Assessment Plan Summary Report

Fall 2021

Department of Institutional Assessment and Research

Fall 2020 Assessment Plan Summary Report

The 2019-2020 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 Associate 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. Core inventories (SES, GSS)
    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 and in some cases, focus groups of individual programs

3. Review and Compilation of outcomes data

B. Determine Review Schedule and timeline

1. Course outcomes
    a. Faculty review and polish outcomes for the Master Course Syllabus during scheduled program reviews.
    b. Using the Master Course Syllabus for their course outcomes, faculty develop their syllabi. All syllabi, including the Master Course Syllabus for all courses, are housed in Concourse for syllabus development ensuring consistency of school policies. We are working toward ensuring consistency of course learning outcomes based on the Master Course Syllabus
    c. Indirect assessment of courses-Course evaluations in December, May, and July for on ground courses and at the conclusions of each online session.
    d. Direct assessment of course work-August 2021 Assessment Day
    e. Aggregation and summary report writing-Fall 2021

2. Core Inventories
    a. Student Experience Survey (SES) – April 2020
    b. Graduating Survey (GS)-June 2020
    c. Graduate Job Placement Survey (GJPS) – May 2021 in conjunction with graduation

3. Aggregation and summary report writing for direct and indirect assessments -August-September 2021

C. Significant findings:

1. The fall 2020 and spring 2021 program reviews utilized CoursEval (end of course student evaluations) in a new and productive way this past year. The Associate Director of Institutional Assessment and the Research Analyst developed reports for each program,

highlighting course benchmarks, survey item averages, and course averages for the surveys. This newly added data was very productive piece of indirect assessment data for the committee to include in its data analyzation process.

Overall CoursEval averages for the General Education courses, program review courses, and selected courses for program, institutional, and Seminary outcomes assessment all average in the "Excellent" category.

The CoursEval team continues to develop new ways to utilize the software in order to bring additional information to institution stake-holders.

2. Over the past spring and summer TKU hired an online learning consultant, Dr. Sergio Matviuk, to bring consistency to the online learning courses. This project worked in conjunction with the spring Core Curriculum program review and make appropriate edits to the designated course learning outcomes for the Master Syllabi in Concourse

3. The results of this year's (summer 2020) Direct Assessment Day revealed several important findings.

    a. First, it was discovered that by replacing the undergraduate capstone assignment with a new one, it does not assess the Institutional outcomes like the previous one. This means that Academics needs to revisit the new assignment and/or determine new ways to assess designated program outcomes and institutional outcomes.
    b. Second, results indicated a less than "successful" score for two entry level courses: BIBL 1300 Introduction to the Bible and BIBL 1305 Old Testament Survey. This indicates a need for further review of the assignment instructions, the rubric, course evaluations, etc., in order to make changes that could lead to future improvement.
    c. The BIBD 7310 Jewish-Christian Relations paper did not achieve a "successful" rating by the three juried assessors. The program review committee determined that this course should not be a course designated as capable of assessing the two MDiv MJS program outcomes it was aligned with, because students can elect to enroll in the course at any time in their program, even the first semester. The MDiv MJS capstone course needs to be reworked and aligned to assess all of the program outcomes effectively.

4. The Student Experience Survey (SES) and Graduating Student Survey (GSS) are on a 5-pt. Likert scale; the performance standard for the learning outcome assessment items on these two surveys is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent"). These two surveys report student perception of learning at The King's.
    a. The current overall learning outcomes score of 4.37 on the GSS by 2021 graduating students is in the "Successful" range and shows a slight trending increase from 4.25 in 2019 and 4.30 in 2020. The top two areas of personal growth and educational outcomes were "Trust in God" and "Enthusiasm for learning."
    b. The learning outcome line items as reported on the SES show a total average of 4.35 (87%) for on ground students and 4.39 (88%) for online students. Both scores indicate "Successful" learning as perceived by TKU students.

5. Seminary Annual Assessment Projects (AAP):

The Doctor of Ministry program in following up on the directive from the 2019-2020 program review developed and proposed three possible concentrations: Spiritual Direction and Formation, Pastoral Theology in Practice, and Women in Ministry Leadership. Each concentration will require the same core courses as the existing Messianic Jewish Studies concentration, the same four research courses, and the same six hours of project. Each, however, will have its own unique four courses for 12 hours of concentration.

The proposal has gone through the approval process up to the President's Cabinet and will be presented to the Board of Trustees at their October 23, 2021, meeting.

II. Program Reviews and Program Development- Bachelor of General Christian Studies, Doctor of Ministry, and Bachelor of Biblical Messianic Jewish Studies

The following section outlines the scheduled program review for the Bachelor of Worship Leadership, the Bachelor of Media Arts, the Master of Organizational Leadership, and the Core Curriculum. The program review, as described in the TKU Assessment Plan, provides the structure for a comparability study, reviewing learning outcomes and program objectives, assessing library holdings, mapping the curriculum, assessing IE data, developing a map for assessing each program outcome, and conducting a SWOT Analysis for programs under review.

A. Review of the Bachelor of Worship Leadership

1. The program review committee was made up of the following members:
   Dr. Aaron Crider – Committee Chair and BWL program director
   Dr. Mitch Land-Dean of Media and Worship Arts
   Dr. Andrew Nicolette-BWL faculty member
   Mr. Jordan Covarelli-BWL Coordinator and faculty member
   Pastor Sion Alford-Pastor, Justin Gateway Campus
   Mr. Lee Varian-Director of Live Production Training, Gateway Church
   Dr. Bobbi Stringer-Program Review Coordinator
   Mr. Allen Gutierrez-Associate Director of Institutional Assessment

2. Timeline:
   a. Review process – Fall 2020
   b. Recommendations to Undergraduate Academic Council – January 2021
   c. Approval of Deans Committee and Executive Team-February 2021
   d. Approval by the Board of Trustees-May 2021
   e. Implementation of changes to curriculum-Fall 2021

5. Significant findings and recommendations of the review:
   a. Create a BIBW course code.
   b. Develop the process to offer the BWL program completely online.
   c. Provide more structure for courses and review to avoid overlap of content and ensure consistency.
   d. Create three new courses, merge several courses to create two new courses, remove three courses, and rename one course.
   e. Develop a new course, “Worship Platform Ministry,” an ensemble course for students to receive course credit for serving in ministry.
   f. Sequence private lesson courses to ensure that students progress appropriately
   g. Recode the Practicums from 1100 to 3300 course numbers
   h. Recode the Capstone and Internship courses to MUSW codes

B. Review of the Bachelor of Media Arts

1. The program review committee was a sub-committee of the DMin Committee made up of the following members:

Dr. Mitch Land-Dean of Media and Worship Arts
Dr. Wes Hartley- Adjunct Professor for Dallas Baptist University and TKU; Former Media Pastor, Lake Pointe Church
Mr. Lee Varian-Director of Live Production Training, Gateway Church
Dr. Bobbi Stringer-Program Review Coordinator
Mr. Allen Gutierrez-Associate Director of Institutional Assessment
Ms. Kristy Luth-Administrative Assistant, Media and Worship Arts

2. Timeline
    a. Review Process – Fall 2020
    b. Report to the Undergraduate Academic Council- January 2021
    c. Deans Committee—February 2021
    d. Executive Team approval—March Spring 2021
    e. Board approval—May 2021
    f. Implementation of changes- Fall 2021

3. Significant findings of the review resulted in the recommendations of the following subsequent changes:
    a. Develop a plan to offer the complete BMA program online. *In order to enable this to happen, two concentrations were developed: Media Production that has a required on campus course (Videography) and another concentration, Media Studies, that can be taken completely online.*
    b. Conduct a Media and Worship Workshop for high school students in the summer of 2021. *This workshop was planned and carried out successfully with an average attendance of 57 participants.*
    c. Retitle five courses to better describe the content.
    d. Based on the direct assessments, the student focus group, and other indirect assessment data, merge several of the courses and replace Media Writing II with Script and Screenwriting.
    e. Reduce the program student learning outcomes from seven to five to avoid redundancy.

C. Review of the Master of Organizational Leadership

1. The program development committee was made up of the following members:
    Dr. Frank Markow-Program Director of the MOL
    Dr. John Kilroy-Adjunct Professor in the MOL Program
    Dr. Rhonda Davis-VP of Enrollment Management and Student Development
    Ms. Danel Mason-Associate Director of Student engagement
    Dr. Bobbi Stringer-Program Review Coordinator
    Mr. Allen Gutierrez-Associate Director of Institutional Assessment

2. Timeline
    a. Review Process – Spring 2021
    b. Report to the Graduate Academic Council-
    c. Deans Committee—
    d. Executive Team approval—
    e. Board approval—
    f. Implementation of changes- Fall 2022

3. Significant findings of the review resulted in the recommendations of the following subsequent changes:

a. Revised outcomes language to include the “organizational” component of leadership; merge the wording of outcomes #2 and #3.
b. Replace Life of Jesus and Healthy Family Systems with 6 hours of more program specific content; expand the Leadership Studies section to 18 hours.
c. Add a 1 hour research course mid-way through the sequence to prepare students for more effective work in the upper level courses and for their final project and add a 2 hour Capstone course that is devoted to a final project.
d. Move the practicum experience to the newly added Practicum course so that the Capstone course can function as a legitimate capstone course.
e. Renumber the courses to better reflect the new sequencing and to identify the Mastery courses (Current Issues, Practicum, and Capstone) as 7000 level courses for assessment purposes.
f. Research the possibility of a leadership certificate/coaching component and possible areas of concentration.
g. Develop a plan on how we can align ourselves with TKU’s move toward a virtual MOL offering and use of synchronous distance classes.
h. Begin to advertise and market the MOL program as an organizational leadership program that more broadly addresses the organizational needs of ministry, business, and non-profit organizations.

D. Review of the Core Curriculum program

1. The program development committee was made up of the following members:
   Dr. Daniel Davis-Executive Dean of Academic Affairs, Committee Chair
   Mrs. Julie Cole-Director of Campus Life, Practicum Overseer
   Mr. Tracey Lane-Core Curriculum Program Director
   Dr. Bobbi Stringer-Program Review Coordinator
   Mr. Allen Gutierrez-Associate Director of Institutional Assessment

2. Timeline
   a. Review Process – Spring 2021
   b. Approval by the Undergraduate Academic Council- Sept. 24, 2021
   c. Deans Committee— October 10, 2021
   d. Executive Team approval—
   e. Board approval—October
   f. Implementation of changes- Fall 2022

2. Significant findings of the review resulted in the recommendations of the following subsequent changes:
   a. For the bachelor Gen Ed remove Leadership Development and one of the Humanities electives (allow majors either to add Leadership Development and one open elective OR opt for 2 open electives)
   b. For the Associate of Christian Ministry Gen Ed remove Leadership Development and replace it with Practicum Prep and one semester of Junior Practicum.
   b. Add To the Jew First into the Christian Foundations grouping.
   c. Rework the bachelor’s degree Capstone paper to include looking inward, looking backward, and looking forward, thus, positioning it to be used for program assessment purposes.

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
    a. This year's policy review involved reviewing all the academic policies in the academic catalog and the faculty handbook to ensure consistency of language and format. Several new academic policies were created, such as a diploma replacement policy. Additionally, a student records retention policy was developed and approved.
    b. Determine the timeline for review and administrate the assigned publications and policies documents to the review committee.
        i. Initial appeal for policy review committee: Fall 2020
        ii. Policy review and committee approval: Fall 202-spring 2021
        iii. Submission to Board for Review and Approval: May 2021
        iv. Move to TKU Intranet: Summer 2021

B. Review of the Publications and Policies
    a. Review of policies:
        i. All policies in the academic catalog were updated and aligned with their numbered policy as well as any parallel policy in the faculty handbook to ensure consistency in all locations. Each policy included in the catalog was enumerated.
        ii. All departments made necessary updates, edits to existing policies and Academics, Admissions, and Operations submitted new policies for approval.
    b. Review of publications:
        i. In addition to the annual new catalog approval by the Board, this year they also approved a new Faculty Handbook and Board of Trustees Handbook.
    c. Updated or developed approved policies and publications turned in to the Division of Institutional Effectiveness.

C. Final Steps in the Process
    a. Update academic catalog and faculty handbook to reflect the newly adopted policies.
    b. Publish all updated policies to the Human Resources page on the Staff Intranet.

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, providing a structure for determining necessary data both for annual reporting and for implementing improvements based on data-driven decision-making leading to improved student success and retention.

A. Initial Review Orientation- The Associate Director of Assessment and Associate Director of Research 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)
- Degrees conferred (including December 2019 and spring 2020 graduates)

Degree Program	Enrollment FALL 2021	Fall 2021 Retention Rate (Fall 20-Fall 21)	Average Retention Rate	Degrees Conferred (20-21)
Associates Programs				
Christian Ministries	16	42.1%	**42.9%**	5
Worship Leadership	8	44.4%		3
Bachelors Programs				
Biblical & Theological Studies*	51	52.5%	**65.2%**	6
Biblical & Messianic Jewish Studies	21	72.7%		0
Biblical Counseling*	82	61.8%		10
Christian Ministries	23	57.1%		6
Cross-Cultural Ministry (old name) - - - - - - - - - - - - - - - - - Intercultural Studies (new name)	8	55.6%		2
General Christian Studies	43	47.1%		7
Media Arts | Bach	12	77.8%		0
Worship Leadership | Bach	34	77.4%		4
Music & Worship | Bach	0	0%		0
Graduate Programs				
Master of Practical Theology*	82	59.5%	**69.4%**	18
Master of Divinity*	114	63.7%		14
Master of Marriage & Family Therapy*	55	85.3%		13
Master of Organizational Leadership*	27	66.7%		11
Doctoral Program				
Doctor of Ministry*	72	83.1%	**83.1%**	3
Undeclared/Non-Degree Seeking	2	na	na	na
TOTAL	**648**	**69.5%**	**69.5%**	**102**

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

➢ **Trends**

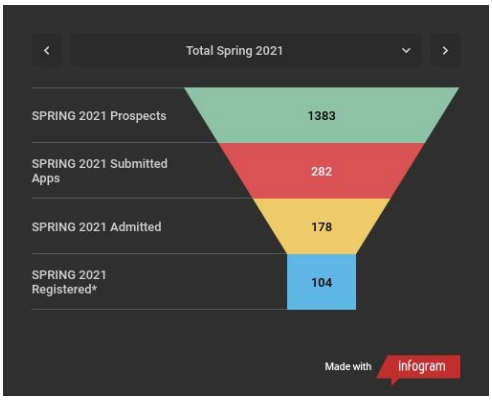
PERIOD	STUDENTS	CREDIT HOURS
Spring 2015	709	6,285
Summer 2015	173	886
Fall 2015	767	6,894
Spring 2016	752	6,860
Summer 2016	177	814
Fall 2016*	717	6,557
Spring 2017	672	6,193
Summer 2017	182	917
Fall 2017	686	6,145
Spring 2018	650	5,820
Summer 2018	264	1,136
Fall 2018	654	5,922
Spring 2019	610	5,310
Summer 2019	227	978
Fall 2019	610	5,300
Spring 2020	615	5116
Summer 2020	250	937
Fall 2020	668	5303
Spring 2021	658	5349
Summer 2021	311	1626
Fall 2021	650	5251

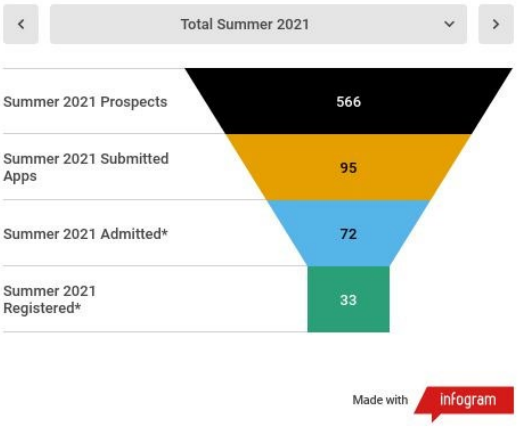
*Fall 2016 enrollment reflects the closing of Modesto branch campus and two teaching sites.
NOTE: In the fall 0f 2012, Southlake had 172 students; in the fall of 201 Southlake has 393 students.

B. Assessment of Enrollment Management Plan

1. Recruitment & Admissions

   The Fall 2020 Admissions funnels were as follows:





The Admissions team demonstrated resilience and responded quickly to the cancellation of the Fall 2020 recruiting season. The efforts of the recruiting efforts are demonstrated as follows:

- Number of completed call tasks increased 43% from 3,943 in 2018-19 to 5,645 in 2019-20.
- Number of campaigns and emails sent as well as email campaign open rate increased from:
- 67 campaigns, 77,750 emails, and 14,448 opened emails (18.58% open rate) in 2018-19 to…
- 117 campaigns, 246,094 emails, and 58,882 opened emails (23.93% open rate) in 2019-20.

Departments across campus (Admissions, Marketing, Student Financial Services, Campus Life) worked together to do our best to overcome the challenge. We responded in the following ways:

- **Virtual Tour:** All TKU individual visits were accomplished virtually. Admissions and Marketing worked together to provide two options for virtual tours. The current TKU virtual tour may be found here: https://www.tku.edu/virtual-tour/
- **Virtual TKU Experience:** In May, we launched the first of monthly virtual events that included a peek into the classroom, chapel experience and conversations with faculty and staff. 24% of all Fall 2020 admits "experienced TKU" before enrolling.
- **Virtual College Fair Booth:** Many college fairs offered virtual experiences. You will find an example of TKU's virtual fair booth here:

https://myblueprintstory.swoogo.com/ChristianCollegeFairs2020/sponsor/67085/the-king's-university?i=P5GX3u4Qzblc2K55yUttmU3mE6EmBlAw

- **Webinar Series:** Program Directors and faculty joined the admissions team online to provide information to prospective students. https://www.tku.edu/admissions/visit-tku/

2. Financial Aid Options

- **Increased scholarships:** TKU released $125,000 in scholarships to be used for Fall 2020 enrollment.
- **Incentives**: Financial incentives for webinar attendance and "Apply by" discounts for virtual visit attendees were offered throughout the Fall cycle.

3. Student Success, Retention and Student Life

- **Student Onboarding:** The office of student engagement offered virtual orientation and onboarding events for all TKU students. The increased matriculation rate is evidence of the good work of this team.
- **Care Calls:** Every TKU student receives a mid-semester "care call" from a member of our staff. The purpose of this call is to pray with the student, encourage them to register for the upcoming semester, and troubleshoot any current barriers to a positive student experience.
- **Campus Life Support***:* The COVID-19 crisis, though difficult, did offer many opportunities for innovation. One of the most positive innovations we experienced was increased engagement with our online student community through chapel livestream, daily online chats and prayer, and virtual events.

4. Marketing Strategies

Many of the initiatives listed above were the combined efforts of Admissions and Marketing. However, the Marketing team also launched the Church In:Tension website as part of a newly designed content marketing effort. This, along with our digital advertising efforts increased overall traffic to the tku.edu website, and increased TKU/S brand awareness through the content provided by our faculty and staff.

C. Summary Review and Recommendations

1. Based on current online student trends, it is recommended that the summer online course offerings be expanded in order to offer more opportunity for continuing students, especially, to advance in degree completion. This will be established for the Summer 2021 academic schedule.

2. The need for a campus-wide strategic enrollment management plan is evident to the teams referenced here. The flat or nominal growth over the previous few years indicates the need for greater strategic planning and enrollment expertise. Vetting and contracting with outside enrollment management consulting is recommended as a vital next step in Fall 2021.

3. Continued focus on external enrollment marketing is necessary for enrollment growth. The use of external marketing firms for marketing plans should be considered as TKU opens new and expanding programs for the 2021-22 cycle.

V. 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 Director of Business Administration.

A. Annual Documentation Review and Revision (separate documents)

1. 2021 Campus Safety and Security Report Reviewed, Updated, and Completed.
2. Facilities procedures were updated and implemented.
3. Associate Director of Building and Security was hired.
4. Safety Data Sheets were updated and added to the Intranet and printed off for staff accessibility.
5. Hazardous Materials Safety Policy was approved and implemented.
6. Building Rental Agreement and documentation was created.
7. Emergency Preparedness Guide was revised.

B. Identified Areas of completion in the review of the 2020-21 Institutional Assessment Findings:

1. Housekeeping was brought in-house for quality control and improvement of cleanliness.
2. Annual Active Shooter Safety Training was implemented for all staff.
3. Operations Intranet resource page was launched for staff use.
4. Facilities inventory and communication systems were consolidated for ease of use.
5. Shelving and equipment for organization was purchased to optimize space utilization.
6. Classroom configurations were reviewed and documented to capture space usage options.
7. Classrooms were configured and updated to facilitate online learning.
8. Classroom 205 was updated to incorporate more storage for the university and facilitate a better online learning experience.
9. Istoria Coffee was opened in the TKU café space to enhance the on-ground student experience.
10. A Micro-Market was added in the commons area to provide students with meal and snack options for café after-hours availability.

C. Identified Areas for completion in the review of the 2020-21 Core Institutional Assessment Findings:

1. Utilization of staff & student surveys.
2. Operations helpdesk tickets.

VI. 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 Additions
   a. A template was added to the Assessment Plan (and subsequently, the Assessment Plan Summary Report) for the Library assessment.
   b. The program review template was improved by adding three new types of data:
      i. The admissions funnel data a Marketing report about its digital and hard copy data.
      ii. A program specific report from CoursEval that provides data from student responses to individual items from the end of course evaluations for program-specific designated courses.
      iii. The requirement for each program to complete a curriculum workbook as part of the program review that itemizes the following: mission statement for the program, program objectives, and outcomes, and each course's description and outcomes.

2. Software Search
   a. The Assistant Director of Institutional Assessment led a search to discover assessment software that would enable TKU to move from assessment-by-hand to digital software that could generate more effective data, enable better assessment collaboration, and act as a repository for archived data.
   b. The search was narrowed down to four possibilities and a recommendation will be made during the 2021-2022 academic year.

3. Annual Review and Implementation of Assessment
   a. Assessment findings were presented to primary stakeholders through meetings, digital reports, and on the web site. Findings and recommendations were reviewed by the Board of Trustees during their bi-annual meetings and by administrators in the Undergraduate Academic Council, the Graduate Academic Council, the Deans Council, and the Directional Leadership Team. The faculty reviewed findings and discussed recommendations in the faculty meetings and program reviews.
   c. Recommendations for modifications, adjustments, revisions, and other changes in curriculums and new program development were based on assessment findings of institutional effectiveness data, institutional assessment data, review of program outcomes, comparability studies, and SWAT analysis.
   c. Changes were identified, summarized, and documented in Fall 2021 Assessment Plan Summary Report and the Fall 2021 Institutional Assessment Tracking and Implementation Report.
   d. Assessment findings and implemented changes were linked to planning and budgeting goals and initiatives through the Integrated Planning System of the Strategic Plan. Findings regarding performance evaluation were reviewed by the department heads and utilized in current budgetary planning objectives, metrics, and timelines.
   e. .On-going support was provided for the participants and consumers of the institutional assessment process through the Department of Institutional Assessment and Research.

B. Sustainability of Institutional Assessment

1. The annual institutional Assessment Plan along with instrumentation is in place to ensure the continuity, management, implementation, and on-going effectiveness of the Assessment evaluation and reporting process.

2. Although the administration and faculty are engaged in the assessment process, steps are continually being taken to bring about more strategic institutional involvement with the assessment process at all levels.

VII. 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. This year the Strategic Planning Committee was implemented.

1. According to the guidelines, the committee was made up of faculty, staff, and administrators.

2. The committee conducted a review and assessment of last year's goals and a planning for the next year's Strategic Plan.

3. Designated members of the committee developed a training plan to help the budget directors in writing and assessing their departmental goals

4. Throughout the year, research, goal setting, and budgeting was conducted in each department of the institution, historical data was gathered and separated for analysis, satisfaction surveys were conducted, and statistical data was compiled for trends analysis.

B. Developing the update to the Strategic Plan by the Strategic Planning Committee (SPC) involved the following steps

1. Determine the schedule.
2. Involve the faculty and students in forum discussions.
3. Use feedback from constituent groups to develop and formulate goals and initiatives.
4. Review of the Strategic Plan goals and initiatives.
5. Review of the Strategic Plan metrics and timelines.
6. Evaluation of the progress made on goals and initiatives.
7. Develop and present Strategic Plan Update Report
8. Submit to leadership.
9. Finalize Strategic Plan.
10. Develop Implementation Plan
11. Approval by the Board of the Strategic Plan
12. Roll-out Strategic Plan to budget managers for use in developing departmental goals.

C. Monitoring (reviewing) the second year of the 2019-2023 Strategic Plan

1. The Strategic Planning Committee used a wide variety of metrics to review the first year of the plan and found TKU is on course and making progress with the initiatives and goals.
2. The SPC initiated a pilot program for training for the departmental budget directors in developing goals and success indicators.