

LUTHER RICE COLLEGE AND SEMINARY



ASSESSMENT PLAN

2023-2024

Approved by the Board of Trustees on January 26, 2024

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Guiding Principles

The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution. In addition, assessment data and subsequent new goals are utilized to implement changes.^{1 2 3}

Mission Statement of the Institution

The mission of Luther Rice College and Seminary is to serve the church and community by providing biblically based on-campus and distance education to Christian men and women for ministry and the marketplace with an end to granting undergraduate and graduate degrees.

Institutional Objectives

In pursuit of this mission, Luther Rice College and Seminary cultivates an institutional environment of Christian excellence through which vital core competencies and values are inculcated in each student.

The Luther Rice educational experience is designed to transfer to the student all the vital competencies required of twenty-first-century Christian men and women:

- Exegetical/Expositional Competence—the ability to accurately interpret and effectively communicate the Word of God in a variety of contexts
- Theological/Apologetical Competence—the ability to present a reasoned explanation and defense of the historic Christian faith
- Pastoral/Ecclesiological Competence—the ability to skillfully shepherd the flock of God in both personal and corporate contexts
- Evangelical/Devotional Competence—the ability to present the gospel to unbelievers in a clear and winsome way and to disciple believers for spiritual formation in the image of Christ
- Academic/Discipleship Competence—the ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning
- Communication Competence—the ability to communicate effectively and accurately through both the written and the spoken word

Explanation of the Assessment Process

Luther Rice is committed to ongoing, integrated, systematic institution-wide research-based planning and assessment that results in measurable improvement and effectiveness in carrying out its mission.

The Institution-wide research-based planning and assessment process is performed throughout the year and consists of multiple elements. These elements are appropriately integrated and allow for the institution to ensure continuous improvement in the quality and achievement of its mission.

¹1SACSCOC, *The Principles of Accreditation: Foundations for Quality Enhancement*, 19.

²2TRACS, *Accreditation Manual*, 16-17.

³3ABHE, *Commission on Accreditation Manual*, 16.

The Luther Rice planning and assessment process and results are reported to and approved by the Board of Trustees annually. In addition, planning and assessment updates are provided throughout the year during regularly held Board of Trustees meetings.

The Luther Rice mission statement is included in all appropriate publications of the institution and approved by the Board of Trustees. The institution's mission statement directs all Luther Rice planning, assessment, policies, and priorities.

Luther Rice utilizes various elements of assessment to identify expected outcomes, assess the extent to which it achieves the outcomes, and to provide evidence of improvement based on analysis of the results in the areas of:

1. Educational programs (including student learning outcomes)
2. Administrative support services
3. Academic and student support services

The following elements of the planning and assessment process fit together to ensure measurable improvement and effectiveness in carrying out the mission.

1. Strategic planning and assessment
2. Educational program planning and assessment
3. Departmental assessment
4. Enrollment Management planning and assessment
5. Financial budget planning and assessment
6. Assessment Plan
7. Assessment Report

Areas of Assessment

The following areas of the institution are assessed as follows:

Enrollment Management

Assessment Measures:

The Luther Rice Enrollment Management process evaluates the institution's enrollment, tuition and fee pricing, and other performance-related items with other comparable institutions of higher learning. Tuition and fee comparisons are found in the Financial Budget. With regards to market trends and enrollment, Luther Rice relies on data from 3rd party sources such as the National Student Clearinghouse Research Center, ATS annual data, and Inside Higher Ed. Refer to the *2023-2029 Enrollment Management Plan* for details.

The Enrollment Management Plan collects data such as current and prior-years' inquiries, applications, enrollment results, acceptance yields, and retention rates. The plan also considers current internal and external influences and projects future inquiries, applications, enrollment, and various rates. The projected enrollment from the Enrollment Management Plan is used to inform the tuition and fee revenue for the Financial Budget.

The Enrollment Management Plan provides measurable and realistic goals for Luther Rice recruitment and enrollment. The objectives and underlying recruitment and enrollment goals of the plan are

addressed and evaluated throughout the year in various institutional documents. The documents include, but are not limited to, the Enrollment Management Plan, Department Assessment, monthly financial statements, president reports, Strategic Plan, and the Financial Budget.

Expected Outcomes:

Refer to the *2023-2029 Enrollment Management Plan and Financial Budget* for expected outcomes with regards to enrollment and other performance-related items for the years 2023-2029.

Mission or Purpose Statement

Assessment Measures:

The Foundational Standards Review is administered and completed annually. Luther Rice administrators, faculty, and staff are asked to participate in the survey. The mission statement is reviewed as to whether it states the purpose of Luther Rice, is clearly defined and is measurable.

The Board of Trustees reviews and approves the Luther Rice Catalog each year, which includes the mission statement.

Expected Outcomes:

100% of questions answered "met"

Board approval of catalog and mission statement

Assessment Measures:

The Strategic Planning Committee will meet in 2024 to create an additional assessment for the recently revised Mission Statement. The assessment aims to measure the mission statement's effectiveness in the following areas:

- Serve the Church and Community
- Providing Biblical Education
- To Christian Men and Women
- For Ministry (student and/or graduate)
- For Ministry (church)
- For the Marketplace (community)
- With an end to Granting Undergraduate and Graduate Degrees

A combination of direct and indirect assessment measures will be utilized (Learning Outcomes, Christian Testimony, Signed Doctrinal Statement, Alumni Survey Placement Questions, Student Survey Questions).

Expected Outcomes:

Direct Assessment Measures – Accomplished. (For learning outcomes, within prescribed desired outcomes.)

Indirect Student Survey Measures – Less than 5% disagree/strongly disagree

Foundational Standards

1. Doctrinal Statement and Position Statements
2. Institutional Learning Outcomes

3. Philosophy Statement
4. Statement of Values and Standards (Standards of Conduct)

Assessment Measures:

The Foundational Standards Review is administered and completed annually. Luther Rice administrators, faculty, and staff are asked to participate in the survey. Two statements review the doctrinal statement and position statements. Four statements review the institutional objectives, three review the philosophy statement, and two reviews the statement of values and standards.

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

Expected Outcomes:

100% of questions answered "met"

Board approval of Catalog, Faculty Handbook, Staff Handbook, and Foundational Standards

Institutional Objectives (Institutional Learning Outcomes)

Assessment Measure:

Institutional Learning Outcomes Assessment Report. Every five years, at the end of the program review cycle, the faculty assess the graduate's ability to demonstrate institutional learning outcomes. The next direct assessment of Institutional Learning Outcomes is 2024-2025.

Expected Outcomes:

Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent), with 3 or 4 representing Competent. The desired outcome for each Institutional Learning Outcomes is a competency level of greater than or equal to 3.

Institutional Learning Outcomes Assessment Report

<i>Institutional Learning Outcome</i>	<i>Description</i>	<i>Competency</i>	<i>Desired Outcome</i>	<i>Next Assessment</i>
<i>ILO-1— Exegetical/Expositional</i>	<i>The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts</i>		≥ 3	2024-2025
<i>ILO-2— Theological/Apologetical</i>	<i>The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith</i>		≥ 3	2024-2025

<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 3	2024-2025
<i>ILO-4— Evangelical/Devotional</i>	<i>The ability to present the gospel to unbelievers in a clear and winsome way and to disciple believers for spiritual formation in the image of Christ</i>		≥ 3	2024-2025
<i>ILO-5— Academic/Discipleship</i>	<i>The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning</i>		≥ 3	2024-2025
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 3	2024-2025

Assessment Measure:

Exit Interview. Each year, the graduating class completes an exit interview. Question #23 addresses the student's opinion on their ability to demonstrate institutional learning outcomes. The next indirect assessment of Institutional Learning Outcomes is 2024.

Expected Outcomes:

The desired outcome for each Institutional Learning Outcomes is an agreement level of greater than or equal to 90%.

Exit Interview (Percent of Students who "Agree" or "Strongly Agree")

<i>Institutional Learning Outcome</i>	<i>Description</i>	<i>Competency</i>	<i>Desired Outcome</i>	<i>Next Assessment</i>
<i>ILO-1— Exegetical/Expositional</i>	<i>The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts</i>		≥ 90%	2023
<i>ILO-2— Theological/Apologetical</i>	<i>The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith</i>		≥ 90%	2023

<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 90%	2023
<i>ILO-4— Evangelical/Devotional</i>	<i>The ability to present the gospel to unbelievers in a clear and winsome way and to disciple believers for spiritual formation in the image of Christ</i>		≥ 90%	2023
<i>ILO-5— Academic/Discipleship</i>	<i>The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning</i>		≥ 90%	2023
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 90%	2023

Governing Board

Assessment Measures:

Board of Trustees Self-Evaluation. The board completes a self-evaluation each September at the Board of Trustees meeting. The evaluation assesses various areas including organizational hierarchy, policy formulation and implementation, board meetings, board decisions and financial oversight, budgeting, and planning.

The Board of Trustees meets collectively three times during the year (January, May, and September). The Board of Trustees committees (Academic, Finance, and Strategic Planning) meet three times during the year (January, May, September).

Expected Outcomes:

100% of questions answered "agree"

Board meets three times during the year

Office of the President

Strategic Plan Goals and Objectives

Assessment Measure:

During the annual review of the Strategic Plan, prior years' objectives are evaluated for completion and according to expected outcomes. Each year the Strategic Plan includes a progress report for each objective from the previous plan. The evaluation process provides evidence of continuing assessment, improvement in institutional quality, and that Luther Rice is accomplishing its mission. Any objectives

deemed in progress or incomplete are noted as such and reviewed for future completion and inclusion in an upcoming plan. The institution's eight strategic goals are determined by the expected outcomes of the Office of the President. Consequently, the assessment and progress of the goals associated with the strategic plan are indicative of the assessment and progress of the expected outcomes for the President.

Expected Outcomes:

Refer to the *2023-2028 Strategic Plan* for the rationale, expected plan, estimated need, timeframe, responsible party, and other expected outcomes for each Strategic Goal and Objective. The progress of goals and objectives from the *2023-2028 Strategic Plan* will be identified in the *2024-2029 Strategic Plan*.

President Evaluation

Assessment Measure:

President/CEO Evaluation. Each year, the Board evaluates the President in areas of leadership and management, Christian values, administration of the institution's finances, and advancement of the institution.

Expected Outcomes:

Greater than "Meets Expectations" in all areas

Gift Income

Assessment Measures:

The Office of the President presides over the development/fundraising activities of Luther Rice. The revenue line items pertaining to giving in the *Financial Budget* provides the key metric related to gift income for the year 2023/2024.

Expected Outcomes:

\$252,500: 2023/2024 giving budget

Administration

Assessment Measure:

Administrative Performance Appraisal. Luther Rice administrators are evaluated each year. The performance appraisal assesses 16 areas: Job Knowledge, Quality of Work, Quantity of Work, Initiative and Resourcefulness, Communication, Cooperation, Planning and Organizing Effectiveness, Productivity, Teamwork, Customer Satisfaction, Work Ethics and Values, Professionalism/Dress/Attitude/Conduct, Attendance, Scholarly Activity, Institutional Support, and Other Critical Specific to Position. Other items such as future duties/goals/assignments and performance improvements are reviewed as well. The annual appraisal is conducted in March/April.

Expected Outcomes:

Meets Expectations is the minimum expected outcome for each employee in overall performance. In addition, year-over-year changes in averages and/or individual employee ratings are reviewed by the Executive Vice President (and individual supervisors if necessary) and may be addressed in various ways.

Staff

Staff Performance Evaluation

Assessment Measure:

Staff Performance Appraisal. Staff personnel is evaluated each year. The Performance Appraisal assesses 14 areas: Job Knowledge, Quality of Work, Quantity of Work, Initiative and Resourcefulness, Communication, Cooperation, Planning and Organizing Effectiveness, Productivity, Teamwork, Customer Satisfaction, Work Ethics and Values, Professionalism/Dress/Attitude/Conduct, Attendance, and Other Critical Specific to Position. Other items, such as future duties/goals/assignments and performance improvements, are reviewed as well. The annual appraisal is conducted in March/April.

Expected Outcomes:

Meets Expectations is the minimum expected outcome for each employee in overall performance. In addition, year-over-year changes in averages and/or individual employee ratings are reviewed by the Executive Vice President (and individual supervisors if necessary) and may be addressed in various ways.

Staff and Administration Satisfaction Survey

Assessment Measures:

Staff and Administration Satisfaction Survey. The Staff and Administration Satisfaction Survey are distributed and collected each year. The survey allows staff and administration personnel to answer questions, make recommendations, and provide any comments concerning the institution and their workplace experience. The survey deals with staff and administration satisfaction on issues such as workload, chapel, staff manual, communication, integrity, service to students, salary and benefits, IT, understanding of the mission statement, continuing education, facilities, and grounds.

Assessment of the Staff and Administration Satisfaction Survey is conducted through the department assessments. Survey questions that pertain specifically to a Luther Rice department are addressed in the respective department assessment for the year. The remaining questions that are more general are addressed in the Office of Administration department assessment.

Expected Outcomes:

Staff and Administration Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the respective department assessment.

Academic Programs

Assessment Measures:

Program Reviews. Each year, the faculty perform a formal review of one or more programs. Program reviews are intended to assess the program's educational effectiveness, determine the cost-effectiveness of a program, determine the need for program revisions and determine the viability for the continuation of the program. All programs are to be reviewed regularly (every five years). The following table summarizes the most recent review by program:

Degree Programs	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
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Certificate Programs		X					X
Associate of Arts in General Studies							X
Bachelor of Arts in Psychology				X			
Bachelor of Arts in Religion	X					X	
Master of Arts in Apologetics					X		
Master of Arts in Biblical Counseling				X			
Master of Arts in Christian Studies					X		
Master of Arts in Leadership				X			
Master of Arts in Ministry			X				
Master of Divinity			X				
Doctor of Ministry		X					
Doctor of Philosophy in Organizational Leadership					X		
Doctor of Philosophy in Christian Scripture						X	

Expected Outcomes:

The desired outcome is that each program is reviewed, the program committee responsible for the review provides recommendations for improvement, and recommendations for improvement are implemented in the future.

General Education Learning Outcomes

Assessment Measures:

General Education Learning Outcomes. Each year, at the end of the spring semester, the faculty assess undergraduate students' ability to demonstrate general education learning outcomes. The general education component of the Bachelor of Arts in Religion emphasizes fine arts and humanities and includes courses in science and mathematics. Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent). The next direct assessment of General Education Learning Outcomes is the spring of 2024. For more details regarding Program Learning Outcome assessment, please request the *2022-2023 Student Learning Outcomes Assessment Report* from the Office of Academic Affairs.

In addition, the institution utilizes the Territorium E-Proficiency Profile to assess undergraduate students' competency in the following areas: Reading, Writing, Critical Thinking, and Natural Sciences. The score range for each area of competency is 100 to 130. The total score range for the proficiency profile is 400 to 500.

Expected Outcomes:

The desired outcome for each General Educational Learning Outcome is a competency level of greater than or equal to 3. The desired outcome for each area of competency in the ETS Proficiency Profile is to exceed the comparison group score.

General Education Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
GELOCOM-1	<i>Focus - the sections of the essay or speech make a unified argument; all sections support the same argument.</i>		≥ 3	2024-2025
GELOCOM-2	<i>Paragraph organization - each paragraph addresses a single topic that contributes to the overall argument of the essay or speech.</i>		≥ 3	2024-2025
GELOCOM-3	<i>Sentence style - the sentences of the essay or speech flow smoothly and clearly, and demonstrate facility with English grammar.</i>		≥ 3	2024-2025
GELOCOM-4	<i>Audience awareness - the student recognizes an audience's potential reservations, and employs appropriate logical, emotional, and ethical strategies of persuasion (logos, pathos, and ethos) to win assent.</i>		≥ 3	2024-2025
GELOCOM-5	<i>Research/Information Literacy - the student uses appropriate sources to support claims.</i>		≥ 3	2024-2025
GELOLIT-1	<i>Statement of meaning (thesis) - the student identifies the author's message or purpose in writing/creating.</i>		≥ 3	2024-2025
GELOLIT-2	<i>Analysis of genre - the student identifies and describes the work's genre.</i>		≥ 3	2024-2025
GELOLIT-3	<i>Close reading of work - the student discusses the literary work to support the thesis stated at the beginning of the essay.</i>		≥ 3	2024-2025
GELOLIT-4	<i>Comparison with other works (theme) - the student examines thematic connections between the selected work and other works of art.</i>		≥ 3	2024-2025

GELOPSP-1	<i>Focus – the sections of the speech make a unified argument. All sections support the same argument.</i>		≥ 3	2024-2025
GELOPSP-2	<i>Argument – the speaker expresses awareness that the audience may disagree. Accordingly, the speaker responds to opposing arguments explicitly and employs appropriate logical, emotional, and ethical strategies (logos, pathos, ethos) to win assent.</i>		≥ 3	2024-2025
GELOPSP-3	<i>Appeal – the speaker catches listeners’ interest at the beginning of the speech. Throughout the speech, the speaker uses appropriate rhetorical strategies (storytelling, imagery, verbal patterning and repetition, humor, etc.) to heighten listeners’ interest and engagement.</i>		≥ 3	2024-2025
GELOPSP-4	<i>Presentation – the speaker’s non-verbal cues (posture, gestures, dress, grooming, mannerisms) increase his persuasive appeal. The speaker seems prepared, relaxed, and confident.</i>		≥ 3	2024-2025
GELOPSP-5	<i>Diction – the speaker speaks clearly, with appropriate volume, tempo, tone, energy, and pronunciation. The speaker’s choice of words indicates thought and preparation.</i>		≥ 3	2024-2025

E-Proficiency Profile Area of Competency	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
ETS: Reading		>Comparison Group	2024-2025
ETS: Writing		>Comparison Group	2024-2025
ETS: Critical Thinking		>Comparison Group	2024-2025

ETS: Natural Sciences		>Comparison Group	2024-2025
*Total Score:		>Comparison Group	2024-2025

Program and Course Learning Outcomes

Assessment Measures:

Program Learning Outcomes Assessment. Each year, at the end of the spring semester, the faculty assess student's ability to demonstrate program learning outcomes. Outcomes are measured on a competency scale from 1 or 2 (Incompetent) to 5 or 6 (Very Competent). The next direct assessment of Program Learning Outcomes is the spring of 2024. For more details regarding Program Learning Outcome assessment, please request the *2022-2023 Student Learning Outcomes Assessment Report* from the Office of Academic Affairs.

Expected Outcomes:

The desired outcome for each Program Learning Outcome is a competency level of greater than or equal to 3.

Program Learning Outcomes Assessment

Undergraduate Certificate in Apologetics

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduced to a rational and biblical case for the truth of Christianity</i>		≥ 3	2024-2025
PLO-2	<i>Introduced to a defense of major objection to Christianity</i>		≥ 3	2024-2025

Undergraduate Certificate in Biblical Counseling

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduce students to primary components of biblical counseling</i>		≥ 3	2024-2025

PLO-2	<i>Practice foundational skills for ministry and service in a local church</i>		≥ 3	2024-2025
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Undergraduate Certificate in Biblical Studies

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Survey the skills necessary for biblical interpretation.</i>		≥ 3	2024-2025
PLO-2	<i>Introduce students to the study of the Old/New Testament books.</i>		≥ 3	2024-2025

Undergraduate Certificate in Pastoral Ministry

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduced to the nature, goals, and biblical qualifications of a Christian minister</i>		≥ 3	2024-2025
PLO-2	<i>Practiced foundational skills for ministry and service in a local church</i>		≥ 3	2024-2025

Undergraduate Certificate in Theology

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduced to the knowledge of the Bible, Christian theology, and Church history with the purpose of ministry application</i>		≥ 3	2024-2025

PLO-2	<i>Practiced foundational skills for ministry and service in a local church</i>		≥ 3	2024-2025
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Graduate Certificate in Apologetics

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrates an understanding of Apologetics in relation to the bible and theology</i>		≥ 3	2024-2025
PLO-2	<i>Demonstrates effectiveness in writing responses to objections to Christianity</i>		≥ 3	2024-2025

Graduate Certificate in Biblical Counseling

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduce students to a biblical philosophy of counseling.</i>		≥ 3	2024-2025
PLO-2	<i>Introduce students to empathetic and pastoral care or referral.</i>		≥ 3	2024-2025

Graduate Certificate in Biblical Greek

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate a knowledge of New Testament Greek vocabulary, morphology, grammar, and syntactical functions</i>		≥ 3	2024-2025

PLO-2	<i>Demonstrate the ability to translate sentences from the Greek New Testament</i>		≥ 3	2024-2025
PLO-3	<i>Analyze syntactical relationships in select texts from the Greek New Testament</i>		≥ 3	2024-2025

Graduate Certificate in Biblical Hebrew

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate an understanding of Hebrew grammar and translate Hebrew sentences</i>		≥ 3	2024-2025
PLO-2	<i>Demonstrate proficiency in the use of lexical and exegetical resources</i>		≥ 3	2024-2025
PLO-3	<i>Explain and understand the process of Hebrew and textual criticism and the development of Hebrew critical editions</i>		≥ 3	2024-2025

Graduate Certificate in Biblical Studies

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Interpret the Bible in light of its historical-grammatical context.</i>		≥ 3	2024-2025
PLO-2	<i>Communicate biblical and theological truths in writing.</i>		≥ 3	2024-2025

PLO-3	<i>Demonstrate an awareness of the introductory matters associated with the Old/New Testament books.</i>		≥ 3	2024-2025
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Graduate Certificate in Leadership

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduce students to research methods for organizational analysis and problem solving.</i>		≥ 3	2024-2025
PLO-2	<i>Introduce students to a philosophy of leading and following consistent with their vocation.</i>		≥ 3	2024-2025

Graduate Certificate in Pastoral Ministry

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduce students to evaluating ministries in light of the Great Commission and the Great Commandment.</i>		≥ 3	2024-2025
PLO-2	<i>Introduce students to developing, designing, and implementing ministry programs.</i>		≥ 3	2024-2025

Graduate Certificate in Theology

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Introduced to the Church's historical and theological heritage as an important resource in their personal spiritual development and ministry</i>		≥ 3	2024-2025

PLO-2	<i>Practice communicating biblical and theological truths in writing</i>		≥ 3	2024-2025
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Associate of Arts in General Studies

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate a proposition clearly and persuasively in written and oral form</i>		≥ 3	2024-2025
PLO-2	<i>Demonstrate effective critical thinking skills through the presentation, interpretation, and evaluation of ideas</i>		≥ 3	2024-2025
PLO-3	<i>Evaluate the role of the humanities in the human experience</i>		≥ 3	2024-2025
PLO-4	<i>Apply scientific methods of inquiry to explain natural phenomena and analyze mathematical principles and techniques to solve applied problems</i>		≥ 3	2024-2025
PLO-5	<i>Analyze the behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture</i>		≥ 3	2024-2025

Bachelor of Arts in Psychology

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate effectiveness in oral and written communication.</i>		≥ 3	2024-2025
PLO-2	<i>Evaluate psychological theories under the authority of the bible in the development of a scripturally reliable and empirically informed model of human psychology</i>		≥ 3	2024-2025

PLO-3	<i>Critically and constructively apply a biblical worldview of scientific methodology to the subject matter of psychology</i>		≥ 3	2024-2025
PLO-4	<i>Develop a fundamental knowledge of the physiological, psychological, social, and spiritual foundations of human life in the context of a consistent biblical/Christian worldview</i>		≥ 3	2024-2025
PLO-5	<i>Build/practice essential skills for a career in clinical, academic, or church/missional settings</i>		≥ 3	2024-2025

Bachelor of Arts in Religion

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate effectiveness in oral and written communication.</i>		≥ 3	2024-2025
PLO-2	<i>Articulate the ideas, events, and factors that have contributed to the development of world civilizations, and modern society and culture.</i>		≥ 3	2024-2025
PLO-3	<i>Critically and constructively apply a Christian worldview as it relates to various disciplines.</i>		≥ 3	2024-2025
PLO-4	<i>Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.</i>		≥ 3	2024-2025
PLO-5	<i>Develop foundational skills for ministry and service in a local church.</i>		≥ 3	2024-2025

Master of Arts in Apologetics

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Interpret the Bible in light of its historical-grammatical context.</i>		≥ 3	2024-2025
PLO-2	<i>Relate the Church's theological heritage to current apologetical issues.</i>		≥ 3	2024-2025

PLO-3	<i>Articulate a rational and biblical case for the truth of Christianity.</i>		≥ 3	2024-2025
PLO-4	<i>Articulate a defense to major objections to Christianity.</i>		≥ 3	2024-2025

Master of Arts in Biblical Counseling

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Articulate a biblical philosophy of counseling.</i>		≥ 3	2024-2025
PLO-2	<i>Communicate biblical and theological truths through counseling.</i>		≥ 3	2024-2025
PLO-3	<i>Exemplify empathetic pastoral care or referral.</i>		≥ 3	2024-2025
PLO-4	<i>Convey principles of ethically and legally informed counseling practices.</i>		≥ 3	2024-2025
PLO-5	<i>Employ interpersonal skills in counseling.</i>		≥ 3	2024-2025

Master of Arts in Christian Studies

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Interpret the Bible in light of its historical-grammatical context</i>		≥ 3	2024-2025
PLO-2	<i>Demonstrate an understanding of Christian Theology</i>		≥ 3	2024-2025
PLO-3	<i>Communicate biblical and theological truths in writing</i>		≥ 3	2024-2025

Master of Arts in Leadership

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Employ research methods for organizational analysis and problem solving.</i>		≥ 3	2024-2025
PLO-2	<i>Articulate a biblical philosophy of leading and following consistent with their vocation.</i>		≥ 3	2024-2025
PLO-3	<i>Apply Christian leader and follower principles.</i>		≥ 3	2024-2025

PLO-4	<i>Utilize leader and follower theories to diagnose and/or design organizations.</i>		≥ 3	2024-2025
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Master of Arts in Ministry

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Interpret the Bible in light of its historical-grammatical context</i>		≥ 3	2024-2025
PLO-2	<i>Utilize the Church's theological heritage as an important resource in their personal spiritual development and ministry</i>		≥ 3	2024-2025
PLO-3	<i>Evaluate ministries in light of the Great Commission and the Great Commandment</i>		≥ 3	2024-2025
PLO-4	<i>Lead in developing, designing, and implementing ministry programs</i>		≥ 3	2024-2025
PLO-5	<i>Communicate biblical and theological truths through preaching, teaching, writing, or such other ways as may be appropriate</i>		≥ 3	2024-2025

Master of Divinity

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Interpret the Bible in light of its historical-grammatical context.</i>		≥ 3	2024-2025
PLO-2	<i>Utilize the Church's historical and theological heritage as an important resource in their personal and spiritual development and ministry.</i>		≥ 3	2024-2025
PLO-3	<i>Articulate a biblical philosophy of ministry consistent with their vocation.</i>		≥ 3	2024-2025
PLO-4	<i>Communicate biblical and theological truths through preaching, teaching, writing, or in such other ways as may be appropriate.</i>		≥ 3	2024-2025
PLO-5	<i>Evaluate and develop ministries in light of the Great Commission and the Great Commandment.</i>		≥ 3	2024-2025
PLO-6	<i>Accurately and empathetically evaluate people and their personal</i>		≥ 3	2024-2025

	<i>circumstances and provide appropriate pastoral care or referral.</i>			
PLO-7	<i>Lead in developing goals and designing and implementing ministry.</i>		≥ 3	2024-2025
PLO-8	<i>Serve with Christian character in their personal and professional lives.</i>		≥ 3	2024-2025

Doctor of Ministry

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Articulate and apply a biblical philosophy of ministry.</i>		≥ 3	2024-2025
PLO-2	<i>Evaluate ministry efforts for biblical veracity and effective ministry outcomes.</i>		≥ 3	2024-2025
PLO-3	<i>Design and implement effective strategies for ministry settings.</i>		≥ 3	2024-2025
PLO-4	<i>Communicate researched conclusions with competence and purpose.</i>		≥ 3	2024-2025

Doctor of Philosophy in Organizational Leadership

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Demonstrate the ability to develop a philosophy of leadership consistent with a biblical worldview</i>		≥ 3	2024-2025
PLO-2	<i>Demonstrate the ability to apply leadership theories, principles, and practices to improve personal and organizational performance</i>		≥ 3	2024-2025
PLO-3	<i>Demonstrate the ability to analyze the cause(s) of organizational challenges and develop leadership recommendations to meet these challenges</i>		≥ 3	2024-2025
PLO-4	<i>Demonstrate the ability to synthesize and evaluate current theory and apply appropriate methodologies to conduct meaningful research in the field of leadership</i>		≥ 3	2024-2025

Doctor of Philosophy in Christian Scripture

Program Learning Outcome	Description	2023-2024 Competency	2023-2024 Desired Outcome	Next Assessment
PLO-1	<i>Develop Hebrew and Greek exegetical skills necessary for advanced engagement with the Christian Scripture</i>		≥ 3	2024-2025
PLO-2	<i>Synthesize, evaluate, and apply various methods of biblical interpretation and biblical theology to any text of the Christian Scripture</i>		≥ 3	2024-2025
PLO-3	<i>Understand the value of the biblical backgrounds and the history of interpretation of the Christian Scripture</i>		≥ 3	2024-2025
PLO-4	<i>Develop theories and methods of education as applied to teaching the Christian Scripture</i>		≥ 3	2024-2025
PLO-5	<i>Produce a well-researched and well-written dissertation related to the Christian Scripture</i>		≥ 3	2024-2025

Assessment Measure:

Educational Testing Service Proficiency Profile. The Educational Testing Service Measures of Academic Proficiency and Progress is a measure of general education skills: critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences. This exam is given to all incoming undergraduate students as a pre-test. It is given to all graduating undergraduates as a post-test. The results are compared to national performance and growth from entry to exit on critical thinking, reading, writing, and mathematics.

Expected Outcome:

The desired outcome for each area of testing greater than or equal to the 50th percentile.

Assessment Measure:

Grade Distribution. Grade distributions are collected each semester according to the mode of delivery and degree level. Course grades are utilized as a direct assessment of the student's ability to demonstrate course learning outcomes. The competency scale for grades is as follows: A (Excellent); B (Good); C (Average); D (Poor); and F (Fail).

Expected Outcome:

The desired outcome for competency is that at least 75% of the class have a performance greater than or equal to C (Average).

Information Literacy Learning Outcomes

Assessment Measure:

Each of Luther Rice College and Seminary's educational programs has expected Information Literacy Learning Outcomes, which are assessed annually. These outcomes are created by the Director of Library Services and Administration and implemented in conjunction with the faculty through the use of embedded instruction.

The work products selected for assessment are selected from foundational courses within each program. The assessors use rubrics specific to the program to assess student competency. The rubrics are scaled from 1 or 2 (Incompetent) to 5 or 6 (Very Competent), with an expected outcome of greater than or equal to 3 (Competent).

The new ACRL Framework intentionally leaves room for institutions to write their Learning Outcomes, based on the six frames. Listed below are the learning outcomes composed and approved by the Information Literacy Committee. Each frame has been restated at a Learning Outcome for each program level. ILLO 1.1 represents Frame 1 at an undergraduate level, ILLO 1.2 represents Frame 1 at a graduate level, and ILLO 1.3 represents Frame 1 at a doctoral level, and so on.

Expected Outcome:

The desired outcome for each Information Literacy Learning Outcome is a competency level of greater than or equal to 5.

Undergraduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2023-2024 Desired Outcome	Next Assessment
Frame 1.1	<i>Students look for indicators of quality when seeking information, distinguishing reliable from unreliable sources.</i>	≥ 3	2024-2025
Frame 2.1	<i>Some variety evident in selection of sources.</i>	≥ 3	2024-2025
Frame 3.1	<i>Students cite sources appropriately and relate sources' claims accurately.</i>	≥ 3	2024-2025
Frame 4.1	<i>Students seek information from multiple perspectives.</i>	≥ 3	2024-2025
Frame 5.1	<i>Students make an attempt to assess sources' logic and evidence instead of simply summarizing conclusions.</i>	≥ 3	2024-2025
Frame 6.1	<i>Students make a focused argument, limiting the scope of research appropriately.</i>	≥ 3	2024-2025

Graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2023-2024 Desired Outcome	Next Assessment
Frame 1.2	<i>Students use sources with an appropriate level of authority.</i>	≥ 3	2024-2025
Frame 2.2	<i>Students seek a wide range of sources in a variety of formats including journals, monographs, and reference materials.</i>	≥ 3	2024-2025
Frame 3.2	<i>Students employ information ethically. Sources' claims are represented accurately, without misrepresentation or mischaracterization. Sources are quoted and cited appropriately according to the latest edition of A Manual for Writers.</i>	≥ 3	2024-2025
Frame 4.2	<i>Students seek information from various biblical interpretive models and theological viewpoints, with emphases on significant historical perspectives.</i>	≥ 3	2024-2025
Frame 5.2	<i>Students think critically, setting the various biblical interpretive models and theological viewpoints in dialog.</i>	≥ 3	2024-2025
Frame 6.2	<i>Students make a focused argument, limiting the scope of research appropriately.</i>	≥ 3	2024-2025

Post-graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2023-2024 Desired Outcome	Next Assessment
Frame 1.3	<i>Students use sources with an appropriate level of authority.</i>	≥ 3	2024-2025
Frame 2.3	<i>Students seek a wide range of sources in a variety of formats including journals, monographs, and reference materials.</i>	≥ 3	2024-2025
Frame 3.3	<i>Students employ information ethically. Sources' claims are represented accurately, without misrepresentation or mischaracterization. Sources are quoted and cited appropriately.</i>	≥ 3	2024-2025
Frame 4.3	<i>Methodological research is both broad and evaluative. Student researches the methods of numerous other</i>	≥ 3	2024-2025

	<i>authors (broad), and highlights points of similarity and dissimilarity among them (evaluative).</i>		
Frame 5.3	<i>Methodological research is intellectually rigorous. Student goes beyond merely summarizing what prior researchers have done by examining the reasons and rationales in their work.</i>	≥ 3	2024-2025
Frame 6.3	<i>Students make meaningful contributions to the field of study.</i>	≥ 3	2024-2025

Student Achievement

Graduation Rate

Assessment Measures:

Historically, the data collected for the graduation rate assessment originated from undergraduate students using the 150% rule from the TRACS Annual Report and IPEDS. However, the criteria for the measurement were first-time full-time students, which makes up a significantly small amount of students for Luther Rice, given the non-traditional student profile of the institution.

Therefore, to best represent the entire Luther Rice population of students with regard to graduation rate, Luther Rice will not use the IPEDS and Annual Reports to assess graduation rates in this report. Instead, an alternative calculation utilized by the institution will be used. The calculation captures all students (by program and by year) and determines whether they graduated within the prescribed timeframe. This graduation rate assessment is captured in the Student Affairs department assessment.

Expected Outcomes:

Undergraduate Graduation Rate: Greater than 36.2% within six years (November 2023 National Student Clearinghouse Research Center "Completing College National and State Reports" Figure 7 – 6-year outcomes for students who started at four-year private nonprofit institutions as exclusively part-time).

<https://nscresearchcenter.org/completing-college/>

Graduate Graduation Rate: Greater than 50% within the allotted time for degree per Luther Rice Catalog -2014 Cohort (MA, MDIV, and DMIN) Internal Luther Rice Benchmark

Job Placement Rate

Assessment Measures:

Luther Rice College and Seminary's mission is "to serve the church and community by providing biblically-based on-campus and distance education to Christian men and women for ministry and the marketplace with an end to granting undergraduate and graduate degrees." Luther Rice serves the church by educating Christian men and women for ministry. Thus, a key indicator of success is the job placement rate. Luther Rice collects job placement data using the Alumni Survey, which is issued annually. The survey asks participants to indicate whether or not they are currently active in the field for which they were educated.

Expected Outcomes:

The institution's expected outcome for Total Job Placement Rate is greater than or equal to 75%.

Ministry Placement Rate

Assessment Measures:

Luther Rice College and Seminary's mission is "to serve the church and community by providing biblically-based on-campus and distance education to Christian men and women for ministry and the marketplace with an end to granting undergraduate and graduate degrees." A key component of the institution's mission is to serve the church by educating Christian men and women for ministry. Thus, a key indicator of success is the degree to which graduates are not only prepared for ministry but placed in ministry settings. Luther Rice collects ministry placement data using the Alumni Survey. In particular, the survey asks respondents to indicate their current ministry involvement as either full-time (paid), part-time (paid), volunteer (unpaid), not involved in ministry, other, or not applicable.

Expected Outcomes:

The institution's expected outcome for ministry placement is greater than or equal to 90%

Student Retention Rate

Assessment Measures:

Retention is calculated each year in total and by program, fall semester to fall semester. The expected outcome measures total retention.

Expected Outcomes:

The institution's expected outcome for the 2023-2024 Total Retention Rate is 65%

Comparability of On-campus and Distance Education

Assessment Measure:

Syllabus Review Rubric. Each year, syllabi are evaluated to ensure that each essential element is included. Luther Rice College & Seminary requires that courses offered through distance education and courses offered on-campus are comparable.

Expected Outcomes:

The syllabus rubric will demonstrate that the review by the Academics Department is completed. Sample syllabi will be provided to show comparability. In the 2022-2023 Assessment Report, the syllabus for TH 6301-Systematic Theology I (Online) and the syllabus for TH 6301-Systematic Theology I (On-Campus) are available to demonstrate their comparability.

Faculty

Assessment Measures:

Instructional Staff Listing. Each semester, the institution updates the Instructional Staff Listing (ISL). Luther Rice College & Seminary requires all of its full-time and part-time faculty to have the appropriate credentials.

Expected Outcomes:

Appropriate is defined as at least 18 credit hours in a completed degree program one level higher than the degree level in which the faculty member teaches. For example, those teaching undergraduate

courses must have a completed master's degree in the field that they teach with at least 18 credit hours within the field that they teach. In addition, the institution desires that all full-time faculty have terminal degrees within their teaching field.

Luther Rice desires to keep the full-time/part-time faculty mix at approximately 75% full-time, 25% part-time in total.

Assessment Measures:

Annual Faculty Profile. Each spring, faculty undergo an annual evaluation. The faculty member is required to complete an annual faculty profile, and the faculty member's supervisor is required to evaluate the faculty member's performance, on-campus teaching, and online course design.

As a part of the Annual Faculty Profile, Course student evaluations are collected and summarized for the fall, spring, and summer semesters. All courses are evaluated (online, on-campus, undergraduate, and graduate). Each spring, the course evaluations are reviewed by the Dean of the College and Seminary and faculty members during annual evaluations. Faculty members are required to review the results of their respective courses and answer questions such as "Did written comments indicate any weaknesses?" and "What changes will you make in your courses as a result of this review?" The VP of Academic Affairs subsequently reviews the answers and scores each faculty member under the Student Satisfaction performance area of their annual evaluation.

Expected Outcomes:

The desired outcomes for these areas are greater than or equal to 3 (Satisfactory); greater than or equal to 2 (Satisfactory); and greater than or equal to 2 (Accomplished), respectively.

Annual Faculty Profile

Performance Area	2023-2024 Average Score	Desired Outcome	Next Assessment
Knowledge of Discipline		≥ 3	2025
Work Quality		≥ 3	2025
Productivity (Full Time Only)		≥ 3	2025
Initiative and Resourcefulness (Full Time Only)		≥ 3	2025
Communication/Listening Skills		≥ 3	2025
Cooperation		≥ 3	2025
Attendance/Punctuality (Full Time Only)		≥ 3	2025
Planning and Organizing Effectiveness (Full Time Only)		≥ 3	2025
Student Satisfaction		≥ 3	2025
Work Ethics and Values		≥ 3	2025

Professionalism/Dress/Attitude/Conduct (Full Time Only)		≥ 3	2025
Scholarly Activity (Full Time Only)		≥ 3	2025
Institutional Support (Full Time Only)		≥ 3	2025

Performance Evaluation for On-campus Teaching

Performance Area	2023-2024 Average Score	Desired Outcome	Next Assessment
Reviews to assess students' prior knowledge		≥ 3	2025
Objectives of the lesson		≥ 3	2025
Instruction begins at the knowledge level		≥ 3	2025
Interacts with students during the lesson		≥ 3	2025
Problem Solving		≥ 3	2025
Higher Order Thinking Skills		≥ 3	2025
Thinking Time		≥ 3	2025
Incorporates Group Work		≥ 3	2025
Multiple Learning Styles		≥ 3	2025
Use of Technology and PowerPoint		≥ 3	2025
Summary		≥ 3	2025

Online Course Design Evaluation

Performance Area	2023-2024 Average Score	Desired Outcome	Next Assessment
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Introduction and Overview		≥ 3	2025
Learning Outcomes		≥ 3	2025
Assessment		≥ 3	2025
Materials		≥ 3	2025
Interaction		≥ 3	2025
Technology		≥ 3	2025
Navigation		≥ 3	2025
Student Support		≥ 3	2025
Access		≥ 3	2025

Assessment Measure:

Faculty Satisfaction is evaluated annually in April/May by the Faculty Satisfaction Survey. The faculty members assess workload, faculty development, faculty evaluation process, academic freedom, understanding of the mission or purpose statement, faculty handbook, input, faculty-student ratio, communication, salary and benefits, availability of contract in a timely fashion, student preparation, library, equipment and materials, IT and technology, facilities, and grounds. Respondents can make any comments or recommendations that they want.

Assessment of the Faculty Satisfaction Survey is conducted through department assessments. Survey questions that pertain specifically to a Luther Rice department are addressed in the respective department's assessment for the year. The remaining questions that are more general are addressed in the Academics department assessment.

Expected Outcomes:

Faculty Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the respective department assessment.

Administrative Support Services

Department Assessments

Assessment Measures:

Luther Rice administrative support services are assessed using various direct and indirect assessment measures via the department assessments. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all administrative support service-related departments.

Refer to the assessment measures and expected outcomes in the department assessments for the following academic and student support-related areas:

1. Office of the President
2. Office of the Executive Vice President
3. Office of Financial Affairs
 - A. Accounting
 - B. Facilities
4. Office of Academic Affairs
 - A. Faculty
 - B. Institutional Effectiveness
5. Office of Administration Affairs
 - A. Enrollment Management
 - B. Recruitment
 - C. Marketing
 - D. Planning and Budgeting

Academic and Student Support Services

Department Assessments

Assessment Measures:

Luther Rice's academic and student support services are assessed using various direct and indirect assessment measures via department assessments. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all academic and student support service-related departments.

Refer to the assessment measures and expected outcomes in the department assessments for the following academic and student support-related areas:

1. Office of Financial Affairs
 - A. Students Accounts
2. Office of Academic Affairs
 - A. Library
 - B. Registrar
 - C. Book Services
3. Office of Administrative Affairs
 - A. Admissions
 - B. Financial Aid
 - C. Security
4. Office of Student Affairs
 - A. Academic Advising
 - B. Career Services
 - C. Student Government Association
 - D. Retention and Student Success
5. Office of Information Technology

New Student Orientation

Assessment Measure:

The New Student Orientation is assessed each spring semester using the New Student Orientation Survey and annually using the Student Satisfaction Survey. In addition, the Enrollment Management and Student Success department assessments address Student Orientation matters as needed.

Expected Outcome:

The desired outcome for New Student Orientation Survey is 100% strongly agree/agree.

Student Satisfaction Survey Question Result: Disagree/Strongly Disagree less than 5%

Finances

Luther Rice Financial Affairs are assessed using various direct and indirect assessment measures via the Financial Affairs Department Assessment. Assessment measures, expected outcomes, assessment results, the impact of changes/improvements, and planned use of assessment results are identified for all financial affairs-related departments.

External Financial Audit

Assessment Measure:

Annual external financial audit

Expected Outcome:

Unqualified audit opinion

Management Letters/Audit, UNAEP, and Cash Flow

Assessment Measures:

Management Letter/Audit): Annual external financial audit

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

Sufficient Cash Flow: Cash Reserves per Audited Financial Statements

Expected Outcomes:

Management Letter/Audit: Annual audit is completed with an unqualified audit opinion

UNAEP: Change is positive each year

Sufficient Cash Flow: Increase of ~\$100,000 cash: 2021/2022 vs. 2022/2023

Priority to Learning Needs

Assessment Measure:

Luther Rice expenditure information is gathered from the Statement of Activities in the external financial audit each year. The data is used to assure that the institution is appropriately allocating spending in the areas of Instruction, Academic Support, and Student Services.

Expected Outcomes:

Luther Rice expects to remain within the expense % allocation that the institution has maintained for the past 3 years.

Instruction: 36% to 37%

Academic Support: 19% to 20%

Student Services: 14% to 15%

Total: 69% to 72%

Composite Financial Index and USDE Financial Stability Ratio

Assessment Measure:

From the annual audited data, the Composite Financial Index score is calculated using the primary reserve ratio, net income ratio, and the return on net assets ratio. The USDE Financial Stability Ratio is also calculated.

Expected Outcomes:

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

Institutional Default Ratio

Assessment Measure:

Federal Financial Aid Loan Cohort Default Rate

Expected Outcomes:

Less than or equal to the national average: currently 0.00% for the cohort year 2020. This outcome cannot be obtained this year since the federal government did not require graduates to make payments on student loans due to the COVID-19 pandemic.

<https://fsapartners.ed.gov/knowledge-center/topics/default-management/official-cohort-default-rates-schools>

Financial Ratios

Assessment Measures:

The Luther Rice external auditor CapinCrouse computes the following ratios each year. The goal is for the ratios to trend according to their respective benchmarks. Concerning the ratios, the auditor addresses two questions each year: is the institution clearly financially healthy at the balance sheet date, and is the institution better off at the end of the fiscal year than it was at the beginning?

1. Primary Reserve Ratio
2. Net Income Ratio
3. Return on Net Assets Ratio
4. Is the institution healthy on the balance sheet date?
5. Is the institution better off at the end of the fiscal year than at the beginning?

Expected Outcomes:

1. Greater than 0.4
2. Between 2% and 4% (preferably greater than 3%)
3. Greater than 6.0%
4. Yes
5. Yes

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

Assessment Measures:

The UNAEP is calculated each year by the Luther Rice external auditor CapinCrouse and also tracked monthly by the institution. The UNAEP calculation is one indicator of a sound financial base, demonstration of financial stability, and assurance that the institution is living within its means.

Expected Outcomes:

The UNAEP should be positive each year.

Alumni Survey

Assessment Measure:

First-year, five-year, and ten-year graduates are surveyed annually in either December or January. The Alumni Survey asks the respondents to identify the year of graduation, degree and track, and ministry involvement. Additionally, the alumnus evaluates the extent to which Luther Rice prepares the person for ministry and that the program of study accomplishes various needs. Respondents also indicate whether they or their church have financially contributed to the institution. The survey concludes with the opportunity to make suggestions, including suggestions for improvement at Luther Rice.

Expected Outcomes:

Assessment of the Alumni Survey is conducted through the Administration department assessment.

Alumni Survey Question Result: Disagree/Strongly Disagree less than 15%

Survey questions that result in a disagree/strongly disagree greater than or equal to 15% are reviewed and addressed for improvement in the Administration department assessment.

Assessment Calendar

Date	Assessment	Office Responsible
Late June/Early July	Executive Vice President and Provost reviews the next academic year's Assessment Calendar and revise.	Institutional Effectiveness
July	Library Annual Report, including the Collection Development Analysis	Library
Aug	IPEDS Opens: IC Header	Institutional Effectiveness
Aug	New Student Orientation Survey	Institutional Effectiveness
Aug	Summer Course Evaluations/Surveys	Institutional Effectiveness

Aug	Grade Distributions for Summer Semester	Registrar
Sept	IPEDS Opens: Institutional Characteristics; Completions; & 12-Month Enrollment	Institutional Effectiveness
Sept	Audited Financial Statement, Financial Ratios Computed, and Analyzed	Academic Affairs
Sept	Department Assessment reviews performed with all departments	Institutional Effectiveness
Oct	Faculty Roster updated after each Fall and Spring Semester	Academic Affairs
Oct	IPEDS DUE: (Fall Collector) Institutional Characteristics; Completions; & 12-Month Enrollment	Institutional Effectiveness
Oct 31	SACSCOC Annual Report	Academic Affairs and Institutional Effectiveness
Oct 31	TRACS Annual Report/Dues	Academic Affairs and Institutional Effectiveness
Oct 31	Department Assessments Updated	Institutional Effectiveness
Nov 15	ABHE Annual Report/Dues	Academic Affairs and Institutional Effectiveness
Nov 15	Student Services Survey	Institutional Effectiveness
Dec	IPEDS Opens: <u>Winter Collection</u> DUE in Feb: Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures. <u>Spring Collection</u> DUE in April: Academic Libraries, Fall Enrollment, Finance, & Human Resources.	Institutional Effectiveness
Dec	Fall Course Evaluations/Surveys	Institutional Effectiveness
Dec	Grade Distributions	Registrar
Dec	Strategic Plan, Enrollment Management Plan, Assessment Report, Assessment Plan, and Financial Budget completed and presented to the President	Respective Committees

Late Dec/Early Jan	Revise/Update Assessment Plan for current academic year	Institutional Effectiveness
Jan	Alumni Survey (Sent to: 1 year; 5 years; 10 years Alumni)	Institutional Effectiveness
Jan - Sept	<p>Program Review Process</p> <p><u>Jan – Mar:</u></p> <p>Gather data (5 academic years' worth) for the appropriate programs.</p> <p><u>Data required:</u> Alumni Survey; Exit Interview; Grade Distribution; PLO Assess Report; Co Eval Results; SSS Results; Co Evals by program</p> <p><u>Mar – Aug:</u></p> <p>Program reviews conducted by program committees.</p> <p><u>Sept:</u></p> <p>Committees present the program review results and respective plan.</p>	Academic Affairs and Institutional Effectiveness
Jan	Strategic Plan, Enrollment Management Plan, Assessment Plan, and Financial Budget to BOT	Institutional Effectiveness
Late Dec/Mid Jan	Due: GA-SARA & NC-SARA Renewal/Annual Fees (GA-SARA requires 45 days prior to actual due date in Feb).	Institutional Effectiveness
Mid Jan	College Board Survey (notified via email when survey is available & when it's due).	Institutional Effectiveness
Feb	IPEDS DUE: <u>Winter Collection:</u> Admissions; Graduation Rates; 200% Graduation Rates; Student Financial Aid, & Outcome Measures.	Institutional Effectiveness
Feb/March	International Student Services Survey (ISS)– Spring Semester	Institutional Effectiveness
Mar	Student Services Survey (other ½ of academic year students take) (A, C, F, etc. **After completion of Results, do Student Services Survey Comparison Chart update	Institutional Effectiveness

Mar	Faculty, Administration, and Staff Employee Performance Evaluations	Institutional Effectiveness
April	IPEDS DUE: <u>Spring Collection</u> : Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance; & Human Resources	Institutional Effectiveness
April	Faculty Library Survey	Library
April	Compile Graduate Job Placement Survey Results (survey part of graduation application)	Institutional Effectiveness
April	Faculty/Staff Satisfaction Survey	Institutional Effectiveness
April	Spring Course Evaluations/Surveys	Institutional Effectiveness
April	Exit Interviews	Institutional Effectiveness
May	Foundational Standards Review Process (Administration, Faculty, & Staff)	Institutional Effectiveness
Early/Mid-May	NC-SARA Annual Reporting (after IPEDS Spring submission) OL Enrollment by State (instructions in IE/State Auth/SARA/NC SARA for Data Reporting Guide)	Institutional Effectiveness
May	Board Evaluation – (completed by BOT at May BOT Mtg)	Board of Trustees/President
May	CEO Evaluation – (completed by BOT at May BOT Mtg)	Board of Trustees/President
May/June	Review of Institutional Learning Outcomes (ILOs) (every 5 years)	Academic Affairs and Institutional Effectiveness
May	ETS Proficiency Profile/MAPP (Measures Gen Ed) aka ETS=Educational Testing Svc; MAPP=Measure of Academic Proficiency & Progress; administer begin of April every year to ALL upcoming UG graduates	Academic Affairs
May	Grade Distributions (available the Wed after the end of the spring semester)	Registrar
Early June	GNPEC (GA) – Send most recent (always the prior completed year's Audited Financial Statement) Create letter/email and send to GNPEC.	Financial Affairs and Institutional Effectiveness

June	Review of Program Learning Outcomes (PLOs) Annually (former Academic Year) (part of the Assessment Report). Reported at Faculty Summit	Academic Affairs and Institutional Effectiveness
Early July	ETS Prof Profile Results (given to all incoming UGs/first time at Luther Rice). Administered by Academics Dept. the first month of every semester.	Academic Affairs

Annual Assessment Report

Assessment data is collected per the assessment calendar and is reviewed by the responsible department or individual in the annual assessment report. The assessment report summarizes the impact of changes/improvements made during the current assessment year. The measured impact is from the prior years' changes or improvements that were made according to the prior years' assessment results. The assessment report also summarizes the planned use of the current year's assessment results (impact to be measured in future years' assessment reports).