Institutional Assessment and Program Review Plans

Learning Outcomes Assessment (LOA)
Institutional Effectiveness Assessment (IE)
Academic Program Review (APR)
Non-Academic Department Review (NDR)

Revised August 2019

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Mission
Our mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

Theme Verse
"Then beginning with Moses and with all the prophets, He explained to them the things concerning Himself in all the Scriptures." (Luke 24:27 NASB)

The Emmaus Experience
In a context of academic excellence, the *Emmaus Experience* is characterized by:
- Educational programs infused with biblical content
- Meaningful relationships between faculty, staff, and students
- An environment conducive to spiritual and personal growth

Vision
Emmaus Bible College will be flourishing, relevant, and accessible as a trusted name for transformational learning rooted in biblical truth.

Core Values
- **Biblical authority.** As God's inspired Word, the Bible speaks as the final authority on all issues of faith, life, and practice. Biblical truth is at the core of our programs and guides our institutional decision-making.
- **Academic rigor.** Responsible Christian discipleship involves bringing every thought captive to the obedience of Christ. Emmaus Bible College endeavors to train the mind through rigorous programs of study designed to enhance knowledge, develop critical thinking skills, and shape biblical worldview.
- **Godliness.** God calls His people to live in alignment with His character and will. Emmaus Bible College seeks to be a community in which relationships and actions are guided by godly character and consistently reflect honesty, integrity, and accountability.
- **Dignity of each individual.** Every person bears God's image and is loved by God. The Emmaus Bible College community purposes to reflect this biblical perspective in all relationships and to value each individual in light of this truth.
- **Biblical diversity.** In Christ, believers from diverse cultures and backgrounds are one body. Emmaus Bible College endeavors to be a community characterized by unity while learning from and appreciating our diversity.
- **Culture of excellence.** In response to the biblical injunction to do all things for the glory of God, the Emmaus Bible College community strives for excellence in its programs and services.
- **Heart of service.** Following Christ's model of servant-leadership, the Emmaus Bible College community seeks to be characterized by service and love for one another and for our communities and constituencies.
- **Our heritage.** Emmaus Bible College values its history and identity within the Plymouth Brethren movement and teaches principles of church life rooted in New Testament truth, including the centrality of Christ, plurality of leadership, and priesthood of all believers.

Institutional Goals

Emmaus purposes to:

- Empower learners to realize their full potential through high-quality academic and student life programs that are biblically grounded and culturally relevant.
- Provide an attractive, safe environment conducive to learning and spiritual and personal growth.
- Encourage the personal welfare and professional development of each faculty and staff member.
- Sustain and enhance the human, physical, and financial resources needed to achieve mission and vision.
- Enrich external constituencies through education, ministry, and service.

Educational Goals

Through its academic programs, Emmaus purposes to:

- Increase understanding and application of the Bible and Christian theology.
- Encourage spiritual growth and development of Christian character.
- Challenge for the development and integration of a biblical worldview.
- Develop foundational knowledge and skills to support lifelong learning.
- Cultivate educated contributors to contemporary society.
- Equip servant-leaders with skills and knowledge appropriate to their chosen professions or fields of service.

Overview of Assessment and Program/Department Review Plans at Emmaus Bible College

Purposes:

1. **To measure institutional effectiveness in the achievement of mission and goals**

   The college evaluates overall institutional effectiveness on an annual basis by considering evidence of student achievement through Learning Outcomes Assessment (LOA) and evidence of department/functional unit effectiveness through Institutional Effectiveness Assessment (IE). Assessment plans and data are coordinated in WEAVE, a web-based assessment data management system.

   The college evaluates longer-term institutional effectiveness through Academic Program Review (APR) and Non-Academic Department Review (NDR) on a five-year cycle.

2. **To provide evidence of institutional effectiveness to stakeholders (students, parents, administration, faculty and staff, trustees, donors, alumni, and accreditors)**

   Assessment and program review plans are structured to provide stakeholders with evidence of annual and longer-term institutional effectiveness through the reporting functions that are part of these processes as noted in the plan detail that follows. Institutional effectiveness data and results are reported to internal and/or external constituents through a variety of means including review by the Cabinet, Assessment Review Council, faculty, and individual departments, as well as posting on the Institutional Effectiveness page of the Emmaus website at https://www.emmaus.edu/institutional-effectiveness.

3. **To enable change**

   Assessment and Program Review plans and processes are designed to generate information and analysis to indicate strengths and weaknesses in the college's programs and processes. This information enables the institution to target areas that need improvement and sustain and support areas that are currently performing well.

   In particular, the Learning Outcomes Assessment (LOA) process is designed to inform effective instruction and student learning. Information from the LOA process is used to make improvements in the teaching and learning environment including curricular change and professional development.

4. **To facilitate the institutional planning, budgeting, and decision-making.**

   The information gained from assessment and program review processes support institutional planning and budgeting and provide data to make informed and effective decisions.

Assessment Review Council

The Assessment Review Council (ARC) is a committee of six to ten members (administration, faculty, staff, and student representative) that monitors and supports assessment processes across the institution. The ARC meets at least twice a semester. Its stated purposes and responsibilities are as follows:

- Supervise assessment activities across all modalities
- Provide coaching in the area of planning for assessment
- Recommend assessment tools/methods for cross-departmental assessment
- Recommend changes or improvements identified through assessment activities

Specific Roles and Responsibilities of the Assessment Review Council (ARC)

1. **Annual Review Learning Outcomes Assessment Data/Analysis**
   Using a checklist of required components, the ARC reviews each department's assessment data, action plans, and analysis and reporting questions. Department chairs are notified of any missing components. The ARC chair shares an aggregated Assessment Cycle Completion report with the Vice President for Academic Affairs.

2. **Program Review**
   The ARC reviews draft academic program and non-academic department review reports as peer evaluators and recommend changes and improvements prior to final submission of reports to the administrative cabinet.

3. **Review of IE Data Reported to Constituents**
   The ARC reviews and recommends institutional effectiveness data for public reporting. The ARC also reviews and suggests assessment data to share with the student body.

4. **Institution-wide Assessment Instruments**
   The ARC utilizes comprehensive assessment calendars/cycles to track all institutional assessment activity (LOA and IE cycle graphics are included below). Specific responsibilities for institution-wide assessment activities include:

   a) The ARC reviews SSI data (now administered semi-annually) for significant trends and prepares analyses and recommendations for review by the Operations Management Team. The OM Team develops action plans for implementation.
   b) Institutional Improvement Forms (IIFs) are submitted electronically to the Operations Management Team. Submissions are reviewed quarterly and are acted upon as follows:
   > (1) sent to departments for immediate implementation,
   > (2) added to institutional priorities docs for implementation when funds are available
   > (3) not appropriate at this time/no action. Biannual reports on actions are submitted to the ARC for review and selection of items to report to internal constituents.

   Reporting includes update of infographic, chapel announcements, and nominations for annual awards.
   c) The ARC regularly reviews needs for other institution-wide assessments and proposes tools to meet the need.

ASSESSMENT REVIEW COUNCIL WORKFLOW CALENDAR	
September	LOA Data Review for all Departments SSI Report (semi-annual)
November	IIF Action Report from OM Team Program Review Draft Reports
February	IE Website Review and Update
April	IIF Action Report from OMT

Institutional Assessment Plan

The Institutional Assessment Plan is designed to evaluate effectiveness in the achievement of institutional mission and goals.

Since Emmaus Bible College is an academic institution of higher learning, the most significant measure of institutional effectiveness is student achievement as evaluated through the Learning Outcomes Assessment (LOA) process. Data evidence of student learning demonstrates the college's achievement of academic elements of institutional goal #1 as well as educational goals.

The college assesses achievement of institutional goal #1 (non-academic elements) and goals # 2-5 through the Institutional Effectiveness Assessment (IE) process.

Periodic assessment of Academic Programs and Non-academic Departments provides a longitudinal analysis of the overall effectiveness of various entities in the institution. These reviews, conducted on a five-year cycle, allow for a broader analysis of each function of the college.

Learning Outcomes Assessment (LOA)
Plan Development

The current Learning Outcomes Assessment plan is a dynamic document. The learning outcomes assessment process identifies not only opportunities for improvement in the academic life of the college but also in the LOA plan itself.

Though each program assessment plan is unique in its outcomes and assessment tools, a unified model has been employed in plan development. The plan is based on three areas of student achievement: knowledge, skills and dispositions. In simplified terms, departments have articulated what the ideal graduate will know, what he will be able to do, and what his character will reflect. Departments have identified 3-10 outcomes and an appropriate number of signature assessments to measure those outcomes. While many formative assessments are embedded in the course work for each program, these summative assessments represent the cumulative learning that has taken place during a student's tenure at the college. Departments have established targets for each measure and report annually whether those targets are met, partially met, or not met.

Learning Outcomes Assessment Process

The LOA cycle begins at the summer academic department retreats. The previous year's assessment results are discussed and needed changes or improvements to academic programs are identified. Program outcomes are reviewed and revised as necessary. Assessment tools and methods are also reviewed, and assessment plans for the coming year are discussed.

LEARNING OUTCOMES ASSESSMENT CYCLE

JUNE-JULY — Departments meet to review collected data, create action plans, revise assessment plans and discuss analysis questions. Department Chairs complete analysis questions in Weave

AUGUST — Departments meet to review action plans and develop implmentation strategies

SEPTEMBER — Department chairs complete annual/special reporting in Weave

NOVEMBER — ARC reviews assessment plans/reporting and provides feedback to department chairs

SEPT-DEC — Faculty implement action plans and collect assessment data

JANUARY-MAY — Faculty implement actions plans collect assessment data. Department chairs submit budget requests to support action plans as needed.

APRIL — Weave Administrator opens new cycle. Department chairs make needed revisions to assessment plans

MAY — Department chairs/ faculty submit assessment data in WEAVE and analyze results

In the fall semester, the identified program changes or improvements from the previous year's cycle are communicated and implemented. The LOA reports submitted by academic programs are evaluated by the Assessment Review Council to encourage continued growth in the effectiveness of assessment processes. Departments begin to collect assessment data for the current year's cycle. In early spring, any budget needs identified through the LOA process are communicated to the President's Cabinet for inclusion in the budgeting/planning process. An institution-wide Assessment Day is scheduled in the month of April. Classes are cancelled; instead students are engaged in testing and surveying across the curriculum.

In the late spring, programs analyze assessment data and discuss findings at departmental assessment meetings. At this time, department chairs complete the Achievement Summary/Analysis and Annual/Special Reporting questions below. Collected data is recorded in WEAVE prior to the departments' summer retreats. These results are discussed at the summer retreats, thus closing the communication loop. In the fall, the Assessment Review Council evaluates departmental assessment reports against the institutional rubric (see **Appendix One**) and makes recommendations for improvement.

Achievement Summary/Analysis Questions
1. How well did your achievement of your targets this year match your expectations?
2. Review the achievement targets which were marked "Partially Met" or "Not Met". Describe how you intend to address those issues over the next year.
3. Describe a major accomplishment as it relates to your department's assessment plan.
4. Based on Achievement Summary and Analysis, what (if any) changes need to be made to your

department's assessment plan for the next academic year?

Annual/Special Reporting Questions
1. What changes or improvements need to be made to help your department reach its goals?
2. If additional resources (personnel, space, resources, curriculum, professional development, etc.) are required to make those changes, identify the amount and type of resources. List these items in order of highest to lowest priority.
3. From the list above, identify the highest priority items and explain why they are necessary.

Evidence of Effective Assessment
The Learning Outcomes Assessment process at Emmaus Bible College effectively supports institutional decision-making and planning by providing evidence of student learning and by identifying opportunities for change and improvement in academic programs. Evidence of student learning and recommendations for possible changes and improvements are documented in WEAVE and are summarized in the Achievement Summary/Analysis and Annual/Special Reporting tabs. The ARC evaluates data and action plans on an annual basis and submits a summary report to the VP for Academic Affairs. Department chairs receive a copy of their department's evaluation as well.

Assessment of Institutional Effectiveness (IE)
The five institutional goals noted above provide a framework for assessment of institutional effectiveness, which assists the college in providing direct evidence of mission achievement. An institution-wide IE plan evaluates the college relative to all institutional goals. Non-academic departments assess their effectiveness using department-specific IE plans. All IE plans include goals, outcomes, effectiveness measures, metrics, and achievement targets. Department IE plans are managed in the WEAVE assessment data management system. Data is collected, analyzed, and reported based on the IE cycle below.
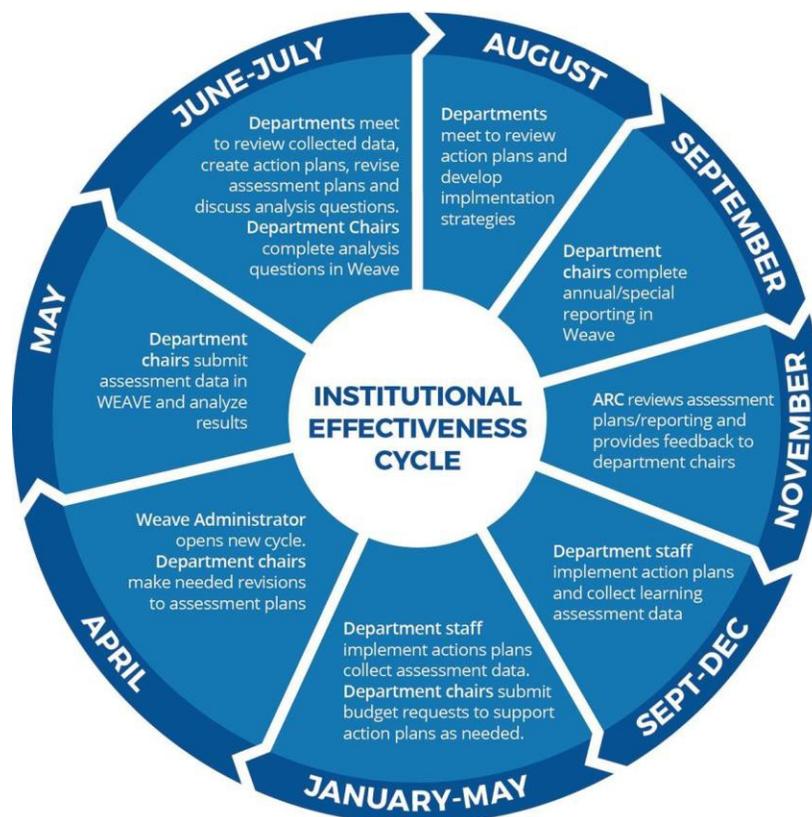
IE reports submitted by department heads are evaluated by the Assessment Review Council to encourage continued growth in the effectiveness of IE processes.

IE plans utilize a variety of surveys and other evaluation instruments and institutional data. A listing of all institutional exams, surveys and other assessments is included as **Appendix Two**. Results are analyzed and reported in Weave, and action items are developed as needed. The Vice President for Academic Affairs or Associate Dean for Institutional Assessment develops executive summary documents for institution-wide surveys that include information on results, analysis, and actions taken.

Academic Program Review (APR)

The purpose of academic program review at Emmaus Bible College is to examine, assess, and strengthen academic program offerings. The areas in which program quality are evaluated include, but are not limited to:

- Quality of educational programs, including an assessment of student learning outcomes,
- Contributions or needs of the program relative to the institution as a whole,
- Potential and future expectations for the program.

The review is intended to enhance program quality, evaluate current strengths and weaknesses, assess challenges and opportunities, and thus, provide input for departmental and institutional priorities and plans.

The Emmaus Bible College academic program review (APR) process is conducted on a five-year cycle. Calendars for Cycle 1 (2017-2022) and Cycle 2 (2022-2027), including Academic Program and Non-Academic Department Reviews, are provided in **Appendix Three**.

Academic program reviews (APRs) are conducted by the department chair, with input and support from department faculty. The APR template is provided as **Appendix Four** and includes learning outcomes assessment data from all modalities, benchmarking with programs at similar institutions, program enrollment and retention data, graduate placement data, faculty resources, financial metrics, and other program-level data. Beginning July 1, 2019, program review reports are completed in WEAVE.

The program review cycle is outlined in the graphic above. Departments develop draft reports in early fall and submit them to the ARC by November 1. The ARC reviews and gives feedback to departments as needed to address gaps in data or analysis. Departments revise and finalize reports in early spring and submit to the president's cabinet by March 1. Reports are reviewed by the cabinet in March/April and action plans are developed as needed. The cabinet provides a response to the department chair by May 1 for department planning processes.

Non-Academic Department Review (NDR)
The purpose of non-academic department reviews at Emmaus Bible College is to examine, assess, and strengthen non-academic units within the college. The areas in which department quality are evaluated include, but are not limited to:

- Department effectiveness, utilizing data from IE assessment processes
- Contributions or needs of the department relative to the institution as a whole
- Potential and future expectations for the department

The review is intended to enhance department effectiveness, evaluate current strengths and weaknesses, assess challenges and opportunities, and thus, provide input for departmental and institutional priorities and plans.

The Emmaus Bible College non-academic department review (NDR) process is conducted on a five-year cycle. Calendars for Cycle 1 (2017-2022) and Cycle 2 (2022-2027), including Academic Program and Non-Academic Department Reviews, are provided in **Appendix Three**.

Non-Academic Department Reviews (NDRs) are conducted by the department head, with input and support from department staff. The NDR template is provided as **Appendix Five** and includes institutional effectiveness assessment data, staff resources, and other relevant department-level data. Beginning July 1, 2019, non-academic department review reports are completed in WEAVE.

The review cycle for Non-Academic Departments is the same as the APR process illustrated in the graphic above. Departments develop draft reports in early fall and submit them to the ARC by November 1. The ARC reviews and gives feedback to departments as needed to address gaps in data or analysis. Departments revise and finalize reports in early spring and submit to the president's cabinet by March 1. Reports are reviewed by the cabinet in March/April and action plans are developed as needed. The cabinet provides a response to the department head by May 1 for department planning processes.

APPENDIX ONE
ARC Evaluation Forms

Evaluation of Departmental Assessment Data

Department/Degree Program Being Evaluated _____

Name of Evaluator(s) _____

_____ Findings have been entered for all Measures for 20XX-20XX

If Findings are missing, indicate the Measure (number and brief title) below -

_____

_____

_____

Quality of the Findings May Rated on the Rubric Below

	Advanced	Proficient	Limited/ Emerging	Unacceptable/ Absent
Results and Analysis	Detailed results are listed for all student learning outcomes, and these results are analyzed for both successes and shortcomings.	Results are listed for all student learning outcomes, and some analysis of those results is given.	Results are listed for all student learning outcomes.	Results are incomplete.

How many targets were met/partially met/not met for 20XX-20XX?

_____ met

_____ partially met

_____ not met

_____ Action Plans have been created for all **partially met/not met** Measures for 20XX-20XX

If a **partially met/not met** target does not have and action plan please identify the Measure(s) below -

_____

_____

_____

Read the Action Plans and comment below on the quality of the plan(s). Is it well-thought out? Realistic? Is there a time-line in place to complete it? Are budget needs identified?

_____

_____

_____

_____

_____

____ The Achievement Summary/Analysis Questions have been answered for 20XX-20XX

____ The Annual/Special Reporting Questions for the Cabinet have been answered for 20XX-20XX

	Advanced	Proficient	Limited/ Emerging	Unacceptable/ Absent
Explanation of Changes	Provides clear explanation of changes made to curriculum, courses, etc. or to assessment process based on results of the previous assessment cycle. Explanation obviously demonstrates that assessment is on-going and a valuable process within the department.	Provides some explanation of changes made to curriculum, courses, etc. or to assessment process based on the results of the previous assessment cycle (this can include a "no changes" statement that validly explains why none were needed).	Provides some explanation of changes within the department or to curriculum, courses, etc. or to assessment process since the previous report, though connection to assessment results is unclear.	No valid explanation of changes provided (this can include a "No changes" statement that **does not** explain why none were needed).

ARC Peer Evaluation of Program Review
November X, 20XX

<u>Agenda</u>

Evaluate submitted program review documents from four departments:

        Department 1 - Council Member(s) Name(s)
        Department 2 - Council Member(s) Name(s)
        Department 3 - Council Member(s) Name(s)
        Department 4 - Council Member(s) Name(s)

Read through the entire document provided by the department. As you read, consider the following questions:

- Does the data or narrative provided accurately address the topic for that section of the template?

- Is the information clear and easy to understand? Is further explanation or interpretation needed?

- Is the amount and type of information adequate to address the topic?

- Does the data or narrative appear to be accurate?

Please mark your questions and concerns directly on the copy of the review. Two evaluators, are reading each report, so please collaborate as you assess the report. I will compile the comments and share them with the department chair.

APPENDIX TWO
Emmaus Institutional Surveys, Exams and other Assessments

Month	Assessment	Reporting Department	Target Audience	Year A	Year B
January	Resident Assistant Evaluations	Student Life	Student Body	X	X
February	Christian Ministries Seminars Survey	Student Life	Student Body, CMS Attendees	X	X
	EDL Term 3 Course Evaluations	Emmaus Distance Learning	Term 3 Students	X	X
March	Food Services Survey	Food Services	Student Body	X	X
	Graduate Survey	Teacher Education	1st-year TEP Grads	X	X
	Employer survey	Teacher Education	K-12 Principals	X	X
	Praxis 2 Pedagogy Exams	Teacher Education	Student Teachers	X	X
	Praxis 2 Content Knowledge Exams	Teacher Education	Student Teachers	X	X
April	Bible Exam (post-test)	Bible and Theology	Freshman, Seniors	X	X
	Business Department Survey	Business Administration	Business Administration Majors	X	X
	Business Department CPC Exam	Business Administration	Business Administration Seniors	X	X
	Business Department Senior Focus Group Survey	Business Administration	Business Department Seniors	X	X
	CBASE	Teacher Education	Teacher Education Sophomores	X	X
	CQ Self-Assessment	Intercultural Studies	ICS Freshmen and Seniors	X	X
	CP Online Survey	Counseling Psychology	All CP majors	X	X
	EOY Interview	Counseling Psychology	CP Freshmen, Sophomores, Juniors	X	X
	ETS Proficiency Profile	General Studies	Juniors	X	X
	Exit Interview	Counseling Psychology	CP Seniors	X	X
	Library Services Survey	Library	Student Body		X
	Spiritual Life Inventory	Student Life	Freshman	X	X
	Student Satisfaction Inventory (SSI)	Various	Student Body	X	
	EDL Term 4 Course Evaluations	Emmaus Distance Learning	Term 4 Students	X	X
May	Alumni Survey	Academic Affairs and Alumni	Graduates one year and five years after graduation	X	X
	AV/IT/Reception Services/Facilities Survey	Administration and Finance Offices	Students/Faculty/Staff	X	X
	Business Office Survey	Administration and Finance	All Students	X	X
	Course Evaluations	Academic Affairs	Student Body	X	X
	BOT Self-Evaluation	Board of Trustees	Board of Trustees	X	X

	BOT Meeting Evaluation	Board of Trustees	Board of Trustees	X	X
	Senior Focus Group	Intercultural Studies	Seniors	X	X
	ISI Conference Survey	Advancement	Conference Attendees	X	X
	TEP Focus Group	Teacher Education	Student Teachers	X	X
June/July	Accuplacer Placement Exam	General Studies	Running Start Freshmen	X	X
	Faculty Evaluations	Academic Affairs	Faculty	X	X
	EDL Term 5 Course Evaluations	Emmaus Distance Learning	Term 5 Students	X	X
August	Bible Exam (pre-test)	Bible and Theology	Freshmen	X	X
	Accuplacer Placement Exam	General Studies	Freshmen	X	X
	EDL Term 6 Course Evaluations	Emmaus Distance Learning	Term 6 Students	X	X
September	EDL Student Satisfaction Survey	Emmaus Distance Learning	All EDL students registered in Terms 1-6 of prior year	X	X
	EDL Faculty Satisfaction Survey	Emmaus Distance Learning	All EDL faculty members teaching courses in Terms 1-6 of prior year	X	X
	Spiritual Emphasis Days Survey	Student Life	All Students	X	X
October	BOT Meeting Evaluation	Board of Trustees	Board of Trustees	X	X
	Cultural Competency Inventory	Teacher Education	Teacher Education Juniors	X	X
	EDL Term 1 Course Evaluations	Emmaus Distance Learning	Term 1 students	X	X
November	Women in the Word Conference Survey	Advancement	Conference Attendees	X	X
December	EDL Term 2 Course Evaluations	Emmaus Distance Learning	Term 2 Students	X	X

APPENDIX THREE
Assessment Cycle Calendar

CYCLE 1: 2017 - 2022

Program Review	Department
2017-2018	Counseling Psychology
2017-2018	Teacher Education
2017-2018	Educational Ministries
2017-2018	Academic Affairs
2018-2019	Business Administration
2018-2019	Intercultural Studies
2018-2019	Enrollment Services
2019-2020	Computer Studies
2019-2020	General Studies
2019-2020	Library Services
2019-2020	Distance Learning
2020-2021	Mathematics
2020-2021	Bible and Theology
2020-2021	Administration and Finance
2020-2021	Co-Curricular
2021-2022	Advancement
2021-2022	Student Life
2021-2022	Health Sciences
2021-2022	Music

CYCLE 2: 2022 - 2027

Program Review	Department
2022-2023	Counseling Psychology
2022-2023	Teacher Education
2022-2023	Educational Ministries
2022-2023	Academic Affairs
2023-2024	Business Administration
2023-2024	Intercultural Studies
2023-2024	Enrollment Services
2024-2025	Computer Studies
2024-2025	General Education
2024-2025	Library Services
2024-2025	Distance Learning
2025-2026	Mathematics
2025-2026	Bible and Theology
2025-2026	Administration and Finance
2025-2026	Co-Curricular
2026-2027	Advancement
2026-2027	Student Life
2026-2027	Health Sciences
2026-2027	Music

Academic Program Review (APR) Template
(aligned with electronic form in WEAVE)

Program Alignment with College Mission and Vision:

Please include one or more paragraphs.

Program Distinctives or Recognitions of Quality:

Please provide examples in narrative or bulleted form. Include links to external websites as appropriate.

Program Alignment with Supported Initiatives:

Please include a brief narrative highlighting your department's ongoing efforts to support Emmaus' institutional goals, educational goals, strategic initiatives, and/or accreditation standards.

Program Alignment with the *Emmaus Experience*:

Please include one or more paragraphs highlighting the program's commitment to biblical integration, meaningful relationships between faculty and students, and creating an environment conducive to spiritual growth.

Program Achievement of Department Mission:

State the department/program mission. Please include a brief description of the degree to which, or ways in which, the department has achieved its stated mission.

Program Learning Outcomes:

Create a Weave Assessment report that includes the last five years (outcomes, measures, targets and findings; no attachments necessary). Upload here as evidence.

Changes to Learning Outcomes, Assessment Plans, or Curriculum:

Based on the findings above, describe changes that were made to curriculum and instruction or to the LOA plan over the past five years.

Benchmarking:

Please include one or more paragraphs that demonstrate completion of a curricular review that makes comparison to programs at other institutions OR demonstrate achievement of external credentialing by an appropriate accrediting body.

Program Retention and Completion:

Please provide program retention and completion data for the past five years. Departments may determine how best to report this data. See sample tables in the evidence file for this section in the Sample Academic Program Review project in WEAVE.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Program Enrollment					
	Year 1	Year 2	Year 3	Year 4	Year 5
Graduates *(Include May, September and December Conferrals)*					

Entering Fall Cohort Year 1		Percentage of graduates w/in 4 years	
Entering Fall Cohort Year 2		Percentage of graduates w/in 4 years	
Entering Fall Cohort Year 3		Percentage of graduates w/in 4 years	
Entering Fall Cohort Year 4		Percentage of graduates w/in 4 years	
Entering Fall Cohort Year 5		Percentage of graduates w/in 4 years	

Graduate Placement Data:

Please provide graduate placement data for the past five years. Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. See sample tables in the evidence file for this section in the Sample Academic Program Review project in WEAVE.

	Year 1	Year 2	Year 3	Year 4	Year 5
Graduate Placement Rate					

Faculty Demographics

Please provide faculty resource data for the past five years. See sample table in the evidence file for

this section in the Sample Academic Program Review project in WEAVE. **For full-time faculty members include only the percentage of their loads dedicated to your program. For the FTE calculation, 24 credits = 1 FTE.**

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time					
Adjunct					
Faculty FTE					

Student/Faculty Ratio

Please calculate department-level student/faculty ratios for the past five years. See sample table in the evidence file for this section in the Sample Academic Program Review project in WEAVE. **Use number of students pursuing major + number of students pursuing minor x .5 to calculate Student FTE. Use Faculty FTE number above.**

	Year 1	Year 2	Year 3	Year 4	Year 5
Student FTE/Faculty FTE					

Department Marginal Revenue Analysis:

Upload Department Marginal Revenue Analysis document as evidence. Business office provides data using CFO Colleague model.

Student Satisfaction:

Please provide evidence of student satisfaction with department/program for the past five years. Departments may determine how best to report this data, which may include alumni and employer survey data, SSI data, and/or information collected from program exit interviews.

Recommendations:

Note specific recommendations for change and/or improvement resulting from program review.

APPENDIX FIVE
Non-Academic Department Review (NDR) Template
(aligned with electronic form in WEAVE)

Department Description:
Briefly describe the operations of the department. Include information about individuals served (e.g., students, faculty, staff, others)

Department Mission/Goals:
Cut and paste from your WEAVE Assessment Project.

Department Mission/Goals Alignment with College Mission, Vision, and Strategic Plan:
Please include one or more paragraphs.

Department Performance Outcomes and Findings:
Create a Weave Assessment report that includes the past five years (performance objectives, indicators, benchmarks and findings, no attachments necessary). Upload here as evidence.

Changes/Improvements:
Based on the findings above, describe department changes/improvements made over the past five years.

Staff Demographics and Qualifications
Please provide staff demographics data for the past five years. See sample table in the evidence file for this section in the Sample Non-Academic Department Review project in WEAVE. **For full-time staff members include only the percentage of their loads dedicated to your department.** *Describe how staff are appropriately qualified for their positions and any professional development undertaken in the past five years.*

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time					
Part-time					
Staff FTE					

Department Support for the *Emmaus Experience*:
Please include one or more paragraphs highlighting how the department contributes to an environment

conducive to spiritual growth and meaningful relationships between staff and students.

Department Distinctives or Recognitions of Quality:

Please provide examples in narrative or bulleted form. Include links to external websites as appropriate.

Department Initiatives:

Briefly describe any new projects or initiatives undertaken in the last five years.

Customer Satisfaction:

Please provide evidence of student satisfaction with department for the past five years. Departments may determine how best to report this data, which may include SSI data or information collected from internal surveys.

Recommendations:

Note specific recommendations for change and/or improvement resulting from the department review process.