

LUTHER RICE COLLEGE & SEMINARY



Assessment Plan 2020-2021

January 1, 2021
Approved by the Board of Trustees January 29, 2021

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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 2a and 2b; SACSCOC CR 7.1, Standard 7.2, 7.3, and 8.2.a-c).
2. Assessment data and subsequent new goals are utilized to implement changes (TRACS 20.5).

Mission or Purpose Statement of the Institution

The mission of Luther Rice College & Seminary is to serve the church by providing biblically-based on-campus and distance education to Christian men and women for ministry with an end to granting undergraduate and graduate degrees.

Institutional Objectives

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 men and women:

- 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

Explanation of the Assessment Process

Luther Rice is committed to ongoing, integrated, systematic institution-wide research-based planning and assessment that results in measurable improvement and effectiveness in carrying out its mission.

The Institution-wide research-based planning and assessment process is performed throughout the year and consists of multiple elements. These elements are appropriately integrated and allow for the Institution to ensure continuous improvement in the quality and achievement of its mission.

The Luther Rice planning and assessment process and results are reported to and approved by, the Board of Trustees annually. In addition, planning and assessment updates are provided throughout the year during regularly held Board of Trustees meetings.

The Luther Rice mission statement is included in all appropriate publications of the Institution and approved by the Board of Trustees. The mission statement of the Institution directs all Luther Rice planning, assessment, policies, and priorities.

Luther Rice utilizes various elements of assessment to identify expected outcomes, assess the extent to which it achieves the outcomes, and to provide evidence of improvement based on analysis of the results in the areas of:

1. Educational programs (including student learning outcomes)
2. Administrative support services
3. Academic and student support services

The following elements of the planning and assessment process fit together to ensure measurable improvement and effectiveness in carrying out the mission.

1. Strategic planning and assessment
2. Educational program planning and assessment
3. Departmental assessment
4. Enrollment Management planning and assessment
5. Financial budget planning and assessment
6. Assessment Plan
7. Assessment Report

Areas of Assessment

The following areas of the institution are assessed as follows:

Enrollment Management

Assessment Measures:

The Luther Rice Enrollment Management process evaluates the Institution's enrollment, tuition and fee pricing, and other performance-related items with other comparable institutions of higher learning. Tuition and fee comparisons are found in the Financial Budget. With regards to market trends and enrollment, Luther Rice relies on data from 3rd party sources such as the National Student Clearinghouse Research Center, ATS annual data, and Inside Higher Ed. Refer to the *2019-2025 Enrollment Management Plan* for details.

The Enrollment Management Plan collects data such as current and prior-years' inquiries, applications, enrollment results, acceptance yields, and retention rates. The plan also considers current internal and external influences and projects future inquiries, applications, enrollment, and various rates. The projected enrollment from the Enrollment Management Plan is used to inform the tuition and fee revenue for the Financial Budget.

The Enrollment Management Plan provides measurable and realistic goals for Luther Rice recruitment and enrollment. The objectives and underlying recruitment and enrollment goals of the plan are addressed and evaluated throughout the year in various institutional documents. The documents include, but are not limited to, the Enrollment Management Plan, Department Assessment, monthly financial statements, president reports, Strategic Plan, and the Financial Budget.

Expected Outcomes:

Refer to the *2019-2025 Enrollment Management Plan and Financial Budget* for expected outcomes with regards to enrollment and other performance-related items for the years 2020-2026.

Mission or Purpose Statement

Assessment Measures:

The Foundational Standards Review is administered and completed annually. Luther Rice administrators, faculty, and staff are asked to participate in the survey. The mission statement is reviewed as to whether it states the purpose of Luther Rice, is clearly defined and is measurable.

The Board of Trustees reviews and approves the Luther Rice Catalog each year, which includes the mission statement.

Expected Outcomes:

100% of questions answered “met”

Board approval of catalog and mission statement

Assessment Measures:

The Strategic Planning Committee met in 2018 to create an additional assessment for the recently revised Mission Statement. The assessment aims to measure the mission statement’s effectiveness in the following areas:

- Providing Biblical Education
- To Christian Men and Women
- For Ministry (student and/or graduate)
- For Ministry (church)
- With End to Granting Undergraduate and Graduate Degrees

A combination of direct and indirect assessment measures will be utilized (Learning Outcomes, Christian Testimony, Signed Doctrinal Statement, Alumni Survey Placement Questions, Student Survey Questions).

Expected Outcomes:

Direct Assessment Measures – Accomplished. (For learning outcomes, within prescribed desired outcomes.)

Indirect Student Survey Measures – Less than 5% disagree/strongly disagree

Foundational Standards

1. Doctrinal Statement and Position Statements
2. Institutional Learning Outcomes
3. Philosophy Statement
4. Statement of Values and Standards (Standards of Conduct)

Assessment Measures:

The Foundational Standards Review is administered and completed annually. Luther Rice administrators, faculty, and staff are asked to participate in the survey. Two statements review the doctrinal statement and position statements. Four statements review the institutional objectives, three review the philosophy statement, and two reviews the statement of values and standards.

The Board of Trustees reviews and approves the Luther Rice Catalog each year, which includes the doctrinal statement and position statements, institutional learning outcomes, philosophy statement, and statement of values and standards (standards of conduct). The Board of Trustees reviews and approve the Luther Rice Faculty Handbook which includes the statement of values and standards statement (standards of conduct). The Staff Handbook includes various portions of the statement of values and standards statement (standards of conduct). All Luther Rice personnel when hired must sign the statement of values and standards statement (standards of conduct).

Expected Outcomes:

100% of questions answered “met”

Board approval of Catalog, Faculty Handbook, Staff Handbook, and Foundational Standards

Institutional Objectives (Institutional Learning Outcomes)

Assessment Measure:

Institutional Learning Outcomes Assessment Report. Every five years, at the end of the program review cycle, the faculty assess the graduate’s ability to demonstrate institutional learning outcomes. The next direct assessment of Institutional Learning Outcomes is 2019-2020.

Expected Outcomes:

Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent), with 3 or 4 representing Competent. The desired outcome for each Institutional Learning Outcomes is a competency level of greater than or equal to 3.

Institutional Learning Outcomes Assessment Report

<i>Institutional Learning Outcome</i>	<i>Description</i>	<i>Competency</i>	<i>Desired Outcome</i>	<i>Next Assessment</i>
<i>ILO-1— Exegetical/Expositional</i>	<i>The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts</i>		≥ 3	2024-2025

<i>ILO-2— Theological/Apologetical</i>	<i>The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith</i>		≥ 3	2024-2025
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 3	2024-2025
<i>ILO-4— Evangelical/Devotional</i>	<i>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</i>		≥ 3	2024-2025
<i>ILO-5— Academic/Discipleship</i>	<i>The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning</i>		≥ 3	2024-2025
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 3	2024-2025

Assessment Measure:

Exit Interview. Each year, the graduating class completes an exit interview. Question #23 addresses the student’s opinion on their ability to demonstrate institutional learning outcomes. The next indirect assessment of Institutional Learning Outcomes is 2021.

Expected Outcomes:

The desired outcome for each Institutional Learning Outcomes is an agreement level of greater than or equal to 90%.

Exit Interview (Percent of Students who “Agree” or “Strongly Agree”)

<i>Institutional Learning Outcome</i>	<i>Description</i>	<i>Competency</i>	<i>Desired Outcome</i>	<i>Next Assessment</i>
<i>ILO-1— Exegetical/Expositional</i>	<i>The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts</i>		≥ 90%	2021

<i>ILO-2— Theological/Apologetical</i>	<i>The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith</i>		≥ 90%	2021
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 90%	2021
<i>ILO-4— Evangelical/Devotional</i>	<i>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</i>		≥ 90%	2021
<i>ILO-5— Academic/Discipleship</i>	<i>The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning</i>		≥ 90%	2021
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 90%	2021

Governing Board

Assessment Measures:

Board of Trustees Self-Evaluation. The board completes a self-evaluation each September at the Board of Trustees meeting. The evaluation assesses various areas including organizational hierarchy, policy formulation and implementation, board meetings, board decisions and financial oversight, budgeting, and planning.

The Board of Trustees meets collectively three times during the year (January, May, September). The Board of Trustees committees (Academic, Finance, and Strategic Planning) meet three times during the year (January, May, September).

Expected Outcomes:

100% of questions answered “agree”

Board meets three times during the year

Office of the President

Strategic Plan Goals and Objectives

Assessment Measure:

During the annual review of the Strategic Plan, prior years' objectives are evaluated for completion and according to expected outcomes. Each year the Strategic Plan includes a progress report for each objective from the previous plan. The evaluation process provides evidence of continuing assessment, improvement in institutional quality, and that Luther Rice is accomplishing its mission. Any objectives deemed in progress or incomplete are noted as such and reviewed for future completion and inclusion in an upcoming plan. The institution's eight strategic goals are determined by the expected outcomes of the Office of the President. Consequently, the assessment and progress of the goals associated with the strategic plan are indicative of the assessment and progress of the expected outcomes for the President.

Expected Outcomes:

Refer to the *2020-2025 Strategic Plan* for the rationale, expected plan, estimated need, timeframe, responsible party, and other expected outcomes for each Strategic Goal and Objective. The progress of goals and objectives from the *2020-2025 Strategic Plan* will be identified in the *2021-2026 Strategic Plan*.

President Evaluation

Assessment Measure:

President/CEO Evaluation. Each year, the Board evaluates the President in areas of leadership and management, Christian values, administration of the Institution's finances, and advancement of the Institution.

Expected Outcomes:

Greater than "Meets Expectations" in all areas

Gift Income

Assessment Measures:

The Office of the President presides over the development/fundraising activities of Luther Rice. The revenue line items pertaining to giving in the *Financial Budget* provides the key metric related to gift income for the year 2020/2021.

Expected Outcomes:

\$224,000: 2020/2021 giving budget

Administration

Assessment Measure:

Administrative Performance Appraisal. Luther Rice administrators are evaluated each year. The performance appraisal 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. Other items such as future duties/goals/assignments and performance improvements are reviewed as well. The annual appraisal is conducted in March/April.

Expected Outcomes:

Meets Expectations is the minimum expected outcome for each employee in overall performance. In addition, year-over-year changes in averages and/or individual employee ratings are reviewed by the Executive Vice President (and individual supervisors if necessary) and may be addressed in various ways.

Staff

Staff Performance Evaluation

Assessment Measure:

Staff Performance Appraisal. Staff personnel is evaluated each year. The Performance Appraisal assesses 14 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, and Other Critical Specific to Position. Other items such as future duties/goals/assignments and performance improvements are reviewed as well. The annual appraisal is conducted in March/April.

Expected Outcomes:

Meets Expectations is the minimum expected outcome for each employee in overall performance. In addition, year-over-year changes in averages and/or individual employee ratings are reviewed by the Executive Vice President (and individual supervisors if necessary) and may be addressed in various ways.

Staff and Administration Satisfaction Survey

Assessment Measures:

Staff and Administration Satisfaction Survey. The Staff and Administration Satisfaction Survey are distributed and collected each year. The survey allows staff and administration personnel to answer questions, make recommendations, and provide any comments concerning the Institution and their workplace experience. The survey deals with staff and administration satisfaction on issues such as workload, chapel, staff manual, communication, integrity, service to students, salary and benefits, IT, understanding of the mission statement, continuing education, facilities, and grounds.

Assessment of the Staff and Administration Satisfaction Survey is conducted through the department assessments. Survey questions that pertain specifically to a Luther Rice department are addressed in the respective department assessment for the year. The remaining questions that are more general are addressed in the Office of Administration department assessment.

Expected Outcomes:

Staff and Administration Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the respective department assessment.

Academic Programs

Assessment Measures:

Program Reviews. Each year, the faculty perform a formal review of one or more programs. Program reviews are intended to assess the program's educational effectiveness; determine the cost-effectiveness of a program; determine the need for program revisions, and determine the viability for the continuation of the program. All programs are to be reviewed regularly (every five years). The following table summarizes the most recent review by program:

Degree Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Bachelor of Arts in Religion					X
Master of Arts in Apologetics				X	
Master of Arts in Biblical Counseling			X		
Master of Arts in Christian Studies				X	
Master of Arts in Leadership			X		
Master of Arts in Ministry		X			
Master of Divinity		X			
Doctor of Ministry	X				

Expected Outcomes:

The desired outcome is that each program is reviewed, the program committee responsible for the review provides recommendations for improvement, and recommendations for improvement are implemented in the future.

General Education Learning Outcomes

Assessment Measures:

General Education Learning Outcomes. Each year, at the end of the spring semester, the faculty assess undergraduate students' ability to demonstrate general education learning outcomes. The general education component of the Bachelor of Arts in Religion emphasizes fine arts and humanities and includes courses in science and mathematics. Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent). The next direct assessment of General Education Learning Outcomes is the spring of 2020. For more details regarding Program Learning Outcome assessment, please request the *2019-2020 Student Learning Outcomes Assessment Report* from the Office of Academic Affairs.

In addition, the institution utilizes the ETS Proficiency Profile to assess undergraduate students' competency in the following areas: Reading, Writing, Critical Thinking, and Natural Sciences. The score range for each area of competency is 100 to 130. The total score range for the proficiency profile is 400 to 500.

Expected Outcomes:

The desired outcome for each General Educational Learning Outcome is a competency level of greater than or equal to 3. The desired outcome for each area of competency in the ETS Proficiency Profile is to exceed the comparison group score.

General Education Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
GELOCOM-1	<i>Focus - the sections of the essay or speech make a unified argument; all sections support the same argument.</i>		≥ 3	2020-2021
GELOCOM-2	<i>Paragraph organization - each paragraph addresses a single topic that contributes to the overall argument of the essay or speech.</i>		≥ 3	2020-2021
GELOCOM-3	<i>Sentence style - the sentences of the essay or speech flow smoothly and clearly, and demonstrate facility with English grammar.</i>		≥ 3	2020-2021
GELOCOM-4	<i>Audience awareness - the student recognizes an audience's potential reservations, and employs appropriate logical, emotional, and ethical strategies of persuasion (logos, pathos, ethos) to win assent.</i>		≥ 3	2020-2021
GELOCOM-5	<i>Research/Information Literacy - the student uses appropriate sources to support claims.</i>		≥ 3	2020-2021
GELOLIT-1	<i>Statement of meaning (thesis) - the student identifies the author's message or purpose in writing/creating.</i>		≥ 3	2020-2021

GELOLIT-2	<i>Analysis of genre - the student identifies and describes the work's genre.</i>		≥ 3	2020-2021
GELOLIT-3	<i>Close reading of work - the student discusses the literary work to support the thesis stated at the beginning of the essay.</i>		≥ 3	2020-2021
GELOLIT-4	<i>Comparison with other works (theme) - the student examines thematic connections between the selected work and other works of art.</i>		≥ 3	2020-2021

ETS Proficiency Profile Area of Competency	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
ETS: Reading		>Comparison Group	2020-2021
ETS: Writing		>Comparison Group	2020-2021
ETS: Critical Thinking		>Comparison Group	2020-2021
ETS: Natural Sciences		>Comparison Group	2020-2021
*Total Score:		>Comparison Group	2020-2021

Program and Course Learning Outcomes

Assessment Measures:

Program Learning Outcomes Assessment. Each year, at the end of the spring semester, the faculty assess student's ability to demonstrate program learning outcomes. Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent). The next direct assessment of Program Learning Outcomes is the spring of 2021. For more details regarding Program Learning Outcome assessment, please request the *2019-2020 Student Learning Outcomes Assessment Report* from the Office of Academic Affairs.

Expected Outcomes:

The desired outcome for each Program Learning Outcome is a competency level of greater than or equal to 3.

Program Learning Outcomes Assessment

Bachelor of Arts in Religion

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate effectiveness in oral and written communication.</i>		≥ 3	2020-2021
PLO-2	Articulate the ideas, events, and factors that have contributed to the development of world civilizations, and modern society and culture.		≥ 3	2020-2021
PLO-3	<i>Critically and constructively apply a Christian worldview as it relates to various disciplines.</i>		≥ 3	2020-2021
PLO-4	<i>Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.</i>		≥ 3	2020-2021
PLO-5	<i>Develop foundational skills for ministry and service in a local church.</i>		≥ 3	2020-2021

Master of Arts in Apologetics

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 3	2020-2021
PLO-2	Relate the Church's theological heritage to current cultural and apologetical issues.		≥ 3	2020-2021
PLO-3	Articulate a rational and biblical case for the truth of Christianity.		≥ 3	2020-2021
PLO-4	Articulate a defense to major objections to Christianity.		≥ 3	2020-2021

Master of Arts in Biblical Counseling

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
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PLO-1	Articulate a biblical philosophy of counseling.		≥ 3	2020-2021
PLO-2	Communicate biblical and theological truths through counseling.		≥ 3	2020-2021
PLO-3	Incorporate empathetic pastoral care or referral.		≥ 3	2020-2021
PLO-4	Implement ethically and legally informed counseling practices.		≥ 3	2020-2021
PLO-5	Employ interpersonal skills in counseling.		≥ 3	2020-2021

Master of Arts in Christian Studies

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 3	2020-2021
PLO-2	Develop a coherent theology of the major doctrines of the Christian faith		≥ 3	2020-2021
PLO-3	Communicate biblical and theological truths in writing		≥ 3	2020-2021

Master of Arts in Leadership

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
PLO-1	Employ research methods for organizational analysis and problem-solving.		≥ 3	2020-2021
PLO-2	Articulate a biblical philosophy of leading and following consistent with their vocation.		≥ 3	2020-2021
PLO-3	Apply Christian leader and follower principles.		≥ 3	2020-2021
PLO-4	Utilize leader and follower theories to diagnose and/or design organizations.		≥ 3	2020-2021

Master of Arts in Ministry

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
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PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 3	2020-2021
PLO-2	Utilize the Church's theological heritage as an important resource in their personal spiritual development and ministry		≥ 3	2020-2021
PLO-3	Evaluate ministries in light of the Great Commission and the Great Commandment		≥ 3	2020-2021
PLO-4	Lead in developing, designing, and implementing ministry programs		≥ 3	2020-2021

Master of Divinity

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 3	2020-2021
PLO-2	Utilize the Church's historical and theological heritage as an important resource in their personal spiritual development and ministry.		≥ 3	2020-2021
PLO-3	Articulate a biblical philosophy of ministry consistent with their vocation.		≥ 3	2020-2021
PLO-4	Communicate biblical and theological truths through preaching, teaching, writing, or in such other ways as may be appropriate.		≥ 3	2020-2021
PLO-5	Evaluate and develop ministries in light of the Great Commission and the Great Commandment.		≥ 3	2020-2021
PLO-6	Accurately and empathetically evaluate people and their personal circumstances and provide appropriate pastoral care or referral.		≥ 3	2020-2021
PLO-7	Lead in developing goals and designing and implementing ministry.		≥ 3	2020-2021
PLO-8	Serve with Christian character in their personal and professional lives.		≥ 3	2020-2021

Doctor of Ministry

Program Learning Outcome	Description	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
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PLO-1	Demonstrate an advanced understanding and integration of ministry in relation to biblical, theological, academic, and pastoral disciplines.		≥ 3	2020-2021
PLO-2	Articulate and apply a comprehensive and critical philosophy of ministry.		≥ 3	2020-2021
PLO-3	Demonstrate advanced competencies in the areas of critical thinking, Research and Writing, Biblical Theology, Biblical Communication, Administration/Leadership, Pastoral Care, and Great Commission Strategies.		≥ 3	2020-2021
PLO-4	Plan, implement, and critically evaluate major undertakings in ministry toward the fulfillment of the Great Commission and the Great Commandment.		≥ 3	2020-2021
PLO-5	Evaluate personal, spiritual, and professional development and design a plan for lifelong learning.		≥ 3	2020-2021

Assessment Measure:

Educational Testing Service Proficiency Profile. 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.

Expected Outcome:

The desired outcome for each area of testing greater than or equal to the 50th percentile.

Assessment Measure:

Bible Content Examination. The Bible Content Examination is completed by all incoming students upon application and completed by all graduates. The test is distributed by the Association of Biblical Higher Education. This test is particularly applicable to the Bachelor of Arts in Religion; the Masters of Biblical Counseling; the Masters of Christian Studies; and the Master of Divinity.

Expected Outcome:

The desired outcome for the Bible Content Examination is greater than or equal to 15% overall growth.

Assessment Measure:

Grade Distribution. Grade distributions are collected each semester according to the mode of delivery and degree level. Course grades are utilized as a direct assessment of the student's ability to

demonstrate course learning outcomes. The competency scale for grades is as follows: A (Excellent); B (Good); C (Average); D (Poor); and F (Fail).

Expected Outcome:

The desired outcome for competency is that at least 75% of the class have a performance greater than or equal to C (Average).

Information Literacy Learning Outcomes

Assessment Measure:

Each of Luther Rice College and Seminary’s educational programs has expected Information Literacy Learning Outcomes, which are assessed annually. These outcomes are created by the Director of Library Services and Administration and implemented in conjunction with the faculty through the use of embedded instruction.

The work products selected for assessment are selected from foundational courses within each program. The assessors use rubrics specific to the program to assess student competency. The rubrics are scaled from 1 or 2 (Incompetent) to 5 or 6 (Very Competent), with an expected outcome of greater than or equal to 3 (Competent).

The new ACRL Framework intentionally leaves room for institutions to write their Learning Outcomes, based on the six frames. Listed below are the learning outcomes composed and approved by the Information Literacy Committee. Each frame has been restated at a Learning Outcome for each program level. ILLO 1.1 represents Frame 1 at an undergraduate level, ILLO 1.2 represents Frame 1 at a graduate level, and ILLO 1.3 represents Frame 1 at a doctoral level, and so on.

Expected Outcome:

The desired outcome for each Information Literacy Learning Outcome is a competency level of greater than or equal to 5.

Undergraduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
Frame 1.1	Students identify differences between a scholarly and a popular source, and select sources accordingly. While appreciating the authority of a scholarly source, students recognize that all argument is underwritten by assumptions or worldviews.		≥ 3	2020-2021
Frame 2.1	Students differentiate between various types of information resources and understand when it is appropriate to use those		≥ 3	2020-2021

	resources. Students look for indicators of quality when seeking information.			
Frame 3.1	Students differentiate between valuable and valueless information, give credit to original ideas, and describe the importance of information in the overall effectiveness of written and oral communication.		≥ 3	2020-2021
Frame 4.1	Students formulate questions for research based on information gaps or on reexamination of existing information in order to determine an appropriate scope for current research projects.		≥ 3	2020-2021
Frame 5.1	Students cite the contributions of others in their own projects and contribute to scholarly conversation through guided discussion or other appropriate methods. Students identify barriers to entering scholarly conversation via various venues.		≥ 3	2020-2021
Frame 6.1	Students engage in searching as a process of exploration involving browsing and utilizing multiple sources, tools, and search strategies, including the assistance of a librarian.		≥ 3	2020-2021

Graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
Frame 1.2	Students recognize various types of authority (such as scholarship, societal position, or special experience and utilize sources with the appropriate level of authority, according to the research need. Students use informed skepticism to evaluate the authority of sources based on their origin, context, purpose, and the current information need.		≥ 3	2020-2021

Frame 2.2	Students identify the appropriate level of scholarship and currency among publication formats (scholarly journals, magazines, websites, etc.) within their field in order to use resources appropriately for their information needs.		≥ 3	2020-2021
Frame 3.2	Students employ information legally and ethically to engage in scholarship, while demonstrating an understanding of the value of information.		≥ 3	2020-2021
Frame 4.2	Students simplify research tasks by breaking complex questions into simple ones, while experimenting with various research methods, based on need, circumstance, and type of inquiry. Students monitor gathered information, assess for gaps or weaknesses, and explore diverse disciplinary perspectives.		≥ 3	2020-2021
Frame 5.2	Students critique and appraise contributions made by others in their field of study. Students engage in scholarly conversation at an appropriate level, seek information from multiple perspectives, and understand a good research question will not have a single uncontested answer.		≥ 3	2020-2021
Frame 6.2	Students demonstrate the use of appropriate search tools and language (natural language vs. controlled vocabulary). Students are able to refine the initial research inquiry based on results, ask for expert guidance, manage a large number of results, and know when enough information has been gathered.		≥ 3	2020-2021

Post-graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2019/2020 Competency	2019/2020 Desired Outcome	Next Assessment
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Frame 1.3	Students recognize various types of authority (such as scholarship, societal position, or special experience) and utilize sources with the appropriate level of authority, according to the research need. Students acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibility this entails (accuracy, reliability, and ethical use of the ideas of others).		≥ 3	2020-2021
Frame 2.3	Students utilize a variety of information formats in their area of research including subject-specific databases, core journals, and reference materials. Students employ information from appropriate formats based on the currency, depth, formality, and accuracy of the information needed.		≥ 3	2020-2021
Frame 3.3	Students employ information legally and ethically to contribute to the information marketplace, while understanding the value of various types of information.		≥ 3	2020-2021
Frame 4.3	Students organize information in meaningful ways, while synthesizing ideas gathered from multiple sources. Students draw reasonable conclusions based on the analysis and interpretation of information.		≥ 3	2020-2021
Frame 5.3	Students summarize and evaluate the changes in scholarly perspective over time on a particular topic within a specific discipline. Students begin to see themselves as contributors to the scholarly conversation, within their field of study, and thus participate in a consistently meaningful and responsible manner.		≥ 3	2020-2021
Frame 6.3	Students apply advanced search strategies with an understanding that information sources vary greatly in content and format and have varying degrees of relevance and value, depending on the needs and nature of		≥ 3	2020-2021

	<p>the search. Students seek a wide range of sources and recognize the value of ongoing research in a particular field, including updates on new scholarship in their field of study.</p>			
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Student Achievement

Graduation Rate

Assessment Measures:

Historically, the data collected for the graduation rate assessment originated from undergraduate students using the 150% rule from the TRACS Annual Report and IPEDS. However, the criteria for the measurement was first-time full-time students, which makes up a significantly small amount of students for Luther Rice given the non-traditional student profile of the Institution.

Therefore, to best represent the entire Luther Rice population of students with regard to graduation rate, Luther Rice will not use the IPEDS and Annual Reports to assess graduation rates in this report. Instead, an alternative calculation utilized by the Institution will be used. The calculation captures all students (by program and by year) and determines whether they graduated within the prescribed timeframe. This graduation rate assessment is captured in the Student Affairs department assessment.

Expected Outcomes:

Undergraduate Graduation Rate: Greater than 37.2% within 6 years (December 2018 National Student Clearinghouse Research Center “A National View of Student Completion Rates Fall 2012 Cohort” Figure 7 – 6 year outcomes for students who started at four-year private nonprofit institutions at first entry by age. The previous year’s report provided one more level of detail “enrollment intensity (Exclusively Part-Time)”. The current report does not. Therefore, the % is slightly different than the previous year. https://nscresearchcenter.org/wpcontent/uploads/NSC004_Signature-Report_V4_2JAN19.pdf

Graduate Graduation Rate: Greater than 50% within the allotted time for degree per Luther Rice Catalog -2013 Cohort (MA, MDIV, and DMIN) Internal Luther Rice Benchmark

Job Placement Rate

Assessment Measures:

Luther Rice College and Seminary’s mission is “to serve the church by providing biblically-based on-campus and distance education to Christian men and women for ministry with an end to granting undergraduate and graduate degrees.” Luther Rice serves the church by educating Christian men and women for ministry. Thus, a key indicator of success is the job placement rate. Luther Rice collects job placement data using the Alumni Survey, which is issued annually. The survey asks participants to indicate whether or not they are currently active in the field for which they were educated.

Expected Outcomes:

The institution's expected outcome for Total Job Placement Rate is greater than or equal to 75%.

Ministry Placement Rate

Assessment Measures:

Luther Rice College and Seminary's mission is "to serve the church by providing biblically-based on-campus and distance education to Christian men and women for ministry with an end to granting undergraduate and graduate degrees." A key component of the institution's mission is to serve the church by educating Christian men and women for ministry. Thus, a key indicator of success is the degree to which graduates are not only prepared for ministry but placed in ministry settings. Luther Rice collects ministry placement data using the Alumni Survey. In particular, the survey asks respondents to indicate their current ministry involvement as either full-time (paid), part-time (paid), volunteer (unpaid), not involved in ministry, other, or not applicable.

Expected Outcomes:

The institution's expected outcome for ministry placement is great than or equal to 90%

Student Retention Rate

Assessment Measures:

Retention is calculated each year in total and by program, fall semester to fall semester. The expected outcome measures total retention.

Expected Outcomes:

The institution's expected outcome for the 2019-2020 Total Retention Rate was 70%

Comparability of On-campus and Distance Education

Assessment Measure:

Syllabus Review Rubric. Each year, syllabi are evaluated to ensure that each essential element is included. Luther Rice College & Seminary requires that courses offered through distance education and courses offered on-campus are comparable.

Expected Outcomes:

The syllabus rubric will demonstrate that the review by the Academics Department is completed. Sample syllabi will be provided to show comparability. In the 2019-2020 Assessment Report, the syllabus for MP 1401-Preparing for Christian Service (Online) and the syllabus for MP 1401-Preparing for Christian Service (On-Campus) are available to demonstrate their comparability.

Faculty

Assessment Measures:

Instructional Staff Listing. Each semester, the institution updates the Instructional Staff Listing (ISL). Luther Rice College & Seminary requires all of its full-time and part-time faculty to have the appropriate credentials.

Expected Outcomes:

Appropriate is defined as at least 18 credit hours in a completed degree program one level higher than the degree level in which the faculty member teaches. For example, those teaching undergraduate courses must have a completed master's degree in the field that they teach with at least 18 credit hours within the field that they teach. In addition, the institution desires that all full-time faculty have terminal degrees within their teaching field.

Luther Rice desires to keep the full-time/part-time faculty mix at approximately 75% full-time, 25% part-time in total.

Assessment Measures:

Annual Faculty Profile. Each spring, faculty undergo an annual evaluation. The faculty member is required to complete an annual faculty profile, and the faculty member's supervisor is required to evaluate the faculty member's performance, on-campus teaching, and online course design.

As a part of the Annual Faculty Profile, Course student evaluations are collected and summarized for the fall, spring, and summer semesters. All courses are evaluated (online, on-campus, undergraduate, graduate). Each spring, the course evaluations are reviewed by the VP of Academic Affairs and faculty members during annual evaluations. Faculty members are required to review the results of their respective courses and answer questions such as "Did written comments indicate any weaknesses?" and "What changes will you make in your courses as a result of this review?" The VP of Academic Affairs subsequently reviews the answers and scores each faculty member under the Student Satisfaction performance area of their annual evaluation.

Expected Outcomes:

The desired outcomes for these areas are greater than or equal to 3 (Satisfactory); greater than or equal to 2 (Satisfactory); and greater than or equal to 2 (Accomplished), respectively.

Annual Faculty Profile

Performance Area	2019/2020 Average Score	Desired Outcome	Next Assessment
Knowledge of Discipline		≥ 3	2021
Work Quality		≥ 3	2021
Productivity (Full Time Only)		≥ 3	2021
Initiative and Resourcefulness (Full Time Only)		≥ 3	2021

Communication/Listening Skills		≥ 3	2021
Cooperation		≥ 3	2021
Attendance/Punctuality (Full Time Only)		≥ 3	2021
Planning and Organizing Effectiveness (Full Time Only)		≥ 3	2021
Student Satisfaction		≥ 3	2021
Work Ethics and Values		≥ 3	2021
Professionalism/Dress/Attitude/Conduct (Full Time Only)		≥ 3	2021
Scholarly Activity (Full Time Only)		≥ 3	2021
Institutional Support (Full Time Only)		≥ 3	2021

Performance Evaluation for On-campus Teaching

Performance Area	2019/2020 Average Score	Desired Outcome	Next Assessment
Reviews to assess students' prior knowledge		≥ 3	2021
Objectives of the lesson		≥ 3	2021
Instruction begins at the knowledge level		≥ 3	2021
Interacts with students during the lesson		≥ 3	2021
Problem Solving		≥ 3	2021
Higher Order Thinking Skills		≥ 3	2021
Thinking Time		≥ 3	2021
Incorporates Group Work		≥ 3	2021
Multiple Learning Styles		≥ 3	2021
Use of Technology and PowerPoint		≥ 3	2021
Summary		≥ 3	2021

Online Course Design Evaluation

Performance Area	2019/2020 Average Score	Desired Outcome	Next Assessment
Introduction and Overview		≥ 3	2021
Learning Outcomes		≥ 3	2021
Assessment		≥ 3	2021
Materials		≥ 3	2021
Interaction		≥ 3	2021
Technology		≥ 3	2021
Navigation		≥ 3	2021
Student Support		≥ 3	2021
Access		≥ 3	2021

Assessment Measure:

Faculty Satisfaction is evaluated annually in April/May by the Faculty Satisfaction Survey. 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.

Assessment of the Faculty Satisfaction Survey is conducted through department assessments. Survey questions that pertain specifically to a Luther Rice department are addressed in the respective department's assessment for the year. The remaining questions that are more general are addressed in the Academics department assessment.

Expected Outcomes:

Faculty Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the respective department assessment.

Administrative Support Services

Department Assessments

Assessment Measures:

Luther Rice administrative support services are assessed using various direct and indirect assessment measures via the department assessments. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all administrative support service related departments.

Refer to the assessment measures and expected outcomes in the department assessments for the following academic and student support related areas:

1. Office of the President
2. Office of the Executive Vice President
3. Office of Financial Affairs
 - A. Accounting
 - B. Facilities
4. Office of Academic Affairs
 - A. Faculty
 - B. Institutional Effectiveness
5. Office of Administration Affairs
 - A. Enrollment Management
 - B. Recruitment
 - C. Marketing
 - D. Planning and Budgeting

Academic and Student Support Services

Department Assessments

Assessment Measures:

Luther Rice's academic and student support services are assessed using various direct and indirect assessment measures via department assessments. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all academic and student support service related departments.

Refer to the assessment measures and expected outcomes in the department assessments for the following academic and student support related areas:

1. Office of Financial Affairs
 - A. Students Accounts
2. Office of Academic Affairs
 - A. Library
 - B. Registrar
 - C. Book Services

3. Office of Administrative Affairs
 - A. Admissions
 - B. Financial Aid
 - C. Security
4. Office of Student Affairs
 - A. Academic Advising
 - B. Career Services
 - C. Student Government Association
 - D. Retention and Student Success
5. Office of Information Technology

New Student Orientation

Assessment Measure:

The New Student Orientation is assessed each spring semester using the New Student Orientation Survey and annually using the Student Satisfaction Survey. In addition, the Enrollment Management and Student Success department assessments address Student Orientation matters as needed.

Expected Outcome:

The desired outcome for New Student Orientation Survey is 100% strongly agree/agree.

Student Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 5%

Finances

Luther Rice Financial Affairs are assessed using various direct and indirect assessment measures via the Financial Affairs Department Assessment. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all financial affairs related departments.

External Financial Audit

Assessment Measure:

Annual external financial audit

Expected Outcome:

Unqualified audit opinion

Management Letters/Audit, UNAEP, and Cash Flow

Assessment Measures:

Management Letter/Audit): Annual external financial audit

Unrestricted Net Assets (UNAEP): Change in Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt

Sufficient Cash Flow: Cash Reserves per Audited Financial Statements

Expected Outcomes:

Management Letter/Audit: Annual audit is completed with an unqualified audit opinion

UNAEP: Change is positive each year

Sufficient Cash Flow: Increase of \$200,188 cash: 2019/2020 vs. 2020/2021

Priority to Learning Needs

Assessment Measure:

Luther Rice expenditure information is gathered from the Statement of Activities in the external financial audit each year. The data is used to assure that the Institution is appropriately allocating spending in the areas of Instruction, Academic Support, and Student Services.

Expected Outcomes:

Luther Rice expects to remain within the expense % allocation that the Institution has maintained for the past 3 years.

Instruction: 36% to 37%

Academic Support: 19% to 20%

Student Services: 14% to 15%

Total: 69% to 72%

Composite Financial Index and USDE Financial Stability Ratio

Assessment Measure:

From the annual audited data, the Composite Financial Index score is calculated using the primary reserve ratio, net income ratio, and the return on net assets ratio. The USDE Financial Stability Ratio is also calculated.

Expected Outcomes:

Luther Rice auditors CapinCrouse indicate in the annual audit that the Composite Financial Index be greater than 3. Per the USDE, the financial stability ratio should be between 1.5 and 3.0 to demonstrate a financially healthy institution.

Institutional Default Ratio

Assessment Measure:

Federal Financial Aid Loan Cohort Default Rate

Expected Outcomes:

Less than or equal to the national average: currently 10.8% for the cohort year 2015

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

Financial Ratios

Assessment Measures:

The Luther Rice external auditor CapinCrouse computes the following ratios each year. The goal is for the ratios to trend according to their respective benchmarks. Concerning the ratios, the auditor addresses two questions each year: is the institution clearly financially healthy at the balance sheet date, and is the institution better off at the end of the fiscal year than it was at the beginning?

1. Primary Reserve Ratio
2. Net Income Ratio
3. Return on Net Assets Ratio
4. Is the institution healthy at the balance sheet date?
5. Institution better off at end of the fiscal year than at the beginning?

Expected Outcomes:

1. Greater than 0.4
2. Between 2% and 4% (preferably greater than 3%)
3. Greater than 6.0%
4. Yes
5. Yes

Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (UNAEP)

Assessment Measures:

The UNAEP is calculated each year by the Luther Rice external auditor CapinCrouse and also tracked monthly by the Institution. The UNAEP calculation is one indicator of a sound financial base, demonstration of financial stability, and assurance that the Institution is living within its means.

Expected Outcomes:

The UNAEP should be positive each year.

Alumni Survey

Assessment Measure:

First-year, five-year, and ten-year graduates are surveyed annually in either December or January. 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 for ministry and that the program of study accomplishes various needs. Respondents also indicate whether they or their church have financially contributed to the institution. The survey concludes with the opportunity to make suggestions, including suggestions for improvement at Luther Rice.

Expected Outcomes:

Assessment of the Alumni Survey is conducted through the Administration department assessment.

Alumni Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the Administration department assessment.

Assessment Calendar

Date	Assessment	Office Responsible
Late June/Early July	Vice President for Academic Affairs reviews the next academic year's Assessment Calendar and revise.	Institutional Effectiveness
July	Library Annual Report, including the Collection Development Analysis	Library
Aug	IPEDS Opens: IC Header	Institutional Effectiveness
Aug	New Student Orientation Survey	Institutional Effectiveness
Aug	Summer Course Evaluations/Surveys	Institutional Effectiveness
Aug	Grade Distributions for Summer Semester	Registrar
Sept	IPEDS Opens: Institutional Characteristics; Completions; & 12-Month Enrollment	Institutional Effectiveness
Sept	Audited Financial Statement, Financial Ratios Computed, and Analyzed	Academic Affairs
Sept	Department Assessment reviews performed with all departments	Institutional Effectiveness
Oct	Faculty Roster updated after each Fall and Spring Semester	Academic Affairs
Oct	IPEDS DUE: (Fall Collector) Institutional Characteristics; Completions; & 12-Month Enrollment	Institutional Effectiveness
Oct 31	SACSCOC Annual Report	Academic Affairs and Institutional Effectiveness
Oct 31	TRACS Annual Report/Dues	Academic Affairs and Institutional Effectiveness
Oct 31	Department Assessments Updated	Institutional Effectiveness
Nov 15	ABHE Annual Report/Dues	Academic Affairs and Institutional Effectiveness
Nov 15	Student Services Survey	Institutional Effectiveness
Dec	<p>IPEDS Opens:</p> <p><u>Winter Collection</u> DUE Feb 14, 2021: Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures.</p> <p><u>Spring Collection</u> DUE on April 11, 2021: Academic Libraries, Fall Enrollment, Finance, & Human Resources.</p>	Institutional Effectiveness

Dec	Fall Course Evaluations/Surveys	Institutional Effectiveness
Dec	Grade Distributions	Registrar
Dec	Strategic Plan, Enrollment Management Plan, Assessment Report, Assessment Plan, and Financial Budget completed and presented to the President	Respective Committees
Late Dec/Early Jan	Revise/Update Assessment Plan for current academic year	Institutional Effectiveness
Jan	Alumni Survey (Sent to: 1 yr; 5 yr; 10 yr Alumni)	Institutional Effectiveness
Jan - Sept	<p>Program Review Process</p> <p>Jan – Mar: Gather data (5 acad yrs worth) for the appropriate programs.</p> <p><u>Data required:</u> Alumni Surv; Exit Interv; Grade Distro; Bible Exam; PLO Assess Rpt; Co Eval Results; SSS Results; Co Evals by program</p> <p>Mar – Aug: Program reviews conducted by program committees.</p> <p>Sept: Committees present the program review results and respective plan.</p>	Academic Affairs and Institutional Effectiveness
Jan	Strategic Plan, Enrollment Management Plan, Assessment Plan, and Financial Budget to BOT	Institutional Effectiveness
Late Dec/Mid Jan	Due: GA-SARA & NC-SARA Renewal/Annual Fees (GA-SARA requires 45 days prior to actual due date in Feb).	Institutional Effectiveness
Mid Jan	College Board Survey (notified via email when survey is available & when it's due).	Institutional Effectiveness
Feb	IPEDS DUE: <u>Winter Collection</u> : Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures.	Institutional Effectiveness
Feb/March	International Student Services Survey (ISS)– Spring Semester	Institutional Effectiveness
Mar	Student Services Survey (other ½ of academic year students take) (A, C, F, etc. **After completion of Results, do Student Services Survey Comparison Chart update	Institutional Effectiveness

Mar	Faculty, Administration, and Staff Employee Performance Evaluations	Institutional Effectiveness
April	IPEDS DUE: <u>Spring Collection</u> : Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance; & Human Resources	Institutional Effectiveness
April	Faculty Library Survey	Library
April	Compile Graduate Job Placement Survey Results (survey part of graduation application)	Institutional Effectiveness
April	Faculty/Staff Satisfaction Survey	Institutional Effectiveness
April	Spring Course Evaluations/Surveys	Institutional Effectiveness
April	Bible Exam (report of results completed in May)	Admissions
April	Exit Interviews	Institutional Effectiveness
May	Foundational Standards Review Process (Administration, Faculty, & Staff)	Institutional Effectiveness
Early/Mid-May	NC-SARA Annual Reporting (after IPEDS Spring submission) OL Enrollment by State (instructions in IE/State Auth/SARA/NC SARA for Data Rptng Guide)	Institutional Effectiveness
May	Board Evaluation – (completed by BOT at May BOT Mtg)	Board of Trustees/President
May	CEO Evaluation – (completed by BOT at May BOT Mtg)	Board of Trustees/President
May/June	Review of Institutional Learning Outcomes (ILOs) (every 5 years) (period to assess: Fall, Spring & Fall. Next review 2019/2020 – performed in May/June 2020.	Academic Affairs and Institutional Effectiveness
May	ETS Proficiency Profile/MAPP (Measures Gen Ed) aka ETS=Educational Testing Svc; MAPP=Measure of Acad Proficiency & Progress; administer begin of April every year to ALL upcoming UG graduates	Academic Affairs
May	Grade Distributions (available the Wed after the end of the spring semester)	Registrar
Early June	GNPEC (GA) – Send most recent (always the prior completed year’s Audited Financial Statement) Create letter/email and send to GNPEC.	Financial Affairs and Institutional Effectiveness
June	Review of Program Learning Outcomes (PLOs) Annually (former Academic Year) (part of the Assessment Report). Reported at Faculty Summit	Academic Affairs and Institutional Effectiveness
Early July	ETS Prof Profile Results (given to all incoming UGs/first time at Luther Rice). Administered	Academic Affairs

	by Academics Dept. the first month of every semester.	
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Annual Assessment Report

Assessment data is collected per the assessment calendar and is reviewed by the responsible department or individual in the annual assessment report. The assessment report summarizes the impact of changes/improvements made during the current assessment year. The measured impact is from the prior years' changes or improvements that were made according to the prior years' assessment results. The assessment report also summarizes the planned use of the current year's assessment results (impact to be measured in future years' assessment reports).