

GMU ASSESSMENT POLICY

Understanding Assessment and Applications

The reason for GMU Assessment

Mission of Assessment at GMU

Assessment supports the University's mission by ensuring the continuous improvement and ethical stewardship of its programs, services, and resources for all members of the GMU community.

Vision for Assessment at GMU

Assessment at GMU will be an effective process that involves all members of the GMU community in evidence-based, systematic, authentic self-reflection and continuous improvement. GMU's major tasks are to maintain accreditation requirements and the quality of the institution's education. Several commitments motivate GMU's emphasis on systematic, formal assessment:

- *To ensure that GMU appropriately stewards its human and financial resources by effectively accomplishing its mission*
- *To better serve GMU students by pursuing academic excellence*
- *To support evidence-based decision-making*
- *To provide transparent evidence that GMU and its programs are seeking to effectively accomplish their respective purposes*

Furthermore, faculty and staff engaged in assessment are more likely to think intentionally about their role at GMU as related to the mission of the University and their particular departments or programs. Faculty participation in assessment activities and use of assessment data to support improvements in teaching and learning constitute part of the faculty role at GMU. GMU assessment is an ongoing process of continuous improvement. The goal of assessment is to demonstrate systematic and continuous efforts aimed at improving student learning through the collection, analysis, and discussion of assessment data. Positive or negative data provide opportunities for program faculty to address the issue and strengthen the program. To do quality assessment practices, GMU assessment requires the followings:

- *Faculty-led*
- *Standardized across all faculty teaching in a program*
- *Evidence-based*
- *Characterized by critical analysis and reflection on data collected*
- *Systematic*

The Institutional Research Committee is dedicated to promoting and supporting assessment practices and policies that are useful for improving each program. If it is found that a particular

element of the current assessment paradigm does not effectively support continuous improvement, recommendations to adjust the structure can and should be made to the committee.

The Idea of GMU Assessment

Many faculty members are understanding that they already engage in assessment every semester. GMU faculty are engaging course evaluation by students. Furthermore, when an instructor makes changes to future iterations of his or her course based on low final exam scores, or a program makes curricular changes on receiving news that graduates are not successfully completing an important capstone certification, assessment has taken place. Instructors that are concerned deeply about student learning often employ superior assessment practices without necessarily thinking in such terms. Formal assessment as discussed in this assessment plan merely involves the intentional planning and documentation of this work.

The Structure of Assessment

Assessment work at GMU can be broken down into three tiers: course-level assessment, program-level assessment, and institutional-level assessment.

Course Assessment: This seeks to measure how well individual students achieved the course objectives. The goal is to assign an overall grade to each student in the course. As such, artifacts and evidence aligned specifically to the course objectives (e.g., final exam, term paper, etc.) serve as strong indications of course-level learning. The question answered by course assessment is “To what extent did students in a class learn the material (objectives) the course was designed to teach?”

Program Assessment: This is an annual, on-going process to collect evidence demonstrating the degree to which a program/ major is meeting its stated PLOs. Assessment utilizes evidence collected from students to determine how well the program as a whole served all its students. This evidence fuels analysis and discussion on continuous improvement efforts within the program. It is used to determine whether or not students as a group can perform at the desired level for any given program-based learning outcome. Toward this end, evidence that involves demonstration of learning across multiple courses (e.g., capstone portfolios, papers, internships, etc.) provide the strongest evidence of student learning at the program level. Program assessment is a systematic process aimed at answering the question, “To what extent did students in a program demonstrate the outcomes the program was designed to develop?”

Institutional Assessment: Institutional assessment involves measuring student learning outside of individual programs. At the institutional level, this means determining the extent to which students and graduates are meeting the Institutional Learning Outcomes (ILOs), general education expectations, and core competencies. Program PLOs and general education assessments throughout the curriculum have been identified as collection places for evidence concerning Institutional level outcomes. Institutional Assessment seeks to answer the question, “To what extent did students at GMU demonstrate the outcomes associated with a GMU education?”

The University seeks to provide academic programs that prepare students for professional careers that foster an environment supporting the intellectual, physical, social and spiritual development of each student. Within these arenas of the student experience the University, through its faculty and administration, has identified student outcomes as desirable and reflective of the impact it seeks to have in the lives of its students. As an institutional goal, we aspire to provide leaders (Pastors, Missionaries, Lay Leaders) for the United Presbytery, associated churches, and mission fields by developing the following learning objectives:

- *Theological Knowledge: Students will be equipped by scoring above average for accrediting agencies in the area of reformed theology, biblical studies, and hermeneutics.*
- *Ministry Skills and Field Experience: Students demonstrate their ability to minister in teaching and preaching effectively, world missions, and lay leadership by successfully in the area of leading cell groups and participated in the G-12 movement, participating in a mission trip or a major missions mobilization project, and participating in over 150 hours of ministry (including preaching/teaching, evangelism, power evangelism, disciple-making, participating in a team ministry project, and leading a team ministry project)*
- *Spiritual Passion: Students participate in at least four spiritual enrichment activities in the area of chapel, student retreat, personal devotions (Quiet Time), and regular involvement in their church.*
- *God's Heart for All Nations: Students demonstrate passion for missions by producing sermons, lessons, and other forms of communication. Also, student experience promoting missions (e.g., preaching and teaching, supporting -- organizing prayer support, fundraising, supplying pastoral care to missionaries, helping lead a missions' conference) and experience with cross-cultural ministry (e.g., serving on mission trips, ministering to local people of another ethnic group).*
- *Foundation to pursue advanced degree programs geared to professional Christian ministry and world missions. Students demonstrate GPA of at least 3.0 for graduate programs and 2.5 for undergraduate programs, writing skills, critical thinking, advanced theological knowledge.*

These ILOs are intended to guide the creation of each program's PLOs. Thus, program PLOs are explicitly mapped to the ILOs and are a contextualized expression of the ILOs. As programs measure the extent to which students are demonstrating their PLOs, they also provide evidence of student learning relative to the ILOs.

The Institutional Research Committee

At GMU, the Institutional Research Committee supports the continuous improvement of the University by planning, reviewing, and recommending modifications to its assessment plans, policies, and procedures. The committee's responsibilities include

1. *oversight and improvement of all policies and procedures related to assessment;*
2. *ensuring implementation of Institutional Assessment processes;*
3. *supporting and promoting assessment within localized areas;*
4. *promoting and hosting activities that foster professional growth in the practice and*

scholarship of assessment;

5. *reviewing the assessment work of individual programs on an annual basis.*

Specifically, this entails the following regular activities:

1. *assessing the effectiveness of current assessment practices and recommending policies and procedures related to assessment;*

2. *serving as a liaison between a committee member's unit and the Institutional Research Committee*

(bringing concerns from a unit to the committee and vice-versa);

3. *representing the interests of each committee member's unit in committee decisions;*

4. *updating the assessment handbook and program review handbook and approving all major changes;*

5. *planning and hosting events and other professional development activities to support and develop a culture of continuous improvement at GMU;*

6. *reviewing and accepting aspects of each program's annual assessment portfolio, including annual assessment plans (Annual Assessment Plans) and yearly assessment reports (Annual Reports);*

7. *reviewing and accepting program review portfolios;*

8. *advocating for continuous improvement efforts across the University.*

Representatives from relevant unit of GMU (e.g., Library) work on the committee to provide oversight of the University's assessment procedures. These representatives also serve as the primary assessment support for their respective colleges and schools. Typically, responsibility for assessment within each program will rest with that program's director or lead as determined by college/school leadership. Questions related to assessment should typically start with an assessment committee representative.

Chair: Kay Rhee (Director of Institutional Research)

Members: Kyunam Choi (President/ CEO)
 Paul G. Han (Chair of Board)
 Hyunwan Kim (Chief Academic Officer)
 Byunggoo Lee (Student Dean)
 Chong Choi (Chief Financial Officer)
 James Koo (Director of General Affairs)
 Hyunjoo Cho (Distance Education Director)
 James Cho (Director of International Students)

The Assessment Process

Assessment at GMU is a cyclical process centered on measurement of student learning. Each program at GMU has articulated Program Learning Outcomes (PLOs). These PLOs clearly state what a graduate of each program should be able to know or do as a result of the educational experiences affiliated with that program. These PLOs are an expression of the program's mission—the program's unique purpose that distinguishes it from other programs at GMU.

1. Planning

Every assessment cycle begins with planning. This requires a program to submit an annual assessment plan indicating the assessment activities in which a program will engage for the academic year. This minimally involves gathering and analyzing student learning outcomes data related to a single PLO, but it can involve much more. Programs may desire to spend the year redesigning assignments or rubrics, or may choose to spend the year assessing multiple PLOs. Flexibility is built into the assessment process, but it is a requirement that all programs engage in formal assessment activity according to the plan.

In the planning phase, a program will typically identify at least one PLO and one data collection point (e.g., a course assignment that provides insight at the program level, or a program capstone assignment) to ensure that evidence of student learning is available for analysis and discussion later in the year. Ideally, student artifacts and evidence of learning are collected and archived over multiple years to enable longitudinal comparison of student learning assessment data over time. Formally, the planning phase culminates in submission of an Assessment Plan.

In addition to this PLO assessment, programs engage in critical reflection related to one or more areas of the program review portfolio each year. This reflection is reported at the end of each year and helps the program faculty prepare for the comprehensive self-study taking place every five years. Programs must also interact with enrollment, retention, and student success data each year. This information is provided by the office of institutional research.

2. Collection

In the areas identified in step 1, it is important to ensure that the necessary evidence of student learning is collected as planned. As noted in step 1, it is ideal to engage in ongoing collection of evidence in order to furnish data spanning multiple years for step 3 below. The individual charged with oversight of assessment for each program is responsible for ensuring the collection of the necessary artifacts.

3. Analysis and Reporting

As the evidence identified in step 1 is collected, faculty teaching in the program should gather in order to analyze and discuss what the evidence indicates about student attainment of the program's outcomes. This works best when faculty separate grading (which is a measure of course-level learning) from scoring (which is designed to focus on how a student performed relative to a program-level outcome). Scoring should generally be performed with a standardized instrument, such as a rubric, so that everyone involved in the scoring uses the same criteria of evaluation.

After the evidence has been analyzed and discussed, faculty teaching in the program can suggest solutions to any issues discovered, or celebrate the strengths of the program. It is important to remember, however, that even though students may meet the criteria for success determined in step 1, analysis and discussion of the data must still occur. Even if the discussion does not surface issues with student learning, it still provides an opportunity for critical self-reflection on the rubric and artifact used to assess the PLO. This culminates in the submission of a Annual Report.

Documentation of critical reflection (e.g., rubrics utilized, aggregate data, meeting minutes, etc.) should be submitted as evidence that critical reflection has occurred. The reporting also includes reflection on the work undertaken to prepare for program review that year, reflection on critical analysis of student success data, and reporting of all other assessment work in which the program engaged that year.

4. Action Steps

The Annual Report submission must include improvements planned as a result of the evidence analyzed and discussed in step 3. These action steps must specify the individual responsible for completing the improvement work, along with a timeline for completion and budgetary requirements. The action steps should be realistic, attainable goals that can be reasonably accomplished within the next 12 months.

5. Program Review

Annual assessment ultimately builds toward a comprehensive review of the program every five years. This review takes into account the annual assessment of student learning, but also considers other metrics of program quality and vitality (e.g., enrollment, faculty qualifications, student demographics, etc.). The program review culminates in the articulation of action steps related to program improvements arising from the analysis and reporting of data throughout the review.

6. Loop

Program review is followed by a loop, in which programs engage in “closing the loop” activities. These activities are the action steps articulated at the culmination of the program review. Programs are required to report on plans to complete the activities at the beginning of the loop and report on completion of these activities at the end of the loop.

7. Follow up

At the end of the loop year, the program submits a status report outlining completion of the improvement activities undertaken during the loop year. Using Populi system for assessment, GMU has adopted a web-based assessment management system. Every GMU faculty and staff member tasked with reporting assessment activities should have a Populi account.

Annual Assessment Materials

These documents are completed each academic year. Each annual cycle will contain its own planning and reporting sections. These submissions are reviewed by the Institutional Research Committee using a standardized rubric.

Annual Assessment Plan

The Annual Assessment Plan contains the same elements as the Operational Plan, but focuses on only one year of assessment activity. The Annual Assessment Plan is submitted once each year for each program. An Annual Assessment Plan specifies the assessment activities in which a program will engage each year. Typically, this focuses on evidence collection and analysis for at least one PLO each year, but it may also include additional assessment activities such as loop year plans for revision of a program's PLOs and curriculum map. The Annual Assessment Plan is submitted at the end of each spring semester in preparation for the following year's assessment work. The Annual Report is submitted the following spring to report on the assessment activities described in the Annual Assessment Plan.

The Annual Report is submitted each spring and provides an accounting of the assessment activities in which the program engaged for the year. Each program must report on the following elements:

1. Data collected: Evidence of assessment work must be attached. All student information should be removed from submissions.
2. Assessment instrument utilized: The assessment instrument must be attached.
3. Criteria for success: Describe whether the criteria for success were not met, met, or exceeded.
4. Analysis and reflection: The program must report on the reflection that occurred as a result of data collected and analyzed in relation to PLO and teaching/learning in the program.
5. Recommendations for improvement: These recommendations will form the core of the program's plans for improvement.
6. Program Review: Each year, programs must reflect and report on progress made toward program review.

7. Student Success Data Reflection: Each year, programs are provided the opportunity to reflect and report on student success data (including, but not limited to retention, graduation rates) related to the program.

Operational Plan /Action Items

After the Annual Report has been submitted, the recommendations resulting from the annual assessment activity must be translated into action steps outlined in the Operational Plan section of the annual assessment cycle. The Operational Plan must include the following elements for each action item:

1. Action Item: In which improvement efforts will the program engage as a result of assessment work completed in the preceding year?
2. Action Item Description: Describe the action item, its purpose and goals, and any budgetary implications for the activity.
3. Implementation Plan (timeline): How long will this action item take to complete? What is the planned completion date?
4. Personnel Responsible: Who is responsible for this action item? Who will make sure it takes place?
5. Criteria for Success: How will you know when the action item has been completed successfully? This will typically involve some kind of objective measure or standard.
6. Budgetary Implications: If there is a budgetary implication for the action item, include the cost of the action item. This will be reviewed by the Institutional Research Committee member representing your college/school.

Incomplete operational plans will be returned to the program for revision and resubmission.

Status Report

As action items are implemented, status reports related to each item must be submitted to document successful completion of improvement efforts. This brief report includes the current status of the action item, documentation and reflection on all steps taken to date, and next steps planned for the action item.

Assessment Plan & Logistics

This section provides explanation concerning the structure of the assessment plan and logistics.

Assessment Plan Logistics

Year	Focus	Instruments
Every Semester	<ul style="list-style-type: none"> Student Achievements Development Faculty Development 	a) Freshmen ABHE Bible Knowledge Test (form I) b) Course (faculty) Evaluations (by students)
Every Year	<ul style="list-style-type: none"> Student Service Development Student Achievements Development Faculty Development Program Development Curriculum Development Board Development Financial Development Institutional Development 	a) Entering Student Survey Student Ministry Portfolio Worksheet (Student Leadership Evaluation) Senior ABHE Bible Knowledge Test (form J) d) Graduates' Average GPA Report e) Dean's Faculty Evaluation Form Faculty Report on Graduating Seniors g) Exit Survey a) PLO Goals Assessment Survey b) Faculty Curriculum Process Survey c) Board Evaluation Survey (Form A, B) d) Annual Financial Report -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification l) Annual Registrar Report m) Annual Assessment Report
Every Two-years	<ul style="list-style-type: none"> Mission & Goals Development Distance Education Development Student Service Development Student Achievements Development 	a) Mission & Goals Opinion Survey b) Distance Education Assessment Survey c) Student Satisfaction Survey d) Preaching Assessment Form
Every Three-years	<ul style="list-style-type: none"> Policy & Publication Development Institutional Development Institutional Leadership Development Administrative Effectiveness Development Alumni Development 	a) Policy & Procedure Evaluation Form b) Publication Evaluation Form c) Institutional Development Survey d) Objectives for Administration Form e) Administrative Evaluation Survey (peer evaluation of the key administrators) f) Staff Satisfaction Survey g) Alumni Survey (Alumni for up to 5 years after graduation)
Every Four-years	<ul style="list-style-type: none"> Library Development 	a) Library Mission & Goals Survey b) Library Assessment Report -Objectives for Library Form -Library Collection & Course Support Information -Guidance for Maintaining Quality Library Resources -Division Analysis of Library Collection -Syllabus Analysis Worksheet
Every Five-years	<ul style="list-style-type: none"> Long-Term Plan Development 	a) Comprehensive Outcomes Report b) Long-Term Strategic Plan Report c) Five-Year Vision Report

Schedule for Administering Assessment Instruments

The following table shows which instruments are administered each year. Note that all previous reports will be reviewed in year five, and a major, comprehensive report will be written.

<p>Year 1 (2022 ~ 23)</p>	<ul style="list-style-type: none"> • Student Achievements Development • Student Service Development • Faculty Development • Program Development • Curriculum Development • Board Development • Financial Development • Institutional Development 	<ul style="list-style-type: none"> a) Freshmen ABHE Bible Knowledge Test (form1) b) Senior ABHE Bible Knowledge Test (form J) c) Student Ministry Portfolio Worksheet (Student Leadership Evaluation) d) Graduates' Average GPA Report e) Entering Student Survey f) Course (faculty) Evaluations (by students) g) Dean's Faculty Evaluation Form h) Faculty Report on Graduating Seniors i) Exit Survey j) PLO Goals Assessment Survey Report (for BA) k) Faculty Curriculum Process Survey l) Board Evaluation Survey (Form A, B) m) Annual Financial Report <ul style="list-style-type: none"> -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification n) Annual Registrar Report o) Annual Assessment Report
<p>Year 2 (2023 ~ 24)</p>	<ul style="list-style-type: none"> • Mission & Goals Development • Distance Education Development • Student Achievements Development • Student Service Development • Faculty Development • Program Development • Curriculum Development • Board Development • Financial Development • Institutional Development 	<ul style="list-style-type: none"> a) Mission & Goals Opinion Survey b) Distance Education Assessment Survey c) Freshmen ABHE Bible Knowledge Test (form1) d) Senior ABHE Bible Knowledge Test (form J) e) Course (faculty) Evaluations (by students) f) Preaching Assessment Form g) Graduates' Average GPA Report h) Student Ministry Portfolio Worksheet (Student Leadership Evaluation) i) Entering Student Survey j) Student Satisfaction Survey k) Dean's Faculty Evaluation Form l) Faculty Report on Graduating Seniors m) Exit Survey n) PLO Goals Assessment Survey Report o) Faculty Curriculum Process Survey p) Board Evaluation Survey (Form A, B) q) Annual Financial Report <ul style="list-style-type: none"> -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification r) Annual Registrar Report s) Annual Assessment Report

<p style="text-align: center;"><i>Year 3 (2024 ~ 25)</i></p>	<ul style="list-style-type: none"> • Student Achievements Development • Student Service Development • Faculty Development • Alumni Development • Program Development • Curriculum Development • Policy & Publication Development • Board Development • Administrative Effectiveness Development • Institutional Leadership Development • Financial Development • Institutional Development 	<ul style="list-style-type: none"> a) Freshmen ABHE Bible Knowledge Test (form1) b) Senior ABHE Bible Knowledge Test (form J) c) Student Ministry Portfolio Worksheet (Student Leadership Evaluation) d) Graduates' Average GPA Report e) Entering Student Survey f) Course (faculty) Evaluations (by students) g) Dean's Faculty Evaluation Form h) Faculty Report on Graduating Seniors i) Alumni Survey (Alumni for up to 5 years after graduation) j) Exit Survey k) PLO Goals Assessment Survey Report l) Faculty Curriculum Process Survey m) Policy & Procedure Evaluation Form n) Publication Evaluation Form o) Board Evaluation Survey (Form A, B) p) Objectives for Administration Form q) Staff Satisfaction Survey r) Administrative Evaluation Survey (Peer evaluation of the key administrators) s) Institutional Development Survey t) Annual Financial Report -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification u) Annual Registrar Report v) Annual Assessment Report
<p style="text-align: center;"><i>Year 4 (2025 ~ 26)</i></p>	<ul style="list-style-type: none"> • Student Achievements Development • Student Service Development • Faculty Development • Program Development • Curriculum Development • Mission & Goals Development 	<ul style="list-style-type: none"> a) Freshmen ABHE Bible Knowledge Test (form1) b) Senior ABHE Bible Knowledge Test (form J) c) Graduates' Average GPA Report d) Preaching Assessment Form e) Student Ministry Portfolio Worksheet (Student Leadership Evaluation) f) Faculty Report on Graduating Seniors g) Student Satisfaction Survey h) Entering Student Survey i) Course (faculty) Evaluations (by students) J) Dean's Faculty Evaluation Form k) Exit Survey l) PLO Goals Assessment Survey Report m) Faculty Curriculum Process Survey n) Mission & Goals Opinion Survey o) Distance Education Assessment Survey p) Library Assessment Report

	<ul style="list-style-type: none"> • Distance Education Development • Library Development • Board Development • Financial Development • Institutional Development 	<ul style="list-style-type: none"> - Library Mission & Goals Survey -Objectives for Library Form -Library Collection & Course Support Information -Guidance for Maintaining Quality Library Resources -Division Analysis of Library Collection -Syllabus Analysis Worksheet q) Board Evaluation Survey (Form A, B) r) Annual Financial Report -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification s) Annual Registrar Report t) Annual Assessment Report
<p style="text-align: center;"><i>Year</i> 5 (2026 ~ 27)</p>	<ul style="list-style-type: none"> • Student Achievements Development • Student Service Development • Faculty Development • Program Development • Curriculum Development • Board Development • Financial Development • Institutional Development • Long-Term Plan Development 	<ul style="list-style-type: none"> a) Freshmen ABHE Bible Knowledge Test (form I) b) Senior ABHE Bible Knowledge Test (form J) c) Student Ministry Portfolio Worksheet (Student Leadership Evaluation) d) Graduates' Average GPA Report e) Entering Student Survey f) Course (faculty) Evaluations (by students) g) Faculty Report on Graduating Seniors h) Dean's Faculty Evaluation Form i) Exit Survey j) PLO Goals Assessment Survey Report k) Faculty Curriculum Process Survey l) Board Evaluation Survey (Form A, B) m) Annual Financial Report -Analysis of Income Streams -Objectives for Development Department Form -Major Donor Identification n) Annual Registrar Report p) Annual Assessment Report q) Comprehensive Outcomes Report r) Long-Term Strategic Plan Report s) Five-Year Vision Report

Assessment Logistics Tables

Measurement to be taken: Preaching Assessment Form					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
BA students M.Div. students	BA Preaching Practicum Class M.Div. Preaching Practicum Class		Hermeneutics Professors	IR Committee	Broadly distributed

Measurement to be taken: Missions Professor Report on Passion and Understanding					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
BA students M.Div. students	MT303 Intro to Missions PT323 Homiletics MT513 Intro to Missions PT513 Homiletics		Intro to Missions Professors (BA and M.Div.) Homiletics Professors (BA and M.Div.)	IR Committee	Broadly Distributed

Measurement to be taken: Exit Survey					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Graduating BA students Graduating Masters students	Annually in the Exit Seminar		Exit Seminar instructor	IR Committee	Broadly Distributed

Measurement to be taken: Student Ministry Portfolio Worksheet					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
All BA and Master's students	Annually/ by appointment with the director of a student ministry and reviewed by faculty		Student Ministry Director and Faculty Graduation	IR Committee	Broadly Distributed

	on the Faculty Report on Graduating Students.		Committee		
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Measurement to be taken: Faculty Report on Graduating Seniors					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
BA Seniors and graduating M.Div. students	Spring / Faculty Committee Meeting / Annually		Faculty Committee on Graduating Students	IR Committee	Broadly Distributed

Measurement to be taken: Freshmen ABHE Bible Knowledge Test (Form I)					
Annually- twice per year					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Incoming Freshmen and new M.Div. students	September & February / New Student Orientation		Student Dean	IR Committee	Broadly Distributed

Measurement to be taken: Senior ABHE Bible Knowledge Test (Form J)					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Seniors and graduating Master's students	March/ Exit Seminar / Annually		Exit Seminar Instructor	IR Committee	Broadly Distributed

Measurement to be taken: Board Evaluations					
Annually (one version for even years, another version for odd years)					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Board Members	March (spring board meeting)/ annually.		CEO	IR Committee	Broadly Distributed

Measurement to be taken: Alumni Survey					
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Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Alumni for up to 5 years after graduation	Every three years		Dir of Development	IR Committee	Broadly Distributed

Measurement to be taken: Faculty Evaluations (by students)					
Every Semester					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Classes of Students	At the end of each semester / in each required course / Every Semester		Faculty	IR Committee	Broadly Distributed

Measurement to be taken: Completion of Assessment Plan					
Annually					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Spring / Internal Report / annually		IR Committee	IR Committee	Broadly Distributed

Measurement to be taken: Student Leadership Evaluation Form					
Every Semester					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
People in cell groups that our students lead	The student ministry director will collect the data from the group members.		Director of Student Ministry	IR Committee	Broadly Distributed

Measurement to be taken: Missionary Alumni Report					
Year #1					
What is the	When/Where/How	Budgeted	Who is	Who Analyzes	Who Receives

Sample Population?	Often is this Measurement Taken?	Resources (Money, Equipment, Staff, etc.)	Responsible for carrying out this Measurement?	the Data & Generates the Report?	the Report?
Internal Report	Fall, year one of the five-year cycle		Missionary Alumni Report	IR Committee	Broadly Distributed

Measurement to be taken: Benchmarking ABHE Statistical Report Year #1					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall, year one of the five-year cycle		IR Committee	IR Committee	Broadly Distributed

Measurement to be taken: Objectives for Registrar Form Year #1					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall, year one of the five-year cycle		Academic Dean	IR Committee	Broadly Distributed

Measurement to be taken: Objectives for Administration Form Year #1					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall, year one of the five-year cycle		CEO	IR Committee	Broadly Distributed

Measurement to be taken: Graduate School Average GPA Report Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Registrars of Schools where our Alumni are Studying	Fall/ year two of our five-year cycle		Academic Dean	IR Committee	Broadly Distributed

Measurement to be taken: Objectives for Faculty and Curriculum Form					
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Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Academic Dean	Fall/ year two of the five-year cycle.		Academic Dean	IR Committee	Broadly Distributed

Measurement to be taken: <u>Objectives for Library Form</u>					
Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Library Staff	Fall/ year two of the five-year cycle.		Academic Dean	IR Committee	Broadly Distributed

Measurement to be taken: <u>Program Analysis of Library Collection</u>					
Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Faculty in each program (with librarian)	Fall/ year two of the five-year cycle		Librarian	IR Committee	Broadly Distributed

help)					
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Measurement to be taken: <u>Program/Library Analysis Worksheet</u>					
Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Faculty in each program (with librarian help)	Fall/ year two of the five-year cycle		Librarian	IR Committee	Broadly Distributed

Measurement to be taken: <u>Library Collection and Course Support Information Re</u>					
Year #2					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall/ year two of the five-year cycle.		Librarian	IR Committee	Broadly Distributed

Measurement to be taken: <u>Registrar Report</u>					
Year #3					
What is the Sample	When/Where/How Often is	Budgeted Resources	Who is Responsible for	Who Analyzes the	Who Receives the

Population?	this Measurement Taken?	(Money, Equipment, Staff, etc.)	carrying out this Measurement?	Data & Generates the Report?	Report?
Internal Records	Fall/ year three of the five-year cycle.		Registrar	IR Committee	Broadly Distributed

Measurement to be taken: Objectives for Business Form

Year #3

What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Business Office	Fall/ year three of the five-year cycle.		CEO	IR Committee	Broadly Distributed

Measurement to be taken: Objectives for Development Department Form

Year #3

What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Development Office	Fall/ year three of the five-		CEO	IR Committee	Broadly Distributed

	year cycle.				
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Measurement to be taken: <u>Analysis of Income Streams</u>					
Year #3					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall/ year three of the five-year cycle.		Business Office	IR Committee	Broadly Distributed

Measurement to be taken: <u>Major Donor Identification</u>					
Year #3					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall/ year three of the five-year cycle.		Business Office	IR Committee	Broadly Distributed

Measurement to be taken: <u>Employee Satisfaction Survey</u>					
Year #3					
What is the Sample	When/Where/How Often is	Budgeted Resources	Who is Responsible for	Who Analyzes the	Who Receives the

Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report: All paid employees (PT and FT)	Fall / Internal Report / Year 3 of the cycle		Director of Institutional Research	IR Committee	Broadly Distributed
Measurement to be taken: Student Ministry Objectives Opinion Survey					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Students and Ministry Supervisors	Year #4 in the cycle – to students as part of their Student Satisfaction Survey and ministry supervisors.		The Director of the Student Ministry is responsible for surveying ministry supervisors.	IR Committee	Broadly distributed

Measurement to be taken: <u>Objectives for Spiritual Atmosphere on Campus Form</u>					
Year #4					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?

Measurement to be taken: <u>Objectives for Emotional and Social Life Form</u>					
Year #4					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Student Dean	Fall/ year four of our five-year cycle.		CEO	IR Committee	Broadly Distributed

Measurement to be taken: <u>Objectives for Health and Other Needs Form</u>					
Year #4					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Student Dean	Fall/ year four of		CEO	IR Com	Broadly Distri

	our five- year cycle.			mitte e	buted
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Measurement to be taken: <u>Guidance for Maintaining Quality Library Resources</u>					
Year #4					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	
Internal Report: by Library Committee and Selected Divisions or Subject Areas.	FALL / INTERNAL REPORT / YEAR 4 OF THE CYCLE		Director of Librarian with faculty committees, Librarian and Academic Dean with Faculty Committees	IR Committee	
Measurement to be taken: <u>Mission & Goals Survey</u>					
Year #5					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	
1. Faculty 2. All Staff 3. Seniors 4. Board Members 5. Ministry Supervisors	1. Spring Faculty Meeting 2. Spring – hand-delivered around January 3. Exit Seminar 4. Mail or telephone survey - Nov. or Dec.		1. Academic Dean 2. Academic Dean 3. Exit Seminar instructor 4. Director of IR	IR Committee	

Measurement to be taken: <u>Competencies (Instructional Objectives) Achievement of Goals: Opinion Survey</u>

Year #5					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Seniors and Graduating M.Div. Students	Exit Seminar		Exit Seminar Instructor	IR Committee	Broadly Distributed

Measurement to be taken: <u>Comprehensive Outcomes Report</u>					
Year #5					
What is the Sample Population?	When/Where/How Often is this Measurement Taken?	Budgeted Resources (Money, Equipment, Staff, etc.)	Who is Responsible for carrying out this Measurement?	Who Analyzes the Data & Generates the Report?	Who Receives the Report?
Internal Report	Fall of year five in the five-year cycle		IR Committee	IR Committee	Broadly Distributed

Measurement to be taken: <u>5-Year Vision Report</u>					
Year #5					
What is the Sample	When/Where/How Often is	Budgeted Resources	Who is Responsible for	Who Analyzes	Who Receives the

e Popul ation?	this Measur ement Taken?	(Mone y, Equip ment, Staff, etc.)	carrying out this Measure ment?	the Data & Gene rates the Repo rt?	Report ?
Internal Repo rt	Fall / Interna l Report / Year 5 of the cycle		Director of Instituti onal Resear ch	R Committee	Broadly Distri buted