



Comprehensive Assessment Plan

Last Board Update & Approval: October, 2022

Introduction

For the purposes of pursuing excellence in providing a biblical education as well as accreditation by a nationally recognized agency, Northern California Bible College (NCBC) establishes this Comprehensive Assessment Plan (Plan) effective October, 2022.

1. ASSESSMENT PLAN

Standards and Evaluative Criteria

NCBC has developed and implemented a comprehensive Assessment Plan which includes all aspects of the institution (Standard 12.1; IER 12.1).

- a. This Plan will be posted on the NCBC website in October, 2022 and made available to all Faculty, Staff, and students.
- b. The approval of minutes of the meetings of the October, 2022, Board of Trustees Fall Meeting indicate the use of assessment data in the regular revision of this Plan. See attachment: NCBC Board, Assessment, October, 2022.
- c. The Board of Trustees has approved and adopted this Plan at their meeting in October, 2022, and thereafter review it and revise as necessary annually.

The Assessment Plan contains a process for the evaluation of all policies on a regular basis.

- a. All Board of Trustees Policies shall be read, and revised if determined appropriate, annually by at least one member of the Executive Committee. Any revisions shall be noted in the minutes of a meeting and a revised copy of the Policy shall be included in the Trustee Handbook. All Staff and Faculty shall be informed of any revisions. Students shall be informed if the revisions impact any aspect of their enrollment.

b. All Operational policies shall be read, reviewed, and revised if necessary, by the President or his/her appointed staff member annually. Any revisions shall be approved by the Board of Trustees and communicated to all Staff and Faculty. Students shall be informed if the revisions impact any aspect of their enrollment.

The Assessment Plan provides a procedure for evaluating, revising and approving all institutional publications.

a. The President or his/her appointed staff shall evaluate and revise if necessary, all publications made available to current or prospective students and the public. Particular attention shall be given to the NCBC website (www.ncbc.net) to assure congruence with current course schedules, accreditation status, fees, etc.

b. The Instructor's copy of the Course Notebook (Student Edition) used for each class shall be returned to the NCBC main office at the end of each term. Any notes, updates, deletions, or comments made by the Instructor during the teaching of the course shall be reviewed by the President and revisions made at the President's discretion for reprinting and use in subsequent classes.

2. ADMINISTRATIVE

Standards and Evaluative Criteria

NCBC conducts regular evaluations of its employees against the responsibilities in their approved job description (Standard 6.5; IER 6).

a. All employees are provided with annual evaluations of their job performance in accordance with their respective job descriptions.

b. Printed copies of these are provided and opportunity shall be given for the employee to respond in writing to any evaluative comments.

c. Copies of all evaluative documents shall be kept in the personal file.

d. The Librarian will be evaluated against both the undergraduate and the graduate level library and learning resources.

3. ACADEMIC AND STUDENT LEARNING

Standards and Evaluative Criteria

NCBC provides a systematic assessment of whether or not student learning outcomes at the institution, program and course levels are appropriate to its educational mission (Standard 12.2; IER 12.2).

During the final week of each course, a two-page evaluation shall be given to each student. It is requested that the student complete this document and turn it to the on-site registrar along with the final exam. If needed in certain circumstances, the student will email their evaluation to the college office, via info@ncbc.net. The student shall have the option to include their name on the course evaluation form. These assessments will be conducted independently for undergraduate and graduate level students.

- a. Following review by the administration and summarizing of the data and comments by staff, the original forms shall be given to the instructor for their review. Summary data and comments shall be made available to the leadership for the purpose of encouragement and/or suggestions for improvement from the administration to the instructor.
- b. Additional assessment of teaching proficiency may be conducted by announced or unannounced visits from other instructors, or NCBC officers.
- c. A survey is sent to each graduate within one month after the date of the graduation ceremony that will inquire of the student regarding the impact of the NCBC classes on their lives, worldview, families, and/or ministry. Attached are the questions to the mission statement.
- d. Insofar as possible, a post-graduation interview shall be conducted by a member of the NCBC leadership to solicit feedback regarding the value of the learning experience and to seek suggestions for improvement. Inquiries shall include the totality of the graduate's experience including student services, financial expectations, quality of instruction, quality of course notebooks, responsiveness of instructors and administration, and the impact of the NCBC experience on the individual, their relationships, ministry and expected future.
NOTE: A differentiated survey will be sent to graduate-level students.

NCBC's approach to understanding student learning focuses on the institutional, program, and course levels and includes:

- a. Following the completion of each academic year, the Academic Dean shall conduct an analysis of retention and completion rates of students in each class, from one class in a sequence to another as well as from one year to the next. Additionally, for those students pursuing a two or four-year degree, a report of the graduation rates will be included. NCBC has not and does not provide job placement for their students or graduates. There are no state or licensing exams for the kind of Biblical education provided by NCBC.
- b. Learning outcomes are assessed at the course level via the method prescribed in Standard 12.2.

- c. NCBC does not offer any program level offerings aside from the certificate or degrees offered and therefore does not have separate programmatic evaluations.
- d. The measures of student learning are both the grades issued by teachers for the assigned work and tests of each course (quantitative), the Course evaluation sheets provided by the students at the end of each course, and the summary survey comments provided by each graduate (qualitative). There is no provision made for evaluation from sources external to the institution.
- e. As an external evaluation of student learning, an independently created and maintained Comprehensive Biblical Exam will be given to all degree earning students, once upon entry to the college and at the time of graduation. The student's scores can be easily compared to show a quantitative measure of growth in the learning of key principles and learning goals as **per Standard 12.3**, and the Academic Committee will yearly review the graduating classes' scores against their entrance scores to determine possible curriculum, student support or instructor improvements. A differentiated Exam will be given to graduate-level students.

Results of the evaluation of student learning are provided to stakeholders and made available to the public in an easy to understand format.

- a. The President shall be responsible to publish an Annual Report that summarizes the evaluations of student learning and make that report available to all stakeholders and post it on the website no later than September of the year following each graduation ceremony.

Assessment results are reviewed, analyzed and possible new goals are discussed to implement changes.

- a. The President, Academic Dean and Faculty Chairman (Instructional Committee) shall meet annually following the graduation ceremony for the purpose of reviewing the course and instructor evaluations. The revision of the curricular offerings will be based on the results of the most current course evaluation summary provided by the Registrar. Possible new goals and courses will be considered for implementation. The President shall provide a written report of this meeting to the Board of Trustees.

NCBC regularly evaluates the effectiveness of each faculty member in accordance with published criteria (Standard 9.6).

- a. The purpose of evaluation shall exclusively be the improvement of instructional delivery. This will be accomplished through the use of any or all of the following methods:
 - 1. Self-observation of instruction through the required viewing of the video of one entire class session. This shall have a written response provided to the Faculty Chair and Academic Dean with a follow-up conference.

2. Observation by any member of the Instructional Committee with a written response and follow-up conference.
 3. A peer observation by another instructor, with a written response (copy to Faculty Chair and Academic Dean) and follow-up conference.
 4. Student evaluative results as summarized by the registrar. Summary provided in writing and copied to Faculty Chair and Academic Dean.
 5. A watchful eye on how many students choose to enroll in upcoming courses taught by the said faculty member.
- b. The process is developmental in nature and leads to faculty improvement.

Based on the outcomes of the several methods of evaluation, it is the intention that quality of instruction shall, over time, show improvement. After two or more annual reviews, if no meaningful improvement is shown, then at the determination of the Instructional Committee an instructor may no longer be given the opportunity to teach for NCBC. The corresponding assumption is that the quality of instruction is excellent, and no quantitative improvement is required for the instructor to remain as long as they and NCBC agree.

4. STUDENT SERVICES

Standards and Evaluative Criteria

NCBC offers an array of student services that are appropriate to its mission and objectives and which address the needs of its students regardless of location or the mode of delivery of educational programs (Standard 10.1, IER10.1).

NCBC regularly evaluates its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to meet the institutional mission.

- a. The functions of application, admission, enrollment, registration, tuition collection, issuing of grades and transcripts are the function of the Registrar.
- b. All of the above functions are facilitated through NCBC's college management system known as Populi. Students are required to become familiar with the systems offered on Populi to register, pay their tuition, and ascertain grades and updated course information.
- c. Opportunity is provided annually to every student to comment on these functions and rate their degree of satisfaction with these services. The results of these are collated by a member of the executive administration and shared with the Registrar for the purpose of improvement of service if necessary.

5. FINANCES

Standards and Evaluative Criteria

NCBC, at both the administrative and Board levels, regularly and systematically evaluates its fiscal condition and management of its financial operations including its use of appropriate internal and external mechanisms which ensure financial stability including enrollment management, diversification of revenue resources, and realistic budgeting (Standard 11.7).

- a. NCBC conducts an annual audit provided by KPM Accounting & Management Solutions of San Francisco, CA (or similarly qualified auditor) which is shared with the Board of Trustees for the purpose of both accountability and planning.
- b. The maintenance of a reserve fund of at least 10% of a year's operational budget remains available at the exclusive discretion of NCBC and is reported to the Board annually.

NCBC utilizes the results of these activities for financial planning.

- a. Planning of future purchases and operations are based on current funds and projected income commensurate with prior patterns of enrollment and income.

6. FACILITIES AND EQUIPMENT

Standards and Evaluative Criteria

NCBC provides, maintains, and controls adequate facilities and equipment, (both on and off-campus) that appropriately serve the needs of the educational programs, support services, and other mission related activities (Standard 15.1, IER 15.1).

- a. NCBC administration annually reviews the facilities and equipment necessary to provide the local and distance educational programs and plans purchases to maintain and replace as necessary.

NCBC provides sufficient and consistent financial support to ensure the adequacy of its library and learning resources and for the effective maintenance and improvement of its instructional and information technology (Standard 14.3).

- a. The nature of NCBC as a Bible College does not include an on-site library.

Please note the prior approval of our “Part-time Distance Librarian” and the agreement with TRACS staff regarding required purchase of Accordance 11 Essential Bible Software and the Institutional subscription to Galaxie Theological Journal, both of which will be made available to all students prior to attendance in their first course. Degree seeking students must purchase the Accordance 11 Essential Bible Software program as a graduation requirement at least two years prior to their graduation date.

The graduate level courses are supported by ProQuest subscriptions. The usage rates and student activity will be measured and reported by the Library at the end of each academic year. Growth or decline trends will be reported with actionable recommendations given to faculty and the Librarian to better help students leverage the library resources.

b. NCBC is equipped, whenever necessary, to shift all live classes into a livestream format. Additional personnel can be hired to facilitate this, along with a special camera designed for Zoom-type broadcasting.

The forms used to accomplish these evaluations include:

- Annual Student Satisfaction Survey (Nine questions and space for comments)
- Course Evaluation (Three times annually, nine questions and space for comments)
- NCBC Annual Outcomes Survey (Seven questions and space for comment)
- NCBC Philosophy Statement Survey (Four questions and space for comments)
- Student Services Survey (Ten questions and space for comments)
- Program Evaluation: For graduates only. (Ten open-ended questions and space for comments)

In summary, NCBC makes every effort to have regular review and appropriate level of approval of:

- The Assessment Plan itself
- NCBC’s Faith Statement, Mission, and Objectives
- The Board and its function
- Institutional policies
- Institutional publications
- Employee (including all administrators and faculty) performance relative to published job descriptions
- Student learning and program outcomes relative to the institution’s Mission and Objectives (see Standard 17.11)
- Curriculum to ensure that content and requirements are consistent with anticipated norms in higher education
- Faculty

- Student Services
- Financial Operations, including financial aid as applicable
- The institution's Strategic Plan and the related planning processes
- The library and learning resources including, the personnel and services associated with the library and learning resources
- The facilities and equipment, including technology
- The health and safety measures utilized
- Compliance with applicable Federal requirements

This Assessment plan was approved by a vote of five yes to zero no (5 - 0) via a specially called October, 2022 email Board meeting.