



RANDALL

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UNIVERSITY™

2023-2024

ASSESSMENT PLAN

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**TABLE OF CONTENTS**

INTRODUCTION	3
Purpose of Assessment	3
Members of the Assessment Committee	3
EMPLOYEE EVALUATION POLICY	4
Employee (Non-instructional staff) Evaluation Procedures	4
Employee (Instructional) Evaluation Procedures	4
Traditional (On-Campus) Instructional Assessment Chart	5
Online (Distance Education) Instructional Assessment Chart	6
Student Evaluation of Instruction Procedures	7
ASSESSMENT OF ACADEMIC PROGRAMS	7
General Guidelines for Assessing Degree Programs	7
Systematic Review of Degree Programs	8
Calendar of Program Reviews	10
General Education Program Assessment	11
ASSESSMENT OF STUDENTS (ACADEMIC AND STUDENT LIFE)	11
Assessment for Academics	11
Assessment of Campus Operations	11
Library Assessment	12
Assessment of Service to the Community and Local Church	12
Assessment Day	12
Sophomore Testing Procedures	12
ADDITIONAL ASSESSMENT POLICIES AND PROCEDURES	13
Evaluation of Publications	13
Financial Operations Assessment and Timetables	13
University Stakeholders Input	14
Statistical Trends and Analysis	14
Internal & External Factors (Assessment Data)	14
Institutional Assessment	15
Five Year Review Rotation Schedule	15
Strategic Long Range Plan	15
EVALUATION OF THE ASSESSMENT PROCESS	15

## RU ASSESSMENT PLAN

APPENDICES	17
Syllabus Assessment	17
LMS Integration Assessment – Traditional Course Rubric	19
Faculty Observation Form	21
Program Review Template	23

## INTRODUCTION

Randall University is a faith-based institution that supports the following mission:

*Randall University is a Christian institution of higher education committed to the intellectual, spiritual, social, moral, and physical development of its students. It seeks to prepare students to serve the Lord Jesus Christ, both in the church and in society at large.*

The University is currently organized into 3 undergraduate schools (Arts & Sciences, Christian Ministry, and Education), plus the Randall School of Professional and Graduate Studies (includes online programs). This structure gives students the opportunity to earn 12 baccalaureate degrees in more than 24 concentrations, plus two graduate programs: Master of Arts in Ministry and Master of Public Administration.

### Purpose of Assessment

The purpose of assessment at Randall University is to evaluate the achievement of meeting the institution's mission and purpose statements (see *Catalog*). The data collected through assessment is a driving force for the *Strategic Long Range Plan*. Additionally, assessment is used to ensure the continual improvement of instruction, student learning, and satisfaction in student services. This *Assessment Plan* details the following:

- Policies and procedures for assessment at the employee, student learning and services, and institutional-wide levels.
- Provides roles, responsibilities, and timelines for assessment activities.

### Members of the Assessment Committee

The members of the Assessment Committee consist of the following:

- Director of Assessment
- Library Director
- Director of Student Affairs
- Academic Dean
- Faculty Representative
- Representative(s) from Finance and Operations

Additional staff may be requested to join, as needed, based on the rotation of scheduled assessment measures.

**EMPLOYEE EVALUATION POLICY**

The Institution conducts regular evaluations of its employees against the responsibilities in the approved job description.

<b>Employee Category</b>	<b>What</b>	<b>When</b>	<b>Who</b>
President	Job Description Presidential Evaluation Form	Spring Board of Trustees Meeting	Board of Trustees
Senior Administrators	Job Description	June	President
Athletic Director	Job Description	May	Direct Supervisor
Full-time Staff and Teaching Assistants (i.e. Coaches)	Job Description	May-June	Direct Supervisor
Full-time Instructors*	Job Description Course Evaluations Selected Syllabi	May	Academic Dean
Part-time Instructors*	Job Description Course Evaluations Selected Syllabi	Rotating	School Chair or Program Director
Part-time Staff	Job Description	Rotating	Direct Supervisor

\*Additional measures may be included in the evaluation of full-time and part-time instructors based on the policies for evaluation of instructional employees.

**Employee (Non-instructional staff) Evaluation Procedures**

**Evaluation of the President:**

The President is evaluated annually by the Board of Trustees.

**Supporting Staff Evaluations:**

Each staff member is evaluated against their job descriptions annually by their immediate supervisor. Job descriptions are revised regularly to accurately reflect expectations.

**Board of Trustees Evaluations:**

Each member of the Board of Trustees completes a self-evaluation to help improve their duties (as described in their job description).

**Employee (Instructional) Evaluation Procedures**

Purpose: The faculty evaluation program is to improve the quality of instruction. Evaluation results may be used when considering faculty for rehiring or advancement, but should not constitute the sole determining factor. The administration reserves the right to sit in on any classroom session for the purpose of evaluation. Other areas of assessment could include service

## RU ASSESSMENT PLAN

to the institution, involvement in professional organizations, and progressive scholarship. A final consultation with the Academic Dean, the school chair, or program director will be held to formulate goals for implementing a positive plan to improve instruction.

Methods of evaluation are as follows:

1. *Personal Evaluations*: This evaluation will be done by the instructor in conjunction with the preparation or revision of the course to improve their own teaching performance.
2. *Student Course Evaluations*: Student evaluations will be completed in each course the instructor teaches. Evaluation forms are completed online and the instructor will only see the results after grades are finalized. Frequency distributions and group means will be compared across the faculty, along with a generated individual item analysis. (See *Student Evaluation of Instruction Procedures*).
3. *Syllabus Analysis*: The Academic Affairs Office assesses each course syllabus to ensure that proper attention has been given to meeting published requirements (see Syllabi template in MySaint shared files).
4. *Classroom Performance*:
  - a. Traditional In-Class Instruction
    - i. *LMS Integration* - The Academic Affairs Office assesses the MySaint (Populi) usage of in-class courses (i.e. presence of textbook, syllabus, gradebook, and attendance tracking).
    - ii. *Faculty Peer-Observation* - The Academic Dean and/or school chair will arrange for a faculty peer-evaluator to visit the instructor at a prearranged time to evaluate classroom performance. The faculty classroom evaluation schedule will be determined by the Academic Dean and/or school chair.
  - b. Online (Distance Education) Instruction
    - i. *Online Instruction Standards* - The Director of Online Learning will arrange for an evaluation of an instructor's online course. Full-time and part-time faculty will be evaluated on a rotation basis.

See the following Instructional Assessment charts for further details on each evaluation process.

### Traditional (On-Campus) Instructional Assessment Chart

Assessment/Evaluation Tool	Purpose	Who	When	Exceptions
Syllabus Review	Meet syllabus requirements established by the institution	Section I: Academic Dean (staff) Section II: Program Director or designate	Section I (template requirements): Start of term Section II (learning objectives): Program Development Review Rotation	
Learning Management System (LMS) Integration	Populi usage analysis (i.e. presence of textbook,	Academic Dean (staff)	Part 1 - start of term Part 2 - 4-6 weeks into term	Possible: HPES, APMU, Independent

## RU ASSESSMENT PLAN

	syllabus, gradebook, and attendance)			Study, Self-Paced (clearly defined)
Student Course Evaluation	Feedback for instructor on course content and instruction	Students	Every course offering; Scheduled for final week of course <sup>1</sup>	
Faculty Self-Evaluation		Faculty	End of each academic year <sup>2</sup>	
Teacher Observation/ Classroom Performance		Academic Dean, School Chair and/or Program Director <sup>3</sup>	Preferably a larger class; prearranged time; School Chair sets rotation (typically every other year for both FT and adjunct) <sup>4</sup>	

1. In order to keep anonymity, courses with less than 4 students will have “not available” setting in place for evaluation results to be seen by instructor. Permission may be granted to see evaluation by Academic Dean or Program Director.

2. If a faculty member only teaches in a specific term, like fall, they may be encouraged to take the self-assessment by term rather than year.

3. School Chair may choose to have Program Director sit in for observation and/or the Academic Dean may choose to sit in. The Academic Dean will receive a list of dates (in advance) when in-class/peer evaluations will take place along with a copy of the completed evaluations forms.

4. New faculty may have “informal” observation during first term (decided by School Chair and/or Program Director).

### Online (Distance Education) Instructional Assessment Chart

Assessment/Evaluation Tool	Purpose	Who	When	Exceptions
Syllabus Review	Meet syllabus requirements established by the institution	Section I: Academic Dean (staff) Section II: Program Director or designate	Section I (template requirements): Start of term Section II (learning objectives): Program Development Review Rotation	
Student Course Evaluation	Feedback for instructor on course content and instruction	Students	Every course offering; Scheduled for final week of course	
Faculty Self-Evaluation		Faculty	End of each academic year	
Online Instructional Standards (Combination of LMS and Teacher Observation from traditional evaluation)	Evaluation of online teaching practices <sup>1</sup> and course design	Director of Online Learning	End of each course for selected faculty <sup>2</sup>	

1. The University requires *regular and substantial interaction* between the online student and the online instructor throughout the course.

2. The Director of Online Learning will set a rotation for full-time and adjunct faculty to have at least one of their online courses evaluated on a 2-year rotation.

## **Student Evaluation of Instruction Procedures**

### **Purpose:**

The Student Evaluation of Instruction is an important assessment instrument for the evaluation (by students) of the instruction of the individual courses. The results can indicate to the instructor the areas that they are doing well and/or the areas that need improvement either in course content or instructional practices.

### **Procedure:**

1. The evaluation instrument will be made available on MySaint (populi) at the end of the module/semester and should be completed by the last day of classes.
2. The instructor needs to explain to their class the importance of the Student Evaluation of Instruction.
  - a. An instructor may make it a part of the requirements for the course in their syllabus.
  - b. An instructor may provide incentives such as extra credit, class assignment, etc.
3. Instructors may remind the students to complete the Student Evaluation of Instruction.

### **Responses:**

The responses from the student evaluations will be available in MySaint (populi) for review after grades are finalized. The Academic Dean will also have access to viewing Student Evaluation of Instruction for every course.

### **Exceptions:**

Courses with less than 4 students will still have a Student Evaluation of Instruction administered to the course, but instructor(s) will not have access (in order to protect student identify) unless a request is made to the Academic Dean.

## **ASSESSMENT OF ACADEMIC PROGRAMS**

The assessment of academic programs at Randall University includes program reviews at the associate, bachelor, and graduate levels. Additionally, assessment is also conducted for the general education program.

### **General Guidelines for Assessing Degree Programs**

Each degree program at Randall University utilizes direct and indirect assessment in order to evaluate student learning achievement within the program.

1. Direct Assessment - Used to measure the level of achievement of student learning against the learning outcomes for both the program and course levels. Examples:
  - a. Participation data
  - b. Pre- and post-measures (i.e. testing)
  - c. Rubrics (i.e. Key Assessments)



## RU ASSESSMENT PLAN

- d. Portfolios (i.e. capstone project)
2. Indirect Assessment - Used to evaluate the quality of student learning experiences, both with the course and program levels. Examples:
  - a. Surveys (i.e. Student Evaluation of Instruction, Student Satisfaction Survey, Alumni Surveys)
  - b. Retention data
  - c. Graduation data
  - d. Focus Groups (i.e. Senior Focus Group)

**Procedures for Program Directors:** Program Directors need to be actively involved in the assessment of their programs.

Program Directors should:

1. Participate in Assessment Day. Each program director is responsible for contacting each senior and informing the student of the date, time, and place of their program's focus group.
2. Keep an assessment file with the data that has been collected. This may include data collected during senior focus groups, advisement, mentoring, comparative curricular analysis, letters from employers, or any other method pertinent to that particular program's evaluation.
3. Include changes that are made to the program as a result of information collected.
4. Track graduates. Keep a list of graduates, year of graduation, and current occupation and/or graduate school attended. This data will assess the program by evaluating the student's vocation as it is linked to their program of study.
5. Document the data that has been collected, along with any proposed changes, to the program. This information should be discussed in departmental meetings then submitted to the Curriculum and Instruction Committee.

**Alumni Surveys:** Surveys are sent to graduates (AA graduates and BA/BS graduates) going back three years. Purpose: Three years gives the student sufficient time to complete most specialized requirements, to complete graduate school, and/or have some experience in their field of study thus giving them better insight into the student's experience at Randall University.

### **Systematic Review of Degree Programs**

The academic programs at Randall University will be evaluated systematically and regularly according to the following plan. Each Program Director is responsible for leading their faculty in this review. Data collected and proposed changes should be presented to their school (Arts and Sciences, Education, Christian Ministries, Graduate). It will then be forwarded to the Curriculum and Instruction Committee and then to the full Faculty, and finally to the Administration and the Board of Trustees. Although data will be obtained each year, each degree program will undergo a full evaluation every four years.

#### **Cycle of Review:**

1. Year 1-3: Collect student assessment data by direct and indirect measures.
2. Fall, Year 4: Evaluate purpose and learning aim.
3. Spring, Year 4: Present findings

## RU ASSESSMENT PLAN

4. Year 1: Initiate changes from program review, along with starting the cycle of review again.

### **Plan:**

1. The purpose, learning aims, and curriculum of the program should be evaluated.
  - a. These should be evaluated against other institutions. Support from the other institutions should be provided in the evaluation.
    - i. What do they have in this degree?
    - ii. Is the field too crowded?
    - iii. Compare the content of classes with other schools
      1. Transfer equivalency
      2. Course descriptions
  - b. The scope and sequence of the program should be evaluated, as well. Attention should be given to ensure that the scope and sequence connects clearly with the program learning outcomes.
  - c. Marketability - Do students want this? Can they get a job with this degree? What are the possible jobs they can get with this degree?
  - d. Outside input - Request input from experts and practitioners in the field.
2. During the review process, programs that are offered online and on-campus will be evaluated to ensure that the two programs are comparable. The courses are equivalent, therefore, attention must be paid to rigor and content of the individual classes.
3. An evaluation will be conducted on how well the students are achieving the goals of the program. The evaluation will include both direct and indirect measures.
  - a. Direct Measures: Samples of student work completed at the end of the course of study will be analyzed by faculty to find strengths and weaknesses of the students as a group. Every program needs to identify what will be used for this comprehensive evaluation of a student's success in meeting the program objectives.
  - b. Indirect Measures:
    - i. Senior Focus Group
    - ii. Alumni surveys
    - iii. Retention rates
    - iv. Graduation rates
    - v. Results of licensing or certification examinations (when appropriate)
    - vi. Job placement and/or graduate school rates
  - c. Each Program Director will present findings to their direct School, then to Curriculum and Instruction for objectivity and accountability.

**Calendar of Program Reviews**

<b>Program</b>	<b>Associated School</b>	<b>Responsible Party</b>	<b>Schedule Evaluation (Every Four Years)</b>
General Education requirements	Not applicable	Curriculum & Instruction	2025-2026
Associate of Arts in General Studies	Arts & Sciences	Associate of Arts Director	2025-2026
B.S. in Biology	Arts & Sciences	Biology Program Director	2024-2025
B.S. in Business Administration (all concentrations)*	Arts & Sciences	Business Program Director	2023-2024
B.A. in Christian Ministry (all concentrations)*	Christian Ministry	Christian Ministry Director	2023-2024
B.S. in Elementary Education	Education	Elementary Education Director	2026-2027
B.S. in Exercise Science	Arts & Sciences	Exercise Science Program Director	2026-2027
B.A. in History	Arts & Science	History Program Director	2024-2025
B.A. in Intercultural Studies	Christian Ministry	Christian Ministry Director	2025-2026
B.A. in Letters	Arts & Sciences	Letters Program Director	2024-2025
B.A. in Ministry and Business	Christian Ministry	Christian Ministry Director & Business Director	2023-2024
B.A. in Multidisciplinary Studies*	Arts & Sciences	Multidisciplinary Studies Director	2023-2024
B.S. in Psychology	Arts & Sciences	Psychology Director	2026-2027
B.S. in Secondary Education	Education	Secondary Education Director	2026-2027
B.A. in Worship and Music Studies	Christian Ministry	Worship and Music Studies Director	2025-2026
Master of Arts in Ministry (MA)	Graduate	MA Director	2026-2027

\* Programs marked with an asterisk contain one or more concentrations in Professional Studies; thus, the program review will also include the involvement of the Professional Studies Director.

**General Education Program Assessment**

1. Junior Focus Groups - Each student who is classified as a junior is notified in advance of the date, time, and place of their focus group. Two members of the Assessment Committee ask

## RU ASSESSMENT PLAN

specific questions about each course taught in the General Education Program. Data is compiled, reviewed by the Academic Dean, and disbursed to the various instructors who teach in the General Education Program.

2. Alumni Surveys - Any data collected (from the surveys) about the General Education Program are reviewed by various members of the Assessment Committee. A report is then prepared and given to the Administrative Team, who distributes the data collected to the relevant departments.
3. Four-year Review - Curriculum and Instruction will conduct a review of the general education requirements (see *Systemic Review of Degree Programs*).

### **ASSESSMENT OF STUDENTS (ACADEMIC AND STUDENT LIFE)**

#### **Assessment for Academics**

1. Entry Level Placement - 1) Course placement for entering freshman is based on ACT scores (see *Catalog* for institution requirements for ACT scores). If a student does not meet the University required scores for certain general education courses, then that student may still enroll in the course but will be required to enroll in the Supplemental Academic Instruction (SAI) section of that particular course. 2) If a student has not taken the ACT by the time they register, then they will be asked to take the Accuplacer which will be administered by the University's Admissions Office. These scores are analyzed and the students are placed accordingly.
2. Course Assessments - Each instructor lists the academic requirements of their course in their course syllabus. Grades for each course are determined according to the student's academic performance.
3. Program Specific Requirements - B.A. and B.S. degree students are required to fulfill certain academic, internship, and program specific requirements as are outlined in their program of study. Students are evaluated upon the completion of each requirement. Key assessments have been identified for a specific program. These assessments are aligned with institutional and program objectives through the process of curriculum mapping.
4. A capstone course or performance is required of seniors in degree programs. This project allows for the assessment of several areas of learning and competency.

#### **Assessment of Campus Operations**

Data is collected in order to assess various areas of the campus, such as student life, bookstore services, financial aid office, cafeteria, the business office, housing, and several other areas. This data is disbursed to the Administrative Committee and various office personnel. The data is used to make changes and to drive the *Strategic Long Range Plan*. Measures include:

1. Student surveys
2. Alumni surveys

#### **Library Assessment**

A full assessment program is on file in the Office of the Library Director but includes at minimum the following measures:

## RU ASSESSMENT PLAN

1. Library surveys
2. Circulation
3. Electronic resource usage data collection

### **Assessment of Service to the Community and Local Church**

Assessment of service to the community and local church is performed primarily in correlation with enrollment in Chapel, but other forms of service-learning may be used if included in other areas (i.e. academic and/or student life). Measures include:

1. Community service forms
2. Church service forms

### **Assessment Day**

Assessment Day is held annually during the spring semester and contains the following assessment processes:

1. Freshman Survey - Freshman meet with the President to discuss survey questions.
2. Sophomore Testing - Sophomore testing occurs on Assessment Day from 8:00 a.m. to noon. Students are excused from classes (see *Sophomore Testing Procedures*).
3. Junior Focus Groups - Juniors meet in a classroom with two Assessment Committee members. The primary purpose of the Junior Focus Group is to evaluate the General Education Program. This data is compiled and forwarded to the instructors in the General Education department.
4. Senior Focus Groups - Seniors meet at various scheduled times with program directors to assess their experience in their particular program.
5. Student Satisfaction Survey - Students meet in Chapel on Assessment Day for instructions in accessing and completing the survey. This survey includes questions which assess the entire campus.
6. Assessment Day is evaluated by the participating member(s) of the Assessment Committee. Data is reviewed, quantified, and forwarded to the Administrative Committee.

### **Sophomore Testing Procedures**

The ETS HEIghten Assessment Suite (select modules) are administered to the sophomore class on Assessment Day (if funds are available).

1. These scores are reviewed each year by the Administration, faculty, and Assessment Committee.
2. The Objective:
  - a. To compare and contrast our students' sophomore test scores in selected general education areas to 2 year private, 2 year public, 4 year private, and 4 year public institutions.
  - b. The goal is to stay within 1 standard deviation of the institutions listed above.
  - c. If RU students' composite score falls below 1 standard deviation, then an evaluation of courses taught in that particular area would be evaluated.

## RU ASSESSMENT PLAN

- d. In an individual's score drops below 1 standard deviation of the national average and that student is seeking a Bachelor's degree, then an academic intervention plan is recommended.
3. Modules used from the ETS HEIghten Assessment Suite:
  - a. Critical thinking
  - b. Quantitative literacy
  - c. Written communication

Note: Prior to January 2018, the Collegiate Assessment of Academic Proficiency (CAAP) was utilized but was retired by ACT.

## ADDITIONAL ASSESSMENT POLICIES AND PROCEDURES

### Evaluation of Publications

All publications are evaluated, revised, and updated on a regular basis. The principle publication is the *Catalog* which is revised and updated annually under the leadership of the Registrar. Prior to inclusion in the *Catalog*, all curriculum changes must be approved by the faculty, administration, and Board of Trustees under the guidelines outlined in Curriculum Development Review. The *Student Handbook* is revised and updated each year by the Dean of Students and other employees involved in student affairs.

The Board of Trustees has the final authority for policies published in the *Catalog* and the handbooks of the institution. In order to allow a reasonable time for review and questions, members of the Board of Trustees will be provided the proposed catalog or handbook at least one week prior to any vote for its approval. The existing publications remain in force until new publications are approved by the Board of Trustees.

### Financial Operations Assessment and Timetables

The financial stability and health of the institution is assessed with the following mechanisms:

#### Monthly:

1. Budget Reports are provided to the Administrators and to Budget Directors to assist them in managing and controlling the spending in their respective areas.
2. Revenue and expenditure reports are provided to the Administration and Board of Trustees for the purpose of accountability of the finances of the institution.
3. Financial Position Report is provided to the Administration and the Board of Trustees for the purpose of accountability of the finances of the institution.

#### Semi-Annually:

1. The Composite Score is evaluated at mid-year (December 31) to ascertain relative financial stability (internal).
2. The Composite Score is evaluated at the end of the year (June 30) to ascertain financial stability (external by auditors).

## RU ASSESSMENT PLAN

### **Annually:**

1. An annual audit is conducted by an outside firm to evaluate the processes, financial stability, and health of the institution.

### **University Stakeholders Input**

The University gathers and uses the data obtained from the University stakeholders to make improvements to the institution.

1. University Board of Trustees, Administration, Faculty and Staff - SWOT Analysis
2. Alumni - surveys
3. Current Students - Student surveys, student evaluation of instruction, and library surveys
4. Area School Partners - Surveys and interviews
5. The Oklahoma State Association of Free Will Baptists - Question and Answer session at the Annual State Meeting in May

Assessment data is compiled (by the Director of Assessment) during the summer and forwarded to members of the Administration. The data is presented the following fall semester to the Assessment Committee and/or other pertinent committees. Assessment data is the driving force behind the *Strategic Long Range Plan*.

### **Statistical Trends and Analysis**

**Trend Analysis** - The Academic Dean conducts statistical analysis of trends in higher education on a regular basis. Examples include: learning trends, preparedness for college, academic needs of incoming freshman and graduates in the United States and abroad.

**Environmental Scans** - Members of the Administrative Committee and faculty research the job market at home and abroad. They also analyze jobs being generated in the area as a result of growth and other community changes.

### **Internal & External Factors (Assessment Data)**

The *Strategic Long Range Plan* is based on both internal and external factors developed on sound research and based on an analysis of assessment data.

**Internal factors** include: 1) student, library, and alumni surveys, 2) various faculty surveys are administered when needed (ex. a new procedure is added), 3) campus-wide evaluations, 4) SWOT analysis, 5) program reviews, 6) standardized sophomore testing, 7) portfolios and other key assessments uploaded, scored, and aligned with objectives in Live Text, and 8) assessment of campus operations.

**External factors** include: 1) questions, answers, and suggestions at the annual state meeting, 2) updates from community businesses (rotary club) - weekly attendance by the University President and/or other faculty, 3) public school administrator and teacher surveys, 4) needs analysis of trends in higher education, 5) comparative curricular analysis, and 6) sophomore standardized testing results compared to national norms.

### Institutional Assessment

Institutional assessment includes the review of the following areas:

- SWOT Analysis
- *Strategic Long Range Plan* (SLRP)
- RU Mission Statement, Purpose Statements, Core Values, and Biblical Foundations

A committee to assess each of these areas is arranged by the President and/or Board of Trustees.

#### Five Year Review Rotation Schedule

SWOT Analysis	2023-2024	2028-2029
Strategic Long Range Plan	2023-2024	2028-2029
RU Mission Statement	2023-2024	2028-2029
RU Purpose Statements	2023-2024	2028-2029
RU Core Values	2023-2024	2028-2029
RU Biblical Foundations	2023-2024	2028-2029

#### Strategic Long Range Plan

SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis is conducted every 5 years to gather data for the *Strategic Long Range Plan*. The Board of Trustees and all employees are asked to participate. Data compiled by the Assessment Committee and the SWOT Analysis is distributed to the Administrative Committee and is used in the planning and implementation of the *Strategic Long Range Plan*.

### EVALUATION OF THE ASSESSMENT PROCESS

**Evaluating the Assessment Process:** Various members of the Assessment Committee chooses areas of assessment to be evaluated. The Committee and/or the Administration will evaluate the following:

1. Any forms or instruments being used in the particular area of assessment.
2. The percentage or ratio of participants from the targeted population.
3. The procedure for administering these assessment tools and the success in gathering data.
4. The effective distribution of the data.

#### **Procedure:**

1. A designated committee member or members will evaluate the assessment tool.
2. The assessment committee member(s) will evaluate the participation rate.
3. The assessment committee member(s) will make suggestions for improvements and will be discussed with the Director of Assessment.
4. The assessment committee member(s) and the Director of Assessment will decide what changes should be made and implemented.



APPENDICES

Syllabus Assessment

Class Assessed: \_\_\_\_\_ Instructor or Record: \_\_\_\_\_  
 Assessed by: \_\_\_\_\_ Date Assessed: \_\_\_\_\_

Foundational Elements

Randall University Syllabus Standard	NA	1- Poor	2- Fair	3- Good	4 - Excellent
	Not Applicable	Standard present but contains >50% errors	Standard present but contains 51-80% errors	Standard present containing <80% errors	Present with no apparent errors
<b>Section I: Cover Page</b>					
1.1 Header	Header present on all pages, includes course name number and semester				
1.2 RU Logo	Current logo present				
1.3 Website	ru.edu indicated on cover page				
1.4 Class Info	Course name, number, section				
1.5 RU Info	Mission, address phone number				
<b>Cover Page (Sub)</b>					/20
<b>Section II: Core Curricular Elements</b>					
2.1 Course Instructor	Name, email, office # and hours (if applicable), best mode of contact				
2.2 Course Description	Matches Catalog				
2.3 Textbooks	Textbooks noted; mode of delivery (physical or digital provided)				
2.4 Books and Materials fee policy	RU required wording				
2.5 Distance Education policy	RU required wording				
2.6 Additional Readings	Provided				
2.7 Special Materials	Provided				
2.8 Course Learning Objectives	5 or more course learning objectives; each includes one action verb from Bloom's taxonomy/Gagne's learning objectives				
<b>Core Curricular</b>					/32
<b>Section III: Required Elements</b>					
3.1 Academic Dishonesty Policy	RU Required Wording				
3.2 Modeling Respect-Student	Faculty tailors to her/his own needs				
3.3 Modeling Respect-Faculty	Faculty tailors to her/his own needs				
3.4 Outline of Course Content	Should include major topics, themes, and divisions which comprise the course.				
3.5 Learning Activities	Should include a description of the readings, tests, quizzes, term papers, book reviews, class participation, projects, labs or field work, and other assignments that the student will be required to complete.				
3.6 Late Work Policy	Provided				
3.7 Grading Scale	Provided				
3.8 Attendance Policy	Attendance should not exceed 10% of overall course grade				
3.9 Computer and Communication Policy	RU Required Wording				

RU ASSESSMENT PLAN

3.10 Policy on Non Discrimination	RU Required Wording		
3.11 Disability Statement	RU Required Wording		
3.12 Support Services	RU Required Wording		
3.13 Bibliography	Course specific; including at least 5-6 references		
3.14 Copyright	RU Required Wording		
<b>Required Elements Sub-Total</b>			/56
<b>Section IV: Required Calendar Elements</b>			
		Multiplier	Score
4.1 Assignment Titles	Assignments titled in course calendar	X2	/8
4.2 Assignment Due Dates	Assignments due dates are listed in course calendar	X2	/8
4.3 Assignment Values	Assignments point values are in course calendar	X2	/8
<b>Required Elements Sub-Total</b>			/24

Total Score:      /132

**Instructional Elements**

Assessed by: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

Randall University Syllabus Standard	NA	1- Poor	2- Fair	3- Good	4 -Excellent	Multi-plier
Varied learning activities	Not Applicable	Learning activities exclusively relate to an information-processing approach, including tests and quizzes	Learning activities demonstrate a commitment to <u>one or more of the following</u> from list below:  _____ please indicate	Learning activities demonstrate a commitment to <u>two or more of the following</u> from list below:  _____ please indicate	Learning activities demonstrate a commitment to <u>three or more of the following</u> from list below:  _____ please indicate	X4
<b>Required Elements Sub-Total</b>						/16

- a. cooperative learning
- b. discussion
- c. presentation

- d. original research
- e. service-learning
- f. writing

- g. project-based learning
- h. experiential/hands-on

Total Score:      /16

**Total Score (Sections one and two combined):      /148**

*Last Update: June 2021*

## RU ASSESSMENT PLAN

**LMS Integration Assessment – Traditional Course Rubric**

**Section I: Start of Class Aspects**

\*To be assessed at the start of term.

**A. Syllabus Posted**

<b>Meets Standard – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>TOTAL</b>
Syllabus is posted on the course “Info” tab and is labeled for current term.	Syllabus not posted in course or syllabus is only cloned copy (not current)	

Comments:

**B. Textbook(s) Posted**

<b>Meets Standard – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>N/A (pts. Voided)</b>	<b>TOTAL</b>
Required textbook(s) are posted on the course “Info” tab.	Required textbook(s) are not posted.	Textbook carried over from previous course or no textbook required.	

Comments:

**C. Gradebook Entered**

<b>Exceeds Standard – 4 pt</b>	<b>Meets Standard – 3 pts</b>	<b>Needs Improvement – 2 pts.</b>	<b>Unacceptable – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>TOTAL</b>
100% of course assignments are inputted into the “Assignments” tab of the course.	75% of course assignments are inputted.	50% of course assignments are inputted.	25% of course assignments are inputted.	No assignments are inputted.	

Comments:

**D. Assignment Due Dates Entered**

<b>Exceeds Standard – 4 pt</b>	<b>Meets Standard – 3 pts</b>	<b>Needs Improvement – 2 pts.</b>	<b>Unacceptable – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>N/A (pts. Voided)</b>	<b>TOTAL</b>
100% of assignment due dates are inputted into the “Assignments” tab of the course.	75% of assignment due dates are inputted.	50% of assignment due dates are inputted.	25% of assignment due dates are inputted.	No assignments are inputted.	Course is clearly indicated as self-paced so due dates are not specified.	

Comments:

Assessed by: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

Section I - Total Score: \_\_\_\_/10

RU ASSESSMENT PLAN

**Section II: Course Management Aspects**

\*To be assessed 4-6 weeks into term.

**E. Attendance Recorded**

<b>Exceeds Standard – 4 pt</b>	<b>Meets Standard – 3 pts</b>	<b>Needs Improvement – 2 pts.</b>	<b>Unacceptable – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>N/A (pts. Voided)</b>	<b>TOTAL</b>
100% of attendance is recorded for class meetings.	75% of attendance is recorded for class meetings.	50% of attendance is recorded for class meetings.	25% of attendance is recorded for class meetings.	No attendance is recorded for class meetings.	Course is scheduled by appt. (indicated in syllabus).	

Comments:

**F. Grades Entered**

<b>Exceeds Standard – 4 pt</b>	<b>Meets Standard – 3 pts</b>	<b>Needs Improvement – 2 pts.</b>	<b>Unacceptable – 1 pt</b>	<b>Not Done – 0 pts</b>	<b>TOTAL</b>
75% of assignment grades are entered (i.e. grades entered within a week past due date.)	50% of assignment grades are entered.	25% of assignment grades are entered.	10% of assignment grades are entered.	No assignments grades are entered.	

Comments:

Assessed by: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

Section II - Total Score: \_\_\_\_/8

**TOTAL SCORE (Section I and Section 11 combined): \_\_\_\_/18**

**Faculty Observation Form**

Date of evaluation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Pre-evaluation checklist:

<input type="checkbox"/>	Course calendar reviewed for lesson content and current assignments
<input type="checkbox"/>	Contacted instructor to set evaluation date and time
<input type="checkbox"/>	Post observation processing completed

<b>I. Preparation &amp; Professionalism</b> Expectation: Instructor is appropriately prepared for class; sets stage for a positive learning environment; models professional, ethics, and responsible behavior to students	E x c e l l e n t S t a n d a r d	M e t r i c u l a r S t a n d a r d	N e e d s I m p r o v e m e n t	N o t P r e s e n t	N o t A p p l i c a b l e
1.1 Dress and appearance					
1.2 Welcoming, acknowledges students					
1.3 Adherence to syllabus (content, assignments, exams)					
1.4 Effective use of classroom time					
1.5 Shows respect to all students					
1.6 Demonstrates content excitement and energy to class					

<b>II. Lesson Content</b> Expectation: Instructor-selected materials are appropriate for content; Instructor is knowledgeable of curriculum and overall field of study; enhances student understanding through learner-centered tactics; inspires higher level thinking & seeks integration of Biblical truth	E x c e l l e n t S t a n d a r d	M e t r i c u l a r S t a n d a r d	N e e d s I m p r o v e m e n t	N o t P r e s e n t	N o t A p p l i c a b l e
2.1 Introduction; use of activator (question, prompt)					
2.2 Curriculum relates to content					
2.3 Biblical perspective evident					
2.4 Demonstrates competent subject knowledge					
2.5 Demonstrates recent, up to date knowledge in field					

## RU ASSESSMENT PLAN

2.6 Seeks to involve students					
2.7 Encourages higher level thinking skills (analysis, synthesis, evaluation)					
2.8 Encourages student transfer of knowledge through illustrations, analogies, real world examples					

<b>III. Presentation Skills</b> Expectation: Delivery is authentic and engaging; lesson follows logical format; uses technology to enhance delivery and involves student participation	E x c e e d s S t a n d a r d	M e e t s S t a n d a r d	N e e d s I m p r o v e m e n t	N o t P r e s e n t	N o t A p p l i c a b l e
3.1 Voice (clear, appropriate speed, varies tone)					
3.2 Eye contact with students					
3.3 Classroom management (engages students, minimizes distraction, moves about room)					
3.4 Content presented in logical format					
3.5 Incorporates collaborative work (pairing or brief group activity, discussion)					

<b>IV. Instructional Strategies</b> Expectation: Instructor includes a variety of best practice instructional strategies to enhance learning; differentiates instruction to individual learners; assesses student understanding periodically during lesson	E x c e e d s S t a n d a r d	M e e t s S t a n d a r d	N e e d s I m p r o v e m e n t	N o t P r e s e n t	N o t A p p l i c a b l e
4.1 Lecture					
4.2 Incorporates visuals (white/smart board, power point, lists learning objectives, handouts, etc)					
4.3 Effectively uses questions to enhance understanding					
4.4 Incorporates visuals (charts, graphs, photos, etc.)					
4.5 Appeals to different learning styles (differentiation)					
4.6 Formative evaluation (seeks feedback to assess learning)					

Evaluator's summative comments:

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RU ASSESSMENT PLAN

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Faculty member's summative comments:

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Agreed upon improvements for next academic year:

1) \_\_\_\_\_

2) \_\_\_\_\_

Evaluator's Signature & Date \_\_\_\_\_

Instructor's Signature & Date \_\_\_\_\_



**Program Review Template**

Name of Program being reviewed: \_\_\_\_\_  
 Name of Program Director: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_

**Student Data**

Number of students in the program (including current year and going back three years):

20-- - 20--	20-- - 20--	20-- - 20--	20-- - 20--

Retention rate (Measured from Fall to Fall; going back 3 years):

Fall 20-- to Fall 20--	Fall 20-- to Fall 20--	Fall 20-- to Fall 20--

Number of graduates (going back 3 years):

20-- - 20--	20-- - 20--	20-- - 20--

Job/graduate school placement rates (going back 3 years):

20-- - 20--	20-- - 20--	20-- - 20--

**Instructional Staff Data**

[First, share a program Instructional Staff Listing of all full-time and adjunct faculty, including educational degrees and disciplines, assigned courses, and additional experience/qualifications. Second, provide a Course Evaluation Review summary.]

**Instructional Staff Listing** (Sample Chart below)

Name (Last name first)	Degrees and Discipline (Include hours in discipline)	Courses Taught (All courses listed are in the four year instruction rotation)	Other Qualifications or Experience
Instructor A	Ph. D., University- M.A., University- B.A., University-  Discipline area A - 21 hours	Course A Course B Course C	<ul style="list-style-type: none"> <li>• 20+ years of higher education teaching experience</li> <li>• RU since 20--</li> </ul>

## RU ASSESSMENT PLAN

	Discipline area B - 18 hours		
Instructor B			
Instructor C			
(so on)			

### Course Evaluation Review

[Provide a summary of the MySaint course evaluation report for program faculty from the most recent academic year.]

### **Curricular Comparison**

[The program's purpose/aim, objectives, and curriculum are compared to similar institutions (minimum 3). Provide comparison information, such as copies of degree pages for other institutions or summarizations of similarities/differences. If available, also compare content of courses by considering transfer equivalency and/or course descriptions.]

Sample Chart - Purpose/aim and program objectives Comparison

<b>RU - Program Name</b>	<b>Institution #1</b>	<b>Institution #2</b>	<b>Institution #3</b>
Program Purpose/Aim			
Program Objective #1			
Program Objective #2			
Program Objective #3			
Program Objective #4			
Program Objective #5			
(so on, if more)			

Sample Chart - Curricular Comparison

<b>RU - Major courses</b>	<b>Institution #1</b>	<b>Institution #2</b>	<b>Institution #3</b>
Course A			
Course B			
Course C			
Course D			
Course E			
Course F			
(so on)			

### **Scope and Sequence**

[The scope and sequence of the program should be evaluated, as well. Attention should be given to ensure that the scope (breadth) and sequence (order) connects clearly with the program learning objectives. This will involve a review of degree courses' syllabi (course description, course objectives, required readings, and key assessments/assignments). Include a Curriculum Map and summarize findings.]

# RU ASSESSMENT PLAN

## Sample Chart - Curriculum Map

Curriculum Map	Enter program-level learning objectives and check (X) on which course contributes to which learning objective.				
Degree Program Courses	Program Objective #1	Program Objective #2	Program Objective #3	Program Objective #4	Program Objective #5
Course A	X		X		
Course B		X		X	
Course C	X			X	
Course D		X			
Course E		X	X		
Course F	X				X
Course G					X
Course H		X	X		
Course I	X			X	
Course J			X		
Course K	X	X			
Course L	X	X		X	
Course M			X	X	
Course N				X	X
Course O	X	X			
Course P		X	X	X	

+add additional rows as needed to capture all requirements.

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

### Library Support of the Curriculum

[The program will provide an evaluation of the library holdings in relation to resources that support the curriculum. This evaluation can be done by program objective or subject area. Use the sample chart below to present findings.]

Program objective or Subject	Total # of Titles	Publication year 2000-Current	Publication year before 2000
A			
B			
C			
(so on)			

Available digital collections/databases:

*(provide list)*

### **Course Review: On-campus and Online**

[During the review process, programs (or individual courses within the program) that are offered online and on-campus will be evaluated to ensure that the two programs/courses are comparable. The courses are equivalent, therefore, attention must be paid to rigor and content of the individual classes. Summarize findings. This section can be omitted if none of the program is offered online or if the courses being offered online are strictly online.]

### **Direct and Indirect Assessment**

#### **Direct Measures**

[Samples of student work completed within the program (i.e. key assessments/assignments) will be analyzed by faculty to find strengths and weaknesses of the students as a group. Every program needs to identify what will be used for this comprehensive evaluation of a student's success in meeting the program objectives. Summarize findings.]

#### **Indirect Measures**

[Besides the student data that is shared on the first page (i.e. retention rates, graduation rates, and job/graduate school placement), the program director should summarize data collected from senior focus groups, alumni surveys, and results of licensing or certification examinations (if applicable) for the past 3 years.]

### **Program Changes**

[Provide an account of any changes that have occurred to the program since the last program review and provide a rationale for why the change occurred (e.g. it was due to feedback from the Senior Focus Group).]

### **SWOT Analysis for Program**

1. What are the **S**trengths of the program?
2. What are the **W**eaknesses of the program?
3. What are the **O**pportunities of the program?
4. What are the **T**hreats of the program?

### **Summary**

[Share main findings from each section and any recommendations/suggestions for improvement.]

Sample Chart

## RU ASSESSMENT PLAN

<b>Finding:</b>	<b>Recommendation for improvement:</b>
1. [Finding from student data]	
2. [Finding from instructional staff data]	
3. [Finding from curricular comparison, #1]	
4. Finding from curricular comparison, #2]	
(so on)	

### **Strategic Planning**

[Share short term and long term goals for the program, including any changes that are being planned due to conducting the program review. If applicable, provide details for timeline, additional resources, and estimated budget.]

#### **Short term goals**

#### **Long term goals:**

Signature of Program Director: \_\_\_\_\_  
Date Submitted: \_\_\_\_\_