



GATHER 4 HIM
CHRISTIAN COLLEGE

COMPREHENSIVE SELF-ASSESSMENT PLAN

2018-2019

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Gather 4 Him Christian College

Comprehensive Assessment Plan

Introduction

The purpose of this assessment plan is to generate appropriate information to accurately evaluate if Gather 4 Him Christian College is achieving its institutional mission and educational objectives. The assessment plan is comprehensive in that it examines every facet of the College and compares each to generally accepted standards for each area.

This assessment plan is an integral part of Gather 4 Him Christian College's commitment to establish a culture of continual assessment, reflection, innovation, and renewal. Throughout the annual assessment cycle we work to involve our key constituencies, which include students, faculty, administration, Board, and alumni to actively promote their participation in the assessment process to achieve constant improvement.

We are committed to integrating the assessment and action planning processes. We embrace, as a normative practice, interpretation and application of the assessment information in various meetings and in such contexts as long-term strategic planning, program design and revision, faculty recruitment and professional development, and budgeting.

Accreditation

Gather 4 Him Christian College is currently in Applicant Category 1 status with Transnational Association of Christian Colleges and Schools. We are seeking Candidate Status.

Standards and Evaluative Criteria

1. Assessment at Gather 4 Him Christian College is an ongoing process of evaluating where we are against the College goals and objectives, accepted educational standards, and results in action planning to close gaps between what is the current reality and the goals we are reaching for.
2. This assessment process is designed to monitor and assess progress in every part of the College by identifying, addressing, and strengthening each aspect of the College operation, on an annual basis.
3. This assessment plan addresses eleven areas of operation, and subareas within each major area. The major areas of assessment are:
 - a. Foundational Standards
 - b. Administration
 - c. Publications and Policies
 - d. Educational Program
 - e. Faculty
 - f. Student Services
 - g. Financial Operations
 - h. Institutional Assessment
 - i. Library and Learning Resources
 - j. Facilities and Equipment
 - k. Health and Security
4. The desired outcome of each area and sub-area assessment is to find weaknesses and devise means of strengthening them, and also to identify areas where we are doing exceptionally well.

Foundational Standards

Biblical Foundations

The College is thoroughly grounded in Scripture in accordance with Christian orthodoxy, as stated in the Mission Statement and Doctrinal Beliefs Statement. The College has adopted the Nicene Creed as its belief statement.

Purpose and Objectives.

The College purpose is summarized in its Mission Statement: The mission of Gather 4 Him is to motivate and equip college students for Christ-centered service in the church and community.

There are clearly stated goals and objectives in the Catalog, Student Handbook, Faculty Handbook, newsletter, and web page.

Philosophy of Education

The Philosophy of Education is clearly stated in the Catalog, Faculty Handbook, Student Handbook, and website.

Ethical Values and Standards.

The ethical values and standards of the College are clearly enunciated in the Catalog, Faculty Handbook, and Student Handbook.

Board and Administration

The purpose of the Board of Directors evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid

discussion about director responsibilities and their interests and desires for G4HCC. Exploring these areas fosters communication among directors and leads to a more cohesive board. The desired outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments;
- a better understanding of what is needed from each trustee and the CEO/President to be an effective board and board/CEO/President team;
- an assessment of progress on the prior year's goals and identify what needs to be completed; and
- goals and tasks for the coming year related to board performance.

Appendix A: Board Self-Evaluation Form

Administrator Performance

One of the important Board tasks is that of selecting, supervising, and evaluating the College President. This is done annually.

Appendix E President Evaluation form

Chief Academic Officer Performance

The Chief Academic Officer (Dean of Academic Affairs) is responsible for effective communication, planning and organizing, problem analysis and decision making, administration, coordinating and controlling resources, teamwork and team building, evaluating, mentoring and improving faculty performance levels.

The assessment of academic administrator should also include

- Support for quality teaching,
- Academic program development,
- Shared governance,
- The fair resolution of student concerns,
- Faculty workload and course scheduling,
- Involvement in university affairs and
- The recruitment, evaluation, and development of faculty and staff.
- Institutional research.

Faculty Satisfaction

The annual employee satisfaction survey is used to assess important perceptions of job satisfaction, climate, and supervisor effectiveness among our employees. Faculty and staff members play a critical role at our seminary, and their opinions and thoughts about their level of satisfaction are important as we strive to make our campus a great place to work.

Appendix C: Employee Satisfaction Survey Form

Policies, Publications and Committees Evaluation Process

Although changes to our policies documents may be made as needed, our assessment plan contains a schedule for the evaluation of all policies, publications, and committees on an annual basis. In addition, the evaluating, revising, and approving procedure of all institutional publications are scheduled for every year of the assessment plan. The schedule is as follows:

Annual Review Calendar

ANNUAL REVIEW CALENDAR

Foundational Assessments	Fall	Spring	Summer	Other	Responsible
Board Policies and Procedures		Jan/Mar		Biennial	Board/Adm
Faculty Policies and Procedures			X	Biennial	Dean
Student Policies and Procedures		Mar/Apr		Biennial	Dean/Dir Student Affairs
Institutional Policies and Procedures	Oct/Nov			Biennial	Board / Adm
Core Values	Aug				Administration
Bylaws	Aug/Sep				Board/Adm
Articles of Incorporation	Oct/Dec				Board
Foundational Statements	Fall	Spring	Summer	Other	Responsible
Foundational Statements	Aug				Administration
Institutional Goals		Feb/Mar			Administration
Philosophy of Education	Oct/Nov				Dean, Director Student Affairs
Academic Assessments	Fall	Spring	Summer	Other	Responsible
Student Course & Instructor Evaluations	Dec	May	Jul		Dean
Faculty Evaluations		Mar/Apr			Dean
Course Integrity Assessments – 1/3 of all courses assessed every year				X	Dean, Curriculum Review Committee
Program Review - Ongoing					Dean, Adm, CRC
Retention Study (Annually)				X	Dean, CRC
Curriculum Review Committee Assessment		X			Dean, CRC
Experience Assessments	Fall	Spring	Summer	Other	Responsible
Student Satisfaction (survey, focus groups)		Apr			Comm on Student Affairs
Faculty Satisfaction survey		May			Dean
Graduating Student survey		Apr/May			Comm on Student Life
Alumni Survey			X (5, 10		Comm on Student Life

			yrs)		
Practicum	Dec	May			Comm on Student Life
Comm on Student Affairs Assessment			Apr		Comm on Student Life
Student Ambassador Assessment	Dec	Apr			Dir. Of Student Affairs
SAB Events – Variable – After each event					Dir. Of Student Affairs
Worship/Tech Team		Apr			Dir. Of Student Affairs
Library Assessment	Fall	Spring	Summer	Other	Responsible
Library Annual Report				Aug	Dean, Librarians
Recruiting and Enrollment	Fall	Spring	Summer	Other	Responsible
Recruiting and Enrollment				Jun	Dir Student Affairs
Business / Administrative Assessments	Fall	Spring	Summer	Other	Responsible
Board Self-Evaluation			May/June		Board
President Evaluation			May/June		Board
Administrator Evaluations			May/June		President
Strategic Planning		Feb/Mar			Administration/Board
Leadership Team Self-Assessment			May/June		Leadership Team
Board / Executive Committee			August		Bd Exec Comm
Board Development Committee			August		Bd Dev Comm
Budget Development		Jul/Aug			Adm/Finance Comm
Budget Adoption	Nov				Board
Audit		Jan			Auditors
Publications	Fall	Spring	Summer	Other	Responsible
Catalog		Apr/May			Administration
Student Handbook		Apr/May			Dean, Dir Student Affairs
Newsletter	X	X	X	X	Administration
TRACS Annual Report			X		Administration
Institutional Reach Assessment	Fall	Spring	Summer	Other	Responsible
Website and Media Analytics			X		Dir of SA / Business Off.
Institutional Research Assessment	Fall	Spring	Summer	Other	Responsible
		X			Dean, Head of Faculty

Educational Program Assessment

Assessment is a strategy for understanding, confirming, and improving student learning through a continuous, systematic process. Assessment of student learning takes place throughout the program and occurs in all courses. All student learning outcomes for the Arts Associate degree are assessed within a three-year cycle, using direct and indirect methods to assess the curriculum and courses for academic congruence with other accredited institutions, and academic rigor. Direct and indirect evidence of student learning is analyzed and interpreted at a faculty meeting in spring.

The Chief Academic Officer acts as assessment coordinator. It is the responsibility of the CAO to monitor the activities of assessment that occur in the program. The CAO leads the assessment conversation held each spring and writes the assessment report due to the college at the end of the academic year.

Use of Assessment Data

Assessment data are used to make evidence-based improvements to the program.

- Meet with students directly to discuss their performance.
- Analyze and discuss trends with the G4HCC faculty.
- Analyze and report to the university.
- Analyze and report to accrediting bodies.
- Make improvements in curricular requirements.
- Make improvements in course content, delivery and learning activities.
- Make improvements in learning facilities, equipment, and resources.
- Periodically confirm that current curriculum and courses are facilitating student attainment of program expectations.

Indirect Assessment:

Student Evaluation of Course Instruction

Students evaluate courses and instructors at the end of the semester or session.

Appendix C: Evaluation of Course Instruction Form

Student Exit Survey

Graduating students are asked to participate in an evaluation of their experience in the G4HCC program. The goal is to improve the program ensuring that future students have a useful and rewarding experience. Students may choose an exit interview which generally lasts about 30 minutes. Two members of the faculty conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

Appendix D: Exit Survey Form Alumni Survey

Appendix E: Alumni Survey Form

Faculty

Ensure that faculty qualifications meet required standards
Assess the need and areas for professional development
Assess faculty satisfaction.

Appendix: Faculty satisfaction survey

Operational Standards

1. Operational Authority

- a. To ensure that G4HCC is operating within the guidelines for 501(c) (3) religious nonprofits, is authorized to operate and grant degrees in the State of Washington and is properly incorporated under the laws of the State of Washington.

2. Student Services

- a. The College has an active student services program supervised by the Director of Student Affairs. The program includes student committees and student involvement in all facets of the college.
- b. The effectiveness of the Student Services program is evaluated by the Board Subcommittee on Student Affairs. Factors included are: retention rates, student surveys, student course and instructor evaluations every semester, and alumni surveys.

3. Financial Operations

- a. General: The College is supported by a combination of donations, tuition, and fundraising activities.
- b. The College financial operations are audited annually by a Certified Public Accountants.
- c. Federal Title IV Compliance. The College is in compliance with Federal Title IV.
- d. The College is contracting with a professional agency to process student loan applications and compliance.

4. Institutional Assessment

- a. Institutional assessment is an ongoing program of examination, assessment, and adjustment. Each program and component is calendared for semi-annual, annual, or biennial review.

Administrative

Administrative and Staff evaluation processes have been implemented per the schedule below:

Employee Category/	What	When	Who
President (Trustee Manual)	Job Description and Presidential Evaluation form	Spring Board of Directors Meeting	Board of Directors

Dean of Academic Affairs	Job Description	June	President
Registrar, Director of Student Affairs	Job Description	June	President
Faculty	Job Description Course Evaluations Selected Syllabi	Winter Semester	Dean of Academic Affairs or Head of Faculty

Course Evaluations/Assessment

Comparative Curricular Analysis: Each course is compared to similar courses at other accredited institutions of higher learning of similar size and purpose. The comparison will include course requirements, curricular materials, textbooks, and academic standards. Course comparisons are made on a three-year rotation, with one-third of all courses evaluated each year.

Library Assessment

Students have access to a 3,000-volume library located on the first floor of the College. All books and periodicals are properly catalogued. The Library Policies and Procedures Manual has been completed and is in operation.

The college has a qualified Librarian.

1. The students and faculty have physical and digital access to the complete resources of the Mid-Columbia Libraries, including such academic search engines as ProQuest.
2. The students have access to the library of Washington State University Tri-Cities.

The quality and effectiveness of library resources will be assessed by the Librarian, Head of Faculty, and Dean of Academic Affairs through:

1. Student Surveys
2. Library Surveys
3. Circulation

Student Services Assessment

The operations and effectiveness of Student Services will be assessed annually by the Director of Student Affairs, the Registrar, and College President through:

1. Student Surveys and/or interviews; and
2. Alumni Surveys.

Assessment of Student Affairs

The quality of the student experience at the College will be assessed through:

1. Random interviews with a statistically significant portion of the entire student body;
2. Student focus groups;
3. Student Surveys; and
4. Alumni Surveys.

Finances

The College Board of Directors has developed a comprehensive Strategic Plan with time-specific goals for improving and stabilizing the overall financial health of the institution. The Board has also developed a finance Committee to oversee financial operations and plan for the future.

1. Tuition to be increased gradually.
2. Grants are to be actively pursued.
3. Gifts
4. Donations
5. Endowments
6. Other

Facilities and Equipment

Facilities will be assessed annually for deficiencies

Institutional Research and Planning

1. The College is engaged in active institutional research and planning.
 - a. The College participates in meetings of the Intercollegiate Relations Commission, which sets standards for intercollegiate transfer agreements, as well as researches proposed programs at Washington colleges and universities.
 - b. It is anticipated that the College will outgrow the current facility within five years. Therefore, the College is planning to buy several acres of property and construct its own campus with a capacity of several hundred students within the next five years.
 - c. The Dean of Academic Affairs and Head of Faculty are engaged in ongoing institutional research, to inform planning.

Library and Learning Resources

The College owns a library of approximately 3,000 books and periodicals for student use. The Library is located on the first floor using an open concept under the supervision of a qualified librarian. Students also have access to the library of Washington State University – Tri Cities, and the resources of the Mid-Columbia Libraries.

The College also offers students a Writing Laboratory, a Math Lab, and remedial mathematics.

Students with special needs are accommodated as much as possible within the resources of the College.

Health and Security

The building has several security cameras monitoring entrances and hallways with CCTV motion-activated recording on site, and an alarm system. Entrances are self-locking from the inside. The College has a security and emergency lockdown plan in place created in cooperation with the Kennewick Police Department. The next phase will include replacing the current entrance door locks with magnetic locks.

An Emergency Plan and Lockdown Procedures have been adopted.

APPENDIX A – Board Self Evaluation Form

	Operations	Disagree		Neutral		Agree	Comments
1.	The Board operates consistent with the College bylaws, and Board policies and guidelines with which all members are familiar.	1	2	3	4	5	
2	The Executive Committee reports to the Board on all actions taken	1	2	3	4	5	
3	There are standing committees of the Board with clear duties and prerogatives that meet regularly and report to the Board.	1	2	3	4	5	
4	Board and standing committee meetings are well attended, with quorum requirements and attendance minuted at each meeting.	1	2	3	4	5	
5	Each Board member has at least one committee assignment	1	2	3	4	5	
6	Nomination and appointment of new and continuing Board members follow clearly established procedures using known criteria.	1	2	3	4	5	
7	Newly elected Board members receive appropriate orientation to their role and what is expected of them	1	2	3	4	5	
8	Each Board meeting includes an opportunity for learning about the institution's activities	1	2	3	4	5	
9	The Board understands the scope of its fiduciary duties and is accountable for them.	1	2	3	4	5	
10	Board members receive meeting agendas and supporting materials in time for adequate advance review	1	2	3	4	5	
11	The Board adequately oversees the College's resources and financial performance of the institution	1	2	3	4	5	
12	The Board receives regular financial updates and takes necessary steps to ensure the operations of the institution are sound	1	2	3	4	5	
13	The Board actively engages in discussion around significant issues	1	2	3	4	5	
14	The Board regularly reviews and evaluates the performance of the president	1	2	3	4	5	
15	The Board chair effectively and appropriately leads and facilitates the Board meetings and the governance and policy work of the Board	1	2	3	4	5	
16	Statements of the institution's mission, vision, faith commitments are well understood and supported by the Board	1	2	3	4	5	
17	The Board ensures that the College's programs and services support the mission statement and core themes	1	2	3	4	5	
18	The Board considers and maintains the centrality of the	1	2	3	4	5	

	College's faith commitments in its deliberations and actions						
19	The Board is engaged in strategic planning and projecting the College's future	1	2	3	4	5	
20	Board meeting presentations and discussions consistently intersect with the institutions' mission and strategic plan	1	2	3	4	5	
21	The Board reviews the institution's performance in carrying out the College's major operating goals on a regular basis	1	2	3	4	5	
Governan ce		1	2	3	4	5	
22	The Board regularly reviews and updates it bylaws and articles of incorporation	1	2	3	4	5	
23	The Board reviews its own performance and measures its own effectiveness in governance work	1	2	3	4	5	
24	The Board is actively engaged in the Board development process (e.g., 1 education in general and G4HCC accomplishments and challenges). 1 24 knowledge and understanding of the Board's governance role, higher	1	2	3	4	5	
	Board Organization	1	2	3	4	5	
25	Information provided by staff is adequate to ensure effective board guidance and decision making	1	2	3	4	5	
26		1	2	3	4	5	
	The committee structure logically addresses the institution's areas of operation	1	2	3	4	5	
27	The committee chairs have the appropriate skill and experience	1	2	3	4	5	
28	All committees have adequate agendas and minutes for each meeting	1	2	3	4	5	
29	All committees address issues of substance	1	2	3	4	5	

APPENDIX B – President Evaluation Form

Presidential Evaluation survey questions

Strategic planning

1. Has the president worked with the board to develop a clear vision for the college?
2. Has the president established an effective long-range planning process for developing goals and objectives?
3. Does the president keep the board informed about progress made toward the university's goals and objectives?

Institutional Leadership

4. Has the president selected and cultivated qualified senior staff?
5. Has the president ensured that appropriate systems are in place to facilitate the day-to-day operations of the college?
6. Does the president promote institutional goals and objectives?

Academic leadership

7. Does the president understand the various educational programs of the college?
8. Does the president focus on the students, including retention and graduation rates?
9. Does the president help recruit and retain able faculty and encourage good teaching?

Administrative Management

10. Does the president support appropriate staffing, delegation, supervision and policies?
11. Has the president demonstrated the capacity to surmount emergencies?
12. Does the president consult with others and act decisively when necessary?

Budget and Finance

13. Does the president understand and control the finances of the college?
14. Does the president maintain a balanced budget and clear financial accounting?
15. Does the president handle funds responsibly and ethically?

Fundraising

16. Is the president diligent and effective in securing gifts?
17. Does the president understand the college's financial needs and is he able to articulate them?

Board relations

18. Does the president keep the board informed on a timely basis?
19. Does the president provide the resources and information necessary for the board to make informed decisions?
20. Does the president support and assist in the implementation of college policies and procedures?

External relations

21. Does the president maintain adequate communication and good relations with local community leaders?
22. Is the president an innovative creator of partnerships and relationships?

Personal qualities

23. Does the president bring strong spiritual qualities to the role?

24. Does the president have the ability to make tough decisions and take responsibility for those decisions?
25. Does the president's personal style fit the particular institution and community it serves?

APPENDIX C – Faculty Evaluation Form

Classroom Observation and Evaluation Form for Teaching Faculty

Faculty Member: _____ Course/Section Observed: _____

Evaluator: _____ Date: _____ Time: _____ Place: _____

On a scale of 5 (exemplary) to 1 (unacceptable), please indicate the extent to which the instructor meets the teaching criteria below. Attach additional comments as necessary.

Grading Scale	5	4	3	2	1
	Exemplary	Superior	Acceptable	Requires Improvement	Not Acceptable
		#		Comments	
1. Objectives: The instructor made a clear statement of the objectives of the session at the beginning or at another appropriate time.					
2. Preparation: The instructor was well-prepared for class with necessary materials.					
3. Organization: The instructor presented the materials in an organized manner.					
4. Clarity: The instructor presented the material clearly and understandably to the students.					
5. Expertise: The instructor displayed expertise in the topic.					
6. Class Level: The instructor presented the material at a level appropriate to the course and student understanding.					
7.					
				Comments	

<p>8. Learning Styles: When appropriate, the instructor combined methods of instruction (visual, auditory, kinetic, etc.) to accommodate various student learning styles.</p>		
<p>9. Respect: The instructor treated all students respectfully.</p>		
<p>10. Controversial Material: When presenting controversial material, the instructor did so in a balanced manner, acknowledging and explaining contrary views.</p>		
<p>11. Comprehension: The instructor periodically checked student understanding and modified teaching strategies as necessary.</p>		
<p>12. Responsiveness: The instructor was attentive to student questions and comments, and provided clear explanations and examples.</p>		
<p>13. Classroom Management: The instructor demonstrated effective classroom management skills.</p>		
<p>14. Availability: The instructor is available to students outside of class time.</p>		
<p>15. Special Needs: The instructor is aware of and accommodating to students with special needs.</p>		
<p>16. Grading: The instructor grades the students fairly and impartially based on clearly established criteria.</p>		

17. Expectations: The instructor's expectations of the students are fair and reasonable.		
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Professional Responsibilities

		Comments
1. Course Outline: The instructor's syllabus conforms to the college standard.		
2. Syllabus: The instructor's syllabus includes a description of course content, contact information, grading standards, course requirements, and class session schedule.		
3. Evaluation Process: The instructor is familiar with the evaluation process and participated in a professional manner.		
4. Professional Obligations: The instructor submits grades, syllabi and book lists in a timely manner.		

APPENDIX D – Student Course Evaluation Form
Course Evaluation Spring 2018

Course and Instructor Evaluation

Please answer each questions honestly. This is one of the many ways we are striving to improve instruction from the student viewpoint.

1) What overall rating would you give the course? Required

Excellent	Very Good	Good	Fair	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Please indicate your level of agreement with the following statements: Required

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course objectives were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbooks were well written and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments were appropriate for the level of this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course increased my interest in the subject .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course material was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The tests and exams reflected the most important aspects of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students felt free to ask questions, disagree, and express their opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course encouraged critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions apply to the Instructor

3) The Instructor was... Required

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Skillful in helping student understand difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed a genuine interest in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful feedback on written work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made the subject relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elicited questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed an appropriate sense of humor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Was fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treated students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made the subject interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Please give your overall impressions of the course and the Instructor

APPENDIX E – President’s Evaluation Form

Presidential Evaluation survey questions

Strategic planning

1. Has the president worked with the board to develop a clear vision for the college?
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APPENDIX F – Course Assessment Form

Gather 4 Him Christian College Course Equivalencies Assessment

The purpose of this course assessment is to ensure that all courses offered at G4HCC meet the generally accepted criteria for comparable courses at other accredited institutions. This is done by comparing syllabi, including course description, goals, intended outcomes, and content.

No two syllabi will be identical. The question to be answered is whether each area is *substantially* equivalent to the corresponding area in other syllabi. For example, do the courses cover the same basic facets of a given subject?

Definition of substantially: largely but not wholly; for the most part; essentially.

Assessor Name: _____

Course Assessed: _____

Date: _____

Course Description: Is the course description substantially the same as in a majority of the comparison courses?

Yes No If no, how is the G4H course substantially different?

Q
Y

Q
Y

comparison courses?

Yes No If no, how are the intended outcomes substantially different?

Content: Is the course content substantially the same as in a majority of comparison courses?

Yes No If no, how is the content substantially different?

A
C

Yes No If no, are the G4HCC requirements higher or lower?

Accredited institutions used for comparisons:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

APPENDIX G – Proposal For a New Course



Proposal for a New Course

Date:

Name of Sponsoring Division:

Chairperson:

Name of Faculty Sponsor(s):

Title of Proposed New Course:

Rationale for the New Course:

Explain how the new course fits into an existing program. Include prerequisites, sequencing, whether the course is elective or required.

Is the course replacing an existing course? Yes No

If "Yes," how is this course superior to the course it will replace?

Identify parallel or substantially the same courses at accredited institutions:

Course Description for Catalog:

Measurable Learning Objectives

Please attach a proposed syllabus to this form. The syllabus should include the following:

- Title
- Course description
- Names of full time faculty who could teach the course
- Measurable learning objectives
- Readings (required and recommended)
- Assessment/assignments
- Topics of study in sequence
- Bibliography/Readings for the course

