



Assessment Plan

2018-2019

Acknowledgement

December 2018

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 *Assessment Plan 2018-2019* represents the on-going commitment of the faculty, staff and administration of Veritas International University to maintain an exemplary assessment process that reflects the best in Christian higher education practices.

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I. Guiding Principles: Institutional Mission, Purpose and Objectives

Statement of Mission, Vision and Objectives

Veritas International University has been established as a graduate institution seeking to honor Jesus Christ and His word through conservative scholarship and biblical exposition for the sole purpose of developing competent Christian men and women for spiritual leadership.

To fulfill this purpose, we seek to establish a community of learners who are devoted to Jesus Christ and His Body, the Church, within a Christian context of instruction of the inspired, inerrant, infallible word of God. This will provide student-learners with an academic opportunity that enables them to fulfill his or her goals as a Christian leader while developing a more profound worship of our Lord Jesus Christ.

Mission

Our mission is to equip Christians to evangelize the world and defend the historic Christian faith through rigorous academic and devotional study of the inspired Scriptures. To accomplish this mission, all graduate instruction will emphasize the formation of a Christ-centered and biblical worldview based on God's truth as revealed in the Bible.

As a community of learners devoted to the mission of Jesus Christ and the furtherance of His Church, we seek to proclaim Christ's death and resurrection in a classical, biblically based environment. As our name suggests, we seek to create an educational atmosphere that characterizes and fulfills our mission by:

Veritas (Truth): Discovering truth in both general and special revelation, teaching the truth of the Bible as the inspired, inerrant, and infallible Word of God, defending the truth, and longing to cultivate a Christian worldview within all students who will in turn communicate these truths to others.

Evangelical (Biblical/Redemptive): Proclaiming the good news of Jesus Christ's redemptive power through His death and resurrection, instilling within our students a passion and desire to evangelize through clear and winsome biblical exposition, outreach, and mission service.

University (Community): As an academic institution we seek to draw together a community of learners who can encourage, challenge, and interact with others of like-mind, including their instructors, who seek to refine and expand their spiritual and intellectual foundation in Christ. Our goal is to educate the whole student within a Christian environment realizing that God works through our peers to the benefit of all (Lk. 2:52; Mt. 22:37). Therefore, the University environment serves as a means to cultivating our whole person to the cause of Christ, and thereby, serving God to the fulfillment of the great commission (Mt. 28:19-20).

Vision: Proclaim. Equip. Defend.

Our vision is to prepare a generation of spiritually mature, biblically equipped, academically advanced, and socially developed individuals for a life of opportunity and service to the glory of God.

As an extension of the ministry of the Church, we exist to help students develop their relationship with God through Jesus Christ, to discover and encourage their gifts, and to inspire each student to realize his or her full potential in serving God in spirit and in truth. Therefore, our vision for the University and for each student is conveyed through quality graduate programs by:

Proclaiming the good news of Jesus Christ through sound theological scholarship, expository teaching, and evangelism.

Equipping those whom God has called for a life of service unto Him, cultivating a Christ-centered and biblical worldview.

Defending the Christian faith against ancient and contemporary challenges to its viability, veracity, sufficiency, and reliability.

Institutional Objectives

- To develop the student's spiritual, moral, intellectual, and devotional understanding of God, His Son Jesus Christ, and the doctrines of orthodox Christianity.
- To develop in the student an awareness that worship of God involves the total life of faith and practice independent of one's circumstances or environment.
- To develop in the student a sense of awareness, responsibility, and engagement in church planting, evangelism, and global missions.
- To equip the student with the understanding necessary to skillfully and humbly defend the Christian faith and proclaim the gospel of Jesus Christ to the world.
- To assist the student in developing a biblical worldview centered in Christ which will provide the interpretive framework through which to understand the world and provide enduring solutions to its problems.
- To increase the student's understanding of church and para-church ministry related to biblical studies, theological studies, and apologetics.
- To assist students in gaining an appreciation for Godly knowledge and wisdom, not as an end in itself, but as a means to clarifying, defending, and sharing the gospel with skill, and to help the student live the Christian life as a thoughtful individual.
- To help students embrace a life of Christian humility and sacrificial love, which are the greatest visible and relational testimonies one could offer fellow Christians and the world.

In order to achieve our goal, Veritas International University will offer the student knowledge of God, His Word, and the world in which we proclaim it. It is our firm conviction that the church today must be both biblical and practical. That it would be both anchored to the Rock and geared to the times. It should proclaim God's changeless truth in these changing times. We take seriously, Paul's statement

that "I am put here for the defense of the gospel" (Philip. 1:16). In a day when serious doctrinal declension permeates the church, we are convinced that in the spiritual realm too, we cannot recognize a counterfeit unless we know the genuine.

With this in view, we offer students a complete understanding of the whole counsel of God in Scripture and a systematic understanding of "sound doctrine" that the apostle Paul urged the church to pursue (2 Tim. 1:3; 4:3-4). For we are firmly convinced that we cannot recognize error, or transform the individual unless we know and receive the truth. Jesus said, "Sanctify them by Your truth. Your word is truth" (Jn. 17:17). Indeed, He added, "I am the truth" (Jn. 14:6). So, whether it is in propositional form or in personal form, Veritas is committed to convey and apply the truth of God to the church of God.

Philosophy of Education

Veritas International University believes that all truth finds its source in God (Jn. 14:6), whether it is discovered in general revelation (Ps. 19:1-6; Rom. 1:19-20; 2:15) or special revelation (Jn. 17:17; 2 Tim. 3:16). Therefore, any education which seeks to discover the source and foundation for truth must have as its primary focus God Himself, since "in Him are hidden all the treasures of wisdom and knowledge" (Col. 2:3). Therefore, Christian education integrates God's truth into every discipline of life, so that there is not a dichotomy between secular truth and religious truth (Phil. 4:8). As redeemed individuals, we may know biblical and extra-biblical truth which provides spiritual and intellectual freedom (Jn. 8:32), while offering a bulwark against any tyranny over the minds and hearts of man (2 Cor. 10:4-5).

Christian education deals with teaching and learning based on the inspired Scriptures (2 Tim. 3:16) and continual submission under the authority of the Bible; conducted by Christian teachers primarily for Christian students and empowered by the Holy Spirit bringing all truth into living relationship with the truth of the Word of God. Christian education integrates the whole of the student's personality with a Bible-centered Christian worldview to enable the student to better serve and glorify God.

A Christian worldview acknowledges the existence of the triune personal God, the Maker of heaven and earth; man's creation in the image of God, an image ruined by the fall beyond human power to repair, but not beyond God's power to regenerate; the incarnation of God the Son, His death, burial and bodily resurrection; the Holy Spirit calling out of this present world a community of believers which is Christ's Body, the Church; and the end of earthly history via the glorious appearing of our great God and Savior Jesus Christ.

There is no Christian education without Christian teachers. Every teacher has a worldview which expresses the convictions by which he or she lives. The worldview of the teacher will gradually influence the worldview of the student. It is for this reason that good Christian models are an absolute necessity for Christian education. Jesus spoke of fully developed disciples being like their teachers (Lk. 6:40). Therefore, a Christian teacher is one redeemed through Jesus Christ; conducting a pure life enabled by His Spirit; called and gifted to teach; and demonstrates the fruit of the Spirit.

II. Institutional Assessment: Introduction and Overview

Veritas International University currently utilizes an institutional assessment program that maintains a systematic, documented, and sustained assessment and evaluation process.

The assessment process is designed to increase the data flow throughout the institution, and facilitate data-driven decision-making and implementation at all levels.

Institutional Assessment - Data Gathering and Analysis

Veritas International University utilizes a regular cycle of core assessment instruments. These instruments measure various areas of organizational functioning, institutional effectiveness and student learning outcomes related to the identified mission, goals, and objectives of Veritas International University, and provide University 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, external audits, state and accreditation agency reports, student course evaluations, and numerous direct and indirect learning outcome measures.

Institutional 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 activities 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 Dean 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 dean and other executive leadership upon request. The Director 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 Institutional Instruments

- **Entering Student Inventory (ESI)** Identify key entering student characteristics related to student expectations, academic background, institutional choice and other demographics.
- **Student Experience Inventory (SEI)** Measures student satisfaction and sense of importance related to key contextualized learning outcomes, persistence indicators, institutional goals and objectives.
- **Graduating Student Inventory (GSI)** Identify key graduating student outcomes related to educational experiences, learning outcomes, satisfaction, placement, and other demographics.
- **Alumni Inventory (AI)** Identify key alumni characteristics and outcomes related to educational effectiveness, employment, institutional satisfaction, placement, and other demographics.

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. Data will be collected representing both residential and external studies.

B. Organizational Assessment

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

- Evaluation of Board of Trustees
- Evaluation of the President
- Evaluation of Institutional Mission and Purpose
- Evaluation of Staff (based on Job Descriptions)
- Core Institutional Instruments (SEI, ESI, GSI, AI)
- Staff and Faculty Satisfaction Surveys

C. Academic Assessment

The academic assessment instruments and procedures address four primary domains:

- Faculty Evaluation and Development
 - Faculty Dean's Evaluation
 - Course Evaluations
 - Professor classroom evaluation
- Curriculum Development and Review
 - Syllabus Development and Evaluation
 - Degree Program Review
 - Course Evaluations

- Student Learning/Program Learning Outcomes
 - Core Institutional Instruments
 - Selected Degree Program Core Courses
 - Comprehensive Exams
 - Ministry experience

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

E. Institutional Effectiveness Assessment

The assessment includes:

- Evaluation of Assessment Plan
- Evaluation of Budgeting processes
- Evaluation of Policies and Procedures
- Evaluation of Facilities and Equipment

IV. Assessment Schedule

Institutional Assessment Schedule

Area of Assessment	Assessment Process	Assessment Schedule
Core Institutional Instruments	Entering Student Inventory (ESI)	Fall 2018/ Spring 2019
	Student Experience Inventory (SEI) Res. and Ext.	Spring 2019
	Graduating Student Inventory (GSI) res and ext	Spring 2019
	Alumni Inventory (AI)	Fall 2018
Organizational Assessment	Board of Trustees Self-Evaluation	Winter 2019
	Evaluation of Institutional Mission and Purpose	Winter 2019
	President Evaluation	Winter 2019
	Staff Supervisor Evaluations	Winter 2019
	Faculty and Staff Surveys	
Academic Assessment		
	Faculty Dean's Evaluation	Spring 2019
	External Studies	Summer 2019
	Course Evaluations Res. and Ext.	Each Semester
	Syllabus Template	Ongoing
	Syllabus Evaluation	Summer 2019
	Degree Program Review	Summer 2019
	Undergraduate Program Core Courses SLO	Winter 2019
	Graduate Program Core Courses [res & Ext]	Spring-Summer 2019
	Post-graduate Program Core Courses SLO	Winter 2018
	Comprehensive Exams	Summer 2019
Supervised Ministry/Internship Evaluations	Summer 2019	
Learning Resources	Student Library Survey SEI1	Spring 2019
	Faculty Evaluation of Library Holdings	Summer 2019
	Library Annual Report & Strategic Plan	Spring 2019
Institutional Effectiveness	Student Success and Retention Summary (AOR)	Oct 2018
	Evaluation of Strategic Planning Process	Spring 2019
	Evaluation of Budgeting Process	Summer 2019
	Review of Assessment Plan	Fall 2019
	Evaluation of Policies and Procedures	Summer 2019
	Facilities Usage and Equipment Report	Fall 2018

Curriculum/Program Review Schedule According to Academic Year

Academic Year	Degree Program
2014-2015	M.A.B.S.
2015-2017	M.A.C.A.
2017-2018	M.Div
2018-2019	
2019-2020	M.A.T.S
2020-2021	M.A.B.S.
2021-2022	M.A.C.A.; DMin in Apologetics
2022-2023	M.Div; B.A.C.S.
2023-2024	M.A.A.; PhD in Archaeology

V. Assessment of Student Learning Outcomes

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

Assessment of Student Learning Outcomes Schedule

Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Student Experience Inventory	Institutional Student Learning Outcomes	Indirect/Formative	Spring 2019
BACS Degree	OT310 OT Survey	Formative/Direct	Summer 2019
	TH301 Intro to Theology	Formative/Direct	
MATS Degree	TH520 Hermeneutics	Formative/Direct	Summer 2019
	TH540 Theology Proper	Formative/Direct	Summer 2019
MABS Degree	BLG501 Biblical Greek 1	Formative/Direct	Summer 2019
	OT515 OT Survey	Formative/Direct	Summer 2019
MACA Degree	AP504 Christian ethics	Formative/Direct	Summer 2019
	RE505 Contemporary Cults	Formative/Direct	Summer 2019
MDIV Degree	PM510 Christian Leadership	Formative/Direct	Summer 2019
	PM 530 Pastoral Care	Formative/Direct	Summer 2019
MAABH	AR511 Near Eastern Archaeology: Background & Methods	Formative/Direct	Summer 2019
	AR621 Archaeology & the Bible: Historical & Cultural Synchronisms	Formative/Direct	
PhD Archeology	Dissertation	Summative/Direct	Summer 2019
	AR1021 Workshop: Advanced Ceramic Typology	Formative/Direct	
	AR1051 Laboratory: Faunal and Human Bone Analysis	Formative/Direct	
DMin Apologetics	Ministry Project	Summative/Direct	Summer 2019
	AP901 Adv Apologetics	Formative/Direct	
	AP905 Adv New Religious Movements	Formative/Direct	
All MA Degrees	Comprehensive Exams	Summative/Direct	Summer 2019
MATS, MABS, MACA, MDiv	Supervised Ministry Evaluations	Summative/Direct	Summer 2019

*Data will be collected from both residential and external studies courses.

Student Learning Outcomes / Course Objectives/ Curriculum Mapping

Each course syllabus is evaluated for alignment with degree and institutional learning objectives by way of a curriculum map. The maps are evaluated as part of each major program review.

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

Measures of Student Learning Outcomes	Minimum Value for "Success"	Minimum Value for "Excellent"	Current Score
Indirect Measures			
Graduating Student Survey	4	4.5	
Student Satisfaction Survey	4	4.5	
Course Evaluations*	5.6	6.3	
Direct Measures			
TH520 Hermeneutics	4	4.5	(%)
TH540 Theology Proper	4	4.5	
BLG 1 Greek 1	4	4.5	
OT515 Old Testament Survey	4	4.5	
AP504 Christian Ethics	4	4.5	
RE505 Cults	4	4.5	
PM510 Christian Leadership	4	4.5	
PM530 Pastoral Care	4	4.5	
AP901 Adv Apologetics	4	4.5	
AP905 Adv New Religious Movements	4	4.5	
AR511 Near Eastern Archaeology: Background & Methods	4	4.5	
AR621 Archaeology & the Bible: Historical & Cultural Synchronisms	4	4.5	
AR1021 Workshop: Advanced Ceramic Typology	4	4.5	
AR1051 Laboratory: Faunal and Human Bone Analysis	4	4.5	

Annual Assessment Program

1. **Curriculum Review and Mapping:** Review of the core curriculum learning objectives, student learning outcomes, and course assignments linked to institutional and program outcomes.
2. **Assessment Rubrics for Core Course Assignments:** Development of assessment rubrics for each core course assignment designated as a direct measure of student learning outcomes.
3. **Annual Assessment of Student Learning Outcomes:** Faculty assessment of formative and summative learning outcomes utilizing representative samples of student work (core course and comprehensive exams). Faculty groups will be assigned by discipline and across disciplines, and will receive orientation, instructions and support.
4. **Annual Degree Program Review:** Annual review of one scheduled degree program that includes institutional and Instructional effectiveness, benchmarking data, SWOT analysis, review of Program learning outcomes, Student learning outcomes, and strategic recommendations.
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.

2018-2019 Assessment of Student Learning Activity and Reporting Schedule

Assessment Process	Type of Assessment	Deliverables	Assessment Schedule
Curriculum Review and Mapping	Syllabus Review (Degree reviews)	Summary Reports and Curriculum Matrix	Winter 2018
Assessment Rubrics for Core Course Assignments	Syllabus Review	Create Assignment Rubrics	Winter 2018
Faculty Assessment of Selected Core Course SLOs. [Both residential and external studies courses.]	Rubric-Based Direct assessments	Scored Rubrics	Summer 2018
Comprehensive Exams	Rubric-Based Direct assessments	Scored Rubrics	Summer 2019
Annual Degree Program Review	Selected Program Review	Program Review	Summer 2018
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Summary Report	Fall 2018
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summary Matrix	Fall 2018
Annual Review of the Assessment Plan	Plan Review and Revisions	Updated Assessment Plan	Fall 2018

VI. Degree Program Review

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

A. Institutional Effectiveness Data

B. Comparability of Degree Programs

C. Instructional Effectiveness Data

- Instructional Staff Listing (Full time and Adjunct Faculty) Review
- Course Evaluations Review (Degree Core Courses)

D. Institutional Assessment Data

- Student Experience Inventory (SEI)
- Graduating Student Inventory (GSI)
- Alumni Inventory (AI)

E. Review 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)
- Review the General Education Core (if applicable)

F. Assessment of Program Learning Outcomes

- General Education Learning Outcomes (If Applicable)
- Program Learning Outcomes (Direct Measures of Core Courses)
- Comprehensive exams (Direct Measures of Program Learning Outcomes)

G. Library Support of the Curriculum - Evaluation of Holdings

H. Conduct a SWOT analysis of the degree program.

I. Compare findings for residential versus external studies

J. Summary, Recommendations and Action Steps

- Program Review Summary
- Strategic Planning Recommendations

J. Report Findings

- Submit program review summary report and all supporting documentation to the Academic Dean and present findings to the appropriate academic forums.

VII. Assessment of Distance Education

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

A. Data Collection

A multifaceted comparability study is conducted through the collection of both direct and indirect assessment measures.

1. Direct measures: Comparability review of comprehensive exams upon graduation and core course student learning evaluations utilizing grading rubrics.
2. Indirect measures: Comparability review of student course evaluations and student surveys. The student surveys utilized are the Student Experience Inventory (SEI) and the Graduating Student Inventory (GSI).

B. Data Utilization

The data collected and statistically analyzed is presented by the Director of Institutional Effectiveness to the academic committee for review.

C. The findings and recommendations are documented in the Academic Committee minutes

D. Recommended changes are implemented by the individual department heads and faculty as indicated.

VIII. Assessment of Teaching Sites

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

A. Data Collection

A multifaceted comparability study is conducted through the collection of both direct and indirect assessment measures.

3. Direct measures: Comparability review of comprehensive exams upon graduation and core course student learning evaluations utilizing grading rubrics.
4. Indirect measures: Comparability review of student course evaluations and student surveys. The student surveys utilized are the Student Experience Inventory (SEI) and the Graduating Student Inventory (GSI).
5. Facilities and safety at teaching sites is evaluated annually using the provided checklist.
6. Comparability between teaching sites and the main campus will be reported in the Annual Learning Outcomes Assessment Report.

B. Data Utilization

The data collected and statistically analyzed is presented by the Director of Institutional Effectiveness to the academic committee for review.

C. The findings and recommendations are documented in the Academic Committee minutes

D. Recommended changes are implemented by the individual department heads and faculty as indicated.

IX. 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. The Director of Institutional Effectiveness organizes and administrates an annual Review Committee comprised of selected executive leadership and staff.
2. Determine the review committee schedule and timeline for review, and administrate the assigned publications and policies documents to the review committee.

B. Review of the Publications and Policies

3. Review assigned standards on Publications and Policies as published in the TRACS Accreditation Manual.
4. 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

5. Present summary of review evaluations with supporting documentation.
6. Document recommendations for revisions that include rationale.
7. Submit for revisions for final approvals.
8. Implement all approved Publications and Policies revisions.

X. Assessment of Student Success and 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.

A. The Director of Institutional Effectiveness shall oversee and schedule the annual process.

B. Compilation of Institutional Effectiveness Data by Degree Program

1. Enrollment Trends for the past 3-5 years
2. Retention Rates
3. Completion Rate (100% of degree length, 150% of degree length, and over 150%)
4. Placement Rate
6. Current Graduate Alumni data including Work Status

C. Summary Review and Recommendations

1. Present summary of review findings with supporting documentation.
2. Document recommendations for implementation that include rationale.
3. Submit Summary Review to the executive leadership.

XI. Annual Review and Sustainability 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 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

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

C. Sustainability of Institutional Assessment

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

XII. 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. Initial Strategic Planning Orientation

1. Review the Strategic Planning Process
2. Determine the Annual Strategic Planning Schedule
3. Review certified annual external financial audit

B. Review the Current Strategic Plan

3. Review strategic objectives
4. Review strategic plan metrics and time lines
5. Review assessment and benchmarking data (regional and trans-regional Institutional assessment data, IPEDS, annual reports, etc.)
6. Evaluate progress made on objectives (GAP Analysis)

C. Conduct SWOT Analysis

7. Review the previous strategic plan SWOT analysis
8. Conduct current Departmental and Institutional SWOT analyses incorporating institutional assessment and benchmarking data (SWOT Analysis Template; 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

SWOT Analysis Template (Included in each Degree Review)

Internal Environment: Strengths and Weaknesses

The following areas are identified as key strengths or weaknesses the institution and/or department possess. Each area is identified according to the categories of Structure, Culture, and Resources.

- ❖ **Structure** – how the institution and/or department is structured; its mission and goals/objectives; how it compares to other similar organizations.
- ❖ **Culture** - the institution and/or department’s shared beliefs, expectations, values, work atmosphere, flexibility, diversity, etc.
- ❖ **Resources** - how the institution and/or department utilizes its resources; finances, marketing/publicity, operations, human resources, information systems, etc.

#	Internal Strengths (Organizational)	Institutional Assessment Data Source*		

#	Internal Weaknesses (Organizational)	Institutional Assessment Data Source*		

* **Institutional Assessment Data Source** includes benchmarking data, IPEDS, ATS Annual Report, etc., as well as the annual cycle of assessment instruments. This would also include other reliable data sources that would serve to substantiate findings.

External Environment: Opportunities and Threats

The following areas are identified as current and/or future key opportunities or threats for the institution and/or department within the following categories:

- ❖ **Society/Culture in general**
- ❖ **Competing Institutions**
- ❖ **Outside Auditors and Agencies**

#	External Opportunities	Institutional Assessment Data Source*		

#	External Threats	Institutional Assessment Data Source*		

* **Institutional Assessment Data Source** includes benchmarking data, IPEDS, ATS Annual Report, etc. as well as the annual cycle of assessment instruments. This would also include other reliable data sources that would serve to substantiate findings.

XIII. TRACS Accreditation Compliance

Compliance with TRACS standards is to be assessed utilizing the most current TRACS Accreditation Manual found at WWW.TRACS.org At a minimum this is to be done at the time of reaffirmation or interim 5th year review.