



**VISIBLE**  
MUSIC COLLEGE

**Comprehensive Assessment Plan  
2016-2017**

## **General Overview**

The Institutional Effectiveness and Assessment Team exists to oversee strategic planning and assessment. The Team is led by the Administrative Librarian, as the Institutional Effectiveness and Assessment Coordinator, and is composed of representatives from the three main Offices of the college (Student, Business, and Academics).

The IEA Team formulates a process of evaluating institutional effectiveness, interpreting data gathered in evaluation, and developing strategic, long-range, and budget planning based on assessments of all departments, curricular and co-curricular programs, and divisions of the institution. The IEA Team operates from the understanding that the assessment of institutional effectiveness essentially involves a systematic comparison of institutional performance to institutional purpose. The IEA Team convenes as needed.

The IEA Team works with the Institutional Effectiveness and Assessment Coordinator in administrating institutional assessment. The Institutional Effectiveness and Assessment Team supports the purpose of the institution, which is to impart to students a theoartistic education, providing for their spiritual, artistic, and professional development in both personal and academic contexts. The Institutional Effectiveness and Assessment Team exists to ensure the quality of theoartistic educational experience by cultivating mature practices of assessment and measured benchmarks of institutional effectiveness.

The Institutional Effectiveness and Assessment Team is charged with guiding the planning, research, and assessment process. With the Coordinator of Institutional Effectiveness and Assessment, it assists in conducting assessment procedures, analyzing the data to develop and refine a reasoned and relevant strategic plan for the institution.

This document contains:

1. Goals of Comprehensive Assessment Plan
2. Timeline of Comprehensive Assessment Plan
3. Budget Planning from Comprehensive Assessment Plan
4. Departmental Assessment Procedures
  1. Office of the President
  2. Advancement
  3. Spiritual
  4. Professional
  5. Academic

The goals, objectives, and anticipated outcomes of the team are as follows:

Goal 1:

To cultivate mature practices of assessment by:

Evaluating the assessment methods for variety, validity, and reliability.

Reviewing the Comprehensive Assessment Plan and Schedule

Establishing liaisons with each curricular and co-curricular department.

Recommending changes in the assessment process based on analysis

Objective: To review the institutional environmental-scan.

Objective: To review the institutional assessment results annually.

Outcome: Assessment procedures will be constantly and consistently developing to meet the needs of the institution.

Outcome: Recommendations will be made to all institutional departments based on quantifiable and qualitative data.

Methods of Assessment:

Departmental Assessment Tools

Curricular and Co-Curricular Evaluation Instruments

Development of a SWOT analysis – *Based on this information, what are the strengths, weaknesses, opportunities, and threats that face the institution.*

Goal 2:

To provide measured benchmarks of institutional effectiveness by:

Evaluating the ongoing efforts employed to ensure quality and effectiveness in the institution.

Evaluating how effectively the institution fulfills its stated purpose.

Reviewing, approving, and monitoring the comprehensive, broad-based system for institutional effectiveness of all major aspects of the institution.

Recommending changes to enhance institutional effectiveness.

Objective: To review the institutional Comprehensive Planning Document (CPD).

Objective: To review the institutional assessment results annually.

Outcome: Quality and effectiveness will be monitored throughout the institution.

Outcome: Recommendations will be made to the Vice President of Business for budgetary planning, the Office of the President for strategic planning, and the Board of Trustees.

Methods of Assessment:

Standing Team functionality and recommendations.

Administrative Office Assessment Tools.

Curricular and Co-Curricular Evaluation Instruments

Development of a SWOT analysis – *Based on this information, what are the strengths, weaknesses, opportunities, and threats that face the institution?*

### General Timeline of the Assessment Plan

The timeline of assessment procedures revolves around a tertiary system of annual Comprehensive Planning and Evaluation, tri-annual curricular and co-curricular review, and annual strategic and budget planning.

Comprehensive Planning and Evaluation takes place at the end of each academic year. It includes each office, program, or division completing a review of overarching goals, post-assessment of the previous year, and pre-planning of the forthcoming year. Annual goals, objectives, and anticipated outcomes are reviewed or proposed respectively.

Every three years each office, program, or division of school participates in the curricular/co-curricular review process. The IEA Team has set the following schedule and assignments for these reviews:

2015-2016

Curricular: Music Business

Co-curricular: President, Advancement

2016-2017

Curricular: Music Production, Core Curriculum

Co-curricular: Business

2017-2018

Curricular: Modern Music, Master's

Co-curricular: Student, Auxiliary

2018-2019

Prepare for TRACS Interim Fifth-Year Review

2019-2020

Curricular: Music Business

Co-curricular: President, Advancement

2020-2021

Curricular: Music Production, Core Curriculum

Co-curricular: Business

2021-2022

Curricular: Modern Music, Master's

Co-curricular: Student, Auxiliary

2022-2023

Prepare for Reaffirmation of Accreditation for Spring 2024

These reviews include a SWOT analysis, a comparability study, qualitative analysis and plan for budgetary integration.

**Visible Music College Comprehensive Assessment Plan  
2016-2017**

The strategic and budget planning processes are ongoing throughout the academic year with a tentative schedule as follows:

**May-June**

- Implement previous Curricular and Co-Curricular Review findings completed in January Comprehensive Planning including Review of Office and Program Goals, Post-Assessment and Pre-Planning
- Curricular and Co-Curricular Reviews initiated for upcoming academic year
- August – Admissions Comprehensive Planning including Review of Office and Program Goals, Post-Assessment and Pre-Planning

**October (Fall Break Staff Meeting)**

- Curricular/Co-curricular Review First Draft;
- Data Review; Budget Plan and Connection to Assessment Reporting – State Boards (THEC, IBHE, THECB) and TRACS Annual Report Data made available as well as national data collected from various entities.

**November-December**

- Budget planning based on data collected from and/or found in Comprehensive Planning Document
- Curricular and/or Co-Curricular Review

**January Administrative Week**

- Final Budget Review by Trustees and Tie-in to Assessment Plan
- Final Draft of Curricular and Co-curricular Review

**February-March**

- Assessment of assessment methods and practices
- Assess and refine assessment tools
- SWOT analysis of Curricular and Co-Curricular Reviews by the IEA Team
- Review of Strategic, Long-Range, and Budget Planning

**April-May**

- Completion of assessment instrument updates
- Culling of data from various assessment instrument sources used throughout the year.

## Departmental Assessment Procedures

The following offices prepare tailored procedures in the area of specialization. The following format and questions will be followed:

### RESEARCH

Collecting Data for Comparison

What data do we collect to base our research on? How do we collect it? Where does it come from?

### PLANNING

Setting Goals, Objectives, and Outcomes for Strategic, Long-Range, and Budgetary Plans

How do we plan in our departments? What are our department procedures?

### ASSESSMENT

Setting Goals and Benchmarks

How do we know we have accomplished our planning? What tools are in place measuring progress?

### EVALUATION

Evaluating, Compiling, and Reporting Findings

How is assessment tied into decision making within our departments? How are budgetary changes affected? How are data and decisions compiled and reported?

## **Office of the President/Advancement**

### **RESEARCH**

#### Collecting Data for Comparison

What data do we collect to base our research on? How do we collect it? Where does it come from?

#### Data to collect:

1. Goals, objectives, outcomes and assessments from Comprehensive Planning Document
2. Comparability Study with other institutions
  - 2 in-state institutions
  - 3 out-of-state institutions
3. Board of Trustees
4. Strategic Planning Document

#### How to collect data:

1. Annual review of Comprehensive Planning Document
2. Annual review of Strategic Planning Document with Board
3. Annual evaluation of President from Board of Trustees
4. Documented information from researched institutions
5. Phone calls to Presidents/Trustees of researched institutions

#### Where to collect data:

1. Documents from Visible Music College server
2. From specified in-state and out-of-state institutions
3. From personal individuals of these institutions and Visible Music College Board of Trustees

### **PLANNING**

#### Setting Goals, Objectives, and Outcomes for Strategic, Long-Range, and Budgetary Plans

How do we plan in our departments? What are our department procedures?

#### How we plan:

1. Through annual Comprehensive Planning Document
2. Through annual Strategic Plan
3. Through Board meetings and annual strategic planning retreat

#### Department procedures for setting goals, etc:

1. Consulting previous year's Comprehensive Planning Document
2. Consulting previous year's budget plan to see where we succeeded or fell short
3. Consulting Board of Trustees
4. Consulting Vice President Team discussions
5. Leadership Week input from all staff
6. Consulting Strategic Plan

## ASSESSMENT

### Setting Goals and Benchmarks

How do we know we have accomplished our planning? What tools are in place measuring progress?

How we know we have accomplished our plan:

1. Reviewing Comprehensive Planning Document each year
2. Through annual evaluation from Board of Trustees

What tools measure progress:

1. Comprehensive Planning Document
2. Annual President Evaluation by Board of Trustees
3. Comparability Study

## EVALUATION

### Evaluating, Compiling, and Reporting Findings

How is assessment tied into decision making within our departments? How are budgetary changes affected? How are data and decisions compiled and reported?

How assessment affects our decisions:

1. Implementation of specific points of change emphasized by Board of Trustees in their annual evaluation
2. Implementation of change if recognize failure to accomplish any named goals in Comprehensive Planning Document
3. Implementation of change if recognize failure to carry out points in the Strategic Planning Document
4. Vice President Team advises President in areas across college, President directs how changes in Office of the President affect college

How assessment affects budget:

1. More funds may be given to help implement specific and necessary changes
2. Less funds may be given to other areas to utilize for implementation of specific and necessary changes
3. Budget implementation by Vice President Team

How data and decisions are compiled and reported:

1. Gathering data into document format
2. Compile and review information from Board of Trustees
3. Compile and review effectiveness of fulfilling goals, etc, of Comprehensive Planning Document

**Advancement: Admissions**

**RESEARCH**

Student Surveys – Surveys are handed out to all students regarding their Admissions and Financial Aid experience.

Enrollment Numbers – Number of information requests vs. number of applicants vs. accepted students vs. actual students.

Data is collected for each marketing effort. This includes cost and results.

**PLANNING**

Looking at the results of the data collected through the above research, the admissions staff will set their short-term goals for the next year. These results, taken over multiple years, serve as a guide for both budgetary decisions as well as updating the long-term goals for the department.

**ASSESSMENT**

Each September, Admissions evaluates the goals from the previous year and, according to the assessment outlined with the previous year's goals, determines if and how these goals were met.

**EVALUATION**

The outcome of recruitment is evident in the number of students enrolled each year. This is compared to the data collected and the goals set in the previous year to evaluate previous goals and assessments.

All of the marketing efforts are assessed, comparing cost with positive results. Future budgetary and marketing decisions are made based on the results.

## **Spiritual (Office of Students)**

### RESEARCH

#### Collecting Data for Comparison

What data do we collect upon which to base our research?

- Journal Summaries
- Spiritual Formation Sheets
- Exit Interview Survey
- Pastoral Care Logs
- Community Life Team Meeting Minutes
- Staff Meeting Minutes
- Community Life Survey
- Community Service Spreadsheet
- Community Service Calendar
- Ministry Survey
- Dorm Inspection Forms
- Curfew Sheets

How do we collect it?

- Journal Summaries
- Spiritual Formation Sheets are collected weekly
- Exit Interview Survey is collected at the year-end by Students in one-on-one interviews with students.
- Pastoral Care Logs – kept by each member of Pastoral Care team and communicated in Community Life Committee and Team meetings.
- Community Life Team Meeting Minutes collected bi-weekly
- Staff Meeting Minutes – collected weekly
- Community Life Survey – collected per semester
- Community Service Spreadsheet – set up per semester
- Community Service Calendar – set up per semester
- Ministry Survey - collected yearly
- Dorm Inspection Forms – collected weekly
- Curfew Sheets – collected weekly

### PLANNING

#### Setting Goals, Objectives, and Outcomes for Strategic, Long-Range, and Budgetary Plans

How do we plan in our departments?

Every year at May Leadership Week, a variety of topics are discussed that are relevant to the overall administration of the school. At this time of assessment each department is present to review the overarching goals of the institution and to assess and review their own department.

What are our department procedures?

- Department procedures are noted in the Student Handbook which is evaluated each year by the Office of Students.
- Procedures are also noted in the Academic Catalog

#### ASSESSMENT

Setting Goals and Benchmarks

How do we know we have accomplished our planning? What tools are in place measuring progress?

Goals, expectations, outcomes and assessment is tracked in the Comprehensive Planning Students document.

#### EVALUATION

Evaluating, Compiling, and Reporting Findings

How is assessment tied into decision making within our departments?

Assessment findings reveal misconceptions, weaknesses and strengths in the department. When assessment materials are reviewed changes are made within the budgetary and staff limitations for that school year.

How are budgetary changes affected?

Budgetary changes are affected in accordance to needs that are supported by documentation from assessment. For example: the repeated reported need for better housing management led to changes in staff that had to be supported by the budget.

How are data and decisions compiled and reported?

Meeting minutes, round tables and the Comprehensive Planning Document for the department

## **Professional (Business Office)**

### **RESEARCH**

#### **Collecting Data for Comparison**

- Data collected: policies and procedures relating to budget and financial practices, financial development, purchasing and inventory control, information technology and building management
- Data is collected via online research, phone calls to staff in corresponding departments, and academic catalogue comparison
- Data is collected from other accredited institutions with similar support services and delivery systems in and out of state
- Staff and student surveys

### **PLANNING**

#### **Setting Goals, Objectives, and Outcomes for Strategic, Long-Range, and Budgetary Plans**

- Planning begins by assessing strengths, weaknesses, opportunities and threats through our program reviews.
- Planning continues with the formulation of the comprehensive planning document, post assessment and pre-planning, by identifying several areas of weakness and opportunities to be specifically addressed, setting larger overarching goals and outlining specific objectives to be reached and outcomes to be realized.
- All of these short-range plans are created with the strategic and long-range plans as the ultimate goal. In so doing, we can ascertain adjustments necessary to the budgetary plans to focus our efforts in accomplishing the purposes set forth.

### **ASSESSMENT**

#### **Setting Goals and Benchmarks**

Through staff and student survey feedback; weekly, monthly and annual financial statements and reporting (Balance Sheet, Accounts Payable Summary, Accounts Receivable Summary, Customer Balance Summary, Current Student Balance, Payment Plan Summary, Collections Balance Summary); and annual financial audits, progress can be monitored and determinations can be made as to whether expected outcomes have been realized.

### **EVALUATION**

#### **Evaluating, Compiling, and Reporting Findings**

Based upon data compiled and analyzed in program reviews and comprehensive planning documents, needs are assessed and budgets formulated by the program areas to be approved by the President and Board, seeking to stay in line with strategic and long range plans. Reporting occurs through our post assessment process as well as the annual financial audit report compiled by our outside CPA firm.

## **Academics**

## RESEARCH

Every third year, Academics participates in an Administrative Office Review where external data is collected through a comparability study. In this comparability study the Academics is compared and contrasted with two other in-state and three out-of-state institutions, as well as with various national data that is available. Most of the information comes from institutional catalogues, phone interviews, and national data resources.

Internal research is conducted through various assessment tools listed under assessment.

## PLANNING

Annual planning for the Academics occurs during May and June during the comprehensive planning sessions. At this time three levels of planning take place: Review of over-arching departmental goals, assessment of the previous year's goals and work, and planning for the upcoming academic year's goals. This process is communicated to the Board of Trustees and the staff through the Comprehensive Planning Document published in summer. The information is utilized throughout the budget planning sessions held in November and December.

## ASSESSMENT

Academics utilizes an array of assessment tools each tailored to the specific area of analysis. The Office itself is assessed through surveys completed each year by the exiting student regarding services offered by the Academics. Other assessment tools utilized to evaluate the overall program include:

- Instructor Course Evaluation (ICE) of each course;
- Program Evaluation completed by each student when they graduate;
- Academic Services Evaluation completed by each student at the end of each academic year.

Faculty development is assessed through a coaching process rather than performance review, called PEAC (Performance Evaluation and Coaching), a process derived from:

Markle, Garold L. (2000). *Catalytic coaching: The end of the performance review*. Westport, Connecticut: Quorum Books.

The process includes four steps that are walked through with each member of the faculty annually:

**Step One:** Implementation of upward feedback from faculty member to the Vice President of Academics. This session is conducted by the faculty member and requires that the Vice President merely engage in active listening along with asking relevant clarifying questions.

**Step Two:** At a later date, the Vice President gives the faculty member 3 types of information outlining strengths, areas for improvement, and development recommendations.

**Step Three:** The faculty member takes the feedback gained from Step Two, combines it with other information gained from other sources such as:

Faculty Portfolio – updated every three years by the faculty member;  
Faculty and Administration Self-Evaluation Form – an annual report filled out by the faculty member in which the Tasks of a Theoartistic Faculty are reported:

***Tasks of the Theoartistic Faculty***

The Work of the Theoartistic Instructor

Instructing

Advising, supervising, guiding, and mentoring students

Developing learning activities

Professional development as an instructor

The Work of Research and Creative Activity

Conducting research

Producing creative works

Editing and managing creative works

Leading and managing funded research and creative projects

The Work of Practice and Professional Service

Conducting applied research and evaluation

Disseminating knowledge

Developing new products, practices, and clinical procedures

Participating in partnerships with other agencies

Performing clinical service

The Work of Citizenship

Contributing to the local campus

Contributing to disciplinary and professional associations and societies

Contributing to the church and other communities

Peer Evaluation of Instruction – annual evaluations of instruction conducted the Educational Development and Curriculum Team;

Director's In-Class Assessment of Instruction.

The faculty member then prepares for the first PEAC meeting. The PEAC form is reviewed in a brief meeting and they agree on the implementing of certain useful activities.

**Step Four:** The Vice President and faculty member meet for an end-of year evaluation and go over the stewardship of the action plan.

Assessment of Student Learning

Grades are the first step in measuring student learning. We follow a Grading System outlined annually in the current Academic Catalog. However, we believe that grades are simply an initial measurement. In addition to grades, a student's achievement is assessed through a matrix of Spiritual, Artistic, and Professional Formation. Spiritual Formation Assessment gives the institution insight into how the student is growing in the relationship with Christ, and developing and integrating their faith into their life through cognitive, affective, and ethical arenas. Artistic Formation Assessment allows insight into how a student is developing their skill level in their area of expertise and as agents of cultural transformation. Professional Formation Assessment provides insight into how a student is developing a lifestyle of service and leadership. An array of instruments are utilized to assess these various areas:

- Semester Grade reports are issued providing a comprehensive overview of the student's progress.
- Every student is required to complete either a Ministry/Industry Practicum or an Internship of some type. During these experiences the student is assessed both by a Faculty Advisor and a Field Supervisor.
- Each student is required to complete a Senior Project and Senior Portfolio prior to graduation.
- Bible Content Examinations are completed by each in Student Orientation and again before graduation to provide evidence of students' biblical knowledge.

#### EVALUATION

Data is collected from the various areas of research and assessment. The Vice President of Academics takes this information along with recommendations from program teams and the Academic Development Team (ADT) and formulates budgetary recommendations to be approved by the Board of Trustees.

#### **Academics: Master Degree Program**

For the masters level program, the same design is followed under the guidance of the Masters Program Coordinator, utilizing the Research, Planning, Assessment, Evaluation process of Academics above.

#### RESEARCH

As a part of the Administrative Office Review, the comparability study is used to evaluate the program in comparison to other colleges. Internal research is conducted through various assessment tools listed under assessment.

#### PLANNING

Annual planning for the Academics occurs during May and June during the comprehensive planning sessions. At this time three levels of planning take place: Review of masters program overall goals, assessment of the previous year's goals and work, and planning for the upcoming academic year's goals. This process is communicated to the Board of Trustees and the staff

through the Comprehensive Planning Document published in summer. The information is utilized throughout the budget planning sessions held in November and December.

#### ASSESSMENT

Academics utilizes an array of assessment tools each tailored to the specific area of analysis. The Office itself is assessed through surveys completed each year by the exiting student regarding services offered by the Academics. Other assessment tools utilized to evaluate the overall program include:

- Instructor Course Evaluation (ICE) of each course;
- Program Evaluation completed by each student when they graduate;
- Academic Services Evaluation completed by each student at the end of each academic year.

Faculty development is assessed through a coaching process rather than performance review, called PEAC (Performance Evaluation and Coaching). This mirrors the bachelor program above.

#### Assessment of Student Learning

This mirrors the bachelor program above.

#### EVALUATION

Data is collected from the various areas of research and assessment. The Vice President of Academics takes this information along with recommendations from program teams and the Masters Program Coordinator and formulates budgetary recommendations to be approved by the Board of Trustees.

Institutional Effectiveness and Assessment Team's Plan to Evaluate Assessment

1. Completion of SWOT (Internal Strengths and Weaknesses; External Opportunities and Threats) analysis for each Curricular or Co-Curricular Review.
2. Recommendations are made to each area of focus from the IEA Team by March.
3. Responses are expected by the end of April from Curricular or Co-Curricular Department.
4. Progress is monitored and completed by the May comprehensive planning sessions.
5. A report is made to the IEA Team of any changes made in budgetary allotments during the November and December budget planning meetings.