



**[ASSESSMENT DOCUMENT]**

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# STUDENT LEARNING ASSESSMENT

## Institutional Objectives

**Objective 1: Upon graduation, students from God’s Bible School and College will demonstrate a foundational knowledge of the Bible.**

**Measures:** ABHE Bible Content Test; GBSC Theology Test

Both tests are given to a selection of incoming students annually; those who earn a BA complete the tests again during Senior Worldview Seminar, to provide longitudinal data.

### *ABHE Bible Content Test results*

Effective August 1, 2020, the old ABHE Bible Exam and data is no longer available. The new exam is offered free of cost to ABHE members. In light of these changes, it is possible to administer this assessment more frequently and to a broader range of students.

Faculty-developed targets for senior performance are shown in Table 1, along with results; a “passing score” is defined as 60% or higher. Since the test is entirely new, we are restarting data tracking so as not to compare results from different tests. This year, 10 freshmen averaged 59%, and 3 seniors averaged 62%.

Table 1. ABHE Bible Content Test targets and data

<b>Area</b>	<b>Target</b>	<b>Data</b>
<i>Percent SRs passing</i>	80%	66.7%
<i>Percent SRs improved</i>	100%	N/A

### *GBSC Theology Test results*

In 2005 faculty who teach theology courses in the Bible/Theology Core collaborated to develop a multiple-choice test of material covered in these courses. (Bible courses were not included in this test, as they are assessed using the ABHE Bible Content Test.) The GBSC Theology Test includes 110 items distributed across required theology courses. Test content is heavily Biblical in nature. Table 2 reports results and targets for this test.

Only 1 senior has completed the GBSC Theology Test since last year’s report. See the updated *Percent SRs passing* included in table below. Since the seniors did not complete the test during their freshman year, the *Percent SRs improved* remains unchanged.

Table 2. GBSC Theology Test targets and data

<b>Area</b>	<b>Target</b>	<b>Data</b>
<i>Percent SRs passing</i>	80%	30%
<i>Percent SRs improved</i>	90%	97%

*Discussion*

Passing-score targets are not achieved on either measure, requiring follow up. The Assessment Committee will review this information.

**Objective 2: Upon graduation, students from God’s Bible School and College will demonstrate a commitment to Biblical truth and to lifelong study and application of its meaning.**

**Measures:** Graduate Exit Survey (selected items); Cross-Curricular Concern embedded assessment

The Graduate Exit Survey is administered each semester to graduating students. The selected items are used with permission from the Barna Group.

Cross-Curricular Concern assessment is embedded in courses, with faculty using a holistic rubric to assess students in a course. Assessment is on a 5-point (0-4) rubric, with 3 the target outcome.

*Graduate Exit Survey items*

Table 3 shows results from selected items. The target for each item is 95% endorsing the preferred response. The Aggregate column shows the corresponding statistic across all participating colleges (IHC-affiliated Bible colleges).

Table 3. Selected Graduate Exit Survey data

Item	% endorsing preferred response			
	2018-2019 (n=48)	2019-2020 (n=43)	Cumulative (n=207)	Aggregate
Moral truth is absolute	84.09%	88.09%	85.99%	86.68%
Moral/ethical choices are based on principles	85.11%	88.37%	87.39%	85.53%
Bible/God as basis for principles	97.81%	93.03%	96.20%	89.31%
The Bible is totally accurate in its teachings	97.73%	95.24%	96.67%	94.57%
Read the Bible in the last week	100%	92.68%	93.03%	93.01%
Totally committed to spiritual development	100%	95%	96.25%	93.79%

### *Cross-Curricular Concern Assessment*

Current Biblical Worldview Development data is shown in Table 4; see rubric [here](#). Note that data trails the reporting term, so FA20 reporting term covers data from 2019-2020. This data has largely improved annually, as more data accumulates; this suggests that the target is indeed being achieved, as, statistically, more data more closely approximates the true average. (The anomalous year, 2019-2020, may have been affected by the move to remote learning.)

Table 4. Biblical Worldview Development data

<b><i>Reporting term (n)</i></b>	<b><i>SR average (SD)</i></b>	<b><i>% scoring 3 or higher</i></b>
<i>FA17 (Unk)</i>	<i>2.60 (1.14)</i>	<i>60%</i>
<i>FA18 (11)</i>	<i>3.00 (0.89)</i>	<i>82%</i>
<i>FA19 (26)</i>	<i>3.31 (0.84)</i>	<i>85%</i>
<i>FA20 (24)</i>	<i>3.04 (0.81)</i>	<i>70.83%</i>

### *Discussion*

While not all targets are currently achieved, most Barna items are nearly achieved, and embedded assessment of seniors, while limited, currently meets the target on average with over 70% of seniors achieving it. Results will be monitored as they accumulate. The Assessment Committee will review Graduate Survey items to determine if modifications are warranted.

***Objective 3: Upon graduation, students from God’s Bible School and College will demonstrate Christlike attitudes and actions.***

**Measures:** No direct assessment of actions/attitudes, some direct assessment of relevant beliefs

### *Graduate Exit Survey items*

Table 5 shows results from selected items that indirectly address this outcome. Target levels are 3.5 mean agreement on a 5-point scale.

Additional related items are part of the Barna Group items (see Table 6); the target is 95% endorsement of preferred responses.

Table 5. Selected Graduate Exit Survey data

Item	Average agreement		
	2018-2019 (n=48)	2019-2020 (n=43)	Cumulative (n=207)
Chapel services contributed to my spiritual development	4.35	4.25	4.31
D-groups contributed to my spiritual development	4.05	3.91	3.94
I improved in development of a Christian worldview	4.65	4.55	4.54
I improved in worship/devotional life	4.38	4.54	4.32
I improved in personal ethics	4.38	4.38	4.32
I improved in moral values	4.40	4.33	4.35

Table 6. Selected Graduate Exit Survey data

Item	% endorsing preferred response		
	2018-2019 (n=48)	2019-2020 (n=43)	Cumulative (n=207)
Moral truth is absolute	84.09%	85%	85.99%
I have a responsibility to tell other people my religious beliefs.	90.9%	95%	91.54%
I know some ways the Bible applies to the vocation I plan to enter	97.67%	97.5%	97.08%
Faith is not relevant to my career or interests	95%	86.84%	90.96%
The church's teachings on sexuality and birth control are out of date	70.73%	79.49%	74.35%
Totally committed to spiritual development	100%	94.74%	96.25%
Completely dependent upon God	100%	94.87%	94.52%
Surrendered control of my life to God	100%	94.87%	95.54%
Submitted to God's will for my life	97.61%	92.31%	94.11%
Devoted myself to loving and serving God and other people	97.61%	94.87%	95.56%

### Discussion

An assessment gap remains, with no direct assessment. As the student development plan continues to be implemented, direct data will be created.

Graduate Exit Survey data largely supports a conclusion that the outcome is being met. Data for some of the Barna items is not meeting expectations: the Assessment Committee should investigate this and propose action steps, if deemed appropriate.

***Objective 4: Upon graduation, students from God’s Bible School and College will demonstrate a desire and commitment to fulfill the Great Commission.***

**Measures:** Alumni Survey supportive; Commissioned Christians Survey; Graduate Exit Survey items

Information from the Alumni Survey provides some evidence for this objective.

Exhaustive searching has found no standardized instrument to assess this objective, so the Assessment Committee has worked to develop the Commissioned Christians Survey and has done some initial testing.

Finally, selected Barna Group items from the Graduate Exit Survey are relevant here.

#### *Alumni Survey*

Alumni Surveys show a high percentage of graduates involved in ministry: in the 2008 survey, 92.31%; in the 2020 survey, nearly 50% report ministry professions or homemaking, and 56% provided descriptions of current ministry, while 11% reported being retired. A number over 90% supports a conclusion that this objective is achieved.

#### *Commissioned Christians Survey*

Drawing on [Kratwohl’s affective domain taxonomy](#), the Assessment Committee developed an instrument to address this objective. [Initial results](#) are positive: as anticipated, there is a general trend toward less agreement as respondents progress through the items. More testing, with a broader respondent pool including non-students, is needed before the instrument can be effectively used here.

Table 7. Commissionals Christians Survey Results

Item	% endorsing preferred response	
	Non-students (n=24)	Students (=56)
I know what the Great Commission is	95.9%	96.4%
I can describe the Great Commission to others	95.8%	91%
I have thought seriously about ways Christians can help carry out the Great Commission	83.4%	78.6%
I have talked with others about ways Christians can help carry out the Great Commission	87.5%	75%
I have thoughtfully considered various ways I can help carry out The Great Commission	83.3%	85.8%
I am committed to engaging in specific activities that I believe carry out the Great Commission	81.8%	76.8%
I can identify ways of carrying out the Great Commission that are best suited to my spiritual gifts and personality	87.5%	75%
I can list specific things I have done and currently do to carry out the Great Commission	83.3%	80.4%

### *Graduate Exit Survey*

Selected items from the Graduate Exit Survey address this objective. Results are shown in Table 8; for each the target is 95%.

Table 8. Selected Graduate Exit Survey results

Item	% endorsing preferred response		
	2018-2019 (n=48)	2019-2020 (n=43)	Cumulative (n=207)
I have a responsibility to tell others my religious beliefs	90.9%	95%	91.54%
I have devoted myself to loving and serving God and other people	97.61%	94.87%	95.56%

### *Discussion*

Existing data is limited, but what exists supports a conclusion that this objective is being realized in part. Further responses to the Commissionals Christians Survey would provide a useful additional measure, including one that could be used for longitudinal analysis.

**Objective 5: Upon graduation, students from God’s Bible School and College will demonstrate an awareness of their spiritual gifts and evidence of the fruit of the Spirit as they minister to others.**

**Measures:** Graduate Exit Survey data

One item from the Graduate Exit Survey (a Barna Group item) and recent (2020) alumni survey relates to this objective.

*Graduate Exit Survey*

One item relates to this; data is shown in Table 9.

Table 9. Selected Graduate Exit Survey data

Item	% endorsing preferred response		
	2018-2019 (n=48)	2019-2020 (n=43)	Cumulative (n=207)
I know some ways the Bible applies to the vocation I plan to enter	97.67%	97.5%	97.08%

*Alumni Survey*

One item relates to this; data is shown in Table 10.

Table 10. Selected Alumni Survey data

Item	% endorsing preferred response SP-20 (n=381)
My practical ministry experience... helped me to develop my spiritual gifts	58.88%

*Discussion*

Clearly more data is needed to assess this objective effectively. While individual courses include spiritual-gifts inventories or similar items, this objective can best be assessed through the Engage Ministry program.

Action items:

1. Assessment Committee will work with the Engage Ministry Office to identify ways to use existing structures to gain additional information for this outcome

**Objective 6: Upon graduation, students from God’s Bible School and College will demonstrate awareness of diverse cultural elements and the ability to evaluate them from a Christian worldview.**

**Measures:** Cross-Curricular Concern embedded assessment; Graduate Exit Survey

Diversity appreciation is a Cross-Curricular Concern assessed by faculty in selected courses. Additionally, selected items on the Graduate Exit Survey address this objective.

#### *Cross-Curricular Concern Assessment*

Current Diversity Appreciation data is shown in Table 11; see rubric [here](#). No scores were collected for juniors and seniors last year, limiting this measure’s validity. The trend, though, is in a positive direction, with increasing averages and decreasing standard deviations. Past data shows 64% of seniors score 3 or higher; the target is 80%.

Table 11. Diversity Appreciation Cross-Curricular Concern data

<b><i>Class standing</i></b>	<b><i>FA-17 Average (SD)</i></b>	<b><i>FA-18 Average (SD)</i></b>	<b><i>2019-20 Average (SD)</i></b>
<i>Freshman</i>	2.24 (0.96)	2.36 (0.98)	2.33 (0.82)
<i>Sophomore</i>	2.41 (0.93)	2.56 (0.95)	4.00 (N/A)
<i>Junior</i>	2.50 (0.67)	2.76 (0.75)	N/A
<i>Senior</i>	2.33 (0.52)	2.82 (0.75)	N/A

#### *Graduate Exit Survey*

One Graduate Exit Survey item asks students to evaluate their growth in appreciation of cultural diversity. Other (Barna Group) items address diversity differently, probing whether respondents have a perspective in line with GBSC’s [faculty statement on diversity](#), which includes seeing some diversity as outside God’s approval. As with other Graduate Exit Survey items, the target is 95% endorsing the preferred response; see results in Table 12.

Table 12. Selected Graduate Exit Survey data

	<b>% endorsing preferred response</b>		
	<b>2018-2019 (n=48)</b>	<b>2019-2020 (n=43)</b>	<b>Cumulative (n=207)</b>
I have improved in appreciation of cultural diversity	89.59%	92.5%	91.63%
The Bible specifically condemns homosexuality	97.67%	97.5%	96.35%
It doesn’t matter what religious faith you follow...	100%	100%	98.77%
Christians and Muslims worship the same God...	100%	95%	97.28%

*Discussion*

While additional data would strengthen conclusions, existing data suggests that this objective is being partially achieved. Of particular value will be additional course-embedded assessment results.

**Objective 7: Upon graduation, students from God’s Bible School and College will demonstrate proficiency in critical thinking, writing, public speaking and technology use.**

**Measures:** ETS Proficiency Profile/CAAP modules; Cross-Curricular Concern assessment

The ETS Proficiency Profile and ACT’s CAAP have been used for assessment in General Education areas. Data is analyzed longitudinally.

Cross-Curricular Concern course-embedded assessment includes all four areas listed in this objective as well.

#### *ETS Proficiency Profile/CAAP*

No seniors have completed the Proficiency Profile/CAAP since last year’s report; last year’s information is repeated below, in italics.

*Only two seniors have completed the Proficiency Profile since last year’s report; one tested slightly above the national mean of all institutions’ seniors and one tested just over one standard deviation below. Additionally, ETS lacks sufficient comparative data to generate the national mean for seniors in specialized institutions using the same test GBSC uses. Accordingly, there is no new information.*

*For all areas, two targets exist: 80% of students will improve their scores and 60% of seniors will score above national means for specialized institutions. Table 13 shows current data.*

*Table 13. Proficiency Profile/CAAP results*

<b>Area</b>	<b>% improved</b>	<b>% above national mean</b>
<i>Proficiency Profile overall</i>	<i>76%</i>	<i>94%</i>
<i>Humanities</i>	<i>82%</i>	<i>93%</i>
<i>Social science</i>	<i>68%</i>	<i>79%</i>
<i>Critical thinking</i>	<i>77%</i>	<i>86%</i>
<i>Reading</i>	<i>77%</i>	<i>93%</i>
<i>Writing</i>	<i>59%</i>	<i>93%</i>
<i>Math</i>	<i>77%</i>	<i>71%</i>
<b>CAAP</b>		
<i>Writing</i>	<i>69%</i>	<i>75%</i>
<i>Reading</i>	<i>58%</i>	<i>33%</i>
<i>Critical thinking</i>	<i>58%</i>	<i>82%</i>
<i>Math</i>	<i>27%</i>	<i>13%</i>

*Cross-Curricular Concern assessment*

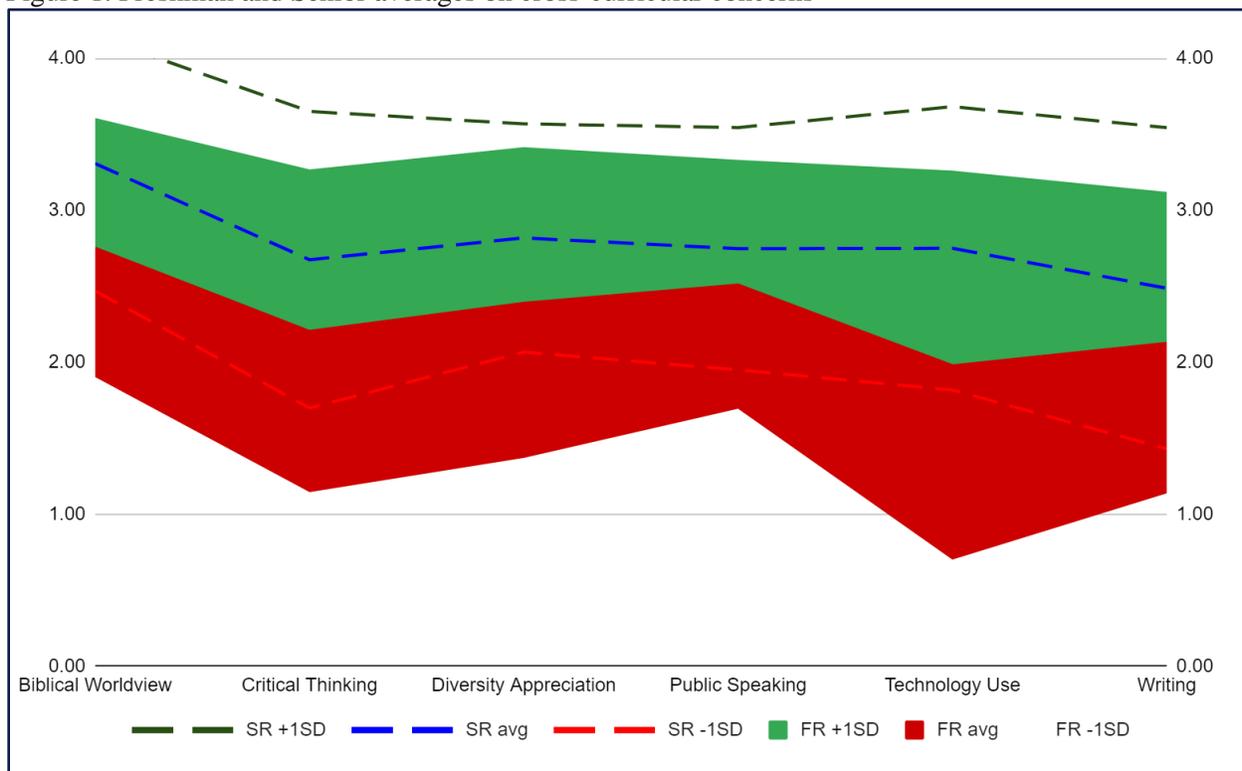
Faculty complete course-embedded assessment of critical thinking, writing, public speaking and technology use; the target senior score is 3 (0-4 scale). See Table 14.

Current data shows seniors achieving or nearly achieving some target levels. Figure 1 compares freshman and senior averages on all areas of cross-curricular concern; the graph also shows  $\pm 1$  standard deviation for each group. While the graph supports a conclusion that, on the whole, seniors demonstrate higher achievement than do freshmen, the differences are not as large as is desirable.

Table 14. Cross-Curricular Concern data from seniors

Concern	FA-18		2019-2020	
	Average (SD)	% 3 or higher	Average (SD)	% 3 or higher
Critical thinking	2.68 (0.98)	60%	2.96 (0.74)	71.43%
Public speaking	2.75 (0.82)	66%	3.21 (0.72)	83.33%
Technology use	2.76 (0.95)	60%	2.79 (0.78)	70.21%
Writing	2.51 (1.06)	52%	3.00 (0.79)	80%

Figure 1. Freshman and Senior averages on cross-curricular concerns



*Discussion*

The data presents a mixed picture: CAAP and Proficiency Profile data do not agree, and seniors outperform national norms at a better rate than they show improvement. In Cross-Curricular Concern data, seniors who have been evaluated are not achieving targets.

It is also likely, though, that this outcome will be eliminated in the future. In response to the most recent HLC site visit, GBSC is developing new outcome statements for General Education, approved by the Board in May 2018. Those statements likely will replace this outcome.

**Objective 8: Upon graduation, students from God’s Bible School and College will demonstrate knowledge of the arts and sciences.**

**Measures:** ETS Proficiency Profile/CAAP modules

Data for Objective 8 includes that for Objective 7. The same targets also apply. Additional information from the Proficiency Profile applies here.

*ETS Proficiency Profile*

No seniors have completed the Proficiency Profile since last year’s report. Prior information is below, in italics.

*Only two seniors have completed the Proficiency Profile since last year’s report; neither of them had subscores. Accordingly, there is no new information.*

*Math proficiency is measured as a skill subscore; Figure 2 shows results for students for whom longitudinal data on the standard Proficiency Profile is available (n=19). Note that the number of proficient or marginally proficient students increases for seniors at each math level. It is not clear, though, how these levels correspond with intended GBSC outcomes.*

*Figure 2: Proficiency Profile math proficiency classifications*

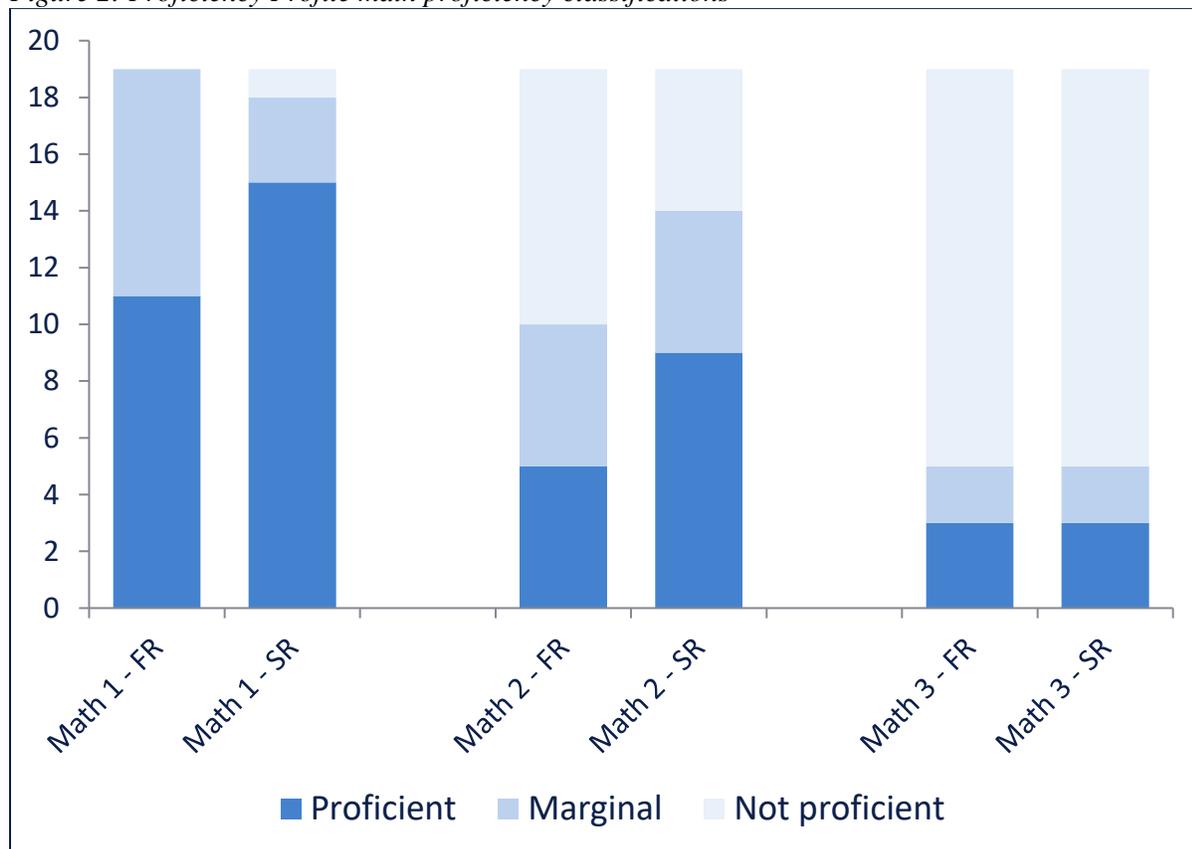
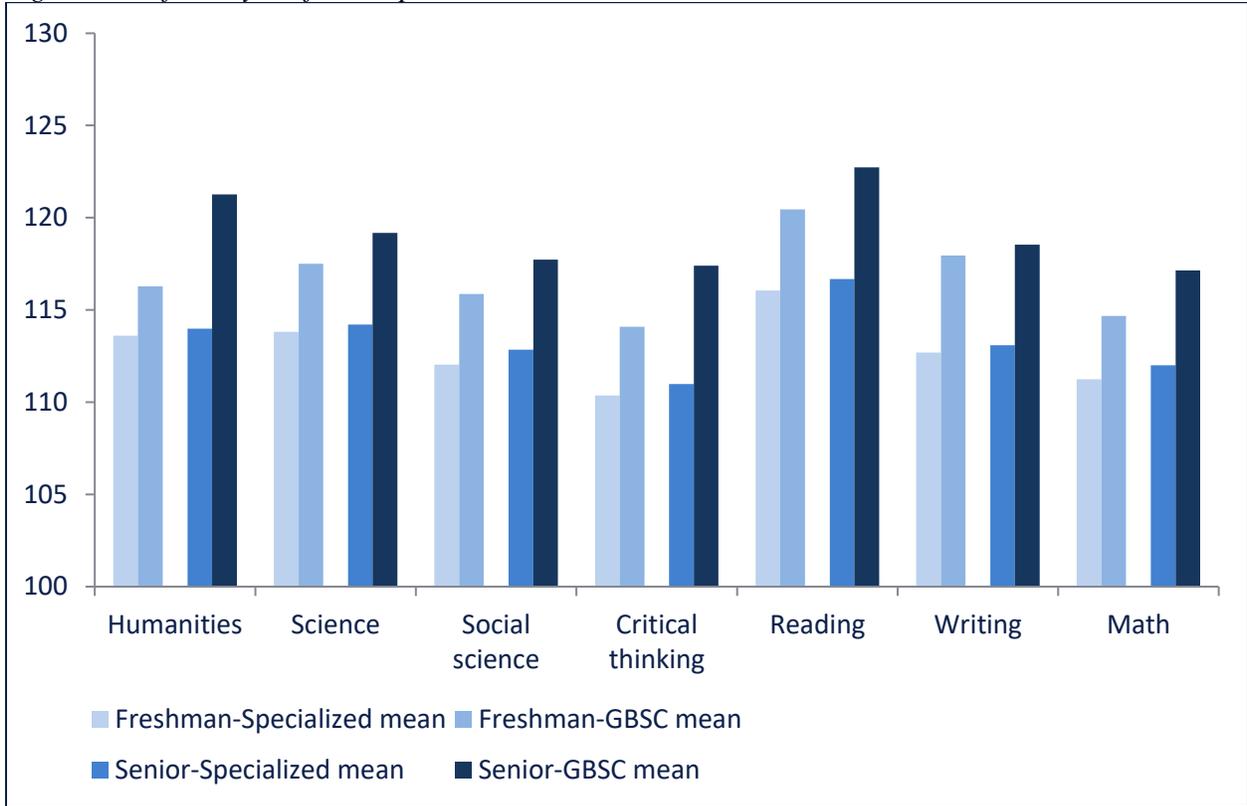


Figure 3 shows results for Proficiency Profile subscores. Again, the data included are for the students for whom longitudinal data on the standard Proficiency Profile exists; norm data is for specialized institutions. In each case, GBSC’s average performance exceeds the norm group. In every case, the senior-level difference between GBSC and the norm group is greater than the freshman-level difference, suggesting that GBSC’s students show greater improvement than the norm group.

Figure 3. Proficiency Profile comparative data



Discussion

As noted above, senior performance presents a mixed picture. The Assessment Committee should consider whether additional or different assessment methods should be used or if new General Education assessments are sufficient.

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***Objective 9: Upon graduation, students from God’s Bible School and College will demonstrate knowledge and skills consistent with their professional areas.***

**Measures:** N/A

*Discussion*

Objective 9 is intended as a “pass through” objective, pointing toward students’ individual divisional and programmatic outcomes. Thus, it is not assessed at the institutional level, but serves as a placeholder to remind students and other stakeholders that outcomes do exist at other levels. See programmatic information in the following pages.

**Objective 10: Upon graduation, students from God’s Bible School and College will demonstrate a written Christian servant-leadership philosophy statement that identifies leadership skills appropriate to their majors.**

**Measures:** Graduate Survey item (direct measure)

*Graduate Survey item*

Graduating students are asked this question: “What is your philosophy of servant leadership? What skills does servant leadership include?” Responses, along with the student’s major, are evaluated by the Assessment Committee as meeting expectations or not meeting expectations. The target is for at least 70% of graduates to meet expectations. Table 15 presents results.

Table 15. Evaluation of servant-leadership philosophy statements

<b>Category</b>	<b>SP-18</b>	<b>SP-19</b>	<b>SP-20</b>
Total responses	27	26	22
AA/AAS	7 (26%)	7 (27%)	8 (36%)
BA	20 (74%)	19 (73%)	14 (64%)
<b>Rated 100% “meets expectations”</b>	<b>18 (66.67%)</b>	<b>17 (65.38%)</b>	<b>13 (59.09%)</b>
AA/AAS	3 (42.86%)	4 (57.14%)	4 (50%)
BA	15 (75%)	13 (68.42%)	9 (64%)
<b>Rated &gt;50% “meets expectations”</b>	<b>4 (14.8%)</b>	<b>5 (19.23%)</b>	<b>3 (13.63%)</b>
AA/AAS	2 (28.57%)	3 (42.86%)	1 (12.5%)
BA	2 (10%)	2 (10.53%)	2 (14.29%)
<b>Rated 0% “meets expectations”</b>	<b>4 (14.8%)</b>	<b>3 (11.54%)</b>	<b>3 (13.63%)</b>
AA/AAS	2 (28.57%)	0 (0%)	2 (25%)
BA	2 (10%)	3 (42.86%)	1 (7.14%)

*Discussion*

Results show students meeting the target, with more than 70% of respondents overall rated by more than half the evaluators as “meets expectations.”

## Program Objectives

In recent Assessment Weeks, academic divisions have developed outcomes assessment plans for all degree programs, calling for cycles of assessment. The discussion below links to those plans and to existing data, when available.

Divisions will incorporate assessment results into their Board reports. These reports will also include planned changes resulting from assessment of student learning. (Board reports from past semesters already show divisions engaging in this process with effectiveness assessment.)

### *All Divisions/Programs*

- Conducted virtually in Spring 2020, all Assessment Week updates from divisions and programs are viewable via [Google Meet Recording](#)

### *Division of Professional Studies*

- [Programmatic assessment plan](#)
- [Assessment Driven Changes](#)
- Spring 2020 assessment update is included in the division's [Assessment Week report](#)
- [Assessment Week Report](#) (video recording)

### *Division of Ministerial Education*

- [Programmatic assessment plan](#)
- [Course Assessment & Changes](#)
- Spring 2020 assessment update is included in the division's [Assessment Week report](#)

### *Division of Music*

- [Programmatic assessment plan](#)
- [2020 UIE assessment report](#)
- Spring 2020 assessment update is included in the division's [Assessment Week report](#)

### *Graduate Program*

- Spring 2020 assessment update is included in the division's [Assessment Week report](#)

### *Aldersgate Distance Education Program*

- Spring 2020 assessment update is included in the division's [Assessment Week report](#)

## INSTITUTIONAL EFFECTIVENESS ASSESSMENT

### Institutional Effectiveness Data

The data presented below comes from the Noel-Levitz Student Satisfaction Inventory (SSI) and the internally developed Student Life Survey (SLS). Both use 7-point satisfaction scales, and averages of 5 or higher are seen as acceptable. Due to complications caused by the Pandemic, the SSI was not administered last year and there is no new data; New SLS results are listed in Table 15 below.

Both instruments combine individual items into categories or scales. Scores here are category satisfaction averages. No scores are below target levels, suggesting good institutional effectiveness. Asterisks indicate the statistical significance of the difference between GBSC averages and national norms (\*=0.05 level, \*\*=0.01 level, \*\*\*=0.001 level).

Table 16. SSI Scale Averages

Scale	2014-15	2015-16	2016-17 (national norm)
Student Centeredness	6.26	5.90	6.46 (5.48)**
Campus Life	5.94	5.55	6.16 (4.92)***
Instructional Effectiveness	6.04	5.85	6.22 (5.60)*
Recruitment/Financial Aid Effectiveness	5.97	5.79	6.21 (5.30)**
Campus Services	5.94	5.85	6.08 (5.59)
Academic Advising Effectiveness	5.95	5.84	6.09 (5.53)
Registration Effectiveness	6.26	5.88	6.06 (5.23)*
Safety and Security	6.01	5.60	5.91 (5.17)*
Campus Climate	6.20	5.87	6.46 (5.48)**

Table 17. SLS Category Averages

Scale	2013-2014	2015-2016	2019-2020
Policies	5.17	5.04	5.65
Recreation	5.43	5.53	5.82
Services	5.46	5.51	5.58
Spirituality	5.63	5.12	6.13
Staff	6.13	6.16	6.29

For the first time in Fall 2020 GBSC participated in the NSSE Pulse (NSSE, the National Survey of Student Engagement, is a highly regarded student-experience survey). Full results are available [here](#); selected results are presented in

Table 18. There are no comparisons for this first use, but numbers are very positive, especially with pandemic constraints.

Table 18. NSSE Pulse Items Percentage Responding Positively

<b>Item</b>	<b>FA20</b>
How much does GBSC emphasize...	
Providing support to help students succeed academically?	89%
Providing support for your overall well-being?	87%
Helping you manage your non-academic responsibilities?	62%
Quality of interactions with...	
Students	85%
Academic advisors	76%
Faculty	87%
Student services staff	85%
Other administrative staff/offices	85%
Agreement that...	
I feel comfortable being myself at this institution.	91%
I feel valued by this institution.	94%
I feel like part of the community at this institution.	86%
How would you evaluate your entire educational experience so far? (Excellent or Good)	90%
Extent institution has kept students safe/healthy during? (Very much or Quite a bit)	83%

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## EVALUATIVE CONCLUSION

### **Student Learning Assessment**

Existing institutional data supports a conclusion that student learning objectives are largely achieved, but below target levels in some cases. This warrants investigation by the Assessment Committee.

Programmatic assessment is on track. Existing plans should be implemented, including ongoing collection of data, review of results against established targets, planning for changes based on data, implementation of planned changes and review of new data to determine the effectiveness of changes.

### **Institutional Effectiveness Assessment**

Institutional effectiveness data is strongly positive, with no scale/category scores below target levels. Additional data can supplement existing information.

The Assessment Committee should continue work to replace the UIE system with administrative-level assessment reports/dashboards.