Luther Rice College and Seminary

Assessment Plan

2015-2016

January 6, 2016

Approved by Board of Trustees on Friday, January 29, 2016
Luther Rice College and Seminary
Assessment Plan

I. Guiding Principles:

1. The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution (TRACS 19.1; ABHE 2; SACS 3.3.1).
2. The assessment results and subsequent new goals must be used to implement changes (TRACS 20.5).

II. History of the Institution:

In 1961, Dr. Robert Gee Witty, Pastor of the Central Baptist Church, presented the need for a seminary in Jacksonville, Florida to several Southern Baptist pastors. In May, 1962, Dr. Witty secured five pastors who signed the charter application which he had prepared. On June 14, 1962, the State of Florida granted the charter. The Central Baptist Church agreed to provide space and office assistance for the new institution. The first classes met in facilities provided by the church on September 11, 1962. All faculty were Southern Baptist pastors who served Luther Rice Seminary without pay. Business of the Seminary was conducted until 1968 by the Board of Trustees, with Dr. Witty as Chairman. Frequently the faculty was invited to participate. Dr. Clyde Jones, Dr. Pat Wimberly, and Dr. Kenneth Umphrey served as part-time presidents until 1968. In that year, Dr. Fred Williams was elected as Chairman of the Trustees, and Dr. Witty became president. In 1970, Dr. Witty became the first full-time president.

By 1964, 94 students had registered, and 16 pastors served as part-time faculty. At that time the curriculum prepared by Dr. Witty for the external program was adopted by the Board of Trustees and offered to the public. This innovative, nontraditional system attracted thousands of students in the United States and such international interest that by 1978, students from 52 countries were registered. A faculty of full-time professors has served the institution since 1976. In 1968, Luther Rice Seminary purchased property from the Central Baptist Church and returned the same property to the church as a gift when the Administrative Building at 1050 Hendricks Avenue was purchased in 1970. Later, classrooms were established in the Instructional Building located on Prudential Drive. The Bertha Smith Library, constructed on Home Street, was opened for use in the Spring of 1982. All were purchased and constructed debt free. In May 1982, Dr. Witty retired as president to become the Chancellor. He retired from the chancellor’s office in May, 1987. Dr. Witty went home to be with the Lord on June 20, 2007. In May 1982, Dr. Gene Williams became president of Luther Rice Seminary. He had earned an academic doctorate (Th.D.) from New Orleans
Baptist Theological Seminary and was known internationally as an evangelist.

In August 1988, a church building and property in Lithonia, Georgia (a suburb of Atlanta) were donated to the Seminary. In June, 1991, construction of new facilities began. In August 1991, the Seminary moved its main campus to this location. At a Trustees’ meeting in September 1991, Dr. Williams became Chancellor-Elect. At the same meeting Dr. James Bryant, Executive Vice President, was approved to become President-Elect. Dr. Bryant also had a broad ministry background. He had earned an academic doctorate (Th.D.) from Southwestern Baptist Theological Seminary and had served as pastor of several Southern Baptist churches. His experience also included serving as a church staff member and on the Board of Trustees of two Southern Baptist seminaries.

Dr. Bryant was inaugurated on May 6, 1992. Dr. Williams became Chancellor at the same service, and he became Chancellor Emeritus in 2005. Dr. Bryant resigned as President, effective April 1, 1993, and Dr. James L. Flanagan was elected Interim President, effective April 1, 1993. Dr. Flanagan joined the institution in 1982, serving as a faculty member and later as Vice President for Academic Affairs. He served as the interim President from April 1, 1993 until May 13, 1994, when he was inaugurated as President. Dr. James L. Flanagan was elected Chancellor and CEO, effective September 30, 2005. Dr. Flanagan's academic preparation includes an earned doctorate (Ph.D.) from Southwestern Baptist Theological Seminary.

Dr. John M. Borek, Jr., was elected President and COO, effective September 30, 2005. He joined the institution in 2004, serving as a faculty member and as Provost and COO. Prior to joining Luther Rice Seminary/University, he served, from 1997 until 2004, as the President of Liberty University. Prior to that time, he served a major university for 30 years as a faculty member and as a senior administrator. Dr. Borek’s academic preparation included an earned doctorate (Ph.D.) from Georgia State University. He is ordained as a Baptist minister. In 2004, the Board of Trustees approved the use of the name Luther Rice College and Seminary for the institution. The legal corporate name is now Luther Rice College and Seminary, Inc. Upon Dr. Borek’s resignation to dedicate himself to consulting in May 2006, Dr. Flanagan reassumed the position of President.

III. Mission or Purpose Statement of the Institution:

The purpose of Luther Rice College and Seminary is to provide biblical education for Christian ministers and leaders around the world with an end to granting undergraduate and graduate degrees.
IV. Institutional Objectives (Institutional Learning Outcomes):

In pursuit of this purpose, we seek to cultivate an institutional environment of Christian excellence through which vital core competencies and values are inculcated in each student.

**Student Core Competencies and Values**

The Luther Rice educational experience is designed to transfer to the student all the **vital competencies** required of twenty-first century Christian leaders:

- Exegetical/Expositional Competence—the ability to accurately interpret and effectively communicate the Word of God in a variety of contexts
- Theological/Apologetical Competence—the ability to present a reasoned explanation and defense of the historic Christian faith
- Pastoral/Ecclesiological Competence—the ability to skillfully shepherd the flock of God in both personal and corporate contexts
- Evangelical/Devotional Competence—the ability to present the gospel to unbelievers in a clear and winsome way and to disciple believers for spiritual formation in the image of Christ
- Academic/Discipleship Competence—the ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning
- Communication Competence—the ability to communicate effectively and accurately through both the written and the spoken word

V. Explanation of Assessment Process:

Luther Rice College and Seminary identifies the following areas of the institution that are systematically assessed: mission or purpose statement, foundational documents, governing board, president, administration, staff, academic programs, student learning, program objectives/student learning outcomes, faculty, student development or services, financial health of the institution, alumni, library, and technology. The Assessment Calendar identifies the months in which selected assessment are conducted. A variety of assessment methods are used: surveys, minutes, IPEDS data, external financial audit data, state and accreditation agency reports, student course evaluations, grade distribution analyses, administration/faculty/staff performance evaluations, and standardized test data. The data is collected, reported, and analyzed. Recommendations are formulated for each area as well as action plans and strategies developed in order to accomplish the recommendations. The Strategic Planning Committee meets monthly during the school year. It has several members with widespread representation across the institution. The purpose of the committee is to review all assessment and make recommendations to the President who recommends to the Board of Trustees. Additionally, the institution plans a day-long Institutional Effectiveness Retreat in September with pertinent
data being presented to the Staff, Faculty, and then Faculty-Staff. The Vice President for Financial Affairs and the Director of the Library present specific reports for their areas. The morning is spent in sharing the data. Each participant is placed in a group for the afternoon in which each group generates recommendations from the data.

VI. Areas of Assessment:
The following areas of the institution are assessed as follows –

A. Introduction
Data Collected: Demographic Data from IPEDS, TRACS Annual Report, Exit Interview 2016, Enrollment by Programs 2015-2016.

B. Mission or purpose statement
Data Collected: Foundational Standards Review Process conducted by the Board of Trustees and Faculty and Staff (Appendix 1). The mission statement is reviewed as to whether it states the purpose of LUTHER RICE and reflects its business. Additionally, the mission statement is reviewed to its measurability and clarity and conciseness. It is determined if each of the five statements are met, partially met, or not met. Then, a strategy for improvement or meeting the review requirement is identified if applicable.

C. Foundational Standards
1. Biblical foundations statement
2. Institutional Objectives
3. Philosophy of Education statement
4. Statement of Values and Standards statement – Code of Conduct
Data Collected: Foundational Standards Review Process conducted by the Board of Trustees and Faculty and Staff (Appendix 1). Six statements review the biblical foundations or doctrinal statement as to inclusiveness, clarity, and conciseness. The hermeneutic upon which the statement is based is reviewed along with being included in all of the major documents of the institution. As stated above, each statement is reviewed as to being met, partially met, or not met. Strategies for improvement are identified. There are five review statements for the institutional objectives, three for the philosophy statement, and one for the statement of values and standards.

D. Institutional Objectives (Institutional Learning Outcomes)
Data Collected: Exit Interview for 2015 (Appendix 11), Bible Content Exam, Program Plans Template (Appendix 12). On the Exit Interview question 23 asks the graduate to strongly agree, agree, disagree, strongly disagree, or respond as neutral to the statements that the institution helped the graduate be able to perform the six institutional objectives (see Section IV of this document). Incoming students and graduating students are required to take
the Bible Content Exam. Question #24 deals with increased understanding of the key doctrinal issues of the Institution. This test measures growth in general Bible knowledge. This exam addresses Exegetical/Expositional Competence. Specific program learning objectives are measured from the Exit Interview and can be linked to institutional objectives. Direct measures of student learning can be assessed from the Capstone Courses and be linked to the institutional objectives.

The Alumni Survey provides an additional indirect measure of Institutional Learning Outcomes. Question #12 of the Alumni Survey (Appendix 21) gives the one-year, five-year, and ten-year graduates the opportunity to rate the extent to which Luther Rice prepared them for ministry in Bible and Theology, Apologetics and Evangelism, Preaching and/or Communications, Pastoral Ministry and Counseling, Spiritual Development, and Research and Writing Skills.

Luther Rice College and Seminary is committed to providing biblical education to Christian ministers and leaders around the world with an end to granting undergraduate and graduate degrees. The primary function of a degree granting institution is its assessment of the student’s ability to demonstrate particular outcomes. Luther Rice has identified three distinct levels of Student Learning Outcomes (SLOs): Institutional Learning Outcomes (ILOs); Program Learning Outcomes (PLOs); and Course Learning Outcomes (CLOs). In the 2014-2015 academic year, Luther Rice performed a quantitative and qualitative assessment of its Institutional Learning Outcomes. The following assessment report provides an overview of the assessment process, corresponding results, and recommendations for improvement (Appendix 23).

E. Strategic Plan Goals and Objectives
Data Collected: The progress of completion of the goals and objectives from January 2015 - January 2016 are identified (Appendix 2). These goals and objectives are based on the 2015-2020 Strategic Plan. The major areas of the Strategic Plan include academics, student services, technology, resources, marketing/enrollment management, and institutional effectiveness.

F. Governing Board
Data Collected: Board Self-Evaluation (Appendix 3). The board completes a self-evaluation as its September meeting. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decisions, personal appraisal of board services, and sense of satisfaction of board service. The board member rates the areas as agree, moderately agree, moderately disagree, disagree with the statements under each area.
G. Presidential evaluation
Data Collected: President/CEO's Evaluation (Appendix 4). The Board evaluates the leadership and management, spirituality, communication, behavior/integrity/morality/ethics, relationships, university finances, and development of the President. The statements are rated as exceeds expectations, adequately meets expectations, moderately meets expectations, slightly meets expectations, and does not meet expectations.

H. Administrative evaluation
Data Collected: Performance Appraisal Evaluation (Appendix 5). The key administrators who make-up the President’s Council are evaluated. The Performance Evaluation assesses 16 areas: Job Knowledge, Quality of Work, Quantity of Work, Initiative and Resourcefulness, Communication, Cooperation, Planning and Organizing Effectiveness, Productivity, Team Work, Customer Satisfaction, Work Ethics and Values, Professionalism/Dress/Attitude/Conduct, Attendance, Scholarly Activity, Institutional Support, and Other Critical Specific to Position. This appraisal is conducted in April.

I. Staff evaluation
a. Data Collected: Performance Appraisal Evaluation (Appendix 7). The Staff is evaluated using the Performance Appraisal Form for Staff. The evaluation evaluates job knowledge, quality of work, quantity of work, initiative and resourcefulness, communication, cooperation, planning and organizing effectiveness, productivity, team work, customer satisfaction, work ethics and values, professionalism/dress/attitude/conduct, attendance, other criteria specific to position according to a scale 1-5 for exceptional performance, exceeds performance, meets expectations, marginal performance, and unsatisfactory performance.

b. Data Collected: Staff Satisfaction Survey (Appendix 8). The Staff Satisfaction Survey gives the staff the opportunity to answer questions and to make recommendations and comments. The survey deals with staff satisfaction on such issues as workload, chapel, staff manual, several questions on input, communication, integrity, service to students, salary and benefits, IT, continuing education, facilities, and grounds. The staff members also deal with their understanding of the mission or purpose statement.

J. Academic Programs
Data Collected: Program Review Process (Appendix 9). For each program the following is addressed and evaluated: the compatibility of the program with the mission, student enrollment and retention, graduates, degree
curriculum content, comparison with other programs, program requirements, library analysis in support of the program, analysis of leadership faculty, financial requirements and income, availability of student services, evidence of program value, satisfaction of graduates with program completion, and syllabi analysis. The current process focuses on student learning outcomes and profitability.

Each degree program is reviewed every five years according to the following schedule:

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Religion</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Master of Arts in Apologetics</td>
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<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Master of Arts in Biblical Counseling</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Christian Studies</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Leadership</td>
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<td>X</td>
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<tr>
<td>Master of Arts in Ministry</td>
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<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Master of Divinity</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

K. Student Learning

1. ETS Proficiency Profile

Data Collected: The Educational Testing Service Measures of Academic Proficiency and Progress is a measure of general education skills: critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences. This exam is given to all incoming undergraduate students as a pre-test. It is given to all graduating undergraduates as a post-test. The results are compared to national performance and growth from entry to exit on critical thinking, reading, writing, and mathematics.

2. Bible Content Examination

Data Collected: Incoming students are required to take the E-Test, distributed by the Association of Biblical Higher Education. Graduates are required to complete the F-Test. Growth in student learning on general biblical knowledge is tracked.

3. Capstone courses

Data Collected: For the following capstone courses which are practicums student performance on various learning activities that address student learning outcomes are tracked. The capstone courses provide a direct measure of student learning. The purpose is to document student learning.
a. **DMRP950** is the Major Ministry Project for the Doctor of Ministry degree.

b. **MP4404** is the practicum required for the BAR in Biblical Counseling and **MP4403** is the practicum required for the other BAR degree minors.

c. **CO6708** is the counseling practicum required for the MA in Biblical Counseling.

d. **AP6911 Apologetics Practicum or AP6912 Thesis in Apologetics** is the capstone course (option) for the MA in Apologetics.

e. **LD6812 Leadership Practicum or LD6813 Thesis in Leadership** is the capstone course for the MA in Leadership.

f. **CM7407 Ministry Practicum** is the capstone course for the M.Div. degree.

4. **Syllabi**
   **Data Collected:** All syllabi are reviewed using the Syllabus Template Checklist *(Appendix 10)* to ensure that that required component parts are included on each syllabi. The syllabus should include contact information, course descriptions as contained in the catalog, textbooks, list of the objectives for the specific course as they appear in the curriculum map, instrument(s) used to measure each course objective, requirements for the course and the ones that give evidence that the student satisfactorily achieved each goal set forth in the course objectives, grading scale, class schedule, and bibliography.

5. **Graduation rate**
   **Data Collected:** The data is collected for undergraduate students using the 150% rule from the TRACS Annual Report and IPEDS. The benchmark is 31% to 51%, basic compliance.

6. **Job placement of graduates rate**
   **Data Collected:** The data is collected for undergraduate and graduate students from the TRACS Annual Report and IPEDS *(Appendix 26)*. The benchmark for graduate programs is 60% or above, substantial compliance.
7. Student retention rate
   **Data Collected:** The data is collected for undergraduates and graduates from the TRACS Annual Report and IPEDS. The benchmark for retention in undergraduate programs is 66%. The benchmark for retention in graduate programs is 49% to 62%.

8. College placement rate of graduates
   **Data Collected:** The data is collected from the TRACS Annual Report and IPEDS.

9. Exit Interviews
   **Data Collected:** Graduates each year complete the Exit Interview ([Appendix 11](#)). The Exit Interview asks each graduate to identify if he/she is a full-time or part-time student, how much of the program is completed on-campus, state of residence, denomination, position desired after graduation, and the degree program pursued. Each graduate answers the question of being employed in the field for which he/she was trained. Based on the degree, the graduate responds how well the institution accomplished the specific learning outcomes in each one. Graduates then respond on how well the institutional objectives were accomplished and how well the doctrinal understanding and belief have been affected by the education at Luther Rice. Graduates rate the overall Luther Rice student services and overall experience. The respondents can make any comments that they desire.

L. Student Learning Outcomes
   **Data Collected:** An indirect measure of student learning outcomes is the Exit Interview ([Appendix 11](#)) which once a student identifies his/her program then the graduate evaluates the extent to which the appropriate student learning outcomes was accomplished. The direct measure of student learning is through the evaluation of course embedded assessments. The summative assignment in capstone courses in each degree program is evaluated. Student learning outcomes are assessed through summative assignments in courses within programs. The Program Review Process reviews student learning through courses. Additional data is collected through capstone courses, ETS Proficiency Profile, and Bible Exam.

M. Demonstrate comparability of on-campus and distance education programs and quality of distance education programs.
   **Data Collected:** Syllabi, course objectives, grade distributions, and student learning outcomes are used to demonstrate comparability of programs.
N. Faculty

1. Instructional Staff Listing (ISL) – faculty credentials for teaching assignment (Faculty Matrix – Appendix 13)
2. 30% of all faculty possess doctorate in teaching field (Faculty Matrix)
3. 25% of all faculty hold the doctorate in their teaching field for each major (Faculty Matrix)
4. 60% of the courses taught by full-time faculty (Faculty Matrix)

**Data Collected:** The Instructional Staff Listing (Appendix 13) is prepared for TRACS. From the ISL the Faculty Matrix is prepared which addresses the following issues: terminal degree, institution, area of degree, full-time or part-time, graduate or undergraduate, teaching in area, department, chair of the department or not, and number of teaching hours. The data from the Faculty Matrix is used to address #1-4.

5. Annual Faculty Profile

**Data Collected:** The faculty members are evaluated using the annual Faculty Profile (Appendix 14) which consists of several items that demonstrate expertise and competence in field and profession. The process includes an updated curriculum vitae, a summary and response to your course evaluations, a report of your scholarly and community activities, and a performance evaluation that will be conducted by the supervisor. The profile includes the following items:
   a. Annual Faculty Performance Evaluation
   b. Annual Faculty Activity Report
   c. Course Evaluation Review and Response
   d. Teaching Evaluation Rubric for both on-campus and online courses

6. Course student evaluations

**Data Collected:** Student course evaluations are collected and summarized for the fall, spring, and summer semesters. (Appendix 15).

All courses are evaluated on-campus and online, graduate and undergraduate.

7. Grade distributions

**Data Collected:** Grade distributions are collected each semester by online and on-campus courses and by undergraduate and graduate courses. Then the data is reported totally.
8. **Faculty Satisfaction**  
**Data Collected:** Faculty Satisfaction is evaluated annually in April by the Faculty Satisfaction Survey ([Appendix 16](#)). The faculty members assess workload, faculty development, faculty evaluation process, academic freedom, understanding of the mission or purpose statement, faculty handbook, input, faculty-student ratio, communication, salary and benefits, availability of contract in a timely fashion, student preparation, library, equipment and materials, IT and technology, facilities, and grounds. Respondents can make any comments or recommendations that they want.

O. **Student Development or Services**

1. **Student Services**  
**Data Collected:** All of the aspects of Student Services are assessed using the Student Services Survey ([Appendix 17](#)). All students are surveyed annually, half at the end of the fall semester and the other half at the end of the spring semester. The Student Services Survey has been revised this year to include some introductory information, an overall evaluation of the aspects of student services, specific questions that evaluate major categories of student services, an opportunity for students to make comments, and an opportunity to recommend needed student services. Every student has the opportunity to respond on the survey of student services.

2. **New Student Orientation**  
**Data Collected:** The New Student Orientation is assessed every semester using the New Student Orientation Survey ([Appendix 18](#)).

3. **International Student Orientation**  
**Data Collected:** International Student Orientation for I-20 students is assessed every semester on “an as needs basis” using the International Student Orientation Survey. This survey addresses pertinent issues that relate to international students ([Appendix 19](#)).

4. **Academic Advising**  
**Data Collected:** Academic Advising is assessed using the Student Services Survey which is administered each semester ([Appendix 17](#)).
P. Finances: demonstrate a financial healthy institution and financial stability

1. External financial audit
   Data Collected: The change in net assets is tracked over five year period of time with the goal of demonstrating a positive change in net assets. The data comes from the annual external financial audit (Appendix 27).

2. Management Letters, Deficit History, Sufficient Cash Flow, and Debt Retirement
   Data Collected: This data is collected and analyzed for the previous five fiscal years. The goal is not to have any management letters issued by the auditor. Additionally, the goals are to have no deficits, have sufficient cash flow, and retire debt in order to be debt-free (Appendix 27).

3. Gift Income
   Data Collected: The total gifts for five years are reported with the amounts from organizations and from individuals. Fundraising methods are identified along with the amounts generated from each. Five-year fundraising trends are identified.

4. Priority to learning needs
   Data Collected: Information on expenditures is gathered from the Statement of Functional Expenses from the external financial audit.

5. USDE Financial stability ratio
   Data Collected: From the annual audited data, the primary reserve ratio, the equity ratio, and the net income ratio for each fiscal year is computed. The composite score is computed following the methodology used by the US Department of Education for proprietary and nonprofit institutions. The composite score should be between 1.5 and 3.0 to demonstrate a financially healthy institution.

6. Institutional default ratio
   Data Collected: The institutional default rate history is reported and analyzed for five years. The goal is for the rate to be under 15%.

7. Financial Ratios
   Data Collected: The auditor computes the following ratios. The goal is for the ratios is trend according to the specified benchmarks. See (Appendix 20) for the definitions and benchmarks. Two questions are addressed: is the institution clearly financial healthy at balance sheet date and is the institution better off at the end of the fiscal year than it was at the beginning. The goal is for the ratios to trend according to the specified benchmarks.
a. Primary Reserve Ratio  
b. Net Income Ratio  
c. Return on Net Assets Ratio 
d. Viability Ratio

8. Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (UNAEP)
Data Collected: The Institution collects a multi-year statement of unrestricted net assets that matches audited financial statements showing the exclusion of plant assets, net of depreciation and plant-related debt, resulting in UNAEP, the change in UNAEP over at least a two-year period. This is one indicator of a sound financial base and demonstration of financial stability. The change should be positive and should be increasing.

Q. Alumni Survey
Data Collected: First year, five year, and ten year graduates are surveyed annually in either December or January (Appendix 21). The Alumni Survey asks the respondents to identify the year of graduation, degree and track, and ministry involvement. Additionally, the alumnus evaluates the extent to which Luther Rice prepares the person in 6 areas and that the program of study accomplishes selected issues. Respondents indicate whether they have financially contributed to the institution. The survey concludes with the opportunity to make suggestions for improvement and reflect a positive experience while at LUTHER RICE.

R. Library

1. Student Services Survey
Data Collected: Students annually assess the library in the Student Services Survey (Appendix 17), question #6, and #11, Library Services.

2. Library Director’s Report
Data Collected: The Library Director prepares a report for the President that includes the following: library materials currently catalogued, patron use, patron use of electronic resources, Proquest Religion Database usage, usage stats for custom search engine for journal articles, inter-library loans, library survey results, reference transitions per week, gate count, library online software, professional development, library shelving and space, and acquisitions (Appendix 22).

3. Collection Development Analysis
Data Collected: The Library Director prepares an annual collection analysis which has the major headings of biblical studies, professional
The analysis reports the books added, the count, the circulation, and the percent of the collection represented by the area (Appendix 22).

4. **Faculty Library Survey**  
   **Data Collected:** In the spring a survey of the faculty assesses the collection and library resources as to adequacy from the faculty perspective (Appendix 25).

S. **Physical Plant and Health and Safety**  
   **Data Collected:** Data from the Student Services Survey (Appendix 17), question #6 and #13 are collected and analyzed.

T. **Technology**  
   **Data Collected:** Data is collected monthly from Google Analytics. The technology goals from the Strategic Plan are analyzed as well as responses on technology from the Student Services Survey (Appendix 17) question #6 and #15, Faculty Satisfaction Survey (Appendix 16), and Staff Satisfaction Survey (Appendix 8).

U. **Indicators of Success**  
   **Data Collected:** Data is collected on the major areas of the University: admissions, registrar’s office, business office, financial aid, international students, Smith Library, and Development. The preferred trend or benchmark is given (Appendix 24).

V. **Departmental Assessment**  
   **Data Collected:** Every department of the Institution is assessed based on its mission, strategic goals from the strategic plan, indicators of success, survey data, and staff performance evaluations (Appendix 28). Appropriate goals are set from the four areas.
### VII. Assessment Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
<th>Office Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>End June/early</td>
<td>Dr. McCann and Sally go over next academic year’s Assessment Calendar and revise. (Send to Steven for the Strategic Plan)</td>
<td>IE Department</td>
</tr>
<tr>
<td>July</td>
<td>Google Analytics Reports for the academic year (7/1 thru 6/30) **2016: check w/Russ to ensure <a href="http://www.LutherRice.edu">www.LutherRice.edu</a> is being included with the report I run that says <a href="http://www.LRU.edu">www.LRU.edu</a> (2015: per Russ – it’s ok)</td>
<td>IE Department</td>
</tr>
<tr>
<td>July</td>
<td>Collection Development Analysis</td>
<td>Library</td>
</tr>
<tr>
<td>July</td>
<td>Library Director’s Report to President</td>
<td>Librarian</td>
</tr>
</tbody>
</table>
(Info for July 1 thru June 30)  
<p>| Early Aug       | International Student Services (ISS) Survey – Summer (ALL int'l students)                                                                                                                                  | IE Department/ISS Office         |
| Aug             | Foundational Standards Review Process (Administration, Faculty, &amp; Staff)                                                                                                                                   | Faculty (@ Faculty Summit)       |
| Aug             | IPEDS Opens: IC Header (MUST be completed before any other IPEDS data can be inputted)                                                                                                                     | IE Department                    |
| Aug             | New Student Orientation Survey (8/29/15)                                                                                                                                                                   | IE Department                    |
| Aug             | Summer Course Evaluations/Surveys (summer results go with prior Academic year (8/9-8/23/15)                                                                                                               | IE Department                    |
| Aug             | Grade Distributions for Summer Semester (Available the Wed. after the semester is over). (grades due 8/19/15 @ noon)                                                                                         | Registrar/April for the report   |
| Late Aug/Early  | <em>Fact Book</em> for previous academic year (after April finalizes grades)                                                                                                                                     | Mr. Posey                       |
| Sept 2          | IPEDS Opens: Institutional Characteristics; Completions; &amp; 12-Month Enrollment (Closes 10/14/15)                                                                                                             | IE Department &amp; INFO from other depts. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Foundational Standard Review Process</td>
<td>President, Board of Trustees</td>
</tr>
<tr>
<td>Early</td>
<td>Course Evaluations <strong>Mini-term I</strong> (Mini I starts 9/7/15–closes 11/1/15) (Typically mid to end of October)</td>
<td>IE Dept. &amp; SH/HF for Bb blast</td>
</tr>
<tr>
<td>Oct</td>
<td>NPEC (GA) – Send Audited Financial Statement when received from Mr. Hardcastle/from the auditors. Create letter/email and send.</td>
<td>Finance</td>
</tr>
<tr>
<td>Oct</td>
<td>ISL (by a calendar year)</td>
<td>SH</td>
</tr>
<tr>
<td>Oct</td>
<td>Faculty Matrix from ISL (Dr. McCann does/IE)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Oct</td>
<td>ISS Survey - Fall Semester (ALL Int'l Students)</td>
<td>IE Department/ISS Office</td>
</tr>
<tr>
<td>Oct</td>
<td>IPEDS DUE: Institutional Characteristics; Completions; &amp; 12-Month Enrollment</td>
<td>IE Department &amp; INFO from other depts.</td>
</tr>
<tr>
<td>Oct</td>
<td>TRACS Annual Fees/Dues</td>
<td>IE Department</td>
</tr>
<tr>
<td>Nov</td>
<td>ABHE Annual Report/Dues</td>
<td>IE Department &amp; INFO from other depts.</td>
</tr>
<tr>
<td>Nov</td>
<td>Alabama State Auth Renewal (due Dec 2015)</td>
<td>IE &amp; maybe other depts.</td>
</tr>
<tr>
<td>Nov</td>
<td>Revise Assessment Plan (for following yr)</td>
<td>IE Dept(JM)</td>
</tr>
<tr>
<td>Nov (2015)</td>
<td>Iowa State Authorization Renewal (valid 2 yrs/renewal due mid Nov 2015) <strong>Carolyn Small already sent me docs to complete for it.</strong></td>
<td>IE Dept &amp; INFO from other depts.</td>
</tr>
<tr>
<td>Nov</td>
<td>TRACS Annual Operational and Financial Report</td>
<td>IE Department &amp; INFO from other depts.</td>
</tr>
<tr>
<td>Nov</td>
<td>Student Services Survey (1/2 students from academic year take) (A, C, E, etc...) (12/4-12/13/15 ) I messed up-didn't remember to send earlier, extend thru 12/??) (Spring 2016 will be B, D, F, etc...)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Nov-Dec</td>
<td>Babson Survey (published in early part of following year)</td>
<td>IE Department/Dr. McCann</td>
</tr>
<tr>
<td>Dec (opens)</td>
<td>IPEDS Opens: <strong>Winter Collection</strong> DUE Feb 10, 2016: Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, &amp; Outcome Measures (new).  <strong>Spring Collection</strong> DUE in April 6, 2016: Academic Libraries, Fall Enrollment, Finance, &amp; Human Resources.</td>
<td>IE Dept. &amp; INFO from other Depts.</td>
</tr>
<tr>
<td>Dec</td>
<td>Fall Course Evaluations/Surveys (12/7/15 thru 12/20/15)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Dec</td>
<td>Grade Distributions (Fall Semester) Available Wed after the semester is over.</td>
<td>Registrar/April for the report</td>
</tr>
<tr>
<td>Jan</td>
<td>Alumni Survey (Sent to: 1 yr; 5 yr; 10 yr Alumni) (1/?/?/16 – 1/?/?/16 (15</td>
<td>IE Department</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Department</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Jan</td>
<td>New Student Orientation Survey – PRE 1/9/16</td>
<td>IE Department</td>
</tr>
<tr>
<td>Jan</td>
<td>Strategic Plan and Goals and Objectives to BOT</td>
<td>IE Dept., Planning &amp; Assessment Committee</td>
</tr>
<tr>
<td>Mid Jan</td>
<td>College Board Survey-notified via email when survey is available &amp; when it's due</td>
<td>IE Dept. &amp; info from other depts.</td>
</tr>
<tr>
<td>End Jan/Early Feb</td>
<td>Course Evals for Mini-term I (no mini I for Spr 2015) (typically mid March)</td>
<td>IE Dept. &amp; SH/ HF for Bb blast</td>
</tr>
<tr>
<td>Feb 2017</td>
<td>Alaska State Auth - Renew Exemption Status (in 2017 as it's every 2 yrs)</td>
<td>IE Dept.</td>
</tr>
<tr>
<td>Feb 10</td>
<td>IPEDS DUE: Winter Collection: Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, &amp; Outcome Measures.</td>
<td>IE Department &amp; INFO from other depts.</td>
</tr>
<tr>
<td>Feb/March</td>
<td>Maryland State Authorization Annual Renewal (Lots of docs, start early, due in 2015 on May 15, 2015/sent to MD 4/10/15) – should get email notification from Maryland</td>
<td>IE Department</td>
</tr>
<tr>
<td>Feb/March</td>
<td>International Student Services Survey – Spring Semester (ALL int'l students)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Mar</td>
<td>Student Services Survey (other ½ of academic yr students take) (from 3/29/15 – 4/12/15; Spring 2016: send A, C, E, etc…) (Fall 2015: sent B, D, etc…)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Mar</td>
<td>Program Reviews-MAM and MDiv for Spring 2016</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Faculty/Staff/Admin Performance Evaluations</td>
<td>Mgrs/Supervisors</td>
</tr>
<tr>
<td>April 6</td>
<td>IPEDS DUE: Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance; &amp; Human Resources</td>
<td>IE Dept. &amp; INFO from other Depts.</td>
</tr>
<tr>
<td>April</td>
<td>Faculty/Staff Satisfaction Survey (2015: 4/27-5/8/15)</td>
<td>IE Department</td>
</tr>
<tr>
<td>April</td>
<td>Spring Course Evaluations/Surveys (2015: 4/19-5/10/15)</td>
<td>IE Department</td>
</tr>
<tr>
<td>April</td>
<td>Bible Exam (S. Pray made avail 11/8/14, deadline 4/30/15; will have results rpt in 1st of may hopefully, graduation may hinder)</td>
<td>Sally/Admissions Department (Gary Cook)</td>
</tr>
<tr>
<td>May</td>
<td>Board Evaluation</td>
<td>President</td>
</tr>
<tr>
<td>May</td>
<td>CEO Evaluation</td>
<td>Chairman, Board of Trustees</td>
</tr>
<tr>
<td>May</td>
<td>ETS Proficiency Profile/MAPP (Measure of General Education) a/k/a ETS=Educational Testing Service; MAPP=Measure of Academic</td>
<td>Undergraduate Dean</td>
</tr>
</tbody>
</table>
VIII. Annual Assessment Report:

The data is collected per assessment calendar and is summarized. The data is then analyzed and recommendations are made based on the data. A strategy or strategies to address a recommendation is(are) identified and assigned to an individual or group. Progress on accomplishment of the strategy or strategies and completion of the recommendation are tracked and documented. Changes based on the assessment data are identified. An annual assessment report is prepared in July of each year.

IX. Summary of Recommendations and Plans of Action:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Area</th>
<th>Person Responsible</th>
<th>Action Plan or Strategy for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X. Explanation of Using Data to Develop Strategic Plan:

The data is collected during the year as per schedule and the Assessment Report is prepared during the summer. The data and recommendations are reported to the faculty at the August Faculty Summit and the Institutional Effectiveness Retreat. The results are also reported to the appropriate staff departments. Third, the Assessment Report is discussed with the Board of Trustees at its September meeting. A plan of action to address each
recommendation is developed and duties are assigned to the appropriate personnel. Action plans and timelines are implemented. The Strategic Planning Committee oversees the implementation of the action plans. The data from the Assessment Report is used during the fall for the development and revision of the Strategic Plan which is approved by the Board of Trustees in January.