
Assessment Plan Summary Report

Fall 2018

Division of Institutional
Effectiveness

Fall 2018 Assessment Plan Summary Report

The 2017-2018 Institutional Assessment Plan comprehensively assessed all areas of the institution covering the categories of Administration, Academic and Student Learning, Student Services, Finances, Facilities and Equipment, and Institutional Research and Planning. The following outline indicates the areas reviewed, evaluated, and reported. This annual summary ensures an on-going, integrative process that comprehensively evaluates institutional effectiveness.

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I. Learning Outcomes Assessment

The following section outlines the annual review and revision of the institution's course, program, and institution learning outcomes. This annual review provides a structure for identifying, suggesting, and implementing revisions based on an organized evaluation process.

A. Initial Review Orientation

1. The Director of Assessment organizes and administrates indirect and direct student learning outcomes assessment. The assessment of learning outcomes at all levels with triangular methods assures that data is gathered to enable administrators and faculty to complete the assessment cycle of utilizing classroom and student input for improving courses, programs, and ultimately the institution.
2. Planning for learning outcomes assessment
 - a. Conducting core inventories
 - b. Direct assessment of course, program and institution learning outcomes
 - c. Indirect assessment of courses through student course evaluations at the end of each semester
3. Review and Compilation of outcomes data

B. Determine Review Schedule and timeline

1. Course outcomes
 - a. Faculty review and polish outcomes and for the Master Course Syllabus during scheduled program reviews.
 - b. Using the Master Course Syllabus for their course outcomes, faculty develop their syllabi.
 - c. Indirect assessment of course work-Course evaluations in December, May, and July
 - d. Direct assessment of course work-August 2018 Assessment Day
 - e. Aggregation and summary report writing-August 2018
2. Core Inventories
 - a. Entering Student Inventory (ESI) – October 2017
 - b. Student Experience Inventory (SEI) – March 2018
 - c. Faculty Satisfaction Inventory (FSI) – April 2018
 - d. Graduate Inventory (GI)-May 2018
 - e. Graduate Job Placement Survey (GJPS) – May 2018
3. Aggregation and summary report writing for direct and indirect assessments -September 2018

C. Significant findings:

1. CourseEval is efficient, accessible to faculty, and provides an opportunity for faculty to review and report on the results. It has not been being used to its full advantage, however. Administrators review and use the results in planning and hiring adjuncts, but a step further that was implemented this year in administrators to use CourseEval as a talking point of discussion with faculty during their supervisor or peer evaluation process.

2. To achieve better standardization and consistency of the Master Course Syllabi and to move from manual management of the syllabi to digital management, the decision was made to purchase a license with Concourse Syllabus Management System. This will enable standardization of correct institutional policies in all syllabi, will enable better mapping to the correct program outcomes and institutional outcomes, and subsequently, enable more effective assessment of both direct and indirect learning outcomes.
3. A review of the embedded assignments into the Master Course Syllabi for the Core Biblical courses for broader direct assessment produced these results: a need to develop and/or redesign the embedded assignments for the Core Foundation Courses, a need to have faculty collaboration in fine-tuning the rubrics and embedded assignments for closer alignment and inclusion of rubric criteria wording within the assignment, a need for standardized leveling of rigor (number of pages, sources required, etc.), and a need to develop more strategies for direct assessment for the Seminary programs. These needs will be addressed in fall 2018 to complete the assessment cycle.
4. The SEI is on a 6-pt. Likert scale; the performance standard for the learning outcome assessment items on the SEI is a total aggregate score of 4.8/80% (minimum score for “successful”) and 5.4/90% (minimum score for “excellent”). **The current score of 5.1 (85%) indicates “successful” overall achievement in accomplishing institutional learning outcomes.** All student learning outcomes on the spring 2018 SEI showed the same or improvement in the scores.

II. Program Reviews and Program Development- Bachelor of Cross-Cultural Ministry, Bachelor of Christian Ministries, and Bachelor of Media Arts

The following section outlines the scheduled program review for the Doctor of Ministry, Practicum, and Messianic Jewish Ministries programs. This review, as described in the TKU Assessment Plan, provides the structure for comparing, reviewing learning outcomes, assessing outcomes, assessing library holdings, assessing IE data, and conducting a SWOT Analysis for programs under review.

A. Review of the Bachelor of Christian Ministries

1. The program review committee was made up of the following members:
Daniel Davis-Academic Dean and Committee Chair, Faculty
Dr. Dan Call-Faculty, D.Min. Program Director, Co-Chair
Matt Osgood-Gateway Pastor
Dr. Bobbi Stringer-Director of Assessment and Accreditation, Faculty
Megan Grondin-Registrar
2. Timeline:
 - a. Review process – Fall 2017
 - b. Recommendations to Undergraduate Academic Council – Spring 2018
 - c. Approval of Deans Committee and Executive Team-Spring 2018
 - c. Implementation of changes-Fall 2018
4. Significant findings and recommendations of the review:
 - a. The program objectives and outcomes needed to be updated for clearer and more effective assessment and marketing.
 - b. The purpose of the program can become more distinctive by adding several concentrations. Ones proposed by the committee for consideration are (1) Local Church Leadership, (2) Children and Family Ministries, and (3) Youth Ministries.
 - c. The committee recommended hiring a BCM Program Director who can oversee this program and these three new concentrations.

B. Review of the Bachelor of Cross-Cultural Ministry degree

1. The program review committee was made up of the following members:
Daniel Davis-Academic Dean, Chair
Dr. Jonathan Frazier-BCCM Program Director, Co-Chair
Megan Grondin-Registrar
Dr. Bobbi Stringer-Director of Assessment and Accreditation
Charley Elliott- Gateway Executive Pastor, Gateway Global
2. Timeline
 - a. Review Process – Fall 2017
 - b. Report to the Undergraduate Academic Council- Spring 2018
 - c. Deans Committee and Executive Team approval-Spring 2018
 - d. Implementation of changes-Fall 2018
3. Significant findings of the review and subsequent changes
 - a. The committee made a recommendation to change the name of the program to Bachelor of Intercultural Studies.

- b. A review of the curriculum revealed a need to create and develop new Major Core course offerings and classic missions courses
- c. A review of the objectives and outcomes revealed a need for revision of both in order to better reflect the new curriculum changes.
- d. The committee recommended active pursuit by the director of the BCCM program for opportunities to provide students with experiential learning with Gateway Global as a preferred partner.

C. Creation of the Bachelor of Media Arts

1. The program development committee was made up of the following members:
 - Dr. Mitch Land-Dean of Media Arts
 - Dr. Aaron Crider-Director of Music and Worship Studies
 - Dr. Bobbi Stringer-Director of Assessment
 - Michael Keith-Director of Marketing and Communication
 - Advisory committee members represented by experienced graphic designers, media producers, editors, and technical arts directors.
2. Timeline
 - a. Board approval to develop the program-Fall 2016
 - b. Hiring a program director-May 2017
 - c. Development of the direction for the degree, comparability study, objectives and outcomes, courses and course descriptions, accreditation proposals-Fall 2017
 - d. Approval of the Undergraduate Academic Council-February 2018
 - e. Approval of the Deans Committee and Executive Team-Spring 2018
 - f. Approval by both accreditors-July 2018
 - g. Implementation - Fall 2018
3. Significant findings of the preparation phase
 - a. After extensive research, consultation with experienced media professionals, and comparability studies, the objectives were narrowed down to the following:
 1. Equip students with a deep understanding of the centrality of worship and how encountering the living God inspires effective communication through storytelling.
 2. Equip students with skills to communicate effectively across multiple-media platforms;
 3. Prepare students for leadership positions in electronic media settings in both Christian ministries and media industries; and
 4. Introduce students to new technologies and vision for the future of media.
 - b. Originally, the committee expected that the program would be in the category of "significant departure from existing offerings," which would not require it to have 30 hours of Bible/Theology. After consideration, however, the committee decided to include the 30 hours of Bible/Theology, strengthening the focus of equipping students in areas such as worship support services and pastoral media departments, while also preparing graduates for work in marketplace ministries such as video production and marketing communication.
 - c. The initial submission of the program to both accrediting bodies was as a program that does not represent a significant departure from existing offerings of other Bachelor level degrees at TKU (a T1 level change for TRACS and a notification for ABHE). TRACS accepted this designation of the program, but ABHE deemed the program different enough to require a substantive change proposal.

III. Assessment of Publications and Policies

The following section outlines the annual review and revision of the institutions Publications and Policies. This annual review provides a structure for identifying, suggesting, and implementing revisions based on an organized evaluation process.

A. Initial Review Orientation

1. This year's policy review involved all the university offices overseeing all policies. Each of the following departments were asked to review their appropriate policies on the institution p Drive:

- Academic and Faculty
- Human Relations
- Operations
- Marketing and Communications
- Finance
- Registrar
- Advancement
- Library Services
- Admissions
- Student Life and Student Recruitment
- Financial Aid
- Technology Policies

2. Determine the timeline for review and administrate the assigned publications and policies documents to the review committee.
 - a. Initial charge to university offices responsible for policies-June 2018
 - b. Departmental Administrative Input: July 2018
 - c. Review and Compilation: July-August 2018
 - d. Submission to Board for Review and Approval: September 2018

B. Review of the Publications and Policies

1. Review of policies-Due to the restructuring of the organization chart and subsequent title changes, most of the needed policy changes related to the Administrative Oversight and Policy Contact information. Several instances were discovered where the Academic Catalog had been changed without changing the verbiage in the parallel Policy; several areas documented new policies that had recently been developed.
2. Approval by appropriate administrators and, if necessary, the Board of Trustees.
3. Updated or developed policies turned in to the Division of Institutional Effectiveness.

C. Final Steps in the process

1. Update Employee Handbook, Academic Catalog, and Faculty Handbook to reflect newly adopted policies on the internal institution server (P Drive), and in ADP.

IV. Assessment of Enrollment Management (Student Services, Admissions, Success, Student Life & Retention)

The following section outlines the annual evaluation process for assessing student success 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-driven decision-making leading to improved student success and retention.

- A. Initial Review Orientation- The Director of Assessment and Director of Information Management organize and administrate an annual Student Success and Retention Review. Compilation of Institutional Effectiveness Data by Degree Program includes the following:
- Fall enrollment in each program
 - Retention Rates (unique student, Fall-to-Fall enrollment, excluding graduates leaving the program and excluding new fall enrollees)
 - Completion/Graduation Rates (100% of degree length, 150% of degree length, and over 150%) from July 1, 2016 to June 30, 2017

Degree Program	Enrollment FALL 2018	Retention Rate Fall 17-Fall 18	Average Retention Rate	Degrees Conferred
Certificate Programs	5	100%		5
Associates Programs				
Christian Ministries	21	67%	70.2%	3
Worship Leadership	15	73%		15
Bachelors Programs				
Biblical & Theological Studies	78	62%	62%	11
Biblical Counseling	84	66%		12
Christian Ministries	52	56%		16
Cross-Cultural Ministry	15	88%		3
Intercultural Studies	1	na		*
General Christian Studies	51	51%		19
Media Arts Bach	3	na		*
Worship Leadership Bach	29	75%	1	
Music & Worship Bach	5	100%	0	
Graduate Programs				
Master of Practical Theology	78	62%	68.4%	12
Master of Divinity	120	67%		19
Master of Marriage & Family Therapy	59	80%		10
Master of Spiritual Leadership	14	67%		*
Post-Graduate Programs				
Doctor of Ministry	23	75%		0
Undeclared	1	20%		
TOTAL	654	65%		126

* Indicates new program and/or program name change. There have not been any graduates yet from this program.

➤ Trends

PERIOD	STUDENTS	CREDIT HOURS
Summer 2013	213	860
Fall 2013	601	3,565
Winter 2014*	610	3,749
Spring 2014	592	3,390
Summer 2014	255	1,046
Fall 2014**	691	6,192
Spring 2015	709	6,285
Summer 2015	173	886
Fall 2015	767	6,894
Spring 2016	752	6860
Summer 2016	177	814
Fall 2016***	717	6557
Spring 2017	672	6193
Summer 2017	182	917
Fall 2017	686	6145
Spring 2018	650	5820
Summer 2018	264	1136
Fall 2018	654	5922

*Effective Winter 2014, TKU Main Campus operations moved to Southlake, Texas.

**Effective Fall 2014, TKU instituted a change from quarter to semester hours.

***Fall 2016 enrollment reflects the closing of Modesto branch campus and two teaching sites.

NOTE: In the fall of 2012, Southlake had 172 students; in the fall of 2018 Southlake has 412 students

B. Review of Core Inventory Assessment findings: The five TKU core inventories have contributed data resulting in the following important steps to improve retention and student success and alumni relations.

1. While incoming students found the personal touch of Admissions process to be helpful, the ESI affirmed the decision to return to a Recruiter/Admission's Counselor model, where recruiting and admitting duties are isolated to each role. The implementation of marketing automation software will send sequenced marketing communications and track prospect interaction to gauge interest, which should also increase scores on next year's ESI.
2. The SEI shows a trend in more satisfaction for thirty-five of the forty-seven quantitative objective items. In thirty-six of the forty-seven quantitative items the online students scored higher satisfaction than did the Southlake students. The organization and administration of the internship (practicums) and career counseling are two areas that scored low (3.9 on the 6 pt. scale) again this year, but are being addressed in plans for improvement. Gateway Church has now designated a point person, Danny Hageman, to be the practicum liaison to oversee practicums on the Gateway side, which is already strengthening the program. The Student Success Center has added two workshops that will address interviewing and job search skills, and training is being planned for degree program directors that will help them provide career counseling to their students.

In the open-ended items, several themes emerged as areas to focus on: (1) Student Life-opportunities for international students to share cultures, activities for graduate students and nontraditional students; (2) continued improvement in practicums, (3) Timely improvement in response to emails and phone calls, and (4) timely feedback to students with how to improve.

3. This year the Department of Institutional Research developed the Graduates Job Placement Survey (GJPS). It was a five-item survey administered during graduation rehearsal, so the response rate was 73%, significantly higher than the usual response rate of the Graduating Student Inventory (GSI) for job placement. This survey found the employment vocation rate (job placement rate) to be 55% for undergraduates, 71% for graduates, and 60% average. Last year's GSI job placement rate was 40%. Additionally, the GJPS gave us a breakdown of the job placement rate for each individual program, which we have not had before.
4. The GSI -The last two questions of the survey ask students to rate their satisfaction with services, resources, and experiences at TKU on a scale of 1 to 5. In all but three of the 34 items students rated, the responses of the 2018 graduates went up, indicating improvement, when compared to the same questions answered by the 2016 graduates.

V. Evaluation 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-driven decision-making.

A. Annual Financial Review

1. Accurate and timely financial reports were provided to the President, governing board, and other designated persons.
2. On-going financial management and oversight was maintained through the CFO and Financial Controller which included Board review of quarterly financial statements.
3. A certified external audit of the financial statements along with management letter is prepared each year, in conformity with generally accepted accounting principles (GAAP) and federal guidelines.
4. External Audits are annually conducted.
 - a. The last fiscal year-end audit demonstrated a recent history of financial stability.
 - b. Audit is prepared using the "net asset" model of accounting consistent with the policies and procedures provided by the American Institute of Certified Public Accountants (AICPA) in its document, Audit and Accounting Guide: Not-for-Profit Organizations: June 1, 1996, or any later enacted version.
 - c. The audit demonstrates adequate finances to support the institutional mission and programs.
5. Current and long-range financial plans reflect positive cash flows and positive budget outcomes, and are realistic.
6. The institution has a segregated contingency line of credit equal to at least 10% of operational budget.
7. Training for and implementation of new budgeting process tied departmental budgets to goals and initiatives and requires monthly reviews with oversights.
8. An overall increase occurred in accountability meetings with VP to document budget variances including both over spending and under spending.
9. Departments were required to provide corrective actions plans if budget variances existed in any one line item over \$2,000 of over budget spend.

VI. Evaluation of Facilities and Operations

The following section outlines the annual review and evaluation process for assessing facilities and operations. 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. The review was conducted by the Associate Director of Building and Operations.

A. Annual Documentation Review and Revision (separate documents)

1. 2018 Campus Safety and Security Report Reviewed, Updated, and Completed.
2. Facilities policies were updated and implemented for equipment usage and inventory control.
3. The Campus Store process and procedures for cash management, receiving inventory, and inventory audit were updated and revised.
4. Operations revised policy documents regarding building usage and the implementation of Traction guest.

B. Identified Areas of completion in the review of the 2017-18 Institutional Assessment Findings:

1. The annual safety and security report was aligned with Campus Life's policies.
2. The Facilities team was reformatted, and job descriptions were aligned for the University needs.
3. Through our consolidation of supply closets with facilities, the Operations Department was able to leverage an adequate unitization of space. With the restructure of office placements, the majority of all faculty are now housed under one building.
4. Campus Store procedure and systems with inventory audit, receiving inventory, and cash management were modified.

C. Identified Areas for completion in the review of the 2018-19 Core Institutional Assessment Findings:

1. The implementation of Traction Guest will enhance our campus experience with modifying improvement with safety and security. This new program provides a digital record of each guest, including picture ID.

VII. Review and Sustainability of Assessment Plan

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 Plan provides a structure for positively navigating changes in institutional resources and priorities.

A. Annual Review of the Assessment Plan

1. Assessment Instruments

- a. All current instruments or processes are used to measure specific outcomes, institutional goals, or key performance indicators.
- b. A new Graduate Job Placement Survey was implemented this year at the graduation rehearsal.
- c. The schedule for program reviews was adjusted to include reviews of the Bachelor of Biblical Counseling, Bachelor of Biblical and Theological Studies, and Master of Marriage and Family Therapy for fall 2018.

2. Application, Analysis and Reporting

- a. Summary reporting included recommendations based on the analysis of collected data that reflect accepted best practices.
- b. Recommendations for modifications, adjustments, revisions, and other changes in programs and curriculum formulated were based on assessment findings of institutional effectiveness data, institutional assessment data, review of program outcomes, comparability studies, and SWAT analysis.
- c. Assessment findings were presented to primary stakeholders through meetings, digital reports, and on the web site.
- d. Findings regarding performance evaluation were reviewed by the department heads and utilized in current budgetary planning objectives, metrics, and timelines.

B. Annual Review and Implementation of Assessment

1. Assessment findings and recommendations were reviewed by key administrators and faculty.
2. The addition of the Institutional Research Department has broadened the ability of the Office of Institutional Effectiveness to conduct more personalized surveys, to develop more effective reporting, and to bring the institutional data collection process to a higher level.
5. Changes were identified, summarized, and documented in the Assessment Plan Summary Report and the Assessment Tracking Report.
6. Assessment findings and implemented changes were linked to planning and budgeting categories and objectives.
7. On-going support was provided for the participants and consumers of the institutional assessment process through the Office of Institutional Effectiveness.

C. Sustainability of Institutional Assessment

1. The annual institutional Assessment Plan along with instrumentation is in place to insure the continuity, management, implementation, and on-going effectiveness of the Assessment evaluation and reporting process.
2. The administration and faculty are engaged in the assessment process.

VIII. Review of Annual Strategic Planning Review Process

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

- A. In January 2018 the Financial Department and Executive Director of Strategic Planning continued the process of implementing the budgetary arm of the strategic planning process: presentation to the Executive team of new budget materials and process, departmental training sessions, individual mentoring sessions with departmental leadership, review of budgets by oversight VP, budgets due, approval by Executive Team, approval by Board.
- B. In March a StratOps team met with a group of administrative leaders and faculty to provide a historical view of the university, identifying significant benchmarks and culminating in an updated SWOT Analysis.
- C. The StratOps team returned in July to meet with the newly appointed TKU president and his Directional Leadership Team facilitating further planning in the areas of mission and core values, university culture, and the top three initiatives.
- D. During the fall other constituencies will be brought into further planning discussions as a new Strategic Plan is developed. Recommendations including supporting documentation, assessment findings, and budget/costing considerations will be presented to the Board in May.