
INSTITUTIONAL EFFECTIVENESS

A Comprehensive Assessment Plan

Accredited colleges and universities should be seeking ways to improve the quality of their programs and services and to demonstrate that quality to prospective students. It is essential that institutions of higher learning be able to provide evidence attesting to the strength and success of their programs. The study of evaluation and outcomes assessment provides feedback needed for growth and improvement.

At Trinity Baptist College, four questions provide the foundation for institutional effectiveness:

1. Is there a Biblical and educational mandate for evaluation and assessment?
2. Are the institution's objectives valid?
3. Do we know that learning is (and has been) taking place?
 - Outcomes assessment involves gathering and evaluating both quantitative and qualitative data which demonstrate congruence between the institution's mission, goals and objectives, and the actual outcomes of its educational programs and activities.
4. Is there a plan designed to ensure institutional effectiveness?

This document has been prepared in an attempt to address these four questions and to describe Trinity Baptist College's evaluation and assessment plan.

I. REASONS FOR EVALUATION AND OUTCOMES ASSESSMENT

- A. Evaluation and outcomes assessment are rooted in the Word of God.
 1. The need for self-examination – I Corinthians 10:12, 1:28; II Corinthians 13:5
 2. The call to excellence – I Corinthians 10:31; Philippians 1:10; Colossians 3:17
 3. The coming judgment seat of Christ – Romans 14:10-12; II Corinthians 5:10
- B. Evaluation and outcomes assessment are necessary for internal improvement.
 1. Program planning
 2. Documentation of student achievement
 3. Documentation of institutional effectiveness
- C. Evaluation and outcomes assessment are required by our accrediting agency, the Transnational Association of Christian Colleges and Schools.
- D. Evaluation and outcomes assessment are expected by educational consumers and donors.
- E. Evaluation and outcomes assessment are demanded by the importance of our mission.
- F. Evaluation is a journey, not a destination.

II. TRINITY BAPTIST COLLEGE MISSION STATEMENT

A. The purpose of Trinity Baptist College is to prepare Christian men and women for life and ministry. This mission will be accomplished through a higher educational program of Biblical, general, and professional studies. Education at the College is provided within the context of the local church with emphasis on Christian values; spiritual development, high academic standards, and practical application to enable learners to live lives of personal fulfillment and Christian Service

B. Student Objectives

Within the framework of this purpose, the college provides education that will enable the student to achieve the following objectives:

1. Student Spiritual Goals

- a. To become spiritually and emotionally mature, to develop an honest meaningful life of faith and integrity of character.
- b. To be able to win others to a saving knowledge of the Lord Jesus Christ.
- c. To develop a heart for local church ministry, which reflects not only personal convictions regarding the truth, but also a servant's attitude in serving a flock through conscientious, dedicated, and sacrificial labor.
- d. To gain a good working knowledge of the Bible as God's preserved Word and to be able to formulate a Bible-based theology, to discern doctrinal truth from error, and to support that faith with Scripture.
- e. To be able to communicate the practical implications of the Christian faith and to apply them to ethical issues of our day.
- f. To possess spiritual consistency, personal integrity, and evangelistic zeal.
- g. To be able to personalize the Word of God through careful research and study.

2. Student Educational Goals:

- a. To communicate effectively in speaking and writing of the English language.
- b. To develop an adequate self-understanding as a basis for understanding others, their institutions, and cultures.
- c. To know and appreciate the republic's history and heritage and learn to exercise one's rights and responsibilities as a citizen.
- d. To be able to counsel individuals, discern their needs, and help them grow personally and spiritually.
- e. To develop skills and understanding adequate for the work one is to do vocationally.

- f. To mature mentally. In cognitive development, each student is expected to maintain intellectual honesty in the Biblical, professional, and general educational disciplines. One is also encouraged to read widely, challenge concepts, investigate alternative points of view, and draw one's own conclusions after examining all possibilities in the light of Scripture.
- g. To be able to approach problem solving through analytical thinking.
- h. To acquire a body of knowledge common to higher education and develop the skills and understanding in the context of one's chosen field of study.
- i. To develop competencies in the use of tools and methodologies appropriate to the pursuit of higher learning in order to continue learning throughout life.

C. Institutional Objectives

To the end that students are challenged to fulfill the above-mentioned spiritual and educational objectives, Trinity Baptist College strives to achieve the following institutional objectives.

1. Institutional Spiritual Goals

- a. To promote theological education founded upon the Bible as the written, infallible, authoritative, and preserved Word of God..
- b. To provide a spiritually stimulating learning environment and chapel program.
- c. To maintain a Christian perspective of concern, cooperation, helpfulness, and encouragement.
- d. To impart techniques and tools for Christian service so that students and graduates can biblically and effectively carry out the ministry in which God places them.
- e. To encourage a balance of personal godliness, academic competence, and practical Christian service.

2. Institutional Educational Goals

- a. To retain an academically credentialed Faculty that balances intellectual stimulation and practical application
- b. To offer courses that will apply the Bible academically and practically..
- c. To promote an educational atmosphere that encourages an open Faculty-student relationship both in and out of the classroom.
- d. To maintain a library that provides resources consistent with the college purposes, goals, objectives, and curriculum.

- e. The college encourages Faculty development, research, and publication.

III. EVALUATION AND ASSESSMENT PLAN

A. Student Evaluation: Student academic and spiritual development is systematically evaluated according to this assessment plan using professionally evaluated assessment tools. Attainment of growth and achievement is the responsibility of the Senior Vice President, and Dean of Students.

1. Types of evaluation

- a. Entrance Exams – Diagnostic tests are given to new students following acceptance which guide freshman registration decisions.
- b. Pre & Post Exam – These exams are given to evaluate knowledge when entering a program of study and when exiting a program upon completion of the program of study.
- c. Information Forms/Surveys – These materials collect data to assist advising the individual student or developing applications.
- d. Embedded Assessments – These assessment options are drawn from current academic evaluation materials.

2. Description of Student Assessment Materials

a. Placement Exams

- i. Reading Comprehension (Appendix 26) – This test determines the reading grade level and comprehension.
- ii. English Placement (Appendix 8) – This test determines the level of English proficiency.
- iii. MAT110 Placement (Appendix 19) – This test determines whether a remedial math class is needed for elementary education majors
- iv. MAC2105 Placement (Appendix 18)– This test determines whether a student starts with MAT1033 Intermediate Algebra or MAC2105 College Algebra.
- v. BUS103 Computer Applications Proficiency (Appendix 4)– This test determines whether a student has sufficient computer proficiency to waive BUS103 Computer Applications. .

b. Pre & Post Exams

General Bible Knowledge Test (Appendix 12) – Each entering student and graduate is administered the same general Bible knowledge exam to determine the progress the student has made.

- c. Information Forms/Surveys
 - i. Vocational Information Form (Appendix 30) – Each graduating student completes a form providing details of the types of employment opportunities they are seeking and allows the college to better assist in job placement for graduates.
 - ii. Graduating Senior Survey (Appendix 15) – Each graduating student completes a survey focusing on the college's spiritual and educational objectives
 - d. Embedded Assessments
 - i. Each instructor in coordination with their course syllabus and guidance from the Institutional Effectiveness Committee will spotlight key assessment strategies and completed performance tasks which point toward satisfaction of course objectives and program learning outcomes.
 - ii. Embedded assessments are instructor designed evaluation tools, included in specific courses.
3. Use of Student Assessment Materials
- a. Entrance Exams
 - i. Reading Comprehension (Appendix 26) – This test is used by the Academic Office to guide registration results provided to the registrar and advisor in determination of whether the student is able to handle a standard class load or whether a light load should be recommended.
 - ii. English Placement (Appendix 8) – This test is used by the Academic Office to guide registration results provided to the registrar and advisor in determination of what English level the student should be placed in.
 - iii. MAT110 Placement (Appendix 19)– This test is used by the Academic Office to guide registration results provided to the registrar and advisor in determination of whether the education student needs to take any prerequisite math courses.
 - iv. MAC2105 Placement (Appendix 18) – This test is used by the Academic Office to guide registration results provided to the registrar and advisor in determining initial placement in MAT1033 or MAC2105.
 - v. BUS103 Computer Applications Proficiency (Appendix 4)– This test is used by the Academic Office to determine if the student has sufficient computer skills to waive BUS103 and/or proceed to BUS215.
 - b. Pre & Post Exams

General Bible Knowledge Test (Appendix 12) – Information from the Bible Knowledge Test is tracked and recorded within “4-year” cohorts to determine identifiable group progress. This information is shared with Strategic Long-Range Planning Team, and the Educational Policies Committee.

c. Information Forms/Surveys

- i. Vocational Information Form (Appendix 30) – The results of this form are provided to the Administration, the Dean of Students, and the Strategic Planning Committee.
- ii. Graduating Senior Survey (Appendix 15) – The results of this survey are provided to the administration and Institutional Effectiveness Committee

d. Embedded Assessments

The results of specific student performance tasks will be provided to the department head and the assessment team for evaluation. A report will be given to the Institutional Effectiveness Committee

- B. Program Evaluation: Institutional purposes, major fields and student services are systematically evaluated according to this assessment plan using a diverse set of instruments and reports. Attainment of purposes and goals is the responsibility of the Senior Vice President, the Institutional Effectiveness Committee, Alumni Director, and the Dean of Students.

Responsibility

The academic program review will be directed by the Director of Institutional Effectiveness. He/She will convene a committee of at least 3 individuals including himself. The committee should include at least one faculty member from within the department being reviewed and one faculty member from outside the department.

Rationale

The purpose for completing an Academic Program Review is to evaluate the effectiveness and credibility of programs at Trinity Baptist College. The objectives are as follows:

1. Assess program educational effectiveness
2. Evaluate program outcomes and student learning outcomes
3. Determine cost effectiveness of the program
4. Assess need for revisions to curriculum, faculty, facilities, etc.
5. Determine viability of program continuation.

Process

All programs will be reviewed every five years. The major areas of evaluation are quality, need, demand, and cost (Conrad and Wilson, 1985; Wilburn, 1995).

1. The review committee will be composed of at least 3 faculty members including at least one from within the department under review and one external member. Faculty may be full-time or part-time.
2. A summary report will be reviewed in the Faculty Meeting.
3. The report must address each area of the program review template (Appendix 26) with particular note of strengths, weaknesses, and recommendations.
4. A timetable with goals and objectives for improvements will be developed in consultation with the Administration and necessary adjustments will be reflected in the Long Range Plan.

Timetable

The review will occur each year and begin in the summer, continuing throughout the year. A final report is due by May 30th.

Schedule of Program Reviews:

<u>Review Year</u>	<u>Program</u>	<u>Concentrations</u>
2014, 2020	Biblical Studies	Pastoral Theology, Missions
	Business Administration	Management
2016, 2021	Education	Elementary, Special Education
	Business Administration	Accounting, Sport Management
2017, 2022	Biblical Studies	Church Ministries, Music
2018, 2023	Education	Secondary, Interdisciplinary (2 yr)
	Biblical Studies	Interdisciplinary Studies (4 yr), Counseling

Criteria

The following areas are to be reviewed:

1. Enrollment, retention, completion rates, placements rates and trends
2. Comparability of degree plan
3. Instructional Staff Listing rating quality of professors in terms of academic preparation/credentials, expertise, experience, and meeting of accreditation guidelines.
4. Quality of instruction (review of student course evaluations, peer reviews, and faculty observation by administration)
5. Compatibility of program objectives with college mission.
6. Accomplishment of program learning outcomes (learning outcomes will be assessed by using a combination of direct measures (i.e. grades), embedded assessments, pre/post-tests, etc.)
7. Appropriateness of program scope and sequence including core courses, general education courses, and electives.
8. Curriculum map and adequacy of content covering program outcomes
9. Adequacy of support for program (library, technology, administration, office, facilities)
10. Satisfaction of alumni with program preparation.

Assessments

1. Types of Assessment
 - a. Curricular/Academic Program Review – Information collection materials which assist in guiding academic progress, including

Program Learning Outcomes, Curriculum Mapping and Embedded Assessment

- b. Satisfaction Surveys/Suggestions – Information collection materials which seek data for program improvement.
 - c. Professional Development Review – Evaluation of the program of professional strengthening of skills for Faculty and staff.
 - d. Alumni/Community Evaluation – Data collection tools used for all alumni and any community application which may be applied to program improvement.
2. Description of Program Assessment Materials
- a. Curricular/Academic Program Review
 - i. Curriculum Survey (Appendix 9)– This survey seeks Faculty input on our program of coursework which may require review, revision, replacement or sequencing. It also seeks overview information on institution excellence.
 - ii. Curriculum Mapp (Appendix 5)- This process is designed to align instruction with desired course goals & program outcomes. The map illustrates communication through the syllabus, levels of instruction, and assessment options.
 - iii. Undergraduate and Graduate Course Evaluations (Appendix 14 & 29)– This course by course evaluation of the academic program seeks student participation and evaluation of course value and relevance as well as instructor knowledge, methods and interactions.
 - iv. Program Learning Outcome Evaluation (Appendix 31)– This academic review is conducted by a Faculty Committee which annually convene for the purpose of reviewing academic data. The Program Learning Outcomes are set by the faculty for broad student achievement within a major concentration. Student achievement of outcomes are to be measured in selected courses through tools that are integral to (embedded in) a course evaluation. Additionally courses are reviewed for key elements via Curricular Mapping exercises.

The specific assessments and maps are designed to support the measurable criteria of the Learning Outcomes written for a particular concentration within a major.
 - v. Program Review Template (Appendix 25) – This template is completed for each program under review. It details all areas of consideration including enrollment and retention, program comparability, library resources, learning outcomes, SWOT analysis, and strategic recommendations
 - b. Satisfaction Surveys/Suggestions

- i. Senior Placement Form (Appendix 31)– This instrument collects personal information that can be used to assist in the career placement program for students.
 - ii. Graduate Survey (Appendix 13)– This instrument collects broad program information from graduating seniors.
 - iii. New Student Survey (Appendix 20)– Collects program information from the newest students about why they chose Trinity Baptist College and what factors influenced their decision.
 - iv. End of Year Evaluation (Appendix 7)– This is an electronic survey completed by all students in order to evaluate the various program elements of the college as well as the overall strengths and weaknesses. The survey is completely anonymous and students are asked to evaluate all departments and various functions of the college. Additionally, students are given the opportunity to comment on any concerns they may have which are not specifically addressed in the survey.
 - v. Library Survey (Appendix 17) – This is an electronic survey administered through Populi and available for all students both on campus and online to evaluate the various facets of the library including collection, service, facility, etc.
- c. Professional Development Review
- In-Service Survey (Appendix 16)– Seeks the opinion of the Faculty and staff on the Professional Development Program that precedes the fall semester.
- d. Alumni/Community Evaluation
- i. Alumni Survey (Appendix 1)– Alumni are asked to provide overall program evaluation touching on personal and academic development, relevance and diversity of courses and programs, quality of Faculty and preparation for ministry.
3. Use of Program Assessment Materials
- a. Curricular/Academic Program Review
 - i. Curriculum Survey (Appendix 32)– This survey is distributed by the Educational Policies Committee to all Faculty (full-time, part-time and adjunct). Survey findings are shared with the Faculty and the Strategic Long-Range Planning Team. Recommendations for curriculum changes are discussed with the Senior Vice President and presented to the Faculty in accordance with the Faculty Organization Document. Approval is obtained by the President and/or Trustees before changes are implemented.

- ii. Curriculum Map (Appendix 5)– The Curriculum mapping component:
 - a) Evaluates the programs and the courses within the programs.
 - b) Programs are mapped for written outcome statements, and the level of instruction expected: Introduced, Reinforced, Mastered
 - c) Course syllabi are mapped in coordination with the program and its related course outcomes, its related learning methods, and its related assessment elements such as embedded assessments.

- iii. Undergraduate/Graduate Course Evaluations (Appendix 14/29)– Forms have been developed by the Academic Office with consultation from the Educational Policies Committee and the findings are discussed with individual Faculty members if deemed necessary by the Senior Vice President or if requested by the Faculty member.

- iv. Program Learning Outcome Evaluation (Appendix 31)– Learning Outcomes for each Program (major and concentration) have been written and approved by the faculty teaching within each major. Achieving Program Learning Outcomes guides academic evaluation.

Evaluating Program Learning Outcomes with Curriculum Mapping and embedded assessments is an annual process and the results, compiled as a report is distributed to the Senior Vice President, the Long Range Planning Committee, the faculty as a group, and the college President in April each year. It reviews the amount of success evidenced by upper classmen of each academic concentration. This is an indicator based on achievement of students within a concentration.

- vi. Program Review Template (Appendix 25) – The completed template is submitted to the Senior Vice President. He will determine next actionable steps including, but not limited to, review of academic components by Educational Policies Committee, facility requests by administration, library needs by library committee, etc.

- b. Satisfaction Surveys/Suggestions
 - i. Senior Placement Form (Appendix 31)– This survey information is retained in the Alumni Director’s and Senior Vice President’s office to assist in career placement.
 - ii. Graduate Survey (Appendix 13)– The findings in these surveys are shared with the Trustees, , Educational Policies Committee, and Faculty.

- iii. New Student Survey (Appendix 20)– These evaluations are shared with the Administration and Strategic Long-Range Planning Team. The suggestions of students are considered on a regular basis by the Administration. Approved suggestions are disbursed to the proper departments in order to make necessary changes.
 - iv. End of Year Evaluation Survey (Appendix 7)– These evaluations are shared with the Administration and Strategic Long-Range Planning Team. The suggestions of students are considered on a regular basis by the Administration. Approved suggestions are disbursed to the proper departments in order to make necessary changes.
- c. Professional Development Review
- In-Service Survey (Appendix 16)– This material is collected annually and is used by the Academic Office in making Professional Development decisions for ensuing years. It is shared with the Faculty, and Senior Vice President.
- d. Alumni/Community Evaluation
- i. Alumni Survey (Appendix 1)– Information is collected every 5 years and shared with the Trustees, Administration, Educational Policies Committee, and Faculty and is used in strategic planning.
- e. Comprehensive Institutional Assessment Plan and Program Change
- i. Program changes will be based on assessment outcomes.
 - ii. Input is sought from appropriate committees and administrative personnel. A Comprehensive Institutional Assessment Plan is developed and reviewed by the Faculty and the Institutional Effectiveness Committee and the Senior Vice President. It is presented to the Senior Vice President to be shared with the President and Trustees for official action.
 - iii. The Comprehensive Institutional Assessment Plan is updated annually, in coordination with the Long-Range Planning Process. A major revision will occur at least once every five years.
- C. Faculty Evaluation: All faculty, full-time, part-time, and adjunct are systematically evaluated according to this assessment plan. This is the responsibility of the Senior Vice President. This assessment plan is also included in the faculty manual.
- 1. Teacher-Evaluation Instruments
 - a. Rationale
 - 1) To fulfill the responsibility God has given us in the field of education, we must constantly evaluate ourselves, as given in Titus 2:7, “In all

things shewing thyself a pattern of good works: in doctrine shewing uncorruptness, gravity, sincerity.”

- 2) To recognize that evaluation of the effectiveness of teaching is a basic, if not the most important, function of a curriculum coordinator and the administration.
- 3) To take into account that faculty evaluation must be based on a cooperatively determined concept of teacher effectiveness.
- 4) To make every effort to come to grips with the exceedingly difficult task of providing well-reasoned, defensible procedures for teacher evaluation that requires one to differentiate and value human behavior.
- 5) To accept and promote the fact that the members of a profession must be responsible for assessing their performance, and for developing and attaining high standards of competence.
- 6) To provide a means of checking job performance against job requirements.
- 7) To help faculty members appreciate the importance of developing the attitude of self-evaluation which will motivate them to strive for a high level of performance.
- 8) To provide the basis for supervisory in-service development programs and activities.
- 9) To provide a means of meeting job satisfaction of faculty members through their quest in realizing the goals of individual-school-community-church.
- 10) To improve and develop the faculty member in his present job and assist him in achieving success.

b. Specifics

This is a comprehensive evaluation program. The following principles are to be considered.

- 1) All personnel involved with teacher evaluation must understand that the purpose of the program may be more important than any other aspect of the process.
- 2) The essential reason for the existence of the evaluation program is to further improve and develop the teacher in his present job.
- 3) Standards or criteria must be set up with which actual practice is measured or compared to determine the extent to which goals have been reached.
- 4) The program's attention should be focused on the ideal school program and quality teaching with a view toward moving in that direction.

- 5) The program must be directly concerned with promoting the goals of the school, the church, and the community.
- 6) Voluntary and continuing self-evaluation by a teaching faculty member must be an integral part of the program in order to stimulate personal and professional commitment.
- 7) The overall evaluation program must be as broad and comprehensive as the teaching act itself.
- 8) A definite attempt must be made to contrast what should be with what is in reference to the teaching act and good teaching.
- 9) The plan must assist teachers to identify areas of need for professional growth.
- 10) The program should stimulate administrators to reassess periodically the plan of school organization with a view of assuring that the most efficient use is made of the teachers' talents and training.
- 11) Specific and clearly understood policies and procedures regarding the means of implementation of the evaluation instrument must be publicized and made available to all college personnel.
- 12) All personnel must realize that student advising is an integral part of a faculty member's responsibility and is part of the teaching process.

2. Faculty Evaluation Form: Effectiveness of Teaching (Appendix 10)

The Evaluation Form (Appendix 10) is provided for use by the Academic Office in order to determine the effectiveness of teaching of each full-time and part-time faculty member.

- a. The Academic officers should visit classes as frequently as possible. It is the goal to visit new faculty at least twice during their initial semester of teaching. All faculty should be observed at least once each semester.
- b. The Senior Vice President should complete the evaluation of each faculty member in the area several weeks prior to the date on which the recommendations are due.
- c. Each faculty member will be required to complete a self-evaluation form.
- d. Each faculty member shall meet with the Senior Vice President or his designee. During this conference an Academic Officer shall review the completed form with the faculty member and allow for discussion of any or all of the items included on the form.
- e. At the conclusion of the conference, both shall sign the form held by the Academic Officer. If the faculty member wishes a conference with the President pertaining to the evaluation, this should be noted on the form, adjacent to the faculty member's signature.

- f. The Academic Officers, as a matter of professionalism, should discuss the faculty member's evaluation with only the faculty member involved, or the Senior Vice President of the College.

3. Faculty Evaluation Form: Peer Observation

The Peer Observation Form (Appendix 25) is provided as an additional channel for improving performance in the classroom. This formative review seeks to help instructors improve teaching and learning in the classroom.

- a. All full-time and part-time faculty are expected to participate as peer reviewers.
- b. All faculty should be peer reviewed each year.
- c. Peer reviewers should be familiar with the course syllabus and Populi course site prior to observing the classroom.
- d. Peer review forms should be submitted to the Senior Vice President's office within two weeks of the observation.

4. Teacher/Course Evaluation

The Undergraduate and Graduate Teacher/Course evaluation forms (Appendices 14 and 29), are provided as a channel for student input and evaluation of courses offered on campus or online.

- a. Evaluations are administered through the Populi site of each course each semester during the final weeks of the semester..
- b. All student submittals are anonymous
- c. Faculty will have access of all evaluations through Populi immediately upon finalization of the course.
- d. Self evaluation and growth goals (Appendix 27) Faculty should develop and submit goals for improving results to the Senior Vice President for review.

- D. Administrative Evaluation: Administrative, Management, and Financial operation is systematically evaluated according to this assessment plan. This is the responsibility of the Senior Vice President, Trustees, and Administration.

1. Types of Evaluation

- a. Operational/Administrative Reviews/Reports – Materials which assist in the assessment of major elements of the college.
- b. Performance Evaluations – Evaluative information both subjective and objective which guides individual performance.
- c. Document Evaluations – Written elements are given criteria driven assessment on a regular basis.

2. Description of Administrative Assessment Materials
 - a. Operational/Administrative Reviews/Reports
 - i. Strategic Planning Document – This is a five-year view of the future of Trinity Baptist College. This is issued by the Office of the President.
 - ii. Institutional Effectiveness Guide – This is a working document which is assembled as a manual. It lists, describes, and defines the use of each assessment element. It is developed to enable the faculty, staff, and administration to implement and manage a consistent uniform procedure of evaluation, change and guided growth for the institution.
 - iii. Audit – This is an annual “unfriendly” audit of the financial operations of the college.
 - b. Performance Evaluations
 - i. President/CEO Evaluation (Appendix 28)– In May of every year, the President/CEO is evaluated by the Trustees. The policy and procedure for this evaluation is listed in the Board Manual.
 - ii. Trustee Self Evaluation (Appendix 3)– This evaluation is a self evaluation. This is completed annually by the Trustees indicating their level of familiarity with the college program.
 - iii. Board Evaluation (Appendix 2)– This evaluation is a self-evaluation completed annually by the Trustees to indicate the level of effective functioning of the board.
 - iv. Full-time Faculty Survey (Appendix 11)– This annual form seeks self-reported opinion on working conditions.
 - v. Administrative Employee Evaluation(Appendix 6a) – This is an annual evaluation conducted by one’s immediate supervisor using the “exempt” (exempt from overtime) forms.
 - vi. Employee Evaluation (Appendix 6b)– Every employee is evaluated each year by his/her administrative supervisor using exempt or non-exempt forms.
 - vii. Faculty Evaluation (Appendix 10) – Each Faculty member will be evaluated by the Senior Vice President once a year regarding teaching effectiveness, class organization, teaching skills, human relations, personal qualities, and professional abilities
 - c. Document Evaluations
 - i. Job Description Directory – This is a set of carefully crafted descriptions for each job in the college.
 - ii. Mission Statement – This document is section II of the Institutional Effectiveness Manual. It is evaluated annually and closely aligned with the Philosophy of Education of the college.

- iii. Comprehensive Assessment Plan Forms – these various documents and forms will be evaluated annually by the Institutional Effectiveness Committee.
3. Use of Administrative Assessment Materials
- a. Operational/Administrative Reviews/Reports
 - i. Strategic Planning Document – This material is used by the Long-Range Strategic Planning Team, the Senior Vice President / President and the Trustees. This material casts a vision for all major elements of this institution and seeks to anchor its success in wise planning.
 - ii. Institutional Effectiveness Guide – this document which presents as a manual will be subject to annual review as it is implemented to maintain the assessment process. The draft review and revision will be initiated by the IE committee. These will be brought to the faculty and program directors for final review & revision.
 - iii. Audit – The annual audit is reviewed and discussed with the CPA, the President/CEO, Director of Operations, and the Business Manager/CFO. The audit is shared with the Trustee Finance Committee. This includes a review of the management letter and appropriate notice of actions to be taken as a result.
 - b. Performance Evaluations
 - i. President/CEO Evaluation (Appendix 28)– This evaluation is filled out by the Trustees. This evaluation is used by the Trustees to determine the quality of this executive’s performance.
 - ii. Trustee Self Evaluation (Appendix 3)– This self-evaluation guides the President in his mission of training the Trustees.
 - iii. Full-Time Faculty Survey (Appendix 11)– Every full-time employee is required to complete this evaluation in April of each year. This evaluation rates the employee’s over-all observation of Trinity Baptist College. The findings of this evaluation will be shared with the Administrative Cabinet and Strategic Long-Range Planning Team.
 - iv. Administrative Employee Evaluation (Appendix 6a)– These are annual evaluations that contribute to the record of professional growth and are completed by a supervisor and only shared with the employee. This becomes part of the employee’s official file.
 - v. Employee Evaluation (Appendix 6b) – Every employee is evaluated each year by his/her administrative supervisor using exempt or non-exempt forms. This evaluation becomes part of the employee’s official file.
 - vi. Faculty Evaluation (Appendix 10) – Full-time Faculty is given a Professional Evaluation from the Academic Office annually to

enhance personal and professional growth. The evaluation is discussed with the Faculty member and made a matter of record in the official file of the teacher. The elements contributing to the evaluation are:

- a) The course evaluation data,
 - b) The professional judgment of the Senior Vice President and
 - c) A peer evaluation.
- vii. The Faculty member is to establish a qualitative and quantitative professional development goal (Appendix 27) to strive for:
- a) To fulfill the responsibility God has given us in the field of education, we must constantly evaluate ourselves, as given in Titus 2:7, “In all things shewing thyself a pattern of good words: in doctrine shewing uncorruptness, gravity, sincerity.”
 - b) To recognize the evaluation of the effectiveness of teaching as a basic, if not the most important, function of an Academic officer and the Administration.
 - c) To take into account that Faculty evaluation must be based on a cooperatively determined concept of teacher effectiveness.
 - d) To make every effort to accomplish the exceedingly difficult task of providing well-reasoned, defensible procedures for teacher evaluation that requires one to differentiate and value human behavior.
 - e) To accept and promote the fact that the members of a profession must be responsible for assessing their performance and for developing and attaining higher standards of competence.
 - f) To provide a means of checking job performance against job requirement (as related to TBC’s objectives).
 - g) To help Faculty members appreciate the importance of developing the attitude of self-evaluation which will motivate them to strive for a high level of performance.
 - h) To provide the basis for supervisory in-service development programs and activities.
 - i) To further improve and develop the Faculty members in their present job and assist them in achieving success with the support of annual professional development goals.

c. Document Evaluations

- i. Job Description Directory – Each description is carefully reviewed annually by the employee of title, and the description is an anchor for current professional duties against which one may be evaluated for performance.
- ii. Comprehensive review of core college documents takes place on an annual basis as outlined in the chart below. Faculty committees are responsible for reviewing, evaluating and suggesting changes to each item. Committee minutes reflect that the review has taken place. Reports are to be made to the general faculty committee. Changes will be approved by faculty, administration, and/or trustees as needed prior to implementation.

The following items are planned for annual review.

	<u>EDUCATIONAL POLICIES</u>	<u>ACADEMIC STANDARDS</u>	<u>GRADUATE PROGRAMS</u>	<u>DISTANCE EDUCATION</u>
Academic Counseling	<i>September</i>			
Academic Program	<i>October</i>			
Admissions Policies		<i>September</i>		
Catalog	<i>September-October</i>	<i>September-October</i>	<i>September-October</i>	<i>September</i>
Distance Education Program				<i>October</i>
Educational Philosophy	<i>January</i>			
Faculty Handbook	<i>February</i>	<i>March</i>		
Long Range Plan	<i>November</i>			<i>November</i>
Mission Statement	<i>April</i>			
Student Course Evaluation	<i>November</i> <i>April</i>		<i>November</i> <i>April</i>	<i>April</i>
Student Handbook	<i>March</i>	<i>April</i>		

E. Online Evaluation: Courses delivered via distance learning platforms are evaluated regularly according to the following plan. Evaluation includes course delivery, comparability, and faculty. This is the responsibility of the Director of Online Learning and the Distance Education Committee

1. Course Structure

a. Course Comparability.

- i. The Course Comparability Evaluation Report (Appendix 21) is provided as a channel for designer and Distance Education Committee (DEC) input and evaluation of comparability between online and residential courses of the same name.
- ii. The DEC will complete course Comparability Reports (CR) for upcoming courses, 8 weeks prior to their offerings.
- iii. The DEC will review the CR for each course and determine the level of comparability. In the event of inadequate comparability, the DEC will:

- make suggestions as to how to improve comparability
- send those suggestions to the designer
- await a report from the designer as to the steps taken to implement said suggestions.

The Director of Online Learning (DOL) will:

- determine if the steps taken suffice for comparability
- sign off on the comparability report and send to the Senior Vice President and course designer.

b. Outcome Measurements

- i. Each online course must contain specific statements that describe the required learning achievement that must be met on the way to course completion.
- ii. Student Learning Outcomes are knowledge, skills, and behaviors that students are expected to have when they complete a course or an academic program. Student learning outcomes are to be assessed in each online course. Assessment of student outcomes is focused on improving student learning and can be achieved through a variety of measures such as (but not limited to), oral assignments, written assignments, course projects, portfolios, recitals, surveys, quizzes, tests and exams, discussion forums, or internships.

2. Online Course Evaluations

a. Online Teacher/Course Evaluations

- i. The Teacher/Course Evaluation (Appendix 22) is provided as a channel for student input and evaluation of courses offered online.

- ii. Evaluations will be available in each course to be completed by students during the final week of each course offering.
 - iii. All online student submittals are anonymous and administered online, so as to maintain anonymity and to encourage maximum participation and complete evaluation. Faculty are not given access to evaluations until the course has been finalized and grades submitted.
 - iv. The Director of Online Learning will tabulate results and present the Senior Vice President and the faculty member with a summary of written comments and numerical tabulations of questions.
 - v. Faculty should develop and submit goals for improving results to the DOL and Senior Vice President for review.
- b. Online Faculty Observations
- i. The Online Faculty Observation form (Appendix 23) is provided as a channel for the DOL, the office of the Senior Vice President and the Distance Education Committee to collect summative data regarding faculty effectiveness in the online environment.
 - ii. The Online Faculty Observation form allows for the evaluation of key competencies for effective online instruction. Such competencies include instructor response rate and availability, frequency and quality of instructor discussion board feedback, frequency and quality of instructor presence in the online classroom, student to student interaction, promotion of community and an interactive climate, usability of instructor-created supplemental content, and overall management of the administrative aspects of the course.
 - iii. Each online course will be evaluated by the DOL at a minimum of one time per course offering, and usually within the second week of the course. Additional evaluations by members of the DEC or the Senior Vice President may also occur during the course offering.
- c. Learning Communities: Instructors are expected to foster an environment of community within every online course. At the heart of community building is dynamic communication between the instructor and the students and between the students themselves. Emails, phone calls, text messages, discussion boards, The Hallway, Populi dashboard, assignment feedback, and instructor virtual office hours are all expected to be possible venues for instructor and student interaction. Student interaction for online courses will be made, primarily, through emails, discussion boards, Populi dashboard, and the Hallway.

INSTITUTIONAL EFFECTIVENESS

Timeline By Responsibilities

WHO	WHAT	WHEN
Educational Policies Committee	Curriculum Survey	Annually March
Institutional Effectiveness Committee	General Bible Knowledge Test	Every Semester August/January/April
Senior Vice President	Student Course Evaluations	Every Semester November/April
Academic Office	Placement Exams	Every Semester August/January
Academic Office	Faculty In-Service Survey	Annually September
Senior Vice President	Job Description Directory	Annually October
Senior Vice President	Strategic Plan	Annually October
Alumni Director	Alumni Survey	Every Three and Six Years
Dean of Students	Graduating Senior Survey	Annual April
Chairman of Trustees	President Evaluation	Annually May
Chairman of Trustees	Mission Statement	Annually November
Chairman of Trustees	Trustee Self Evaluation	Annually October/November
Chairman of Trustees	Board Evaluation	Annually October/November
Dean of Students	New Student Survey	Every Semester September/February
Dean of Students	End of Year Evaluation Survey	Annually April
Dean of Students	Vocational Information Form	Annually April
President	Audit	Annually May-August
Senior Vice President	Employee Evaluation	Annually June
Senior Vice President	Embedded Assessment Process	Annually May
Senior Vice President	Curriculum Mapping	Annually September
Senior Vice President	Program Review Template	Annually May
Senior Vice President / President	Full time Faculty Survey	Annually February
Senior Vice President	Faculty Evaluations	On-going
Senior Vice President	Mission Statement	Annually June

INSTITUTIONAL EFFECTIVENESS

Timeline By Date

WHEN	WHO	WHAT
January	Institutional Effectiveness Committee	Bible Knowledge Test
January	Academic Office	Entrance Exams
February	Dean of Students	New Student Survey
February	Senior Vice President	Full Time Faculty Survey
March	Educational Policies Committee	Curriculum Survey
April	Institutional Effectiveness Committee	General Bible Knowledge Test (Graduating students)
April	Senior Vice President	Student Course Evaluations
April	Dean of Students	Graduating Student Survey
April	Chairman of Trustees	President Evaluation
April	Dean of Students	End of Year Evaluation Survey
April	Dean of Students	Vocational Information Form
May	Senior Vice President	Program Template Review
May-August	President	Audit
June	Administration	Employee Evaluation
June	Senior Vice President	Mission Statement
August	Institutional Effectiveness Committee	General Bible Knowledge Test (new students)
August	Academic Office	Placement Exams
September	Academic Office	Faculty In-Service Survey
September	Dean of Students	New Student Survey
September	Senior Vice President	Curriculum Mapping
September	Senior Vice President	Embedded Assessment Process
September	Trustees	Mission Statement
October	Senior Vice President	Job Description Directory
October	Senior Vice President	Strategic Plan
October-November	Chairman of Trustees	Trustee Self Evaluation
October-November	Chairman of Trustees	Board Evaluation
November	Senior Vice President	Student Course Evaluations
On-going	Senior Vice President	Faculty Evaluation
Every 3 and 6 Years	Alumni Director	Alumni Survey

INSTITUTIONAL EFFECTIVENESS

Timeline By Instrument

INSTRUMENT	DATE	PERSON RESPONSIBLE	METHOD	WHERE
Alumni Survey	Every Three and Six Years	Alumni Director	The survey is sent to all alumni.	Page 9 Appendix 1
Audit	Annual May-August	President	Audit will be reviewed and discussed.	Page 16
General Bible Knowledge Test	Every semester August/January/ April	Institutional Effectiveness Committee	Each entering student and each graduate will be administered the same Biblical knowledge exam to determine the progress made.	Page 4 Appendix 13
Curriculum Mapping	Annual September	Senior Vice President	Faculty will align their instruction with desired course and program goals and objectives	Page 8 Appendix 5
Curriculum Survey	Annual March	Educational Policies Committee	Distributed to Faculty annually.	Page 8 Appendix 9
Embedded Assessment Process	Annual September	Senior Vice President	Faculty will spotlight key assessment strategies for support of program goals and objectives	Page 8 Appendix 31
Employee Evaluation	Annual June	Administration	Every employee is evaluated by his/her administrative supervisor using exempt or non-exempt forms.	Page 15 Appendix 6
Full Time Faculty Survey	Annual February	Senior Vice President	All full-time faculty will evaluate Trinity Baptist College.	Page 16 Appendix 12
Placement Exams	Every Semester August/January	Academic Office	Each entering student will take placement exams in reading, English, mathematics and computers unless exempted by SAT/ACT scores or not required by program.	Page 4 Appendix 4, 9, 18, 19, 27
Faculty Evaluation	On-going	Senior Vice President	Each Faculty member will be evaluated.	Page 15 Appendix 10
Graduating Senior Survey	Annual Graduation Practice	Dean of Students	Every senior will complete a survey focusing on the college's spiritual and educational objectives.	Page 10 Appendix 14

INSTRUMENT	DATE	PERSON RESPONSIBLE	METHOD	WHERE
Faculty In-Service Survey	Annual September	Academic Office	Survey is completed by adjunct, part time and full time college faculty .	Page 10 Appendix 16
President Evaluation	Annual April	Chairman of Trustees	The President/CEO is evaluated by the Trustees.	Page 15 Appendix 17
Job Description Directory	Annual October	Senior Vice President	The directory will include a listing of current positions with their job descriptions.	Page 15
Mission Statement	Annual September	Trustees	Evaluation will take place according to a preset schedule.	Page 2
New Student Survey	Every Semester September/ February	Dean of Students	All new students will evaluate library and labs, cafeteria, Christian service, and Faculty/student relationships. Administered through Populi.	Page 8 Appendix 20
Online Course Comparability	Every Aug/Jan/May	Director of Online Learning	Distance Education committee members review online course offerings and compare to oncampus offerings.	Page 18 Appendix 21
Online Teacher/Course Evaluation	Each Session	Director of Online Learning	Online courses and teachers are evaluated via Populi at the end of each 8 week session. Six session per year	Page 19 Appendix 22
Online Faculty Observation	Each Session	Director of Online Learning	Faculty facilitating online courses are reviewed each session at least one time.	Page 20 Appendix 23
Program Review Template	Annual May	Senior Vice President	This is a broad academic program review which evaluates outcome satisfaction, curricular efficiency, and quality of instruction.	Page 6 Appendix 25
Strategic Plan	Annual October	Senior Vice President	Strategic Plan will be updated annually in accordance with the Long-Range Planning Process	Page 8
Student Course Evaluations	Every Semester November/April	Vice President of Academic Affairs	Students will be asked to complete an evaluation for each course taken.	Page 14 Appendix 14, 29
End of Year Evaluation Survey	Annual April	Dean of Students	Every student evaluates the over-all experience at Trinity Baptist College.	Page 8 Appendix 7

INSTRUMENT	DATE	PERSON RESPONSIBLE	METHOD	WHERE
Trustee Self Evaluation	Annual October/November	Chairman of Trustees	Trustees conduct a Self-Evaluation.	Page 16 Appendix 3
Vocational Information Form	Annual Graduation Practice	Dean of Students	Given to all graduating students annually.	Page 5 Appendix 30

INSTITUTIONAL EFFECTIVENESS

Timeline By Administrative Meetings

MEETING	TIME	PERSON	METHOD
Board of Trustees*	Three Meetings Per Year	President; Chairman of Trustees	Review and oversee the affairs of the college
Committees*	Periodic	Committee Chair	Consider miscellaneous committee business
Faculty*	Monthly	Senior Vice President	Consider miscellaneous Faculty business
Finance Committee*	Monthly	Chancellor, President; CFO	Review and oversee financial matters of the college

* Minutes are kept of these meetings.

APPENDIX

- Appendix 1:** Alumni Survey
- Appendix 2:** Board Evaluation
- Appendix 3 :** Board of Trustee Self-Evaluation
- Appendix 4:** BUS103 Computer Applications Placement Test
- Appendix 5:** Curriculum Map
- Appendix 6:** Employee Evaluation
- a - Exempt Form
 - b - Non-exempt Form
- Appendix 7:** End of Year Survey
- Appendix 8:** English Placement Exam
- Appendix 9:** Faculty Curriculum Survey
- Appendix 10:** Faculty Evaluation Form
- Appendix 11:** Full-time Faculty Survey
- Appendix 12:** General Bible Knowledge Test
- Appendix 13:** Graduate Survey
- Appendix 14:** Graduate Teacher/Course Evaluation
- Appendix 15:** Graduating Senior Survey
- Appendix 16:** In-Service Survey
- Appendix 17:** Library Survey
- Appendix 18:** MAC2105 Placement Exam
- Appendix 19:** MAT110 Placement Exam
- Appendix 20:** New Student Survey
- Appendix 21:** Online Course Comparability Report
- Appendix 22:** Online Teacher/Course Evaluation
- Appendix 23:** Online Faculty Observation
- Appendix 24:** Peer Review Observation Form
- Appendix 25:** Program Review Template
- Appendix 26:** Reading Comprehension Exam
- Appendix 27:** Self-Evaluation and Growth Goals
- Appendix 28:** President/CEO evaluation form
- Appendix 29:** Undergraduate Teacher/Course Evaluation
- Appendix 30:** Vocational Information Form
- Appendix 31:** Program Learning Outcome Rubric

