

**Southern California
Seminary**

2019-2020

Institutional Assessment Plan

Acknowledgement

May, 2019

Assessment is a *learning, informing and re-forming* 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 *Institutional Assessment Plan 2018-2019* represents the on-going commitment of the faculty, staff and administration of Southern California Seminary 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

Mission

To bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically, based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills, all at modest tuition.

Beliefs

We take seriously the duty to rightly divide the Word of Truth (2 Tim. 2:15) and believe that it can only be fulfilled by using a normal hermeneutic, that is, a literal, grammatical, and historical approach to interpreting Scripture. A normal hermeneutic results in a doctrinal system that is dispensational, which in turn produces a lifestyle based on God's grace (not law) and an eschatology that is pretribulational and premillennial. Please see the SCS Statement of Faith which sets forth in detail the belief system derived from our normal hermeneutic.

Institutional Objectives

Trustees, administrators, and faculty must acknowledge institutional objectives in writing. The institutional objectives of Southern California Seminary are to:

1. Have a general knowledge and appreciation of biblical truth and principles based on the authoritative, inerrant Word of God from a literal and dispensational perspective.
2. Be able to effectively integrate biblical truth and principles into the areas of personal, social, and professional life.
3. Have the skills necessary to learn, communicate, and teach effectively to positively impact the world.
4. Be able to effectively use the practices of academic inquiry, investigation, and critical thinking that are essential for understanding and defending the Christian faith.
5. Be equipped for service as servant leaders in the context of the local church and other Christian ministries.
6. Be equipped to pursue life-long spiritual growth.
7. Have the skills and capability to meet the spiritual needs of believers and to develop a greater awareness of the responsibility for meeting those needs.
8. Understand and be able to communicate the Gospel of Jesus Christ.

Philosophy of Education

Inasmuch as God's Word is the standard by which all things are measured, Southern California Seminary affirms the following philosophy of education.

1. The principle that all truth is God's truth will be applied appropriately in each course.
2. It is the responsibility of the instructor to encourage the student to learn, and the student must be an active and sincere participant in the educational process.
3. God requires and graciously enables each believer to learn and apply His Word as the student submits to the Holy Spirit. Therefore the instructors should expect the best from each student.
4. The Scriptures are given to completely equip the believer for every good work; therefore, it is the responsibility of the instructor to go beyond the communication of biblical truth and to apply it to the student's life.
5. The instructor takes the responsibility to encourage the student to master the foundational truths of the course.
6. In order to motivate students to learn it is the instructor's responsibility to build the need for the course material before delivering the content.
7. Since the purpose of biblical education is to glorify God and serve others, it is the responsibility of the teacher to equip students for service.
8. Christian education is intended to impact the whole person. Therefore, it is the responsibility of the teacher to encourage an ongoing spiritual growth.

II. Institutional Assessment: Introduction and Overview

Southern California Seminary 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

Southern California Seminary utilizes a regular cycle of core assessment instruments. These instruments measure various areas of organizational functioning, institutional effectiveness and student learning outcomes related to the identified mission, goals, and objectives of Southern California Seminary, and provide seminary leadership with the means to make data-driven decisions. The assessment plan includes direct, indirect, formative and summative measures. A variety of assessment methods are utilized including: core institutional surveys, administration/faculty/staff performance evaluations, meeting minutes, IPEDS data, external audits, state and accreditation agency reports, student course evaluations, standardized test data, and numerous direct and indirect learning outcome measures.

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 Coordinator 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 Institutional Mission and Purpose
- Evaluation of Staff (based on Job Descriptions)
- Administrative Staff Satisfaction Inventory (ASI)
- Evaluations of Policies and 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 Trimester				Spring Trimester				Summer Trimester			
Module 1		Module 2		Module 3		Module 4		Module 5		Module 6	
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug

Institutional Assessment Schedule

Area of Assessment	Assessment Process	Assessment Schedule
Core Institutional Instruments	Entering Student Inventory (ESI)	Fall 2019
	Faculty Satisfaction Inventory (FSI)	Spring 2020
	Administrative Staff Satisfaction Inventory (ASI)	Summer 2020
	Student Experience Inventory (SEI)	Spring 2020
	Graduating Student Inventory (GSI)	Spring 2020
	Alumni Inventory (AI)	Summer 2020
Organizational Assessment	Board of Trustees Self-Evaluation	Winter 2020
	Evaluation of Institutional Mission and Purpose	Winter 2020
	Evaluation of the President	Winter 2020
	Staff and Administration Self-Evaluations	Winter 2020
	Staff and Administration Supervisor Evaluations	Spring 2020
	Evaluation of Policies and Publications	Spring 2020
Academic Assessment	Faculty Self-Evaluations	Winter 2020
	Faculty Dean's Evaluation	Spring 2020
	Course Evaluations	Each Semester
	Syllabus Template	Ongoing
	Syllabus Evaluation	Summer 2020
	Degree Program Review	Summer 2020
	Undergraduate Program Core Courses	Spring-Summer 2020
	Graduate Program Core Courses	Spring-Summer 2020
	Post-graduate Program Core Courses	Spring-Summer 2020
	Senior Capstone Projects	Summer 2020
Supervised Ministry/Internship Evaluations	Summer 2020	
Program Learning Outcomes (PLO) Summary	Fall 2020	
Learning Resources	Student Library Survey	Spring 2020
	Faculty Evaluation of Library Holdings	Summer 2020
	Library Annual Report & Strategic Plan	Spring 2020
Institutional Effectiveness	Student Success and Retention Summary	Fall 2020
	Evaluation of Strategic Planning Process	Spring 2020
	Evaluation of Budgeting Process	Summer 2020
	Evaluation of Policies and Procedures	Summer 2020
	Facilities Usage and Equipment Report	Summer 2020

Curriculum/Program Review Schedule According to Academic Year

Academic Year	Degree Program	Department
2018-2019	MASR, DMIN	Graduate Bible
2019-2020	BABS, MAMFT	Undergraduate Bible, Graduate Behavioral Sciences
2020-2021	MDIV	Graduate Bible
2021-2022	TBD	TBD

V. Assessment of Student Learning Outcomes

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

Assessment of Student Learning Outcomes Schedule

Undergraduate Bible Degrees			
Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Institutional Learning Outcomes	Annual SEI and GSI Assessments	Indirect/Formative	Spring 2020
Undergraduate Bible Core	BH-103 Biblical Interpretation	Formative/Direct	Summer 2020
	OT-301 Analysis of Genesis	Formative/Direct	Summer 2020
	NT-245 Analysis of Romans	Formative/Direct	Summer 2020
	TH-204 Doctrine of the Bible	Formative/Direct	Summer 2020
	TH-220 Systems of Theology	Formative/Direct	Summer 2020
	AP-201 Apologetics and Evangelism	Formative/Direct	Summer 2020
	Selected General Education Courses	Formative/Direct	Summer 2020
	Selected Degree Minor Specific Courses	Formative/Direct	Summer 2020
Capstone Courses	Bible Knowledge Exam	Summative/Direct	Summer 2020
	TH-451/2 Doctrinal Summary	Summative/Direct	Summer 2020

Graduate Bible Degrees			
Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Institutional Learning Outcomes	Annual SEI and GSI Assessments	Indirect/Formative	Spring 2019
Graduate Bible Core	BI-500 Survey of the Bible	Formative/Direct	Summer 2020
	NT-601 Analysis of Romans	Formative/Direct	Summer 2020
	BH-501 Hermeneutics	Formative/Direct	Summer 2020
	BH-508 Dispensationalism	Formative/Direct	Summer 2020
	PH-503 History of Philosophy and Worldviews	Formative/Direct	Summer 2020
	PM-505 Spiritual Growth & Discipleship	Formative/Direct	Summer 2020
	Selected Degree Specific Courses	Formative/Direct	Summer 2020
Capstone Courses	PM-471 Ministry Internship	Summative/Direct	Summer 2020
	RS-795/6 Doctrinal Synopsis	Summative/Direct	Summer 2020

Graduate Behavioral Science Degrees			
Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Institutional Learning Outcomes	Annual SEI and GSI Assessments	Indirect/Formative and Summative	Spring 2019
MFT/MACP Select Courses	CO-506 Counseling Techniques	Formative/Direct	Summer 2020
	CO-515 Counseling Theory 2	Formative/Direct	Summer 2020
	CO-504 Theories of Marriage & Family	Formative/Direct	Summer 2020
	CO-608 Research & Program Evaluations	Formative/Direct	Summer 2020
	Counseling Practicum Evaluations	Summative/Direct	Summer 2020
PSYD Select Courses	PY-801 Psychodiagnostics & Assessment	Summative/Direct	Summer 2020
	PY-807 Advanced Psychological Testing	Summative/Direct	Summer 2020
	PY-805/905 Dissertation Research and Statistical Methodology	Formative/Direct	Summer 2020
	PY-911/913 Doctoral Internships	Summative/Direct	Summer 2020
	PY-921 Doctoral Dissertation	Summative/Direct	Summer 2020

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	PLO	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. Core course assignments are evaluated by faculty utilizing assessment rubrics designed to evaluate educational effectiveness related to Program learning outcomes.

Degree Program Learning Objectives*	Selected Core Courses**	Assessment Scores
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**	Factor Analysis***	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

*** Scores taken from the annual SEI

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.

2018-2019 Assessment of Student Learning Activity and Reporting Schedule

Assessment Process	Type of Assessment	Deliverables	Assessment Schedule
Curriculum Review and Mapping	Syllabus Review	Summary Reports and Curriculum Matrix	Winter 2019
Assessment Rubrics for Core Course Assignments	Syllabus Review	Create Assignment Rubrics	Winter 2019
Faculty Orientation for Assessment of SLOs	Faculty Support	Faculty Orientation	Spring 2020
Faculty Assessment of Selected Core Course SLOs	Rubric-Based Direct assessments	Scored Rubrics	Summer 2020
Capstone Courses	Rubric-Based Direct assessments	Scored Rubrics	Summer 2020
Annual Degree Program Review	Selected Program Review	Program Review	Summer 2020
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Summary Report	Fall 2020
Annual Statement of Educational Effectiveness	Public Statement summary of SLO	Summary Report	Fall 2020
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summary Matrix	Fall 2020
Annual Review of the Assessment Plan	Plan Review and Revisions	Updated Assessment Plan	Fall 2020

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 identifying, suggesting, and implementing revisions based on an organized evaluation process.

A. Initial Review Orientation

1. The VP of Institutional Effectiveness organizes and administrates an annual Review Committee comprised of selected executive leadership and administrative 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 and as indicated by additional current institutional requirements and practices.
4. Include any newly adopted policies and procedures.
5. Document and Communicate all evaluation findings as they relate to compliance and completeness through the determined means set forth by the VP of Institutional Effectiveness.

C. Summary Review and Suggested Revisions

6. Present summary of review evaluations with supporting documentation.
7. Document recommendations for revisions that include rationale.
8. Submit for revisions for final approvals.
9. 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 Review.

B. Compilation of Institutional Effectiveness Data by Degree Program. The following data shall be collected for each degree program.

2. Enrollment numbers for the past 3-5 years
3. Retention Rates (unique student, Fall-to-Fall enrollment)
4. Completion/Graduation Rates (100% of degree length, 150% of degree length, and over 150%)
5. Placement Rates
6. Licensure/Exam Passage Rates
7. Current Graduate Alumni data including Work Status
8. Review Core Assessment findings (ESI, SEI, GSI, and AI)

C. Summary Review and Recommendations

9. Present summary of review findings with supporting documentation.
10. Document recommendations for implementation that include rationale.
11. Submit Summary Review to the executive leadership.

IX. Annual Review and Sustainability of Assessment

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 Institutional Effectiveness Summary

The following outline indicates the areas reported for the annual Institutional Effectiveness Review process. This annual summary ensures an on-going, integrative process that comprehensively evaluates institutional effectiveness.

- A. Review and Sustainability of Assessment
- B. Evaluations of Policies and Publications
- C. Evaluation of Student Services, Success and Retention
- D. Evaluation of Financial Condition and Management
- E. Evaluation of Facilities and Equipment

XI. Annual Implementation of Assessment Findings Summary

The following chart shall be used as a format for reporting the utilization and implementation of assessment findings in the improvement and revision of programs, curriculum, and processes promoting on-going development in institutional effectiveness.

Southern California Seminary Implementation of Assessment Findings 2017-2018						
Assessment Process	Date	Findings	Recommendations	New Goals / Changes for Improvement	Timeline for Implementation	Re-Assessment Date

XII. Annual Strategic Planning 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, 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.

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, 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.

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%

APPENDIX: Institutional Assessment and Effectiveness Checklists

The following checklists provide assessment benchmarks for conducting an on-going evaluation, review and revision process that ensures substantial compliance with accreditation standards, as well as promoting excellence in higher education outcomes. The department of Institutional Effectiveness monitors these areas and interfaces with the appropriate departmental personnel for quality assurance.

Assessment Checklist

1. The validity of the assessment tools used regularly by each department has been examined.
2. The institution uses a wide range of assessment tools.
3. The institution provides evidence of its accomplished academic goals by means of comprehensive exams, portfolios, student achievement statistics, senior capstone courses, national program accreditation exams.
4. There is a set of performance and quality standards for the institution.
5. The standards of performance and quality for the institution are reviewed biennially.
6. There is a continuous process in place for review and update of assessment instruments.
7. Training on assessment is provided on a continual basis to all departments.
8. Training in the assessment of learning outcomes is provided on a continual basis to all faculty.
9. The Biblical foundations or doctrinal statement appears in all official publications.
10. There is a regular and systematic assessment of academic curriculum.
11. There is a regular and systematic assessment of faculty.
12. There is a regular and systematic assessment of staff.
13. There is a regular and systematic assessment of students.

Institutional Effectiveness Checklist

1. A campus-wide institutional assessment plan that maintains a systematic, documented, and sustained assessment and evaluation process is in place and regularly used.
2. The assessment results of all core institutional surveys have been reported to the department heads and to the board.
3. Analysis and recommendations for improvement are included in each summary report.
4. Each office/department has a written mission statement. An annual review, revision, and approval process is in place for the review of the mission statement.
5. Each office/department has a written set of intended outcomes. An annual review, revision, and approval process is in place for the review of the mission statement.
6. The institution shows a commitment to diversity.
7. An assessment of the "value added" or longitudinal change in the core competencies is updated on a yearly basis.
8. The effectiveness of the budget process is reviewed annually.
9. There is an appropriate internal budgetary control structure in place.
10. A program is in place insuring that faculty and staff have the necessary technology skills.
11. There is appropriate security access to data that adheres to FERPA is in place.
12. All faculty, staff, and students are given a careful review of the FERPA regulations each year.
13. There is collaborative decision-making across departments on a regular basis.
14. Assessment of the strategic planning process is conducted on a yearly basis.
15. The support staff is sufficient in number and competence to adequately support administrative and academic functions of the institution.

16. The computer technology is adequate to support the staff and its administrative service functions.
17. Up-to-date policy and procedures manuals are available for all areas.
18. The percentage of faculty with accredited terminal degrees meets accreditation standards.
19. All faculty members hold at least a master's degree with 18 graduate hours in the discipline of the teaching assignments.
20. The policy regarding the ratio of full-time faculty and part-time faculty has been established and is followed.

Academic Checklist

1. The Faculty Handbook is updated annually.
2. Faculty rights and responsibilities are clearly stated in the Faculty Handbook.
3. Academic policies and procedures are current and clearly stated.
4. A curricular process is established and fully functioning.
5. The degree level of the curriculum and the curriculum are congruent.
6. There is a written process for faculty development and academic freedom.
7. The Faculty promotion criteria are clearly stated in the Faculty Handbook.
8. An examination of course proliferation / duplication has been made.
9. The general education core is appropriate for the degree programs offered.
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. The pre-class assignments for modular courses are in place a minimum of 30 days prior to the beginning of the course.
14. A calculation of the average grades of the graduates each year has been completed.
15. The faculty performance reviews are collected and reviewed on a regular basis in the dean's office.
16. There is at least a biennial review of the faculty performance criteria.
17. The faculty performance criteria encourages and supports the dedication of time and energy to undergraduate teaching and reflects that such teaching is the central job and concern of the institution.
18. The results of a review of the "core competencies" -including written communication, mathematical analysis, scientific literacy, critical thinking, oral communication, and technology- have been published. This review should take place on a triennial cycle.
19. The learning outcomes for graduates of each program have been reviewed.
20. The learning outcomes align with the stated mission, goals, and objectives.
21. The learning outcomes have been approved by the faculty and Board of Trustees.
22. The learning outcomes have been stated in all appropriate publications and websites.
23. The statements of general skills include rationale for each requirement and a statement of how the fulfillment of that requirement is accomplished and assessed.
24. All programs show a commitment to diversity.
25. The faculty / student Ratio has been calculated.
26. The faculty load has been calculated.

27. The faculty load indicates a reasonable academic load for all faculty.
28. The library has a printed manual.
29. The library is adequate to support the curriculum, faculty, and number of students.
30. The library materials are standardized.
31. The library staff is qualified.
32. Remedial support is provided for under prepared students.

Enrollment Management Checklist

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 committee 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 in the last three years.
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

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.
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 this 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 and crisis procedures are clearly outlined and displayed.
14. A 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 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

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

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

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 program 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. Labs are well designed with safety precautions.
13. Labs are adequately equipped.
14. There are budget considerations for acquisition, maintenance, and replacement of equipment that supports academic programs.
15. All facilities have been approved in writing by the appropriate state and local agencies.
16. The use of the facilities is controlled by the institution.
17. The facilities are efficiently used.