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Introduction

The diverse, complex nature of higher education in the 21st century requires a focused effort from educators. The faculty and administration at Mid-America Christian University (MACU) developed the Conceptual Framework to provide the focus they needed to ensure effective student learning. The Conceptual Framework is grounded in the University's shared governance documents which consider what MACU graduates should know, what they should be able to do, what they should value, and what employers want from the college graduates they hire. The Conceptual Framework is now the shared governance document used to guide all University decisions. Using the Conceptual Framework as the foundation, MACU faculty then developed University Outcomes as the starting point to assess and evaluate student learning. Assessment of student learning begins with an understanding of the University's shared governance documents.

Conceptual Framework

University Vision

Preparing People to Do Greater Things for God and His Kingdom

In 2012, while faculty were beginning to develop their Conceptual Framework to explain their philosophy of education, the President and his Cabinet began strategically planning for a new vision. The activities of the President and his Cabinet were presented during an All Faculty meeting in January 2012 where the President shared the newly developed University Vision of "Preparing People to Do Greater Things for God and His Kingdom."

University Mission

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

In 2012, collaborative meetings occurred with all faculty members for the purpose of articulating their philosophies regarding the knowledge, skills, and values the MACU graduates should have. These meetings culminated with a focus group being selected to organize the collective findings. As the focus group wrestled with these findings, they determined that they needed a statement that would unite the findings, thus evolving into what they called a guiding statement: *Grounded in historic, orthodox Christianity and Wesleyan thought, Mid-America Christian University prepares students who create, collaborate, and innovate in order to solve critical problems, locally and globally, for the good of society and the glory of God.* They immediately recognized they had created a possible new mission statement. This statement was presented to President

and his Cabinet who reviewed it, revised it, and then sent it back to the faculty for their review. The faculty focus group revised the statement and sent it back to the Cabinet. The new Mission Statement was then presented to and approved by the Board of Trustees in October 2012.

University Seal / “Head, Heart, Hands”

The scroll of the University Seal reads, “Scientia, Devotio, Officium”. We connect these Latin words to the idea of Head, Heart, and Hands.

For MACU, the *Head* represents knowledge not only of a general education and of the mastery of the chosen discipline, but of biblical knowledge. These knowledge bases provide our students the cornerstone from which skills and values can be executed in service to our local and global communities in order to fulfill our mission.

The *Heart* represents the values attained at MACU. Values determine how attained knowledge is used thus, are an essential component of a university education. As MACU students gain knowledge of Wesleyan Christian perspectives through study of the Bible, faculty members provide opportunities for students to experience transformation and internalize the Christian values that they will, in turn, use and model in service to others.

MACU’s *Hands* philosophy is why MACU believes it provides a Greater Education model, for Jesus said to his twelve disciples: “Truly, truly, I say to you, he who believes in Me, the works that I do shall he do also; and greater works than these shall he do: because I go to the Father” (John 14:12, NASV). Jesus equipped and sent his twelve disciples out into the world. MACU strives to equip our graduates with the knowledge, values, and skills they need to do good while serving local and global communities.

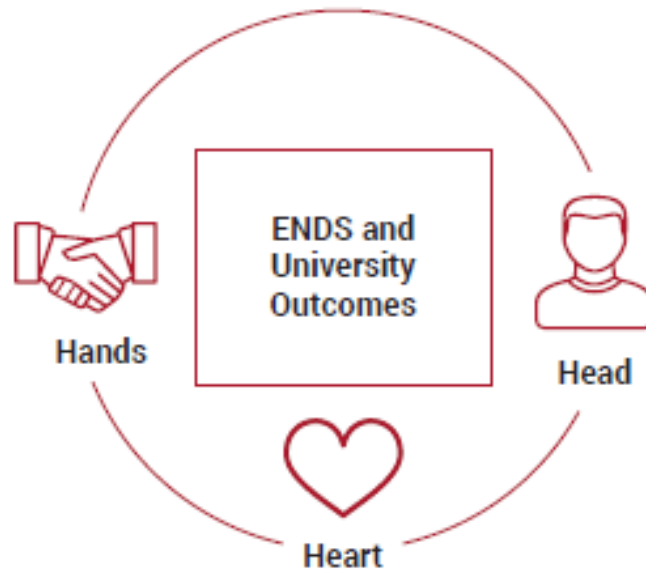
Board of Trustees ENDS Policies / “Greater Education Model”

The President reports the accomplishment of the ENDS Policies to the Board of Trustees. The ENDS Policies are the reason we exist and are often referred to as the Greater Education Model. The four ENDS Policies are:

1. Our students will have a **Greater Encounter with God**: Encounter with God that evangelizes, disciples, and encourages Holy Spirit-filled living.
2. Our students will have **Greater Engagement in Learning**: Engagement in learning which prepares students to create, collaborate, and innovate in local and global problem-solving.

3. Our students will have global awareness and influence because the university will have a **Greater Global Expansion**: Expansion through partnerships that expand faculty diversity and student accessibility to Christian higher education.
4. Our students will have a **Greater Expression of Doing Good**: Expression in doing good that reflects the life and ministry of Jesus Christ.

The Conceptual Framework provides the foundational philosophy for educational activity at MACU. Faculty used the Framework to develop and refine the University Outcomes. The University Outcomes provide the broad areas of knowledge and skill that are further reduced into measurable data using Program and Student Learning Outcomes. These measurable data are routinely assessed and evaluated to ensure our educational activities are meeting expectations and are continuously improved.



University Outcomes

MACU Graduates will be able...

1. **SPIRITUAL FORMATION** - To integrate Christian principles and behaviors in professional and personal experience; (Head and Heart; Encounter and Expression)
2. **EFFECTIVE COMMUNICATION** - To communicate effectively and ethically with diverse audiences using a variety of media; (Head and Hands; Engagement and Emphasis)
3. **EXAMINATION AND ADOPTION OF IDEAS** – To examine, reflect, and build upon ideas to transform self and community; (Head, Heart, and Hands; Encounter, Engagement, Emphasis, and Expression)
4. **CREATIVE PROBLEM SOLVING & ENTREPRENEURSHIP** - To create innovative solutions to problems; (Head and Hands; Encounter, Engagement, Emphasis, and Expression)
5. **COLLABORATION** - To engage in ongoing collaborative inquiry and intellectual curiosity for lifelong learning and practice; (Head, Heart, and Hands; Encounter, Engagement, and Expression)
6. **ETHICAL LEADERSHIP AND VALUES** - To apply leadership principles and integrate them in professional and personal experience; (Head and Hands; Encounter, Engagement, and Expression)
7. **EXPERTISE IN THE DISCIPLINE** - To integrate expertise of the core content of their discipline in real world contexts; (Head and Hands; Engagement and Emphasis)
8. **ENGAGEMENT IN SCHOLARSHIP** - To engage with and contribute to scholarly pursuits with creativity and innovation; (Head and Hands; Engagement and Emphasis)
9. **LOCAL AND GLOBAL APPLICATION** - To apply skillful and creative expertise to issues facing communities, both locally and globally. (Head and Hands; Engagement, Emphasis, and Expression)

Assessment of Academic Programs

Assessment of the degree programs offered at Mid-America Christian University (MACU) begins with the University Outcomes. Assessment is an ongoing, continuous process in which every member of the University is a stakeholder. Ultimately, the evaluations of academic degree programs are accomplished by the University's School Chairs, who are responsible for the programs within their school and confirmed by Associate Deans.

Assessment Cycle

Institutional Effectiveness (IE) uses an assessment cycle for identifying, collecting, and preparing data that Chairs use to evaluate the programs within their schools. This evaluation cycle takes place: quarterly, at the end of each semester, annually, and every three years. The

slight variations in the College of Arts and Sciences (CAS) and College of Adult and Graduate Studies (CAGS) are discussed below.

- Quarterly:
 - CAGS Chairs will evaluate the End of Course (EoC) survey results from students and document their evaluation on the appropriate form in their School's D3 folder.
 - Each CAGS Chair will ensure the faculty members that taught courses in his/her school receive the EoC survey results for the classes they taught.
- At the end of each semester:
 - All Chairs will assess an unspecified number of the Program Outcomes (POs) in their school. At a minimum, all of a program's outcomes are assessed every two years. POs are assessed using direct measurements of Student Learning Outcomes (SLOs).
 - CAS Chairs will evaluate the EoC survey results from students and document their evaluation on the appropriate form in their School's D3 folder.
 - Each CAS Chair will ensure the faculty members that taught courses in his/her school receive the EoC survey results for the classes they taught.
- Annually:
 - Associate Deans will evaluate the status of their colleges using consolidated, Chair evaluations in their College D3 Form.
 - Each School Chair is required to complete their assessments of student learning prior to the completion of their strategic planning workbooks.
- Every three years, a degree program will undergo a Program Review.
 - This review will be conducted by the Program Director, the Chair of the school in which the program is housed, the Associate Dean, and the VPAA. .
 - This Program Review will use Chair assessments, along with any other pertinent material collected over the previous three years to make decisions about the future direction of the program.
 - See Program Review on page 18 for more specific information.

IE assists Chairs with program assessment by:

- Providing framework for the Chairs to document monthly, quarterly, semester, and annual assessments of their programs;
- Assisting Associate Deans, Chairs, Program Directors, and other University leaders in understanding and completing the assessment cycle;
- Collecting and distributing EoC results to Chairs; and,
- Developing necessary tools to make program assessment as efficient as possible.

Data-Driven Decision (D3) Forms

An important tool used in the assessment cycle are the Data-Driven Decision (D3) Forms which document routine aggregation and evaluation of collected data related to each program. School Chairs begin the assessment process by evaluating collected data and documenting actionable plans on the D3 Forms. The D3 Forms are housed in each Chair's Assessment, Accreditation,

and Institutional Research (AAIR) drive in a folder labeled School D3 Rubric. Inside the folder, are three D3 Forms:

1. End of Course (EoC) student evaluations
 - a. CAGS Chairs complete quarterly to provide immediate feedback to instructors in the accelerated programs.
 - b. CAS Chairs complete at the end of each fall and spring semester.
2. Program Outcome/Student Learning Outcomes (PO/SLO)
CAGS and CAS Chairs complete at the end of each fall and spring semester.
3. Wildly Important Goals (WIGs) Lag Measures
CAGS and CAS Chairs complete at the end of each Academic Year.
Note – WIG Lead and Lag Measures are a University requirement for every department.

Each of the D3 Forms is a Microsoft Excel spreadsheet that contains the same column headings:

1. Report Date - the date the Chair reports or updates an Area of Focus
2. Areas of Focus - based on assessed evidence, this is the column a Chair will list out what aspect of the School needs to improve or be sustained.
3. Action Plan - in this column, the Chair provides a detailed plan of what the School will do to improve or sustain an Area of Focus; this plan includes what evidence will be needed and used to confirm/deny the Action Plan.
4. Timeline - when the Action Plan will be implemented.
5. Anticipated Results – the results the Chair anticipates because of the Action Plan.
6. Actual Results - once the Action Plan's Timeline concludes, provide evidence of Actual Results.
7. Evidence Files – substantiation to the Areas of Focus and Actual Results columns.

Chairs fill out the D3 Forms in accordance with the timeline listed above (quarterly, semester, or annually). D3 Form spreadsheets are labeled by AY to allow for Chairs to consolidate information annually.

Steps in Program Assessment using D3 Forms:

1. Each Chair's AAIR drive folder contains collected data (direct and indirect measurements) on Program Outcomes (PO), End of Course evaluations (EoC), and Wildly Important Goals (WIGs).
2. Chairs use collected data to evaluate aspects of their programs and capture those evaluations on D3 Forms in the School D3 Folder.
3. IE consolidates Chair assessments into College D3 Forms, one each for CAGS and CAS.
4. Associate Deans use the collected assessments in the College D3 Forms (and any other quantifiable data) to evaluate the schools in their colleges, annually.
5. IE consolidates Associate Dean evaluations into a University D3 Form.
6. Associate Deans and the VPAA use the University D3 Form (which includes any other quantifiable data) during the program's three-year review.

Collected assessment data - comes from a variety of sources but at minimum, the following data used to evaluate programs will be housed in each Chair's AAIR-drive folder:

- Direct measurements - occur when a faculty member directly examines or observes student knowledge or skills of a Student Learning Outcome (SLO). As content experts and mediators of learning, the faculty member's evaluation of course SLOs is the basis for all assessment activity. Each school collects these evaluations using appropriate collection methods approved by the Chair.
- Indirect measurements - are the evaluation of student learning that ascertain the opinion or self-report of the extent of value of learning experiences. Indirect assessment data includes the University-generated and collected EoC data results IE provides to each Chair's EoC folder.
- Other measurable data - Each school is encouraged to develop measurements outside of PO SLO and EoC that assist the Chair in triangulating program evaluations. Examples of other measurements can be found in the Program Review section.

Wildly Important Goals (WIGs)

In support of a 2014 Presidential initiative, each unit (department or school) develops and tracks one or two Wildly Important Goals (WIGs) which support the attainment of the 2-3 Institutional (University) WIGs. The University WIGs are outlined in the Strategic Planning Unit Notebook (SPUN). WIGs come from *The Four Disciplines of Execution* (4DX). This Presidential initiative to include 4DX into the strategic planning process helps schools and departments to collectively support the University WIGs while also creating strategic WIGs for the school or department's specific advancement of their missions.

Reporting WIGs provides an excellent opportunity for Schools to bolster a more comprehensive understanding of their Programs by focusing their assets on the Goals that are Wildly Important to the success of the School. There are no mandatory data collection or assessment methods provided for WIGs reporting. Each School recognizes its own WIGs and develops its own data collection methods. This freedom to develop personalized data collection methods in support of School/Program-related WIGs gives Chairs the opportunity to uniquely display their Programs during the Program's Program Review. For more on SPUNs and 4DX, see pages 21-22 of this manual.

Electronically Submitted, Data Collection Devices

School Chairs routinely submit electronic assessments. There are three such submissions:

1. Monthly, WIG Lead Measures.
2. Every semester, a Program Outcomes assessment.
3. Annually, WIG Lag Measures.

IE oversees the housing of these electronic submissions and provides results to leadership as needed. Because of the timing of CAGS and CAS class cycles, the assessment report dates for the two colleges differ slightly. These report dates are reflected in the following calendars.

CAGS Master Calendar Reporting Timeline

The below table indicates the timeline and required reports for CAGS Chairs for AY 17-18.

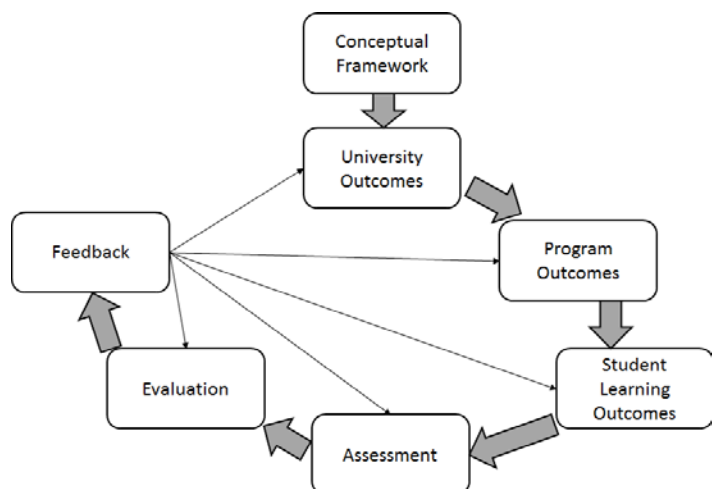
Assessment	Assessment Location	CAGS Report Due Date			
		WIG Lead / Lag	EoC	PO and SLO	SPN
WIG – Lead Measures	Link: https://www.surveymonkey.com/r/LeadAY17-18 Completion: Chairs ensure survey completion monthly Data / Report: None	Monthly			
End of Course Evaluations (EoC)	Link: None Completion: Students complete the survey at the end of each course Data: I.E. provides data to Chairs via AAIR drive Report: Chairs report analysis quarterly to D3 sheet		Quarterly Oct 31, Jan 31, April 30, and July 31		
Program Outcomes (POs) and Student Learning Outcomes (SLOs)	Link: https://macu.az1.qualtrics.com/jfe/form/SV_e8THNbTAT1OfCIId Completion: Chairs ensure completion each semester Data: IE distributes requests Report: Chairs submit analysis to D3 sheet in AAIR drive			Each Semester Jan 31, and July 31	
WIG – Lag Measures	Link: https://www.surveymonkey.com/r/Lag_18-19 Completion: Chairs ensure annual completion Data: Consolidation of Lead Measures should be used Report: Chairs submit analysis to D3 sheet in AAIR drive	Annually June 30			
Strategic Planning Notebook (SPN)	Link: blank copy housed on EvangelNET Completion: Chairs ensure completion Data: Dependent on 4DX process and School needs Report: School SPNs given to Assoc. Deans				Annually July 1

CAS Master Calendar Reporting Timeline

The below table indicates the timeline and required reports for CAS Chairs for AY 17-18.

Assessment	Assessment Location	CAS Report Due Date			
		WIG Lead / Lag	EoC	PO and SLO	SPN
WIG – Lead Measures	Link: https://www.surveymonkey.com/r/LeadAY17-18 Completion: Chairs ensure survey completion monthly Data / Report: None	Monthly Sep - May			
End of Course Evaluations (EoC)	Link: None Completion: Students complete the survey at the end of each course Data: I.E. provides data to Chairs via AAIR drive Report: Chairs report analysis quarterly to D3 sheet		Each Semester Dec 31, May 31		
Program Outcomes (POs) and Student Learning Outcomes (SLOs)	Link: https://macu.az1.qualtrics.com/jfe/form/SV_e8THNbTAT1OfCIId Completion: Chairs ensure completion each semester Data: IE distributes requests Report: Chairs submit analysis to D3 sheet in AAIR drive			Each Semester Dec 31, May 31	
WIG – Lag Measures	Link: https://www.surveymonkey.com/r/Lag_18-19 Completion: Chairs ensure annual completion Data: Consolidation of Lead Measures should be used Report: Chairs submit analysis to D3 sheet in AAIR drive	Annually May 31			
Strategic Planning Notebook (SPN)	Link: blank copy housed on EvangelNET Completion: Chairs ensure completion Data: Dependent on 4DX process and School needs Report: School SPNs given to Assoc. Deans				Annually May 31

MACU's Student Learning Assessment Cycle



The **Conceptual Framework** is the guiding document for all activity at Mid-America Christian University (MACU) and comprises the University's Mission and Vision Statements, the University Seal, and the Board of Trustees' Ends Policies.

University Outcomes are derived from the Conceptual Framework and apply to every MACU graduate.

Program Outcomes (POs) are what students in the program are expected to know or be able to do upon graduation. They relate to the skills, knowledge, and behaviors students acquire as they progress through the program. Every PO supports at least one University Outcome. How and where each PO supports a University Outcome is reflected in the University Curriculum Map, see page 14.

Student Learning Outcomes (SLOs) are the measurable statements identifying the student performance required to meet the PO using direct measurements. Faculty members confirm SLOs using documentable evidence. SLOs are reflected in the course syllabus along with course objectives. A Program's Curriculum Map shows what SLOs are used to measure each PO and where those SLOs can be measured. SLOs can be measured in Program Courses, Core Courses, and Co-Curricular Activities.

Assessment is a continuous process of identifying, collecting, and preparing SLO data for evaluation. SLO assessment data is collected through direct and indirect means and can be quantitative and/or qualitative in nature. Collecting SLO data using direct assessment methods must occur.

Evaluations of SLO assessment data are conducted by School Chairs every semester and annually who evaluate whether the SLOs are effectively supporting the POs. A formal Program Review will occur every three years, allowing the Chair to present evaluations as evidence to the VPAA and other University leadership. IE provides assessment evaluations in a non-regulated or as needed manner.

Feedback on assessments occurs in a variety of forms to a variety of University constituents. The primary point of contact for feedback on POs and SLOs is the School Chair. The primary point of contact for feedback on University Outcomes is IE. The goal of all provided feedback is to improve the assessment cycle and in particular, Student Learning Outcomes.

Programs

All activities within MACU which interact with students will have Student Learning Outcomes (SLOs) that are grouped within a particular program. There are academic programs and co-curricular programs. All academic programs are supported by core courses which ensure the student body is exposed to the University Outcomes; most core courses fall under the General Education (Associate of Arts) Program. Non-core courses and a few core courses will be grouped in the remaining Degree Programs. Co-Curricular Programs supplement student exposure to the University Outcomes. Each program establishes desired outcomes (POs) and evaluates whether those POs are being met or not by measuring SLOs.

Program Courses - The degree a student seeks to obtain is offered by a particular program. Each program has unique SLOs it needs to teach to program graduates which meet the particular standards of that degree. Thus, not all of the University Outcomes need to be met within a program's coursework. See *University Catalog* for specific degrees.

University Core Courses - Every graduate at MACU will satisfy the Core Course requirement to ensure all graduates, regardless of program, are exposed and provided the opportunity to learn all University Outcomes. See *University Catalog* for more on University Core Courses.

Co-Curricular Programs - Many graduates will participate in Co-Curricular Programs at MACU. These programs provide another opportunity for University Outcomes to be satisfied.

University Curriculum Map

College		College of Adult and Graduate Studies										College of Arts and Sciences (Gen Studies and Psychology Schools not shown, see *)																			
School	Arts and Science	Business Administration					Psychology & Counseling					Christian Ministries					Business Administration					Science					Teacher Education				
Programs	General Studies & s MA	Com Bus Ethics BS	Admin Justice Ethics BS	Health Care Admin Ethics BS	Management Admin Ethics BS	Leadership Admin MS	Business Admin MS	Psychology & Counseling	Christian Ministries	Business Administration	Marketing and Theology BS	Biology	Math & Science	English	Music	Early Childhood Education	Elementary Sec'dary	Secondary Sec'dary	Mathematics	Science											
1 SPIRITUAL FORMATION	1.1, 1.2, 1.3		2.3	2.0	2.0			6.1, 6.2	6.2, 4.2	1.1, 1.2, 4.2	2.3	4.2, 4.3																			
2 EFFECTIVE COMMUNICATION	2.1, 2.2, 2.3		5.1, 4.2	4.0	4.0	2.1, 4.2	4.1	2.2, 2.3, 2.4, 2.5	2.1, 4.1	1.3, 3.4, 4.1	4.1, 4.2	2.1	2.1, 5.1, 6.1, 6.2	5.1, 6.1, 6.2	3	2.1	5.1, 6.1, 6.2														
3 EXAMINATION AND ADOPTION OF IDEAS	3.1, 3.2, 3.3	1.a, 2.a, 2.c, 3.b	1.1, 1.2, 1.3	1.0, 5.0	1.0, 5.1	2.1, 5.1		2.1, 2.2, 2.3, 2.4, 2.5	2.1, 2.2, 2.3, 2.4, 2.5	1.3, 2.1, 4.4	1.2, 4.2	1, 3.2, 3.4, 3.4	1.3, 5.6, 9	1, 5.2	1, 8.2	1	1, 8.1, 8.2	1, 5.1, 5.2	1.3, 5.6, 7, 8												
4 CREATIVE PROBLEM SOLVING & ENTREPRENEURSHIP	4.1, 4.2, 4.3		3.a	5.1	5.0	3.1	1.2	2.1, 4.1, 4.2, 4.3	2.3, 2.3	1.1, 4.1, 4.2	2.2	2.2	2	3.1, 3.3	2.1, 2.2, 2.3	4	2.1-2.3	2.1, 2.2, 2.3	2	2.5											
5 COLLABORATION	5.1, 5.2, 5.3, 5.4		4.3	3.1, 3.2	3.0	3.0	3.1, 3.2	2.5, 5.1, 5.2, 6.1, 6.3	3.5, 3.1	3.3, 4.3	3.1, 3.2	4.1			2	3.5															
6 ETHICAL LEADERSHIP AND VALUES		1.b	2.1, 2.2	2.0	2.0	2.2	2.1, 2.2	5.2, 6.1, 6.2, 6.3	3.1, 4.3	2.1, 2.2	2.1, 2.2				6					10											
7 EXPERTISE IN THE DISCIPLINE		1.c, 2.b, 4.1	5.2	1.0	1.0	1.1, 1.2, 6.2	1.1	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 4.3	1.1, 1.1, 1.1	2.2, 3.5, 5.2, 5.2	1.1, 1.3, 3.1, 3.3	3.1, 3.1	4.7, 8	3.2, 3.3, 4.7, 7.1, 7.2	5	3.3, 3.4, 7.1, 7.2	3.2, 3.3, 4.7, 7.1, 7.2	4.7, 8		3											
8 ENGAGEMENT IN SCHOLARSHIP				1.0	1.0	2.2, 3.2, 4.1, 6.1	3.2, 4.2, 5.2	2.5, 3.1, 4.1, 4.2, 4.3	1.2, 3.2, 3.2, 3.3	4.1, 3.2, 3.3	2.3	2.3		4.1, 4.2, 4.3	6.3	1.7, 4.5, 1	1, 6.3	4.1, 4.2, 4.3													
9 LOCAL AND GLOBAL APPLICATION	6.1, 6.2, 6.3					5.1, 6.1, 6.2	6.2	3.1, 3.2, 6.1, 6.2	3.4	3.1, 3.2			6.1, 6.2			3.2	6.1, 6.2			1.9											

Across the top of the University Curriculum Map are the academic programs offered through the College of Adult and Graduate Studies (CAGS) and/or the College of Arts and Science (CAS). Along the left-hand side of the page, the University Outcomes are listed. The numbers where the academic programs and University Outcomes intersect are the Program Outcomes (POs) which are unique to each academic program. The placement of the POs shows where the academic program supports University Outcomes.

Program Curriculum Map – Example

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Ministry																					
Christian Ministries / BS Program Curriculum Map	Program Orientation	Introduction to the Old Testament	Introduction to the New Testament	Basic Principles of Inductive Bible Study	Introduction to Christian Theology	The Synoptic Gospels	Prophetic Books/Eschatology	Foundations of Ministry	Christian Education Ministry and Discipleship	Homiletics I	Romans	Christian Worship	Church Growth and Health	The Person and Work of the Holy Spirit	Pastor's Role in Church Administration	Leadership Formation	Pastoral Counseling	Spiritual Formation and Ministry	Church of God Theology	Theology of Ministry	
Program Outcomes	SLOs	PMIN 1003	BIOT 1103	BINT 1203	BINT 2103	THEO 2303	BINT 3103	BIOT 3713	PMIN 1103	PMIN 2603	PMIN 3103	BINT 3303	PMIN 3303	PMIN 3343	THEO 3403	PMIN 4103	PMIN 4303	PMIN 4603	THEO 3603	THEO 4303	THEO 4403
1	Knowledge of Bible, Theology and Church History	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	1.1 1.2 1.5 1.6	1.1 1.2 1.5 1.8	1.1 1.2 1.3 1.5	1.1 1.3 1.4 1.5 1.6	1.1 1.2 1.3 1.4 1.5 1.6	1.1 1.2 1.3 1.5	1.6	1.1 1.2 1.3 1.4 1.5 1.6	1.1 1.2 1.3 1.4 1.5 1.6	1.1 1.2 1.3 1.4 1.5 1.6	1.1 1.2 1.3 1.4 1.5 1.6	1.6 1.8	1.1 1.5 1.6	1.6	1.3 1.6	1.3 1.6	1.1 1.5 1.6 1.7	1.1 1.5 1.6 1.7	1.3 1.5 1.6
2	Research, Communication and Critical Thinking	2.1 2.2 2.3 2.4 2.5 2.6	2.1 2.2 2.3 2.6	2.2	2.2	2.2	2.2	2.2	2.1 2.2 2.3 2.6	2.2 2.3 2.4 2.6	2.2	2.2	2.2 2.3 2.6	2.2	2.1 2.2 2.3 2.6	2.1 2.2 2.3 2.6	2.2	2.1 2.2 2.4 2.5	2.1 2.2 2.4 2.5	2.2 2.3	2.1 2.2 2.3 2.4 2.6
3	Ministry Practices	3.1 3.2 3.3 3.4 3.5	3.1 3.5		3.2				3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4		3.1 3.2 3.3 3.5	3.1 3.2 3.3 3.5	3.1 3.2 3.3 3.5	3.1 3.2 3.3 3.5	3.1 3.2 3.3	3.1 3.3	3.1 3.3	3.1 3.2 3.3	
4	Christ-Like Values	4.1 4.2 4.3 4.4	4.1 4.2						4.1 4.2 4.3	4.1 4.2 4.3	4.2 4.3		4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	4.1 4.2 4.3	

Student Learning Outcomes

- 1.1 The student will be able to defend the authority and reliability of the Holy Scriptures.
- 1.2 The student will be able to distinguish major components of the Bible such as content, literary structure, and type.
- 1.3 The student will be able to compare and contrast the relationship between biblical interpretation and theological application..
- 1.4 The student will be able to illustrate the use of the Inductive Method in studying the Bible in order to examine, interpret and apply biblical and theological principles.
- 1.5 The student will be able to explain definitions, provide descriptions, and make content application of theological and biblical terms and themes
- 1.6 The student will be able to describe the unique role and work of the Trinity within the world and in the life of the individual.
- 1.7 Recognize and explain Wesleyan-Arminian theological perspectives and practices as rooted in Scripture.
- 1.8 Utilize academic research to articulate and support the influence of church history in the 21st century church.

- 2.1 The student will be able to describe a biblical and theological foundation for the call to Christian ministry.
- 2.2 The student will be able to utilize academic reading materials, research methods, study tools, and college-level writing skills to create and support assignments.
- 2.3 The student will be able to articulate a personal and general philosophy of ministry informed by Scripture, history of tradition, personal and collaborative experiences, skills/gifting, character, and levels of competence.

Across the top of the Program Curriculum Map are the courses the program is responsible for. On the left hand side of the map are the Outcomes which Program supports the University Outcomes with. The numbers in the intersections show what Student Learning Outcomes (SLOs) can be directly measured in each course.

The SLOs listed in the above example is only a portion of the total amount of SLOs for the Christian Ministries (BS) Program. SLOs are listed on the second page of the Program Curriculum Maps. Program Curriculum Maps are housed in each of the School Chair’s AAIR-drive folder.

Alignment of Program Outcomes with External Standards

School	State, National or Professional Standards; Licensure or proficiency exams for Specialized Accreditation	Assessment
Adult School of Arts and Sciences	Alignment with Oklahoma State Regents for Higher Education (OSRHE) Policy on Gen Ed requirements	
Adult School of Business Leadership	American Institute of Certified Public Accountants (AICPA); Council for Adult and Experiential Learning (CAEL – Prior Learning Assessment)	Uniformed CPA Licensing Exam
Adult School of Christian Ministry	Church of God, Anderson, Indiana	Licensing and Ordaining Process by the Board of Church Service for the Oklahoma Church of God; other state policies as appropriate
Adult School of Psychology and Counseling	Oklahoma Department of Mental Health and Substance Abuse Services: Professional Counselor Licensing Division	National Counselor Exam (NCE) for Licensed Professional Counselors (LPC); Oklahoma Legal and Ethical Responsibilities Examination (OLERE) for LPC; MFT Licensing Exam for Licensed Marriage and Family Therapists (LMFT); Oklahoma Licensed Drug and Alcohol Counselor Exam for Licensed Alcohol and Drug Counselors (LADC); other state policies as appropriate
School of Business	Association to Advance Collegiate Schools of Business (AACSB) and Accreditation Council for Business Schools and Programs (ACBSP)	
School of English	National Council of Teachers of English (NCTE)	Oklahoma Subject Area Test (OSAT)
School of Gen Education	Alignment with OSRHE Policy on Gen Ed requirements	Collegiate Assessment of Academic Proficiency (ACT CAAP)
School of Math & Science	National Council of Teachers of Mathematics (NCTM); National Science Teachers Association (NSTA)	Oklahoma Subject Area Test (OSAT)
School of Ministry	Church of God, Anderson, Indiana	Licensing and Ordaining Process by the Board of Church Service for the Oklahoma Church of God; other state policies as appropriate

School of Music	National Association of Schools of Music (NASM); Office of Educational Quality and Accountability (OEQA)	Oklahoma Subject Area Test (OSAT)
School of Behavioral Science	American Psychological Association (APA)	ETS Major Field Tests
School of Teacher Education	State – Office of Educational Quality and Accountability (OEQA); Interstate Teacher Assessment and Support Consortium (InTASC); Council for the Accreditation of Educator Preparation (CAEP)	Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), Oklahoma Professional Teacher Exam (OPTE); National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), National Association for Music Educators (NAME), National Council for Teachers of Mathematics (NCTM), National Council for Teachers of Social Studies (NCSS), and National Council of Teachers of English (NCTE)

Program Review

Every MACU Academic Program will undergo a formal Program Review every three years. The goal of the Program Review is to provide a three-year snapshot of an Academic Program using substantiated evidence which, among other reasons, can be used in University assessment requirements. This snapshot will identify strengths and weaknesses and provide direction for the Program over the next three years. Details of Program Reviews are:

- Timeline – Program Reviews will occur between January and August 1 of the scheduled year of review. Chairs will schedule the date and time through the VPAA’s Office beginning January 1 of the year of review.
- Attendees – the Vice President of Academic Affairs, the College Dean or Associate Dean, the School Chair, the Director of Institutional Effectiveness, and, if applicable, the Program Director and School Coordinator.
- During the meeting, evidence will be presented in a multi-tabbed notebook provided to the Chair from the Office of Institutional Effectiveness. Chairs will ensure each tabbed section houses one of the evidence items collected in chronological order.
- Evidence Reviewed:
 - End of Course evaluations
 - Program Outcome evaluations
 - Student Learning Outcomes
 - Instructor/faculty Evaluations
 - Curriculum Reviews
 - School D3 Forms
 - College and/or University D3 Forms if applicable
 - Retention/Persistence Rates
 - Program Curriculum Map
 - Student Learning Outcomes for each course
 - External review documents (advisory boards, OEQA, etc.)
 - Professional development of faculty documentation
 - University Senate documents related to Program
 - Strategic Plans and Budgets related to Program
 - Wildly Important Goals (WIGs) related to Program.
 - Any other evidence the Chair feels is pertinent/substantive. This could include: student scores on non-MACU standardized tests (state, national, professional) and feedback from professional entities which are non-School affiliated.
- Each collection of evidence will begin with the Chair’s summary statement of the collection in memorandum format. The first section of the notebook will be the Chair’s summary statement about the State of the Program.

The table below shows which Programs will be reviewed over the next three years.

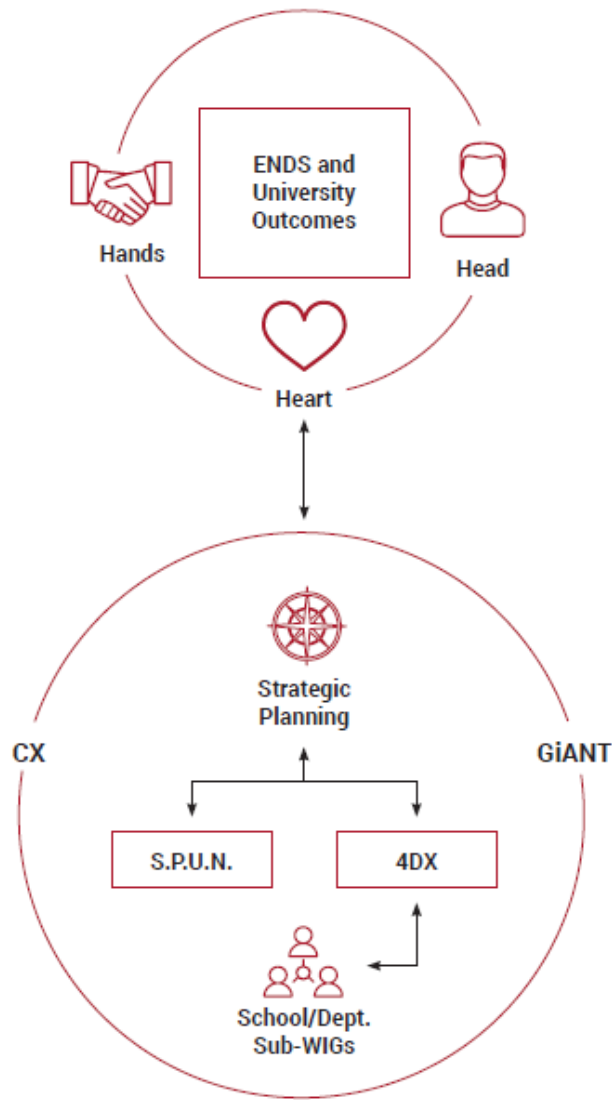
Program Review Table 2018-2020

2018	2019	2020
Master of Business Admin	Accounting (MS)	Accounting (BS)
Bachelors of Business Admin	Management	Healthcare Management
Early Childhood Education	Elementary Education	Secondary Education
General Education	Specialized Ministries	Communication
Christian Ministries	Criminal Justice	Music and Worship
Math	Biology	Marketing
Psychology	English	Counseling (MS)
Bible and Theology	Music Business	Masters of Ministry
	Master of Leadership	

Strategic Planning

Mid-America Christian University allocates its resources in alignment with the University’s mission, vision, and institutional goals which are the ENDS Policies and the University Outcomes. The University’s strategic planning process requires faculty, administrators, and staff to express how institutional goals and accreditation standards will be achieved by the objectives the school or department establishes. Schools and departments establish objectives on an annual basis by completing their unit’s Strategic Planning Unit Notebook prior to the end of the academic year.

University Strategic Planning Process



Strategic Planning Unit Notebook (SPUN)

The Strategic Planning Unit Notebook (SPUN) is the University's tool required in ensuring sufficient and priority allocation of resources to our academic priorities. The notebook is composed of 14 spreadsheets with color tabs identifying each phase of the University's planning process which allows staff and administrators the ability to create and collaborate on long term goals and vision for the University. The initial steps in the budgeting process, utilizing the SPUN, requires evaluations of prior year's performance and analyses of future year expectations while also assessing the impact on the University's mission. Next, resource allocations are made to the appropriate Colleges, Schools and other University divisions and departments based on budget requests which those groups developed using the Budget Workbook.

The budgeting process together with the University's expenditure processes ensure the University's educational purpose is not adversely affected by elective resource allocations or disbursements of revenue to a superordinate entity. Audited financial statements show the majority, 74% in 2014 and 72% in 2015, of the total annual expenditures are allocated to instruction, academic support, and student services.

Strategic Planning Unit Notebooks are collected and used during the annual budgeting process initiated every October by the CFO and Executive Vice President. University administration works with the Vice Presidents to assure the budgetary goals and priorities are responsive to the academic plans. The University process of resource allocation during budgeting requires the review and approval of the University Chief Financial Officer (CFO), President, the Finance and Audit committee, and final approval by the Board of Trustees. The Board of Trustee policy requires the Finance and Audit committee to review and recommend approval of the annual budget.

SPUNs and a "Strategic Initiatives" file which provides an in-depth explanation of the notebooks can be found on EvangelNET. Before the end of the academic year, each unit (school or department) will complete their SPUN and provide the filled-out document to the vice president who oversees the school or department. Each SPUN contains a worksheet which shows the University's WIGs. University WIGs allow Chairs and Directors to establish specific School or Department WIGs which support the University.

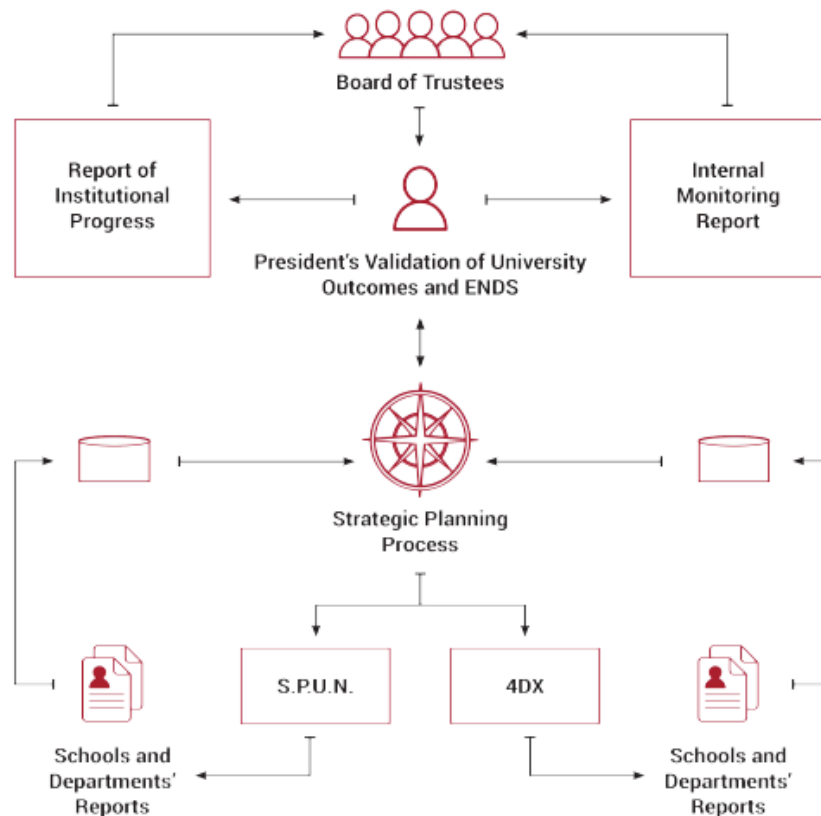
Four Disciplines of Execution (4DX)

In May 2014, the President trained the University on *The Four Disciplines of Execution* (4DX) by Franklin-Covey. The training establishes an expanded and executable method in strategic planning making the strategic planning process more fluid. 4DX methodology consists of:

1. Focus on the Wildly Important - Schools and Departments focus on supporting two to three of the University's Wildly Important Goals (WIGs) listed in the Strategic Planning Unit Notebook (SPUN). A school WIG should be a simple action such as, improve classroom satisfaction, increase student learning outcomes (SLOs), or decrease curricular costs; this simple action needs to support the attainment of a University WIG. See page 9 for greater detail on WIGs.

2. Act on Lead Measures – These are predictive and influenceable, routine behaviors that “lead” to a desired Lag Measure. Leads must be measured and accounted for.
A Lag measure is the quantifiable goal a WIG is trying to accomplish such as: Improve end of course evaluation scores from 70% to 80% by the end of the academic year; increase SLO 2 scores from 2.5 to 3.0 in the fall semester and SLO 5 scores from 2.8 to 3.2 in the spring semester; decrease the average number of independent study students per semester from 10 to 5 over the next two years.
3. Create a Compelling Scoreboard – A simple scoreboard should immediately tell whether a department or school is accomplishing its WIGs. The scoreboard is placed in an office area that can be seen by all constituencies, particularly staff or faculty of that department or school. Scoreboard designs are left to the creativity of the department or school.
4. Create a Cadence of Accountability - Department or school leaders have weekly meetings to review the accomplishments made in the previous week towards achieving the team’s WIGs. Each department or school team member defines what they will personally do in the upcoming week to accomplish the WIGs. Team members hold one another accountable for completing self-declared action steps.

How the President/CEO Reports Achievement of the ENDS and University Outcomes



Surveys

MACU has implemented Survey Monkey and Qualtrics as data gathering tools for University Assessment. Using surveys to gather and analyze data helps the University gain insight for improving University programs, student learning, and the student learning environment. Surveys also provide evidence required by accrediting bodies such as the Higher Learning Commission (HLC).

All MACU-related surveys must be approved by the Director of Institutional Effectiveness (IE). By centralizing all surveys, the University ensures programs and accreditations are met without overloading the survey-taker's time. Surveys will be digitized as much as possible and redundant and/or duplicated questions will be eliminated. Survey data will be used for planning, development of services, academic responsible party development, and decision making.

Procedures for Survey Approval and Conducting Surveys

1. The purpose of the survey must be clear.
2. The survey must provide information useful for planning or improving services.
3. The survey must follow sound survey methods and practices, and questions need to be easily understood and interpreted. IE will review and approve survey questions for validity and elimination of any duplicate questions within other surveys.
4. Specify the target population.
5. Specify actions being taken to ensure the confidentiality of the participants. IE will oversee distribution of surveys and ensure the anonymity of its respondents.
6. Specify the dates the survey is to be conducted.
7. Specify how the results will be used.
8. Specify the department to which the findings are to be communicated and who will have access to the information. IE will provide the results of the surveys to the person(s) with information permissions. Recipients of survey results will review and analyze the results of the surveys. IE will provide additional analyses of the results as needed.
9. IE will maintain a timeline of accepted surveys and review reports of surveys for purposes of strategic planning.

Consistency in Surveys

The survey format will be consistent with clearly articulated and measurable questions appropriate for statistical analysis. Since these surveys are research related, and are used for University purposes, it is essential for the Director of IE to approve the final surveys before distribution for statistical purposes.

Approved Surveys

Frequency and Type of Surveys: The frequency of the survey will vary based on the survey type. The frequency may be annual, semester, quarterly, monthly, or per course. See the table below for the surveys which are currently offered through the University.

Analysis of Survey Results: IE will provide raw data to the appropriate department or school. The initial analysis of the survey results will be conducted by the each department or school, appropriate Dean, or Vice President, depending on the survey type. IE will conduct further analysis as needed.

Recommendations from the Survey: Based on each survey type, the VP, Dean, Director, or other responsible party for the survey will prepare recommendations documented with an action plan with due dates as part of the final report. The action steps will be determined by the results of the survey.

Once completed, the Director of IE will meet with the responsible party(ies) to determine the effectiveness of the action plan, or if additional steps and assignments are necessary for the completion of the recommendations.

Retention of Survey Data

The Office of Institutional Effectiveness will retain collected survey data indefinitely. Survey data is retained on the survey software that the University purchases on a yearly basis. Currently, the University uses Survey Monkey and Qualtrics software to conduct surveys, and as long as the contracts with these two software companies are maintained, housing the raw data within the software will continue. Should the University no longer maintain these contracts, the raw data from the surveys will be downloaded and stored in the secured AAIR-drive. Some survey data is analyzed and distributed to various University departments. The distributions of analyzed data is saved to appropriate folders in the University's AAIR-drive.

Table of Routine Surveys for MACU

No	Name of Survey	Responsible for Survey	Distributor of Survey	Timeline	Type of Survey	Participants
1	Alumni	VP of Advancement	Office of Advancement/IE	May	Dept. Survey	Alumni
2	Board of Trustee	Office of the President	CIO and IE	Spring (March)	Dept. Survey	Board of Trustees
3	CAGS End-of-Course Evaluation	Director of IE	IE	Monthly	CAGS Survey	CAGS Students
4	CAGS Instructional Design	CAGS Curriculum Design Specialist	CAGS Curriculum Design Specialist and IE	As Needed	Faculty Survey	Faculty

5	CAGS New Student Orientation	CAGS Director of Student Services	CAGS Directors of Student Services and IE	Monthly	CAGS Survey	CAGS Students
6	CAGS Retention	CAGS VP	CAGS VP and IE	Fall and Spring	CAGS Survey	CAGS Students
7	CAGS Student Satisfaction	CAGS VP and Director of IE	CAGS VP and IE	Fall (Nov) and Spring (April)	CAGS Survey	CAGS Students
8	CAS New Student Orientation Survey	VP for Student Eng. and Success	Director of Student Life	Fall and Spring	CAS Survey	CAS Students
9	CAS End-of-Course Evaluation	Director of IE	IE	Fall and Spring Semester	CAS Survey	CAS Students
10	CAS New Student Orientation	CAS Director of Student Services	CAS Director of Student Services and IE	Fall	CAS Survey	CAS Students
11	CAS Residence Life	Director of Student Life	Director of Student Life and IE	Fall and Spring	CAS Survey	CAS Students
12	CAS Student Exit Interview	Director of Registrar	Registrar	Fall and Spring	Univ. Survey	Univ. Survey
13	CAS Student Life	Director of Registrar	Registrar	Fall and Spring	Univ. Survey	Univ. Survey
14	CAS Student Satisfaction	VP for Student Eng. And Success and IE	Office of the VP for Student Engagement and Success and IE	Spring (Feb)	CAS Survey	CAS Students
15	Celebration of Culture Day	VP for Strategic Initiatives	VP for Strategic Initiatives and IE	Fall and Spring	Dept. Survey	Students, Faculty, and Staff

16	Chapel	Campus Pastor	Campus Pastor	As Needed	Dept. Survey	Chapel Attendees
17	Faculty, Staff, and Administrators Satisfaction	VPAA, Director of HR, and Director of IE	IE	Spring (April)	Univ. Survey	Admin, Faculty, and Staff
18	FERPA	Director of HR	Director of HR	Spring	Employees	Employees
19	Food Service	VP for Student Eng. and Success	VP for Student Engagement and Success	Fall	Dept. Survey	All
20	Freshman Parent	VP for Student Eng. And Success	Director of Student Life	Fall (Sep)	Dept. Survey	Freshman Parents
21	Graduate	VP for Students Eng. and Success	Dean of Student Success	Spring	CAS Survey	CAS Students
22	Lag Measures	IE	IE	Spring	Univ. Survey	Chairs
23	Lead Measures	IE	IE	Monthly	Univ. Survey	Chairs
24	Library Faculty Satisfaction	Director of Library and IE	Library Director, Co-Director, and IE	Fall	Dept. Survey	Faculty
25	Library Student Satisfaction	Director of Library/IE	Library Co-Director/IE	Spring	Dept. Survey	Students
26	Spiritual Emphasis	Campus Pastor	Campus Pastor	Fall and Spring	CAS Survey	CAS Students
27	Teacher Candidate Lesson Evaluation	VPAA and IE	IE	As Needed	Univ. Survey	Faculty

28	Testing Center	Asst. Manager of Assessment, Testing & Scheduling, and IE	IE	Monthly	Univ. Survey	MACU Students and Community
29	Who's Who	VPAA	VPAA and IE	Spring	Academic	Faculty

Research

Human research conducted at Mid-America Christian University (MACU) or by representatives of MACU will obtain approval from the MACU Institutional Review Board.

Institutional Review Board

The MACU Institutional Review Board (IRB) is comprised of four MACU faculty members, two non-MACU (outside) faculty members, a Chair, and Secretary. The current MACU IRB Chair is Ray Dillman and Secretary is Lisa Cassens. The faculty members of the MACU IRB are not publicly listed to protect against undue influence.

The Board Chair will call for IRB meetings when a research proposal is submitted. IRB decisions on research proposals seek unanimity but simple majority will suffice for IRB decisions for whether to approve or deny research proposals. Notes of IRB meetings are maintained by the IRB Secretary. Persons wishing to conduct research at MACU or with questions concerning the IRB process should contact Lisa Cassens lisa.cassens@macu.edu or (405) 692-3166.

Review of IRB Board Approved Research

MACU follows the Policy for Protection of Human Research Subjects established by the U.S. Department of Health and Human Services (HHS) (<https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.107>).

Research approved by the MACU IRB Board will be reviewed by the University President who has the authority to overrule the IRB Board's approval. This authority is outlined in the HHS policy, §46.112 Review by institution which states: "Research covered by this policy that has been approved by an IRB may be subject to further appropriate review and approval or disapproval by officials of the institution. However, those officials may not approve the research if it has not been approved by an IRB."

Further, because our University President must comply with Board of Trustee By-laws (2007), his review of IRB Board approved research will take into consideration By-law 3.1, which states: "With respect to interactions with students or those applying to become students, the CEO shall not cause or allow conditions, procedures, or decisions that are unlawful, unsafe, undignified, unnecessarily intrusive, or that fail to provide appropriate confidentiality or privacy."

Proposed Research Checklist

Submitted proposals will only be considered by the Institutional Review Board (IRB) if the following elements are included:

- 1. Proposal Title Page which includes:
 - a. Name of Study
 - b. Name and Contact Information of Researchers(s)
 - c. Name and Contact Information of Advisor if Researcher(s) is a student
 - d. Dates Research will be Conducted

- 2. Purpose and the research problem of the proposed study. Answer why the research is needed by providing details on what is being done, for whom it is being done, anticipated outcomes, specific of general knowledge production, etc.
- 3. Methodology
 - a. Subjects - provide specific information on desired research participants such as: what is the sampling population, how many samples will be collected, what exclusion criteria will be used, etc.
 - b. Subject Selection - describe the selection methodology (i.e. random, snowball, etc.), and outline how participant recruitment will occur. Include copies of scripts, informed consent forms, flyers, advertisements, posters, and letters to be used in the Appendix section.
 - c. Procedures - provide a detailed description of any methods, procedures, interventions, or manipulations of human subjects. Include facts about the physical location where the research will take place (if applicable).
 - d. Instruments used - describe questionnaires, tests, written instruments, instructions, scripts, etc., that will be used during the study. Detail how interaction with participants will occur, how long will interaction occur, and how will measurements be gathered.
- 4. Potential risks involved and methods of minimizing risks, inconveniences, or discomforts. How will participants be protected?
- 5. Describe anticipated benefits and importance of the knowledge that may reasonably be expected to result.
- 6. Appendices as needed - these would include material from 3.b. as well as interview questions, consent forms, letters of permission, and copies of instruments to be used.

Document Uniformity

To assist in evidence compilation and presentation, the Office of Institutional Effectiveness provides minor labeling requirements that will be presented to outside, non-MACU agencies. While not a University requirement, the Office of Institutional Effectiveness will present collected documents and evidence with the following uniformity requirements: Naming saved documents, Header and Footer information, and Font.

Naming - All documents will be saved in accordance with the following naming convention:

OfficeofOriginationAcronym_Title of Document_Date.of.Publication.

For example, this document will be saved as: IE_ Assessment Manual_7.31.2017

Header - the header of each document page will list Mid-America Christian University in the left hand corner and the title of the document in the right hand corner.

Footer - the footer of each document page will have the title of the office of origination in the left margin (abbreviated if necessary), the page number in the center, and the date of publication in the right margin.

Font – the suggested document body font size for all routine documents is Times New Roman, 12-sized font. The font for information in the Header and Footer is Times New Roman, 10-size.

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