TKS Assessment Plan

2019-2020

Department of Institutional Effectiveness

The KING'S Seminary

Acknowledgement

April 2019

Assessment is a *learning, informing* and *reforming* activity, the goal of which is action and improvement. A systematic and documented assessment program provides data-based decision making to increase effectiveness in achieving institutional mission, goals and objectives. *The King's Seminary Assessment Plan 2019-2020* represents the on-going commitment of the faculty, staff and administration of The King's Seminary to maintain an exemplary assessment process that reflects the best in Christian higher education practices.

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The King's University

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I. Guiding Principles: Seminary Mission, Objectives, Outcomes, Philosophy, and Accreditation

TKS Mission Statement

The King's Seminary equips men and women called by God for Spirit-empowered ministry through practical theological education and spiritual formation to participate in the community and mission of God.

TKS Objectives

The King's Seminary exists to provide graduate professional training for the equipping of effective Spirit-filled leaders for ministry in the Church and community. The University equips men and women to fulfill the ministry call God has placed upon their lives, to equip them to proclaim the gospel with vitality and effectiveness, to minister with compassion, and to convey Christ's resurrection power of hope. Its goals are to integrate biblical and theological training with practical skills essential for effective ministry and to provide a scriptural balance of:

- Biblically based ministry with theoretical insight;
- Sound theology with spiritual passion;
- Pastoral sensitivity with evangelistic fervor; and
- Commitment to character with a quest for the Spirit-formed life.

Learning Outcomes

In harmony with the mission and institutional purposes of the school, The King's expects certain outcomes to be demonstrated by its graduates. These foundational outcomes are enlarged upon by the specific measurable objectives in each academic program offered by the Seminary. The combination of these Seminary 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:
- Demonstrate the ability to interpret Scripture with informed and reliable exegetical principles.
- Present an understanding of the Spirit-empowered traditions and practices of the Christian community.
- Apply contemporary ministry leadership skills to their God-given vocation.
- Integrate biblical and theological knowledge with the process of spiritual transformation.
- Implement research principles to expand knowledge and solve real world issues.

Philosophy

The King's Seminary 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. TKS 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). TKS 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 Seminary is embedded within The King's University, which 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 currently is a candidate for membership with the Association of Theological Schools (ATS) and in the process of writing and submitting a Self-Study for Commission approval and subsequent accreditation. All three of these accrediting bodies are recognized by the Council for Higher Education Accreditation (CHEA).

TKU is also listed in the current edition of both The American Council on Education's Accredited Institutions of Postsecondary Education and in the Higher Education directory. It 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 Opportunities 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 and the authority of the Texas Higher Education Coordinating Board, but also maintains a Certificate of Authorization with the state of Texas so that students of the Marriage and Family Therapy program may sit for the state Board examination.

II. Seminary Assessment: Introduction and Overview

The King's Seminary 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-driven decision-making and implementation at all levels.

Seminary Assessment - Data Gathering and Analysis

The King's Seminary 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, and objectives of TKS, and provide seminary leadership with the means to make data-driven 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.

Seminary 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 driven 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:

- Faculty Meetings and Development
- Curriculum and Course Review
- Assessing Student Learning Outcomes
- Student Services
- Student Success and Retention
- Marketing and Recruitment
- Admissions
- Strategic Planning
- 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 Effectiveness 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 Seminary Instruments (Main Campus, Online, and Sites Included) – Seminary students and faculty are included in the TKU core surveys and filtered for separate Seminary reporting purposes.

- ***New Student Survey* (NSS)** Identifies key entering student characteristics related to student expectations, academic background, institutional choice and other demographics.

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

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

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

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

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

- ***Staff Survey (SS)*** Measures staff satisfaction 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:

- Evaluation of Board of Trustees
- Evaluation of the President and CAO
- Evaluation of Staff (based on Job Descriptions)
- Core Institutional Instruments

C. Academic Assessment (Main Campus, Online, and Van Nuys Included)

The academic assessment instruments and procedures address four primary domains:

- Faculty Evaluation and Development

    o Faculty Self-Evaluations
    o Faculty Dean's Evaluation
    o Faculty Experience Survey (FES)
    o Course Evaluations through CourseEval

- Curriculum Development and Review

    o Degree Program Review on a three-year cycle
    o Degree Program Development
    o Syllabus Development and Evaluation
    o Course Evaluations

- Student Learning/Program Learning Outcomes

    o Core Institutional Instruments
    o Selected Degree Program Core Courses
    o Capstone Courses
    o Practicum Evaluations

D. Learning Resources

The learning resources assessment instruments and procedures address the following areas:

- Core Institutional Instruments
- Student Library Survey
- Faculty Evaluation of Library Holdings through program reviews

E. Institutional Effectiveness Assessment (Main Campus, Online, and Van Nuys Included)

The academic assessment instruments address four primary domains:

- Evaluation of Planning processes
- Evaluation of Budgeting processes
- Evaluation of Policies and Procedures
- 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 All Sites Included)	New Student Survey (NSS)	Fall 2019	Summary Report for each survey; Highlights of Core Surveys
	Student Experience Survey (SES)	Spring 2020	
	Graduating Student Survey (GSS)	May 2020	
	Graduating Job Placement Survey (GJPS)	May 2020	
	Alumni Inventory (AI)	February 2020	
	Faculty Experience Survey (FES)	Spring 2020	
Organizational Assessment	Board of Trustees Self-Evaluation	Fall 2019	Summary Reports
	President & CAO Evaluations	Fall 2019	
	Staff Supervisor Evaluations	Spring 2020	
	All Staff Satisfaction Inventory	Spring 2020	Survey Results Report
Academic Assessment (Main Campus, Online, and All Sites Included)	Faculty Self-Evaluations	Spring 2020	Evaluation for Faculty File
	Faculty Dean's Evaluation	Summer 2020	
	Faculty Peer-to-Peer Evaluations	Spring 2020	
	Course Evaluations	End of Each Semester	CoursEval Report
	Syllabus Template	Ongoing	Concourse
	Syllabus Evaluation	Fall 2019; Spring 2020	
	Scheduled Degree Program Reviews	Fall 2019	Approved Program Review
	Graduate Program Core Courses	Summer 2020	Learning Outcomes Summary Report
	Post-graduate Program Courses/Projects	Spring 2020	
	MPT/MDiv Capstone Projects	Summer 2020	
	Supervised Ministry/Practicum Evaluations	End of each semester	
	Program Learning Outcomes (PLO) Summary	Fall 2020	
Learning Resources	Student Library Survey	Fall 2019	Library Annual Report
	Faculty Evaluation of Library Holdings	Spring 2020	
	Library Annual Report & Strategic Plan	Spring 2020	
IE -Report/Summary and projected Plan for next year	Student Success and Retention Summary	Fall 2019	Assessment Plan Summary Report; Assessment Tracking Report
	Evaluation of Strategic Planning Process	Summer 2020	
	Evaluation of Budgeting Process	Summer 2020	
	Evaluation of Policies and Procedures	Summer 2020	
	Facilities Usage and Equipment Report	Summer 2020	
	Enrollment Management Report	Summer 2020	
	Financial Affairs Report	Summer 2020	
	Administrative Report	Summer 2020	
	Student Development Report	Summer 2020	
Integrated Planning Cycle	Department Planning and Approval (Goal setting	Nov./Dec. 2019	Assessment Tracking Report; Departmental Budgets
	Departmental Budget Alignment with Planning Documents	Jan./Feb. 2020	
	Departmental Budget Submissions	March 2020	
	Budget Finalized	April 2020	
	Board Approval	May 2020	
	Departmental Assessment Summaries	June 2020	

V. Assessment of Student Learning Outcomes

The King's Seminary 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	Fall 2019	Curriculum Matrix in the program reviews
Determination of program outcome assessment methods	Program Review	Fall 2019	Assignment Rubrics
Faculty Orientation for Assessment of SLOs	Faculty Support	Summer 2020	Faculty Orientation
Faculty Assessment of Selected Core Course SLOs	Rubric-Based Direct assessments	Summer 2020	Scored Rubrics
Capstone Courses	Rubric-Based Direct assessments	Summer 2020	Scored Rubrics
Annual Degree Program Reviews	Selected Program Reviews	Fall 2019; Final Approvals Spring 2020	Program Review
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Fall 2019	Summary Report
Annual Statement of Evaluation of Retention, Completion, and Student Learning	Public Statement summary of SLO and outcomes data	Fall 2019	Summary Report
Implementation of Assessment Findings	Summary of program review and revisions	Summer 2020	Assessment Plan Summary; Assessment Tracking Report
Annual Review of the Assessment Plan and BOT Approval	Plan Review and Revisions	Spring 2020	Updated Assessment Plan

Program Review Schedule

Academic Year	Degree Programs
2019-2020	Doctor of Ministry.
2020-2021	Master of Organizational Leadership
2021-2022	Master of Divinity and MJS concentration
2022-2023	Master of Practical Theology and MJS concentration

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 2020
	Graduating Student Inventory (GSS)	Indirect/Summative	Spring 2020
Individual PLOs	Annual degree program projects	Formative/Direct or Indirect	June 2020
Graduate Assessments	Selected Program Review Courses	Formative/Direct	Summer 2020
	Ministry Practicum	Summative/Direct	Summer 2020
	Master's Capstone Project	Summative/Direct	Summer 2020
Doctoral Assessments	Renewing the Spirit-Formed Leader	Formative/Direct	Summer 2020
	Doctoral project proposals	Formative/Direct	Fall/Spring
	Doctoral project presentations	Summative/Direct	Spring 2020

Course Learning Outcomes Mapped to Seminary and Program Outcomes

The outcomes for each course Master Syllabus are mapped to Seminary and program outcomes along with specific course assignments are accessible 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*	Seminary Learning Objectives*
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.	

Seminary Learning Outcomes Assessment

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

Seminary Learning Outcomes	GSS	SES	CE	PLO	Aggregate Score
1.					
2.					
3.					
4.					
5.					
				Composite Score	

GSS: **Graduating Student Survey Data:** (Rated on a 5-Point Scale) 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").
SES: Student Experience Survey Data: (Rated on a 5-Point Scale) The performance standard for this learning outcome assessment is a total aggregate score of 4.6/80% (minimum score for "successful") and 5.4/90% (minimum score for "excellent").
CE: Course Evaluations: (Rated on a 5-Point Scale) 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").
PLO: Program Learning Outcomes scores based on selected course for direct measures of learning outcomes; (Rated on a 5-Point Scale) 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").

Program Learning Outcomes

The annual Student Learning Outcomes Summary 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.

Degree Program Learning Outcomes*	Selected Core Courses*	Assessment Scores**
1.		
2.		
3.		
4.		
5.		
	Composite Score	

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

Educational Mission Assessment

The annual Student Learning Outcomes Summary includes the following table presenting a composite assessment of educational effectiveness and outcomes related to the Seminary student learning outcomes.

Seminary Student Learning Outcomes	Indirect Measures*	Direct Measures**	Aggregate Score
1.			
2.			
3.			
4.			
5.			
		Composite Score	

* Scores taken from the annual SEI and GSI data
** Selected core course assignments assess learning competencies related to the mission statement
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 designated as a direct measure of student learning outcomes.

2. ***Annual 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 Review:*** Annual review of scheduled degree programs that includes 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 Program Projects:*** 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 Summary of Student Learning Outcomes:*** Annual summary report of indirect, direct, formative, and summative learning outcomes with annual public statement of educational effectiveness.

6. ***Implementation of Assessment Findings Summary:*** 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. Assist in the development of an online assessment hub for the dissemination and utilization of assessment data.

Assessment of Student Learning: Institutional Goals/Objectives/Measurements

Goal/Objectives (Institutional Goals) Institutional Learning Outcomes	Measurement Means (Indirect and Direct Measures)	Cycle (frequency)	Next Collection Date	Dept. Responsible
1. Demonstrate the ability to interpret Scripture with informed and reliable exegetical principles. 2. Present an understanding of the Spirit-empowered traditions and practices of the Christian community. 3. Apply contemporary ministry leadership skills to their God-given vocation. 4. Integrate biblical and theological knowledge with the process of spiritual transformation. 5. Implement research principles to expand knowledge and solve real world issues.	• Graduating Student Survey (indirect). Selected line items and Composite scores.	Annually	Spring 2020	Director of IE
	• Student Experience Survey (Indirect). Selected line items and differentiated factor analysis.	Annually	Spring 2020	Director off IE
	• Course Evaluations (indirect). Selected from mapped Undergrad core courses and courses schedule 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 (direct). Selected from mapped Undergrad core courses and courses scheduled for program review; Selected from mapped Graduate core courses and capstone courses	Annually	Summer 2020	Director of IE; all faculty participate in direct assessment of coursework

Assessment of Student Learning: Program-Specific Outcomes

Program Student Learning Outcomes for _____ Degree	Measurement Means (Indirect and Direct Measures)	Cycle (frequency)	Next Collection Date	Person(s) Responsible
	• Graduating Student Survey (indirect). Selected, related line items.	Annually	Spring 2020	Program Review Committees
	• Student Experience Survey (Indirect). Selected, related line items.	Annually	Spring 2020	Program Review Committees
	• Course Evaluations (indirect). Selected from mapped courses and Capstone course	End of Course	Each Semester	Program Review Chairs
	• Selected courses for direct assessment. Selected from courses mapped to each specific program outcome	Annually	Summer 2020	Director of IE and Faculty

VI. 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. Institutional Effectiveness Data

B. Comparability of Degree Program with other institutions

C. Instructional Effectiveness Data

D. Core Survey Data

E. Review of the Degree Program Outcomes

- Suggested Degree Program Outcomes Revisions
- Review Program Scope and Sequence (Course List)
- Review the Curriculum Matrix (mapping program outcomes to courses)

F. Assessment of Program Learning Outcomes

- Indirect Assessment (SES, GSS, GSJP, Course evaluations, focus group or survey)
- Direct measures of major courses (course assignments with rubrics, exams from mapped outcomes, practicums, internships, and capstone paper)
- Create Assessment Matrix for future assessment of program learning outcomes (mapping PLOs to appropriate courses/assignments for direct assessment purposes)

G. Library Support of the Curriculum - Evaluation of Holdings

H. SWOT analysis of the degree program

J. Summary, Recommendations and Action Steps

- Program Review Summary
- Strategic Planning Recommendations for improvement based on review

K. Report Findings

- Submit program review summary report and supporting documentation to the Undergraduate or Graduate Academic Council

L. Final Steps after all approvals

- Follow-up with the Registrar and SIS Director to make sure that they have necessary updates for the catalog and SIS
- Update syllabus mapping charts for Concourse

VII. Assessment of Publications and Policies Report Template

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. The Director of Institutional Effectiveness organizes and administrates an annual Review Committee comprised of policy managers.

2. Determine the review committee schedule and timeline for review, and administrate the assigned publications and policies documents to the designated individuals.

B. Review of the Publications and Policies

1. Review assigned standards on Publications and Policies for needed updates, revisions, and edits, as well as review for needed new policies.

2. Document and Communicate all evaluation findings as they relate to compliance and completeness through the determined means set forth by the Director of Institutional Effectiveness.

C. Summary Review and Suggested Revisions

1. Present summary of review evaluations with supporting documentation.

2. Document recommendations for revisions that include rationale.

3. Submit revisions for final approvals.

4. Implement all approved Publications and Policies revisions.

VIII. Assessment of Student Success and Retention 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-driven decision-making.

A. Initial Review Orientation

1. The VP of Enrollment Management convenes the committee to assess and report on student success, admissions, retention, marketing, advising, and vocational development.

2. Determine the committee schedule and timeline for review, and administrate the collection of data for committee review.

B. Compilation of Institutional Effectiveness Data by Degree Program. 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 (100% of degree length, 150% of degree length, and over 150%)

4. Placement Rates

5. Licensure/Exam Passage Rates

6. Current Graduate Alumni data including Work Status

7. Review Core Assessment findings (ESS, SES, GSS, GJPS, and AI)

C. 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.

2. Document timeline for implementation.

3. Submit Summary Review to the executive leadership.

IX. 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-driven 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

X. Annual Assessment 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

   - Which instruments or processes are used to measure specific outcomes, institutional goals, or key performance indicators.
   - Are any additional instruments or processes needed to improve data collection, analysis, or implementation?
   - Are there any areas of unnecessary or un-aligned data collection?
   - Are there any adjustments that need to be made to the assessment schedule?

2. Application, Analysis and Reporting

   - Was the assessment data adequate for addressing the requirements of external accreditors, auditors and agencies?
   - Did summary reporting include recommendations based on the analysis of collected data that reflect accepted best practices?
   - Were the assessment findings presented in an understandable and clear way to primary stakeholders?
   - 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 insure 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?

XI. Annual Strategic Planning Review Process Report 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-driven process that comprehensively evaluates institutional effectiveness and integrates institutional assessment and benchmarking data for effective decision-making.

A. Initial Strategic Planning Orientation

    1. Review the Strategic Planning Process

    2. Determine the Annual Strategic Planning Schedule

B. Review the Current Strategic Plan

    3. Review strategic objectives

    4. Review strategic plan metrics and time lines

    5. Review assessment and benchmarking data (national and trans-regional Institutional assessment data, IPEDS, annual reports, etc.)

    6. Evaluate progress made on objectives (GAP Analysis)

C. Conduct SWOT or StratOps Analysis

    7. Review the previous strategic plan SWOT/StratOps analysis

    8. Conduct current Departmental and Institutional SWOT/StratOps analyses incorporating institutional assessment and benchmarking data (Institutional assessment data, IPEDS, annual reports, etc.)

D. Strategic Plan Update Report

    9. Present summary of findings (Goals reached, GAP analysis, SWOT analysis, etc) with supporting data.

    10. Formulate recommendations for the strategic plan revisions that include rationale, supporting data, stated goals, estimated costs, metrics and time-lines

    11. Submit budget for funding updated strategic planning objectives

    12. Submit Strategic Plan Update Report including all supporting documentation, assessment findings and budget/costing considerations

XII. 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 insuring 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.			

	Description			
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.			
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 us			
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 connected 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.			
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 each year.			
14. The Board of Trustees performs an annual self-assessment.			
15. The President is evaluated by the administration each year.			
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.			
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 is created.			