

**LANCASTER BIBLE COLLEGE
OUTCOMES – Arts & Sciences Division**

Inst. Mission: LBC exists for the purpose of educating Christian men and women to live according to a Biblical world view and to serve through professional Christian ministries.

1. Inst. Objective(s) as appropriate: #3 (p. 8 Catalog)

Student Goal(s) as appropriate: #2, 3, 4, 8,9,10 (p. 9 catalog)

2 <u>Department, Division or Program Mission</u>	3 <u>Department, Division or Program Objectives</u>	4 <u>Means of Assessment</u>	5 <u>Summary of Data Collected</u>	6 <u>Use of Results</u>
<p>Help students develop a mature world & life view by enlarging their perspective & deepening a perception of themselves & the world. Study of history, language expression, behavior & thought of past & present cultures & societies provides a foundational knowledge. Students are encouraged to develop critical thinking processes that will lead to valid conclusions. Students are equipped to adjust to the problems of life & to respond to basic human needs.</p>	<p>1. Demonstrate oral communication skills that will enable students to express themselves effectively.</p> <p>2. Demonstrate written communication skills that will enable students to express themselves effectively.</p>	<p>1. Oral communication skills: The Public Speaking faculty will submit a pass/fail percentage score of their class grades once every 5 years. The scores will come from the public speaking classes. At least 90% will pass the course and at least 80% will receive a C- or above.</p> <p>2a. Written communication skills: The English Composition faculty will submit a pass/fail percentage score of their class grades once every 5 years. The scores will come from the public speaking classes. At least 90% will pass the course and at least 80% will receive a C- or above.</p> <p>2b. The 2nd Praxis Exam (essay & grammar section) 80% pass rate. Use will be bi-yearly.</p>	<p>1. From 2001 to 2006, 98% passed the course and 96% made a C- or above.</p> <p>2a. From 2001 to 2006, 92% passed English Composition I and 82% made a C- or above. During the same period, 94% passed English Composition II and 89% made a C- or above.</p> <p><u>PRAXIS TEST</u> Test Period: 9/1/00-8/31/01 (47 examinees)</p> <p>While Praxis exams are taken by just Teacher Education students, since they are normed against teacher education students from other colleges, they can be considered a representative cohort.</p> <p>2b. 100 % passed but it was noted that improvement could be made in the areas of grammatical relationships and essay sections.</p>	<p>1. Results meet the criteria set. Will continue to monitor. The division will also discuss additional means of assessment.</p> <p>2a. The results are higher than expected. The A&S Division will review the criteria set.</p> <p>2b. The A&S Division, along with the Teacher Education Department, will discuss how to increase scores in the grammatical relationships & essay sections so 10% or fewer students are in the lowest quartile. The division will also discuss additional means of assessment.</p>

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LA 101 & LA 102 English Composition
Re: Evidences

All students must pass both LA 101 & LA 102 with a “C” grade.

Students in Comp 101 are taught basic skills in academic writing. Requirements to pass the course include writing 5 essays of various formats which demonstrate proper use of English grammar and mechanic, solid thesis development, and logically constructed paragraphs. The last two papers require students to incorporate research in writing. This introduces them in how to use scholarly research, which is the prime focus of Comp 102. In this course students are instructed in how to properly employ MLA format in all essays, including an 8-page scholarly research paper as well as a 3-page cause and effect paper. Critical thinking skills are facilitated through discussion of argumentation and the composition of an argumentation/persuasion essay with documentation. Both 101 and 102 teach students how to use the library and internet to research subjects.

The requirements for LA 101 include the following modes of writing:

1. **Descriptive Essay** – Write a five paragraph, typed descriptive essay about one of Claude Monet’s impressionist paintings.
2. **Narrative Essay** – Write a five paragraph, typed narrative essay. Use an essay map to organize the topics for your body paragraphs. The suggested topics for this assignment are found on page 171 of your text, or from topics provided by your instructor. Use dialogue to develop at least one of the characters in your essay.
3. **Example Essay** – Write a five paragraph, typed essay using examples to explain your point. Use an essay map to organize the topics for your body paragraphs. Use MLA format to document any outside sources you use in your text. The suggested topics for this assignment are found on page 187 of your text.
4. **Comparison Essay** – Write a five paragraph, typed comparison essay. Use an essay map to organize the topics for your body paragraphs. Use MLA format to document any outside sources you use in your text. The suggested topics for this assignment are found on page 200 of your text.
5. **Twenty Faith Articles** - You will write 20 different devotional- style articles, based on your faith in God. In order to acquire the proper style, you will need to read daily devotionals such as Charles Spurgeon’s, *Morning by Morning*. Your faith articles will include a Scripture verse, three paragraphs of devotional writing, and a concluding prayer. The entire entry may not exceed 345 words. Ideally, you will submit one of your twenty entries for publication at the end of the semester. You will earn 5 points for submitting all 20 articles on their individual due dates.

Two concrete pieces of evidence of the success I have had that students have actually learned to express themselves effectively in writing are the two articles that my students have actually published. This past year I have had two students: Adam Mong and Chris Martin, get articles published. Adam Mong took Writing for Publication spring of 2006. In the fall his article, "God Used My Failures" was published in Campus Life's Christian College Guide. In November of 2006, Chris Martin, who was taking my Composition I course that fall, had an article, "An Unlikely Moses", published in the BCM's World Ezine. The link follows. <http://www.bcmintl.org/e-zine/1206/dalavai.php>.

The requirements for LA 102 English Composition include the following:

- 1. Standard College Research essay** – typed, double-spaced, 6 to 8 pages - 25 points
- 2. Classification/Division essay** – typed, double-spaced, 2 pages – 15 points
- 3. Definition essay** – typed, double-spaced, 2 pages – 15 points
- 4. Argument Personal Research Paper** – typed, double-spaced, 4 to 6 pages – 20 points
- 5. Reading/Research Notebook**- 3 subject spiral notebook – 25 points

LA 104 Public Speaking

In Public Speaking the students are required to give nine speeches. Some are as short as a two or three minute introduction of a fellow student or a best man or maid of honor speech, while others are ten to fifteen minute presentations. The best evidence I can give of the skills learned are the number of students who have left LBC and have had to speak in a number of churches to raise funds to serve as missionaries. If these students have communicated clearly enough to warrant a church financially backing their ministry, I feel that they have adequately learned public speaking skills. Furthermore, a number of students are serving as youth pastors or youth workers and have used the public speaking skills learned in class to successfully lead small group Bible studies on a regular basis. Thus students who can sell a ministry and teach small groups are evidence of successful outcomes from the Public Speaking classes.

All students must pass LA 104 Public Speaking and complete the following speeches:

Narrative Speech	10 pts.	4 Quizzes (5 points each)	20 pts.
Demonstration Speech	10 pts.	Oral Scripture Reading	10 pts.
Informative Speech	15 pts.	Impromptu Speech	10 pts.
Persuasive Speech	20 pts.	Attendance/participation	5 pts.

Methods for Evaluating Divisional Objectives Pertaining to Science

In every science course (SC) I instruct at Lancaster Bible College, scientific method is presented and practiced as a key component to understanding the natural sciences. The first lessons (1 week) of the semester are devoted to the definition of science, the limitations of science, and how science is conducted via the scientific method. On the first lecture exam of the semester, each student is asked to explain and describe the scientific method, in detail, and provide examples of application. At the end of the semester, as a part of the comprehensive component of their final exam, students must again list or describe the steps of the scientific method and define, in detail, how the process works. The professor grades the responses for all the exams.

To further demonstrate that students can think critically and can apply the scientific method, each science course has a two-hour laboratory section. The laboratory instruction is extremely valuable for experiential and independent learning. The first two-hour lab of the semester solely investigates the topic of scientific method, unless the course is a two semester series, e.g. Integrated Science (SC 480A). Students working in pairs must follow the scientific method through a given problem or selected observation and write a summary report on their conclusions. Throughout the remainder of the semester, the scientific method and critical thinking are still used as students conduct laboratory exercises on specific scientific topics related to the course subject. Specifically, problem solving through mathematics is a focal point to laboratory exercises in the physical science courses. Individual lab reports or summary sheets are evaluated each week for comprehension in all courses.

Students in SC courses also demonstrate critical thinking and information literacy through one of two communication assignments. Depending on the course, a student must complete a typed research paper or an oral presentation. With either assignment, the student submits a reference section that contains a minimum number of research articles that were used to support their work. This assessment tool effectively reinforces objectives learned from other Arts and Science courses, as well as, demonstrates detailed understanding of scientific information, methodologies, and applications.