

LUTHER RICE COLLEGE AND SEMINARY



ASSESSMENT PLAN 2025-2026

Approved by the Board January 30, 2026

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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.

¹SACSCOC, *The Principles of Accreditation: Foundations for Quality Enhancement*, 19.

²TRACS, *Accreditation Manual*, 16-17.

³ABHE, *Commission on Accreditation Manual*, 16.

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.

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

Assessment Areas

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 *2025-2031 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 *2025-2031 Enrollment Management Plan and Financial Budget* for expected outcomes with regards to enrollment and other performance-related items for the years 2025-2031.

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 met 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

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

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 *2025-2030 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 *2025-2030 Strategic Plan* will be identified in the *2026-2031 Strategic Plan*.

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

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 2025/2026.

Expected Outcomes:

\$300,500: 2025/2026 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.

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	2024-2025 Average Score	Desired Outcome	Next Assessment
Knowledge of Discipline		≥ 3	2027

Work Quality		≥ 3	2027
Productivity (Full Time Only)		≥ 3	2027
Initiative and Resourcefulness (Full Time Only)		≥ 3	2027
Communication/Listening Skills		≥ 3	2027
Cooperation		≥ 3	2027
Attendance/Punctuality (Full Time Only)		≥ 3	2027
Planning and Organizing Effectiveness (Full Time Only)		≥ 3	2027
Student Satisfaction		≥ 3	2027
Work Ethics and Values		≥ 3	2027
Professionalism/Dress/Attitude/Conduct (Full Time Only)		≥ 3	2027
Scholarly Activity (Full Time Only)		≥ 3	2027
Institutional Support (Full Time Only)		≥ 3	2027

Performance Evaluation for On-campus Teaching (If On-campus Courses are Offered)

Performance Area	2025-2026 Average Scored	Desired Outcome	Next Assessment
Reviews to assess students' prior knowledge		≥ 3	2027
Objectives of the lesson		≥ 3	2027
Instruction begins at the knowledge level		≥ 3	2027
Interacts with students during the lesson		≥ 3	2027
Problem Solving		≥ 3	2027
Higher Order Thinking Skills		≥ 3	2027

Thinking Time		≥ 3	2027
Incorporates Group Work		≥ 3	2027
Multiple Learning Styles		≥ 3	2027
Use of Technology and PowerPoint		≥ 3	2027
Summary		≥ 3	2027

Online Course Design Evaluation

Performance Area	2024-2025 Average Score	Desired Outcome	Next Assessment
Introduction and Overview		≥ 3	2027
Learning Outcomes		≥ 3	2027
Assessment		≥ 3	2027
Materials		≥ 3	2027
Interaction		≥ 3	2027
Technology		≥ 3	2027
Navigation		≥ 3	2027
Student Support		≥ 3	2027
Access		≥ 3	2027

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.

Staff

Assessment Measure:

Staff Performance Appraisal. Staff personnel are 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.

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:

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.

Program	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031
Certificate Programs						X
Associate of Arts in General Studies					X	
Bachelor of Arts in Business Administration						X
Bachelor of Arts in Psychology		X				
Bachelor of Arts in Religion				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 Christian Scripture				X		
Doctor of Philosophy in Organizational Leadership			X			

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 2029-2030.

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	2029-2030
<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	2029-2030
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 3	2029-2030
<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	2029-2030
<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	2029-2030
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both the written and spoken word</i>		≥ 3	2029-2030

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 2025.

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%	2026
<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%	2026
<i>ILO-3— Pastoral/Leadership</i>	<i>The ability to shepherd and to lead others in ecclesiastical and workplace contexts</i>		≥ 90%	2026
<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%	2026
<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%	2026
<i>ILO-6—Communication</i>	<i>The ability to communicate effectively and accurately through both</i>		≥ 90%	2026

	<i>the written and spoken word</i>			
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General Education Learning Outcomes (GELOS)

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 an undergraduate degree 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 2025. For more details regarding Program Learning Outcome assessment, please request the *2024-2025 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	2025-2026 Competency	2025-2026 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	2026-2027
GELOCOM-2	<i>Paragraph organization - each paragraph addresses a single topic that contributes to the overall argument of the essay or speech.</i>		≥ 3	2026-2027
GELOCOM-3	<i>Sentence style - the sentences of the essay or speech flow smoothly and clearly and demonstrate facility with English grammar.</i>		≥ 3	2026-2027

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	2026-2027
GELOCOM-5	<i>Research/Information Literacy - the student uses appropriate sources to support claims.</i>		≥ 3	2026-2027
GELOLIT-1	<i>Statement of meaning (thesis) - the student identifies the author's message or purpose in writing/creating.</i>		≥ 3	2026-2027
GELOLIT-2	<i>Analysis of genre - the student identifies and describes the work's genre.</i>		≥ 3	2026-2027
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	2026-2027
GELOLIT-4	<i>Comparison with other works (theme) - the student examines thematic connections between the selected work and other works of art.</i>		≥ 3	2026-2027
GELOPSP-1	<i>Focus – the sections of the speech make a unified argument. All sections support the same argument.</i>		≥ 3	2026-2027
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	2026-2027
GELOPSP-3	<i>Appeal – the speaker catches listeners' interest at the beginning of</i>		≥ 3	2026-2027

	<i>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>			
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	2026-2027
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	2026-2027

E-Proficiency Profile Area of Competency	2025-2026 Competency	2025-2026 Desired Outcome	Next Assessment
E-Proficiency Profile: Writing		>Comparison Group	2026-2027
E-Proficiency Profile: Critical Thinking		>Comparison Group	2026-2027
E-Proficiency Profile: Humanities		>Comparison Group	2026-2027
E-Proficiency Profile: Natural Sciences		>Comparison Group	2026-2027
E-Proficiency Profile: Social Sciences		>Comparison Group	2026-2027
*Total Score:		>Comparison Group	2026-2027

Program and Course Learning Outcomes (PLOS and CLOS)

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 2026. For more details regarding Program Learning Outcome assessment, please request the *2024-2025 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.

Information Literacy Learning Outcomes (ILLOS)

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	2024-2025 Desired Outcome	Next Assessment
Frame 1.1	<i>Students look for indicators of quality when seeking information, distinguishing reliable from unreliable sources.</i>	≥ 3	2025-2026

Frame 2.1	<i>Some variety evident in selection of sources.</i>	≥ 3	2025-2026
Frame 3.1	<i>Students cite sources appropriately and relate sources' claims accurately.</i>	≥ 3	2025-2026
Frame 4.1	<i>Students seek information from multiple perspectives.</i>	≥ 3	2025-2026
Frame 5.1	<i>Students make an attempt to assess sources' logic and evidence instead of simply summarizing conclusions.</i>	≥ 3	2025-2026
Frame 6.1	<i>Students make a focused argument, limiting the scope of research appropriately.</i>	≥ 3	2025-2026

Graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2024-2025 Desired Outcome	Next Assessment
Frame 1.2	<i>Students use sources with an appropriate level of authority.</i>	≥ 3	2025-2026
Frame 2.2	<i>Students seek a wide range of sources in a variety of formats including journals, monographs, and reference materials.</i>	≥ 3	2025-2026
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	2025-2026
Frame 4.2	<i>Students seek information from various biblical interpretive models and theological viewpoints, with emphases on significant historical perspectives.</i>	≥ 3	2025-2026
Frame 5.2	<i>Students think critically, setting the various biblical interpretive models and theological viewpoints in dialog.</i>	≥ 3	2025-2026
Frame 6.2	<i>Students make a focused argument, limiting the scope of research appropriately.</i>	≥ 3	2025-2026

Post-graduate Information Literacy Learning Outcomes

Outcome ID	Learning Outcome	2024-2025 Desired Outcome	Next Assessment
Frame 1.3	<i>Students use sources with an appropriate level of authority.</i>	≥ 3	2025-2026
Frame 2.3	<i>Students seek a wide range of sources in a variety of formats including journals, monographs, and reference materials.</i>	≥ 3	2025-2026
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	2025-2026
Frame 4.3	<i>Methodological research is both broad and evaluative. Student research the methods of numerous other authors (broad), and highlights points of similarity and dissimilarity among them (evaluative).</i>	≥ 3	2025-2026
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	2025-2026
Frame 6.3	<i>Students make meaningful contributions to the field of study.</i>	≥ 3	2025-2026

Quality Enhancement Plan (RISE)

Luther Rice College and Seminary has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Luther Rice will launch its inaugural QEP in the fall of 2025. Over the next five years, the QEP will teach undergraduate students to: 1) cite sources appropriately and relate their claims accurately, 2) seek information from multiple perspectives, and 3) assess sources' logic and evidence instead of simply summarizing conclusions.

Assessment Measure:

The QEP will be implemented in 18 undergraduate courses. Each course includes three QEP lessons, and each lesson is linked to an assignment demonstrating students' learning. These assignments will be collected and assessed to evaluate students' achievement.

The QEP Steering Committee refers to the three lessons the "Information-level lesson," the "Practice-level lesson," and the "Mastery-level lesson." As these names suggest, the Information-level and Practice-level lessons are formative while the Mastery-level lesson is summative. Accordingly, the assignments collected from the Information-level and Practice-level lessons will be formative assessments while the assignment collected from the Mastery-level lesson will be summative. The Information-level lesson will be delivered the first week of the semester, the Practice-level lesson the seventh-eighth week, and the Mastery-level lesson the twelfth week. The lessons build on each other in terms of both instructional content and assessment. As instructional content increases in rigor and complexity, assessment follows suit.

The Information-level assessment is a short quiz designed to measure students' understanding of terms and concepts initially broached in the Information-level lesson. The quiz consists of short multiple-choice questions that will be graded automatically by Moodle, Luther Rice's LMS. The data from this Information-level assessment will enable the QEP Implementation Committee to determine the accuracy of students' understanding from their first exposure to the QEP. Should the Implementation Committee observe that a quiz question is missed frequently, the instructional materials in the "Information-level lesson" will be changed to address the gap.

The Practice-level assessment is a short-written exercise demonstrating students' ability to implement the skills they have learned in the Information-level and Practice-level lessons. This exercise will be scored by the professor of the course via a rubric designed by the QEP Steering Committee. Rubric data will be collected from all 18 courses and presented to the QEP Implementation Committee. This data will enable the QEP Implementation Committee to gauge student achievement and to determine whether changes are necessary to the Information-level and Practice-level instructional materials.

The Mastery-level assignment is a full research paper demonstrating students' cumulative ability to implement the skills they have learned in the Information-, Practice-, and Mastery-level lessons. The research paper will be graded by the professor of the course using a rubric designed by the QEP Steering Committee. Rubric data will be collected from all 18 courses and presented to the QEP Implementation Committee. This data will enable the QEP Implementation Committee to make necessary changes to the Information, Practice, and Mastery lessons.

The QEP Implementation Committee will meet twice per semester, once at the beginning of the semester and again at the end. This twice-semesterly schedule will enable the Implementation Committee to compare data from previous semesters with the current semester, note changes and trends, and determine curricular alterations to be made. The QEP Director and the Administrative Assistant for Academic Affairs will then implement the alterations determined by the QEP Implementation Committee.

Expected Outcomes:

The expected outcomes of the Quality Enhancement Plan were informed by data from the Fall 2024/Spring 2025 pilot phase. For details, refer to the institution's *2025-2030 Quality Enhancement Plan*.

Student Achievement

Luther Rice College and Seminary identify, evaluates, and publishes goals and outcomes for student achievement. Four criteria are used to assess student achievement and success: 1) student retention rate, 2) graduation rate, 3) job placement rate, and 4) ministry placement rate. These criteria are evaluated via multiple assessment measures.

Assessment Measures:

Luther Rice College and Seminary calculate student retention by evaluating continuous enrollment from one fall semester to the next. Retention is calculated in total and by degree level for all students.

Expected Outcomes:

Luther Rice identifies achievement goals, with minimum target levels of performance for student retention. The Enrollment Management and Retention Committee has set an expected outcome for Student Retention Rate of 70% for its entire student population with a minimum target level of 60%. This expected outcome was determined by the institution's analysis of historical retention rates as reflected in the 2024-2030 Enrollment Management Plan. The goal and minimal expectations are informed by an article from Journal of Global Education and Research, in which it was reported that retention rates for "fully online students were 60-65% compared to a 75-80% retention rate of students in blended or seated courses." Consequently, the institution's goal of 70.00% exceeds the reported data while establishing the minimal expectation.

Assessment Measures:

Graduation rate is another key indicator of student success. Luther Rice College and Seminary has identified the SACSCOC Institutional Profile as the indicator it uses to evaluate graduation rates for its undergraduate degree programs.

The SACSCOC Institutional Profile calculates graduation rates using first-time/full-time undergraduate students, which disregards returning, part-time, and otherwise non-traditional students. Since the majority of Luther Rice students are non-traditional with prior college experience, the first-time full-time criterion applies to very few students at Luther Rice.

Therefore, to represent the general population of students, Luther Rice uses an alternative calculation that assesses all students (by degree program and by year) to determine whether they graduate within program time limitations. The table below includes the institution's graduation rates for the last three years.

Expected Outcomes:

Luther Rice identifies achievement goals, with minimum target levels of performance for graduation rates. The Enrollment Management and Retention Committee has set an expected outcome for 2024-2025 Student Graduation Rate of 33.9% or greater for undergraduate degree

programs, with a minimum target level of 21%. In addition, the committee has an expected outcome for 2024-2025 Student Graduation Rate of 50% or greater for graduate degree programs, with a minimum target level of 35% for the Master of Divinity, 49% for Master of Arts degree programs, and 49% for doctoral degree programs.

While the institution uses its SACSCOC Institutional Profile as a formal indicator of achievement, this indicator reflects a traditional student body (i.e., First-time/Full-time Undergraduate Degree-seeking Student). Luther Rice College and Seminary serve a non-traditional student body (i.e., Non-first-time/Non-full-time Adult Learner).

The goal and minimal target level of performance for undergraduate graduation rates were informed by the National Student Clearinghouse's "Six Year Completion Rate Trends by Enrollment Type" for private/non-profit/four-year institutions, all institution types, and exclusively part-time students. The institution also used the National Center for Education Statistics to inform its selection of minimal target levels.

The goal and minimal target level of performance for master and doctoral graduation rates were informed by the institution's five year historical average.

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 and community by educating Christian men and women for ministry and the marketplace. 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. The table below includes the institution's job placement rates for the last three years.

Expected Outcomes:

Luther Rice identifies achievement goals, with minimum target levels of performance for job placement rates. The Enrollment Management and Retention Committee has set an expected outcome for job placement of 75% or greater for its entire student population, with a minimal target of 39%. This expected outcome was determined by the institution's analysis of historical job placement rates as reported by its alumni through the institution's annual alumni survey. The minimal target was determined by the institution's analysis of historical employment rates as reported by its exit interview given to each year's graduating class.

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:

Luther Rice identifies achievement goals, with minimum target levels of performance for ministry placement rates. The Enrollment Management and Retention Committee has set an expected outcome for ministry placement rates of 90% or greater for its entire student population, with a minimum target of 55%. This expected outcome was determined by the institution's analysis of historical ministry placement rates as reported by its alumni through the institution's annual alumni survey. The minimal target was determined by the institution's analysis of historical ministry rates as reported by its exit interview given to each year's graduating class.

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. This assessment measure will only be utilized when on-campus courses are offered for the year and semesters in question.

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 2024-2025 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. This expected outcome will only be utilized when on-campus courses are offered for the year and semesters in question.

Administrative Support Services

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. Administrative Affairs
 - A. Enrollment Management
 - B. Executive Vice President
 - C. Institutional Effectiveness
 - D. Marketing
 - E. Planning and Budgeting
 - F. President
 - G. Recruitment
2. Financial Affairs
 - A. Accounting

- B. Facilities
- 3. Academic Affairs
 - A. Faculty

Expected Outcomes:

The expected outcome for this area of assessment will vary from department to department. Refer to the department assessment for details related to each respective area of assessment.

Academic and Student Support Services

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. Administrative Affairs
 - A. Admissions
 - B. Financial Aid
 - C. Information Technology
 - D. Security
2. Financial Affairs
 - A. Student Accounts
3. Academic Affairs
 - A. Book Services
 - B. Library
 - C. Registrar
4. Student Affairs
 - A. Academic Advising
 - B. Career Services
 - C. Student Government Association

Expected Outcomes:

The expected outcome for this area of assessment will vary from department to department. Refer to the department assessment for details related to each respective area of assessment.

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.

Assessment Measure:

Annual external financial audit

Expected Outcome:

Unqualified audit opinion

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: 2024/2025 vs. 2025/2026

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 4 years.

Instruction: 36% to 37%

Academic Support: 19% to 20%

Student Services: 14% to 15%

Total: 69% to 72%

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.

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 2021. This outcome cannot obtain 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>

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

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 Services

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	Program Review Process Jan – Mar: Gather data (5 academic years' worth) for the appropriate programs. <u>Data required:</u> Alumni Survey; Exit Interview; Grade Distribution; PLO Assess Report; Co	Academic Affairs and Institutional Effectiveness

	Eval Results; SSS Results; Co Evals by program Mar – Aug: Program reviews conducted by program committees. Sept: Committees present the program review results and respective plan.	
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).