



WEST COAST BAPTIST COLLEGE

Institutional Assessment Plan

2014-2015



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# I. Guiding Principles: Institutional Mission, Purpose and Objectives

## Introduction and Brief History

West Coast Baptist College is committed to continuously improving the quality of its programs and services, and to demonstrate that quality to prospective students. It is essential that institutions of higher learning be able to provide evidence attesting to the strength and success of their programs. Clearly defined and implemented systems of evaluation and outcomes assessment provide the feedback needed for growth and improvement along the way. Institutional evaluation is not a destination, but a journey toward reaching the desired educational goals.

At West Coast Baptist College, four questions provide the foundation for institutional effectiveness:

- A. Is there a Biblical and educational mandate for evaluation and assessment?
- B. Are the institution's objectives valid?
- C. Do we know that learning is (and has been) taking place? Outcomes assessment involves gathering and evaluating both quantitative and qualitative data which demonstrate congruence between the institution's mission, goals and objectives, and the actual outcomes of its educational programs and activities.
- D. Is there a plan designed to ensure institutional effectiveness?

This document has been prepared in an attempt to address these four questions and to describe West Coast Baptist College's evaluation and assessment process.

## The Why: The On-going Need for Institutional Evaluation

There are several compelling reasons that demand this institution conduct rigorous evaluations. Those reasons include.

- A. Biblical principles require assessment and evaluation:
  - The need for self-examination – I Corinthians 10:12, 1:28; II Corinthians 13:5
  - The call to excellence – I Corinthians 10:31; Philippians 1:10; Colossians 3:17
  - The coming judgment seat of Christ – Romans 14:10-12; II Corinthians 5:10
- B. Practical effectiveness requires assessment and evaluation:
  - Program planning
  - Documentation of student achievement
  - Documentation of institutional effectiveness

- C. Accrediting agencies, such as Transnational Association of Christian Colleges and Schools, require assessment and evaluation.
- D. Institutional stakeholders expect assessment and evaluation.
- E. Significance of mission demands assessment and evaluation.

### **The What: Mission and Objectives**

West Coast Baptist College exists to develop leaders with a heart for God who are committed to the Word, compassionate toward the lost, and compelled to change communities for Christ in the twenty-first century.

The mission of West Coast Baptist College is to provide a balanced Christian education, which will fully equip born-again people with Bible doctrine that is distinctively Baptist, and also to provide practical hands-on training through the local church, which will prepare each individual to effectively reach and impact the world with the Gospel of Jesus Christ.

Institutional Learning Outcomes are organized around themes of "Head, Heart, and Hands" emphasizing the integration of *Thinking*, *Being*, and *Doing*.

- A. Head (*Thinking*)
  - Demonstrate comprehension in major areas of Bible knowledge and doctrine
  - Apply knowledge in practical and relevant ways to chosen field
- B. Heart (*Being*)
  - Effectively communicate the gospel to unbelievers
  - Regularly practice authentic spiritual disciplines
- C. Hands (*Doing*)
  - Effectively serve in ministry through the local church
  - Engage in service to the community in response to the Great Commission

### **The How: Evaluation and Assessment**

Institutional assessment and effectiveness involves a comprehensive and collaborate effort that includes the active engagement of WCBC Board of Trustees, Administrative Leadership, Staff and Faculty. All major processes of the institution are addressed including:

- A. Foundational Standards
- B. Policies and Procedures
- C. Core Publications
- D. Curriculum Development and Review
- E. Faculty
- F. Administrative Staff
- G. Strategic Planning
- H. Finances and Budgeting

- I. Facilities
- J. Student Life
- K. Ministry Development

## **II. Institutional Assessment: Introduction and Overview**

West Coast Baptist College 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**

West Coast Baptist College 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 West Coast Baptist College, and provide college 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, IPEDES data, external audits, state and accreditation agency reports, student course evaluations, standardized test data, 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 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 Office 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.
- ***Faculty Satisfaction Inventory (FSI)*** Measures faculty satisfaction and professional activity related to key academic, institutional, and program goals and objectives.
- ***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.

#### 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 Staff (based on Job Descriptions)
- Review and Evaluation of the Foundational Standards
- Review and Evaluation of policies and core publications
- Core Institutional Instruments

#### C. Academic Assessment

The academic assessment instruments and procedures address four primary domains:

- Faculty Evaluation and Development
  - Faculty Self-Evaluations
  - Faculty Dean's Evaluation
  - Faculty Satisfaction Inventory (FSI)
  - Course Evaluations
  
- Curriculum Development and Review
  - Syllabus Development and Evaluation
  - Course Evaluations
  - Degree Program Review
  - Course Evaluations
  
- Student Learning/Program Learning Outcomes
  - Core Institutional Instruments
  - Selected Degree Program Core Courses
  - Capstone Courses
  - Ministry Internship
  - 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

#### **E. Institutional Effectiveness Assessment**

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

### Academic Calendar

Fall 2014	Spring 2015
September 3 – December 16	January 24 – May 6

### Institutional Assessment Schedule

Area of Assessment	Assessment Process	Assessment Schedule
Core Institutional Instruments	Entering Student Inventory (ESI)	Fall 2014
	Student Experience Inventory (SEI)	Spring 2015
	Graduating Student Inventory (GSI)	Spring 2015
	Alumni Inventory (AI)	Spring 2015
	Faculty Satisfaction Inventory (FSI)	Spring 2015
Organizational Assessment	Board of Trustees Self-Evaluation	Winter 2015

	President Evaluation	Winter 2015
	Staff Self-Evaluations	Winter 2015
	Staff Supervisor Evaluations	Spring 2015
	Foundational Standards, Policies, and Publications	Summer 2015
Academic Assessment	Faculty Self-Evaluations	Winter 2015
	Faculty Dean's Evaluation	Spring 2015
	Course Evaluations	Each Semester
	Syllabus Template	Ongoing
	Syllabus Evaluation	Summer 2015
	Degree Program Review	Summer 2015
	Undergraduate General Education Core Courses	Spring-Summer 2015
	Undergraduate Bible Core Courses	Spring-Summer 2015
	Undergraduate Program Specific Courses	Spring-Summer 2015
	Graduate Program Degree Specific Courses	Spring-Summer 2015
	Capstone Projects	Summer 2015
Internship Evaluations	Summer 2015	
Program Learning Outcomes (PLO) Summary	Summer/Fall 2015	
Learning Resources	Student Library Survey	Spring 2015
	Faculty Evaluation of Library Holdings	Summer 2015
	Library Annual Report & Strategic Plan	Spring 2015
Institutional Effectiveness	Student Success and Retention Summary	Fall 2015
	Evaluation of Strategic Planning Process	Spring 2015
	Evaluation of Budgeting Process	Summer 2015
	Evaluation of Policies and Procedures	Summer 2015
	Facilities Usage and Equipment Report	Summer 2015

## Curriculum/Program Review Schedule According to Academic Year

Academic Year	Degree Program
2014-2015	BRE and MRE Bible
2015-2016	BRE and MRE Education
2016-2017	BRE and MRE Music
2017-2018	BRE and MRE Bible

## V. Assessment of Student Learning Outcomes

West Coast Baptist College 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 maximize faculty involvement, 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
Core Institutional Instruments	Student Experience Inventory (SEI)	Indirect/Formative	Spring 2015
	Graduating Student Inventory (GSI)	Indirect/Summative	Spring 2015
Undergraduate Degree Programs	Undergraduate General Education Core Courses	Formative/Direct	Summer 2015
	Undergraduate Bible Core Courses	Formative/Direct	Summer 2015
	Undergraduate Program Specific Courses	Formative/Direct	Summer 2015
	BRE Bible	Formative/Direct	Summer 2015
	BRE Education	Formative/Direct	Summer 2015

	BRE Music	Formative/Direct	Summer 2015
	Capstone Projects	Summative/Direct	Summer 2015
	Internship Evaluations	Summative/Direct	Summer 2015
Graduate Degree Programs	MRE Bible Selected Courses	Formative/Direct	Summer 2015
	MRE Education Selected Courses	Formative/Direct	Summer 2016
	MRE Music Selected Courses	Formative/Direct	Summer 2016
	Capstone Projects	Summative/Direct	Summer 2015
	Internship Evaluations	Summative/Direct	Summer 2015

### 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.

<b>Institutional Learning Outcomes</b>	<b>GSI</b>	<b>SEI</b>	<b>CE</b>	<b>PLO</b>	<b>Aggregate Score</b>
1. Demonstrate a comprehension of major areas of Bible knowledge and doctrine					
2. Apply knowledge in practical and relevant ways to their chosen field					
3. Effectively communicate the gospel to unbelievers					
4. Effectively serve in ministry through the local church					
5. Regularly practice authentic spiritual disciplines					
6. Engage in service to the community in response to the Great Commission					
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

### **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.

<b>Mission Statement Components</b>	<b>Indirect Measures*</b>	<b>Direct Measures*</b>	<b>Factor Analysis**</b>	<b>Aggregate Score</b>
1. Equip born-again people with Bible doctrine that is distinctively Baptist.				
2. Provide practical hands-on training through the local church.				

3. Prepare each individual to effectively reach and impact the world with the Gospel of Jesus Christ.				
Composite Score				

\* Scores taken from the annual SEI and GSI data

\*\* Selected core course assignments assess learning competencies related to the mission statement

\*\*\* Scores taken from the annual SEI

### Degree 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.

### BRE Bible Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
1. Demonstrate an accurate knowledge of the Bible	BI 101 – Old Testament Survey BI 102 – New Testament Survey BI 351 – Survey of Bible Doctrines BI 250 – Genesis BI 212 – Romans Entrance and Exit Examinations	
2. Utilize significant interpretative data regarding historical, geographical, cultural, theological background and themes of the Scriptures	BI 291 – Methodical Bible Study BI 231 – Introduction to Dispensationalism BI 311 – Daniel & Revelation PT 292 – Sermon Preparation BI 102 – New Testament Survey BL 402 – Greek 4	
3. Articulate the historic Baptist faith and distinctives	BI 401 – Baptist History & Distinctives BI 354 – Theology 4 AP 401 – Contemporary Theology BI 211 – Acts	



4. Communicate God's Truth lovingly and effectively to both believers and unbelievers	PT 111 – Personal Evangelism AP 102 – Advanced Evangelism AP 101 – Apologetics PT 321-323 – Homiletics 1-3 MI 101 – Intro to Missions	
Composite Score		

### BRE Education Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
1. Display mastery of age appropriate teaching fields	ED 301 – Child Development ED 121 – Orientation to Teaching ED 440 – Teacher Preparation & Curriculum Development	
2. Demonstrate ability to effectively support student learning outside of the classroom communication	ED 411 – Student Teaching	
3. Utilize multiple teaching methods /styles appropriate to grade level	ED 304 – Teaching Reading EN 410 – Teaching HS English HI 401 – Teaching History MA 402 – Teaching Math SC 410 – Teaching Science	
4. Effectively manage classroom learning	ED 451 – Practical Teaching Methods ED 337 – Teaching Practicum	
Composite Score		

### BRE Music Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
1. Display competency in general musicianship	MU 121, 131, 221, 231 – Music Theory 1-4 MU 122, 132, 222, 232 – Music Theory Lab 1-4 MU 312-313 – Choral Conducting MU 108 – College Choir	
2. Demonstrate proficiency in areas of musical expertise.	MU 421 – Private Lessons MU 150 – Voice Class	

3. Exhibit competency in pedagogy, administration, and leadership in church and/or Christian school music	PT 251 – Introduction to Christian Education MU 211 – Christian School Music MU 312-313 – Choral Conducting MU 333 – Church Music Administration MU 334 – Piano Pedagogy	
4. Articulate a biblically based philosophy of music and worship	MU 201 – Philosophy of Music MU 303 – Hymnology MU 302 – History of Music	
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.

### MRE Bible Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
1. Analyze and interpret biblical passages from a dispensational hermeneutic	BI 501 – Old Testament Introduction BI 502 – New Testament Introduction BI 541 – Eschatology BI 537 – Advanced Hermeneutics	
2. Integrate a comprehensive understanding of biblical truth into practical ministry	PT 501 – Guest Lectures PT 552 – Practical Theology BI 522 – Corinthian Letters, BI 562 – Independent Research BI 532 – Psalms	
3. Articulate conservative doctrinal positions with regard to current scholarly research	BI 501 – Old Testament Introduction BI 541 – Eschatology BI 502 – New Testament Introduction BI 531 – Gospel of John	
Composite Score		

### MRE Education Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
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1. Evaluate educational philosophies based on the truth of Scripture	CE 531 – History of Christian Education CE 532 – Theology of Christian Education CE 542 – Advanced Philosophy of Christian Education	
2. Apply historical principles of Christian education to contemporary issues	CE 531 – History of Christian Education CE 542 – Advanced Philosophy of Christian Education	
3. Synthesize biblical truth with Christian counseling	CE 541 – Advanced Counseling CE 532 – Theology of Christian Education	
4. Evaluate contemporary curriculum issues based on a biblical worldview	CE 551-552 – Teaching Christian. School Curriculum 1-2 CE 542 – Advanced Philosophy of Christian Education	
5. Create coordinated educational objectives and appropriate evaluations	Student Evaluations	
Composite Score		

### MRE Music Program Learning Outcomes

Degree Program Learning Outcomes*	Selected Core Courses**	Assessment Scores
1. Analyze and communicate effectively regarding church music.	MU 501-502 – Music Theory MU 503 – Musical Arranging	
2. Prepare performances in an applied area (conducting, piano, or voice)	MU 550-558 – Proficiency Instruction MU 510 – Essentials of Conducting MU 511 – Vocal Technique	
3. Evaluate a variety of pedagogical methods and conducting techniques for ministry use.	MU 510 – Essentials of Conducting MU 532 – Piano Pedagogy MU 530 – The Church Music Program MU 531 – Elementary Music Methods	
4. Develop a biblical philosophy of church music and worship.	MU 521 – Philosophy of Music MU 530 – Church Music Program MU 522 – Psalms for Musicians MU 520 – Hymnology	
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.

### 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 capstone assignments). 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. Assist in the development of an online assessment hub for the dissemination and utilization of assessment data.

### 2014-2015 Assessment Schedule

Assessment Process	Type of Assessment	Deliverables	Assessment Schedule
Curriculum Review and Mapping	Syllabus Review	Summary Reports and Curriculum Matrix	Spring 2015
Assessment Rubrics for Core Course Assignments	Syllabus Review	Create Assignment Rubrics	Spring 2015

Faculty Orientation for Assessment of SLOs	Faculty Support	Faculty Orientation	Spring 2015
Faculty Assessment of Selected Core Course SLOs	Rubric-Based Direct assessments	Scored Rubrics	Summer 2015
Capstone Courses	Rubric-Based Direct assessments	Scored Rubrics	Summer 2015
Annual Degree Program Review	Selected Program Review	Program Review	Summer - Fall 2015
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Summary Report	Fall 2015
Annual Statement of Educational Effectiveness	Public Statement summary of SLO	Summary Report	Fall 2015
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summary Matrix	Fall 2015
Annual Review of the Assessment Plan	Plan Review and Revisions	Updated Assessment Plan	Fall 2015

## 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 an recommendations for program revisions and changes to increase educational effectiveness.

### A. Institutional Effectiveness Data

### B. Comparability of Degree Program

### 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)
- Capstone Course (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. 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 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 Office 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 indicated in the Accreditation Standards.
4. Document and communicate all evaluation findings as they relate to compliance and completeness through the determined means set forth by the Office 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.

## **VIII. 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. Initial Review Orientation**

1. The Office of Institutional Effectiveness organizes and administrates an annual Student Success and Retention Committee comprised of selected Student Services leaders and administrators.
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 (ESI, SEI, GSI, and AI)

### **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.

## **IX. 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?

# **X. 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

### 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*	Category	Weight (Percentage)*

#	Internal Weaknesses (Organizational)	Institutional Assessment Data Source*	Category	Weight (Percentage)*

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

**Weight (percentage):** Assign a percentage amount to each item listed in the SWOT analysis, the total of which will create a total column amount of 100%

**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*	Category	Weight (Percentage)*

#	External Threats	Institutional Assessment Data Source*	Category	Weight (Percentage)*

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

**Weight (percentage):** Assign a percentage amount to each item listed in the SWOT analysis, the total of which will create a total column amount of 100%

## XI. 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 core competencies is reviewed on 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.			
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. 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, mailroom, 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.			
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### 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.			

