



Tennessee Temple University Assessment Plan

2014-2015 Academic Year
Approved by the Board of Trustees
9/11/2014

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I. Introduction

Tennessee Temple University began in 1946 through the Lord's guidance in the life of Dr. Lee Roberson. Through the six decades that have passed, the university has flourished and also experienced challenges. Throughout this journey, God has continually been faithful to those who serve Him through TTU. In recent years, many changes have taken place at TTU. These are changes which we believe God has orchestrated to bring about a new Tennessee Temple: a university that honors our heritage and distinctively Christian identity, but also a university that desires to move forward into a new phase of ministry for the glory of God.

One of the core values of Tennessee Temple is characteristic excellence. In keeping with that value, we understand the importance of assessment and are continually striving to improve this process in the life of the university. In order to provide excellence in our ministry, we affirm and embrace the process of assessment so that we can honor God in all that we do.

II. Tennessee Temple's Assessment Process - Overview

Tennessee Temple's assessment process is based on biblical principles reflected in our guiding documents. Each year, there are multiple opportunities for assessment in two broad categories: curricular, dealing directly with the academic programs, and co-curricular, focusing on the important departments that are necessary in allowing the university to run efficiently and serve students.

Every curricular and co-curricular department or unit completes an assessment process each year. Also, each year, curricular programs and co-curricular departments undergo a program review which is a more specific and in-depth review which includes peer reviews with other programs. Program reviews take place in a five-year cycle. Every fifth year of the cycle includes a review of the assessment process itself to determine if we are doing an adequate job and if our assessment process is streamlined and truly useful for our university.

III. Guiding Documents

All that we do at Tennessee Temple University is based on the authority of scripture. In order to maintain our focus on the mission to which we have been called, we are guided by additional documents which are included below.

Mission Statement

The mission of Tennessee Temple University is to provide Christ-centered higher education that transforms lives academically and spiritually for the glory of God.

Through teaching and experiential learning that leads to certificate as well as undergraduate and graduate degrees, resident and distance education students will acquire the knowledge and skills for vocations, service, and leadership.

In the name of Christ, Tennessee Temple University and its constituents will serve the needs of people both locally and globally.

Core Values

Spiritual Transformation - We believe that spiritual transformation and growth are preeminent and foundational to the realization of the full potential of students in all areas of life.

Biblical Authority - We believe that the Bible is the inerrant Word of God. We believe its inspiration is plenary, verbal, unique, and without parallel. We submit to it as the supreme authority in all matters of doctrine and practice.

Characteristic Excellence - As we desire to glorify God in all things, we strive for excellence in everything that we do.

Kingdom Diversity - We gladly embrace the ethnic and cultural diversity of our urban environment as reflective of the inclusive reach of the Gospel.

Servant Leadership - We are committed to following the example of our Lord Jesus by leading through self-sacrifice and service to others.

Institutional Objectives

The University and its graduates will:

I. Demonstrate the ability to accurately apply God's Word as a foundation and guide for critical thinking in matters scholastic, practical, and personal.

II. Communicate clearly, effectively, and accurately through the spoken and written word.

III. Demonstrate transformation through excellence, integrity, gratitude, and compassion as evidenced in the academy, the home, the workplace and the community.

IV. Provide responsible stewardship of our university and Baptist heritage, our knowledge, abilities, possessions, and finances.

V. Exercise servant leadership and contribute as Christian citizens by serving our families, our churches, our workplaces, and our communities through local, national, and global opportunities.

Approved by the Board of Trustees,
February 24, 2014

Strategic Initiatives

Based on the Mission Statement, and Core Values of Tennessee Temple, the Strategic Planning Committee of TTU developed the five initiatives below to guide the university in our future planning. Accompanying each of the strategic initiatives is a group of measurable goals that will enable the university to determine how well we are accomplishing our initiatives (see Strategic Plan).

I. Biblical Stewardship

*Moreover, it is required of stewards
that they be found trustworthy.*

1 Corinthians 4:2

Biblical stewardship goes beyond finances. Stewardship includes our heritage, our gifts and all of our resources. Our desire is use all that the Lord has given us to bring about the mission with which He has entrusted us.

II. Community Engagement

*And let us consider how we may spur one another on
toward love and good deeds,
Hebrews 10:24-25*

With a foundation of biblical stewardship, Tennessee Temple desires to build a university community that focuses on healthy relationships with all of our students, and building relationships with our community in order to demonstrate the character of Christ to all we meet.

III. Foundational Excellence

*So, whether you eat or drink, or whatever you do,
do all to the glory of God.
1 Corinthians 10:31*

Everything we do should glorify God. No tasks are insignificant when done with the purpose of honoring God. Publicly and privately, the TTU family commits to strive toward excellence in all things.

IV. Spiritual Transformation

*Do not be conformed to this world,
but be transformed by the renewal of your mind
Romans 12:2 ESV*

When we seek to honor the Lord with excellence in the use of our resources and with active engagement in our community relationships, we trust that God will continually conform us to the image of His Son (Rom 8:29) and, through the work of the Holy Spirit, transform the lives of those with whom we engage.

V. Purposeful Service

*For though I am free from all, I have made myself a servant to all,
that I might win more of them.
1 Corinthians 9:19*

Christ came, not to be served, but to serve (Matt. 20:28). As we are conformed to His image, we seek to be servant leaders by being intentional in our efforts to serve locally, nationally, and globally, in the name of Christ.

Approved by the Board of Trustees, May, 10, 2014

Philosophy of Education

A Christian philosophy of education describes what an institution believes about the nature of God, truth, and humanity, and the impact of those beliefs on the definition, purpose, and process of education. At Tennessee Temple University, we believe that God-- the infinite source of wisdom, knowledge, and truth-- enlightens people through Scripture, creation, history, and his Son, Jesus Christ. We believe that absolute truth can be discerned by people as God determines and reveals it. Men and women, created in the image of God, are capable of critical, reflective, and logical thought. Education is the acquisition of knowledge, skills, and attitudes, through teaching and learning. It engages the student's intellect, emotion, and will in experiences with teachers, knowledge, and the environment that challenge the student to grow and change. A Christian education is one that prepares the student to think critically, demonstrate an ethical and spiritual discernment, and engage society through the lens of Scripture. Ultimately, the goal of the Christian student should be to live for the glory of God while striving for academic excellence.

Revised March 13, 2014

Approved by TTU Faculty, March 20, 2014

Approved by Board of Trustees, May 10, 2014

Philosophy of Institutional Effectiveness

The mission of Tennessee Temple University is to provide Christ-centered higher education that transforms lives academically and spiritually for the glory of God. In keeping with this mission, TTU emphasizes five core values: 1) Spiritual Transformation, 2) Biblical Authority, 3) Characteristic Excellence, 4) Kingdom Diversity, and 5) Servant Leadership. Four guiding principles of institutional effectiveness and assessment will be used to support the mission and values of the university. Tennessee Temple University's assessment process will be:

1. Grounded in the Mission and Core Values of Tennessee Temple University

All aspects of the university's operation must be based in a foundational mission. To this end, TTU's Strategic Plan, Assessment Plan, Institutional Objectives, Philosophy of Education, Curricular and Co-Curricular Assessments must all be continually evaluated and refined to align with TTU's mission statement and core values.

2. Comprehensive and Integrated

The assessment program must be comprehensive in order to include all aspects of university operations. Further, all aspects of the assessment program must be interconnected to provide maximum efficiency and to provide for a more comprehensive, effective assessment process.

3. Simple, Sustainable, and Useful

The goal of assessment is to work toward Tennessee Temple's core value of characteristic excellence in all that we do. Assessment should be conducted in a manner which frees administration, faculty and staff to teach, lead and mentor students, engage in scholarly pursuits, and focus on the primary mission of the university. To that end, the assessment process will be simplified in all ways possible without sacrificing excellence. Simplification allows the assessment process to remain sustainable for the TTU community. Further, the process itself is to be evaluated and improved to insure that it is useful in providing means for improvement as needed in the curricular and co-curricular aspects of university operation.

4. Developed and Accomplished in the Context of Community

Tennessee Temple University's mission is to transform "lives academically and spiritually for the glory of God." Education that transforms lives is inherently relational. Assessment at TTU is based upon recognizing and developing strengths, acknowledging challenges, and including all of the TTU family in the process. We seek to value the wisdom and experience of our faculty by giving them a primary voice in the curricular aspects of the assessment process. TTU views assessment through the lens of a community that desires to work together to encourage and honor differing gifts and celebrate our common mission as a university.

"So, whether you eat or drink, or whatever you do, do all to the glory of God." 1 Corinthians 10:31

"But test everything; hold fast what is good." 1 Thessalonians 5:21

IV. Departments and Units

The assessment process at TTU is conducted concurrently in curricular departments and co-curricular units. Annual assessment takes place in each department and unit, and a more in depth review occurs every five years. The departments and units assessed are listed below:

A. Curricular

1. Graduate Programs of Study

- a. School of Theology and Ministry – Temple Baptist Seminary
 - 1) Certificate of Biblical Studies
 - 2) Certificate of Christian Ministries
 - 3) Master of Ministry
 - 4) Master of Arts in Biblical Studies
 - 5) Master of Arts in Christian Education
 - 6) Master of Divinity
 - 7) Doctor of Ministry
- b. College of Arts and Sciences
 - 1) Master of Education in Educational Leadership and Instruction
 - 2) Master of Education in English Education
 - 3) Master of Education in Interpreting Education
- c. College of Business and Leadership
 - 1) Master of Arts in Leadership
 - 2) Doctor of Philosophy in Leadership
- 2. Undergraduate Programs of Study
 - a. College of Arts and Sciences
 - 1) Bachelor of Arts in English
 - 2) Bachelor of Science in English Education
 - 3) Bachelor of Arts in History
 - 4) Bachelor of Science in History Education
 - 5) Bachelor of Science in Psychology
 - 6) Division of Education
 - i. Associate of Science in General Studies
 - ii. Associate of Science in Early Childhood Education
 - iii. Bachelor of Science in Interdisciplinary Studies for Elementary Education
 - iv. Bachelor of Science in Interdisciplinary Studies
 - v. Bachelor of Science in Secondary Education
 - vi. Bachelor of Science in Sign Language Interpreting
 - b. College of Business and Leadership
 - 1) Associate of Business Administration
 - 2) Bachelor of Business Administration
 - c. School of Theology and Ministry
 - 1) E-Expositor’s Certificate
 - 2) Associate of Arts in Bible
 - 3) Bachelor of Arts in Bible

3. Library

B. Co-curricular

- 1. Academic Services
- 2. Alumni / Development / Marketing
- 3. Athletic Department
- 4. Business Office
- 5. Facilities / Equipment / Safety
- 6. Human Resources
- 7. Information Technology

8. Institutional Effectiveness
9. Online Learning
10. President/ Cabinet/ Board
11. Student Development
12. Student Services
 - a. Admissions & Recruiting
 - b. Records
 - c. Financial Aid

V. Assessment Cycle

Each year, every curricular department and every co-curricular department/unit conducts assessment. The assessment cycle begins in July of each year and ends in June, coinciding with the fiscal year of the university operations. Each department/unit develops goals based on TTU's mission, strategic plan and institutional objectives.

Throughout the year, assessment is ongoing. TTU is striving to develop a culture of assessment so that we are continually evaluating our process in a way that remains, succinct and concise and allows our faculty and staff to focus on teaching and serving students. Our process is continually in development and will remain so to the degree necessary to allow for healthy growth, flexibility and change.



Tennessee Temple University Program/Unit Review 5 Year Cycle

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Curricular Review	College of Arts and Sciences Undergrad Except Div. of Ed.	College of Arts and Sciences Division of Education Undergrad and Grad	Business and Leadership Undergrad and Grad	School of Theology and Ministry Undergrad and Grad	General Education Curriculum / Core Curriculum Library
Co-curricular Review	Student Services a. Admissions b. Records c. Financial Aid	Alumni/Development/ Marketing Business Office/ Human Resources	Online Learning Information Technology Facilities	Student Development Athletic Department	Institutional Effectiveness Academic Services President / Cabinet / Board

VI. Measures

Many measures are used to assess the curricular and co-curricular activities at Tennessee Temple University. Some measures are used annually and others during the 5th year program review. Tennessee Temple is in the process of determining which measures provide the most useful information for our overall assessment process.

A. Annual or semiannual measures

Each year, every program and unit performs basic assessments to insure the continued quality insurance of our curriculum and the co-curricular services of TTU:

1. Curricular Measures
 - a. Course evaluations by faculty
 - b. Course evaluations by students
 - c. Common assignment assessments for each course (in progress)
 - d. Program objective assessments (typically a common assignment in a course and/or a departmental exit exam or capstone project)
 - e. Course observations
 - f. Exit exams / capstone projects
2. Co-curricular Measures
 - a. Student Satisfaction Survey
 - b. Faculty Satisfaction Survey
 - c. Graduating Student Survey
 - d. Food Service survey
 - d. Alumni Survey
 - f. External audit of finances
 - g. Employee Survey (in progress)
 - h. Employee Evaluations
 - i. Faculty Evaluations
 - j. Board Self-evaluation
 - k. Board Evaluation of the President

B. Program Reviews

In addition to annual assessments, each program and unit undergoes a more rigorous review at least every fifth year of our assessment cycle unless a review is called for more often.

C. Additional Assessment

TTU includes additional assessment measures as needed.

VII. Annual Assessment

A. Curricular Assessment Instructions

The following describes the annual assessment process for each department and the process for program review which occurs on a five year cycle, unless otherwise required by the Office of Institutional Effectiveness.

Documents helpful in preparation of Annual Assessment and Program Review:

1. Institutional Objectives
2. Strategic Initiatives
3. Program Objectives
4. Catalog
5. Status Sheets

At the beginning of the Academic year, Department Chairs should start a notebook for the annual review. Consider a tab for each course, and a tab for the IE Annual report.

Beginning of EACH semester

1. For the upcoming courses, fill out the first part of the Course Annual Assessment form (**IE Form 1**) and place in notebook.
2. Decide if there are courses for which you would like to receive course evaluations from students – if so, submit those names to the IE office (**IE Form 2**). (Additional courses may be added later if needed)
3. Determine if there are courses for which you would like to complete a course observation. Plan to do this, or to have someone else do this as a peer review. Use **IE Form 3**
4. Remind faculty members to complete the faculty course self-evaluations (**IE Form 4**) and the common assignment summary rubrics (this is being implemented gradually).

End of online terms, modules, and end of each semester.

1. Collect Faculty course self evaluations. (**IE Form 4**)
For any online courses, make a copy and submit to the Dean of Online Learning
2. Collect common assignment summary rubrics (note any that are used for program or institutional objective evaluations)
3. Gather completed course observations and any student evaluations needed
4. Using these items, complete out the Course Annual Assessment sheet for each course.
5. File each item in Annual Assessment Notebook

End of Assessment Cycle – (May)

1. Use items from Assessment notebook to complete Annual IE Report (**IE Form 5**)
2. Retain a copy for your records.
3. Submit Annual I.E. Report along with supporting documents to the Dean.
4. The Dean will review and submit to the Office of Institutional Effectiveness.
5. The Director of I.E. will submit copies to the Vice President for Academic Services for completion of the Annual I.E. Report from Academic Services.

Optional items that may be included in annual review: If there are events, assessments, improvements, etc. taking place within your department that are not required, please include them in the annual assessment or program review. An important part of assessment is recognizing our strengths. Such items may include:

1. Creation or update of department manual or materials for students
2. Projects

B. Co-curricular Assessment

1. Review TRACS standards related to the unit and disseminate information to all offices

2. Use Strategic Initiatives , Institutional Objectives and results of prior assessments to determine the goals for the academic year and complete the first part of the Annual Unit Assessment.
3. Determine the assessments to be used for the individual units that are beyond the planned annual assessments and submit those to IE by September 1.
6. Plan to meet on a regular basis to address goals and plans for the year.
7. Submit minutes of unit meetings to IE.
8. Review, and if needed, revise any publications in light of university policies and TRACS standards, and submit them for approval to the cabinet and to the Board as necessary.
9. Review, and if needed, revise documents and forms within the unit (include office and review/revision date in document footer).
10. Review any safety, security, or privacy protocols and make changes as necessary.
11. Include any requests for additional resources (These will also be submitted through the budget process)
12. Conduct employee evaluations according to the written job descriptions. Submit evaluation verification form to IE.
13. Using completed assessments, complete the annual IE Report. Submit to the appropriate cabinet member or to the President for review.

C. Completing the cycle of assessment.

1. Each year the annual assessment reports submitted to Department Chairs and Directors are used to develop the goals for the following year. All curricular assessments and program reviews are submitted to the VP or Academic Services who uses these to complete his annual Institutional Effectiveness Report.
2. Co-curricular Assessments and Program Reviews are submitted to the appropriate Cabinet member for completion of their Annual I.E. Report. These reports, along with the report from the VPAS, are submitted to the President and to the Director of Institutional Effectiveness.
3. The President uses the Annual Assessment reports of the cabinet members to complete his Annual Review and reports, as needed, to the Board of Trustees.

VIII. Program Review

A. Curricular Program Review

1. All aspects of Annual Assessment (including course observation and faculty review)
 - Over the course of a year, if a course is repeated by the same professor, it does not need to be reviewed more than once.
2. Review Program Objectives
 - a. If necessary, change or revise
 - b. Align revised program objectives with Institutional Objectives and current strategic initiatives (see Example)
 - c. Determine or review measurement for program objectives using a common assignment in the program courses
3. Develop, review or update Curriculum Map as needed (See example)
4. Develop, review or update Course Information Sheets as needed (See Example)
 - a. course descriptions
 - b. course objectives
 - c. common assignments and rubrics
 - d. textbooks

5. Review frequency of offering and enrollment numbers for each course (See Example)
 - a. Using this information, review the current course sequence and rotation (see example)
 - b. Consider whether courses need to be removed from or added to the curriculum
6. Review program status sheets and make changes as necessary
7. Review exit exam data – report necessary changes to Academic Services
8. Review exit exam – is this an appropriate measure? If not, what are the alternatives?
9. Conduct a curriculum peer review using a minimum of two comparable institutions.
10. Review TTU website and catalog sections pertaining to your program and submit changes as needed.

Optional items that may be included in program review: If there are events, assessments, improvements, etc. taking place within your department that are not required, please include them in the annual assessment or program review. An important part of assessment is acknowledging and celebrating what we are doing well. Such items may include:

1. Creation or update of department manual or materials for students
2. Projects
3. Achievements, recognitions, awards, etc. by students, faculty, staff, the program itself.

B. Co-Curricular Unit/Department Program Review

1. All aspects of Annual Assessment
2. Develop, revise or review unit/department objectives
 - a. Align unit/department objectives with Institutional Objectives and current strategic initiatives
 - b. Determine or review measurement for unit/department objectives in measurable terms
3. Develop or revise an annual calendar of tasks and or events conducted by the department/unit
4. Conduct a peer review using two comparable institutions. This will differ by department.
5. Included, as appropriate, an inventory of equipment and resources and a plan (along with appropriate departments) to replace or add equipment as necessary.
6. Where possible, include opportunities for additional training for staff.
7. Where appropriate, review any safety, security and privacy protocols that should be updated and make changes as necessary.
8. Review any TTU website and catalog sections pertaining to this department and make changes as necessary.

Optional items that may be included in department program review: If there are events, assessments, improvements, etc. taking place within your department that are not required, please include them in the annual assessment or program review. Such items may include:

1. Creation or update of department manual or materials for students
2. Projects
3. Achievements, recognitions, awards, etc. by students, faculty, staff, the program itself.

IX. Fifth Year Assessment Process Review

A. Review of Assessment Process

In the fifth year of the assessment cycle, the assessment process itself is reviewed through discussions with the faculty and cabinet. All I.E. forms are reviewed and updated should any processes be changed.

B. In-Depth Review of all Foundational Documents

Although foundational documents are affirmed and reviewed more often in the assessment cycle as directed by the President and/or I.E. Director, during the fifth year review, specific consideration is given to foundations statement, the mission statement, the institutional objectives, code of ethical conduct, the philosophy of education and the strategic plan. The strategic plan, in particular, may undergo revision based on survey of TTU constituents.

C. Review of Committee Structures

In addition to considering who will serve on TTU committees, attention will be given as to whether the current committee structure is practical and relevant for the university's current functioning.

X. Policy Review Process

All policies at TTU must be consistent within themselves, in compliance with TRACS standards and best practices, and in compliance with all required state and federal guidelines. Policies must be presented to, discussed and approved by all appropriate parties according to TRACS standards.

XI. Publication Review Policy

Approved by the Cabinet 2014-09-29

Publications for TTU fall into two broad categories, collateral publications and university publications. Collateral publications are those items which are primarily promotional in nature and are disseminated to the public, such as brochures, radio and web advertisements, and fliers. University publications are those which are primarily for the use of TTU students, faculty and staff and include the catalog, faculty handbook, employee handbook, website, etc.

To facilitate accurate, professional publications, the President will appoint a Publications Committee to review all collateral and university publications. All collateral publications must be approved by the Publications Committee and the President prior to printing, distribution, or publication. All university wide publications must be approved by the Publications Committee and ultimately by the President and Board of Trustees prior to printing, distribution or publication. Publications and forms that are for internal use must be approved by the head of the department in which they are used. All publications must be consistent with the university's mission statement and core values, accurate in content, produced in a professional manner, and in accordance with TRACS standards and best practices.

XII. Employee Evaluation Process

A. Board and President

1. Each May, the Board of Trustees conducts a written self-evaluation and an evaluation of the President.

2. These results are received by the Chair of the Board of Trustees who provides this information to the board and to the President.
3. The chair of the Board of Trustees provides verification of these evaluations to the Director of Institutional effectiveness.

B. Cabinet and Faculty

1. In March of each year, the members of the full time faculty and the cabinet complete self-assessments and submit these to the Vice President for Academic Services and the President, respectively. (see [I.E. Form 09](#))
2. In April and May of each year, the President and the Vice President for Academic Services meet with the cabinet and faculty, respectively, to review the self-assessments and provide their assessments.
3. Upon completion of these evaluations, the evaluation verification form ([I.E. Form 11](#)) is submitted to the Office of Institutional Effectiveness, noting the date of the evaluation and where the evaluation documentation is stored.

C. Staff

1. In March of each year, all other employees will fill out self-assessments provided to them by their department/unit supervisor.
2. In April and May of each year, the supervisor will review the self-assessment with the employee and provide their own feedback to the employees.
3. Upon completion of the evaluations, each supervisor will complete the evaluation verification form and submit it to the Office of Institutional Effectiveness, ([I.E. Form 11](#)) noting the date of the evaluation and where the evaluation documentation is stored.
 - a. Evaluation of the President and Board are stored as determined by the Board.
 - b. Evaluations of Cabinet Members are sealed and stored in the office of the CFO.
 - c. Evaluations of faculty members are stored in the office of the Vice President for Academic Services.
 - d. Evaluations of all other employees are stored in the Office of Human Resources in the employee file.

XIII. Assessment Documentation

An important aspect of assessment is good documentation. Documentation serves as verification of the actions taken in the process of assessment and also provides guidance for the assessment process as a whole.

A. Minutes

Whenever official meetings occur for any department or committee or any other group conducting TTU business, minutes of the meeting should be taken. This includes “meetings” which take place by e-mail. Copies of all minutes, with the exception of Board meeting minutes and Cabinet meeting minutes, must be submitted to the office of Institutional Effectiveness. Board and Cabinet minutes are maintained by the office of the President. (see [I.E. Example 01](#))

B. Survey and Assessment Results

Results of surveys and assessments must be submitted to the office of Institutional Effectiveness. Survey and assessment results are distributed to the department requesting them and to any cabinet member(s) who require the results for the use in their annual I.E. report.

C. Curricular Assessments

Assessments for individual courses are retained by the department chair or director who has oversight of the courses. These assessments are used in the annual and program assessments conducted by the department chair, and submitted to the dean of the school and eventually to the Vice President for Academic Services for his report to the President.

D. Evaluations

Employee evaluations are retained by the individual offices and the Human Resource office. Faculty evaluations are retained by the Office of Academic Services. Each office must submit an evaluation verification form to the office of I.E. as confirmation that the appropriate evaluations have taken place. Evaluations of the President are retained by the Board of Trustees unless they deem otherwise. Evaluations of the Cabinet are maintained by the Office of the President.

E. Retention of Assessment Documentation

When paper copies of assessment documentation are created, they are maintained as hard copies for a minimum of 5 years. After the 5th year, they may be scanned, and with the approval of the Director of I.E. the paper documents may be disposed of in a secure manner. Curricular Department and Division Chairs, Deans, and Co-Curricular Department and Unit Leaders are asked to bring documents to be scanned to the Office of Institutional Effectiveness and to refrain from disposing of this documentation themselves.

XIV. Appendices

Included below is a table of the forms and examples mentioned in the Assessment Plan. Some documents will differ according to the course, department, or unit using them.

A. Forms

Form #	Title	Descriptions / Instructions
I.E. 01	Course Annual Assessment	Filled out at the end of each semester by the department chair for each course and section.
I.E. 02	Request for Faculty Evaluation	Submitted by department chairs at the beginning of each semester.
I.E. 03	Course Observation	Used for residential and online observations of faculty. May be used by supervisors or peers. Completed forms are submitted to the department chair. Department chairs submit copies to Online Learning (as needed) and to the VPAS for faculty file.
I.E. 04	Faculty Course Self-Evaluation	Completed by each <i>faculty</i> member for each course and submitted to Department chair. Used by Dept. Chair for course evaluation and
I.E. 05	Annual I.E. Report - Curricular	Completed by Department chairs by May 20 of each year and submitted to Deans and then to Director of I.E. The VPAS uses these each year to complete the Annual I.E. Report for the Academic Services unit.
I.E. 06	Curricular Program	Completed by Department Chairs during the program

	Review	review process (every 5 years) or when changes are made to the curriculum
I.E. 07	Annual I.E. Report – Co-Curricular	Completed by Unit Leaders/Director/Cabinet members as appropriate by May 20 of each year and submitted to Director of I.E. who submits them to the President. The President may use these reports for completion of his annual report and/or to submit to the board of trustees.
I.E. 08	Co-Curricular Program Review	Completed by Unit Leaders/Director/Cabinet members as appropriate during the program review process (every 5 years) or if changes are made to the department or unit.
I.E. 09	Faculty/Cabinet Review form	This self-evaluation is completed by all full-time faculty members and cabinet members in March of each year and submitted to the VPAS or President respectively.
I.E. 10	Employee Performance Review Form	Review form used for all non-faculty and non-cabinet employees. Form from H.R. Office.
I.E. 11	Evaluation Verification Sheet	When each Cabinet Member completes reviews with each employee, the evaluation verification is submitted to the Office of I.E. as verification that the evaluations are complete and have been submitted and/or filed with the appropriate office.

B. Examples

Example #	Title	Information
Ex. 01	Sample Minutes	Whenever meetings are conducted, minutes are required to be kept. When meetings are conducted via an e-mail forum, once the “meeting” is concluded, minutes must be completed. All meeting minutes must be submitted to the Office of I.E., with the exception of Board and Cabinet Meetings which are maintained by the Office of the President. There is no required format for minutes; this is an example of well-done minutes.
Ex. 02	Common Assignment Summary Rubric	Each course is required to have a common assignment which will be used across every section of the course whenever it is taught. When this assignment is graded, a summary version of the grading rubric is submitted with the Course Self-evaluation Form and retained by the Department chair for comparison of course sections and online and on campus sections. These may look very different from course to course and department to department.
Ex.03	Curriculum Map	Each department must create a document demonstrating (“mapping”) how the program objectives are taught and measured within the curriculum of the department. Further, the department must demonstrate which for which courses the common assignment is also used to measure the

		program objectives. This is an example of how a curriculum map may look. Departments are free to depict this in any way that is useful to them.
Ex. 04	Objectives Alignment	This is a one page sheet depicting how the department's program objectives align with the institution's objectives and strategic initiatives.
Ex. 05	Course Enrollment History	Departments in program review are asked to review the enrollment numbers for their courses for the previous 5 years. Departments may depict this in any way they choose. This is an example of how this was done for the psychology department.
Ex. 06	Course Information Sheets	For each course, a one sheet overview/synopsis is developed that can be provided to adjuncts teaching the course.