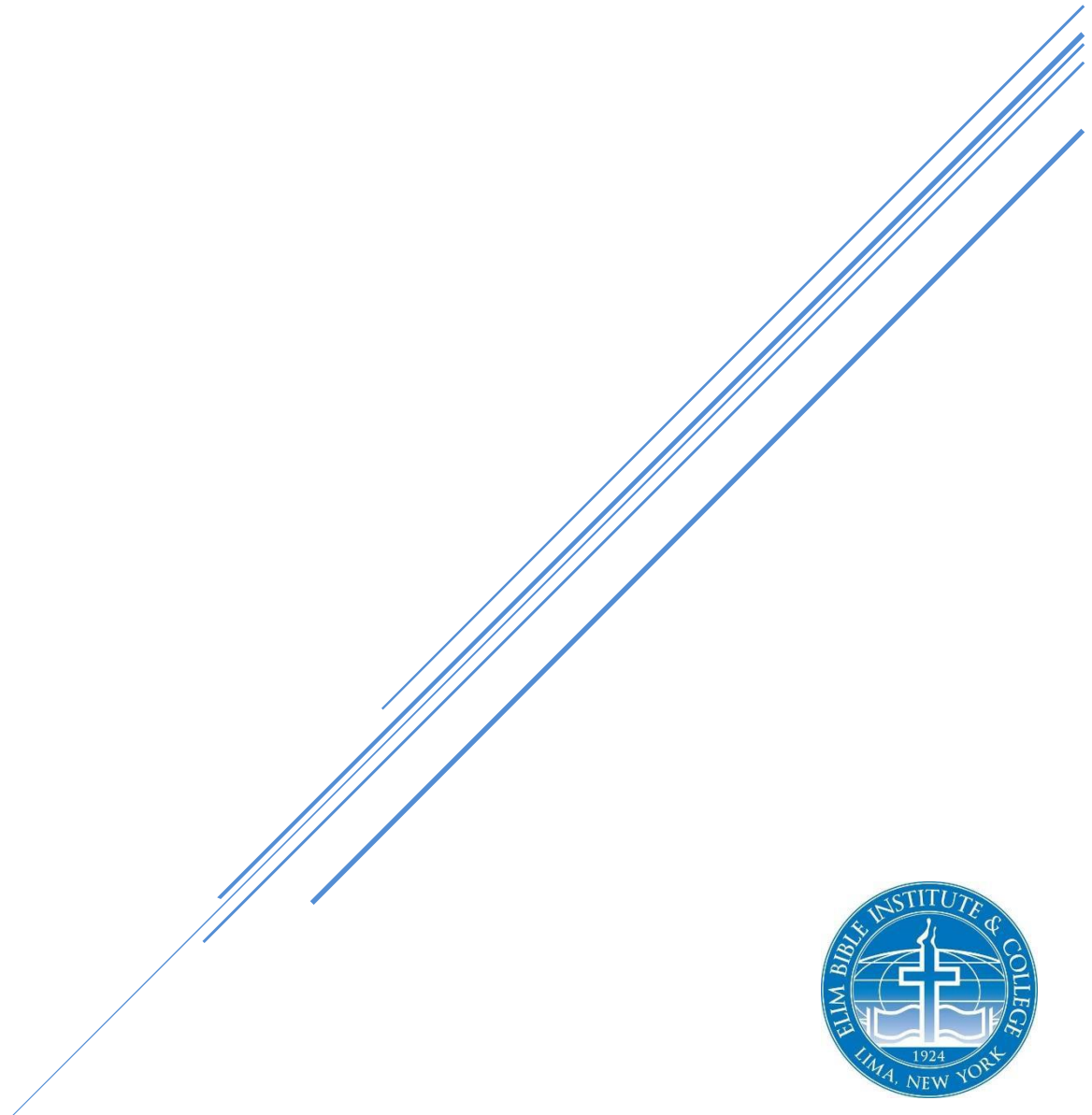


# ASSESSMENT PLAN

To be approved by the BOD in August 2022...



Elim Bible Institute and College

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## Introduction

EBIC is committed to the continuous improvement of the college. We strive for academic excellence as well as the spiritual formation of our students and continuous improvement of our programs that contribute to the fulfillment of our mission.

The office of Institutional Effectiveness reports directly to the President and is responsible for the coordination of assessment and planning in collaboration with the faculty and administrative leadership. The main goal of assessment is to measure the extent to which our objectives are achieved. Growth opportunities are identified and prioritized via assessment mechanisms and data-based conclusions. The assessment results are then incorporated into our Strategic Plan. The IE Office works closely with the Administration Office on the triangulation of assessment, planning, and budgeting.

The Assessment Plan is a collaborative effort involving all college constituents. The faculty is in charge of assessing the effectiveness of educational programs, including student learning outcomes. Students' and Alumni contributions are also vital in the assessment process. All other departments are responsible to assess the effectiveness of reaching their goals and their overall contribution to making our college a better place.

The Assessment Plan is reviewed and approved annually by the institution's Board of Directors Executive Committee.

## Mission Statement

The mission of Elim Bible Institute and College is to prepare Christ-centered, Spirit-empowered servant leaders for global ministry and worldwide revival.

## Vision Statement

To be the premier Christian charismatic college impacting the whole world through Christian workers ministering with integrity in the power of the Holy Spirit.

## Goals and Objectives

### 1. Biblical Scholarship:

- a. Demonstrate a measurable increase in biblical knowledge.
- b. Exhibit an increasing comprehension of the historical setting of the Bible.

### 2. Spiritual Vitality and Formation:

- a. Define a measurable increase in personal spiritual formation.
- b. Provide opportunities for students to embrace our Pentecostal heritage and learn to exercise charismatic gifts and experience the presence of God in chapels, classes, and other events.

### 3. Relevance in Culture:

- a. Demonstrate knowledge of the principles used to understand various cultures and communities.
- b. Display the ability to form effective strategies for relevant ministry in any culture or community.

### 4. Discipleship and Servant Leadership:

- a. Exhibit a Christ-like leadership style of influence on other people.

- b. Exemplify a biblical work ethic.

### **Philosophy of Education**

The educational philosophy of Elim Bible Institute and College involves the integration of biblical truth into all aspects of a student's life. This is a dynamic process that happens in relationship with a discipling community. Elim defines its philosophy of education in connection with the following principles:

- Our standard of truth is defined by the absolute standards of God's inerrant Word (the Bible).
- Building upon this biblical foundation, teachers seek impartation, which enables a student to grow spiritually, intellectually, and socially, intending to promote similar growth in society.
- The process of Christian education is a tool used by the Holy Spirit to bring the student into deeper fellowship with God as they are assisted in applying academic learning into an integrated philosophy of life.

Through the application of these principles, Elim seeks to prepare Christian workers and servant-leaders for global ministry through various professions. The institution places great emphasis on students developing the character of Christ and biblical work ethics. As these students are released into their individual callings and vocations, they enter society with a biblical worldview, able to integrate and apply the truth of the Bible into all areas of a changing secular society. Therefore, the EBIC faculty endeavor to give their lives, expertise, and time to the students entrusted to their care.

## Evaluation

### 1. Board of Directors

Each year all directors are asked to do a self-assessment:

- a. Each member is sent an online self-assessment form prior to the board's annual two-day meeting. The evaluation form entails the BOD commitment statement, helping each director to evaluate his/her performance.
- b. Results of the self-evaluation are submitted to the chairman of the board and the president of the college.
- c. The chairman contacts each director who did not give himself/herself good marks and encourages them to improve and develop.
- d. If a member is unable to make the necessary changes or commitment in a subsequent year, the chair might suggest that the person consider resigning their board membership.

All directors are also asked to evaluate the board as a whole. Each year they discuss the results and identify the board's strengths and weaknesses. Based on the assessment data they make decisions to strengthen the performance of the board, as evidenced in the annual meeting minutes.

### 2. The President and the Administrative Staff.

The President is evaluated annually based on:

- The President's job description
- Strategic Planning objectives
- Assessment feedback/recommendations from the previous year from the Board of Directors (BOD) as well as the President's Cabinet
- The President's written quarterly reports.

The President will write quarterly reports informing the BOD on the progress made at the college, difficulties encountered, possible challenges, and substantial issues, if any. The reports will be sent to the entire BOD. After reviewing the quarterly reports, the directors will have a chance to evaluate the president by responding to an anonymous assessment survey sent to them by the IE Director at the beginning of September. The President's Cabinet will also be sent a similar assessment survey and will be invited to participate in the evaluation process. All results will be submitted to the IE Director who will then analyze the data and compare it to the previous two years.

The summary analysis will be sent to all directors. They will have the opportunity to review them prior to the annual BOD meeting, at which point, the president will be asked to leave the meeting while the directors discuss the assessment. The President will be given oral feedback and recommendations based on the survey and the directors' feedback. The President will also be given an opportunity to respond to the assessment comments.

All full-time staff members are evaluated based on their job descriptions, which are updated on a regular basis to reflect current duties and expectations. During each evaluation, goals are defined for the next period and then assessed accordingly during the following evaluation. The purpose is to help each employee to improve their planning and performance. The key is to understand the reason for variances from the goals set and strategize to minimize them in the future.

All staff are encouraged to participate in professional development seminars and attend various professional development events.

### **3. Faculty Evaluation**

The yearly cycle of evaluation of faculty members is a means of encouraging and assisting faculty members in their professional development as well as improving their instruction skills. A process of measuring teaching proficiency is developed and is accomplished through various reviews, such as:

- Professional Development Forms – collected in June and reviewed by the Executive Vice President and Provost (EVPP)
- Student course evaluation – students are required to complete an evaluation form for each of their classes, both on-campus and online. The survey results are reviewed by the EVPP and discussed with instructors during their annual performance evaluation sessions.
- In-class evaluation – the EVPP visits each instructor’s class once a year to assess his or her teaching methods, class management, student understanding, and participation. The results are discussed with each instructor individually either right after class or during their annual evaluation session.
- Online classes – a holistic approach is applied and a combination of activities contributing to the education experience is assessed including the course learning outcomes as evidenced through papers, discussions, or exams. Students’ feedback and the level of student-to-student and instructor-to-student interactions are also considered. Student learning outcomes and their evaluations of that course are reviewed at the end of each semester by the instructor and the EVPP. The results are compared to the on-campus equivalent courses.
- Annually, faculty undergo a collaborative evaluation with the provost. The program chair may assist the provost with some adjunct faculty assessments.
- Faculty with less than 3-year teaching experience are also evaluated by more experienced faculty. The main objective of this evaluation is to share feedback and ideas gained from experience.

#### 4. Employee Evaluation

Regular evaluations of employees are conducted based on the responsibilities in the approved job description.

Employee Category	What	When	Who
President	<ul style="list-style-type: none"> <li>• Evaluation Process</li> </ul>	June Board Meeting	Board of Directors
Department Heads	<ul style="list-style-type: none"> <li>• Job Description</li> <li>• Employee Evaluation Forms</li> <li>• Professional Development Forms</li> </ul>	Once a year as scheduled	President or EVPP
Faculty	<ul style="list-style-type: none"> <li>• Job Description</li> <li>• Course Evaluations</li> <li>• Professional Development Forms</li> <li>• Faculty Performance Evaluation Forms Review Interview</li> </ul>	Annual Review: June – August  In-class evaluation: throughout the year	EVPP
Staff	<ul style="list-style-type: none"> <li>• Job Description</li> <li>• Employee Evaluation Forms</li> <li>• Professional Development Forms</li> </ul>	Once a year - determined by the supervisor/director	Direct Supervisor

Each department head is responsible to annually review and update each employee's job description within his or her department. All updated job descriptions and copies of the evaluations are submitted to the IE Director annually.

## 5. Academic and Student Learning

### a. *Retention/Completion Rates*

Each September Fall-to-Fall retention and program completion rates are calculated. The completion and graduation rates for certificate, associate, and bachelor's degree programs are measured at 150% of the expected time for completion. The results are published on the institution's website under [Student Right to Know](#).

The student-teacher ratio and the average classroom size are also calculated for the given year and reported.

### b. *Faculty Evaluation*

Described under Employee Evaluation Section.

### c. *Curriculum Review and Program Assessment*

The purpose of this assessment procedure is to facilitate the continuous improvement of each program. The curriculum is evaluated regularly in order to ensure that the content is consistent with national norms. This is done by comparing the EBIC curriculum against three similar colleges and degree programs. Revision of the curriculum is based on assessment results.

Each program is assessed within a three-year cycle to determine our success in accomplishing the mission and the objectives of EBIC. Both, on-campus and online classes and their objectives are reviewed and assessed.

The following Rubrics are used for each Program Evaluation:

#### [Degree Program - Assessment Report Evaluation Rubric](#)

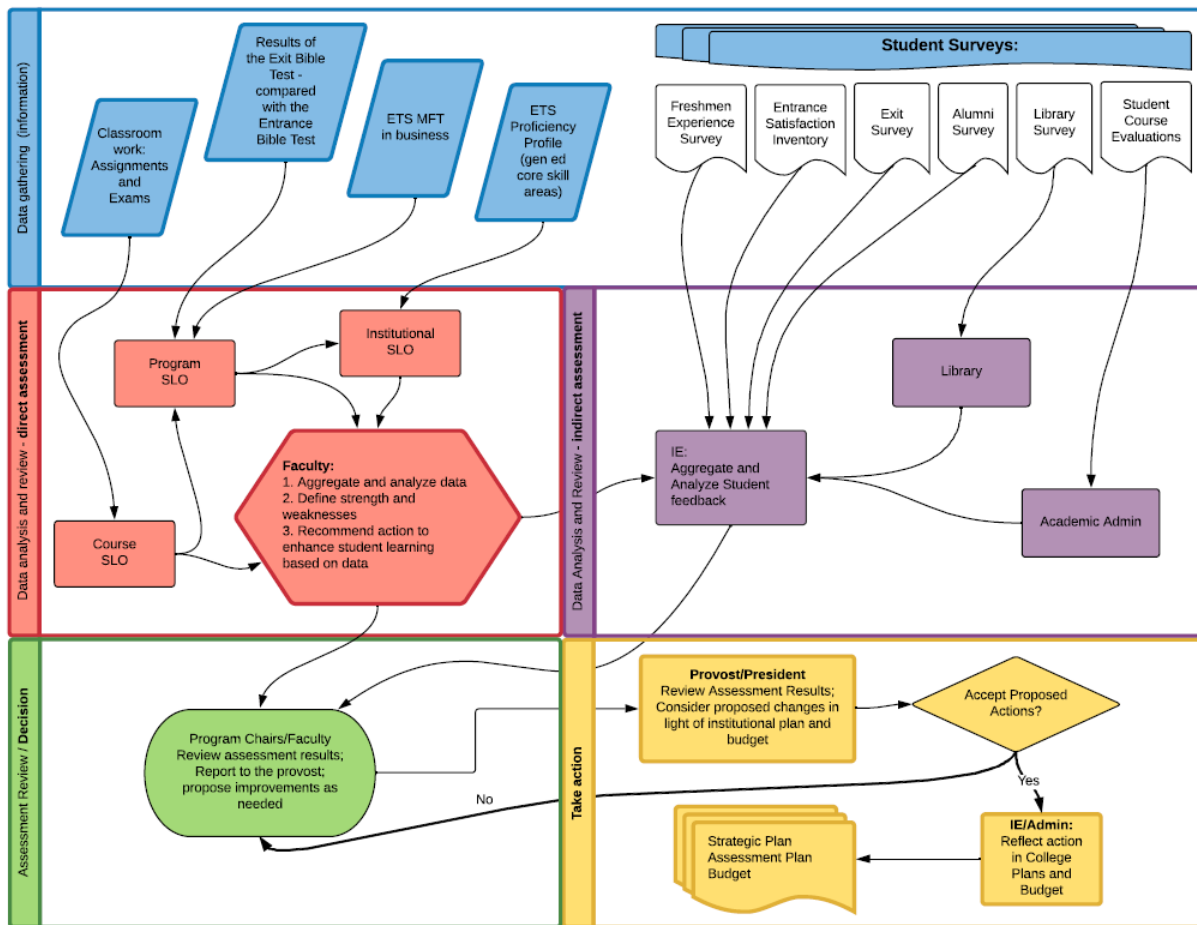
Rating scale: 3 = Excellent, 2 = Acceptable, 1 = Needs Improvement, 0 = No Data

Assessment	Rating	Comments
1. The faculty members who teach in the program are involved in defining the course objectives and learning outcomes, selecting the related assessment measures, analyzing the results, and determining appropriate improvements in the program.		
2. The program has clearly defined, measurable student learning objectives that focus on knowledge, skills, behaviors, or values.		
3. The program uses direct assessment methods (e.g., examinations, research essays, presentations, etc.) as a primary means of assessing course objectives and student learning objectives.		
4. The program uses indirect assessment methods (surveys, discussions, focus groups, interviews, etc.) as a secondary means of assessing course objectives and student learning outcomes.		
5. Assessment measures address the degree to which students attain the learning outcomes as defined in the course syllabi.		



#### d. Student Learning Outcomes

The assessment of student learning outcomes involves the collection and analysis of various data reflected in the diagram below. The same standards are applied to online and resident classes.



#### Instruments used to assess SLO:

##### **Direct:**

- Exams, papers, and assignments on the Course level (online and on-campus classes)
- Entrance and Exit Bible test adjusted to the SLOs on a program level
- ETS Proficiency Profile test on the Institutional level, which is focused on measuring SLOs in general education
- ETS Major Field Test in business is administered to graduates from the BS in the business management program and is designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories, and analytical methods.<sup>1</sup>
- Internship Experience Paper and assessment (bachelor's degree programs)

##### **Indirect:**

- Student course evaluation – course and program level (online and on-campus classes)
- AAS sophomores and BS seniors Exit Survey – institutional level
- Alumni Survey – institutional level

<sup>1</sup> Major Field Test: Bachelor's degree in business ([https://www.ets.org/mft/about/content/bachelor\\_business](https://www.ets.org/mft/about/content/bachelor_business))

- Entrance Satisfaction Inventory
- Freshmen Experience Survey
- Library Survey
- Student Ministries Assessment
- RA Ministry assessment

**Formative:**

- Individual student course evaluations (online and on-campus classes)
- Course exams, papers, and assignments (online and on-campus classes)
- Discussions – online classes only

**Summative:**

- Exit Bible Test
- Exit Survey
- ETS Proficiency Test
- Capstone papers and portfolio
- Internship Student Evaluation
- Internship Director of Ministry Evaluation

*Direct Methods for Assessing All Student Learning Outcomes:*

Learning Objective	Measure Used	Sample Group
<b>Biblical Scholarship</b>		
1a. Demonstrate a measurable increase in Biblical knowledge.	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams.</li> <li>• Through the writing of a research essay.</li> <li>• Through giving evidence of understanding the genres of Biblical literature in quizzes.</li> <li>• Through expressing the major theme of each book of the Bible in quizzes.</li> <li>• Through the completion of reading assignments.</li> <li>• Through summarizing the lives of major characters in the Bible in writing assignments.</li> <li>• By comparing the results of the Bible Entrance Test and the Graduate Level Bible Test.</li> </ul>	<ul style="list-style-type: none"> <li>• BIBL courses</li> <li>• THEO courses</li> </ul>
1b. Exhibit an increasing comprehension of the historical setting of the Bible.	<ul style="list-style-type: none"> <li>• Through the successful completion of the final exam.</li> <li>• Through the writing of a research essay.</li> <li>• Through responding to discussion questions.</li> <li>• Through defining specific historical contexts mentioned in the Bible in writing assignments.</li> <li>• Through the writing of reading-response essays.</li> </ul>	<ul style="list-style-type: none"> <li>• BIBL courses</li> <li>• HIST courses</li> </ul>
<b>Spiritual Vitality and Formation</b>		
2a. Define a measurable increase in personal spiritual formation.	<ul style="list-style-type: none"> <li>• Through the personal application of scripture in reflection postings and discussion questions.</li> <li>• Through grace-filled interaction with the community.</li> <li>• Through thoughtful responses to discussion questions.</li> </ul>	<ul style="list-style-type: none"> <li>• PRTH courses</li> <li>• MNST courses</li> </ul>
2b. Provide opportunities for students to embrace our Pentecostal heritage and learn to exercise charismatic gifts and experience the presence of God.	<ul style="list-style-type: none"> <li>• Through exploring the Scriptures dealing with the Personhood of the Spirit and the Trinity</li> <li>• Through surveying the role of the Holy Spirit in creation, the inspiration of the Scriptures, the ministry of Christ and the Church, and His work in salvation.</li> <li>• Through participation in discussion questions. Through participating in chapels,</li> </ul>	<ul style="list-style-type: none"> <li>• THEO2023</li> <li>• MNST courses</li> </ul>

	prayer week, and other special events on campus.	
<b>Relevance in Culture</b>		
3a. Demonstrate knowledge of the principles used to understand various cultures and communities.	<ul style="list-style-type: none"> <li>• Through the identification of modern and postmodern principles in the writing of reflection essays.</li> <li>• Through engaging in classroom conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• PHIL courses</li> <li>• HUMN courses</li> <li>• PSYC courses</li> <li>• MNST courses</li> </ul>
3b. Display the ability to form effective strategies for relevant ministry in any community.	<ul style="list-style-type: none"> <li>• Through participation in discussion questions.</li> <li>• Through responding to case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• PHIL courses</li> <li>• HUMN courses</li> <li>• PSYC courses</li> <li>• MNST courses</li> </ul>
<b>Discipleship and Servant Leadership</b>		
4a. Exhibit a Christ-like leadership style of influence on other people.	<ul style="list-style-type: none"> <li>• Through student ministry opportunities.</li> <li>• Through NYSUM peer evaluations.</li> <li>• Through self-reflection journaling exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• MNST courses</li> <li>• NYSUM Internship</li> <li>• Student Ministries</li> <li>• RA</li> </ul>
4b. Exemplify a biblical work ethic.	<ul style="list-style-type: none"> <li>• The student will regularly and punctually attend class.</li> <li>• The student will demonstrate a readiness to learn while in class.</li> <li>• Through the timely completion of reading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• All courses</li> </ul>
Demonstrate critical thinking skills, reading comprehension, and writing skills	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams.</li> <li>• Through their written assignments and portfolios.</li> <li>• Through oral presentations.</li> <li>• Through budget assessment assignment</li> <li>• Through working with Excel spreadsheets, analyzing and solving assigned problems,</li> </ul>	<ul style="list-style-type: none"> <li>• College Composition</li> <li>• EESL course</li> <li>• Business Math</li> <li>• Computer Skills</li> <li>• THEO courses</li> </ul>

*Direct Methods for Assessing **Launch Certificate** Student Learning Outcomes:*

Learning Objective	Measure Used	Sample Group
1. Increase in knowledge of the Bible	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams.</li> <li>• Through the writing of a research essay.</li> <li>• Through giving evidence of understanding the genres of Biblical literature in quizzes.</li> <li>• Through expressing the major theme of each book of the Bible in quizzes.</li> <li>• Through the completion of reading assignments.</li> <li>• Through summarizing the lives of major characters in the Bible in writing assignments.</li> <li>• By comparing the results of the Bible Entrance Test and the Graduate Level Bible Test.</li> </ul>	<ul style="list-style-type: none"> <li>• Old Testament Lit</li> <li>• New Testament Lit</li> <li>• Hebrew Poetry and Wisdom Lit</li> <li>• Foundations for Life</li> <li>• Theology I</li> <li>•</li> </ul>
2. Conceptualize the Christian worldview in light of cultural and educational trends.	<ul style="list-style-type: none"> <li>• Through the successful completion of the final exam.</li> <li>• Through assigned study quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Worldview &amp; Ethics</li> <li>• Evangelism in a Postmodern world</li> </ul>
3. Define a measurable increase in personal spiritual formation	<ul style="list-style-type: none"> <li>• Through homework assignments</li> <li>• Through interaction with the assigned reading and the successful completion of the unit exams.</li> <li>• Through reading the assigned textbooks and successful completion of the research assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations for Life</li> <li>• Spiritual Formation</li> </ul>
4. Be able to defend and contextualize biblical values in today's culture	<ul style="list-style-type: none"> <li>• Through the identification of modern and postmodern principles in the writing of reflection essays.</li> <li>• Through exams.</li> <li>• Through reading the assigned texts.</li> <li>• Through personal study and writing a research paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Evangelism in Postmodern World</li> <li>• Marriage and the Family</li> <li>• Cultures and Customs</li> </ul>

<p>5. Develop an awareness of commitment to act on the spiritual and physical needs of all the peoples in the world.</p>	<ul style="list-style-type: none"> <li>• Through participating in various outreach programs</li> <li>• Through journaling entries</li> <li>• By performing practical tasks during the internship</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Internship</li> <li>• Student Ministries</li> <li>• Missionary Life</li> <li>• Life Coaching</li> <li>• Spiritual Formation</li> </ul>
<p>6. Improve critical thinking skills, reading comprehension, and writing skills</p>	<ul style="list-style-type: none"> <li>• Through their written assignments</li> <li>• Through final exegetical paper.</li> <li>• Through working with Excel spreadsheets, analyzing and solving assigned problems, building Excel workbooks and spreadsheets utilizing instruction and information provided</li> <li>• Through the successful completion of quizzes and exams</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Skills</li> <li>• Hermeneutics</li> <li>• All courses to some extent</li> </ul>

*Direct Methods for Assessing AAS in Biblical and Theological Studies Student Learning Outcomes:*

Learning Objective	Measure Used	Sample Group
<p>1. Demonstrate critical thinking skills, reading comprehension, and writing skills that are on par with AAS levels and national norms.</p>	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams.</li> <li>• Through their written assignments and portfolios.</li> <li>• Through oral presentations.</li> <li>• Through budget assessment assignment</li> <li>• Through working with Excel spreadsheets, analyzing and solving assigned problems, building Excel workbooks and spreadsheets utilizing instruction and information provided</li> <li>• Through class discussions</li> <li>• Through applying critical evaluation of presented theological views</li> <li>• Through the writing of a research essay</li> </ul>	<ul style="list-style-type: none"> <li>• College Composition</li> <li>• Computer Skills</li> <li>• THEO courses</li> <li>• History of the Christian Church</li> <li>• Hermeneutics</li> </ul>
<p>2. Be able to express an undergraduate level of understanding of the study of humanities and social sciences.</p>	<ul style="list-style-type: none"> <li>• Through written assignments</li> <li>• Through quizzes and exams</li> <li>• Through reading the textbooks</li> <li>• Through personal study and writing a research paper.</li> <li>• Through the writing of notebook assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-Cultural Studies and Worldviews</li> <li>• Christian Worldview and Ethics</li> <li>• Marriage and the Family</li> <li>• History of the Christian Church</li> <li>• History of Ancient Israel</li> </ul>

<p>3. Increase in knowledge of the Bible and Theology</p>	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams.</li> <li>• Through the writing of a research essay.</li> <li>• Through giving evidence of understanding the genres of Biblical literature in quizzes.</li> <li>• Through expressing the major theme of each book of the Bible in quizzes.</li> <li>• Through the completion of reading assignments.</li> <li>• Through summarizing the lives of major characters in the Bible in writing assignments.</li> <li>• By comparing the results of the Bible Entrance Test and the Graduate Level Bible Test.</li> </ul>	<ul style="list-style-type: none"> <li>• BIBL courses</li> <li>• THEO courses</li> </ul>
<p>4. Exhibit an increasing comprehension of the historical setting of the Bible</p>	<ul style="list-style-type: none"> <li>• Through the successful completion of the final exam.</li> <li>• Through the writing of a research essay.</li> <li>• Through responding to discussion questions.</li> <li>• Through defining specific historical contexts mentioned in the Bible in writing assignments.</li> <li>• Through the writing of reading-response essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Old Testament Literature</li> <li>• History of Ancient Israel</li> <li>• History of the Christian Church</li> </ul>
<p>5. Express a personal spiritual lifestyle through biblical Christian practices</p>	<ul style="list-style-type: none"> <li>• Through the writing of a reflection essay.</li> <li>• Through participation in discussion questions.</li> <li>• Through journaling exercises.</li> <li>• Through outreach opportunities and internship</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations for Life</li> <li>• Internship</li> <li>• Student Ministries</li> </ul>



*Direct methods for assessing Bachelor of Science in Theology Student Learning Outcomes:*

Learning Objective	Measure Used	Sample Group
1. Defend their knowledge of major biblical doctrines and obtain a coherent understanding of the fundamental theological concepts.	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams</li> <li>• Through the writing of research papers</li> <li>• Through giving evidence of understanding the genres of Biblical literature in quizzes</li> <li>• Through the completion of reading assignments</li> <li>• Through discussions in class</li> </ul>	<ul style="list-style-type: none"> <li>• BIBL courses</li> <li>• Theology courses</li> <li>• Apologetics I &amp; II</li> </ul>
2. Evaluate the historical setting of the Bible and make applications to contemporary culture	<ul style="list-style-type: none"> <li>• Through the successful completion of exams</li> <li>• Through the writing of research papers</li> <li>• Through responding to discussion questions</li> <li>• Through defining specific historical contexts mentioned in the Bible in writing assignments</li> <li>• Through the writing of reading-response essays</li> </ul>	<ul style="list-style-type: none"> <li>• Old Testament Literature</li> <li>• History of Ancient Israel</li> <li>• History of the Christian Church</li> <li>• Cultures and Customs</li> </ul>
3. Synthesize personal spiritual formation through biblical Christian practices	<ul style="list-style-type: none"> <li>• Through student ministry opportunities</li> <li>• Through written assignments</li> <li>• Through oral presentations</li> <li>• Through classroom discussion</li> <li>• Through the writing of reading-response essays</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual Formation</li> <li>• Pastoral Ministry</li> <li>• Capstone</li> <li>• Internship</li> </ul>
4. Practice leadership skills and demonstrate the necessary ability to minister in various cultures.	<ul style="list-style-type: none"> <li>• Through oral presentations</li> <li>• Through classroom discussion</li> <li>• Through leading ministry groups</li> <li>• Through leading worship</li> <li>• Through preaching</li> <li>• Through written assignments</li> <li>• Through thoughtful responses to discussion questions</li> <li>• Through grace-filled interaction with the community</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Ministry</li> <li>• Student Ministries</li> <li>• Management of Christian Leaders</li> <li>• Worship and Cultural Expressions</li> <li>• Public Speaking and Preaching I &amp; II</li> <li>• Pedagogy and Camp Leadership</li> <li>• Worship classes</li> <li>• RA role</li> </ul>

<p>5. Demonstrate critical thinking skills, reading comprehension, verbal and non-verbal communication skills, and writing skills that are on par with B.S. levels and national norms.</p>	<ul style="list-style-type: none"> <li>• Through the successful completion of exams</li> <li>• Through their written assignments and portfolios</li> <li>• Through writing research papers</li> <li>• Through oral presentation and sermons</li> <li>• Through working with Excel spreadsheets, analyzing and solving assigned problems, building Excel workbooks and spreadsheets utilizing instruction and information provided</li> </ul>	<ul style="list-style-type: none"> <li>• College Composition</li> <li>• Computer Skills</li> <li>• THEO courses</li> <li>• History of the Christian Church</li> <li>• Hermeneutics</li> <li>• Public Speaking and Preaching I &amp; II</li> <li>• Advanced writing</li> <li>• Capstone</li> </ul>
<p>6. Evidence an undergraduate level of understanding in the fields of humanities and social sciences.</p>	<ul style="list-style-type: none"> <li>• Through quizzes and exams</li> <li>• Through reading required and recommended material</li> <li>• Through personal study and writing research papers.</li> <li>• Through discussions and oral presentations</li> <li>• Other written assignments and oral presentations</li> <li>• Through the development of textual, timeless, and sermonic outlines</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Worldview and Ethics</li> <li>• Marriage and the Family</li> <li>• History courses</li> <li>• Advanced Writing</li> <li>• Languages</li> <li>• Music Theory and Philosophy</li> <li>• Public Speaking I &amp; II</li> </ul>

At the end of each academic year, all full-time faculty and some adjuncts are asked to participate in student learning outcomes (SLO) assessment, as well as curriculum assessment and selected courses' assessment. The summary of direct measures of the course SLO is included in the report. Each faculty also assesses the strengths and weaknesses of those courses and presents his/her recommendations for improvements. The results are discussed during the faculty assessment meetings as evidenced in the minutes. Several summary reports are created as the result of those meetings and they are presented to the President and the Board of Directors. Recommendations for improvements are made.

*Direct Methods for Assessing Bachelor of Science in Business Management Student Learning Outcomes:*

Learning Objective	Measure Used	Sample Group
1. Defend the Christian faith and grow in spiritual formation	<ul style="list-style-type: none"> <li>• Through the successful completion of mid-term and final exams</li> <li>• Through the writing of research papers</li> <li>• Through the completion of reading assignments</li> <li>• Through discussions in class</li> </ul>	<ul style="list-style-type: none"> <li>• BIBL courses</li> <li>• Theology courses</li> <li>• Apologetics I &amp; other Bible electives</li> </ul>
2. Understand and apply business principles from a Biblical worldview	<ul style="list-style-type: none"> <li>• Through the successful completion of exams</li> <li>• Through the writing of research papers</li> <li>• Through responding to discussion questions</li> <li>• Through the writing of reading-response essays</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Business &amp; Entrepreneurship</li> <li>• Business Ethics</li> <li>• Christian Worldview and Ethics</li> <li>• Macroeconomics</li> </ul>
3. Develop strong management and leadership skills	<ul style="list-style-type: none"> <li>• Through internship opportunities</li> <li>• Through written assignments</li> <li>• Through oral presentations</li> <li>• Through classroom discussions</li> <li>• Through the writing of reading-response essays</li> <li>• Through designing a business portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and Management Philosophy</li> <li>• Starting and managing nonprofit organizations</li> <li>• College to Career</li> <li>• Internship</li> <li>• Nonprofit Governance</li> </ul>
4. Exhibit excellent oral and written business communication skills	<ul style="list-style-type: none"> <li>• Through the successful completion of exams</li> <li>• Through their written assignments and portfolios</li> <li>• Through writing research papers</li> <li>• Through oral presentation</li> <li>• Through class discussions</li> <li>• Through applying critical evaluation of presented theological views</li> <li>• Through the writing of a research essay</li> </ul>	<ul style="list-style-type: none"> <li>• College Composition</li> <li>• Advanced Writing</li> <li>• Public Speaking</li> <li>• Apologetics I</li> <li>• College to Career</li> </ul>

<p>5. Take information apart, critically examine it, and create solutions for local and global problems in a collaborative setting</p>	<ul style="list-style-type: none"> <li>• Through working with Excel spreadsheets, analyzing and solving assigned problems, building Excel workbooks utilizing instruction and information provided</li> <li>• Through quantitative data analysis</li> <li>• Through examining the global business environment</li> <li>• Through the comparative study of various cultures and customs</li> <li>• Through the study of Micro and macroeconomics</li> <li>• Through the successful completion of exams and various assignments in the above fields</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Skills</li> <li>• Quantitative Analysis</li> <li>• Global Business Environment</li> <li>• Culture and customs</li> <li>• Microeconomics</li> <li>• Macroeconomics</li> </ul>
<p>6. Acquire knowledge about starting and running nonprofit organizations</p>	<ul style="list-style-type: none"> <li>• Through the successful completion of exams</li> <li>• Through their written assignments</li> <li>• Through practical experience</li> </ul>	<ul style="list-style-type: none"> <li>• Starting and Managing Nonprofit organizations</li> <li>• Fundraising Development</li> <li>• Nonprofit governance</li> <li>• Essentials of nonprofit accounting</li> <li>• Internship</li> </ul>
<p>7. Design and build strategic business plans</p>	<ul style="list-style-type: none"> <li>• Through the completion of a strategic business plan</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Planning</li> </ul>
<p>8. Demonstrate an undergraduate level of comprehension in the fields of humanities and social sciences</p>	<ul style="list-style-type: none"> <li>• Through quizzes and exams</li> <li>• Through reading required and recommended material</li> <li>• Through personal study and writing research papers.</li> <li>• Through discussions and oral presentations</li> <li>• Other written assignments and oral presentations</li> <li>• Through the development of textual, timeless, and sermonic outlines</li> </ul>	<ul style="list-style-type: none"> <li>• Family Communication and Conflict Resolution</li> <li>• Christian Worldview and Ethics</li> <li>• History electives</li> <li>• Advanced Writing</li> <li>• Languages</li> <li>• Music Theory and Philosophy</li> <li>• Public Speaking</li> <li>• Micro and macroeconomics</li> </ul>

## **6. Library**

Evaluations of the library and learning resources include the employment of systematic practices with the purpose of ensuring the adequacy of materials as well as the effectiveness of the staff.

Scheduled processes that are repeated yearly include:

- observation of student use.
- a survey measuring presence in the library facility and/or online visits, understanding, and growth in using learning resources.
- evaluations of the staff are done formally on a yearly basis both through the head librarian and also through specific questions within the student survey.
- all materials are included in the Library Evaluation and then analyzed for projected changes if deemed relevant to EBIC goals.

The Head Librarian submits an assessment report to the EVPP each year and presents his/her recommendations, which in turn are considered by the President. If approved, the assessment feedback is incorporated into the institution's Strategic Plan and reflected in the projected budget as needed.

## **7. Policies**

All policies are reviewed and assessed each year. Each department reviews its policies and assesses their usefulness, application, and implementation. Each department's head must submit a report to the IE Director either verifying compliance with the policies in place, submitting a request for a new policy, or updating the existing policy. All recommendations are submitted to the President's Cabinet first. If the change request is not approved by the Cabinet, the department must continue following the existing policies. The Cabinet's approved modifications are submitted annually to the BOD for approval.

The IE Director also holds an annual "Institutional Policies Review workshop" with all staff and faculty. All staff members are reminded about BOD-approved policies related to the whole institution, and/or any changes to the existing policies or new policies, approved by the BOD, are brought to their attention and discussed. Each employee is also given a chance to provide feedback or request a change.

The faculty is involved in assessing all academic and faculty-related policies during various faculty meetings. Each suggestion is considered by the Cabinet. All new BOD-approved policies are brought to the faculty's attention as well.

The IE Director coordinates the review, assessment, and update of all policies.

Annual Timetable:

<b>Policies</b>	<b>Task</b>	<b>Time</b>	<b>Coordinator</b>
Institutional Policies	Staff Workshop – Review policies; discuss new BOD approved policies or changes made last year;	October	IE Director
Department related policies	Review and Assess	October	Department Heads
Department related policies	Submit Policy Assessment Report with recommended changes to the IE Director; confirm that all BOD approved policies are implemented within the department	November	Department Heads
All policies	Review recommended policy changes / new policies	Ongoing	President’s Cabinet
All policies	Submit all recommended changes and proposed new policies to the BOD Executive Committee	April or August	IE Director
Policy Manual	Publish a new version with the approved new/modified policies	June	IE Director

## 8. Strategic Plan

Elim Bible Institute and College's Strategic Plan serves as a foundation for a five-year ongoing planning cycle. The planning process takes into account both income and expenditure categories for the next five years. It also considers student enrollment as the driving force and assesses the enrollment trends. The institution's Strategic Plan is reviewed and assessed annually based on the following schedule:

<i>Strategic Plan Review and Modification Process</i>			
	<i>What</i>	<i>When</i>	<i>Who</i>
1	<b>Strategic Plan Assessment:</b>		
	Assess the objectives of the SP for the last calendar year; comment on their completion; if not completed - state the reason	January	Each Department Head
	Submit report to the IE Director	By Jan 31	Each Department Head
	Review goals for the following 4 years and assess their application, validity, and importance in light of current events	February	Cabinet members in collaboration with their employees
	Delete goals and objections from each section for the passed year, add goals for the fifth year - so SP reflects goals for the next 5 years	February	Cabinet members as applicable
	Send updated SP pages to the IE Director	February	Cabinet
2	Review the Cabinet recommended goals based on budget and other information	March	CEO, IE Dir, CFO
3	Discuss SP goals with board EC - get directors' feedback	April	EC, other BOD members, IE Dir
4	Submit a summary of the AMC students from the Management for Christian Leaders (MCL) class	the end of April	The MCL class teacher
5	Consider exiting students and alumni surveys feedback and update SP as applicable	May	CEO & IE Dir
6	Consider feedback from the MCL class	May	CEO & IE Dir
7	Create a First Draft of the updated SP	May	IE Dir
8	Review the updated SP draft with the Cabinet; send to the board for their review	1st week of June	CEO & IE Dir
9	Final SP review, update as requested, and approval	June - annual meeting	BOD
10	Distribute the updated SP to the appropriate constituents	June/July	IE Dir

## **9. Manuals**

All manuals and handbooks are submitted annually to the Board of Directors for review and approval. The BOD receives a comprehensive list of updates for each manual. The IE Director coordinates the release of new manual versions.

### ***a. Student Handbook***

The EBIC Student Handbook is reviewed and evaluated by the Resident Life Directors at the end of each semester. All recommended changes are submitted to the President's Cabinet for approval. The approved changes are made and submitted to the IE Director who submits them to the BOD for approval.

### ***b. Academic Catalog***

The Provost coordinates the evaluation process of the Academic Catalog annually and ensures that it's modified as needed. A new version of the Catalog is submitted to the IE Director by the end of July each year.

### ***c. Employee Manual***

The Administration Director, who also handles all HR tasks, coordinates the update process of this handbook. It is reviewed annually for compliance and accuracy. Recommended changes are presented to the President's Cabinet and the manual is updated as needed. A new version is submitted to the IE Director by the end of July.

### ***d. Faculty Manual***

The Provost coordinates the review, evaluation, and update of the Faculty Manual. An updated version is submitted to the IE Director by the end of July each year.

### ***e. BOD Manual and BOD Orientation Manual***

The BOD Manual is reviewed annually by the board's executive committee. Requests for changes are given to the IE Director who coordinates the update and revision process. All changes are reviewed and approved by the governing board.



## **10. Student Services**

At the beginning of each academic year, incoming freshmen participate in a Freshmen Experience Survey, which allows the institution to assess students' admitting experience.

At the end of each academic year:

- Freshmen are asked to take the Entrance Satisfaction Inventory through which they provide the institution with feedback about the quality of student life, student services, and student learning.
- AAS sophomores and AMC students participate in an exit survey that indirectly measures the satisfaction rate of meeting institutional objectives and assesses student life, student services, facilities, faculty, and student learning. It also provides students the opportunity to participate in Strategic Planning by providing a recommendation for three things that the institution should be focusing on in the near future.
- Students participate in a Student Ministry Assessment survey providing feedback on their ministry experience and assessing the opportunities for growth and skills development the ministry offered.
- First- and third-year students assess the library resources as well as services offered in the library, such as tutoring, writing lab, and study skills class.

At the end of each academic year, every department participates in an "annual department evaluation". The main mission/purpose of that department is considered in light of student services and the main goals for the given year are assessed. Based on assessment data new goals for the department are set. All assessment reports are submitted to the IE Director. The results are reviewed by the President's Cabinet.

## **11. Finances**

The financial stability and health of the institution are assessed with the following mechanisms:

### Weekly or Biweekly:

Weekly monitoring of receipts and payments is performed by the Chief Financial Officer, and cash flow is assessed in comparison with the overall cash flow plan. Deviations from the plan are identified, and modifications are made as needed.

On a biweekly basis (or more often when needed), the Chief Financial Officer and EVPP meet to monitor the actual financial position in comparison with the budget and cash flow plan. Any spending outside of budgeted amounts is identified and adjustments are made as needed. Individual department leaders are responsible for spending within budget guidelines and making management aware of needs that may exceed the planned budget.

### Monthly:

The Chief Financial Officer prepares monthly Balance Sheets and Profit and Loss reports, ensuring adjusting journal entries have been posted and all financial accounts have been reconciled and properly reported. The Cash Flow Plan is also brought up to date for actual spending against the original plan. The Chief Financial Officer meets with the EVPP to analyze monthly Profit and Loss statements as well as the updated Cash Flow Plan and assess the institution's financial health compared to the master budget. Monthly financial reports are distributed to the Financial Review Committee (consisting of a BOD treasurer, Chief Financial Officer, the FRC chairman - a BOD member, another BOD member, one outside rep, and the college EVPP) and if warranted, meetings are held to discuss concerns or strategies. Regular meetings of the FRC occur 3 - 4 times throughout the year at key times to discuss budget, cash flow, or audit issues.

Annually:

An annual audit is conducted by an outside firm to evaluate the processes, financial stability, and health of the institution. Ratio analysis is also conducted. Generally Accepted Accounting Principles (GAAP) are followed. The CPA firm has continued to offer helpful management comments over the years, and wherever feasible, adjustments are made in internal procedures to correct any concerns that have been noted.

**12. Facilities and Equipment**

The VP of Business Affairs and Facilities Director regularly assess the campus grounds and the institutional buildings. Based on the assessment results improvements are discussed with the EVPP and/or college presidents, priorities are established, and tasks are scheduled and executed.

The Student Exit Survey conducted annually provides the institution with feedback about its facilities and dorms. Dorm buildings are evaluated each summer. Repairs, painting, and general improvements are accomplished before the fall semester.

The IT department oversees and evaluates technology throughout the year. This includes monitoring Wi-Fi access and usage, the institution's network, printing services, firewall, security cameras, phones, as well as staff and faculty laptops/desktops. Updates are made as needed.

As our college has some historic buildings and some of them are closed, we anticipate renovation of those buildings as student enrollment increases. Our Strategic Plan reflects that goal. Each year the President, together with EVPP and his cabinet, considers the need for improvement and makes recommendations to the board.