The King's University Assessment Plan

2022-2023

Department of Institutional Effectiveness

THE KING'S UNIVERSITY

Acknowledgement

April 2022

Assessment is a *data gathering, learning, informing,* and *reforming* activity, the goal of which is action and improvement. A systematic and documented assessment program provides data to institutional leaders at all levels for data-informed decision-making to increase the effectiveness in achieving institutional mission, goals, and initiatives as well as academic learning outcomes. The Institutional Assessment Plan represents The King's University's administration's on-going commitment to its donors, faculty, staff, and students to maintain an exemplary assessment process that reflects the best in Christian higher education practices.

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I. Guiding Principles: Institutional Mission, Purpose, and Objectives

University Mission Statement

The King's University is a higher education and ministry leadership training center that exists to provide biblically and theologically sound preparation that equips men and women to become the next generation of Christ-like, Spirit-empowered, transformational leaders for the global church.

University Objectives

To fulfill its mission, The King's is committed to:

1. Provide instruction, nurture, and enrichment for personal and professional development within a Spirit-filled, ecumenical ethos;
2. Instill in the student recognition of the authority of Scripture in all areas of life and pro-vide a solid knowledge of the Bible;
3. Encourage development of a biblical and balanced Christian theology;
4. Increase awareness and appreciation of the heritage of the Christian community and the Spirit-filled community of faith in particular;
5. Equip students with the basic skills for ministry and evangelism;
6. Cultivate within students a spirit of thoughtful inquiry and reflective discernment in the quest for knowledge and truth;
7. Enhance spiritual development by encouraging students in personal prayer and the spiritual disciplines;
8. Increase students' biblical knowledge of moral and ethical standards and cultivate a lifestyle based on Scripture;
9. Prepare students for servanthood in the Church and community with sensitivity to the rich ethnic and cultural diversity and varied needs of the world;
10. Make personal and professional development possible for adult learners through quality educational delivery systems;
11. Stimulate awareness for the need of continuous lifelong personal and professional development and provide such opportunities; and
12. Operate in an efficient and effective manner so as to be a good steward of the resources God has entrusted to it.

University Outcomes

In harmony with the mission and institutional purposes of the school, The King's University expects certain outcomes to be demonstrated by its graduates. These foundational outcomes are enlarged upon by the specific measurable outcomes in each academic program offered by the institution. The combination of these institutional outcomes for each student and the specific outcomes for each academic program provides a basis for assessing a student's progress and the institution's effectiveness in fulfilling its mission.

Graduating students will:
1. Show a commitment to the Lordship of Jesus Christ;
2. Show the fruit of a Spirit-filled lifestyle and mindset;
3. Acknowledge the authority of Scripture in the way they live;
4. Demonstrate firm knowledge of Scripture and ability to apply its principles to life;
5. Evidence a commitment to the biblical mandate of evangelism and the ability to share their faith;
6. Evidence a commitment to the Church and to serve in it;
7. Demonstrate the ability to effectively communicate in both written and oral form;
8. Give evidence of reasoning skills with the ability to interpret and integrate knowledge;
9. Demonstrate the ability to do research on a post-secondary level; and
10. Manifest a commitment to lifelong learning and growth.

Philosophy

The King's University recognizes the primacy of the spiritual truth revealed in the Bible and incarnate in Jesus Christ, and acknowledges that all truth, wherever it is found, is of God. TKU recognizes the role of the Holy Spirit in interpreting God's truth in accordance with the words of the Lord Jesus Christ who instructed His disciples that "when He, the Spirit of Truth, comes, He will guide you into all truth" (John 16:13). TKU recognizes that God the Father has shown us truth through Christ in nature, history, and above all, in Scripture. Thus, the Bible, as the authoritative Word of God, is central in the quest for knowledge. Its principles and precepts are integrated throughout The King's curriculum and are foundational in the school's basic philosophy.

Accreditation and Affiliations

The King's University is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) through the first professional doctorate level and by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE). The King's Seminary is accredited by The Commission on Accrediting from The Association of Theological Schools (ATS). These three accrediting bodies are recognized by the Council for Higher Education Accreditation.

TKU is acknowledged on the US Department of Education website of accredited postsecondary institutions and participates in the U.S. Department of Education Title IV Program, which offers students access to Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and the Stafford Education loan programs. The King's is approved to participate in the VA educational assistance programs and is a member of the National Association of Independent Colleges and Universities (NAICU) and the Higher Education Transfer Alliance (HETA).

The institution is provided religious exemption status within the provisions of the State of California Education Code and the authority of the California Bureau of Private Postsecondary Education and provisions of the State of Texas Workforce Commission, but also maintains a Certificate of

Authorization with the Texas Higher Education Coordinating Board so that students of the Master of Marriage and Family Therapy program may sit for the state Board examination.

II. University Assessment: Introduction and Overview

The King's University currently utilizes an assessment program that maintains a systematic, documented, and sustained assessment and evaluation process that is designed to increase the data flow throughout the institution and facilitate data-informed decision-making and implementation at all levels.

University Assessment: Data Gathering and Analysis

The King's University utilizes a regular cycle of core assessment instruments. These instruments measure various areas of organizational functioning, institutional effectiveness and student learning outcomes related to the identified mission, goals, objectives of TKU, and provide institutional leadership with the means to make data-informed decisions. The assessment plan includes direct, indirect, formative, and summative measures. A variety of assessment methods are utilized including core institutional surveys, administration/faculty/staff performance evaluations, meeting minutes, IPEDS data, external audits, state and accreditation agency reports, student course evaluations, standardized test data, and numerous direct and indirect learning outcome measures.

University Assessment: Implementation and Reporting

The goal of the assessment process is to collect, digest, and disseminate timely and appropriate information demonstrated in strategic planning and implementation that is directed at increasing the performance of institutional programs and services. The assessment process makes it possible to make recommendations and decisions that are data-informed and collaborative. Programs, goals, and budgets are revised based on the identification of performance gaps leading to continuous improvement.

Assessment data is aggregated, analyzed, summarized, and disseminated regularly on a year-round cycle. Institutional assessment information is regularly utilized in a broad range of leadership and administrative functions and contexts including:

1. Faculty Meetings and Development
2. Curriculum and Course Review
3. Assessing Student Learning Outcomes
4. Student Services
5. Student Success and Retention
6. Marketing and Recruitment
7. Admissions
8. Strategic Planning
9. Budgeting

Summary reports are sent to the Academic Deans after the completion of each scheduled assessment that include data highlights, strategic recommendations for improvement, selected tables, and a summary of the assessment data. Further specialized data analysis is provided to the deans and other executive leadership upon request. The Department of Institutional Assessment and Research provides assessment training, data support, and suggestions for best practices to all appropriate personnel, forums, and committees as directed by the Deans and executive leadership. Assessment data and reports are distributed to all necessary personnel based on executive leadership request and approval.

III. Assessment Instruments Overview

A. Core Institutional Instruments

(Main Campus, Online, and Van Nuys)

1. ***Entering Student Survey* (ESS)**
   Identifies key entering student characteristics related to student expectations, academic background, institutional choice and other demographics.

2. ***Student Experience Survey* (SES)**
   Measures student satisfaction and sense of importance related to key contextualized learning outcomes, persistence indicators, institutional goals, objectives.

3. ***Graduating Student Survey* (GSS)**
   Identifies key graduating student outcomes related to educational experiences, learning outcomes, satisfaction, placement, and other demographics.

4. ***Graduating Job Placement Survey* (GJPS)**
   Identifies employment of graduates both vocationally and non-vocationally and measures student perceptions of career counseling.

5. ***Alumni Survey* (AS)**
   Identifies key alumni characteristics and outcomes related to educational effectiveness, employment, institutional satisfaction, placement, and other demographics.

6. ***Faculty Experience Survey* (FES)**
   Measures faculty satisfaction and professional activity related to key institutional, academic, program goals, and objectives.

7. ***Staff Survey (SS)***
   Measures staff experience and professional activity related to key institutional and departmental goals and objectives.

These surveys provide necessary data for various assessment processes including institutional SWOT analyses, program reviews, student learning, student support services, student retention, marketing, recruiting, and donor research.

B. Organizational Assessment

The organizational assessment instruments and procedures include the regular administration of the following:

1. Self-Evaluation of Board of Trustees
2. Board Evaluation of the President and CAO
3. President and Self-Evaluation of the Directional Leadership Team
4. Board Approval of Publications and Policies, Institutional Objectives and Outcomes, Statement of Faith, Accreditation Faith Statements, and Educational Effectiveness Report
5. Oversight and Self-Evaluation of Faculty, and Staff (based on Job Descriptions)
6. Core Institutional Instruments

C. Academic Assessment

(Main Campus, Online, and Sites Included)

The academic assessment instruments and procedures address four primary domains:

1. Faculty Evaluation and Development
   a. Faculty Self-Evaluations
   b. Faculty Dean's Evaluation
   c. Faculty Experience Survey (FES)
   d. Course Evaluations of Teaching Effectiveness
2. Curriculum Development and Review
   a. Degree Program Review on a four-year cycle
   b. Course Development
   c. Syllabus Development and Evaluation
   d. Course Evaluations
3. Student Learning/Program Learning Outcomes
   a. Core Institutional Instruments
   b. Selected Degree Program Core Courses
   c. Capstone Courses
   d. Practicum Evaluations

D. Learning Resources

The learning resources assessment instruments and procedures are addressed in the following:

1. Core Institutional Instruments
   a. Faculty Experience Survey
   b. Student Experience Survey
2. Faculty Evaluation of Library Holdings through program reviews

E. Institutional Effectiveness Assessment

(Main Campus, Online, and Sites Included)

The academic assessment instruments address four primary domains:

1. Evaluation of Planning processes
2. Evaluation of Budgeting processes
3. Evaluation of Policies and Procedures
4. Facilities Usage and Equipment Report

IV. Assessment Schedule

Area of Assessment	Assessment Process	Assessment Schedule	Deliverables for Findings
Core Institutional Instruments (Main Campus, Online, and Van Nuys Included)	Entering Student Survey (ESS)	October 2022	Summary Report for each survey; Highlights of Core Surveys
	Student Experience Survey (SES)	April 2023	
	Graduating Student Survey (GSS)	May 2023	
	Graduating Job Placement Survey (GJPS)	May 2023	
	Alumni Survey (AS)	February 2023	
	Faculty Experience Survey (FES)	March 2023	
Organizational Assessment	Board of Trustees Self-Evaluation	Fall 2023	Summary Reports
	Board Evaluation of President & CAO	Fall 2023	
	President's Cabinet Self-Evaluation	Fall 2022	
	Staff Supervisor Evaluations	Spring 2023	Evaluation for staff files
	Staff Survey	Spring 2023	Survey Results Report
Academic Assessment (Main Campus, Online, and All Sites Included)	Faculty Self-Evaluations	Spring 2023	Evaluation for Faculty File
	Faculty Dean's Evaluation	Summer 2023	
	Faculty Peer-to-Peer Observations	Fall 2022; Spring 2023	
	Course Evaluations	End of Each Semester	Course Evaluation Report
	Syllabus Template	Ongoing	Concourse
	Syllabus Evaluation	Fall 2022; Spring 2023	
	Scheduled Degree Program Reviews	Spring 2023	Final approved Program Review Document
	Undergraduate Program Core Courses	Summer 2023	Learning Outcomes Assessment Summary Report

Assessment Plan Summary Report; Educational Effectiveness Report |
	Graduate Program Core Courses	Summer 2023	
	Post-graduate Program Courses/Projects	Spring 2023	
	Senior Capstone Projects	Summer 2023	
	Supervised Ministry/Practicum Evaluations	End of each semester	
	Learning Outcomes Assessment (PLO) Summary	Fall 2023	
	Report of Student Achievement	Fall 2023	
Learning Resources	SES and FES	Spring 2023	Assessment Plan Summary Report
	Faculty Evaluation of Library Holdings	Spring 2023	
	Library Annual Report & Strategic Plan	Fall 2023	
Institutional Effectiveness (Main Campus, Online, and Sites Included) - Report/Summary and projected Plan for the following academic year	Student Success and Retention Summary	Fall 2023	Assessment Plan Summary Report; Assessment Tracking Report
	Evaluation of Strategic Planning Process	Summer 2023	
	Evaluation of Budgeting Process	Summer 2023	
	Evaluation of Policies and Procedures	Summer 2023	
	Facilities Usage and Equipment Report	Summer 2023	
	Enrollment Management Report	Summer 2023	
	Financial Affairs Report	Summer 2023	
	Administrative Report	Summer 2023	
	Student Development Report	Summer 2023	
Institution-wide Integrated Planning Cycle	Department Planning and Approval (Goal setting)	Nov./Dec. 2022	Assessment Tracking Report; Departmental Budgets
	Departmental Budget Alignment with Planning Documents	Jan./Feb. 2023	
	Departmental Budget Submissions	March 2023	
	Budget Finalized	April 2023	
	Board Approval	May 2023	
	Departmental Assessment Summaries	June 2023	

V. Assessment of Student Learning Outcomes

The King's University currently employs an academic assessment program that maintains a systematic, documented, and sustained evaluation process of student learning outcomes. The academic assessment process involves both formative and summative evaluations utilizing direct and indirect measures of student learning outcomes and is designed to increase the information flow and facilitate data-based decision making for implementation and improvement of programs and curriculum.

Process Schedule

Assessment Process	Type of Assessment	Assessment Schedule	Deliverables
Curriculum Review and Mapping	Program Review	Spring 2023	Curriculum Matrix in the program reviews
Determination of program outcome assessment methods	Program Review	Spring 2023	Assignment Rubrics
Graduate program Annual Assessment Projects	Assessment of at least one program outcome or program area utilizing data informed decision making	Area determined-September 2022; Report completed-May 2023	Completed AAP table demonstrating the SMART cycle and narrative
Faculty Assessment of Selected Core Course SLOs	Rubric-Based Direct assessments	Summer 2023	Scored Rubrics
Capstone Courses	Rubric-Based Direct assessments	Summer 2023	Scored Rubrics
Cyclical Degree Program Reviews	Selected Program Reviews	Spring 2023; Final Approvals Summer and Fall 2023	Completed and approved Program Review
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Fall 2023	Summary Report
Annual Educational Effectiveness Statement	Public Statement summary of institutional and program SLO and outcomes data and IE data	Fall 2023	Summary Report
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summer 2023	Assessment Plan Summary; Assessment Tracking
Annual Review of the Assessment Plan and BOT Approval	Plan Review and Revisions	Spring 2023	Updated Assessment Plan

Program Review Schedule

Academic Year	Degree Programs
2022-2023	Bachelor of Biblical Counseling, Bachelor of Biblical and Theological Studies, Master of Marriage and Family Therapy, Mater of Practical Theology, Master of Practical Theology with a Concentration in Messianic Jewish Studies
2023-2024	Bachelor of General Christian Studies, Bachelor of Biblical and Messianic Jewish Studies, Doctor of Ministry, Women in Ministry Leadership Concentration
2024-2025	Core Curriculum, Associate & Bachelor of Worship Leadership, Bachelor of Media Arts, Master of Organizational Leadership
2025-2026	Associate & Bachelor of Ministry Leadership, Master of Divinity, Master of Divinity with a Concentration in Messianic Jewish Studies, Master of Theological Studies

Assessment of Student Learning Outcomes Schedule

Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Core Institutional Instruments	Student Experience Survey (SES)	Indirect/Formative	Spring 2023
	Graduating Student Inventory (GSS)	Indirect/Summative	Spring 2023
Core Curriculum	Selected Christian Foundations courses	Formative/Direct	Summer 2023
	Selected Practicum assessment	Formative/Direct	Summer 2023
	Selected General Education Courses	Formative/Direct	Summer 2023
Undergraduate Courses	Selected Program Review Courses	Formative/Direct	Summer 2023
	Internships/Practicums	Summative/Direct	Summer 2023
	Senior Capstone Course	Summative/Direct	Summer 2023
Graduate Courses	Selected Program Review Courses	Formative/Direct	Summer 2023
	Ministry Practicum	Summative/Direct	Summer 2023
	Master's Capstone Project	Summative/Direct	Summer 2023
Doctoral Course	Doctoral project proposals	Formative/Direct	Fall/Spring
	Doctoral project presentations	Summative/Direct	Fall/Spring

Course Learning Outcomes Mapped to Institutional and Program Outcomes

The outcomes for each course syllabus are mapped to institutional outcomes and their respective program learning outcomes with specific course assignments in the faculty view in *Concourse*. Selected course assignments are utilized to assess student learning outcomes at the degree program level.

The student who successfully completes this course will be able to:	Program Learning Outcomes*	Institutional Learning Outcomes*
1.		
2.		
3.		

Program Outcomes Mapped to Specific Courses/Assignments

During each program review the committee designates the best courses/assignments to use for assessing each program learning outcome. As part of the program review the committee is responsible for mapping the assessment for each outcome.

Program Student Learning Outcomes (SLOs)	Assignments from the following courses will be used to assess each outcome; the expected performance standard will be the minimum score for "successful.," 80%:
1.	
2.	
3.	

Education Mission Statement Assessment

The annual Learning Outcomes Assessment Summary Report includes the following table presenting a composite assessment of educational effectiveness and outcomes related to the institutional mission statement.

Mission Statement	Indirect Measures*	Direct Measures**	Aggregate Score
1. A higher education and ministry leadership training center			
2. Biblically and theologically sound preparation			
3. Christ-like spirit-empowered transformational leaders			
4. For the global church			
		Composite	

* Scores taken from the annual SES and GSS data.
** Selected core course assignments assess learning competencies related to the mission statement.

Program Learning Outcomes Assessment

The annual Learning Outcomes Assessment Summary Report includes the following table presenting a composite assessment of program learning outcomes based on selected core course assignments. Core course assignments are evaluated by faculty utilizing assessment rubrics designed to evaluate educational effectiveness related to program learning outcomes.

Program Learning Outcomes	Indirect Measures			Direct Measures		Aggregate Score
	GSI	SEI	CE	PCC SLO	PS SLO	
1.						
2.						
3.						
4.						
					Composite	

GSS: Graduating Student Survey Data
SES: Student Experience Survey Data
CE: Course Evaluations
PCC SLO: Program Core Courses based on selected courses for direct measures.
PS SLO: Panel Scored Student papers mapped to Program and Seminary SLOs

* Selected core courses share common objectives that develop and assess learning competencies related to the specific degree program.
** Rated to a 5-Point Scale to normalize the measures.
The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

University Learning Outcomes

The annual Learning Outcomes Assessment Summary Report includes the following table presenting a composite assessment of university learning outcomes based on both direct and indirect measures of student learning outcomes.

University Learning Outcomes	Indirect Measures			Direct Measures		Aggregate Score
	GSI	SEI	CE	PCC SLO	PS SLO	
1.						
2.						
3.						
4.						
					Composite	

GSS: Graduating Student Survey Data
SES: Student Experience Survey Data
CE: Course Evaluations
PCC SLO: Program Core Courses based on selected courses for direct measures.
PS SLO: Panel Scored Student papers mapped to Program and Seminary SLOs

* Selected core courses share common objectives that develop and assess learning competencies related to the specific degree program.
** Rated to a 5-Point Scale to normalize the measures.

The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Student Learning Outcomes Scorecard This is a scorecard of the aggregated results from all measures of student learning outcomes.

Measures of Student Learning Outcomes	Minimum Value for "Success"	Minimum Value for "Excellent"	Current Score*
Indirect Measures			
Direct Measures			

* All scores converted to a 5-point scale in order to normalize the measures.

The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Annual Assessment Program

(Includes Southlake, online, and teaching sites)

1. ***Assessment Rubrics for Core Course Assignments***
   Development of assessment rubrics for each core course assignment for courses designated as a direct measure of student learning outcomes.

2. ***Annual Direct Assessment of Student Learning Outcomes***
   Faculty assessment of formative and summative learning outcomes utilizing representative samples of student work (core course and capstone assignments). Faculty groups will be assigned by discipline and across disciplines, and will receive orientation, instructions and support.

3. ***Annual Degree Program Reviews***
   Annual reviews of scheduled degree programs that include institutional and Instructional effectiveness, benchmarking data, SWOT analysis, review of Program learning outcomes, curriculum review and mapping, analysis of Student learning outcomes reports, and strategic recommendations.

4. ***Annual Assessment Program Projects***
   Graduate program directors choose a project each fall to assessment one or more program outcomes. At the close of the spring semester, faculty in the program meet to discuss results and make recommendations for improvements.

5. ***Annual Educational Effectiveness Statement***
   Annual summary report of indirect, direct measures of student learning outcomes with annual public statement of educational effectiveness.

6. ***Assessment Tracking and Implementation of Assessment Findings Report***
   Annual summary of assessment findings, documentation of faculty and department review of findings, decisions, and timelines for the implementation of changes based on the assessment findings.

Assessment of Student Learning: Institutional Goals, Objectives, and Measurements

Institutional Learning Outcomes	Measurement Means (Indirect and Direct Measures)	Cycle (frequency)	Next Collection Date	Dept. Responsible
1. Show a commitment to the Lordship of Jesus Christ. 2. Show the fruit of a Spirit-filled lifestyle and mindset. 3. Acknowledge the authority of Scripture in the way they live. 4. Demonstrate firm knowledge of Scripture and ability to apply its principles to life. 5. Evidence a commitment to the biblical mandate of evangelism and the ability to share their faith. 6. Evidence a commitment to the Church and to serve in it. 7. Demonstrate the ability to effectively communicate in both written and oral form. 8. Give evidence of reasoning skills with the ability to interpret and integrate knowledge. 9. Demonstrate the ability to do research on a post-secondary level. 10. Manifest a commitment to lifelong learning and growth.	• Graduating Student Survey (indirect) • Selected line items and composite scores.	Annually	Spring 2023	IAR Department
	• Student Experience Survey (indirect) • Selected line items and differentiated factor analysis.	Annually	Spring 2023	IAR Department
	• Course Evaluations (indirect) • Selected from mapped Undergrad core courses and courses scheduled for program review. • Selected from mapped Graduate core courses and capstone courses. (See the following Reporting Section)	End of Course	End of Course	Faculty
	• Selected courses for direct assessment. • Selected from mapped Undergrad core courses and courses scheduled for program review. • Selected from mapped Graduate core courses and capstone courses.	Annually	Summer 2023	IAR Department & Faculty

Assessment of Student Learning: Program-Specific Outcomes

(Sample: Core Curriculum Program Review)

Program Student Learning Outcomes for Core Curriculum (Christian Foundations & General Education)	Measurement Means (Indirect and Direct Measures)	Cycle (frequency)	Next Collection Date	Person(s) Responsible
1. Demonstrate a foundational knowledge of Scripture and the doctrines of the Church and Pentecostal renewal Christian traditions. 2. Integrate biblical and theological knowledge with the philosophical and practical application of ministry. 3. Communicate with clarity and conviction in written and oral formats. 4. Demonstrate a knowledge of worldviews, cultural issues, the sciences, and math. 5. Generate biblical, ethical, and philosophical responses to cultural and spiritual questions. 6. Analyze principles of leadership and interpersonal interactions that reflect a Christ-centered life of character and integrity.	• Graduating Student Survey (indirect) • Selected, related line items.	Annually	Spring 2023	Program Review Committees
	• Student Experience Survey (indirect) • Selected, related line items.	Annually	Spring 2023	Program Review Committees
	• Course Evaluations (indirect) • Selected from mapped Undergrad core courses and GE courses. (See the following Reporting Section)	End of Course	Each Semester	Program Review Chairs
	• Selected courses for direct assessment. • Selected from mapped Undergrad core courses and GE courses.	Four Years	Spring 2023	IAR Department & Faculty

VI. Assessment of Degree Program Review Template

The following outline provides a framework for conducting a degree program review that includes a comparative analysis, SWOT Analysis, analysis of various key performance and institutional effectiveness indicators, and review of student learning outcomes assessment data. The program review also includes recommendations for program revisions and changes to increase educational effectiveness.

A. Summary

B. Marketing & Recruitment Report

1. Recruitment Funnel Data
2. Programmatic Marketing Strategy

C. Institutional Effectiveness Data

1. Enrollment Data
2. First-Time & Full Time Enrollment
3. Retention Rate
4. Graduate Rate and Conferrals
5. Instructional Effectiveness Data

D. Comparability Study of Comparable Degree Programs

E. Program Assessment Data

1. Direct Assessment of Program Outcomes
    a. Panel Assessment Rubric Scores (embedded course assignments, exams, etc.)
    b. Practicum & Internship Oversight Evaluations
2. Indirect Assessment Data
    a. Core Surveys
        i. Student Experience Survey
        ii. Graduating Student Survey
        iii. Graduating Job Placement Survey
    b. Course Evaluations
    c. Focus Groups

F. Review of Current Degree Program Scope

1. Review degree program purpose statement, objectives, and outcomes
2. Review program curriculum matrix and sequence

a. Review how courses introduce, reinforce, and demonstrate mastery of program learning outcomes
b. Review which courses used for direct assessment purposes

G. SWOT Analysis of Degree Program

H. Revision of Degree Program Scope & Program Level Curriculum

1. Revise degree program purpose statement, objectives, and outcomes as needed
2. Revise program curriculum matrix and sequence as needed
   a. Identify courses that introduce, reinforce, and demonstrate mastery of program learning outcomes
   b. Identify courses used for direct assessment purposes

I. Revision of Course Level Curriculum

1. Revise course names as needed
2. Revise course descriptions as needed
3. Revise course learning outcomes as needed
4. Map revised course learning outcomes to program

J. Library Support of the Curriculum: Evaluation of Holdings

K. Finance

L. Summary of Findings

M. Recommendations

1. Program Review Summary
2. Strategic Planning Recommendations for Improvement
3. Implementation Timeline

N. Administrative Review

1. Marketing
2. Recruitment & Admissions
3. Financial Services
4. Academic Services
5. Business Administration
6. Information Technology

O. Approvals

1. Submit program review summary report and supporting documentation
   a. Approval of the Respective Academic Council
   b. Approval of the Dean's Council
   c. Approval of the President's Cabinet
   d. Approval of Board and Trustees (if applicable)

P. Final Steps After All Approval Levels

1. All approval level revisions submitted to the Department of Institutional Assessment by the program committee chair for documentation and finalization.
2. Submit report to the following departments for necessary updates to the SIS, academic catalog, academic information systems, webpages, and marketing documents:

   a. Marketing
   b. Recruitment & Admissions
   c. Financial Services
   d. Academic Services
   e. Business Administration
   f. Information Systems

VII. Assessment of Operational Standards Report Template

The following section outlines the annual review, addition, and revision of the institutions policies, procedures, and publications. This annual review provides a structure for identifying, recommending, and implementing additional or revised operational standards based on an organized evaluation process.

A. Initial Review Orientation

1. The Executive Director or Academic Services and the Director of Institutional Effectiveness in partnership with the Strategic Leadership Team organize and administrate an annual Policy, Procedures, and Publications Review Committee comprised of policy contacts and/or policy oversight administrators/leaders.
2. A schedule and timeline are determined by the Operational Standards Committee.

B. Review of the Publications and Policies

1. Review assigned standards related to policy, procedures, and publications for warranted additions and revisions.
2. Document and communicate all evaluation findings as they relate to compliance and completeness through the determined means set forth by the Executive Director of Academic Services and the Director of Institutional Effectiveness.

C. Summary Review of Policy Revision Process

1. Responsible policy holders work to develop revisions that include rationale.
2. Submit revisions for oversight and other necessary approvals.
3. Submit approved policies to Policy Manager to edit and archive new versions or new policies.
4. Implement all approved policies revisions.

D. Summary of Review for Publications

1. Responsible publication managers work to make any needed revisions.
2. Submit revisions to oversight and receive necessary approvals.
3. Implement all Publications revisions.

VIII. Assessment of Enrollment Management Plan Report Template

The following section outlines the annual evaluation process for assessing student success, student services, and retention. This annual evaluation provides a structure for determining necessary data both for annual reporting and for implementing improvements for increased effectiveness based on data-informed decision-making.

A. Initial Review Orientation

1. The Executive Director of Enrollment Management convenes the committee to assess and report on prospective student recruitment strategies and admissions enrollment, financial aid options, student success and retention, spiritual and vocational development, and marketing strategies.
2. Determine the committee schedule and timeline for review and administrate the collection of data for committee review.

B. Obtain Institutional Effectiveness Data related to the Enrollment Management Plan

The following data shall be collected for each degree program:

1. Enrollment numbers for the past 3-5 years
2. Retention Rates (unique student, Fall-to-Fall enrollment)
3. Completion/Graduation Rates
   a. 100% of degree length
   b. 150% of degree length
   c. 200% and time to completion rates
4. Placement Rates
5. Licensure/Exam Passage Rates
6. Current Graduate Alumni data including Work Status
7. Review Core Assessment findings
   a. Entering Student Survey
   b. Student Experience Survey
   c. Graduating Student Survey
   d. Alumni Survey

C. Assessment of Enrollment Management Plan

1. Marketing Strategies
2. Recruitment & Admissions
3. Financial Services
4. Student Success and Retention
5. Student Life

D. Summary Review and Recommendations

1. Present summary of review findings with supporting documentation.
2. Document recommendations for improvement based on data including the rationale for the changes.
3. Document timeline for implementation.
4. Submit Summary Review to executive leadership.

IX. Assessment of Library Services

The following section outlines the annual evaluation process for assessing Library Services. This annual evaluation provides a structure for determining necessary data both for annual reporting and for implementing improvements for increased effectiveness based on data-driven decision-making.

A. Initial Review Orientation

1. The Director of Library Services convenes the Library Committee to assess and report on the services of the library.
2. The Library Committee determines the committee schedule.
3. The Director of Library Services administrates the collection of data for committee review.

B. Review of the Library data by the committee

1. Assessment of the Library's Integrated Planning Cycle plan
2. Review of core survey data (FES, SES)
3. Review of Circulation data
4. Library education data
5. Findings from program review joint participation of librarian and faculty in analysis of resources
6. Assessment of Library policies
7. Evidence of students achieving the outcomes of the Information Literacy Program

C. Summary of Findings

D. Summary Review and Recommendations

1. Present summary of review findings with supporting documentation.
2. Document recommendations for improvement based on data including the rationale for the changes.
3. Document timeline for implementation.
4. Submit Summary Review for the appropriate approvals.

X. Assessment of Financial Condition and Management

The following section outlines the annual evaluation of the financial condition and management. This annual evaluation provides a structure for determining necessary data both for annual reporting and for implementing improvements for increased effectiveness based on data-informed decision-making.

A. Annual Financial Review

1. The reports that were submitted and to whom they were submitted
2. What is maintained through the CFO and Financial Controller and how is it reported
3. The areas that conform with generally accepted accounting principles (GAAP) and federal guidelines

B. External Audits that are annually conducted

1. Explanation of the status of stability
2. Explanation of the model used
3. Conclusions from the audit

C. Status of cash flows, budget, and line of credit

D. Budget process

1. Explanation of the process that ties departmental budgets to goals and initiatives
2. Changes to the budget process and assessment of the changes
3. Training of budget owners
4. Monthly reviews with oversights

XI. Annual Assessment of Sustainability Plan Review Template

The following section outlines the sustainability process for the annual review and revision of the Assessment Plan as well as the continual implementation and effectiveness of the assessment processes. The Sustainability Plan provides a structure for positively navigating changes in institutional personnel, resources, and priorities.

A. Annual Review of the Assessment Plan

1. Assessment Instruments
   a. Which instruments or processes are used to measure specific outcomes, institutional goals, or key performance indicators?
   b. Are any additional instruments or processes needed to improve data collection, analysis, or implementation?
   c. Are there any areas of unnecessary or un-aligned data collection?
   d. Are there any adjustments that need to be made to the assessment schedule?
2. Application, Analysis and Reporting
   a. Was the assessment data adequate for addressing the requirements of external accreditors, auditors and agencies?
   b. Did summary reporting include recommendations based on the analysis of collected data that reflect accepted best practices?
   c. Were the assessment findings presented in an understandable and clear way to primary stakeholders?
   d. Were the findings reviewed by the department heads with regard to performance evaluation based on current strategic planning objectives, metrics, and timelines?

B. Annual Review and Implementation of Assessment

1. Were assessment findings and recommendations reviewed by key administrators and faculty?
2. Were recommendations for modifications, adjustments, revisions, and other changes in programs and curriculum formulated based on assessment findings?
3. Were identified changes summarized, implemented, and documented?
4. Were assessment findings and implemented changes linked to Strategic Planning and Budgeting?
5. Was on-going support provided for the participants and consumers of the institutional assessment process?

C. Sustainability of Institutional Assessment

1. What institutional structure and leadership is in place to ensure the continuity, management, implementation, and on-going effectiveness of the Assessment Plan and process?
2. Are faculty positively and fruitfully engaged in the assessment process?

XII. Assessment of Strategic Planning Process Template

The following outline indicates the process for the annual review and revision of the Strategic Plan. This annual review ensures an on-going, data-informed process that comprehensively evaluates institutional effectiveness and integrates institutional assessment and benchmarking data for effective decision-making.

A. Review Strategic Planning Process

1. The Strategic Planning Committee convenes to assess the effectiveness of the current strategic planning process and makes revisions to the process for the upcoming year.

B. Assessment of Strategic Plans

1. Administrative and academic directors assess their departmental plans and report on findings with supporting data and recommend action plans for the following year.
2. The Strategic Leadership Team reviews the departmental assessments within their purview and discuss summarized findings and recommendations made by administrative or academic directors.
3. Institutional Research in partnership with the Strategic Planning Committee assess the institutional plan and distributes and discusses findings amongst the Strategic Leadership Team.
4. The Strategic Leadership Team in partnership with Institutional Research conducts focused surveys, focus groups, or a SWOT analysis, if warranted.
5. The Strategic Planning Committee presents overall findings and makes recommendations to the President's Cabinet.

C. Institutional Plan Revision

1. The President's Cabinet in partnership with the Strategic Leadership Team revise the institutional plan, if warranted.
2. The Strategic Planning Committee develops a revised budget for reallocation or addition of funds as a result of revisions made to the institutional plan.
3. The Strategic Leadership Team submits a revised institutional plan including budget considerations to the President's Cabinet.

D. Departmental Planning Process

1. The Strategic Planning Committee conducts university-wide strategic planning workshops that include departmental planning and budget training.
2. Departmental Directors develop departmental plans for the academic year in consultation with their oversight.
3. Departmental Directors develop departmental budgets for the academic year in consultation with the Strategic Planning Committee in partnership with Finance.
4. The Strategic Leadership Team presents the final strategic plans and budget to the President's Cabinet.
5. The President's Cabinet approves the strategic plans and budget for the upcoming year.
6. The Board of Trustees approves the strategic plans and budget for the upcoming year.

XIII. Institutional Assessment and Effectiveness Checklists

The following checklists provide assessment benchmarks and best practices for conducting an on-going evaluation, review and revision process that ensures substantial compliance with accreditation standards, as well as promoting institutional effectiveness.

Assessment Checklist

Description	Department	Responsible Personnel	Documentation Location
1. The institution employs a comprehensive system of institutional assessment.			
2. There is a continuous process in place for review and update of assessment processes and procedures.			
3. The institution provides evidence of assessing student learning outcomes.			
4. There is a set of performance and quality standards for the institution.			
5. Accreditation standards are reviewed annually for substantial compliance.			
6. Training on assessment is provided on a continual basis to all departments.			
7. Training in the assessment of learning outcomes is provided on a continual basis to all faculty.			
8. The institutional mission, values and objectives appear in all official publications.			
9. There is a regular and systematic assessment of academic curriculum.			
10. There is a regular and systematic assessment of faculty.			
11. There is a regular and systematic assessment of staff.			
12. There is a regular and systematic assessment of student satisfaction and other characteristics.			

Institutional Effectiveness Checklist

Description	Department	Responsible Personnel	Documentation Location
1. A campus-wide institutional assessment plan that maintains a systematic, documented, and sustained assessment and evaluation process is published, implemented, and documented.			
2. The assessment results of all core institutional surveys have been reported and made available to the executive administration and those designated.			

3. Analysis and recommendations for improvement are included in each summary report.			
4. The institution shows a commitment to diversity.			
5. An assessment of the "value added" or longitudinal change in the core competencies is reviewed on a yearly basis.			
6. Retention and Persistence rate data is collected and analyzed annually			
7. Graduation/Completion rate data is collected and analyzed annually			
8. Placement rate data is collected and analyzed annually			
9. Licensure rate data is collected and analyzed annually			
10. The effectiveness of the budget process is reviewed annually.			
11. There is an appropriate internal budgetary control structure in place.			
12. A program is in place ensuring that faculty and staff have the necessary technology skills.			
13. Appropriate security access to data that adheres to FERPA regulations is in place.			
14. All faculty, staff, and students are given a careful review of the FERPA regulations each year.			
15. There is evidence of collaborative decision-making across departments.			
16. Assessment of the strategic planning process is conducted on a yearly basis.			
17. The support staff is sufficient in number and competence to adequately support the administrative and academic functions of the institution.			
18. The computer technology is adequate to support the staff and its administrative service functions.			
19. Up-to-date policy and procedures manuals are available for all areas.			

Academic Checklist

Description	Department	Responsible Personnel	Documentation Location
1. All faculty members are academically qualified in the discipline of the teaching assignments.			
2. The policy regarding the ratio of full-time faculty and part-time faculty has been established and is followed.			
3. The Faculty Handbook is reviewed and updated as needed annually.			
4. Faculty rights and responsibilities are clearly stated in the Faculty Handbook.			
5. Academic policies and procedures are current and clearly stated.			
6. A curriculum review process is published, scheduled, and implemented.			
7. There is a written process for faculty development and academic freedom.			
8. The Faculty promotion criteria are clearly stated in the Faculty Handbook.			
9. An examination of course proliferation / duplication has been made.			
10. There is a regular and systematic grade reporting cycle.			
11. There is a functioning faculty organization.			
12. The syllabi for all courses follow the format designated by the institution clearly indicating measurable learning outcomes and assignments appropriate to the academic level of the course.			
13. There is a published calculation of course hour equivalencies.			
14. The faculty performance reviews are collected and reviewed on a regular basis in the dean's office.			
15. There is at least a biennial review of the faculty performance criteria.			
16. The faculty performance criteria encourages and supports the dedication of time and energy to teaching and scholarship that reflects the mission, values and goals of the institution.			
17. The learning outcomes for graduates of each program have been reviewed and align with the stated objectives.			
18. The learning outcomes have been approved by the faculty and Board of Trustees.			
19. The learning outcomes have been stated in all appropriate publications and websites.			

Description			
20. The statements of general skills include rationale for each requirement and a statement of how the fulfillment of that requirement is accomplished and assessed.			
21. The faculty / student Ratio has been calculated.			
22. The faculty load has been calculated and indicates a reasonable academic load.			
23. The library has a printed manual.			
24. The library is adequate to support the curriculum, faculty, and number of students.			
25. The library staff is qualified.			
26. Academic support is available for all students.			

Enrollment Management Checklist

Description	Department	Responsible Personnel	Documentation Location
1. The institution shows a commitment to diversity in its recruitment processes.			
2. Recruitment materials have a clear and accurate description of the programs.			
3. A process is in place to regularly address admission questions.			
4. Admission policy changes for the year have gone through due process.			
5. Admission requirements are consistent with the purposes of the institution.			
6. The admission policy has been reviewed and necessary changes have been made.			
7. The institution has a strategic marketing plan.			
8. Admission requirements for all curricular programs are readily available.			
9. Availability of remedial support is made clear in the admissions process.			
10. The ability to benefit criteria is established and in use.			
11. Credit granted for prior learning is evaluated within standard guidelines such as the Council on Adult Experiential Learning (CAEL) using a documented portfolio.			
12. Fund raising activities are consistent with institutional purpose.			
13. Marketing materials accurately reflect the institution's program, facilities, and resources.			
14. There is regular communication with alumni.			

Student Development Checklist

Description	Department	Responsible Personnel	Documentation Location
1. There is a program designed to develop student leadership on campus.			
2. There is a program designed to encourage student wellness and safety.			
3. Activities and programs offered through student development allow for diversity.			
4. There is an efficient system of communication around the campus community.			
5. Extracurricular activities are of sufficient number and diversity for student development.			
6. Students are encouraged to develop their leadership potential through participation in student government.			
7. A student handbook is available.			
8. The student handbook contains a purpose statement and objectives of the student development area.			
9. Policies and procedures of the student development area are aligned with the mission and purpose of the institution.			
10. The code of conduct is clearly stated in the student handbook.			
11. There is a periodical review of the statement of values & standards.			
12. The students sign the code of conduct agreement.			
13. Emergency procedures are clearly outlined and displayed.			
14. Financial assistance service is available to students.			
15. There is a clearly worded agreement that is signed by all parties that clearly discloses financial obligations.			
16. There is an orientation program for incoming students.			
17. There is a program that provides opportunities for spiritual development and ministry.			
18. There is competent counseling available in the areas of academic, career, personal, and spiritual life for all students.			
19. There is an organized and functioning student government.			
20. There are food and bookstore services provided for all students.			
21. Computer labs or other arrangements are available for all students.			

Description			
22. There is a published appeal process for student complaints.			

Administrative Checklist

Description	Department	Responsible Personnel	Documentation Location
1. The Office of Human Resources regularly identifies standards of performance for all faculty and staff.			
2. Formal, annual, written evaluations are conducted for all faculty and staff.			
3. A review of management practice is included in the annual financial audit			
4. Professional development objectives for all faculty and staff are specified in the evaluations.			
5. Regular training in budget process is given to all departments.			
6. Monthly budget reports are distributed to all departments.			
7. Annual budget meetings are conducted with all department heads.			
8. The Office of Human Resources initiates and maintains positive working relationships through training and workshops.			
9. The Office of Human Resources responds to personnel needs in a timely manner.			
10. An evaluation of work study, work assistance, work scholarship employees is completed on a yearly basis.			
11. An annual budget survey is administered to all administrators and department heads.			
12. An annual staff survey is administered to staff and faculty.			
13. The Board of Trustees is evaluated by the Cabinet regularly.			
14. The Board of Trustees performs a periodic self-assessment.			
15. The President is evaluated by the administration regularly.			
16. The President performs an annual self-assessment.			
17. The catalog is readily available.			
18. The catalog includes an appropriate statement about accreditation.			
19. There is a written policy and procedure for regulation evaluation, review, and approval of all publications.			

20. Academic records are regularly maintained and retained.			
21. Academic records are protected in a fire-proof, secure area.			
22. Duplicate academic records are held at an off-site location.			
23. There is a written policy for hiring faculty.			
24. The website is regularly reviewed for consistency of content.			
25. A grievance process is published and followed.			
26. Retirement and insurance plans are described and published.			

Financial Affairs Checklist

Description	Department	Responsible Personnel	Documentation Location
1. The institution follows accounting practices, which conform to accepted standards.			
2. A financial audit is conducted and reviewed annually.			
3. The institution prepares timely financial statements including the Balance Sheet and Statement of Revenue and Expenses and submits them to the President, Board, and other designated personnel.			
4. The institution prepares financial statements on a budget versus actual / or comparative basis to achieve a better understanding of the finances.			
5. The institution develops an annual comprehensive operating budget which includes costs for all programs, management and fundraising, and all sources of funding.			
6. The institution prepares cash flow projections and reconciles all cash accounts monthly.			
7. Payroll is prepared following appropriate State and Federal regulations and organizational policy.			
8. The institution has a written fiscal policy and procedures manual.			
9. The institution has documented a set of internal controls, including the handling of cash and deposits, approval over spending, and disbursements.			
10. All expenses of the organization are approved by a designated person before payment is made.			

Description			
11. According to the current program reviews, it is financially expedient to enhance or drop any programs.			
12. The institution utilizes student workers in an efficient manner.			
13. The budget process includes grass roots personnel			
14. There is a written provision for faculty remuneration including clear standards of faculty load.			
15. Formulae for determining faculty load are jointly established through academic and financial areas.			
16. The chief financial officer reports to the President.			
17. Finances adequately support the institutional purpose and programs.			
18. There are consistent and continuous records for debt retirements, capital acquisition, and cash flow.			
19. The credit line is at least 10% of the operational budget.			
20. There is an insurance plan that is adequate for the institution's size and purpose.			
21. Investment policies are in place to protect against conflict of interest and mishandling of funds.			
22. There is a written refund policy in place.			
23. A certified external audit is completed each fiscal year and available upon request.			
24. There is a legally published and approved default policy.			
25. Employees, Board members, and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets.			

Facilities & Safety Checklist

Description	Department	Responsible Personnel	Documentation Location
1. There is a master facilities plan in place for the updating and replacing of obsolete or deteriorating facilities.			
2. There has been an analysis of faculty / student demands for auxiliary services.			
3. There is a purchasing and inventory management process that is functional.			
4. Classroom space is adequate for the student enrollment.			

5. Classroom space is adequate for the programs offered.			
6. There is a comprehensive safety plan in case of fire, flood, or other natural disasters.			
7. There is a secure place for the permanent academic records.			
8. There is an off-site location for a duplicate copy of the academic records.			
9. There is an up-to-date master facilities plan for the institution.			
10. Emergency and crisis procedures are clearly outlined and displayed in the buildings.			
11. The library is adequate, providing space for holdings.			
12. There are budget considerations for acquisition, maintenance, and replacement of equipment that supports academic programs.			
13. All facilities have been approved in writing by the appropriate state and local agencies.			
14. The use of the facilities is controlled by the institution.			
15. The facilities are efficiently used and a space utilization report has been developed.			