



Assessment Plan

2016-2017

Acknowledgement

Oct, 2016

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 2016-2017* 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.

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 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)

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 2016/ Spring 2017
	Student Experience Inventory (SEI) Res. and Ext.	Spring 2017
	Graduating Student Inventory (GSI) res and ext	Spring 2017
	Alumni Inventory (AI)	Fall 2016
Organizational Assessment	Board of Trustees Self-Evaluation	Winter 2017
	Evaluation of Institutional Mission and Purpose	Winter 2017
	President Evaluation	Winter 2017
	Staff Supervisor Evaluations	Winter 2017
Academic Assessment	Faculty Dean's Evaluation	Spring 2017
	External Studies	Summer 2017
	Course Evaluations Res. and Ext.	Each Semester
	Syllabus Template	Ongoing
	Syllabus Evaluation	Summer 2017
	Degree Program Review	Summer 2017
	Undergraduate Program Core Courses SLO	Future use
	Graduate Program Core Courses [res & Ext]	Spring-Summer 2017
	Post-graduate Program Core Courses SLO	Future use
	Comprehensive Exams	Summer 2017
Supervised Ministry/Internship Evaluations	Summer 2017	
Learning Resources	Student Library Survey SE11	Spring 2017
	Faculty Evaluation of Library Holdings	Summer 2017
	Library Annual Report & Strategic Plan	Spring 2017
Institutional Effectiveness	Student Success and Retention Summary (AOR)	Oct 2016
	Evaluation of Strategic Planning Process	Spring 2017
	Evaluation of Budgeting Process	Summer 2017
	Review of Assessment Plan	Fall 2017
	Evaluation of Policies and Procedures	Summer 2017
	Facilities Usage and Equipment Report	Fall 2016

Curriculum/Program Review Schedule According to Academic Year

Academic Year	Degree Program
2014-2015	M.A.B.S.
2015-2016	M.A.C.A.
2016-2017	M.Div
2017-2018	
2018-2019	M.A.T.S
2019-2020	M.A.B.S.
2020-2021	M.A.C.A. B.A.
2021-2022	M.Div
2022-2023	DMin PhD Archeology

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 2017
MATS Degree	TH520 Hermeneutics	Formative/Direct	Summer 2017
	TH530 Prolegomena and Bibliology	Formative/Direct	Summer 2017
	TH540 Theology Proper	Summative/Direct	Summer 2017
	TH550 Christology and Pneumatology	Summative/Direct	Summer 2017
MABS Degree	BLG501 Biblical Greek 1	Formative/Direct	Summer 2017
	OT515 OT Survey	Formative/Direct	Summer 2017
MACA Degree	AP504 Christian ethics	Formative/Direct	Summer 2017
	RE505 Contemporary Cults	Formative/Direct	Summer 2017
MDIV Degree	PM510 Christian Leadership	Formative/Direct	Summer 2017
	PM 530 Pastoral Care	Summative /Direct	Summer 2017
	Comprehensive Exams	Summative/Direct	Summer 2017
	Supervised Ministry Evaluations	Summative/Direct	Summer 2017

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

Student Learning Outcomes / Course Objectives

Each course syllabus includes the following table mapping the institutional and program objectives with specific course assignments. Selected course assignments are utilized to assess student learning outcomes at the degree program level.

<i>The student who successfully completes this course will be able to:</i>	Institutional Objectives*	Program Objectives*	Course Requirement (Assignment)
1.			
2.			
3.			
4.			
5.			

* The institutional objectives and program objectives are published in the current Catalog.

Institutional 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.

Institutional Learning Outcomes	GSI	SEI	CE	Selected Courses	Aggregate Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
Composite Score					

GSI: Graduating Student Inventory Data

SEI: Student Experience Inventory Data

CE: Course Evaluations

PLO: Program Learning Outcomes scores based on selected course for direct measures of learning outcomes

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.

Degree Program Learning Objectives*	Core Course Assessment Score**
1.	
2.	
3.	
4.	
5.	
Composite Score	

* The program objectives are published in the current Catalog.

** Selected core courses share common objectives that develop and assess learning competencies related to the specific degree program.

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 institutional purpose and mission statement.

Mission Statement Components	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

The annual SEI Factor Analysis Scores are also taken into consideration when evaluating the overall and educational effectiveness in achieving the Mission, Goals, and Objectives of the institution.

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.

2016-2017 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 2016
Assessment Rubrics for Core Course Assignments	Syllabus Review	Create Assignment Rubrics	Winter 2016
Faculty Assessment of Selected Core Course SLOs. [Both residential and external studies courses.]	Rubric-Based Direct assessments	Scored Rubrics	Summer 2016
Comprehensive Exams	Rubric-Based Direct assessments	Scored Rubrics	Summer 2017
Annual Degree Program Review	Selected Program Review	Program Review	Summer 2016
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Summary Report	Fall 2016
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summary Matrix	Fall 2016
Annual Review of the Assessment Plan	Plan Review and Revisions	Updated Assessment Plan	Fall 2016

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 indentifying, 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 (unique student, Fall-to-Fall enrollment)
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

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. 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. The institutional mission, values and objectives appear in all official publications.			
8. There is a regular and systematic assessment of academic curriculum.			
9. There is a regular and systematic assessment of faculty.			
10. 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 department heads.			
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. Up-to-date policy and procedures manuals are available for all areas.			
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.			

Academic Checklist

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

Enrollment Management Checklist

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

Student Development Checklist

Description	Department	Responsible Personnel	Documentation / Location
1. Computer labs or other arrangements are available for all students.			
2. There is a published appeal process for student complaints			
3. There is an organized and functioning student government.			
4. There is competent counseling available in the areas of academic, career, personal, and spiritual life for all students.			
5. Students are encouraged to develop their leadership potential through participation in student government.			
6. A student handbook is available.			
7. The student handbook contains a purpose statement and objectives of the student development area.			
8. Policies and procedures of the student development area are connected with the mission and purpose of the institution.			
9. The code of conduct is clearly stated in the student handbook.			
10. There is a periodical review of the statement of values & standards.			
11. The students sign the code of conduct agreement.			
12. Emergency procedures are clearly outlined and displayed.			
13. Financial assistance service is available to students.			
14. There is a clearly worded agreement that is signed by all parties that clearly discloses financial obligations.			
15. There is an orientation program for incoming students.			
16. There is a program that provides opportunities for spiritual development and ministry.			

Administrative Checklist

Description	Department	Responsible Personnel	Documentation / Location
1. A grievance process is published and followed.			
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 website is regularly reviewed for consistency of content.			
9. There is a written policy for hiring faculty.			
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.			
14. The Board of Trustees performs an annual self-assessment. Includes affirmation statement			
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.			

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