



WTS Assessment Plan

WASHINGTON THEOLOGICAL SEMINARY

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To ensure the quality and continuous improvement of Washington Theological Seminary and its programs, Washington Theological Seminary establishes the **Assessment Plan**, which is a collaboration of administrators that reports directly to the President. The Committee coordinates strategic planning, self-assessment, research, and accreditation.

The Assessment Plan reflects the explicit commitment of the Board of Trustees to the importance of authentic assessment and continuous improvement. It applies the whole of the institution, including all alternative method deliveries, teaching sites, and other variants of institutional operation.

Objectives of the Assessment Plan

In pursuing the attainment of WTS's stated Mission and Objectives, the WTS Committee of Assessment Plan shall:

1. Operate with integrity the stakeholders whose trust supports our work;
2. Measure the extent to which objectives are attained institution-wide;
3. Offer verifiable evidence of the achievement of those objectives through the interpretation of data gathered through various methods of assessment.
4. Present evidence and findings of assessment to the President and the overall decision-making processes (e.g., resource allocation, strategic planning, etc.).
5. Develop a strategic plan that clearly defines long-term goals and illustrates achievement of institutional objectives.
6. Serve the campus community by issuing regular reports and coordinating assessment tasks.
7. Ensure that accrediting standards are being consistently upheld at the institution.
8. Ensure right standing with all affiliated accrediting agencies.

Sources of Self-Assessment: Personal Evaluations

WTS believes that, more than anything else, the effectiveness of an institution is determined by the people who establish it and the effectiveness of the work that they do. For that reason, the heart of WTS Assessment Plan is annual *personnel evaluations*. These evaluations contain assessments on character, institutional objectives, and specific assessments relating to each category and individual role.

A listing of the assessment instruments:

1. Assessment of the Board
 - 1.1 Annual Board Self-Assessment Report
2. Assessment of the President
 - 2.1 Annual Board-President Evaluation
3. Assessment of Administrators
 - 3.1 Annual President-Administrator Evaluation
4. Assessment of Staff
 - 4.1 Annual Supervisor-Staff Evaluation
5. Assessment of Faculty
 - 5.1 Annual Academic Dean -Faculty Evaluation
 - 5.2 Student Course Evaluations

Sources of Self-Assessment: Additional Evaluations

In addition to personnel assessments, the Committee establishes data collection in various areas vital to the operations and goals of the WTS. Below is a listing of these instruments of data collection:

1. Relating to the Institution as a Whole

- 1.1 Annual Student Institution-Evaluation
- 1.2 Annual Faculty Institution-Evaluation
- 1.3 Annual Academic Report
- 1.4 Annual Financial Report
2. Relating to the Board
 - 2.1 Board Meeting Minutes, made available to the President and Administration
3. Relating to the President
 - 3.1 Board Meeting Minutes
 - 3.2 Administrative Meeting Minutes
 - 3.3 Faculty Meeting Minutes
4. Relating to Administrative Functions
 - 4.1 Administrative/Strategic Planning Meeting Minutes
 - 4.2 Annual Learning Resources Evaluation
 - 4.3 Annual Financial Report
5. Relating to Faculty/Student Functions
 - 5.1 Faculty Meeting Minutes (see Faculty Handbook for more on curricular review)
 - 5.2 Faculty Development Plan
 - 5.3 Grades and Grade Analysis
6. Assessment of Students
 - 6.1 Alumni Survey
7. External Evaluation
 - 7.1 Annual External financial audit

Assessment Calendar

Fall Semester

August

Assessment Office and President review *Appraisal of Assessment Plan* through annual Enhancement Planning

Assessment Office releases the *Appraisal* and posts relevant data to website

September

Assessment Office and President review *Appraisal* and minutes of Enhancement Planning meeting(s) and update Strategic Plan(s)

Program Review start

November

Assessment Offices submits updated/new Strategic Plan to President and Board for approval

Faculty completes and turns in *Faculty Development Plans*

December

Board reviews Strategic Plan, *Appraisal*, and Budget

Students complete *Student Course Evaluations* for the semester

Academic Dean completes *Annual Academic Dean-Faculty Evaluation*

Spring Semester

February

Director of Learning Resources completes and turns in *Annual Learning Resources Evaluation* to Academic Dean for *Enrollment/Integration Report*

March

Academic Dean turns enrollment data for the semester

Students complete *Annual Student-Institution Evaluation*

Faculty complete *Annual Faculty-Institution Evaluation*

April

Supervisor complete *Annual Supervisor- Staff Evaluation*

President complete *Annual President-Administrator Evaluation*

Academic Dean completes *Annual Academic Dean-Faculty Evaluation*

May

Assessment Office distributes *Alumni Survey*

Board completes *Annual Board Self-Assessment Report*, utilizing latest *Appraisal*

Board completes *Annual Board – President Evaluation*
Complete Program Review

June

Director of Business completes and turns in *Annual Financial Report*
Academic Dean completes and turns in *Annual Academic Report*
Director of Assessment Plan completes *Annual Evaluation* and *Assessment Report*.
Program Learning Outcome assessment result submit
Program Review result submit

July

Assessment Office reviews all publications in preparation for Board approval
Director of Business completes and turns in *Annual External finance audit*

Nature of the Above Instruments

Nomenclature. The Title of each personnel assessment indicates both the assessor and the one being assessed. The assessor is indicated first, followed by the one being assessed, followed by a dash and a label of the assessment. So, for example, the *Annual President-Administrator Evaluation* means the President is assessing an administrator.

Annual President-Administrator Evaluation

[Type of Assessment] [Assessor] – [Assessed] Evaluation

Nature of Data. The title of the instruments above contain both quantitative and qualitative analysis.

Quantitative analyses contain positively constructed items based on the widely-accepted and highly effective 5-value rating system (1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Not Sure or N/A, 4 = Somewhat Agree, 5 = Strongly Agree). As such, all of the data collected through this particular procedure is able to be easily and consistently analyzed; higher numbers, without exception, always indicate positive (good) status, while lower numbers indicate negative (poor) status.

Qualitative data comes in the form of written comments, recommendations, progress reports, etc.

Nature of Data Collection.

- A. When possible, data is collected through anonymous evaluations. This is for two reasons:
 - a. to eliminate bias (both on behalf of the assessed, who will eventually read them, and on behalf of the Committee, who analyzes them).
 - b. to ensure a (institutionally) safe environment for the assessor and his/her employment.
- B. No communication to/from the assessor related to the evaluation is allowed during the period of evaluation completion (except in the case of an emergency).

- C. All completed evaluations are collected by google form in security store to review.
- D. Such evaluations return to the hands of the one being assessed (see “Basic Assessment Procedure” below) after being analyzed by the Committee, primarily for their personal edification and professional development, but also because it is their right as an employee of the institution.

Content.

- A. Personnel evaluations (a) require evaluations to be made on the basis of specific job descriptions; (b) contain character assessments; (c) allow for additional assessment via commentary. This ensures a full evaluation of the person’s function and performance at the institution.
- B. The majority of evaluations directly and explicitly survey if WTS’s institutional objectives are being met. This ensures a direct, overarching indicator of the institutions success.
- C. The majority of assessments contain items directly derived from TRACS Accrediting Standards to ensure sound compliance.
- D. Annual Institution evaluations (both student and faculty) contain the following assessments: (a) Student/Faculty Assessment; (b) Faculty Assessment; (c) Admissions Assessment; (d) Mission and Values Assessment; (e) Institutional Objectives Assessment. This ensures that each major area of the institution is being evaluated from at least two different perspectives. Some of the assessments have overlap while some are unique to faculty or to student evaluations.
- E. All quantitative assessments are (and should always be) organized into series of 5, 10, 15, or 20 questions, for easier tabulation and analysis by the Committee.

Analysis of Data

The Analysis of assessment data takes place in several stages: Collation and Tabulation, Initial Analysis, and Appraisal. The most important phase in analysis is the move from the instruments to the *Appraisal*.

The Reports are four collected analyses of assessment data that form the basis of the *Appraisal*. Thus, the final *Appraisal* consists of the following (in order):

1. **Cover Letter.** This summary contains the major findings of the data collection and areas of concern. The areas of concern include any items that miss fixed benchmarks. This portion of the Appraisal is published on the College website.
2. **Recommendations.** This summary contains the recommendations of the Committee.
3. **Annual Board Self-Assessment Report.** This document is completed by the Board’s appointed internal self-assessment committee, and reviews publications and policies as required.
4. **Annual Financial Report.** This document contains key financial information beyond the basic budget. It is completed by the Business/Finance Department in conjunction with the President and Board, and any other relevant departments.

5. **Annual Academic Report.** This document includes the student enrollment report, faculty roster data reporting, administration roster data reporting, program review, program learning outcome, and various integration metrics part of operational efficiency and stability. This document also contains benchmarks for more effective evaluation.
6. **Annual Evaluation Report.** This document is the tabulated summary of all the quantifiable assessment data, largely organized into categories for effective evaluation. This document also contains fixed annual-by-annual benchmarks for more effective evaluation.

Enhancement Planning

After the *Appraisal* has been officially submitted to the President, the President and Presidential Cabinet meet to review the recommendations of the *Appraisal*. Together, they incorporate the latest *budget*, the latest *Strategic Plan*, and all of the data from the *Appraisal* and modifies any instruments, documents, curricula, and procedures, including the *Strategic Plan*, to reflect assessment findings. This may occur in one meeting or several over time.

Self-assessment and enhancement include asking, among other questions, the following:

1. How well are institutional objectives being met?
2. How can areas of concern be directly addressed?
3. Are student and program outcomes appropriate to its educational mission?
4. What new goals should be established in light of assessment results?

This process may occur in a specific meeting on enhancement planning, or during strategic planning/budgeting as appropriate.

Assessment Cycle

The assessment cycle generally occurs annually. Every year an Appraisal will be produced and released.

Areas Assessed	Cycle of Assessment				
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Courses Evaluation	X	X	X	X	X
Philosophy of Educational	X	X	X	X	X
Vision	X	X	X	X	X
Mission	X	X	X	X	X
Program Review	X	X	X	X	X
Strategic Planning	X	X	X	X	X
Doctrinal Statement	X		X		X
Library	X	X	X	X	X
Information Technology	X	X	X	X	X
Registrar	X	X	X	X	X
Student Accounts	X	X	X	X	X

Student Affairs	X	X	X	X	X
Budget	X	X	X	X	X
Alumni		X		X	
Institutional Publications	X	X	X	X	X
Adult Learner Inventory (NESS)		X			X
IDEA		X		X	
Faculty improvement	X	X	X	X	X