

Institutional Assessment Plan



Central
Christian
College of
Kansas

Office of the President
Revised: Spring 2020

Institutional Assessment Plan: Central Christian College of Kansas
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Central Christian College of Kansas

Institutional Assessment Plan

Mission Alignment & Purpose

Institutional Mission: Christ-centered education for Character

Purpose of the Institutional Assessment Plan: To provide a guiding document that articulates the plans, procedures, and policies regarding a comprehensive strategy for assessment and improvement of College functions in relation to its mission. As such, it is a living document and will be modified as assessment informs the process.

Purpose of the Office of Institutional Effectiveness: To support the mission of the College by collecting and analyzing data in order to inform, evaluate, and enhance the work of the College. It serves as a resource center for the assessment initiatives of the College, including operations, as well as academics.

History of Assessment

Assessment has long been a part of the culture of the College. Multiple testimonials received following Comprehensive Visits from the Higher Learning Commission (HLC) praised the depth of data collection undertaken by the College. As the College moves forward it continues to build upon the early foundations.

In 2004, the visit team requested a Progress Report to be filed in 2006. This report was to focus on the connection between the data collected the College and the establishment of objective measures that could be directly tied to budgeting and planning. This initiative served as an impetus to integrate the assessment plan under the authority of the Vice President of Academics and the newly established Office of OIE. In addition, the Vice President of Academics expanded the role of the Academic Affairs Committee, to also include the task of assessment and was renamed the Academic Affairs and Assessment Committee.

The development of the *2006 Progress Report on Assessment* was a beneficial process in reviewing and defining assessment on a campus wide level and related all assessment to College planning. The process provided the catalyst to further introduce faculty to assessment practices. Each department provided a customized assessment plan based on outcomes identified by the faculty related to that department. This level of faculty input has been instrumental in the ongoing assessment plan of the College. In addition, the lessons learned in the development and administration of the 2006 assessment plan has been crucial in sharpening the assessment process and establishing its importance in the life of the College. The constituency of the College has been growing accustomed to the role of intentional assessment as a way to inform ongoing practices and policies. Much of what was presented in the 2006 report has been reviewed and modified, as the assessment process has been integrated into the work of the College. In addition, changes in personnel, mission, and strategy of the College have affected the role, administration, and process of assessment.

The opportunity afforded by the 2006 Progress Review helped the College recognize three distinct levels of assessment health, as illustrated below. Typically, operations of the College fall into one of the three described categories regarding the strength of assessment. This understanding enabled the constituency of the College to target specific areas for development and improvement.



The administrative staffing changes that have occurred since 2010 has provided the leadership to review the assessment methods utilized as an outcome of the 2006 Institutional Report. While the 2006 assessment plan provided a strong theoretical base concerning the practice of assessment, the plan was department specific and lacked the mechanics needed to carry out campus-wide assessment. As such, this document will highlight modifications and adjustments made in response to data collected since the 2006 plan was enacted.

Furthermore, this document will emphasize revisions in the processes, tools, and policies driven by the lessons learned in the implementation of the 2006 Assessment Plan. The goal of this document is to provide a roadmap that will allow the College to further assess and adjust its effectiveness in fulfilling its mission, strategy, and goals, through the self-study process and on into the next Pathway checkpoint.

During the 2015-2016 academic year, after most major academic departments had moved through the Quadrennial process at least once, enhancements were made to the process to provide a clearer focus on academic assessment of the program's respective courses and learning outcomes, rather than program review. While the intent of the Quadrennial process is to promote program review, it should result in assurance of departmentally articulated outcomes.

Assessment Overview

The goal of institutional assessment serves to measure the effectiveness of the organization in producing its articulated outcome(s). In order to achieve this, there must be a systematic collection of data, which in turn requires scientific analysis and interpretation. The College has adopted the following process to illustrate its assessment cycle:



While the primary focus of assessment is to improve and sustain the ability of the College to produce its stated outcomes, the target of its work is manifold. Students populate the principal audience that most of the work of the College is directed. However, the College recognizes that the effects of its work move far beyond the development of each individual student. The work of the College can and does have global consequences and it must recognize its responsibility to both the individual and the greater global community. Therefore, assessment is both student-centered and globally minded.

In the same way, the mission of providing a Christ-centered education for character is not just the responsibility of the faculty. All operations of the College are focused on the fulfillment of the mission. Therefore, all aspects of the College (Operations, Athletics, Co-Curricular Programs, Food Service, etc.) are engaged in assessment in order to ensure that each is in alignment with the mission.

One of the major transitions that occurred as a result of the 2006 review of assessment was an intentional use of data to inform decision making across the campus. Prior to this time Central Christian College had a proven track record of a viable data collection process, which resulted in one of the most comprehensive data books utilized by a private college. For a number of years, this rich data source was used by the leadership of the College to verify and track the health of the institution. However, though the information was readily available to the general population of the college, it was not utilized. A connection between the collection of the data, the interpretation of the data, and its use to influence decision-making has only recently been appreciated.

This is one reason why a number of recent modifications have occurred to the assessment operations of the college. As faculty and staff have ascertained the usefulness of the data, more robust reporting and tracking have been requested.

Greater attention to analysis and the ability to provide data to assist in decision-making have placed greater demands on the Office of OIE, which is viewed as a positive transition for the college.

To assist in the collection, analysis, and application of data collection Central Christian College has appointed the following:

- **President**

One of the roles of the President is to serve as the Director of OIE. This individual oversees all assessment operations and ensures that assessment practices remain a primary aspect of the campus culture. This individual serves as a link between academics and operations. This individual also serves as the Accreditation Liaison Officer with the Higher Learning Commission.

- **Institutional Effectiveness Analyst**

The IEA oversees operations related to the collection and analysis of data in order to provide insight, assessment, and recommendations to advance the mission of the college. This individual manages the storage and retrieval systems, allowing for the systematic use of data, including internal and external data used for comparative research.

- **Department Chairs**

In cooperation with the President, Academic Dean and the IEA, Department Chairs and Program Directors serve as the primary assessment team for academics. These individuals complete the annual and quadrennial assessment reports, in conjunction with faculty assigned to that Chair.

- **Implementation Team**

Understanding that assessment is the responsibility of every individual associated with College operations, the assessment plan assumes that all employees of the College are members of the implementation team. Specific individuals and groups include:

- Board of Trustees
- President
- Deans of the institution
- President's Cabinet
- Directors
- OIE Officer
- Office Managers
- Council on Assessment and OIE
- Academic Affairs and Assessment Committee
- Academic Departments
- Faculty
- Staff
- Students

- **Council on Assessment & Institutional Effectiveness**

The Council on Assessment and Institutional Effectiveness (CAIE) is the primary administrative team charged with oversight of institutional-wide assessment activities and initiatives. Primarily, the council has the responsibility to facilitate the assessment activities of the College. This includes the development and

enforcement of policy, investigation and application of best practices, identification of areas needing analysis, and recommendations for improvement.

Realizing, that the primary concern for student learning is the responsibility of the faculty, CAIE assists the Academic Assessment and Affairs Committee in assessment processes related to academics. This allows the Academic Assessment and Affairs Committee to maintain primary oversight of student learning, but recognizes the environment of shared governance and the role of academics within the overall mission of the College. A description of the Academic Assessment and Affairs Committee can be found later in this document.

Specific outcomes that are the responsibility of the Council on Assessment and OIE include:

- Publication of an annual Data Book
 - Institutional Data
 - Summary of Assessment Activities
- Maintaining and executing an Institutional Assessment Plan
- Recommending assessment procedures and policies
- Monitoring and suggesting assessment related tools appropriate to the assessment goals of the College
- Provide support and resources for assessment activities
- Evaluate assessment initiatives and provide feedback for development and improvement

Membership:

- President (Chair)
- Institutional Effectiveness Analyst
- Dean of Admissions and Marketing
- Executive Assistant to the President
- Librarian
- Director of Finance
- Chair of General Education

- **Academic Affairs and Assessment Committee**

The Academic Affairs and Assessment Committee (AAAC) is tasked with the responsibility to oversee academically related assessment activities. Their primary charge is to guarantee that academically related assessment activities are executed consistently and effectively for the purpose of improving student learning. Membership is defined in the Faculty Manual.

Assessing Outcomes

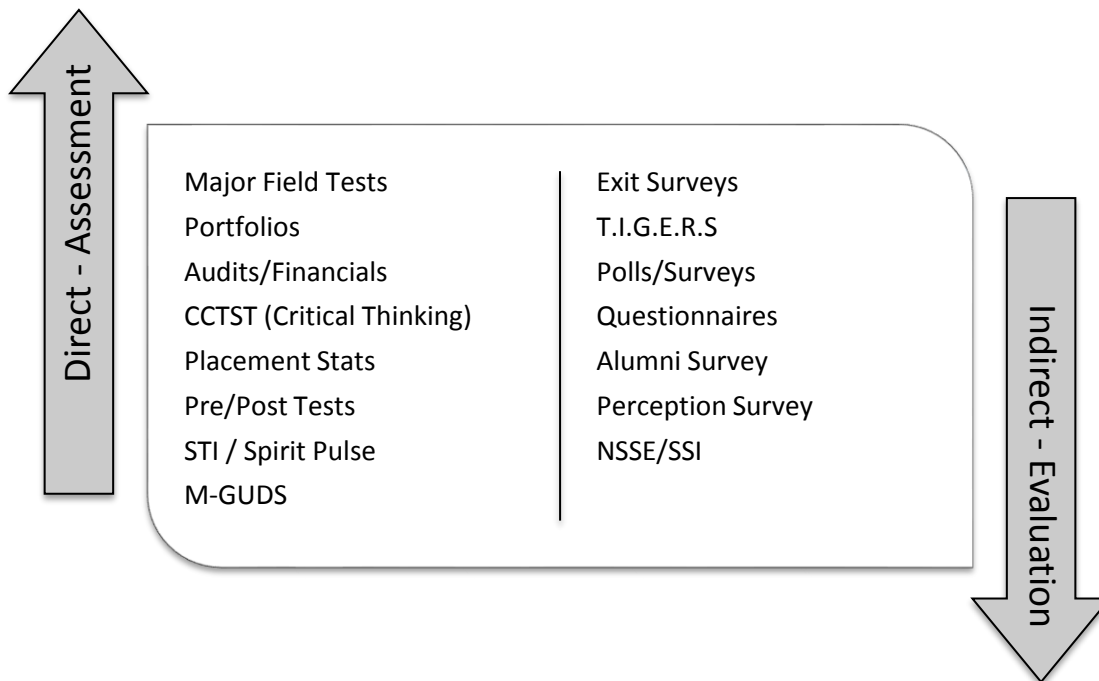
The *Strategic Plan* articulates the outcomes of the institution. It serves as the primary reference document related to institutional assessment. CAIE monitors the two type of outcomes articulated in the *Strategic Plan*, namely:

1. Performance: The four character virtues, which serve as the virtues toward which the college presumes every student should demonstrate progress during his or her residency and beyond.
2. Operational: These criteria will serve as measures concerning the college's ability to functionally support the mission and outcome of the College.

Specific Measures and Assessment Tools

In an effort to best assess all outcomes, the College utilizes direct and indirect measures. Where appropriate and feasible, these measures are used in tandem to provide a multi-dimensional approach to assessment. Otherwise, the most appropriate type of measure is used. The difference between the two measures can best be describes as:

- Direct: Assessment data derived from a rubric or empirical measure of performance. Direct measures would include objectives tests, standardized tests, performance evaluations based on a rubric (Internship, practicum, seminar), projects, assignments, and grades related to capstone assignments.
- Indirect: Assessment data derived from opinion (evaluative) or not derived from assessment based on an established rubric. Indirect measures would include surveys, interviews, and demographic data.



Academic Instruments & Tools

There are a number of different data points that Central Christian College has identified as important to the assessment process. These are illustrated in the table below.

Points of Assessment	Student Status			
	Pre-Enrollment	Enrollment		Post-Enrollment
		Course Related	Enrollment Related	
Assessment Instrument & Tools	<ul style="list-style-type: none"> • Demographics • H.S. GPA • ACT/SAT • SMARTER Measure (SPE) 	<ul style="list-style-type: none"> • Assignments • Attendance • First Year Seminar (Grade) • Major Related Grade • Final Grades 	<ul style="list-style-type: none"> • CCTS • GPA • Retention • Internships • Senior Essay • Licensure and Certification Exams • Exit Survey • Capstone Projects • Faculty Performance (TIGER) • Major Field Test • SAP • NSSE/SSI 	<ul style="list-style-type: none"> • Alumni Survey <ul style="list-style-type: none"> ○ Salary ○ Graduate Entry ○ Major Persistence ○ Vocational Satisfaction

The next table presents a more specific description of the assessment processes used to collect identified data points. Full descriptions of many of these instruments can be found elsewhere in this plan.

Entry Level Assessment

Instrument	Timetable	Population	Purpose	Monitor
High School Class Rank	Pre-Enrollment	Incoming Freshmen	Identify high risk students	Student Success
Incoming GPA	Pre-Enrollment	Incoming Freshmen (Transfers)	Identify high risk students	Student Success
ACT/SAT	Pre-Enrollment	Incoming Residential Freshmen (Transfers)	Provide a baseline for general knowledge and placement data	Admissions Liaison
Entry Survey	Freshman Seminar	Freshmen	Baseline for Student Satisfaction	VP of Enrollment
First Year Seminar	First semester	Freshmen/Transfers	College Success Skills	VP of Enrollment
Writing Program: Step I	Final Paper in College Writing & Research (starting FA18, it will be English Composition II)	Freshmen	Provide a baseline score using <i>Rubric for Essays</i>	AAAC
NSSE	Bi-Annually	Freshman/Seniors	Identify Engagement Measures	OIE

Mid- Level Assessment

Instrument	Timetable	Population	Purpose	Monitor
SAP	Each Semester	All Students	Identify Academic Progress	Registrar
SSI (SAS)	Bi-annually	All Students	Identify Satisfaction Levels	OIE
SSI (SPE)	Bi-annually	All Students	Identify Satisfaction Levels	OIE
Retention	Annually	All Students	Enrollment Trends	OIE

Outcome-Level Assessment

Instrument	Timetable	Population	Purpose	Monitor
Major Field Test	Conclusion of Capstone or last semester of Senior Experience	Graduating Seniors	Measure major related knowledge acquisition	Appropriate Department Chair
CCTS: Critical Thinking & Reading	Senior Assessment Day	Graduating Seniors	Measure outcomes related to General Education	OIE
Capstone/Internship	Senior Year	Seniors	Assess synthesis and Meta-cognitive levels of knowledge acquisition	Appropriate Department Chair
Exit Survey	Senior Assessment Day	Seniors	Assess Learning Outcomes (Diversity Scale and Fit Four Perception)	OIE
Alumni Survey	Each Summer	Alumni: First year and every five after that.	Assess successful application of educational experience	OIE
NSSE	Bi-Annually	Freshman (SAS)	Identify Engagement Measures	OIE
SAM/IPEDS	Annually	Graduates and Continuing	Completion Rates	OIE

Operational Assessment

The following chart illustrates the current assessment tools that are being utilized to derive data for Operational Assessment. These only represent instruments or measures used throughout the institution. Many departments utilize other resources to derive data.

Instrument	Timetable	Population	Purpose	Monitor
T.I.G.E.R.S.	Conclusion of each course	All Students	Measure course and teacher efficacy	OIE and SPE
Annual Report to the Dean	Conclusion of the Spring Semester	Full-time Residential Faculty	Assess professional development and engagement	Academic Dean
Departmental Reports	Quadrennial	Department Faculty & Staff	Assess departmental operations and Student Learning Outcomes	Appropriate Department Chair

Assurance Argument	As Determined	College Constituency	Comprehensive evaluation of all College related operations	President
Entry/Exit Survey	Entry: Freshmen Exit: Graduates	Students	Assess development in the Fit Soul dimension.	OIE
Intent to Return Survey	Annual each fall and spring	Residential Students	Informs budget planning and retention strategies	Chief of Student Affairs
Operational Assessment	Quadrennial	Appropriate Staff	Assess operational efficacy and mission relatedness	President & CAIE
Ownership Report	Quarterly	Institutional	Inform the Board of Presidential and Institutional compliance	Board of Trustees
Retention Figures	By Semester and Annually	Student Body (Online, Traditional, Concurrent)	Enrollment trends	Chief of Student Affairs
Data Book	Annually	Institutional	Obtain data concerning the total work of the College	OIE
Alumni Survey	Annually – Perennial	Alumni	Vocational & educational placement rates. Relevance of education. Fit-Four effect.	OIE
Board Survey	Triennial	Board Members	Ascertain effectiveness of Board and understanding of role.	Board of Trustees
Annual Report to the Dean*	Annually	Full-time Residential Faculty	Mission compliance, Course Level Assessment	Academic Dean
Departmental Budget Requests*	Annually	Full-time Residential Faculty	Determine annual goals, mission harmony, and budgetary planning data	Department Chairs & Academic Dean
CFI	Annually	Institutional	Determine Financial Health as defined by the Department of Education	Board & President
Presidential Review Survey	As Determined by the Board	Board Members	Determine presidential effectiveness	Board

*These instruments are used for academic assessment, but are not direct measures of student progress.

Assessment Activities/Collection

In order to assure that all activities of the College are assessed in light of the universal outcomes stated above, a quadrennial assessment schedule has been adopted. While each office and department is required to engage in regular assessment activities, this schedule denotes when the Office of the President will require a comprehensive report to be submitted to the Office of OIE.

The schedule includes all activities of the College. Therefore, the schedule illustrates academic and non-academic assessment activities. Specific requirements associated with the process are outlined elsewhere in this document. This schedule is presented for illustrative purposes only.

Academic	Operations
Due Aug. 1st, 2019 (Years: 2016-17 to 2018-19)	
<ul style="list-style-type: none"> • Communicative Arts 	<ul style="list-style-type: none"> • Admissions • Development • Technology • Student Services • Dual-Credit • Success Center
Due Aug. 1st, 2020 (Years: 2017-18 to 2019-20)	
<ul style="list-style-type: none"> • Social Science (SPE & SAS) • Natural Science 	<ul style="list-style-type: none"> • Business Office • Athletics • Student Housing • International
Due Aug. 1st, 2021 (Years: 2018-19 to 2020-21)	
<ul style="list-style-type: none"> • Music • General Education (including English) 	<ul style="list-style-type: none"> • Experiential Learning • Operations • Financial Aid
Due Aug. 1st, 2022 (Years: 2019-20 to 2021-2022)	
<ul style="list-style-type: none"> • Business (SAS & SPE) • Education • Ministry 	<ul style="list-style-type: none"> • Registrar • Library

Quadrennial Review Process

- 1) Chair meets with IEA for quadrennial expectations
- 2) Submit Draft to Academic Dean/IEA or CAIE depending on the type of department: Academic Dean/IEA or CAIE will make comments and return to chair

- 3) Submit Final Draft of Quadrennial to AAAC or CAIE & IEA: The document will be independently (committee & Dean or President) reviewed using the evaluative rubric
- 4) Merging the Evaluative Rubrics: AAAC review both rubrics making any decisions related to monitoring reports, needed assessments, or any other follow-ups outside of the required 3-year process.
- 5) AAAC submits report to Faculty and CAIE

Data Interpretation and Conclusions

The final phases of the assessment loop include the interpretation of data and the development of conclusions and recommendations. It is through these steps that data moves beyond the mere collection of numbers and is transformed into a fulcrum for improvement. In the Data Interpretation phase, the data is analyzed to determine patterns and relationships. Key questions include:

- What does the data tell us is happening?
- How does this data relate to data collected in the past?
- Are there trends?
- Are there correlations?
- Is any data idiosyncratic?

In the Data Interpretations and Conclusions phase, the data goes through another stage of analysis. This stage requires that the data be evaluated in light of the outcomes, goals, and trends desired by the College. It is in this stage that the following questions become important:

- Do current trends show support of desired outcomes?
- Is there evidence to support that achievement of desired outcomes is happening?
- Does the data show points of concern or degradation?
- Where data shows improvement, can specific catalysts be identified?
- Where data shows decline, can specific catalysts be identified?

Answers to these questions can assist the College in making recommendations regarding specific policies, procedures, departments, and operations. This largely becomes the task of the Council on Assessment, OIE (College Operations), and the Academic Affairs and Assessment Committee (Academic Operations).

Assessing Operations (Non-Academic)

The collection, analysis, and application of data are just as important for the non-academic areas of the College. Directors representing each of the operational departments of the College meet quarterly, with a Dean. Each director is responsible for submitting an update concerning operations under his or her oversight. The reports, which present dashboards, are used to evaluate standard operations. This reporting process allows for continual evaluation of operations.

Copies of these dashboard reports are maintained in a shared drive in the College. This allows the staff and faculty to access the data and remain cognizant of current data.

Position	Dashboard
Director of Maintenance	Current Projects (OTRS Requests), Status of Service Requests Update, Upcoming Projects
Institutional Effectiveness Analyst	Data Book Progress, Progress of Special Reports
Registrar	Transcript Processing, Transfer Audits, Degree Audits, Progress on Reports, Clearinghouse Status
Accountant	Reconciliation Status (Nine Funds)
Associate Director of Development	Phone Calls & Contacts, Pledges, Restricted Giving, Non-Restricted Giving, Estate Planning Appointments, Progress of Alumni Database Update
Director of Admissions & Marketing	Traditional Student Recruiting Data (Prospects, Applicants, Admits, Deposits), Athletic Recruiting, Departmental Recruiting
Director of Financial Aid	ISIR Processing, Packaging
Dean of Students	Student Activities, Calendar
Director of Student Success Center	At Risk Student Report
Director of Online Education	Online Admissions, Online Enrollment/Retention, and Curriculum Development
Director of Information Technology	Service Request Completion Rate, Project Status
Athletic Director	Results, Future Events, Special Events, Schedule, Compliance & Eligibility Issues

Food Services are evaluated annually as part of the contract with Creative Dining Services.

In addition to these reports, the operational departments of the College participate in appropriate internal assessment activities, as well as the quadrennial assessment process. The quadrennial process allows for comprehensive assessment concerning the operational efficacy and mission relatedness of each department or division. This process is overseen by the President, Institutional Effectiveness Analyst, and the appropriate Vice President and Departmental/Divisional Director.

Assurance Argument

In 2016, the CAIE instituted a parallel assessment matrix to the one used by academics. Like the academic quadrennial matrix, this non-academic matrix speaks directly to the Assurance Argument criteria, articulated by the Higher Learning Commission.

This approach was adopted to assist in the assembly of data and evidences needed to construct an informed Assurance Argument for the institution. A review of the standards (outlined below) will demonstrate that each of the standards are related to the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission.

Through this process, the department/division/office provides data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard.

In response to each standard, the appropriate office provides a brief narrative articulating compliance. In addition, each summary statement needs to be supported through specific data, artifacts, or evidences that validate the summary statement. These evidences can either be saved in an Evidence File or linked. The Evidence File serves as the primary means through which the department must substantiate in compliance with each standard.

In those cases, where data is not evident or does not support the standard, the editor will provide a remediation plan. This plan must provide a specific plan that the department will execute in order to bring the department under compliance. This plan should identify specific dates, data points, and resources needed to execute the plan.

Upon submission of the report, the Office of the President and CAIE will provide feedback. Each criteria receives a rating of MET, MET WITH CONCERNS, or NOT MET. Many times these ratings also receive direct comment. Departments can provide feedback or a response to the evaluation. This is strongly suggested for rating of NOT MET. Once all evaluations and responses are complete, the Faculty Senate receive a copy of all material for final recognition. In some cases, the department may need to provide an annual Monitoring Report to demonstrate progress.

Criterion One: Mission

- 1-A The institution's mission is broadly understood within the institution and guides its operations. The staff of this office know the mission and it influences their work.
- 1A1 The existence and function of this office are consistent with its stated mission.
- 1A2 The office's planning and budgeting priorities align with and support the mission.
- 1B1 The office clearly articulates its mission/purpose through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
- 1C2 The processes and activities of the office reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
- 1D3 The office engages with appropriate community needs and responds to their needs as its mission and capacity allow.

Criterion Two: Integrity: Ethical and Responsible Conduct

- 2A The office operates with integrity following established policies and processes for fair and ethical behavior on the part of its staff and operations.
- 2B The office presents itself clearly and completely to the public with regard to its programs, services, policies, costs, control, and relationships.

Criterion Three: Teaching and Learning: Quality, Resources, and Support

- 3C1 The office has sufficient numbers and continuity of staff to provide appropriate services.
- 3C2 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.
- 3D4 The office has the infrastructure and resources necessary to support its purpose.
- 3E1 Co-curricular programs, offered through this office, are suited to the institution's mission and contribute to the educational experience of its students.

- 3E2 Any claims made by programs sponsored by this office are demonstrated (evidenced), such as, community engagement, service learning, religious or spiritual purpose, and development.

Criterion Four: Teaching and Learning: Evaluation and Improvement

- 4C The office demonstrates a commitment to improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criterion Five: Resources, Planning and Institutional Effectiveness

The office's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The office plans for the future.

- 5A1 The office has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
- 5A4 Office staff are appropriately qualified and trained. (May be partially answered in 3C2)
- 5A5 The office has a well-developed process in place for budgeting and for monitoring expense.
- 5B1 The governance and administrative structure of the office promotes effective leadership and supports collaborative processes that enable the institution to fulfill its mission. Administration, faculty, staff, and students are involved in setting policy and processes through effective structures for contribution and collaborative effort.
- 5C1 The office allocates its resources in alignment with its purpose and priorities.
- 5C2 The office links its processes for assessment purpose, evaluation of operations, planning, and budgeting.
- 5C3 The planning process, used by the office, respects the institution as a whole and considers the perspectives of internal and external constituent groups.
- 5C4 The office plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
- 5C5 Planning anticipates emerging factors, such as technology, demographic shifts, and globalization.
- 5D1 The office develops and documents evidence of performance in its operations.
- 5D2 The office learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Assessing Academics

It is vital to note that the primary purpose of academic assessment is student learning. This suggests that though many elements of the academic process are assessed (e.g.: teacher efficacy, class loads, budget, etc.), the most crucial factor is how those elements affect student learning on a campus wide scale.

At the very core of the assessment structure are the Student Learning Outcomes (SLOs). These outcomes define the product of the academic operations of the College. Encapsulated in each outcome are assumptions about what knowledge a student should be able to recall, the extent to which he or she can apply that knowledge, and the degree to which the student can synthesize that knowledge into novel and effective responses to opportunities and challenges.

The College has defined Institutional Outcomes, which serve as the foundation with which all other outcomes must harmonize. When assessing academics, assessors will encounter multiple types of outcomes. However, from a missional perspective, the outcomes articulated by the Board serve as the primary outcomes of the College. The following list briefly describes other outcomes embedded in college operations:

- Institutional Outcomes: Define the expected knowledge that every student who graduates from the institution should possess. These are pervasive across all of the work of the College, incorporated in all academic outcomes and operational outcomes.
- General Education Outcomes: Define the expected knowledge that a graduate should attain at the completion of his or her exposure to the General Education Core. The faculty, under the leadership of the Chair of General Education, define the learning outcomes associated with the General Education Core.
- Program-Level Outcomes: Define the expected knowledge that a graduate from a particular course of study should possess. The faculty, under the leadership of the Department Chair, define the learning outcomes associated with the program.
- Course-Level Outcomes: Define the expected knowledge that a student should possess upon completion of a course. The faculty, under the leadership of the Department Chair, define the learning outcomes associated with courses.

It is important to note that learning outcomes are different from objectives, goals or tenants, articulated in different documents. Course objectives, goals, and tenants tend to be statements of intent and describe what the instructor, facilitator, department, or learning environment will do. Objectives emphasize what the course should enable the student to achieve; these are the focus of assessment activities.

As such, the academic section of this assessment plan is department-based. This approach allows assessment to derive from the same source that first initiated the learning outcomes – namely, the department and its associated faculty.

Annual Report – Instructors (AD01)

All contracted faculty and librarians are required to submit an annual report concerning professional activities, accomplishments, and assessment practices. Instructors submit completed reports to their respective Department Chair.

Included in the report are:

Section I: Personal Narrative

Demographics

1. Name
2. Current Academic Year
3. Primary Department.
4. List any other departments you worked for during this academic year.

Student Engagement/Advising

1. Validate the average number of hours per week devoted to academic advising/registration, excluding hours counted as part of any designated registration day.
2. Validate the average number of hours per week devoted to advising/mentoring students in their academic work, including oversight of undergraduate research (beyond assigned times dedicated for coursework).
3. List (by title) all undergraduate these/projects supervised.
4. Describe major contributions in placing students in graduate programs, internships, or employment. Include an average number of hours you invested in graduate and job placement over the past year.

Professional Development & Content Expertise

1. Describe contributions including but not limited to the development and/or teaching of new classes, effort spent updating existing courses, and participation in curricular revision of a major or program
2. List any non-institutional professional development experience *specifically designed to enhance teaching or provide instructional innovation*.
3. Describe any new teaching methods, materials, technologies, or innovations use this academic year.
4. List any other conference attendance, collaborative work, scholarly projects, completed works (published, performed, or exhibited), additional degrees, course work, workshops attended, and webinars. For each item list specific dates, titles, sponsoring agencies, etc.

Institutional and Community Service

1. List all institutional and departmental committee assignments, as well as any other contributions/activities completed on behalf of the College. Include descriptions of any grant applications and grants received.
2. List all professional memberships, offices held, conference participation (papers presented, keynote addresses, review panel, etc.), textbook reviews, or other notable accomplishments related to a professional organization (if not already listed elsewhere on this form). This can include blogs/posts/etc. that you maintain.
3. List participation in any community, civil, and church activities.
4. List all awards, recognitions, or honors both on-campus or off. Please indicate the purpose of the recognition in parentheses.

Section II: Assessment Narrative

This section of the report is to demonstrate your continued commitment to assessment.

Institutional/Departmental Assessment

1. Describe specific assessment activities in which you personally participated.
2. Describe data collected
3. Based on your departmental quadrennial, what specific activities did you accomplish (individually or jointly) in response to recognized enhancements or deficiencies?

Course Level Assessment

For this section, you will need to choose one course you have taught this year and complete the following analysis. Please be as descriptive as possible. *Please choose a course that you have not reviewed in the past two years, unless you are specifically providing CLOSED LOOP ASSESSMENT of a prior evaluation.*

1. Name of Course:
2. List course Learning Outcomes as stated on the syllabus. For each Learning Objective provide the aligning Departmental Outcome(s) (as appropriate).
3. For each course-level learning outcome, list the specific assignment, assessment, activity intended to measure mastery of that outcome.
 - a. *Note: This may represent an area of needed assessment!*
4. Based on *specific data* (assignment scores, student feedback, samples of student work, rubric scores, external evaluation, etc.) interpret the successfulness of the learning process. What does the data suggest?
 - a. Do the specific assignments, assessments, and activities truly measure the intent of that outcome and at the right level of learning? What evidence can you provide to prove that? What standard are you using to substantiate that that assignment, assessment, activity actually measures successfully mastery?
 - b. Does the data indicate that students met the Learning objectives (were some too easy or too hard? What does the distribution of grades (assignment and course level) suggest?
5. How did this course support the mission of the college (i.e. Fit Four, Five Aptitudes [Reason, Relationships, Readiness, Reflection, and Rhetoric])? In other words, in what way did this course develop the following: Critical Thinking, Worldview, Civility/Diversity, and Communication?
6. Describe what modifications or enhancements you should consider in light of the data. This may include a discussion of modifications taken this year and what the data suggested in light of this modification.

Annual Report – Academic Departments (AD03A)

The Annual Report is required of all academic units. The design of the report supports data driven decision-making processes and provides evidence of closed-loop assessment. It also provides an annual record related to the Institutional Assessment Plan and the Quadrennial Assessment Process. It is through this reporting process that the College seeks strategic assurance that:

- Operations are purposefully aligned with the mission and related outcomes of the College
- Academic departments are engaged in systematic and integrated assessment activities
- Decision-making is data informed and relies on analysis of that data
- Continuous improvement is a hallmark of every program offered by the institution

Reports, which are due to the Academic Dean by **August 1** of each year, should utilize the following outline when submitting reports:

Executive Summary: This section includes departmental (and programmatic) mission or purpose statement(s); summary of activities and departmental highlights; status of any strategic initiatives or noteworthy activities. Provide an outline of goals for the past academic year with a brief analysis of the strategies, initiatives, and outcomes associated with these goals.

Departmental Profile: Provide the following data (can be included on the Departmental Data Sheet used in the Data Book):

- Staff Headcount (If Applicable)
- Faculty Headcount
- Adjunct Headcount
- Student Persistence by Department (Number of First-time, Full-time Freshmen that started with the program and are still enrolled in the program. This count would cover current freshman, sophomores, and juniors).
- How many course offerings are related to the department
- Student-Faculty ratio in departmentally sponsored courses
- Results of Major Field, Licensure, or other required assessment tools
- Graduation Rate (Use Chart Below)

	2009-2010	2010-2011	2011-2012	2012-2013	2013- 2014
Number of New/Full-Time Transfers					
Number of New First-Time/Full-Time Freshmen					
How many of these graduated in 2017					
How many of these graduated in 2016					
How many of these graduated in 2015					
How many of these graduated in 2014					
How many of these graduated in 2013					
How many Withdrew or Changed Major					
How many transferred to another College					

Assessment Summary: Provide an evaluation of the implementation of action plans (deriving from the Quadrennial Review Process or other form of assessment) and a summary of current or planned assessment and implementation initiatives. This summary should provide evidence that the department is using closed-loop assessment processes

(see diagram in the Institutional Assessment Plan). In providing a summary, it would be helpful to outline the response as follows:

1. What SLO's or KPI's were assessed this year?
2. What were the specific measures or assessment methods used to derive data?
3. What does the data demonstrate?
4. What modifications, enhancements, or *business as usual* plans are in consideration or being implemented in light of the data?

Budget Analysis: Evaluate how well the department's monthly cash estimates match actual spending trends. Describe the adequacy of the budget to support the goals and initiatives of the department. Outside of major capital expenses (i.e. equipment, building, additional staff, etc.) what budgetary modifications should be considered (Provide a closed-looped assessment summary to support assertions)?

Summary of Accomplishment: List all achievements, research (titles and subjects), service, activities, or other highlights of faculty, students, or staff related to this department. Also include community and college related service such as committees, task forces, or other strategic initiatives (ways in which the department served the common good, beyond the parameters of the campus).

Documentation: Either as an attachment to this report, or in a separate file, provide documentation for all data referenced in this report. Please provide copies of any departmental communications that address assessment results or actions taken in light of assessment. This would include post analysis of any modifications made due to a closed-loop assessment process. In addition, please verify the following:

- Verify all departmental meetings have been uploaded to the G:Drive→Groups→Shared→Committee Minutes
- Verify any outstanding A0-Form Documents have been processed
- Verify all data has been updated in the T: Drive/Data Book Reports

Annual Report – Library (AD03B)

The design of the report supports data driven decision-making processes and provides evidence of closed-loop assessment. It also provides an annual record related to the Institutional Assessment Plan and the Quadrennial Assessment Process. It is through this reporting process that the College seeks strategic assurance that:

- Operations are purposefully aligned with the mission and related outcomes of the College
- Academic departments are engaged in systematic and integrated assessment activities
- Decision-making is data informed and relies on analysis of that data
- Continuous improvement is a hallmark of every program offered by the institution

Reports, which are due to the Academic Dean by **August 1** of each year, should utilize the following outline when submitting reports:

Executive Summary: This section includes mission or purpose statement(s); summary of activities and departmental highlights; status of any strategic initiatives or noteworthy activities. Provide an outline of goals for the past academic year with a brief analysis of the strategies, initiatives, and outcomes associated with these goals.

Departmental Profile: Provide the following data (can be included on the Departmental Data Sheet used in the Data Book):

- Staff Headcount
- Results of any assessment tools
- Inventory
 - Most frequently used
- Circulation Statistics
 - Gadgets, Reserves, Media, etc.
 - User Groups
- Database Usage
- Ratio of volumes to FTE
- Ratio of resource expenditure
- ILL
 - Lending vs. borrowing
 - ILL requests
- Document Delivery
- SAILS Update
- *Other*

Assessment Summary: Provide an evaluation of the implementation of action plans (deriving from the Quadrennial Review Process or other form of assessment) and a summary of current or planned assessment and implementation initiatives. This summary should provide evidence that the department is using closed-loop assessment processes (see diagram in the Institutional Assessment Plan). In providing a summary, it would be helpful to outline the response as follows:

5. What SLO's or KPI's were assessed this year?
6. What were the specific measures or assessment methods used to derive data?
7. What does the data demonstrate?

8. What modifications, enhancements, or *business as usual* plans are in consideration or being implemented in light of the data?

Budget Analysis: Evaluate how well the department's monthly cash estimates match actual spending trends. Describe the adequacy of the budget to support the goals and initiatives of the department. Outside of major capital expenses (i.e. equipment, building, additional staff, etc.) what budgetary modifications should be considered (Provide a closed-loop assessment summary to support assertions)?

Summary of Accomplishment: List all achievements, research (titles and subjects), service, activities, or other highlights related to this department. Also include community and college related service such as committees, task forces, or other strategic initiatives (ways in which the department served the common good, beyond the parameters of the campus).

Documentation: Either as an attachment to this report, or in a separate file, provide documentation for all data referenced in this report. Please provide copies of any departmental communications that address assessment results or actions taken in light of assessment. This would include post analysis of any modifications made due to a closed-loop assessment process. In addition, please verify the following:

- Verify all minutes have been uploaded to the G:Drive→Groups→Shared→Committee Minutes
- Verify any outstanding A0-Form Documents have been processed
- Verify all data has been updated in the T: Drive/Data Book Reports

General Education: Mission & Fit Four Alignment

Introduction

A series of White Paper drafts have provided a means through which the faculty of Central Christian College of Kansas have discussed and deliberated about the structure and content of the general education offering. This framework is the outcome of two-years of intensive labor and numerous rounds of engagement, feedback, and revision. The structure provides a reasoned and balanced approach to the general education offering of the College. It demonstrates a reliance on classical methods, while at the same time encapsulating the mission of the College and the intent of a Liberal Arts education.

General Education

In its totality, the design of the educational program at Central Christian College provides both Specialized Knowledge and Integrative Knowledge¹. The development of Specialized Knowledge is largely the role of the specific major or emphasis, realized through departmental or program level learning outcomes. Integrative Knowledge, while not necessarily the lone task of general education, is the primary focus of the general education core. It recognizes the significance of exclusive subjects while at the same time stressing the imperative of educating students with the tools needed to recognize the interconnectedness of ideas and perspectives. The ultimate goal of this is to equip students with the necessary tools to synthesize what may seem to be disparate elements of knowledge in order to develop informed and effective responses to life experiences.

Recognizing that the assumed responsibility of any general education program is to provide a basic exploration of the collective insights of humanity, the general education program at Central Christian College of Kansas relies on a classical curricular approach represented by the Trivium. This system of learning recognizes a scaffolded approach, beginning with the mastery of language and culminating in the pursuit of theological reasoning. This structure, which includes a contemporary interpretation of the Quadrivium (Liberal Studies), ensures that the general education core:

1. Prepares students with the skills necessary for scholarly reading, investigation, writing, and discourse.
2. Provides a common body of knowledge concerning the fundamental academic insights of the ages.
3. Nurtures an appreciation for theological and philosophical reflection.

In addition to this classical system of education, the faculty of the College acknowledges their responsibility to support the overriding mission of the College, which is to provide a Christ-Centered Education for Character. Therefore, the design of the general education core provides learning experiences and foundational knowledge in support of the missional outcomes of the institution, articulated by the *Strategic Plan*. This has been achieved by structuring the General Education Core upon four aptitudes that both align with a liberal arts approach and embodies the mission, as represented by the Fit Four. These learning experiences focus on

- Reason (Quantitative and Analytical Literacy [Natural Sciences] – Fit Mind)
- Relationships (Civic, and Social Literacy [Social Sciences]– Fit Heart)
- Readiness (Health and Vocational Literacy [Humanities]– Fit Body)
- Reflection (Philosophical and Ethical Literacy [Philosophy]– Fit Soul)

Embedded in the general education core is a fifth aptitude. It is universal to the Fit-Four, since character void of communicative skill is self-serving and does not fulfill the primary call to serve as *ambassadors*. The fifth aptitude

¹ Roger, G, Holloway, A., & Priddy, L. (April 2014). *Exploring degree qualifications*, Chicago, IL: Higher Learning Commission.

exists in the linguistic trivium, housed in the Foundational Skills level of the general education framework (Table 1.1). In alignment with the other four aptitudes, the description for the fifth aptitude is as follows:

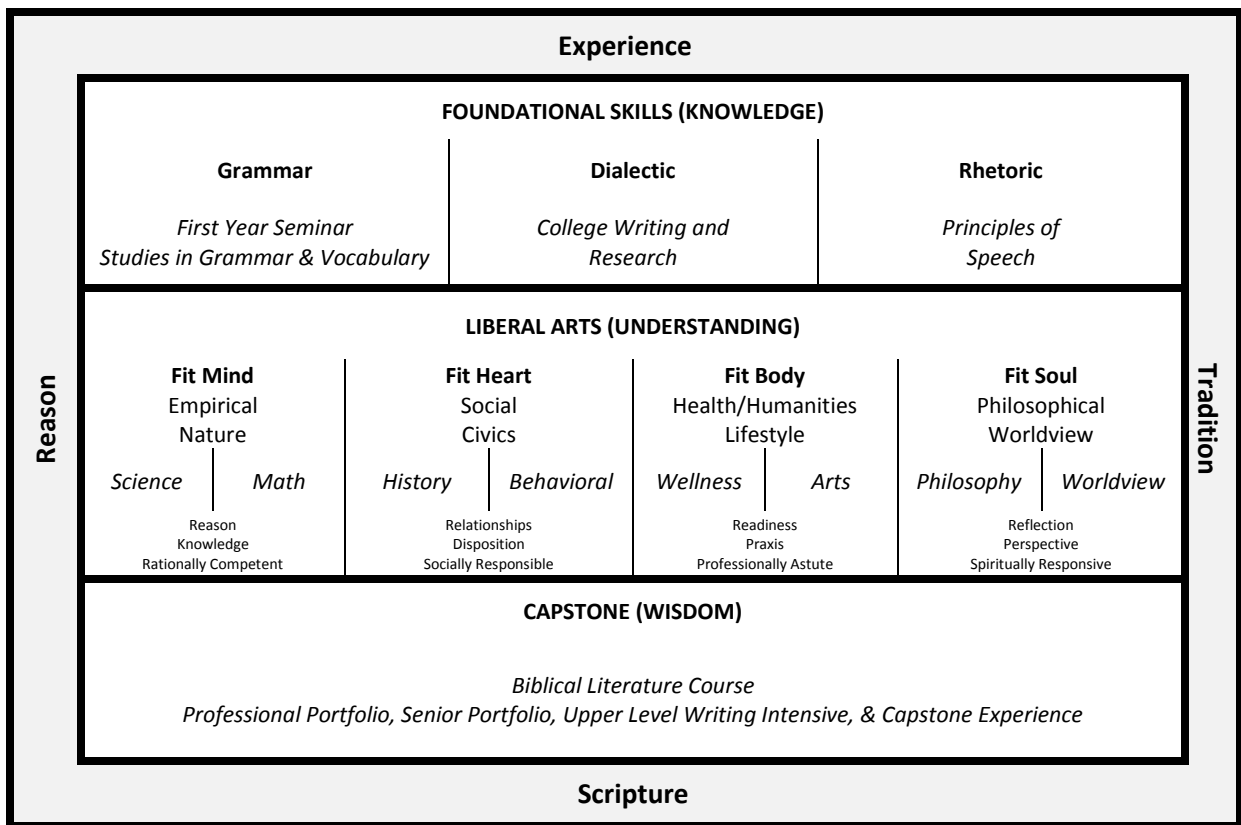
- Rhetoric (Communicative and Information Literacy [Language])

Exposure to these aptitudes provides a compendium of knowledge providing a common language through which to engage scholarly discovery and exploration. The learning experiences offered through the general education experiences provide the opportunity to gain specific knowledge (assessed at the course level) as well as integrative knowledge as they discover the interconnectedness of ideas, perspectives, and knowledge.

Understanding that these aptitudes provide a compendium of knowledge to serve as a basis for exploration, it is also the design of the General Education program to provide specific learning outcomes that are woven throughout all learning experiences and transcend any particular dimension. These learning outcomes are a strategic element of all courses associated with the General Education program and are linked with the strategic outcomes of the College (the Fit Four), which are linked to the mission to provide a *Christ-centered Education for Character*.

These aptitudes, as they pertain to the General Education Core, reflect the *academic* contribution to the Fit-Four and should not be interpreted as the sole influences on those outcomes. The assessment tools used to evaluate the outcomes, associated with the mission, recognize the partnership between academics and the co-curricular program of the College.

General Education Framework



Defining the Aptitudes

Reason (Quantitative and Analytical Literacy [Empirical] – Fit Mind)

Rationale: Humanity has a unique privilege that allows us the capacity to interpret the world around us and reason our response to what we witness. Unlike other aspects of creation, humans rely on reasoning more than instinct to guide much of our behavior. Effective reasoning relies on the collection of evidence and the effective evaluation of that evidence in order to guide behavior. Furthermore, we believe that the fundamental natural laws of the physical universe are the outcome of a loving and expert Designer, integrated into creation as a way for humanity to interpret both the creation and the Creator. Therefore, the ability to derive sound decisions in light of known reality becomes a vital tool in student success.

Learning Experience: The course should expose students to critical analysis, fostering skills needed to evaluate inferences, assess evidence, develop informed deductions, and validate conclusions.

Relationships (Civic, and Social Literacy [Social] – Fit Heart)

Rationale: Ecclesiastes states, “there is nothing new under the sun,” suggesting that an understanding of the past may provide clarity for the present and direction for the future. History provides a means through which the student can interpret the role and response of humanity in relation to God’s revelation of Himself to different people groups over time. God has also revealed Himself as triune, both discrete and communal – a familial pattern given to humanity. These disparate realities foster a reciprocal relationship whereby the one influences the many and the many influence the one. Furthermore, the context of the modern student is simultaneously local and global. Therefore, students must be able to navigate their individual cultural contexts as well as interact with the diverse perspectives of others. Reinforcing this imperative is God’s invitation to serve as His ambassadors locally and to the ends of the earth.

Learning Experience: The course should expose students to a learning community, fostering an appreciation for diversity, the role of culture, and civil communication.

Readiness (Health and Somatic Literacy [Health & Humanities] – Fit Body)

Rationale: Since creation, God has invited humanity to collaborate with Him through the skillful stewardship of the personal and corporate resources entrusted to us. This perspective recognizes that individuals possess unique gifts, talents, and abilities, along with unique interests, experiences, and aspirations. All of these need cultivation so that the individual is able to respond to the call of God with proficiency, creativity, and vigor; to “live a life worthy of the calling”² and to always be found ready to make “*the most of every opportunity*”³. Students who can skillfully leverage the interplay between cognitions, sensations, and behaviors are equipped for productive participation in creation. They possess the faculties necessary to harmonize intellect with practice and therefore nourishing an industrious and enriching lifestyle.

Learning Experience: The course should expose students to participatory outlets, fostering an appreciation for the interplay between creative expression, personal well-being, and skilled action.

Reflection (Philosophical and Ethical Literacy [Philosophy] – Fit Soul)

Rationale: God’s story and our own are intimately tied together. Since He has made Himself known through natural and special revelation, the facility to reflect upon and interpret His revelation will be vital if humanity is to live in right

² Ephesians 4:1

³ Ephesians 5:16

relationship with the Creator and His creation. The predatory nature of ill-informed philosophies and the self-serving bias of empty deceit can act as antagonists to right thinking. Students equipped with skills to knowledgeably consider personal and public value systems, beliefs, and behaviors are students who can avoid folly and live lives of discernment.

Learning Experience: The course should expose students to reflective disciplines, fostering personal reflection, corporate discussion, and respective action regarding the interplay of faith, philosophy, belief, and behavior.

Rhetoric (Communicative and Information Literacy [Language])

Rationale: Communicative aptitude allows the individual to fulfill two primary objectives important to a Christ-centered education for Character. The first, related to the major area of study, allows the individual to combine skills in communication with vocational expertise, therefore allowing the individual to inspire others and honor God through the pursuit of excellence. In addition, the privilege of serving as ambassadors of Christ is a unique invitation given solely to humanity. Skilled communicators, equipped with a message (*Liberal Arts Par Excellence*) and a vocational medium (major area of study), serve as redemptive messengers. Students adept in reading, listening, speaking, and writing enhance the effect of their educational journey.

In addition to the fundamental skills associated with the foundational trivium, the course should expose students to reading, listening, speaking, and writing, fostering communicative proficiency and competence.

Assessment

The four aptitudes⁴ reflect the academic contribution to the mission of the College and the Program Outcomes⁵ identified by the Board. In the *Strategic Plan*, each of these outcomes have specific assessment tools used to evaluate the success of the College in relation to its mission (Table 1.3)

Table 1.3

Assessment Tools Related to the Mission and Fit Four Model

Mission Outcomes Aptitudes	Christ-Centered Education for Character				
	Fit Mind Reason	Fit Heart Relationships	Fit Body Readiness	Fit Soul Reflection	Rhetoric
	California Critical Thinking Skills Test: Target: Graduate Scores ≥ National Average (Proficient); 75 th percentile (Ideal)	Miville-Guzman Universality-Diversity Scale (M-GUDS): Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)	Senior Career Portfolio: Target: Successful completion of Senior Career Portfolio & Fitness Profile ≥ 100%, with Placement Scores ≥ 85%	Spiritual Transformation Inventory: Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal) (Connecting with Spiritual Practices Subscale)	Writing sample collected at the conclusion of College Research & Writing and upon completion of the upper level writing intensive. Goal: Improved scores of VALUE rubric (Writing).
Assessment	Spiritual Transformation Inventory: Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal) (Connecting with Self & Others Subscale)	Spiritual Transformation Inventory: Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal) (Connecting to Spiritual Community Subscale)	Spiritual Transformation Inventory: Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal) (Connecting with God’s Kingdom Subscale)	Spiritual Transformation Inventory: Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal) (Connecting with God Subscale)	

⁴ Including the fifth aptitude, *Rhetoric*.

⁵ Based on the recognized Ends Policy, adopted by the Board of Trustees, the Performance Outcomes represent the *ends* (outcomes) desired by the Board. These outcomes represent minimum performance expectations for the institution in general.

As described in the narrative above, the general education core, by design:

1. Provides exposure to ideas, findings, and skills associated with a variety of academic disciplines, recognizing points of intersection and interconnectedness
2. Prepares students with the skills necessary for scholarly reading, investigation, writing, and public discourse.
3. Nurtures an appreciation for theological and philosophical reflection.
4. Offers foundational knowledge through which to engage the Fit Four.

For assessment purposes, the general education core needs to be viewed within the context of the broader initiatives designed to realize the mission and outcomes of the College. At best, the general education core strives to offer learning experiences, allowing the student to acquire foundational knowledge through which to engage other fit four opportunities, as provided by the totality of the institution and educational process.

In light of this role, ultimately, assessment of the general education core aligns with the institutional outcomes identified by the Board and managed by the Council on Academic and Institution Research. Data from these instruments inform modifications and enhancements of the general education core.

As an additional layer of assessment, each of the five aptitudes has a *learning expectation* embedded in its definition. Intended as required learning experiences, their presence provides an additional layer of assessment. Evaluation of these learning expectations/experiences assists the assessment process focusing on the structure and content of the course, therefore providing targeted opportunities for enhancement when institutional assessment identifies deficiencies.

These *Learning Experiences* also serve as filters when the faculty senate makes decisions concerning modifications or enhancements to the general education core. The consideration of a course into the general education core must first demonstrate compliance with the intent of the course and the required learning experience, depending on its placement in the general education framework. The presence of these *experiences* also allows for evaluative reflection, such as:

- Are faculty receiving professional development to enhance these learning experiences?
- Are learning experiences easily identifiable and do they correlate with the intent of the institutional outcomes?
- Are enhancements evident in response to identified institutional deficiencies?
- What are levels of performance associated with specific learning activities?
- Are there appropriate rubrics used to assess learning experiences and are these rubrics aligned with the Fit-Four focus?

Quadrennial Assessment Process (Academic Departments/Programs)

The Quadrennial Review Process largely mirrors the Assurance Argument Process used in preparation for Comprehensive Visits by the Higher Learning Commission. This approach was adopted to assist in the assembly of data and evidences needed to construct an informed Assurance Argument for the institution. A review of the standards (outlined below) will demonstrate that each of the standards are related to the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission.

The purpose of the Departmental Assessment Process is to provide a means through which each department can provide data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard.

In response to each standard, the department will provide a brief narrative articulating compliance. In addition, each summary statement needs to be supported through specific data, artifacts, or evidences that validate the summary statement. These evidences can either be saved in an Evidence File or linked. The Evidence File serves as the primary means through which the department must substantiate compliance with each standard.

In those cases, where data is not evident or does not support the standard, the department will provide a remediation plan. This plan must provide a specific plan that the department will execute in order to bring the department under compliance. This plan should identify specific dates, data points, and resources needed to execute the plan.

Departments, with courses delivered through other modalities (EXCEL, Online, and Concurrent Enrollment), will need to provide evidence that that the department maintains compliance with these standards in those modalities.

Upon submission of the report, AAAC will provide feedback. Each criteria receives a rating of MET, MET WITH CONCERNS, or NOT MET. Many times these ratings also receive direct comment. Departments can provide feedback or a response to the evaluation. This is strongly suggested for rating of NOT MET. Once all evaluations and responses are complete, the Faculty Senate receive a copy of all material for final recognition. In some cases, the department may need to provide an annual Monitoring Report to demonstrate progress.

Sections of the Report:

1. Introduction
2. Assurance Argument
3. Review of assessment related to departmental modifications approved through AAAC and Faculty Senate (Appendix A)

Outlines of Quadrennial Assessments:

The current outlines used by our operational and academic departments are listed below:

1. [Academic Outline](#)
2. [Operational Outline](#)

Appendix A - Departmental Tracking

A0 Forms – Assessment

Each approved A0 form that requires some level of assessment is included and updated for tracking below. They require assessment and will be recorded in the next scheduled Quadrennial report.

2017-2018

- Education
 - A01-SP15-033 – Philosophy of Education
 - A04-SP15-011 – Remove Child and Adolescent Development and Adolescent Development from required core courses: Secondary Ed English
 - A04-SP15-012 – allow Secondary Education: English students ED-SE 381 or ED-SE 351
- Ministry
 - A01-SP13-009 – MT-MN 221
 - A0-SP14022 – Biblical Greek I & II course title change
 - A01-SP17-045 – Reclassify MT-TH 462 to MT-TH 255
 - A01-Sp17-046 – Change of credit hours
 - A04-SP13-002 – Remove MT-TH 462 from Applied Ministry major
 - A04-SP13-003 – Remove MT-TH 462 from Worship Arts major
 - A04-SP13-004 – Remove BS-MG 356, MT-MN 352, SS-PY 352, and MT-TH 462 from Student Ministries major
 - A04-SP13-005 – Remove BS-MG 356, MT-MN 352, SS-PY 352, MT-TH 410, and MT-TH 462 from Student Ministries major
 - A04-FA15-017 – Prerequisites to MT courses
 - A06-SP14-006 – Biblical Hebrew (no A03 on file for new course)
- Business
 - A01-SP13-001 – Change of course title – Computer Apps
 - A02-SP14-05 – Risk Management Major
 - A02-FA13-003 – Organizational Leadership Minor
 - A02-SP16-015 – Marketing Major
 - A03-SP16-015 – Sales and Sales Force Management course (A06-SP15-014)
 - A03-Sp13-005 – Essentials of Economics – new course
 - A04-Sp16-018 – Organizational Leadership Major
- Library
 - A01-FA13-016 – Computer Lab open
- SPE
 - A01-SP13-003 – Course title change – Professionalism and Human Performance
 - A01-SP13-004 – Course title change – Survey of Contemporary Mathematics
 - A01-SP13-005 – Studies of Christian Management
 - A01-SP13-007 – Interpersonal Communication
 - A02-SP15-012 – Interdisciplinary Studies: Healthcare

- A02-FA15-013 – Healthcare Administration
- A03-SP13-002 – New Course – Stress Management
- A03-SP13-003 – Followership and Servant Leadership
- A03-Sp13-004 – History, Civics, and Social Responsibility
- A03-SP15-013 – Intro to Life Coaching
- A03-SP17-019 – Pathways to Lifelong Learning
- A04-SP13-001 – Organizational Leadership – nonresidential
- A04-SP16-023 – Bachelor of Business Administration

2018-2019

- Natural Science
 - A01-SP17-047 – change NS-CH 212 to NS-CH 311
- Communicative Arts
 - A01-FA13-017 – HU-AR 210
 - A01-FA14-031 – Stain Glass course hours change
 - A02-SP16-016 – Sport Communications Major
 - A03-Sp15-010 – HU-AR 130
 - A03-FA15-011 – HU-AR 330
 - A03-Sp15-012 – Fundamentals of Design
- General Education
 - A01-FA14-000 – Transfer of GPA
 - A01-SP13-010 – Creation of Curriculum Review Committee
 - A02-FA16-018 – Gateway English Language Institute
 - A03-SP3-001 – Research Extension
 - A03-SU17-020 – Critical Thought, Literacy, & Critique New Course
 - A06-SP13-003 & A06-SP13-004 – both pilot courses that are still active. No A03 form.
 - A04-FA16-024 – General Education core
 - A04-SU17—28 – ESL/ELL Writing program
 - A04-SU17-028 – ESL/ELL Writing Program
 - A01-FA13-012 – Evaluation of Dismissed Students
- English
 - A01-FA17-052 – College Writing and Reading to English Comp I and CWR to English Comp II
 - A01-SP14-025 – Film Studies (English)
 - A01-FA14-029 – Course hours change (English)
 - A01-FA14-030 – Eliminate EN-LT 205 prerequisite for EN-LT 307 and 308 (English)
 - A02-FA13-02 – Creative Writing minor (English)
 - A03-FA15-014 – Themes of Contemporary Fiction (English)
 - A04-SU17-028 – Modification to English and Secondary English programs
 - A06-SP15-011 (A03-FA15-014 on file)
 - A01-FA17-052 – Change CRW to English Comp I and CWR to English Comp II
- Fine Arts (Music)
 - A01-SP16-042 – Music History I-III Course title change
 - A01-FA13-015 – Course Description Changes

- A02-Sp15-09 – Bachelor of Science, Music Education
- A03-SP14-007 – New course – vocal ensemble
- A04-SP15-010 – Recital Attendance
- A06-SP14-009 – Petition to pilot course (A03-SP14-007 on file)
- A01-SP18-053 – Music Dept. degree and course changes
- Social Science
 - A02-Sp14-006 – Criminal Justice major
 - A02-SP14-007 – Bachelor of Science in Psychology (online)
 - A04-SP16-020 – Replace BS-EC 261 with BS-EC 210 in the History & Gov. Secondary Ed Major core
 - A04-FA16-025 – Prerequisite to SS-CJ 242
 - A06-SP14-008 Cognitive Psychology (no A03 form found)
- Sport Science
 - A01-SP14-027 – course name change
 - A03-SP13-006 – Cross Training new course
 - A03-SP17-016 – New course Event Planning and management
 - A03-Sp17-017 – New Course Zumba
 - A03-Sp17-018 – New Course Pilates
 - A04-FA15-016 – Remove ED-SE 381 from Phys. Ed degree
 - A06-SP15-012 (A03-SP13-006 on file)
 - A06-SP16-08 – (A03-Sp17-017 on file)
 - A06-SP16-019 – (A03-Sp17-018 on file)
 - A06-SP17-020 – Barre Connect

Later dates...

- Business
 - A01-FA17-051 Marketing major change
- Education
 - A04-SU17-029 – Education Program
 - A0-SP18-031 – Course name changes, elimination of some courses, Change of Liberal Studies Concentration and minor of Elementary Paraprofessional
- SPE
 - A04-FA17-030 – Aviation Program – Branch Campus
 - A02-FA18-020 – BS in Health & Human Services
- Sport Science
 - A04-SP18-032 - Fitness and Recreational Leadership LS Track, Sport Management LS Track and resurrection of Coaching track
- Ministry
 - A04-SP18-034 - Changes MinT LS Track and Minor