MEMPHIS COLLEGE OF URBAN AND THEOLOGICAL STUDIES

COMPREHENSIVE ASSESSMENT PLAN
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Introduction

Memphis College of Urban and Theological Studies is deeply concerned with its missional objectives and the degree to which students are prepared to achieve those objectives. The institutional comprehensive assessment plan is designed to create an intentional process that can effectively measure MCUTS success in this regard and can generate data driven recommendations for improvement and institutional change. The current plan is in its beginning stages of implementation. MCUTS has operated for the past 17 years in partnership with other institutions of higher education to offer accredited degree programs. Under our current arrangement with Lancaster Bible College the academic program offered by MCUTS was controlled by the faculty at LBC with only limited input by MCUTS faculty and personnel. The assessment of curriculum, learning objectives and student outcomes was handled exclusively by LBC. As MCUTS moves toward offering independent degrees outside of this partnership it became evident that we needed to develop a comprehensive review plan that assessed the full scope of the institution. It is our intention to implement this plan beginning Fall of 2017. This will include evaluation of the curriculum that we currently offer as part of the LBC partnership until such time as we institute the new curriculum. All curriculum and program areas will be evaluated based on the Mission, Student Outcomes, and Organizational Strategic Plan established and approved by the Board of Directors. These plans are outlined below and should be used at all levels as the guide to both evaluation and new program development.

Mission Statement

Everything MCUTS does is designed to improve social and missional outcomes in lower income communities by providing students with an urban focused, community centered, biblical education. By breaking down silos that exist in Christian higher education we will create a community where students learn to better communicate, have the freedom to think deeply, and develop applicable real world tools for church and community transformation. All while providing an affordable, accessible and accredited education.

Student Outcomes

Righteousness (Character)

- Students will develop a lifelong practice of integrating faith, learning, and vocation.
- Students will walk rightly before God and neighbors.
- Students will develop a capacity for ethical thinking and practice.

Justice (Citizenship/Prophetic Living)

- Every Student, regardless of vocational choice, will be committed to transforming their community through a gospel centered approach to life and work.
- Students will have the ability to identify systemic inequality and to think through appropriate Biblical responses to these issues.
- Students will evidence the necessary understanding and skills to be involved in transforming communities through the gospel.
Responsibility (Professionalism)

- Students will exhibit personal professionalism in their daily lives including promptness, integrity, and a high work ethic.
- Students will exhibit excellence in the theoretical and practical skill sets necessary to function in their chosen vocation.
- Students will understand and act upon the knowledge that while systemic social problems are a reality they have ultimate responsibility for their actions in light of/and in spite of this issue.

Wisdom (Knowledge/Application)

- Students will evidence intellectual capacity that includes analytical ability, problem solving, and basic knowledge in their chosen vocation.
- Students will evidence knowledge of foundational Biblical/Theological systems.
- Students will evidence the ability to appropriately apply both their intellectual capacity and their foundational Biblical/Theological knowledge to solve critical “real world” issues.

Organizational Goals (2017-2022)

Background: In September 2015 MCUTS completed an organizational assessment conducted by Ambassador Enterprises. The assessment along with staff and faculty evaluation of curriculum distinctives, student demographics and needs, as well as, a reaffirmation of MCUTS mission has led the board to approve the following strategic objectives:

OBJECTIVE 1 - REDUCE STUDENT DEBT/INCREASE STUDENT INCOME POTENTIAL AFTER GRADUATION

Missional Correlation: “affordable” education

Goals:

- Increase Enrolment from 100 to 200 in 5 years or less allowing for across the board tuition decreases (see five year budget pro forma) by:
  - Hiring a professional Executive Director of Recruitment with a proven track record in enrollment management.
  - Develop a three year focused marketing campaign lead by a local marketing company who understands MCUTS distinct Christian mission. (increase marketing driven inquiries by 50% over 5 years)
  - Total redesign of MCUTS website. (increase website hits by 25% over the next 5 years)
  - More targeted marketing and recruiting in AR and MS. (increase AR and MS student population by 30% in 5 years)
  - Develop programs in two frequently requested areas: counseling (applied psychology) and entrepreneurship (ongoing enrollments of 30 students or more per program for the first 3 years after program implementation)
• Develop synchronous online training options (continuing education and workshop options in years 2, 3, and 4 and full degree offerings in year 5 with an enrollment of 100 or more by year 4).

• Build a scholarship endowment fund to provide ongoing, perpetual scholarships for MCUTS students. (goal of 20,000 a year for 5 years)

• Develop both full degrees and minors in areas that will contribute to student employability beyond the church for those in bivocational positions or for students looking for options outside traditional ministry placements. (Begin career placement tracking following first graduating class after implementation of MCUTS new curriculum with a goal of increasing placement rates by 10% each year thereafter).  

• Create an intentional career advising plan available to every student at MCUTS. Create opportunities for students to meet with potential employers and graduate programs at MCUTS. (Complete Career advising plan by end of year 1 and host a minimum of 2 graduate school fairs and 2 job placement fairs per year for the next 5 years).  

• Hire one life coach (academic and career coaching) for every 25 students. (First 6 hires to be completed by the start of year 2)  

OBJECTIVE 2- IMPROVE ACADEMIC RIGOR

• Provide multiple pathways for remediation of students who struggle with English and Math skills including:
  • A pre-enrollment college preparatory program for adults who need two or more full semesters of remedial training prior to enrollment. (Develop and test in year one, fully operational year two)  
  • A developmental program in the regular curriculum (implement with the first class under new curriculum)  
  • Three English courses including one research and writing course. (implement with the first class under new curriculum)  
  • A standardized writing rubric for all courses (immediately)  

• Develop a curriculum that engages adult learners and emphasizes the need for critical thinking, analysis, and individualized learning (implemented with the first class under new curriculum)  

• Diversify the academic levels of students in MCUTS courses through targeted recruitment program (year 2-5 with a goal of 35% of students scoring at the highest level of the TABE test).
• Develop more intentional faculty training programs including orientations, workshops, and faculty consultations. (2 per year beginning year 2).

• Implement a faculty evaluation program that includes recommendations for improved teaching. (implemented year one with statistics on teaching improvement recorded years 2-5 with a goal of continual improvement of faculty teaching and writing)

• Ensure course assignments are consistent with common academic standards. (Annual review by faculty of 25% of courses taught and the assignments for each course including review of three to four actual student assignments per class to evaluate both the academic level of the assignment and the rigor with which assignments in particular courses are graded beginning first year of implementation of new curriculum)

OBJECTIVE 3- FULLY CONTEXTUALIZE THE MCUTS PROGRAM

• Seek independent recognition by THEC application to be completed by July 2017 with consideration by THEC by Nov. 2017.

• Seek independent recognition by TRACS to gain full control of curriculum development with the following aspirational timeline:
  o Application August 2017
  o Approval to begin Self-Study Oct. 2017
  o Self-Study submission by July 2018
  o Approval of candidacy status Fall 2018
  o Full accreditation Fall 2019

• Create MCUTS curriculum with an intentional focus on urban ministry, community transformation, and the integration of faith and work. (By submission deadline for TRACS application)

• Engage local entrepreneurs, social innovators, non-profit managers, business persons, and pastors in consultation around curriculum development. (Annually for the next 5 years)

OBJECTIVE 4- STRENGTHEN BOARD

• Implement a regular board meeting schedule that includes twice yearly (Aug and May) meetings of the full board and at least quarterly meetings of the executive board. (Implement immediately)
• Recruit new members to the full board who bring value because of expertise or extended networks in the Mid-South region. (a goal of 2 new board members per year beginning year one)

• Create board advisory committees around specific skill sets to provide as needed consultation with staff. (beginning year two)

• Create a board Manual (July 2017)

• Provide an annual orientation (at the August meeting) for new board members. (August of year one.)

OBJECTIVE 5- IMPROVE STUDENT ACCESSABILITY

• Develop alternative program options that may include day classes, one week intensives, and weekend class offerings. (Conduct student surveys with current and prospective students, and run test courses on varying schedules to determine viability beginning year one. Roll out alternative course models during the first and second year of implementing new curriculum)

• Explore opportunities for synchronous online learning with cohorts meeting at Mid-South churches in AR and MS or other areas of TN were commuting to campus would be prohibitive (continuing education and workshop options in years 2, 3, and 4 and full degree offerings in year 5 with an enrollment of 100 or more by year 4).

• Explore continuing education options to train lay leaders or retool ministry staff in Memphis and the surrounding area (add two churches a year offering these training opportunities over the next 5 years with a minimum enrollment per course of 20 students)

OBJECTIVE 6- REDIRECT DEVELOPMENT EFFORTS

• Development efforts should prioritize the following types of funding:
  o Programmatic and capacity funding for new initiatives (write an average 25 grants requests per year for the next 5 years around program need or short term capacity building requirements with a yield of 40,000 plus per year)
  o Endowment funding for faculty chairs and student scholarships (work with individual donors to generate on average 20,000 plus per year towards the scholarship endowment and 10,000 plus per year toward faculty chair endowments)
• Capital campaign funding for future property purchases (beginning in year three enter into a 3 year capital campaign to work toward 2 Million dollar goal to fund a permanent campus for MCUTS at the end of its current 5 year lease).

• Development efforts should include a focus on building MCUTS reputation among local funding organizations and “flipping the narrative” from MCUTS as a great charity to MCUTS as a potential dynamic partner to address some of Memphis’ most pressing social and spiritual issues. (Beginning in year two dedicate 20% of the marketing budget toward messaging that targets foundations and potential donors, Engage in at least two high profile partnerships around events with partners who are identified as high capacity organizations in the Mid-South, work on collaborative grants that get our name in front of major donors).

• Development efforts should work to intentionally engage strategic African American churches and denominations in the work of MCUTS and to create a greater sense of ownership of MCUTS programs by the African American community. Again flipping the narrative from MCUTS as an outside organization serving the African American church to an organization fully embedded in the African American community. (increase giving by individuals and churches in the African American community by 10% a year for the next 5 years- form a board of advisors from African American churches to engage twice a year in consultations around curriculum, institutional advancement, and faculty training- Add at least one high profile leader in the African American community to the board a year over the next 5 years.)

OBJECTIVE 7- COMMUNITY IMPACT

• MCUTS will integrate community development course work throughout all its degree programs. (to be completed by August 2017).

• MCUTS will develop community transformation continuing education/certificate programs that reaches 5 nonprofit organizations in a given year with total enrollment of 50. (by year 3)

• MCUTS will design a capstone course that will require students to integrate their course work into a project the focuses around community impact as it pertains to the church, business, or nonprofit sector. (Beginning the first year of implementation of the new curriculum- projects to be supervised by the student’s life coach/faculty mentor and outcomes tabled to get a sense of the ongoing impact of student projects.)
• Students will receive ongoing career counseling and exposure to community development based small business models, church based community development opportunities, and non-profit work within the Memphis and Mid-South area and beyond. (Beginning year 2 with the hiring of life coaches).

OBJECTIVE 8- IMPROVE STUDENT OUTCOMES

Faculty will monitor the degree to which curriculum is meeting MCUTS Student Outcomes (see above). At a minimum programs will access which courses fulfill which objectives above and in what way individual courses meet these objectives either through the course material, assignments or requirements that address individual behavioral and developmental issues.

Purpose of Institutional Plan

The purpose of this plan is to provide a guide for faculty and staff working at the program, department and senior staff levels to engage in intentional evaluation and planning that results in data driven assessments that are incorporated into institutional budget, policy and program planning. The end result being the achievement of the institutional mission, the institutional strategic plan and the student outcomes. This document is intended to guide process, define methodology, and create an ongoing annual cycle of evaluation, recommendation and implementation within the organization.

Assessment Process

The work of MCUTS is divided into three programmatic areas. These include academics, student services, and business/administrative services. Each of these areas will follow a series of assessment that begins at the program level, moves to the department level, is engaged by the executive council and ultimately provides recommendations to the board of directors. (For a quick overview of this process see Appendix 1- Work Flow Chart.) The process for each is outlined below.

Academic Affairs

Program Units:

Program units in the department of academic affairs will assess the following:

• Degree Design- Each program unit will access annually the overall design of the degree program looking at subjects covered, courses offered, and ways in which they meet institutional objectives and outcomes. Possible measures may include:
  o Surveys of alum working in the field of study.
  o Consultations with employers.
• Comparison with similar programs offered by other institutions.
  • Student assignments, grades, evaluations in particular courses.

• Individual Course Assessments - Program faculty will evaluate annually at least 25% of courses in their curriculum each year with a goal of evaluating 100% in year 5. Evaluative data may include:
  • Student grades
  • Representative assignments from evaluated courses
  • Student evaluations
  • Faculty evaluations
  • Scores on individual/particular assignments, tests, etc. that correspond to specific learning objectives.

• Recommendations - Based on the data and evaluation above program units will list recommendations to the department of academic affairs related to their degree programs.

Department of Academic Affairs:

The department of academic affairs will assess the following:

• Degree Offerings - Examining the total degree offerings across the full academic program the department of academic affairs will assess the extent to which current degree offerings are meeting the needs of students, institutional objectives, and MCUTS goal of transforming lower income communities. Evaluative data may include:
  • Student enrollment by degree
  • Student placement data by degree
  • Student debt by degree
  • Student graduation rates by degree
  • Student withdrawal rate by degree
  • Current and prospective student surveys on requested majors.
  • Missional imperatives particularly around the centrality of the Christian faith.
  • Areas of need in lower income communities verified by current research in the area of community development, community advocacy, and social justice.

• Program unit recommendations - The department of academic affairs will evaluate recommendations coming from program units and will be a second set of eyes on the data used and the assumptions presented. The department will further evaluate the impact of recommendations across programs, on program budgets, and on existing policies. Following this analysis the department will prioritize the recommendation they will present to the Executive Council.
• Department Recommendations- Taking into consideration the evaluation above the Department will prepare recommendations for submission to the Executive Council. These recommendations will include the following:
  o A clear statement of what is being recommended
  o A brief summary of why (including the data analysis utilized)
  o A statement on the impact of the recommendation on budget, space needs, student services support, enrollment, development, and institutional policies.

Executive Council Review:

The Executive Council will take the following actions:

• Review departmental recommendations- The Executive Council will review all departmental recommendations and make a final determination on submission to the board (where required). The Council will also prioritize the recommendations it will send forward and review and validate departmental assessments of the recommendations impact across the organization.

• Determine steps for integration into institutional planning- The Council will determine what steps have to be taken to integrate their recommendations into the total organizational structure of the institution. This will include an assessment of policy changes, budget implications, staffing needs, space alteration, equipment and technological needs, and changes or additions to the strategic plan, student outcomes, institutional values, philosophy of education, or mission statement.

• Recommendations to the Board- Taking into account the process above the Executive Council will prepare recommendations for the Board as required.

Board of Directors:

The Board of Directors will take the following actions:

• Review recommendations related to Academic Affairs- The Board will study recommendations coming from the Executive Council by way of MCUTS President. The Board will make a determination of whether to adopt, reject or send the recommendation back to the staff for further study.

• Determine steps to integrate into institutional planning- Should be Board approve a recommendation the Board will determine the steps necessary to fully implement the resolution. This may include budget amendments, policy changes, updating planning and missional documents, etc.
Student Services

Program Units:

The following program units will engage in an annual assessment process as follows:

- **Enrollment Management**
  - Recruitment- The Enrollment Management office will evaluate annually the effectiveness of the institution in enrolling students in the institution. Evaluative data may include:
    - Overall enrollment numbers:
      - By term
      - By degree
      - By student demographics
    - Withdrawal Rates
    - Conversion Rates (inquiry-applicant-matriculation)
  - Admissions Criteria- The Enrollment Office will annually assess admissions criteria and its impact on enrollment, student demographics, institutional diversity, and student preparedness. Evaluative data may include:
    - Data collected on reasons for non-matriculation as it relates to admissions requirements.
    - Data on student demographics and correlations with admissions criteria that might hinder institutional diversity.
  - Admissions Process- The Enrollment Office will annually assess the admissions process to determine if the process is hindering enrollment and student diversity. Evaluative data may include:
    - Data collected on reasons for non-matriculation that relate directly to institutional diversity.
    - Data collected on student processing times, student visits, student financial aid completion rates, etc.
  - Student Financial Aid- The Enrollment Office will annually assess student financial aid. This includes analysis and recommendations related to the following:
    - The financial aid process and how it is effecting enrollment including time to apply, application support, student eligibility, time to package, and technology related issues.
    - Debt reduction issues. The Enrollment Office will monitor student debt load and make ongoing recommendations on ways to reduce this number overtime without hindering our mission to serve lower income students and neighborhoods.
• Default rate. The Enrollment Office will likewise monitor default rates and make recommendations on ways to reduce this number overtime without hindering our mission to serve lower income students and neighborhoods.

○ Orientation- The Enrollment Office will annually assess our orientation process to determine better ways to provide ongoing support and insure that orientation improves matriculation numbers. Evaluative data may include:
  ▪ Numbers of students attending orientation who matriculate
  ▪ Number of students attending orientation who subsequently withdrawal.
  ▪ Student evaluations of orientation

○ Recommendations- Based on all the data collected above the Enrollment Management Office will make recommendations to the Department of Student Services.

• Retention/Graduation
  ○ Withdrawal- The lead person in Student Services tasked with student retention will monitor student withdrawals and the institutions retention program. Evaluative data may include:
    ▪ Withdrawal rate information
      • Student demographic criteria
      • Degree program enrolled
      • Year of study
      • Term initially enrolled
      • TABE score on enrollment
      • Current GPA at time of withdrawal
    ▪ Reason for Withdrawal- What reason did the student give for withdrawal and is the reason accurate based on everything known about the student form the information above.
    ▪ Recommendations- The Retention Lead will make recommendations related to the retention program based on findings above.

○ Graduation- The lead person in the Student Services office tasked with monitoring retention and graduation rates will monitor student graduation rates and determine if there are patterns in students who fail to graduate.
  ▪ Graduation rate information
    • Student demographics
    • Degree program enrolled
    • Year of study
    • Term initially enrolled
    • TABE score at enrollment
- GPA at time of withdrawal
  - Student’s reason for not graduating
  - Recommendation- based on information above the lead will make recommendations on how to assist students toward graduation.

- Academic Support
  - Tutoring/Academic Coaching
    - Success Rates- Academic coaches will prepare an annual report on that looks at the following evaluative data related to students on academic probation:
      - Numbers of student on academic probation and approaching academic probation.
      - Number of students actively participating in academic coaching.
      - Number of students showing improvement in their GPA during and after academic coaching.
      - Number of students in academic coaching who show no improvement.
      - Number of students not in academic coaching who improve their GPA.
      - Number of students not in academic coaching who show no improvement in their GPA.
  - Student Utilization- The Academic Coach will report annually on the degree to which students who needed academic coaching took advantage of the service.
  - Policies and Procedures- The Academic Coach will annually review policies and procedures for academic coaching to determine if these policies and procedures hinder or help ensure student success through this service. Data may include:
    - Student access data
    - Student surveys
    - Coaches self-evaluation
  - Recommendation- Based on data above the Academic Coach will make recommendations on improving student success, accessibility, and materials/methods utilized to improve student academic success.

- Library/IT Resources
  - Collection Review- The librarian, in consultation with appropriate faculty, will annual assess the collection to remove dated and unused materials and to determine the extent of materials available to support all of the college’s academic degree programs.
- Faculty Needs Assessment- The librarian will work with faculty to create an annually revised wish list of materials for purchase in the faculty member’s area of academic expertise.
- Equipment inspection and Assessment - The librarian will conduct an annual inspection and review of learning resource equipment and technology and make recommendations for upgrades, new purchases, and replacements.
- Student Use Assessment - The librarian will conduct an annual survey of student use. Including both hardcopy and website access. Measures may include:
  - Books checked out of hard copy collection.
  - Student use of library’s non-circulating materials.
  - Student use of library website to access resources.
  - Classes taught on research methodologies and library orientations. Total attendance numbers.
  - Student utilization of librarian for research related needs.
- Recommendations - Based on the information collected above the librarian will make recommendations to the Student Services department on needed purchases, improvements, policy changes, and programs to improve student use and student support.

  o Academic Advising/Registration
    - Process Review - The registrar and director of academic advising will annual review the processes used to advise students into classes and ensure students take course on time, on schedule and that meet their individual learning objectives. Evaluative Data might include:
      - Add/Drop numbers after the start of sessions.
      - Session withdrawals due to scheduling conflicts.
      - Number of students requiring special accommodations to complete degree programs.
      - Number of student’s requiring additional time to complete degree programs (with an assessment of why).
    - Policy Review - The registrar and director of academic advising will annually review advising and registration policies in light of data above to determine needed changes, improvement, or additional enforcement necessary to improve student course completion and graduation rates.
    - Technology Review - The registrar and director of academic advising will annually review registration and advising related technology. Evaluative data may include:
      - Student usage (how often do students utilize registration technology to aid in course related decisions)
- Annual survey of student advisors related to ease of use of technology systems.
- Annual student survey related to advising and registrar services.
  - Recommendations- Based on information collected above the Academic advisors and Registrar’s office will make recommendations to the student services department for improvements in the advising and registration system.

  o Career Services
    - Placement Review- The staff lead for career services will evaluate student job and ministry placement. Evaluative data may include:
      - Graduating student employment survey.
      - Alumni survey.
      - Employer survey
    - Review of Alumni Support- The staff lead for career services will evaluate programs designed to support alumni in furthering career and ministry placement. Evaluative data may include:
      - Alumni survey
      - Alumni attendance at job, ministry, and graduate school fairs.
      - Alumni attendance at resume writing and other career services workshops.
    - Review of student impact report- The staff lead for career services will maintain and evaluate a student impact report that is designed to create data on student involvement in community transformation and their overall impact in this area.
    - Recommendations- The staff lead for career services will utilize the data above to make recommendations to the Department of Student Services on improvement in the career placement program of the college.

Department Evaluation:

- Review of Program Level Recommendations- The Department of Student Services will review all program unit recommendations and reanalyze data used in making recommendations. The Department will also assess institutional impact of recommendations on budget, policies, strategic plan, mission, and other areas of college operations. The Department will determine which recommendations to forward to the Executive Council and will prioritize the recommendations they are making.
- Review of full Student Support operations- The Department of Student Services will annually review the menu of student support available and the impact of those areas on student outcomes and make recommendations for the
continuation of current programs, the discontinuation of existing programs, or the implementation of new programs.

- **Department Recommendation** - The Department will compile a list of recommendations to forward to the Executive Council for consideration. Recommendations should include the justification for the recommendation, the impact assessment for the recommendation, and the priority of the recommendation.

Executive Council:

- **Review Department Recommendations** - The Executive Council will review the recommendation of the Department of Student Services include the Department's justification for the recommendation and the impact of the recommendation on overall operations.
- **Assess needed policy changes** - The Executive Council will assess necessary policy changes, budget amendments, personnel actions, strategic plan revisions, or other operational considerations for the recommendations it intends to offer to the Board.
- **Prepare recommendations for Board action** - The Executive Council will prepare recommendations that require Board action along with all necessary documentation and revision to institutional documents required for Board approval.

Board:

- **Review and Act on Staff Recommendations** - The Board of Directors will study and act on recommendations from staff as required. The Board will take one of three actions: 1. Approve, 2. Approve with revisions, 3. Send back to staff for further consideration.
- **Once a recommendation is approved the Board will take the necessary action to amend institutional documents and policies effected by the approved recommendation.**

**Business and Administrative Services**

It should be noted that because of legal obligations Business Services works under a different set of processes and timelines for evaluation some of which are monthly and some of which are annual. This is noted below.

Program Units:

- **Finance**
  - **Executive Staff Review (monthly)** - The Executive Staff shall review financial documents monthly for accuracy. Among the documents that will be reviewed are:
    - Balance Sheet
    - Income Statement
• Itemized expenditures list
  o Board Review (Monthly)- The Board will also review the above listed documents monthly.
  o Independent Audit (Annual)- MCUTS will employ an independent accounting firm to conduct an annual audit. This audit will be reviewed as follows.
    ▪ Executive Staff Review- The Executive Staff will review the audit as an aid to long term planning and to evaluate budget management policies.
    ▪ Board Review- The Board will review the audit to ensure that there are no irregularities in the college’s financials and as an aid to long range budget planning and the development of budget management policies.
  o Financial Management Policies (Annual)- The staff lead in the area of financial management will review with the institutions Executive Staff all financial management policies to insure up to date compliance and institutional efficiency.
  o Bookkeeping Procedures (Annual)- The staff lead in the area of financial management and the college’s bookkeeper will review current procedures used to account for and report out the college’s financials to ensure institutional efficiency, transparency, and accountability.
  o Budget Review- The Executive Staff will conduct an annual cycle of budget review and preparation that will look at current budget, the immediate year budget, and updates to the 5 year budget pro forma.

• Human Resources
  o Policy Review- The Human Resources specialist will annually review with the institutions President all current policies related to the college’s personnel management process. Evaluative criteria may include:
    ▪ Changes in legal compliance
    ▪ Institutional efficiency and needs
    ▪ Changes in service provides that may require changes in policy.
  o Benefit Package Review- The Human Resource specialist will review with the institutional President the college’s current benefit’s package prior to policy/benefit renewal dates. Evaluative criteria may include:
    ▪ Cost
    ▪ Leveraging of better products
    ▪ Changes in benefit’s offered
    ▪ Institutional and employee needs
  o Staff/Faculty Performance Evaluations (see Appendix 4 & 5)- The College’s Senior staff will annually review the staff and faculty evaluation process to ensure that the process is working efficiently and generating the kind of changes in personnel behavior desired.
Retention and Training Review - The College’s senior staff will annually review the training needs and will work to access issues around staff and faculty retention.

Recommendations - Based on all information above the Human Resources program will make recommendations for improvement and changes to the Department of Business and Administrative Services.

Facilities and Equipment

- Space Assessment - The lead staff member responsible for facilities will make an annual assessment of space needs. Evaluative criteria may include:
  - Room utilization numbers
  - Maximum occupancy per space per fire code regulations
  - The space requirements and specific space configuration needs for various college programs.

- Maintenance Assessment - The lead staff member responsible for facilities will make an annual assessment of maintenance needs that will include a projection future maintenance projects and a plan for mitigate against deferred maintenance. This program will consider:
  - Building
  - Building Systems
  - Equipment
    - Technology
    - Furniture

- Review of Leases and Contracts - The lead staff member responsible for facilities and equipment will assess all leases and contracts prior to renewal dates. This assessment will include vetting current rates and terms against at least 3 other potential vendors.

- Recommendation - Based on all above the lead staff member responsible for facilities and equipment will make recommendations to the Department of Business and Administrative Services.

Development

- Giving Trends Review - The lead development officer will conduct an annual review of giving to the college to identify any trends/changes in donor giving.

- Donor Development Review - The lead development officer will conduct and annual review of donor development. That should include the following:
  - Number of new donors to the college.
  - Number of donors who increased gifts over previous year.
  - Number of donors who decreased or maintained their giving over the previous year.
  - List of actions taken with each donor.

- Review of Grant Funding Priorities - The lead development officer, working with Department and Program Heads and the President’s
Office, will annually review and update the priority funding area of grant solicitation.

- Recommendation- Based on the evaluation above the Development office will make recommendations to the Department of Business and Administrative Services related to the institutional development plan.

Department Review:

- Review Program Unit Recommendation- The Department of Business and Administrative Services will review all recommendations for program units including institutional impact reports and do a complete assessment of the recommendations prior to forwarding them to the Executive Council.
- Evaluate Overall Support Program- The Department of Business and Administrative Services will evaluate the overall support program for the institution to determine any necessary changes in organizational structure or additional supports leading to better service, efficiency, or financial savings.
- Department Recommendations- Based on its evaluation above the Department will prepare recommendations for Executive Council review.

Executive Council:

- Review Department Recommendations- The Executive Council will review the recommendations of the Department of Business and Administrative Services and will evaluate those recommendations based on institutional impact and resources.
- Prepare Recommendations for the Board- The Executive Council will, based on its review, prepare recommendations for the board along with impact assessments.

Board:

- Take Action on Staff Recommendations- The board will take action on staff recommendations as follows: 1. Approve, 2. Approve with Amendment, or 3. Return to staff for further consideration.
- Take Action on Further Budget or Institutional Document Changes- The Board will make necessary changes to budget or other institutional documents that need to be changed as a result of any recommendations it may approve

CONCLUSION

While this document is meant to provide a clear pathway to the regular, intentional, assessment of all areas of operation it is also recognized that even assessment processes need annual review. This assessment program may be altered by the Executive Council if it determines during its annual evaluation that the process described here does not contribute to the overall efficiency and missional effectiveness of the college.
APPENDIX 2
REVIEW REPORT FORM

I. Student Outcomes, Organizational Strategic Goals, and Missional Objectives Assessed.

II. Courses, Programs, Policies Analyzed

III. Data used to assess items I & II above

IV. Institutional Impact

V. Recommendations
## APPENDIX 3
### ASSESSMENT CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>Program Unit Reviews</td>
</tr>
<tr>
<td>Nov.</td>
<td>Department Reviews</td>
</tr>
<tr>
<td>Jan.- Apr.</td>
<td>Executive Council Review</td>
</tr>
<tr>
<td>Apr.</td>
<td>Presidential Review</td>
</tr>
<tr>
<td>May-Aug.</td>
<td>Board Review</td>
</tr>
</tbody>
</table>
APPENDIX 4
FACULTY AND STAFF EVALUATION PROCESS

Faculty

Intent: The methodology described below is intended to provide clarity for and give an opportunity for faculty to contribute to their evaluation. This will ensure that all faculty receive timely and constructive feedback on their performance, as well as serving as a clear basis for recommendations regarding continued employment, promotions, raises, corrective action, or dismissal from employment. While all faculty will undergo evaluation, the details will vary between full-time and adjunct faculty.

I. Full-time Faculty Evaluation will include:
   • Faculty Development Goals Form: Full-time faculty will identify a set of goals to be achieved in that academic year, which will be reviewed and confirmed by the Academic Dean in conversation with the faculty member. Dates will be set annually for the submission of goals, for a mid-year check-up, and for the end-of-year review meeting. The final meeting will take into account the faculty member’s own assessment of how well the development goals were met, as well as the Academic Dean’s assessment of the same. This form and process will serve as one basis for full-time faculty evaluation.
   • Student Evaluation Data: For each course taught by a full-time faculty member, a course evaluation survey will be conducted. The survey will cover the student’s responses to the course and the instructor leading the course. The summary data from these surveys will be tabulated and sent to faculty on a regular basis. At the end of the academic year, full-time faculty will provide a response to the student feedback, including an identification of strengths and weaknesses, as well as ways in which the feedback led to course or instructional modifications. This will serve as a second basis for full-time faculty assessment.
   • Faculty Duties Check Sheet: A third means of assessing full-time faculty will be an evaluation of to what degree the individual accomplishes the basic duties related to being a faculty member, including but not limited to punctuality for teaching, quality and timeliness in student communication, preparation for class, effective and full use of class teaching time, timely submission of grades, quality and timeliness for student feedback on assignments, and timeliness of responses in communicating with MCUTS staff, including the Academic Dean. The checklist will be completed by the Academic Dean’s office and the faculty member, and then they will be compared and discussed. This will be done on an annual basis.

II. Adjunct Faculty Evaluation will include:
   • Student Evaluation Data: For each course taught by an adjunct faculty member, a course evaluation survey will be conducted. The survey will cover the student’s
responses to the course and the instructor leading the course. The summary data from these surveys will be tabulated and sent to faculty on a regular basis. At the end of the academic year, adjunct faculty will provide a response to the student feedback, including an identification of strengths and weaknesses, as well as ways in which the feedback led to course or instructional modifications. This will serve as one basis for adjunct faculty assessment.

- Faculty Duties Check Sheet: A second means of assessing adjunct faculty will be an evaluation of to what degree the individual accomplishes the basic duties related to being a faculty member, including but not limited to punctuality for teaching, quality and timeliness in student communication, preparation for class, effective and full use of class teaching time, timely submission of grades, quality and timeliness for student feedback on assignments, and timeliness of responses in communicating with MCUTS staff, including the Academic Dean. The checklist will be completed by the Academic Dean’s office and the faculty member, and then they will be compared and discussed. This will be done on an annual basis.

Note: Below are examples of the forms that will be used for conducting the above-noted evaluations for full-time and/or adjunct faculty.
MEMPHIS COLLEGE OF URBAN THEOREOLOGICAL STUDIES

FACULTY DEVELOPMENT GOALS FORM

As part of an on-going effort to encourage faculty development and excellence, all full-time faculty members are expected to compose and complete an annual list of individual developmental goals in each of the areas defined below. Goals should be developed in consultation with the Academic Dean and subsequently specified under the appropriate heading on this form. Both the Academic Dean and faculty member will retain a copy of the signed form for purposes of annual faculty evaluation.

I. Teaching

II. Administrative Leadership or Service (to MCUTS)

III. Community Engagement

IV. Scholarly or Professional Activity

_________________________________________________________  __________________________________________________________
Faculty Member Signature                                                                                      Academic Dean Signature

_________________________________________________________  __________________________________________________________
Date                                                                                                           Date
Course Evaluation

Course Name:  
Instructor Name:  

Term / Session:  

**Course:**  
Answer the following items based on how each one contributed to your learning *[circle the appropriate box]*

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in Course Subject/Topic (1=low 5=high)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Layout of Course Material (each week)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Pace of the Course</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Usefulness of Textbook(s) Towards Learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Usefulness of Assignments Towards Learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Usefulness of Course Material for Ministry</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rate Your Overall Learning in the Course</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

It most helped my learning of the content when…because…________________________________________________________

The biggest obstacle for me in my learning the material was…because…_________________________________________________

**Instructor:**  
Rate your instructor on the following items by *circling the appropriate box.*

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated Knowledge of Subject Matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Prepared for Each Class</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communicated Material Clearly (in class)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Led Class Discussions Effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provided Timely and Helpful Assignment Feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Responded Well to Student Questions and Needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Established Positive Rapport with Students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Was Respectful of Students’ Opinions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rate the Overall Effectiveness of the Professor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*If the course was taught by more than one instructor, please specify your comments, i.e., name the instructor(s) in your comments.*

My instructor was best at: ______________________________________________________

My instructor could improve by: ________________________________________________
Evaluation Rubric (for Course Evaluations and Duties Checklist)

*In the case of “needs improvement” or “unacceptable,” include additional written comments.*

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Evaluations</strong></td>
<td>Student evaluations consistently reveal teaching excellence, high expectations, and consistent execution of syllabus.</td>
<td>Student evaluations reveal good teaching, clear expectations, and consistent execution of syllabus.</td>
<td>Student evaluations reveal concerns about the professor’s teaching, expectations, and/or execution of syllabus.</td>
<td>Student evaluations consistently reveal fundamental concerns about the professor’s teaching, expectations, and/or execution of syllabus.</td>
</tr>
<tr>
<td><strong>Duties Checklist</strong></td>
<td>Professor performs duties in a professional and timely manner.</td>
<td>Professor has met all of the duties of the checklist.</td>
<td>Professor has not met all of the duties of the checklist.</td>
<td>Professor has not met the essential duties of the checklist.</td>
</tr>
<tr>
<td></td>
<td>Professor did these in a timely manner.</td>
<td>Professor had unresolved difficulties pertaining to these duties.</td>
<td>Professor had unresolved difficulties pertaining to these duties.</td>
<td>Professor has serious and/or unresolved difficulties pertaining to these duties.</td>
</tr>
</tbody>
</table>

Additional comments:

X

Academic Dean
Staff

Intent: The intent of this policy is to ensure that all administrative staff are given opportunities for both personal and supervisory evaluation on a regular basis. The staff member will have opportunity to both evaluate strengths and weaknesses and determine corrective steps and actions in the fulfilment of their duties.

Process:

- At the beginning of an evaluation cycle the staff member, using their job description, will create an annual plan that includes both measurable goals in each area of responsibility and an assessment of areas where the staff member might need further training or support along with a plan to get that support.
- The Supervisor will meet with the staff member to evaluate the goals and support plan and make any corrections or recommendations. Once both the staff member and supervisor are comfortable with the support plan and goals the supervisor will sign off on the written plan and set quarterly meetings for review and mid-year corrections.
- During quarterly meetings the supervisor and staff member will review progress toward goals and training objectives and make written suggestions for revision.
- At the end of the one year evaluation cycle the staff member will meet with their supervisor for a final evaluation of annual goals and training. This evaluation will take the form of written comments by the supervisor and will include recommendations for further development and a recommendation to higher on whether the staff member should be “let go,” “continue in their current position,” “continue in their current position with raise,” or “promoted.” These recommendations will include justification and must be documented in previous reviews.
- In the case of executive level staff, who are direct reports to the President, annual evaluations will be reviewed by the Chairman of the Board or their designee. In the case of all other staff annual evaluations will be reviewed by the President. The President will be evaluated by the Board.

The President’s Office is the proponent for this policy.