

ASSESSMENT PLAN



FAITH THEOLOGICAL SEMINARY
529 Walker Avenue
Baltimore, MD 21234

APPROVED BY THE BOARD OF DIRECTORS
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FAITH THEOLOGICAL SEMINARY

ASSESSMENT PLAN

I. GUIDING PRINCIPLES

- 1. The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution (TRACS 19:1);**
- 2. The assessment results and subsequent new goals must be utilized to implement changes (TRACS 20:5).**

A. HISTORY OF THE INSTITUTION

Faith Theological Seminary traces its origin to Princeton Theological Seminary and the days of the Modernist-Fundamentalist controversy that centered in that institution. Since this stronghold of the historic Christian faith was under the jurisdiction of the Presbyterian Church, U.S.A., it was vulnerable to the changing ecclesiastical majorities in General Assemblies. The Presbyterian Church as a whole stood firm as a beacon of orthodoxy in the seventeenth and eighteenth centuries. The conflict ensued between those who began to accept the historical-critical systems of interpretation and those who did not. By political manipulation, the board of control was altered and the whole direction of the seminary and denomination was changed. The conservative majority of the faculty thus suffered defeat, and many of them left.

The spirit of Princeton survived, however, in 1929 under the leadership of J. Gresham Machen who helped organize a faculty consisting of Oswald T. Allis, Robert Dick Wilson, Allan A. MacRae, John Murray, Paul Woolley, Cornelius Van Til, Rienk Bouke Kuiper, and Ned Stonehouse. They found quarters for a new seminary (Westminster Theological Seminary) in two townhouses in Philadelphia, housing students in the Drake Hotel.

In 1936 the disruption in the Presbyterian Church, U.S.A., over the organization of The Independent Board for Presbyterian Foreign Missions brought about a new Presbyterian Church of America. Dr. Machen became the primary leader in a battle for the historic Christian faith. Upon the death of Dr. J. Gresham Machen, on January 1, 1937, the great cause for which he stood fell into some disarray.

In the summer of 1937, Rev. Dr. Carl McIntire (President of the Board of Directors), Rev. Allan A. MacRae, Th.B., Ph.D. (President of the Seminary and Professor of Old Testament), James E. Bennet, Esquire (Vice President), Rev. Harold S. Laird (Secretary), Roland K. Armes (Treasurer), Rev. Roy Talmage Brumbaugh, D.D., Rev. David Otis Fuller, D.D., William A. Chamberlin, P.D., Peter Stam, Jr., Rev. James R. Graham, Jr., Rev. A.L. Lathem, Ph.D., D.D., Rev. William R. McCarrell, D.D., Professor J.A. Barkley, Frederic M. Paist, Ernest R. Robinson, Rev. Percy B. Crawford, Rev. Milo F. Jamison, Rev. Merrill T. MacPherson, Rev. Martin Luther Thomas, D.D., LL.D., James L. Rankin, Esquire and Weidner Titzck, Esquire founded and incorporated Faith Theological Seminary to be an institution honoring the Lord through its witness to the faith once delivered to the saints, affirming the infallible Old and New Testaments as the only rule of faith and practice. Dr. Allan A. MacRae served

as the President of the Seminary until 1971. Dr. Carl McIntire served as the President of the Board of Directors and the Seminary from its inception until 2002, and also served as the President of the Seminary from 1971 to 2002. Dr. Norman Manohar became the President in 2002 and is currently serving in that capacity.

The Seminary initially conducted its classes at the Sunday School Building of Faith Bible Presbyterian Church in Wilmington, Delaware from 1937 to 1941. The Seminary gradually grew in size, resources, and constituency and through the generous gift of a friend, occupied a nearby mansion, Huston Hall, where it enjoyed the blessing of God to a marked degree. Once again the Seminary outgrew its quarters in Wilmington; in 1952 it purchased the Widener Estate property in Elkins Park, Pennsylvania, in a lovely residential section less than a mile north of the city limits of Philadelphia. This was the home of the Seminary from 1952 to 1997.

In May of 1996, a Director of the Seminary was dismissed from the Board of FTS due to the fact that he was using his position as a Director to undermine the Seminary and ultimately gained control of the Elkins Park property. The Director in question also held himself out as the President of FTS which caused confusion and damage to the reputation of the Seminary. A plethora of legal actions were necessary to save the Seminary since the terminated Director wrongfully took control of the library, artifacts, and student records causing a disruption in the education of students. The Seminary won every legal action involved, but the years of litigation took its toll time-wise and financially on the Seminary, and the Seminary is now in a period of rebuilding.

From 1997 to May 2004 FTS operated from 1001 W. 70th Avenue, Philadelphia, Pennsylvania. In 2002, Dr. McIntire died, Dr. John Harden Norris was elected President of the Board of Directors, and Dr. Norman Manohar was named as President of the Seminary. In September of 2008, Dr. John Harden Norris died, having been elected as President Emeritus in July of 2008. Jack C. Briscoe, Esquire was elected as Chairman of the Board of Directors in July of 2008 serving until August of 2013 when Dr. Chong To Kim was elected as the Chairman of the Board of Directors.

In the fall of 2004, the Seminary moved to Baltimore, Maryland having received a Certificate of Authority from the Maryland Higher Education Commission, (MHEC). Faith Theological Seminary is authorized by the [Maryland Higher Education Commission](#) as a non-profit, religious, degree-granting institution as set forth in sub-section 11-202.1 of the Education Article. On March 5, 2013, FTS filed a Stage One application with the MHEC seeking initial approval as an in-state degree granting institution. On September 8, 2014, FTS received a letter from the MHEC giving FTS approval to submit a Stage Two Application.

Faith Theological Seminary is a member of the Transnational Association of Christian College and Schools (TRACS) [15935 Forest Rd., Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org] having been awarded *Accreditation* as a Category IV institution by the TRACS Accreditation Commission in April 2015. This status is effective for a period of five years.

On April 19, 2016, the TRACS Accreditation Commission placed Faith Theological Seminary on Probation for one year during which time the institution must come into compliance with all TRACS Standards identified in the Commission action.

B. MISSION STATEMENT

The mission of Faith Theological Seminary is to prepare men and women for the dissemination of the Gospel of Jesus Christ locally and globally. By teaching the inspired, inerrant, infallible Word of God efficiently and training in practical ministry, the Seminary seeks to produce graduates, who do the work of missionaries, pastors, and theological teachers through preaching, teaching, and applying the Word of God by the power of the Holy Spirit.

C. DOCTRINAL STATEMENT

Believing the system of doctrine contained in the Scriptures, we maintain the following Doctrinal Statement:

- We believe in the divine inspiration and authority of Scripture. By this is meant a miraculous guidance of the Holy Spirit in their original writing, extending to all parts of the Scripture equally, applying even to the choice of words, so the result is the very Word of God, the only infallible rule of faith and practice. Moreover, it is our conviction that God has exercised such singular care and providence through the ages in preserving the written Word that the Scripture as we now have them are essentially as originally given and contain all things necessary for salvation.
- We believe in one God, revealed as existing in three equal persons – the Father, the Son and the Holy Spirit. These three are One God, the same in substance and equal in power and glory. We believe in the Holy Spirit as a divine Person, a personality distinct from the Father and the Son.
- We believe that God created out of nothing, by power of his word, the existing space-time universe in six (twenty-four hour) days.
- We believe that, as through Adam and Eve’s temptation and deception by the created, angelic being named Satan (the adversary, devil, destroyer), sin entered into the world, and death through sin, so death passed upon all men, for that all sinned.
- We believe in the death of Jesus Christ as a true substitute, and that His death was a sufficient expiation for the guilt of all men. We believe that those who receive Christ by faith have been given new life from God. We believe that men are justified by faith alone and are accounted righteous before God only for the merit of our Lord and Savior Jesus Christ.
- We believe in the visible, personal return of our Lord Jesus Christ for His Church, and then with His redeemed to establish a worldwide Kingdom of righteousness and peace in the new creation. We believe in the everlasting conscious blessedness of the saved and the conscious punishment of the lost.
- We believe it to be the supreme responsibility of the disciples of the Lord Jesus Christ to make His Gospel known to all men.

On matters of contemporary male and female concerns, Faith Theological Seminary affirms and agrees with The Danvers Statement by The Council on Biblical Manhood and Womanhood.

In order to achieve such ideals, and to prepare students for such callings we affirm a Four-Fold Emphasis (in our curriculum) on Biblical Hermeneutics, Biblical Theology, Biblical History, and Biblical Exegesis. We are committed to the freedom of conscience of all faculty and staff in matters regarding scholarly debates, disputed points of interpretation, and Christian lifestyle, in so far as the Faith Theological Seminary Doctrinal Standards and Standards of Moral Conduct policies of the Seminary are in no way compromised. We encourage academic discussion, and even debate, in order to demonstrate our reliance on Scripture and not human opinion. Consequently, students are challenged to search the Scripture rather than rely exclusively on faculty. (Board Resolution, August 12, 2009).

D. GENERAL OBJECTIVES

The following specific educational objectives proceed from this mission statement.

Our general objectives are:

- To train consecrated Christian leaders for the Church of Jesus Christ.
- To maintain a theological seminary of high educational efficiency.
- To encourage loyalty to the Christian faith as taught in the Old and New Testaments.
- To hold every phase of our work to the highest possible standards of scholarship.
- To defend the full truthfulness of the Scripture against all forms of unbelief, including philosophical naturalism and determinism, postmodernist relativism, historical-critical hermeneutics, and all such that undermine confidence in the Bible as the revelation of God and his purpose.

Our graduates will demonstrate:

- Biblical and theological knowledge, recognizing the inerrant Word of God as the ultimate authority for life and godliness.
- The ability to interpret Scripture adequately and faithfully, and to develop critical thinking skills and problem solving abilities.
- The ability to effectively communicate the whole gospel to a culturally diverse society.
- The ability to exhibit academic excellence in their field of study.
- Adequate preparation for Christian service in education, the pastorate, missions, worship leadership, and all forms of public service and God-honoring vocations.

II. EDUCATIONAL PHILOSOPHY AND INSTITUTIONAL PURPOSE

EDUCATIONAL PHILOSOPHY

And this I pray, that your love may abound still more and more in real knowledge and all discernment, so that you may approve the things that are excellent, in order to be sincere (pure) and blameless until the day of Christ; having been filled with the fruit of righteousness which comes through Jesus Christ, to be the glory and praise of God. Phil 1:9-11

In Him was life, and the life was the light of men. John 1:4

The tenets of our mission include a commitment to the ideals that govern our objectives. Our philosophy of education guides us towards the goal of preparing men and women towards the whole church proclaiming and demonstrating the whole Bible as revelation of the whole gospel of redemption for the whole person for the whole world. This is guided by our firm conviction that Christ calls us to live in this world as salt and light, as ambassadors of his righteousness, truth, and justice. We believe that Christ is King of all kings and Lord of all lords, and is presently reigning over his world and his church. In this regard, it is imperative that we attempt to redress our failures to practice in this world what he calls us to proclaim and demonstrate of his gospel of redemption.

We believe that the best context for such an education is one that is charitable and irenic in both classroom pedagogy and personal relationships. This necessitates academic freedom (see below) that includes free class-room discussion and debate wherein the Bible is acknowledged as the ultimate authority, and not any individual teacher or student. One of the unique aspects of FTS is its contemporary, evangelical, conservative ethos expressed in the context of a denominationally mixed faculty, staff and student body. This creates a sometimes exciting atmosphere to adjust to, but we encourage this for the growth of all. Many students enter seminary studies without ever having had an opportunity to engage in open discussion about our various theological traditions and viewpoints done in the context of our acknowledged oneness in Christ.

Francis Schaeffer (class of FTS, 1938) wrote that there are four primary, corresponding ideals for the local church. We believe these are applicable to Christian higher education:

Two Contents

- Sound doctrine
- Honest answers to honest questions

Two Realities

- True spiritual reality
- Beautiful human relations

The institution must consciously develop its courses, curricula, and other education/research programs from a framework and perspective consistent with biblical and Christian purpose. A viable philosophy of Christian education must guide the teacher to teach in harmony with the Word of God, the Bible. Such a philosophy results in an integration of biblical principles throughout the institution's curriculum course-by-course.

An institution is not fully Christian if it simply provides a program of instruction housed in a Christian environment. Courses and curricula must be designed and carried out within a framework of respect for biblical principles and practice. Indeed, this respect must result in an education process which is clearly Christian in philosophy and practice.

- FTS has a four-fold emphasis in the curriculum: biblical hermeneutics, biblical history, biblical theology, and biblical exegesis.
- A thorough knowledge of the Bible (backgrounds, languages, contents) is requisite for Christian education in preparation for Christian ministry.

- A thorough knowledge of opposing viewpoints (within the secular, as well as within the Christian community) is requisite for Christian education in preparation for evangelism, apologetics, and practical ministry in our contemporary context. That is, knowledge of how the truth of scripture applies to all areas of human life is necessary for the life-work and ministry callings.

For these reasons, we believe it is necessary to emphasize skills in biblical languages, exegesis, theology, church history, and modern religious/social issues. Therefore, we encourage our faculty, while modeling a zealous love for Christ and his Word, to present a balanced approach in which students are guided to study critically all opposing viewpoints, while we “take captive every thought to make it obedient to Christ” (2 Cor. 10:5) through rigorous study of the scriptures.

INSTITUTIONAL PURPOSE

The purpose of Faith Theological Seminary is to establish and maintain a theological seminary of high educational efficiency and absolute loyalty to the Christian religion as taught in the Old and New Testaments, and for religious, educational, and charitable purposes. Faith Theological Seminary is to train thoroughly consecrated leadership for the church of Jesus Christ. In every phase of its work, the highest possible standards of scholarship are to be maintained. Its graduates are to be well-fitted to defend the truthfulness of the Scriptures against all forms of unbelief and to interpret it in the light of careful and accurate study of its words in the original languages.

III. INSTITUTIONAL OBJECTIVES

A. Bachelor of Arts in Religion - Purpose and Program Learning Outcomes

Purpose

The Bachelor of Arts in Religion (BAR) program is a four-year academic degree for those who are interested in completing an undergraduate degree that will increase their knowledge and effectiveness by developing a more complete biblical and theological understanding. This degree is offered with a major in Biblical and Theological Studies and minors in Ministry and Counseling. The Bachelor of Arts in Religion program provides General Education and Theological training for persons committed to various church, and parachurch ministries. Upon completion of this program, graduates will be able to demonstrate knowledge of the Bible, interpret Scripture’s original meaning, and apply Scripture to contemporary situations. This will enable graduates to minister within a local church or other group by means of leadership skills, evangelism, counseling, and service.

Program Learning Outcomes

Graduates of this program will be able to:

- Exhibit creative and critical thinking skills.
- Demonstrate effectiveness in oral and written communication.

- Understand theological doctrine, proclaiming and living according to the gospel of Christ towards the formation of character and wisdom towards the transformation of the world in the expansion of God’s kingdom.
- Critically and constructively apply a biblical worldview as it relates to various disciplines.
- Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.
- Demonstrate knowledge of General Education subjects of English, Mathematics, and Physical and Social Sciences.

B. Graduate Programs

Master of Divinity Program

Purpose

The Master of Divinity (M.Div.) is a three year professional degree program designed to train men and women preparing to serve Christ in pastoral and other Christian ministries. The Master of Divinity degree is designed to meet the needs of pastors or other full-time Christian workers, especially those who wish to improve their ability to study, understand, and proclaim the Word of God. It covers a traditional seminary curriculum including Biblical, Exegetical, Systematic, Historical, and Practical Theology.

Upon the completion of this program, graduates may work in marriage and family ministry, pastorate, missions, campus/collegiate ministries, biblical and theological studies, evangelism, doctoral studies, or teaching in a university or seminary.

Program Learning Outcomes

Graduates of this program will be able to:

- Verbalize a general knowledge of the Bible, including a systematic understanding of the major books.
- Evidence an understanding of the historical development of theology, and an ability to support their theological views and apply them to contemporary issues.
- Demonstrate ability to do exegesis in the Hebrew and Greek texts of the Bible.
- Evidence an understanding of the educational program of the local church and an awareness of the worldwide mission of the church.
- Lead a local church or other group by means of biblical exposition, leadership skills, evangelism, and service.
- Proclaim and live according to the gospel of Christ towards the formation of character and wisdom towards the transformation of the world in the expansion of God’s kingdom.
- Develop skills in leading a local church or other group by means of biblical exposition, leadership skills, evangelism, and service.

C. Doctor of Ministry Program

Purpose

The Doctor of Ministry (D.Min.) is a two-year professional degree program designed to provide the highest level of training and to equip those actively involved in vocational ministry with greater competence in the practice of ministry. This program concentrates on developing expertise in the biblical rationale, sociological strategy, and practical implementation of ministry.

The Doctor of Ministry degree is the highest professional degree for men and women engaged in local church ministries, world missions, and various parachurch ministries. Each course assumes ministry experience, and endeavors to integrate learning with the student's present context of ministry as well as future goals.

Program Learning Outcomes

Graduates of this program will be able to:

- Demonstrate an advanced understanding and integration of ministry in relation to the biblical, theological, academic, and pastoral disciplines.
- Articulate and apply a comprehensive and critical philosophy of ministry.
- Demonstrate advanced competencies in the areas of critical thinking, research and writing, biblical theology, biblical counseling, Christian leadership, and pastoral care.
- Plan, implement, and critically evaluate major undertakings in ministry toward the fulfillment of the Great Commission and the Great Commandment.
- Evaluate personal, spiritual, and professional development, and design a plan for lifelong learning.
- Make a contribution to the understanding and practice of ministry through the completion of a doctoral-level project.

D. Doctor of Theology Program in Biblical Studies

Purpose

The four- year program leading to the Doctor of Theology degree (Th.D.) is designed to prepare men and women for vocations of teaching and research and for the scholarly enhancement of Christian ministry. The ideals of the Th.D. encompass the view that the best tools for such vocations develop through training in Biblical Hermeneutics, Biblical Theology, Biblical History, and Biblical Exegesis. The curriculum is thus structured around these primary components based on the inerrancy, sufficiency, unity, and perspicuity of the scripture.

Program Learning Outcomes

Graduates of this program will be able to:

- Do in-depth research to both primary and secondary sources related to theological studies.
- Understand and critique the major issues in theological scholarship and the main views on those issues.
- Complete a significant, scholarly dissertation that has practical value for the Christian community and the academic community.
- Develop and employ a fully-formed Biblical Theology and Biblical Hermeneutics in all scholarly research that faithfully represents and proclaims the gospel of Jesus Christ.
- Clearly articulate conservative Evangelical hermeneutics and theology in the dissertation and demonstrate skill in communicating that to the academic community that will contribute to the vitality and strength of Evangelical scholarship and thus the Christian church.
- Complete a significant, scholarly dissertation that has practical value for the Christian community and the academic community.

IV. ASSESSMENT

Assessment Philosophy

Faith Theological Seminary embraces on-going assessment of our institutional effectiveness as a tangible manifestation of our commitment to Christian integrity and stewardship. To this end, we seek to be an institution wisely using the resources God entrusts to us, by becoming increasingly proficient and professional in accomplishing our mission.

Faith Theological Seminary seeks to build an institutional culture of on-going intentional assessment of effectiveness. To this end we regularly include assessment issues in the agenda of meetings and seek to use a shared vocabulary describing assessment activities in meetings of the board, staff and faculty, communications with students and committee meetings.

The Board of Directors evaluates its own effectiveness and thereby provides a positive example for pursuing assessment in all of the Seminary's academic departments and operational functions as well as focused evaluation of its effectiveness in facilitating student learning outcomes. The assessment activities of academic and operational departments are overseen by the IE Director and the Academic Dean, composed of teaching faculty and academic administrators. This arrangement helps ensure that all departments remain focused on our educational mission.

Policies and Procedures of FTS Academic Assessment

Faith Theological Seminary is committed to providing effective biblical and theological education to all of its students. One way we ensure this is by having an established Academic Committee and Course-Embedded Assessment Committee which follow an ongoing process to evaluate all academic programs to assess whether they are meeting stated Program Learning Objectives (PLO), and whether actual student assignments demonstrate that they are achieving the Program Learning Objectives (PLO), and whether actual student assignments demonstrate that they are achieving the Program Learning Objectives of their degree program. This evaluation includes assessment of all of the specific Student Learning Objectives (SLO) for each course that flow out of those Program Learning Objectives, in order to determine and monitor the successful fulfillment of the Seminary Mission and Objectives.

The yearly assessment of the curriculum and programs of the Seminary include an assortment of instruments of assessment that include student evaluations of courses, various satisfaction surveys, course-embedded assessments, as well as evaluation and assessment of staff and faculty.

All assessment data are evaluated by the Academic Committee, including review each semester of specific student work samples (without student names). Summary reports of these assessments are available on request from the Institutional Effectiveness Office and the Academic Office.

Assessment is a *continuous process* to ensure the programs, courses, faculty and students are all achieving the stated Learning Objectives of Faith Theological Seminary. Faith Theological Seminary employs a multi-faceted approach to evaluating and continuously improving institutional performance, and is committed to providing current and historical process results data to stakeholders and others with potential interest.

Each semester, summarized results of assessment data will be compiled in tabular form, and available upon request to the Office of Institutional Effectiveness. Data is currently available for Student Course Evaluations, and for Embedded Course Assessments, which are performed under the guidance of the Academic Committee (an explanation of the underlying Embedded Course Assessment process is available on the FTS website). This webpage is annually updated with the latest assessment results and will in the future include additional types of data as they become available. Results will be made available for the current and prior semesters.

Values in the Faith Theological Seminary Assessment Process

The Seminary understands that the usefulness of any evaluation hinges on the quality of the process and the data analyzed. We place a priority on the following values in the assessment process.

- **Simple**- We seek to gain the most information from the simplest evaluation tools in order to protect time, energy, and the limited resources we can commit to interpretation and application of the data we gather.
- **Sustainable** – We consider assessment a normal and on-going part of academic and institutional life. As a consequence, there is a continuing “conversation” – particularly within the faculty – in which assessment shapes thinking and practices, particularly in teaching and formation.
- **Diverse** – To protect from parochialism and protectionism in assessment, the Seminary seeks to balance perspectives and avoid omissions in what it evaluates. Hence student competencies are examined with a variety of instruments, both direct and indirect, as well as through summative examinations. The use of diversity of data is also encouraged in our operational and administrative offices.
- **Valid.** Although the formation of men and women for ministry involves significant concerns for the development of personal characteristics essential to godly character, the faculty desire that our assessment evaluations be as unbiased and objective as possible. To that end, we seek increasing validity and reliability in the assessment process, being appropriately critical of our instruments and process as well as of ourselves as evaluators.

Analysis

Assessment information is of limited value unless it is analyzed and results presented in understandable ways. As a result, the Seminary devotes both personnel and financial resources to the collection and interpretation of assessment data. Analysis, reflection on and communication of findings takes place in formal and *ad hoc* contexts such as board, faculty and staff meetings, committee meetings, and face-to-face dialogue with individuals.

Commitment to the Application and Integration of Assessment Results

As noted above, Faith Theological Seminary pursues assessment to become more effective in fulfilling its mission. We understand that in an ever-changing world, we must continually examine our programs and teaching effectiveness – else we become complacent, fail to reach intended student learning outcomes, and produce as a consequence, graduates who are ineffective or incompetent. Educational excellence takes diligence and intentional self-awareness; and aspiration does not equal effectiveness. Hence, we embrace assessment and the application and integration of positive change based on intelligent analysis as a vital and normative aspect of our institutional life.

Intentional application of assessment results takes place in many contexts: faculty professional growth in teaching effectiveness; curriculum and program design; academic and other institutional policy development and revision; long-term planning; budget priorities and allocation; personnel recruitment, etc. Therefore, the Seminary has created a specific plan to insure that changes resulting from assessment are linked directly to budget and strategic planning (see the Interconnection of Annual Assessment flow chart in Exhibits).

In the end, building a culture of assessment is done individually, one faculty, staff or board member at a time – often informally. The relatively small size of our institution and the quality of interpersonal relationships facilitate the rapid implementation of change suggested by the results of our assessment process, and is a significant advantage in nurturing team commitment. (See Summary of Change – Degree Program Assessment in Exhibits).

Institutional Effectiveness Committee

The Seminary's assessment activities are overseen by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee. The committee, composed largely of faculty, meets regularly to review assessment results, to determine and implement needed improvements, to recommend new and improved instruments and process for evaluating student learning outcomes and to monitor the process by using the assessment schedule and calendar of on-going activities.

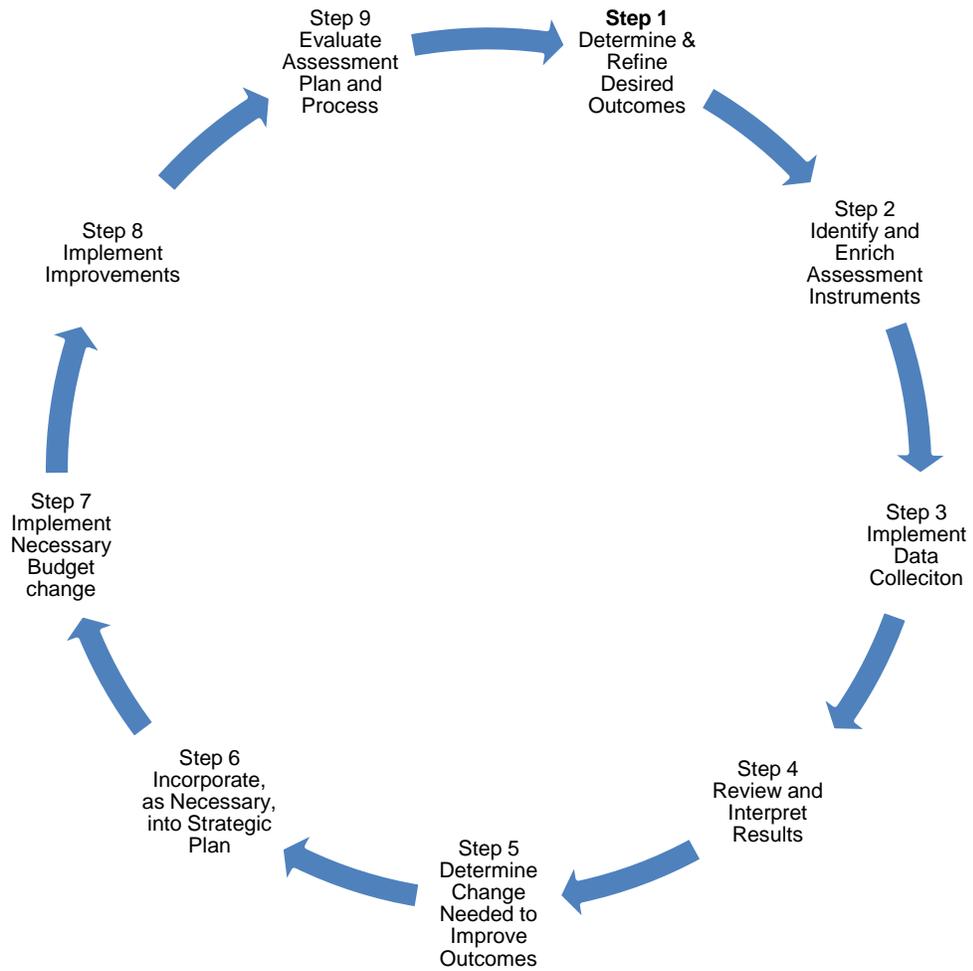
Assessment Process/Cycle

Faith Theological Seminary identifies the following areas of the institution that are systematically assessed: mission and purpose statement, foundational documents, governing board, president,

administration, staff, academic programs, student learning, program learning objectives/student learning outcomes, faculty, student development or services, financial health of the institution, alumni, library, and technology. The annual assessment process includes these elements: (1) Identification of desired outcomes based on the Seminary's Mission; (2) Identification of direct and indirect assessment instruments; (3) Collection of data regarding outcomes; (4) Analysis and interpretation of data; (5) Determination of change needed to better accomplish outcomes and positively impact student learning; (6) Incorporation of change, as necessary, into the strategic plan; (7) Implementation of any necessary budget changes; (8) Implementation of steps necessary to make identified changes and (9) the assessment plan and process are subject to evaluation before the cycle or assessment loop is repeated. Attention to aspects of assessment may shift from cycle to cycle in order to ensure appropriate analysis of the several departments and offices of the Seminary as well as each of its degree and diploma programs.

The Assessment Calendar identifies the months in which selected assessments are conducted. A variety of assessment methods are used: surveys, minutes, IPEDS data, external financial audit data, state and accreditation agency reports, consultants' reports, student course evaluations, grade distribution analyses, and administration/faculty/staff performance evaluations. The data is collected, reported, and analyzed. Recommendations are formulated for each area as well as action plans and strategies developed in order to accomplish the recommendations. The Strategic Planning Committee meets quarterly during the school year as scheduled by the President. It has five members with representation across the institution. The purpose of the committee is to review all assessment and make recommendations to the President who makes recommendations to the Board of Directors, Academic Committee and staff.

THE FAITH THEOLOGICAL SEMINARY ASSESSMENT PROCESS
(A Feedback Loop for Continuous Improvement)



This diagram represents the primary approach to assessment concerning both:

- (A) Academic educational programs: student learning outcomes; and
- (B) Non-academic educational support: operational departments.

V. AREAS OF ASSESSMENT

The following areas of the institution are assessed:

A. Introduction

Data Collected: Demographic Data from Populi, IPEDS, TRACS Annual Report, Exit Interviews, Enrollment by Programs.

B. Mission Statement

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

C. Foundational Standards

- 1. Doctrinal Statement**
- 2. Purpose Statement**
- 3. Educational Philosophy**
- 4. Code of Moral Conduct**

Data Collected: Foundational Standards Review Process conducted by the Board of Directors and Faculty and Staff (**Appendix 1**). The Doctrinal Statement is reviewed as to inclusiveness, clarity and conciseness. The hermeneutic upon which the statement is based is reviewed along with being included in all of the major documents of the institution. As stated above, each statement is reviewed as to being met, partially met, or not met. Strategies for improvement are identified.

D. Institutional Objectives

Data Collected: Assessment of Academic Programs and Student Outcomes Matrix, (**Appendix 7**), and Exit Interview Survey, (**Appendix 8**). On the Exit interview question 1 asks the graduate to strongly agree, agree, disagree, strongly disagree, or respond as neutral to the statements that FTS helped the graduate be able to perform the institutional objectives. Specific student learning objectives are measured from the Exit Interview and can be linked to institutional objectives. Direct measures of student learning can be assessed from the Assessment of Academic Programs and Student Outcomes Matrix and be linked to the institutional objectives.

E. Strategic Plan Goals and Objectives (Appendix 2)

Data Collected: The progress of completion of the goals and objectives from July 1 through June 30 are identified.

F. Governing Board

Data Collected: Board Self-Evaluation (**Appendix 3**). The Board completes a self-evaluation at its spring meeting. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decisions, personal appraisal of board services, and sense of satisfaction of board service. The board member rates the areas as agree, moderately agree, moderately disagree, and disagree with the statements under each area.

G. President's evaluation

Data Collected: President's Evaluation (**Appendix 4**). The Board evaluates the leadership and management, spirituality, communication, behavior/integrity/morality/ethics, relationships, institution's finances, and development of the President.

H. Administrative and Staff evaluation

a. Data Collected: Administrative and Staff Evaluation Form (**Appendix 5**).

b. Data Collected: Staff Satisfaction Survey (**Appendix 6**). The Staff Satisfaction Survey has forty nine questions with an additional space that gives the staff the opportunity to make recommendations and comments. There are information questions on gender, part-time/full-time employment, and length of employment.

I. Academic Programs

The Seminary seeks through its academic assessment process to answer two basic questions:

1. Are the degree programs equipping students for effective ministry? (Do we have the right program elements?)
2. Are students learning what we intend for them to learn through the degree programs? (Are the student learning outcomes effectively designed and structured in order to produce student learning in concert with the goals of the degree programs?)

Data Collected: Assessment of Academic Programs and Student Outcomes Matrix (**Appendix 7**). For each program the following is addressed and evaluated: the compatibility of the program with the mission, student enrollment and retention, graduates, degree curriculum content, comparison with other programs, program requirements, library analysis in support of the program, analysis of leadership faculty, financial requirements and income, availability of student services, evidence of program value, satisfaction of graduates with program completion, and syllabi analysis.

J. Student Learning

1. Syllabi

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

2. Graduation rate

Data Collected: The data is collected for undergraduate students using the 150% rule from the TRACS Annual Report and IPEDS.

3. Job placement of graduates' rate

Data Collected: The data is collected for undergraduate and graduate students from the TRACS Annual Report, IPEDS and Exit Interviews.

4. Student retention rate

Data Collected: The data is collected for undergraduates and graduates from the TRACS Annual Report and IPEDS.

5. Exit Interviews

Data Collected: Graduates, (and all other students leaving the Seminary), are asked to complete the Exit Interview. (**Appendix 8**). The Exit Interview asks each student to identify if he/she is a full-time or part-time student, state of residence, denomination, and position desired after graduation, and the degree program pursued. Based on the degree, the graduate responds how well the institution accomplished the specific learning outcomes in each one. Graduates then respond on how well the institutional objectives were accomplished and how well the doctrinal understanding and belief have been affected by the education at FTS. Graduates rate the overall FTS student services and overall experience. Students who transfer or discontinue their studies are asked for the reasons for leaving FTS. The respondents can make any comments they desire.

K. Student Learning Outcomes

Alignment of Outcomes

One of the important goals of the assessment plan is to align outcomes at the institutional level with the program outcomes and course level outcomes.

Student Learning Outcomes Assessment

Data Collected. The direct measure of a student learning is through the evaluation of course embedded assessments. Random courses are annually selected and the courses are reviewed using the Assessment of Academic Programs and Student Outcomes Matrix (**Appendix 7**). An indirect measure of student learning outcomes is the Exit Interview (**Appendix 8**) which once a student identifies his/her program then the graduate evaluates the extent to which the appropriate student learning outcomes was accomplished. The Assessment of Academic Programs and Student Outcomes Matrix identifies the institutional objective, student learning outcome, specific learning outcome, an assessment measuring the student learning outcome, evaluation summary, and conclusion for each activity in each selected course.

L. Faculty

1. Instructional Staff Listing (ISL)- faculty credentials for teaching assignment (Appendix 9).

Data Collected: The ISL is prepared for TRACS. From the ISL the Faculty data is prepared which addresses the following issues: terminal degree, institution, area of degree, full-time or part-time, graduate or undergraduate, teaching in area, department, program director, or not, and number of teaching hours.

2. Annual Faculty Profile

Data Collected: The faculty members are evaluated using the annual Faculty Evaluation (**Appendix 10**) which consists of several items that demonstrate expertise and competence in field and profession. The process includes an updated curriculum vitae, a summary and response to your course evaluations, a report of your scholarly and community activities, and a performance evaluation that will be conducted by the supervisor. The profile includes the following items:

- a. Annual Faculty Evaluation
- b. Annual Faculty Activity Report
- c. Course Evaluation Review and Response
- d. Teaching Evaluation Rubric.

Each member of the faculty is also evaluated by his/her peers using the Faculty Peer Review (**Appendix 11**).

3. Course student evaluations

Data Collected: Student course evaluations are collected and summarized for the fall, spring, and summer semesters. (**Appendix 12**). All courses are evaluated.

4. Grade distributions

Data Collected: Grade distributions are collected each semester by course. Then the data is reported totally.

5. Faculty Satisfaction

Data Collected: Faculty Satisfaction is evaluated annually in April by the Faculty Satisfaction Survey (**Appendix 13**). The Faculty Satisfaction Survey asks the faculty member to report personal information on rank, highest degree, and years of employment. The faculty members assess workload, faculty development, faculty evaluation process, academic freedom, understanding of the mission and 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 they want.

M. Student Services

1. Student Services

Data Collected: All of the aspects of Student Services are assessed using the Student Services Survey (**Appendix 14**). All students are surveyed annually, half at the end of the fall semester and the other half at the end of the spring semester. The Student Services Survey provides an opportunity for students to make comments, and an opportunity to recommend needed student services. Each student has the opportunity to respond on the survey of student services.

2. Academic Advising

Data Collected: Academic Advising is assessed using the Student Services Survey which is administered each semester (**Appendix 14**).

3. New Student Orientation

Data Collected: The New Student Orientation is assessed every semester using the New Student Orientation Survey. (**Appendix 15**).

4. International Student Orientation

Data Collected: International Student Orientation for I-20 students is assessed every semester on “an as needs basis” using the International Student Orientation Survey. This survey addresses pertinent issues that relate to international students (**Appendix 16**).

N. Finances: demonstrate a financially healthy institution and stability

1. External financial audit

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

2. Management Letters, Deficit History, Sufficient Cash Flow, and Debt Retirement

Data Collected: The data is collected and analyzed for the previous five fiscal years. Additionally, the goals are to have no deficits, have sufficient cash flow, and retire debt in order to be debt-free.

3. Gift Income

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

4. Priority to learning needs

Data Collected: Information on expenditures is gathered from the IPEDS Data Feedback Report; the core expenses per FTE, the internal profit-loss Statement for the current fiscal year; the NACUBO ratios, Ratio 11 and Ratio 12, Educational Core Services Ratio and Educational Support Ratio; Statement of Functional Expenses from the external financial audit.

5. USDE Financial stability ratio

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

6. Institutional default ratio

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

7. Financial Ratios

Data Collected: The auditor computes the following ratios. The goal is for the ratios is trend according to the specified benchmarks. See (**Appendix 17**) for the definitions and benchmarks.

- a. **Primary Reserve Ratio**
- b. **Net Income Ratio**
- c. **Return on Net Assets Ratio**
- d. **Viability Ratio.**

O. Alumni Survey

Data Collected: Each year, five year, and ten year graduates are surveyed annually in either December or January (**Appendix 18**). 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 FTS prepares the person in 6 areas and that the program of study accomplishes selected issues. Respondents indicate whether they have financially contributed to the institution. The survey concludes with the opportunity to make suggestions for improvement and reflect a positive experience while at FTS.

P. Library

1. Student Services Survey

Data Collected: Students annually assess the library in the Student Services Survey (**Appendix 14**).

2. Librarian's Report

Data Collected: The Librarian prepares a report for the Academic Dean which includes the following: library materials currently catalogued, patron use, patron use of electronic resources, usage stats for search engine for journal articles, inter-library loans, library survey

results, library online software, professional development, library shelving and space, and acquisitions. **(Appendix 19).**

3. Collection Development Analysis

Data Collected: The Librarian prepares an annual collection analysis which has the major headings of biblical studies, professional studies, and general education studies. The analysis reports the books added, the count, the circulation, and the percent of the collection represented by the area. **(Appendix 19).**

Q. Physical Plant and Health and Safety

Data Collected: Data from the Student Services Survey **(Appendix 14)**, is collected and analyzed.

R. Technology

Data Collected: The technology goals from the Strategic Plan are analyzed as well as responses on technology from the Student Services Survey **(Appendix 14)**, Faculty Satisfaction Survey **(Appendix 13)**, and Staff Satisfaction Survey **(Appendix 6)**.

S. Policy and Publication Approval

The procedure for introducing and evaluating new or revised policies and publications is as follows: 1) Input is received from faculty, administration and students; 2) Information is passed on to the President; 3) The President gives the proposed policy/revisions to the Academic Committee if necessary, for review, revision and approval; 4) If the revised policy or publication requires the approval of the Board of Directors, the President brings the revision to the Board for approval; 5) the policy is then added to the next revision of the appropriate handbook along with the date (month and year) of revision.

T. Indicators of Success

Data Collected: Data is collected on the major areas of the institution: Admissions, registrar's office, business office, financial aid, international students, John H. Norris Library, and Development. The preferred trend or benchmark is given. The Assessment Committee annually evaluates the effectiveness of the Seminary's prior year Assessment Plan. This is done using a grid to focus analysis on the strengths and weaknesses of the prior year plan and identification of appropriate change when needed. The plan procedure on the following pages guides the process for evaluating the assessment plan follows the assessment calendar.

IX. ASSESSMENT CALENDAR FOR FISCAL YEAR

<i>TIMING OF ASSESSMENT</i>	<i>AREA / DEPARTMENT</i>	<i>DIRECT OR INDIRECT INSTRUMENT</i>	<i>CONTENT/ COMPETENCY ASSESSED</i>	<i>ASSESSMENT PARTICIPANTS</i>	<i>OVERSIGHT OF PROCESS</i>	<i>INSTRUMENT</i>	<i>USE OF FINDINGS</i>
JULY	ACADEMIC / OPERATIONS	DIRECT AND INDIRECT	ANNUAL ASSESSMENT REPORT	SEMINARY-WIDE	IE DIRECTOR	ASSESSMENT PLAN	INFORMS ACADEMIC & OPERATIONS
JULY	LIBRARY	DIRECT	COLLECTION DEVELOPMENT ANALYSIS	LIBRARIAN ACADEMIC DEAN	LIBRARIAN	LIBRARIAN'S REPORT	INFORMS LIBRARY OPERATIONS
AUGUST	IE	INDIRECT	ENVIRONMENTAL SCAN	ADMINISTRATORS	PRESIDENT	RESEARCH	STRATEGIC PLANNING
AUGUST	FACILITIES AND SAFETY COMMITTEE	DIRECT	PLANT MAINTENANCE, PHYSICAL INSPECTION/ USAGE RECORD	FACILITIES AND SAFETY COMMITTEE	FACILITIES MANAGER	RECORDS	INFORMS BOARD OF NEEDED IMPROVEMENTS IN FACILITY
AUGUST	COURSE EMBEDDED ASSESSMENT COMMITTEE	DIRECT	PLOs & SLOs	ACADEMIC DEAN, COURSE EMBEDDED ASSESSMENT COMMITTEE	ACADEMIC DEAN	SYLLABI AND ASSIGNMENTS	INFORMS ACADEMIC COMMITTEE OF NEEDED COURSE MODIFICATIONS
AUGUST	ACADEMIC	DIRECT	FACULTY LOAD FOR COMING YEAR	ACADEMIC COMMITTEE	ACADEMIC DEAN	CATALOG	INFORMS ACADEMIC COMMITTEE
AUGUST	ACADEMIC	DIRECT	CURRICULUM CONTENT COMPARED TO NATIONAL NORMS	ACADEMIC COMMITTEE	ACADEMIC DEAN	RESEARCH	INFORMS ACADEMIC COMMITTEE
AUGUST	STRATEGIC PLANNING COMMITTEE	DIRECT	STRATEGIC PLANNING GOALS	STRATEGIC PLANNING COMMITTEE	PRESIDENT	STRATEGIC PLAN	UPDATE STRATEGIC PLAN
AUGUST	ACADEMIC	DIRECT	PROGRAM PURPOSE/ STUDENT LEARNING	COURSE EMBEDDED ASSESSMENT COMMITTEE	ACADEMIC DEAN	MATRICES FOR ASSESSMENT EVALUATIONS	INFORM FACULTY EVALUATE EVERY COURSE IN A 3 YEAR CYCLE
SEPTEMBER	OPERATIONS	DIRECT	FINANCIAL	BUS MGR. / BOARD	BUS. MGR.	AUDITED FINANCIAL STATEMENT	INFORMS BOARD; ADMINISTRATION FACULTY
SEPTEMBER	OPERATIONS	INDIRECT	INSTITUTIONAL CHARACTERISTICS	IE DIRECTOR	IE DIRECTOR	IPEDS	TITLE IV FUNDING INFORMS BOARD ADMINISTRATION FACULTY
SEPTEMBER	ACADEMIC	INDIRECT	NEW STUDENT ORIENTATION SURVEY	NEW STUDENTS	DIRECTOR OF ADMISSIONS	NEW STUDENT SURVEY	INFORMS ACADEMIC COMMITTEE, BUSINESS OFFICE AND ACADEMIC DEAN
SEPTEMBER	FINANCIAL RATIOS COMPUTED AND ANALYZED	DIRECT	FINANCIAL STABILITY	BUS. MGR.	BUS. MGR		INFORMS BOARD
OCTOBER	BOARD OF DIRECTORS	DIRECT	PRESIDENT'S EFFECTIVENESS	BOARD OF DIRECTORS	BOARD CHAIR	EVALUATION FORM	INFORMS PRESIDENT; BOARD
	DISCLOSURE	DIRECT	SECURITY &	IE DIRECTOR	IE DIRECTOR	STATISTICAL	REPORTS TO

OCTOBER 1 -15	STATEMENT OF CAMPUS SECURITY POLICY AND CRIME STATISTICS DUE STUDENTS & US DEPT. OF EDUCATION		SAFETY	IT MANAGER		REPORTS	STUDENTS & US DEPT. OF EDUCATION IMPROVE SECURITY & SAFETY
OCTOBER 17	OPERATIONS	INDIRECT	INSTITUTIONAL CHARACTERISTICS	IE DIRECTOR	IE DIRECTOR	IPEDS DUE	TITLE IV FUNDING INFORMS BOARD ADMINISTRATION FACULTY
DECEMBER 11	OPERATIONS	INDIRECT	INSTITUTIONAL CHARACTERISTICS	IE DIRECTOR	IE DIRECTOR	IPEDS OPENS:	STUDENT FINANCIAL AID; FALL ENROLL- MENT; GRADUA- TION RATES, FINANCE & HUMAN RESOURCES
DECEMBER	ACADEMIC	INDIRECT	STUDENT LEARNING	ACADEMIC DEAN	STUDENTS	COURSE EVALUATION	INFORMS ACADEMIC COMMITTEE
JANUARY	COURSE EMBEDDED ASSESSMENT COMMITTEE	DIRECT	PLOs & SLOs	ACADEMIC DEAN; KOREAN PROGRAM DEAN COURSE EMBEDDED ASSESSMENT COMMITTEE	ACADEMIC DEAN	SYLLABI AND ASSIGNMENTS	INFORMS ACADEMIC COMMITTEE OF NEEDED COURSE MODIFICATIONS
JANUARY	ACADEMIC	INDIRECT	STUDENT LEARNING JOB PLACEMENT	ALUMNI: 1 YEAR; YEAR & 10 YEAR ALUMNI	IE DIRECTOR	ALUMNI SURVEY	INFORMS CURRICULUM FACULTY
JANUARY	ACADEMIC	DIRECT	STUDENT LEARNING	REGISTRAR ACADEMIC DEAN	REGISTRAR	GRADES	INFORMS CURRICULUM FACULTY
JANUARY	ACADEMIC/ OPERATIONS	INDIRECT	NEW STUDENT ORIENTATION SURVEY	ALL NEW STUDENTS	DIRECTOR OF ADMISSIONS	SURVEY	INFORMS ACADEMIC COMMITTEE & OPERATIONS
JANUARY 15	ACADEMIC/ OPERATIONS	DIRECT	SWOT ANALYSES	ACADEMIC, OPERATIONS	IE DIRECTOR	REPORTS OF ACADEMIC ADMINISTRATIVE FINANCIAL IE, FACILITIES & SAFETY, ENROLLMENT MANAGEMENT, STUDENT SERVICES	INFORMS ACADEMIC & OPERATIONS & BOARD
JANUARY	ACADEMIC/ OPERATIONS	DIRECT & INDIRECT	STRATEGIC PLAN GOALS AND OBJECTIVES REVIEWED	ACADEMIC AND OPERATIONS	STRATEGIC PLANNING COMMITTEE	STRATEGIC PLAN, SWOT ANALYSES, ENVIRONMENTAL SCAN	INFORMS ADMINISTRATION AND BOARD IMPLEMENTS NEEDED CHANGES
JANUARY	OPERATIONS	DIRECT	PLANT MAINTENANCE PHYSICAL INSPECTION	FACILITIES AND SAFETY COMMITTEE	FACILITIES MANAGER	SWOT ANAYSIS	INFORMS OPERATIONS & BOARD

FEBRUARY 15	ACADEMIC OPERATIONS	INDIRECT	INSTITUTIONAL CHARACTERISTICS	IE DIRECTOR	IE DIRECTOR	IPEDS	IPEDS	
MARCH	ACADEMIC	DIRECT	RESULT OF PROGRAM ASSESSMENT PLANS	ACADEMIC COMMITTEE	ACADEMIC DEAN	COURSE ASSESSMENTS	CREATE MORE EFFECTIVE PROGRAMS; ENROLLMENT; STUDENT SATISFACTION	
MARCH 31	ACADEMIC OPERATIONS	DIRECT	FACULTY AND STAFF EVALUATION	FACULTY AND STAFF	PRESIDENT ACADEMIC DEAN	EVALUATION FORMS	IMPROVE JOB PERFORMANCE FACULTY & STAFF	
APRIL	ACADEMIC	DIRECT	SELF-ASSESSMENT ANNOTATIONS TRAINING SESSION	ACADEMIC COMMITTEE, ACADEMIC DEAN, FACULTY	ACADEMIC DEAN	FORM DEVELOPED BY ACADEMIC COMMITTEE	COURSE ASSESSMENT	
APRIL	ACADEMIC/ OPERATIONS	INDIRECT	INSTITUTIONAL CHARACTERISTICS	IE DIRECTOR	IE DIRECTOR	IPEDS	TITLE IV FUNDING INFORMS BOARD ADMINISTRATION FACULTY	
APRIL	ACADEMIC/ OPERATIONS	INDIRECT	FACULTY AND ADMINISTRATION SATISFACTION	FACULTY, ADMINISTRATION AND STAFF	PRESIDENT ACADEMIC DEAN	SURVEYS	FACULTY, ADMINISTRATION AND STAFF DEVELOPMENT POLICIES; SUPPORT EFFECTIVENESS	
MAY	ACADEMIC	DIRECT	STUDENTS WHO ARE GRADUATING TRANSFERRING OR LEAVING FTS FOR OTHER REASONS	ACADEMIC DEAN STUDENTS	ACADEMIC DEAN	EXIT INTERVIEW SURVEY	INFORMS FACULTY OPERATIONS AND ACADEMIC COMMITTEE	
MAY	ACADEMIC/ OPERATIONS	DIRECT AND INDIRECT	INSTITUTIONAL OBJECTIVES	BOARD OF DIRECTORS; PRESIDENT; ACADEMIC DEAN; STRATEGIC PLANNING COMMITTEE	PRESIDENT	REVIEW BY-LAWS MISSION, STRATEGIC PLAN	INFORMS BOARD OF NEED TO IMPLEMENT CHANGES	
MAY	ACADEMIC	INDIRECT	STUDENT LEARNING SATISFACTION	ACTIVE STUDENTS	ACADEMIC DEAN	COURSE EVALUATION SURVEY AT THE END OF EACH COURSE	INFORMS CURRICULUM FACULTY, STUDENT LEARNING	
MAY	ACADEMIC/ OPERATIONS	INDIRECT	STUDENT SERVICES SURVEY	STUDENTS	IE DIRECTOR	SURVEY	INFORMS FACULTY, OPERATIONS AND BOARD	
JUNE	ACADEMIC	DIRECT	STUDENT LEARNING	REGISTRAR ACADEMIC DEAN	REGISTRAR	GRADES	INFORMS CURRICULUM FACULTY	
JUNE	ACADEMIC/ OPERATIONS	DIRECT	REVIEW PUBLICATIONS	PRESIDENT ACADEMIC DEAN IT MGR., BUS. MGR. IE MGR	PRESIDENT	CATALOG HANDBOOKS MANUALS MEETING MINUTES	UPDATE PUBLICATIONS	

X. PLAN FOR ASSESSING THE ASSESSMENT PLAN

Purpose: To insure that the FTS Assessment Plan is effective in accomplishing its purpose.

Process: The Assessment Committee will review the assessment plan and process annually, usually early in August, and make recommendations to the faculty and administration for change as appropriate. Once approved, changes will be incorporated into the next year's comprehensive assessment plan.

Procedure: The steps of the Feedback Loop for Continuous Improvement, the essential element of the assessment plan, will be evaluated along with the overall plan structure.

XI. ANNUAL ASSESSMENT REPORT

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

XII. EXPLANATION OF USING DATA TO DEVELOP STRATEGIC PLAN

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