

Strategic Planning – Department Report
College Academic Report
2020-2021
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Institutional Mission Statement

The mission of Faith Baptist Bible College and Theological Seminary, as a fundamental Baptist institution of Christian higher education, is to prepare vocational Christian workers and ministry leaders for local churches throughout the world.

Department Mission Statement

The mission of the Academic Department of Faith Baptist Bible College & Theological Seminary is to provide a high quality, spiritually-lasting educational experience for all students that will prepare them for impactful ministry.

College Academic Outcomes:

	The student...	Means of Assessment:	Benchmark:	Assessment Results:
1	will explain the comprehensive system of biblical/theological truth. Seniors only.	1. Successful completion of Senior Seminar/Systematic Theology oral exam 2. Bible Knowledge exam (taken Senior year) 3. Theology Knowledge exam (taken Senior year)	1. 60% of the students should get a 3.0 (CAS)* or better on the raw score. 2. 60% of the students should get a 3.0 (CAS)* or better on the raw score. Senior year. 3. 60% of the students should get a 3.0 (CAS)* or better on the raw score. Senior year. *See percentage conversion chart below.	Oral Exam 100% of students achieved a 3.0 or better MET
				Bible Knowledge 78.7% of students achieved a 3.0 or better MET
				Theology Exam 89.4% of students achieved a 3.0 or better MET
2	will outline our fundamental Baptist heritage.	1. Baptist History & Beliefs— cumulative exam grades	1. 80% of the students will get a 3.0 (CAS)* or better on the raw score. 2. The combined average score on separatism questions will	BH&B— cumulative exam grades 93.9% of students received a 3.0 or higher. MET
				BH&B—Separatism Questions: The combined average % was 86.1%. MET

	Only those in these classes.	2. Baptist History & Beliefs— Separatism sections of exams 3. Bible Doctrine IV (first exam only—on Ecclesiology)	be at 3.0 (CAS)* or better on the raw score. 3. 80% of the students will get a 3.0 (CAS)* or better on the raw score.	Bible Doctrine IV Ecclesiology Exam: 82 of 82 students received a = 3.0 or better on the CAS. 100%. MET		
3	will demonstrate General Education content necessary for life and ministry. Specified	Assessment Day testing: 1. ETS Proficiency Profile (juniors only ¹) – critical thinking, reading, writing, math, humanities, social sciences, natural Sciences 2. C-Base (soph.) – English/Writing.	1. The overall mean score of juniors will fall within the 50th percentile on the ETS Proficiency Profile. 2. 70% of sophomores will score 235 or better on the C-Base English & Writing Test	ETS Proficiency Profile: The overall mean score was 443.30, which falls within the 50 th percentile, and thus achieves the 3.0 or higher on the CAS MET		
				C-Base: -English: 77.27% received a 3.0 or higher -Writing: 86.63% received a 3.0 or higher Both are MET		
4	will exhibit competency in serving Christ in both formal and informal ministry settings. Specified	1. Capstone Exams of various programs Seniors 2. Internship Seniors 3. Christian Service ministry evaluations Whole student body	1. Score a minimum of 3.0 (or equivalent) 2. Score a minimum of 3.0 (or equivalent) 3. Score a minimum of 3.0 (see conversion chart from the Likert Scale, below).	Capstone: TE—100% LCDM—100% M—100% O.A.—17% OL—100% PS—100% WM—100% BS—90.9%	Internship/Project TE—86% LCDM—100% M—100% O.A.—100% OL—100% PS—100% WM—100% BS—66.7%	Christian Service 100% of the students scored a 3.0 or higher on their evaluations. Note: the amount of evaluations was smaller this year due to Covid-19.
5	will identify areas of personal spiritual growth in both character and conduct	A Likert Scale adaptation of the Christian Dispositions form will be given to each graduating	The graduating senior would anonymously complete the form (in a google form format). The results will be sent to the college dean	This goal was approved by the academic committee on 26 March 2021. It will be implemented on Assessment Day beginning in the Spring of 2022.		

¹ Note: the entire student body takes the exam. Further analysis can be found in the General Education Division Report.

	Seniors only	senior on Assessment Day (spring semester).	for data collection purposes. Trends and gaps will be analyzed and reported by the college dean yearly. Those areas that score low will be reported to the Faculty and Student Life to address the inadequacies and determine methods of improvement (discipleship emphasis, chapel series, etc.).	
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College Assessment Scale			
4	3	2	1
Exceeds expectations	Meets expectations	Nearing expectations	Does not meet expectations
3.5 to 4.0	3.0 to 3.4	2.0-2.9	0 to 1.9

	Likert Scale	Faith Baptist Bible College Assessment Scale:	Percentage Conversion Chart	Letter Grade Equivalent	
Strongly Agree	5	3.5 to 4	Exceeds Expectations	90% to 100%	A
Agree	4	3.0 to 3.4	Meets Expectations	70% to 89%	C-B
Neutral	3	2.0 to 2.9	Nears Expectations	60% to 69%	D
Disagree	2	0.0 to 1.9	Does not meet Expectations	0-59%	F
Strongly disagree	1				

Observations & Analysis from the data above that will inform Focused Initiatives in the coming year:

Outcome #1: Should the benchmarks be raised from 60%?

- For the Bible knowledge Exam: those who were in systematic theology (2020-2021: 2 semesters) did worse than the 2021 Spring Senior Seminar class (1 semester). And those in the Fall 2020 SS class were exceptionally poor.
- For the Theology Exam, while the other two classes met the benchmark, the Fall 2020 SS did not. The fact that it was a smaller class allowed the larger classes to raise the average to an acceptable amount.
- Since everyone met the benchmark for the Oral exam, is it rigorous enough? Are there provisions in place to grade the exams at a consistently rigorous level and still have a way for the students to be “called” back for certain areas of weakness in order to 1) improve their grade, 2) improve the rigor?

Outcome #2:

- Are the exams standardized between the Fall and Summer class of Baptist History and Beliefs? Is there a way to mine the data for the separatism questions from the latter class?

Outcome #3:

- Professors say students get assessment fatigue on Assessment Day (a whole day late in the Spring Semester that consists of test after test after test). Is there a way to incentivize the student to do their best on all the tests, especially on the general education ones (ETS and C-Base)? Perhaps if more of the program-level testing (capstones) could be done within the confines of a class, that would help— at least the seniors. This is a an issue worth discussing.

Outcome #5:

- Next year we will be able to offer this test to graduating seniors and learn to assess this important area. What trends should we look for? How should we use this data to improve in this area? Should these results be shared with other departments within the institution?