

LUTHER RICE COLLEGE & SEMINARY



Assessment Plan 2017-2018

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Approval by the Board of Trustees January 2018

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Assessment Plan - 2017/2018

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 2.5; 3.3.1.1, 3.3.1.2, 3.3.1.3).
2. Assessment data and subsequent new goals are utilized to implement changes (TRACS 20.5).

Mission or Purpose Statement of the Institution:

The purpose of Luther Rice College & Seminary is to provide biblical education for Christian ministers and leaders around the world with an end to granting undergraduate and graduate degrees.

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 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 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 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 Trustee 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 *2017-2023 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 create tuition and fee revenue for the *Financial Budget*.

The *Enrollment Management Plan* provides measureable 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 *2017-2023 Enrollment Management Plan and Financial Budget* for expected outcomes with regards to enrollment and other performance related items for the years 2018-2023.

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 and values of Luther Rice, reflects its business, is measurable, is clear, and is concise.

The Board of Trustees review and approve 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

Foundational Standards

1. Biblical foundations (doctrinal) statement
2. Institutional learning outcomes
3. Philosophy statement
4. Statement of values and standards statement (code 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. Six statements review the biblical foundations (doctrinal) statement as to inclusiveness, clarity, conciseness, and inclusion in appropriate documents of the institution. There are five review statements for the institutional objectives, three for the philosophy statement, and one for the statement of values and standards.

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

Expected Outcomes:

100% of questions answered “met”

Board approval of catalog 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 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 (Incompetent) to 10 (Very Competent). The desired outcome for each Institutional Learning Outcomes is a competency level of greater than or equal to 5.

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>		≥ 5	2019-2020
<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>		≥ 5	2019-2020
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 5	2019-2020

<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>		≥ 5	2019-2020
<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>		≥ 5	2019-2020
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 5	2019-2020

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 2018.

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” and “Strongly Agree”

<i>Institutional Learning Outcome</i>	<i>Description</i>	<i>Outcome</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%	2018
<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%	2018
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 90%	2018
<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%	2018
<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%	2018
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 90%	2018

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. 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.

Expected Outcomes:

Refer to the *2018-2023 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 completion for goals and objectives from the *2018-2023 Strategic Plan* will be identified in the *2019-2024 Strategic Plan*.

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 oversight, budgeting, and planning.

The Board of Trustees meet 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

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. A donor summary provides a snapshot of key metrics related to giving to Luther Rice for the year 2017/2018.

Expected Outcomes:

\$222,500: 2017/2018 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 are 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 is distributed and collected each year. The survey gives staff and administration personnel the opportunity to answer questions, make recommendations, and provide any comments with regard to 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's assessment for the year. Remaining questions that are more general in nature are addressed in the Office of Administration's 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 educational effectiveness; determine the cost-effectiveness of a program; determine the need for program revisions; and determine the viability for continuation of the program. All programs are to be reviewed on a regular basis (every five years). The following table summarizes the most recent review by program:

<i>Degree Programs</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>
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 be reviewed, the program committee responsible for the review provides recommendations for improvement, and recommendations for improvement are implemented in the future.

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 (Incompetent) to 10 (Very Competent). The next direct assessment of Program Learning Outcomes is the spring of 2018. For more details regarding Program Learning Outcome assessment, please request the 2016-2017 Program 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 5.

Program Learning Outcomes Assessment

Bachelor of Arts in Religion

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate effectiveness in oral and written communication.</i>		≥ 5	2018-2019
PLO-2	Articulate the ideas, events, and factors that have contributed to the development of world civilizations, and modern society and culture.		≥ 5	2018-2019
PLO-3	<i>Critically and constructively apply a Christian worldview as it relates to various disciplines.</i>		≥ 5	2018-2019
PLO-4	<i>Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.</i>		≥ 5	2018-2019
PLO-5	<i>Develop foundational skills for ministry and service in a local church.</i>		≥ 5	2018-2019

Master of Arts in Apologetics

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 5	2018-2019
PLO-2	Relate the Church's theological heritage to current cultural and apologetical issues.		≥ 5	2018-2019
PLO-3	Articulate a rational and biblical case for the truth of Christianity.		≥ 5	2018-2019
PLO-4	Articulate a defense to major objections to Christianity.		≥ 5	2018-2019

Master of Arts in Biblical Counseling

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Articulate a biblical philosophy of counseling.		≥ 5	2018-2019
PLO-2	Communicate biblical and theological truths through counseling.		≥ 5	2018-2019
PLO-3	Incorporate empathetic pastoral care or referral.		≥ 5	2018-2019
PLO-4	Implement ethically and legally informed counseling practices.		≥ 5	2018-2019
PLO-5	Employ interpersonal skills in counseling.		≥ 5	2018-2019

Master of Arts in Christian Studies

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 5	2018-2019
PLO-2	Develop a coherent theology of the major doctrines of the Christian faith		≥ 5	2018-2019
PLO-3	Communicate biblical and theological truths in writing		≥ 5	2018-2019

Master of Arts in Leadership

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Employ research methods for organizational analysis and problem solving.		≥ 5	2018-2019
PLO-2	Articulate a biblical philosophy of leading and following consistent with their vocation.		≥ 5	2018-2019
PLO-3	Apply Christian leader and follower principles.		≥ 5	2018-2019
PLO-4	Utilize leader and follower theories to diagnose and/or design organizations.		≥ 5	2018-2019

Master of Arts in Ministry

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 5	2018-2019
PLO-2	Utilize the Church's theological heritage as an important resource in their personal spiritual development and ministry		≥ 5	2018-2019
PLO-3	Evaluate ministries in light of the Great Commission and the Great Commandment		≥ 5	2018-2019
PLO-4	Lead in developing, designing, and implementing ministry programs		≥ 5	2018-2019

Master of Divinity

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 5	2018-2019
PLO-2	Utilize the Church's historical and theological heritage as an important resource in their personal spiritual development and ministry.		≥ 5	2018-2019
PLO-3	Articulate a biblical philosophy of ministry consistent with their vocation.		≥ 5	2018-2019
PLO-4	Communicate biblical and theological truths through preaching, teaching, writing, or in such other ways as may be appropriate.		≥ 5	2018-2019

PLO-5	Evaluate and develop ministries in light of the Great Commission and the Great Commandment.		≥ 5	2018-2019
PLO-6	Accurately and empathetically evaluate people and their personal circumstances and provide appropriate pastoral care or referral.		≥ 5	2018-2019
PLO-7	Lead in developing goals and designing and implementing ministry.		≥ 5	2018-2019
PLO-8	Serve with Christian character in their personal and professional lives.		≥ 5	2018-2019

Doctor of Ministry

Program Learning Outcome	Description	Competency	Desired Outcome	Next Assessment
PLO-1	Demonstrate an advanced understanding and integration of ministry in relation to biblical, theological, academic, and pastoral disciplines.		≥ 5	2018-2019
PLO-2	Articulate and apply a comprehensive and critical philosophy of ministry.		≥ 5	2018-2019
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.		≥ 5	2018-2019
PLO-4	Plan, implement, and critically evaluate major undertakings in ministry toward the fulfillment of the Great Commission and the Great Commandment.		≥ 5	2018-2019
PLO-5	Evaluate personal, spiritual, and professional development and design a plan for lifelong learning.		≥ 5	2018-2019

Assessment Measures:

Exit Interview. Each year, the graduating class completes an exit interview. Questions #8 through #19 address the student’s opinion on their ability to demonstrate program learning outcomes.

Expected Outcomes:

The desired outcome for each Program Learning Outcome is an agreement level of greater than or equal to 90%. The next indirect assessment of Program Learning Outcomes is spring of 2018.

Exit Interview
Percent of Students who “Agree” and “Strongly Agree”

Bachelor of Arts in Religion

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate effectiveness in oral and written communication.</i>		≥ 90%	2018
PLO-2	Articulate the ideas, events, and factors that have contributed to the development of world civilizations, and modern society and culture.		≥ 90%	2018
PLO-3	<i>Critically and constructively apply a Christian worldview as it relates to various disciplines.</i>		≥ 90%	2018
PLO-4	<i>Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.</i>		≥ 90%	2018
PLO-5	<i>Develop foundational skills for ministry and service in a local church.</i>		≥ 90%	2018

Master of Arts in Apologetics

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 90%	2018
PLO-2	Relate the Church's theological heritage to current cultural and apologetical issues.		≥ 90%	2018
PLO-3	Articulate a rational and biblical case for the truth of Christianity.		≥ 90%	2018
PLO-4	Articulate a defense to major objections to Christianity.		≥ 90%	2018

Master of Arts in Biblical Counseling

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Articulate a biblical philosophy of counseling.		≥ 90%	2018
PLO-2	Communicate biblical and theological truths through counseling.		≥ 90%	2018
PLO-3	Incorporate empathetic pastoral care or referral.		≥ 90%	2018
PLO-4	Implement ethically and legally informed counseling practices.		≥ 90%	2018
PLO-5	Employ interpersonal skills in counseling.		≥ 90%	2018

Master of Arts in Christian Studies

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 90%	2018
PLO-2	Develop a coherent theology of the major doctrines of the Christian faith		≥ 90%	2018
PLO-3	Communicate biblical and theological truths in writing		≥ 90%	2018

Master of Arts in Leadership

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Employ research methods for organizational analysis and problem solving.		≥ 90%	2018
PLO-2	Articulate a biblical philosophy of leading and following consistent with their vocation.		≥ 90%	2018
PLO-3	Apply Christian leader and follower principles.		≥ 90%	2018
PLO-4	Utilize leader and follower theories to diagnose and/or design organizations.		≥ 90%	2018

Master of Arts in Ministry

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context		≥ 90%	2018
PLO-2	Utilize the Church's theological heritage as an important resource in their personal spiritual development and ministry		≥ 90%	2018
PLO-3	Evaluate ministries in light of the Great Commission and the Great Commandment		≥ 90%	2018
PLO-4	Lead in developing, designing, and implementing ministry programs		≥ 90%	2018

Master of Divinity

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Interpret the Bible in light of its historical-grammatical context.		≥ 90%	2018
PLO-2	Utilize the Church's historical and theological heritage as an important resource in their personal spiritual development and ministry.		≥ 90%	2018
PLO-3	Articulate a biblical philosophy of ministry consistent with their vocation.		≥ 90%	2018
PLO-4	Communicate biblical and theological truths through preaching, teaching, writing, or in such other ways as may be appropriate.		≥ 90%	2018
PLO-5	Evaluate and develop ministries in light of the Great Commission and the Great Commandment.		≥ 90%	2018
PLO-6	Accurately and empathetically evaluate people and their personal circumstances and provide appropriate pastoral care or referral.		≥ 90%	2018
PLO-7	Lead in developing goals and designing and implementing ministry.		≥ 90%	2018
PLO-8	Serve with Christian character in their personal and professional lives.		≥ 90%	2018

Doctor of Ministry

Program Learning Outcome	Description	2018	Desired Outcome	Next Assessment
PLO-1	Demonstrate an advanced understanding and integration of ministry in relation to biblical, theological, academic, and pastoral disciplines.		≥ 90%	2018
PLO-2	Articulate and apply a comprehensive and critical philosophy of ministry.		≥ 90%	2018
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.		≥ 90%	2018
PLO-4	Plan, implement, and critically evaluate major undertakings in ministry toward the fulfillment of the Great Commission and the Great Commandment.		≥ 90%	2018
PLO-5	Evaluate personal, spiritual, and professional development and design a plan for lifelong learning.		≥ 90%	2018

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 student 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).

Student Success

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.

For example, the following explanation for the undergraduate graduation rate was given to TRACS for the annual report submitted in October 2017:

Luther Rice reported an 11% graduation rate for First-Time Full-Time students for the Fall 2011 cohort. A total of 9 FTFT students were eligible for the calculation. This equates to only 2.0% of total bachelor degree students enrolled in Fall 2011. Luther Rice calculates graduation rates for all students by program each year. The Fall 2011 cohort graduation rate (150%) for all Luther Rice bachelor degree students was 37.7%

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 (Goal 4, Retention and Student section).

Expected Outcomes:

Undergraduate Graduation Rate: Greater than 30.1% within 6 years

(December 2017 National Student Clearinghouse Research Center “**A National View of Student Completion Rates Fall 2011 Cohort**” Figure 39 – 6 year outcomes for students who started at four-year private nonprofit institutions at first entry and enrollment intensity (Exclusively Part-Time). The previous year’s report provided one more level of detail “by age”. The current report does not. Therefore, the % is slightly different than the previous year.)

https://nscresearchcenter.org/wp-content/uploads/SignatureReport14_Final.pdf

Graduate Graduation Rate: Greater than 50% within allotted time for degree per Luther Rice Catalog - 2011 Cohort (MA, MDIV, and DMIN) Internal Luther Rice Benchmark

Job placement of graduates

Assessment Measure:

The data collected and utilized to measure the job placement of Luther Rice graduates comes from the Alumni Survey.

Three questions are asked concerning involvement in ministry (no expected outcomes are measured for these questions – the results help the Institution recognize any changes or trends compared to prior years).

1. Ministry involvement (full-time paid, part-time paid, volunteer)?
2. Current employment as pastor, associate pastor, church staff?
3. Actively involved in vocational ministry while at Luther Rice?

One question is asked with an expected outcome.

1. Currently active in the field for which trained?

Expected Outcomes:

75%: Currently active in the field for which trained.

Student retention rate

Assessment Measure:

Retention is calculated each year, Fall to the subsequent Fall semester in total.

Expected Outcomes:

2017/2018 Total Retention Rate: 67.5%
2018/2019 Total Retention Rate: 68.7%
2019/2020 Total Retention Rate: 70.0%

Per the *2017-2023 Enrollment Management Plan*, the Institution's goal is to reach a total Retention Rate of 70% in 2019/2020.

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 2016/2017 assessment report, the syllabus for TH 5300-Spiritual Formation (Online) and the syllabus for TH 5300-Spiritual Formation (On-Campus) were provided to show 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 masters 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 outcome 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	Average Score	Desired Outcome	Next Assessment
Knowledge of Discipline		≥ 3	2018
Work Quality		≥ 3	2018
Productivity (Full Time Only)		≥ 3	2018
Initiative and Resourcefulness (Full Time Only)		≥ 3	2018
Communication/Listening Skills		≥ 3	2018
Cooperation		≥ 3	2018
Attendance/Punctuality (Full Time Only)		≥ 3	2018
Planning and Organizing Effectiveness (Full Time Only)		≥ 3	2018
Student Satisfaction		≥ 3	2018
Work Ethics and Values		≥ 3	2018
Professionalism/Dress/Attitude/Conduct (Full Time Only)		≥ 3	2018
Scholarly Activity (Full Time Only)		≥ 3	2018
Institutional Support (Full Time Only)		≥ 3	2018

Performance Evaluation
On-campus Teaching Evaluation

Performance Area	Average Score	Desired Outcome	Next Assessment
Reviews to assess students' prior knowledge		≥ 3	2018
Objectives of the lesson		≥ 3	2018
Instruction begins at the knowledge level		≥ 3	2018
Interacts with students during the lesson		≥ 3	2018
Problem Solving		≥ 3	2018
Higher Order Thinking Skills		≥ 3	2018
Thinking Time		≥ 3	2018
Incorporates Group Work		≥ 3	2018
Multiple Learning Styles		≥ 3	2018
Use of Technology and PowerPoint		≥ 3	2018
Summary		≥ 3	2018

Online Course Design Evaluation

Performance Area	Average Score	Desired Outcome	Next Assessment
Introduction and Overview		≥ 2	2018
Learning Outcomes		≥ 2	2018
Assessment		≥ 2	2018
Materials		≥ 2	2018
Interaction		≥ 2	2018
Technology		≥ 2	2018
Navigation		≥ 2	2018
Student Support		≥ 2	2018
Access		≥ 2	2018

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 the department assessments. Survey questions that pertain specifically to a Luther Rice department are addressed in the respective department's assessment for the year. Remaining questions that are more general in nature 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, 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. Enrollment Management
 - a. Recruitment
 - b. Marketing
2. Financial Affairs
 - a. Accounting
 - b. Facilities
 - c. Security
3. Administrative Affairs
4. Academic Affairs
5. Institutional Effectiveness
6. Planning and Budgeting

Academic and Student Support Services

Department Assessments

Assessment Measures:

Luther Rice academic and student support services are assessed using various direct and indirect assessment measures via the department assessments. Assessment measures, expected outcomes, assessment results, 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. Enrollment Management
 - a. Admissions
 - b. Financial Aid

2. Student Affairs
 - a. Academic Advising
 - b. Career Services
 - c. Student Government Association
 - d. Retention/Student Success

3. Technology
4. Library
5. Registrar
6. Book Services
7. Student Accounts (section of Financial Affairs department assessment)

New Student Orientation

Assessment Measure:

The New Student Orientation is assessed each spring and fall 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:

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, impact of changes/improvements, and planned use of assessment results are identified for all financial affairs related departments.

External financial audit

(Financial Affairs: Accounting - Goal 1. Objective 5)

Assessment Measure:

Annual external financial audit

Expected Outcome:

Unqualified audit opinion

Management Letters, Deficit History, Cash Flow, and Debt Retirement

(Financial Affairs: Accounting - Goal 1. Objective 5, 6.2, and 7)

Assessment Measures:

Management Letter and Debt Retirement (Goal 1. Objective 5): Annual external financial audit

Deficit History (Goal 1. Objective 6.2): Change in Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt

Sufficient Cash Flow (Goal 1. Objective 7): Cash Reserves per Audited Financial Statements

Expected Outcomes:

Management Letter and Debt Retirement (Goal 1. Objective 5): Annual audit is completed with unqualified audit opinion

Deficit History (Goal 1. Objective 6.2): Change is positive (year-over-fiscal year)

Sufficient Cash Flow (Goal 1. Objective 7): Increase of \$200,000 cash: 2017/2018 vs. 2016/2017

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 provide assurance 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%

USDE Financial stability ratio (Composite Financial Index)

(Financial Affairs: Accounting - Goal 1. Objective 6.1)

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.

Expected Outcomes:

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

Institutional default ratio

(Enrollment Management: Financial Aid - Goal 2. Objective 1)

Assessment Measure:

Federal Financial Aid Loan Cohort Default Rate

Expected Outcomes:

Less than or equal to the national average 11.5% for the cohort year 2014
<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

Financial Ratios

(Financial Affairs: Accounting - Goal 1. Objective 6.1)

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. With respect to the ratios, the auditor addresses two questions each year: 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?

- a. Primary Reserve Ratio
- b. Net Income Ratio
- c. Return on Net Assets Ratio
- d. Age of Facility Ratio
- e. Institution healthy at balance sheet date?
- f. Institution better off at end of fiscal year than at the beginning?

Expected Outcomes:

- a. Greater than 0.4
- b. Greater than 3.0%
- c. Greater than 6.0%
- d. Less than 15 years
- e. Yes
- f. Yes

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

(Financial Affairs: Accounting - Goal 1. Objective 6.2)

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.

Library

The Luther Rice Library is assessed using various direct and indirect assessment measures via the Library Department Assessment. Assessment measures, expected outcomes, assessment results, impact of changes/improvements, and planned use of assessment results are identified for various areas of the Luther Rice Library.

From the 2016/2017 Library Department Assessment:

Goal 1: Provide/support student and faculty access to and usage of adequate library resources consistent with the degrees offered.

Objective 1.1: To develop and maintain an adequate collection of quality resources (in a variety of formats) for research and instruction that are appropriate for the degrees offered.

Assessment Measures:

1. # of physical collection. Compare with NCES national average.
Direct Assessment
2. # of electronic collection. **Direct Assessment**
3. % of combined print and electronic collections allocated to: **Direct Assessment**
 - a. Biblical & Theological Studies
 - b. Professional Studies
 - c. General Education
4. % of institution's budget allocated to library **Direct Assessment**
5. Capital funds spent to purchase hardcopy & online e-books **Direct Assessment**
6. % of faculty agree that library resources are adequate for course research needs (*Annual Faculty Library Survey*) **Indirect Assessment**
7. % of students agree that library resources are adequate for course research needs (*Student Services Survey Fall and Spring*) **Indirect Assessment**
8. % of faculty bibliographies available in library collections (provide most important resources to support classroom assignments and projects). **Direct Assessment**

Expected Outcomes:

1. Meet or exceed the national average for number of items in the physical collection per FTE.
2. Meet or exceed the peer group average of 16,378 eBooks in the collection (NCES data).
3. Collection Allocation: Ensure a balanced growth of the print and owned eBook collections so that the percentages correlate with curriculum hours.
4. At least 6% of total LRCS budget is allocated to the library.
5. Total \$25,000 (80% of the book budget spent on electronic books and 20% spent on physical).
6. 85% or more of faculty indicate the library has adequate information resources (physical and electronic).
7. 95% or more students indicate the library has adequate information resources (physical and electronic).
8. 95% or more items listed in faculty bibliographies are available in the library collection.

Objective 1.2: To ensure accessibility to library resources for all members of the Luther Rice community through ownership, leasing, and resource sharing.

Assessment Measures:

1. Faculty Satisfaction with library access **Indirect Assessment**
2. Student satisfaction with online library access **Indirect Assessment**
3. Participation in library consortia to supplement local collections and broaden what is available to LRCS students and faculty.
4. Access levels of various library collections, based on student classification (on-campus vs. online students). **Direct Assessment**

Expected Outcomes:

1. 85% or more of faculty agree that library resources are readily accessible, easy to located and well maintained.
2. 95% of students agree they are able to access library databases (ATLA(S), EBSCOhost, ProQuest, GALILEO, etc.).

3. Maintain GPALS (Georgia's Private Academic Libraries) and CLC (Christian Library Consortium) memberships.
4. Provide equal access of library materials to all students, regardless of classification.

Objective 1.3: To increase usage of library print and electronic resources.

1. Print Circulation statistics **Direct Assessment**
2. Electronic resources usage statistics **Direct Assessment**
3. Electronic resources usage statistics compared to peer group **Direct Assessment**
4. Total Combined library resource usage **Direct Assessment**
5. % of faculty responding they have used the Smith Library on-campus or online resources within the past 3 months (*Faculty Library Survey 2016-17*) **Indirect Assessment**
6. % of faculty responding they do "Very Often," "Often," or "Sometimes" give assignments that require their students to use library resources. (*Faculty Library Survey 2016-17*) **Indirect Assessment**

Expected Outcomes:

1. Expect an 11% decline relative to the previous year in on-campus circulation given the sharp decrease in on-campus student population and FTE decline of 11%.
2. Meet or exceed previous year's numbers for total searches and Full-text access/downloads, based on GALILEO usage data/EDS data.
3. Meet or exceed available peer-group GALILEO usage statistics in both number of searches and full-text access per FTE.
4. Exceed previous year's total library resource usage.
5. 85% of faculty indicate they have used Smith Library on-campus or online resources within the past 3 months.
6. 85% of faculty respond they do "Very Often," "Often," or "Sometimes" give assignments that require their students to use library resources.

Goal 2: Provide the LRCS community access to qualified personnel and appropriate facilities, technologies, and services.

Objective 2.1: To employ qualified personnel who are prepared to serve the LRCS Community.

Assessment Measures:

1. Library degree qualifications **Direct Assessment**
2. Professional Development: Participation in library-related organizations, workshops, conferences, and online courses, etc. **Direct Assessment**
3. Student satisfaction with library staff **Indirect Assessment**
4. Faculty satisfaction with library staff **Indirect Assessment**

Expected Outcomes:

1. Two librarians with ALA-accredited master's degrees (completed or in-progress).
2. Join/maintain membership in professional development organizations; continue MLIS program; attend at least four professional development workshops/courses/seminars per year.
3. 95% students "strongly agree" or "agree" that library staff is helpful, friendly, and courteous.
4. 85% of faculty rate library staff as "Good," "Very Good," or "Excellent" in regards to being helpful, knowledgeable, and courteous.

Objective 2.2: To provide appropriate library facilities to support the LRCS Community.

Assessment Measures:

1. Student satisfaction with campus safety **Indirect Assessment**
2. Student satisfaction with cleanliness of facilities **Indirect Assessment**
3. Student satisfaction with number of computers available on-campus **Indirect Assessment**
4. Upgrade library equipment, as needed.
5. Gate Count **Direct Assessment**

Expected Outcomes:

1. 95% of the students “Strongly Agree” or “Agree” that LRCS provides safe campus environment.
2. 95% of the students “Strongly Agree” or “Agree” regarding the general cleanliness of LRCS facilities.
3. 95% of students “Strongly Agree” or “Agree” that Luther Rice has adequate computers on campus.
4. Upgrade library computer software to the latest version of Windows and Microsoft Office.
5. Maintain or increase the number of individuals entering the library in a given week.

Objective 2.3: To create and maintain a virtual environment for students and faculty through the use of appropriate technologies to support learning.

Assessment Measures:

1. % of students who agree that information on the library website and library manuals is up-to-date **Indirect Assessment**
2. % of faculty who rate the library website navigation as “Excellent,” “Very Good,” or “Good.” **Indirect Assessment**
3. % of students who agree on the ease of locating information in the library databases **Indirect Assessment**
4. Utilization of specific technological tools that support learning.
5. Availability of web-based research guides, course guides, and video tutorials to assist students’ navigation of the virtual library. **Direct Assessment**

Expected Outcomes:

1. 95% of students agree that information on the library website and library manuals is up-to-date.
2. 85% of faculty rate the library website navigation as “Excellent,” “Very Good,” or “Good.”
3. 95% of students agree on the ease of locating information in the library databases.
4. The library will utilize appropriate technological tools to support student learning.

5. The library will implement the use of LibGuides to produce research and course guides to assist students in the use of online library resources. Produce at least 15 LibGuides and 4 video tutorials to guide students.

Objective 2.4: To deliver and promote effective library services to the LR Community.

1. Student satisfaction with overall library services **Indirect Assessment**
2. Regular library training for students:
 - a. Number of face-to-face and/or online orientation events during the fiscal year **Direct Assessment**
 - b. Number of students attending sessions **Direct Assessment**
 - c. % of library training attendees who “agree”/”strongly agree” that they are satisfied with the presentation and presenter. **Indirect Assessment**
3. Face-to-face and Virtual Reference Transaction statistics **Direct Assessment**
4. Other specific services: **Direct Assessment**
 - a. Interlibrary Loan usage
 - b. Document Delivery usage
 - c. Course Reserves usage
 - d. Books by Mail service usage
5. Communication and promotion of library resources and services **Direct Assessment**

Expected Outcomes:

1. 95% or more of students satisfied with library services
2. Regular live library training for students:
 - a. At least 10 face-to-face and/or online training sessions offered during a year (Fall and Spring).
 - b. Increase attendance by 10%.
 - c. 95% of library training attendees who agree/strongly agree that they are satisfied with the presentation and presenter.
3. Expected decline due to FTE decline and increased library instruction efforts
4. Other specific library services:
 - a. Maintain or decrease Interlibrary Loan usage

- b. Maintain or increase Document Delivery usage
 - c. Maintain or increase Course Reserves usage
 - d. Maintain or increase Books-by-Mail service usage
5. Communicate with students regularly and promote resources and services through newsletters (Fall and Spring Semesters), emails, book displays, and New Acquisitions Galleries.

Assessment Calendar

Date	Assessment	Office Responsible
End June/ early July	Steven and Steve P. go over next academic year's Assessment Calendar and revise. (Send to Steven for the Strategic Plan)	IE Department
July	Library Annual Report, including Collection Development Analysis	Library
Aug	IPEDS Opens: IC Header (MUST be completed before any other IPEDS data can be inputted)	IE Department
Aug	New Student Orientation Survey	IE Department
Aug	Summer Course Evaluations/Surveys (summer results go with prior Academic year) Notify Heather Futch of administer & due dates	IE Department
Aug	Grade Distributions for Summer Semester (Available the Wed. after the semester is over).	Registrar for the report
Late Aug/ Early Sept	<i>Fact Book</i> for previous academic year (after Registrar finalizes Summer Semester grades)	Dr. Evan Posey
Sept	IPEDS Opens: Institutional Characteristics; Completions; & 12-Month Enrollment	IE Department & INFO from other depts.
Sept	Audited Financial Statement, Financial Ratios Computed and Analyzed	VP Financial Affairs
Sept	Department Assessment reviews performed with all departments	IE Department
Oct	Faculty Roster updated after each Fall and Spring Semester (October Roster is used for accreditation annual reports)	VP Academic Affairs
Oct	IPEDS DUE: (Fall Collector) Institutional Characteristics; Completions; & 12-Month Enrollment	IE Department & INFO from other depts.

Mid Oct	All new UG Students to complete ETS of their first semester	Academics/IE Dept.
Oct 31	TRACS Annual Report/Dues	Academics/IE Dept.
Oct 31	Department Assessments Updated	IE Department
Nov 15	ABHE Annual Report/Dues	Academics/IE Dept.
Nov 15	Student Services Survey	IE Department
Dec	<p>IPEDS Opens:</p> <p><u>Winter Collection</u> DUE Feb 14, 2018: Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures.</p> <p><u>Spring Collection</u> DUE in April 11, 2018: Academic Libraries, Fall Enrollment, Finance, & Human Resources.</p>	<p>IE Dept. & INFO from other Depts.</p> <p>IE Dept. & INFO from other Depts.</p>
Dec	Fall Course Evaluations/Surveys	IE Department
Dec	Grade Distributions (Fall Semester) Available Wed after the semester is over.	Registrar for the report
Dec	Strategic Plan, Enrollment Management Plan, Assessment Report, Assessment Plan, and Financial Budget completed and presented to the President	Respective Committees, Exec. VP, VP Financial Affairs
Dec/Jan	Revise/Update Assessment Plan for current academic year	IE Department, Exec. VP
Jan	Alumni Survey (Sent to: 1 yr; 5 yr; 10 yr Alumni)	IE Department
Jan - Sept	<p>Program Review Process</p> <p>Jan – Mar: Gather data (5 acad yrs worth) for the 2 specific program reviews that are due. MAA & MACS.</p>	IE Department/ Faculty Program Coordinators and Committees

	<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>	
Jan	Strategic Plan, Enrollment Management Plan, Assessment Plan, and Financial Budget to BOT	IE Department
Dec to Mid Jan	Due: GA-SARA & NC-SARA Renewal/Annual Fees (GA-SARA requires 45 days prior to actual due date in Feb).	IE Dept., INFO from other depts.
Mid Jan	College Board Survey (notified via email when survey is available & when it's due).	IE Dept., INFO from other depts.
Early Feb	ETS Prof Profile Results (given to all incoming UGs/first time at Luther Rice). Administered by Sherri Humphries/Heather Futch first month of every semester.	IE Dept. and Academics Dept.
Feb	IPEDS DUE: <u>Winter Collection</u> : Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures. (completed)	IE Department & INFO from other depts.
Feb/ March	International Student Services Survey (ISS)– Spring Semester	IE Department
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	IE Department
Mar	Faculty, Administration and Staff Employee Performance Evaluations	Exec. VP and Exec. Assistant to the President
Mid March	All first time UG Students to complete ETS of their first semester	Academics Dept.

April	IPEDS DUE: <u>Spring Collection</u> : Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance; & Human Resources	IE Dept. & INFO from other Depts.
Early April	Faculty Library Survey	IE Department, Library
April	Compile Graduate Job Placement Survey Results (survey part of graduation application)	IE Dept./Director of Admissions and Communications
April	Faculty/Staff Satisfaction Survey	IE Department
April	Spring Course Evaluations/Surveys	IE Department
April	Bible Exam (report of results completed in May)	Admissions Department
April	Exit Interviews	IE Department YT grad list
May	Foundational Standards Review Process (Administration, Faculty, & Staff)	Faculty, Admin & Staff
Early to mid May	NC-SARA Annual Reporting (after IPEDS Spring submission) OL Enrollment by State (instructions in IE/State Auth/SARA/NC SARA for Data Rpting Guide)	IE Department
May	Board Evaluation – (completed by BOT at May BOT Mtg)	Exec. Assistant to the President / President
May	CEO Evaluation – (completed by BOT at May BOT Mtg)	Exec. Assistant to the President / Chairman of BOT
May-June	Review of Institutional Learning Outcomes (ILOs) (every 5 years) (period to access: Fall, Spring & Fall. Next review 2019/2020 – performed in May/June 2020.	Academics/IE Dept.

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	Academics Dept.
May	Grade Distributions (available the Wed after the end of the spring semester)	Registrar for the report
First of June	GNPEC (GA) – Send most recent (always the prior completed year’s Audited Financial Statement) Create letter/email and send to GNPEC.	Finance/IE Department
June	Review of Program Learning Outcomes (PLOs) Annually (former Academic Year) (part of the Assessment Report). Reported at Faculty Summit	Academics/IE Dept./Program Committees
Early July	ETS Prof Profile Results (given to all incoming UGs/first time at Luther Rice). Administered by Academics Dept. first month of every semester.	Academics Dept.

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).