

# **Handbook of Institutional Effectiveness: 2021-2022**

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## Introduction

Mission Statement: Clear Creek Baptist Bible College exists to provide educational preparation for adults called of God into Christian service.

The Handbook on Institutional Effectiveness is compiled annually by the Director of Institutional Effectiveness through submissions by the Executive Administrative Staff with input from the faculty/staff in the respective divisions. In support of the college’s overall mission statement, each division of the college has defined “expected outcomes”, “assessment procedures”, “administration of assessment procedures”, and “use of assessment findings”. The Institutional Effectiveness Committee evaluates revisions to the handbook annually for the measurability of “expected outcomes”, adequacy of “assessment procedures” and their administration, and for consistency in the “use of assessment findings”.

The Executive Administrative Staff consists of the President, the Academic Dean, the Dean of Administrative Affairs, the Dean of Institutional Advancement.

The Institutional Effectiveness Committee is made up of two members of the faculty, two members of the college staff, and the Director of Institutional Effectiveness (chair). The president of the college serves as an ex-officio member.

A copy of the Handbook on Institutional Effectiveness is distributed to the following individuals:

President  
Office of the President (permanent file copy)  
Academic Dean  
Dean of Administrative Affairs  
Dean of Institutional Advancement  
Academic Division Chairs (3)  
Brooks Memorial Library (reserve file)  
Members of the Institutional Effectiveness Committee (4)  
Chairman of the Board of Trustees  
Director of Institutional Research  
Director of Institutional Effectiveness

## The Planning Process

While the President assumes the leadership role, the college's planning process involves all faculty and staff with representative input from students, trustees, alumni, and constituents. All planning is founded on continuous evaluation of the college program and seeks to support the mission statement and objectives of the college.

The following groups provide invaluable input and feedback for the planning process:

### 1. BOARD OF TRUSTEES

The board includes twenty-four members from Kentucky and eight from out of state. The board plays a key role overall planning, especially as it relates to policy formulation. The board consists of five functional committees: Executive, Academic, Administrative, Institutional Advancement, and Student Life.

The entire board meets each October and April with the Executive Committee meeting each January and July to deal with special needs of the college between board meetings. The board adopts the *College Strategic Plan* in their October meeting and the budget in the April meeting. They conduct regular reviews of the President.

### 2. COLLEGE PLANNING COUNCIL

The College Planning Council is chaired by the President and consists of the President, the Executive Administrative Staff, the Director of Institutional Research, the chair of the faculty academic affairs committee, the student body president, a representative of the third year class (elected for a two-year term), a representative of the churches, an alumnus, and a representative of the board of trustees. The council meets at least twice each year.

The Executive Administrative Staff oversees the drafting and updating of the *College Strategic Plan*. The document then goes to the College Planning Council and then to the Board of Trustees for approval in the October board meeting.

### 3. INSTITUTIONAL EFFECTIVENESS COMMITTEE

The IEC is a standing committee appointed by the President consisting of two members of the faculty, two members of the staff, and the Director of Institutional Effectiveness. The President serves as an ex-officio member.

This committee is charged with the collection, compilation, and analysis of data used campus-wide to facilitate effective planning and decision-making.

#### **4. OTHER CONTRIBUTING GROUPS**

Many other committees contribute greatly to the broad-based planning effort of the college. Examples of these would include:

1. Academic Affairs Committee
2. Admissions Committee
3. Library Committee
4. Student Life Committee
5. Christian Service Committee
6. Student Advisory Committee

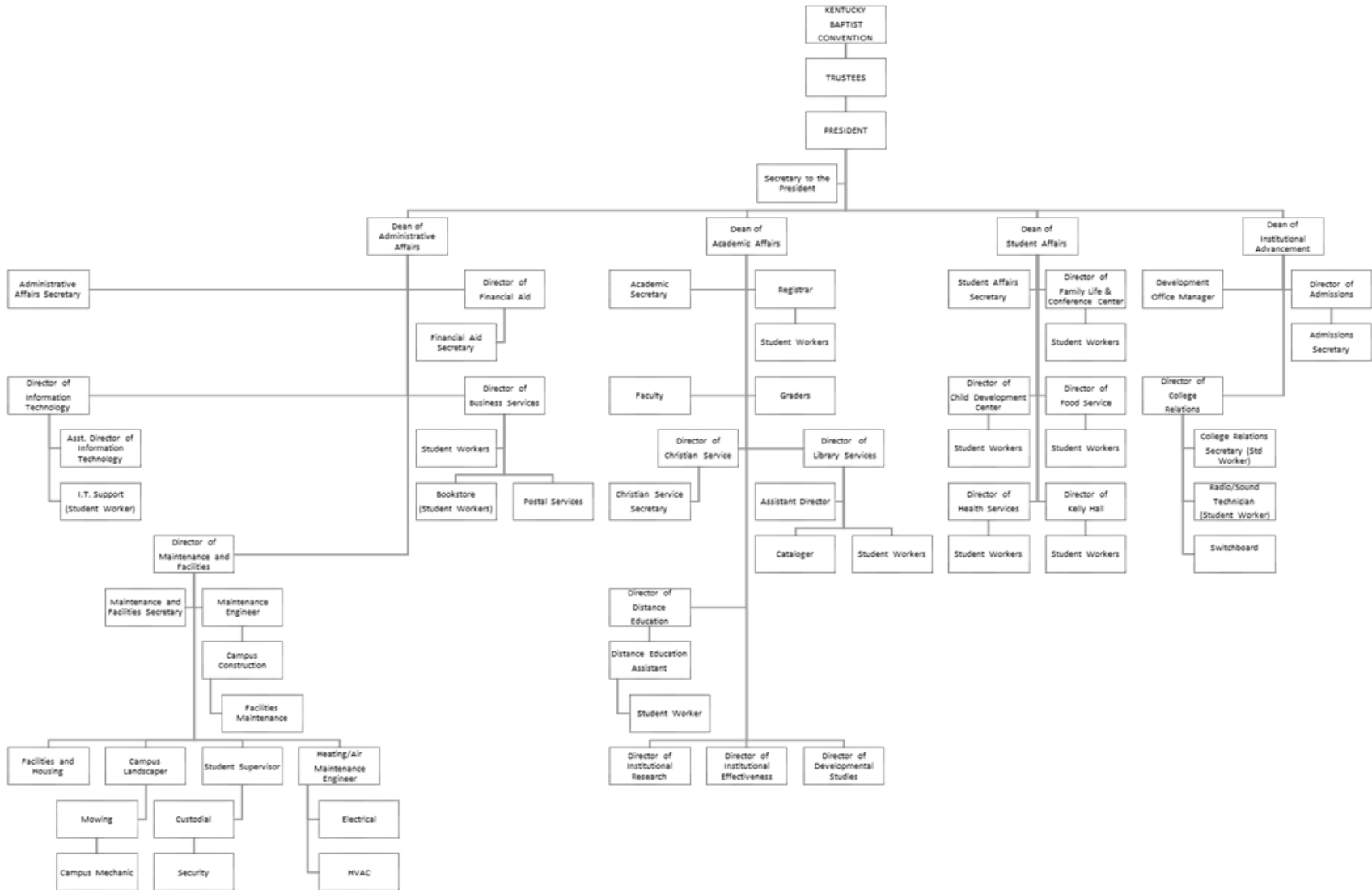
Input and feedback from all the above sources culminate in the aforementioned *College Strategic Plan*, the college's strategic five-year planning document renewed annually. Please see the "Yearly Institutional Planning Calendar" which follows this section.

Serving as a primary reference source for planning and operations for the college is the *Faculty/Staff Handbook*. This work has major sections on the institution's organization, governance, objectives, and personnel matters. Each member of the faculty and staff is issued a copy of the handbook and is expected to maintain familiarity with its contents.

The *College Strategic Plan* and the guidelines contained in the *Faculty/Staff Handbook* are facilitated in the daily operations of the college by the *Administrative Policies and Procedures Manuals* of the college. Each major division of the college has a manual that describes the day-to-day operations of the offices housed in that division. The manuals from the President's Office, Academic Affairs, Administrative Affairs, Institutional Advancement, and Student Affairs are all combined into an overall administrative manual kept in the President's Office and in the office of the Dean of Administrative Affairs.

### Organizational Chart

Organization is the patterns of relationship between the human resources of the organizations. It maps the lines of responsibility and work assignments. Clear Creek Baptist Bible College can be described by the following organization chart:



Abbreviations

<b>ABHE</b>	Association of Biblical Higher Education	<b>DLS</b>	Director of Library Services
<b>AAC</b>	Academic Affairs Committee	<b>DMF</b>	Director of Maintenance and Facilities
<b>AC</b>	Admissions Committee	<b>DSA</b>	Dean of Student Affairs
<b>AD</b>	Academic Dean	<b>DWM</b>	Director of Women’s Ministry
<b>AL</b>	Accreditation Liaison	<b>ExA</b>	Executive Administrative Staff
<b>APPM</b>	Administrative Policies and Procedures Manual	<b>Fac</b>	Faculty
<b>CMA</b>	Christian Management Associates	<b>F/S</b>	Faculty/Staff
<b>COC</b>	Commission on Colleges, SACS	<b>FSH</b>	Faculty Staff Handbook
<b>CPC</b>	College Planning Council	<b>FSHC</b>	Faculty Staff Handbook Committee
<b>CRC</b>	College Resource Committee	<b>HIE</b>	Handbook on Institutional Effectiveness
<b>CSP</b>	College Strategic Plan	<b>IEC</b>	Institutional Effectiveness Committee
<b>DA</b>	Director of Admissions	<b>KBC</b>	Kentucky Baptist Convention
<b>DAA</b>	Dean of Administrative Affairs	<b>LibC</b>	Library Committee
<b>D Acct</b>	Director of Accounting	<b>LMU</b>	Lincoln Memorial University
<b>DBS</b>	Director of Business Services	<b>MARC</b>	Machine Readable Cataloging
<b>DCR</b>	Director of College Relations	<b>MG</b>	Mission Groups
<b>DDE</b>	Director of Distance Education	<b>NACUBO</b>	National Assoc of College and Univ Business Offices
<b>DDL</b>	Director of Developmental Learning	<b>Pres</b>	President
<b>DEA</b>	Distance Education Advisor	<b>QEP</b>	Quality Enhancement Plan
<b>DFA</b>	Director of Financial Aid	<b>SAC</b>	Student Advisory Council
<b>DFLC</b>	Director of Family Life Center	<b>SACSCOC</b>	Southern Association of Colleges and Schools
<b>DFS</b>	Director of Food Services	<b>SC</b>	Scholarship Committee
<b>DIA</b>	Dean of Institutional Advancement	<b>SECC</b>	Southeast Community College
<b>DIE</b>	Director of Institutional Effectiveness	<b>SSC</b>	Self-Study Committee
<b>DIR</b>	Director of Institutional Research	<b>TAC</b>	Trustee Academic Committee
<b>DIT</b>	Director of Information Technology	<b>TAdC</b>	Trustee Administrative Committee
<b>DivCh</b>	Faculty Division Chairman	<b>TEC</b>	Trustee Executive Committee
<b>DKH</b>	Director of Kelly Hall		



Institutional Planning Calendar

DOCUMENT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<b>College Strategic Plan (CSP)</b>	Planning		By the 30 <sup>th</sup> , the CPC reviews tentative plans from the ExA	By the 5 <sup>th</sup> , the ExA revises CSP By the 30 <sup>th</sup> , the Trustees will vote on the revisions		
<b>Administrative Policies Procedures Manual (APPM)</b>	(Revisions sent to ExA as needed for approval and distribution) (Revised every 3 years. Next revision 2017)	By 31 <sup>st</sup> DAA prepares Update Manual for President				
<b>Handbook on Institutional Effectiveness (HIE)</b>			By 15 <sup>th</sup> , the ExA will submit data from assessment of “outcomes expected” found in HIE to DIE	By 15 <sup>th</sup> , the IEC will review data from assessment of “outcomes expected” and feed the analysis back to the ExA.	By 15 <sup>th</sup> , the ExA will submit revised “outcomes expected” to the DIE.	
<b>Faculty/Staff Handbook (FSH)</b>	Revised every three years. Next 2018)	By 1 <sup>st</sup> , Pres/AD appoint FSHC	By 20 <sup>th</sup> , suggestions for changes received from Fac/Staff	By 10 <sup>th</sup> , FSHC meets on changes	Fac/Staff meeting reviews Revised Handbook	By 1 <sup>st</sup> , Revised Handbook submitted to Pres
<b>College Catalog</b>	(Revised every year)					

DOCUMENT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<b>College Strategic Plan (CSP)</b>	By 10 <sup>th</sup> , the IEC will compile an assessment report for the ExA.  Fac/Staff give input at retreat		By the 30 <sup>th</sup> , the ExA will share assessment data with the CPC	By the 30 <sup>th</sup> , the Trustees and College Community will provide input to the needs of the college		By the 1 <sup>st</sup> , the IEC will provide feedback to the ExA based on college community input planning
<b>Administrative Policies Procedures Manual</b>						
<b>Handbook on Institutional Effectiveness (HIE)</b>		By 10 <sup>th</sup> , the IEC will review the new “outcomes expected” and compile the HIE.				By 31 <sup>st</sup> , the HIE will be printed and distributed to the Trustees and the administrative offices.
<b>Faculty/Staff Handbook (FSH)</b>	TEC reviews revision			1 <sup>st</sup> Revised FSH mailed to trustees  Trustees vote on FSH		
<b>College Catalog</b>		1 <sup>st</sup> Revisions submitted to AD	1 <sup>st</sup> Revised Copy reviewed by Div Ch, AD, ExA		Catalog produced	

DOCUMENT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<b>Student Handbook</b>	By 15 <sup>th</sup> Final copy to Secretarial Pool for copying/binding	Distributed to Students, Faculty, and Staff		Mailed to Trustee Student Affairs Committee		
<b>Budget</b>	Fiscal Year Begins		Annual Audit on previous year begins	Audit submitted to Trustees	Audit mailed to KBC	
	By 10 <sup>th</sup> Monthly Budget Report to ExA	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report
<b>Master Plan For Maintenance</b>				1 <sup>st</sup> Begin Annual Inspection of Facilities	By 30 <sup>th</sup> Inspection Completed	
<b>Fact Book</b>		By 30 <sup>th</sup> Physical Plant and Student Affairs submit requested date to DIR	By 30 <sup>th</sup> Academic Affairs and Development submit requested data to DIR	By 30 <sup>th</sup> Administrative Affairs submits requested data to DIR		By 1 <sup>st</sup> Fact Book compiled by DIR. By 15 <sup>th</sup> , Fact Book printed and distributed.

DOCUMENT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Student Handbook				1 <sup>st</sup> Revisions requested from SAC, Fact/Staff	By 30 <sup>th</sup> , DSA prepares revised draft	By 15 <sup>th</sup> , Revised Handbook to ExA for review
Budget	By 10 <sup>th</sup> Monthly Budget Report If deficit ExA submits revisions by 30 <sup>th</sup>	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report	By 10 <sup>th</sup> Monthly report
	By 10 <sup>th</sup> , Budget planning forms sent to ExA, UD, DivCh, return by 25 <sup>th</sup>	By 25 <sup>th</sup> ExA submit proposed budget to DAA  By 15 <sup>th</sup> ExA completes budget		By 5 <sup>th</sup> , ExA discuss budget changes with UD and DivCh,  Budget submitted to Trustees		
Master Plan for Maintenance	By 30 <sup>th</sup> , Plan revised with estimates		By 10 <sup>th</sup> , Budget requests for next fiscal year submitted			

### Mission Statement and Objectives

The heart of the institutional effectiveness program at Clear Creek Baptist Bible College is the college mission statement and support goals:

#### Mission Statement and Institutional objectives

Clear Creek Baptist Bible College exists to provide educational preparation for adults called of God into Christian service.

\*To fulfill its mission, Clear Creek Baptist Bible College will seek to:

- Nurture God-called students as they prepare for the Lord's work.
- Provide a quality Bible-based education with an emphasis on practical Christian service.
- Initiate and maintain cooperative relationships with individual Christians, churches, associations, and conventions.
- Secure and manage human, physical and financial resources guided by biblical principles.

\*Revised by the Board of Trustees, April 18, 1995

The college mission statement and objectives are therefore the foundation for the work of every division of the college. With this in mind, the executive administrative staff is charged with the oversight of the institutional effectiveness effort at the departmental level. Reports generated from each department include a statement of purpose, outcomes expected, assessment procedures, administration of assessment procedures, and use of the assessment results. The systematic assessment process conducted by each and the subsequent evaluation of the assessment results by the Institutional Effectiveness Committee provides information on program strengths and weaknesses and will be used to improve teaching, planning, programming, decision making, and resource allocation. Institutional Effectiveness for Clear Creek Baptist Bible College is ever changing to ensure that the institution's programs improve and that student development and learning is achieved.

### Institutional Effectiveness Committee

#### Purpose

The Institutional Effectiveness Committee (IEC) is appointed by the President to work with the Director of Institutional Effectiveness (DIE) in the collection, compilation, and analysis of data used campus-wide to facilitate effective planning and decision-making.

#### Specific Responsibilities

1. Assist with the compilation of data for *The College Strategic Plan*.
2. Assist with annual revisions of *The Handbook on Institutional Effectiveness*.
3. To locate or develop research instruments to be used in the assessment of the college's educational and institutional objectives.
4. To analyze data gathered from survey instruments for compilation and publication of annual assessment reports to the appropriate administrators.
5. Assess and recommend evaluation cycles for selected programs.

#### Committee Personnel

The committee is a standing committee consisting of the following:

- Director of Institutional Effectiveness, Chairman
- Two faculty members
- Two members of the staff
- The president of the college, ex-officio member.

The Institutional Effectiveness Committee (IEC) for the 2021-2022 school year was appointed by President Dr. Donnie Fox. Members are Dr. Matthew Nix, Dr. Michael DeLand, Dr. Jay Barnett, Kelli Little, and Dr. Bruce Merrick, Director of Institutional Effectiveness.

## Educational Goals

The men and women who have been called of God into Christian service through His church and are graduates of Clear Creek Baptist Bible College should demonstrate:

1. Knowledge and understanding of the Bible and Christian theology
2. Sensitivity to the needs of people and the ability to minister from a biblical perspective.
3. Communication skills in the context of ministry.
4. Leadership skills in the context of ministry.



**FY 21-22**

**Department:** Academic Affairs Office

**Name:** Dr. Jay Sulfridge

**Unit Purpose Statement:** The Academic Affairs Office exists to fulfill the mission of the college by planning, leading and organizing the academic affairs of the college.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>Offer a variety of electives each year to allow students to customize their Ministry degree.</p>	<p>The Academic Dean will review the class schedule at the end each school year in order to note the amount and variety of electives offered.</p> <p>Additional data considered will be class size as more courses are offered. This data will be gleaned from course information in Sonis.</p>	<p>The Academic Dean will work with faculty to offer different electives each school year to meet student need.</p> <p>Since this outcome has been under scrutiny for a few terms, the Dean has noted the necessity to monitor class size and the need to offer electives that may be grouped together to attract students with matching interests.</p>		

## Academic Program Outcomes

Dean Sulfridge is in the process of instituting a major adjustment to the Academic Program Outcomes Expected. In the history of the school, faculty were categorized as to the areas in which they taught, either “Bible and Theology,” or “Church Ministry,” or “General Education.” Each department was anchored in a professor who held a terminal degree in that area, and that professor was responsible for directing the effectiveness work of the team teaching in the same area.

Through the years, the work of assessment was shifted to a few faculty members, eventually two – Dr. Roy Lucas and Dr. Bruce Merrick. With the retirement of Dr. Lucas, Dr. Merrick was left to do the assessment for the entire program. Dean Sulfridge is in the process of reversing that trend and of assigning the work of programmatic assessment back to faculty in a more general sense.

With faculty off campus at the end of the term due to the CoVid 19 situation, there was not time to restructure the work before faculty contracts ran out for the year. In mid-May, Dean Sulfridge made the necessary assignments and gave necessary instructions to divide the 3 outcomes expected for the Bachelor of Arts in Ministry program as well as the 8 Student Learning Outcomes evenly among faculty. Each area committee will choose whether to keep the existing outcomes in place or formulate new ones. **The objectives for the Bachelor of Arts in Ministry program will remain as outlined in the following pages until and unless the faculty in each area choose to change them.** Below are the Educational Goals and SLOs of the program and the faculty assignments in relation to those goals and the corresponding areas. Any area committee wishing to change the O.E.s or add O.E.(s) for their area will submit the addition(s) or revision(s) to the I.E. Committee as soon as is practicable.

The Bachelor of Arts in Ministry degree will prepare the graduate to serve as spiritual leaders in local churches by nurturing vocationally God-called students as they prepare for the Lord’s work and by providing quality Bible-based education with an emphasis on practical Christian service. Graduates chose the flow of their course of study preparing for unique areas of ministry: pastoral ministry; biblical studies; age-group ministry; administration and leadership; missions among others.

### Educational Goals

The men and women who have been called of God into Christian service through His church and are graduates of Clear Creek Baptist Bible College should demonstrate:

1. Knowledge and understanding of the Bible and Christian theology.
2. Sensitivity to the needs of people and the ability to minister from a biblical perspective.
3. Communication skills in the context of ministry.

**Faculty assignments in relation to the educational goals and the corresponding areas.**

- 1) ... demonstrate an increase in knowledge and understanding of the Bible and Christian theology.
  - Bible and Theology Department
    - John Ditty
    - Charlie Goodman
    - Bill Helton
    - Donnie Fox (Ex-Officio. Pres. Fox will assess goals of the President's Office)
- 2) ... demonstrate a sensitivity to the needs of people and the ability to minister from a biblical perspective.
  - Ministry Department
    - Jay Barnett
    - Matthew Nix
    - Josh Smith
    - Jay Sulfridge (Ex-Officio. Dean Sulfridge will assess goals of the Academic Office and Faculty)
- 3) ... demonstrate an improvement in communication skills in the context of ministry.
  - General Education Department
    - Donavon Burton
    - Kelli Little
    - Andrea Fox

- Bruce Merrick (Advisor only, as Director of Effectiveness. Distinguished Professors are not required to sit on committees.)

The chair of each subject area is responsible for scheduling meetings for that area, coordinating the work of Institutional Effectiveness for that area, and compiling and submitting the I.E. reports to the Academic Dean.

# Institutional Effectiveness Annual Report

**FY 21-22**

**Department:** Academics: Program Outcomes-  
Undergraduate Ministry Program

**Name:**

**Unit Purpose Statement**

The Bachelor of Arts in Ministry degree will prepare the graduate to serve as spiritual leaders in local churches by nurturing vocationally God-called students as they prepare for the Lord’s work and by providing quality Bible-based education with an emphasis on practical Christian service. Graduates chose the flow of their course of study preparing for unique areas of ministry: pastoral ministry; biblical studies; age-group ministry; administration and leadership; missions among others. The graduate will: 1) demonstrate an increase in knowledge and understanding of the Bible and Christian theology, 2) demonstrate a sensitivity to the needs of people and the ability to minister from a biblical perspective, 3) demonstrate an improvement in communication skills in the context of ministry, 4) show an increase in church leadership skills.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>PROGRAM OUTCOME EXPECTED 1</p> <p>The graduate will be able to demonstrate an increase in knowledge and understanding of the Bible and Christian theology.</p>	<p>Bible Knowledge pre-tests and post-tests will be administered in order to give evidence of an increase in knowledge and understanding of the Bible and Christian knowledge; an evaluation comparing the initial hermeneutical grading rubric with a grading rubric from either the last semester of the third year or the first semester of the fourth year will be made; a determination of the number of courses whose syllabi list the program's major learning goals will be made; a comparison will be made of Bible course transcripts, catalog descriptions, and course syllabi for evidence of program coherence.</p> <p>Faculty Committee needs to set benchmarks for exegetical paper score and ABHE Bible Knowledge Exam</p>	<p>Bible Knowledge pre-tests will be administered upon enrollment and post-tests will be administered by the Christian Service Office during the student's participation in Senior Seminar. A comparison of these test scores will be made by the Senior Seminar faculty.</p> <p>The Senior Seminar faculty will compare the graduating student's initial exegetical rubric scores against the same exegetical grading rubric from either the student's last semester of the third year or the first semester of the fourth year.</p> <p>At the end of the spring semester of each academic year, the Program Chairman will request one or more full-time faculty members involved in teaching the Bible/Theology courses to compare final average grades in Baptist Doctrine and the three Systematic Theology courses against the final average grades of the previous three years.</p>		

	(after reviewing new version of the exam).	The Program Chairman will ask the Academic Office to review Bible course transcript names, catalog descriptions, and course syllabi for evidence of program coherence.		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>PROGRAM OUTCOME EXPECTED 2</p> <p>The graduate will be able to demonstrate sensitivity to the needs of people and the ability to minister from a biblical perspective.</p>	<p>The evaluation of competencies to minister with sensitivity to the needs of people and the ability to minister from a biblical perspective include: a review of the student’s first year and fourth year responses to the CCBBC Spiritual Assessment Inventory; an assessment of the student’s position papers written for Senior Seminar; a comparison of the Internship mentor evaluation forms from the Internship I and II courses; an examination and</p>	<p>To evaluate whether students have developed sensitivity to the needs of people and the ability to minister from a biblical perspective, the professor of the Spiritual Formations course will administer the Spiritual Assessment Inventory during the first year of the student’s study. The Director of Christian Services will administer the same Spiritual Assessment Inventory while the student participates in Senior Seminar near the completion of the student’s degree. The faculty members serving as Senior Seminar facilitators will evaluate the two inventories.</p>		

	<p>comparison of current grades in Introduction to Counseling, and Psychology I and II, against the final average grades of the previous three years.</p>	<p>To determine whether students have developed sensitivity to the needs of people and the ability to minister from a biblical perspective, the facilitators of Senior Seminar will evaluate the position papers submitted by students using the faculty approved grading rubric.</p> <p>To determine if students are competent to use counseling skills when seeking to minister to people with sensitivity and from a biblical world view, a full-time professor will be assigned by the Program Chairman to compare the grades of the current classes of Introduction to Counseling, Psychology I and II with the grades of the past three years.</p> <p>To evaluate the mentor forms from Internship I and II, the Director of Christian Services will tabulate and note the comments written by the mentors indicating a sensitive nature and behavior towards others.</p>		
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Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures		Use of Results to Improve Outcome

<p><b>PROGRAM</b> <b>OUTCOME EXPECTED 3</b></p> <p>The graduate will be able to demonstrate an increase in communication in the context of ministry.</p>	<p>Each student's written communication skills will be evaluated through comparison of the results of the ACCUPLACER pre-test, given during New Student Orientation, and post-test given during the student's participation in Senior Seminar. A rubric evaluated paper written in Composition I will form a baseline for comparison with a rubric evaluated paper from Internship I. Each student's oral communication skills will be evaluated through an oral presentation taken from Public Speaking in Ministry in the first year, a speech/sermon from Bible Teaching Lab/Sermon Delivery, and an oral presentation given in Senior Seminar; a periodic review will compare student transcripts, catalog descriptions and course syllabi for evidence of coherence that the program is structured to ensure that students will develop the specific outcome.</p>	<p>To evaluate the student's progress in written communication, the ACCUPLACER pre-test is given during New Student Orientation, and the post-test, given during the student's participation in Senior Seminar, which is administered by the Christian Service Office and evaluated by the Senior Seminar faculty. The professor of first year course Public Speaking in Ministry, and the faculty for Senior Seminar will utilize a faculty-approved rubric to compare the student's oral presentations in these courses to determine if the student has gained an increase in his/her ability to communicate.</p> <p>To determine whether a student has demonstrated an increase in communication skills in the context of ministry, the professor of second year course Sermon/Teaching Delivery will use the faculty-approved rubric to evaluate the student for effectiveness in communication. The faculty of Senior Seminar will</p>		
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	<p>Faculty Committee ay also consider using artifact from Sermon Delivery or Bible Teaching Lab for measurement of oral communication skills.</p>	<p>evaluate the speaking effectiveness of the student using the faculty-approved rubric and will compare the scores on the grading rubrics of these courses to determine the oral communication competency of the student under review.</p> <p>To evaluate whether students increased in communication skills in the context of ministry, a comparative review of student transcripts, catalog descriptions and course syllabi will be conducted by a full-time faculty member appointed by the Program Chairman for evidence of coherence that the program is structured to ensure the students will develop the specific outcome.</p>		
<p>Learning Outcomes/ Department Outcomes</p>	<p>Measurement/ Means of Assessment</p>	<p>Administration of Procedures</p>	<p>Assessment Results</p>	<p>Use of Results to Improve Outcome</p>

### **STUDENT LEARNING OUTCOMES Assessment Assignments**

**Graduates of Clear Creek Baptist Bible College with a Bachelor of Arts in Ministry should be able to:**

- **Bible-Theology** - Demonstrate an increase in Biblical knowledge from both the Old and New Testaments.
- **Bible-Theology** - Clearly articulate and explain Christian theology.
- **Ministry** - Demonstrate sensitivity to the needs of people and the ability to minister from a biblical perspective.
- **General Education** - Demonstrate an improvement in communication skills in the context of ministry.
- **General Education** - Demonstrate an increase in leadership skills.
- **Bible-Theology** - Write and deliver a sermon utilizing proper hermeneutical tools consisting of biblical and literary contexts, organization of biblical content, and proper applications.
- **Ministry** - Evaluate, develop, and present church curriculum teaching plans and materials.
- **Ministry** - Develop and apply administrative principles in planning, organizing, and evaluating the work of a local church and basic church programs as explored in the Church.

**In the context of the above Student Learning Outcomes, and utilizing the pertinent related assessments, Graduates of Clear Creek Baptist Bible College with an Associate of Arts in Ministry should be able to:**

- **Bible-Theology** - Exhibit basic Biblical knowledge from both the Old and New Testaments. (1st outcome above)
- **General Education** - Communicate effectively in the context of ministry. (4th outcome above)

- **General Education** - Develop and demonstrate leadership skills. (5th outcome above)
- **Ministry** - Develop and direct the qualities of an effective worship service. (8th outcome above)

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p><b>OUTCOME EXPECTED 1</b></p> <p>The baccalaureate student will be able to demonstrate an increase in Biblical knowledge from both the Old and New Testaments.</p> <p>The associate degree student will be able to exhibit basic Biblical knowledge from both the Old and New Testaments.</p>	<p>Pre- Bible knowledge examinations will be administered by the Christian Service Office prior to the student’s initial semester and a post-Bible knowledge examination prior to graduation.</p> <p>Faculty Committee should consider adding a Bible Knowledge Assessment at the mid-point of the student’s degree program.</p>	<p>The Christian Service Office will record the results in each student’s portfolio of both the pre- and post- Bible Knowledge Examinations, which show either a score above the seventy-fifth percentile or a significant increase in the scores. If a student fails to reach the desired outcome, the Christian Service Office will alert the student’s advisor so they may meet with the student to prescribe a remedial plan for success. Such plans might include: tutoring, the assignment of additional reading materials, and written assignments.</p>		<p>This outcome is only assessed in odd numbered years.</p>

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p><b>OUTCOME EXPECTED 2</b></p> <p>The undergraduate student will be able to clearly articulate and explain Christian theology.</p>	<p>The student will compose a theological document in his/her course of studies that will be evaluated by the professor who made the assignment.</p> <p>Instruments to be chosen by the Christian Theology Faculty Committee.</p>	<p>Possible strategies to aid the student's improvement might involve a directed study, assignment or additional reading and/or writing assignments</p>		<p>This outcome is only assessed in odd numbered years.</p>

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p><b>OUTCOME EXPECTED 3</b></p> <p>The undergraduate student will be able to demonstrate sensitivity to the needs of people and the ability to minister from a biblical perspective.</p>	<p>The Church Administration and Leadership course will require the student to participate in group simulations for strategizing methods to meet the needs of people and at the mid-term examination, the student will apply the developed group strategies in response to essay questions.</p>	<p>The Church Administration and Leadership Professor will monitor in-class group simulation to strategize methods to meet the needs of people. The Church Administration and Leadership Professor will require each student a minimum of 80% on the Mid-Term Examination.</p>		<p>This outcome is only assessed in even numbered years.</p>



	<p>Senior Seminar requires case studies, to which the student will provide acceptable responses. An Intern Evaluation Sheet for Internship will be submitted by the student's mentor at the conclusion of each semester of internship.</p>	<p>Senior Seminar Case Studies evaluation sheets will be examined to confirm ministry ability as described in Outcome.</p>		
<p>Learning Outcomes/ Department Outcomes</p>	<p>Measurement/ Means of Assessment</p>	<p>Administration of Procedures</p>	<p>Assessment Results</p>	<p>Use of Results to Improve Outcome</p>

<p><b>OUTCOME EXPECTED 4</b></p> <p>The baccalaureate student will be able to demonstrate an improvement in communication skills in the context of ministry.</p> <p>The associate degree student will be able to communicate effectively in the context of ministry.</p>	<p>A comparison of pre-course and post-course oral presentations will be made from the Public Speaking in Ministry course.</p> <p>The student’s Senior Seminar oral presentation will be evaluated.</p>	<p>The professor of Public Speaking in Ministry will make a comparison of scores from a pre-and post-course oral presentations in Public Speaking in Ministry. If a student fails to pass the final oral presentation with a minimum score of 68 percent, the student will be required to retake the Public Speaking in Ministry course.</p> <p>The student’s Senior Seminar oral presentation will be evaluated by the Senior Seminar faculty using the Public Speaking in Ministry grading rubric. If the student does not score a minimum of 80% on the Senior Seminar oral presentation, then the Senior Seminar faculty will prescribe a remedial plan for success. Part of this remedial plan might incorporate, tutoring, directed study, a</p>		<p>This outcome is only assessed in odd numbered years.</p>
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		reading plan, and/or a written document.		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p><b>OUTCOME EXPECTED 5</b></p> <p>The baccalaureate student will be able to demonstrate an increase in leadership skills.</p> <p>The associate degree student will be able to develop and demonstrate leadership skills.</p>	<p>A pre-test in Church Leadership will be given using the Leadership Practices Inventory (LPI) in the beginning of the student's college work. A re-administrated LPI will be given in the Transition to Ministry course towards the completion of the student's work.</p>	<p>The leadership skills section of the Intern Evaluation Sheet will report the mentor's evaluation of the student's leadership skills.</p>		<p>This outcome is only assessed in even numbered years.</p>

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
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<p><b>OUTCOME EXPECTED 6</b></p> <p>The undergraduate student will be able to write and deliver a sermon utilizing proper hermeneutical tools consisting of biblical and literary contexts, organization of biblical content, and proper applications.</p> <p>*This student learning outcome is only applicable if the student chooses Sermon Preparation and Delivery courses.</p>	<p>An exegetical paper will be written and submitted in the Biblical Hermeneutics course. A second exegetical paper will be submitted in the New Testament 6 course. A sermon will be written in the Sermon Preparation course. A sermon will be delivered in the Sermon Delivery course.</p>	<p>The student will write an exegetical paper for the Biblical Hermeneutics course to be submitted in the student's portfolio and which will be evaluated using the college-wide exegetical grading rubric requiring a minimum score of 68 % with a special emphasis on using proper hermeneutical tools of biblical and literary contexts, organization of biblical content, and proper applications. The student will submit a second exegetical paper for the New Testament 6 course, which will be evaluated using the college-wide exegetical grading rubric with a minimum score of 68%, which will be included in the student's portfolio. The student will write a sermon manuscript using proper hermeneutical tools of biblical and</p>		<p>This outcome is only assessed in even numbered years.</p>
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		literary contexts, organization of biblical content, and proper applications as evaluated on a grading rubric requiring a minimum score of 68%. The student will deliver a sermon using the same proper hermeneutical tools which will be graded using a sermon delivery grading rubric requiring a minimum score of 68%.		
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Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p><b>OUTCOME EXPECTED 7</b></p> <p>The undergraduate student will be able to evaluate, develop, and present church curriculum teaching plans and materials.</p>	<p>During the course of study of Principles of Teaching and Biblical Teaching Lab- students will be asked to evaluate Southern Baptist curriculum for all age groups. Special emphasis will be on Sunday School lesson plans. Students will be taught to develop their own literature and lesson plans. The lesson plans will be for preschool/children; youth; and adult classes. Students will work</p>	<p>The students will be asked to evaluate Southern Baptist curriculum for all age-groups with special emphasis on Sunday School lesson plans. If the student fails to achieve a grade of 80% on the final teaching plan presentation, the professor of record will meet with the student. Remedial work will be assigned if necessary. The student will be asked to submit revised lesson plans</p>		<p>This outcome is only assessed in even numbered years.</p>

	<p>individually and in teams to develop and present these plans.</p>	<p>until the work meets the standard.</p>		
<p>Learning Outcomes/ Department Outcomes</p>	<p>Measurement/ Means of Assessment</p>	<p>Administration of Procedures</p>	<p>Assessment Results</p>	<p>Use of Results to Improve Outcome</p>



<p><b>OUTCOME EXPECTED 8</b></p> <p>The baccalaureate student will be able to develop and apply administrative principles in planning, organizing, and evaluating the work of a local church and basic church programs as explored in the Church.</p> <p>The associate degree student will be able to develop and direct the qualities of an effective worship service.</p>	<p>The Ministry Faculty Committee will determine means of assessment and administration of those procedures.</p>			<p>.</p> <p>This outcome is only assessed in odd numbered years.</p>
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# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Administrative Affairs

**Name:** Jeremy Anderson

**Unit Purpose Statement:** The Administrative Affairs Office exists to fulfill the mission of the college by administering business affairs as well as other administrative assignments.

The fiscal resources of the college will be carefully managed according to NACUBO guidelines, accepted accounting standards, and Biblical principles adopted by the Board of Trustees.

Reporting to the Dean of Administrative Affairs are the following: Executive Assistant to the Dean of Administrative Affairs, Director of Business Services, Director of Financial Aid, Director of Information Technologies, and Director of Maintenance and Facilities.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
End the fiscal year with an operational surplus of 0.5% -2% of the annual budget.	Each month a budget summary is calculated to track revenues versus expenses.	Each month a QuickBooks report will be run to examine the budget overview.		

# Institutional Effectiveness Annual Report

**FY 21-22**

**Department:** Bookstore

**Name:** Monique Bailey

**Unit Purpose Statement:** The campus bookstore exists to provide bookstore services in support of the educational program offered at Clear Creek Baptist Bible College and to offer additional merchandise to all customers.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Director of Business Services (DBS) along with bookstore personnel will work to increase revenue on taxable sales.</p>	<p>Compare year-end sales reports from Square and QuickBooks Point of Sale for the current fiscal year and the two previous years to determine the trend on taxable sales.</p>	<p>At the end of the fiscal year the DBS and the Dean of Administrative Affairs (DAA) will compare current fiscal year's revenue amounts from taxable sales with the previous two fiscal years. The budget comparison will be used to determine if sales were increased from the previous year.</p> <p>The DBS will assist the bookstore personnel in conducting an electronic survey of items desired for purchase in the campus bookstore, which will help</p>		

evaluate merchandise inventory for resale.

Charts/Graphs/Surveys

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Business Services

**Name:** Monique Bailey

**Unit Purpose Statement:** Business Services personnel provides accurate business transactions for the entire college community with integrity in financial matters and in compliance with applicable legal and governmental regulations. The Business Services Office exists to manage financial resources and provide user-friendly services which include: providing complete, accurate, and securely maintained administrative records, processing payroll, collecting and recording receipts for purchases, paying bills, providing office supplies to faculty and staff, notifying customers of arrived packages, providing notary services acting as the liaison between the college community and UPS, FedEx and the Postal Service.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
Business Services office will work to reduce the time taken to calculate the quarterly down payment/deposit for students each semester which must be paid prior to attending or accessing classes in order to bill the students earlier. This process will allow students to pay their deposit, order and receive textbooks in a more timely manner.	We will assess the procedure by how well it works, how much time it takes to process, and how quickly the students receive their semester statement in order to begin making deposit payments. The survey will ask students if the process went smoother for them.	Six to eight weeks following the first day of classes each semester the Director of Business Services (DBS) will conduct an electronic student survey that will include questions on the efficiency and ease of matriculation. The DBS will also note the amount of time taken to process and distribute semester billing.		

Charts/Graphs/Surveys

# Institutional Effectiveness Annual Report

**FY 21-22**

**Department:** Christian Service

**Name:** Joshua Smith

**Unit Purpose Statement:** The Christian Service Office of Clear Creek Baptist Bible College exists to support the Academic Affairs Office in fulfilling the mission of the College, which is to provide educational preparation for adults called of God into Christian ministry, specifically to provide a quality based education with an emphasis on practical Christian service. The Christian Service Office also supervises the entrance and exit testing of all degree seeking students, collects and records test data, and shares this information with the responsible offices and departments.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>To provide opportunities for students to gain hands on experience in practical ministry working in cooperation with local churches and their outreach ministry.</p>	<p>Students enrolled in the Christian service assignment (CSA) will be required to have thirty gospel conversations with those living in the community of the church they are partnered with.</p> <p>Students will be required to use a Spiritual Life Survey to facilitate their thirty gospel conversations. In addition, they will log their conversations using a form provided by the DCS. Students will complete and submit the conversation log as documentation of their thirty gospel conversations. Students will also be required to submit a self-evaluation form related to their involvement and experience with the CSA assignment.</p>	<p>The Director of Christian Service will work with local pastors to coordinate student involvement in the outreach ministry of their churches.</p> <p>Students will submit the completed conversation log and the self-evaluation form as documentation that they have engaged in thirty gospel conversations.</p> <p>At the end of each semester, the Director of Christian Service will review each student’s conversation log and evaluation forms to confirm their involvement in the assignment and to evaluate their performance.</p>		

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures		
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# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Faculty

**Name:** Dr. Jay Sulfridge

**Unit Purpose Statement:** The Academic Affairs Office seeks to support the mission of the college by providing scholastic leadership and quality instruction.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
Maintain a favorable Faculty/Student ratio.	The total enrolled ratio should be at least one faculty to twelve-fifteen students.	Ratio statistics are computed each semester following the drop/add date.  The Academic Dean makes recommendations to the President based on the results.		



Charts/Graphs/Surveys

PROFESSIONAL STAFF DATA 2018						
	2017-2018		2018-2019		2019-2020	
	Headcount/ Instructor	FTE	Headcount/ Instructor	FTE	Headcount/ Instructor	FTE
Non-teach Admin.	2	0	2	0	2	0
Teaching Admin.	3	1.25	2	2	4	2.02
F/T Instructors	5	5	6	6	6	6
P/T Instructors	3	1.3	2	1.7	5	3.42
Total Headcount	8		8		11	
Adjuncts	13	2.03	11	1.8	6	1.1
Total Instruct FTE	(with adjuncts)	9.58	(with adjuncts)	12.5	(with adjuncts)	12.54
Student/Faculty Ratio	11.5:1		7.7:1		7.34:1	

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Family Life and Conference Center (FLCC)

**Name:** Ryan Martin

**Unit Purpose Statement:** The Student Affairs Office will provide wholesome recreational, social activities, and spiritual activities facilitated by the Family Life and Conference Center (FLCC) ministry.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>Increase student, faculty, staff and the community usage of the FLCC for recreational activities.</p>	<p>A campus basketball league is coordinated each year January through March. A volleyball league is coordinated October through December. The facility is open to the public during hours when there or no campus activities being held at the FLCC.</p> <p>Daily attendance and usage records are calculated monthly by the DFLCC and compiled at the end of the fiscal year and presented to the DIR in an annual report.</p>	<p>The FLCC presents a schedule of activities to the Student Affairs Office for inclusion in the college calendar and distributes a monthly calendar of scheduled activities via email, in-house mail and handed out at the FLCC Control Counter.</p> <p>Daily attendance and usage records are kept at the FLCC.</p> <p>The Student Affairs Office administers surveys in the</p>		<p>Faculty, staff, and student events will be increased to include volleyball and other sporting events.</p>

		spring of each year, and are tallied by the DIR.  Results are then sent to the DFLCC for appraisal.		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
To increase social activities among students and faculty/staff.	In the fall, an ice cream social, fall festival, and chili cook-off are held.  In the spring, a Valentine Banquet is held.  The DFLCC will assess attendance records after each event.  Survey will be administered in the spring semester and assessed by June of each year.	The FLCC provides social activities throughout the year to students, faculty and staff.  Attendance records of all activities will be tabulated by the DFLCC.  The Student Affairs Office administers surveys in the spring of each year, and are tallied by the DIR. Results are then sent to the DFLCC for appraisal.		Results will be used to plan more social activities and to better focus the activities to help build community.
<b>Charts/Graphs/Surveys</b>				

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Food Services

**Name:** Rachel Barker

**Mission:**

**Unit Purpose Statement:** Food Services provides quality food service for students, faculty, staff and campus visitors that are prepared in our facility in accordance with applicable health & safety codes.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>Food Services provides nutritional and enjoyable, time appropriate meals for students, faculty, staff &amp; guests.</p>	<p>The quality of food served and the quality of service is evaluated through an annual survey given to students, faculty &amp; staff. Personal, informal conversations with patrons are also used to evaluate needed changes.</p>	<p>The Director of Food Services conducts a written or online survey in March each year. The Director also keeps a written log of suggestions &amp; comments from informal conversation with patrons.</p>		

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>Food Services provides quality food service for community groups, retreats, &amp; conferences.</p>	<p>The quality of food service is evaluated through a written survey and through informal conversation with the patrons.</p>	<p>The Director of Food Services distributes a written survey to event coordinators and/or guests. The Director also keeps a written log of suggestions &amp; comments from informal conversation with patrons.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Institutional Advancement

**Name:** Matthew Black

**Unit Purpose Statement:** The Office of Institutional Advancement (IA) exists to fulfill the mission of the college by supervising and coordinating the college offices of Development, College Relations, and Admissions with the goal of advancing the college in the eyes of our various constituencies while securing students and adequate resources.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Dean of Institutional Advancement (DIA) will provide an effective admission process.</p>	<p>The DIA will evaluate: Cost per student</p> <p>The admission office will provide the DIA a weekly update on prospective students, applicants, and accepted student report.</p> <p>The admissions office will compile the cost per budget line items for the fiscal year.</p> <p>After the census date each semester, the admissions</p>	<p>Budget comparison Budget needs</p> <p>Weekly, monthly analytics of prospects, applications, and accepted students.</p> <p>The Admission office will keep a log of each line item used in their budget to evaluate what the budget was spent on to recruit students.</p>		

	<p>office will submit a financial report to determine the recruitment cost per student that has matriculated.</p> <p>August (need more specific date) will be a year's end report for recruiting for the school year. (please clarify timeframe for report)</p> <p>A cost per student report will be presented to the president and executive staff on the first Friday of September.</p>	<p>The admissions department will submit a report to the Dean of IA after the census date for the spring and fall semesters that includes the cost of each matriculate to be recruited.</p> <p>The admissions department will submit a report to the Dean of IA after the census date for the fall semesters that includes the cost of each matriculate to be recruited for the academic year.</p> <p>The Dean of IA will present the recruitment cost to the executive staff for the academic year during a regular Ex Staff meeting on Friday's.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome

<p>IA will provide a unified travel schedule for the division.</p>	<p>IA staff consolidate an IA calendar through Outlook to evaluate travel.</p> <p>The weekly key leader meeting will include in its agenda a discussion of calendar events for the next 2 months.</p> <p>After each recruiting season the key leader team (DIA, DOM, DCR, DA, AS), will evaluate the effectiveness of the consolidated calendar in the last meeting in Aug and Jan.</p>	<p>The IA has procedures in place to instruct on the usage of the IA calendar.</p> <p>We will discuss the travel schedule for each school representative to determine local opportunities.</p> <p>We will make the calendar accessible both static and mobile.</p> <p>We will cross train in order for the school representative to be effective in multiple areas.</p>		
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**Charts/Graphs/Surveys**

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# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Institutional Effectiveness

**Name:** Jacob Yates

**Unit Purpose Statement:** The institutional effectiveness program of the college exists to provide ongoing assessment of the educational, administrative, and educational support services of the college in order to inform the strategic planning process and facilitate institutional improvement.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>To ensure the writing of specific and measurable Outcomes for each department of the institution.</p>	<p>Outcomes for the following school year for each department will be approved by the IE committee by April of each year.</p> <p>From May to August the committee will work with each department to ensure that assessments from the previous year are being done.</p> <p>In August and September the committee will meet to</p>	<p>The IE committee will review OE's for each department in the spring semester.</p> <p>In May the IE committee will request assessments to begin from the previous school year.</p> <p>In August, the committee will begin meeting to evaluate assessments</p>		

	evaluate assessments from each department. Departments needing revisions will be contacted in August.	written for each department.		
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*Charts/Graphs/Surveys*

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Institutional Research

**Name:** Dr. Bruce Merrick

**Mission:**

**Unit Purpose Statement** The Director of Institutional Research coordinates; facilitates; records all research activities for Clear Creek Baptist Bible College.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/  
Department Outcomes

Measurement/  
Means of Assessment

Administration of  
Procedures

Assessment Results

Use of Results to Improve  
Outcome

<p>The Director of Institutional Research (DIR) maintains a database accessible for Strategic planning</p>	<p>All departments will be solicited for information pertain to their area of service to the college.</p>	<p>Heads of the different departments will submit data to the DIR according to the College Strategic Planning Calendar on a yearly basis.</p> <p>The data will be compiled and published in The Fact Book</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures		
<p>The DIR will establish a flow of information to the President to facilitate his administrative tasks.</p>	<p>Surveys will be initiated in odd-numbered years to assess the work of the Executive Staff and the President.</p> <p>Surveys will be initiated in odd-numbered years to assess the self-evaluation of the Trustees.</p>	<p>Electronic surveys will be created and links emailed by the DIR to the appropriate audiences for the surveys.</p> <p>Survey Monkey or an equivalent electronic survey tool will be utilized.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Library Services

**Name:** Andrea Fox

**Unit Purpose Statement:** The Carolyn Boatman Brooks Memorial Library exists to provide facilities and learning/information resources to support educational preparation of adults called of God into Christian Service. The library also seeks to nurture not only our students, but the Christian community as well while managing our resources by biblical principles.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>Library resources and services are appropriate to support the curriculum of the institution.</p>	<p>Items and comments on the Library Services annual survey given in November will assess the adequacy of the collection. Request forms for new materials submitted by library users will be assessed.</p> <p>A goal of adding 500 books and 50 audiovisuals will be assessed.</p> <p>Usage statistics including online resources, websites, gate counts, reference</p>	<p>Results of the annual survey gathered by January will demonstrate satisfaction with each area satisfactory scores equal or greater than 75% (satisfied scores = 3-5 on a Likert scale.)</p> <p>Items purchased by the request of faculty and students will be evaluated with a goal of purchasing at least 75% of requested items.</p> <p>Usage of library resources and services should remain</p>		

	statistics, and circulation will be evaluated.	stable or increase each year relative to enrollment.		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
On campus and distance education students along with faculty demonstrate information literacy skills to support education and lifelong learning.	Information Literacy pre-test and post-test to all students given to students in the College Research Literacy class each fall.  Documentation and statistics of faculty information literacy instruction.  Annual survey will evaluate confidence in information literacy skills.	The DLS will assist students with research and literacy instruction and assist the faculty in their information literacy goals.  Faculty will receive at least one formal instruction session on information literacy per year.  80% of responses will be positive.		
<b>Charts/Graphs/Surveys</b>				

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Physical Plant

**Name:** Allen Sanders, Gary Hinkle and Yvonne Webb

**Unit Purpose Statement:** The Physical Plant Office exists to manage the physical resources of the college, guided by biblical principles. The office seeks to maintain and improve facilities, housing and the aesthetics of the campus; provide a safe and secure environment for campus families; and assign housing equitably.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
Efficiently and effectively address facility maintenance requests.	<p>Completed surveys will show 80% or higher satisfactory results by respondents.</p> <p>First contact rate of resolution will be 80% or higher.</p> <p>Average speed of completion of maintenance requests will be within 5 business days.</p>	Maintenance requests will track user satisfaction, first contact resolution rate, and average time of completion from point of submission.		

<b>Institutional Effectiveness Annual Report</b>				<b>FY 21-22</b>
Department: Physical Plant		Name: Allen Sanders, Gary Hinkle and Yvonne Webb		
Unit Purpose Statement: The Physical Plant Office exists to manage the physical resources of the college, guided by biblical principles. The office seeks to maintain and improve facilities, housing and the aesthetics of the campus; provide a safe and secure environment for campus families; and assign housing equitably.				
<input checked="" type="checkbox"/> Institutional Objectives <input type="checkbox"/> Educational Goals <input type="checkbox"/> Core Values				
<b>Learning Outcomes/ Department Outcomes</b>	<b>Measurement/ Means of Assessment</b>	<b>Administration of Procedures</b>	<b>Assessment Results</b>	<b>Use of Results to Improve Outcome</b>
Create a master key access and control system.	Number all door openings.  Locate keys for all locks.	Establish and maintain a limited accessibility master key locker.		
<b>Learning Outcomes/ Department Outcomes</b>	<b>Measurement/ Means of Assessment</b>	<b>Administration of Procedures</b>	<b>Assessment Results</b>	<b>Use of Results to Improve Outcome</b>



Provide safety training for Physical Plant personnel	Document minimum total of 3 hours training per employee	Institute a video driven independently accomplished training program		
<b>Charts/Graphs/Surveys</b>				

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** President's Office

**Name:** Donnie Fox

**Mission:**

**Unit Purpose Statement:** As chief executive officer, the President is responsible to the Board of Trustees to provide administrative leadership for the entire college. Through four deans the president delegates administrative responsibility and gives direction in planning, managing, and evaluating the total work of the college.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
The President will work toward completing objectives and goals delineated in the College Strategic Plan, which are foundational to the college's mission statement and serves as the foundation for institutional operations, programs and activities.	Achievement of this expected outcome will be evidenced by periodic evaluation and documentation that compares accomplishments-to-date with those prescribed in the CSP.	At an administrative staff meeting held in January, April, and July, the President guides the administrative staff in comparing accomplishments-to-date with those planned for the same period in the CSP. No evaluation is conducted in October because the CSP is revised and presented to the Trustees in October.		

<b>Department:</b> Student Life (Including Kelly Hall Guest Services)		<b>Name:</b> Todd and Becky Davis		
<b>Mission:</b>				
<b>Unit Purpose Statement:</b> The Office of Student Life will provide services to students that will enhance their spiritual, emotional, social and physical development. Moreover, we endeavor to deliver these services in such a way as to contribute to the holistic development and care of our students. The Office of Student Life will also provide housing for single students, commuters, faculty, as well as, alumni and other guests visiting our campus.				
<input checked="" type="checkbox"/> Institutional Objectives <input type="checkbox"/> Educational Goals <input type="checkbox"/> Core Values				
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
The Office of Student Life will endeavor to increase student, faculty, and staff fellowship outside of the classroom.	The student’s satisfaction regarding faculty/staff, student fellowship outside of the classroom, will be evaluated through the fall and spring student life Online surveys. Moreover, the Student Life Office will track the number of offerings for fellowship facilitated annually.	The Student Life Office will conduct the fall and spring student life surveys and submit results to Director of Institutional Research (DIR) in April and December.  Annually, the student Affairs Office will tabulate times of fellowship during the school year.		

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Office of Student Life will provide students an opportunity to voice ideas, questions, and concerns, as well as, give input toward institutional decision making.</p>	<p>During Student Advisory Council meetings, students will voice their questions, concerns and ideas to their class leadership. Meeting minutes will be prepared by student body secretary.</p> <p>Student surveys given in March and November will assess student satisfaction with their opportunity to voice ideas, questions, and concerns, as well as, give input toward institutional decision making.</p>	<p>The Student Life office works with the Student Advisory Council (SAC), made up of student leaders, via monthly meetings during the semester to act as a liaison between students and the institutional leadership.</p> <p>Student answers from the biannual surveys will be assessed and forwarded to the DIR each April and December.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome

<p>The Office of Student Life will seek to help assist with the medical and benevolent needs of students through TelaDoc, Agape fund, Clear Creek Mall, Student Sponsorship and gifts-in-kind distribution.</p>	<p>The effectiveness of these services will be evaluated through the fall and spring student life Online surveys.</p> <p>The number of usages of Teladoc, Agape Fund, Clear Creek Mall, Student Sponsorship and Gifts-in-Kind will be tabulated annually.</p>	<p>Student surveys given in March and November will assess student satisfaction and effectiveness of the services provided and results will be forwarded to DIR.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Office of Student Life will seek to encourage the spiritual, emotional and social development of students that is consistent with biblical higher education through weekly floor meetings led by a Resident Assistant, monthly joint floor meetings led by the Director of Student Life and professional counseling services offered on campus at no charge.</p>	<p>The effectiveness and satisfaction of these services will be evaluated through the fall and spring Student Life online surveys and the annual resident hall survey.</p>	<p>Student Life surveys will be administered each fall and spring semesters and the Resident Survey will be administered each fall semester. The results will be assessed and forwarded to DIR.</p>		

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Office of Student Life will endeavor to provide students with safe, clean, and adequate rooms, bathrooms, kitchens, laundry facilities, and recreational area.</p>	<p>The satisfaction of these services will be evaluated through the fall and spring Student Life online surveys and the annual resident hall survey and monthly inspections.</p>	<p>Student Life surveys will be administered each fall and spring semesters and the Resident Survey will be administered each fall semester. The results will be assessed and forwarded to DIR. Inspections will be conducted monthly by RAs. Custodians maintain a cleaning schedule.</p>		
Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>The Office of Student Life will endeavor to provide Guests with safe, clean, and comfortable rooms that are compliant with applicable health, safety and disability access codes.</p>	<p>Rooms are inspected regularly by the Directors of Student Life and every guest is given a written survey to complete.</p>	<p>Student Life Directors inspect guest rooms regularly and maintain current schedules regarding maintenance and housekeeping service. Directors collect the guest surveys at check-out and address any concerns that are mentioned.</p>		

Charts/Graphs/Surveys

# Institutional Effectiveness Annual Report

FY 21-22

**Department:** Office of Student Records

**Name:** Jacob Yates

**Unit Purpose Statement:** To support the mission of the college to provide a quality Bible-based education for those called of God into Christian service by coordinating and facilitating the academic program as defined by the faculty.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
Registrar will ensure that all faculty, staff, and student workers are trained regarding FERPA.	Registrar will monitor use of FERPA Training site as component of new on-boarding process.  Goal will be to have 100 percent of new employees complete training within their first 30 days of employment.	Registrar will work with Dean of Administrative Affairs to ensure that new hires are directed to the appropriate training via the SAKAI platform.  Certificates of Completion will be submitted to each employee's supervisor and forwarded to the Dean of Administrative Affairs.		

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
<p>To provide an efficient and satisfactory registration process.</p>	<p>Students will be surveyed regarding registration annually each spring semester.</p> <p>Threshold of 80% or above indicate satisfactory results.</p>	<p>Survey will be distributed after fall registration (during spring semester) to all registrants.</p> <p>Results of survey will be analyzed by registrar and Academic Dean and reported to the faculty.</p>		
<p>Charts/Graphs/Surveys</p>				



# Institutional Effectiveness Annual Report

**FY**  
2019-20

**Department:** Technologies

**Name:** Eric J. Greene

**Unit Purpose Statement:** Policies and availability of technology resources be evaluated to ensure that academic and administrative needs are adequately addressed. Nurture God-called students as they prepare for the Lord's work.

- Institutional Objectives
- Educational Goals
- Core Values

Learning Outcomes/ Department Outcomes	Measurement/ Means of Assessment	Administration of Procedures	Assessment Results	Use of Results to Improve Outcome
Helpdesk satisfaction rate is a minimum of 95%.	Helpdesk User Satisfaction: This will be measured through the use of web-based surveys related to each helpdesk request. (See Attachment A) The user will be invited, by email, to respond to their level of satisfaction in relation to the resolution of their issue. This will be done utilizing the closed ticket notification email.	The "closed ticket" email notification template displays a link to a survey allowing the end user to declare their satisfaction or dissatisfaction (using a Likert scale 1-5 with 3-5 as neutral-to-positive response). The data from the survey is collected and input into 201920_HelpdeskSatisfactionSurvey.xlsx.		

	<p>The survey will ask the user to respond to the following metrics:</p> <ul style="list-style-type: none"><li>--Perception of speed to completion (1-5)</li><li>--Problem resolved on first contact (Y/N)</li><li>--Overall Satisfaction (1-5)</li></ul>			
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