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INSTITUTIONAL EFFECTIVENESS: A HANDBOOK FOR PROGRAM IMPLEMENTATION BY MEMBERS OF THE ACCREDITING ASSOCIATION OF BIBLE COLLEGES

by
Howard L. Wilburn

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
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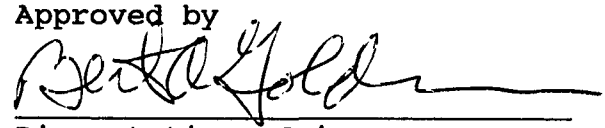

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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WILBURN, HOWARD L., Ed.D. Institutional Effectiveness: A Handbook for Program Implementation by Members of the Accrediting Association of Bible Colleges. (1995) Directed by Dr. Bert Goldman. 452 pp.

The purpose of this dissertation was to determine whether the institutional effectiveness model appropriate for the Accrediting Association of Bible Colleges (AABC) members was the same as the model used in other colleges and universities. The resolution of the research question allowed the development of a recommended model for Bible college outcomes assessment and the writing of a handbook for program implementation.

The researcher prepared a model of institutional effectiveness for non-Bible colleges by complementing the literature search with data obtained by means of on-site visits to regionally accredited institutions. On-site visits were made to two community colleges, two private liberal arts colleges, and two members of the University of North Carolina System.

An institutional effectiveness mail survey of the 86 AABC members was conducted. After 20 well-defined institutional effectiveness programs were identified based on the questionnaire data, the researcher surveyed those colleges by means of a telephone interview. To complete the data-gathering process, five AABC member colleges were visited by the researcher.

A model for institutional effectiveness as now

practiced in AABC schools was developed and compared with the model for non-Bible colleges. Using the results of the comparison, the researcher prepared a recommended program for AABC members. Finally, a descriptive handbook for implementing a program of institutional effectiveness in a Bible college was written, then evaluated and revised using suggestions by AABC administrators.

The concept and many processes for assessing quality in all higher education institutions are essentially the same. Additionally, the institutional framework of mission statement, general objectives, measurable program and degree objectives, and administrative or co-curricular department objectives is similar, with variations depending on the institutional size and number of programs offered. The differences in quality assessment programs are in the selection of measurement methodologies and instruments with selection based on curricular content validity.

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CHAPTER I

INTRODUCTION

The assessment of students and personnel is a well-entrenched and perhaps distinguishing practice in higher education. Alexander Astin (1993) gives an overview of the practice:

> Practically everybody in the academic community gets assessed these days, and practically everybody assesses somebody else. Students, of course, come in for a heavy dose of assessment, first from admissions offices and later from the professors who teach their classes. Recently students have also gotten in on the other end of the assessment business, with the end-of-course evaluations of teaching that are now so widely used by colleges and universities. Professors, of course, subject each other to the most detailed and rigorous assessments when new professors are hired or when a colleague comes up for tenure or promotion. Administrators also get in on the act of assessing faculty and in many institutions have the final say in faculty personnel decisions. Administrators, of course, regularly assess each other, and sometimes the faculty and the trustees also take part in assessing the administrators. Finally, the whole institution is

> regularly assessed in a highly detailed fashion by external accrediting teams made up of faculty and administrators from other institutions. (p. 1)

Beyond this, a major focus of college and university accreditation procedures in the 1990s is the assessment of educational processes, programs, and activities; and the use of the data generated for the addition, modification, or termination of programs (academic, co-curricular, or administrative). This process is called institutional effectiveness.

> Concerted efforts have been made in recent years, particularly in the regional accrediting associations, to require institutions to set forth goals and objectives in a clear and measurable fashion, to describe procedures to be employed in seeking those goals and objectives, to identify indicators to be used in determining the degrees of attainment, and then to present evidence that the goals were, in fact attained. (Bogue & Saunders, 1992, p. 39)

Institutional effectiveness (sometimes referred to as outcomes assessment) is ascertained by determining (a) whether schools are accomplishing their stated missions, (b) how well they are accomplishing those missions, and (c) how their programs may be modified for better mission accomplishment.

The focus on institutional effectiveness is a result of the accountability emphasis in education. "Government, the public, and those educators concerned about the continuing worth of college degrees are crying out for institutions to demonstrate greater accountability regarding the quality of their offerings" (Marcus, Leone, & Goldberg, 1983, p. 34).

Gloria Stronks provides a second purpose for the emphasis on institutional effectiveness in higher education: "If it is a given that higher education's principal reason for being is to develop the talents of its students, then "quality" or "excellence" should reflect educational effectiveness rather than mere reputation or resources" (1991, pp. 91-92).

Further credence is given to the educational excellence argument for the emergence of institutional effectiveness procedures by the American Association of State Colleges and Universities (AASCU) (1986) in the pamphlet, Quality and Effectiveness in Undergraduate Higher Education:

> The conventional measures of institutional quality are well known. They include such indices as the number of library volumes per student, the percent of Ph.D.'s on the faculty, the examination scores necessary for admission, the budget expenditures per full-time equivalent student, and the percent of graduates enrolling in graduate school....With a single

> exception, none of these criteria provides information about the education process itself - that is, what happens to the student between the time he or she enters the institution and the time of departure. Thus the customary measures of quality in most colleges and universities fail to assess the impact of the institution on its students. (p. 1)

A number of stakeholders benefit directly from the institutional effectiveness process. The institutions' trustees, administrators, and faculty determine whether they are fulfilling intended purposes, how well, and what, if any, modifications should be made. Students determine whether their education can be expected to be of high quality and useful in life roles. Parents, governments, foundations, and others, who pay much of the cost for education, determine whether their monies are being used beneficially.

In a recent monograph intended to address current needs of higher education in America, the Wingspread Group on Higher Education (1993) articulated the underlying rationale for institutional effectiveness programs:

> A disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality of undergraduate preparation

> provided on many campuses....The simple fact is that some faculties and institutions certify for graduation too many students who cannot read and write very well, too many whose intellectual depth and breadth are unimpressive, and too many whose skills are inadequate in the face of the demands of contemporary life. (p. 1)

In the final analysis, improvement of institutional programs and operations by the faculty and administration is reason enough to begin a program of institutional effectiveness.

Purpose

The purpose of this dissertation was to determine whether the model of institutional effectiveness in member colleges of the Accrediting Association of Bible Colleges (AABC) is the same as the model for institutional effectiveness utilized by other accredited colleges and universities. The resolution of the research problem enabled the researcher to prepare a recommended model for institutional effectiveness for Bible colleges and to write a handbook to guide the implementation of the program among AABC members.

Institutional effectiveness is by definition appropriate for all schools within the diverse group of undergraduate institutions making up higher education,

including Bible colleges.

> But each college or university ought to strive for quality in terms of its own goals and aspirations rather than on the basis of externally predetermined criteria. Diversity in goals and functions ought not to be merely tolerated but actively encouraged, if not demanded. Each college or university ought to pride itself on its uniqueness. (American Association of State Colleges and Universities, 1986, p. 2)

Problem Statement

The research question to be addressed in this dissertation is as follows: Is the model of institutional effectiveness that best fits a Bible college accredited by the Accrediting Association of Bible Colleges the same as the model of institutional effectiveness for accredited colleges and universities other than Bible colleges?

Significance of the Study

Bible colleges are a group of undergraduate institutions whose purpose is to train men and women entering vocational Christian ministry. Graduates' professional services are generally utilized in local church or mission field ministries. Within this movement, 86 colleges have banded together in an association called the

Accrediting Association of Bible Colleges (AABC), with approximately 29,000 students currently studying in member schools. AABC serves as an accreditation agency approved by the United States Department of Education. AABC is a participating member of the Council on Recognition of Postsecondary Accreditation (CORPA).

The value of this project is stated in the following set of positive benefits:

1. The rationale, the methodologies, and the specific instruments for measuring institutional effectiveness may be applied to a group of undergraduate institutions which heretofore may not have been systematically measuring institutional effectiveness.

2. Bible colleges may have the opportunity to analyze their mission, the performance of their mission, the effectiveness of their programs, and the value of their education through outcomes assessment procedures.

3. Bible colleges may have the opportunity to position themselves for change based on the facts revealed through a systematic institutional research process.

4. Bible colleges may obtain a method for evaluation which will tend to keep them focused on their stated mission.

5. The employment of the effectiveness model may assist Bible colleges in qualifying for accreditation with regional

accrediting agencies, and with other professional accrediting agencies such as the National Council for Accreditation of Teacher Education (NCATE).

6. The Bible college institutional effectiveness handbook to be developed as a result of this study could become a part of the institutional self-study process for all Bible colleges applying for initial accreditation, or reaffirmation of accreditation with the AABC.

7. The findings of this research may contribute to the knowledge base for institutional effectiveness at any college or university.

Definition of Terms

For clarification, the following terms are defined:

1. Assessment:

> While there is no single, commonly accepted definition of assessment, the current debate over its value for higher education reflects at least two critical aspects of its meaning: assessment tries to determine what students actually achieve in their college study; and assessment links educational objectives (of a course, a program, a field of study, or an institution) to some measures of student achievement. (Rossmann & El-Khawas, 1987, p. 3)

2. Bible college:

> A Bible college is an institution of higher education in which the Bible is central, and the development of Christian life and ministry is essential. A Bible-college education requires of all students a substantial core of biblical studies, general studies, and Christian-service experiences and integrates a biblical worldview with life and learning. It offers curricula that fulfill its overriding purpose to equip all students for ministry in and for the church and the world. (Accrediting Association of Bible Colleges, 1993, p. 16)

3. Evaluation: "In education, it is the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum" (Worthen & Sanders, 1987, p. 22).

4. General Objectives of the College: The institution-wide statements of purpose for the college or university that are developed from the mission statement to be accomplished within or on behalf of the students.

5. Institutional effectiveness: "The assessment of institutional effectiveness essentially involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose" (Southern Association of Colleges and Schools [SACS], 1989,

p. 2).

6. Measurement: "Measurement is simply a process for collecting the data on which research generalizations or evaluative judgements will be made" (Worthen & Sanders, 1987, p. 23).

7. Mission statement:

> Traditionally, the statement of institutional purpose has been a brief document (one to four pages) incorporating some or all of the following information:
>
> .a brief history of the institution;
>
> .pertinent descriptive information;
>
> .statements expressing essential beliefs, values, or intent of the institution;
>
> .description of the types of students which the institution hopes to attract, often accompanied by statements about the types of occupations or endeavors which graduates will be prepared to undertake;
>
> .delineation of the geographic region for which the institution intends to provide services;
>
> .outline of the major functions of the institution;
>
> .general description of the skills, knowledge, experiences, and attitudes ideally to be acquired or developed by the institution's students. (SACS, 1989, p. 7)

8. Outcomes assessment: "A process of describing the effects of curriculum and instruction in order to improve performance of students, faculty, programs, and institutions" (American College Testing, 1990, p. 4).
9. Program and degree objectives: That set of observable and/or measurable goals in a specific program or degree that are consistent with the mission statement and general objectives of the college and that the college or university intends to accomplish within or on behalf of the students.

Type of Research

This is a qualitative/descriptive research project. The author has described the process of institutional effectiveness in Bible colleges accredited by the AABC, and has compared it to the same process as it is employed in non-Bible colleges.

Procedure

This research project involved the preparation of a model of institutional effectiveness gleaned from the literature which describes outcomes assessment in higher education (exclusive of Bible colleges). The information generated during the literature search was supplemented by data obtained from one on-site visit to each of six colleges and universities other than Bible colleges. The researcher

selected the six institutions (two state universities, two private liberal arts colleges or universities, and two community colleges) from among the Southern Association of Colleges and Schools (SACS) accredited institutions in North Carolina.

A survey of the entire population of 86 Accrediting Association of Bible College member schools was accomplished by mailing a questionnaire to determine the extent to which they now utilize institutional effectiveness activities.

Based on the data received, 20 Bible colleges with well-defined institutional effectiveness programs were surveyed by telephone for additional information relating to their assessment activities. The final segment of the AABC member survey was the on-site visit and interview of personnel from five well-defined programs of institutional effectiveness (as determined from the telephone survey) at AABC colleges. Upon completion of the AABC member survey, the researcher compiled a model of institutional effectiveness as practiced in the AABC.

The two models of institutional effectiveness (the one developed for the AABC member colleges and the one constructed for higher education institutions other than Bible colleges) were compared. The results of the comparison have led to the development of a new model of Bible college institutional effectiveness recommended by the

researcher.

As a result of the research described above, a handbook for the preparation of an individualized Bible college institutional effectiveness program was developed using either the model deemed to be in current use among AABC member schools or the model recommended by the researcher. The handbook was evaluated by submitting it to a group of college administrators from among the AABC-accredited institutions and revised prior to the conclusion of the research project.

Delimitations

This research project was not designed to encompass every component of the administrative practice accreditation agencies refer to as institutional effectiveness. In order to reduce the dissertation to a manageable project, the planning component was not covered. Included in this delimitation are such subjects as marketing, positioning, environmental scanning, strategic planning, and total quality management.

Procedures for the effectiveness assessment of graduate studies were not included in this research design because the Accrediting Association of Bible Colleges accredits only undergraduate education.

Limitations

The conclusions of this dissertation are generalizable only to that special-purpose undergraduate institution called a Bible college whose mission is to train men and women for vocational Christian ministries, and which is a member of the Accrediting Association of Bible Colleges.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this research project was to determine whether the model for institutional effectiveness in member colleges of the Accrediting Association of Bible Colleges (AABC) is the same as the model utilized by other accredited colleges and universities. The resolution of the research question would enable the researcher to prepare a recommended model for outcomes assessment among AABC members and to write a handbook for guiding the implementation of the program. The group of colleges making up the research population, the same group to which the results are generalizable, is the 86 members of the AABC.

The literature search was designed to determine from the literature what undergraduate institutions in the United States (other than Bible colleges) are doing relative to institutional effectiveness. By reviewing the knowledge base, the researcher would gain a perspective on institutional effectiveness and outcomes assessment from a theoretical viewpoint. The review also provided an understanding of the component parts of the process.

Certain specific terms are useful in identifying sources of information. Among the key terms are (a) institutional mission or purpose, (b) institutional goals

and objectives, (c) program and degree objectives, (d) institutional research, (e) outcomes assessment, (f) educational evaluation, and (g) institutional effectiveness.

What is Institutional Effectiveness?

Institutional effectiveness is an attempt to determine the educational quality level of a college or university by means of performance measurements. Its performance is to be measured by the standards of its own stated mission: "The best indicator of an institutions's quality is its effectiveness in reaching its mission goals" (Prus & Johnson, 1991, p. 6). Bogue and Saunders agree with the Prus and Johnson definition of quality: "Quality is conformance to mission specification and goal achievement - within publicly accepted standards of accountability and integrity" (1992, p. 20). The Southern Association of Colleges and Schools' (SACS) view of institutional effectiveness concurs with the definitions above: "The assessment of institutional effectiveness essentially involves a systematic comparison of institutional performance to institutional purpose" (1989, p. iv).

Although the major emphasis is on measuring academic programs and student progress, institutional effectiveness procedures permeate the organization.

While the most effective approaches to institutional

> planning and evaluation will likely be those which are comprehensive (that is, those which ultimately encompass all academic, administrative, and support functions of the institution), the primary shared focus is upon the educational program and services provided for students. (SACS, 1989, p. 2)

Within the context of educational quality assessment, the two purposes for institutional effectiveness programs most often mentioned in the literature are improvement (formative) and accountability (summative). A consensus exists that the primary purpose is improvement of education (Erwin, 1991). Bogue and Saunders agree with the improvement mandate. "Any quality assurance program that does not directly affect the quality of teaching and the quality of what happens in our classrooms, studios, laboratories, and other learning settings is an empty exercise" (1992, p. 216).

A program of institutional effectiveness has as its beginning point a statement of mission or purpose. It must be clear, accepted by the constituency, and widely published. The articulation of the mission statement provides the point of reference. "An institution's purpose should be a beacon that orients and gives direction to institutional activities. It is the primary reference point by which the institution evaluates itself and is evaluated."

(Folger & Harris, 1989, p. 20).

The formulation of a mission statement is to be followed by the wording of broad-range goals and objectives (Folger & Harris, 1989). These may be written from an institution-wide perspective (general objectives of the college or university), or from a departmental perspective.

In addition, specific measurable objectives will be prepared for each program and degree. These further delineate the institutional goals and are written in measurable language so that they may be identified when accomplished. Program or degree objectives may be plotted on departmental matrices revealing the specific courses in which the objectives are to be accomplished.

> Most college catalogues present institutional goals, purposes, or mission in the form of broad concepts, such as character, citizenship or cultural appreciation. Because these goals are global and often vague, it is necessary also to state objectives. Objectives are typically expressed in a list or series of statements indicating what the department, program, or office is trying to accomplish with the student. (Erwin, 1991, p. 35)

The establishment of this specified set of objectives benefits (a) the college or university by preparing an agenda for its educational activities, (b) the faculty by

establishing criteria by which a course is to be taught, (c) the student by explaining what may be expected from a program or course, and (d) the accreditation and governmental agencies by making clear the intentions of the institution.

Once the previously described goals and objectives have been established, a systematic evaluation program is implemented to reveal whether the goals and objectives are being achieved. Erwin (1991, p. 2) stated: "It is undertaken so that institutions can document students' progress in higher education -- in other words, the 'outcome' after their exposure to college."

The evaluation plan is to be specific in nature and is to describe (a) what is to be assessed, (b) how the assessment is to take place, (c) when the assessment is to take place, (d) who is responsible for performing the assessment, and (e) what will be done with the results.

The culminating aspect (and perhaps the preeminent aspect) of an institutional effectiveness program is usage of data generated for administration or faculty action. Among the potential actions to be taken are the confirmation, modification, addition, or deletion of (a) existing educational programs, (b) teaching methodologies or course content, or (c) administrative structures or procedures.

There is no ideal, perfect, or flawless program of institutional effectiveness. J. Rogers, Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools, stated, "The diversity of institutions, both national and regional, assures that no one set of assessment procedures, criteria, or measures will fit all or even most colleges and universities" (Folger & Harris, 1989, p. viii).

Who Wants Institutional Effectiveness?

While the improvement of undergraduate education is the primary purpose for institutional effectiveness, it is not, however, the primary source of impetus. Accountability to external sources such as government and the consumer have given drive to the movement from the beginning.

> Not surprisingly, assessment's questions ring loud bells for higher education's outside constituencies. The public at large retains a faith that higher education is a good thing, something it wants for its children. But there's a sense, too, that things aren't quite right on campuses, that a great deal of money is being spent to uncertain effect. (Hutchings & Marchese, 1990, p. 14)

The higher education marketplace is filled with study opportunities. Therefore, prospective students and parents

are interested in outcomes data in order to make decisions about college attendance (Rossmann & El-Khawas, 1987).

Not only have colleges and universities realized that students and parents want outcomes data, but Congress has mandated that they receive published graduation rates. The Student-Right-To-Know and Campus Security Act of 1990 also suggests that information be made available to consumers on completion and graduation rates broken down by program and academic division, licensure and certification examinations pass rates, and rates of employment for completers and graduates in the occupation for which they trained. (National Center for Education Statistics [NCES], 1992, p. 47).

Among the other stakeholders interested in institutional effectiveness indicators is state government. Regarding the state systems of higher education, Boyer, Ewell, Finney, and Mingle (1987) give the following rationale for the growing state role in assessment:

> Regardless of their level of advocacy or involvement, state boards legitimize their particular roles in traditional accountability terms. Most feel that their charters require them to insure quality throughout the state's system of higher education; most also feel they have a primary role in providing continuing evidence to both the legislature and the public on various

> "indicators of effectiveness" for the state's system of higher education. (p. 10)

Accreditation associations are perhaps the most recognizable entities providing impetus to institutional effectiveness. "Indeed, accreditation is probably the most widely known and respected form of quality assurance among parents, government officials, and other civic friends of American higher education" (Bogue & Saunders, 1992, p. 29).

The view of an accrediting agency relating to the demand for outcomes assessment is found in the Resource Manual on Institutional Effectiveness published by SACS (1989, p. iii):

> While accreditation traditionally has focused on resource measures (e.g., proportion of faculty holding doctorates, number of library holdings), the addition of a criterion on "Institutional Effectiveness" represents an expansion of the process to emphasize the results of education and to focus on the extent to which the institution uses assessment information to evaluate goals, to make essential improvements, and to plan for the future.

In addition to the Student-Right-To-Know Act, the federal government's interest in higher education quality has grown. The reason for the heightened federal interest (Marcus, Leone, & Goldberg, 1983) is that between one-eighth

and one-sixth of the budgets for colleges and universities in the United States comes from the federal government. Thus, the notion has evolved that the federal government is a "consumer" of the educational services of colleges and universities.

> While students are the most obvious consumers of postsecondary education, they are certainly not the only consumers. Any individual or organization that has a financial interest or other stake in the student's persistence, progression, and completion, such as the student's parents, spouse, or employer could also be considered a "consumer." In fact, in this broader sense, the consumer would include the federal government, as well as state and local governments, since they provide financial assistance to students directly through student financial aid and indirectly through funding allocations to postsecondary institutions. (NCES, 1992, p. 5)

To satisfy the external demands for accountability, colleges have turned to institutional effectiveness. "Nationwide, outcomes assessment has growing appeal as a means of establishing accountability in higher education" (Jacobi, Astin, & Ayala, 1987, p. 4).

Edgerton (1990) sees institutional effectiveness as a way to silence some critics of higher education:

> When governors and legislators think about us in higher education, all too often they see us as privileged people caught up in obscure research projects, no longer serving our students' or society's larger needs. Before dismissing these views as the prejudices of unthinking outsiders, we should ponder the fact that our own colleagues, like Page Smith, author of Killing the Spirit, and Bruce Wilkshire, author of The Moral Collapse of the University see much the same thing. We can send a strong message to the contrary by taking assessment seriously. (p. 5)

In summary, Erwin (1991, pp. 2-5) provided four reasons for the accountability movement. The first is political and is based on the extensive financial support coming to higher education from governmental coffers accompanied by a demand for accountability. The second is economic. Colleges and universities are expected to provide a well-trained work force to serve the economy of our nation. Educational issues are the third reason and come from the colleges and universities themselves. Educators do indeed care about the quality of the educational experience and the degree to which the graduate is prepared for a productive role in life. The final factor in the establishment of the movement is societal. The public has a need to know what a college degree represents and what its potential impact on the

graduate is.

Evaluation by External Entities

Several aspects of institutional effectiveness are designed to meet the requirements of stakeholders external to the campus. Among the external entities interested in the effectiveness of undergraduate education are accrediting associations, persons who develop ranking and rating systems, and state and federal governments.

Accrediting Associations

Historically it has been left to the voluntary accrediting associations made up of peer educators to police higher education. By means of accreditation these associations seek to assure consumers of quality.

A recent innovation among the accrediting associations is the move towards institutional effectiveness as a major focus of the accreditation process. Bogue and Saunders (1992) stated:

> Concerted efforts have been made in recent years, particularly in the regional accrediting associations, to require institutions to set forth goals and objectives in a clear and measurable fashion, to describe procedures to be employed in seeking those goals and objectives, to identify indicators to be used

> in determining the degrees of attainment, and then to present evidence that the goals were, in fact, attained. (p. 38)

Ranking and Rating Systems

American colleges and universities are also evaluated through a type of quality assessment known as "college rankings and ratings." While several media sources assess and publish their findings for the benefit of the reading public, one example is the news magazine, U.S. News and World Report, which has over the past ten years periodically issued its rating of "America's Best Colleges." The system involves having experts (college presidents, deans, and admissions directors) subjectively evaluate the schools. Each institution is evaluated according to (a) student selectivity, (b) faculty resources, (c) financial resources, (d) graduation rate, and (e) alumni satisfaction.

U.S. News and World Report (September 26, 1994) provided the rationale for the ratings:

> At a time when four years at a top-ranked private institution can cost more than a small house, a prospective student needs all the information possible about the comparative merits of the colleges that she or he may be considering....Fairly or unfairly, the name of a top-ranked college or university on a resume

opens more doors to jobs and graduate schools than does the name of a school in the bottom tier. (p. 89)

State or System Authorities

State higher education regulatory agencies use a variety of methods to assess college or university educational quality, whether public or private education. Among those methods are a historic one (program review) and a newer one (financial aid eligibility review).

Program Reviews

The Academic Program Review is a quality measurement technique (largely but not exclusively used by state government or multicampus universities) employed in recent years to evaluate the credibility and effectiveness of program offerings. Conrad and Wilson (1985) provided the historical setting: "The heightened interest in program review can be traced to a widespread interest in improving program quality and the need to respond creatively to severe financial constraints and to external constituencies' expectations for accountability" (p. iii).

Program reviews may be used to determine whether a new program should be started, an activity sometimes referred to as program evaluation (Conrad & Wilson, 1985). This is important when there are fewer high school graduates, but a

proliferation of similar program offerings for college entrants. However, the more frequent usage of program review is to determine whether existing programs meet written criteria and policies.

Decision-making about allocation or reallocation of scarce resources is another aspect of program review. "Given the context of retrenchment and accountability confronting many postsecondary institutions, it is hardly surprising that the central purpose of program review in many institutions is driven by a desire to allocate and reallocate resources on a differential rather than an across-the-board basis" (Conrad & Wilson, 1985, p. 12). Decisions based on this approach may involve discontinuing a program.

Bogue and Saunders (1992) provided a synopsis of the rationale for program review:

> Reviews can be conducted, for example, to determine whether a new program should be started, whether an existing program should be terminated, or whether institutional operations are in conformity with stated guidelines and regulations - programmatic, financial, and ethical. These purposes clearly speak to evaluation intents that go beyond the conventional purposes of program improvement. (p. 139)

State Postsecondary Review Eligibility Entity (SPREE)

The 1992 Reenactment of the Higher Education Act mandated that postsecondary educational institutions whose students receive federal financial aid, and which trip one of the 11 "trigger factors" monitored by the Department of Education, be required to meet minimal levels of institutional performance. Among the performances to be assessed are (a) ability to accomplish college level work by incoming students, (b) retention of students from freshman to sophomore years, (c) graduation rates for entering freshmen, and (d) assurance that programs have been completed within an acceptable span of time.

Congress has legislated the establishment of an office in each state called a State Postsecondary Review Eligibility Entity (SPREE) that serves as a watch-dog commission to ensure institutional compliance with the Higher Education Act. This commission (now called the State Postsecondary Eligibility Review Commission, [SPERC], in North Carolina) has the authority to grant continued eligibility for receiving federal financial aid programs at colleges and universities in the state, or to terminate those privileges.

Institutional Self-Evaluation

What Is To Be Assessed?

Outcomes taxonomies are problematic. Every viable institutional effectiveness program will be tailored to the particular college or university and will specifically measure whether, and to what extent the institution is achieving its own stated goals. "Given that any college or university's outcomes will be to some extent idiosyncratic, it would probably not be appropriate for an institution simply to adopt lists of outcomes that were developed elsewhere" (Astin, 1993, p. 43).

Prus and Johnson (1991, p. 6) concurred that the assessment of student educational progress should be compared to the institution's own goals: "Educationally, this means measuring student progress toward the learning and development objectives of the institution's programs."

The assessment of institutional goal achievement readily accommodates the value-added or talent development view of student and faculty performance. Astin (1993) described the talent development viewpoint:

> The resources conception is based on the idea that excellence depends primarily on having lots of resources: the more resources we have, the more excellent our institution. . . . The reputational view of excellence is based on the idea that the most excellent institutions are the ones that enjoy the best academic reputations. . . . To focus our institutional

> energies more directly on these fundamental missions, I have proposed the adoption of an alternative approach called the talent development conception of excellence. Under the talent development view, excellence is determined by our ability to develop the talents of our students and faculty to the fullest extent possible. (pp. 5-6)

Jacobi et al. (1987) further described the talent development approach to outcomes assessment:

> Under the reputational and resource approaches, attention is focused on the caliber of the entering students as reflected in standardized admissions test scores and high school grade averages. Students who are high achievers are thus viewed as an important institutional "resource," which also tends to enhance the institution's reputation. Under a talent development approach, on the other hand, assessment focuses more on changes or improvements in students' performance from entry to exit. (p. iv)

There is growing acceptance of the idea that what needs to be evaluated is student change from entry into the educational institution to graduation. This pre- and posttest procedure is in contrast to a criterion-referenced posttest only, which measures student achievement but not necessarily achievement while enrolled in college.

Regarding assessment of student progress, Prus and Johnson (1992) listed four categories of development:

> Objectives for student learning and development can be classified as
>
> - student knowledge, or the quantity and quality of information acquired toward an educational objective;
> - student skills, or the abilities acquired toward an educational objective;
> - student attitudes, or the feelings, values, motives, and/or other affective orientations toward an educational objective;
> - student behavior, or the actions or habitual patterns which express an educational objective. (p. 2)

A major emphasis of institutional effectiveness to date is that of assessing cognitive achievement. Jacobi et al. (1987) discussed the reasons for this emphasis:

> A broad range of constituents and decision makers within the institution share a concern with students' cognitive development as a result of their college education. Therefore, cognitive outcome assessments are most likely to gain acceptance from institutional leaders. A second reason for the emphasis on cognitive outcomes is that those who argue for greater "accountability" in higher education typically have cognitive outcomes in mind. (p. 23)

Additionally, the assessment of affective development such as attitudes, values, and self-concept (although a difficult process), is being accomplished largely through self-administered questionnaires and inventories (Astin, 1993).

Where Are The Checkpoints?

An institutional effectiveness program must have a clearly delineated set of checkpoints used to collect data about educational quality. However, there exists a continuous conflict between the necessity of being comprehensive in establishing a program and the necessity of maintaining a manageable program given school size and resources. "Rather than the creation of an exhaustive compendium of outcomes, the objective should be the identification of that selected set of significant results which most adequately reflects the extent to which the institution is achieving its stated purpose" (SACS, 1989, p. 16).

Entry Level Profiles

Virtually all colleges or universities require some assessment of academic ability to determine whether a potential student is capable of postsecondary work. Required entry-level scores vary widely. The two most

frequently used undergraduate entry measures are the Scholastic Aptitude Test (SAT) and the American College Test (ACT). High school grade point average (gpa) may also be considered, along with personal recommendations from those familiar with the individual.

Among other entry-level profile instruments are diagnostic tests (reading, English, math, or writing), advanced placement tests, and vocational preference tests. In addition to the above data, transfers may be assessed on the basis of their prior gpa. Expectations of incoming freshmen students may also be collected.

Developmental Skills Progress

The at-risk group within the institutional student population should be ascertained during the entry-level profile analysis. Successful completion of developmental courses in reading, grammar, writing, mathematics, or study skills will be necessary for full entry into the routine college curriculum. These are first-year issues. Evaluation here utilizes the before-and-after developmental courses methodology.

General Education Gains

Comprehensive general education measures assess not only liberal arts knowledge, but higher order skills

demonstrating the ability to use the information. Comprehensive tests are usually administered at the end of the sophomore year before the beginning of the major courses.

Astin (1993) advocates both pre- and posttesting students with those instruments used in the undergraduate admissions process (SAT or ACT), and both pre- and posttesting with those instruments to be used upon graduation (GRE or Praxis). This measures student change over the period of undergraduate study.

A method that permits a longitudinal view of development of general education is the portfolio examination. This procedure involves collecting and comparing samples of a student's work (i,e., writing or critical thinking) over several semesters or years.

Major Specialization Achievement

Many institutions and departments will require criterion-based mastery tests upon completion of the major courses. These tests may be standardized, or more likely will be departmentally prepared comprehensive examinations. Student portfolios with work samples taken over several semesters may also be used as well as senior theses.

Passing a professional examination for a license or certificate to practice in the graduate's chosen field is

also a test of program quality. "When students are assisted in this rite of passage and find that their preparation program has enabled them to attain licensure easily, they may assign their success to the 'quality' of their preparation program" (Bogue & Saunders, 1992, p. 119).

Vocational Skills Level

This category of institutional effectiveness measurement demonstrates the preparedness of the graduating students to accomplish the tasks for which they trained. Performances may be actually observed and rated, or simulated for the students.

A more likely approach is to evaluate the student in a "capstone" experience such as senior seminar or internship. In some disciplines (i.e., aviation or cosmetology) the licensure or certification examination is a directly observed evaluation of skill. These examinations are competency-based.

Personal Development

Personal development assessments relate to both cognitive and affective maturity in students during their college experience. Issues to be evaluated here are emotional stability, self-discipline, personal values, social consciousness, leadership, and health and hygiene.

Archival records are sometimes useful in assessing personal development. Values and attitude surveys administered periodically through the student's matriculation may be compared for a longitudinal perspective.

Graduate School and Transfer Performances

The completion of a graduate school entry examination and acceptance into graduate school is a measure of undergraduate educational quality. Marcus et al. (1983) concurred with this measure as follows:

> It should also incorporate the ability of program graduates to gain admission to degree programs at the next level and their ability to graduate from those programs.... Performance of students on Graduate Record Examinations, Miller Analogy Tests, tests used for professional school admission, and the like also should be scrutinized. (p. 50)

In addition, students often attend a school for one or two years prior to transfer into a second undergraduate institution. In many local areas, community colleges prepare students to transfer to four-year schools at economical prices. Successful performance after transfer may be a measure of effective preparation prior to transfer.

Placement Successes

Prospective students, parents, and government agencies are interested in the rate of successful placement of graduates into the type of jobs for which the students trained. While particularly true for vocational schools, the assessment is appropriate for many undergraduate programs.

Retention and Graduation Rates

This particular checkpoint often indicates the satisfaction level of the paying customer and the perceived value of the education. Rossmann and El-Khawas (1987) had this to say about the issue:

> Of the students who enroll as first-time, full-time freshmen, what proportion receive their degrees within a reasonable time? Most institutions also could compare students who graduate with students who withdraw from the institution on such factors as cumulative grade-point- average and characteristics upon entrance. . . . For example, if high achieving students are more likely to leave, is it because these students are not challenged academically. (pp. 15-16)

Satisfaction Ratings

Another viewpoint may be obtained by allowing students

to express their satisfaction with the academic process through opinion surveys or satisfaction ratings. Graduating senior exit interviews or alumni/alumnae educational satisfaction questionnaires are examples.

Bogue and Saunders pointed to the reasonableness of assessing student satisfaction: "After all, our students are the only ones who can furnish a view of what our colleges or universities look like from the receiver's perspective" (1992, p. 95).

Potentially helpful views can also be obtained by administering satisfaction ratings to parents, employers, graduate school supervisors, stopouts, dropouts, failouts, or transfers.

Academic Program Review

While program reviews have usually come from state agencies, a growing number of institutions (particularly multicampus systems) have resorted to conducting internal program reviews as a part of an ongoing institutional effectiveness program.

According to Conrad and Wilson (1985, pp. 14-16) there are three methods for selecting programs to review. Some institutions may require all programs to be reviewed on a regular basis, perhaps every five or seven years. Others do not perform regular reviews, but choose to target programs

on an ad hoc basis. Targeted programs would be those that trigger a quality indicator such as cost effectiveness or number of graduates per year. The third methodology is a combination of the two previously mentioned.

The most common criteria for evaluation have been compiled from the literature by Conrad and Wilson (1985) and listed in the following chart:

QUALITY

1. quality of faculty
2. quality of students
3. quality of curriculum
4. quality of support services
5. financial resources
6. quality of program administration

NEED

1. centrality to mission
2. value to society

DEMAND

1. present and projected student demand
2. demand for graduates

COST

1. cost effectiveness
2. nonpecuniary costs and benefits (p. 31)

Administrative/Co-curricular Program Review

Institutional effectiveness is not limited to assessing academic gain. Other areas of interest are administrative and cocurricular programs such as student development. "In addition to assessing academic programs, information about outcomes can be used to improve the quality of student services. Information about student outcomes can be applied to counseling, orientation, placement, and other student personnel functions to increase the fit between students' needs and a program's impact" (Jacobi et al., 1987, p. 6.).

A list of considerations for assessing the impact of student services (which is a microcosm of an institution-wide program) was given by Cooper and Mann (1988):

1. An evaluation program begins with the purpose statement.
2. A series of goals for the student affairs division should be formulated and stated in terms specific enough to be evaluated.
3. The assessment of student affairs effectiveness involves a systematic, explicit, and documented comparison of student affairs performance to student affairs purpose.
4. Procedures and measures should be developed for evaluating the extent to which goals are being achieved.

5. Student affairs assessment must be integrated into the institution-wide, systematic, and regular effectiveness effort.

6. Planning and evaluation are functions integral to the role of every administrator, but specific responsibility should be assigned for the coordination of evaluation activities in student affairs.

7. Assessment for accreditation purposes cannot be accomplished in the year of self-study.

8. Remember the purpose of evaluation: to improve the educational and personal experience of students by showing that student affairs accomplishes goals it sets for itself and for students. (pp. 156-157)

Cooper and Mann's system for assessing the student development department serves as a model for assessing any administrative or cocurricular area on campus. Among the other departments to be evaluated are admissions, athletics, auxiliary units (e.g., bookstore and student center), business, building and grounds, development, library, and security.

Faculty/Staff Performance and Development

Another viable program component of institutional effectiveness is that of assessing personnel performance with emphasis on development rather than job evaluation.

"But its core purpose is to locate areas of needed or desired improvement and to point the way to personal and professional development, which in turn enhances the institution's performance" (Seldin, 1988, p. 9). However, Seldin also listed two other reasons for personnel evaluation: "...(2) to provide a rational and equitable basis for personnel decisions, and (3) to anticipate and be able to respond to demands to assess performance" (p. 24).

The almost universally practiced component of personnel assessment is that of evaluating faculty members. "Comprehensive, periodic faculty evaluations should include appraisal of teaching; advising; research and publication; and service to the college, community, and profession, as well as grant activity" (Marcus et al., 1983, p. 51).

A frequently used model of faculty evaluation has four tiers: (a) the end-of-course student evaluations, (b) the observation of a class instruction unit via personal visit or videotaping for later viewing by observer, (c) self-analysis through a set of objectives selected by the faculty member, and (d) a peer committee review.

Seldin (1988) listed six methodologies often used in administrative evaluation including: (a) unstructured narration in which the rater describes in writing the administrative performance, (b) unstructured documentation where documents of activities and successes are compiled,

(c) structured narration in which the rater responds to a series of short-answer questions, (d) structured documentation in which the administrator documents agreed-upon performance categories, (e) rating scales in which the administrator is rated in reference to prescribed qualities, and (f) management by objectives in which the administrator's job performance rather than personal characteristics is rated against a previously agreed set of objectives. (pp. 53-59)

Generally, administrators are rated by their immediate supervisors. However, recent trends reveal evaluation by peers, faculty, and subordinates as well as supervisors. Many administrators are now evaluated annually; however, upper-level college administrators such as presidents, vice-presidents, and deans are generally reviewed every three to five years (Seldin, 1988).

In the pamphlet Evaluating College and University Presidents (American Association of State Colleges and Universities [AASCU], 1988), the authors stated:

> Ideally, the prime purpose of presidential evaluation (and all administrative evaluations) should be to foster improved institutional as well as individual performance. Beyond ascertaining the quality and substance of presidential performance in this context, secondary purposes should include familiarization of

> the governing board with complex functions, obligations, restrictions, and sociopolitical realities that occupy today's campus presidents. (p. 1)

Which Methods Are To Be Used?

The next identifiable institutional effectiveness task is the selection of measurement methodologies and instruments. Prus and Johnson (1992) gave excellent advice about this selection process:

> 1. There will always be more than one way to measure any objective...
> 2. No single method is good for measuring a wide variety of different student abilities...
> 3. ...it isn't simply a matter of choosing the most attractive available option.
> 4. ...the best methods usually take longer and cost more, in faculty time, student effort, money, etc.
> 5. The only way to be certain that a particular methodological option is good for your program is to pilot-test it on your students, in your curriculum, with your faculty. (p. 1)

The initial impetus in outcomes assessment was to select already available, commercially prepared, standardized tests for the task. However, the predominant wisdom for years has suggested that an institution design a

combination of standardized and institutionally prepared tests. Matching the assessment instrument (standardized or otherwise) to the outcomes defined by the administration and faculty is imperative.

> The profession's preferences regarding instruments of assessment have also shifted. An early interest in standardized tests and external examiners has given way to exploration of alternative approaches such as self-assessment, portfolios, and interviews, brought on in part by an awareness of the diversity of institutional cultures and the importance of ensuring faculty commitment. (Marcus, Cobb, & Shoenberg, 1993, p. 6)

The movement of the mid-90s in selection of institutional effectiveness measures emphasizes local preparation which fits institutional characteristics. This local preparation may be facilitated by a consortium of colleges or universities of similar characteristics.

The ultimate measure of whether any method or instrument fits a particular college or university is content validity. Does the instrument accurately measure the achievement of the objectives of the college or university utilizing it? "If an assessment method doesn't measure what your program teaches, or doesn't measure it exactly, or doesn't suggest what the program's strengths and weaknesses are, then that assessment method <u>cannot</u> serve the

institutional effectiveness goals of your program" (Prus & Johnson, 1992, p. 1). The same authors, in an earlier work, suggested that the method has not only "content validity" but also "convergent validity." "That is, utilize multiple measures and methods for each objective; never rely on a 'single shot' approach" (Prus & Johnson, 1991, p. 9).

Commercially Prepared Instruments

Commercially prepared, standardized, usually norm-referenced tests are readily available. The most vital decision question to be answered here is whether the test actually measures the objectives and program results of the institution using it.

Astin (1993) cautions about the selection of standardized, norm-referenced tests, preferring to utilize criterion-referenced tests in order to measure the amount of change in the students, in contrast to the student's comparison with other students.

> Criterion-referenced tests, on the other hand, not only make it possible to establish absolute standards of performance but also allow us to assess how much students actually change with time. In short, reliance on norm-referenced tests promotes the values of selection and competition, whereas reliance on criterion-referenced tests promotes the value of

teaching and learning. (p. 53)

A college or university may obtain an annotated bibliography of all published tests in any field through The Test Collection, Educational Testing Service, Princeton, New Jersey. Readable descriptions of cognitive assessment instruments can be located in Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business (Sweetland & Keyser, 1986). Sweetland and Keyser also provide critical information about standardized tests in Test Critiques (1987). The more widely used set of critical reviews is in Mental Measurements Yearbook (Mitchell, 1990).

Entry level profiles. Two standardized tests are normally used as determinants for undergraduate admissions and academic placement. These are the American College Test (ACT), and the Scholastic Aptitude Test (SAT). The Educational Testing Service Graduate Record Examination (GRE) is frequently used for entry profiles on the graduate level and may be used in a pre/posttest methodology on the undergraduate level in order to measure the "value-added" to the student's proficiency.

General education examinations.

1. The Educational Testing Service College Level

Examination Program (CLEP) comes in three sets of tests. The General Examinations measure competence in five broad liberal arts areas. In contrast, the Subject Examinations correspond to 30 typical college courses. Each of these tests may be used to award credit for equivalent college courses, or outcomes assessment. The third set of tests is the Education Assessment Series (EAS) which measures competence levels in English, composition, and mathematics, and is used for outcomes assessment only.

2. The American College Testing Collegiate Assessment of Academic Proficiency (CAAP) examination in reading, mathematics, critical thinking, science, reasoning, and writing is used to assess foundational skills at the end of the sophomore year.

3. The Educational Testing Service Academic Profile is a test designed for students who have completed general education requirements. It measures reading, writing, critical thinking, and mathematics, and may be used in a pre- and postgrowth measure.

4. The American College Testing College Outcomes Measures Program (COMP) is designed to measure learning in the general education areas of communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, and using the arts. This series of tests is intended to measure higher

order cognitive skills rather than content- based outcomes.

Major specialization examinations. The Educational Testing Service Major Fields Tests assess mastery of concepts, principles, and knowledge expected of students who have completed the undergraduate curriculum and may be seeking certification or licensure. Tests are available in 16 subjects.

The National Teacher Examination (NTE) has frequently been used as a prerequisite to teacher certification at the state level. The NTE has now been succeeded by the Praxis Series: Professional Assessment for Beginning Teachers.

Satisfaction surveys. The American College Testing Evaluation/Survey Services (ESS) contains a series of 13 instruments to survey prospective, continuing, and withdrawing students and alumni on various educational issues. Among the tests available in this series are (a) The Alumni Survey to collect graduates' opinions, (b) The Student Opinion Survey to measure the perceptions of currently enrolled students, and (c) The Survey of Academic Advising to gather impressions of the advising services. The newest instrument in this series is the College Student Outcomes Survey for administration to graduating seniors designed to assess student satisfaction and perceptions of

growth.

Another set of instruments available for measuring student satisfaction is the Student Outcomes Information Service (SOIS), produced by The College Board and The National Center for Higher Education Management Systems (NCHEMS). These are similar to the ACT/ESS series.

The Educational Testing Service (ETS) offers several instruments for student satisfaction ratings. The Student Reactions to College (SRC) test is intended to gather opinions of currently enrolled students about their experience to that point. The Program Self-Assessment Service (PSAS) is designed for recent graduates who may share helpful information about their major program. Finally, the Institutional Functioning Inventory (IFI) is an instrument for assessing opinions relative to administrative procedures, teaching practices, and extra-curricular programs.

Institutionally Generated Instruments and Methods

There are two distinct advantages of locally prepared outcomes assessment instruments: (a) The locally prepared instruments fit the college's or department's goals and course content in contrast to nationally prepared standardized tests designed for a variety of settings, and (b) the locally prepared instruments allow a sense of

ownership by faculty.

Reporting on a program at The State University of New York College at Fredonia, Marcus et al. (1993), stated: "The decision to dispense with outside experts and standardized tests not only produced custom-made instruments eminently suited to the campus and the curriculum, but resulted in a high sense of ownership of the project on the part of the faculty" (p. 45).

Among the institutional-level devices available for assessment of either general education or major field studies are departmental comprehensive examinations and student portfolios with work sample analysis for longitudinal progress. In addition, institutional-level self-report methodologies are course evaluation forms, student or alumni satisfaction surveys, exit or personal interviews, "pre-post" attitude surveys, and group discussions or interviews.

Among the administrative programs and procedures evaluations readily useful at the institutional level are (a) surveys of student retention; (b) college choice analyses of those who did register, those who applied but did not register, or those who were recruited but did not apply; (c) surveys of students who withdrew prior to graduation; and (d) an institutional image analysis.

Archival data providing information about student

activities and personal maturation while in college can be found in such on-campus documents as student transcripts, student development records, library utilization statistics, and campus services utilization records.

> Nonetheless, locally developed assessments have several disadvantages. First, they are expensive and time consuming to develop. Second, they may lack established test-retest reliability, internal consistency, and validity, therefore yielding results of questionable accuracy. Third, comparative data from other institutions are rarely available for locally developed instruments, and longitudinal data providing trends over time may be similarly unavailable. (Jacobi et al., 1987, p. 27)

What Are the Administrative Procedures?

Having identified those things to be assessed, and those methods with which to assess them, several procedural issues will be described including: (a) who will administer the measurement, (b) when will it be administered, (c) what are the rules of administration, (d) who will be tested, (e) how will the data be collected and maintained, (f) who will receive the results, and (g) how will they be reported.

The administrative procedures for conducting the assessments, reporting the results, and using the results

for institutional improvement must involve a broad range of faculty and staff personnel so that a shared participation is the order of the day. "A system for planning and evaluation should provide for involvement by affected components and constituencies of the institution and should be strongly linked to the decision-making process at all levels" (SACS, 1989, p. 2).

The data generated by the outcomes assessment programs should be communicated to the departments (academic or administrative) responsible for the accomplishment of the tasks being evaluated. SACS (1989, p. 11) gives the following guidelines regarding dissemination of results:

> The information should be (1) easily understood by the persons expected to use it, (2) clearly related to pertinent statements of goals or expected educational results, (3) compared (when feasible) to appropriate reference groups, either internal or external, and (4) analyzed in reference to comparable assessments repeated at periodic intervals.

The results of outcomes assessment procedures should be compiled into a written form addressing specific objectives. Graphic presentations will enhance the understandability for faculty and staff members who must read technical reports. The presentation of the results should be done in such a forum as to allow discussion and interpretation of the

results. Both strengths and weaknesses should be given.

> A useful assessment has several distinguishing characteristics. First, the assessment produces data relevant to issues facing educational practitioners today. Second, the assessment provides information about students' change and development, not only an isolated snapshot of student competencies at a single time. Third, the longitudinal data include information about students' educational experiences so that the effects of these experiences can be assessed. Finally, the results are analyzed and presented in a manner that facilitates their use by practitioners. (Jacobi et al., 1987, p. iii.)

The faculty and staff persons who receive the assessment results will discuss implications for instructional, course, or program modification. A central office where the evaluative reports are filed for reference is vital. "In the absence of commitment to use evaluation results, all previous steps in the planning and evaluation process would become little more than futile exercises which institutions can ill afford, and the institution's planning and evaluation process could not be considered adequate" (SACS, 1989, p. 11).

What Are The Benefits?

Definitive benefits may occur from the persistent employment of institutional effectiveness procedures, but not without tension positively addressed and the growth produced by it.

> A self-evaluating organization has been described as an organization constantly in conflict with itself. Such tensions are worth enduring only if, as a result, institutions overcome their resistance to change and provide positive incentives for faculty members and administrators alike to become involved in using evaluation results to improve programs and services. (SACS, 1989, p. iv)

Institutional effectiveness provides the data upon which a college administration can base decision-making relative to its educational processes. Each institution's assessment system must be consistent with its mission, environment, and resources. A useful assessment system is in place when decision-makers regularly insist on having "readings" from it for program planning and budgeting. (Folger & Harris, 1989, p. 43).

The following are representative decisions to be made using outcomes data: (a) to change curricular requirements so that which is to be assessed (objectives or competencies) can actually be produced by the courses or

projects undertaken, (b) to change curricular content or student development programs to better focus the experiences on the outcomes desired, and (c) to change the methods of instruction or service delivery in order to strengthen the experience for the student. (Erwin, 1991, pp. 32-34)

Rossmann and El-Khawas (1987) suggested a different benefit from academic assessment: "A well-designed assessment program with strong faculty support should foster a strong collective - and continuing - focus on how effectively the institution is meeting its goal" (p. 7). The institution may benefit from both the discipline of staying focused on what it intends to be doing (as indicated by its mission statement), and the reality of how well it is accomplishing that mission.

Other profound uses of institutional effectiveness data are articulated by Jacobi et al. (1987), "The goals of assessment may include establishing accountability for external agencies, analyzing cost effectiveness, evaluating and developing programs, setting goals, marketing, and undertaking strategic planning and basic research" (p. iii.).

Institutional effectiveness should not benefit the college or university only, or even the governmental or regulatory agencies alone. In fact, some educators believe that the most significant benefit should be to the student.

"The first call on our accountability, therefore, is not to governing boards and agencies, not to legislators and other government officials, not to the media. The first call on our accountability is to our students" (Bogue & Saunders, 1992, p. xiv).

In An American Imperative, a monograph by the members of the Wingspread Group on Higher Education (1993), the authors called for an educational enterprise in which student learning is put first:

> Examinations in educational institutions normally establish competitive rankings and sort students. They rarely diagnose strengths and weaknesses, examine needs, or suggest what steps to take next. In almost no institution are a student's skills systematically assessed, developed, and then certified. (p. 14)

Referring to those colleges and universities which have benefitted from highly successful programs of outcomes assessment, Erwin (1991) noted the following:

> These programs are successful for several reasons. First, they have upper-level administrative support. . . . Second, the people responsible for these programs had the flexibility, at least in the initial stages, to design their own goals and methods of assessment. Third, the assessment emphasizes program improvement first and accountability second. (p. 23)

SACS (1989) provided a good summary statement of institutional effectiveness benefits:

> Those benefits include: (1) a heightened level of consensus and clarity regarding the overall direction of the institution and steps which must be taken to produce desired results; (2) the allocation or reallocation of resources in accord with changing conditions and priorities; (3) enhanced integration of major institutional processes; (4) a stronger basis for management decisions, for responding to various demands for reports and documentation, for promoting the institution, and for demonstrating accountability; and (5) increased efficiency in institutional operations. (p. v)

Implementation Schedule for Institutional Effectiveness

No two colleges or universities will be able to implement a program in quite the same way or on the same schedule. At best the process requires years to establish into a workable system. Rossmann & El-Khawas (1987) reported:

> The development of effective assessment programs takes time. Colleges and universities that today are recognized as leading institutions in the field of assessment have been developing their assessment

> programs for a decade or more. And their programs continue to evolve. (p. 20)

Even the staunchest advocates for institutional effectiveness procedures recognize that a decade is not an unreasonable period for the development of a viable program. "Useful assessment results may not be apparent or forthcoming in the first year. Instead, assessment efforts could involve one to three years to plan and initiate, and an additional five to ten years to achieve the desired changes and realize the benefits of the effort" (American College Testing [ACT], 1990, p. 6).

Despite the pressure for institutional effectiveness programs being exerted by government and accrediting agencies, the gap between policy requirements and program implementation remains wide. According to Rogers and Gentemann (1989), while the Commission on Colleges of the Southern Association of Colleges and Schools has been the leader in devising and implementing accreditation criteria mandating institutional effectiveness programs, a survey of 311 SACS-accredited colleges and universities seeking reaffirmation of their accreditation between 1988 and 1992 revealed that many were unprepared to demonstrate institutional effectiveness.

> These results suggest an alarming lack of preparedness to demonstrate institutional effectiveness among

> colleges and universities. A first step toward the development of assessment procedures is to define expected outcomes. Yet only 44% of this sample have done so. Even fewer institutions (one-third) have recommended or selected ways of evaluating the achievement of educational outcomes, despite the finding of El-Khawas (1987) that 70% of administrators surveyed support the requirement of such efforts. (Rogers & Gentemann, 1989, p. 352-353)

However, the majority of colleges and universities in the United States do appear to be at some point along the continuum between deciding to initiate a program of institutional effectiveness and implementing the program with all of its assessment dimensions.

> There is a cycle to public issues - from early awareness, to confrontation, to a "working through" process, and finally to a new consensus. We seem to be halfway through the cycle on assessment. After lots of heat and controversy, campuses are in various stages of working through their responses. By 1995 it's likely that assessment will decline as a public issue - not because it's gone away, but because it has become so routine. (Edgerton, 1990, p. 4)

According to Folger and Harris (1989), there are two major problems accounting for the limited progress in

establishing outcomes assessment programs:

> First, a modern university is made up of a large number of specialized programs, each with its own goals and standards...The second problem is the difficulty of defining and evaluating the outcomes of a college. . . . In general, the larger and more complex the institution, the harder it is to get consensus on goals and priorities for action. (p.14)

The Concerns About Institutional Effectiveness

Jacobi et al. (1987) cited the most frequent concern expressed about institutional effectiveness programs: "Although outcomes information can contribute to both accountability assessments and institutional self-improvement, many institutional researchers have found that their reports on outcomes only collect dust. Despite their potential as useful management tools, the data are often discounted or ignored" (p. 10.).

The same authors (1987, pp. 72-76) provided the following list of barriers to the use of findings: (a) the gap between researcher's complex methods and administrator's need for cogent information, (b) the decentralized nature of the university where elements of information are located at different sites, (c) faculty resistance generated from fear or mistrust of the process, (d) the cost of the program in a

day of limited resources, (e) late delivery of the results, and (f) the playing of "academic games" such as rationalization with the results.

Among other concerns frequently expressed regarding the mandated assessment activities are the following issues listed by Boyer et al. (1987):

> Many of those concerns have been heard before, namely that assessment is a "technology" that cannot fully reflect the many-faceted products of a college experience; that assessment will be limited to a basic skills testing and will not embrace critical thinking and other higher-order abilities associated with undergraduate education; that the process is burdensome and costly and may detract from already scarce instructional funds; that state-mandated assessment programs could become simply another energy diverting, bureaucratic reporting mechanism; and that results will be used to cut funding or discontinue programs. (p. 12)

Bogue and Saunders identify another set of concerns (1992):

> The fear is that the rush to testing will dampen the rich diversity of American higher education and encourage the fiction that colleges are another form of American factory whose product is a competent student. The important concern is whether outcomes assessment

> will constitute just another exercise in busywork that will cause a momentary ripple on the surface of higher education and pass on, leaving the depths undisturbed. Also of concern is whether campuses will discover instructional, learning, and renewal value in outcomes assessment - as claimed by some writers and scholars. (p. 165)

The potential to dampen the diversity of higher education might be realized if every institution were forced to establish the same model for outcomes assessment as every other institution with the same set of minimum competencies without regard to the distinct mission of each. Each institution's graduates would be clones of the other.

A particularly significant concern about an outcomes assessment program is that of cost at a time when money is scarce on most campuses, public or private. "While an institution might demonstrate that certain practices facilitate students' growth in desired directions, one might still ask whether the benefits accrued from these practices justify their costs" (Jacobi et al., 1987, p. 5.).

The following checklist of possible assessment costs provides a good overview of the categories of costs to the undergraduate institution (Rossmann & El-Khawas, 1987, p. 18):

Start-up Costs

consultant visits

conference attendance

campus workshops

faculty and staff time

development of assessment instruments

Continuing Costs

computer time

purchase of books and related materials

conduct and analysis of surveys

test purchase and scoring

faculty and staff time

An additional area of concern relative to institutional effectiveness assessment is that measurements may reveal changes not attributable to the educational process. Bogue and Saunders listed four variables other than instruction that may influence change in student performance as follows: (a) maturation of student over the time-span of his/her college experience; (b) other experiences such as foreign travel or summer camp; (c) the pygmalion effect in which the expectations of those doing the evaluation affect either the actual student performance or the perception of the student performance; and (d) the statistical regression effect in which low scores have a tendency to increase and high scores have a tendency to regress. (1992. p. 182).

Bogue and Saunders (1992), provide a thorough and

eloquent argument for pursuing institutional effectiveness in spite of concerns whether real or imagined:

> Those collegiate educators interested only in armchair philosophy, in a wringing of hands over the liabilities and limitations of collegiate outcomes assessment, will surely have a more restricted and less advantageous journey of learning than those who are willing to act on the possible while awaiting perfection. In a word, our potential for understanding and improving our impact on our students is not enhanced by passive and argumentative modes of thought alone. We develop no muscles as spectators; the harnessing of action and reflection is the beginning of discovery, and adventure in learning. We will languish in both intellectual and emotional poverty, as will our students, if we are unwilling to pose and answer the question: "What has been our impact on our students and how do we know?" (p. 193)

CHAPTER III

METHODOLOGY

The purpose of this research was to determine whether the model for institutional effectiveness appropriate for member schools of the Accrediting Association of Bible Colleges (AABC) was the same as the model utilized by other accredited colleges and universities. The resolution of the research question enabled the researcher to prepare a recommended model for outcomes assessment in AABC schools and to write a handbook for the implementation of the program.

The researcher prepared a model of institutional effectiveness for higher education institutions other than Bible colleges. The task was achieved by complementing the information collected during the literature search with data obtained by means of on-site visits to six selected colleges and universities, other than Bible colleges, accredited by the Southern Association of Colleges and Schools.

Next, an institutional effectiveness survey of the 86 AABC member institutions was conducted to determine the extent to which member schools practiced outcomes assessment. Each school had the opportunity to respond to a written questionnaire.

After 20 well-defined institutional effectiveness

programs were identified on the basis of data from the questionnaire, the researcher surveyed, by means of a telephone interview, the presidents (or their representatives) of those institutions. In addition, five AABC member schools were selected for on-site visits by the researcher. Based on the information obtained from the foregoing process, the researcher developed a model for institutional effectiveness as now practiced by AABC members.

The model for outcomes assessment in Bible colleges constructed from the survey of AABC schools was qualitatively compared to the model of institutional effectiveness for non-Bible colleges. The results of this comparison enabled the researcher to prepare a recommended model for assessment in AABC schools. A handbook for developing an individualized program of institutional effectiveness in a Bible college was then written, reviewed by AABC college administrators, and revised.

Research Questions

In order to gather data for the institutional effectiveness model comparison process, the development of a recommended program of institutional effectiveness by an AABC member college, and the preparation of a handbook for the implementation of the program, the researcher requested

information to answer the following research questions:

1. What is the program of institutional effectiveness employed in colleges and universities other than Bible colleges?

2. What educational outcomes or administrative activities of AABC member schools are now being assessed for effectiveness?

3. What standardized measurement instruments and which locally prepared measurement instruments are now being employed in the assessment process by AABC member institutions?

Instrumentation

The Institutional Effectiveness Program Component Checklist

The checklist was developed by the researcher from the literature review to reveal the most frequently occurring components of institutional effectiveness for all kinds of colleges and universities. The checklist was administered as a written questionnaire to the presidents (or their appointed representatives) of the 86 member schools of the AABC.

In order to document good instrumentation in regard to proper wording and sequencing of points, the checklist was submitted to at least two persons who have taught research on the collegiate level. Face validity was established by

means of a three-step process: (a) the researcher compared the domain of information gathered in the literature search to the scope of items in the checklist; (b) the checklist was submitted to two persons who are currently involved in institutional effectiveness programs at colleges or universities for their analysis; and (c) the checklist was administered to at least two non-AABC accredited Bible college Presidents.

The Institutional Effectiveness Telephone Survey Form

This form was developed by the researcher for administration to the presidents (or their appointed representatives) of the 20 AABC schools selected for this project during the written survey of all AABC members. The survey's purpose was to determine the extent of the school's institutional effectiveness program, and the satisfaction of the president or representative with the current outcomes assessment practices of the institution.

The documentation of good instrumentation and face validity was accomplished through the same process as described under the Institutional Effectiveness Program Component Checklist.

The Institutional Effectiveness Personal Interview Form

This interview guide was developed by the researcher

for recording data during the six SACS-accredited college and university on-site visits (see SACS sample under the subject selection section). It was also used during the five AABC accredited college on-site visits (see AABC five member sample under the subject selection section). Information was recorded by answering prearranged questions.

The documentation of good instrumentation and face validity was accomplished through the same process as described under the Institutional Effectiveness Program Component Checklist.

Subject Selection

Southern Association of Colleges and Schools Sample

The first sample surveyed included member institutions from the Southern Association of Colleges and Schools (SACS). Two schools from each of the following categories were surveyed: (a) community colleges, (b) private liberal arts colleges or universities, and (c) public universities. The colleges or universities selected were those located near Winston-Salem, North Carolina, whose administrative officers in charge of institutional effectiveness chose to assist the researcher.

Accrediting Association of Bible Colleges Population

The initial population for this phase of the research

was the entire 86 colleges in the Accrediting Association of Bible Colleges (AABC) as listed in the 1994/95 AABC Directory.

Accrediting Association of Bible Colleges 20 Member Sample

The next research sample consisted of the 20 AABC member colleges with well-defined institutional effectiveness programs as determined by the general survey of member schools. Colleges selected were those that already possessed a strong outcomes assessment program and whose administrative officers expressed a desire to participate in the project. The sample was not intended to be random, but was judgmental, and was based on a profile prepared during the AABC population survey.

Accrediting Association of Bible Colleges Five Member Sample

The final sample of Bible colleges consisted of five AABC members that appeared to have well-defined institutional effectiveness programs. Selection was based on responses to the telephone survey that indicated strong outcomes assessment programs and the desire of the administrative officers in charge to participate in the project. The sample was judgmental and not intended to be random.

Model for Schools Other Than Bible Colleges

The researcher compiled a model of institutional effectiveness representing a program as practiced in higher educational institutions other than Bible colleges. The information used to develop this model (in addition to that gathered in the literature search) was obtained from colleges and universities other than Bible colleges by means of on-site visits to six schools as described in the Southern Association of Colleges and Schools sample.

The administrative officer in charge of institutional effectiveness at each college or university (or an appointed representative) was contacted by telephone for an appointment. The on-site visit was used to observe how the process of institutional effectiveness was being implemented. An interview was conducted utilizing the Institutional Effectiveness Personal Interview Form.

Survey of Accrediting Association of Bible Colleges

General Survey of the Association Member Schools

The mail survey involved all 86 AABC member institutions using The Institutional Effectiveness Program Component Checklist to determine the extent to which member institutions utilized a program of outcomes assessment.

The questionnaire was mailed along with a cover letter and instructions to the president of each school. The names

and addresses were obtained from the 1994/95 AABC Directory. A follow-up letter was sent to those who did not respond in order to increase the return rate. The final attempt to obtain a response was by a telephone call to several nonrespondents.

Informational Survey of Association Member Schools

The Presidents or their appointed representatives of 20 Bible colleges with well-defined institutional effectiveness programs as indicated by the previously mentioned checklist were contacted by telephone. The Institutional Effectiveness Telephone Survey Form was utilized to add specificity to the responses on The Institutional Effectiveness Program Component Checklist.

The areas of information sought in the interview were (a) the existence of carefully worded measurable objectives from the institutional mission to the course level, (b) a description of the general philosophy of assessment of student learning and maturation, (c) the administrative satisfaction with current assessment instruments, and (d) the existence of specific procedures for the use of institutional effectiveness data in planning for the future.

On-Site Visits of Association Member Schools

The final data-gathering project was an on-site visit

by the researcher to five Bible colleges. These colleges had well-defined outcomes assessment programs as determined by the telephone survey of 20 AABC member schools. The researcher also considered their proximity to Winston-Salem, North Carolina. This process involved a one-day visit to interview college administrators at each school, utilizing The Institutional Effectiveness Personal Interview Form.

Among the items reviewed in each on-site visit were (a) the institutional mission, goals and objectives, and program or degree objectives; (b) the plan for assessing academic effectiveness of the school, plus personnel evaluations methods, and program review techniques; (c) the types of standardized outcomes assessments used at the school, a listing of the professional exams taken by graduates, a listing of institutionally prepared outcomes instruments used, and any satisfaction survey instruments utilized; and (d) the institutional data gathering techniques, feedback methodologies, and change procedures using the data generated by the preceding documents or instruments.

Development of Recommended Model

Comparative Process

At this point in the research project, the researcher conducted an objective comparison of the institutional effectiveness model for non-Bible colleges or universities

with the institutional effectiveness model utilized by Bible colleges as constructed from the survey of AABC members.

The body of data obtained from Bible colleges was assembled in the following manner so that it could be qualitatively compared to the model for other colleges and universities. In step one, the information received from each AABC member school during the general survey of the association was organized into individualized institutional profiles.

Step two utilized the data generated from The Institutional Effectiveness Telephone Survey Form for the 20-member sample to expand those 20 institutional profiles. The interview questions utilized in the five AABC member on-site visits generated additional data to be used in the expansion of those five institutional profiles. The resulting five profiles were combined into one model of Bible college institutional effectiveness as now practiced.

The comparison employed the following structured set of questions: (a) What items in the two models are identical? (b) What items in the two models are similar but not identical? (c) What processes are utilized by non-Bible colleges but not by Bible colleges? (d) What processes are utilized by Bible colleges but not by non-Bible colleges? (e) Does each model establish a measurable set of objectives based on the institutional mission statement? (f) Does each

model utilize a value-added approach as one of the methods to assess student learning? (g) Does each model measure effectiveness of programs and processes other than the academic progress of students? (h) Does each model emphasize a process of institutional and student improvement in addition to the accountability function of assessment? (i) Does each model utilize a combination of standardized and locally prepared tests? (j) Does each model allow external entities as well as internal departments to analyze institutional effectiveness? (k) Does each model permit widespread stakeholder involvement including students in the assessment of institutional effectiveness? (l) Does each model establish a feedback and utilization process for the data generated?

Model Preparation

The data provided by the comparison of the two programs described in the preceding section enabled the researcher to develop a recommended model for institutional effectiveness in a Bible college. The strength of this part of the research process was that the theory and practice suggested by college and university administrators, accreditation personnel, and educational administration theorists were applied to a subset of undergraduate institutions, namely Bible colleges.

Handbook Compilation, Evaluation, and Revision

Compilation

Once the recommended Bible college institutional effectiveness model was established, a handbook or guide to formulating an individualized institutional effectiveness program for the respective AABC member institutions was compiled. The handbook contained (a) a written description of institutional effectiveness along with definitions of particular processes and components of the task, (b) a bibliography of research articles and monographs relating to the subject or its component parts, (c) a bibliography of measurement instruments or other component materials which the schools may use, and (d) additional suggestions for implementing an institutional effectiveness program in a Bible college.

Evaluation and Revision

The evaluation and revision process involved the submission of the completed handbook to a group of AABC college Presidents (or their representatives) to obtain comments concerning the appropriateness of the handbook. The presidents (or their representatives) were selected on the basis of their responsiveness to the research process already carried out. From the written responses, appropriate information for handbook revision was obtained.

CHAPTER IV

RESEARCH RESULTS

The purpose of this dissertation was to determine if the model of institutional effectiveness appropriate for member schools of the Accrediting Association of Bible Colleges (AABC) was the same as the model utilized by other accredited colleges and universities. The resolution of the research question enabled the researcher to prepare a recommended model of outcomes assessment in AABC colleges and to write a handbook for the implementation of the program.

The researcher began the project with a literature search in order to gain a theoretical perspective of institutional effectiveness, its component parts, and the administrative practices used to implement the process.

In order to supplement the information gleaned in the literature search, six Southern Association of Colleges and Schools (SACS) accredited institutions (other than Bible colleges) were visited to review their institutional effectiveness procedures. The researcher then developed a composite model of an institutional effectiveness program currently used by colleges and universities other than Bible colleges.

A mail survey of the 86 AABC members was conducted for

the purpose of ascertaining what the member schools were doing relative to institutional effectiveness. The Institutional Effectiveness Program Component Checklist was used to accomplish this survey.

After 20 well-defined institutional effectiveness programs among AABC members were identified on the basis of data from the completed checklists, the researcher contacted those 20 institutions by telephone. Using the Institutional Effectiveness Telephone Survey Form, the researcher added specificity to the information already recorded for the 20 colleges. Additional information was obtained concerning the college's philosophy of assessment, the existence of measurable goals and objectives, the existence of an institutional effectiveness manual, and the degree of satisfaction with measurement instruments currently used at the college.

The final data-gathering task among the AABC members was an on-site visit to five colleges using the Institutional Effectiveness Personal Interview Form for recording responses. The information generated by the three-step survey of AABC members described above enabled the researcher to develop a composite program model for institutional effectiveness as currently used in AABC schools.

The two institutional effectiveness program models (one

for colleges and universities other than Bible colleges and one for AABC member schools) were qualitatively compared. The result of this process was an institutional effectiveness program that the researcher recommended for use by AABC members.

The culminating stage of the research project was the preparation and review of a manual to guide AABC schools in the implementation of their own programs of institutional effectiveness. The manual was based on the recommended model of outcomes assessment for AABC members referred to in the preceding paragraph.

Evaluation of Instrumentation

Program Component Checklist Evaluation

The first research instrument evaluated was the Institutional Effectiveness Program Component Checklist (see Appendix I). It was evaluated for proper wording and sequencing of questions plus face validity. The letter of instruction to those who reviewed the checklist is found in Appendix I.

In order to evaluate the instrument for proper wording and sequencing of questions, it was submitted to D. Suttles, Vice President of Administration at Piedmont Bible College, who has served on the accounting department faculties of both Winston-Salem State University and Catawba College; and

R. Fitzgerald, Field Representative for the Transnational Association of Christian Colleges and Schools (TRACS). Fitzgerald has served as a faculty member at both public and private universities. Suttles (12-21-94) suggested only modest grammar and punctuation changes. Fitzgerald (12-24-94) suggested four wording changes and wrote, "the content validity looks great".

The Institutional Effectiveness Program Component Checklist was submitted to two persons who are currently serving as institutional effectiveness or research officers at colleges or universities accredited by SACS. Each research officer was asked to peruse the checklist and to comment on its face validity. R. Griffith is the Director of Institutional Research at Wake Forest University, Winston-Salem, North Carolina; and S. Oxendine is the Vice President of Academics at East Coast Bible College of Charlotte, North Carolina. Griffith (12-21-94) wrote in his evaluation that the instrument was "outstanding and comprehensive". Oxendine (12-21-94) wrote, "the checklist looks good".

Finally, the instrument was submitted to two Bible college presidents whose institutions are not accredited by the AABC in order to verify face validity for Bible colleges. S. Chand is the President of Beulah Heights Bible College of Atlanta, Georgia; and W. Ellis is the President

of Heritage Bible College of Dunn, North Carolina. Neither Chand (12-20-94) nor Ellis (12-20-94) made any additional suggestions for face validity as institutional effectiveness applies to Bible colleges.

Telephone Survey Form and Personal Interview Form Evaluation

The Institutional Effectiveness Telephone Survey Form (see Appendix I) and Institutional Effectiveness Personal Interview Form (see Appendix I) were submitted to six individuals for evaluation in order to establish the instruments' appropriateness of wording and face validity. The letter of instruction to those who reviewed the telephone survey form and the personal interview form is found in Appendix I.

Two of the individuals, who have taught or are teaching research at the graduate level, received the proposed forms in order to evaluate them for good instrumentation and appropriate wording. One of the teachers receiving the instruments for review was J. Hengoed, past tenured professor and Department Chairman at Jersey State Teachers College, Jersey City, New Jersey. Hengoed (1-27-95) wrote a lengthy letter of commendations coupled with several suggestions for clarification of question wording and potential additional questions. He also noted that the

length of the Institutional Effectiveness Personal Interview Form could be problematic because it would require too much time to complete.

The other research instructor is C. Busch, a Graduate School faculty member and Department Chairman at the University of North Carolina at Greensboro. Busch (in undated handwritten notes delivered on 1-25-95) made a number of recommendations designed to reduce the ambiguity in question wording. His suggestions were constructive in relating the instruments to the research questions, and to each other.

A college administrator evaluated the forms for face validity. He is T. Thompson, Executive Vice President of Christian Heritage College in El Cajon, California. Thompson (in an undated note postmarked 1-11-95) wrote a complimentary note commending the work, but suggested that the Institutional Effectiveness Personal Interview Form might be too long, requiring too much time to implement. He also noted two questions in which the wording seemed ambiguous.

R. Griffith, Director of Institutional Research at Wake Forest University, Winston-Salem, North Carolina reviewed the instruments for face analysis. As a result of his perusal, Griffith (1-13-95) wrote, "Your instruments re: content validity are just fine in my opinion".

Two additional persons who are non-AABC Bible college presidents received the forms for verification of content appropriateness for a Bible college. They are R. Kelley of the Winston-Salem Bible College, Winston-Salem, North Carolina; and W. Ellis of the Heritage Bible College, Dunn, North Carolina. They had no suggestions for improvement except that Kelley (1-12-95) commented, "The instruments you have look fine. I did see one misspelled word, which I marked".

Telephone Survey Form Pilot Test

In order to receive further verification of the face validity of the Institutional Effectiveness Telephone Survey Form for Bible colleges, a pilot test was conducted. From the population of AABC colleges that responded to the Institutional Effectiveness Program Component Checklist, the researcher contacted two colleges that were not candidates for the telephone survey process and interviewed the person who had completed the component checklist.

Implementation of Instrument Evaluation Suggestions

No changes were made to the Institutional Effectiveness Program Component Checklist based on recommendations from those who reviewed it. The consensus of all reviewers was that the checklist was comprehensive, adequately designed

and written, and that it demonstrated good face validity.

The Institutional Effectiveness Telephone Survey Form was amended following evaluation in order to reduce ambiguity and to clarify particular terms. The following list of modifications were made: (a) under the measurable objectives questions the sentences were modified to specify whose mission statement is being discussed -- the institution's or the AABC's as an association; (b) question four under institutional effectiveness plan was modified to ask which administrator is in charge of institutional effectiveness rather than which administrative office; and (c) question three under institutional effectiveness administrative procedures became more specific and as amended asks for the citation of one instance when institutional effectiveness programs changed the college or university.

The pilot test of the Institutional Effectiveness Telephone Survey Form utilizing two AABC colleges not included in the 20-member telephone survey population resulted in one modification of the questionnaire. That was the addition of question number five under the institutional effectiveness instruments and methods section. The question asks for information regarding measurement instruments (standardized, institutionally prepared, or prepared by a consortium of colleges) that are designed to measure the

spiritual development of students during their college years.

The most significantly amended instrument (in terms of the number of changes) was the Institutional Effectiveness Personal Interview Form. The changes were intended to reduce ambiguity and to shorten the time necessary to complete the on-site visit. The redundant "yes or no" questions were reduced in number. Question one was amended to request a specific list of external entities examining the college or university. Among the other modifications made were (a) a reduction of the number of questions to be asked, (b) a reduction of the number of documents to be requested, (c) a reduction of the number of administrators or staff members to be interviewed, and (d) a reduction of the number of facilities to be visited.

Southern Association of Colleges and Schools On-Site Visits

Six colleges or universities accredited by SACS (other than Bible colleges) were visited by the researcher. The purpose of the visits was to corroborate that those institutional effectiveness activities described in the literature were being practiced in the institutions. The Institutional Effectiveness Personal Interview Form was used as a guide. The tabulated results for all six institutions can be seen in Appendix N.

The researcher visited two community colleges. Those schools were Forsyth Technical Community College, Winston-Salem, North Carolina, where he interviewed the Dean of College Advancement, S. Hutsler (1-30-95); and Wilkes Community College, Wilkesboro, North Carolina, where he interviewed the President, J. Randolph (1-31-95). In addition, two private liberal arts colleges or universities were visited, Elon College of Elon College, North Carolina, and High Point University, High Point, North Carolina. B. Cates, Director of Institutional Research, was the administrative person interviewed (2-8-95) at Elon College, and at High Point University the researcher interviewed (2-9-95) M. Wray, Vice President of Internal Affairs. Finally, on-site visits were conducted at two state universities, North Carolina A & T State University, Greensboro, North Carolina, and Western Carolina University, Cullowhee, North Carolina. The person interviewed (2-10-95) at NC A&T was R. Ussery, the Coordinator for University Research; and R. Corbin, the Coordinator of Undergraduate Assessment, was interviewed (2-13-95) at Western Carolina.

On-Site Visits to Community Colleges

Appendix N includes the tabulated results of the on-site visits to Community Colleges. Both Forsyth Technical Community College and Wilkes Community College are members

of the North Carolina Community College System and as such have a written plan of institutional effectiveness as mandated by the General Assembly and the State Board of Community Colleges.

Both colleges are also SACS accredited and have additional accreditation in individual academic programs such as engineering and the health professions including nursing. An entry test is administered to applicants (test selected by local institution) and is used for placement purposes. Because of the nature of the community college and the mandate of the North Carolina State Board of Community Colleges, each has an "open door" admissions policy. Under this approach all applicant students with potential for successful course completion are accepted. Standardized scores are required for admittance to particular programs such as College Transfer and for determining which students require remedial studies.

Remedial studies programs are major parts of the educational process at community colleges, particularly if one includes the Basic Skills programs that are a part of the adult education courses for industry and the community. Entry into the remedial programs is determined by test scores on entry-level tests such as The Student Success System for Two-Year Colleges (ASSET) by American College Testing. Successful exit from the program involves a grade

of "B" or better in the course and sometimes a second administration of the initial standardized entry test.

Neither school conducted any systematic assessment of general education gains, major area academic gains, or personal maturity gains in social, emotional, or leadership qualities. One exception in the major areas is that of requiring a licensure test upon graduation from medical programs. Assessment of vocational skills is done only by means of satisfaction reports from the employers of persons completing programs of study.

Both schools administer satisfaction rating scales that are institutionally prepared for students, graduates, and employers. Satisfaction ratings provide (a) the percentage of students who are "satisfied" or "very satisfied" with the college programs, facilities, and services; and (b) the percentage of students who rated the school "excellent" or "good" in terms of quality of education.

While the institutions themselves do not attempt to document acceptance rates of alumni at other colleges and universities to which they apply, the State Department of Public Instruction publishes such statistics for those transferring to other state universities.

Retention rates and graduation rates are extremely difficult to track in community colleges because many students come for one course without any intention or need

to persist in a program. However, one school reports in its institutional effectiveness plan the percentage of full-time degree-seeking students who enroll in the fall and return for the winter or spring quarters. The same institution reports the percentage of full-time vocational/technical degree seeking students who graduated with marketable skills after three years.

Both institutions evaluate faculty members annually with student classroom evaluation being predominate and peer evaluation by an ad hoc faculty committee secondary. Administrative personnel and staff members are evaluated annually in a program utilizing supervisor evaluations, peer evaluations (one President is evaluated by his staff), and a Board of Trustees evaluation of the President.

Academic and administrative program reviews are mandated by system-wide policy. The academic programs historically have been evaluated on a five-year cycle with each program being reviewed once per cycle. Academic programs were rated for (a) achievement of stated goals, (b) quality of instruction, (c) curriculum design, (d) cost, (e) student outcomes, and (f) contribution to overall mission accomplishment.

A new practice has now superseded the once-every-five-years procedure by a mandate for annual evaluation of every academic program which will be compared to a more cursory

checklist of program qualities. Administrative units and student service units are reviewed annually with a comprehensive in-depth evaluation once every five years.

The administrative office in charge of institutional effectiveness varies from campus to campus with the Vice President of Planning and Development being in charge on one campus, and the President on the other. Results are reported in a variety of ways including monthly in-house communication documents, annual reports to the Community College System, and the Institutional Effectiveness Plan Document at each institution. The guidelines for utilizing the results are prepared by each respective department.

On-Site Visits to Private Liberal Arts Colleges

Both Elon College (3500 students) and High Point University (2300 students) benefit from external accreditation including SACS and the National Council for Accreditation of Teacher Education (NCATE). One institution is accredited by the United Methodist Church University Senate and has recently received accreditation from the American Medical Association (AMA) for its sports medicine program. Tabulated results of the on-site visits to private liberal arts colleges are included in Appendix N.

Admission to either Elon College or High Point University is limited to those students who achieve an

acceptable predicted freshman gpa which is statistically calculated using the SAT scores, high school gpa, and class rank. Students who may benefit from remedial studies programs are identified in the admissions process and may be further evaluated by means of institutionally arranged methodologies in English, mathematics, and foreign languages. At one of the institutions, a Composite English Score (CES) is obtained by combining the predicted gpa, the verbal SAT score, the Test of Standard Written English (TSWE) score and the high school English gpa. The CES determines placement in remedial studies.

The assessment of basic skills competency is undertaken at one of the two institutions by assessing oral communication abilities, writing, mathematics, reading, and learning styles using a variety of methodologies.

One of the two institutions evaluates the general education gains of students by means of the ETS/Academic Profiles series of standardized tests administered in a value-added pre-posttest methodology. The tests are administered at the beginning of the freshmen year and in the second semester of the sophomore year when classes are canceled for two days for assessment procedures. The second institution evaluates general education gains through (a) focus groups made up of faculty members who analyze courses and their results; (b) the College BASE criterion-referenced

test for sophomores; and (c) alumni opinion surveys for those who graduated one, five, and ten years ago.

For both of the institutions, the major specialization area is tested by the respective departments or schools using the instruments of their choice. Some departments select standardized tests and others prepare their own comprehensive instruments. Several majors are evaluated by means of licensure or certification examinations. The licensure or certification scores are collected for evidence of pass/fail rates. Observation of vocational skills in both institutions for evaluation purposes is limited primarily to teacher education and human services disciplines.

Retention and graduation rates at both institutions are meticulously maintained in order to meet the Student-Right-To-Know Act and to demonstrate institutional quality.

Satisfaction ratings that are institutionally prepared are administered at one school to freshmen, dropouts, graduating seniors, and those who graduated one and five years ago. The CERT Survey from UCLA is used at the other school to assess student services and campus life.

Faculty members are evaluated at both institutions each semester by the students, and once yearly by peer committees. Classroom supervisory visits are not performed at either institution. Evaluation instruments for each type

of evaluation are institutionally prepared. Administration and staff personnel are evaluated at both schools by immediate supervisors. CEO (president or chancellor) evaluations are conducted by the Boards of Trustees.

Academic programs are reviewed at both institutions on a cycle which affords a review for each program once every five years. Administrative programs and procedures are evaluated annually at each school. One school utilizes CAS Standards to review the student services program every four years.

Outcomes assessment data are collected at one institution by the Provost and at the other by a Vice President. The respective office prepares a report or series of reports that are then disseminated to the individual departments impacted by the data and to the CEO for review. The most demonstrative result at either school was that of amended budget planning. Based on information gathered through the outcomes assessment procedures described in the institutional effectiveness plan, the institutions reduced the budgets in some departments while increasing them in others.

On-Site Visits to State Universities

North Carolina A & T State University (8000 students) and Western Carolina University (6500 students) were chosen

for the state university on-site visits. Their selections were based on their status as teaching universities that resemble the Bible college emphasis on teaching rather than research. See Appendix N for the state university on-site visit tabulated results.

North Carolina A & T State University has a written philosophy for academic assessment published in pamphlet form titled, "Steps and Principles of Basic Assessment Model." The plan is designed to meet three requirements: (a) the institutional assessment plan required by the new "accountability" legislation from state government, (b) the annual reporting requirements from government and accrediting agencies, and (c) the institutional effectiveness criteria of SACS (undated, p. 1.). It is noteworthy that the preceding statements are consistent with the idea that the impetus for assessment began as an accountability demand.

Western Carolina University's outcomes assessment plan is published in a document called, Western Carolina University, Assessment: A Resource Guide, which includes a philosophy of assessment statement called "Rationale for Assessment" (pp. 3-4), and guiding assessment policies called "Principles of Academic Assessment" (pp. 5-6). Each major component of the outcomes assessment plan is to contain five emphases: educational goals, assessment

strategies, measurement instruments, an explanation of how data will be reported, and an explanation of how the results will be used.

Entering freshmen at both universities are required to take the SAT. This score is combined in an admissions equation with high school gpa and class rank for a predicted freshman gpa. The resulting prediction is the starting point for the admissions decision. Other factors are considered including letters of recommendation and personal interviews.

Entering students with a low predicted gpa are given institutionally prepared mathematics and English placement examinations. The data collected by these examinations affect the possibility of placement in remedial studies.

The primary method for assessing general education gains at one of the two universities is by means of course-embedded activities. Satisfactory general education achievement is measured by the completion of the core set of general education requirements. No standardized test is administered to assess the student gains either as a competency-based or a value-added pre-posttest method.

General education gains at the other university are measured with the ACT-COMP test which is administered to both freshmen and seniors for a value-added assessment. In addition, students and faculty members are surveyed on a

cycle which allows every course in the program to be reviewed once every three years. Plans for future assessments of general education gains include both a freshman and senior seminar course in which assessment activities will be administered.

The measures of gain in the major at one of the universities are course-embedded activities including successful or unsuccessful grades in required courses, plus licensing or certification examinations in disciplines where required by state rules or professional boards.

One measure of student major area gains at the second university is by alumni and employer opinion ratings (institutionally prepared). In addition, the respective schools or departments utilize several methodologies for measuring the academic gain of students in their major area such as (a) portfolios, (b) national tests such as the Graduate Record Exam (GRE), (c) licensure/certification exams, (d) senior seminars or capstone courses, and (e) exit interviews. The observation of vocational skills is done in education (i.e., student teaching) and human services.

Educational satisfaction ratings are administered at the state universities to freshmen, transfers, current students, alumni, seniors, dropouts, no-show applicants, and employers. The satisfaction rating instruments are prepared at the institutional level. The recording of academic

progress of transfers from these universities to other state schools is done by the general administration and published as a composite score of all transfers in the state system of higher education.

Retention rates are carefully tracked at one of the two schools including the percentage persisting from first to second semester of freshman year and freshman to sophomore years. The graduation rates are tracked at both state universities for each entering freshman cohort and are calculated for those who graduate in four to seven years.

The respective colleges, schools, or departments have programs of recording activities and accomplishments of graduates at both universities. However, only one of the two institutions reported an attempt to measure the personal maturity development of students and that was by means of opinion surveys of those entering and exiting the university.

The evaluation of teacher classroom performance is carefully implemented at each university. Both the students (every semester at course end) and peer committees (annually) perform evaluation activities. The assessment of the administrative staff by the supervisors and the assessment of the Chancellor by the Board of Trustees are accomplished on an annual basis at both institutions in accordance with university system policy.

At one of the universities the Chancellor has requested all administrative units to commence an annual review process with each department writing the plan for review. This activity is now being implemented. At the second university both academic programs and administrative practices such as admissions and financial aid are accomplished on a five-year cycle.

The Director of University Assessment collects the assessment measurements at North Carolina A & T State University in accordance with the institutional effectiveness plan. The Coordinator of University Planning assists the Director of University Assessment in analyzing the data and preparing a report. The report goes to the departments which are being evaluated with an executive summary to the Chancellor's office. Written guidelines for use of assessment results exist in each department.

The Institutional Research Office collects, analyzes, and distributes in readable form the assessment data each year at Western Carolina University. The reports are given to the departments impacted by the results. Written procedures exist or are now being prepared in each department for using the results to improve operations.

Institutional Effectiveness Model for Colleges and Universities Other Than Bible Colleges

The institutional effectiveness model for colleges and universities other than Bible colleges was developed by means of a review of the literature relating to outcomes assessment, plus on-site visits to six colleges or universities accredited by SACS to examine their institutional effectiveness programs. It is clear from the literature and from each of the six colleges or universities visited by the researcher that institutional effectiveness programs began as an accountability measure forced on schools by external entities such as government and accreditation agencies. However, the participants have moved beyond the purely summative character of institutional effectiveness to a formative approach that assesses various checkpoints for the improvement of the institution and the quality of education given.

The central focus of outcomes assessment remains the assessment of student learning. Additional checkpoints such as administrative program review and evaluation of the job performance of faculty and staff are built into the process thus expanding its impact beyond purely academic assessment.

Initially, institutional effectiveness program administrators adopted standardized tests or measurement instruments as the backbone of the process. As the outcomes

assessment process has grown, administrators have begun to evaluate more carefully the institutional fit of the available standardized instruments, and have moved to tests that may be institutionally or consortially prepared or methodologies that are not tests at all such as student portfolios and seminar classes. Most institutional effectiveness programs now utilize a combination of standardized tests and locally devised methodologies with a growing preponderance of locally prepared instruments. Reliance upon one measure for each student or institutional function has given way to reliance upon several measures and methodologies.

The model of institutional effectiveness for colleges and universities other than Bible colleges is a typical set of assessment checkpoints and instruments currently used. It is identifiable with no one school. Assessment practices vary depending on the size and type of the institution. The model in its entirety can be seen in Appendix K.

Accrediting Association of Bible Colleges Mail Survey

An institutional effectiveness survey of the entire 86 colleges in the Accrediting Association of Bible Colleges (AABC) as listed in the 1994/95 AABC Directory was conducted. The survey enabled the researcher to determine the extent to which member schools practiced outcomes

assessment. Each of the 86 schools received a written questionnaire in the form of the Institutional Effectiveness Program Component Checklist (see Appendix I). The respondent checked the particular components of his or her own outcomes assessment program, leaving all others blank.

The questionnaire was mailed with a cover letter, a memorandum from the Executive Director of the AABC endorsing the study, and instructions for completion and return (see Appendix I). A follow-up letter was sent three weeks later to those who did not respond in order to increase the return rate (see Appendix I). The final attempt to obtain a response involved telephoning ten nonrespondents. The researcher received responses from 77 of the 86 member schools for a response rate of 90 percent.

Goals and Objectives

Every responding college (77) reported having an institutional mission statement. In addition, 75 responding schools (97%) had institutional goals and objectives. The pattern extended to program and degree objectives with 69 of the 77 respondents (90%) reporting having these parameters as well. The goals and objectives tabulated responses from the returned checklists are provided in Table 1. The number of colleges responding positively to the questions are listed first, and are followed by the percentage of colleges

responding positively.

Table 1

AABC Member Goals and Objectives Foundation for Assessment

Institutional Mission	Institutional Objectives	Departmental Objectives	Degree Objectives	None Above
77/100%	75/97%	56/73%	69/90%	0/0%

This is a set of colleges that is mission-focused and programmed for success within that mission. Success is predicated on the mission's being marketable and the delivery of the services being effective. The potential for goal clarity rather than ambiguity and confusion, and goal maintenance rather than drift and decline is pronounced. A strong mission statement with clear goals lays the groundwork for effective assessment.

Student Entry Level Profiles

The most frequently used admissions factor (90%) reported in the survey was high school gpa. This factor was followed closely by SAT or ACT scores (77%). Only two schools reported employing vocational preference tests, reflecting the special purpose of Bible colleges that have a limited number of vocational preparatory programs available.

AABC schools train persons entering vocational Christian ministry with the emphases being on church staff positions, home and foreign missionary personnel, and teachers for Christian elementary and secondary schools.

Member schools do use placement and diagnostic tests in addition to SAT or ACT scores for the purpose of selecting students requiring remediation. More than 50% of the institutions utilize diagnostic measures beyond the entrance test scores as indicated by the responses to the standardized and locally prepared placement categories. Table 2 displays the tabulated results for this category of questions.

Table 2

AABC Member Student Entry Level Profiles

SAT or ACT	High School Gpa	Class Rank	Student Expectations	Standardized Placement
59/77%	69/90%	35/45%	25/32%	28/36%

Local Placement	Vocational Preference	Transfer Gpa	None Above
26/34%	2/3%	56/73%	1/1%

Developmental Student Progress

Interestingly, only one institution out of the 77 respondents indicated that no developmental student progress was measured. It appears that 99 percent of the member schools conduct some sort of remedial program for underprepared or learning disabled students. Given the fact that most members utilize an open door admissions policy, the proliferation of remedial programs is understandable. Of the responding schools, 56 (73%) indicated that remedial course grades are used as the evaluation for developmental student progress. Table 3 displays the tabulated questionnaire data.

Table 3

AABC Member Developmental Student Progress Assessments

Course Grades	Standardized Evaluations	Local Evaluations	None Above
56/73%	45/58%	31/48%	1/1%

General Education Gains

About one out of three AABC accredited schools (31%) does not assess general education gains as a part of its outcomes assessment program; however, all accredited members require a minimum of 30 semester hours of general education

for a baccalaureate degree. The fact that one-third do not measure their success or lack of success in this area may be indicative of more emphasis on biblical/theological studies and professional ministry courses.

For the 53 schools that do evaluate general education gains, the majority use institutionally prepared subject tests (31 schools) or institutionally prepared comprehensive tests (14 schools). Two factors appear to influence this practice: (1) the cost of standardized evaluation tests; and (2) the lack of appropriate available standardized tests. Table 4 gives the number of schools responding positively to each question followed by the percentage of colleges responding positively.

Table 4

AABC Member General Education Gain Assessments

CLEP Tests	COMP Tests	CAAP Tests	Academic Profiles
25/32%	12/16%	4/5%	4/5%
Local Subjects	**Local Comprehensives**	**Portfolio Samples**	**None Above**
31/40%	14/18%	9/12%	24/31%

Major Specialization Achievement

Interestingly, 36% of the responding schools reported no assessment of achievement in the major specialization. Of the institutions that did report some evaluation of achievement gain in the major, most utilized departmentally prepared tests or senior seminars, projects, or internships. The apparent reason for this activity is that few standardized tests exist for measuring gain in the major areas taught in Bible colleges such as programs preparing for pastorate, church music director, youth pastorate, or missionary. Table 5 provides the tabulated results from the 77 responding colleges.

Of those standardized tests used, most were for licensure or certification exams (i.e., the National Teacher Examination [NTE]). In addition, many schools used the AABC Standardized Bible Content Test for biblical knowledge assessment.

Table 5

AABC Member Major Specialization Achievement Assessments

ETS/Major Fields	NTE or Praxis	Other Standardized	Departmental Comprehensives
4/5%	12/16%	20/26%	24/31%

(table continues)

Licensure and Certification	Portfolio Samples	Senior Theses	None Above
7/9%	14/18%	9/12%	28/36%

Student Personal Development

Only 11 of 77 reporting schools (14%) indicated no effort to measure maturity gain during the years of college matriculation. The tabulated results are given in Table 6.

The primary method for measuring maturity was during an exit interview preceding graduation. Interestingly, the second ranking area of personal development assessed by respondents was that of personality evaluation (29 schools).

Table 6

AABC Member Student Personal Development Assessments

Values Inventory	Personality Evaluation	Attitudinal Scales	Behavioral Survey
16/21%	29/38%	12/16%	8/10%

Archival Records	Exit Interviews	None Above
14/18%	53/69%	11/14%

Student Retention and Graduation Rates

Only five members (6%) reported no attempt to track retention and graduation rates as indicated in the tabulated results provided in Table 7. The two primary avenues for tracking student progress through the degree programs are those of determining how many of the freshman cohort remain for the second year of college and how many of the freshman cohort persist to graduation.

Table 7

AABC Member Student Retention and Graduation Rates

Right-to-Know Act	Freshmen to Sophomores	Freshmen Graduated	None Above
49/64%	66/86%	69/90%	5/6%

Transfer and Graduate Performance

A large group of the responding schools (68%) made no attempt at all to track the performance of students transferring to other institutions or going on for graduate study. Only 25 percent of AABC schools knew if their alumni had been accepted into graduate programs. While these data are dependable measures of educational quality, the staff time and resources necessary to accomplish the task are limited at AABC schools.

Additionally, only 34 responding schools (44%) knew if graduates were working in vocations for which they trained. The tabulated results from the checklists are in Table 8.

Table 8

AABC Member Transfer and Graduate Performance Rates

Transfer Success	Graduate School Acceptance	Graduate School Performance	Graduate Placement	None Above
16/12%	19/25%	9/12%	34/44%	52/68%

Satisfaction and Opinion Ratings

This assessment category showed widespread participation (91%) by AABC accredited colleges. Only 7 responding schools did not use satisfaction or opinion surveys. The tabulated survey responses may be seen in Table 9.

The colleges used satisfaction surveys particularly among current students (66%), graduates (73%), and seniors in exit interviews (69%). Responses indicated that the vast majority of these surveys are institutionally prepared.

Table 9

AABC Member Constituency Satisfaction/Opinion Ratings

ESS Scale	SOIS Scale	Current Students	Parents of Students	Alumni Graduates
4/5%	0/0%	51/66%	5/6%	56/73%
Employers Survey	**Dropouts Failouts**	**Transfer Students**	**Exit Interviews**	**None Above**
28/36%	20/26%	7/9%	53/69%	7/9%

External Recognition of Achievements

Not surprisingly, 39% of member schools do not track data relating to awards and achievements of students, graduates, and faculty members. In the group of schools that does track such information, according to Table 10 that displays the survey results, the majority (55%) record the data for faculty members.

Table 10

AABC Member Recognition of External Achievements

Student Awards	Graduate Awards	Faculty/Staff Awards	None Above
29/38%	18/23%	45/55%	30/39%

Academic Program Review

Academic program review is being utilized in AABC schools to a significant degree (only 31% reported none). Although this survey made no effort to determine the scope or extent of the program reviews, the very fact that the concept exists is a positive sign for AABC institutional effectiveness programs. Table 11 displays the tabulated results.

Table 11

AABC Member Academic Program Review

State Mandated Review	Institutionally Selected Review	None Above
25/32%	49/64%	24/31%

States in which the institutions operate require some form of academic program review (i.e., teacher education programs) for about one-third of the colleges (25). However, almost twice as many of the colleges (49) perform their own reviews without state mandates. Indeed, scarce financial resources require that institutions of higher education operate only financially viable academic programs.

Administrative Program Review

About 80 percent of responding schools reported conducting some sort of non-instructional program review (computed by transposing the number reporting no program review). The service functions or administrative departments reviewed are scattered throughout the organization from student development to continuing adult education programs. The number of colleges responding positively followed by the percentage of colleges responding positively are given in Table 12.

The most prominently referred to administrative program review is that of the Admissions Department (70%). The emphasis is likely the result of the necessity to recruit sufficient students to ensure the financial viability of the educational enterprise. Secondly, the Financial Aid Office is cited by 50 respondents (65%) as an area of frequent review. The emphasis here may be the result of federal regulations regarding Title IV Federal Financial Aid management. An encouraging result is that 60 percent of the responding schools reported reviewing the student development program regularly. This indicates attention given to serving the educational consumer and retaining students.

Table 12

AABC Member Administrative/Co-Curricular Program Review

Admissions Department	Student Development	Athletics Department	Development Department	Business Department
54/70%	46/60%	21/27%	34/44%	36/47%
Financial Aid	**Library Services**	**Building and Grounds**	**Security Services**	**Auxiliary Units**
50/65%	43/56%	31/40%	21/20%	27/35%
Research Functions	**Community Services**	**Continuing Education**	**None Above**	
10/13%	14/18%	19/25%	15/19%	

Faculty and Staff Evaluation

AABC member colleges are no exception to the nearly universal end-of-course student evaluation of faculty. Only one of the 77 responding institutions reported no faculty evaluation by students. Additionally, 79 percent of the supervisors also evaluated the faculty member. All 77 schools reported some sort of faculty evaluation.

Administrative personnel and staff members are evaluated regularly by supervisors in 48 percent of the schools, and the administration by faculty members in 31 percent. The President or CEO is evaluated by the Board of

Trustees in 55 percent of the institutions. The number and percentage responding positively are given in Table 13.

Table 13

AABC Member Faculty/Administrative Evaluations

Faculty by Students	Faculty by Chair	Staff Evaluation	Administration by Faculty	CEO by Board
76/99%	66/79%	37/48%	24/31%	42/55%

Faculty Academic	Faculty Professional	Staff Academic	Staff Professional	None Above
60/78%	58/75%	21/27%	41/53%	0/0%

Results Feedback and Utilization

As indicated in Table 14, only 22 percent of responding institutions have no mechanism for collecting, collating, analyzing, and reporting the data generated in their institutional effectiveness programs. Conversely, nearly four out of every five schools (78%) do collect and report outcomes assessment data. One office was responsible for collecting and disseminating the data in 44 percent of the colleges; however, only 38 percent indicated they have a written policy for the use of results. Bible colleges are no exception to the major flaw in institutional

effectiveness procedures in that far too few utilize the data for planning purposes or change in the organization. Table 14 gives the responses for this category.

Table 14

AABC Member Assessment Feedback and Utilization Process

One office Responsible	Forum for Reporting	Utilization Procedures	None Above
34/44%	27/35%	29/38%	17/22%

Review by External Entities

Because the AABC periodically evaluates members, each college has at least one external reviewer. AABC team reviews are accomplished every ten years with more frequent visits made to schools with a criterion deficiency. Table 15 displays the tabulated responses in this category.

Table 15

AABC Member External Entity Review Process

AABC Accreditation	Regional Accreditation	Program Accreditation	State Approval
77/100%	29/38%	11/14%	38/49%

(table continues)

Annual Business Audit	Financial aid Audit	None Above
72/94%	52/68%	0/0%

Of the responding schools, 38% have dual accreditation with a regional accreditation agency in the United States. Another one half of the colleges (49%) have periodic reviews from the states that license the institutions. Finally, 68% of the members get periodic program reviews from the U. S. Department of Education for their Title IV Federal Financial Aid programs.

Accrediting Association of Bible Colleges Telephone Survey

From the pool of 77 responding institutions, 20 AABC colleges were selected for a telephone survey. Their selection was not intended to be random but was judgmental and based on their responses to the Institutional Effectiveness Program Component Checklist. Those AABC members with well-defined outcomes assessment programs were contacted first, and the individuals called were the ones who completed the component checklist. The actual respondents were those who could be reached by telephone and who expressed an interest in participating in the survey.

The measurement instrument used in the telephone survey

was the Institutional Effectiveness Telephone Survey Form (see Appendix I). Each respondent was questioned in a 15-20 minute conversation regarding five areas of outcomes assessment interest including measurable objectives, general philosophy of assessment, institutional effectiveness plan, assessment administrative procedures, and instruments and methods. Their responses added specificity to the data on their returned institutional effectiveness checklist.

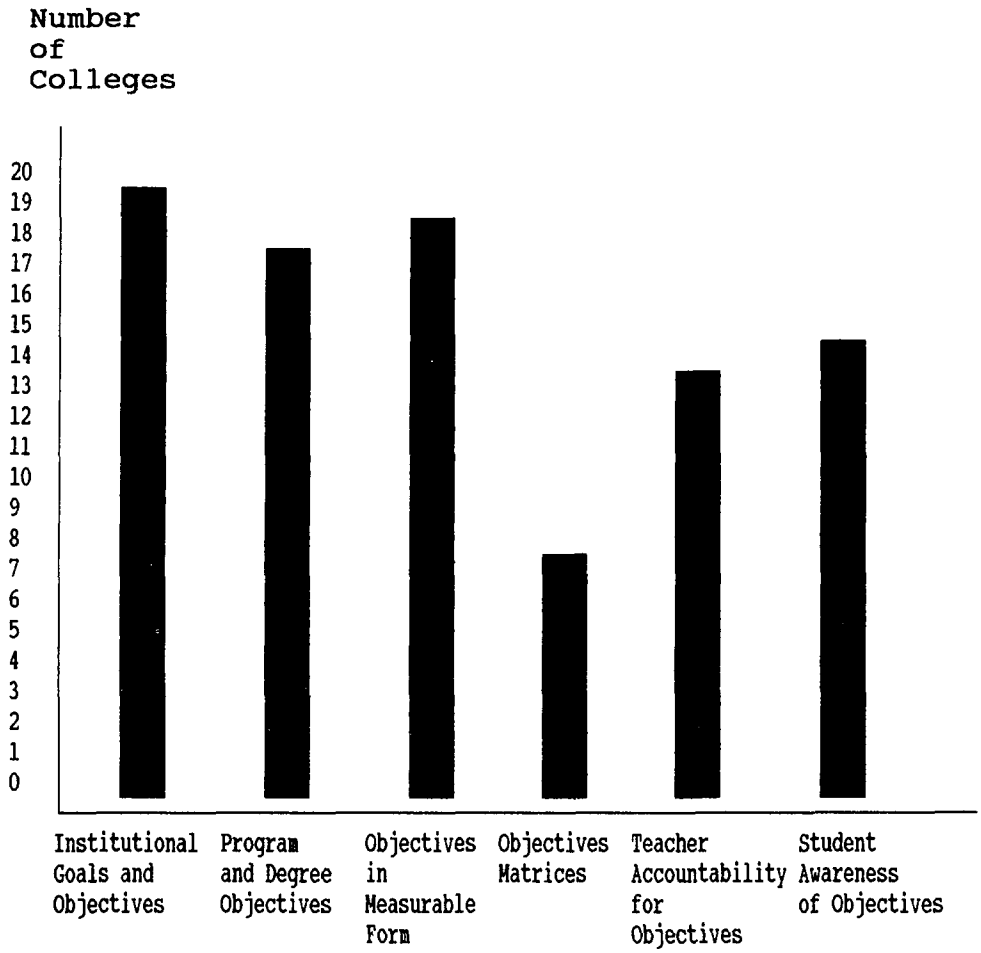
Measurable Objectives

The researcher sought to determine if an identifiable foundation for successful outcomes assessment existed at each responding college through a traceable pattern of assessment objectives from the mission statement to the classroom syllabus. Respondents were asked to answer "yes" or "no" to the following six questions: (a) Are the general objectives of your college based on your mission statement? (b) Are the program and degree objectives of your college based on your mission statement? (c) Are the program and degree objectives of your college written in a measurable form? (d) Do you have objectives matrices showing which courses address each program or degree objective? (e) Are the teachers accountable for accomplishing the objectives listed for each course? (f) Are students made aware of those objectives so that they may know what to expect from

the course?

Answers given to these six questions revealed that most AABC member colleges are indeed ready for effective programs of outcomes assessment based on a foundation of measurable objectives. Figure 1 displays in graphic form the institution's responses to the six questions listed above.

Figure 1
AABC Member Objectives Foundation for Assessment



All but one of the responding schools (95%) had general objectives of the college based on the mission statement. The one school that did not have a set of goals and objectives based on the mission statement is currently writing them. Seventeen colleges (85%) have program and degree objectives and 13 members (65%) indicated that the program and degree objectives are written in measurable language.

Thirteen members stated that teachers are held accountable for achieving the written objectives for their courses. Additionally, the same group of colleges inform the students via the syllabus which program and degree objectives are to be addressed by that respective course. This procedure allows teachers to know what they are expected to teach, and students to know how they may expect to benefit.

Of the 20 schools surveyed, six answered "yes" to all six questions revealing a complete track of measurable objectives from the mission statement to the syllabus. An additional five colleges were missing only the objectives matrices showing which courses address particular objectives. One other school needed to word its program and degree objectives in measurable form. In all, 12 of 20 member colleges (60%) have a foundation in place for a successful outcomes assessment program. The other eight

schools are progressing towards the proper foundation.

General Philosophy of Assessment

This series of questions was designed to reveal key elements regarding the assessment philosophy of the institution. Question one (responses found in Table 16) sought to determine whether the college was attempting to measure the academic achievement of the students or the achievement of institutional objectives. Of the 20 responding institutions, only four (20%) indicated that their outcomes assessment programs assessed student academic accomplishment with no emphasis on institutional accomplishment. The majority (70%) viewed the outcomes assessment program as an attempt to gauge the accomplishment of institutional objectives or as a combination of institutional and student achievement.

Table 16

AABC Member Assessment Philosophy Measures Institutional Achievement Versus Student Achievement

Institutional Objectives Accomplishment	Student Academic Accomplishment
4 Colleges/20%	4 Colleges/20%

(table continues)

Institutional and Student Accomplishment	Respondent Does Not Know Institutional Philosophy
10 Colleges/50%	2 Colleges/10%

Question two addressed the purpose for outcomes assessment. Table 17 displays the responses indicating the number of colleges assessing for accountability as contrasted with improvement.

Table 17

AABC Members Assessment Procedures Emphasize Improvement Versus Accountability

Improvement	Accountability
10 colleges/50%	7 colleges/35%
Both Improvement and Accountability	**Respondent Does Not Know Institutional Philosophy**
1 college/5%	2 colleges/10%

Only seven schools (35%) saw their programs of assessment as being geared to accountability only. One-half of the institutions viewed assessment a tool for improvement.

The third question revealed whether the institutions

sought to compare themselves to other institutions via national norms or to determine how well their students were performing in terms of some criterion level.

While 60 percent of the responding AABC institutions used national norms in scoring standardized assessments and 55 percent (data displayed in Table 19) of the institutions also utilized a pre-posttesting methodology, both of these approaches were weighted by the preponderant use of the AABC Standardized Bible Content Test. A group of seven schools reported that their only standardized instrument was the Standardized Bible Content Test. Two administrators were not sure what the college assessment philosophy was. Table 18 displays question three responses.

Table 18

AABC Member Standardized Assessments Utilize National Norms Versus Mastery Level Scores

National Norm Scores	Mastery Level Scores
9 Colleges/45%	6 Colleges/30%
Norms and Mastery Level	Respondent Does Not Know
3 colleges/15%	2 colleges/10%

The final question determined how many institutions

were employing the value-added pre-posttest methodology in outcomes assessment. The data are given in Table 19.

Table 19

AABC Member Assessment Philosophy Utilizes Pre-Posttesting Method Versus Posttest Only

Pre and Posttest Method	Posttest Method Only
8 Colleges/40%	7 colleges/35%
Combination of Both Methods	**Respondent Does Not Know**
3 Colleges/15%	2 Colleges/10%

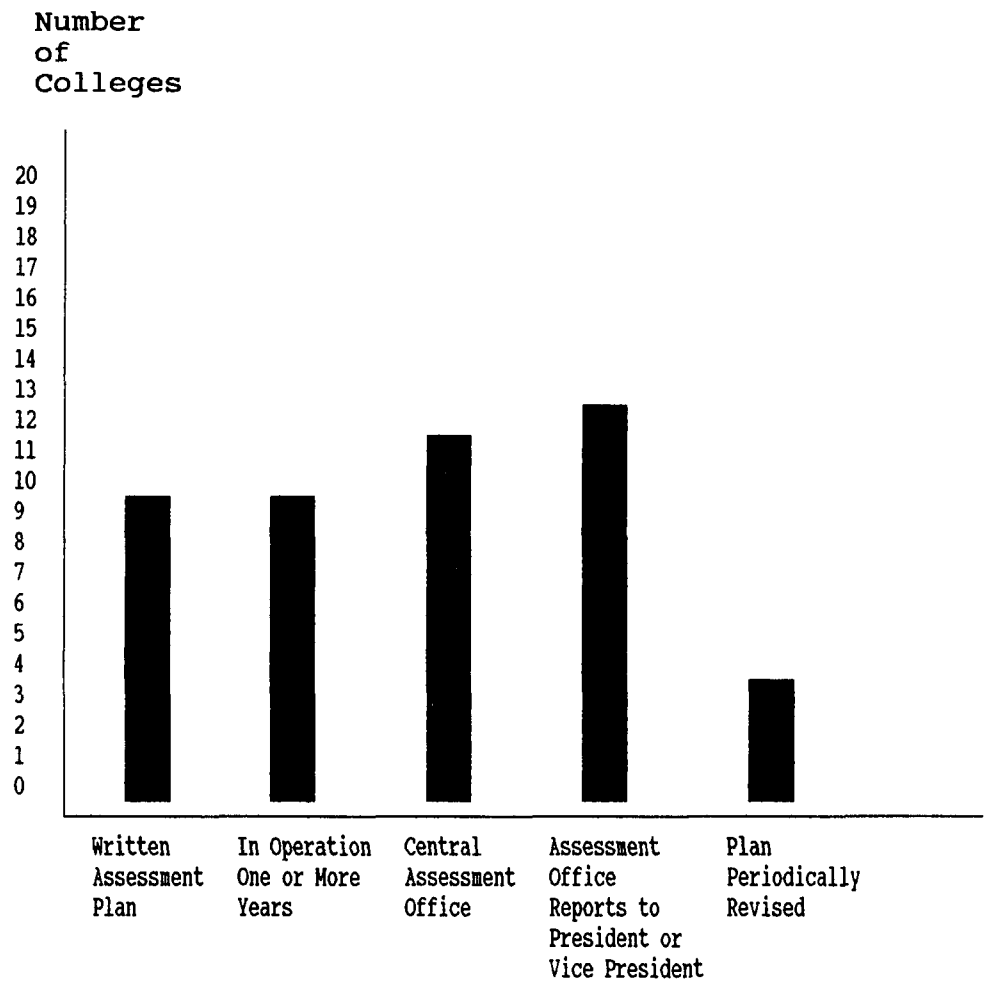
Philosophically, the AABC colleges tended to mirror the national attitudes about assessing institutional achievement of objectives, assessing for the formative purpose of improvement, and assessing for the educational value-added during the collegiate years. The assessment philosophy most prevalent in higher education has been adopted by this subset of schools.

Institutional Effectiveness Plan

A series of five questions was asked each respondent regarding the existence of an outcomes assessment plan. The following are the questions: (a) Do you have a written

institutional effectiveness or outcomes assessment plan? (b) How many years has the plan been in operation? (c) Is there a central office responsible for administering the plan? (d) To which administrative office is the assessment person responsible? (e) How often is the plan revised? The responses to these five questions are displayed in Figure 2.

Figure 2
AABC Member Institutional Effectiveness Plan



The responses to this series of questions about the existence of a written institutional effectiveness plan revealed an area of assessment weakness among AABC member institutions. Eleven of the 20 responding schools (55%) reported that they have no form of an outcomes assessment plan in writing. Several of the 11 actually performed many tasks inherent in the process but have not developed a centralized plan for coordination of their efforts. Additionally, only nine (45%) of the institutions have had a written institutional effectiveness plan for one year or more. Of those nine schools, only four have revised the plan since its inception.

Among the 20 colleges surveyed by telephone, 11 member institutions (55%) had one officer in charge of collecting and analyzing the outcomes assessment data. Nine assessment officers reported directly to the President and four others reported to the Vice President of Academics.

Based on the results of this series of questions, AABC member colleges are still in the early stages of developing clearly delineated plans for outcomes assessment and adequate reporting of the results to the decision-making units.

Institutional Effectiveness Administrative Procedures

Two questions were asked in order to determine what

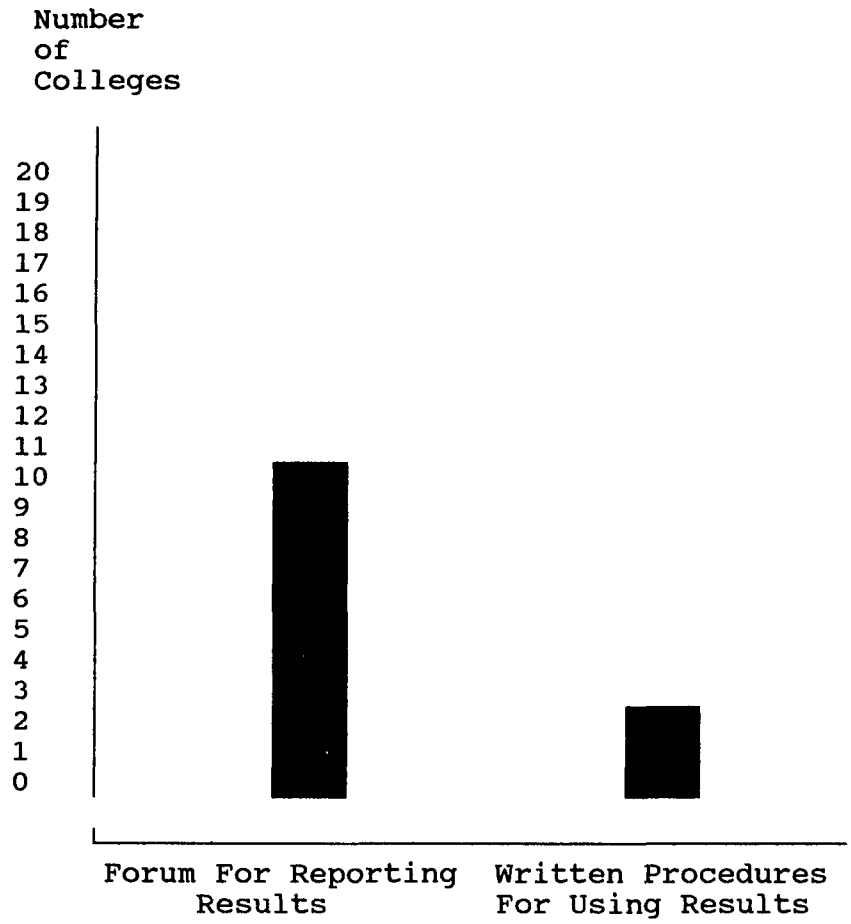
colleges do with the information after it is generated in the assessment process. Question one asked how the assessment results were reported to the administrative or academic units involved and question two asked whether the administrative or academic units had written procedures for using the results.

Six of the responding colleges (30%) indicated that the results were delivered in some type of public forum including faculty meetings, department chair meetings, President's councils, and faculty spring retreats. Five other institutions (25%) indicated that the results were delivered in writing to the department chairmen. In all, 11 institutions had a specific forum for reporting the results of assessments. Figure 3 provides the responses to this category of questions.

Interestingly, only two schools (10%) had written utilization procedures to be followed after the affected departments received the results. These responses support the perception that AABC institutions experience a serious deficiency in closing the loop between performing outcomes assessment procedures and using the data generated for decision-making.

Figure 3

AABC Member Outcomes Assessment Administrative Procedures



Institutional Effectiveness Instruments and Methods

The final series of questions on the telephone survey instrument inquired about the satisfaction of the institution with the currently used measurement instruments (whether standardized or locally prepared) and the participation of the school in a college consortium or

professional group. The last question related to knowledge of an assessment instrument intended to survey the spiritual growth of students during the collegiate years.

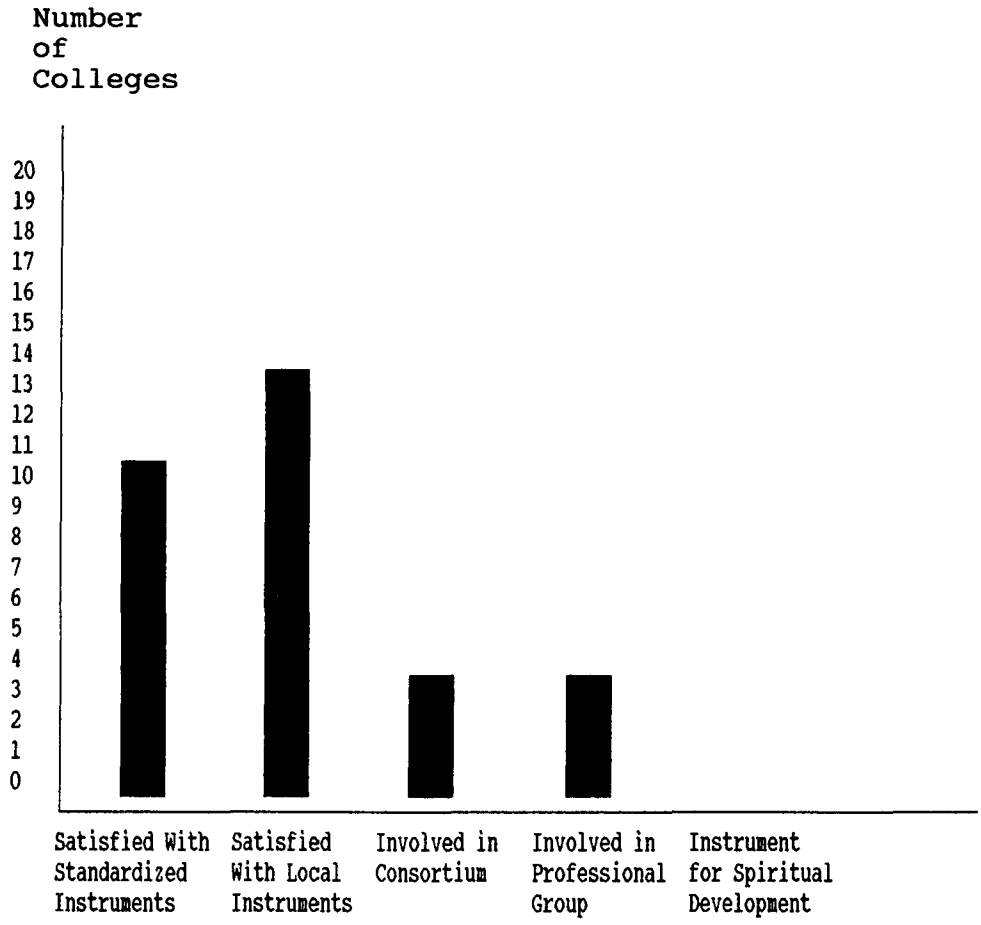
One half of the institutions surveyed (50%) were satisfied with the standardized assessment instruments used. Again, this is primarily a reference to the AABC Standardized Bible Content Test. Fourteen of the institutions surveyed (70%) were satisfied with the locally prepared assessment instruments used. This group of locally prepared instruments and methodologies is a rich collection of assessments including satisfaction/opinion surveys, English or mathematics diagnostic tests for developmental students, portfolios, internships, capstone courses, and recitals. Figure 4 provides the institutional responses to the questions regarding instruments and methods.

Only three schools (15%) (all in the state of Tennessee) were participating in a consortium for the purpose of strengthening outcomes assessment programs. That consortium is the Southeastern AABC Academic Deans organization. The same three colleges actively participated in the Tennessee Association of Institutional Research (TENNAIR).

No respondent indicated any awareness of an assessment instrument that surveyed the spiritual growth of students during the collegiate years.

Figure 4

AABC Member Assessment Instruments and Methods



Accrediting Association of Bible Colleges On-Site Visits

On-site visits were conducted on the campuses of five AABC accredited members. The Institutional Effectiveness Personal Interview Form (see Appendix B) was used as the guide for data gathering. The colleges selected for the on-site visits were from among the 20 institutions surveyed by telephone. Each had a well-defined institutional

effectiveness program, was responsive to a potential on-site visit, and was within a reasonable driving distance of Winston-Salem, North Carolina. The researcher visited the campuses of East Coast Bible College, Charlotte, North Carolina; John Wesley College, High Point, North Carolina; Johnson Bible College, Knoxville, Tennessee; Free Will Baptist Bible College, Nashville, Tennessee; and Kentucky Christian College, Grayson, Kentucky.

During the on-site visits, the respondents were not only asked for additional detail about their respective outcomes assessment programs but also to rate the importance of the respective data-gathering activities. Their opinions were rated on a five-point scale as follows: (a) not important, (b) somewhat important, (c) important, (d) very important, and (e) most important. Questions were asked in 17 specific areas of institutional effectiveness (see Appendix B). The tabulated results from the AABC on-site visits are provided in Appendix O.

All of the five institutions visited viewed accreditation as a vital aspect of assessing quality in an undergraduate institution. In addition to AABC accreditation, three are currently accredited by SACS, a fourth is on candidate status with SACS, and the fifth intends to apply to SACS in the near future. Four of the institutions have teacher education programs that are

approved by the state in which they operate. As evidenced by their involvement in a multiplicity of accreditation groups and by their replies to questions in this category, these colleges place a high premium on accreditation. Four of the schools rated the value of external accreditation as Very Important and the fifth as Most Important.

The value of accepting only the most academically capable students as indicated by college entrance scores was not viewed as particularly important by this set of institutions. Although all require entrance scores for acceptance, three saw the scores as only Somewhat Important and two as Important. None felt the activity had above average value for improving institutional effectiveness.

In contrast, the assessment of students for entry into and exit out of remedial or developmental courses was viewed as more important than assessing ability by means of college entrance tests. In addition to the college entrance scores, all five required standardized diagnostic tests for placement purposes and two used the same tests for assessing the exit from the remedial courses. Two schools saw this activity as an Important exercise and three saw it as Very Important.

The assessment of general education gains was accomplished at all five institutions. Four are utilizing standardized tests (ACT/COMP or ETS/Academic Profiles). The

other institution examined the standardized tests and doubts the tests "fit" for their college. One of the schools saw this activity as Important and four as Very Important.

Assessment of student achievement in the major specialization area was seen by the institutions visited as more important than the assessing of general education gains. Three schools viewed it as Very Important and two as Most Important. A wide variety of assessment tools, both standardized and locally prepared, are used for this activity. The instruments range from certification or licensure examinations to departmental comprehensives, internships, recitals, or portfolios.

The utilization of satisfaction or opinion ratings is widespread in this contingent of schools. All five use a variety of such instruments with virtually all instruments being locally prepared. These measurement instruments include surveys of current students, parents, alumni members, employers, and dropouts or transfers. Four schools saw this as a Very Important activity and one as Most Important.

An area of assessment that is meticulously accomplished although not always viewed as highly important is that of retention and graduation rates. While three institutions viewed this activity as being Very Important, two other colleges saw it as only Somewhat Important. One school's

opinion was that dropouts may reflect a lack of institutional fit as contrasted to a lack of quality service by the college. The other institution voiced the viewpoint that just because a student is moved along to graduation does not necessarily mean that he or she has been educated in a quality manner.

Although all five schools viewed the assessment of personal maturity gains during collegiate years as Very Important (particularly spiritual maturity), only one indicated any current assessment activity. The reason for so little activity stems from the lack of measurement methodologies and instruments in the field.

The evaluation of both the teaching faculty and the administrative staff was practiced on all five campuses. Even though the end-of-course student evaluations of teachers is used at the five schools, there was a reluctance to accept these evaluations alone as appropriate for decisions regarding teachers. The prevailing methodology employed along with student evaluations is that of peer evaluation. Peer committees rarely visit classrooms but generally examine course syllabi, student end-of-course evaluations, textbooks, classroom handouts, and tests. Administrative staff evaluations are usually accomplished by the immediate supervisor. Two of the colleges saw these activities as Important and three saw them as Very

Important.

Of the five colleges visited, four viewed academic program review as Very Important and the fifth as Important. All of them perform the activity in some form. Four do so in a cycle that involves reviewing every academic program, whether a major, a specialty, or a minor once every five years. The other college reviews each program annually. Administrative departments were reviewed and a written report required annually on four campuses. The fifth asks only for the data required by the AABC in the annual report to the association.

The five on-site visits afforded the researcher a detailed view of AABC member assessment activities. The visits provided an understanding of the importance attached to these assessment activities by the persons responsible for accomplishing them on the respective campuses. All of the schools visited had a strong sense of the value of outcomes assessment. All of them believe that the practice is not the latest educational fad but is a vital practice which is here to stay. All of them saw the importance of doing an even more effective job of quality assessment in the future than they have done in the past. All of them believe that the Bible college mission to prepare vocational Christian ministers is too valuable to accomplish in any other fashion than with the highest possible quality.

Institutional Effectiveness Model Currently Practiced in the AABC

The body of data obtained from Bible colleges was assembled in the following manner in order to create a model of institutional effectiveness as currently practiced among Bible colleges accredited by the AABC. Individualized institutional profiles for each responding school (77 total respondents) were prepared from the information received during the mail survey. The data generated from The Institutional Effectiveness Telephone Survey Form for 20 AABC members was used to expand those 20 institutional profiles. Finally, the additional information obtained during the five AABC on-site visits was used to further develop those institutional profiles. The resulting five institutional profiles (see Appendix J) were combined into one model of Bible college institutional effectiveness as now practiced by AABC member institutions.

Without question the impetus for the commencement of outcomes assessment among Bible colleges was the requirement of accreditation agencies. Both the Accrediting Association of Bible Colleges and the regional accrediting agencies that dually accredit about 25% of the AABC member institutions have mandated institutional effectiveness procedures.

The primary focus of outcomes assessment among AABC members remains the assessment of student achievement.

Rather than a balance of standardized and locally prepared tests or methodologies, the Bible college group tends to utilize more locally devised tests and strategies. Standardized tests frequently are not available in the Bible college major areas. The program of institutional effectiveness as currently practiced in AABC colleges is a typical set of outcomes assessment checkpoints, tests, and methodologies for a Bible college that is accredited by the AABC and is not representative of any particular institution. The detailed model containing the checkpoints and methodologies is contained in Appendix L.

Institutional Effectiveness Model Comparative Process

The researcher conducted a qualitative comparison between the composite institutional effectiveness model for non-Bible colleges and universities and the composite institutional effectiveness model for AABC member colleges. The comparison employed a structured set of questions described in Chapter III, Methodology. Comparison questions emphasized looking at the two models for those items that were identical, those techniques or methodologies that were similar, and those activities that were distinctive to one particular set of educational institutions.

Table 20
Identical Items Determined in Comparative Process

Category of Assessment	Methodology
Review by External Entities	1. Regional Accreditation 2. Program Accreditation 3. Program Approval by State 4. State Licensure 5. Title IV Program Review
Mission, Goals and Objectives	1. Mission Statement 2. Institutional Goals 3. Program and Degree Goals 4. Syllabus Identified Goals 5. Non-instructional Goals
Student Entry Level Profiles	1. SAT or ACT Scores 2. High School Gpa 3. High School Rank 4. Academic Diagnostic Tests 5. Transfer Gpa
Developmental Student Progress	1. Standardized Evaluation 2. Institution Evaluation 3. Course Grades
General Education Gains	1. Standardized Tests 2. Institutional Tests 3. Portfolios 4. Opinion Surveys
Major Specialization Gains	1. Standardized Tests 2. Departmental Comprehensives 3. Licensure and Certification 4. Portfolios 5. Senior Theses 6. Senior Seminars or Practica 7. Vocational Skills Ability
Student Personal Maturity	1. Standardized Instruments 2. Institutional Instruments 3. Archival Records 4. Exit Interviews
Retention and Graduation Rates	1. Freshmen to Second Semester 2. Freshmen to Sophomore 3. Freshmen Cohort Graduated
Transfer and Graduate Records	1. Graduate Entrance Exam 2. Graduate School Acceptance 3. Vocationally Employed Grads

(table continues)

Category of Assessment	Methodology
Satisfaction Ratings	1. Applicants Not Enrolling 2. Current Students 3. Stopouts or Dropouts 4. Parent Satisfaction 5. Employer Satisfaction 6. Graduate Satisfaction 7. Exit Interviews
Recognition of Achievements	1. Student External Awards 2. Graduate Accomplishments 3. Faculty/Staff Awards
Academic Program Review	1. Student Numbers 2. Qualified Instructors 3. Financial Requirements 4. Financial Income 5. Student Outcomes 6. Number of Graduates
Administrative Program Review	1. Admissions 2. Student Development 3. Athletics 4. Advancement 5. Business Department 6. Financial Aid 7. Library 8. Building and Grounds 9. Security 10. Auxiliary Units 11. Continuing Education
Faculty/Staff Evaluation	1. Students Evaluate Faculty 2. Supervisor Assesses Faculty 3. Peers Evaluate Faculty 4. Supervisor Assesses Staff 5. Board Evaluates CEO

A striking number of items (the majority of the assessment techniques and methodologies in each of the two models) are identical. Each program contains the same 14 lists of checkpoints with the inclusive tests or methodologies. Within the checkpoints the majority of methodologies are also identical. In fact, a striking 71

identical tests, methodologies, or areas of assessment are found in both the AABC outcomes assessment program and the program for colleges and universities other than Bible colleges. Institutional effectiveness procedures and the impetus to assess for quality has permeated the groups of accredited colleges. The comparative process with identical items from the models is graphically presented in Table 20.

Table 21
Similar Items Determined in the Comparative Process

Category of Assessment	Methodology
Student Entry Level Profiles	Both Models Require References - AABC Schools Value Pastoral References
General Education Gains	Both Models Measure General Education Gains - AABC Schools Utilize Fewer Standardized Tests
Major Specialization Gains	Both Models Measure Academic or Skill Gain in the Major Area - AABC Schools Rarely Utilize Standardized Tests
Student Personal Maturity	Both Models Assess Student Personal Maturity - AABC Schools Utilize Fewer Measures
Satisfaction Ratings	Both Models Use Satisfaction Ratings - AABC Schools Rarely Use Standardized Tests
Academic Program Review	Both Models Attempt Academic Program Review - AABC Schools Are Less Exhaustive in Reviews

The two models of institutional effectiveness are very similar. In addition to the fact that a striking number of

outcomes assessment checkpoints and methodologies are identical for each of the models, a somewhat smaller set of methodologies is similar but not identical. The similarities given in Table 21 address the second comparison question relating to those items in the two models that are similar but not identical. The list of similar items is far shorter than the list of identical ones.

The primary differences between the two models are found in the scope of the outcomes assessment programs, program age and maturity, the existence of written assessment plans or implementation procedures for results, and the degree of usage of results for planning and change. These issues are much more developed in the colleges and universities other than Bible colleges. An indication of this maturity is that many non-Bible colleges or universities have written plans of institutional effectiveness with a longitudinal record of past results. In addition, those plans have undergone a series of revisions and have moved from the first wave of standardized testing to a second generation of locally prepared instruments.

A difference from the Bible college model perspective is that of requiring instruments or methodologies that assess preparation for Christian ministry positions. Another dimension requiring assessment techniques peculiar

to the Bible colleges is that of assessing the spiritual maturity of the students.

Most AABC members are accomplishing a substantial amount of assessment using a wide array of standardized and locally prepared instruments. However, only about one of every two AABC schools indicated the presence of a written assessment plan or an administrative officer in charge of gathering outcomes (11 of 20 telephone respondents [35%] indicated that no written plan existed and 43 of 77 questionnaire respondents [56%] had no officer in charge). A somewhat pronounced difference between Bible colleges and non-Bible colleges is in the closing of the measurement loop so that institutional effectiveness results are actually used by the institution in the planning process. The Bible colleges are not yet systematically closing the loop, except for exemplary institutions (only 29 of 77 questionnaire respondents [38%] reported specific utilization procedures for the results). The following table presents the differences in the two models and answers the third and fourth comparison questions which are what processes are utilized by non-Bible colleges but not by Bible colleges and what processes are utilized by Bible colleges but not by non-Bible colleges?

Table 22
Model Differences Determined in the Comparative Process

Category of Assessment	Methodology for Assessment
Review by External Entities	1. Non-Bible Colleges Receive Program Reviews or Audits from the University System 2. Non-Bible Colleges Are Evaluated by "Best" Colleges or Universities Ratings Systems 3. AABC Members Are Reviewed by AABC Team Visits
Mission, Goals and Objectives	Non-Bible Colleges Normally Have Additional Sets of Goals for Colleges or Schools within the University
Student Entry Level Profiles	1. Non-Bible Colleges Frequently Use Vocational Preference Tests 2. Non-Bible Colleges Frequently Base Acceptance on Predicted Freshman Gpa 3. Most AABC Members Practice Open Door Admissions Policies 4. AABC Members Place Emphasis on a Spiritual Biographical Sketch
Transfer and Graduate Records	Non-Bible Colleges Frequently Track the Academic Success of Transfers to Other Institutions
Administrative Program Review	AABC Members Review a Christian Ministries Division
Faculty/Staff Evaluation	1. Non-Bible Colleges Frequently Use Self-Evaluation 2. Non-Bible Colleges Assess Research and Publishing 3. Non-Bible Colleges Review for Tenure Decisions 4. Non-Bible Colleges Sometimes Allow Administration Evaluation by the Staff

The qualitative comparison of the two models shows that in the remainder of the comparative questions, they are essentially in agreement. Each model establishes a measurable set of objectives based on the institutional mission statement and a traceable pattern of objectives from the mission statement to the classroom syllabus. Each model utilizes the value-added pre-posttest approach as a principal method for assessing student learning. Both models measure the effectiveness of programs and processes other than academic offerings including administrative and cocurricular departments. Both models emphasize a process of institutional and student improvement in addition to, and frequently rather than, the accountability function of assessment. A combination of standardized and locally prepared tests typifies the measurement instrument selections in both models. Both accept and actively seek external entities as well as internal departments to analyze institutional effectiveness. Each model permits widespread stakeholder involvement including students in the assessment of institutional effectiveness. Moreover, a feedback and utilization process for the data generated is a basic ingredient in each outcomes assessment program.

Questions five through twelve were all answered in the affirmative. The models of institutional effectiveness (one for accredited members of the AABC and the other for non-

Bible colleges and universities) are comparable and complementary.

Institutional Effectiveness Model Recommended for AABC

The qualitative comparison of the composite program of institutional effectiveness for non-Bible colleges and universities with the composite program of institutional effectiveness for AABC-accredited colleges led to the formulation of an institutional effectiveness model that is recommended by the researcher for AABC member schools. The recommended program is described in Appendix M utilizing 14 sets of checkpoints which outline the instruments and methodologies that best "fit" AABC colleges. Most of the assessment practices given in this design can also be found in the two previous models that were qualitatively compared.

Each of the lists presents potential checkpoints that will enable an AABC member to evaluate its effectiveness through the application of some or all of the measurement instruments and methodologies suggested. The model of institutional effectiveness recommended by the researcher was not found in its entirety in any one Bible college or non-Bible college.

AABC Institutional Effectiveness Handbook Preparation

Based on the recommended model for outcomes assessment

in AABC member schools that was described in the preceding section, the researcher prepared a handbook for the implementation of an individualized Bible college institutional effectiveness program. The handbook contained sections on the reasons for institutional effectiveness programs in Bible colleges, the preparation of a goals and objectives foundation necessary for effective quality assessment in an institution of higher education, the writing of a manual for an institutional effectiveness program, and a list of potential measurement methodologies and instruments for AABC members.

A draft copy of Institutional Effectiveness: A Handbook for Program Implementation by Members of the Accrediting Association of Bible Colleges (see Appendix A) was sent to 20 AABC members that had participated in one of the earlier stages of the research project. The intention of the researcher was to have the handbook reviewed by the administrators of member institutions.

AABC administrators were asked to peruse the document and make comments regarding the face validity of the proposed handbook for member institutions. The letter of instruction to the evaluator (see Appendix I) was addressed to the person who completed the mail survey or participated in the telephone interview. One additional administrator, J. Winner, former Institutional Effectiveness Director at

Piedmont Bible College also reviewed the handbook.

Nine administrators returned the document. R. Beam, Coordinator of Planning, Johnson Bible College, Knoxville, Tennessee wrote (3-20-95), "I look forward to the final document! The draft was helpful to me!" Beam also pointed to one particularly confusing paragraph in the handbook which he suggested be rewritten. S. Oxendine, Vice President of Academics, East Coast Bible College, Charlotte, North Carolina wrote (3-20-95), "This looks great! I enjoyed reading it. I would not attempt to make any change." R. Stites, President of Nebraska Christian College, Norfolk, Nebraska responded (3-20-95), "I have reviewed your material. It certainly seems that it will be a helpful handbook." Stites made no suggestions for change.

Among the additional administrators who responded to the request for the review of the handbook draft was J. Winner, former Director of Institutional Effectiveness, Piedmont Bible College. Winner wrote (3-20-95), "The writing itself flows well and is organized logically." Winner did suggest numerous changes in syntax and punctuation. Another administrator, C. Hampton, Director of Institutional Research, Freewill Baptist Bible College, Nashville, Tennessee wrote (3-21-95), "Good work!" Hampton, however, did make many editorial suggestions involving grammar and sentence structure.

The Senior Vice President of Moody Bible Institute, Chicago, Illinois, H. Whaley, made a series of suggestions for improvement of the handbook when he returned an annotated draft copy. Whaley commented in his letter (3-22-95) as follows: "I read with interest the materials you submitted....I have made several comments here and there for what they might be worth. I believe this will make a solid contribution to the Association." Whaley also serves as the Chairman of the Commission on Accreditation of the AABC.

In a letter (4-5-95), R. McCann, Vice President of Academics, Piedmont Bible College, stated the following: "I have thoroughly read this...made a few cosmetic suggestions...this is well done." In a handwritten note postmarked the same day, C. Faber, President, Boise Bible College, Boise, Idaho presented a number of editorial suggestions for clarity of presentation.

Finally, R. Willey, Jr., Dean of Academic Affairs, Lancaster Bible College, Lancaster, Pennsylvania, wrote (4-10-95): "Thank you for the opportunity to review the proposed handbook. I found the information throughout to be helpful, thorough, and holistic. Only two small matters came to mind as I read through the materials and I have marked both and documented the one."

The comments, criticisms, and suggestions of the handbook reviewers were particularly helpful in improving

the document. Each suggestion was carefully considered and many were implemented. The vast majority of changes were grammatical in nature.

Summary of Research Results

The research process described in Chapter III, Methodology, has been completed. All of the components of the research design were implemented.

The following supplemental research questions were utilized by the researcher in gathering data for the dissertation: (a) What is the program of institutional effectiveness employed in colleges and universities other than Bible colleges? (b) What educational outcomes or administrative activities of AABC member schools are now being assessed for effectiveness? (c) What standardized measurement instruments and which locally prepared measurement instruments are now being employed in the assessment process by AABC member institutions? Each of these three questions was answered in the two institutional effectiveness models (one for colleges and universities other than Bible colleges and one for member colleges of the AABC). The composite model for non-Bible colleges is given in Appendix K, and the composite model for Bible colleges is given in Appendix L. Additional commentary answering the research questions is found in the model comparison section

of this chapter.

A model recommended by the researcher for an institutional effectiveness program in a Bible college accredited by the AABC was drafted (see Appendix M) and a handbook for the implementation of the program in member institutions was written (see Appendix A). The handbook has been reviewed by AABC administrators and revised according to their suggestions.

The following is the problem statement given in Chapter I: "Is the model of institutional effectiveness that best fits a Bible college accredited by the Accrediting Association of Bible Colleges the same as the model of institutional effectiveness for colleges and universities other than Bible colleges?"

After implementing the research process and analyzing the results, the researcher has formulated the following response to the problem statement. The concept and indeed many of the processes of assessing quality in institutions of higher education of all types are essentially the same. Specific programs of institutional effectiveness with appropriate assessment methodologies and measurement instruments will vary from college to college.

The guiding philosophy and rationale for outcomes assessment in Bible colleges and non-Bible colleges is the same as is demonstrated in the research findings listed

earlier in this chapter. The institutional foundation for assessment including a mission statement, general objectives, measurable program and degree objectives, and administrative or cocurricular department objectives are similar. Variations in the institutional foundation depend on the mission of the institution, the size of the college or university, and the specific program and degrees offered. The assessment checkpoint categories are also similar. The specific assessment methodologies and measurement instruments will frequently differ between Bible colleges and non-Bible colleges with the selection being made on institutional and curricular "fit".

CHAPTER V

CONCLUSIONS

This research project was designed to determine whether the model of institutional effectiveness appropriate for a member school of the Accrediting Association of Bible Colleges was the same as the model for other accredited colleges and universities. The resolution of the research question enabled the researcher to prepare a model for outcomes assessment in AABC colleges and to write a handbook describing the implementation of the program.

A literature search examined the knowledge base for institutional effectiveness and outcomes assessment. The review provided a perspective on the issues from a theoretical viewpoint and an understanding of the component parts of the process.

The researcher prepared a model of institutional effectiveness for non-Bible colleges by complementing the information from the literature search with data obtained in on-site visits to six colleges and universities other than Bible colleges. The sample of non-Bible colleges, accredited by the Southern Association of Colleges and Schools (SACS), included two community colleges, two private liberal arts colleges, and two members of the University of North Carolina System.

Next, an institutional effectiveness survey of the 86 member institutions in the AABC was conducted. The survey enabled the researcher to determine to what extent AABC colleges practiced institutional effectiveness. Each of the 86 schools was surveyed by a written questionnaire, with 77 (90%) responding.

After 20 well-defined institutional effectiveness programs were identified on the basis of data from the questionnaires, the researcher interviewed by telephone the individual at each college who completed the returned questionnaire.

To complete the data-gathering process, five AABC member colleges were visited by the researcher. The five on-site visits provided additional information about outcomes assessment practices at AABC schools. The information obtained from the foregoing process was used to prepare a model for institutional effectiveness as now practiced in AABC colleges.

The model of institutional effectiveness for non-Bible colleges was qualitatively compared with the model for outcomes assessment currently used in AABC colleges. Using the results of the comparison, the researcher prepared a recommended model for institutional effectiveness for Bible colleges.

Finally, the handbook (see Appendix A) for developing a

program of institutional effectiveness in a Bible college was written by the researcher. The handbook was evaluated and revised based upon suggestions by several AABC institutional effectiveness officers who had participated in the data-gathering process described in the preceding paragraphs.

Value of Institutional Effectiveness Programs in Bible Colleges

A fully developed program of institutional effectiveness, even the outcomes assessment component, is a very demanding endeavor from the perspectives of leadership energy, staff time, and money. Many AABC colleges are small institutions of higher education with limited financial resources, small support staffs, and leaders who already have too many labor-intensive responsibilities. Despite the fact that institutional effectiveness programs require additional leadership attention, staff work hours, and college operational expenses, there is significant value to be accrued from the effort.

Institutional Effectiveness Is Required by Accrediting Associations

An institutional effectiveness program is of significant value to a Bible college because it fulfills the

requirements of accrediting associations. Summative outcomes information is a requirement by every federally approved accrediting agency including the AABC.

> A college must provide outcomes data that will show it to be achieving the objectives specific to each program, major, concentration, and emphasis offered at the college....The means of assessing educational effectiveness must be broadly and accurately publicized. These means should include activities such as a review of student portfolios, graduate or professional school test results and placements, placement rates in program-related employment, and employer evaluations, and specifically for colleges in the United States, evaluation of senior theses and standardized test results. (1993-94 AABC Manual, p. 17.)

Institutional Effectiveness Is Mandated by Governmental Agencies

An institutional effectiveness program is also of significant value to a Bible college because it fulfills the requirements of governmental departments. Outcomes assessment activities are mandated by respective state regulatory agencies that oversee higher education and the certified or approved programs in it. Additionally, the U.

S. Department of Education, which provides millions of dollars annually to students at AABC member schools, requires outcomes assessment activities. Accountability to those entities that fund, approve, credential, or certify educational programs is a vital aspect of AABC member college administrative activity.

Institutional Effectiveness Is Expected by Educational Consumers and Funders

Another value in a program as labor-intensive and demanding as institutional effectiveness is the importance of accountability to college constituent members. Students, both current and prospective, have a fundamental interest in information that substantiates the quality of the educational programs of their colleges. Parents have a reasonable claim to information demonstrating the value of the financial investment they are making. Donors, denominational leaders, supporting local churches, and trustees have viable claims for data verifying the quality of the institutions they support. In these days of growing financial scarcity among educational institutions, it is imperative that both the consumers and funders of the educational enterprise be supplied with assurance that their investments are worthwhile.

Institutional Effectiveness Is Demanded by College Mission Importance

There is one other major area of value of an institutional effectiveness program in a Bible college. The Bible college mission, like that of other colleges and universities, is too vital to be accomplished in any other manner than through excellence. AABC member colleges exist to prepare persons for Christian ministry, whether that ministry is vocational, bi-vocational, or avocational.

Member institutions should determine whether they are performing the missions that they claim. Do they actually prepare pastors, or church music directors, or foreign missionaries, or Christian nurses, or Christian school teachers? Moreover, if the colleges actually produce graduates who go into these ministries or into others that fit AABC member institutional missions, how well are the graduates prepared for those roles? In addition, how might the institutions plan for even better goal attainment in the future? Which programs require immediate adjustments or improvements? Which programs deserve immediate commendation? Furthermore, how do AABC institutions compare with the levels of preparation given by non-Bible college educational institutions?

Through institutional effectiveness programs, Bible colleges may (a) apply the rationale, the methodologies, and

the specific instruments for measuring institutional effectiveness to a group of undergraduate educational institutions with a student population of over 29,000 men and women who are preparing for active ministry on a world-wide scale; (b) have the opportunity to analyze their missions, the performance of their missions, the quality of their programs, and the value of their education through outcomes assessment procedures; (c) have the opportunity to position themselves for change based on the facts revealed through a systematic institutional research process; and (d) obtain methods for evaluation that will keep them focused on their vital missions.

Institutional effectiveness and the outcomes assessment necessitated by the program are not a transient educational trend or a soon-to-be-forgotten administrative/management theory. It is embedded in the requirements of external entities, the administrative practices of accredited colleges and universities, and the expectations of consumers of higher education services. Persons in Bible college leadership roles can demonstrate that they are providing quality education to their students. Moreover, the process helps AABC-accredited colleges to maximize the life impact of their graduates and thus enhance the worldwide influence of the colleges.

Philosophical Principles For Institutional Effectiveness Programs In Bible Colleges

This set of outcomes assessment principles is not distinctive to institutional effectiveness programs in Bible colleges alone; however, they may be profitably adopted by Bible colleges. The application of these principles will assist in the formation of a college assessment philosophy.

Principle One: Assess For Improvement

A fundamental purpose of institutional effectiveness in any college or university is that of institutional and individual improvement (formative emphasis) as contrasted with the accountability requirements placed on the institution by accreditation, licensure, or certification entities (summative emphasis). The end results of the institutional effectiveness program should be the improvement of the institution and the maximizing of its mission accomplishment. Institutional effectiveness programs with a formative emphasis may result in making the summative requirements of the external entities easier to achieve and report. At any rate, assessing for the purpose of improving the institution will make the task of gathering required outcomes data a more useful task.

Within the institution, whenever institutional effectiveness practices involve assessing employees, whether

faculty or staff, the primary purpose should be the growth of the employees and the improvement of their job performances. Additionally, whenever the institutional effectiveness procedures involve assessing students, the primary purpose should be for encouraging growth (both cognitive and affective) in students. Granted, some aspects of assessment activities (such as licensure or certification examinations) have a summative emphasis, but the overarching impact of outcomes assessment programs remains improved learning and increased maturity of students.

Principle Two: Assess For Institutional Achievement

A second fundamental principle for institutional effectiveness applicable to AABC member institutions is that of measuring how well the college is achieving its goals and objectives rather than in merely assessing student achievement and reporting the results. Student assessment is, of necessity, the core set of scores and measurements to be reported in an outcomes assessment program. However, the program is designed to demonstrate not just how well the students are doing, but how well the institution is delivering the educational and administrative services and how well the institution (or department within the institution) is achieving its stated goals and objectives. The emphasis of the outcomes assessment program described in

this paper is to measure the effectiveness of the educational institution, not to grade or graduate students.

Principle Three: Assess For Value-Added To Educational Consumers

Another basic concept of an outcomes assessment program applicable to AABC colleges is that most of the assessments should be from the value-added perspective. It is not nearly so important to demonstrate how high the achievement scores of students are in any given assessment as it is to demonstrate the gain in scores from the entrance to the graduation of students. This concept utilizes pre- and posttesting procedures and longitudinal portfolios. The gain in the students' scores between the time they arrived and the time they completed the educational programs is a measure of institutional effectiveness.

The value-added assessment technique is particularly worthwhile in institutions like AABC members that have open-door admissions policies in which all students with reasonable potential to complete academic programs are admitted. Open admissions policies are in contrast to the practice of admitting only the outstanding scholars from a given graduating high school cohort. Although the value-added concept will not apply to every assessment area (i.e., licensure or certification examinations), it can be used in

a preponderance of measurement categories.

Principle Four: Assess For a Variety of Educational Outcomes including both Cognitive And Affective Development

Outcomes assessment frequently involves measuring cognitive achievement that demonstrates mastery of a subject area. Among the measures fitting the cognitive achievement category are the assessment of general education gains or mastery of the major specialization area. However, Bible colleges, like other colleges and universities, should also measure affective development. Many of the affective development assessments are done by means of self-administered questionnaires and inventories that allow students or graduates to report attitudes, feelings, values, and spiritual development.

Note again the four categories of student development listed by Prus and Johnson (1992) as appropriate for outcomes assessment:

> Objectives for student learning and development can be classified as
>
> - student knowledge, or the quantity and quality of information acquired toward an educational objective;
> - student skills, or the abilities acquired toward an educational objective;
> - student attitudes, or the feelings, values, motives,

and/or other affective orientations toward an educational objective;

- student behavior, or the actions or habitual patterns which express an educational objective; (p. 2)

Careful attention should be given to the task of assessing the growth of college students in all the areas suggested by Prus and Johnson including the affective categories.

The general goals and objectives of many Bible colleges contain descriptions of character couched in affective terms taken from the Bible, such as "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Galatians 5:22, New International Version). AABC colleges should be interested in determining how well the institutions are assisting students in developing the character traits listed above or other traits outlined in the general objectives of the schools.

Principle Five: Assess Using Multiple Measures

Another concept that is foundational in institutional effectiveness programs including those in Bible colleges is to plan for more than one type of measurement to assess the accomplishment of a particular goal or objective. A variety of factors may adversely influence the outcome of one particular measurement technique, and a second or third technique or instrument will allow for comparison of

results.

Measurement instruments selected should be compared to the college objectives and curriculum. The ultimate test of compatibility is that of content validity. Even after careful evaluation of the measurement technique or instrument, a pilot test of any new instrument is advisable.

Principle Six: Assess With The Help Of The Entire Constituency

A sixth basic concept, and a particularly vital one, is that widespread participation by the members of the college family is imperative to the success of an institutional effectiveness program. The process should not be mandated from the top by a well-meaning and far-sighted administrative leader who wants the best for the school. A top-down imposition of the practice will likely doom the program before it begins.

The constituent members of the college family must be involved in the outcomes assessment program from the planning to the implementation to the results usage. The assessment program should have profound input from the faculty whose assistance is vital to successful evaluation. Additionally, involvement by the staff, the trustees, and even students is advisable. Administrative leaders must patiently inform the constituent members of the value of

institutional effectiveness, educating them about the processes, encouraging them to prepare for assessment, and guiding them to a productive implementation of the program. The participation of the college family may produce a heightened sense of ownership, enthusiastic support, and quick implementation of the institutional effectiveness program.

Assessment Framework For Institutional Effectiveness Programs In Bible Colleges

Based on the search of the literature and the research process accomplished in the preparation of this dissertation, the researcher has concluded that there are several truisms about institutional effectiveness programs which are appropriate for review: (a) No two educational institutions have exactly the same programs to be assessed. (b) No one assessment model or program may be assumed to be sufficient for all colleges or universities, or even all Bible colleges. (c) No highly structured model can be forced on any subset of colleges and universities such as AABC members. (d) Every institutional effectiveness program must be tailored to fit the postsecondary institution formulating it.

However, there is a common denominator among all successful programs of outcomes assessment. That common

denominator is a foundation of carefully devised and well-written institutional goals and objectives. Each institution may then assess itself against its own published mission and its own set of measurable objectives.

The Institutional Foundation for Successful Assessment

By means of a foundation that includes an institutional mission statement, general objectives of the college, academic program and degree objectives, and administrative or co-curricular departmental objectives, a college will prepare for a successful institutional effectiveness program. The institution then designs a package of assessment procedures for determining the level of mission accomplishment and educational quality at the institution.

Institutional Mission Statement

The initial portion of the assessment foundation in any postsecondary educational institution including a Bible college is the institutional mission statement. It is a brief, informative description of the college purpose. The mission statement is a short, one-to-four-page document that provides a brief history and descriptive information about the college; information about the beliefs and values of the college; descriptions of the types of students studying there and the types of vocations they will enter; an outline

of the major functions of the college; and a general description of the knowledge, skills, and experiences the student may expect to receive (SACS, 1989, p. 7). For examples of college mission statements, see Appendix B.

In order to establish ownership of the institutional mission statement, the various groups within the college constituent family should be consulted as to its contents. Among the groups to be consulted are the trustees, the administration, the faculty, the alumni, the staff, the students, and such outside constituent members as the denominational headquarters or local churches supporting the college. A high level of constituent participation in mission preparation will result in a high level of institutional support.

In many Bible colleges, a vision statement will immediately follow the mission statement. The vision statement is a description of the impact the college proposes to have on the community and the world at large. It may describe how many graduates the college aspires to produce or what impact the college believes its graduates may have on the world in which they minister.

General Objectives of the College

Once the mission statement is completed, the institution will prepare general college objectives for all

graduates. The general objectives are applicable to every student in every department, program, or degree and are a set of aptitudes, qualities or abilities desired for each graduate. These global objectives are based on the mission statement and will be further delineations of the overall purpose of the college.

There is a flow of thought and purpose from the mission statement to the general objectives of the college to the more specific measurable objectives or competencies in the following paragraphs. All are directly connected and fit together in an integration of institutional goals and objectives which can be assessed for institutional achievement. Without the framework, outcomes assessment programs lack focus and, perhaps, institutional fit.

In AABC-accredited colleges some general objectives are readily measurable, such as the intent for each graduate to know the basic tenets of the institutional or denominational doctrinal statement or the desire for each graduate to master basic mathematics concepts. Others may be much more global, such as the goal of encouraging graduates to obey the will of God for their lives, to display social skills and graces, or to practice habits of thoughtfulness and courtesy.

The general objectives of the college would best be compiled in discussions involving (at the minimum level of

constituency involvement) the trustees, the faculty, and the administration. See Appendix C for examples of general objectives of a college.

Program and Degree Objectives

The development of a foundation for successful assessment will proceed from general objectives to program and degree objectives sometimes referred to as competencies. These objectives, written in measurable form, further define the mission statement and are directly traceable to it through the general objectives of the college.

Measurable objectives (competencies) are written for each academic program and degree. Some curricular areas offer several degree options for the student. For example, the teacher education program may offer elementary education, music education, and physical education or a series of subject-specific secondary education degrees. Each academic program area will have its own set of measurable objectives that are generic to all degrees offered in that discipline. In addition, other measurable objectives or competencies will be developed for each degree within the academic offering area. Thus, a set of competencies including both the generic program objectives and the specific degree objectives are applicable to graduates from the degree track. See Appendix D for

examples of program and degree objectives.

The identification of program and degree objectives is best completed in the academic department that is held responsible for accomplishing the objectives. Additionally, the departments themselves should devise strategies (methodologies) and select or prepare instruments (tests) for conducting the assessments that will determine the degree to which the objectives are being achieved. These may include a combination of standardized tests and locally prepared instruments. They may also include a combination of quantitative assessment instruments (standardized or locally prepared tests) and qualitative assessment methodologies (portfolios, observations, and self-reports).

Academic Objectives Matrices

Once the program and degree objectives are written, each department can design an objective matrix designating which course is intended to address the particular objectives. The matrix informs the teacher in the department those precise objectives he or she is expected to teach in the course assigned. Although all member colleges will want to encourage teachers to utilize their particular strengths in courses assigned and allow the maximum degree of academic freedom, each course must address specific objectives regardless of who teaches the course.

When the competencies to be addressed in a particular course are identified via the objective matrix, they may then be included as a part of the course syllabus. This action enables students to know what they should expect from the course. Each college should select a format for the preparation of syllabi so that students can easily discern course expectations.

Administrative and Cocurricular Objectives

The major administrative departments within the college, much like the academic departments, should prepare sets of unit or departmental objectives against which their annual activities are assessed. Student service programs such as academic advising and counseling or cocurricular programs including intercollegiate or intramural athletics will have their own sets of measurable performance objectives.

As was the case for academic program and degree objectives, administrative department objectives should be written by the departments that are responsible for accomplishing them. Goals such as these are not easily imposed on departments from administrative superiors. The college administration will supervise and give advice during the process of writing departmental objectives; however, the entire assessment process will be more readily implemented

if the cooperation of the departments affected is encouraged from the outset. Ownership of the institutional effectiveness program by those being assessed is a vital aspect of a program.

Not only should departments write their own objectives, but departments should design their own assessment methodologies as well. The most likely scenario is that each administrative unit will submit to the college administration an annual report of departmental activities and undergo a thorough program review once every five years.

The Institutional Guidelines for Successful Assessment

Each AABC-accredited institution should prepare, implement, evaluate, and regularly revise an institutional effectiveness manual. The institutional guidelines for successful assessment are contained in this administrative procedures document.

A Bible college institutional effectiveness manual should contain (a) a statement of the philosophy governing outcomes assessment at the college (see the philosophical principles of outcomes assessment in an earlier section of this paper); (b) a carefully delineated listing of the institutional mission statement, the college general objectives, the program and degree objectives, and the administrative or co-curricular program objectives (see the

institutional foundation described in the preceding section of this paper); (c) the selection of instruments and methodologies for assessment of each set of goals and objectives; (d) procedures for administration of the measurements, the analysis of the results, and the reporting of the assessment outcomes; (e) procedures for using the results in academic or administrative departments after assessment has occurred; and (f) procedures for evaluating and revising the assessment process itself.

Assessment Methodologies and Instruments

After the objectives to be assessed have been clearly delineated, appropriate measurement methodologies and instruments may be selected. The major difficulty is not in locating standardized or locally prepared measurement techniques or instruments but in locating techniques or instruments that accurately assess the goals and objectives of a specific college, department, or program.

It is important to select more than one measurement technique or instrument for each assessment task. The selection lists of checkpoints, methodologies, and instruments given later in this chapter are provided so that AABC colleges will have many selections from which to choose.

The advice given by Prus and Johnson (1991) for the

methodology or instrument selection process was the following:

> Once your educational objectives are clearly identified, a safe way to proceed is to...:
>
> 1. Identify a range of assessment methods for each objective that will measure what you want as well as you want. (Options will come from the literature, conferences, technical assistance resources, etc.)
> 2. Identify the institutional constraints that affect methodological decisions for each objective (i.e., schedule, budget, regulations, program priorities, sample size, etc.)
> 3. Choose the assessment methods that promise to give quality results, and that you can afford = the "best fit."
> 4. Adopt, adapt or develop method(s).
> 5. Implement method(s).
> 6. Evaluate method(s).
> 7. Modify procedures, methods, etc. (pp. 9-10)

Assessment Administrative Procedures

Among the procedures to be included in the institutional effectiveness manual are those guiding the administration of the measurement instruments, data collection methods, analytical processes, and reporting

techniques. The manual should answer the following questions: (a) To whom will the measurement be administered? (b) When will the measurement take place? (c) Who will administer the measurement? (d) Who will score the tests or papers? (e) Who will collect the measurement results? (f) Who will analyze the data and assemble the reports? (g) What form will the reports take? (h) Which information will appear in each report? (i) Will there be only one report for all measurement results, or a series of reports designed for different audiences? (j) Who will receive the written reports? (k) How will the reports be delivered?

Outcomes assessment results may be delivered in written form without verbal explanation or in a session where questions and explanations are permitted. Among the groups profiting from verbal or written reports are department or division faculty, college cabinet or administrative council, college institutional effectiveness committee, and trustee committee with outcomes assessment oversight. Although the college CEO will receive at least a summary report of the measurement results, the departments affected by the results must receive the information written in language interpretable by those receiving it.

Assessment Results Utilization

One question to be answered in the institutional

effectiveness manual is a pivotal question in any viable program of outcomes assessment. What impact will the data resulting from the assessment procedures have on the college? There should be specific written guidelines governing this process.

The effort involved in the implementation of an outcomes assessment program would be futile if there were no usage of the generated results. Potential uses of results are (a) to improve the learning experience provided for the educational consumers in the college, (b) to change curricular requirements so program and degree objectives may be better achieved, (c) to change the administrative or student service activity so that educational opportunities for students may be strengthened, (d) to determine the cost effectiveness of a given program or department for budgeting decisions, (e) to assist decisions relating to dropping or adding programs, and (f) to provide a basis for the strategic plan formulation or modification.

Assessment Plan Review and Revision

A final procedure to be described in an institutional effectiveness manual is the establishment of a thorough evaluation process for the outcomes assessment plan itself. On an annual basis, following the cycle of measurement and reporting procedures, the plan for assessment should be

reviewed and revised, if necessary.

Assessment Checkpoints For Institutional Effectiveness Programs In Bible Colleges

The following is a generic set of checkpoints for measuring institutional effectiveness in a Bible college accredited by the AABC. The checkpoints are categorized by assessment areas that will provide evidence relating to institutional mission and goal achievement. Within each area, there is a list of measurement points, methodologies, and instruments. The lists are not exhaustive or intended to be employed in total at all AABC colleges (or any AABC college), but are provided so that members may select those measurement points, methodologies, and instruments most appropriate for them.

Institutional effectiveness is the assessment of goal achievement within the institution, department, or program. The actual set of assessment areas, methodologies, and instruments for an AABC member college must fit the framework of goals and objectives that have been adopted by that institution. Colleges will develop additional measurements not referred to here and will choose to disregard some measurements within this listing. The lists that follow constitute an assessment cafeteria line from which selections may be made according to the requirements

of the goals and objectives of each institution.

Review by External Entities

Any accredited member of the AABC is accountable to a variety of external entities for periodic reviews. At least six kinds of external entities examining AABC schools are listed below. Some of the categories include reviews by several agencies. Individual program accreditation agencies may include the National Council for Accreditation of Teacher Education (NCATE) for teacher training, a nursing board or other medical oversight board for medical programs, and the Federal Aviation Administration (FAA) for the aviation training. Keeping up with the self-studies and visiting team reports can be a demanding task for a small school, but is an extremely important task. Review by an accrediting agency and visiting team is one of the most important aspects of quality assessment because it allows the objective viewpoint of an external person or group of persons.

The following external agencies are among those reviewing AABC members: (a) Accrediting Association of Bible Colleges (AABC), (b) regional or other institutional accreditation agencies (e.g., Southern Association of Colleges and Schools [SACS] and North Central Accrediting Association of Colleges and Schools [NCA]), (c) academic

program accreditation agencies (e.g., National Council for Accreditation of Teacher Education [NCATE] and Federal Aviation Administration [FAA]), (d) state licensure approval, (e) academic program approval by state agencies (e.g., teacher education or nursing), and (f) federal financial aid program reviews including State Postsecondary Review Eligibility Entity (SPREE).

Student Entry Level Profiles

College entrance tests document the potential student's academic ability to complete a degree program. Even though many AABC schools utilize open-door admissions policies, an entrance test score is normally established below which developmental courses are required or below which the college would not feel the student had demonstrated adequate academic ability for postsecondary studies. Pastoral references or personal biographies are given weighted importance in the admissions process by some AABC members.

In addition to college entrance tests, academic diagnostic tests in English, mathematics, and sometimes language are given to at-risk students to determine the specific need for developmental (remedial) study.

Among the potential student entry-level assessments for AABC members are (a) Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, (b) high school grade

point average (gpa), (c) high school graduation rank, (d) standardized academic diagnostic tests for potential remedial studies needs (e.g., Test of Standard Written English [TSWE] and Multiple Assessment Programs and Services [MAPS]), (e) institutionally prepared diagnostic tests (e,g., English, math), (6) vocational aptitude/preference tests, (f) transfer gpa for incoming transfer students, (g) biographical sketch or written personal testimony, and (h) references from pastor and friends.

Developmental Student Progress

A posttesting with academic diagnostic tests whether standardized or locally prepared will establish whether the developmental student has progressed to the point of mainstreaming into the regular curriculum. Sometimes the scores indicate a necessity for continued monitoring and/or tutoring.

Among the potential development progress instruments for AABC members are (a) developmental course grades, (b) standardized evaluation instruments (e.g., TSWE, MAPS), and (c) institutionally prepared evaluation instruments (e.g., English, math).

Freshman Seminar Courses

Most Bible colleges now participate in orientation

programs during the summer prior to or at the beginning of the freshman year. In addition to acquainting the new students with the campus, the college may choose to administer during orientation academic diagnostic tests for potential remedial needs.

Additionally, Bible colleges frequently conduct freshman seminar courses emphasizing study skills. These courses normally accrue one semester hour of academic credit. An idea bearing significant merit is that of including a component of assessment in the freshman seminar course. The same assessments can be repeated in a senior seminar or capstone course as a posttesting opportunity.

Among the potential freshman seminar course assessments for AABC members are the following: (a) general education pretests (e.g., College-Level Examination Program [CLEP], College Outcomes Measurement Program [COMP], Collegiate Assessment of Academic Performance [CAAP], or ETS/Academic Profiles), (b) vocational skills tests, (c) attitudinal scales, (d) spiritual development inventories, (e) AABC Standardized Bible Content Test, (f) general education portfolio initial projects (e.g., writing), and (g) major specialization area pretest (e.g., ETS/Academic Profiles).

General Education Gains

Although AABC accredited schools may opt to send

students to other educational institutions for general education courses, most teach the full component of general education requirements for degree programs (30 semester hours for a bachelor's degree). Along with the general education teaching comes the necessity of assessing the quality of the instruction. The foundational academic skills of reading, writing, mathematics, and science may be evaluated as a separate assessment area or be included in the overall general education umbrella for assessment purposes.

Standardized tests are commercially available and widely used. Each college must carefully examine the tests for good institutional fit. Some colleges choose to have the measurement instruments departmentally prepared within the school in order to receive better content validity. Strong assessment programs will include both a standardized and a locally prepared instrument. The value-added pre-posttesting concept is particularly helpful in assessing general education.

Among the potential general education gains assessment methodologies and instruments for AABC members are the following: (a) standardized general education measures (e.g., CLEP, COMP, CAAP, ETS/Academic Profiles, College BASE), (b) institutionally prepared subject tests, (c) institutionally prepared comprehensive tests, (d) portfolios

with work samples in subjects such as writing (see Appendix G for sample portfolio format), and (e) opinion surveys of seniors and graduates.

Major Specialization Achievement

Major specialization achievement tests are examples of competency-based tests that seek to determine whether the graduating senior is capable of performing at an acceptable skill level. The assessing of student preparation in the major area (including vocational skills tests) is particularly revealing about any educational institution. In fact, this assessment answers a foundational question in institutional effectiveness: How well are you preparing graduates for the vocations they have selected?

With the exception of required licensure and certification examinations for certain majors (e.g., teaching), the matching of standardized tests to major areas in Bible colleges is problematic because of the ministry-specific list of majors offered in Bible colleges. Locally prepared comprehensive tests and other types of assessment techniques will likely be necessary. The respective departments should participate in selecting the assessment techniques best suited to that major area. A rich selection of potential assessment methods is available, however, and the use of combinations of techniques is encouraging.

Standardized tests and locally prepared competency tests administered in a pre- and posttesting methodology will provide a value-added perspective. The pretest may be administered in the freshman seminar course or at the beginning of the junior year when the student enters the major. The posttest may be administered in the senior seminar or capstone course or at the end of the senior year. Additionally, a two-year longitudinal evaluation may be secured via the major portfolio analysis.

The following are among the potential major specialization area assessments for AABC members: (a) standardized tests designed for specific majors (e.g., ETS/Major fields tests); (b) departmentally prepared comprehensive exams; (c) licensure and certification examinations (e.g., National Teacher Examination [NTE] or Federal Aviation Administration Certificates and Ratings); (d) portfolios with work samples in areas such as pastoral, youth ministry, music ministry, missionary (see Appendix G for a sample portfolio format); (e) senior theses; (f) performance of vocational skills to be observed (e.g., student teaching, performing arts public recitals, mock ordination councils); (g) capstone courses such as senior seminars, projects, practica, or internships; and (h) exit interviews.

Student Personal Maturity Levels

With particular emphasis on the spiritual development of students during their years in college, this category of assessments has significant value to Bible colleges. This is not an area of cognitive learning with objective assessment instruments although some aspects of the evaluation will be cognitive in nature. Student personal maturity is primarily an affective area that requires more subjective, qualitative techniques frequently involving self-reporting assessments. Several administrations of self-reported surveys over the years of college life will permit a longitudinal view of personal maturity for a value-added perspective.

Among the potential student personal maturity assessments for AABC members are (a) standardized evaluation instruments (e.g., attitudinal scales, behavioral survey), (b) institutionally prepared evaluation instruments (e.g., satisfaction, opinion, behavioral), (c) archival records of co-curricular involvement or leadership, (d) archival records of Christian service or ministry assignments, and (e) exit interviews.

Student Retention and Graduation Rates

Accountability to external entities is well-served by this category of assessment. Federal regulations require

retention and graduation rate statistics to be published in the college catalogue in order to qualify for federal financial aid to students. Many annual reports to governmental agencies and accreditation associations require these data for completion.

Among the useful student retention and graduation rate assessments for AABC members are (a) number of students eligible to return each semester who do return, (b) percentage of freshmen retained to second semester, (c) percentage of freshmen retained to second year, and (d) percentage of freshmen cohort graduated in four to seven years.

Transfer Student and Graduate Performance

Another assessment of institutional quality is the level of performance at the next college or university by transferring students or graduates. At AABC schools students often enroll in classes to receive a year of Bible and theology along with the social, emotional, and spiritual maturity of a year in the Bible college environment. The level of performance at the next school is one measure of training at the first.

The passing of a graduate entrance examination, acceptance into a graduate school, and satisfactory completion of a graduate degree are reasonable measures of

quality in a Bible college. In addition, one of the criteria for AABC-accredited colleges is the tracking of the percentage of graduates who actually enter the area of vocational preparation (1993-94 AABC Manual, p. 17).

The primary vehicle for obtaining information relating to academic performance after transfer or graduation is a self-report including a periodic alumni survey. Other attempts to collect this data can be cost prohibitive for many schools.

Among the potential transfer and graduate assessments for AABC members are (a) academic success of undergraduate students transferring elsewhere, (b) completion of graduate school entrance exams (e.g., Graduate Record Exam [GRE]), (c) rate of graduate school acceptance, (d) success of graduate school performance, and (e) percentage of graduates in vocations for which trained.

Satisfaction and Opinion Ratings

Standardized satisfaction or opinion ratings are sometimes used by AABC institutions; however, most members use locally prepared versions. These self-administered assessment instruments provide data that may be utilized in evaluating many areas of instruction, services, and administrative functioning.

Among the potential satisfaction/opinion ratings used

by AABC members are (a) opinion survey of applicants who do not enroll, (b) opinion survey or interview of freshmen who do enroll, (c) satisfaction rating of current students, (d) satisfaction rating of parents of students, (e) opinion survey of stopouts/dropouts/failouts, (f) satisfaction rating of transfers, (g) satisfaction rating of alumni/graduates, (h) satisfaction rating of employers, and (i) exit interviews.

Academic Program Review

Academic program review has become more widely implemented among AABC members as limited financial resources take their toll on academic offerings. Programs should be reviewed to determine their viability for continuation or need for revision. Academic programs may be selected for review on the basis of some question that has arisen or may be chosen on a set cycle of review of all institutional programs. The most often used cycle of review is once every five years.

The following set of guidelines and checkpoints represents a format for academic program assessment appropriate for AABC member colleges (for additional insight into program assessment see comments from K. Gangel in Appendix H): (a) level of achievement of specific academic program mission, (b) student numbers, (c) availability of

qualified instructors, (d) quality of instruction, (e) quality of administration, (f) curriculum content, (g) financial requirements, (h) financial income production, (i) student outcomes measurements, (j) number of graduates, (k) percentage of graduates in vocation for which trained, (l) availability of student services, (m) program needs assessment (does the church need persons with these skills), (14) satisfaction of graduates with program preparation, and (n) contribution to institutional mission accomplishment.

Administrative/CoCurricular Program Review

Noninstructional programs (administrative or cocurricular) are also reviewed on regular cycles. Review procedures are varied and may be as simple as a satisfaction rating issued to current students or may be comprehensive and accomplished in a manner similar to academic program review. Annual reports should be required from each noninstructional unit. An in-depth review should be performed once every five years. Both the outcomes goals and objectives for an administrative or cocurricular department and the methodologies and instruments for assessing goal achievement should be formulated in the departments being assessed with input from the college administration. For additional insight into program assessment see comments from K. Gangel in Appendix H.

Among the potential administrative programs to be reviewed in AABC members are (a) admissions office, (b) student development department, (c) Christian service department, (d) athletics department, (e) development or advancement department, (f) business department, (g) financial aid office, (h) library, (i) building and grounds department, (j) security department, (k) auxiliary units (e.g., bookstore or student center), (l) publishing operations, (m) community service activities, and (n) continuing education departments.

Faculty and Staff Performance Evaluations

In the matter of faculty, staff, or administrator evaluations the emphasis must always be on improving the job performance of the persons being evaluated. Evaluation of faculty members' teaching performances and staff members' job performances is commonplace in AABC-accredited colleges of the '90s. The student end-of-course teacher evaluation has become almost universally accepted as one measure of faculty effectiveness. However, peer evaluation is rapidly becoming the preferred method to evaluate faculty members.

Current trends emphasize a varied approach with more than one measure for each faculty or staff member. An excellent methodology combination for the evaluation of faculty members in a Bible college is that of student end-

of-course evaluations, peer evaluation, and self-evaluation. The utilization of several methodologies enhances the potential for a truly objective and accurate appraisal of employee performance.

The evaluation of administrative or staff members is sometimes accomplished by using a structured form administered to both the supervisor and the person being evaluated. The two would then schedule a conference during which they may compare the forms for reconciliation. Individuals are encouraged to list awards, accomplishments, or academic improvements during the past year.

Senior administrators (president or vice presidents) are evaluated annually or at least every three years by the Board of Trustees using one or more of the following methodologies: (a) trustee accomplished personnel evaluations, (b) peer evaluations, (c) faculty evaluations, or (d) self-evaluations.

Among the potential faculty/staff assessment methodologies used in AABC colleges are (a) faculty evaluation by students at course end, (b) faculty evaluation by supervisor, (c) faculty evaluation by peer committee, (d) faculty self-evaluation, (e) research and publishing recognition, (f) tenure decisions, (g) administrative staff evaluation by supervisor, (h) administrator evaluation by faculty, and (i) presidential evaluation by Board.

Senior Seminar Courses

These are the counterparts of the freshman seminar courses and are one component of a senior capstone course or a separate one-semester-hour course. Many of the same tests administered during the assessment component of the freshman course will now be administered as posttests to those about to graduate. This practice allows an assessment of the value-added to the student's academic achievement or maturity level during the collegiate years. Although these scores are not used for grading or graduation decisions, they are useful in adjusting the educational processes so that future students will benefit.

Among the potential senior seminar course assessments by AABC members are (a) general education posttests (e.g., CLEP, COMP, CAAP, ETS/Academic Profiles), (b) attitudinal scales, (c) spiritual development inventories, (d) AABC Standardized Bible Content Test, (e) general education portfolio completion, (f) major area specialization competency tests, and (g) graduate school entry test (e.g., GRE, Miller Analogy).

Summary of Conclusions and Recommendations

Because institutional effectiveness is not a transient educational trend, because outcomes assessment is mandated by the AABC for all member colleges, and because data

produced through an institutional effectiveness program are expected by educational consumers, it is appropriate for AABC-accredited colleges to prepare, implement, evaluate, and regularly revise an institutional effectiveness program.

Certain assessment principles are appropriate for colleges and universities including those accredited by the AABC. Among the philosophical principles suggested by the researcher are (a) assess for improvement, (b) assess for institutional achievement, (c) assess for value-added to educational consumers, (d) assess for a variety of educational outcomes including both cognitive and affective development, (e) assess using multiple measures, and (f) assess with the assistance of the entire constituency.

Planning for successful outcomes assessment in a college or university involves preparing a carefully devised and well-written set of institutional goals and objectives. The institutional framework of goals and objectives will include an institutional mission statement, general goals and objectives of the college, program and degree objectives in measurable form, objectives matrices showing the courses that address the specific objectives, and administrative or cocurricular goals and objectives.

The specific checkpoints where the measurement methodologies and techniques are applied will span the activity of the AABC-accredited college. Academic

assessment of students and graduates will, of necessity, make up the larger portion of measurements taken. Institutional effectiveness programs also assess performance of personnel and evaluation of administrative departments and cocurricular functions.

A most vital step in accomplishing a program of outcomes assessment is the use of measurement results for the confirmation, modification, or addition of institutional programs and functions. See Figure 5 for a graphic description of the cycle of functions necessary for an institutional effectiveness program in a college or university.

Annually, there is a series of institutional effectiveness seminars and workshops for colleges and universities of all types, notification of which is received by mail from the sponsoring organizations. An excellent example is the yearly AABC Pre-Convention Workshop. In addition, printed materials are available from a variety of publishing sources, notice of which is received by mail from the respective publishers. A careful perusal of the selection of workshops and printed materials provides opportunities to enhance the personal and institutional awareness of the latest developments in the changing field of outcomes assessment.

A useful arena for professional development in the

outcomes assessment field is the membership in state institutional research officer meetings with professionals from other colleges and universities. Many resource contacts are developed at such meetings with persons who wish to be helpful and supportive of other professionals in higher education.

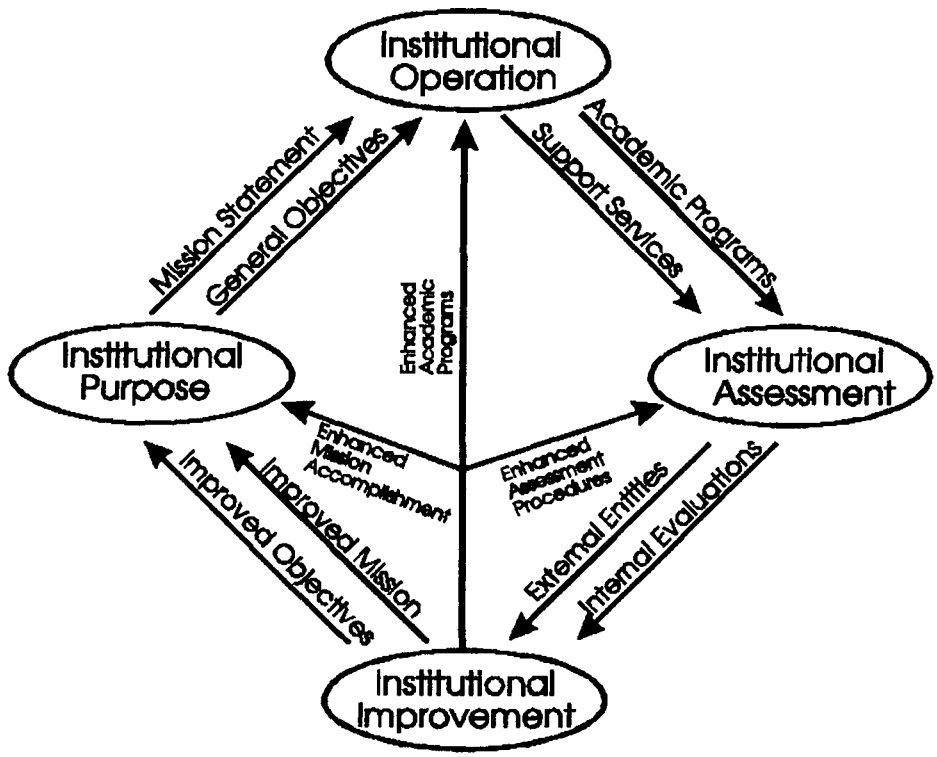
A particularly healthy potential for collaborative work on institutional effectiveness procedures and methodologies is the regional AABC Academic Deans organizations. Additionally, the willingness to share methodologies and materials with other Bible colleges will produce quick benefits. Assessment instruments, forms, surveys, methodologies, portfolio content arrangements, capstone course procedures, internship requirements, and a host of other assessment materials are helpful to those getting started in the field, new officers at member colleges, or those looking for fresh ideas about measurement. Successes at one institution spur others to try similar procedures, and low-level utility of an assessment practice at one institution saves others a great deal of fruitless toil.

The steps suggested for the implementation of an institutional effectiveness program in a Bible college accredited by the AABC and the conclusions relating to the assessment of educational quality presented in this paper are those of the researcher. The conclusions are based on a

review of the literature relating to institutional effectiveness, on-site visits to SACS accredited colleges, and the survey of AABC-accredited colleges. As described in Figure 5, an effectiveness program should contain four categories of activities.

Figure 5

AABC Member College Institutional Effectiveness Continuous Cycle



The first set of activities in an institutional effectiveness program is that of preparing the assessment framework or institutional purpose which includes mission, general objectives of the college, measurable program and degree objectives, and administrative or cocurricular program objectives. The second category of activities is that of institutional operation (conducting the educational programs) utilizing the guidelines in the mission and objectives statements referred to above. Institutional assessment is the next group of activities. It involves assessing the achievement of the stated goals and objectives in the institutional purpose framework. The final set of activities, institutional improvement, encompasses those efforts to use the results of the assessment projects to influence the planning for and daily operation of the college or university. It is noteworthy that institutional improvement category has impact on each of the other three sets of activities including purpose, operation, and assessment.

The guidelines for successful institutional effectiveness programs presented here are preliminary and open-ended at best. Many other excellent ideas will be added in future discussions and planning meetings as member institutions pursue excellence in preparation of men and women for ministry worldwide.

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Appendix A

A Handbook for Institutional Effectiveness Program Implementation by Members of the Accrediting Association of Bible Colleges

CHAPTER I

INTRODUCTION

The assessment of students and personnel is a well-entrenched and perhaps distinguishing practice in higher education. Alexander Astin (1993) gives an overview of the practice:

> Practically everybody in the academic community gets assessed these days, and practically everybody assesses somebody else. Students, of course, come in for a heavy dose of assessment, first from admissions offices and later from the professors who teach their classes. Recently students have also gotten in on the other end of the assessment business, with the end-of-course evaluations of teaching that are now so widely used by colleges and universities. Professors, of course, subject each other to the most detailed and rigorous assessments when new professors are hired or when a colleague comes up for tenure or promotion. Administrators also get in on the act of assessing faculty and in many institutions have the final say in faculty personnel decisions. Administrators, of course, regularly assess each other, and sometimes the faculty and the trustees also take part in assessing the administrators. Finally, the whole institution is regularly assessed in a highly detailed fashion by

> external accrediting teams made up of faculty and administrators from other institutions. (p. 1)

Institutional effectiveness (sometimes referred to as outcomes assessment) is a systematic effort to assess the quality of higher education. It may be ascertained by determining: (a) whether schools are accomplishing their stated missions, (b) how well they are accomplishing those missions, and (c) how their programs may be modified for better mission accomplishment.

The focus on institutional effectiveness is a result of the accountability emphasis in education. "Government, the public, and those educators concerned about the continuing worth of college degrees are crying out for institutions to demonstrate greater accountability regarding the quality of their offerings" (Marcus, Leone, & Goldberg, 1983, p. 34).

A second purpose for the emphasis on institutional effectiveness is to improve institutional quality. Note the following statement by the American Association of State Colleges and Universities (AASCU) in the pamphlet, "Quality and Effectiveness in Undergraduate Higher Education":

> The conventional measures of institutional quality are well known. They include such indices as the number of library volumes per student, the percent of Ph.D.'s on the faculty, the examination scores necessary for admission, the budget expenditures per full-time

> equivalent student, and the percent of graduates enrolling in graduate school....With a single exception, none of these criteria provides information about the education process itself - that is, what happens to the student between the time he or she enters the institution and the time of departure. Thus the customary measures of quality in most colleges and universities fail to assess the impact of the institution on its students. (1986, p. 1)

In a recent monograph intended to address current needs of higher education in America, the Wingspread Group on Higher Education (1993) articulated the underlying rationale for institutional effectiveness programs:

> A disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality of undergraduate preparation provided on many campuses....The simple fact is that some faculties and institutions certify for graduation too many students who cannot read and write very well, too many whose intellectual depth and breadth are unimpressive, and too many whose skills are inadequate in the face of the demands of contemporary life. (p. 1)

In the final analysis, improvement of institutional programs and operations by the faculty and administration is

reason enough to begin a program of institutional effectiveness.

Definition of Terms In Institutional Effectiveness Programs

1. Assessment:

> While there is no single, commonly accepted definition of assessment, the current debate over its value for higher education reflects at least two critical aspects of its meaning: assessment tries to determine what students actually achieve in their college study; and assessment links educational objectives (of a course, a program, a field of study, or an institution) to some measures of student achievement. (Rossmann & El-Khawas, 1987, p. 3).

2. Evaluation: "In education, it is the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum" (Worthen & Sanders, 1987, p. 22).

3. Institutional effectiveness: "The assessment of institutional effectiveness essentially involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose" (Southern Association of Colleges and Schools [SACS], 1989, p. 2).

4. Institutional goals and objectives: The institution-

wide (or department-wide) statements of purpose for the college or university that are developed from the mission statement to be accomplished within or on behalf of the students.

5. Mission statement:

> Traditionally, the statement of institutional purpose has been a brief document (one to four pages) incorporating some or all of the following information:
>
> .a brief history of the institution;
>
> .pertinent descriptive information;
>
> .statements expressing essential beliefs, values, or intent of the institution;
>
> .description of the types of students which the institution hopes to attract, often accompanied by statements about the types of occupations or endeavors which graduates will be prepared to undertake;
>
> .delineation of the geographic region for which the institution intends to provide services;
>
> . outline of the major functions of the institution;
>
> .general description of the skills, knowledge, experiences, and attitudes ideally to be acquired or developed by the institution's students. (SACS, 1989, p. 7).

6. Outcomes assessment: "A process of describing the effects of curriculum and instruction in order to improve

performance of students, faculty, programs, and institutions" (American College Testing, 1990, p. 4).

7. Program and degree objectives: That set of observable and measurable goals in a specific program or degree that are consistent with the mission statement and institutional goals and objectives and that the college or university intends to accomplish within or on behalf of the students.

8. Vision statement: The Vision Statement is a description of the impact that the college or university proposes to have on the community and the world at large. It describes how many graduates it aspires to have in each program, and what impact it believes the graduates will have on the world in which they minister.

A Description of Institutional Effectiveness Programs

Institutional effectiveness is an attempt to determine the educational quality level of a college or university by means of performance measurements. Its performance is to be measured by the standards of its own stated mission: "The best indicator of an institutions's quality is its effectiveness in reaching its mission goals" (Prus & Johnson, 1991, p. 6). Bogue and Saunders agree with the Prus and Johnson definition of quality: "Quality is conformance to mission specification and goal achievement - within publicly accepted standards of accountability and

integrity" (1992, p. 20).

Although the major emphasis is on measuring academic programs and student progress, institutional effectiveness procedures permeate the organization.

> While the most effective approaches to institutional planning and evaluation will likely be those which are comprehensive (that is, those which ultimately encompass all academic, administrative, and support functions of the institution), the primary shared focus is upon the educational program and services provided for students. (SACS, 1989, p. 2).

Within the context of educational quality assessment, the two purposes for institutional effectiveness programs most often mentioned in the literature are improvement (formative) and accountability (summative). A consensus exists that the primary purpose is improvement of education (Erwin, 1991). Bogue and Saunders agree with the improvement mandate. "Any quality assurance program that does not directly affect the quality of teaching and the quality of what happens in our classrooms, studios, laboratories, and other learning settings is an empty exercise" (1992, p. 216).

A program of institutional effectiveness has as its beginning point a statement of mission or purpose. The articulation of the mission statement provides the point of

reference. "An institution's purpose should be a beacon that orients and gives direction to institutional activities. It is the primary reference point by which the institution evaluates itself and is evaluated." (Folger & Harris, 1989, p. 20).

The formulation of a mission statement is to be followed by the wording of broad-range goals and objectives (Folger & Harris, 1989). These may be written from an institution-wide perspective (general objectives of the college or university), or from a departmental perspective.

In addition , specific, measurable objectives are prepared for each program and degree. These further delineate the institutional goals and are written in measurable language so that they may be identified when accomplished. Program or degree objectives may be plotted on departmental matrices revealing the specific courses in which the objectives are to be accomplished.

> Most college catalogues present institutional goals, purposes, or mission in the form of broad concepts, such as character, citizenship or cultural appreciation. Because these goals are global and often vague, it is necessary also to state objectives. Objectives are typically expressed in a list or series of statements indicating what the department, program, or office is trying to accomplish with the student.

(Erwin, 1991, p. 35)

The establishment of this specified set of objectives benefits (a) the college or university by preparing an agenda for its educational activities, (b) the faculty by establishing criteria by which a course is to be taught, (c) the student by explaining what may be expected from a program or course, and (d) the accreditation and governmental agencies by making clear the intentions of the institution.

Once the previously described goals and objectives have been established, a systematic evaluation program will be implemented to reveal whether the goals and objectives are being achieved. Erwin (1991, p. 2) stated: "It is undertaken so that institutions can document students' progress in higher education -- in other words, the 'outcome' after their exposure to college."

The evaluation plan is to be specific in nature and is to describe (a) what is to be assessed, (b) how the assessment is to take place, (c) when the assessment is to take place, (d) who is responsible for performing the assessment, and (e) what will be done with the results.

The culminating aspect (and perhaps the preeminent aspect) of an institutional effectiveness program is usage of data generated for administration or faculty action. Among the potential actions to be taken are the

confirmation, modification, addition, or deletion of (a) existing educational programs, (b) teaching methodologies or course content, or (c) administrative structures or procedures.

There is no ideal, perfect, or flawless program of institutional effectiveness. J. Rogers, Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools, stated, "The diversity of institutions, both national and regional, assures that no one set of assessment procedures, criteria, or measures will fit all or even most colleges and universities" (Folger & Harris, 1989, p. viii).

The Impetus for Institutional Effectiveness Programs

While the improvement of undergraduate education is the primary purpose for institutional effectiveness, it is not, however, the primary source of impetus. Accountability to external sources such as government and the consumer have given drive to the movement from the beginning.

> Not surprisingly, assessment's questions ring loud bells for higher education's outside constituencies. The public at large retains a faith that higher education is a good thing, something it wants for its children. But there's a sense, too, that things aren't quite right on campuses, that a great deal of money is

> being spent to uncertain effect. (Hutchings & Marchese, 1990, p. 14)

The higher education marketplace is filled with study opportunities. Therefore, prospective students and parents are interested in outcomes data in order to make decisions about college attendance (Rossmann & El-Khawas, 1987).

Not only have colleges and universities realized that students and parents want outcomes data, but Congress has mandated that they receive published graduation rates. The Student-Right-To-Know and Campus Security Act of 1990 also suggests that information be made available to consumers on completion and graduation rates broken down by program and academic division, licensure and certification examinations pass rates, and on rates of employment for completers and graduates in the occupation for which they trained (National Center for Education Statistics [NCES], 1992, p. 47).

Accreditation associations are perhaps the most recognizable entities providing impetus to institutional effectiveness. The view of an accrediting agency relating to the demand for outcomes measures is found in the Resource Manual on Institutional Effectiveness published by the SACS (1989):

> While accreditation traditionally has focused on resource measures (e.g., proportion of faculty holding doctorates, number of library holdings), the addition

> of a criterion on "Institutional Effectiveness" represents an expansion of the process to emphasize the results of education and to focus on the extent to which the institution uses assessment information to evaluate goals, to make essential improvements, and to plan for the future. (p. iii)

Both the state and federal governments' interest in higher education quality has grown. The reason for the heightened federal interest (Marcus, Leone, & Goldberg, 1983) is that between one-eighth and one-sixth of the budgets for colleges and universities in the United States comes from the federal government. Thus, the notion has evolved that the federal government is a "consumer" of the educational services of colleges and universities.

> While students are the most obvious consumers of postsecondary education, they are certainly not the only consumers. Any individual or organization that has a financial interest or other stake in the student's persistence, progression, and completion, such as the student's parents, spouse, or employer could also be considered a "consumer." In fact, in this broader sense, the consumer would include the federal government, as well as state and local governments, since they provide financial assistance to students directly through student financial aid and

> indirectly through funding allocations to postsecondary institutions. (NCES, 1992, p. 5)

Edgerton (1990) sees institutional effectiveness as a way to silence some critics of higher education:

> When governors and legislators think about us in higher education, all too often they see us as privileged people caught up in obscure research projects, no longer serving our students' or society's larger needs. Before dismissing these views as the prejudices of unthinking outsiders, we should ponder the fact that our own colleagues, like Page Smith, author of Killing the Spirit, and Bruce Wilkshire, author of The Moral Collapse of the University see much the same thing. We can send a strong message to the contrary by taking assessment seriously. (p. 5)

To satisfy the external demands for accountability, colleges have turned to institutional effectiveness. "Nationwide, outcomes assessment has growing appeal as a means of establishing accountability in higher education" (Jacobi, Astin, & Ayala, 1987, p. 4).

CHAPTER II

INSTITUTIONAL EFFECTIVENESS EVALUATIONS

Assessment by External Entities

Several aspects of institutional effectiveness are designed to meet the requirements of stakeholders external to the campus. Among the external entities interested in the effectiveness of undergraduate education are accrediting associations, persons who develop ranking and rating systems, and state and federal governments.

Accrediting Associations

Historically it has been left to the voluntary accrediting associations made up of peer educators to police higher education. By means of accreditation these associations seek to assure consumers of quality.

A criterion innovation among the accrediting associations is the move towards institutional effectiveness as a major focus of the accreditation process. Bogue and Saunders (1992) stated:

> Concerted efforts have been made in recent years, particularly in the regional accrediting associations, to require institutions to set forth goals and objectives in a clear and measurable fashion, to describe procedures to be employed in seeking those goals and objectives, to identify indicators to be used

> in determining the degrees of attainment, and then to present evidence that the goals were, in fact, attained. (p. 38)

Ranking and Rating Systems

American colleges and universities are also evaluated through a type of quality assessment known as "college rankings and ratings." For instance, the news magazine, U.S. News and World Report, has over the past ten years periodically issued its rating of "America's Best Colleges." The system involves having experts (college presidents, deans, and admissions directors) subjectively evaluate the schools. Each institution is evaluated according to (a) student selectivity, (b) faculty resources, (c) financial resources, (d) graduation rate, and (e) alumni satisfaction.

State Regulatory Agencies

State higher education regulatory agencies use a variety of methods to assess college or university educational quality, whether public or private education. Among those methods are: (1) licensure of educational institutions; (2) academic program approval (i.e., teacher education) by state departments; (3) academic program review; and (4) financial aid eligibility review.

Program Reviews

The Academic Program Review is a quality measurement technique (largely but not exclusively used by state government or multicampus universities) employed in recent years to evaluate the credibility and effectiveness of program offerings. Conrad and Wilson (1985, p. iii) provided the historical setting: "The heightened interest in program review can be traced to a widespread interest in improving program quality and the need to respond creatively to severe financial constraints and to external constituencies' expectations for accountability."

Program reviews may be used to determine whether a new program should be started, an activity sometimes referred to as program evaluation (Conrad & Wilson, 1985). This is important when there are fewer high school graduates, but a proliferation of similar program offerings for college entrants. However, the more frequent usage of program review is to determine whether existing programs meet written criteria and policies.

Decision-making about allocation or reallocation of scarce resources is another aspect of program review. "Given the context of retrenchment and accountability confronting many postsecondary institutions, it is hardly surprising that the central purpose of program review in many institutions is driven by a desire to allocate and

reallocate resources on a differential rather than an across-the-board basis" (Conrad & Wilson, 1985, p. 12). Decisions based upon this approach may involve discontinuing a program.

State Postsecondary Review Eligibility Entity (SPREE)

The 1992 Reenactment of the Higher Education Act mandated that postsecondary educational institutions whose students receive federal financial aid, and which trip one of the 11 "trigger factors" monitored by the Department of Education, be required to meet minimal levels of institutional performance. Among the performances to be assessed are (a) ability to accomplish college level work by incoming students, (b) retention of students from freshman to sophomore years, (c) graduation rates for entering freshmen, and (d) assurance that programs have been completed within an acceptable span of time.

Congress has legislated the establishment of an office in each state called a State Postsecondary Review Eligibility Entity (SPREE) that serves as a watch-dog commission to ensure institutional compliance with the Higher Education Act. SPREES have the authority to grant continued eligibility for receiving federal financial aid or for terminating those privileges.

Assessment through Internal Procedures

What Is To Be Assessed?

Outcomes taxonomies are problematic. Every viable institutional effectiveness program will be tailored to the particular college or university and will specifically measure whether, and to what extent, the institution is achieving its own stated goals. "Given that any college or university's outcomes will be to some extent idiosyncratic, it would probably not be appropriate for an institution simply to adopt lists of outcomes that were developed elsewhere" (Astin, 1993, p. 43).

Prus and Johnson (1991, p. 6) concurred that the assessment of student educational progress should be compared to the institution's own goals: "Educationally, this means measuring student progress toward the learning and development objectives of the institution's programs."

The assessment of institutional goal achievement readily accommodates the value-added or talent development view of student and faculty performance. Astin (1993) describes the talent development viewpoint:

> The resources conception is based on the idea that excellence depends primarily on having lots of resources: the more resources we have, the more excellent our institution. . . . The reputational view of excellence is based on the idea that the most

> excellent institutions are the ones that enjoy the best academic reputations. . . . To focus our institutional energies more directly on these fundamental missions, I have proposed the adoption of an alternative approach called the talent development conception of excellence. Under the talent development view, excellence is determined by our ability to develop the talents of our students and faculty to the fullest extent possible. (pp. 5-6)

Jacobi et al. (1987) further describe the talent development approach to outcomes assessment:

> Under the reputational and resource approaches, attention is focused on the caliber of the entering students as reflected in standardized admissions test scores and high school grade averages. Students who are high achievers are thus viewed as an important institutional "resource," which also tends to enhance the institution's reputation. Under a talent development approach, on the other hand, assessment focuses more on changes or improvements in students' performance from entry to exit. (p. iv)

There is growing acceptance of the idea that what needs to be measured is student change from entry into the educational institution to graduation. This pre- and posttest procedure is in contrast to a criterion-referenced

posttest only, which measures student achievement but not necessarily achievement while enrolled in college.

In regards to assessing student progress, Prus and Johnson (1992) list four categories of development:

> Objectives for student learning and development can be classified as
>
> - student knowledge, or the quantity and quality of information acquired toward an educational objective;
> - student skills, or the abilities acquired toward an educational objective;
> - student attitudes, or the feelings, values, motives, and/or other affective orientations toward an educational objective;
> - student behavior, or the actions or habitual patterns which express an educational objective. (p. 2)

A major emphasis of institutional effectiveness to date is that of assessing cognitive achievement. Jacobi et al. (1987) discuss the reasons for this emphasis:

> A broad range of constituents and decision makers within the institution share a concern with students' cognitive development as a result of their college education. Therefore, cognitive outcome assessments are most likely to gain acceptance from institutional leaders. A second reason for the emphasis on cognitive outcomes is that those who argue for greater

"accountability" in higher education typically have cognitive outcomes in mind. (p. 23)

Additionally, the assessment of affective development such as attitudes, values, and self-concept (although a difficult process), is being accomplished largely through self-administered questionnaires and inventories (Astin, 1993).

Where Are The Checkpoints?

An institutional effectiveness program must have a clearly delineated set of checkpoints used to collect data about educational quality. There exists, however, a continuous conflict between the necessity of being comprehensive in establishing a program (with many measurements and reports) and the necessity of maintaining a manageable program given school size and resources. "Rather than the creation of an exhaustive compendium of outcomes, the objective should be the identification of that selected set of significant results which most adequately reflects the extent to which the institution is achieving its stated purpose" (SACS, 1989, p. 16).

Entry-Level Profiles

Virtually all colleges or universities require some assessment of academic ability to determine whether a

potential student is capable of postsecondary work. Required entry-level scores vary widely. The two most frequently used undergraduate entry measures are the Scholastic Aptitude Test (SAT) and the American College Test (ACT). High school grade point average (gpa) may also be considered, along with personal recommendations from those familiar with the individual.

Among other entry level profile instruments are diagnostic tests (reading, english, math, or writing), advanced placement tests, and vocational preference tests. In addition to the above data, transfers are assessed on the basis of their prior GPA. Expectations of incoming freshmen students may also be collected.

Developmental Skills Progress

The at-risk group within the institutional student population should be ascertained during the entry-level profile analysis. Successful completion of developmental courses in reading, grammar, writing, mathematics, or study skills will be necessary for full entry into the routine college curriculum. These are first-year issues. Evaluation here utilizes the before-and-after developmental courses methodology.

General Education Gains

Comprehensive general education measures assess not only liberal arts knowledge, but higher order skills demonstrating the ability to use the information. Comprehensive tests are usually administered at the end of the sophomore year before the beginning of the major courses.

Astin (1993) advocates both pre- and posttesting students with those instruments used in the undergraduate admissions process (SAT or ACT), and both pre- and posttesting with those instruments to be used upon graduation (GRE or Praxis). These procedures measure student change over the period of undergraduate study.

A method that permits a longitudinal view of development of general education is that of an academic portfolio. This procedure involves collecting and comparing samples of a student's work (e.g., writing or critical thinking) over several semesters or years.

Major Specialization Achievement

Many institutions and departments will require criterion-based mastery tests upon completion of the major courses. These tests may be standardized, or more likely will be departmentally prepared comprehensive examinations. Student portfolios with work samples taken over several

semesters may also be used as well as senior theses.

Passing a professional examination for a license or certificate to practice in the graduate's chosen field is also a test of program quality. "When students are assisted in this rite of passage and find that their preparation program has enabled them to attain licensure easily, they may assign their success to the 'quality' of their preparation program" (Bogue & Saunders, 1992, p. 119).

Vocational Skills Level

This category of institutional effectiveness measurement demonstrates the preparedness of the graduating students to accomplish the tasks for which they trained. Performances may be actually observed and rated, or simulated for the students.

A more likely approach is to observe and evaluate the student in a "capstone" experience such as senior seminar, senior project, or an internship. In some disciplines (i.e., aviation or cosmetology) the licensure or certification examination is a directly observed evaluation of skill. These examinations are competency-based.

Personal Development

Personal development measurements relate to both cognitive and affective maturity in students during college.

Issues that may be evaluated here are emotional stability, self-discipline, personal values, social consciousness, leadership, and health and hygiene. Archival records are sometimes useful in assessing personal development. Values and attitude surveys administered periodically through the student's matriculation are compared for a longitudinal perspective.

Graduate School and Transfer Performances

The completion of a graduate school entry examination and acceptance into graduate school is an assessment of undergraduate educational quality. Marcus et al. (1983) concurred with this measure as follows:

> It should also incorporate the ability of program graduates to gain admission to degree programs at the next level and their ability to graduate from those programs.... Performance of students on Graduate Record Examinations, Miller Analogy Tests, tests used for professional school admission, and the like also should be scrutinized. (p. 50)

In addition, students often attend a school for one or two years prior to transfer into a second undergraduate institution. In many local communities, community colleges prepare students for transfer to four-year institutions at economical prices. Successful performance after transfer

may be a measure of effective preparation prior to transfer.

Placement Successes

Prospective students, parents, and government agencies are interested in the rate of successful placement of graduates into the type of jobs for which the students trained. While particularly true for vocational schools, the assessment is appropriate for other undergraduate programs. Educational funders are particularly concerned that graduates be able to get a job in the field of training.

Retention and Graduation Rates

This particular checkpoint often indicates the satisfaction level of the paying customer and the perceived value of the education. Rossmann and El-Khawas (1987) stated:

> Of the students who enroll as first-time, full-time freshmen, what proportion receive their degrees within a reasonable time? Most institutions also could compare students who graduate with students who withdraw from the institution on such factors as cumulative grade-point- average and characteristics upon entrance. . . . For example, if high achieving students are more likely to leave, is it because these

students are not challenged academically. (pp. 15-16)

Satisfaction Ratings

Another viewpoint may be obtained by allowing students to express their satisfaction with the academic process through opinion surveys or satisfaction ratings. Graduating senior exit interviews or alumni/alumnae educational satisfaction questionnaires are examples.

Bogue and Saunders pointed to the reasonableness of assessing student satisfaction, "After all, our students are the only ones who can furnish a view of what our colleges or universities look like from the receiver's perspective" (1992, p. 95).

Potentially helpful views can also be obtained by administering satisfaction ratings to parents, employers, graduate school supervisors, stopouts, dropouts, failouts, or transfers.

Academic Program Review

While program reviews have usually come from state agencies, a growing number of institutions (particularly multicampus systems) have resorted to conducting internal program reviews as a part of an ongoing institutional effectiveness program.

According to Conrad and Wilson (1985, pp. 14-16) there

are three methods for selecting programs to review. Some institutions may require all programs to be reviewed on a regular basis, perhaps every five or seven years. Others do not perform regular reviews, but choose to target programs on an ad hoc basis. Targeted programs would be those which trigger a quality indicator such as cost effectiveness or number of graduates per year. The third methodology is a combination of the two previously mentioned.

The most common criteria for evaluation have been compiled from the literature by Conrad and Wilson (1985) and listed in the following chart:

QUALITY

1. quality of faculty
2. quality of students
3. quality of curriculum
4. quality of support services
5. financial resources
6. quality of program administration

NEED

1. centrality to mission
2. value to society

DEMAND

1. present and projected student demand
2. demand for graduates

COST

1. cost effectiveness
2. nonpecuniary costs and benefits. (p. 31)

Administrative/Co-curricular Program Review

Institutional effectiveness is not limited to assessing academic gain. Other areas of interest are administrative and cocurricular programs such as student development. "In addition to assessing academic programs, information about outcomes can be used to improve the quality of student services. Information about student outcomes can be applied to counseling, orientation, placement, and other student personnel functions to increase the fit between students' needs and a program's impact" (Jacobi et al., 1987, p. 6.).

A list of considerations for assessing the impact of student services (which is a microcosm of an institution-wide program) was given by Cooper and Mann (1988):

1. An evaluation program begins with the purpose statement.
2. A series of goals for the student affairs division should be formulated and stated in terms specific enough to be evaluated.
3. The assessment of student affairs effectiveness involves a systematic, explicit, and documented comparison of student affairs performance to student affairs purpose.

4. Procedures and measures should be developed for evaluating the extent to which goals are being achieved.

5. Student affairs assessment must be integrated into the institution-wide, systematic, and regular effectiveness effort.

6. Planning and evaluation are functions integral to the role of every administrator, but specific responsibility should be assigned for the coordination of evaluation activities in student affairs.

7. Assessment for accreditation purposes cannot be accomplished in the year of self-study.

8. Remember the purpose of evaluation: to improve the educational and personal experience of students by showing that student affairs accomplishes goals it sets for itself and for students. (pp. 156-157)

Cooper and Mann's system for assessing the student development department serves as a model for assessing any administrative or cocurricular area on campus. Among the other departments to be evaluated are admissions, athletics, auxiliary units (e.g., bookstore, student center), business, building and grounds, development, library, and security.

Faculty/Staff Performance and Development

Another viable assessment program component is that of

evaluating personnel performance with emphasis on development rather than job evaluation. "But its core purpose is to locate areas of needed or desired improvement and to point the way to personal and professional development, which in turn enhances the institution's performance" (Seldin, 1988, p. 9). Seldin also listed two other reasons for personnel evaluation: "(2) to provide a rational and equitable basis for personnel decisions, and (3) to anticipate and be able to respond to demands to assess performance" (p. 24).

Faculty assessment is almost universally practiced. "Comprehensive, periodic faculty evaluations should include appraisal of teaching; advising; research and publication; and service to the college, community, and profession, as well as grant activity" (Marcus et al., 1983, p. 51).

One typical model of faculty evaluation has four tiers: (a) end-of-course student evaluations, (b) observation of a class instruction unit via personal visit or video-taping for later viewing, (c) self-analysis through a set of objectives selected by the faculty member, and (d) peer committee review.

Seldin (1988) listed six methodologies often used in administrative evaluation (pp. 53-59): (a) unstructured narration in which the rater describes in writing the administrative performance; (b) unstructured documentation

where documents of activities are compiled; (c) structured narration in which the rater responds to a series of short-answer questions; (d) structured documentation in which the administrator documents agreed-upon performance categories; (e) rating scales in which the administrator is rated in reference to prescribed qualities; and (f) management by objectives in which the administrator's job performance rather than personal characteristics is rated against a previously agreed set of objectives.

Generally, administrators are rated by their immediate supervisors. However, recent trends also reveal evaluation by peers, faculty, and subordinates. Many administrators are now evaluated annually; however, upper-level college administrators such as presidents, vice-presidents, and deans are generally reviewed every three to five years. (Seldin, 1988).

In the pamphlet Evaluating College and University Presidents, (American Association of State Colleges and Universities [AASCU], 1988), the authors stated:

> Ideally, the prime purpose of presidential evaluation (and all administrative evaluations) should be to foster improved institutional as well as individual performance. Beyond ascertaining the quality and substance of presidential performance in this context, secondary purposes should include familiarization of

the governing board with complex functions, obligations, restrictions, and sociopolitical realities that occupy today's campus presidents. (p. 1)

CHAPTER III

INSTITUTIONAL EFFECTIVENESS PROCESSES AND PROCEDURES

Measurement Methodologies and Instruments

The next identifiable institutional effectiveness task is the selection of measurement methodologies and instruments. Prus and Johnson (1992) gave excellent advice concerning this selection process:

> 1. There will always be more than one way to measure any objective...
> 2. No single method is good for measuring a wide variety of different student abilities...
> 3. ...it isn't simply a matter of choosing the most attractive available option.
> 4. ...the best methods usually take longer and cost more, in faculty time, student effort, money, etc.
> 5. The only way to be certain that a particular methodological option is good for your program is to pilot-test it on your students, in your curriculum, with your faculty. (p. 1)

The initial impetus in outcomes assessment was to select already available, commercially prepared, standardized tests for the task. However, the predominant wisdom for years has suggested that an institution design a combination of standardized and institutionally prepared tests. Matching the assessment instrument (standardized or

otherwise) to the outcomes defined by the administration and faculty is imperative.

> The profession's preferences regarding instruments of assessment have also shifted. An early interest in standardized tests and external examiners has given way to exploration of alternative approaches such as self-assessment, portfolios, and interviews, brought on in part by an awareness of the diversity of institutional cultures and the importance of ensuring faculty commitment. (Marcus, Cobb, & Shoenberg, 1993, p. 6)

The movement of the mid-90s in selection of institutional effectiveness measures emphasizes local preparation which fits institutional characteristics. This local preparation may be facilitated by a consortium of colleges or universities of similar characteristics.

The ultimate measure of whether any method or instrument fits a particular college or university is content validity. Does the instrument accurately measure the achievement of the objectives of the college or university utilizing it? "If an assessment method doesn't measure what your program teaches, or doesn't measure it exactly, or doesn't suggest what the program's strengths and weaknesses are, then that assessment method <u>cannot</u> serve the institutional effectiveness goals of your program" (Prus & Johnson, 1992, p. 1). The same authors, in an earlier work,

suggested that the method has not only "content validity" but also "convergent validity." "That is, utilize multiple measures and methods for each objective; never rely on a 'single shot' approach" (Prus & Johnson, 1991, p. 9).

Commercially Prepared Instruments

Commercially prepared, standardized, usually norm-referenced tests are readily available. The most vital decision question to be answered here is whether the test actually measures the objectives and program results of the institution using it.

Astin (1993) cautioned about the selection of standardized, norm-referenced tests, preferring to utilize criterion-referenced tests in order to measure the amount of change in the students, in contrast to the student's comparison with other students.

> Criterion-referenced tests, on the other hand, not only make it possible to establish absolute standards of performance but also allow us to assess how much students actually change with time. In short, reliance on norm-referenced tests promotes the values of selection and competition, whereas reliance on criterion-referenced tests promotes the value of teaching and learning. (p. 53)

For a listing of some commercially prepared

standardized tests see Bibliography of Standardized Tests.

Institutionally Generated Instruments and Methods

There are two distinct advantages of locally prepared outcomes assessment instruments: (a) The locally prepared instruments fit the college's or department's goals and course content in contrast to nationally prepared standardized tests designed for a variety of settings; and (b) the locally prepared instruments allow a sense of ownership by faculty. Reporting on a program at The State University of New York College at Fredonia, Marcus et al. (1993), stated: "The decision to dispense with outside experts and standardized tests not only produced custom-made instruments eminently suited to the campus and the curriculum, but resulted in a high sense of ownership of the project on the part of the faculty" (p. 45).

Among the institutional level devices available for assessment of either general education or major field studies are: pre/post testing using institutionally prepared subject tests, departmental comprehensive examinations, and student portfolios with work sample analysis for longitudinal progress. In addition, institutional-level self-report methodologies are course evaluation forms, student or alumni satisfaction surveys, exit or personal interviews, "pre-post" attitude surveys, and group

discussions or interviews.

Among the administrative programs and procedures evaluations readily useful at the institutional level are (a) retention of students studies; (b) college choice analysis of those who did register, those who applied but did not register, or those who were recruited but did not apply; (c) surveys of students who withdrew prior to graduation; and (d) an institutional image analysis.

Archival data providing information about student activities and personal maturation while in college can be found in such on-campus documents as student transcripts, student development records, library utilization statistics, and campus services utilization records. However, there are disadvantages as noted by Jacobi et al. (1987, p. 27).

> Nonetheless, locally developed assessments have several disadvantages. First, they are expensive and time consuming to develop. Second, they may lack established test-retest reliability, internal consistency, and validity, therefore yielding results of questionable accuracy. Third, comparative data from other institutions are rarely available for locally developed instruments, and longitudinal data providing trends over time may be similarly unavailable.

Administrative Procedures

Having identified those things to be assessed, and those methods with which to measure them, several procedural questions must be resolved: (a) Who will administer the measurement? (b) When will it be administered? (c) What are the rules of administration? (d) Who will be tested? (e) How will the data be collected and maintained? (f) Who will receive the results? (g) How will they be reported?

The administrative procedures for conducting the assessments, reporting the results, and using the results for institutional improvement must involve a broad range of faculty and staff personnel so that a shared participation is the order of the day. "A system for planning and evaluation should provide for involvement by affected components and constituencies of the institution and should be strongly linked to the decision-making process at all levels" (SACS, 1989, p. 2).

The data generated by the outcomes assessment programs should be communicated to the departments (academic or administrative) responsible for the accomplishment of the tasks being assessed. SACS (1989, p. 11) gives the following guidelines regarding dissemination of results:

> The information should be (1) easily understood by the persons expected to use it, (2) clearly related to pertinent statements of goals or expected educational

> results, (3) compared (when feasible) to appropriate reference groups, either internal or external, and (4) analyzed in reference to comparable assessments repeated at periodic intervals.

The results of outcomes assessment procedures should be compiled into a written form addressing specific objectives. Graphic presentations will enhance the understandability for faculty and staff members who must read technical reports. The presentation of the results should be done in such a forum as to allow discussion and interpretation of the results. Both strengths and weaknesses should be given.

> A useful assessment has several distinguishing characteristics. First, the assessment produces data relevant to issues facing educational practitioners today. Second, the assessment provides information about students' change and development, not only an isolated snapshot of student competencies at a single time. Third, the longitudinal data include information about students' educational experiences so that the effects of these experiences can be assessed. Finally, the results are analyzed and presented in a manner that facilitates their use by practitioners. (Jacobi et al., 1987, p. iii.)

The faculty and staff persons who receive the assessment results will discuss implications for

instructional, course, or program modification. A central office where the evaluative reports are filed for reference is vital. "In the absence of commitment to use evaluation results, all previous steps in the planning and evaluation process would become little more than futile exercises which institutions can ill afford, and the institution's planning and evaluation process could not be considered adequate." (SACS, 1989, p. 11).

Program Implementation Schedule

No two colleges or universities will be able to implement a program of institutional effectiveness in quite the same way or on the same schedule. At best the process requires years to establish into a workable system.

> The development of effective assessment programs takes time. Colleges and universities that today are recognized as leading institutions in the field of assessment have been developing their assessment programs for a decade or more. And their programs continue to evolve. (Rossmann & El-Khawas, 1987, p. 20)

Even the staunchest advocates for institutional effectiveness procedures recognize that a decade is not an unreasonable period for the development of a viable program. "Useful assessment results may not be apparent or forthcoming in the first year. Instead, assessment efforts

could involve one to three years to plan and initiate, and an additional five to ten years to achieve the desired changes and realize the benefits of the effort" (American College Testing [ACT], 1990, p. 6).

Despite the pressure for institutional effectiveness programs being exerted by government and accrediting agencies, the gap between policy requirements and program implementation remains wide. According to Rogers and Gentemann (1989), while the Commission on Colleges of the Southern Association of Colleges and Schools has been the leader in devising and implementing accreditation criteria mandating institutional effectiveness programs, a survey of 311 SACS-accredited colleges and universities seeking reaffirmation of their accreditation between 1988 and 1992 revealed that many were unprepared to demonstrate institutional effectiveness.

> These results suggest an alarming lack of preparedness to demonstrate institutional effectiveness among colleges and universities. A first step toward the development of assessment procedures is to define expected outcomes. Yet only 44% of this sample have done so. Even fewer institutions (one-third) have recommended or selected ways of evaluating the achievement of educational outcomes, despite the finding of El-Khawas (1987) that 70% of administrators

surveyed support the requirement of such efforts. (Rogers & Gentemann, 1989, p. 352-353)

However, the majority of colleges and universities in the United States do appear to be at some point along the continuum between deciding to initiate a program of institutional effectiveness and completing the program dimensions.

> There is a cycle to public issues - from early awareness, to confrontation, to a "working through" process, and finally to a new consensus. We seem to be halfway through the cycle on assessment. After lots of heat and controversy, campuses are in various stages of working through their responses. By 1995 it's likely that assessment will decline as a public issue - not because it's gone away, but because it has become so routine. (Edgerton, 1990, p. 4)

CHAPTER IV

INSTITUTIONAL EFFECTIVENESS PROFITS AND PERILS

Effectiveness Program Benefits

Definitive benefits are accrued from the persistent employment of institutional effectiveness procedures, but not without conflicts and tensions to be positively addressed and the growth produced by it.

> A self-evaluating organization has been described as an organization constantly in conflict with itself. Such tensions are worth enduring only if, as a result, institutions overcome their resistance to change and provide positive incentives for faculty members and administrators alike to become involved in using evaluation results to improve programs and services. (SACS, 1989, p. iv).

Institutional effectiveness provides the data upon which a college administration can base decision-making relative to its educational processes. Each institution's assessment system must be consistent with its mission, environment, and resources. A useful assessment system is in place when decision-makers regularly insist on having "readings" from it for program planning and budgeting. (Folger & Harris, 1989, p. 43)

The following are representative decisions to be made using outcomes data: (a) to make changes in curricular

requirements so that which is to be assessed (objectives or competencies) can actually be produced by the courses or projects undertaken, (b) to make changes in curricular content or student development programs to better focus the experiences on the outcomes desired and (c) to make changes in the methods of instruction or service delivery in order to strengthen the experience for the student (Erwin, 1991, pp. 32-34).

Rossmann and El-Khawas (1987) suggested a different benefit from academic assessment: "A well-designed assessment program with strong faculty support should foster a strong collective - and continuing - focus on how effectively the institution is meeting its goal" (p. 7). The institution may benefit from both the discipline of staying focused on what it intends to be doing (as indicated by its mission statement), and the reality of how well it is accomplishing that mission.

Other profound uses of institutional effectiveness data are articulated by Jacobi et al. (1987), "The goals of assessment may include establishing accountability for external agencies, analyzing cost effectiveness, evaluating and developing programs, setting goals, marketing, and undertaking strategic planning and basic research" (p. iii.).

Institutional effectiveness should not benefit the

college or university only, or even the governmental or regulatory agencies alone. In fact, some educators believe that the most significant benefit should be to the student. "The first call on our accountability, therefore, is not to governing boards and agencies, not to legislators and other government officials, not to the media. The first call on our accountability is to our students" (Bogue & Saunders, 1992, p. xiv).

Referring to those colleges and universities which have benefitted from highly successful programs of outcomes assessment, Erwin (1991) noted the following:

> These programs are successful for several reasons. First, they have upper-level administrative support....Second, the people responsible for these programs had the flexibility, at least in the initial stages, to design their own goals and methods of assessment. Third, the assessment emphasizes program improvement first and accountability second. (p. 23)

SACS (1989) provided a good summary statement of institutional effectiveness benefits:

> Those benefits include: (1) a heightened level of consensus and clarity regarding the overall direction of the institution and steps which must be taken to produce desired results; (2) the allocation or reallocation of resources in accord with changing

> conditions and priorities; (3) enhanced integration of major institutional processes; (4) a stronger basis for management decisions, for responding to various demands for reports and documentation, for promoting the institution, and for demonstrating accountability; and (5) increased efficiency in institutional operations. (p. v)

Effectiveness Programs Cautions

Jacobi et al. (1987) cited the most frequent concern expressed about institutional effectiveness programs: "Although outcomes information can contribute to both accountability assessments and institutional self-improvement, many institutional researchers have found that their reports on outcomes only collect dust. Despite their potential as useful management tools, the data are often discounted or ignored" (p. 10.).

The same authors (1987, pp. 72-76) provided the following list of barriers to the use of findings: (a) the gap between researcher's complex methods and administrator's need for cogent information, (b) the decentralized nature of the university where elements of information are located at different sites, (c) faculty resistance generated from fear or mistrust of the process, (d) the cost of the program in a day of limited resources, (e) late delivery of the results,

and (f) the playing of "academic games" such as rationalization with the results.

Among other concerns frequently expressed regarding the mandated assessment activities are the following issues listed by Boyer et al. (1987):

> Many of those concerns have been heard before, namely that assessment is a "technology" that cannot fully reflect the many-faceted products of a college experience; that assessment will be limited to a basic skills testing and will not embrace critical thinking and other higher-order abilities associated with undergraduate education; that the process is burdensome and costly and may detract from already scarce instructional funds; that state-mandated assessment programs could become simply another energy diverting, bureaucratic reporting mechanism; and that results will be used to cut funding or discontinue programs. (p. 12)

Bogue and Saunders identify additional concerns (1992):

> The fear is that the rush to testing will dampen the rich diversity of American higher education and encourage the fiction that colleges are another form of American factory whose product is a competent student. The important concern is whether outcomes assessment will constitute just another exercise in busywork that will cause a momentary ripple on the surface of higher

> education and pass on, leaving the depths undisturbed. Also of concern is whether campuses will discover instructional, learning, and renewal value in outcomes assessment - as claimed by some writers and scholars. (p. 165)

The potential to dampen the diversity of higher education might be realized if every institution were forced to establish the same model for outcomes assessment as every other institution with the same set of minimum competencies without regard to the distinct mission of each. Each institution's graduates would be clones of the other.

A particularly significant concern about an outcomes assessment program is that of cost at a time when money is scarce on most campuses, public or private. "While an institution might demonstrate that certain practices facilitate students' growth in desired directions, one might still ask whether the benefits accrued from these practices justify their costs" (Jacobi et al., 1987, p. 5.).

An additional area of concern relative to institutional effectiveness assessment is that measurements may reveal changes not attributable to the educational process. Bogue and Saunders listed four variables other than instruction that may influence change in student performance: (a) maturation of student over the time-span of his or her college experience, (b) other experiences such as foreign

travel or summer camp, (c) the pygmalion effect in which the expectations of those judging student performance bias the actual performance or perception of the performance, and (d) the statistical regression effect in which low scores have a tendency to increase and high scores have a tendency to regress in value-added exercises. (1992. p. 182).

Bogue and Saunders (1992) provided a thorough and eloquent argument for pursuing institutional effectiveness in spite of concerns whether real or imagined.

> Those collegiate educators interested only in armchair philosophy, in a wringing of hands over the liabilities and limitations of collegiate outcomes assessment, will surely have a more restricted and less advantageous journey of learning than those who are willing to act on the possible while awaiting perfection. In a word, our potential for understanding and improving our impact on our students is not enhanced by passive and argumentative modes of thought alone. We develop no muscles as spectators; the harnessing of action and reflection is the beginning of discovery, and adventure in learning. We will languish in both intellectual and emotional poverty, as will our students, if we are unwilling to pose and answer the question: "What has been our impact on our students and how do we know?" (p. 193)

CHAPTER V

ASSESSMENT MANDATE FOR INSTITUTIONAL EFFECTIVENESS PROGRAMS IN BIBLE COLLEGES

A fully developed program of institutional effectiveness, even the outcomes assessment component, is a very demanding endeavor from the perspectives of leadership energy, staff time, and money. Many AABC colleges are small institutions of higher education with limited financial resources, small support staffs, and leaders who already have too many labor-intensive responsibilities. Despite the fact that institutional effectiveness programs require additional leadership attention, staff work hours, and college operational expenses, there is significant value to be accrued from the effort.

Institutional Effectiveness Is Required by Accrediting Associations

An institutional effectiveness program is of significant value to a Bible college, or any college or university, because it fulfills the summative outcomes assessment requirements of accreditation. Summative outcomes information is a requirement of virtually every accrediting agency including the AABC.

A college must provide outcomes data that will show it to be achieving the objectives specific to each

> program, major, concentration, and emphasis offered at the college....The means of assessing educational effectiveness must be broadly and accurately publicized. These means should include activities such as a review of student portfolios, graduate or professional school test results and placements, placement rates in program-related employment, and employer evaluations, and specifically for colleges in the United States, evaluation of senior theses and standardized test results. (1993-94 AABC Manual, p. 17.)

Institutional Effectiveness Is Legislated by Governmental Agencies

An institutional effectiveness program is also of value to a Bible college, or any college or university, because it fulfills the assessment activity requirements of governmental agencies. Outcomes assessment activities are mandated by respective state regulatory agencies that oversee higher education and the certified or approved programs in it. Additionally, the U. S. Department of Education, which provides millions of dollars annually to students at AABC member schools, requires outcomes assessment activities. Accountability to those entities that fund, approve, credential, or certify educational

programs is a vital aspect of AABC member college administrative activity.

Institutional Effectiveness Is Expected by Educational Consumers and Funders

Another value in a program as labor-intensive and demanding as institutional effectiveness is the importance of accountability to college constituent members. Students, both current and prospective, have a fundamental interest in information that substantiates the quality of the educational programs of their colleges. Parents have a reasonable claim to information demonstrating the value of the financial investment they are making. Donors, denominational leaders, supporting local churches, and trustees have viable claims for data verifying the quality of the institutions they support. In these days of growing financial scarcity among educational institutions, it is imperative that both the consumers and funders of the educational enterprise be supplied with assurance that their investments are worthwhile.

Institutional Effectiveness Is Demanded by College Mission Importance

There is one other major value of an institutional effectiveness program in a Bible college. The Bible college

mission, like that of other colleges and universities, is too vital to be accomplished in any other manner than through excellence. AABC member colleges exist to prepare persons for Christian ministry, whether that ministry is vocational, bi-vocational, or avocational.

Member institutions should determine whether they are performing the missions that they claim. Do they actually prepare pastors, or church music directors, or foreign missionaries, or Christian nurses, or Christian school teachers? Moreover, if the colleges actually produce graduates who go into these ministries or into others that fit AABC member institutional missions, how well are the graduates prepared for those roles? In addition, how might the institutions plan for even better goal attainment in the future? Which programs require immediate adjustments or improvements? Which programs deserve immediate commendation? Furthermore, how do AABC institutions compare with the levels of preparation given by non-Bible college educational institutions?

Through institutional effectiveness programs, Bible colleges may (a) apply the rationale, the methodologies, and the specific instruments for measuring institutional effectiveness to a group of undergraduate educational institutions with a student population of nearly 30,000 men and women who are preparing for active ministry on a world-

wide scale; (b) have the opportunity to analyze their missions, the performance of their missions, the quality of their programs, and the value of their education through outcomes assessment procedures; (c) have the opportunity to position themselves for change based on the facts revealed through a systematic institutional research process; and (d) obtain methods for evaluation that will keep them focused on their vital missions.

Institutional effectiveness and the outcomes assessment necessitated by the program are not a transient educational trend or a soon-to-be-forgotten administrative/management theory. It is embedded in the requirements of external entities, the administrative practices of accredited colleges and universities, and the expectations of consumers of higher education services. Persons in Bible college leadership roles can demonstrate that they are providing quality education to their students. Moreover, the process helps AABC accredited colleges to maximize the life impact of their graduates and thus enhance the worldwide influence of the colleges.

CHAPTER VI

PHILOSOPHICAL PRINCIPLES FOR INSTITUTIONAL EFFECTIVENESS PROGRAMS IN BIBLE COLLEGES

This set of outcomes assessment principles is not distinctive to institutional effectiveness programs in Bible colleges alone; however, they may be profitably adopted by Bible colleges. The application of these principles will assist in the formation of a college assessment philosophy.

Principle One: Assess For Improvement

A fundamental purpose of institutional effectiveness in any college or university including AABC members is that of institutional and individual improvement (formative emphasis) as contrasted to the accountability requirements placed on the institution by accreditation, licensure, or certification entities (summative emphasis). The end results of the institutional effectiveness program should be the improvement of the institution and the maximizing of its mission accomplishment. Institutional effectiveness programs with a formative emphasis may result in making the summative requirements of the external entities easier to achieve and report. At any rate, assessing for the purpose of improving the institution will make the task of gathering required outcomes data a more useful task.

Within the institution, whenever institutional

effectiveness practices involve assessing employees, whether faculty or staff, the primary purpose should be the growth of the employees and the improvement of their job performances. Additionally, whenever the institutional effectiveness procedures involve assessing students, the primary purpose should be for encouraging growth (both cognitive and affective) in students. In reality, the assessment data generated will be used to improve educational programs for future students. Granted, some aspects of assessment activities (such as licensure or certification examinations) have a summative emphasis, but the overarching impact of outcomes assessment programs remains improved learning and increased maturity of students.

Principle Two: Assess For Institutional Achievement

A second fundamental principle for institutional effectiveness applicable to AABC member institutions is that of measuring how well the college is achieving its goals and objectives rather than in merely assessing student achievement and reporting the results. Student assessment is, of necessity, the core set of scores and measurements to be reported in an outcomes assessment program. However, the program is designed to demonstrate not just how well the students are doing, but how well the institution is

delivering the educational and administrative services and how well the institution (or department within the institution) is achieving its stated goals and objectives. The emphasis of the outcomes assessment program described in this handbook is to measure the effectiveness of the educational institution, not to grade or graduate students.

Principle Three: Assess For Value-Added To Educational Consumers

Another basic concept of an outcomes assessment program applicable to AABC colleges is that most of the assessments should be from the value-added perspective. It is not nearly so important to demonstrate how high the achievement scores of students are in any given assessment as it is to demonstrate the gain in scores from the entrance to the graduation of students. This concept utilizes pre- and posttesting and longitudinal portfolio procedures. The gain in the students' scores between the time they arrived and the time they completed the educational programs is a measure of institutional effectiveness.

The value-added assessment technique is particularly worthwhile in institutions like AABC members that have open door admissions policies in which all students with reasonable potential to complete academic programs are admitted. Open admissions policies are in contrast to the

practice of admitting only the outstanding scholars from a given graduating high school cohort. Although the value-added concept will not apply to every assessment area (i.e., licensure or certification examinations), it can be used in a preponderance of measurement categories.

Principle Four: Assess For a Variety of Educational Outcomes including both Cognitive And Affective Development

Outcomes assessment frequently involves measuring cognitive achievement that demonstrates mastery of a subject area. Among the measures fitting the cognitive achievement category are the assessment of general education gains or mastery of the major specialization area. However, Bible colleges, like other colleges and universities, should also measure affective development. Many of the affective development assessments are done by means of self-administered questionnaires and inventories that allow students or graduates to report attitudes, feelings, values, and spiritual development.

Note again the four categories of student development listed by Prus and Johnson (1992) as appropriate for outcomes assessment:

> Objectives for student learning and development can be classified as
>
> - student knowledge, or the quantity and quality of

information acquired toward an educational objective;

- student skills, or the abilities acquired toward an educational objective;

- student attitudes, or the feelings, values, motives, and/or other affective orientations toward an educational objective;

- student behavior, or the actions or habitual patterns which express an educational objective. (p. 2)

Careful attention should be given to the task of assessing the growth of college students in all the areas suggested by Prus and Johnson including the affective categories.

The general goals and objectives of many Bible colleges contain descriptions of character couched in affective terms taken from the Bible, such as "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Galatians 5:22, New International Version). AABC colleges should be interested in determining how well the institutions are assisting students in developing the character traits listed above or other traits outlined in the general objectives of the schools.

Principle Five: Assess Using Multiple Measures

Another concept that is foundational in institutional effectiveness programs including those in Bible colleges is to plan for more than one type of measurement to assess the

accomplishment of a particular goal or objective. A variety of factors may adversely influence the outcome of one particular measurement technique, and a second or third technique or instrument will allow for comparison of results.

Measurement instruments selected should be compared to the college objectives and curriculum. The ultimate test of compatibility is that of content validity. Even after careful evaluation of the measurement technique or instrument, a pilot test of any new instrument is advisable.

Principle Six: Assess With The Help Of The Entire Constituency

A sixth basic concept, and a particularly vital one, is that widespread participation by the members of the college family is imperative to the success of an institutional effectiveness program. The process should not be mandated from the top by a well-meaning and far-sighted administrative leader who wants the best for the school. A top-down imposition of the practice will likely doom the program before it begins.

The constituent members of the college family must be involved in the outcomes assessment program from the planning to the implementation to the results usage. The assessment program should have profound input from the

faculty whose assistance is vital to successful evaluation. Additionally, involvement by the staff, the trustees, and even students is advisable. Administrative leaders must patiently inform the constituent members of the value of institutional effectiveness, educating them about the processes, encouraging them to prepare for assessment, and guiding them to a productive implementation of the program. The participation of the college family may produce a heightened sense of ownership, enthusiastic support, and quick implementation of the institutional effectiveness program.

CHAPTER VII

ASSESSMENT FRAMEWORK FOR INSTITUTIONAL EFFECTIVENESS PROGRAMS IN BIBLE COLLEGES

There are several truisms about institutional effectiveness programs which are appropriate for review: (a) No two educational institutions have exactly the same programs to be assessed. (b) No one assessment model or program may be assumed to be sufficient for all colleges or universities, or even all Bible colleges. (c) No highly structured model can be forced on any subset of colleges and universities such as AABC members. (d) Every institutional effectiveness program must be tailored to fit the postsecondary institution formulating it.

However, there is a common denominator among all successful programs of outcomes assessment. That common denominator is a foundation of carefully devised and well-written institutional goals and objectives. Each institution then assesses itself against its own published mission and its own set of measurable objectives.

The Objectives Foundation for Successful Assessment

By means of a foundation that includes an institutional mission statement, general objectives of the college, academic program and degree objectives, and administrative or co-curricular departmental objectives, a college will

prepare for a successful institutional effectiveness program. The institution then designs a package of assessment procedures for determining the level of mission accomplishment and educational quality at the institution.

Institutional Mission Statement

The initial portion of the assessment foundation in any postsecondary educational institution including a Bible college is the institutional mission statement. It is a brief, informative description of the college purpose. The mission statement is a short, one-to-four-page document that provides a brief history and descriptive information about the college; information about the beliefs and values of the college; descriptions of the types of students studying there and the types of vocations they will enter; an outline of the major functions of the college; and a general description of the knowledge, skills, and experiences the student may expect to receive (SACS, 1989, p. 7). For examples of college mission statements, see Appendix B.

In order to establish ownership of the institutional mission statement, the various groups within the college constituent family should be consulted as to its contents. Among the groups to be consulted are the trustees, the administration, the faculty, the alumni, the staff, the students, and such outside constituent members as the

denominational headquarters or local churches supporting the college.

In many Bible colleges, a vision statement will immediately follow the mission statement. The vision statement is a description of the impact the college proposes to have on the community and the world at large. It may describe how many graduates the college aspires to produce or what impact the college believes its graduates will have on the world in which they minister.

General Objectives of the College

Once the mission statement is completed, the institution will prepare general college objectives for all graduates. The general objectives are applicable to every student in every department, program, or degree and are a set of aptitudes, qualities or abilities desired for each graduate. These global objectives are based on the mission statement and will be further delineations of the overall purpose of the college.

There is a flow of thought and purpose from the mission statement to the general objectives of the college to the more specific measurable objectives or competencies in the following paragraphs. All are directly connected and fit together in an integration of institutional goals and objectives which can be assessed for institutional

achievement. Without the framework, outcomes assessment programs lack focus and, perhaps, institutional fit.

In AABC-accredited colleges some general objectives are readily measurable, such as the intent for each graduate to know the basic tenets of the institutional or denominational doctrinal statement or the desire for each graduate to master basic mathematics concepts. Others may be much more global, such as the goal of encouraging graduates to obey the will of God for their lives, to display social skills and graces, or to practice habits of thoughtfulness and courtesy.

The general objectives of the college would best be compiled in discussions involving (at the minimum level of constituency involvement) the trustees, the faculty, and the administration. See Appendix C for examples of general objectives of a college.

Program and Degree Objectives

The development of a foundation for successful assessment will proceed from general objectives to program and degree objectives sometimes referred to as competencies. These objectives, written in measurable form, further define the mission statement and are directly traceable to it through the general objectives of the college.

Measurable objectives (competencies) are written for

each academic program and degree. Some curricular areas offer several degree options for the student. For example, the teacher education program may offer elementary education, music education, and physical education or a series of subject-specific secondary education degrees. Each academic program area will have its own set of measurable objectives that are generic to all degrees offered in that discipline. In addition, other measurable objectives or competencies will be developed for each degree within the academic offering area. Thus, a set of competencies including both the generic program objectives and the specific degree objectives are applicable to graduates from the degree track. See Appendix D for examples of program and degree objectives.

The identification of program and degree objectives is best completed in the academic department that is held responsible for accomplishing the objectives. Additionally, the departments themselves should devise strategies (methodologies) and select or prepare instruments (tests) for conducting the assessments that will determine the degree to which the objectives are being achieved. These may include a combination of standardized tests and locally prepared instruments. They may also include a combination of quantitative assessment instruments (standardized or locally prepared tests) and qualitative assessment

methodologies (portfolios, observations, and self-reports).

Academic Objectives Matrices

Once the program and degree objectives are written, each department can design an objective matrix designating which course is intended to address the particular objectives. The matrix informs the teacher in the department those precise objectives he or she is expected to teach in the course assigned. Although all member colleges will want to encourage teachers to utilize their particular strengths in courses assigned and allow the maximum permissible degree of academic freedom, each course must address specific objectives regardless of who teaches the course. See Appendix E for an example of an objectives matrix.

When the competencies to be addressed in a particular course are identified via the objective matrix, they may then be included as a part of the course syllabus. This action enables students to know what they should expect from the course. Each college should select a format to be followed in the preparation of syllabi so that students can easily discern course expectations.

Administrative and Cocurricular Objectives

The major administrative departments within the

college, much like the academic program departments, should prepare sets of unit or departmental objectives against which their annual activities are assessed. Student service programs such as academic advising and counseling, or cocurricular programs including intercollegiate or intramural athletics will have their own sets of measurable performance objectives.

As was the case for academic program and degree objectives, administrative department objectives should be written by the departments that are responsible for accomplishing them. Goals such as these are not easily imposed on departments from administrative superiors. The college administration will supervise and give advice during the process of writing departmental objectives; however, the entire assessment process will be more meaningful and more readily implemented if the cooperation of the departments affected is encouraged from the outset. Ownership of the institutional effectiveness program by those being assessed is a vital aspect of a program. See Appendix F for an example of administrative department goals and objectives.

Not only should departments write their own objectives, but departments should design their own assessment methodologies as well. The most likely scenario is that each administrative unit will submit to the college administration an annual report of departmental activities

and undergo a thorough program review once every five years.

The Administrative Manual for Successful Assessment

Each AABC-accredited institution should prepare, implement, evaluate, and regularly revise an institutional effectiveness manual. The institutional guidelines for successful assessment are contained in this administrative procedures document.

An institutional effectiveness manual should contain the following outcomes assessment information: (a) a statement of the philosophy governing outcomes assessment at the college (see the philosophical principles of outcomes assessment in an earlier section of this paper); (b) a carefully delineated listing of the institutional mission statement, the college general objectives, the program and degree objectives, and the administrative or co-curricular program objectives (see the institutional foundation described in the preceding section of this paper); (c) the selection of instruments and methodologies for assessment of each set of goals and objectives; (d) procedures for administration of the measurements, the analysis of the results, and the reporting of the assessment outcomes; (e) procedures for using the results in academic and/or administrative departments after assessment has occurred; and (f) procedures for evaluating and revising the

assessment process itself.

The first two administrative areas listed in the preceding paragraph are described earlier in this paper. The remaining four areas are discussed in the succeeding paragraphs.

Assessment Methodologies and Instruments

After the objectives to be assessed have been clearly delineated, appropriate measurement methodologies and instruments may be selected. The major difficulty is not in locating standardized or locally prepared measurement techniques or instruments but in locating techniques or instruments that accurately assess the goals and objectives of a specific college, department, or program.

It is important to select more than one measurement technique or instrument for each assessment task. The selection lists of checkpoints, methodologies, and instruments given in Chapter VIII are provided so that AABC colleges will have many selections from which to choose.

The advice given by Prus and Johnson (1991) for the methodology or instrument selection process was the following:

> Once your educational objectives are clearly identified, a safe way to proceed is to...:
>
> 1. Identify a range of assessment methods for each

objective that will measure what you want as well as you want. (Options will come from the literature, conferences, technical assistance resources, etc.)

2. Identify the institutional constraints that affect methodological decisions for each objective (i.e., schedule, budget, regulations, program priorities, sample size, etc.)

3. Choose the assessment methods that promise to give quality results, and that you can afford = the "best fit."

4. Adopt, adapt or develop method(s).

5. Implement method(s).

6. Evaluate method(s).

7. Modify procedures, methods, etc. (pp. 9-10)

Assessment Administrative Procedures

Among the procedures to be included in the institutional effectiveness manual are those guiding the administration of the measurement instruments, data collection methods, analytical processes, and reporting techniques. The manual should answer the following questions: (a) To whom will the measurement be administered? (b) When will the measurement take place? (c) Who will administer the measurement? (d) Who will score the tests or papers? (e) Who will collect the measurement results? (f)

Who will analyze the data and assemble the reports? (g) What form will the reports take? (h) Which information will appear in each report? (i) Will there be only one report for all measurement results, or a series of reports designed for different audiences? (j) Who will receive the written reports? (k) How will the reports be delivered?

Outcomes assessment results may be delivered in written form without verbal explanation, or may be delivered in a session where questions and explanations are permitted. Among the groups profiting from verbal or written reports are department or division faculty, college cabinet or administrative council, college institutional effectiveness committee, and trustee committee with outcomes assessment oversight. Although the college CEO will receive at least a summary report of the measurement results, the departments affected by the results must receive the information written in language interpretable by those receiving it.

Assessment Results Utilization

One question to be answered in the institutional effectiveness manual is a pivotal question in any viable program of outcomes assessment. What impact will the data resulting from the assessment procedures have on the college? There should be specific written guidelines governing the process.

The effort and expense involved in the planning and implementation of an outcomes assessment program would be futile if there were no usage of the generated results. Potential uses of results are the following: (a) to improve the learning experience provided for the educational consumers in the college, (b) to change curricular requirements so program and degree objectives may be better achieved, (c) to change the administrative or student service activity so that educational opportunities for students may be strengthened, (d) to determine the cost effectiveness of a given program or department for budgeting decisions, (e) to assist decisions relating to dropping or adding programs, and (f) to provide a basis for the strategic plan formulation or modification.

Assessment Plan Review and Revision

A final procedure to be included in an institutional effectiveness manual is the establishment of a thorough evaluation process for the outcomes assessment plan itself. On an annual basis, following the cycle of measurement and reporting procedures, the plan for assessment should be reviewed and revised, if necessary.

CHAPTER VIII

ASSESSMENT CHECKPOINTS FOR INSTITUTIONAL EFFECTIVENESS PROGRAMS IN BIBLE COLLEGES

The following is a generic set of checkpoints for measuring institutional effectiveness in Bible colleges accredited by the AABC. The checkpoints are categorized by assessment areas that will provide evidence relating to institutional mission and goal achievement. Within each area, there is a list of measurement points, methodologies, and instruments. The lists are not exhaustive or intended to be employed in total at all AABC colleges (or any AABC college), but are provided so that members may select those measurement points, methodologies, and instruments most appropriate for them.

Institutional effectiveness is the assessment of goal achievement within the institution, department, or program. The actual set of assessment areas, methodologies, and instruments for an AABC member college must fit the framework of goals and objectives that have been adopted by that institution. Colleges will develop additional measurements not referred to here and will choose to disregard some measurements within this listing. The lists that follow make up an assessment cafeteria line from which selections may be made according to the requirements of the goals and objectives of each institution.

Review by External Entities

Any accredited member of the AABC is accountable to a variety of external entities for periodic reviews. At least six kinds of external entities examining AABC schools are listed below. Some of the categories include reviews by several agencies. Individual program accreditation agencies may include the National Council for Accreditation of Teacher Education (NCATE) for teacher training, a nursing board or other medical oversight board for medical programs, and the Federal Aviation Administration (FAA) for the aviation training. Review by an accrediting agency and visiting team is one of the most important aspects of quality assessment because it allows the objective viewpoint of an external person or group of persons.

The following external agencies are among those reviewing AABC members: (a) Accrediting Association of Bible Colleges (AABC), (b) regional or other institutional accreditation agencies (e.g., Southern Association of Colleges and Schools [SACS], North Central Accrediting Association of Colleges and Schools [NCA]), (c) academic program accreditation agencies (e.g., NCATE, FAA), (d) state licensure approval, (e) academic program approval by state agencies (e.g., teacher education, nursing), and (f) federal financial aid audit or program reviews including the State Postsecondary Review Eligibility Entity (SPREE).

Student Entry Level Profiles

College entrance tests document the potential student's academic ability to complete a degree program. Even though many AABC schools utilize open-door admissions policies, an entrance test score is usually established below which developmental courses are required or below which the college would not feel the student had demonstrated adequate academic ability for postsecondary studies. Pastoral references or personal biographies are given weighted importance in the admissions process by some AABC members.

In addition to college entrance tests, academic diagnostic tests in English, mathematics, and sometimes language are frequently given to at-risk students to determine the specific need for developmental (remedial) study.

Among the potential student entry level assessments for AABC members are the following: (a) Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, (b) high school grade point average (gpa), (c) high school graduation rank, (d) standardized academic diagnostic tests (e.g., Test of Standard Written English [TSWE], Multiple Assessment Programs and Services [MAPS]), (e) institutionally prepared diagnostic tests (e.g., English, math), (f) vocational aptitude/preference tests, (g) transfer gpa for incoming transfer students, (h) biographical sketch or

written personal testimony, and (i) references from Pastor and friends.

Developmental Student Progress

A pre- and posttest (or even a posttest) with academic diagnostic tests whether standardized or locally prepared will establish whether the developmental student has progressed to the point of mainstreaming into the regular curriculum. Sometimes these scores indicate a necessity for continued monitoring and tutoring.

Among the potential developmental progress instruments for AABC members are (a) developmental course grades, (b) standardized evaluation instruments (e.g., TSWE, MAPS), and (c) institutionally prepared evaluation instruments (e.g., English, math).

Freshman Seminar Courses

Most Bible colleges now participate in orientation programs during the summer prior to or at the beginning of the freshman year. In addition to acquainting the new students with the campus, the college may choose to administer during orientation academic diagnostic tests for potential remedial needs.

Additionally, Bible colleges frequently conduct freshman seminar courses emphasizing study skills. These

courses usually accrue one semester hour academic credit. An idea bearing significant merit is that of including a component of assessment in the freshman seminar course. The same assessments can be repeated in a senior seminar or capstone course as a posttesting opportunity.

Among the potential freshman seminar course assessments for AABC members are the following: (a) general education pre-tests (e.g., College-Level Examination Program (CLEP), College Outcomes Measurement Program (COMP), Collegiate Assessment of Academic Performance (CAAP), ETS/Academic Profiles, College BASE [see Bibliography for standardized instruments]), (b) vocational skills tests, (c) attitudinal scales, (d) spiritual development inventories (no sample instrument is currently available), (e) AABC Standardized Bible Content Test (see Bibliography for Standardized Instruments), (f) general education portfolio initial projects (e.g., writing), and (g) major specialization area pretest (see major specialization achievement section in the following paragraphs).

General Education Gains

Although AABC-accredited schools may opt to send students to other educational institutions for general education courses, most teach the full component of general education requirements for degree programs. Along with the

general education teaching comes the necessity of assessing the quality of the instruction. The foundational academic skills of reading, writing, mathematics, and science may be evaluated as a separate assessment area or be included in the overall general education umbrella for assessment purposes.

Standardized tests are commercially available and widely used. Each college must carefully examine the tests for good institutional fit. Some colleges choose to have the measurement instruments departmentally prepared within the school in order to receive better content validity. Strong assessment programs will include both a standardized and a locally prepared instrument. The value-added pre-posttesting concept is particularly helpful in assessing general education.

Among the potential general education gains assessment methodologies or instruments for AABC members are the following:

(a) standardized general education measures (e.g., CLEP, COMP, CAAP, ETS/Academic Profiles [see Bibliography of standardized instruments]), (b) institutionally prepared subject tests, (c) institutionally prepared comprehensive tests, (d) portfolios with work samples in areas such as writing (see Appendix G for sample portfolio format), and (e) opinion surveys of seniors and graduates.

Major Specialization Achievement

Major specialization achievement tests are examples of competency-based tests that seek to determine whether the graduating senior is capable of performing at an acceptable skill level. The assessing of student preparation in the major area (including vocational skills tests) is particularly revealing about any educational institution. In fact, this assessment answers a foundational question in institutional effectiveness: How well are you preparing graduates for the vocations they have selected?

With the exception of required licensure and certification examinations for certain majors (e.g., teaching), the matching of standardized tests to major areas in Bible colleges is problematic because of the ministry-specific list of majors offered in Bible colleges. Locally prepared comprehensive tests and other types of assessment techniques will likely be necessary. The respective departments should participate in selecting the assessment techniques best suited to that major area. A rich selection of potential assessment methods is available, however, and the use of combinations of techniques is encouraging.

Standardized tests and locally prepared competency tests administered in a pre- and posttesting methodology will provide a value-added perspective. The pretest may be administered in the freshman seminar course or at the

beginning of the junior year when the student enters the major. The posttest may be administered in the senior seminar or capstone course or at the end of the senior year. Additionally, a two-year longitudinal evaluation may be secured via the major portfolio analysis.

The following are among the potential major specialization area assessments for AABC members: (a) standardized tests designed for specific majors (e.g., ETS/Major fields tests, Aliferis Music Achievement Test [see Bibliography of standardized instruments]); (b) departmentally prepared comprehensive exams; (c) licensure and certification examinations (e.g., National Teacher Examination (NTE), Federal Aviation Administration Certificates and Ratings [see Bibliography of standardized instruments]); (d) portfolios with work samples (e.g., pastoral, youth ministry, music ministry, missionary [see Appendix G for a sample portfolio format]); (e) senior theses; (f) performance of vocational skills to be observed (e.g., student teaching, performing arts public recitals, mock ordination councils); (g) capstone courses such as senior seminars, projects, practica, or internships; and (h) exit interviews.

Student Personal Maturity Levels

This category of assessments has significant assessment

value to Bible colleges. Personal maturity, particularly in the area of spiritual growth, is an emphasis of education in AABC accredited schools. This is not an area of cognitive learning with readily available objective assessment instruments although some aspects of the evaluation will be cognitive in nature. Student personal maturity is primarily an affective area that requires more subjective, qualitative techniques frequently involving self-reporting assessments. Several administrations of self-reported surveys over the years of college life will permit a longitudinal view of personal maturity for a value-added perspective.

The following measurement techniques and instruments are among the potential student personal maturity assessments for AABC members: (a) standardized evaluation instruments (e.g., attitudinal scales, behavioral survey), (b) institutionally prepared evaluation instruments (e.g., satisfaction, opinion, behavioral), (c) archival records of cocurricular involvement or leadership, (d) archival records of Christian service or ministry assignments, and (e) exit interviews.

Student Retention and Graduation Rates

Accountability to external entities is well-served by this category of assessment. Federal regulations require retention and graduation rate statistics to be published in

the college catalogue in order to qualify for federal financial aid to students . Many annual reports to governmental agencies and accreditation associations require these data for completion.

Among the useful student retention and graduation rate assessments for AABC members are (1) the number of students eligible to return each semester who do return, (b) the percentage of freshmen retained to second semester, (c) the percentage of freshmen retained to second year, and (d) the percentage of freshmen cohort graduated in four to seven years.

Transfer Student and Graduate Performance

At AABC schools, students often enroll in classes to receive a year of Bible and theology along with the social, emotional, and spiritual maturity of a year in the Bible college environment. The level of performance at the next school is one measure of training at the first.

The passing of a graduate entrance examination, acceptance into a graduate school, and satisfactory completion of a graduate degree are reasonable measures of quality in a Bible college. In addition, one of the criteria for AABC-accredited colleges is the tracking of the percentage of graduates who actually enter the area of vocational preparation (1993-94 AABC Manual, p. 17).

The primary vehicle for obtaining information relating to academic performance after transfer or graduation is a self-report including a periodic alumni survey.

Among the potential transfer and graduate assessments for AABC members are (a) academic success of undergraduate students transferring elsewhere, (b) completion of graduate school entrance exams (e.g., Graduate Record Exam [GRE]), (c) rate of graduate school acceptance, (d) success of graduate school performance, and (e) percentage of graduates in vocations for which trained.

Satisfaction and Opinion Ratings

Standardized satisfaction or opinion ratings are sometimes used by AABC institutions (see Bibliography of standardized instruments). However, most members use locally prepared versions. These self-administered assessment instruments provide data that may be utilized in evaluating many areas of instruction, services, and administrative functioning.

Among the potential satisfaction/opinion ratings used by AABC members are (a) opinion survey of applicants who do not enroll, (b) opinion survey or interview of freshmen who do enroll, (c) satisfaction rating of current students, (d) satisfaction rating of parents of students, (e) opinion survey of stopouts/dropouts/failouts, (f) satisfaction

rating of transfers, (g) satisfaction rating of alumni/graduates, (h) satisfaction rating of employers, and (i) exit interviews.

Academic Program Review

Academic program review has become more widely implemented among AABC members as limited financial resources take their toll on academic offerings. Programs should be reviewed to determine their viability for continuation or need for revision. Academic programs may be selected for review on the basis of some question that has arisen or may be chosen on a set cycle of review of all institutional programs. The most often used cycle of review is once every five years.

The following set of guidelines and checkpoints represents a format for academic program assessment appropriate for an AABC member colleges (for additional insight into program assessment see comments from K. Gangel in Appendix H): (a) level of achievement of specific academic program mission, (b) student numbers, (c) availability of qualified instructors, (d) quality of instruction, (e) quality of administration, (f) curriculum content, (g) financial requirements, (h) financial income production, (i) student outcomes measurements, (j) number of graduates, (k) percentage of graduates in vocation for which

trained, (l) availability of student services, (m) program needs assessment (does the church need persons with these skills), (n) satisfaction of graduates with program preparation, and (o) contribution to institutional mission accomplishment.

Administrative and CoCurricular Program Review

Noninstructional programs (administrative or cocurricular) are also reviewed on regular cycles. Review procedures are varied and may be as simple as a satisfaction rating issued to current students or may be comprehensive and accomplished in a manner similar to academic program review. Annual reports should be required from each noninstructional unit. An in-depth review should be performed once every five years. Both the outcomes goals and objectives for an administrative or cocurricular department and the methodologies and instruments for assessing goal achievement should be formulated in the departments being assessed with input from the college administration. For additional insight into program assessment see comments from K. Gangel in Appendix H.

Among the potential administrative programs to be reviewed in AABC members are (a) admissions office, (b) student development department, (c) Christian service department, (d) athletics department, (e) development or

advancement department, (f) business department, (g) financial aid office, (h) library, (i) building and grounds department, (j) security department, (k) auxiliary units (e.g., bookstore or student center), (l) publishing operations, (m) community service activities, and (n) continuing education departments.

Faculty and Staff Performance Evaluations

In the matter of faculty, staff, or administrator evaluations the emphasis must always be on improving the job performance of the persons being evaluated. Evaluation of faculty members' teaching performances and staff members' job performances is commonplace in AABC-accredited colleges of the '90s. The student end-of-course teacher evaluation has become almost universally accepted as one measure of faculty effectiveness. However, peer evaluation is rapidly becoming a highly respected method for evaluating faculty members.

Current trends emphasize a varied approach with more than one measure for each faculty or staff member. An excellent methodology combination for the evaluation of faculty members in a Bible college is that of student end-of-course evaluations, peer evaluation, and self-evaluation.

The evaluation of administrative or staff members is sometimes accomplished by using a structured form

administered to both the supervisor and the person being evaluated. The two would then schedule a conference during which they compare the forms for reconciliation. Individuals are encouraged to list awards, accomplishments, or academic improvements during the past year. Senior administrators (chancellors, presidents, or vice presidents) are evaluated annually by the Board of Trustees.

Among the potential faculty/staff assessment methodologies used in AABC colleges are (a) faculty evaluation by students, (b) faculty evaluation by supervisor, (c) faculty evaluation by peer committee, (d) faculty self-evaluation, (e) research and publishing recognition, (f) tenure decisions, (g) administrative staff evaluation by supervisor, (h) administrator evaluation by faculty, and (i) presidential evaluation by Trustees.

Senior Seminar Courses

These are the counterparts of the freshman seminar courses and are one component of a senior capstone course or a separate one semester hour course. Many of the same tests administered during the assessment component of the freshman course will now be administered as a posttest to those about to graduate. This practice allows an assessment of the value-added to the student's academic achievement or maturity level during the collegiate years.

The following are among the potential senior seminar course assessments by AABC members: (a) general education posttests (e.g., CLEP, COMP, CAAP, ETS/Academic Profiles [see Bibliography of standardized instruments]), (b) attitudinal scales, (c) spiritual development inventories (no sample instruments currently available), (d) AABC Standardized Bible Content Test (see Bibliography of Standardized Instruments), (e) general education portfolio completion, (f) major area specialization competency tests (see earlier paragraphs for types of major area assessments), and (g) graduate school entry test (e.g., GRE, Miller Analogy).

CHAPTER IX

SUMMARY OF INSTITUTIONAL EFFECTIVENESS RECOMMENDATIONS

Institutional effectiveness is not a transient educational trend. Outcomes assessment is mandated by the AABC for all member colleges and data produced through an institutional effectiveness program are expected by educational consumers.

Certain assessment principles are appropriate for all colleges and universities. Among the philosophical principles suggested by the author are (a) assess for improvement, (b) assess for institutional achievement, (c) assess for value-added to educational consumers, (d) assess for a variety of educational outcomes including both cognitive and affective development, (e) assess using multiple measures, and (f) assess with the assistance of the entire constituency.

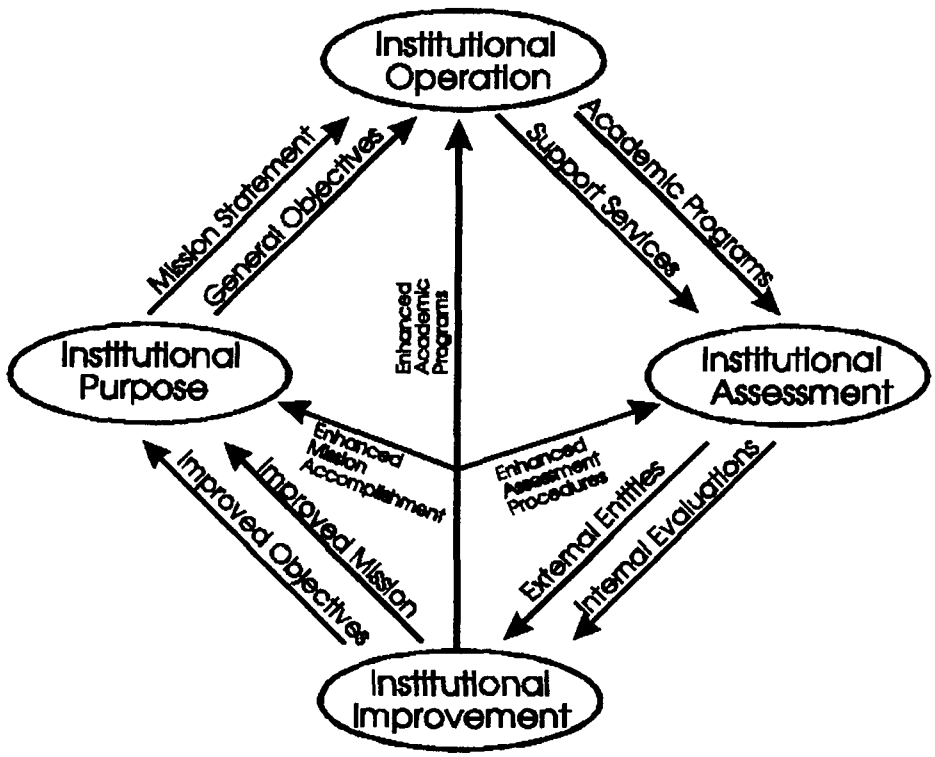
Planning for successful outcomes assessment in a college or university involves preparing a carefully devised and well-written set of institutional goals and objectives. The specific checkpoints where the measurement methodologies and techniques are applied will span the activity of the AABC accredited college. In addition to the assessment of student achievement and academic offerings, effectiveness programs assess performance of personnel and evaluation of administrative or cocurricular departments. A vital step in

accomplishing a program of outcomes assessment is the use of measurement results for the confirmation, modification, or addition of institutional programs and functions.

As described in Figure 1, an effectiveness program should contain four categories of activities.

Figure 1

AABC Member Institutional Effectiveness Continuous Cycle



The first set of activities in an institutional effectiveness program is that of preparing the assessment framework or institutional purpose which includes mission, general objectives of the college, measurable program and degree objectives, and administrative or cocurricular program objectives. The second category of activities is that of institutional operation (conducting the educational programs) utilizing the guidelines in the mission and objectives statements referred to above. Institutional assessment is the next group of activities. It involves assessing the achievement of the stated goals and objectives in the institutional purpose framework. The final set of activities, institutional improvement, encompasses those efforts to use the results of the assessment projects to influence the planning for and daily operation of the college or university. It is noteworthy that the institutional improvement category has impact on each of the other three sets of activities including purpose, operation, and assessment.

Annually, there is a series of institutional effectiveness seminars and workshops for colleges and universities of all types, notification of which is received by mail from the sponsoring organizations. An excellent example is the yearly AABC Pre-Convention Workshop. In addition, printed materials are available from a variety of

publishing sources who also advertise by mail. A careful perusal of the selection of workshops and printed materials provides opportunities to enhance the personal and institutional awareness of the latest developments in the changing field of outcomes assessment.

A useful arena for professional development in the outcomes assessment field is the membership in state institutional research officer meetings with professionals from other colleges and universities. Many resource contacts are developed at such meetings with persons who wish to be helpful and supportive of other professionals in higher education.

A particularly healthy potential for collaborative work on institutional effectiveness procedures and methodologies is the regional AABC Academic Deans organizations. Additionally, the willingness to share methodologies and materials with other Bible colleges will produce quick benefits. Assessment instruments, forms, surveys, methodologies, portfolio content arrangements, capstone course procedures, internship requirements, and a host of other assessment materials are helpful to those getting started in the field, new officers at member colleges, or those looking for fresh ideas about measurement. Successes at one institution spur others to try similar procedures, and low-level utility of an assessment practice at one

institution saves others a great deal of fruitless toil.

The steps suggested for the implementation of an institutional effectiveness program in a Bible college accredited by the AABC and the conclusions relating to the assessment of educational quality presented in this paper are those of the researcher. The conclusions are based on a review of the literature relating to institutional effectiveness, on-site visits to SACS-accredited colleges, and a survey of AABC-accredited colleges.

The guidelines for successful institutional effectiveness programs presented are preliminary and open-ended at best. Many other excellent ideas will be added in future discussions and planning meetings as member institutions pursue excellence in preparation of men and women for ministry worldwide.

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Bibliography of Institutional Effectiveness

Standardized Measurement Instruments

Annotated bibliographies of all published tests in any field may be obtained through The Test Collection, Educational Testing Service, Princeton, New Jersey. Readable descriptions of cognitive assessment instruments can be located in Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business, (Sweetland and Keyser, 1986). Sweetland and Keyser also provide critical information about standardized tests in Test Critiques (1987). The more widely used set of critical reviews is in Mental Measurements Yearbook (Mitchell, 1990).

Additional measurement instruments that may be useful to AABC member colleges are listed below with addresses and phone numbers for publishers. Each of these instruments has been listed or otherwise described in the text of the handbook.

Entry Level Profiles

American College Test (ACT)

American College Testing Program

P.O. Box 168

Iowa City, Iowa 52243

1-319-337-1053

Multiple Assessment Programs and Services (MAPS)

The College Entrance Examination Board

Educational Testing Service

P. O. Box 6200

Princeton, New Jersey 08541-6200

1-609-771-7600

Scholastic Aptitude Test (SAT)

The College Entrance Examination Board

Educational Testing Service

P. O. Box 6200

Princeton, New Jersey 08541-6200

1-609-771-7600

Student Success System for Two-Year Colleges (ASSETT)

American College Testing Program

P. O. Box 168

Iowa City, Iowa 52243

1-319-337-1053

General Education Evaluations

College Outcomes Measures Program (COMP)

American College Testing Program

P. O. Box 168

Iowa City, Iowa 52243

1-319-337-1053

Collegiate Assessment of Academic Proficiency (CAAP)

American College Testing Program

P. O. Box 168

Iowa City, Iowa 52243

1-319-337-1053

ETS/Academic Profile

ETS Higher Education Assessment

Educational Testing Service

Princeton, New Jersey 08541-0001

1-609-951-6508

Graduate Record Exam (GRE)

ETS Higher Education Assessment

Educational Testing Service

Princeton, New Jersey 08541-0001

1-609-951-6508

Major Specialization Examinations

AABC Standardized Bible Content Test

Accrediting Association of Bible Colleges

P. O. Box 1523

Fayetteville, Arkansas 72702

1-501-521-8164

ETS/Major Field Tests

Tests are available in the following subject areas: (a) biology, (b) business, (c) chemistry, (d) computer science, (e) economics, (f) education, (g) history, (h) literature in English, (i) mathematics, (j) music, (k) physics, (l)

political science, (m) psychology, and (n) sociology.

ETS Higher Education Assessment

Educational Testing Service

Princeton, New Jersey 08541-0001

1-609-951-6508

National Teacher Examination (NTE) or Praxis Series

ETS Higher Education Assessment

Educational Testing Service

Princeton, New Jersey 08541-0001

1-609-951-6508

Student Personal Maturity Profiles

Learning Styles Inventory

McBer and Company

137 Newberry Street

Boston, Massachusetts 02116

1-617-261-5570

Personality Assessment Test (PAT)

McBer and Company

137 Newberry Street

Boston, Massachusetts 02116

1-617-261-5570

Politics, Economics, Education, Religion, and Social Issues Test (PEERS)

Nehemiah Institute, Inc.

3735 Harrodsburg Road Suite 150

Lexington, Kentucky 40513

1-800-948-3101

Satisfaction/Opinion Surveys

Evaluation/Survey Services (ESS)

Survey instruments are available from ACT in the following categories: (a) Adult Learner Needs Assessment Survey, (b) Alumni Survey, (c) College Student Outcomes Survey, (d) College Student Needs Assessment Survey, (e) Entering Student Survey, (f) Student Opinion Survey, (g) Survey of Academic Advising, (h) Survey of Current Activities and Plans, (i) Survey of Postsecondary Plans, and (j) Withdrawing/Non-returning Student Survey.

American College Testing Program

P. O. Box 168

Iowa City, Iowa 52243

1-319-337-1053

Institutional Assessment Questionnaires

Among the survey instruments available from ETS are the following: (a) Student Reactions to College (SRC), (b) Program Self-Assessment Service (PSAS), and (c) Institutional Functioning Inventory (IFI).

ETS Higher Education Assessment

Educational Testing Service

Princeton, New Jersey 08541-0001

1-609-951-6508

Appendix B

Examples of College Mission Statements

Bible College Mission Statement

The following is the mission statement of Piedmont Bible College, Winston-Salem, North Carolina. It is provided here to establish that which one AABC accredited college has adopted as a governing mission. It is not provided as an exemplary purpose or a pattern for all other mission statements.

> Piedmont Bible College is an independent, fundamental, Baptist, Bible college. Preparation for Christian ministries is its principle aim with a required major in biblical studies. The College prepares students for a variety of church-related Christian ministries, both lay and professional, through a program of biblical, general, and professional studies. The programs of the College are designed to prepare individuals for Christian service as pastors, associate pastors, evangelists, missionaries, missionary pilots, Christian school teachers, youth leaders, church musicians, church education workers, and Christian secretaries.
>
> BIBLICAL EDUCATION
>
> Biblical and theological studies aims to inculcate comprehensive biblical and theological knowledge. The knowledge provides the essential data for forming a Christian worldview and for developing an effective

Christian witness and a philosophy of ministry.

GENERAL EDUCATION

General education studies provide a general understanding of the world including the appropriate use of spoken and written English, a broad view of history, an understanding of social institutions, a comprehension of human nature, an appreciation of cultural values, and a general knowledge of science. The integrating principle in general education, giving unity and significance to knowledge, is biblical theism.

PROFESSIONAL EDUCATION

Professional studies offer practical help needed for the development of specialized skills, knowledge, and attitudes necessary for competent Christian service. Professional education includes preparation for effective Christian witness and specific practical training in a variety of vocational programs.

(Piedmont Bible College Catalogue, 1995-96, p. 10)

Private Liberal Arts College Mission Statement

The following is the mission statement of High Point University, High Point, North Carolina. It is given here to provide a purpose statement from the perspective of a non-Bible college, and may be compared and contrasted with the AABC member mission statement. High Point University is a church related, private, liberal arts college.

> High Point University is a private, liberal arts university affiliated with The United Methodist Church and dedicated to the Church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching.
>
> High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in the belief that these qualities will best equip its graduates for enterprising and constructive lives. The University's distinctive academic approach imaginatively blends the liberal arts' interest in critical thinking and search for values with contemporary society's emphasis on innovation and

competition across professional disciplines and national boundaries.

High Point University's relationship with the Church is expressed through a concern for ethics and values, through openness and integrity in the University's activities, and through providing the opportunity for exploration of faith within a Judeo-Christian community. High Point University seeks students and faculty who reflect the diversity of the broader society in order to prepare students for responsible citizenship in a multi-racial, multi-cultural world.

High Point University provides residential and commuting students an educational experience centered on the growth and development of the whole person, emphasizing character, values, and personal responsibility. For evening students, who may require different educational and co-curricular approaches the University's commitment in academic and student life is equally strong.

High Point University is committed to responsible corporate citizenship and to playing a vital role in the educational and cultural life of the community. (High Point University Institutional Effectiveness Manual, 1995, p. 20)

Appendix C

Examples of General Objectives of the College

Bible College General Objectives

These are the General Objectives of the College for Piedmont Bible College, Winston-Salem, North Carolina. They are provided here to establish that which one AABC accredited college has adopted as its general objectives. They are not provided as an exemplary pattern for all other sets of general objectives.

General Objectives in the education of all students taking Piedmont Bible College programs are:

CHRISTIAN MATURITY - To cultivate Christian living so that graduates will

1. experience a daily quiet time in the Scripture
2. experience an effective prayer life
3. witness to others of the salvation available through Jesus Christ
4. join, faithfully attend, and actively serve in a Bible-believing local church
5. demonstrate holy character through lifelong obedience to Christian principles
6. obey the will of God for their lives

BIBLICAL KNOWLEDGE - To inculcate a comprehensive knowledge of the Bible so that graduates will

1. know Bible doctrine/systematic theology
2. have a biblical worldview
3. accurately interpret the Bible using the

dispensational, premillennial hermeneutic

CHRISTIAN SERVICE - To instill a vision for and commitment to Christian service so that graduates will

1. engage in vocational Christian service as God leads
2. serve effectively in a local church ministry
3. involve themselves in the cause of world missions

GENERAL EDUCATION - To broaden the general education of students for effective living as Christian citizens and workers so that graduates will

1. have aesthetic sensitivities and enhanced creativity
2. think logically and constructively
3. communicate effectively in speech and in writing
4. be able to establish relationships with people of other cultures

PROFESSIONAL SKILLS - To teach students the specialized skills, knowledge, and attitudes necessary for competent Christian service so that graduates will

1. minister as pastors, church staff members, evangelists, missionaries, Christian educators, or missionary pilots
2. demonstrate traits and skills necessary for

spiritual leadership

3. be equipped to enter graduate level professional programs of study

PERSONAL GROWTH- To foster the personal development of the individual student so that graduates will

1. maintain a wholesome balance in diet, exercise, rest, and recreation
2. practice biblical principles of physical, emotional, and social health
3. practice habits of courtesy and thoughtfulness
4. display social skills and graces. (Piedmont Bible College Catalogue, 1995-96, pp. 11-12)

Private Liberal Arts College General Objectives

The following are the goals and objectives for undergraduate programs from High Point University, High Point, North Carolina. They are given here to provide a perspective from a non-Bible college, and may be compared and contrasted with the AABC member general objectives. High Point University is a church related, private, liberal arts college.

GOAL 01: OUR GRADUATES SHOULD BE ABLE TO SPEAK AND WRITE CLEARLY AND EFFECTIVELY. In support of this goal,

01. should be able to demonstrate in writing:
    01. that they can employ standard English grammar and usage;
    02. that they can vary style according to purpose, audience, and occasion;
    03. that they can organize expository and analytical essays, including those developed with secondary sources of information.
02. students should be able to demonstrate:
    01. skills necessary for speaking to a public audience;
    02. skills in interpersonal communication;
    03. self-confidence in oral communication;
    04 skills in listening.

GOAL 02: OUR GRADUATES SHOULD HAVE BASIC ANALYTICAL AND QUANTITATIVE SKILLS NECESSARY FOR HANDLING INFORMATION IN MATHEMATICAL FORM. In support of this goal,

01. students should demonstrate that they can solve linear and quadratic equations in one variable;

02. students should demonstrate that they can solve linear and quadratic inequalities in one variable;

03. students should demonstrate that they understand and have a working knowledge of the guidelines for solving word problems;

04. students should demonstrate that they understand the concept of function;

05. students should demonstrate that they can graph equations in two variables utilizing the point plotting methods or curve sketching techniques and be able to interpret graphs of equations.

GOAL 03: OUR GRADUATES SHOULD UNDERSTAND THE METHODS OF AND DEVELOPMENTS IN NATURAL SCIENCE AND THE IMPACT OF SCIENCE ON SOCIETY AND THEIR LIVES. In support of this goal,

01. students should demonstrate that they can use

the scientific method of inquiry including the formulation of a problem, the gathering and the interpretation of data, and deductive reasoning;

02. students should know the essential principles, theories, and research findings of at least one area of natural science;

03. students should know how to use scientific apparatus for gathering information and for discovery;

04. students should understand the function of science and its impact on the modern world.

GOAL 04: OUR GRADUATES SHOULD HAVE A CRITICAL UNDERSTANDING AND APPRECIATION OF THE WESTERN HISTORICAL, CULTURAL, AND RELIGIOUS HERITAGE WHICH HAS SHAPED OUR LIVES. In support of this goal,

01. students should know the major events, individuals, ideas, and literary and artistic works that have made significant contributions to our common western heritage;

02. students should have a critical and integrated understanding of the origins and development of Western culture;

03. students should have an understanding of the significant role of ideas and value systems that distinguish Western societies from others.

GOAL 05: OUR GRADUATES SHOULD HAVE A CRITICAL UNDERSTANDING OF AMERICAN SOCIETY, HUMAN BEHAVIOR, AND HOW VALUES AFFECT AND SHAPE OUR LIVES. In support of this goal,

01. students should understand the structure and functioning of American society's major social institutions;

02. students should know the major events, individuals, and ideas that have contributed significantly to an understanding of the nature of man, human behavior, and society;

03. students should critically understand and be able to evaluate with respect to alternative economic, political, and social systems;

04. students should know and be able to critically examine the value system of American society and how values are shaped by and affect the social context.

GOAL 06: OUR GRADUATES SHOULD BE KNOWLEDGEABLE ABOUT OTHER CULTURES AND BE ABLE TO UNDERSTAND THEIR OWN SOCIETY IN AN INTERNATIONAL CONTEXT. In support of this goal,

01. students should know of world views and cultures that are different from those of American society and how these are a result of unique

historical and cultural developments;

02. students should have an appreciation for and understanding of other peoples and cultures and develop a tolerance for differences;

03. students should be able to view their own society in the context of a growing international network of economic, political, and social relationships.

GOAL 07: OUR GRADUATES SHOULD EXPERIENCE GROWTH IN A MODERN FOREIGN LANGUAGE PREVIOUSLY STUDIED OR ACQUIRE COMMUNICATION ABILITY IN A MODERN FOREIGN LANGUAGE NOT PREVIOUSLY STUDIED. In support of this goal,

01. students should be able to communicate in a non-native language on a functional level;

02. students should develop an appreciation for and understanding of different grammatical forms and word usage that evidence varying forms of thought and expression;

03. students should expand their appreciation for and understanding of how language expresses culture.

GOAL 08: OUR GRADUATES SHOULD UNDERSTAND THAT GOOD HEALTH AND PHYSICAL FITNESS ARE IMPORTANT TO A WELL-LIVED LIFE AND BE ABLE TO DEVELOP A PERSONALLY SATISFACTORY FITNESS PROGRAM WHICH CAN BE AMENDED AS

ONE AGES. In support of this goal,

01. students should complete a set of exercises which can provide cardiovascular fitness and a reasonable level of flexibility and muscular strength;

02. students should play at least one individual sport.

GOAL 09: OUR GRADUATES SHOULD BE ABLE TO INTEGRATE IDEAS AND KNOWLEDGE INTO A HOLISTIC UNDERSTANDING OF THE INDIVIDUAL AND THE WORLD AND DEMONSTRATE THAT THEY CAN APPLY KNOWLEDGE TO CURRENT ISSUES AND PRACTICAL PROBLEMS. In support of this goal,

01. students should know how to analyze ideas and concepts on different levels and from different perspectives and demonstrate appropriate reasoning skills:

02. students should know how to synthesize the knowledge they have gained and integrate sources of information to understand concepts, events, ideas, and behavior holistically;

03. students should demonstrate that they can apply knowledge gained to practical issues and problems.

GOAL 10: OUR GRADUATES SHOULD BE PREPARED TO ENTER PROFESSIONAL LIFE OR GRADUATE EDUCATION AND HAVE

CLEARER OBJECTIVES WITH REGARD TO LIFE GOALS. (High Point University Institutional Effectiveness Manual, 1995, pp. 32-35)

Appendix D

Examples of Program and Degree Objectives

Piedmont Bible College Program and Degree Objectives

Academic Program Objectives

The following is an example of academic program objectives and is taken from the Piedmont Bible College teacher education department. The program includes three degrees with primary emphasis on elementary education.

In addition to the general objectives of the college, the education programs propose to develop the following:

OBJECTIVE ONE: develop a positive attitude toward self, children, teaching, and learning

Competencies: upon graduation, a student will be able to

1. recognize children as individuals with feelings, attitudes, and emotions
2. understand the interrelationships among students self-esteem, sense of security, and school achievement
3. understand factors that affect social growth
4. demonstrate an awareness of and sensitivity to students from diverse backgrounds, considering race, sex, socio-economic status, cultural heritage, and special needs

OBJECTIVE TWO: know the historical, philosophical, and sociological foundations of education

COMPETENCIES: upon graduation, a student will be able

to

1. trace the historical development of western education
2. state the importance of the church and religion in the delivery of educational services
3. identify the principles of Christian education and the principles of humanistic education
4. evaluate current educational trends

OBJECTIVE 3: apply the accepted theories of learning

COMPETENCIES: upon graduation, a student will be able to

1. identify the principles of behavioral, cognitive, developmental, and Christian learning theory
2. demonstrate the use of these principles in a classroom setting

OBJECTIVE 4: understand the sequence of human growth, intellectually, physically, emotionally, and socially

COMPETENCIES: upon graduation, a student will be able to

1. describe the developmental process during prenatal development
2. describe the physical, cognitive, and psychosocial patterns of growth and development from the early years (0-2), preschool years (2-6), elementary years (6-12), and adolescent years (12-18)

3. apply these developmental principles in a classroom setting

OBJECTIVE 5: understand the needs of special education students

COMPETENCIES: upon graduation, a student will be able to

1. describe the characteristics of special student population
2. implement basic teaching practice
3. address the needs of the special student population

OBJECTIVE 6: understand the operational characteristics of Christian, other private, and public schools

COMPETENCIES: upon graduation, a student will be able to

1. describe the models of Christian school operation
2. describe the organizational arrangement of public and private schools

OBJECTIVE 7: attain knowledge of and expertise in school curricula, methods, and materials

COMPETENCIES: upon graduation, a student will be able to

1. demonstrate knowledge of curricular design
2. select and use appropriate methods in a classroom setting

3. select and use appropriate classroom instructional materials

OBJECTIVE 8: attain an understanding of the process of listening, speaking, reading, and writing in the English language

COMPETENCIES: upon graduation, a student will be able to

1. analyze the acquisition and development of the elements in the communication process
2. diagnose, evaluate, and interpret individual student needs, capabilities, and interests in reading and language arts
3. understand, utilize, and adapt major approaches to teaching reading. (Piedmont Bible College Program and Degree Outcomes Design, 1994, pp. 23-25))

Degree Specific Academic Objectives

Academic departments which have more than one degree within the program will have a set of objectives that are applicable to all degrees within the discipline, to be followed by objectives specific to each degree. The preceding set of objectives and competencies is used for all teacher education programs at Piedmont Bible College. The following set of objectives and competencies is degree-specific for the Bachelor of Science Degree in Music

Education.

OBJECTIVE 1: develop a biblical basis for the planning and implementation of an inclusive program of music education

COMPETENCY: upon graduation, a student will be able to organize, develop and administer an eclectic music program in schools

OBJECTIVE 2: attain skills in music theory, literature and history, conducting, arranging, composing, analyzing, aural skills, and performing

COMPETENCIES: upon graduation, a student will be able to

1. perform a composition to demonstrate musical sensitivity
2. perform in a secondary medium (piano, guitar, voice, classroom, or secondary instruments) in a teaching context
3. demonstrate knowledge of instrument or vocal pedagogy and performance practice by modeling on piano, voice, classroom and secondary instruments
4. demonstrate vocal and/or instrumental conducting and rehearsal skills which exhibit understanding of musical interpretation

OBJECTIVE 3: attain skills necessary in the teaching of music

COMPETENCIES: upon graduation, a student will be able to

1. teach a music lesson that illustrates knowledge of lesson planning, knowledge of effective classroom management, and knowledge of a variety of learning needs
2. conduct a rehearsal that demonstrates good rehearsal technique and preparation
3. demonstrate understanding of philosophical and social foundations underlying music in education
4. demonstrate knowledge of current methods and materials available in all fields and levels of music education
5. demonstrate understanding of evaluative techniques, and apply them in assessing musical progress of students

OBJECTIVE 4: attain a philosophy consistent with the aesthetic nature of music as it functions in society and within a Christian context

COMPETENCY: upon graduation, a student will be able to appropriately apply an aesthetic/biblical philosophy of music in classroom settings. (Piedmont Bible College Program and Degree Outcomes Design, 1994, pp. 29-31)

Appendix E

Example of Program Objectives Matrix

Simulated Degree Program Objectives Matrix

	Bib. Interp. 1,2	Pentateuch	Pauline Epistles 1,2	Historic Books	Life of Christ	Gen. Epistles Survey	Poetic Books	Proph. Books Surv.	Acts	Daniel & Revelation
1.0 Attain a knowledge of biblical background and biblical content for the Bible and for each book of the Bible	X	X	X	X	X	X	X	X	X	X
1.1 Upon graduation, a student will know general and special introduction of the Bible and each book of the Bible (biblical history, literature, geography, programs, persons, translation, history), as well as basic biblical facts										
2.0 Derive a set of interpretational skills and applicational skills of the Bible based upon accepted hermeneutical principles and procedures										
2.1 Upon graduation, a student will be able to explain principles and procedures for interpreting the Bible	X									
2.2 Upon graduation, a student will be able to evaluate interpretations of the Bible which may or may not agree with one's own interpretation	X	X	X	X	X	X	X	X	X	X
2.3 Upon graduation, a student will be able to express one's interpretation of the Bible in various settings whether spoken or written	X									

Appendix F

Example of Administrative or Cocurricular Departmental Objectives

Piedmont Bible College Administrative/Cocurricular Departmental Objectives

Intercollegiate Athletics Department

The Piedmont Bible College philosophy of athletics and departmental goals are consistent with the mission and general objectives of the college. The college's purpose for intercollegiate athletics is to encourage spiritual growth and character, to encourage the development of personal fitness and skills, and to develop school spirit, proper sportsmanship, and social relationships among students.

The PBC intercollegiate athletic goals are as follows:

(1) To provide an intercollegiate athletic program for both men and women in a variety of sports as supported by the National Christian College Athletic Association, which will be commensurate with the budget, facilities, qualified participants, and available coaching expertise:

(2) To utilize athletics as a vehicle to teach and cultivate biblical qualities of character and conduct within those individuals who participate in the various sports, enabling PBC to use athletics as a tool for public relations, evangelism, and various types of ministry:

(3) To be a unifying force among the student body,

faculty, staff, and administration, by assisting in the bonding of the student to the institution, and the enhancement of the school "esprit de corps":

(4) To offer the athletic the highest quality instruction available within the Christian college movement, as well as to provide the best facilities, equipment, uniforms, officiating and school support possible:

(5) To give interested students an opportunity for self-expression and participation in popular areas of personal ability and interest:

(6) To provide each athlete and sport with ample media exposure and recognition, including press releases and statistical reporting:

(7) To protect each athlete from injury or harm by maintaining high standards of safety, training, and conduct on the various athletic teams:

(8) To encourage Christ-like modeling in leadership and professional competency to those in PBC's sphere of influence:

(9) To complement the educational process and provide a training ground for the implementation of concepts in practical Christian living.

Appendix G

Instructions for Portfolio Preparation

Portfolio Preparation Guidelines

The following rationale and guidelines are published by Western Carolina University, Cullowhee, North Carolina for the use of schools and departments within the University. They provide pertinent data relating to the preparation and use of portfolios as quality assessment techniques.

> While tests and surveys are very popular assessment instruments, departments are also discovering how valuable performance-based measures are in assessing student outcomes. Portfolios, one such measure, follow student activities over a time period. Portfolios invite students to show their best work over a time period and allow department faculty to take a critical look at the overall performance of the majors in the program (Workbook, Ball State University, 1992).
>
> Possible items to include in portfolios:
>
> - Exams
> - Research projects
> - Essays
> - Videotapes
> - Audio tapes
> - Comprehensive reports
> - Exhibits
> - Pictures
>
> COMMON QUESTIONS AND ANSWERS ON USING PORTFOLIOS

Q) When should portfolios be used?

A) When educational goals can be best shown as examples of student learning over time. The faculty should clearly agree on the educational goals and the samples of work to be included in the portfolio.

Q) Who decides which items or projects go in portfolios?

A) It depends. Departmental faculty may decide which projects, test, etc. from courses should be included into a portfolio. In some cases, the faculty may ask students to include their best "work" from several courses. In other instances, some faculty may create portfolios for students themselves in the department rather than asking students to do it. At any rate, students have a right to know what is being done and for what purpose.

Q) Who should see the materials in the portfolios?

A) This depends on the department's structure for using portfolios. The department may have a committee of faculty or external persons to review and score the portfolios. Advisors may also be included in reviewing the portfolios as well as students. Students may wish to have the portfolios available to them when searching for employment.

Q) How do we score the portfolios?

A) Once the educational goals have been established, the faculty will need to set standards for the evaluation of the portfolio materials or performance measures. It is imperative that there must be consensus among faculty members of these standards and of the grading process in order for the portfolio assessment to be effective. For example, if all students score a 4 on a scale of 1-5 for a particular educational goal, then that can be judged successful. (Assessment: A Resource Guide, 1994, pp. 21-22)

Appendix H

Instructions for Program Reviews

Criteria for Program Reviews

The following is a set of guidelines for assessing instructional programs and is also applicable to evaluating support services in a college. They were developed at Dallas Theological Seminary and presented by K. Gangel, Academic Dean, as an assessment workshop at the annual AABC meeting in 1992.

Suggested Criteria (in order of priority)

1. This program or service is central to the institution's mission.
2. This program or service is important to the maintenance of the type and quality of student population the institution wishes to serve.
3. This program or service can demonstrate ministry demands throughout the 90's and into the twenty-first century. (Does anybody need this or is it esoteric?)
4. This program or service directly makes possible the carrying out of other programs of the institution which would be ineffective or less effective if it did not continue its role.
5. This program or service can demonstrate a genuine need for graduates or for the way it serves a key constituency group. (Does somebody out there want this?)
6. This program or service can demonstrate

effectiveness in meeting its own declared goals. (Go to the department level and ask them to justify this.)

7. This program or service enjoys an overall strong reputation for quality and productivity.

8. This program or service is unique in the institution's immediate area, state, or even the nation.

9. This program or service is definably more effective than any alternatives by which its goals might be achieved. (Could we do the same thing better another way?)

10. This program or service demonstrates a positive comparison of cost versus income. (Should we continue to prop it up or not?)

11. This program or service produces a positive impact on the institution's relationship to its various publics.

12. This program or service adequately conforms to the kind of image this institution wants to portray during the 90's. (K. Gangel, 1992 AABC Annual Conference, tape No. 191)

Appendix I

AABC Institutional Effectiveness Survey Instruments

AABC Mail Survey Cover Letter

Date

Name
College
Address
City and state

Dear President Jones,

PROSPECTIVE STUDENTS, PARENTS, DONORS, GRADUATES, TRUSTEES, GOVERNMENTAL REGULATORY AGENCIES, AND ACCREDITING AGENCIES ALL WANT TO KNOW HOW WELL COLLEGES ARE FULFILLING THEIR MISSIONS. THEY ARE INTERESTED IN INSTITUTIONAL EFFECTIVENESS MEASURES.

As the enclosed endorsement from Dr. Randall Bell indicates, I am involved in research designed to prepare a Handbook for the Development of an Institutional Effectiveness Program in a Bible College. This project constitutes my doctoral dissertation at the University of North Carolina at Greensboro.

You are invited, from your perspective as a Bible college president, to assist in this project. Please complete the enclosed questionnaire and return it in the postage paid envelop. The survey is designed for the comfort of the respondent and should take no more than minutes to complete.

You may choose to complete the survey yourself, or pass it along to another administrative officer who is in charge of institutional effectiveness or institutional research.

The names of all respondents and institutions will be kept confidential and will not be used in any report of this research written or verbal.

Thank you for your kind assistance. If you have any questions please call me at 910-725-8344.

Sincerely,

Howard L. Wilburn, President

P.S. Please respond within the next seven days. I will be happy to forward a copy of the recommended model for institutional effectiveness in a Bible college. Please check the appropriate box at the end of the questionnaire.

AABC Mail Survey Follow-up Letter

Date

Name
College
Address
City and state

Dear. President Jones,

AS A FELLOW BIBLE COLLEGE PRESIDENT, I KNOW HOW VALUABLE YOUR TIME IS, AND HOW MANY DEMANDS THERE ARE FOR YOUR ATTENTION.

That is why I appreciate so much your taking time to read the recent letter relating to my doctoral dissertation research project. You may, in fact, have already completed and returned the questionnaire. If so, please accept my heartfelt thanks. If not, perhaps you could do so soon. **It will require only minutes.**

I would like very much to receive a response from each AABC accredited college. You may prefer to have another administrative officer complete the return.

I have taken the liberty to enclose a second copy of the questionnaire and another postage paid envelope for your convenience.

The number of completed questionnaires returned so far is extremely encouraging. All names and institutions of respondents will be kept confidential.

May you have a banner year in the preparation of men and women for Christian service.

Sincerely,

Howard L. Wilburn, President

P.S. Please respond within the next seven days. As indicated in the earlier letter, I will be happy to forward the institutional effectiveness model recommended from the research. Please check the appropriate box on the survey.

AABC Executive Director Memorandum

TO: AABC Member Colleges

FROM: Randall Bell, Executive Director

SUBJECT: Dissertation Project of Howard L. Wilburn

DATE: September 30, 1994

I am writing to encourage your participation in the dissertation project of Howard L. Wilburn. Enclosed are self-explanatory materials relating to the study.

I believe that Mr. Wilburn's project, "The Development of a Handbook for the Implementation of an Institutional Effectiveness Program" will be helpful to the entire Bible College movement. The Commission on Professional Development reviewed the proposal and voted to endorse it as worthy of the support of the AABC membership. As you know, expectations for institutional assessment by governmental bodies and accrediting agencies (including AABC) keep increasing. Mr. Wilburn's study should result in a much needed addition to the literature designed to enhance the practices of the Bible College movement.

We are grateful for your participation in this research, and thank you in advance for your cooperation with this endeavor.

INSTITUTIONAL EFFECTIVENESS
PROGRAM COMPONENT CHECKLIST

PURPOSE

This checklist is composed of methodologies and practices frequently utilized in an institutional effectiveness (outcomes measurement) program according to the literature on the subject. It is being submitted to administrative leaders of Bible colleges in an effort to determine which methodologies and practices are used by Accrediting Association of Bible College (AABC) members. There are no right or wrong answers. Nor is there an attempt to suggest those methodologies or practices that Bible colleges ought to be using.

INSTRUCTIONS

Place a check mark on the line next to the component that you are currently employing at your college or university for the purpose of assessing students, programs and procedures, or institutional objectives. Check only those components that you currently employ and leave all others blank.

This information is strictly confidential. It will only be reported in a composite description of all AABC member schools. Your name and the name of your institution will not be revealed in any forum, public or private, or in any written report. Your name is requested here in order to identify non-respondent institutions so that further communication may encourage participation, and in order to select certain institutions for the second stage of the research project.

Please complete this checklist for undergraduate programs only. Graduate programs are not being considered in the study.

COMPONENT CHECKLIST

1. Goals and Objectives
Does your institution have the following in written form?
__Institutional mission statement
__Institutional goals and objectives
__Departmental goals and objectives
__Program and Degree objectives

2. Student Entry Level Profiles
Which item(s) does your institution consider when evaluating applicants?

__SAT or ACT
__High school GPA
__High school graduation rank
__Expectations of incoming students
__Academic diagnostic tests (i.e. English or math)
__Standardized advanced placement tests
__Institutionally prepared placement tests
__Vocational preference tests
__Transfer GPA

3. Developmental Student Progress (remedial studies students)
Which item(s) does your institution review for placement of remedial students?

__Course grades
__Standardized evaluation tests
__Institutionally prepared evaluation tests

4. General Education Gains
Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?

__College Level Examination Program (CLEP)
__College Outcomes Measures Program (COMP)
__Collegiate Assessment of Academic Proficiency (CAAP)
__ETS/Academic Profile
__Institutionally prepared subject tests
__Institutionally prepared comprehensive tests
__Portfolios with work samples

5. Major Specialization Achievement
Which item(s) does your institution use to demonstrate the level of academic major achievement of your students?

__ETS/Major Fields Tests
__The National Teacher Exam (NTE) or Praxis Series
__Other standardized tests
__Departmentally prepared comprehensive examinations
__Other licensure and certification exams (i.e nursing)
__Portfolios with work samples
__Senior theses

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)
Which item(s) does your institution employ to assess skill attainment of your students?

__Individual performance tests
__Simulated performance tests
__Licensure and certification exams
__Senior seminars, senior projects, or internships

7. Student Personal Development
Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

__Values inventory
__Personality evaluation
__Attitudinal scales
__Behavioral survey
__Archival records
__Exit interviews

8. Student Retention and Graduation Rates
Does your institution compile the following data?

__Student Right-To-Know and Safety Act requirements
__Percentage freshmen retained to second year
__Percentage freshmen graduated

9. Graduate School and Transfer Performance
Does your institution compile the following data?

__Success of students transferring to other schools
__Rate of graduate school acceptance
__Success of graduate school performance

10. Graduate Placement Success
Does your institution compile the following data?

__percentage of graduates in jobs trained for

11. Satisfaction Ratings
Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?

__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
__Satisfaction survey of current students
__Satisfaction survey of parents
__Satisfaction survey of alumni/graduates
__Satisfaction survey of employers
__Satisfaction survey of

stopouts/dropouts/failouts
__Satisfaction survey of transfers
__Exit interviews

12. External Recognition of Achievements
Does your institution compile the following data?
__Student accomplishments and awards
__Graduate accomplishments and awards
__Faculty/staff accomplishments and awards

13. Academic Program Review
Does your institution perform these academic program reviews?
__State mandated
__Institutionally selected

14. Administrative Program Review
Does your institution perform these administrative program reviews?
__Admissions
__Student development
__Athletics
__Development
__Business department
__Financial aid
__Library
__Building and grounds department
__Security
__Auxiliary units (i.e. bookstore or student center)
__Research functions
__Community service
__Continuing education programs

15. Faculty/Staff Performance and Development
Which item(s) does your institution accomplish to improve faculty/staff job performance?
__Faculty evaluation by students
__Faculty evaluation by supervisor
__Administrative staff evaluation
__Administration evaluation by Faculty
__Presidential evaluation by Board
__Faculty academic development (upgrading of degrees)
__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
__Annual staff professional development (seminars)

16. Results Feedback and Utilization Process
Which of the following does your institution utilize?

__One office responsible for collection and reporting
__A forum for reporting results to faculty/staff
__Specific procedures for utilization of results

17. Review by External Entities
Which external entities periodically review your institution?

__AABC for accreditation
__Regional agencies for accreditation
__Individual programs for accreditation
__State licensure or approval of school or programs
__Annual audit by accounting firm
__Federal financial aid audit or program review

Thank you for your valuable time to complete this survey. Check the blank if you would like a copy of the model for institutional effectiveness to be recommended in the handbook. ____

Date completed_____
Name_____
Title_____
College_____

INSTITUTIONAL EFFECTIVENESS
TELEPHONE SURVEY FORM

PURPOSE

The data generated by this survey is intended to reveal the assessment philosophy of the responding institutions, the extent of a written institutional effectiveness plan, and the existence of specific institutional effectiveness administrative procedures. It will add specificity to the information already gathered by the Institutional Effectiveness Component Checklist. It will also permit additional explanatory statements from the respondents including their own views about effectiveness program component content.

INSTRUCTIONS

The researcher will administer this telephone survey to the presidents (or their appointed representatives) of 20 Accrediting Association of Bible College (AABC) member institutions. **RESPONSES TO THE SURVEY WILL BE HELD IN THE STRICTEST OF CONFIDENCE. THE NAMES OF INSTITUTIONS AND THEIR REPRESENTATIVES WILL NOT BE REVEALED IN ANY REPORT, VERBAL OR WRITTEN.** The responses will be recorded by the researcher as the telephone survey ensues. The number of questions is being limited on this instrument in consideration of the amount of time a respondent will be required to remain on the telephone.

Date_____

Name_____
Title_____
College_____

MEASURABLE OBJECTIVES

1. Are the institutional goals and objectives of your school based on your Mission Statement? __Yes __No

2. Are the program and degree objectives of your school based on your Mission Statement? __Yes __No

3. Are program and degree objectives of your school written in a measurable form? __Yes __No

4. Do you have Objectives Matrices (or some other documentation) showing which courses meet those objectives?
__Yes __No

5. Are the teachers accountable for accomplishing through class activities the objectives listed for that particular course? __Yes __No

6. Are the students made aware of the objectives identified on the matrices (or in some documentation) for each course so that he/she may know what to expect from the course?
__Yes __No

GENERAL PHILOSOPHY OF ASSESSMENT
(comment on the contrasting statements in each question)

1. Do you measure institutional accomplishment of institutional objectives, or academic achievement of students or both?

__institutional objectives
__academic achievement
__both

2. Does your program of outcomes assessment emphasize improvement of the institution and student, or accountability to external entities such as accreditation associations or both?

__improvement
__accountability
__both

3. Do you use national norm information in assessment of students, or mastery level measurement or both?

__nationally normed
__mastery level
__both

4. Do you use value-added pre-posttest methods in assessment of students (student growth during matriculation), or posttest only for general education gains and major specialization achievement or both?

__pre-posttest methods
__posttest only
__both

INSTITUTIONAL EFFECTIVENESS PLAN

1. Do you have a written institutional effectiveness or outcomes measurement plan? __Yes __No

2. How many years has it been in operation? _____

3. Do you have a central office responsible for administering the plan? __Yes __No

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
_____

5. How often is the institutional effectiveness plan revised? _____Years

INSTITUTIONAL EFFECTIVENESS ADMINISTRATIVE PROCEDURES

1. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results? __Yes __No

2. Do you have written procedures for utilizing the results?
__Yes __No

3. Can you cite at least one occasion or situation in which the institutional effectiveness program results have actually been used to change something at your institution?
__Yes __No

INSTITUTIONAL EFFECTIVENESS INSTRUMENTS AND METHODS

1. Are you satisfied with the standardized measurement instruments currently used at your institution for assessing academic achievement of students? __Yes __No

2. Are you satisfied with the institutionally prepared measurement instruments currently used at your institution for assessing academic achievement of students? __Yes __No

3. Are you currently involved in any consortial relationships with other colleges or universities in order to enhance effectiveness efforts? __Yes __No

4. Do you currently belong to any professional

organizations which assist the institution in measuring effectiveness?
__Yes __No

5. Do you use, or have knowledge of, research instruments which attempt to measure the spiritual development of students during college matriculation? These may be standardized, prepared institutionally, or prepared in a consortial relationship with other colleges or universities.

PROFESSIONAL PERSPECTIVES

What kind(s) of institutional effectiveness activities (not instruments) do you believe to be useful in positively affecting the educational and administrative performance of your institution? The respondent may be reminded of the categories from the Institutional Effectiveness Component Checklist which he/she completed earlier.

INSTITUTIONAL EFFECTIVENESS
PERSONAL INTERVIEW FORM

PURPOSE

This form will be used during the on-site visits to six non-Bible colleges or universities accredited by the Southern Association of Colleges and Schools (SACS), and five on-site visits to colleges accredited by the Accrediting Association of Bible Colleges (AABC). The Personal Interview Form will be used for the following purposes: (1) to determine specific institutional effectiveness measurement checkpoints at each institution, (2) to determine the value attached to each measurement activity by the administrator in charge, (3) to obtain copies or the viewing of copies of the written Institutional Effectiveness Plan, and (4) to achieve observation of facilities and operations involving institutional effectiveness at each college or university.

INSTRUCTIONS

This survey will be administered by the researcher to the person in charge of institutional effectiveness at the SACS institutions, and the President or his/her appointed representative at the AABC schools. Care will be exercised to approach each visit and interview on an equitable basis so that information obtained at each institution will be compatible with information from the others. RESPONSES TO THIS SURVEY WILL BE HELD IN THE STRICTEST OF CONFIDENCE. THE NAMES OF INSTITUTIONS AND THEIR REPRESENTATIVES WILL NOT BE REVEALED IN ANY REPORT, WRITTEN OR VERBAL.

Date_____

Name_____
Title_____
College_____

INSTITUTIONAL EFFECTIVENESS MEASUREMENT CHECKPOINTS

1. Your institution is evaluated by one or more external entities such as the AABC or SACS, and perhaps the state and federal governmental agencies as well.

Which specific external entities examine your institution for accomplishment of objectives?

In your opinion, how important (in enabling your institution to be an effective educational institution) is the review by external entities?
___Not important
___Somewhat important
___Important
___Very important
___Most important

2. Do you require test scores or other quantitative data as a part of the freshmen application process? __Yes __No

Which test scores or other quantitative data do you request?

Do you base acceptance on the scores? __Yes __No

Do you use the scores for placement purposes?
__Yes __No

In your opinion, how important in the acceptance process is the requirement for freshman applicants to take college entrance exams such as SAT or ACT?
___Not important
___Somewhat important
___Important
___Very important
___Most important

3. Do you also request test scores or other quantitative data for admitting transfers? __Yes __No

What quantitative data do you request?

Do you base acceptance on the scores? __Yes __No

In your opinion, how important is it to obtain test scores or other quantitative data for the acceptance of transfer students?
___Not important
___Somewhat important
___Important
___Very important
___Most important

4. Do you have a Remedial Studies program? __Yes __No

How are the students who will receive these services identified?

How are they evaluated after remedial work is complete?

In your opinion, how important is the identification of students for placement in remedial studies programs?
___Not important
___Somewhat important
___Important
___Very important
___Most important

5. Do you evaluate the general education gains of students during their educational experience at your institution?
__Yes __No

Which measurement instruments do you use?

Do you use pre-post tests or post tests only?

During what year(s) are students evaluated?

In your opinion, how important is it to evaluate the general education gains of students matriculating in college?
___Not important
___Somewhat important
___Important
___Very important
___Most important

6. Do you evaluate student academic achievement in their major specialization areas? __Yes __No

Are the instruments departmentally prepared?
__Yes __No

Are the instruments standardized? __Yes __No

What other methods of assessing major achievement are you using?

In your opinion, how important is it to administer a major area achievement test to students completing their majors?
___Not important
___Somewhat important
___Important
___Very important
___Most important

7. Do you observe or simulate vocational skills performance of graduating students in the area of their major?
__Yes __No

How are vocational skills observed or evaluated?

In your opinion, how important is it to observe the vocational skills of graduating seniors?
___Not important
___Somewhat important
___Important
___Very important
___Most important

8. Do you administer educational experience satisfaction ratings for students, parents, alumni, or other constituent groups? __Yes __No

What constituent groups do you survey?

Which satisfaction rating instruments do you administer?

At what year(s) do you administer these ratings?

In your opinion, how important is it to administer satisfaction measures to students, parents, alumni, or other constituent members?
___Not important
___Somewhat important
___Important
___Very important
___Most important

9. Do you record the acceptance rates at other colleges or universities of students who transfer out of your institution? __Yes __No

In your opinion, how important is it to maintain records of acceptance rates of transfers out of your institution?
___Not important
___Somewhat important
___Important
___Very important
___Most important

10. Do you record student retention and graduation rates? __Yes __No

Which rates of retention (from when to when) do you record?

Does this information include transfers? __Yes __No

Does this information include students who attend but plan to transfer prior to graduation? __Yes __No

In your opinion, how important is it to maintain the rates of retention or graduation of students studying at your institution?
___Not important
___Somewhat important
___Important
___Very important
___Most important

11. Do you record the accomplishments or awards of your graduates subsequent to graduation from your institution? __Yes __No

How is this information collected?

In your opinion, how important is to maintain records of accomplishment of your graduates after they are out in the marketplace?
___Not important
___Somewhat important
___Important
___Very important
___Most important

12. Do you measure the personal maturity gains of students (social, emotional, spiritual, or leadership abilities) during their matriculation at your institution? __Yes __No

What information is recorded?

Which instruments are used for the measurements?

In your opinion, how important is it to maintain records on the personal maturity level of your students in addition to their level of academic achievement?
___Not important
___Somewhat important
___Important
___Very important
___Most important

13. Do you evaluate the classroom performance of faculty members? __Yes __No

Are they evaluated by students? __Yes __No

Are they evaluated by supervisors? __Yes __No

Are they evaluated by peers? __Yes __No

What faculty development program (academic advancement or professional development) do you have?

In your opinion, how important is it to regularly evaluate the classroom teaching of faculty members?
___Not important
___Somewhat important
___Important
___Very important
___Most important

14. Do you evaluate the job performance of administration/staff members? __Yes __No

Who does the evaluation?

What staff development program (academic advancement or professional development) do you have?

In your opinion, how important is it to regularly evaluate the job performance of administration/staff personnel at your institution?
___Not important
___Somewhat important
___Important
___Very important
___Most important

15. Does the institution evaluate the job performance of the President (Chancellor or CEO)? __Yes __No

Who conducts the evaluation?

What CEO development program (academic advancement or professional development) do you have?

In your opinion, how important is it for the CEO of your institution to be evaluated regularly?
___Not important
___Somewhat important
___Important
___Very important
___Most important

16. Do you perform formal reviews of the academic programs at your institution? __Yes __No

How often are individual programs reviewed?

How are programs selected for review?

In your opinion, how important is it for your institution to conduct academic program reviews?
___Not important
___Somewhat important
___Important
___Very important
___Most important

17. Do you perform formal reviews of administrative programs at your institution? __Yes __No

Which programs are reviewed?

How are administrative programs selected for review?

In your opinion, how important is it for your institution to perform administrative program reviews?
___Not important
___Somewhat important
___Important
___Very important
___Most important

INSTITUTIONAL EFFECTIVENESS ADMINISTRATIVE PROCEDURES

1. Who coordinates the gathering of institutional effectiveness data?

2. Who prepares (assimilates and distributes) the institutional effectiveness reports?

3. How are the data reported to those who are impacted by the results and may be in a position to effect future measurements?

4. How are the data used to produce change in your educational institution?

INSTITUTIONAL EFFECTIVENESS DOCUMENTS TO BE REQUESTED

1. Request a copy of the institutional effectiveness plan or the opportunity to review a copy.

2. If no formal plan exists, request copies of the component parts of a plan including: (1) the institutional mission statement, (2) institutional and departmental goals, (3) program and degree objectives, (4) objectives matrices or other documentation of those objectives applicable to respective courses, (5) a list of assessment methodologies and instruments, and (6) the administrative procedures document.

3. Information about computer hardware/software for administration and maintenance of data.

Handbook Review Request Letter

Date

Name
College
Address
State and Zip

Dear

Thank you for having assisted me in the research component of my doctoral dissertation. The finished product will be a Handbook for the Implementation of an Institutional Effectiveness Program in a Bible College which is a Member of the Accreditation Association of Bible Colleges (AABC).

I now have a draft copy of the handbook and am enclosing a portion of it in this letter. Should you have time to peruse the document and make suggestions for its appropriateness for a Bible college and/or its improvement, I would deeply appreciate it. However, I am aware that the demands on you time are many, so please don't feel obligated do so.

There is a stamped, self-addressed envelope included in the packet in which to return the document with comments. It would be most helpful if you could return it in the next seven days.

Please note that this packet contains only a portion of the handbook. The earlier sections of the document are not included because of the number of pages. The bibliographies and the appendices referred to are not completed yet.

Thanks again for your most gracious assistance. Have a great semester.

Sincerely,

Howard L. Wilburn

Appendix J

AABC Institutional Effectiveness

Program Component Profiles

BIBLE COLLEGE
INSTITUTIONAL EFFECTIVENESS
COMPONENT PROFILE SHEET
AABC ACCREDITED COLLEGE A

I. INSTITUTIONAL PHILOSOPHY OF ASSESSMENT

1. Is your intention to measure institutional goal accomplishment or student academic achievement?
__Primarily measure institutional goal achievement
__Primarily measure student academic achievement
X__A balance of both

2. Is your intention to assess in order to improve the institution and student or to be accountable to external rules?
__Improvement of institution and student
X__Accountable to external rules
__A balance of both

3. Do use tests which emphasize national norm comparison or criterion level measurement?
X__National norms
__Criterion or mastery levels
__A balance of both

4. Do you use pre-posttest methods or posttest methods in assessing general education and major area gains?
X__Pre-posttest methods
__Posttest methods
__A balance of both

5. Are you satisfied with the standardized assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

6. Are you satisfied with the institutionally prepared assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

7. Are you involved with any consortial relationships for improvement of assessment?
__Yes
X__No
With whom?

8. Do you belong to any professional organizations for improvement of assessment?
__Yes
X__No
Which one(s)?

9. Do you know of any research instrument(s) which assesses the spiritual growth of students during the college experience?

__Yes
X__No
Which one(s)?

10. Are your goals and objectives consistent with the following:

X__Institutional goals and objectives are based on your Mission Statement
X__Program and degree objectives are based on your Mission Statement
X__Program and degree objectives are written in a measurable form
X__Objectives matrices show which course(s) meet those objectives
X__Teachers are accountable for accomplishing the objectives for that course
X__Students are aware of the objectives for each course

II. INSTITUTIONAL EFFECTIVENESS PLAN AND PROCEDURES

1. Do you have a written institutional effectiveness or outcomes measurement plan?

X__Yes
__No
__In preparation

2. How many years has it been in operation? ONE
3. Do you have a central office responsible for administering the plan?

X__Yes VICE PRESIDENT OF ACADEMICS
__No
__Planned

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
PRESIDENT
5. How often is the institutional effectiveness plan revised?
NOT DONE YET
6. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results?

X__Yes
__No
__What is it? WRITTEN TO FACULTY

7. Do you have written procedures for utilizing the results?

__Yes
X__No
__In preparation

III. PROGRAM COMPONENT CHECKLIST

1. Goals and Objectives
Does your institution have the following in written form?
X__Institutional mission statement
X__Institutional goals and objectives
X__Departmental goals and objectives
X__Program and Degree objectives
COMMENTARY: THIS COLLEGE HAS THE COMPLETE SET OF MISSION/OBJECTIVES
2. Student Entry Level Profiles
Which item(s) does your institution consider when evaluating applicants?
X__SAT or ACT
__High school GPA
__High school graduation rank
__Expectations of incoming students
X__Academic diagnostic tests (i.e. English)
__Standardized advanced placement tests
__Institutionally prepared placement tests
__Vocational preference tests
__Transfer GPA
COMMENTARY: ACT SCORES USED ONLY FOR PLACEMENT, NOT ACCEPTANCE. OPINION: SOMEWHAT IMPORTANT
3. Developmental Student Progress (remedial studies students)
Which item(s) does your institution review for placement of remedial students?
X__Course grades
X__Standardized evaluation tests
X__Institutionally prepared evaluation tests
COMMENTARY: REMEDIAL STUDENTS ARE IDENTIFIED BY A COMBINATION OF ACT SCORES AND ADMINISTRATION OF TSWE AND MAPS. IN ADDITION TO COURSE GRADE, THE STUDENT IS POSTTESTED WITH TSWE OR MAPS. OPINION: VERY IMPORTANT
4. General Education Gains
Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?
X__College Level Examination Program (CLEP)
__College Outcomes Measures Program (COMP)
__Collegiate Assessment of Academic Proficiency (CAAP)
X__ETS/Academic Profile
X__Institutionally prepared subject tests
X__Institutionally prepared comprehensive tests
X__Portfolios with work samples
COMMENTARY: THE ETS/ACADEMIC PROFILES TESTS ARE USED TO MEASURE COMPETENCE IN READING, WRITING, AND CRITICAL THINKING. THE TESTS ARE USED IN A PRE/POSTTEST METHODOLOGY IN FRESHMEN AND SOPHOMORE YEARS. OPINION: VERY IMPORTANT
5. Major Specialization Achievement

Which item(s) does your institution use to demonstrate the level of academic major achievement of your students?

X__ETS/Major Fields Tests
X__The National Teacher Exam (NTE) or Praxis Series
X__Other standardized tests
__Departmentally prepared comprehensive examinations
__Other licensure and certification exams (i.e nursing)
__Portfolios with work samples
__Senior theses

COMMENTARY: EDUCATION GRADUATES TAKE NTE'S. MUSIC GRADUATES DO SENIOR RECITAL FOR OBSERVATION. ALL OTHER GRADUATES TAKE 12 WEEK PRACTICUM IN AREA OF MAJOR. PLANS INCLUDE DEPARTMENTAL COMPREHENSIVES AND OR SENIOR PAPER. OPINION: VERY IMPORTANT.

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)

Which item(s) does your institution employ to assess skill attainment of your students?

X__Individual performance tests
__Simulated performance tests
X__Licensure and certification exams
__Senior seminars, senior projects, or internships

COMMENTARY: TEACHER EDUCATION AND MUSIC MAJORS ARE OBSERVED. OPINION: VERY IMPORTANT

7. Student Personal Development

Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

X__Values inventory
X__Personality evaluation
__Attitudinal scales
__Behavioral survey
__Archival records
X__Exit interviews

COMMENTARY: NOT CURRENTLY EVALUATED. A SPIRITUAL GROWTH EVALUATION INSTRUMENT IS BEING PREPARED BY FACULTY.

8. Student Retention and Graduation Rates

Does your institution compile the following data?

X__Student Right-To-Know and Safety Act requirements
X__Percentage freshmen retained to second year
X__Percentage freshmen graduated

COMMENTARY: BOTH FRESHMEN TO SOPHOMORE YEAR RETENTION AND FRESHMEN TO GRADUATION IN 150 PERCENT TIME ARE CALCULATED. TRANSFERS ARE NOT INCLUDED, ALL OTHER FRESHMEN ARE. OPINION: VERY IMPORTANT.

9. Graduate School and Transfer Performance

Does your institution compile the following data?
__Success of students transferring to other schools
__Rate of graduate school acceptance
__Success of graduate school performance
NO COMMENTARY AND NO OPINION.
10. Graduate Placement Success
Does your institution compile the following data?
__percentage of graduates in jobs trained
11. Satisfaction Ratings
Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?
X__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
X__Satisfaction survey of current students
X__Satisfaction survey of parents
X__Satisfaction survey of alumni/graduates
X__Satisfaction survey of employers
X__Satisfaction survey of stopouts/dropouts/failouts
X__Satisfaction survey of transfers
X__Exit interviews
COMMENTARY: EXTENSIVE SATISFACTION RATINGS USED. ACT FORMS ADOPTED. OPINION: VERY IMPORTANT.
12. External Recognition of Achievements
Does your institution compile the following data?
X__Student accomplishments and awards
__Graduate accomplishments and awards
X__Faculty/staff accomplishments and awards
COMMENTARY: FACULTY SELF-REPORTED. THE GRADUATES SURVEYED ON SATISFACTION SURVEY FOR INFORMATION. OPINION: VERY IMPORTANT.
13. Academic Program Review
Does your institution perform these academic program reviews?
__State mandated
X__Institutionally selected
COMMENTARY: COLLEGE HAS FIVE MAJORS AND ALL ARE REVIEWED ANNUALLY. OPINION: VERY IMPORTANT.
14. Administrative Program Review
Does your institution perform these administrative program reviews?
X__Admissions
X__Student development
X__Athletics
X__Development
X__Business department
X__Financial aid

X__Library
X__Building and grounds department
X__Security
X__Auxiliary units (i.e. bookstore)
X__Research functions
X__Community service
X__Continuing education programs

COMMENTARY: CACRO PROCEDURES AND REPORTS USED FOR REGISTRAR AND ADMISSIONS. ANNUAL AUDITS USED FOR BUSINESS DEPARTMENT AND FINANCIAL AID OFFICE. OPINION: VERY IMPORTANT.

15. Faculty/Staff Performance and Development

Which item(s) does your institution accomplish to improve faculty/staff job performance?

X__Faculty evaluation by students
X__Faculty evaluation by supervisor
X__Administrative staff evaluation
X__Administration evaluation by Faculty
__Presidential evaluation by Board
__Faculty academic development (upgrading of degrees)
__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
__Annual staff professional development (seminars)

COMMENTARY: THE STUDENTS EVALUATE THE TEACHERS EACH SEMESTER, AND THE VICE PRESIDENT OF ACADEMICS ACTS AS A SUPERVISOR OR PEER GROUP EVALUATOR SINCE THE FACULTY IS SO SMALL. OPINION: VERY IMPORTANT.

16. Review by External Entities

Which external entities periodically review your institution?

X__AABC for accreditation
X__Regional agencies for accreditation
__Individual programs for accreditation
__State licensure or approval of school or programs
X__Annual audit by accounting firm
X__Federal financial aid audit or program review

COMMENTARY: CURRENTLY ACCREDITED BY BOTH AABC AND SACS. HAS TEMPORARY AUTHORIZATION FROM STATE FOR TEACHER EDUCATION CERTIFICATION. NCATE ACCREDITATION IS NEXT. OPINION: VERY IMPORTANT.

BIBLE COLLEGE
INSTITUTIONAL EFFECTIVENESS
COMPONENT PROFILE SHEET
AABC ACCREDITED COLLEGE B

I. INSTITUTIONAL PHILOSOPHY OF ASSESSMENT

1. Is your intention to measure institutional goal accomplishment or student academic achievement?
__Primarily measure institutional goal achievement
__Primarily measure student academic achievement
X__A balance of both

2. Is your intention to assess in order to improve the institution and student or to be accountable to external rules?
__Improvement of institution and student
__Accountable to external rules
X__A balance of both

3. Do use tests which emphasize national norm comparison or criterion level measurement?
__National norms
__Criterion or mastery levels
X__A balance of both

4. Do you use pre-posttest methods or posttest methods in assessing general education and major area gains?
__Pre-posttest methods
__Posttest methods
X__A balance of both

5. Are you satisfied with the standardized assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

6. Are you satisfied with the institutionally prepared assessment instruments you are currently using?
X__Yes
X__No MIXED REVIEWS
__Do not currently use any

7. Are you involved with any consortial relationships for improvement of assessment?
X__Yes
__No
With whom? SOUTHEASTERN AABC DEANS

8. Do you belong to any professional organizations for improvement of assessment?
X__Yes
__No
Which one(s)? TENNAIR

9. Do you know of any research instrument(s) which assesses the spiritual growth of students during the college experience?

__Yes
X__No
Which one(s)?

10. Are your goals and objectives consistent with the following:

X__Institutional goals and objectives are based on your Mission Statement
X__Program and degree objectives are based on your Mission Statement
X__Program and degree objectives are written in a measurable form
X__Objectives matrices show which course(s) meet those objectives
X__Teachers are accountable for accomplishing the objectives for that course
__Students are aware of the objectives for each course

II. INSTITUTIONAL EFFECTIVENESS PLAN AND PROCEDURES

1. Do you have a written institutional effectiveness or outcomes measurement plan?

X__Yes
__No
__In preparation

2. How many years has it been in operation? 3

3. Do you have a central office responsible for administering the plan?

__Yes
X__No
__Planned IS DONE BY ACADEMIC DEAN AND REGISTRAR TOGETHER.

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
PRESIDENT

5. How often is the institutional effectiveness plan revised?
ANNUALLY

6. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results?

X__Yes
__No
__What is it? REPORTED TO PLANNING COMMITTEE MADE UP OF DEPARTMENT CHAIRS BOTH ACADEMIC AND NON-ACADEMIC.

7. Do you have written procedures for utilizing the results?

X__Yes
__No
__In preparation PREPARED BY PLANNING UNITS THEMSELVES.

III. PROGRAM COMPONENT CHECKLIST

1. Goals and Objectives

Does your institution have the following in written form?

X__Institutional mission statement
X__Institutional goals and objectives
X__Departmental goals and objectives
X__Program and Degree objectives

COLLEGE HAS COMPLETE LIST OF MISSION AND OBJECTIVES. MATRICES EXIST ONLY IN TEACHER EDUCATION DEPARTMENT.

2. Student Entry Level Profiles

Which item(s) does your institution consider when evaluating applicants?

X__SAT or ACT
X__High school GPA
__High school graduation rank
__Expectations of incoming students
X__Academic diagnostic tests (i.e. English)
__Standardized advanced placement tests
__Institutionally prepared placement tests
__Vocational preference tests
__Transfer GPA

COMMENTARY: ACT SCORES REQUIRED BUT ACCEPTANCE NOT BASED ON RESULTS. OPINION: SOMEWHAT IMPORTANT.

3. Developmental Student Progress (remedial studies students)

Which item(s) does your institution review for placement of remedial students?

X__Course grades
X__Standardized evaluation tests
__Institutionally prepared evaluation tests

COMMENTARY: HAS REMEDIAL ENGLISH ONLY. PLACES THERE BASED ON ACT SCORE PLUS TENNESSEE STATE UNIVERSITY DIAGNOSTIC TEST IN ENGLISH. SATISFACTORY EXIT BASED ON COURSE GRADE. OPINION: VERY IMPORTANT.

4. General Education Gains

Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?

__College Level Examination Program (CLEP)
X__College Outcomes Measures Program (COMP)
__Collegiate Assessment of Academic Proficiency (CAAP)
__ETS/Academic Profile
__Institutionally prepared subject tests
__Institutionally prepared comprehensive tests
X__Portfolios with work samples

COMMENTARY: ACT/COMP IS USED FOR STANDARDIZED TEST. UTILIZED IN A PRE/POSTTEST METHODOLOGY BUT NOT ADMINISTERED TO EVERY CLASS OF FRESHMEN. OPINION: IMPORTANT.

5. Major Specialization Achievement
Which item(s) does your institution use to demonstrate the level of academic major achievement of your students?

X__ETS/Major Fields Tests
X__The National Teacher Exam (NTE) or Praxis Series
__Other standardized tests
__Departmentally prepared comprehensive examinations
__Other licensure and certification exams (i.e nursing)
X__Portfolios with work samples
__Senior theses

COMMENTARY: USES NTE FOR TEACHERS, AND ETS/PROFILES FOR BUSINESS ADMINISTRATION MAJORS. LOCAL INSTRUMENTATION ARE PORTFOLIOS CONTAINING SAMPLES OF WORK DONE IN THE MAJOR. PORTFOLIO FOR A MINISTERIAL STUDENT INCLUDES: SENIOR PAPER, WRITTEN SERMON, FACULTY ASSESSMENT OF A SERMON, SAMPLE ORDINATION PREPARATION, INTERNSHIP EVALUATION, AND CHRISTIAN SERVICE RECORD. OPINION: VERY IMPORTANT

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)
Which item(s) does your institution employ to assess skill attainment of your students?

__Individual performance tests
__Simulated performance tests
X__Licensure and certification exams
__Senior seminars, senior projects, or internships

COMMENTARY: USED IN STUDENT TEACHING AND MUSIC.

7. Student Personal Development
Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

__Values inventory
__Personality evaluation
__Attitudinal scales
__Behavioral survey
__Archival records
__Exit interviews

COMMENTARY: ONLY AS A SERIES OF QUESTIONS ON SATISFACTION RATINGS TO GRADUATES. PLAN FOR FUTURE.

8. Student Retention and Graduation Rates
Does your institution compile the following data?

X__Student Right-To-Know and Safety Act requirements
X__Percentage freshmen retained to second year
X__Percentage freshmen graduated

COMMENTARY: THEY TRACK THREE THINGS. (1) HOW MANY PEOPLE WHO COULD COME BACK EACH YEAR DO COME BACK. (2) HOW MANY

FRESHMEN RETURN FOR SECOND YEAR. (3) HOW MANY FRESHMEN GRADUATE IN 150 PERCENT TIME. NO TRANSFERS ARE INCLUDED. OPINION: VERY IMPORTANT.

9. Graduate School and Transfer Performance

Does your institution compile the following data?

__Success of students transferring to other schools
__Rate of graduate school acceptance
__Success of graduate school performance

COMMENTARY: NOT TRACKED. NO OPINION.

10. Graduate Placement Success

Does your institution compile the following data?

__percentage of graduates in jobs trained

11. Satisfaction Ratings

Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?

X__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
X__Satisfaction survey of current students
__Satisfaction survey of parents
X__Satisfaction survey of alumni/graduates
X__Satisfaction survey of employers
__Satisfaction survey of stopouts/dropouts/failouts
__Satisfaction survey of transfers
__Exit interviews

COMMENTARY: THIS IS DONE EXTENSIVELY. ALL INSTRUMENTS ARE LOCALLY PREPARED. OPINION: VERY IMPORTANT.

12. External Recognition of Achievements

Does your institution compile the following data?

__Student accomplishments and awards
__Graduate accomplishments and awards
__Faculty/staff accomplishments and awards

COMMENTARY: NOT DONE. NO OPINION.

13. Academic Program Review

Does your institution perform these academic program reviews?

X__State mandated
X__Institutionally selected

COMMENTARY: EVERY PROGRAM IS REVIEWED EVERY FIVE YEARS. THEIR SELECTION IS ARBITRARY UNLESS SOME PROBLEM SUGGESTS SELECTION. GUIDELINES FOR ASSESSMENT ARE DEPARTMENTALLY PREPARED. OPINION: VERY IMPORTANT.

14. Administrative Program Review

Does your institution perform these administrative program reviews?

X__Admissions
X__Student development

X__Athletics
X__Development
X__Business department
X__Financial aid
X__Library
X__Building and grounds department
X__Security
X__Auxiliary units (i.e. bookstore)
X__Research functions
__Community service
__Continuing education programs

COMMENTARY: DONE VIA A SERIES OF ANNUAL REPORTS. OPINION: VERY IMPORTANT.

15. Faculty/Staff Performance and Development

Which item(s) does your institution accomplish to improve faculty/staff job performance?

X__Faculty evaluation by students
X__Faculty evaluation by supervisor
X__Administrative staff evaluation
X__Administration evaluation by Faculty
X__Presidential evaluation by Board
X__Faculty academic development (upgrading of degrees)
X__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
__Annual staff professional development (seminars)

COMMENTARY: FACULTY MEMBERS ARE EVALUATED BY STUDENTS AND PEER GROUPS WITHIN DEPARTMENTS. ADMINISTRATIVE STAFF MEMBERS ARE EVALUATED BY SUPERVISORS. OPINION: VERY IMPORTANT.

16. Review by External Entities

Which external entities periodically review your institution?

X__AABC for accreditation
X__Regional agencies for accreditation
__Individual programs for accreditation
X__State licensure or approval of school or programs
X__Annual audit by accounting firm
X__Federal financial aid audit or program review

COMMENTARY: ACCREDITED BY AABC. CANDIDATES FOR ACCREDITATION WITH SACS. TEACHER EDUCATION PROGRAM APPROVED BY STATE OF TENNESSEE.

BIBLE COLLEGE
INSTITUTIONAL EFFECTIVENESS
COMPONENT PROFILE SHEET
AABC ACCREDITED COLLEGE C

I. INSTITUTIONAL PHILOSOPHY OF ASSESSMENT

1. Is your intention to measure institutional goal accomplishment or student academic achievement?
__Primarily measure institutional goal achievement
X__Primarily measure student academic achievement
__A balance of both

2. Is your intention to assess in order to improve the institution and student or to be accountable to external rules?
__Improvement of institution and student
X__Accountable to external rules
__A balance of both

3. Do use tests which emphasize national norm comparison or criterion level measurement?
X__National norms AABC BIBLE KNOWLEDGE TEST ONLY
__Criterion or mastery levels
__A balance of both

4. Do you use pre-posttest methods or posttest methods in assessing general education and major area gains?
X__Pre-posttest methods AABC BIBLE KNOWLEDGE TEST ONLY
__Posttest methods
__A balance of both

5. Are you satisfied with the standardized assessment instruments you are currently using?
__Yes
X__No
__Do not currently use any

6. Are you satisfied with the institutionally prepared assessment instruments you are currently using?
__Yes
X__No
__Do not currently use any

7. Are you involved with any consortial relationships for improvement of assessment?
__Yes
X__No
With whom?

8. Do you belong to any professional organizations for improvement of assessment?
__Yes
X__No
Which one(s)?

9. Do you know of any research instrument(s) which assesses the spiritual growth of students during the college

experience?
__Yes
X__No
Which one(s)?

10. Are your goals and objectives consistent with the following:
X__Institutional goals and objectives are based on your Mission Statement
X__Program and degree objectives are based on your Mission Statement
X__Program and degree objectives are written in a measurable form
__Objectives matrices show which course(s) meet those objectives
X__Teachers are accountable for accomplishing the objectives for that course
X__Students are aware of the objectives for each course

II. INSTITUTIONAL EFFECTIVENESS PLAN AND PROCEDURES

1. Do you have a written institutional effectiveness or outcomes measurement plan?
__Yes
X__No
__In preparation

2. How many years has it been in operation? _____

3. Do you have a central office responsible for administering the plan?
X__Yes ACADEMIC VICE PRESIDENT
__No
__Planned

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
PRESIDENT

5. How often is the institutional effectiveness plan revised?
_____Years

6. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results?
X__Yes
__No
__What is it? FACULTY

7. Do you have written procedures for utilizing the results?
__Yes
X__No
__In preparation

III. PROGRAM COMPONENT CHECKLIST

1. Goals and Objectives

Does your institution have the following in written form?
X__Institutional mission statement
X__Institutional goals and objectives
X__Departmental goals and objectives
X__Program and Degree objectives

2. Student Entry Level Profiles

Which item(s) does your institution consider when evaluating applicants?
X__SAT or ACT
X__High school GPA
__High school graduation rank
__Expectations of incoming students
X__Academic diagnostic tests (i.e. English)
X__Standardized advanced placement tests
__Institutionally prepared placement tests
__Vocational preference tests
X__Transfer GPA

COMMENTARY: REQUIRES SAT SCORES FOR APPLICANTS, BUT DOES NOT MAKE THE ENTRY DECISION ON THE SCORES. OPINION: SOMEWHAT IMPORTANT.

3. Developmental Student Progress (remedial studies students)

Which item(s) does your institution review for placement of remedial students?
__Course grades
X__Standardized evaluation tests
__Institutionally prepared evaluation tests

COMMENTARY: IN ADDITION TO SAT, USES TSWE AND MAPS FOR PLACEMENT IN TO REMEDIATION. TEACHES ENGLISH AT JOHN WESLEY, SENDS TO GTCC FOR MATH REMEDIATION. GIVES TSWE AGAIN AFTER COURSE. OPINION: IMPORTANT.

4. General Education Gains

Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?
__College Level Examination Program (CLEP)
__College Outcomes Measures Program (COMP)
__Collegiate Assessment of Academic Proficiency (CAAP)
__ETS/Academic Profile
X__Institutionally prepared subject tests
__Institutionally prepared comprehensive tests
__Portfolios with work samples

COMMENTARY: NO STANDARDIZED TESTS ARE USED. THE FACULTY CONSIDERED AND REJECTED THOSE TEST FOR LACK OF "FIT". THE ONLY EVALUATION IS THE COMPLETION OF THE REQUIRED COURSES WITH A SATISFACTORY GRADE AND AVERAGE GPA OF 2.0. NO OPINION.

5. Major Specialization Achievement

Which item(s) does your institution use to demonstrate the

level of academic major achievement of your students?

__ETS/Major Fields Tests
__The National Teacher Exam (NTE) or Praxis Series
__Other standardized tests
X__Departmentally prepared comprehensive examinations
__Other licensure and certification exams (i.e nursing)
__Portfolios with work samples
__Senior theses

COMMENTARY: EVALUATION DOES OCCUR HERE, BUT THERE ARE NO STANDARDIZED TESTS USED. ALL METHODOLOGY IS INSTITUTIONALLY PREPARED. EVERY MAJOR HAS AN INTERNSHIP REQUIREMENT. THE SUPERVISOR/TEACHER GIVES A WRITTEN EVALUATION. SOME DEPARTMENTS ALSO GIVE COMPREHENSIVE EXAMINATIONS. THERE IS NO PRE/POSTTESTING. OPINION: MOST IMPORTANT.

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)

Which item(s) does your institution employ to assess skill attainment of your students?

__Individual performance tests
__Simulated performance tests
__Licensure and certification exams
X__Senior seminars, senior projects, or internships

COMMENTARY: ONLY OBSERVATION IS IN TEACHER EDUCATION PROGRAM, WHICH IS NOT STATE APPROVED, BUT DOES RECEIVE ACSI APPROVAL. OPINION: VERY IMPORTANT.

7. Student Personal Development

Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

__Values inventory
__Personality evaluation
__Attitudinal scales
__Behavioral survey
__Archival records
__Exit interviews

COMMENTARY: NOT DONE. OPINION: NONE.

8. Student Retention and Graduation Rates

Does your institution compile the following data?

X__Student Right-To-Know and Safety Act requirements
X__Percentage freshmen retained to second year
X__Percentage freshmen graduated

COMMENTARY: THE STANDARD RATES OF FRESHMEN TO SOPHOMORE, AND FRESHMEN TO GRADUATION IN 150 PERCENT TIME ARE RECORDED. THIS DOES NOT INCLUDE THE PERSONS WHO NEVER PLAN TO GRADUATE WHEN ENTERING COLLEGE, OR THOSE WHO TRANSFER IN. OPINION: VERY IMPORTANT.

9. Graduate School and Transfer Performance
Does your institution compile the following data?
__Success of students transferring to other schools
__Rate of graduate school acceptance
__Success of graduate school performance
COMMENTARY: PRIMARY EFFORT HERE HAS BEEN TO GET SURVEYS BACK FROM THE GRADUATE SCHOOLS WHICH ACCEPT THEIR GRADS, AND WITHOUT VERY MUCH RESPONSE. FRUSTRATION REGISTERED.
OPINION: IMPORTANT.
10. Graduate Placement Success
Does your institution compile the following data?
X__percentage of graduates in jobs trained
COMMENTARY: NOT DONE.
11. Satisfaction Ratings
Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?
__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
__Satisfaction survey of current students
__Satisfaction survey of parents
X__Satisfaction survey of alumni/graduates
X__Satisfaction survey of employers
__Satisfaction survey of stopouts/dropouts/failouts
__Satisfaction survey of transfers
__Exit interviews
COMMENTARY: NO SATISFACTION RATINGS ARE ADMINISTERED TO CURRENT STUDENTS. ALUMNI AND EMPLOYERS ARE SURVEYED ONCE EVERY FIVE YEARS FOR SATISFACTION. THE INSTRUMENTS ARE INSTITUTIONALLY PREPARED. OPINION: MOST IMPORTANT.
12. External Recognition of Achievements
Does your institution compile the following data?
X__Student accomplishments and awards
__Graduate accomplishments and awards
__Faculty/staff accomplishments and awards
13. Academic Program Review
Does your institution perform these academic program reviews?
__State mandated
__Institutionally selected
COMMENTARY: ACADEMIC PROGRAMS (THERE ARE ONLY FOUR MAJORS AND TWO MINORS) ARE REVIEWED ONCE EVERY FIVE YEARS.
OPINION: IMPORTANT.
14. Administrative Program Review
Does your institution perform these administrative program reviews?
X__Admissions

X__Student development
__Athletics
__Development
__Business department
X__Financial aid
__Library
__Building and grounds department
__Security
__Auxiliary units (i.e. bookstore or student center)
__Research functions
__Community service
__Continuing education programs

15. Faculty/Staff Performance and Development

Which item(s) does your institution accomplish to improve faculty/staff job performance?

X__Faculty evaluation by students
X__Faculty evaluation by supervisor
X__Administrative staff evaluation
X__Administration evaluation by Faculty
X__Presidential evaluation by Board
X__Faculty academic development (upgrading of degrees)
__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
__Annual staff professional development (seminars)

COMMENTARY: TEACHING STAFF IS EVALUATED VIA STUDENT EVALUATIONS, AND PEER COMMITTEE EVALUATION. PEERS INTERVIEW THE TEACHER, SIT IN ON A CLASS, SAMPLE THE TESTS, READ THE SYLLABUS, AND REVIEW STUDENT RATINGS. ADMINISTRATIVE STAFF ARE EVALUATED BY THEIR SUPERVISORS USING AN INSTITUTIONAL FORM FOR THE PURPOSE. OPINION: IMPORTANT.

16. Review by External Entities

Which external entities periodically review your institution?

X__AABC for accreditation
__Regional agencies for accreditation
__Individual programs for accreditation
__State licensure or approval of school or programs
X__Annual audit by accounting firm
X__Federal financial aid audit or program review

COMMENTARY: CURRENTLY ACCREDITED BY THE AABC, WILL BE APPLYING IN THE NEAR FUTURE TO SACS. OPINION: VERY IMPORTANT.

BIBLE COLLEGE
INSTITUTIONAL EFFECTIVENESS
COMPONENT PROFILE SHEET
AABC ACCREDITED COLLEGE D

I. INSTITUTIONAL PHILOSOPHY OF ASSESSMENT

1. Is your intention to measure institutional goal accomplishment or student academic achievement?
X__Primarily measure institutional goal achievement
__Primarily measure student academic achievement
__A balance of both

2. Is your intention to assess in order to improve the institution and student or to be accountable to external rules?
X__Improvement of institution and student
__Accountable to external rules
__A balance of both

3. Do use tests which emphasize national norm comparison or criterion level measurement?
X__National norms
__Criterion or mastery levels
__A balance of both

4. Do you use pre-posttest methods or posttest methods in assessing general education and major area gains?
X__Pre-posttest methods
__Posttest methods
__A balance of both

5. Are you satisfied with the standardized assessment instruments you are currently using?
__Yes
X__No
__Do not currently use any

6. Are you satisfied with the institutionally prepared assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

7. Are you involved with any consortial relationships for improvement of assessment?
X__Yes
__No
With whom? FREEWILL AND TWO OTHERS

8. Do you belong to any professional organizations for improvement of assessment?
X__Yes
__No
Which one(s)? TENNAIR

9. Do you know of any research instrument(s) which assesses the spiritual growth of students during the college

experience?

__Yes
X__No
Which one(s)?

10. Are your goals and objectives consistent with the following:

X__Institutional goals and objectives are based on your Mission Statement
X__Program and degree objectives are based on your Mission Statement
X__Program and degree objectives are written in a measurable form
__Objectives matrices show which course(s) meet those objectives
__Teachers are accountable for accomplishing the objectives for that course
__Students are aware of the objectives for each course

II. INSTITUTIONAL EFFECTIVENESS PLAN AND PROCEDURES

1. Do you have a written institutional effectiveness or outcomes measurement plan?

X__Yes
__No
__In preparation

2. How many years has it been in operation? 7 OR 8

3. Do you have a central office responsible for administering the plan?

X__Yes PLAN IS ADMINISTERED BY THE PLANNING COMMITTEE.
__No THE COORDINATOR OF PLANNING ASSISTS.
__Planned

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
PRESIDENT

5. How often is the institutional effectiveness plan revised?
ANNUALLY

6. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results?

X__Yes
__No
__What is it? PLANNING COMMITTEE WRITTEN REPORTS

7. Do you have written procedures for utilizing the results?

__Yes
X__No
__In preparation

III. PROGRAM COMPONENT CHECKLIST

1. Goals and Objectives
Does your institution have the following in written form?
X__Institutional mission statement
X__Institutional goals and objectives
X__Departmental goals and objectives
X__Program and Degree objectives
2. Student Entry Level Profiles
Which item(s) does your institution consider when evaluating applicants?
X__SAT or ACT
X__High school GPA
X__High school graduation rank
X__Expectations of incoming students
__Academic diagnostic tests (i.e. English or math)
X__Standardized advanced placement tests
__Institutionally prepared placement tests
__Vocational preference tests
__Transfer GPA
COMMENTARY: REQUIRES SAT OR ACT. ACCEPTANCE NOT BASED ON THESE SCORES ALONE. OPINION: IMPORTANT.
3. Developmental Student Progress (remedial studies students)
Which item(s) does your institution review for placement of remedial students?
X__Course grades
X__Standardized evaluation tests
X__Institutionally prepared evaluation tests
COMMENTARY: SAT AND ACT SCORES PLUS COMPUTER ASSISTED ENGLISH AND MATH SCORED DETERMINE PLACEMENT FOR REMEDIATION. OPINION: IMPORTANT.
4. General Education Gains
Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?
__College Level Examination Program (CLEP)
X__College Outcomes Measures Program (COMP)
__Collegiate Assessment of Academic Proficiency (CAAP)
__ETS/Academic Profile
__Institutionally prepared subject tests
__Institutionally prepared comprehensive tests
__Portfolios with work samples
COMMENTARY: ACT/COMP TEST IS USED IN A PRE/POSTTEST METHODOLOGY (FRESHMEN AND SENIOR YEARS). NOT PLEASED WITH THE TEST. FEELS RESEARCH SHOWS THAT APPROXIMATELY THE SAME RESULTS OCCUR IN ANY KIND OF AN INSTITUTION. CONSIDERING COLLEGE BASE TEST. ALL STUDENTS TAKE FRESHMEN ORIENTATION COURSE AND SENIOR CAPSTONE COURSE CALLED ETHICS AND WORLDVIEW. OPINION: VERY IMPORTANT.
5. Major Specialization Achievement

Which item(s) does your institution use to demonstrate the level of academic major achievement of your students?

__ETS/Major Fields Tests
X__The National Teacher Exam (NTE) or Praxis Series
X__Other standardized tests
__Departmentally prepared comprehensive examinations
__Other licensure and certification exams (i.e nursing)
__Portfolios with work samples
__Senior theses

COMMENTARY: USES NTE FOR TEACHER EDUCATION AND AABC BIBLE KNOWLEDGE TEST. THE BIBLE KNOWLEDGE TEST IS GIVEN AT END ON JUNIOR YEAR AND A PASS SCORE (UNSPECIFIED) IS REQUIRED. FAILURES MAY RETEST DURING SENIOR YEAR. INSTITUTIONAL MAJOR AREA MEASUREMENTS ARE EXTENSIVE AND IMPRESSIVE. COLLEGE HAS TEN SPECIALTY AREAS (MAJORS ONLY IN EDUCATION AND BIBLE). EACH AREA HAS DEVELOPED OWN WRITTEN EXPECTED OUTCOMES AND EVALUATES EACH ANNUALLY. THE ALUMNI SURVEY IS CRITICAL IN THIS PROCESS. INTERNSHIPS OR PRACTICUM ARE REQUIRED FOR EVERY SPECIALTY, AND SOME HAVE TWO. OPINION: VERY IMPORTANT.

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)

Which item(s) does your institution employ to assess skill attainment of your students?

X__Individual performance tests
__Simulated performance tests
__Licensure and certification exams
X__Senior seminars, senior projects, or internships

COMMENTARY: DONE ONLY IN TEACHER EDUCATION. A PORTFOLIO IS ALSO REQUIRED FOR TEACHERS. OPINION: VERY IMPORTANT.

7. Student Personal Development

Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

__Values inventory
X__Personality evaluation
__Attitudinal scales
__Behavioral survey
__Archival records
X__Exit interviews

COMMENTARY: CONSIDERED VERY IMPORTANT BUT NOT CURRENTLY DONE. PERHAPS A PORTFOLIO WOULD HELP HERE.

8. Student Retention and Graduation Rates

Does your institution compile the following data?

X__Student Right-To-Know and Safety Act requirements

X__Percentage freshmen retained to second year
X__Percentage freshmen graduated

COMMENTARY: IN ADDITION TO FRESHMEN TO SOPHOMORE NUMBERS THE COLLEGE TRACKS FRESHMEN TO GRADUATION WITHIN 6 YEARS. THIS DOES INCLUDE THOSE FRESHMEN WHO ENROLL BUT DO NOT PLAN TO GRADUATE BUT DOES NOT INCLUDE TRANSFERS. FEELS THAT THE DATA REVEALS MORE ABOUT INSTITUTIONAL "FIT" THAN QUALITY OF THE SCHOOL. OPINION: SOMEWHAT IMPORTANT.

9. Graduate School and Transfer Performance

Does your institution compile the following data?

__Success of students transferring to other schools
__Rate of graduate school acceptance
__Success of graduate school performance

COMMENTARY: NOT DONE AND NO OPINION.

10. Graduate Placement Success

Does your institution compile the following data?

X__percentage of graduates in jobs trained

11. Satisfaction Ratings

Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?

__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
X__Satisfaction survey of current students
__Satisfaction survey of parents
X__Satisfaction survey of alumni/graduates
__Satisfaction survey of employers
__Satisfaction survey of stopouts/dropouts/failouts
__Satisfaction survey of transfers
X__Exit interviews

COMMENTARY: THE STUDENT AFFAIRS OFFICER CONDUCTS THREE SATISFACTION SURVEYS ANNUALLY. ONE HAS TO DO WITH STUDENT SERVICES, ANOTHER STUDENT ACTIVITIES, AND ANOTHER STUDENT PROBLEMS. ALUMNI ARE ALSO SURVEYED PERIODICALLY - UNSPECIFIED. OPINION: VERY IMPORTANT.

12. External Recognition of Achievements

Does your institution compile the following data?

__Student accomplishments and awards
__Graduate accomplishments and awards
X__Faculty/staff accomplishments and awards

COMMENTARY: NOT DONE AND NO OPINION.

13. Academic Program Review

Does your institution perform these academic program reviews?

__State mandated
X__Institutionally selected

COMMENTARY: EVERY PROGRAM IS REVIEWED ONCE EVERY FIVE YEARS

INCLUDING THE TEN SPECIALTY AREAS. EACH DEPARTMENT DEFINE ITS OWN OUTCOMES AND THEM REPORTS ON HOW WELL IT HAS ACHIEVED THEM. OPINION: VERY IMPORTANT.

14. Administrative Program Review

Does your institution perform these administrative program reviews?

X__Admissions
X__Student development
__Athletics
X__Development
X__Business department
X__Financial aid
X__Library
X__Building and grounds department
X__Security
X__Auxiliary units (i.e. bookstore or student center)
__Research functions
X__Community service
__Continuing education programs

COMMENTARY: ALL PLANNING UNITS EVALUATE THEMSELVES ANNUALLY OR ON SOME OTHER CYCLE THEY HAVE SET UP. EVERY FIVE YEARS THEY MUST REPORT TO THE PLANNING COMMITTEE. OPINION: VERY IMPORTANT.

15. Faculty/Staff Performance and Development

Which item(s) does your institution accomplish to improve faculty/staff job performance?

X__Faculty evaluation by students
X__Faculty evaluation by supervisor
X__Administrative staff evaluation
X__Administration evaluation by Faculty
X__Presidential evaluation by Board
X__Faculty academic development (upgrading of degrees)
__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
__Annual staff professional development (seminars)

COMMENTARY: FACULTY MEMBERS ARE EVALUATED BY THE STUDENTS ONCE EVERY YEAR FOR THE FIRST THREE YEARS OF THEIR TENURE AND INFREQUENTLY THEREAFTER. THEY ARE ALSO SUBJECTED TO PEER REVIEW. ADMINISTRATIVE STAFF MEMBERS ARE SUBJECTED TO A FORM OF PEER REVIEW ANNUALLY. OPINION: IMPORTANT.

16. Review by External Entities

Which external entities periodically review your institution?

X__AABC for accreditation
X__Regional agencies for accreditation
__Individual programs for accreditation

X__State licensure or approval of school or programs
X__Annual audit by accounting firm
X__Federal financial aid audit or program review

COMMENTARY: ACCREDITED BY THE AABC AND SACS, PLUS TEACHER EDUCATION APPROVAL FROM THE STATE OF TENNESSEE. OPINION: VERY IMPORTANT.

BIBLE COLLEGE
INSTITUTIONAL EFFECTIVENESS
COMPONENT PROFILE SHEET
AABC ACCREDITED COLLEGE E

I. INSTITUTIONAL PHILOSOPHY OF ASSESSMENT

1. Is your intention to measure institutional goal accomplishment or student academic achievement?
__Primarily measure institutional goal achievement
__Primarily measure student academic achievement
X__A balance of both

2. Is your intention to assess in order to improve the institution and student or to be accountable to external rules?
X__Improvement of institution and student
__Accountable to external rules
__A balance of both

3. Do use tests which emphasize national norm comparison or criterion level measurement?
__National norms
__Criterion or mastery levels
X__A balance of both

4. Do you use pre-posttest methods or posttest methods in assessing general education and major area gains?
__Pre-posttest methods
__Posttest methods
X__A balance of both

5. Are you satisfied with the standardized assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

6. Are you satisfied with the institutionally prepared assessment instruments you are currently using?
X__Yes
__No
__Do not currently use any

7. Are you involved with any consortial relationships for improvement of assessment?
__Yes
X__No
With whom?

8. Do you belong to any professional organizations for improvement of assessment?
__Yes
X__No
Which one(s)?

9. Do you know of any research instrument(s) which assesses the spiritual growth of students during the college

experience?
__Yes
X__No
Which one(s)?

10. Are your goals and objectives consistent with the following:
X__Institutional goals and objectives are based on your Mission Statement
X__Program and degree objectives are based on your Mission Statement
X__Program and degree objectives are written in a measurable form
X__Objectives matrices show which course(s) meet those objectives IN TEACHER EDUCATION
X__Teachers are accountable for accomplishing the objectives for that course
X__Students are aware of the objectives for each course

II. INSTITUTIONAL EFFECTIVENESS PLAN AND PROCEDURES

1. Do you have a written institutional effectiveness or outcomes measurement plan?
X__Yes
__No
__In preparation

2. How many years has it been in operation? 2

3. Do you have a central office responsible for administering the plan?
X__Yes ACADEMIC VICE PRESIDENT WITH INSTITUTIONAL
__No RESEARCH ASSISTANT
__Planned

4. To which administrative office is the person in charge of effectiveness or outcomes assessment responsible?
PRESIDENT

5. How often is the institutional effectiveness plan revised?
NOT YET

6. Do you have a particular forum, meeting, or series of meetings for reporting effectiveness results?
X__Yes
__No
__What is it? WRITTEN REPORT TO DEPARTMENT AFFECTED

7. Do you have written procedures for utilizing the results?
X__Yes
__No
__In preparation

III. PROGRAM COMPONENT CHECKLIST

1. Goals and Objectives
Does your institution have the following in written form?
X__Institutional mission statement
X__Institutional goals and objectives
X__Departmental goals and objectives
X__Program and Degree objectives
2. Student Entry Level Profiles
Which item(s) does your institution consider when evaluating applicants?
X__SAT or ACT
X__High school GPA
X__High school graduation rank
X__Expectations of incoming students
X__Academic diagnostic tests (i.e. English)
X__Standardized advanced placement tests
X__Institutionally prepared placement tests
__Vocational preference tests
X__Transfer GPA
COMMENTARY: ACT AND SAT SCORES REQUIRED FOR ENTRY, AND ACCEPTANCE IS BASED ON THE SCORES. OPINION: IMPORTANT.
3. Developmental Student Progress (remedial studies students)
Which item(s) does your institution review for placement of remedial students?
X__Course grades
X__Standardized evaluation tests
X__Institutionally prepared evaluation tests
COMMENTARY: REMEDIAL STUDENTS IDENTIFIED BY SAT OR ACT SCORES PLUS COMPUTER BASED DIAGNOSTIC TEST CALLED ACCUPLACE FOR ENGLISH AND MATH. OPINION: VERY IMPORTANT.
4. General Education Gains
Which item(s) does your institution use to demonstrate the level of general education (liberal arts) achievement of your students?
X__College Level Examination Program (CLEP)
X__College Outcomes Measures Program (COMP)
X__Collegiate Assessment of Academic Proficiency (CAAP)
__ETS/Academic Profile
X__Institutionally prepared subject tests
X__Institutionally prepared comprehensive tests
X__Portfolios with work samples
COMMENTARY: EXTENSIVE TESTING IS DONE HERE AND DETERMINATION OF WHICH TEST IS DEPARTMENTAL.
PRE/POSTTESTING IS DONE USING THE AABC BIBLE KNOWLEDGE TEST AND THE GRE IN SOME DEPARTMENTS. OPINION: VERY IMPORTANT.
5. Major Specialization Achievement
Which item(s) does your institution use to demonstrate the level of academic major achievement of your students?
__ETS/Major Fields Tests

X__The National Teacher Exam (NTE) or Praxis Series
X__Other standardized tests
X__Departmentally prepared comprehensive examinations
X__Other licensure and certification exams
X__Portfolios with work samples
__Senior theses

COMMENTARY: THE AMOUNT OF WORK DONE HERE IS AGAIN EXTENSIVE. TEACHER EDUCATION STUDENTS TAKE THE NTE'S. OTHERS TAKE INSTITUTIONALLY PREPARED MEASURES PRIMARILY ADMINISTERED IN A SENIOR CAPSTONE COURSE IN THE MAJOR. OPINION: MOST IMPORTANT.

6. Vocational Skills Level (i.e. teachers, pilots, secretaries)

Which item(s) does your institution employ to assess skill attainment of your students?

X__Individual performance tests
__Simulated performance tests
X__Licensure and certification exams
X__Senior seminars, senior projects, or internships

COMMENTARY: TEACHER EDUCATION PRIMARILY.

7. Student Personal Development

Which item(s) does your institution use to demonstrate student personal maturity while matriculating at your school?

X__Values inventory
X__Personality evaluation
X__Attitudinal scales
X__Behavioral survey
X__Archival records
X__Exit interviews

COMMENTARY: THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) INSTRUMENT IS ADMINISTERED AT ENTRY OF STUDENT. GROWTH IN MEASURED IN A SERIES OF METHODOLOGIES IN VARIOUS DEPARTMENTS UTILIZING THE INSTRUMENTS LISTED ABOVE. EXACT PROGRAM UNCLEAR. OPINION: NOT GIVEN.

8. Student Retention and Graduation Rates

Does your institution compile the following data?

X__Student Right-To-Know and Safety Act requirements
X__Percentage freshmen retained to second year
X__Percentage freshmen graduated

COMMENTARY: THE USUAL FACTS NECESSARY TO THE RIGHT-TO-KNOW ACT ARE FOLLOWED. PRESIDENT FEELS THAT THE DATA MAY NOT SAY MUCH ABOUT QUALITY BECAUSE PERSONS CAN BE PUSHED TO GRADUATION WITHOUT BEING TAUGHT EFFECTIVELY. OPINION: SOMEWHAT IMPORTANT.

9. Graduate School and Transfer Performance
Does your institution compile the following data?
X__Success of students transferring to other schools
X__Rate of graduate school acceptance
X__Success of graduate school performance
COMMENTARY: IS FOLLOWED. NO OPINION GIVEN.
10. Graduate Placement Success
Does your institution compile the following data?
X__percentage of graduates in jobs trained
11. Satisfaction Ratings
Which item(s) does your institution consider in assessing consumer (i.e. student or parent) satisfaction which your school?
__Evaluation/Survey Services (ESS)
__The Student Outcomes Information Service (SOIS)
X__Satisfaction survey of current students
X__Satisfaction survey of parents
X__Satisfaction survey of alumni/graduates
X__Satisfaction survey of employers
X__Satisfaction survey of stopouts/dropouts/failouts
X__Satisfaction survey of transfers
X__Exit interviews
COMMENTARY: ALL OF THE FORMS LISTED ABOVE ARE ADMINISTERED ANNUALLY AND ALL ARE LOCALLY PREPARED. OPINION: VERY IMPORTANT.
12. External Recognition of Achievements
Does your institution compile the following data?
X__Student accomplishments and awards
X__Graduate accomplishments and awards
X__Faculty/staff accomplishments and awards
COMMENTARY: IS DONE VIA AN ANNUAL ALUMNI QUESTIONNAIRE. WHICH GRADUATES GET THE SURVEY IS UNCLEAR. NO OPINION GIVEN.
13. Academic Program Review
Does your institution perform these academic program reviews?
X__State mandated
X__Institutionally selected
COMMENTARY: TWO PROGRAMS ARE AUTOMATICALLY REVIEWED ON A SET CYCLE BECAUSE OF PROGRAM APPROVAL, TEACHER EDUCATION AND SOCIAL WORK. ALL OTHERS ARE REVIEWED ON A FIVE YEAR CYCLE. OPINION: VERY IMPORTANT.
14. Administrative Program Review
Does your institution perform these administrative program reviews?
X__Admissions
X__Student development

X__Athletics
X__Development
X__Business department
X__Financial aid
X__Library
X__Building and grounds department
X__Security
X__Auxiliary units (i.e. bookstore)
X__Research functions
X__Community service
X__Continuing education programs

COMMENTARY: DONE ANNUALLY IN A PROCESS IN WHICH THE DEPARTMENTS SET THEIR OWN GOALS AND ARE ASSESSED AGAINST THEIR GOALS. OPINION: VERY IMPORTANT.

15. Faculty/Staff Performance and Development

Which item(s) does your institution accomplish to improve faculty/staff job performance?

X__Faculty evaluation by students
__Faculty evaluation by supervisor
X__Administrative staff evaluation
__Administration evaluation by Faculty
X__Presidential evaluation by Board
X__Faculty academic development (upgrading of degrees)
X__Annual faculty professional development (seminars)
__Staff academic development (upgrading of degrees)
X__Annual staff professional development (seminars)

COMMENTARY: ALL FACULTY MEMBERS ARE EVALUATED BY THE STUDENTS, THEIR SUPERVISOR, AND A PEER GROUP. PRESIDENT DOUBTS THE VALUE OF STUDENT EVALUATIONS. ADMINISTRATORS ARE EVALUATED BY THEIR SUPERVISORS. OPINION: VERY IMPORTANT.

16. Review by External Entities

Which external entities periodically review your institution?

X__AABC for accreditation
X__Regional agencies for accreditation
X__Individual programs for accreditation
X__State licensure or approval of school or programs
X__Annual audit by accounting firm
X__Federal financial aid audit or program review

COMMENTARY: ACCREDITED BY THE AABC AND SACS, WITH TEACHER EDUCATION PROGRAM APPROVAL AND LICENSURE BY THE STATE OF KENTUCKY. PRESIDENT CONSIDERS THE PROCESS INDISPENSABLE. OUTSIDE APPRAISAL IS VITAL TO IMPROVING THE INSTITUTION. OPINION: MOST IMPORTANT.

Appendix K

Institutional Effectiveness Model for Colleges and Universities Other Than Bible Colleges

The following institutional effectiveness model for colleges and universities other than Bible colleges was developed by means of a review of the literature relating to outcomes assessment, plus on-site visits to six colleges or universities accredited by SACS to examine their institutional effectiveness programs.

The central focus of outcomes assessment remains the assessment of student learning. Additional checkpoints (such as administrative program review and evaluation of the job performance of faculty/staff) are built into the process thus expanding its impact beyond purely academic assessment.

The model of institutional effectiveness for colleges and universities other than Bible colleges that is presented in the this section is a typical set of assessment checkpoints and instruments currently used. It is identifiable with no one school. Nor does one school utilize all of the methodologies listed. Assessment practices vary depending on the size and type of the institution.

Review by External Entities

Each of these entities may send review teams or program reviewers to the institution. Some reviews will take place on a set schedule, such as once every ten years for accreditation. Others will come as the program or

institution is selected for review by a governmental agency.

Among the entities which review colleges and universities are (a) accreditation agencies for institutions or programs, (b) state licensure or program approval departments, (c) university system teams or auditors, (d) federal financial aid audit or program reviewers, and (e) "best" colleges or universities rating systems.

Missions, Goals, and Objectives

All institutional effectiveness programs begin with the mission statement. Other goals and objectives flow from the mission statement.

Institutions carefully script the educational and service objectives of the college or university as follows: (a) institutional mission statement; (b) institutional goals and objectives; (c) college, school, or departmental goals and objectives; (d) program and degree objectives in measurable form;
(e) course matrices identifying the objectives to be accomplished; and (6) administrative and co-curricular program objectives.

Student Entry Level Profiles

Colleges and universities perform extensive evaluation

procedures to determine whether potential students are capable of satisfactorily completing degree programs. Acceptance of students is rarely, if ever, based on one test score such as the SAT. Colleges and Universities generally use a predicted freshman gpa as the baseline for acceptance. This prediction will include various components such as SAT score, high school gpa, and high school graduation rank. Sometimes even the student's high school itself is ranked and included in the equation.

Another function of the SAT scores and predicted gpa's is the placement of students in appropriate classes of instruction. Students achieving higher level scores may perform best in honors programs. Students earning lower level scores in particular subjects such as English or mathematics may be best served in a developmental course for that subject.

Entry level assessment programs may feature the following types of measurements: (a) SAT or ACT scores, (b) high school gpa, (c) high school graduation rank, (d) predicted freshman gpa; (e) academic diagnostic tests (e.g., English, math, language), (f) vocational preference tests, and (g) transfer gpa for incoming transfer students.

Developmental Student Progress

A combination of college entrance test scores and

academic diagnostic tests are used for identifying students who may benefit from developmental studies. The same set of diagnostic tests along with course grades are often used to determine when a student has satisfactorily completed remediation. Among the methods for assessing developmental student progress are (a) course grades, (b) standardized evaluation instruments (e.g., Test of Standard Written English [TSWE]), and (c) institutionally prepared evaluation instruments.

General Education Gains

One of the primary areas of academic assessment (particularly for liberal arts colleges or universities) is assessing student academic gain in general education. Believing that well-educated men and women are knowledgeable about the arts, the physical and biological sciences, and the social sciences, administrators and faculty want to know success in teaching these subjects. Students should not only possess the lower-order thinking skills of remembering facts and being intellectually acquainted with the subjects but also to demonstrate competence in the higher-order thinking skills of logical reasoning, interpreting, and communicating in the liberal arts.

While institutions vary in their approach to assessing general education gains, there appears to be a growing trend

towards the value-added, pre- and posttest methodology. Under this concept, students would be tested upon entry into the institution as freshmen and again at the end of the sophomore year when most general education courses are completed, or perhaps in the senior year. Whether the tests are used for comparison to national norms or as mastery level measures depends on the desire of the college or university and the type of measure used. With some tests (i.e., ETS/Academic Profiles) an institution may choose both norm and mastery level scores. Among the methodologies frequently used to assess general education gains are the following: (a) standardized general education measures (e.g., College Level Examination Program [CLEP], College Outcomes Measures Program [COMP], Collegiate Assessment of Academic Proficiency [CAAP], and ETS/Academic Profiles); (b) institutionally prepared mastery tests; (c) portfolios with work samples (e.g., writing); and (d) opinion surveys of seniors and graduates.

Major Specialization Achievement

Obviously, there is keen interest in how well the student is mastering the major area which he/she has selected. Depending on the institutional need and the purpose of the assessment (licensure perhaps), the tests may be either criterion-referenced mastery tests or nationally-

normed comparison tests. Among the methodologies used in measuring academic performance in the major are the following: (a) standardized tests designed for specific majors (e.g., ETS/Major fields tests); (b) departmentally prepared comprehensive examinations; (c) licensure and certification exams (e.g., the National Teacher Exam [NTE]); (d) portfolios with work samples; (e) senior theses; (f) performance of vocational skills such as student teaching or the performing arts; and (g) senior seminars, senior projects, or internships.

Student Personal Maturity

Although there is less emphasis in assessing the personal maturity of college students than for measuring general education gains or academic achievement in the major area, it is a growing dimension of an institutional effectiveness program. Student maturity may be assessed in several ways including rating emotional stability, social and community involvement, or leadership skills development.

Frequently, the assessment approach for student personal maturity will be a self-rating or opinion scale, it may be standardized or locally prepared, and it may be a pre- and postmeasure. Among the commonly used methodologies for assessing this area of student development are (a) standardized evaluation instruments (e.g., attitudinal

scales or behavioral survey); (b) institutionally prepared evaluation instruments; (c) archival records of behavior, campus involvement, or leadership; or (d) exit interviews.

Student Retention and Graduation Rates

Perhaps the greatest impetus for this set of assessment practices is the federal government requirement that retention and graduation rates be published for prospective students and parents. A second, very powerful force behind this assessment practice is the financial reality that retained students generate additional dollars for the institution. It is cheaper to retain than to recruit students.

Traditionally, the report of retention and graduation data is contained in the college or university "Fact Book". Among the pieces of data frequently recorded are (a) percentage of freshmen retained to second semester, (b) percentage of freshmen retained to second year, and (c) percentage of freshmen cohort graduated in four to seven years.

Transfer and Graduate Performance

Although not the focal point of an outcomes assessment program, many colleges and universities are interested in the performance of their transfer students and graduates.

The ability of undergraduate transfers from one institution to another (i.e., community college to four-year institution) to succeed academically in the new school reveals a great deal about the original institution. Equally revealing about educational quality is the ability of graduates to complete graduate school entrance exams and successfully achieve a graduate degree. Another measure of value of training is the percentage of graduates who achieve employment in the field for which they trained.

Among the issues tracked and methodologies used are (a) academic success of students transferring elsewhere, (b) completion of graduate school entrance exams (e.g., GRE), (c) rate of graduate school acceptance, (d) success of graduate school performance, and (e) percentage of graduates in vocations for which they trained.

Satisfaction and Opinion Ratings

One particular series of quality measures for colleges and universities that has achieved widespread usage is that of self-administered satisfaction ratings or opinion surveys. These measures are not limited to assessing one aspect of the institutional performance (i.e. general education gains) but may measure several aspects of college life in one measure.

The instruments are sometimes standardized (i.e.,

Evaluation/Survey Services [ESS]) or more often are institutionally prepared. The following series of measures are administered to various groups from applicants to graduates to parents to employers: (a) opinion survey of applicants who do not enroll, (b) opinion survey or personal interview of freshmen who do enroll, (c) satisfaction rating of current students, (d) satisfaction rating of parents, (e) opinion survey of stopouts/dropouts/failouts, (f) satisfaction rating of transfers, (g) satisfaction rating of alumni/graduates, (h) satisfaction rating of employers, and (i) exit interviews.

Recognition of External Achievements

Another area of quality measurement is the recording of accomplishments and awards received by members of the immediate institutional family. These data are frequently collected by the respective schools or departments for their own graduates or faculty members. Among the types of recognitions of interest are (a) student accomplishments and awards, (b) graduate accomplishments and awards, and (c) faculty/staff accomplishments and awards.

Academic Program Review

Academic program review is a practice that resulted from the realities of limited financial resources. Programs

were reviewed to determine their viability for continuation or need for revision. The practice came into vogue in state universities and large university systems. Academic program review is now practiced in all types of colleges and universities large or small, public or private, profit or non-profit.

Academic programs may be selected for review on the basis of some problem relating to the program or may be chosen on a set cycle of review for all institutional programs. A common pattern is to assess every program within the school or department once every five years.

While the structure of academic program review varies depending on the department, institution, system, or governmental agency requesting the review, each emphasizes similar measurements such as: (a) level of achievement of program mission, (b) student numbers, (c) quality of instruction, (d) curriculum content, (e) financial requirements, (f) financial income production, (g) student outcomes measurements, (h) number of graduates, and (i) contribution to institutional mission.

Administrative Program Review

Institutional effectiveness procedures have been extended in many colleges and universities to areas of non-instructional programs, such as admissions and student

services. Review procedures are varied and may be as simple as a satisfaction rating issued to current students or may be comprehensive and accomplished in a manner similar to academic program review. Some institutions require an annual report or review of each non-instructional unit plus an in depth review once every five years.

Among the non-instructional units to be reviewed are the following: (a) admissions office, (b) student development department, (c) athletics department, (d) development or advancement department, (e) business department, (f) financial aid office, (g) library, (h) building and grounds department, (i) security department, (j) auxiliary units (e.g., bookstore or student center), (k) research functions, (l) community service activities, or (m) continuing education departments.

Faculty and Staff Performance Evaluation

Evaluation of faculty members' teaching performance and staff members' job performance is commonplace in most colleges and universities. The student end-of-course teacher evaluation has become almost universally accepted as one measure of faculty effectiveness. Current trends emphasize a varied approach with more than one measure for each faculty or staff member.

Among the types of assessments commonly used are the

following: (a) faculty evaluation by students at course end, (b) faculty evaluation by supervisor, (c) faculty evaluation by peer group, (d) faculty self-evaluation, (e) research and publishing recognition, (f) tenure decisions, (g) administrative staff evaluation by supervisor, (h) administration evaluation by faculty, or (i) presidential (CEO) evaluation by Board of Trustees.

Appendix L

Institutional Effectiveness Model As Currently Practiced in the AABC

The body of data obtained from Bible colleges was assembled in the following manner in order to create a model of institutional effectiveness as currently practiced among Bible colleges accredited by the AABC. Individualized institutional profiles for each responding school (76 total respondents) were prepared from the information received during the mail survey.

The data generated from The Institutional Effectiveness Telephone Survey Form for 20 AABC members was used to expand those 20 institutional profiles. Finally, the additional information obtained during the on-site visits to the sample of five AABC colleges was used to further develop those institutional profiles. The resulting five institutional profiles were combined into one model of Bible college institutional effectiveness as now practiced by AABC member institutions.

The program of institutional effectiveness as currently practiced in AABC colleges is a typical set of outcomes assessment checkpoints, tests, and methodologies for a Bible college that is accredited by the AABC and is not representative of any particular institution.

Review by External Entities

The personnel of these undergraduate institutions appreciate the importance of accreditation and review by

external entities since they have already been subjected to a team visit and review as an AABC member. In addition, 20 of the 86 members are also accredited by regional accreditation associations and four others are on candidate status.

Among the external agencies that periodically review AABC member schools are (a) Accrediting Association of Bible Colleges, (b) regional or other general accrediting associations, (c) program accreditation associations, (d) state licensure or academic program approval agencies, and (e) federal financial aid auditors or program reviewers.

Missions, Goals, and Objectives

These institutions are particularly mission and goal focused since they are made up of special purpose colleges whose mission is to prepare vocational Christian ministers. A complete track of mission statements plus institutional goals and objectives at an AABC college contains the following elements: (a) institutional mission statement, (b) institutional goals and objectives, (c) program and degree objectives, (d) syllabus identified objectives, and (e) non-instructional program objectives.

Student Entry Level Profiles

All of the AABC member institutions require some form

of college entrance test prior to acceptance. However, of those surveyed, none based the acceptance decision on the entry scores alone. The vast majority of Bible colleges have "open door" admissions policies. Priority in the acceptance decision was given to the personal biographical sketches provided by the applicants and also to the references, particularly from the applicants' pastors. The academic diagnostic tests were used as an additional tool for placement decisions, especially placement in English or mathematics remediation.

Among the factors considered by AABC members during the student acceptance process are the following: (a) SAT or ACT, (b) high school gpa, (c) high school graduation rank, (d) standardized diagnostic tests (e.g., TSWE, MAPS), (e) institutionally prepared diagnostic tests (e.g., English, math), (f) transfer gpa, (g) biographical sketch or written personal testimony, and (h) references from pastoral and friends.

Developmental Student Progress

While academic diagnostic tests were used along with college entrance tests for placement into remedial or developmental courses, they were also frequently used as measures for determining satisfactory completion of remediation. The following checkpoints are used by AABC

schools for assessing developmental student progress: (a) course grades, (b) standardized evaluation instruments (Test of Standard Written English [TSWE]), and (c) institutionally prepared evaluation instruments.

General Education Gains

Based on the survey of AABC member schools, the researcher concluded that AABC accredited institutions place slightly less emphasis on general education preparation than do the liberal arts colleges. However, they are required to provide at least 30 semester hours of general education for a baccalaureate degree. A few members use another college in their local vicinity to teach these courses for them, but most provide their own program of general studies. The member institutions are struggling to find a standardized test with good institutional fit.

The following list is an aggregate group of assessment instruments and methodologies used by AABC colleges to measure general education gains: (a) standardized evaluation instruments, (b) institutionally prepared subject tests, (c) institutionally prepared comprehensive tests, (d) portfolios with work samples, and (e) opinion surveys of seniors and graduates.

Major Specialization Achievement

Among the areas of outcomes assessment considered most important by AABC member institutions is that of the major area specialization. The specific mission of the schools is to prepare the graduates for a professional role in Christian ministry. Each college would like to know how well they are accomplishing the job. The gamut of methodologies used in the process ranges from certification and licensure exams to a wide variety of locally prepared instruments or methodologies.

The following is a listing of assessment instruments and methodologies used by AABC schools for evaluating achievement in the major area: (a) standardized tests (e.g., ETS/Major Fields Tests); (b) departmentally prepared comprehensive examinations; (c) licensure and certification exams (e.g., the NTE or Praxis Series for teachers); (d) portfolios with work samples;
(e) senior thesis or paper; (f) performance of vocational skills like student teaching or the performing arts; (g) senior seminars, senior practica, or internships; and (h) exit interviews.

Student Personal Maturity

Even though member institutions expressed a great deal of interest in the assessment of student maturation during

collegiate years, there appeared to be little awareness of reasonable techniques for doing so. The few bonified efforts to assess student development in this area are outlined below: (a) standardized evaluation instruments (e.g., attitudinal scales or behavioral survey); (b) institutionally prepared evaluation instruments (e.g., attitudinal scales or behavioral survey); (c) archival records of behavior, campus involvement, or leadership; and (d) exit interviews.

Student Retention and Graduation Rates

The particular set of rates described below are tracked by AABC member institutions. The primary impetus for recording the data is to fulfill requirements from the federal government for those schools receiving Title IV financial aid and the requirements of accreditation agencies including the AABC. The following are typical retention and graduation rates recorded by AABC members: (a) number of students eligible to return each semester who do return, (b) percentage of freshmen retained to second semester, (c) percentage of freshmen retained to second year, and (d) percentage of freshmen cohort graduated in four years to seven years.

Transfer and Graduate Performance

Although few AABC accredited institutions reported tracking this data, some schools did in fact accomplish the task and found credence in so-doing. Hindrances were encountered in that the data are not easily obtained, and the process is too labor intensive for the staff members of small schools. The checkpoints for transfer or graduate performance are (a) completion of graduate school entrance exam (e.g., GRE), (b) rate of graduate school acceptance, and (c) percentage of graduates in vocations for which trained.

Satisfaction and Opinion Ratings

The one area of outcomes assessment in which there was abundant participation among AABC members was that of administering satisfaction/opinion ratings to many different constituent groups. The most frequently surveyed groups are current students and alumni members. Among the types of satisfaction and/or opinion ratings used by AABC members are the following: (a) opinion survey of applicants who do not enroll, (b) satisfaction rating of current students, (c) opinion survey of stopouts/dropouts/failouts, (d) satisfaction rating of parents, (e) satisfaction rating of alumni/graduates, (f) satisfaction rating of employers, and (g) exit interviews.

Recognition of External Achievements

Most recording of accomplishments and awards among the Bible colleges is for faculty members who wish to keep their employment files current. Additional information is obtained on periodic surveys of alumni members. Among the awards and accomplishments sometimes recorded by the AABC members are (a) student accomplishments and awards, (b) graduate accomplishments and awards, and (c) faculty/staff accomplishments and awards.

Academic Program Reviews

Academic program reviews are required for Bible colleges by some state departments and some program accreditation associations such as education and nursing. In addition, AABC members frequently review programs on a five-year cycle for assessing all the curricular offerings. Among the checkpoints used in assessing academic programs at AABC colleges are (a) student numbers, (b) availability of qualified instructors, (c) financial requirements, (d) financial income production, (e) student outcomes measurements, and (f) numbers of graduates.

Administrative Program Review

Administrative departments are being reviewed on an annual basis by most AABC schools. The principle function

is to obtain data necessary for reports to accreditation associations or state regulatory agencies. Other sets of information are used for institutional decision-making. The following is a list of administrative or cocurricular programs that are periodically reviewed at AABC colleges: (a) admissions office, (b) student development department, (c) christian service department, (d) athletics department, (e) development or advancement department, (f) business department, (g) financial aid office, (h) library, (i) building and grounds department, (j) security department, (k) auxiliary units (e.g., bookstore or student center), and (l) continuing education departments.

Faculty and Staff Performance Evaluation

Faculty evaluation is accomplished by all AABC members, especially the end-of-course evaluations by students. There is, however, a growing trend towards peer evaluation of teachers. Some form of evaluation of administrative officers and the CEO is also done by the majority of AABC schools. Among the areas of staff and faculty evaluation at AABC colleges are (a) faculty evaluation by students, (b) faculty evaluation by supervisor, (c) faculty evaluation by peer committee, (d) administrative staff evaluation by supervisor, and (e) presidential evaluation by Board of Trustees.

Appendix M

Institutional Effectiveness Model

Recommended for AABC MEMBERS

The qualitative comparison of the composite model of institutional effectiveness for non-Bible colleges and universities with the composite model of institutional effectiveness for AABC accredited colleges, led to the formulation of an institutional effectiveness model which is recommended by the researcher for AABC member schools. The recommended program is described below utilizing 14 sets of checkpoints outlining the instruments and methodologies that, in the opinion of the researcher, best "fit" AABC colleges. Most of the assessment practices given in this model can also be found in the two previous models that were qualitatively compared.

Each of the following lists presents potential checkpoints that will enable an AABC member to evaluate its effectiveness through the application of some or all of the measurement instruments and/or methodologies suggested. The program of institutional effectiveness recommended by the researcher was not found in its entirety in any one Bible college or non-Bible college. It is the result of the research process conducted in this dissertation that culminated in the qualitative comparison of the two composite models listed in the above paragraph.

Institutional Effectiveness Manual

Every AABC member college should have an institutional

effectiveness manual containing the following information: (a) a statement of the institutional philosophy for assessment of outcomes; (b) a carefully delineated listing of the institutional mission statement, the college general objectives, the program and degree objectives, and the non-instructional department objectives; (c) a listing of the instruments and methodologies for assessment of each set of goals and objectives; (d) a listing of the procedures for administration of the measurements, analysis of the results, and reporting of the assessment outcomes; (e) procedures for using the results in academic and/or administrative departments after assessment has occurred; and (f) procedures for evaluating and revising the assessment process itself.

Missions, Goals, and Objectives

By means of a foundation that begins with and is based upon an institutional mission statement, an AABC accredited college will prepare for a successful institutional effectiveness program. The foundation will contain the following components: (a) institutional mission statement, (b) institutional goals and objectives, (c) program and degree objectives in measurable form, (d) course matrices identifying the objectives to be accomplished, and (e) non-instructional program objectives.

Review by External Entities

An AABC college is accountable to a variety of external entities for periodic reviews. At least six kinds of external entities examining AABC schools are listed below. Some of the categories include reviews by several agencies. Review by an accrediting agency and visiting team is one of the most important aspects of quality assessment because it allows the objective viewpoint of an external person or group of persons.

Among the external agencies which an AABC member should be accountable to are the following: (a) Accrediting Association of Bible Colleges (AABC); (b) regional or other institutional accreditation agencies (e.g., Southern Association of Colleges and Schools [SACS] or North Central Association of Colleges and Schools [NCA]); (c) academic program accreditation agencies (e.g., National Council for the Accreditation of Teacher Education [NCATE] or the Federal Aviation Agency [FAA]); (d) state licensure approval; (e) academic program approval by state (e.g., teacher education, nursing); and (f) federal financial aid audit or program reviewers.

Student Entry Level Profiles

College entrance tests document the potential student's academic ability to complete a degree program. Even though

many AABC schools utilize open door admissions policies, an entrance test score is usually established below which developmental courses are required or below which the student has not demonstrated adequate academic ability. Pastoral references or personal biographies are given weighted importance in the admissions process by some AABC members.

In addition to college entrance tests, academic diagnostic tests in English, mathematics, and sometimes language are frequently given to at-risk students to determine the specific need for developmental (remedial) study. Among the potential student entry level assessments for AABC members are (a) SAT or ACT scores, (b) high school gpa, (c) high school graduation rank, (d) standardized academic diagnostic tests (e.g., TSWE, MAPS), (e) institutionally prepared diagnostic tests (e.g., English, math), (f) vocational preference tests, (g) transfer gpa for incoming transfer students, (h) biographical sketch or written personal testimony, and (i) references from pastor and friends.

Developmental Student Progress

A posttesting with academic diagnostic tests whether standardized or locally prepared will establish whether the developmental student has progressed to the point of

mainstreaming into the regular curriculum. Sometimes these scores indicate a necessity for continued monitoring and/or tutoring.

Among the potential development progress instruments for AABC members are (a) course grades, (b) standardized evaluation instruments (e.g., TSWE, MAPS), and (c) institutionally prepared evaluation instruments (e.g., English, math).

General Education Gains

Along with general education instruction comes the necessity of assessing the quality of the instruction. The foundational academic skills of reading, writing, mathematics, and science may be evaluated as a separate assessment area or be included in the over-all general education umbrella for assessment purposes.

Standardized tests are commercially available and widely used. Each college must carefully examine the tests for good institutional fit. Some colleges choose to have the measurement instruments departmentally prepared within the school in order to receive better content validity. Strong assessment programs will include both a standardized and a locally prepared instrument. The value-added pre- and posttesting concept is particularly helpful in assessing general education.

Among the potential general education gains assessment methodologies or instruments for AABC members are (a) standardized general education measures (e.g., CLEP, COMP, CAAP, ETS/Academic Profiles, and College BASE); (b) institutionally prepared subject tests; (3) institutionally prepared comprehensive tests; (c) portfolios with work samples (e.g., writing); and (d) opinion surveys of seniors and graduates.

Major Specialization Achievement

The assessing of student preparation in the major area (including vocational skills tests) is particularly revealing about any educational institution. With the exception of required licensure and certification examinations for certain majors (i.e., teaching), the matching of standardized tests to major areas in Bible colleges is problematic because of the ministry-specific list of majors offered. Locally prepared comprehensive tests and other types of assessment techniques will likely be necessary.

Standardized tests and/or locally prepared competency tests administered in a pre- and posttesting methodology will provide a value-added perspective. Additionally, a two-year longitudinal evaluation may be secured via the major portfolio analysis.

Among the potential major specialization area assessments for AABC members are (a) standardized tests designed for specific majors (e.g., ETS/Major fields tests); (b) departmentally prepared comprehensive exams; (c) licensure and certification exams (e.g., NTE or Praxis Series); (d) portfolios with work samples (e.g., pastoral, youth ministry, music ministry, missionary); (e) senior theses; (f) performance of vocational skills (e.g., student teaching, the performing arts); (g) senior seminars, projects, practica, or internships; and (h) exit interviews.

Student Personal Maturity

With particular emphasis on the spiritual development of students during their years in college, this category of assessments has significant value to Bible colleges. Student personal maturity is primarily an affective area that requires more subjective, qualitative techniques frequently involving self-reporting assessments. Several administrations of self-reported surveys over the years of college life will permit a longitudinal view of personal maturity for a value-added perspective.

Among the potential student personal maturity assessments for AABC members are (a) standardized evaluation instruments (e.g., attitudinal scales, behavioral survey);

(b) institutionally prepared evaluation instruments (e.g., satisfaction, opinion, behavioral); (c) spiritual maturity inventory; (d) archival records of behavior, campus involvement, or leadership; (e) archival records of Christian service or ministry assignments; and (f) exit interviews.

Student Retention and Graduation Rates

Federal regulations require retention and graduation rate statistics to be published in the college catalogue in order to qualify for federal financial aid to students . Many annual reports to governmental agencies and accreditation associations require these data for completion.

Among the useful student retention and graduation rate assessments for AABC members are (a) number of students eligible to return each semester who do return, (b) percentage of freshmen retained to second semester, (c) percentage of freshmen retained to second year, and (d) percentage of freshmen cohort graduated in four to seven years.

Transfer and Graduate Performance

Another assessment of institutional quality is the level of performance at the next college or university by

transferring students or graduates. At AABC schools, students often enroll in classes to receive a year of Bible and theology along with the social, emotional, and spiritual maturity of a year in the Bible college environment.

The passing of a graduate entrance examination, acceptance into a graduate school, and satisfactory completion of a graduate degree are reasonable measures of quality in a Bible college. In addition, one of the criteria for AABC accredited colleges is the tracking of the percentage of graduates who actually enter the area of vocational preparation (1993-94 AABC Manual, p. 17).

Among the potential transfer and graduate assessments for AABC members are (a) academic success of undergraduate students transferring elsewhere, (b) completion of graduate school entrance exams (e.g., GRE), (c) rate of graduate school acceptance, (d) success of graduate school performance, and (e) percentage of graduates in vocations for which trained.

Satisfaction and Opinion Ratings

Satisfaction and/or opinion ratings provide data that may be utilized in evaluating many areas of instruction, services, and administrative functioning. These instruments are normally self-administered questionnaires. Standardized satisfaction or opinion ratings are sometimes used by AABC

institutions; however, most members use locally prepared versions.

Among the potential satisfaction/opinion ratings used by AABC members are (a) opinion survey of applicants who do not enroll, (b) opinion survey or personal interview of freshmen who do enroll, (c) satisfaction rating of current students, (d) satisfaction rating of parents, (e) opinion survey of stopouts/dropouts/failouts, (f) satisfaction rating of transfers, (g) satisfaction rating of alumni/graduates, (h) satisfaction rating of employers, and (i) exit interviews.

Academic Program Review

Academic program review has become more widely implemented among AABC members as limited financial resources take their toll on academic offerings. Programs should be reviewed to determine their viability for continuation or need for revision. Academic programs may be selected for review on the basis of some question that has arisen or may be chosen on a set cycle of review of all institutional programs. The most often used cycle of review is once every five years.

The following set of guidelines and checkpoints represents a format for academic program assessment appropriate for AABC member colleges: (a) level of

achievement of specific academic program mission, (b) student numbers, (c) availability of qualified instructors, (d) quality of instruction, (e) quality of administration, (f) curriculum content, (g) financial requirements, (h) financial income production, (i) student outcomes measurements, (j) numbers of graduates, (k) percentage of graduates in vocation for which trained, (l) availability of student services, (m) program needs assessment, (n) satisfaction of graduates with program preparation, and (o) contribution to institutional mission accomplishment.

Administrative Program Review

Non-instructional programs (administrative or co-curricular) are reviewed on regular cycles. Review procedures are varied and may be as simple as a satisfaction rating issued to current students or may be comprehensive and accomplished in a similar manner to academic program review. Annual reports should be required from each non-instructional unit. An in-depth review should be performed once every five years.

Among the potential administrative programs to be reviewed in AABC members are (a) admissions office, (b) student development department, (c) Christian service department, (d) athletics department, (e) development or advancement department, (f) business department, (g)

financial aid office, (h) library, (i) building and grounds department, (j) security department, (k) auxiliary units (i.e. bookstore or student center), (l) publishing operations, (m) community service activities, and (n) continuing education departments.

Faculty and Staff Performance Evaluation

Evaluation of faculty members' teaching performances and staff members' job performance is commonplace in AABC accredited colleges of the '90s. Current trends emphasize a varied approach with more than one measure for each faculty or staff member. An excellent methodology combination for the evaluation of faculty members in a Bible college is that of student end-of-course evaluations, peer evaluation, and self-evaluation.

The evaluation of administrative or staff members is sometimes accomplished by using a structured form administered to both the supervisor and the person being evaluated. The two would then schedule a conference during which they compare the forms for reconciliation. Individuals are encouraged to list awards, accomplishments, or academic improvements during the past year.

Senior administrators (president or vice presidents) are evaluated annually or at least every three years by the Board of Trustees using one or more of the following

methodologies: (a) trustee accomplished personnel evaluations, (b) peer evaluations, (c) faculty evaluations, or (d) self-evaluations.

Among the potential faculty/staff assessment methodologies used in AABC colleges are (a) faculty evaluation by students at course end, (b) faculty evaluation by supervisor, (c) faculty evaluation by peer committee, (d) faculty self-evaluation, (e) research and publishing recognition, (f) tenure decisions, (g) administrative staff evaluation by supervisor, (h) administration evaluation by Faculty, and (i) presidential evaluation by Board of Trustees.

Appendix N

SACS On-Site Visits Tabulated Results

SACS INSTITUTIONAL EFFECTIVENESS

ON-SITE VISITS TABULATED RESPONSES

1. Which specific accreditation agencies accredit your institution?

SACS	6
academic program approval or accreditation	6
NCATE	4

Accreditation value opinion rating:

not important_____ somewhat important_____ important__1__

very important__5__ most important_____

2. Which test scores or other quantitative data do you request for freshman entrants?

SAT	4
ACT/ASSET	1
APS	1

Freshman entry scores value opinion rating:

not important__2__ somewhat important_____ important__4__

very important_____ most important_____

3. What quantitative data do you request for transfer entrants?

transfer gpa	6

Transfer entry scores value opinion rating:

not important_____ somewhat important_____ important__5__

very important_____ most important__1__

4. How do you identify remedial students?

SAT	2
ASSET	1
APS	1
standardized English, math, or reading	2

Remedial studies value opinion rating:

not important_____ somewhat important_____ important__3__

very important__2__ most important__1__

5. Which measurement instruments do you use for assessing general education gains?

ACT/Comp	1
ETS/Profiles	1
course grades and gpa	2
does not assess	2

General education assessment value opinion rating:

not important__3__ somewhat important_____ important__1__

very important__1__ most important__1__

6. Which measurement instruments do you use to evaluate student academic achievement in their major specialization areas?

departmentally prepared or selected 4

does not assess 2

Major specialization area assessment value opinion rating:

not important__3__ somewhat important_____ important_____

very important__2__ most important__1__

7. What areas of vocational skills performance of graduating students do you observe?

departmentally arranged 4

does not assess 2

Vocational skills observation assessment value opinion rating:

not important__2__ somewhat important_____ important__4__

very important__5__ most important_____

8. What constituent groups do you survey using satisfaction ratings?

alumni 5

current students 6

employers 3

parents 1

dropouts/transfers 2

Satisfaction ratings assessment value opinion rating:

not important_____ somewhat important_____ important_____

very important__4__ most important__2__

9. Do you record the acceptance rates at other colleges or universities of students who transfer out of your institution?

do track 5

do not track 1

Transfer acceptance rate assessment value opinion rating:

not important__1__ somewhat important_____ important__1__

very important__2__ most important__2__

10. What student retention and graduation rates do you record?

do track 5

do not track 1

Retention and graduation rate assessment value opinion rating:

not important__2__ somewhat important_____ important__1__

very important__2__ most important__1__

11. Do you record the accomplishments or awards of your graduates subsequent to graduation from your institution?

do track 2

do not track 4

Graduate recognition assessment value opinion rating:

not important__3__ somewhat important__1__ important__2__

very important__1__ most important_____

12. Do you measure the personal maturity gains of students (social, emotional, spiritual, or leadership abilities) during their matriculation at your institution?

does measure 3

does not measure 3

Personal maturity gains assessment value opinion rating:

not important__1__ somewhat important_____ important__3__

very important__2__ most important_____

13. How do you evaluate the classroom performance of faculty members?

by students 6

by supervisors 1

by peers 5

Teacher evaluation value opinion rating:

not important_____ somewhat important_____ important__1__

very important__5__ most important_____

14. Do you evaluate the job performance of administration/staff members?

does evaluate 5

does not evaluate 1

Administrative staff evaluation value opinion rating:

not important__1__ somewhat important__2__ important__1__

very important__2__ most important_____

15. Does the institution evaluate the job performance of the President (Chancellor or CEO)?

does evaluate 6

does not evaluate 0

President (CEO) evaluation value opinion rating:

not important__1__ somewhat important__1__ important__2__

very important__2__ most important_____

16. Do you perform formal reviews of the academic programs at your institution?

does review programs 6

does not review programs 0

Academic program review value opinion rating:

not important_____ somewhat important__1__ important__2__

very important__2__ most important__1__

17. Do you perform formal reviews of administrative programs at your institution?

does review programs 6

does not review programs 0

Administrative/ co-curricular program review value opinion rating:

not important__1__ somewhat important_____ important__2__

very important__4__ most important_____

Appendix O

AABC On-Site Visits Tabulated Results

AABC INSTITUTIONAL EFFECTIVENESS

PERSONAL INTERVIEW FORM TABULATED RESPONSES

1. Which specific accreditation agencies accredit your institution?

Accrediting Association of Bible Colleges	5
regional accreditation associations	3
regional applicant status	1
state teacher education program approval	4
state licensure	1

Accreditation value opinion rating:

not important_____ somewhat important_____ important_____

very important__4__ most important__1__

2. Which test scores or other quantitative data do you request for freshman entrants?

SAT	1
ACT	2
either	2

Freshman entry scores value opinion rating:

not important_____ somewhat important__3__ important__2__

very important_____ most important_____

3. What quantitative data do you request for transfer entrants?

transfer gpa 5

ACT/SAT for 32 semester hours or less 1

ACT/SAT for 12 semester hours or less 1

ACT/SAT if from non-accredited college 1

Transfer entry scores value opinion rating:

not important_____ somewhat important__4__ important__1__

very important_____ most important_____

4. How do you identify remedial students?

Test of Standard Written English (TSWE), and

Multiple Assessment Programs and Services (MAPS) 2

Accuplace 2

Tennessee State University Diagnostic Test 1

Remedial studies value opinion rating:

not important_____ somewhat important_____ important__2__

very important__3__ most important_____

5. Which measurement instruments do you use for assessing general education gains?

ACT/Comp 3

ETS/Profiles 1

course grades and gpa 1

General education assessment value opinion rating:

not important_____ somewhat important_____ important__1__

very important__4__ most important_____

6. Which measurement instruments do you use to evaluate student academic achievement in their major specialization areas?

AABC Standardized Bible Content Test	5
capstone course or practicum	5
National Teacher Examination (NTE)	4
ETS/Major Field Examination	1
portfolios	2
departmental comprehensive	1

Major specialization area assessment value opinion rating:
not important_____ somewhat important_____ important_____
very important__3__ most important__2__

7. What areas of vocational skills performance of graduating students do you observe?

student teaching	4
music recital	1

Vocational skills observation assessment value opinion rating:
not important_____ somewhat important_____ important_____
very important__5__ most important_____

8. What constituent groups do you survey using satisfaction ratings?

alumni	5

current students 4

employers 3

parents 1

dropouts/transfers 1

Satisfaction ratings assessment value opinion rating:

not important_____ somewhat important_____ important_____

very important__4__ most important__1__

9. Do you record the acceptance rates at other colleges or universities of students who transfer out of your institution?

do track 2

do not track 3

Transfer acceptance rate assessment value opinion rating:

not important__4__ somewhat important_____ important__1__

very important_____ most important_____

10. What student retention and graduation rates do you record?

freshmen to sophomore year 5

freshmen to graduation 5

students who do not plan to graduate 4

Retention and graduation rate assessment value opinion rating:

not important_____ somewhat important__2__ important_____

very important__3__ most important_____

11. Do you record the accomplishments or awards of your graduates subsequent to graduation from your institution?

do attempt to track 1

do not attempt to track 4

Graduate recognition assessment value opinion rating:

not important__3__ somewhat important_____ important__1__

very important__1__ most important_____

12. Do you measure the personal maturity gains of students (social, emotional, spiritual, or leadership abilities) during their matriculation at your institution?

does measure 1

does not measure 3

plans to measure in future 1

Personal maturity gains assessment value opinion rating:

not important_____ somewhat important_____ important_____

very important__5__ most important_____

13. How do you evaluate the classroom performance of faculty members?

by students 5

by supervisors 3

by peers 3

Teacher evaluation value opinion rating:

not important_____ somewhat important_____ important__2__

very important__3__ most important_____

14. Do you evaluate the job performance of administration/staff members?

does evaluate 5

does not evaluate 0

Administrative staff evaluation value opinion rating:

not important_____ somewhat important_____ important__2__

very important__3__ most important_____

15. Does the institution evaluate the job performance of the President (Chancellor or CEO)?

does evaluate 5

does not evaluate 0

President (CEO) evaluation value opinion rating:

not important_____ somewhat important_____ important__2__

very important__3__ most important_____

16. Do you perform formal reviews of the academic programs at your institution?

does review programs 5

does not review programs 0

Academic program review value opinion rating:

not important_____ somewhat important_____ important__1__

very important__4__ most important_____

17. Do you perform formal reviews of administrative programs at your institution?

does review programs 4

does not review programs 1

Administrative/ co-curricular program review value opinion rating:

not important__1__ somewhat important_____ important_____

very important__4__ most important_____