Grace School of Theology

Institutional Effectiveness Plan

2022-2023

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Institutional Effectiveness

Purpose
GRACE is fully committed to the need for and value of ongoing, continuous self-evaluation. The purpose of the Institutional Effectiveness Plan at Grace School of Theology is to support and implement the mission, vision, and goals through the purposeful, systematic collection of information. The analyzed data is be used to interpret, measure, and continuously improve the effectiveness of the seminary's programs, policies, and practices.

The overall goal of the IE Plan is to guide and enable a strong, integrated, campus-wide effectiveness and assessment process that adds to quality of teaching, learning, and institutional effectiveness. The intention is to help faculty, academic administrators, departmental staff, and executive leadership to develop and use effectiveness and assessment plans at every level within Grace School of Theology.

Introduction
The Institutional Effectiveness Plan (IE Plan) for Grace School of Theology was designed to guide the assessment process and to contribute to the understanding of how well the institution is accomplishing the academic, administrative, and strategic goals of the school. The underlying belief about assessment at GRACE is that only through school and departmental involvement and their resulting commitment to a continuing assessment process can the educational goals and mission of the institution be accomplished.

Assessment provides evidence of how well the institution is fulfilling its mission and helps identify areas for improvement. Three major assessment criteria are addressed by our annual *Institutional Effectiveness Reports*: (a) program improvement (student achievement); (b) accountability; and (c) the satisfaction of students. A comprehensive institutional assessment program supports continuous improvement of programs and services of the seminary, containing studies related to program reviews and direct assessments of outcomes from major areas of institutional interest. These activities may include surveys from students, faculty, staff, alumni, and board members. Units of assessment range from individual academic and service programs to the overall institution.

Planning and Assessment
Institutional Effectiveness (IE) at Grace School of Theology has four key elements:
A. Functional Area Assessment and Planning (Assess)
B. Analysis of Recommendations (Analyze)
C. Executive Planning (Align)
D. Governing Board (Act)

Faculty and staff assessments by functional area or department are conducted annually. Each functional area reviews data, provides summary analysis, recommends goals, and estimates potential budget needs. Data collection includes the following:

1. SWOTS
2. Surveys (internal) – Departmental
3. Surveys (external) – Alumni, Friends of Grace, etc.
4. IPEDS Reports
5. TRACS Annual Reports
6. ATS Annual Reports
8. Institutional Benchmarking
9. Internal Reviews – Departmental Reports/Minutes

Upon implementation of the collection of data and analysis, the Executive Management Team (EMT, Division Directors) summarize goals and budget recommendations for the Executive Leadership Team (ELT, Department Supervisors, Vice Presidents). Then the President of GRACE and the ELT engage in strategic planning. Planning and budgeting are based upon the visionary leadership of the President and input from the ELT who are charged with the responsibility of departmental recommendations. Data collection, analysis, goals, and budgets comprise the executive planning process from January through May of each year.

GRACE's institutional effectiveness process integrates the institutional mission with planning and assessment. A primary purpose of GRACE's IE process is to assure that plans are developed based on institutional goals consistent with the

institutions mission, as well as an annual systematic process of planning and evaluation that guides decision making. An additional goal of the IE process is to assure that the planning and budget development process incorporates evidence cited in the annual assessment reports. The diagram below illustrates the main goal of the Institutional Effectiveness Model (IEM): Institutional Effectiveness is guided by a focus on GRACE's mission, the development and refinement of goals and outcomes, an ongoing cycle of planning and assessment, planning and budgeting, and use of results for continuous improvement.

Institutional Effectiveness Model

Mission & Vision Statement: Grace School of Theology has a Mission and a Vision Statement. The institution has formulated a set of strategic initiatives, departmental goals and a budget to help guide them as it fulfills its Mission and Vision.

Department Assessments: Assessment and evaluation tools provide evidence of how well the seminary is fulfilling its mission and vision, and helps identify areas for improvement.

Department Assessment Analysis: Assessment Analysis is interpreting the results generated from the assessment and evaluation tools.

Department Strategic Planning: Departments collect and review all the data from the assessments for that cycle and determine if they have accomplished their initiatives and goals, if they need to modify them, or add new ones.

Departmental Budgeting Process: Departments must formulate a budget for accomplishing its updated strategic initiatives and departmental goals.

ELT Strategic Planning & Budgeting Process: The Executive Leadership reviews the updated strategic initiatives, with supporting assessment analysis, along with the proposed budget then modifies them as necessary before sending it to the BOT.

BOT Strategic Plan & Budget Input & Approval: The Board of Trustees reviews the updated initiatives along with the proposed budget then may make recommendations before approving.

Functional Areas

Institutional
Foundational Standards
The Foundational Standards of the institution are reviewed every other year (Fall 2023) by the Executive Leadership Team (comprised of the President and Vice Presidents) and Executive Management Team (comprised of Division Directors). Affirmation of current content or suggested revisions are determined by the ELT and any recommendations are presented to the Board of Trustees for consideration during its annual spring meeting (Spring 2024).

Governing Board
Self-Evaluation of Board Members
Each year, before or during the spring Board of Trustees meeting (May 2023), the Board conducts a self-evaluation. The Chairman of the Board gathers the results and summarizes it into a report for the Board to discuss.

Administration, Staff, and Publications
Presidential Evaluation by the Board of Trustees
The Board of Trustees conducts an annual performance appraisal of the President before or during the spring meeting (May 2023). The Chairman of the Board gathers the results and summarizes it into a report for the Board to discuss. The Chairman shall initiate a meeting with the President to discuss the appraisal and any

Executive Leadership Team Evaluations
The President conducts performance appraisals of the Executive Leadership Team. The evaluation includes a confidential meeting with each Vice President that includes any commendations, areas of needed improvement, and action plans for the next year.

Staff Evaluations
During the spring, Department Supervisors and Division Directors conduct an annual performance appraisal of institutional staff based on their job descriptions. The evaluation includes a confidential meeting with each employee that includes any commendations, areas of needed improvement, and action plans for the next year. Confidential evaluations are made part of permanent Human Resource records.

Publications, Policies, and Procedures
Division Directors conduct an annual evaluation of all publications (*Policies Manual*, *Strategic Plan*, *Institutional Effectiveness Plan*, *Academic Catalog*, *Student Handbook*, *Faculty Handbook*, *Employee Manual*), policies, procedures, and website. The Director of Regulatory Compliance collects and summarizes changes in any policies or publications for the Executive Leadership Team to discuss and approve. Once the ELT has approved the policies and/or publications, they make recommendations to the Board of Trustees for approval. The level of approval for policies is outlined below.

Policies Approved by The Board of Trustees
The Board of Trustees adopts official policies to establish direction for the seminary. This high-level policy helps define the mission and identity of the institution. This primarily includes, but is not limited to, the following:
1. The moral and legal responsibility for the institution.
2. The mission, vision, doctrinal statement, institutional objectives, and academic programs of the institution.
3. Approvals of the By-laws and major publications, and,
4. Any Board policy that is intended to govern the actions and conduct of the individual board members, administrators, employees, and agents representing the seminary.

Policies and Procedures Approved by the Executive Leadership Team
The President approves these by delegation of authority from the Board of Trustees. Executive Leadership Team members are expected to write drafts of policies and procedures for their areas of responsibility and submit them to the team for due consideration. Policies approved by the Executive Leadership Team will be presented to the Board of Trustees for information at the next regular Board meeting or as soon as practicable thereafter.

Policies and procedures approved at this level primarily include, but are not limited to, the following:
1. Modification of majors, minors, and disciplines within academic programs

2. Policies related to student admissions, enrollment, and graduation requirements.
3. Departmental processes, plans, manuals, and handbooks.
4. Action plans designed to achieve goals in the strategic plan.

Finances

External Audit

A certified external audit of financial statements is conducted each year with an auditor providing required management letters. The firm of Moja & Company conducts each annual audit. Information is reported to Executive Leadership Team and the Board of Trustees for planning purposes.

Cash Flow Analysis, Deficit Data, Debt Retirement

The institution employs the net asset model of accounting which is consistent with the policies and procedures provided by the AICPA and are reflected on the annual audited financial statements. The financial management process each year is designed to place the institution in a positive financial position including the limiting of management letters. Data is collected and reported monthly related to cash flow, deficit operations, and retirement of debt. Month-end financials are distributed to the President and prepared according to Generally Accepted Accounting Principles (GAAP). Monthly Financial Reports are sent to Board of Trustees.

Donor Income

Development officers of the institution work in collaboration with the Chief Operations Officer (COO/CFO) in formulating accurate and timely reports related to individual and corporate donations. Reports are compiled and analyzed for trends leading to potential revisions of fundraising activities and operations. All funds received are accurately and properly accounted for in institutional income categories and are audited according to established accounting procedures.

Institutional Default Analysis

The Financial Aid Officer has developed an organized database of Title IV funds approved and allocated. The database is compiled for historical statistics related to default rates. Information is compiled annually and compiled over five-year studies. Compliance reports are submitted according to policies required by the Higher Education Act related to Title IV funding. Historical default rates will be reported within the institution for the purpose of revision of financial aid counseling and enrollment. The institutional default rate goal is 20% or less.

Financial Ratios
- Primary Reserve Analysis
- Net Income Analysis
- Return on Net Asset Analysis
- Viability Analysis

The independent external financial audit compiles all data related to ratios. Analysis of data derived from audited summaries of the primary reserves, net income ratios, return on assets, and viability ratios are benchmarked according to criteria adopted by the institution. Results of such analyses are used in short term and long term financial planning.

Academic Affairs

Program Reviews

Program evaluations are conducted typically in 4-5 year cycles and use the Program Review Template. The program is typically benchmarked nationally against like Christian, Evangelical Seminary programs that are offering the same or similar degree program of the review. Typically, 4-6 institutions are benchmarked. The purpose of such evaluation is to ensure that the program is well structured and provides a depth required for quality and excellence in higher education.

Curriculum Reviews are conducted typically in conjunction with Program Reviews, but may also occur independently of formal five-year program reviews. As the data collected is analyzed and trends and anomalies are uncovered, adjustments may be recommended in regard to curriculum structure and delivery.

If there isn't a program review scheduled for the year, then student learning outcomes are assessed in preparation for a review of a program with a large number of required courses.

Program Review Schedule

Program	Previously Conducted Full Program Review	Previously Conducted Partial PLOs Assessed by Course	Planned Assessment Partial PLOs Assessed by Course	Planned Assessment Program Review
Biblical Studies Certificate (BSC)		2018	2023	
Diploma in Biblical Studies (DBS)		2018	2023	
Associate of Arts in Biblical Studies (AABS)		2018	2023	
Bachelor of Arts in Biblical Studies (BABS)	2018		2023	2024
Master of Ministry (MM)	2016	2020	2023	2024
Master of Arts (Biblical Studies) (MA(BS))	2017	2020	2023	2024
Master of Divinity (MDIV)	2021	2020	2025	2026
Master of Arts in Chaplaincy (MAC)	2022	2020		2027
Master of Arts in Military Chaplaincy (MAMC)			2023	2025
Master of Theology (ThM)	2022	2020		2027
Doctor of Ministry (DMin)	2022	2020		2027

Student Learning Outcomes

Grace realizes that student learning is best assessed using direct measures and has been intentional in using this process in its "culture of assessment."

Examples of direct measures are exams, quizzes, essays, and papers graded using a standardized rubric. Embedded direct assessments are ideal since they can focus on specific learning that is desired at the program level.

Graduation Rates, Completions Rates Job Placement Rates, Retention Rates

Graduation Rate: The institution defines Graduation Rate as the percentage of undergraduate, baccalaureate students who start as first-time, full-time, degree-seeking students and graduate within 150% of the normal (or expected) time for graduation. This rate is calculated each year in the summer after the Academic Year is over.

Job Placement Rate: Job Placement is defined as the percentage of graduates who find field-of-study related employment within 12 months of graduation. This data is collected via the Graduate Exit Survey and the Alumni Survey conducted in the spring prior to commencement.

Retention Rate: Retention Rate is defined as the percentage of first-time, full-time, degree-seeking students enrolled in the previous fall who re-enroll the following fall. This definition applies for students reported in the annual Student Achievement Report. Data for students who are not first-time and/or full-time is collected but is not included on the official report.

Surveys

A Course Survey is conducted at the end of each Module for each course that is concluding. The results are collected for each Faculty and course then distributed to the faculty member and their immediate supervisor. The results are used to help the faculty with improving the course but also in the yearly faculty evaluations conducted in February.

Library Services

The Library Services Division at GRACE has set its own mission that is consistent with the school's mission. Data is collected each semester from End of Course Surveys and annually from the Student Satisfaction Survey. Recommendations generated from the results are tied to the strategic plan, evaluated and processed with the VP of Academics for budget proposals, and then sent to the Executive Leadership Team. A Library Review is periodically conducted every 2-3 years. The most recent review was conducted in 2021.

Student Services

The Student Services Division gathers assessment data throughout the Academic Year with the collection of Retention Rates, Job Placement Rates, Student Satisfaction Surveys, Discipleship Program Review, and Environmental Scans. Annually, the department conducts a SWOT analysis that takes into account all the assessment data. Recommendations generated from the results are tied to the institution's strategic initiatives and goals evaluated and processed with the Provost for budget proposals.

Technology Services

The Technology Services Division at GRACE has set its own goals that are consistent with the school's strategic plan. Data is collected each semester from End of Course Surveys, annually from the Student Satisfaction Survey, and periodically from the TS Support Ticket System. The data is analyzed along with environmental scans and is used to generate departmental SWOT analysis. Recommendations generated from the results are tied to the strategic plan, evaluated with the VP of Operations for budget proposals.

Regulatory Compliance & IE

The Regulatory Compliance Division includes conducts meetings with all other departments on an annual basis to discuss assessment data, data analysis, assessment tools, and the assessment timeline for their functional areas. Changes to assessment tools, the assessment timeline or the department's IE process are developed based on assessment data and data analysis.

The RC Division conducts a SWOT analysis, Departmental Review, Environmental Scan, Employee Evaluations, and Employee Interviews with the other departments throughout the year. Summary results and analysis are discussed then changes are tied to the Strategic Plan and Budget. Suggestions and proposals are presented to the Executive Leadership Team for approval and ultimately presented to the Board of Trustees.

Institutional Effectiveness Timeline

Assessment, Strategic Planning, and Budget Cycle with Timeline 2022-2023

	JUL 2022	AUG 2022	SEP 2022	OCT 2022	NOV 2022	DEC 2022	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	JUL 2023
		Fall 2022					Spring 2023						
Academic Calendar		Mod 1 Begins		Mod 2 Begins			Mod 3 Begins		Mod 4 Begins		Mod 5 Begins		
Curricular & Co-Curricular Assessment	Program Review Summary (DMin & MAC)		Distance Ed & Curriculm Review (Even Years)	Library Services Evaluation; New Student Survey			Evaluate Policies & Procedures; Begin Program Reviews	Evaluate Publications & Website; Employee & Faculty Evaluations	Building/Grounds Evaluation; Student Satisfaction Survey	Faculty Satisfaction Survey	BOT Self-Eval; President Performance Eval by BOT	Institutional Effectiveness Eval by Division	Foundational Statements Review (Odd Years)
Strategic Planning				Review Division Objectives & Goals	Environmental Scans & SWOT Analysis by Division		Strategic Planning/Updating by Division		ELT Reviews Strategic Plan with Revisions for BOT		BOT Reviews and Approves Strategic Plan		
Budget Process						6-Month Budget Analysis Projections	Budget Analysis Begins by Division	Budget Meetings by Division with CFO or Finance Team	Budget Proposal Review by ELT & CFO	Budget Proposal Review by ELT & CFO	BOT Reviews and Approves Final Budget		
Notes													