decision makers assess actions and implementations of plans that are being achieved, and at this stage of evaluation, the design has been structured but it is also being put on trial by the institution itself.

The evaluation of the baccalaureate program included a review of the framework of the undergraduate curriculum, curriculum development models, and curriculum administration at the undergraduate college level.

Undergraduate curriculum framework. Gaff and Ratcliff (1997) defined an undergraduate curriculum as “the formal academic experience of students pursuing baccalaureate and less than baccalaureate degrees. The curriculum is formalized into courses or programs of study including workshops, seminars, and lectures” (p. 6). They further expounded upon the term curriculum as referring to the education plan of an institution or school, college, or a department, or to a program or course.

Levine (1978) shared the undergraduate curricula typically consist of three to four components: general or liberal studies, major specialization, minor specializations, and elective studies. Gaff and Ratcliff (1997) further expounded upon the components of the undergraduate curricula that provide us with a general framework:

The content of general or liberal studies is often set institution-wide by the faculty, while major and minor are prescribed by the department or program offering the particular specialization. The major and minor fields may be governed by curricular prescriptions of a professional field represented, by guidelines extended by the disciplinary association, or by state license

requirements or professional board examinations. While enrollment in elective courses normally is left to student discretion, a prescribed range of electives may be set by the departmental major or minor. (p. 7)

Gaff and Ratcliff (1997) stated, “unlike many nations of the world, the United States does not have a national system of higher education or national” (p. 100). This results in a variation of practices, but there are commonalities that exist in the degree and credit structure of most universities/colleges. First, there are two levels of undergraduate degrees, the associate degree and the bachelor’s degree. Levine (1978) said, “Generally the associate’s degree is intended for student who plan to transfer to baccalaureate programs or plan to enter directly to the workforce” (p. 164). According to Spurr (1970), “generally the associate’s degree requires 60 semester hours or 90 quarter hours” (p. 45). While the bachelor’s degree, as stated by Rudolph (1977), represents the greatest diversity of degrees in the United States, students spend on average 4 years in postsecondary education in a variety of program areas. The bachelor’s degree is composed of approximately 120 semester hours or 180 quarter hours (Levine).

Undergraduate curriculum-historical view. In 1908, The Carnegie Foundation created standards to assist colleges and universities to institute quantitative course accounting by listing each course with a number that reflected the number of hours students were expected to spend in class (Levine, 1978). Establishment of degree and institutional standards primarily occurs through regional accrediting associations (Gaff & Ratcliff, 1997). Burton (1922) recounted how the undergraduate curriculum was created after the initial mandate of course groupings:

First of all came the “group systems” by way of logical classifications of the fictitious departmental fields of knowledge and by general requirements. It was

imagined that this arrangement would correct the tendencies to scattering in which the college student had become adept. The student was bewildered. Fragments of knowledge were presented to him/her by a departmentalized faculty with no conscious endeavor on its part to unify or correlate the fields of knowledge. In the upper years of the course, instructors discovered, much to their dismay, that the students had no common background to which more advanced work could be related. (p. 9)

While Burton (1922) recounted some of the struggles of streamlining the undergraduate curriculum from general courses to specialized courses within a particular field, more measures were put into place to enhance curricular organization. Historically, when the *War on Poverty* was launched in 1965, in an attempt to equalize and upgrade the health, educational, and social services for all citizens, large amounts of money were poured into these social development programs which raised the concern that much of it may be wasted if appropriate accountability requirements were not imposed (Madaus, Stufflebeam, & Scriven, 1983). Evaluators were forced to “shift their concern for educational evaluation from the realm of theory and supposition into the realm of practice and implementation” (Madaus et al., 1983, p. 13). For the most part, as stated by Gaff and Ratcliff (1997), “higher education measures specific progress toward degrees through a credit system which started in the late 1800’s” (p. 101).

Since the mid-1960s, state associations and regional accrediting associations authorized by the Higher Education Act of 1964 have increasingly become the means for the legal authorization of degrees, especially for institutions seeking to offer new degrees (Gaff & Ratcliff, 1997). Specialized accrediting organizations monitor institutions that offer specific preparation for the occupation.

While outside agencies establish standards for accreditation, Gaff and Ratcliff (1997) noted that the charters of early American colleges stipulated that a lay board at the college level was to develop institutional policy and to appoint presidents to carry out policy. This pattern of policy determining boards and chief executive officers generally is still the primary structure of colleges/universities today.

Curriculum development models. Curriculum development is a “process for making programmatic decisions and for revising the products of those decisions on the basis of continuous and subsequent evaluation” (Oliva, 2009, p. 127). Oliva (2009) presented three linear models of curriculum development to analyze the sequence of progression in phases their originators conceived as essential to the curriculum development process. The three chosen models for curriculum development are Tyler model; Taba model; and the Saylor, Alexander, and Lewis model.

The Tyler model was proposed by Ralph W. Tyler (1949), where he asked four fundamental questions which must be answered by the educators in developing any curriculum:

1. What educational purposes (objectives) should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? The evaluation process. (p. 1)

The overall goal of the Tyler model (Appendix C) is to constantly screen the objectives to narrow down extremely specific instructional objectives that incorporated content and behavioral aspects.

The Taba model is a grassroots approach of curriculum development by Hilda Taba (Oliva, 2009). According to Oliva (2009), Hilda Taba believed that the “curriculum should be designed by the teachers rather than handed down by higher authority” (p. 133). This model proposes a five-step sequence for accomplishing curriculum changes.

The First Step is to produce pilot units representative of the grade level or subject area to do the following: Diagnose the need of the students, form objectives, select content, organize content, select learning experiences, organize learning activities, determine what to evaluate and the means of doing it, check for balance and sequence. The second step is to test experimental units to establish upper and lower limits of required abilities. The third step is to revise and consolidate to make modifications for each learner. The fourth step is to develop the framework which is to ensure created units are placed in a sequential pattern of teaching so the learner is clearly moved through a refined process. The fifth and final step is to install and disseminate new units by training teachers to fully operate the units in their classrooms. (Oliva, 2009, pp. 133-134)

The Saylor, Alexander, and Lewis model “begins by specifying the major educational goals and specific objectives they wish to be accomplished” (Oliva, 2009, p. 135). This model classifies sets of broad goals into four domains under which learning experiences take place: personal development, social competence, continued learning skills, and specialization. This model demonstrates that the goals and objectives must be established first, then the planners move into the process of designing the curriculum (Oliva, 2009).

These three models demonstrate a linear process to create specific objectives in the undergraduate curriculum on the collegiate level.

Curriculum administration. To administer a college or university curriculum, key roles of administrators and faculty members must be clearly delineated. The Association of American Colleges (1985) reported the following:

Presidents and deans must first confront the obstacles to faculty responsibility that are embedded in academic practice and then, in cooperation with the professors themselves, fashion a range of incentives to revive the responsibility of the faculty as a whole for the curriculum as a whole. (p. 9)

Gaff and Ratcliff (1997) explained the key roles by stating,

the informed governing board makes policy, the competent Chief Executive Officer (president) administers that policy, the Chief Academic Officer (Vice President/Provost, Chief Academic Dean) ensures the curriculum is addressed, the dean (of general education or of a major) is more intimately responsible for the curriculum and instruction, and the department chairperson is the front-line administrator in curricular matters. (p. 503)

It is the department chair who is most knowledgeable of the individual faculty within a department, and he/she has an overview of the department's major program and other course offerings (Gaff & Ratcliff).

Product

The purpose of a product evaluation is to measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity. Its main purpose is to ascertain the extent to which the needs of all the participants were met (Zhang et al., 2011). Product evaluation reviews the extent to which the program provided services to the targeted audience (Stufflebeam, 2002).

Curriculum evaluation. To evaluate a curriculum or to conduct an impact

evaluation, Gaff and Ratcliff (1997) stated that a university must review with quality indicators that promote effectiveness and efficiency (p. 550). They defined effectiveness as producing the desired results and accomplishing specified outcomes and efficiency as using resources to meet goals with no waste, ideally, a high ratio of output to input. Reviewing the impact of curriculum is done based on the definition of curriculum at a particular college or university. Below is an explanation of the different aspects of how curriculum can be defined based on whether curriculum refers to coursework, overall offerings of the institution, or a program of study.

If curriculum is defined as every course offered then effectiveness means meeting course objectives and passing rates and efficiency can be measures in terms of enrollments and cost per student. On the other hand, if curriculum is defined as an integrated course of study such as general education or the major then effectiveness can be measured in terms of performance on program goals, learning outcomes, and progress toward a degree and efficiency can be measured in terms of cost of all resources used to support the program per number of students who successful complete the program. If curriculum is defined as the overall offerings of the institution, all programs of study, then effectiveness can be measured in terms of graduation rates, career placement, and alumni satisfaction, and efficiency can be measured in terms of cost per student to graduation, instructional costs as a portion of overall costs offset by increased revenues from tuition, and external support attracted due to the quality of the programs. (Gaff & Ratcliff, p. 535)

Assessment. Assessment of a program helps institutions accept their own accountability to their students (Hutchings & Marchese, 1991). This allows the

college/university to focus on the teaching and learning aspect of the students to really determine the impact of the college offerings in the education of their students.

Assessment looks for achievement and monitors the learning process and is both summative and formative (Gaff & Ratliff, 1997, p. 575). Assessment can ask “How does what is taught in this course relate to coursework from last semester?” According to Gaff and Ratliff (1997), assessment seeks coherence and reinforcement of the educational experience beyond the limits of the individual course.

Some of the methods to assess student learning are portfolios, capstones, senior projects, performance assessments (task assessment), and student self-assessment. The strengths in assessing student learning “share a focus on the student work and student experience as the single most important course of information for understanding and improving the teaching-learning process” (Gaff & Ratliff, 1997, p. 586).

Research Questions

This literature review supplied research in determining the context of the baccalaureate program, the input strategies that were used in this undergraduate program, the processes that were implemented, and the outcomes of the program. To be more specific, these four research questions were generated in alignment with the standards of the CIPP model.

1. Context: How are the objectives of the program aligned with the needs of the enrolled student body?
2. Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program?
3. Process: How is the college following the activities/strategies that have been previously outlined?

4. Product: To what extent did the program meet objectives or goals that were stated in the strategic plan?

Summary

This literature review outlined Stufflebeam's (2002) CIPP Evaluation Model to organize research surrounding the evaluation of an existing baccalaureate program on a Christian adult education program. In alignment with the CIPP model, this literature review was divided into four sections—context, input, process, and product—where each section gave background information on that particular area of the CIPP model and provided supporting research in key thematic areas to help answer the research questions that were directly connected to the CIPP model.

In the section of context, the following topics were approached: adult education, Christian higher education, and urban ministry. In the area of inputs, relevant approaches to Christian higher education, leadership studies, a homiletics minor, and biblical studies minor were expounded upon. In the thematic area of processes, the following was further researched: undergraduate curriculum history, framework of the undergraduate curriculum, curriculum development models, and curriculum administration. Lastly, in the thematic area of product or impact, curriculum evaluation and assessment were highlighted as points of discussion.

Chapter 3: Methodology

For the purpose of this dissertation, a Christian college baccalaureate program was evaluated utilizing Stufflebeam's (2002) CIPP Evaluation Model. Institutions of higher education, both religious and secular, must provide evidence of impact in educational programming to compete for state and federal funding within an economy seeking to reduce expenditures within the colleges or universities lacking in productivity. State legislatures and various funding agencies are demanding data and outcomes through evaluation measures that have assessed program impact in an effort to show measurable outcomes from the public's investment in higher education. In the religious sector, denominational organizations and private donors are seeking proof that the investment within a college or university is sustaining a successful educational entity. With this increasing need to show measurable outcomes, institutions are engaging in ongoing evaluations and strategic assessments to demonstrate their effectiveness to provide quality education; however, according to a report by *Christian Higher Education*, a common perception exists that religious institutions have not been at the cutting edge of assessment, evaluation, and research.

For the basis of this evaluation, a *Christian* college or university was defined as "an institution that acknowledges and embraces a Christian or denominational confessional identity in their mission statements and also alter aspects of their policies, governance, curriculum and ethos in light of their Christian identity" (Glanzer et al., 2011, p. 725). These aspects were evaluated at a Christian college to further contribute to research in the field of Christian higher education.

The program evaluation of the baccalaureate program was reviewed through the lens of the Stufflebeam (2002) CIPP Evaluation Model which reviewed the context (C),

inputs (I), processes (P), and product (P) of this institution. This chapter is organized around the four research questions that coincided with the four thematic areas of the CIPP Evaluation Model that formulated the framework of the research design methodology.

The four research questions were:

1. Context: How are the objectives of the program aligned with the needs of the enrolled student body?
2. Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program?
3. Process: How is the college following the activities/strategies that have been previously outlined?
4. Product: To what extent did the program meet objectives or goals that were stated in the strategic plan?

Included in this chapter are the methodology procedures that assisted with answering each research question, validation measures, limitations, and delimitations of this evaluation.

Research Design

According to Fitzpatrick et al. (2004), once the evaluation questions are known, the next logical step in a program evaluation is to determine what information is needed to answer each question. The second step is to identify the appropriate source/sources to obtain the needed information, followed by the appropriate method to collect the information from the identified source or sources (Fitzpatrick et al.).

The CIPP Model thematic areas, evaluation/research questions, data sources used to acquire the information, and the methodology used to obtain the information for the evaluation of an existing baccalaureate program at a Christian college are displayed in

Table 4.

Table 4

Research Design Methodology for Program Evaluation

CIPP Concept	Research Questions	Data Sources	Methods
Context	How are the objectives of the program aligned with the needs of the enrolled student body?	Program administrators & currently enrolled students Existing institutional documents	Interviewed (structured) Full-time enrolled students Reviewed Staff/Faculty Handbook and organizational website Reviewed Accreditation documents Reviewed 2009 Assessment Plan
Input	What are some alternate strategies or approaches that could be used to enhance the merit of this program?	Program policies/procedures from other institutions Existing organizational documents	Organizational documents from other institutions analyzed Institutional Strategic Plan for 2012-2015 analyzed
Process	How is the college following the activities/strategies that have been previously outlined?	Data reviewed from existing source of information Program Administrators Full-Time faculty members	Interviewed Full-time Faculty(structured) Focus Group held with currently enrolled students
Product	To what extent did the program meet objectives or goals that were stated in the strategic plan?	Individual/Self Report Data reviewed from existing sources of information	Administered Online Noel-Levitz Adult Learner Inventory Reviewed data of Allport/Vernon/Lindzey study of Values test data Reviewed Association of Biblical Higher Education (ABHE) Biblical knowledge test data

Context

The research evaluation question for *context* is “how are the objectives of the program aligned with the needs of the enrolled student body?” This question was answered utilizing the following methods: structured interviews with full-time, enrolled students; review of staff/faculty handbook; review of accreditation documents; and review of the 2009 assessment plan.

The first method was through structured interviews of full-time enrolled students. The students were contacted via email (Appendix D) and asked structured, open-ended questions (Appendix E). The data from the structured interviews were collected by means of in-person appointments to gather responses to the questions. Once all interviews were complete, the responses to the questions were organized by major or key themes that were redundant throughout the interviews. The information was documented in a frequency distribution table to display the categorical themes. The categorical themes were counted to determine key redundant terms and to determine if overlap of key words existed between communicated words from the enrolled students and the actual stated objectives of the school documents. This was reviewed to determine if there was a match between common themes stated by the student body and the objectives in the written documents.

The organizational documents that were reviewed were the staff/faculty handbook, accreditation documents, the 2009 assessment plan, and the college website. These documents were collected, by permission, from the Academic Dean. Once received, redundancy of key ideas or words was organized in another frequency distribution table. The table displays the primary ideas from each separate document, then review for overlap between the documents and the website.

Input

The research evaluation question for *input* is “what are some alternate strategies or approaches that could be used to enhance the merit of this program?” This question was answered using two methods: analyzing institutional documents from the Association of Biblical Higher Education (ABHE) accredited institutions within the same state as the institution under evaluation and collecting the strategic initiatives document from the institution under evaluation to review its key areas for improvement and enhancement.

The ABHE organizes institutions based on whether they are an applicant for accreditation, a candidate to be accredited, accredited by the association, or simply affiliated with the association. Since the institution under evaluation is accredited by ABHE, other accredited institutions located within the same state as the college under evaluation were analyzed for best practices.

Review of the strategic plan initiatives of the college under evaluation was investigated to determine what the areas of improvement were based on the perspective of the university itself. The strategic planning document was also reviewed to inform the evaluator of teaching strategies, content areas that could be enhanced, and student perceptions of being in the undergraduate program.

The information from the strategic plan was reviewed and an abbreviated strategic action item list was emailed to the academic dean. The abbreviated strategic action item list was emailed along with two key questions for each action item pertaining to this program evaluation: Has this strategic action item been started/implemented; and what progress has been made toward implementation of this specific action item? The responses to these questions were then displayed in a table to present whether or not the

university is moving toward implementing their strategic plan. The analysis of this information was used to identify what alternate strategies have already been introduced to the university and what progress has been made toward implementing these key strategic items.

Process

For the previous question under the *input* theme, the evaluator displayed which activities are and are not being implemented. In the research evaluation question for *process*, the following question was asked, “How is the college following the activities/strategies that have been previously outlined?” To address this question, the evaluator interviewed full-time faculty members and administrators at the institution.

To collect information about how the institution has implemented its activities, all six full-time faculty members were contacted for an interview via email (Appendix F) and interviewed via telephone or in-person through a set of structured questions (Appendix G). These questions were asked to gain a deeper understanding of the overall mission of the school and the intended objectives of the baccalaureate program from the perspective of the full-time faculty.

The faculty members were initially emailed a request for an interview. Upon agreeing to accept the interview, a follow-up email was sent requesting a face-to-face interview; but the faculty members were given an option of a telephone interview if they were unable to meet with the evaluator. Each full-time faculty member agreed to meet to hold a face-to-face interview. The faculty members received a reminder email containing the date, time, and location of the interview. The full-time faculty member interviews were guided by an agenda (Appendix H). The interview entailed asking structured, open-ended questions, and detailed notes were taken to capture the responses of the faculty

members. The information gathered during the interview was typed, and the responses to each question were categorized to determine if consistency was apparent. The main responses were reported in the research as well, revealing possible themes. Specifically, this process was analyzed by coding for themes. Through the coding process, themes may be determined. Upon completion of multiple layers of coding, the researcher reviewed and reflected on the themed responses to confirm that the individual themes were selected.

Additionally, a focus group comprised of currently enrolled students was convened. Focus groups are a valid and reliable method for collecting data. Faculty have rated focus groups as more accurate, useful, and believable than either student ratings or written comments (Braskamp & Ory, 1994). For the purpose of this program evaluation, information was collected from the comprised focus group of randomly selected enrolled students by obtaining a list of enrolled students from the academic dean. At the onset of the evaluation, the current enrollment was stated to be 68 students. Each prospective participant was emailed an initial invitation (Appendix I) regarding the program evaluation taking place at their institution. Incentive information was communicated in the initial invitation. The incentives included refreshments and a \$5 gift card for those who arrived on time and stayed for the duration of the focus group. A follow-up email (Appendix J) was sent to the students to confirm their attendance. Lastly, a reminder email was sent to the students on the day of the focus group.

The focus group was convened by inviting the first five students of every sixth student on the master list. According to Krueger and Casey (2009), “randomization essentially removes the bias in selection—that is, all participants possess an equivalent chance to be involved in the study” (p. 67). At the focus group, participants were

informed that the responses shared were marked anonymous and would not impede upon their grades.

Focus group protocols (Appendix K) were shared with the participants to alleviate their concerns and to lay the foundation in an effort to discuss the activities that were being offered at their institution. Upon the participants entering the room, they were given a number to display on their desk to allow the evaluator to identify the students based on a number and not their name.

At the conclusion of the focus group, the student responses were organized into themes to ensure the right data were collected to answer the process research question “How is the college following the activities/strategies that have been previously outlined?” According to the Carnegie Mellon Institute (2014) in the *Assessing Your Teaching* plan, five-seven questions for a 60-minute session will allow enough time for everyone to speak and for unanticipated answers that lead to new questions. They also stated that questions should be open-ended and in logical sequence by moving from general to more specific questions (Appendix L).

The participants received their incentive and a follow-up thank you email with a reminder that their responses would remain anonymous. The information from the focus group was analyzed for similar responses and transcribed using exact quotations.

Product

The research evaluation question for *product* is “to what extent did the program meet objectives or goals that were stated in the strategic plan?” To determine the impact of this baccalaureate program, the research evaluator collected data from the following sources of information: requested permission from the institution to administer a survey tool by Noel-Levitz Adult Learner Inventory (2013-2014a), obtained current institutional

data from the test they administer called the Allport/Vernon/Lindzey study of Values Test, and obtained institutional data from the test they administer to enrolled students called Form E of the Association for Biblical Higher Education (ABHE) test of Biblical Knowledge.

To collect current data from the institution, the evaluator selected a survey tool by Noel-Levitz Adult Learner Inventory (Appendix M). The survey tool cost was \$275 for the initial set-up fee, \$2 per student to administer, and \$175 for the raw data of the surveys administered. The cost was assumed by the research evaluator. According to Noel-Levitz (2013-2014a), the Adult Learner Inventory measures student behaviors and psychosocial attributes. The Adult Learner Inventory was designed by Noel-Levitz with cooperation from the Council for Adult and Experiential Learning (CAEL). The survey was administered only through the online Noel-Levitz portal where the enrolled students received an email with the link requesting their participation in the survey. The evaluator requested permission from the academic dean to receive the personal and school email addresses of the enrolled student body. Students received an initial email from the evaluator informing them about the intent of this research study (Appendix N) and how their feedback was utilized in making recommendations to the school administration about the undergraduate program. Students had the option to not participate in the survey.

Those students who opted to participate were informed of the amount of time needed to complete the survey, approximately 30 minutes to answer 77 questions about the undergraduate program. There were 47 standard items rated for importance and satisfaction on the Adult Learner Inventory. These 47 items of expectation were analyzed statistically and conceptually to provide eight composite scales that follow

seven of the eight original Principles of Effectiveness for Serving Adult Learners, as defined by CAEL, plus one additional area focusing on transitions. The eight scales analyzed were Outreach, Life and Career Planning, Financing, Assessment of Learning Outcomes, Teaching-Learning Process, Student Support Systems, Technology, and Transitions (Noel-Levitz, 2013-2014a).

There were 20 items for students to indicate how important the factors were in their decision to enroll in the program and 18 standard demographic items on the Adult Learner Inventory. At the conclusion of the survey, there were two summary items included that asked, “How would you rate your overall satisfaction with this program?” and “Would you recommend this program to other adult learners?” Responses for the summary items ranged from 1-7 with 7 being the highest.

After the students completed the survey, a raw data score report with answer information was emailed to the researcher. Noel-Levitz extracted the demographic information and placed it on graphs. They also tabulated and highlighted responses that were statistically significant, created a strategic planning document for the institution under evaluation, and shared responses in percentage format for each question.

Reliability and validity were reviewed on the Adult Learner Inventory. To measure the statistical reliability of the inventory at the scale/principle level over time, the inventory was assessed for test-retest consistency using a sample of 155 students who completed the inventory twice (Noel-Levitz, 2013-2014a). The scale scores for these two administrations generated a reliability coefficient (alpha) of 0.8. For validity, the final scales contained in the Adult Learner Inventory were tested for homogeneity by calculating coefficient alpha.

To further answer the research question “To what extent did the program meet

objectives or goals that were stated in the strategic plan,” current institution data were extracted from the Allport/Vernon/Lindzey study of Values Test and Form E of the ABHE test of Biblical Knowledge. According to Colman (2008), the Allport/Vernon/Lindzey study of Values Test is designed to measure the following, as identified by the German psychologist and educator Eduard Spranger (1882-1963):

The relative strengths of the six basic values of theoretical, economic, aesthetic, social, political, and religious in the psyche of the individual taking the test. The test consists of a series of multiple-choice questions referring to alternative activities or occupations from which the respondent chooses the ones that are most appealing. It is often interpreted as essentially an interest inventory. (p. 32)

The institution itself also currently administers Form E of the ABHE test of Biblical Knowledge to all enrolled students. Permission to obtain this data was requested and the request was granted. The institution under evaluation reported data from 2005-2012. The information was displayed using the overall scoring of the students based on their major and whether or not they were entering freshmen or graduating seniors from either A.C.E. or A.S.A.P.

The data from the Allport/Vernon/Lindzey study of Values Test and Form E of the ABHE test of Biblical Knowledge were reviewed to determine if there was an increase in the values of the student body.

Expected Outcomes

The research evaluator hoped to learn if program administrators and faculty apply the same objectives to enhance the overall student experience, if discrepancies existed between the intended objectives and the actual outcomes in curriculum delivery, what recommendations could be made to the institution to improve the baccalaureate program,

and to learn from the students how the program is impacting them.

Limitations

For the purpose of this evaluation, specific limitations may have been present including research evaluator bias, program administrator and faculty member bias, and student bias. Also, some data were unavailable from the institution itself as they pertain to retrieving scoring of previously administered tests for several academic terms.

Additionally, the low attendance with the focus group was a limitation. The focus group was held during the summer session, which typically has lower enrollment than a fall or spring semester, making the response rate even lower. One final limitation was that at the onset of this evaluation, the evaluator was informed the enrollment for the institution was 70 students; however, after removing the names of graduate students and students who no longer attended the institution, the enrollment number decreased to 43 students. This decrease in enrollment figures limited the overall participant number in regards to individual interviews, surveys, and focus groups.

Finally, changes in administration occurred during this program evaluation which led to having the installation of a new president and shifting of roles and responsibilities. The change of roles and responsibilities caused a change to the original methodological approach in regards to who was to be interviewed.

Delimitations

Within the scope of this research, it is not possible to interview all faculty. While all full-time faculty were interviewed, the adjunct faculty members were not interviewed. This institution currently has nine adjunct faculty members who are highly integrated in the school community; however, for this evaluation, only full-time faculty were interviewed.

Recent graduates of the baccalaureate program could have been interviewed or surveyed as a means to provide additional feedback for this program evaluation.

However, the evaluator defined the parameters for data retrieval to be limited to currently enrolled students rather than alumni of the college. Additionally, accredited institutions within the same state and bordering state that offered similar undergraduate programs were evaluated for best practices. The evaluator limited research to those colleges within the same state and bordering state; however, selecting colleges within additional states may have enhanced the list of best institutional practices.

Summary

The purpose of this evaluation was to determine the overall effectiveness from the CIPP model as it relates to an undergraduate program of study at a Christian institution of higher education. The program evaluation of this baccalaureate program was reviewed through the lens of the CIPP Evaluation Model (Stufflebeam, 2002). Through the CIPP Evaluation Model, the Context (C), Inputs (I), Processes (P), and Product (P) of this institution were evaluated.

This chapter was organized around the four key thematic areas of CIPP, and four research questions that coincide with the four thematic areas of the CIPP model formulate the framework of the research design methodology. Included in this chapter are the proposed research design, procedures, validation measures, possible limitations, and delimitations of this evaluation.

Chapter 4: Data Analysis

Introduction

The purpose of this evaluation was to determine the effectiveness of the undergraduate program at a Christian college. The Christian college that was at the focus of this evaluation is primarily attended by nontraditional adult students and is located in the Piedmont Triad Region of North Carolina within the United States of America. It is accredited by the ABHE-Commission on Accreditation and recognized by the Council for Higher Education and the United States Department of Education. The main focus of this college is to educate persons for Christian ministries through a program of biblical and theological studies, general education in the arts and sciences, and professional studies.

Specifically, this program evaluation was conducted on the Bachelor of Arts in Ministry program that has on average 40-60 enrolled students per semester, and it encompasses the following in its curriculum: major coursework of not less than 33 semester hours in biblical studies and basic core classes in the arts and sciences of not less than 36 hours. This Bachelor of Arts program is offered in two formats: the A.C.E. format which is a traditional day program for those adult individuals who prefer a boardroom-style classroom setting with a collaborative/interactive learning environment and the A.S.A.P. format which is a nontraditional accelerated program designed to provide busy working adults with an opportunity to obtain a college degree where adult students attend class one night a week on a year-round basis in an effort to obtain a degree in 2-4 years. Students in either track must select a minor from one of the three concentrations: leadership, homiletics, or biblical studies.

According to the institution, this college had not participated in a formal

evaluation since 2006, and it needed an in-depth analysis of activities and outcomes of the curriculum based on the accreditation of the institution. With this in mind, the CIPP model was selected to evaluate this undergraduate program at the Christian college because the CIPP model emphasizes comprehensiveness in evaluation within a larger framework of organizational activities (Stufflebeam, 2003).

Through the CIPP Evaluation Model, the Context (C), Inputs (I), Processes (P), and Product (P) of this institution were evaluated. Context evaluation assesses needs, assets, and problems within a defined environment (Stufflebeam, 2002). The Input evaluation assesses competing strategies, work plans, and budgets to investigate other existing programs that could serve as a model for the program currently being evaluated (Stufflebeam, 2002). Process evaluation monitors, documents, and assesses program activities to inform constituents of the progress made during implementation of activities (Stufflebeam, 2002). Product evaluation is also referred to as “impact evaluation” because it assesses a program’s reach to the targeted audience to make a judgment of the extent the program addressed the needs of the population it serves (Stufflebeam, 2002, p. 4).

This chapter contains reported data collected around the four research questions that coincided with the four thematic areas of the CIPP model which formulate the framework of the research design methodology. The four research questions used for this evaluation were (1) Context: How are the objectives of the program aligned with the needs of the enrolled student body; (2) Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program; (3) Process: How did the college follow the activities/strategies that have been previously outlined; and (4) Product: To what extent did the program meet objectives or goals that were stated in the

strategic plan?

Context

How are the objectives of the program aligned with the needs of the enrolled student body? Individual interviews were conducted with currently enrolled undergraduate students, and a document analysis was performed on key institutional documents which included the Staff/Faculty Handbook, organizational website, review of accreditation documents, and the 2009 assessment plan. Review of these documents allowed for a working definition to be confirmed for the actual mission statement and objectives for the bachelor's program.

The communicated mission of the institution as found after review of the documents is “It is the mission of (name of school) to provide Biblically based academic programs that prepare men and women of all races for ministry and community service with a focus on the African-American community” (Institutional Assessment Document).

The stated objectives of the Bachelor's program are:

The Adult Collegiate Entrance (A.C.E.) track is to serve as the traditional day program for those individuals that prefer a more traditional format. A.C.E. offers a boardroom-style classroom setting with a collaborative/interactive learning environment. Students will learn from a diverse pool of professors and upon completion of curriculum requirements will have the opportunity to obtain an Associates or Bachelor of Arts in Ministry with a choice of minors including Leadership, Homiletics, and Biblical Studies.

The stated objective of the A.S.A.P. track is as follows: This program is a nontraditional accelerated program designed to provide busy working adults with an opportunity to obtain a college degree in an evening format. In this accelerated format,

adult students attend class one night a week on a year-round basis, which provides the opportunity to obtain a degree in 2-4 years. This program is designed to bring a new level of leadership effectiveness and ministry skills to those desiring to make a difference in their church and world.

In addition to a document analysis being conducted, individual interviews were conducted with enrolled undergraduate students which were completed through the use of a standard, open-ended questionnaire. According to Hoffman (2003), the most common form of evaluation is through surveying students regarding courses, faculty teaching, and departmental programs. This standard survey type contains closed-ended questions. However, Check and Schutt (2012) proposed using open-ended questions which are questions “without explicit response choices so that the respondents provide their own answers in their own words” (p. 168). The interviews were conducted using a set of questions by Burnley, Kirkwood, Massy, and VanDyke (2005) and transcribed. As stated by Check and Schutt,

to ensure that relevant questions are asked it is proper to use questions suggested by prior research, or experts (including participants) who are knowledgeable about the setting under investigation because it indicates that this measure is more reliable and valid. (p. 163)

Responses to the questions were analyzed to determine the frequency of responses and to include opinions of the student body to determine if the objectives of the program aligned with the needs of the enrolled student body and how the institution is meeting the student’s educational needs.

Of the enrolled student body, six individual interviews were conducted by using standard open-ended questions. Table 5 displays the current courses the interviewed

students were enrolled in during the time of the interview. This question was asked of the students to determine which courses the students were enrolled in to attempt to gain feedback from students at varying points in their academic career.

Table 5

Student Interview Responses—Course(s) Currently Enrolled?

	Frequency	Relative Frequency	Percent Frequency
Church Administration/Leadership	2	0.33	33%
Apologetics	2	0.33	33%
Servant Leadership	2	0.33	33%
Total	6	1.00	99%

Table 6 displays the undergraduate program track and the assigned minor of the interviewed students. Students are either in the A.C.E. track or the A.S.A.P. track. One-hundred percent of interviewed students were in the A.S.A.P. track with leadership as their intended minor or focus of study. This question was asked to determine the amount of students who selected a particular minor. Of the students interviewed, the leadership minor was the only concentration of the participants. This question was to determine what minor or concentration had the greatest amount of student participants.

Table 6

Student Interview Responses—Current Major/Minor?

	Frequency	Relative Frequency	Percent Frequency
A.S.A.P./Leadership	6	1	100%
TOTAL	6	1	100%

Each student interviewed was asked to state the institution's mission statement. As a point of reference, the mission statement is "to provide Biblically based academic programs that prepare men and women of all races for ministry and community service with a focus on the African-American community." Student responses were reviewed to determine if their answers or a portion of their answers matched the phrases found in the actual institutional mission statement. A thematic context analysis was made based on the number of responses that contained portions of the actual mission statement. The students were asked to state the mission statement to determine if there was a match between the overall philosophy of the institution and the practices performed by the institution from the perspective of the enrolled students. Two students referenced the term "academic programs," and another two students referenced the terms "preparation and ministry." Finally, one student referenced "community service."

Overall, the students were not familiar with the mission statement of the school, as very few could not repeat the mission statement nor portions of the mission statement. Rather than stating portions of the mission statement, the students recited the institution's motto or slogan which is "Preparing Real People for Real Ministry in a Real World." The institution's slogan is located in marketing materials and on the cover of official documents. The slogan contains two key words that are also found in the mission

statement. While the slogan is used to attract the attention of potential clients and give a glimpse of the overall purpose, the mission statement is intended to provide more depth and thoughtful insight regarding the overall philosophy of the institution.

Likewise, after students responded about the institution's mission statement, they answered the question "What do you think are the objectives of the Undergraduate/Bachelor's program?" On the website, the primary objective is stated as

Both the Adult Collegiate Entrance program (A.C.E.) – our traditional day program for those individuals that prefer a more traditional format and the Accelerated Student Achievement Program (A.S.A.P.) – our non-traditional accelerated program is designed to provide busy working adults with an opportunity to obtain a college degree with a collaborative/interactive learning environment. Both tracks in the baccalaureate program consists of 33 semester hours in Biblical Studies; a basic core in the arts and sciences of not less than 36 hours; nine hours in ministry courses; and twenty-two hours in a selected minor (Leadership, Homiletics or Biblical Studies).

Bransford, Brown, and Cocking (1999) stated, "assessment must reflect the learning goals that define various learning environments—and students need to monitor their learning based on the learning goals or objectives stated" (p. 55). Students were asked to state the objectives to determine if they knew the goals of the program and the conceptual framework as set forth by the institution. This question was asked because if students possess knowledge of the key undergraduate program objectives and their stated expectation is similar to those programmatic objectives, then there is an alignment between the expectation of the student and the expected material that is taught in the classroom setting.

The key phrases of the objectives were transcribed from the student responses and analyzed to determine if the interviewees included official objective statements in their answers. The students responded to the question with a majority of them referencing “leadership development” as the primary objective for the program. There was one student who referenced either “homiletics” or “biblical studies” as an option for a minor or concentration. Two students referenced the term “core studies” as a primary objective. In sharing the methods of teaching experienced in the classroom such as “interactive,” “accelerated,” or “collaborative,” one student used these terms to describe how information is conveyed at this particular educational institution.

The next question was “What are three skills that students should be able to accomplish upon completion of this program?” This question elicited the personal opinions of the individually interviewed students. This question was asked to elicit the inherent expectations of individual students as it pertains to the undergraduate program and their ability to perform in society upon graduating from this college/university. In Table 7, the responses of the students are grouped in key themes. The three skills/talents were grouped into key themes, then placed in the frequency distribution table below. These themes are displayed to demonstrate the overall expectation of course content throughout the undergraduate program.

Table 7

Student Interview Responses-Perception of Skills/Talents of Graduates-Frequency of Combined Themes

	Frequency (f)	Relative Frequency	Percent Frequency
Verbalize/Evangelize/Speaking	2	0.29	29%
Lead Others	3	0.43	43%
Counseling	1	0.14	14%
Administrative Excellence	1	0.14	14%
Total	7	1	100%

The next question of the standardized, open-ended questions allowed students to share what classes within the curriculum have assisted them with enhancing their skills/talents listed in the previous question. Table 8 lists the classes the interviewed students have determined to be the most beneficial for their overall development in the undergraduate program. Since these questions were open-ended, as to not limit the responses of the students, the researcher wanted to determine whether or not redundancy existed in the student responses. The responses below list which courses have assisted in fulfilling the expectations of being able to evangelize, lead others to Christ, and counsel in ministry as stated in the previous question.

Table 8

Student Interview Responses–Perception of Courses that Meet Objectives

	Frequency	Relative Frequency	Percent Frequency
Psychology	1	0.2	20%
Life of Christ	2	0.4	40%
Apologetics	2	0.4	40%
Total	5	1	100%

The follow-up question in the student interview delved deeper into how the skills/talents have been enhanced as the students were then asked, “What activities, classroom assignments or classroom activities have you completed that you think really helped you to meet the objectives for your assigned major/undergraduate program?”

Table 9 displays the responses of the students and the frequency of which activities have undergirded their expectation to enhance their overall student development.

Table 9

Student Interview Responses–Perception of Activities/Assignments that Meet Objectives

	Frequency	Relative Frequency	Percent Frequency
Writing/journaling	4	0.57	57%
Roleplaying in evangelism	1	0.14	14%
Research assignments	2	0.29	29%
Total	7	1	100%

Input

The research question for the input evaluation of the undergraduate program was “What are some alternate strategies or approaches that could be used to enhance the merit of this program?” This question was answered using two methods: analyzing

institutional documents from the ABHE accredited institutions within the same state as the institution under evaluation and collecting the strategic initiatives document from the institution under evaluation to review its key areas for improvement and enhancement.

To locate the accredited ABHE colleges/universities, the researcher reviewed the ABHE institution online directory. Upon examination, there were two colleges/universities that are stated to be located within the same state as the institution under evaluation. The college/university websites were researched to extract institutional practices that attracted or retained students, appeared to increase scores on tests, or practices the college/university noted as a part of their organizational structure. Additionally, institutional fact books, data summaries, and institutional research documents were analyzed.

Best practices of the ABHE accredited colleges/universities within the same state include (1) the baccalaureate program mode of delivery had two options of being offered completely online or offered in the traditional method with courses taken on-site, (2) the complete course sequence for the undergraduate program was displayed on the website, (3) the complete course sequence of the undergraduate program was displayed on the website with corresponding course descriptions that also contained the necessary prerequisite course, and (4) these institutions maintained at least 12 board members with a large percentage of the board members having prior work experience and/or expertise within the field higher education.

While institutional best practices were reviewed from two ABHE accredited schools within the same state, the ABHE directory of school database was reviewed to extract the names of colleges/universities within a bordering state to provide additional best practices for a broader perspective.

Some of the best practices of the ABHE accredited colleges/universities within the bordering state of the institution under evaluation were (1) an active Student Government Association exists; (2) the ACT-CAAP Collegiate Assessment of Academic Proficiency exam is administered during the concluding semester of the second year of enrollment to verify the level of knowledge in general education content; (3) the institution is affiliated with a specific church denomination and beliefs are infused in the curriculum; (4) involvement of student advisors exist from the Student Success Center; (5) a mandatory Bible knowledge test is administered to all graduating seniors (test created by their college faculty); (6) a Presidential Leadership Team functions as the primary team for decision making purposes; and (7) a rich student life functions within the institutional environment and is comprised of art, drama, recitals, and cultural events.

While conducting research on best practices, one of the colleges from a bordering state noted in their university fact book their four-time institutional involvement in the National Survey of Student Engagement (NSSE). This particular institution engaged in this survey because according to the Indiana University's Center of Postsecondary Research, which administers the NSSE, "student engagement represents two critical features of collegiate quality: the amount of time and effort students put into their studies, and how the institution deploys its resources and organizes the curriculum with other learning opportunities" (NSSE, 2007, p. 14).

Additionally, the founding director of NSSE, Dr. George Kuh, shared High-Impact Practices (HIPs) that are associated with student learning and higher retention: "HIP's demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, provide frequent and substantive feedback which participation in these

practices can be life-changing” (Kuh, 2008, p. 21). These HIPs are displayed in Table 10.

Table 10

National Student Survey of Engagement Best Practices and Method of Implementation

NSSE Student Engagement High Impact Best Practices	Method of Implementation
Learning Community	Formalized program where groups of students take two or more classes together. The collaboration used to broaden respect for values in other people.
Service Learning	Courses that include a community-based project (service-learning).
Research with Faculty	Work with a faculty member on a research project in collecting or analyzing data.
Internship/Field Experience/Study Abroad	Increasing the number of short-term cross-cultural, new work experience opportunities for students.
Culminating Senior Experience	Major paper, project, or thesis to help students connect what they have learned in various courses with other experiences on and off the campus with faculty guidance.

Note. *Table Information from the Center of Postsecondary Research.

In the context portion of the evaluation, the faculty members were interviewed and their responses were transcribed. At the conclusion of the interview, faculty members were asked to share general comments. Several faculty members provided comments as they pertained to how to enhance the overall undergraduate program. While the overall individual faculty interview pertains to the context portion of the undergraduate program evaluation, the feedback obtained from the general comments is best shared under inputs because the transcribed content conveys suggestions for improvement strategies and processes.

The comments provided by faculty to enhance the program were as follows:

“Move to longer session periods in the ASAP program. Current sessions are 5 weeks.

To build better cohesiveness of the student groups, and for the students to obtain a more in-depth understanding of the content, the sessions should be 8-10 weeks long”;

“Maintain the current class size of no more than 15 students”; “Encourage all faculty to give informal assessments because it limits the barriers between the instructor and student and the true level of knowledge can be better reviewed”; and “Larger facilities to hold the classes as the current classroom space is too small.” There was a redundancy in general comments regarding the facility of the institution and the necessity to obtain a larger building.

The evaluator collected a strategic initiatives document from the institution under evaluation to further review the key areas for improvement from the perspective of the institution itself. Once this document was received by the evaluator, the areas pertaining to the evaluation of this baccalaureate program were extracted to determine what the strategic goals were of the institution itself. Tables 11-13 display the strategic goals in the far left column and two additional columns show that the evaluator requested feedback from the Office of Institutional Research of the college/university. The two columns prompted the Office of Institutional Research to answer the following questions: (1) Has this Action Item been started (Y/N)? and (2) What progress has been made on this action item listed in the strategic plan? The feedback from the Office of Institutional Research informed the researcher the level of awareness of what key aspects of the program needed enhancement and what aspects still needed conceptualization and/or implementation within the next year.

Table 11

Strategic Plan of Institution-Alumni Relations

Item	Justification	Has this Action Item been started? (Yes/No)	What Progress has been made?
2012-2013			
Reorganize alumni association	1. Student involvement will increase current student involvement. 2. Need based on student surveys.	Yes	Complete
Organize fundraising	1. This will provide a separate source of income for student activities. 2. Need based on alumni surveys.	Yes	Complete

Based on the strategic plan for alumni relations, the institution previously received feedback that the alumni association was a key priority item. The Office of Institutional Research provided feedback that the alumni association has been reorganized which is vital to sustain an institution because according to the Alumni Channel (2014), the purpose of an association is to foster a spirit of loyalty, promote the general welfare of any organization, and strengthen the ties between alumni, the community, and the parent organization.

Table 12

Strategic Plan of Institution-Assessment and Evaluation

Item	Justification	Has this Action Item been started? (Yes/No)	What Progress has been made?
2012-2013			
Install new character/value evaluation instrument	The current tool does not offer an in-depth analysis	Yes	Complete
Implement electronic assessment tools	1. To increase participation 2. To analyze the data more efficiently	Yes	Some surveys have been automated and the staff has decided which program to use to automate the process completely.
Implement additional student performance method (student portfolio)	The need to assess student as they progress thru the program	Yes	Complete
2013-2014			
Administer Peer Reviews	To enhance assessment and feedback	No	No work done
Revise student learning outcomes	Needed to ensure outcomes are relevant and meeting institutional goals	Yes	Complete

Ongoing assessment and evaluation of an institution is needed to ensure the program objectives are being met. One evaluation tool is the Values assessment of the school. The institution has determined their current Values assessment tool did not

provide an in-depth analysis. With the college not having participated in a formal evaluation since 2006, this portion of the strategic plan highlights how the institution intends to have varying points of assessment and evaluation moving forward. According to Hutchings (2011), “assessment entails asking whether and how well students are achieving goals, which typically requires that campuses use a wide range of tools and methods for gathering evidence about the educational experience and the outcomes” (p. 1). The Strategic Plan for Assessment and Evaluation table lists various tools to acquire evidence of effectiveness moving forward.

Table 13

Strategic Plan of Institution-Christian Service/Student Services

Item	Justification	Has this Action Item been started? (Yes/No)	What Progress has been made?
2012-2013			
Establish student council association (Christian Service)	Increase student involvement	Yes	Complete
Provide a Writing lab (Student Services)	Needed to increase students writing skills which analysis shows is low	Yes	Complete
Provide tutoring services for Biblical languages	Needed to assist students in meeting language requirement	No	No work done
2013-2014			
Develop Annual events (Christian Service)	Increase student involvement	Yes	Complete

With the demographics of the school detailing that the majority of the students fall between ages 55-64 and are enrolled full-time while maintaining a job and dependents, student services must thrive to assist the adult student population in obtaining a degree. This table is included to highlight what progress has been made to enhance the student services offered at the institution under evaluation. According to Hoffman, Reindl, and Bearer-Friend (2011),

A focus on instruction alone is not enough to ensure academic success for some adult learners. Transportation issues, child care problems, financial difficulties, and career uncertainties can be challenging for working adults. Although often difficult to fund and sustain, support services such as transportation and child care assistance can play a critical role in many adults' ability to obtain a postsecondary degree or credential. Academic support services, including career and personal counseling, can also be important in helping adults persist in their postsecondary studies. (p. 14)

Process

In the research evaluation question for process, the researcher asked the question “How is the college following the activities/strategies that have been previously outlined?” To address this question, the evaluator conducted individual interviews of all full-time faculty members using structured, open-ended questions (Appendix G) and held a focus group comprised of enrolled students. Each interview and focus group was conducted face-to-face, and the responses were transcribed based on reoccurring themes.

The first question, “What is your institution’s mission statement,” was posed to each individual faculty member. “The mission statement expresses institutional values, beliefs, or intent” (Quinley, 1991, p. 4). In a religious institution, more specific outcomes

and objectives must be derived from the primary expressed mission statement of the school. To ensure the faculty members properly aligned course outcomes and objectives, the faculty members were asked to state the mission statement which serves as the guiding principle of this institution.

The phrase analysis of the faculty members reciting the mission statement includes the majority of the faculty using the terms “ministry,” “focus on the African-American Community,” and “preparation.” Half of the faculty identified terms such as “biblically-based,” “academic programs,” and “community service.” The terms that were least acknowledged by the faculty were “men,” “women,” and “all races.”

The second question, “What are the objectives of the undergraduate program,” was posed to the individual faculty members. The faculty members were asked to state the objectives of the undergraduate program because the objectives are the “translation of the broad claims that often appear in institutional mission statements, and the objectives are concrete descriptions of what students should know and be able to do as a result of their college experience” (Hutchings, 2011, p. 1). It is the assumption by the researcher that faculty members make intended use of knowledge from the objectives, meaning the faculty has the intention to make use of their knowledge of the objectives in the teaching of their students.

The objectives stated by the faculty members were separated into key phrases to determine the frequency. The majority of the faculty members used key words “ministry” and “biblical studies.” Some of the faculty referenced the term “biblical studies,” “leadership,” and “homiletics.” Words that convey how to transfer knowledge to students, such as “collaborative” or “interactive,” were not stated in the recitation of key objectives of the undergraduate program.

Question 5 asked, “What are 3 skills/talents that students should be able to accomplish when they complete this undergraduate program.” Thirty-one percent of faculty members stated the ability to verbalize/communicate the gospel, and write/communicate the Gospel. All other responses are listed in Table 14.

Table 14

Full-Time Faculty Interview-Perception of Skills/Talents of Graduates

Key Themes	Frequency	Relative Frequency	Percent Frequency
Verbalize/Communicate the Gospel	4	0.31	31%
Write/Communicate the Gospel in written format	4	0.31	31%
Train Others/Evangelize	3	0.23	23%
Research	1	0.08	8%
Serve the community	1	0.08	8%
Total	13	1.00	101%

The following question was also posed to the faculty: “What classroom activities do you implement to help meet the objectives of the undergraduate program?” This question was asked to determine what level of depth is given on behalf of the faculty to ensure their teaching is in direct alignment with the stated objectives. Table 15 depicts what activities have been selected by individual faculty members to assign to the students to meet the objectives.

Table 15

Full-Time Faculty Interview-Perception of Activities/Assignments that Meet Objectives

	Frequency	Relative Frequency	Percent Frequency
Journaling (Paper or Electronic)	2	0.33	33%
Writing reports	2	0.33	33%
Researching academic books	1	0.17	17%
Observations of Ministry in Context-behaviors of people in ministry	1	0.17	17%
Total	6	1	100%

For the final piece of data to analyze the processes of institutional activities pertaining to the undergraduate program, enrolled students at the institution under evaluation were invited to participate in a focus group. For the first 5-week session in the summer term, there were 25 students registered for summer courses. The administrative office confirmed that of the 25 students registered for summer courses, 11 students had enrolled and attended classes.

Two weeks prior to the scheduled date of the focus group, the 11 enrolled students were invited via email to attend the focus group on the main campus of the institution under evaluation. Of the 11 students invited, two students responded stating they were unable to attend the focus group. The remaining nine enrolled students were emailed a follow-up reminder regarding the focus group and requested their response of their availability and willingness to attend. Of the nine students emailed, one student responded to confirm their attendance. The remaining eight enrolled students did not respond to the follow-up email; therefore, they received a reminder email about the focus group on the day of the event.

Ultimately, two students attended and voluntarily participated in the student focus group. While the participation was low, comments about the institution were included because the two individual perspectives contained similarities. Some of the comments include the following: “I can now read scripture and communicate the scripture to others with a greater understanding of the Bible”;

Attending a Christian college allowed me to be in class with persons from varying denominations. Now I have a greater appreciation and understanding of persons from different backgrounds which goes deeper than their culture or race;

The grade I would give the school is a B+ because they have made major improvements! I no longer have to go to one or two people for assistance, it seems like more staff have been trained to help me in student services;

“I would definitely encourage others to attend this school . . . actually, I already have told people to enroll at this school.”

When students were asked about an activity outside of the regular classroom experience that made a significant impact on them, both participants replied,

When our institution sponsored the movie premier for “*Clergy-Killers*” it made us feel proud to be a student at this institution because the movie was marketed throughout the city to help clergy and lay persons in our community treat those in ministry with respect.

Product

The product of this program evaluation asks the question “To what extent did the program meet objectives or goals that were stated in the strategic plan?” To answer this question, institutional data was requested from the previously administered

Allport/Vernon/Lindzey study of Values Test and Biblical knowledge test, and the

evaluator administered the Noel-Levitz Adult Inventory Survey to the enrolled students of the institution. The Adult Learner Inventory asked students to indicate both the level of importance that they place on an item, as well as their level of satisfaction that the institution is meeting this expectation (Noel-Levitz, 2013-2014a). The Adult Learner Inventory consisted of 77 questions about the undergraduate program where 47 standard items were rated for importance and satisfaction. These 47 items were analyzed statistically and conceptually to provide eight composite scales that follow seven of the eight original Principles of Effectiveness for Serving Adult Learners, as defined by CAEL, plus one additional area focusing on transitions. The following eight scales were analyzed: Outreach, Life and Career Planning, Financing, Assessment of Learning Outcomes, Teaching-Learning Process, Student Support Systems, Technology, and Transitions (Noel-Levitz, 2013-2014a).

For reliability, the inventory was assessed for test-retest consistency, using a sample of 155 students who completed the inventory twice (Noel-Levitz, 2013-2014a). The scale scores for these two administrations generated a reliability coefficient (alpha) of 0.8. Regarding internal validity, the final scales contained in the Adult Learner Inventory were tested for homogeneity by calculating coefficient alpha which was 0.79 and 0.83 for satisfaction. It was later determined by Noel-Levitz via input from numerous participants that the length of the survey could serve as a deterrent for student responses to the Adult Learner Inventory. With this in mind, Noel-Levitz reduced the overall size of the instrument from an initial 54 items down to 40 and then expanded to 47 to include the transitions items.

Originally, the administrative office of the institution under evaluation informed the evaluator that there were 43 enrolled students at the start of the semester. The

invitation email to complete the survey was sent to 43 students on January 21. Of the 43 emails uploaded to the Noel-Levitz website, 39 emails containing the survey link were successfully delivered, and four email addresses were returned stating “unsuccessful delivery.” The administrative office of the institution under evaluation was contacted by the researcher regarding the 4 emails that were returned undeliverable. The researcher was informed that two of the four undelivered emails belonged to students who were no longer enrolled and the new enrollment number went from 43 students to 41 students. On January 27, the first reminder email was sent to incomplete survey participants. On January 31, a second reminder email was sent to the incomplete survey participants. On February 6, the completion rate appeared to be 68% with 28 of a possible 41 students completing the survey. However, in a final attempt to increase the survey completion rate, the names of students who had not completed the survey were submitted to the administrative office of the institution under evaluation to once again verify continued enrollment. The administrative office informed the evaluator that an additional six persons were no longer enrolled at the institution. With this updated enrollment information, the total enrollment was no longer 41 students but 35 students. The number of completed surveys was now 28 of a possible 35, which increased the survey completion rate from 68% to 80%.

Appendix O shows each question of the survey with a percentage score for each response. It also compares the responses with a national average. The demographics of the students based on the completed surveys are found in Tables 16-22. The demographic information is included to confirm the adult age range of the enrolled students of the baccalaureate program. This particular undergraduate program has a primary focus to serve the adult population, and the demographic data display the

distribution of age, gender, and ethnicity. Data show the primary age group enrolled at this college is between 55-64 years old. Additionally, over 75% of the enrolled adult-student population have dependents and are primarily enrolled full-time at the school. According to Beins (2009), collecting certain information from participants, “depending on the populations studied and research questions asked, information regarding the participants cultural group, age, gender, educational level and other characteristics may aid in the interpretation of results, and allows for comparison across replications of studies” (p. 356).

Table 16

Noel-Levitz Survey Adult Learner Inventory - Gender of Enrolled Student Body

Gender	N	%
Female	12	44.44%
Male	15	55.56%
Total	27	100.00%
No Response	1	

Table 17

Noel-Levitz Adult Learner Inventory–Age of Enrolled Student Body

Age	N	%
24 or younger	1	3.70%
25 to 34	4	14.81%
35 to 44	6	22.22%
45 to 54	4	14.81%
55 to 64	11	40.74%
65 or over	1	3.70%
Total	27	100.00%
No Response	1	

Table 18

Noel-Levitz Adult Learner Inventory–Number of Dependents of Enrolled Student Body

Dependents	N	%
Yes	20	76.92%
No	6	23.08%
Total	26	100.00%
No Response	2	

Table 19

Noel-Levitz Adult Learner Inventory–Current Class Load of Enrolled Student Body

Current Class Load	N	%
Full-time (12 hours or more)	18	69.23%
Half time (6-11 hours)	5	19.23%
Part-time (less than 6 hours)	3	11.54%
Total	26	100.00%
No Response	2	

Table 20

Noel-Levitz Adult Learner Inventory-Employment Status

Employment	N	%
0 hours per week	8	29.63%
1-10 hours per week	5	18.52%
11-20 hours per week	1	3.70%
21-30 hours per week	2	7.41%
31-40 hours per week	5	18.52%
More than 40 hours per week	6	22.22%
Total	27	100.00%
No Response	1	

Table 21

Noel-Levitz Adult Learner Inventory-Marital Status

Marital Status	N	%
Single	12	48.00%
Married/domestic partner	13	52.00%
Total	25	100.00%
No Response	3	

Table 22

Noel-Levitz Adult Learner Inventory-Ethnicity

Ethnicity/Race	N	%
Alaskan Native	0	0.00%
American Indian	0	0.00%
Asian	1	3.70%
Black/African-American	25	92.59%
Hispanic or Latino	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%
White/Caucasian	1	3.70%
Multi-racial	0	0.00%
Other	0	0.00%
Total	27	100.00%
No response	1	

To determine to what extent the program met objectives or goals that were stated in the strategic plan, questions 4, 20, 25, 37, and 42 assessed the learning outcomes of the enrolled students. The responses to these questions rated the level of importance and the level of satisfaction for each question. Following the mean averages of the levels of importance and satisfaction, the averages were then compared to a national comparison group. The national comparison group is comprised of up to three academic years of data for students who completed the same survey version and/or are at the same type of institution. According to Hutchings (2011),

assessment is powerful when the three levels—the institution level, departmental level, and the classroom level “talk to each other.” The value is a culture of evidence is created in which information is shared about what is and isn’t working and commit as a community to ongoing improvement. (p. 2)

The institutional summary scores depict feedback regarding decisions on the national level, institutional level, departmental or undergraduate level, and the classroom level from the perspective of the enrolled students. For the purpose of this survey, the national group means are based on 18,538 records. The responses to the assessment of learning are found in Table 23. The table presents the overall average of the student's level of satisfaction in the area of learning outcomes as being 5.22 compared with the national average of 5.44. While the students at the institution under evaluation have a 0.22 lower satisfaction level than the national average, it is not significantly lower.

Table 23

Noel-Levitz Adult Learner Inventory-Institutional Scores for Assessment of Learning Outcomes

Scale/Item	Institution Under Evaluation			National 4-Year Adult Learners			Mean Difference
	Importance	Satisfaction/SD	Performance Gap	Importance	Satisfaction/SD	Performance Gap	
ASSESSMENT OF LEARNING OUTCOMES	6.52	5.22/ 1.60	1.3	6.07	5.44/ 1.22	0.63	-0.22
4. My instructors involve me in evaluating my own learning	6.32	5.37/ 1.94	0.95	5.99	5.42/ 1.46	0.57	-0.05
20. This institution periodically evaluates my skill level to guide my learning experiences.	6.4	4.63/ 1.98	1.77	5.95	5.07/ 1.67	0.88	-0.44
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	6.64	4.92/ 1.87	1.72	6.31	5.50/ 1.49	0.81	-0.58 *
37. I have many ways to demonstrate what I know.	6.7	5.58/ 1.50	1.12	6.13	5.59/ 1.39	0.54	-0.01
42. This institution evaluates students' academic skills for placement in reading, writing and math.	6.62	5.64/ 1.70	0.98	5.94	5.63/ 1.49	0.31	0.01

Note. *Difference statistically significant at the .05 level.

Tables 24 and 25 list the strengths and challenges of the undergraduate program. “Strengths” are those items rated as being highly important to a student and in their opinion they are highly satisfied with how the institution is performing in this particular area. The “challenges” are those items rated as being highly important to a student but in

their opinion they are not satisfied with the institution's performance in this area or there is a large performance gap. Additionally, it assesses the first column of data to the second column of data where satisfaction levels are measured against a national comparison group. The national comparison group includes up to three academic years of data for students who completed the same survey version and/or are at the same type of institution. The information in this table is vital in that it can be used to determine what aspects of the undergraduate program are working and what areas need improvement.

Table 24

Noel-Levitz Adult Learner Inventory-Strengths/Challenges of Institution and Comparison to National Student Group with Significantly Lower Satisfaction

STRENGTHS AND CHALLENGES	
Strengths (High Importance and High Satisfaction)	vs. Comparison (Significantly Higher or Lower Satisfaction)
43. The frequency of interactions with my instructors is satisfactory.	
46. The learning experiences within my program of study challenge me to reach beyond what I know already.	
21. My studies are closely related to my life and work goals.	
29. My instructors respect student opinions and ideas that differ from their own.	
18. This institution uses technology on a regular basis to communicate with me.	<i>Lower satisfaction, significantly lower*</i>
42. This institution evaluates students' academic skills for placement in reading, writing and math.	
32. Technology enables me to get the services I need when I need them.	
50. Campus item: Do you think you have further developed personally within your ministry context while enrolled at this institution?	

Note. National Group Means are based on 18,538 records.

Table 25

Noel-Levitz Adult Learner Inventory-Strengths and Challenges of the Institution as Compared to the National Student Group with Lower Satisfaction

STRENGTHS AND CHALLENGES	
Benchmarks	
<i>Lower Satisfaction vs. National 4-Year Adult Learners</i>	
30. I am able to obtain information I need by phone, fax, e-mail, or online.	<i>Lower Satisfaction</i>
27. I am encouraged to apply the classes I've taken towards a degree or certificate.	<i>Lower Satisfaction</i>
19. I receive timely responses to my requests for help and information.	<i>Lower Satisfaction</i>
40. I receive the help I need to make decisions about courses and programs that interest me.	<i>Lower Satisfaction</i>
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	<i>Lower Satisfaction</i>
18. This institution uses technology on a regular basis to communicate with me.	<i>Lower Satisfaction</i>
24. I receive the help I need to stay on track with my program of study.	<i>Lower Satisfaction</i>
33. This institution explains what is needed for me to complete my program here.	<i>Lower Satisfaction</i>

Note. National Group Means are based on 18,538 records.

The two summary questions in the Adult Learner Inventory also assist with answering the “Product” question of “To what extent did the program meet objectives or goals that were stated in the strategic plan?” One strategic initiative of the institution is to reorganize the alumni association through the use of currently enrolled students. Table

26 shares how students rate their overall satisfaction with the institution and if they would recommend their institution to other adult learners. These summary questions are important because the enrolled students will hopefully become graduating seniors and ultimately part of the alumni association. It is the alumni of a college/university who provide funding and additional support to an institution. Therefore, the perception and rating level of the enrolled student is important as his/her opinion will inherently either increase or decrease his/her ability to serve as an ambassador on behalf of the institution upon graduation.

Table 26

Noel-Levitz Adult Learner Inventory-Summary of Overall Satisfaction

Summary Item	Institution Under Evaluation	National 4-Year Adult Learners	Mean Difference
How would you rate your overall satisfaction with this program?	Average: 5.48	Average: 5.91	-0.43
1=Not satisfied at all	0%	1%	
2=Not very satisfied	3%	2%	
3=Somewhat dissatisfied	14%	4%	
4=Neutral	7%	3%	
5=Somewhat satisfied	3%	13%	
6=Satisfied	44%	39%	
7=Very satisfied	25%	36%	

Table 27

Noel-Levitz Adult Learner Inventory-Summary of Recommendation to Recruit

Summary Item	Institution Under Evaluation	National 4-Year Adult Learners	Mean Difference
Would you recommend this program to other adult learners?	Average: 5.65	Average: 6.10	-0.45
1=Definitely not	3%	1%	
2=Probably not	0%	2%	
3=Maybe not	7%	1%	
4=I don't know	15%	4%	
5=Maybe yes	7%	8%	
6=Probably yes	19%	27%	
7=Definitely yes	46%	53%	

Note. National Group Means are based on 18,538 records.

To further review the product of the institution, the researcher evaluated the impact of the course content through two tests previously administered by the institution. These tests were a Values Inventory Assessment, and a Biblical Knowledge test composed by the ABHE Standard Test E. The institution previously administered a values assessment to all entering freshmen and graduating seniors. The values assessment is used at this institution to inform faculty and administrators if the curriculum enhances the internal authenticity of Christianity within the enrolled student body. The values assessment data were included in the evaluation because the institution includes community service and ministry preparation as part of the overall mission of the college.

The researcher retrieved data from the Office of Institutional Research and separated the information by two student groups—entering freshmen and graduating

seniors. Within each table, the data is displayed by the year the values test was taken by each student group. Table 28 displays data of the values assessment scores of entering freshmen students. Table 29 displays data of the values assessment scores of graduating seniors. During 2011, the graduating seniors did not participate in a values assessment; therefore, data were not provided for that particular year.

Table 28

Institution Previously Administered Values Assessment Scores of Entering Freshmen

Year	Theoretical	Economic	Aesthetic	Social	Political	Religious
2005	31.50	39.50	33.50	42.00	44.00	49.50
2006	47.00	30.00	32.00	41.00	40.00	47.00
2007	37.70	38.50	33.00	41.80	37.80	52.30
2008	34.43	38.57	32.43	48.29	35.71	50.00
2009	37.67	37.25	37.46	43.04	35.54	47.59
2010	36.00	35.00	32.00	43.00	36.00	59.00
2011	37.00	37.00	36.00	44.00	35.00	49.00
2012	35.09	36.57	37.24	45.09	35.56	50.48

Table 29

Institution Previously Administered Values Assessment Scores of Graduating Students

Year	Theoretical	Economic	Aesthetic	Social	Political	Religious
2005	33.80	38.30	34.20	43.20	35.80	53.20
2006	38.20	35.00	35.90	44.30	34.50	51.40
2007	34.90	38.40	32.80	41.70	37.90	54.20
2008	35.05	36.23	33.49	48.15	35.97	49.77
2009	37.67	37.25	37.46	43.04	35.54	47.59
2010	36.00	35.80	34.40	45.20	35.20	53.20
2011	-	-	-	-	-	-
2012	34.00	33.00	37.25	45.50	35.25	54.75

The recommendations from the 2009 institutional assessment plan, which was used to provide feedback to the accrediting body for the institution itself, stated,

It is recommended that careful attention is given to the Religious Values Scale data to focus efforts in student selection and preparation toward keeping the average above high, since studies indicate that high scores in the Religious Values area are associated with success in the ministry.

This statement, located in the institutional assessment plan, informed the researcher that the primary value area of importance to the institution was the religious value score.

Table 30 details a yearly comparative analysis of the religious value scores for entering freshmen and graduating seniors. In 2011, graduating seniors did not participate in a values assessment, which does not allow for a comparative analysis during that particular year.

Table 30

Institution Previously Administered Values Assessment Score of “Religion” with Yearly Comparison of Entering Freshmen Students and Graduating Students

Year	Religious Values Score for Entering Baccalaureate Students (Freshmen)	Religious Values Score for Graduating Baccalaureate Students	Difference (number)	Percentage Difference
2005	49.50	53.20	3.70	7.47%
2006	47.00	51.40	4.40	9.36%
2007	52.30	54.20	1.90	3.63%
2008	50.00	49.77	-0.23	-0.46%
2009	47.59	47.59	0.00	0.00%
2010	59.00	53.20	-5.80	-9.83%
2011	49.00	n/a	n/a	n/a
2012	50.48	54.75	4.27	8.46%

The institution previously administered the ABHE Standard Test E which is a 150 question multiple-choice item test that assesses the participant’s current level of biblical knowledge. The institution under evaluation is a Christian college and promotes biblically based academic programs and administered the Bible Knowledge test from 2005-2012 to determine the level of biblical knowledge attained due to enrollment at the institution. The Office of Institutional Research of the institution under evaluation shared the data retrieved from student records. These data are displayed by the academic year, followed by the student groups that were tested for that year: entering freshmen, Traditional Bachelor Graduating Students (A.C.E. track), and the Accelerated Bachelor Graduating Students (A.S.A.P. track). Table 31 shares the information for each group and the average score for each group out of 100%.

Table 31

ABHE Standard E Test Scores of Enrolled Students from 2005-2012 at Institution Under Evaluation

Academic School Year	Student Group	ABHE Test Scores (Out of 100%)
2011-2012	Entering Freshmen Students	34.20%
	Traditional Bachelor Graduating Students (A.C.E.)	73.33%
	Accelerated Bachelor Graduating Students (A.S.A.P.)	73.33%
2009-2010	Entering Freshmen Students	44.19%
	Traditional Bachelor Graduating Students (A.C.E.)	72.00%
	Accelerated Bachelor Graduating Students (A.S.A.P.)	47.67%
2008-2009	Entering Freshmen Students	n/a
	Traditional Bachelor Graduating Students (A.C.E.)	43.50%
	Accelerated Bachelor Graduating Students (A.S.A.P.)	41.33%
2007-2008	Entering Freshmen Students	32.60%
	Traditional Bachelor Graduating Students (A.C.E.)	n/a
	Accelerated Bachelor Graduating Students (A.S.A.P.)	44.22%
2006-2007	Entering Freshmen Students	76.00%
	Traditional Bachelor Graduating Students (A.C.E.)	n/a
	LEADS Graduates	75.00%
2005-2006	Traditional Bachelor Graduating Students (A.C.E.)	n/a
	LEADS Graduates	89.30%

The Stufflebeam CIPP model has served as the evaluation framework to assess the baccalaureate program at a Christian college. The four research questions were answered by gathering information from transcribed information from both enrolled students and faculty members, collecting and analyzing qualitative information from key institutional documents and previously administered tests by the institution, and administering the Noel-Levitz Adult Learner Inventory. Chapter 4 has outlined key tables of information to verify information for each research question. In Chapter 5, the researcher presents conclusions about the data presented, makes recommendations to enhance institutional effectiveness, and makes recommendations for further study.

Chapter 5: Discussion of Data

For the purpose of this dissertation, a Christian college baccalaureate program was reviewed through the lens of the CIPP Evaluation Model (Stufflebeam, 2002). The CIPP Evaluation Model analyzes the Context (C), which is the objective of a program; the Input (I), which is the program design; the Processes (P), which are the programmatic operations; and the Product (P), the overall judgment of the programmatic attainments. Four research questions that coincide with the four thematic areas of the CIPP model were formulated and a mixed-methods approach was utilized to answer the posed research questions.

Research Question 1. Context: How are the objectives of the program aligned with the needs of the enrolled student body? This question was answered utilizing the following methods: structured interviews with full-time, enrolled students; examination of staff/faculty handbook; analysis of accreditation documents; and review of the institutional 2009 assessment plan.

Research Question 2. Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program? This question was answered using two primary data sources: institutional documents from the ABHE accredited institutions within the same state as the institution under evaluation and a bordering state and strategic initiatives document from the institution under evaluation to review its key areas for improvement and enhancement.

Research Question 3. Process: How is the college following the activities/strategies that have been previously outlined? To address this question, the evaluator interviewed full-time faculty members and administrators at the institution and conducted a focus group comprised of currently enrolled students at the institution under evaluation.

Research Question 4. Product: To what extent did the program meet objectives or goals that were stated in the strategic plan? To determine the impact of this baccalaureate program, the research evaluator collected data from the following sources of information: data from the Noel-Levitz Adult Learner Inventory (2013-2014a) survey that was administered to currently enrolled students, previously administered by the institution Allport/Vernon/Lindzey Values Test assessment scores; and Form E of the ABHE test scores of Biblical Knowledge, previously administered to enrolled students.

As previously outlined in Chapter 3, the CIPP Evaluation Model was displayed with the corresponding research questions, data sources, and methods for extracting data from the outlined source. It is again revisited here in Chapter 5.

Table 4

Research Design Methodology for Program Evaluation

CIPP Concept	Research Questions	Data Sources	Methods
Context	How are the objectives of the program aligned with the needs of the enrolled student body?	Program administrators & currently enrolled students Existing institutional documents	Interviewed (structured) Full-time enrolled students Reviewed Staff/Faculty Handbook and organizational website Reviewed Accreditation documents Reviewed 2009 Assessment Plan
Input	What are some alternate strategies or approaches that could be used to enhance the merit of this program?	Program policies/procedures from other institutions Existing organizational documents	Organizational documents from other institutions analyzed Institutional Strategic Plan for 2012-2015 analyzed
Process	How is the college following the activities/strategies that have been previously outlined?	Data reviewed from existing source of information Program Administrators Full-Time faculty members	Interviewed Full-time Faculty(structured) Focus Group held with currently enrolled students
Product	To what extent did the program meet objectives or goals that were stated in the strategic plan?	Individual/Self Report Data reviewed from existing sources of information	Administered Online Noel-Levitz Adult Learner Inventory Reviewed data of Allport/Vernon/Lindzey study of Values test data Reviewed Association of Biblical Higher Education (ABHE) Biblical knowledge test data

The internal components of the evaluation have been organized according to the four components of the CIPP model: context, input, process, and product. Each of the

research questions have been answered appropriately, and the elaboration of the results occurs throughout Chapter 5. While this is the ultimate chapter of the evaluation, Oliva (2009) stated, “there is really no fixed end to the evaluation model; it is cyclical as evaluation is a continuous process by which data are gathered and judgments made for the purpose of improving a system” (p. 449). Additionally Oliva stated, “evaluation is perceived as a process of making judgments” (p. 451). Further explanation of the overall results occurs throughout Chapter 5. Also included in this chapter are the evaluator’s recommendations to the institution and recommendations for future research and practice using the CIPP model as a model of evaluation within a Christian college.

Context

The research question for context is “How are the objectives of the program aligned with the needs of the enrolled student body?” To answer this question, individual-structured interviews of full-time enrolled students were conducted, the staff/faculty handbook was examined, institutional accreditation documents were analyzed, the 2009 assessment plan was researched, and the institutional website was explored. The interviews were conducted and transcribed to gather information about the needs and the expectations of the enrolled students. The review of key institutional documents and the website were investigated in an effort to obtain baseline objectives and key philosophical beliefs of the institution. The information gathered from the interviews was then cross-referenced with the institutional documents to determine if the needs of the students were within the scope of the organizational ideological framework of the institution under evaluation.

With the mission statement being “To provide Biblically based academic programs that prepare men and women of all races for ministry and community service

with a focus on the African-American community,” students were asked to recite the mission statement of the institution. Two of six students used the terms “academic programs,” “prepare,” and “ministry.” One of six students used the term “community service” when reciting the mission statement. According to Ganu (2013), “the mission of educational institutions must be clearly defined and well understood by everyone connected with the institution in order for it to serve as a guide and inspiration in creating the desired school climate and culture” (p. 20). The low number of students able to share the mission statement indicates that there is a lack of familiarity of the mission statement on behalf of the student body. A mission statement identifies the primary target or goal of an educational institution. Fullan (1994) said that a mission statement allows the faculty and students to have “a shared sense of purpose, and is infused as the core institutional values toward a concerted action is something to work toward” (p. 75). Based upon the perspective of Fullan, students and faculty must be aware of the mission of the educational institution to work in partnership toward achieving institutional and instructional goals.

In addition to the students being asked the mission statement, they were asked what they believed to be the objectives of the baccalaureate program. The objectives of the program are stated in respect to the two tracks of participation in either A.C.E. or A.S.A.P. The A.C.E. program is the traditional day program for those individuals who prefer a more traditional format. A.S.A.P. is a nontraditional accelerated program designed to provide busy working adults with an opportunity to obtain a college degree with a collaborative/interactive learning environment. The program consists of the following: 33 semester hours in biblical studies; a basic core in the arts and sciences of not less than 36 hours which must include fine arts, mathematics, and the social sciences;

9 hours in ministry courses; and 22 hours in a selected minor (leadership, homiletics, or biblical studies).

Of the interviewed students, four of six referred to the “leadership training,” and two of six referenced “core studies” as being key factors of the baccalaureate program. One of six students referenced biblical studies, homiletics, or ministry courses. The highest rating was in the area of leadership. Ganu (2013) shared, “the most common objectives for a mission statement are to communicate direction for an organization, to guide decision making and to motivate staff” (p. 22). Based on the high number of responses that reference leadership, it appears that the student body understands that one of the primary goals of the baccalaureate program is to create leaders. While effective leadership displays the ability to influence another person or organization, without learning key leadership skills and techniques, students at this institution and beyond will be ill-equipped to contribute to their organizations and will not prove to be valuable representatives of the institution from which they were to learn leadership principles. Upon graduation, the students should be able to lead an organization or ministry in sound business practices, biblical knowledge, and service to their local community and contribute to the overall field of ministry as an established leader in their community or within their context. While the understanding of the objectives is geared toward leadership, knowledge of the other aspects of the baccalaureate program objectives is low. Having knowledge of objectives provides students with a solid framework to guide their studies and assist them to prepare for their assessment. Not having knowledge of the other objectives of the program could affect scores in nonleadership assessment tests given by the institution. The researcher examined the Values Inventory assessment scores and the Biblical Knowledge test scores and made this judgment. Scores on both

examinations have been consistently below average and these assessments, are utilized in the institution to evaluate nonleadership aspects of the baccalaureate program.

Students were then asked, “What are three skills/talents they should be able to accomplish when they complete the undergraduate program at this institution?”

Cambridge (2005) encouraged student input to enhance educational programs because “students are often a source of good ideas, faculty can learn from and with them, and at the same time students develop their leadership talents” (p. 3). This specific question was asked by the researcher to elicit the opinion of the students in determining what they believed to be an essential skill of a graduate of this institution. Three of six students stated they should be able to lead others. This means that 50% of the students interviewed believe they will be adequately prepared to lead others after graduating from this baccalaureate program. In the previous question, the majority of the students highlighted leadership as a primary objective of the program. With the majority of the students stating “leadership” as a primary objective and a majority stating “leadership” as a skill to be exhibited upon graduating, this means that there is a match between the objective of the institution and the expectation of the students in their abilities to perform in the area of leadership as graduates of this college.

Input

The college under evaluation previously generated strategic action items for the institution to implement between 2012-2015. Key items pertaining to this particular evaluation of the baccalaureate program were extracted from the strategic plan. The Office of Institutional Research was then asked to inform the researcher whether or not each action item had made any progress toward completion.

The strategic action items regarding alumni relations have been completed in

advance of schedule. The alumni association has been reorganized as this was needed for the institution because the alumni association is a fundraising mechanism and a group of persons who can continue to provide feedback to the institution as to how to improve its services.

In the assessment and evaluation category of the institutional strategic plan, the Office of Institutional Research noted that the action item to revise the student learning outcomes had been completed. During the course of this dissertation evaluation, the institution was undergoing internal changes and sought to revise their learning outcomes. While the outcomes may have been revised, the next strategic action item in the assessment and evaluation category of the strategic plan, “implementing a new internal method of evaluating the progress of the students,” had not been initiated or completed. According to McNamara (1998), “the best time to develop an evaluation plan is just before you implement a new initiative or when you begin to implement a new initiative, because evaluation data improves the initiative along the way” (p. 7).

It is suggested by the researcher that the institution immediately select a method of evaluation or assessment of the new outcomes. The evaluation tool would ensure that the correct tool of assessment can properly review the outcomes stated for the institution and ensure course content matches the new outcomes.

Additionally, other models of college/university best practices were reviewed to determine what recommendations could be made to enhance the baccalaureate program. Some of the best practices that are recommended to this institution are as follows: list course sequence for the baccalaureate program on the website, administer core knowledge assessments at the end of the second year, conduct graduation biblical knowledge testing sessions, and foster enriching student life activities.

Best practices would allow this institution to determine what methods could be used to enhance the institution. In the student interview, one person commented, “We need a course sequence detailing the next set of classes to enroll so we can prepare and purchase books for upcoming courses because the 5-week sessions move extremely fast.” The best practice of listing the course sequence, descriptions, and necessary prerequisites is suggested by the researcher because the result of sequencing allows the student to see the connectedness in their coursework. Listing the course sequence permits a visual of the successive levels of learning that have been previously established by the faculty members. The lack of a course sequence could lead to disjointed learning as there would be a lack of accountability of learning in a progressive manner that should be toward the ultimate goal of graduating well-rounded students in their chosen field. Also, with the biblical knowledge test scores being consistently below average, the best practice regarding faculty development of a biblical knowledge test is highly suggested as this may allow the faculty to better guide the students with enhancing their biblical expertise.

NSSE (2007) said the following about High Impact Practices: “Deep approaches to learning get at the underlying meaning of an issue, emphasizing and reflecting on relationships between pieces of information rather than rote memorization. Such learning involves applying knowledge to real-life situations and successfully integrating previous learning” (Kuh, 2008, p. 14). The High Impact Practices are for an institution to have five key factors integrated throughout the curriculum: learning communities, service-learning, research with faculty, internship/field experience/study abroad, and a culminating senior experience. At this time, the institution under evaluation has implemented one of the five high impact practices, which is the culminating senior experience. Based on the strategic initiatives document for the institution under

evaluation, it is the intent of the college to implement peer reviews. Instituting peer reviews would increase the amount of high impact practices being implemented on this campus because peer reviews serve as one aspect of a learning community among the student body. There yet remain three opportunities for the institution under evaluation to enhance its ability to operate within the framework of high impact practices by increasing involvement in the service-learning component of the curriculum, enhancing research between student to faculty partnerships, and establishing a field experience component in the undergraduate program.

Process

In the CIPP model, the aspect of process asks the question “how is the college following the activities/strategies that have been previously outlined?” To answer this question, the full-time faculty members were interviewed and a focus group comprised of enrolled students was convened.

In-person, individual, structured interviews were held with all full-time faculty members. They were each initially asked to state the mission statement of the institution. A total of six full-time faculty members were interviewed, which is 100% of the faculty of the institution under evaluation. The term “ministry” was used in the communication of the mission statement by five of six faculty members. The terms “that prepare” and “focus on the African-American Community” were used by three of six participants. Cambridge (2005) encouraged faculty to take the mission statement seriously and to “become living mission statements, whereby faculty should cite the mission statement as they speak about what they do, refer to the mission in their syllabi, and embrace the particular emphases of their institution’s statement” (p. 2). Ultimately, Cambridge encouraged faculty to learn the mission statement “because the values found in a mission

statement under gird faculty decisions about pedagogy and curricula” (p. 2).

The necessity of knowing the mission statement was an initial question in this evaluation to determine if faculty could communicate key themes or values and if the themes or values communicated were also evident in their teaching. It is recommended by the researcher for the administration to engage in dialogue with faculty to more thoroughly review the mission statement, discuss the core values expressed by the themes found in the mission statement, and for the administration to work in conjunction with faculty to verify what implicit values can be extracted from the mission statement to ensure these core values are explicitly expressed in the objectives of the baccalaureate program which will help to further direct the undergraduate curriculum at this institution under evaluation.

When the faculty members were asked to verbally articulate the objectives of the baccalaureate program, three of six faculty members used the terms “biblical studies” and “ministry” in their response. However, additional key terms that express the remaining aspects of the objectives were referenced by either one or two faculty members. Knowledge of the actual objectives proved minimal as faculty members were unable to convey the information. At an accredited institution, one aspect of the accreditation process is the annual performance review of the faculty members. The Higher Learning Commission (2014) has outlined guidelines that “serve to amplify the criteria for accreditation and assumed practices that speak to the importance of institutions employing qualified faculty who should be able to demonstrate consistent procedures in their approach to instruction” (p. 1). The Higher Learning Commission stated the following regarding faculty knowledge on objectives:

Qualified faculty should be able to engage professionally with colleagues in

determining the specific, stated learning objectives for all graduates of a specific program as well as possess the full scope of knowledge, skills, and dispositions appropriate to the degree awarded. In addition, qualified faculty should know the broad learning objectives of the institution for all of its students. The Commission expects that, through the higher education curricula that faculty develop, the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Qualified faculty should also be aware of whether and how much students learn, since an institution should be able to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning.

(p. 2)

The Higher Learning Commission has an expectation that faculty will know what they are to teach, how they are to teach, and the outcomes that students should be able to accomplish. With the faculty members at the institution under evaluation not being able to verbalize the objectives for the program, it is the recommendation of the researcher to request faculty to outline their course objectives and match their course objectives with the overall undergraduate program objectives. After course and program alignment, the researcher recommends the administration review this alignment to determine if each course satisfies the program objective and if there are program objectives that have yet to be matched and implemented through a course offering of the undergraduate program.

The faculty communicated the three key skills/attributes that students should be able to do upon completion of the program. The top rated areas were to be able to “verbalize/communicate the Gospel” and to “write about the Gospel.” These two highest rated areas were transmitted by four of six faculty members. The lowest responses were

in the areas of “research” and “service to the community.” To assist the students with enhancing their skills in these areas, two of six faculty members stated they infuse their curriculum with writing/journaling assignments. It is the recommendation of the researcher to infuse the curriculum for more opportunities for research and action learning projects centered on serving their local community. These two recommendations will seek to enhance the impact of these aspects of the baccalaureate program.

In comparing the student interview responses to the faculty member responses regarding three key skills/attributes that students should be able to do upon completion of the program, “verbalizing the gospel” received the highest scores by both groups. This theme was an agreed upon outcome/objective of the undergraduate program. Faculty members believe that “understanding of biblical studies/ministry” is the second most prevalent area or skill that the students must be able to function, but the students referenced “leadership” as the second most important object of the undergraduate program. This difference in the secondary priority between the faculty member and student could leave the student feeling ill-equipped upon graduation because their focus is to become an effective leader, whereas the focus of the faculty member is to ensure a theological understanding of the Bible.

During the focus group comprised of enrolled students at the institution under evaluation, students shared their responses to a structured set of open-ended questions. While the participation was low, students remarked their original reason for attending this particular institution as being the attentiveness to the needs of the adult student population, the evening class time, and short 5-week sessions. They also commented about their ability to expand their learning about the Bible and leadership preparation.

The students consistently made remarks about the small classroom space and the need for a different facility.

Students have observed a change in processes where they referenced the staff being more knowledgeable with the registration process, financial aid, and nonclassroom concerns. One student stated,

Previously, we had to make an appointment to see one individual for everything, and this caused a delay in retrieving answers to questions because she was the holder to the answers. Now, it seems the staff went through a training as faculty, and administrative assistants have been able to respond to my questions.

The researcher recommends a continuation of a decentralization of power and consistent dissemination of information to all faculty and staff because students seem to be more pleased as they are receiving timely responses to questions and information is more readily available from various faculty and staff members.

Product

How is the college following the activities/strategies that have been previously outlined? To answer this question, the Noel-Levitz Adult Inventory Survey was administered to the enrolled students of the institution. The Adult Learner Inventory asks students to indicate both the level of importance that they place on an item, as well as their level of satisfaction that the institution is meeting this expectation (Noel-Levitz, 2013-2014b).

The information found in the Noel-Levitz data could assist this institution and other colleges/universities by assessing student learning as a method to measure the outcomes of an undergraduate program. The data and the validated survey tool of the Adult Learner Inventory through Noel-Levitz could be used to diminish the negative

perception that Christian colleges are unable to complete in-depth evaluations and assessments of undergraduate programs. Additionally, the data used from this survey could be used to demonstrate increased accountability between the institution and the denominational affiliation and the institution and public/private donors.

The Noel-Levitz Institutional Summary on the Assessment of Learning Outcomes shares the following: the average importance score for the students; the average satisfaction score for the students; the standard deviation (SD); the performance gap for the students; the average importance score of the national comparison group; the average satisfaction score of the comparison group, followed by the standard deviation (SD); the performance gap for the comparison group; and the difference in satisfaction between the students who completed the survey and the national comparison group.

Question 25, “I’m evaluated on the knowledge and skills I’ll need in my life and career,” is the one area that received a score that was statistically significant. According to Noel-Levitz (2013-2014a), a twin-tailed t test is used to determine significance, and the level of significance is reflected by the number of asterisks which appear behind the mean difference number. The difference is -0.58, and it has one * which means this figure is statistically significant at the .05 level. More specifically, there are only five chances in every 100 that the difference between the satisfaction score of the institution under evaluation and the satisfaction score of the national group occurred due to chance. This means the score is 95% valid, and this is an area the institution under evaluation should review to enhance its effectiveness.

Based on this information provided, the recommendation of the evaluator would be to hold focus groups with the alumni of the college/university to obtain information as to what changes should take place within the baccalaureate program to better prepare the

students for ministry careers after graduation. According to Cambridge (2005), “learning about how the educational experience of your institution is viewed by those who have graduated can help in your decision making as you refashion courses” (p. 3).

Furthermore, Cambridge said it helps to know what aspect of course content was helpful as students enter their profession.

As previously noted in the institutional strategic plan, the reorganization of the alumni association is a key action item that has been completed. For this strategic initiative to continue to flourish in a positive manner, the overall satisfaction of the enrolled student body and graduating students must be good. Tables 26 and 27 rate student satisfaction and whether or not the student would recommend the program to another person. Overall, both percentages of these responses were below the national average, but the difference in the comparison was not statistically significant. The response was 69% of satisfied/very satisfied when students were asked about their overall satisfaction with the program. Additionally, the response was 65% of probably yes/definitely yes when students were asked if they would recommend this program to other adult learners.

Based on the survey responses of the Adult Learner Inventory, the strengths and challenges of the institution are highlighted in Tables 24 and 25. Table 24 highlights one area that is significantly lower than the national average which is reflected in question 18, “This institution uses technology on a regular basis to communicate with me.” The other areas are either at the same level as the national average or only slightly lower than the national average. The recommendation of the evaluator would be to increase communication via technology either through email, text messages, or special notifications posted on the homepage of the institution’s website.

In addition to administering and reviewing data from the Noel-Levitz Adult Learner Inventory, the institution under evaluation allowed its Office of Institutional Research to provide the evaluator with data extracted from previously administered tests/surveys by the institution. The first instrument the institution previously used was a Values Inventory and the second was the ABHE Biblical Knowledge test (Form E).

The data extracted from the values test shows that the test was administered to both incoming freshmen and graduating students. On average, there is a 6% difference in the religious value area from the freshman year and the graduating year. While the values test assesses the theoretical, economic, social, aesthetic, political, and religious values of the students, the institution places careful attention to the religious values scale data since their studies indicate that high scores in the religious values area are associated with success in the ministry. This statement, located in the institutional assessment plan, informed the researcher that the primary value area of importance to the institution was the religious value score. The researcher analyzed the other value areas. It was determined there was a low percentage change in the other values assessed. The researcher recommends either all aspects of the values assessment are infused in the curriculum because the other values are highlighted in the mission statement and the objectives of the program, or the institution can select a different evaluation tool.

The ABHE Knowledge Test (Form E) was administered to the student body from 2005-2012. From 2006-2012, the test scores of the entering students (freshmen) and the graduating students remained below average with the highest score of 76% which was attained in 2006 by the entering freshmen students. While the graduating student scores remain below average, it is important to note that there is consistently at least a 30% increase between entering freshmen students and graduating students. For example, the

2007 entering freshmen for the traditional cohort tested at 32%, and 2012 graduating students for the traditional cohort tested at 73%, which marks a difference of 40%. While there is an increase in the biblical knowledge from the freshman year to the graduating year, the overall scores of the graduating students remain below average. It is the recommendation of the researcher for the institution to add a minimal score on the biblical knowledge test as an admission requirement which will increase the entering freshmen scores and ultimately the graduating scores will be higher. If the institution is unwilling to add an additional admissions component, it can set a goal for students to pass with a 75% rate, which is an average score.

Recommendations and Further Research

Based on the research conducted by the evaluator, recommendations to further enhance the baccalaureate program were made from the data primarily derived from the individual and group interviews of students and faculty, analysis of best practices at other ABHE universities, and the survey administered through the Noel-Levitz Adult Learner Inventory.

With regard to the responses from the student interviews, the recommendation to the institution is to enhance the leadership training component of the curriculum because the students see leadership as the primary purpose of this baccalaureate program. The leadership component can be infused directly into selected courses or it can be given indirectly through leadership training seminars held on campus for student involvement. From the faculty interviews, there are two recommendations. The first recommendation is to hold longer session periods in the A.S.A.P. program. Currently, the sessions are 5 weeks; however, the faculty would like to build better cohesiveness of the student groups and have more in-depth teaching. The recommendation is for the sessions to go from 5-

week sessions to 8-week sessions. The second recommendation is to continuously review the mission statement and objectives of the institution. The faculty members often recited the school's motto rather than the mission statement. The faculty members should know the mission statement and objectives because these two items assist with determining the outcomes for each class. The two primary objectives that require more attention from the faculty to further infuse in the curriculum are gender issues and community service.

In Chapter 4, in the area of Inputs, best practices of state and bordering state colleges/universities accredited by the ABHE schools were highlighted. The evaluator suggests the following best practices be implemented in this institution: display its complete course sequence on the website and corresponding course descriptions with the necessary prerequisite course listed; administer a faculty-created mandatory Bible knowledge test to all graduating seniors as this will help faculty members guide their teaching of biblical knowledge; and create a presidential leadership team comprised of two faculty members and two students to discuss ideas, issues, and concerns.

Based on the Noel-Levitz Adult Learner Inventory, the primary recommendation is to infuse the curriculum more with technology and increase communication to the students through the usage of technology. The student's satisfaction response rate in the area of technology is significantly lower than the national average. This can be achieved using email, text messages, webinars, and posting alerts on the homepage of the institution's website. The evaluator believes that these recommendations will enhance this established baccalaureate program and increase the communication flow between the students and the institution under evaluation.

For further research, one could employ one aspect of the CIPP Model to evaluate

an undergraduate program. A researcher does not need to concurrently employ all four aspects of the evaluation model. The researcher must determine what aspect of a program requires the most in-depth review and then initiate an evaluation plan.

A second area for further research is to conduct a meta-evaluation of a previously conducted evaluation. Stufflebeam (2003) said that meta-evaluation ensures that professional standards are met. The Joint Committee on Standards for Educational Evaluation “establishes professional standards of evaluation using measures of utility, feasibility, propriety, and accuracy to ensure a current or previous evaluation was done to assess the assessment” (Stufflebeam, p. 42).

A third area of interest would be to administer the High Impact Practice Survey (Finley & McNair, 2013) at a particular college to determine the number of high impact practices at an institution. Another recommendation for further research is to apply a different model to conduct a program evaluation of an existing Christian baccalaureate program. Similar models could further add to research studies by reviewing individual courses within the baccalaureate program and analyzing the alignment of course objectives with institutional objectives. Also, the issue of below average Bible knowledge test scores was a particular concern at this particular institution. To further research factors that impede higher test scores, or to increase the test scores, an evaluator can determine how the current curriculum developed to teach foundational biblical knowledge and which courses provide this information. This would allow the evaluator to determine what gaps, if any, exist in the current curriculum. Once the curriculum is reviewed, another evaluation can occur to determine if a biblical knowledge test created by the institution’s faculty would prove to be a better assessment tool. Finally, best practices at Christian colleges/universities affiliated with a specific church denomination

and beliefs have greater test scores and courses are more properly aligned with objectives. For further research, one could review Christian colleges/ universities that are/are not connected to a specific denomination and review specified data to determine if denominational connectedness is a factor in a program's success.

Summary

This program evaluation was conducted of a Bachelor of Arts in Ministry program that encompasses the following in its curriculum: major coursework of not less than 33 semester hours in biblical studies; basic core in the arts and sciences of not less than 36 hours, which must include fine arts, mathematics, and the social sciences; 9 hours in ministry courses; and 22 hours in a selected minor. This Bachelor of Arts program is offered in two formats: the A.C.E. format or the A.S.A.P. format.

This dissertation evaluated an existing baccalaureate program at an accredited Christian college using the CIPP model of program evaluation (Stufflebeam, 2002). The CIPP Evaluation Model "is a comprehensive framework for guiding evaluations of programs, projects and systems" (Stufflebeam, 2002, p. 1). According to Stufflebeam (2002), "corresponding to the letters in the acronym CIPP, this model's four core parts: Context, Input, Process, and Product" (p. 1). This model was selected to evaluate this undergraduate program at the Christian college because it emphasizes comprehensiveness in evaluation within a larger framework of organizational activities (Stufflebeam, 2003).

The four research questions were aligned with the four areas of the CIPP model. Context: How are the objectives of the program aligned with the needs of the enrolled student body? Input: What are some alternate strategies or approaches that could be used to enhance the merit of this program? Process: How is the college following the activities/strategies that have been previously outlined? Product: To what extent did the

program meet objectives or goals that were stated in the strategic plan?

Interviews of students and faculty members, surveys, review of the institution's website, and analysis of institutional documents and data were used as a means to reveal satisfaction in the baccalaureate program. Areas for improvement have been identified by the researcher; however, overall, it appears that the Christian baccalaureate program is functioning to produce more knowledgeable graduating students.

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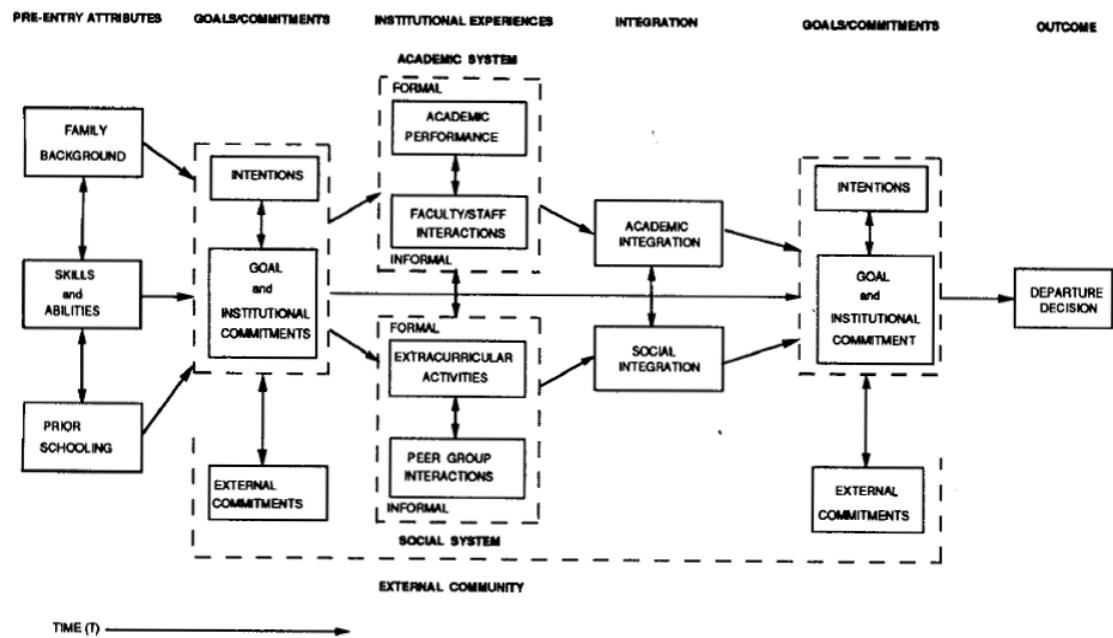
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Appendix A

Tinto's (1993) Longitudinal Model of Student Departure from an Institution

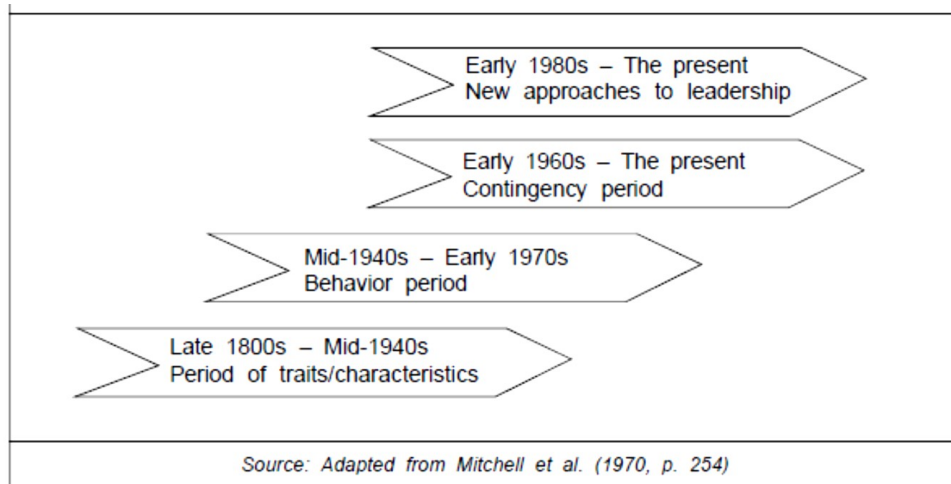


Tinto's model of student departure from a college/university.

Taken from Tinto, V. (1993). *Leaving college: Rethinking the causes of student attrition*. Chicago, IL: University of Chicago Press.

Appendix B

Leadership Theory Periods Over the Course of Time



Appendix C

Ralph Tyler's Curriculum Rationale

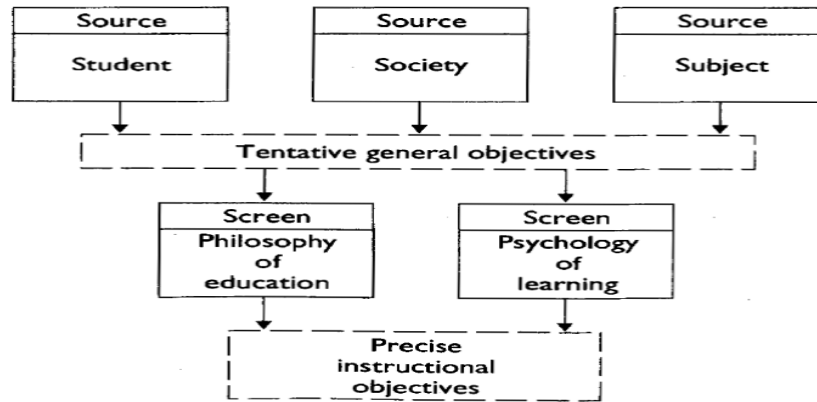


FIGURE 5.1 Tyler's Curriculum Rationale. Figure from W. James Popham and Eva L. Baker, *Establishing Instructional Goals* (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 87. Based on the work of Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: The University of Chicago Press, 1949), pp. 3–85. Reprinted by permission of the University of Chicago, publisher.

Appendix D

Enrolled Student Invitation Email for Individual Interview Request

Hello,

I am a doctoral student embarking upon the research phase of my dissertation. I am completing my doctorate in Curriculum and Instruction through Gardner-Webb University and my dissertation topic is conducting a program evaluation on an existing baccalaureate program in a Christian college. This program evaluation uses the Context, Input, Process, and Product (CIPP) model of program evaluation to guide my research with a focus on evaluating the baccalaureate program at your institution. An individual interview with enrolled students is part of my dissertation project and requests participation from you.

Part of my research includes interviewing enrolled students at the institution. You do not need to review or prepare for this interview process as I will provide you with specific open-ended questions for your response during the interview. Your participation in this interview will not impact your grades in your classes of which you are currently enrolled, nor will your participation (or lack thereof) negatively impact your grade in future classes.

I would like to arrange a time to meet with you for an in-person interview on this week and ask a few questions that will take on average 20-30 minutes. Should an in-person interview not oblige with your schedule, I am willing to conduct a telephone interview as well. I am available for the next two weeks. Please let me know what day of the week and what time of day suits your schedule.

Please contact me at XXXXXXXXXXXX or via email at XXXXXXXXXXXX.

Thank you in advance for all of your assistance in this educational endeavor!

Victoria F. Hanchell
Doctoral Candidate
Gardner-Webb University

Appendix E

Enrolled Student Individual Interview Questions

- 1) What courses are you currently taking?
- 2) What is your major? What is your concentration?
- 3) What is your institution's Mission statement?
- 4) What do you think are the primary objectives for the university and the undergraduate program itself?
- 5) What are 3 skills/talents that you think you should be able to accomplish when you complete the undergraduate program at this institution?
- 6) What classroom assignments or classroom activities have you completed that you think really helped you to meet the objectives for your assigned major/undergraduate program?
- 7) What outside classroom activities or projects do you participate with to enhance your overall experience as a student?
- 8) Which classes/courses do you think really help meet the objectives for the university and the undergraduate program itself?
- 9) What are some improvements that could be made to this program?

Questions Based on "Academic Audits: Program Reviews of the Future, Minus Audit Trails", by Cynthia Burnley, William Kirkwood, William Massy, and Janice VanDyke, 2005 IUPUI Assessment Institute

Appendix F

Full-Time Faculty Invitation Email for Individual Interview

Good afternoon,

I am a doctoral student embarking upon the research phase of my dissertation. I am completing my doctorate in Curriculum and Instruction through Gardner-Webb University and my dissertation topic is conducting a program evaluation on an existing baccalaureate program in a Christian college. This program evaluation uses the Context, Input, Process, and Product (CIPP) model of program evaluation to guide my research with a focus on evaluating the baccalaureate program at your institution. An individual interview with each full-time faculty member is part of my dissertation project and requests participation from you. I have received my Institutional Review Board approval which permits me to engage in research towards the completion of my dissertation. Additionally, the program administrators at your institution are aware of my request to interview full-time faculty members.

Part of my research includes interviewing the full-time faculty members at the institution. You do not need to review or prepare for this interview process as I will provide you with specific open-ended questions for your response during the interview. I would like to arrange a time to meet with you for an in-person interview on this week and ask a few questions that will take on average 20-30 minutes. Should an in-person interview not oblige with your schedule, I am willing to conduct a telephone interview as well. I am available for the next two weeks. Please let me know what day of the week and what time of day suits your schedule.

Please contact me at XXXXXXXX or via email at XXXXXXXX.

Thank you in advance for all of your assistance in this educational endeavor!

Victoria F. Hanchell
Doctoral Candidate
Gardner-Webb University

Appendix G

Full-time Faculty Individual Interview Questions

- 1) What course(s) are you responsible for?
- 2) What major does this class pertain to or is it general education?
- 3) What is your institution's Mission statement
- 4) How do you assure yourself that each course in the curriculum addresses agreed upon objectives for the university and the undergraduate program itself?
- 5) What are 3 skills/talents that students should be able to accomplish when they complete the undergraduate program at this institution?
- 6) What classroom assignment or activities do you implement to meet the objectives for your assigned major/undergraduate program?
- 7) What classroom assignments or activities do you implement to meet additional education needs of the students?
- 8) What outside classroom activities or projects do you participate with to enhance the overall experience of the student body?
- 9) How do you assure yourselves that each course in the curriculum addresses agreed upon objectives for the university and the undergraduate program itself?
- 10) How do you identify best practices in quality assurance to improve the program to ensure that it is meeting the needs of the students?

Questions Based on "Academic Audits: Program Reviews of the Future, Minus Audit Trails", by Cynthia Burnley, William Kirkwood, William Massy, and Janice VanDyke, 2005 IUPUI Assessment Institute.

Appendix H

Full-Time Faculty Member Individual Interview Agenda

(Individual Full-Time Faculty Interviews):

I. Introduction and Overview

5 min.

The purpose of the interview is to gather feedback from faculty on the baccalaureate program at this institution. The information will be used to aid in doctoral research. The research utilizes Stufflebeam's CIPP model of evaluation. Your role in this evaluation is essential to the success of the research, and please share your thoughts as you feel comfortable as your responses will be held confidential. While the responses will be shared in the dissertation and an executive summary, the responses will not be labeled with the name or contact information of the respondent. Nobody will be able to trace the responses from your individual interview.

II. Open-Ended Questions

20 min.

III. Request for Additional Comments

3 min.

Thank you for your responses during our open communication process. If you would like to share any additional thoughts or comments that you feel may be helpful in this research process please do so at this time.

IV. Summary and Thanks for Participation

2 min.

Your time and attention to this process is greatly appreciated. Should you have any questions please feel free to contact me.

Appendix I

Focus Group Invitation Email

Name of person _____
 Email Address _____
 Phone number _____
 Date Emailed _____
 Follow Date/Time called (if no response from
 email) _____

Hello, this is Victoria Hanchell, I am conducting a program evaluation at your institution for my doctoral dissertation. I received your name and contact information from the Academic Dean and they said you might be interested in providing us with some information to enhance the undergraduate program at the institution. We want to talk to currently enrolled students. You are enrolled at this time, correct?

We're getting together a small group of currently enrolled students to give us input on how to better design the undergraduate program. It will be held on-site at the institution on:

- Date
- Time (1 hour)
- Room Location

We will have a few refreshments and we will have \$5.00 for you as a thank-you for giving us your time and ideas.

Would you be able to join us? If not, please note that this will not negatively impact your grades at the institution. I will send you a follow-up email to confirm everything. We look forward to seeing you at the discussion.

Thank you in advance for your input to make this institution even better to serve its college students.

Sincerely,

Victoria Hanchell, MPA
 Research Evaluator
 Doctoral Candidate, Gardner-Webb University
 XXXXXXXX

Appendix J

Focus Group Recruitment/Follow-up Email

[Date]

[Name and address of participant]

Thank you for accepting our invitation to talk about how we can improve the undergraduate program at ABC institution. We want advice from people like you about what we can better serve the needs of the student body. Just as a reminder, the discussion group will be held:

- Date
- Time
- Room Location

It will be a small group, about eight-ten people. We will have refreshments and \$5 for you at the end of the session. If for some reason you won't be able to join us, please call or email me as soon as possible at XXXXXXXXXXXX or XXXXXXXXXXXX. We are looking forward to meeting you on the assigned date. See you then.

Sincerely,
Victoria Hanchell, MPA
Research Evaluator
Doctoral Candidate, Gardner-Webb University
victoriahanchell@aol.com

Appendix K
Focus Group Protocol

*SCRIPT***Give Instructions and Overview:**

INTRODUCTION: Hello, my name is Victoria Hanchell (Facilitator) I will be the Discussion Group Leader for the Focus Group today.

This group is being done to help us learn more about your experience with this institution. Our goal for this group is to learn more about the many reasons why people decide to enroll and stay in this particular institution.

The first step in doing this is to ask the experts, meaning you as currently enrolled students about your experiences with this particular college. The results from these discussions will inform broader efforts to improve the quality of its programs.

Questions will be presented in an open-ended format, where I will ask the group as a whole to share and generate ideas, and eliciting responses from everyone in the group.

The discussion group will last about an hour or so, but no more than an hour and a half. We will end no later than 7:00 pm. This is a group discussion, so don't want only 1 or 2 people to talk but we want everyone to participate. Although I will be asking specific questions of individuals, you are free to speak at anytime.

Because the information gathered from focus groups can be used for research purposes, there are few standard procedures that I will need to review. Some of this was covered in the consent forms that you signed.

1. First, there is a risk that you may feel some discomfort when discussing your experiences. You are free to leave the discussion at anytime if you are uncomfortable with it.
2. You must stay until the close of the session to receive your \$5.
3. Your not participating in this group will not affect your grade.
4. There is also a risk regarding the confidentiality of the things you tell us here. We also ask that participants keep all comments made in the group confidential. We will be audiotaping the discussion; however, no names are used when these tapes are transcribed. Once transcribed, the audio files will be destroyed. Any computer data files will be password-protected, and these data files will have no personal identifiers and contain no information linking an individual participant with their study code.

5. If you should have any adverse consequences, you can report these to the myself and the president of the college who will discuss the issue with the participant and facilitate the appropriate referral as necessary.
6. There are no direct benefits to participation other than what is learned by sharing your experiences and insights.

I would also like to talk a little bit about the Focus Groups process.

DESCRIPTION OF FOCUS GROUPS: The way that the groups will work is that I will ask a very open question and will give everyone the opportunity to talk and share their thoughts and experiences. So don't be shy. Feel free to say something, either positive or negative, about any of the questions that we will be discussing. We are interested in what you have to say.

AUDIO TAPING: To state a few things - there will be digital audiotaping of the sessions. They will review the transcript at the end to understand what was said and type up a report. We also videotape because we want to see who said what. Nothing else will be done with the tapes and you will not be identified by name in the written reports. The tapes will not be used for any purpose than for the study. The tapes will be used to type an accurate report about what we have learned.

SUMMARY OF THE GROUP RULES: We will ask for the following group rules to be followed to allow the discussion to flow more smoothly.

- #1 When you may respond to something I may ask if others have had the same or different experiences. So let me know if your experiences are the **SAME OR DIFFERENT**.
- #2 Try to speak loud enough for everyone to hear. This is very important because if we can not hear you then your story can not be included in the report.
- #3 Also, try not to cut off other people so that we can pick up clearly what is said. If it gets heated, you know, feel free to talk as normally as you do but just try to understand that it's being recorded.

SPEAK LOUDLY AND CLEARLY WITHOUT INTERRUPTING – I MAY ASK YOU TO REPEAT TO MAKE SURE YOUR OPINION IS HEARD OR I MAY REPEAT TO MAKE SURE I UNDERSTAND IT OR THAT THE AUDIO WILL BE PICKED UP ON THE RECORDER

- #4 There are no right and wrong answers, so feel free to say whatever you feel. We are interested in what everybody has to say. **SAY WHAT YOU FEEL. THERE ARE NO RIGHT OR WRONG ANSWERS.**

- #5 I want to hear from everybody. Sometimes, I may call on you and ask you to share or answer a question. Some people have a lot to share and some people less, so there may be times when I have to limit what people say so that we get around to everyone. **WANT EVERYONE TO SHARE – MAY CALL ON YOU AND MAY HAVE TO LIMIT WHAT YOU SHARE SO EVERYONE CAN TALK**

- #5 We have a certain amount of time for each question. Also, if we start to run short on time, I may have to limit how much we talk, so that we are able to cover all of the questions. **ONLY HAVE A CERTAIN AMOUNT OF TIME FOR EACH QUESTION**

- #6 There might be latecomers. Make room and we will update them briefly and invite them to join the discussion. **SOME MAY BE LATE – PLEASE MAKE ROOM FOR THEM AND UPDATE AND INVITE**

- #7 **THE MOST IMPORTANT RULE IS TO RESPECT OTHERS IN THE GROUP. IF ANYONE IS NOT RESPECTFUL, THEY WILL BE ASKED TO LEAVE THE GROUP. RESPECT OTHERS OR YOU WILL HAVE TO LEAVE.**

- #8 Do you have questions about focus groups or why we asked them to come today. **ANY QUESTIONS?**

- #9 Please answer the questions honestly because this will help us learn as much as we can about your thoughts and opinions on the focus group topic. **NEED YOU TO BE HONEST – BUT KEEP INFO CONFIDENTIAL AND PERSONAL**

Now that we have described what we'll be doing, let's start with a question that will allow everyone to learn something about one another.

Final Reminder for Focus Group Leader:

- 1 - Let participants talk.**
- 2- Keep participants focused on the question.**
- 3 - Remain true to the purpose of the study.**
- 4 – Be aware of the time**

Appendix L

Focus Group Questions for Currently Enrolled Students

Introductions

First name

Major

How long attended this institution?

Enrolled as a freshman or transfer student?

1. **Why did you select to attend this institution?**
2. **List 3 skills or abilities that you think you will need when you graduate from this institution with a Bachelor of Arts in Ministry Degree?**
 - i. **Follow-up question:** *At this time, do you think you are learning those skills or abilities at this institution?*
3. **On a grading scale from A-F, what grade would you assign your college (more specifically the undergraduate program) on the job it has done in preparing you for professional or ministry success?**
4. **What class in the undergraduate program has made the most impact on your educational development?**
 - i. **Follow-up Question:** *Least impact?*
5. **What activities sponsored by the institution (*outside of the classroom experience*) have made a significant impact on you?**
 - i. **Follow-up Question:** *How and Why?*
6. **In what ways has your college experience prepared you to be a responsible and contributing member of your community?**
7. **General Comments?**

To wrap things up, I'd like to go around the room and have each person tell me what one or two things you will take away from this discussion tonight. It can be anything relating to any of the topics we discussed over the last hour.

Appendix M

Noel-Levitz Adult Learner Inventory Survey



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ADULT LEARNER INVENTORY™

Four-year College and University Version

POSITION LISTING

The data and its corresponding position are as follows. (The value for the data is defined following the position listing).

Position	Excel Column	Header Row	Item
1	A	IMP1	Importance - Item 1

DEFINED VALUES:

Section #1 - Items 1 - 77

For importance scores, the values are as follows:

- 1 - not important at all
- 2 - not very important
- 3 - somewhat unimportant
- 4 - neutral
- 5 - somewhat important
- 6 - important
- 7 - very important
- 0 - does not apply

For satisfaction scores, the values are as follows:

- 1 - not satisfied at all
- 2 - not very satisfied
- 3 - somewhat dissatisfied
- 4 - neutral
- 5 - somewhat satisfied
- 6 - satisfied
- 7 - very satisfied

0 – does not apply

Note: If a response is skipped it is represented with a blank field.

Questions/Items 1 - 77 are as follows:

1. My program allows me to pace my studies to fit my life and work schedules.
2. Sufficient course offerings within my program of study are available each term.
3. This institution assists students who need help with the financial aid process.
4. My instructors involve me in evaluating my own learning.
5. I receive the help I need to improve my technology skills.
6. I receive timely direction on how to transfer to other institutions.
7. Staff are available to help me solve unique problems I encounter.
8. This institution provides students with the help they need to develop an education plan.
9. I receive adequate information about sources of financial assistance available to me.
10. I have a clear understanding of what I'm expected to learn in my classes.
11. This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.
12. Technology support is available to me when I need it.
13. Processes and procedures for enrolling here are convenient.
14. I receive guidance on which classes will transfer to programs here and elsewhere.
15. Advisors are knowledgeable about requirements for courses and programs of interest to me.
16. Billing for tuition and fees is tailored to meet my specific needs.
17. My instructors provide timely feedback about my academic progress.
18. This institution uses technology on a regular basis to communicate with me.
19. I receive timely responses to my requests for help and information.
20. This institution periodically evaluates my skill level to guide my learning experiences.
21. My studies are closely related to my life and work goals.
22. I receive the help I need to develop my academic skills, including reading, writing, and math.
23. I can make payments or inquiries about tuition at times that are convenient for me.
24. I receive the help I need to stay on track with my program of study.
25. I'm evaluated on the knowledge and skills I'll need in my life and career.
26. I am able to choose course delivery that fits my life circumstances.
27. I am encouraged to apply the classes I've taken towards a degree or certificate.
28. This institution initiates many opportunities for me to connect with other adult learners.
29. My instructors respect student opinions and ideas that differ from their own.
30. I am able to obtain information I need by phone, fax, e-mail, or online.
31. This institution makes many support services available at convenient times and places.
32. Technology enables me to get the services I need when I need them.

33. This institution explains what is needed for me to complete my program here.
34. This institution provides "one-stop shopping" for most student support services.
35. Mentors are available to guide my career and life goals.
36. Most instructors use a variety of teaching methods.
37. I have many ways to demonstrate what I know.
38. My instructors encourage student-to-student interactions through a variety of techniques.
39. Information is available online to help me understand what I need to do next in my program of study.
40. I receive the help I need to make decisions about courses and programs that interest me.
41. Staff are available to help me with the employer tuition reimbursement process.
42. This institution evaluates students' academic skills for placement in reading, writing and math.
43. The frequency of interactions with my instructors is satisfactory.
44. I can receive credit for learning derived from my previous life and work experiences.
45. Instructors incorporate my life and work experiences in class activities and assignments.
46. The learning experiences within my program of study challenge me to reach beyond what I know already.
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.
48. *Campus item*
49. *Campus item*
50. *Campus item*
51. *Campus item*
52. *Campus item*
53. *Campus item*
54. *Campus item*
55. *Campus item*
56. *Campus item*
57. *Campus item*
58. Ability to transfer credits as factor in decision to enroll
59. Credit for learning gained from life and work experiences as factor in decision to enroll
60. Ability to design my own program as factor in decision to enroll
61. Cost as factor in decision to enroll
62. Tuition reimbursement from employer as factor in decision to enroll
63. Availability of financial assistance as factor in decision to enroll
64. Requirement for current or future job as factor in decision to enroll
65. Reputation of institution as factor in decision to enroll
66. Flexible pacing for completing a program as factor in decision to enroll
67. Convenient time and place for classes as factor in decision to enroll
68. Availability of online courses as factor in decision to enroll
69. Distance from campus as factor in decision to enroll
70. Labor union support/endorsement as factor in decision to enroll

- 71. Courses held at employment site as factor in decision to enroll
- 72. Employer endorsement as factor in decision to enroll
- 73. Program accreditation by professional organization or trade group as factor in decision to enroll
- 74. Availability of child care as factor in decision to enroll
- 75. Availability of program I wanted as factor in decision to enroll
- 76. High rate of job placement as factor in decision to enroll.
- 77. Time required to complete program as factor in decision to enroll

Section #2 – Summary items

Summary item 1 – How would you rate your overall satisfaction with this program.

- 1 - Not satisfied at all
- 2 - Not very satisfied
- 3 - Somewhat dissatisfied
- 4 - Neutral
- 5 - Somewhat satisfied
- 6 - Satisfied
- 7 - Very satisfied

Summary item 2 – Would you recommend this program to other adult learners?

- 1 - Definitely not
- 2 - Probably not
- 3 - Maybe not
- 4 - I don't know
- 5 - Maybe yes
- 6 - Probably yes
- 7 - Definitely yes

Section #3 - Demographic Items

Gender

- 1 - Female
- 2 - Male

Age Category

- 1 – 24 and younger
- 2 - 25 to 34
- 3 - 35 to 44
- 4 - 45 to 54
- 5 – 55 to 64
- 6 – 65 or over

Ethnicity / Race

- 1 - Alaskan Native
- 2 - American Indian
- 3 –Asian

4 – Black/African-American

5 – Hispanic or Latino (including Puerto Rican)

6 – Native Hawaiian or Pacific Islander

7 – White / Caucasian

8 – Multi-racial

9 – Other

Current Marital Status

1 - Single

2 – Married / Domestic Partner

Support dependents in household

1 - Yes

2 - No

Dependents in my household:

- 1 – Pre-school age
- 2 – Elementary school age
- 3 – Middle school / high school
- 4 – College student
- 5 – Elderly or disabled adult
- 6 – Does not apply

NOTE: Check all that apply item

Enrollment status:

- 1 – Full-time (12 credit hours)
- 2 – Half-time (6 – 11 credit hours)
- 3 – Part-time (fewer than 6 credit hours)

Number of hours employed outside the home:

- 1 – 0 (not employed outside the home)
- 2 – 1 – 10 hours per week
- 3 – 11 – 20 hours per week
- 4 – 21 – 30 hours per week
- 5 – 31 – 40 hours per week
- 6 – More than 40 hours per week

Educational plans at this time:

- 1 – Associate degree
- 2 – Bachelor's degree
- 3 – Master's degree
- 4 – Doctorate or professional degree
- 5 – Certification (initial or renewal)
- 6 – Self-improvement / pleasure
- 7 – Job-related training
- 8 – Other educational goal

At this college, my objective is:

- 1 – Improve my occupational skills
- 2 – Prepare for a new or different career
- 3 – Improve basic academic skills
- 4 – Self-improvement /personal interest

To date, I have completed:

- 1 – Less than $\frac{1}{4}$ of the work in my program
- 2 – $\frac{1}{4}$ to $\frac{1}{2}$ of the work
- 3 – $\frac{1}{2}$ to $\frac{3}{4}$ of the work
- 4 – More than $\frac{3}{4}$ of the work
- 5 – Not applicable

I received or plan to receive college credit at this college from:

- 1 – Previous college credits earned
- 2 – Evaluation of learning from military training
- 3 – Evaluation of learning from prior job or life experiences
- 4 – Credit through testing
- 5 – Other sources
- 6 – Not applicable

NOTE: Check all that apply item

Highest level of education completed before enrolling at this college:

- 1 – Grade school
- 2 – Some high school
- 3 – High school or GED
- 4 – Some college classes
- 5 – Associate's degree
- 6 – Bachelor's degree or higher

English is primary language at home:

- 1 – Yes
- 2 – No

First person in family to attend college:

- 1 – Yes
- 2 – No

I am paying for college:

- 1 – Myself
- 2 – Grants or scholarships
- 3 – Loans

- 4 – Tuition reimbursement from employer
- 5 – Veteran's benefits
- 6 – Other source

NOTE: Check all that apply item

Began enrollment at this college:

- 1 – In my current program
- 2 – In another program leading to credential or degree
- 3 – In a workforce training program
- 4 – In a GED program
- 5 – In an ESL (English as Second Language) program
- 6 – In an ABE (Adult Basic Education) program
- 7 – By just taking courses I like

Number of hours I am involved in volunteer activities each week:

- 1 – None
- 2 – 1 – 5 hours
- 3 – 6 – 10 hours
- 4 – More than 10 hours

Item #1 requested by institution:

- 1 – Answer one
- 2 – Answer two
- 3 – Answer three
- 4 – Answer four
- 5 – Answer five
- 6 – Answer six

Item #2 requested by institution:

- 1 – Answer one
- 2 – Answer two
- 3 – Answer three
- 4 – Answer four
- 5 – Answer five
- 6 – Answer six

Selection of program/major:

The following is a list of the created variables and their variable labels:

For the question: Dependents in my household

For each of these variables, a value of “1” means that the student checked this item when answering the demographic question and a value of “0” means that the student did not check this item.

For the question: I received or plan to receive college credit at this college from

For each of these variables, a value of “1” means that the student checked this item when answering the demographic question and a value of “0” means that the student did not check this item.

For the question: I am paying for college

For each of these variables, a value of “1” means that the student checked this item when answering the demographic question and a value of “0” means that the student did not check this item.

Appendix N
Informed Consent Form

Approved:
December 5, 2013

**GARDNER-WEBB UNIVERSITY
INFORMED CONSENT
FOR PARTICIPATION IN A RESEARCH STUDY**

STUDY TITLE: Program Evaluation of an existing bachelors program at a Christian college

SPONSOR NAME: Gardner Webb University

EVALUATOR INFORMATION: Dr. Doug Eury (dissertation chair), Victoria Hanchell, (doctoral student researcher)

You have been asked to participate in a research study. Before agreeing to participate in this study, it is important that you read and understand the following explanation. It describes, in words that can be understood by a lay person, the purpose, procedures, benefits, risks and discomforts of the study and the precautions that will be taken. It also describes the alternatives available and your right to withdraw from the study at any time. No guarantee or assurance can be made as to the results of the study. Participation in this research study is completely voluntary. Refusal to participate will involve no penalty or lower your grade in your current or future classes. You may withdraw from the study at any time without penalty.

WHY IS THIS STUDY BEING DONE AND WHY HAVE YOU BEEN ASKED TO TAKE PART IN THIS RESEARCH STUDY?

This evaluation is targeted to currently enrolled or alumni students at this institution. The evaluation will assess your knowledge, attitudes, and feelings about this institution. Specifically, we want to learn more information about what motivated you to enroll at this college, what you like about the college (your bachelor's program), and what made you want to stay involved or drop out of the program. This will allow us to make changes in order to better serve you and future students of this program.

You have been asked to participate in this research project because you are currently enrolled or have graduated from this bachelor's program.

WHO IS CONDUCTING THIS RESEARCH STUDY?

This project is being conducted by a doctoral student completing their dissertation at Gardner-Webb University, Victoria F. Hanchell.

HOW MANY PEOPLE WILL TAKE PART IN THE STUDY?

There are approximately 70 enrolled students in the institution. An estimated 7-10 enrolled students will take part in the focus group. The focus group will meet for 2 hours. Individual interviews will take 30 minutes and will be conducted with 7-10 individual students. Online survey will be shared with the entire enrolled student body and alumni of the college.

WHAT IS INVOLVED IN THIS RESEARCH STUDY?

If you decide to participate in this focus group, interview and/or the online survey, data will be collected from you including information about your thoughts and opinions regarding the institution, your current program of study, and your selected concentration. You will also complete surveys that ask about your background (e.g., age, gender).

The focus groups will be held at the main campus. It is anticipated that the complete focus group process will take approximately 2 hours, individual interviews will take 30 minutes, and the online survey will take an estimated 30 minutes (varies per participant).

There will be digital audiotaping and videotaping of the focus group sessions. Each participant will be assigned a confidential number and only that number will be referenced in the transcripts. The recordings will be used to make a transcript of the groups. Identifying information will not be included with any quotes used from the transcripts. Nothing else will be done with the tapes and you will not be identified by name in the written reports. The tapes will not be used for any purpose than for the study.

Individual interview participants will be assigned an alphabet for identification purposes. The online survey will randomly assign a number for each response survey returned to the student evaluator.

CAN I STOP BEING IN THE STUDY?

Yes, you can decide to stop your participation in this project at any time. If you decide to stop participating in this project, the data we have collected from you will be destroyed. After we have started analyzing the data we have collected, it is not always be possible to remove what we learned from you from our database. This information would no longer be associated with individual participants in the project.

WHAT SIDE EFFECTS OR RISKS CAN I EXPECT FROM BEING IN THE STUDY?

There is a small risk that your opinions shared during the focus group may be shared by another participant even though the student researcher will instruct everyone to maintain confidentiality.

Additionally, when completing the online survey, please note that data sent over the Internet may not be secure. However, the survey tool will not pull your IP address and will not be able to associate a person with the responses submitted.

You may feel uncomfortable when discussing your personal thoughts and opinions. If you become uncomfortable with the subject matter, you will be free to stop at any time.

ARE THERE BENEFITS TO TAKING PART IN THE STUDY?

If you agree to participate in this research project, you will not receive an increase in your grades at the college. The information learned/provided to you from this research project may benefit others in the future.

WHAT OTHER CHOICES DO I HAVE IF I DO NOT TAKE PART IN THIS STUDY?

Instead of being in this research project, you may choose not to participate.

WHAT ARE THE COSTS OF TAKING PART IN THIS STUDY AND WILL I BE PAID TO PARTICIPATE?

There is no cost to you for taking part in this project. You will receive \$5 compensation for your participation and completion in the focus group. You will be provided with a meal while participating in the focus group. You will not receive an incentive for participation in an individual interview. There will be no incentives for completing the online survey other than your institution receiving valuable feedback to improve their efforts in educating students.

WHAT ARE MY RIGHTS IF I TAKE PART IN THIS STUDY?

Taking part in this project is your choice. You may choose either to take part or not to take part in the project. If you decide to take part in this project, you may leave the project at any time. No matter what decision you make, there will be no penalty to you and you will not gain any negative grades from not participating.

We will tell you about new information or changes in the project that may affect your willingness to allow you to continue in the project.

WHO DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?

For questions about this research evaluation project you can contact the researcher/evaluator Victoria Hanchell at XXXXXXXXXXXXXXXXXXXX

If you have general questions about your rights as a research participant in this research project, or questions, concerns, or complaints about the research, you can call Gardner-Webb University Institutional Review Board Office at (704) 406-4724.

AUTHORIZATION FOR USE/DISCLOSURE INFORMATION FOR A RESEARCH STUDY

We understand that information about you and your education is personal and the researcher is committed to protecting the privacy of that information. Because of this commitment to protect your privacy, a written authorization (permission) must be obtained before we may use your opinions or responses in a research or evaluation study.

This form provides that authorization and helps us make sure that you are properly informed of how this information will be used or disclosed. Please read the information below carefully before signing this form either for you, as the participant, or as the personal representative (parent, legal guardian, etc.) for the participant. Note that when we refer to “you” or “your” throughout this document, we are referring to the participant, even when this form is signed by the participant’s personal representative (this is for students under the age of 18).

USE AND DISCLOSURE COVERED BY THIS AUTHORIZATION: If you sign this document, you give the researcher/evaluator permission to use or disclose your comments and responses for the purpose of this study. Your assigned participant number will be used to share your ideas from the focus group meeting.

WHO WILL DISCLOSE, RECEIVE AND/OR USE THE INFORMATION?

We will use your assigned participant number in all records. The verbal and written information you provide will be stored in a secure site away from the institution you are currently enrolled. Additionally, video recordings, and audio recordings will be maintained a safe distance away from the institution and will not be share with anyone connected to the institution. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally.

SIGNATURES:

I have read the information given above. The student investigator or his/her designee have personally discussed with me the research study and have answered my questions. I am aware that, like in any research, the investigators cannot always predict what may happen or possibly go wrong. I have been given sufficient time to consider if I should participate in this study. I hereby give my consent to take part in this study as a research study subject. I will receive a copy of this signed form for my records.

If you are willing to volunteer for this research, please sign below:

For participants in the online survey: If you agree to participate in this research, please continue with the survey.”

Signature of Participant

Date

Signature of Person Obtaining Consent and Authorization

Date

Appendix O

Noel-Levitz Adult Learner Inventory Percentage Scores for All Questions

		Institution under Evaluation			National Four-Year Adult Learners			
Indicates a strength or challenge	Item	Import. %	Satis. %	Gap (Importance score minus satisfaction score)	Import. %	Satis. %	Gap (Importance score minus satisfaction score)	Difference (Importance score minus satisfaction score)
	01. My program allows me to pace my studies to fit my life and work schedules.	84%	70%	14%	93%	67%	26%	3%
	02. Sufficient course offerings within my program of study are available each term.	76%	48%	28%	91%	58%	33%	-10%
	03. This institution assists students who need help with the financial aid process.	88%	70%	18%	84%	66%	18%	4%
	04. My instructors involve me in evaluating my own learning.	84%	59%	25%	71%	56%	15%	3%
	05. I receive the help I need to improve my technology skills.	79%	56%	23%	71%	58%	13%	-2%
	06. I receive timely direction on how to transfer to other institutions.	60%	35%	25%	59%	45%	14%	-10%
	07. Staff are available to help me solve unique problems I encounter.	79%	41%	38%	86%	67%	19%	-26%
	08. This institution provides students with the help they need to develop an education plan.	88%	46%	42%	88%	67%	21%	-21%
	09. I receive adequate information about sources of financial assistance available to me.	79%	50%	29%	84%	55%	29%	-5%
	10. I have a clear understanding of what I'm expected	92%	67%	25%	93%	75%	18%	-8%

	to learn in my classes.							
	11. This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.	80%	59%	21%	74%	45%	29%	14%
	12. Technology support is available to me when I need it.	84%	56%	28%	82%	67%	15%	-11%
	13. Processes and procedures for enrolling here are convenient.	87%	52%	35%	89%	77%	12%	-25%
	14. I receive guidance on which classes will transfer to programs here and elsewhere.	90%	46%	44%	81%	57%	24%	-11%
Challenge	15. Advisors are knowledgeable about requirements for courses and programs of interest to me.	100%	54%	46%	91%	70%	21%	-16%
Challenge	16. Billing for tuition and fees is tailored to meet my specific needs.	92%	50%	42%	85%	60%	25%	-10%
	17. My instructors provide timely feedback about my academic	96%	58%	38%	92%	64%	28%	-6%
Strength	18. This institution uses technology on a regular basis to communicate with me.	96%	65%	31%	83%	82%	1%	-17%
Challenge	19. I receive timely responses to my requests for help and information.	96%	52%	44%	93%	69%	24%	-17%
	20. This institution periodically evaluates my skill level to guide my learning experiences.	84%	41%	43%	70%	48%	22%	-7%

Strength	21. My studies are closely related to my life and work goals.	100%	63%	37%	91%	76%	15%	-13%
	22. I receive the help I need to develop my academic skills, including reading, writing, and math.	88%	56%	32%	83%	67%	16%	-11%
	23. I can make payments or inquiries about tuition at times that are convenient for me.	87%	54%	33%	84%	68%	16%	-14%
Challenge	24. I receive the help I need to stay on track with my program of study.	96%	52%	44%	90%	66%	24%	-14%
Challenge	25. I'm evaluated on the knowledge and skills I'll need in my life and	95%	50%	45%	83%	59%	24%	-9%
	26. I am able to choose course delivery that fits my life	91%	46%	45%	89%	62%	27%	-16%
Challenge	27. I am encouraged to apply the classes I've taken towards a degree or certificate.	96%	44%	52%	86%	73%	13%	-29%
	28. This institution initiates many opportunities for me to connect with other adult learners.	77%	42%	35%	65%	59%	6%	-17%
Strength	29. My instructors respect student opinions and ideas that differ from their own.	96%	67%	29%	87%	73%	14%	-6%
	30. I am able to obtain information I need by phone, fax, e-mail, or online.	96%	56%	40%	91%	79%	12%	-23%
	31. This institution makes many support services available at convenient times and places.	88%	54%	34%	83%	65%	18%	-11%

Strength	32. Technology enables me to get the services I need when I need them.	92%	58%	34%	88%	73%	15%	-15%
	33. This institution explains what is needed for me to complete my program here.	92%	56%	36%	94%	74%	20%	-18%
	34. This institution provides "onestop shopping" for most student support services.	84%	52%	32%	80%	63%	17%	-11%
	35. Mentors are available to guide my career and life goals.	83%	42%	41%	76%	51%	25%	-9%
	36. Most instructors use a variety of teaching methods.	88%	59%	29%	79%	63%	16%	-4%
	37. I have many ways to demonstrate what I know.	95%	54%	41%	77%	61%	16%	-7%
	38. My instructors encourage student to-student interactions through a variety of techniques.	89%	50%	39%	68%	66%	2%	-16%
Challenge	39. Information is available online to help me understand what I need to do next in my program of study.	100%	44%	56%	88%	65%	23%	-21%
Challenge	40. I receive the help I need to make decisions about courses and programs that interest me.	95%	44%	51%	89%	65%	24%	-21%
	41. Staff are available to help me with the employer tuition reimbursement process.	81%	45%	36%	78%	58%	20%	-13%
Strength	42. This institution evaluates	95%	68%	27%	71%	63%	8%	5%

	students' academic skills for placement in reading, writing and							
Strength	43. The frequency of interactions with my instructors is satisfactory.	100%	65%	35%	87%	73%	14%	-8%
	44. I can receive credit for learning derived from my previous life and work experiences.	90%	63%	27%	84%	53%	31%	10%
	45. Instructors incorporate my life and work experiences in class activities and assignments.	90%	63%	27%	76%	59%	17%	4%
Strength	46. The learning experiences within my program of study challenge me to reach beyond what I know already.	100%	73%	27%	90%	78%	12%	-5%
Challenge	47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	100%	46%	54%	73%	46%	27%	0%
	48. Campus item: Do you think this college has prepared you to reach your community?	91%	54%	37%				
	49. Campus item: Do you think this college has provided you with ministry experiences?	85%	67%	18%				
Strength	50. Campus item: Do you think you have further developed personally within your ministry context while enrolled at this	88%	70%	18%				

institution?		
58. Ability to transfer credits as factor in decision to enroll	89%	86%
59. Credit for learning gained from life and work experiences as factor in decision to enroll	81%	78%
60. Ability to design my own program as factor in decision to enroll	77%	69%
61. Cost as factor in decision to enroll	82%	84%
62. Tuition reimbursement from employer as factor in decision to	77%	73%
63. Availability of financial assistance as factor in decision to enroll	89%	87%
64. Requirement for current or future job as factor in decision to enroll	85%	86%
65. Reputation of institution as factor in decision to enroll	89%	84%
66. Flexible pacing for completing a program as factor in decision to	93%	89%
67. Convenient time and place for classes as factor in decision to enroll	96%	93%
68. Availability of online courses as factor in decision to enroll	77%	82%
69. Distance from campus as factor in decision to enroll	82%	73%
70. Labor union	42%	37%

support/endorsement as factor in		
71. Courses held at employment site as factor in decision to enroll	47%	38%
72. Employer endorsement as factor in decision to enroll	50%	54%
73. Program accreditation by professional organization or trade group as factor in decision to enroll	92%	79%
74. Availability of child care as factor in decision to enroll	38%	35%
75. Availability of program I wanted as factor in decision to enroll	92%	93%
76. High rate of job placement as factor in decision to enroll.	76%	80%
77. Time required to complete program as factor in decision to	96%	89%