



Assessment Plan  
2019-2020

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# I. Institutional Assessment: Introduction and Overview

## Introduction and Purpose

The purpose of an assessment plan is to determine the degree to which we achieve our own mission and objectives. What we measure are two types of objectives: outcomes assessment refers to measurement of student learning (i.e., the value added to students in the areas of our stated intentions), and institutional effectiveness (i.e., the objectives for each administrative department). The assessment plan aligns the institutional objectives instruments and processes required to provide evidence of levels of achievement, as well as who administers the instruments to whom and when.

An assessment plan is a crucial part of a continuous quality improvement process. Each year we conduct research that shows us strengths and weaknesses. From the analysis of this data, we write suggestions for change so that we can better achieve our mission and objectives (or take advantage of opportunities that arise because of strengths we identify). Upon final approval, the suggestions are placed in the annual revision of our five-year, strategic plan. Thus, assessment impacts planning. The planning is included as a part of budgeting process. The final step is monitoring the achievement of the five-year plan (e.g., a monthly check of whether each person is on schedule with his or her assigned items from the five-year plan). Thus, the assessment plan causes the institution to progressively determine ways to move toward achieving the mission and objectives.

## Assessment Overview

Kernel University currently utilizes an institutional assessment program that maintains a systematic, documented, and sustained assessment and evaluation process. The assessment process is designed to increase the data flow throughout the institution, and facilitate data-driven decision-making and implementation at all levels.

## Institutional Assessment - Data Gathering and Analysis

Kernel University utilizes a regular cycle of core assessment instruments. These instruments measure various areas of organizational functioning, institutional effectiveness and student learning outcomes related to the identified mission, goals, and objectives of Kernel University, and provide 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 measures of student learning outcomes at the institutional, programmatic, and course levels

## Institutional Assessment - Implementation and Reporting

The goal of the assessment process is to collect, analyze 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 appropriate administrative leaders 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. On-going professional development is provided through assessment training, data support, and suggestions for best practices to all appropriate personnel, forums, and committees as directed by the executive leadership. Assessment data and reports are distributed to all necessary personnel based on executive leadership request and approval.

## II. 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 throughout the assessment plan categories, reporting, and analysis including: institutional SWOT analyses, program reviews, student learning, student support services, student retention, library and learning resources, and administrative services.

### 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/CEO
- Evaluation of Institutional Mission and Purpose
- Evaluation of Staff (based on Job Descriptions)
- Annual Affirmations
- Annual External Financial Audit

### C. Academic Assessment

The academic assessment instruments and procedures address four primary domains:

- Faculty Evaluation and Development
  - Faculty Self-Evaluations
  - Faculty Supervisor Evaluations
  - Course Evaluations
  - Review of the Instructional Staff Listing (ISL)

- Curriculum Development and Review
  - Syllabus Development and Evaluation
  - Degree Program Review
- Student Learning/Program Learning Outcomes
  - Undergraduate Selected Courses
  - Undergraduate General Education Selected Courses
  - Bible Knowledge Exam
  - Undergraduate Capstone Essay
  - Graduate Program Selected Courses
  - Graduate Capstone Paper
  - Spiritual Disciplines Survey
  - Wesleyan Wellness Profile

#### **D. Learning Resources**

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

- Student Library Survey
- Faculty Evaluation of Library Holdings

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

The Institutional assessment instruments address four primary domains:

- Evaluation of Publications and Policies
- Evaluation of Planning processes
- Evaluation of Budgeting processes
- Evaluation of Facilities Usage and Equipment (Includes IT)

#### **F. Annual Reports**

- Annual Summary of Student Learning Outcomes
- Annual Statement of Educational Effectiveness
- Annual Implementation of Assessment Findings Summary
- Annual Institutional Effectiveness Summary
  - Evaluation of Publications and Policies
  - Evaluation of Student Services, Success, and Retention (IE Standards)
  - Evaluation of Financial Condition and Management
  - Evaluation of Facilities and Equipment
  - Evaluation and Review of the Assessment Plan

### III. Assessment Schedule

#### Institutional Assessment Schedule

Area of Assessment	Assessment Process and Instruments	Assessment Schedule	
Core Institutional Instruments	Entering Student Inventory (ESI)	Fall 2019	
	Student Experience Inventory (SEI)	Spring 2019	
	Graduating Student Inventory (GSI)	Spring 2019	
	Alumni Inventory (AI)	Spring 2019	
	Faculty Satisfaction Inventory (FSI)	Spring 2019	
Organizational Assessment	Board of Trustees Self-Evaluation	Spring 2019	
	Evaluation of Institutional Mission and Purpose	Spring 2019	
	President/CEO Evaluation	Spring 2019	
	Staff Self-Evaluations	Winter 2019	
	Staff Supervisor Evaluations	Winter 2019	
	Annual Affirmations	Spring 2019	
	Annual Financial Audit	Fall 2019	
Academic Assessment	Faculty Self-Evaluations	Winter 2019	
	Faculty Supervisor Evaluation	Winter 2019	
	Course Evaluations	Each Semester	
	Review of the ISL	Summer 2019	
	Degree Program Review	Summer 2019	
	Undergraduate Program Selected Courses	Summer 2019	
	Undergraduate Senior Capstone Essay		
	Graduate Program Selected Courses	Summer 2019	
	Graduate Senior Capstone Paper	Summer 2019	
	Spiritual Disciplines Survey	Summer 2019	
	Wesleyan Wellness Profile	Summer 2019	
	Annual Student Learning Summary	Fall 2019	
	Annual Statement of Educational Effectiveness	Fall 2019	
Learning Resources	Student Library Survey	Spring 2019	
	Faculty Evaluation of Library Holdings	Summer 2019	
	Library Annual Report	Spring 2019	
Institutional Effectiveness	Evaluation of Strategic Planning and Budgeting	Summer 2019	
	Evaluation of Publications and Policies	Summer 2019	
	Evaluation of Student Success and Retention		
	Evaluation of Financial Condition and Management	Summer 2019	
	Evaluation of Facilities and Equipment		
	Evaluation and Review of the Assessment Plan	Fall 2019	
	Annual Implementation of Findings Summary	Fall 2019	

## IV. Assessment of Student Learning Outcomes

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

### Assessment of Student Learning Outcomes Schedule

Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Core Institutional Instruments	Institutional Student Learning Outcomes (SEI and GSI)	Indirect/Formative and Summative	Spring 2019
B.Th. Program	Selected Biblical Studies Courses	Formative/Direct	Summer 2019
	Selected Professional Studies Courses		
	Selected General Education Courses	Formative/Direct	Summer 2019
	Bible Knowledge Exam	Summative/Direct	Spring 2019
	Personal Development Assessments	Summative/Direct	Spring 2019
	Capstone Portfolio Essay	Summative/Direct	Summer 2019
M.Div. Program	Selected Biblical Studies Courses	Formative/Direct	Summer 2019
	Selected Theological Studies Courses	Formative/Direct	Summer 2019
	Selected Biblical Studies Courses	Formative/Direct	Summer 2019
	Selected Practical Theology Courses	Formative/Direct	Summer 2019
	Selected General Studies Courses	Formative/Direct	Summer 2019
	Personal Development Assessments	Summative/Direct	Summer 2019
	Capstone Portfolio Paper	Summative/Direct	Summer 2019

## Assessment of Institutional Objectives

Institutional Objectives	Measurement	B.Th. Program
Equipped with Academic Resources	1. Academic enrichment as demonstrated by satisfactory academic progress in current and in more advanced degrees	1. Academic progress will indicate that students have satisfactorily accomplished a broad understanding of liberal arts as demonstrated by successfully completing a minimum of 36 credits of general education from four subject areas 2. The alumni survey will be utilized to determine acceptance into Masters level programs of graduates who apply to M.Div. or other masters-level theological studies programs. An 80% acceptance rate is considered to meet this indicator. 3. Retention and completion rates will be evaluated annually and benchmarked to TRACS Institutional Requirements.
Equipped with Professional Resources	1. Professional development as demonstrated on alumni surveys by professional and volunteer work in students' fields of study 2. An enhanced understanding of the purposes for which God designed them as demonstrated by a capstone project based on various assessments (e.g., career and personality tests, spiritual gifts tests, 30 Personality Assessment), a study of opportunities in their field of study, and an overview of the work in their field.	1. That alumni surveys will show that 40% of 3-year alumni will be serving churches in paid or volunteer positions that involve teaching, leading or other significant duties. 2. Capstone Essay integrating findings from assessments, critical self-reflection, and practical application. Essays provide a direct measure of student learning, and are assessed utilizing a comprehensive assessment rubric and evaluated through a faculty involved process. 3. Direct assessment of selected core Bible and General Education course assignments as embedded assessments.
Equipped with Spiritual Resources	1. Biblical and theological knowledge as demonstrated by seniors completing the ABHE Bible Knowledge Post-test.	1. Bible Knowledge post-test scores demonstrating 25% improvement over the freshmen Pre-test scores.

	<p>2. A growing commitment to spiritual growth as demonstrated by seniors and alumni having higher scores than freshmen on the Spiritual Disciplines surveys and Wesleyan Wellness Profile.</p>	<p>2. A growing commitment to spiritual growth as demonstrated by pre-, post- and alumni Spiritual Disciplines surveys and Wesleyan Wellness Profile results, as compared with national norms.</p> <p>3. Capstone Essay integrating findings from assessments, critical self-reflection, and practical application. Essays provide a direct measure of student learning, and are assessed utilizing a comprehensive assessment rubric and evaluated through a faculty involved process.</p> <p>4. Direct assessment of selected core bible and General Education course assignments as embedded assessments.</p>
	<p>3. An understanding of biblical principles related to meeting and seeking God, as demonstrated by the capstone portfolio essay</p>	

## Assessment of Institutional Objectives

Institutional Objectives	Measurement	M.Div. Program
Equipped with Academic Resources	1. Academic enrichment as demonstrated by satisfactory academic progress in current and in more advanced degrees	1. Retention and completion rates will be evaluated annually and benchmarked to TRACS Institutional Requirements. The alumni survey will be utilized to determine acceptance rates of graduates who apply to D.Min. or other doctoral-level theological studies programs An 70% acceptance rate is considered to meet this indicator.
Equipped with Professional Resources	<p>1. Professional development as demonstrated on alumni surveys by professional and volunteer work in students' fields of study</p> <p>2. An enhanced understanding of the purposes for which God designed them as demonstrated by a capstone project based on various assessments (e.g., career and personality tests, spiritual gifts tests, 30 Personality Assessment), a study of opportunities in their field of study, and an overview of the work in their field.</p>	<p>1. That alumni surveys will show that 70% of 3-year alumni will be serving churches in paid or volunteer positions that involve teaching, leading or other significant duties.</p> <p>2. That alumni surveys will show that 30% of 3-year alumni will have been ordained</p> <p>3. Portfolio Assignment assessment will include direct measures of related student learning outcomes utilizing a comprehensive assessment rubric and evaluated through a faculty involved process.</p> <p>4. Capstone Portfolio Paper integrating findings, critical self-reflection, and practical application. Essays provide a direct measure of student learning, and are assessed utilizing a comprehensive assessment rubric and evaluated through a faculty involved process.</p> <p>5. Direct assessment of selected core course assignments as embedded assessments.</p>
Equipped with Spiritual Resources	<p>1. An understanding of biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay.</p> <p>2. A growing commitment to spiritual growth as demonstrated by the Spiritual Disciplines surveys and Wesleyan Wellness Profile.</p>	<p>1. Capstone Portfolio Paper integrating findings, critical self-reflection, and practical application. Essays provide a direct measure of student learning, and are assessed utilizing a comprehensive assessment rubric and evaluated through a faculty involved process.</p> <p>2. A growing commitment to spiritual growth as demonstrated by pre-, post- and alumni Spiritual Disciplines surveys and Wesleyan Wellness Profile results, as compared with national norms.</p>

### 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. Equipped with Academic Resources					
2. Equipped with Professional Resources					
3. Equipped with Spiritual Resources					
Composite Score					

GSI: Graduating Student Inventory Data (Indirect Measures)

SEI: Student Experience Inventory Data (Indirect Measures)

CE: Course Evaluations (Indirect Measures)

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

### 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.			

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

## 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.

B.Th. Degree Program Learning Outcomes*	Selected Courses**	Assessment Scores
1. Students will be able to communicate effectively in writing that is clear, coherent, well-developed and expressive of complex thought.		
2. Students will be able to articulate fundamental issues that frame the academic study of religion by constructing well-formed arguments to describe, analyze or explain Biblical theologies and theories including texts.		
3. Students will grow in ministerial and public leadership skills, professional and ministerial ethics, the ability to think theologically about the practice of ministry and the development of habits of lifelong learning.		
Composite Score		

M.Div. Degree Program Learning Outcomes*	Selected Courses**	Assessment Scores
1. Students will gain a comprehensive understanding of scripture and the theological traditions of the Christian faith.		
2. Students will be able to creatively engage cultural realities in order to facilitate thriving church communities and accomplish the mission of the church.		
3. Students will develop graduate level ability in ministerial and public leadership skills, professional and ministerial ethics, the ability to think theologically about the practice of ministry and the development of habits of lifelong learning.		
Composite Score		

\* The program objectives are published in the current Catalog.

\*\* Selected courses include comprehensive assignments that serve as measures of direct assessment of student learning outcomes 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.				
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 Academic 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 2019
Faculty Assessment of Selected Core Course SLOs	Rubric-Based Direct assessments	Scored Rubrics	Summer 2019
Capstone Courses	Rubric-Based Direct assessments	Scored Rubrics	Summer 2019
Annual Degree Program Review	Selected Program Review	Program Review	Summer 2019
Annual Summary of Student Learning Outcomes	Integration and analysis of all indirect and direct measures of SLO	Summary Report	Fall 2019
Annual Statement of Educational Effectiveness	Public Statement summary of SLO	Summary Report	Fall 2019
Implementation of Assessment Findings	Summary of curriculum review and revisions	Summary Matrix	Fall 2019
Annual Review of the Assessment Plan	Plan Review and Revisions	Updated Assessment Plan	Fall 2019

## V. 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.

## VI. Assessment of Publications and Policies

The following section outlines the annual review and revision of the institutions Publications and Policies. This annual review provides a structure for indentifying, suggesting, and implementing revisions based on an organized evaluation process.

### A. Initial Review Orientation

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

### B. Review of the Publications and Policies

3. Review assigned standards on Publications and Policies as published in the TRACS Accreditation Manual.
4. Document and Communicate all evaluation findings as they relate to compliance and completeness through the determined means set forth by the Director of Institutional Effectiveness.

### C. Summary Review and Suggested Revisions

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

## VII. 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 Director 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.

## VIII. Annual Assessment Plan Review

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?

## IX. 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.)
9. Facilitate and collect data from all internal constituent groups, alumni, and public Interests.

### D. Strategic Plan Update Report

10. Present summary of findings (Goals reached, GAP analysis, SWOT analysis, etc) with supporting data.
11. Formulate recommendations for the strategic plan revisions that include rationale, supporting data, stated goals, estimated costs, metrics and time-lines
12. Submit budget for funding updated strategic planning objectives
13. 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%