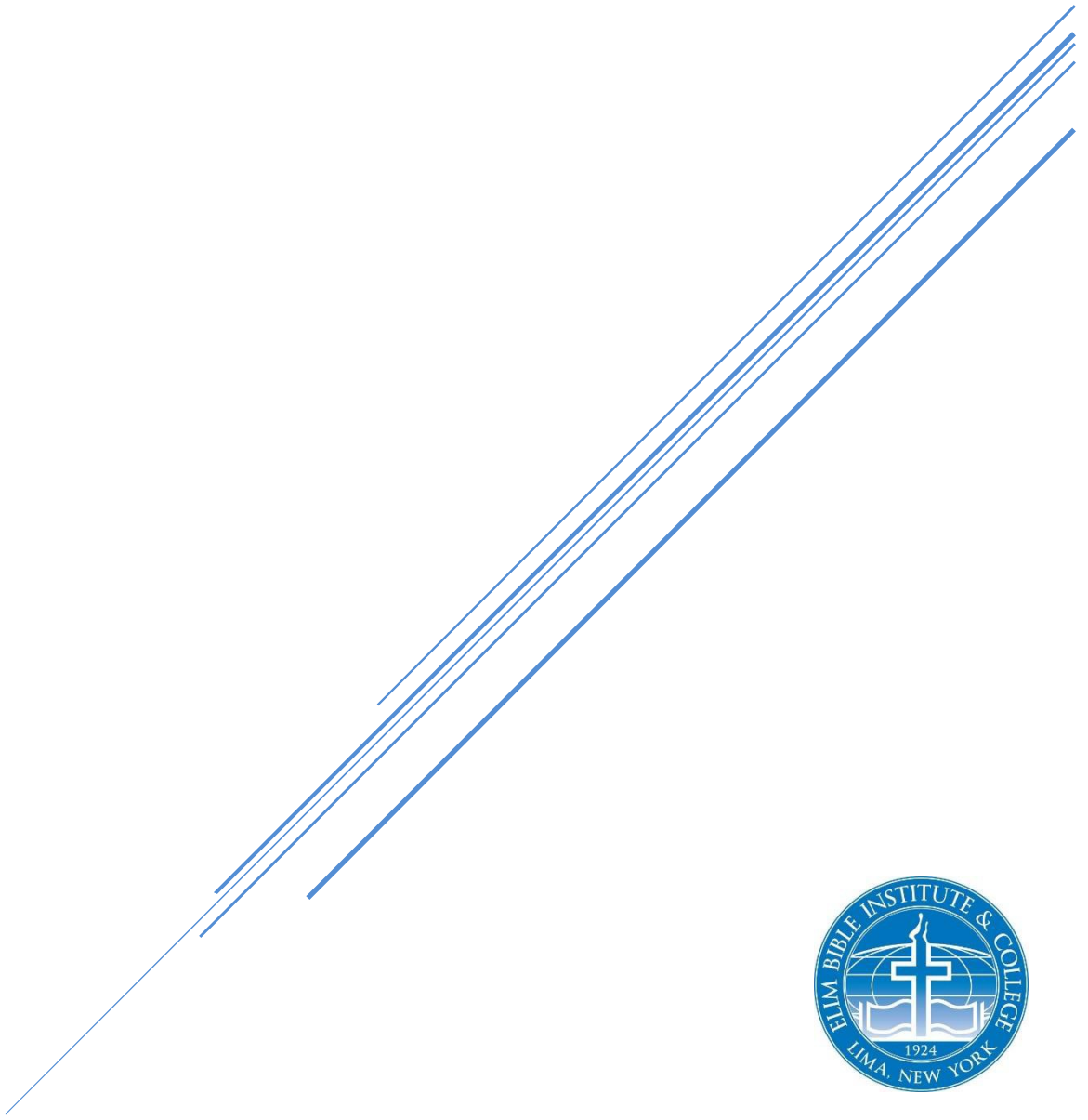


ASSESSMENT PLAN

As Approved by the Board of Directors in August, 2017



ELIM BIBLE INSTITUTE AND COLLEGE

Last Modified in: August, 2017

By: Institutional Effectiveness Director

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Introduction

EBIC is committed to 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. Opportunities for growth 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 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 our Board of Directors

Mission Statement

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

Objectives

Biblical Scholarship:

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

Spiritual Vitality and Formation:

- Define a measurable increase in personal spiritual formation.
- 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.

Relevance in Culture:

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

Discipleship & Servant Leadership:

- Exhibit a Christ-like leadership style of influence on other people.
- 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, with a view to promoting 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 revival ministry worldwide, who manifest the character of Christ and who minister in the power of the Holy Spirit. As these leaders are released into their individual callings and vocations, they enter society with a biblical world-view, 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 will receive an online form in the beginning of March each year. The evaluation form will be based on the BOD commitment statement, helping each director evaluate his/her performance.
- b. Results of the self-evaluation will be submitted to the chairman of the board and the president of the college.
- c. The chairman will contact each director who didn't give himself/herself good marks and encourage 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 also participate in a Governance Excellence Model board evaluation survey. The survey analysis report and a comparison report to last year are sent to all directors prior to the annual meeting. In June each year they discuss the results and identify the board's strength 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 Presidential Planning Team (PPT)
- The President's own written self-evaluation.

Each year in April the President writes his own self-evaluation based on the goals for that year expressed in the institution's Strategic Plan. He sends his self-assessment to the entire BOD. After reviewing the self-assessment, the directors have a chance to evaluate the president by responding to an anonymous assessment survey sent to them by the IE Director in the beginning of May. The PPT is also sent a similar assessment survey and is invited to participate in the evaluation process. All results are submitted to the IE Director who then analyses the data and compares it to the previous 2 years. The summary analysis are sent to all directors. They have the opportunity to review them prior to meeting in June. At the annual meeting, the directors discuss the president's assessment during the executive session, when the President is asked to leave the meeting at that time. After such discussion, the President is given oral feedback and recommendations based on the survey and the directors' feedback. The President is also given an opportunity to respond to the assessment comments.

All staff members are evaluated based on their job description, which are updated on a regular basis in order to reflect current duties and expectations. During each coaching session, goals are defined for the next period and then evaluated accordingly during the following coaching session. The purpose is to help each employee to improve their planning and performance. The key is to

understand the reason of 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 Vice President of Academic Affairs
- Student course evaluation – students are required to complete a survey for each course through Populi. The survey results are reviewed by the Vice President of Academic Affairs and forwarded to each instructor. The survey summary is also made available to the President.
- Faculty Self-evaluation – full-time teachers conduct a Faculty Self-Evaluation prior to their annual assessment meeting. The evaluation is then reviewed and discussed by the VP of Academics during their annual review session.
- Annually all Faculty undergo a collaborative evaluation with the Vice President of Academic Affairs. The Program Chair may assist the VP with some adjunct faculty assessment.
- 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"> • Evaluation Process (Exhibit 1) 	June Board Meeting	Board of Directors
Department Heads	<ul style="list-style-type: none"> • Job Description • Employee Coaching Leadership Forms • Professional Development Forms 	At least once a year – determined by the president and scheduled in advance	President
Faculty	<ul style="list-style-type: none"> • Job Description • Course Evaluation • Professional Development Forms • Written self-evaluation • Faculty Performance Evaluation Forms 	Annual review: June – August In-class evaluation: throughout the year	Vice President of Academic Affairs
Staff	<ul style="list-style-type: none"> • Job Description • Employee Evaluation Forms • Professional Development Forms 	At least 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 and associate degree programs are measured at 150% of the expected time for completion. The results are published on the institution's website under the "student right to know" tag.

Student-teacher ratio and the average classroom size is 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 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 in order to determine our success in accomplishing the mission and the objectives of EBIC.

The following Rubrics are used for each Program Evaluation:

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

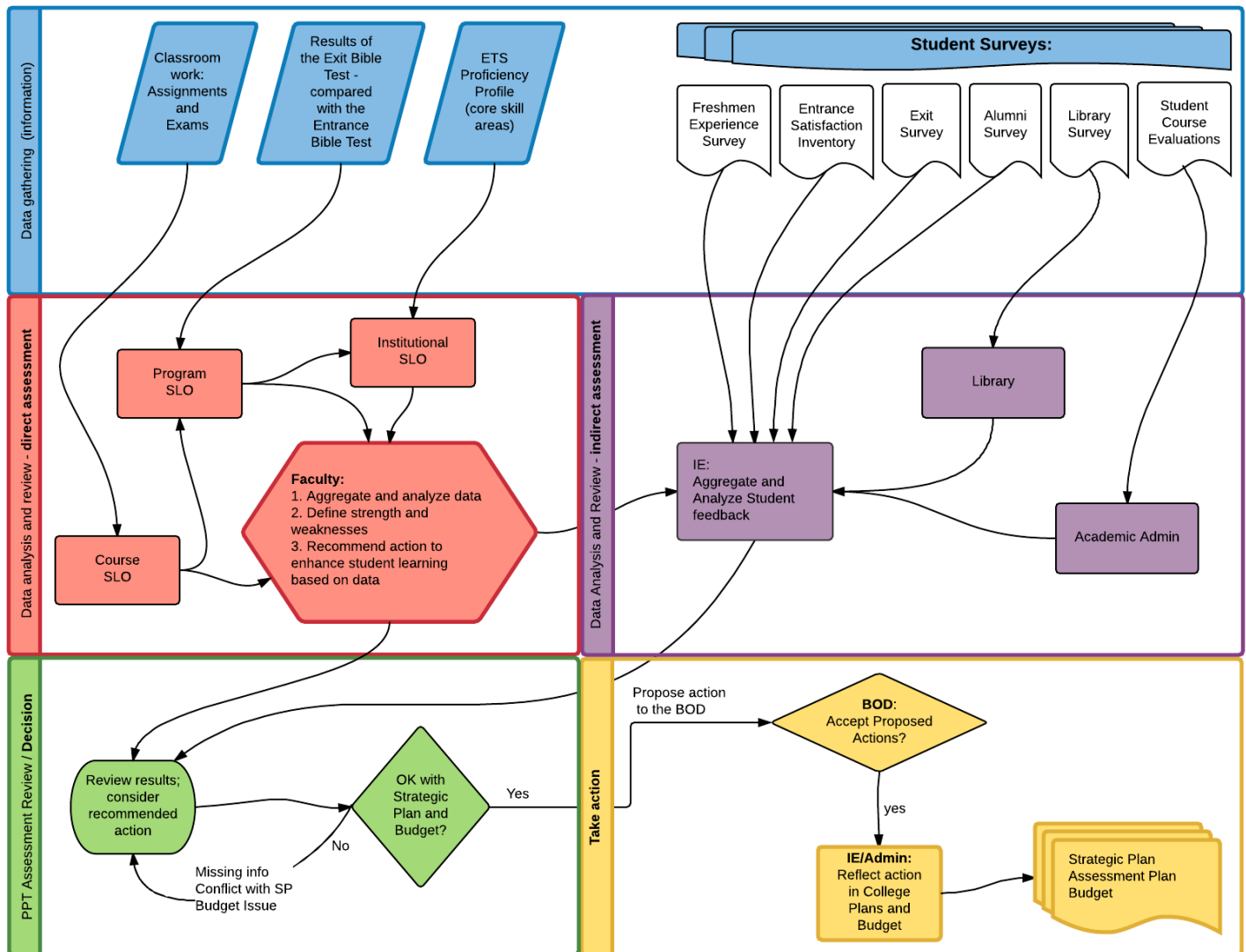
Rating scale: 3 = Excellent, 2 = Acceptable, 1 = Needs Improvement, 0 = No Data

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 clearly 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 on the diagram below:



Instruments used for SLO:

Direct:

- Exams, papers and assignments on the Course level
- Entrance and Exit Bible test on the Program level
- ETS Proficiency Profile test on the Institutional level
- Internship Experience Paper

Indirect:

- Student course evaluation – course and program level
- AAS sophomores and AMC student Exit survey – institutional level
- Alumni Survey – institutional level
- Entrance Satisfaction Inventory
- Freshmen experience survey
- Library Survey
- Student Ministries Assessment
RA Ministry assessment
- Workstudy assessment

Formative:

- Individual student course evaluations
- Course exams, papers, and assignments

Summative:

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

Elim Bible Institute and College
Direct Methods for Assessing **All Student Learning Outcomes**

Learning Objective	Measure Used	Sample Group
Demonstrate critical thinking skills, reading comprehension, and writing skills	<ul style="list-style-type: none"> • Through the successful completion of mid-term and final exams. • Through their written assignments and portfolios. • Through oral presentations. • Through budget assessment assignment • Through working with Excel spreadsheets, analyzing and solving assigned problems, building Excel workbooks and spreadsheets utilizing instruction and information provided • Through class discussions • Through applying critical evaluation of presented theological views 	<ul style="list-style-type: none"> • College Composition • EESL course • Business Math • Computer Skills • THEO courses
Demonstrate a measurable increase of Biblical knowledge.	<ul style="list-style-type: none"> • Through the successful completion of mid-term and final exams. • Through the writing of a research essay. • Through giving evidence of understanding the genres of Biblical literature in quizzes. • Through expressing the major theme of each book of the Bible in quizzes. • Through the completion of reading assignments. • Through summarizing the lives of major characters in the Bible in 	<ul style="list-style-type: none"> • BIBL courses • THEO courses
Exhibit an increasing comprehension of the historical setting of the Bible	<ul style="list-style-type: none"> • Through the successful completion of the final exam. • Through the writing of a research essay. • Through responding to discussion questions. • Through defining specific historical contexts mentioned in the Bible in writing assignments. • Through the writing of reading- 	<ul style="list-style-type: none"> • BIBL courses • HIST courses

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<p>Define a measurable increase in personal spiritual formation</p>	<ul style="list-style-type: none"> • Through the personal application of scripture in reflection postings and discussion questions. • Through grace-filled interaction with the community. • Through thoughtful responses to discussion questions. 	<ul style="list-style-type: none"> • PRTH courses • MNST courses
<p>Provide opportunities for students to embrace our Pentecostal heritage and learn to exercise charismatic gifts and experience the presence of God</p>	<ul style="list-style-type: none"> • Through exploring the Scriptures dealing with the Personhood of the Spirit and the Trinity • 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. • Through participation in discussion questions. • Through participating in chapels, prayer week, and other special events on campus. 	<ul style="list-style-type: none"> • THEO2023 • MNST courses
<p>Demonstrate knowledge of the principles used to understand various cultures and communities</p>	<ul style="list-style-type: none"> • Through the identification of modern and postmodern principles in the writing of reflection essays. • Through engaging in the classroom conversations. 	<ul style="list-style-type: none"> • PHIL courses • HUMN courses • PSYC courses • MNST courses
<p>Display the ability to form effective strategies for relevant ministry in any community</p>	<ul style="list-style-type: none"> • Through participation in discussion questions. • Through responding to case studies. 	<ul style="list-style-type: none"> • PHIL courses • HUMN courses • PSYC courses • MNST courses
<p>Exhibit a Christ-like leadership style of influence on other people.</p>	<ul style="list-style-type: none"> • Through student ministry opportunities. • Through NYSUM peer evaluations. • Through self-reflection journaling exercises. 	<ul style="list-style-type: none"> • MNST courses • NYSUM Internship • Student Ministries • RA

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Exemplify a biblical work ethic.	<ul style="list-style-type: none">• The student will regularly and punctually attend class.• The student will demonstrate a readiness to learn while in class.• Through the timely completion of reading assignments.	<ul style="list-style-type: none">• All courses
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Elim Bible Institute and College
Direct Methods for Assessing Year in the Son Program Student Learning

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

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

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

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

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<p>Increase in knowledge of the Bible and Theology</p>	<ul style="list-style-type: none"> • Through the successful completion of mid-term and final exams. • Through the writing of a research essay. • Through giving evidence of understanding the genres of Biblical literature in quizzes. • Through expressing the major theme of each book of the Bible in quizzes. • Through the completion of reading assignments. • Through summarizing the lives of major characters in the Bible in writing assignments. • By comparing the results of the Bible Entrance Test and the Graduate Level Bible Test. 	<ul style="list-style-type: none"> • BIBL courses • THEO courses
<p>Exhibit an increasing comprehension of the historical setting of the Bible</p>	<ul style="list-style-type: none"> • Through the successful completion of the final exam. • Through the writing of a research essay. • Through responding to discussion questions. • Through defining specific historical contexts mentioned in the Bible in writing assignments. • Through the writing of reading-response essays. 	<ul style="list-style-type: none"> • Old Testament Literature • History of Ancient Israel • History of the Christian Church
<p>Define a measurable increase in personal spiritual formation</p>	<ul style="list-style-type: none"> • Through homework assignments • Through interaction with the assigned reading and the successful completion of the unit exams. • Through reading the assigned textbooks and successful completion of the research assignments. • Through the personal application of scripture in reflection postings and discussion questions. 	<ul style="list-style-type: none"> • Foundations for Life • Victorious Christian Life • Spiritual Formation classes

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Express a personal spiritual lifestyle through biblical Christian practices	<ul style="list-style-type: none"> • Through the writing of a reflection essay. • Through participation in discussion questions. • Through journaling exercises. • Through outreach opportunities and internship 	<ul style="list-style-type: none"> • Foundations for Life • Victorious Christian Life • Internship • Student Ministries
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Direct methods for assessing Applied Ministry Certificate program's student learning outcome

Learning Objective	Measure Used	Sample Group
Demonstrate a measurable increase of Biblical knowledge.	<ul style="list-style-type: none"> • Through the successful completion of mid-term and final exams. • Through the writing of a research essay. • Through giving evidence of understanding the genres of Biblical literature in quizzes. • Through expressing the major theme of each book of the Bible in quizzes. • Through the completion of reading assignments. • Through summarizing the lives of major characters in the Bible in writing assignments. • By comparing the results of the Bible Entrance Test and the Graduate Level Bible Test. 	<ul style="list-style-type: none"> • BIBL courses • COMM courses • LANG course
Exhibit the capability to communicate effectively	<ul style="list-style-type: none"> • Through written assignments • Through oral presentations • Through the development of textual, timeless and sermonic outlines • Through exams • Through the completion of weekly essay assignments • By participating in class interviews 	<ul style="list-style-type: none"> • Public Speaking and Preaching I & II • Pastoral Ministry • Capstone • Apologetics • Management for Christian Leaders • Capstone
Demonstrate the ability to lead other people	<ul style="list-style-type: none"> • Through student ministry opportunities. • Through self-reflection journaling exercises. • By assuming an RA role • By leading worship and student ministry groups 	<ul style="list-style-type: none"> • Worship Leadership • Pastoral Ministry • Student Ministries • RA

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<p>Acquire the specific skills, and demonstrate the necessary ability to minister in one or more areas of the church</p>	<ul style="list-style-type: none"> • Through student ministry opportunities. • Through written assignments • Through oral presentations • Through classroom discussion • Through the writing of reading-response essays • By leading worship and student ministry groups 	<ul style="list-style-type: none"> • Public Speaking and Preaching I & II • Pastoral Ministry • Capstone • Management for Christian Leaders • Worship Leadership • Prophetic Ministry
<p>Reveal the character of Christ in the way of socializing</p>	<ul style="list-style-type: none"> • Through grace-filled interaction with the community. • Through thoughtful responses to discussion questions. • Through student ministries • By being an RA • Through the personal application of scripture in reflection postings and discussion questions. • 	<ul style="list-style-type: none"> • Spiritual Formation • Student Ministries • RA
<p>Be able to express his/her life-calling and goals</p>	<ul style="list-style-type: none"> • Through developing their own mission and vision statement • By developing a timeline of their past life history and connecting that to their future goals and ministry objectives • Through journaling reflecting on their call and destiny • By writing their personal portfolio 	<ul style="list-style-type: none"> • Capstone • Senior interviews

At the end of each academic year all full-time faculty and some adjuncts are asked to participate in student learning outcomes assessment, as well as curriculum and program assessment and selected courses' assessment. The summary of direct measures of the courses' SLO are included in a summary assessment report. The results are reviewed and discussed during the faculty assessment meetings. 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.

6. Library

Elim's Library Assessment Plan was developed in the beginning of 2014. Currently a Library Student Survey (**Exhibit 3 – Library Survey**) is used to assess the library's services provided at our college. We use the assessment results to determine changes and improvements that should be made. It is also reflected in our 5-year Strategic Plan. The student survey is conducted annually in order to determine if we are supporting learning, teaching, and doing research.

The library collections are also assessed regularly by the Head Librarian to determine if they sufficiently meet the needs of our students. The Head Librarian submits an assessment report to the VP of Academic Affairs each year and presents 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 their policies and assesses their usefulness, application, and implementation. Each department's head must submit a report to the IE Director either verifying the implementation of the policies in place, or submit a request for a new policy or an update to an existing policy. All recommendations are submitted to the PPT first. If the request for change is not approved by the PPT, the department must continue following the existing policies. The PPT'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.

Faculty is involved in assessing all academic and faculty related policies during various faculty meetings. Each suggestion is considered by PPT. 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:

Policies	Task	Time	Coordinator
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	On going	PPT

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

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 PPT for approval. The approved changes are made and submitted to the IE Director who submits it to the BOD for approval.

b) Academic Catalog

The Vice President of Academic Affairs 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 PPT 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 Vice President of Academic Affairs 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

In 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 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.

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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 PPT.

11. Finances

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

Weekly:

Weekly Profit and Loss statements are generated and posted to the internal cash flow budget to assess our financial health against the approved master budget. Weekly meetings are held between the President and the Chief Financial Officer at which budget variances are noted and discussed. All expenses outside the normal parameters of the master budget are either denied or approved during these weekly meetings.

Monthly:

The Chief Financial Officer and the President analyze monthly Profit and Loss statements 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), and the President and if warranted, meetings are held to discuss concerns or strategies.

Annually:

An annual audit is conducted by an outside firm to evaluate the processes, financial stability and health of the institution. A Ratio analysis is also conducted.

12. Facilities and Equipment

Twice annually, the President and Facilities Director do a walk through campus in order to assess the campus grounds and the institutional buildings. Based on the assessment results improvements are scheduled to be conducted during the summer before students arrive in the fall.

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 his PPT, considers the need for improvement and makes recommendations to the board.