



**BEULAH HEIGHTS**  

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**UNIVERSITY**

Assessment  
Policies &  
Procedures

# Assessment Policies & Procedures

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## Guiding Principles

The assessment plan is a tool for measuring overall institutional effectiveness in terms of meeting its vision (Academic Excellence, Resource Center, and Change Agent), mission (developing relevant Christian leaders for ministry and market place), and goals and objectives while upholding institutional core values (Biblical Inerrancy, Integrity, Global Missions, Dedicated Servant-hood and Diversity). The assessments form the core for institutional planning through provision of data to back institutional strategic plan and policy changes. All assessments have measurable outcomes that assess the institutional effectiveness in meeting teaching and learning mission. It comprises of data from all stakeholders and tests. The data, once analyzed and reported, are used for planning and enhancement of product quality and service. For instance, the results of the analyses inform institutional decisions such as physical planning, academic program development, professional development, and instructional development among other policies.

The assessment plan involves establishment of a data collection cycle, assessment targets/outcomes, methodologies for assessing the attainment of the outcomes, gathering and analyzing data, dissemination of the results of analyses, and recommendations for use of evidence. The overarching goal is to ensure that the university continues to meet and exceed the teaching and learning goals. Therefore, the assessment plan reinforces the mission of BHU, evaluates quality of academic programs, informs institutional change and improvement, informs the budgeting process and assesses compliance with accrediting agencies', and state' and federal' governments requirements.

## Introduction

Beulah Heights University is proud of its heritage as a training institution for students interested in learning ethical leadership for the ministry and the marketplace. Beulah Heights University (BHU) offers students a curriculum that is centered in its core values of Biblical Inerrancy, Integrity, Global missions, Dedicated Servant-hood, and Diversity suitable for Christian leadership in a host of arenas. Though nestled in the historical Grant Park area of metropolitan Atlanta, BHU extends its reach to the four corners of the earth. BHU nurtures students' leadership skills by exposing them to international ministry opportunities through mission programs and short-term trips. BHU has structured its leadership curriculum to offer training across the globe, thus making a difference internationally in churches, government entities, and businesses. In addition, the curriculum is tailored to expose students to humanities, sciences, effective communication skills, and other professional studies.

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## Accreditation

Beulah Heights University is a member of the **Transnational Association of Christian Colleges and Schools (TRACS)** [15935 Forest Road, VA 24551; Telephone: (434).525-9539; e-mail: info@tracs.org] having been awarded Reaffirmation II of its Accredited Status as a Category IV institution by the TRACS' Accreditation Commission on April 4, 2012. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Beulah Heights University is also a member of the **Association for Biblical Higher Education (ABHE)** [5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822; Telephone: (407).207-0808; email: info@abhe.org] having been awarded Reaffirmation of its Accredited Status as a Category IV institution by the ABHE's Accreditation Commission on February 20, 2012. This status is effective for a period of ten years. The Association for Biblical Higher Education is recognized by United States Department of Education, the Council for Higher Education Accreditation and is a part of a global network that relates to regional or continental higher educational agencies through the International Council for Evangelical Theological Education.

As an accredited university BHU has experienced tremendous growth both in enrollment and programs of study. BHU was recognized by ABHE as one of the fastest growing Christian universities both in 2009 and 2010.

## Mission

The mission of Beulah Heights University is to develop relevant Christian leaders for the ministry and marketplace--leaders who are molded by the Word of God, are change agents impassioned to do God's will, and are characterized by godly lives, servant hearts, transformed minds, and skilled communication.

## Vision

The vision of Beulah Heights University is expressed in the ARC of Ministry. The ARC represents Academic Excellence--the pursuit of excellence in educational standards, Resource Center--offering varied resources to those leaders BHU develops, and Change Agent--provoking change in the lives all BHU encounters. The comprehensive purpose of Beulah Heights University is to provide a high-quality Christian education, which will develop students in living the Christian life, and to prepare them for service and leadership in Christian ministries and the marketplace.

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## Outcomes

1. Spiritual maturity leading to a committed personal walk with the Lord Jesus Christ.
2. Relational maturity leading to a priority commitment to relationships as an extension of the in-dwelling of the Godhead.
3. Educational maturity leading to a commitment of constantly expanding on college-based education.

## Spiritual

1. Graduates of BHU will be committed to giving priority to their personal walk with the Lord Jesus Christ.
2. Graduates of BHU will be able to articulate the plan of salvation.
3. Graduates of BHU will be able to, not only defend their faith in an intellectual and rational manner, but also defend their personal stances on particular issues.

## Relational

1. Graduates of BHU will be committed to the preeminence of sound biblical and relational responsibility.
2. Graduates of BHU will be sensitive to and respond in a responsible manner to a diversity of backgrounds, cultures, and world views.

## Educational

1. Graduates of BHU will be committed to constant educational growth.
2. Graduates of BHU will be able to locate proper sources of information in research.
3. Graduates of BHU will have evaluative skills as they apply the acquired knowledge.
4. Graduates of BHU will demonstrate an acceptable grasp of both verbal and nonverbal communication skills.
5. Graduates of BHU will be prepared to enter a graduate institution of their choice.

## Assessment Process

The assessment process begins with identification of institutional and departmental goals which in turn guide the data collection. Data are collected via surveys, tests and interviews. The data collection process and data analyses are coordinated by the department of assessment and planning. The data are analyzed using excel and SPSS as well as a rich description. The analyses are guided by emerging themes and evaluation goals. The data collection instruments comprise questions, statements and tasks aimed at evaluating the quality of academic programs, quality of courses and instruction, institutional service effectiveness, and overall institutional effectiveness in meeting the global goals and objectives while adhering to institutional vision and mission.

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The assessment covers institutional mission, foundational values, board of trustees, chief executive officer, administrations, faculty, staff, academic programs, learning outcomes, student services, planning, financial stability, institutional advancement (alumni), institutional technology support and academic support (library, equipment). An assessment calendar that guides assessment activities is included in the assessment plan report. The assessment is mainly conducted through surveys sent out to all BHU constituents. Other tools and assessment processes include minutes of departments, implementation of the strategic plan, financial audit, institutional publications review, Integrated Post-Secondary Education Data System (IPEDS), course and program evaluation among others.

## Types of Assessments

### 1. Institutional Mission

University wide surveys intended to establish constituents' awareness and embracement of institutional mission are sent out in November of each calendar year. The results are reviewed, analyzed and reported in the assessment plan report section. The strategic plan must be reviewed to ensure that the set goals are also in compliance with institutional mission. The results of such evaluation/review are reported in the assessment plan report.

### 2. Foundational Values

The assessment must include the evaluation of adherence to and implementation of institutional biblical foundational values, goals, and philosophy of education. This implies analyses and reporting of results of annual stakeholders' survey, strategic plan, and general institutional surveys.

### 3. Board of Trustees

The board of trustees must complete the annual institutional wide as well as self-evaluation surveys. These surveys inform overall institutional adherence to institutional mission and vision and involvement of the Board of Trustees in ensuring such adherence. The results of data analyses must be reported in the annual institutional assessment report.

### 4. Presidential Evaluation

The President is evaluated annually by the Board of Trustees. The evaluations are presented to the president and maintained in the office of the president. The evaluations must be conducted in a timely manner, stored securely and made available whenever need arises.

### 5. Administration and staff Evaluation

All department heads must complete annual performance reports for staff in their departments. In addition, the staff must complete a self-evaluation form. The self-

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evaluation and department head evaluations must be reported in the assessment plan report and employed to inform professional development, promotions, and team building efforts.

## 6. **Academic Program Review**

Academic programs and curriculum in particular must be reviewed every 4-years as established in the curriculum review manual. The evaluation calendar must be submitted to the office of assessment and planning and results of such evaluations documented.

### **Student Learning**

#### **I. Post Tests (Undergraduate)**

Students must complete a post-test before they graduate. The purpose of the post-test is to measure learning. The results of such analyses must be reported in the institutional assessment plan report.

#### **II. Distance Education**

BHU values student learning and therefore requires that similar summative courses are taught to both online and traditional students and outcome reported in the assessment plan report. Consequently, every academic department must ensure that all students, regardless of mode of learning, complete the summative courses and such results reported to the department of assessment and planning and used in implementation of academic program related changes/ policies.

#### **III. Capstone (Graduate)**

All graduate students are required to complete a capstone course. The course is a summary of graduate course work and covers understanding of both theoretical and practical application of knowledge acquired. The results must be reported in the assessment plan report.

#### **IV. Internships**

All undergraduate students pursuing bachelor degrees are required to complete internship relevant to their fields of study. The internships are intended to expose students to practical application of acquired skills and also employment opportunities. At the end of the internship, instructors of record, in collaboration with intern supervisors, must complete an evaluation report and report such to the department of assessment and planning.

#### **V. Retention Rate**

Student retention must be tracked for the purposes of institutional planning and stability as well as compliance with federal government requirements for financial aid. Consequently, retention rates must be tracked and reported in the annual assessment plan report and such findings employed in institutional policy decision making process.

#### **VI. Graduation Rate**

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While enrollment is important, ensuring retention and success to graduation is paramount for success of any institution of higher learning. Therefore accurate data on graduation must be maintained, tracked, and reported in the assessment plan report.

## **VII. Job Placement**

Annual alumni survey must include job placement for BHU graduates. Such information will be used to improve academic programs and marketing.

### **7. Faculty**

Faculty are the backbone of any institution of higher learning. It is therefore necessary to ensure that the faculty are adequate, qualified, and well supported to ensure effective teaching. All faculty at BHU are required to undergo orientation, complete annual institutional wide faculty survey, and participate in curriculum review. Additionally academic department heads evaluate (through classroom) all teaching faculty and students are required to complete end of semester course evaluation surveys. The results of these analyses are reported in the annual assessment plan report.

### **8. Student Services**

In order to ensure that students' needs are adequately met, an annual institutional wide effectiveness survey is administered to all students in November. Students are required to rate all services and provide suggestions for improvement in order to better meet their needs. The findings are reported in the annual assessment plan report. The student government representatives are interviewed for feedback on student needs and their opinions communicated to the administration and incorporated in policy changes in student services.

### **9. Financial Stability**

BHU conducts annual financial audit at the end of each fiscal year (June, 30<sup>th</sup>). The audit report is shared with all relevant bodies (Board of Trustees, accrediting agencies) and used to inform strategic planning process.

### **10. Alumni**

Alumni are an integral part of institutional development. Consequently, BHU maintains connection with the alumni through newsletter and annual alumni survey. The survey is important for ensuring current alumni records of employment, education plans, and contact information. Information collected is shared with business, advancement, and marketing departments for follow up on student loan, alumni engagement and marketing purposes. Results of alumni are reported in the assessment plan report.

### **11. Library**

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The library serves as an important academic resource for both faculty and students. It is therefore important to ensure it is adequately and relevantly stocked to meet the needs of scholars. The library director maintains and reports to assessment and planning records of patronage and usage (material). The department of assessment and planning also stakeholders to understand their library needs. Such findings are reported in the assessment plan report and used to implement changes in the library and determine library budgetary needs.

## **12. Strategic Plan**

All assessments are geared towards informing the institutional planning process. Data collected are analyzed, reported and employed in decision making processes. For instance assessment data have informed introduction of writing labs, pre-and post-assessments, faculty and staff academic benefits among other changes. Every department is required to employ empirical evidence in decision making process.

## Annual Assessment Report

All data collected are analyzed, reported and policy advice made based on outcome. The recommendations are presented to appropriate authorities (academic affairs committee, department heads, board of trustees, and president among other decision making units). Institutional evaluations have been instrumental to policies such as introduction of pre- and post-testing, writing labs, summative courses for online and traditional programs, and establishment of a retention and graduation committee.

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## Beulah Heights University's Assessment Process

FORMULATE

If any surveys or evaluations need to be edited or updated, they are reviewed by the appropriate editing team. They they are updated in the survey system.

DEPLOY

Given the target audience of the survey or evaluation, the query is pulled and deployed to the respective audiences.

COLLECT

After a given time frame for the survey or evaluation to be live, it is collected via the survey system and ultimated exported to a Word, Excel, or PDF format.

REPORT

The report is then formatted for reporting purposes and submitted to the appropriate supervisor/President for that particular survey or evaluation.

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## EXAMS PROCEDURE

Exams tool: Testmoz

### Tools: Survey Monkey and Excel

- Go to testmoz.com
- Make a test
- Login as administrator
- Insert questions for the exam
- Select type, such as multiple choice, true or false, etc.
- Save the question
- After saving all questions, the exam is ready to publish
- Click on publish and copy the link available
- The link will be available for one course at the time and you can edit at any time just make sure it is not published and student have not complete the exam.
- Send the link to department of Admissions so they can send to new students.

## SURVEY PROCEDURES

### How to deploy a survey:

- Go to surveymonkey.com
- Create a survey
- Do not select category
- It is possible to copy from existing survey and possible to make some modifications.
- If a new survey is created, give a new title
- Course evaluation survey are available in English, French, Korean and Portuguese.
- Survey for online students are different than on campus students.
- Pull up a query with the type of survey to be deployed with email information.
- Click on Design survey and insert the logo and questions desired.
- Then click on send survey
- Select new collector
- Select email collector then add manually all the emails from the query.
- Add recipients, then insert email invitation by the name of the survey

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- Click on save and continue and add as new/unsent then save
- Create the message to be sent and the subject
- There are options to send now and to reschedule another time to send the survey as reminder.

## How to collect a survey:

- Click on survey and select collect responses
- Close the survey by clicking on open and then select close collector.
- Then select analyze results
- Download in excel format so report will be complete by class and professor
- To have an overview of survey, click on export all, then all summary data
- Select ppt. format and then download again in pdf format.
- When download in ppt select Hide SurveyMonkey Branding
- Create a file name
- After download the report will be in ppt and then transfer each chart to word document

## For course evaluation

- Follow the same process to collect and close the survey
- Course evaluation surveys are different because it needs to have a report for each class and survey monkey does not offer this view.
- To report course evaluation you will need to use excel.
- Click on survey and select collect responses
- Close the survey by clicking on open and then select close collector.
- To close all the classes, it needs to close one at the time.
- Then select analyze results
- Download in excel format so report will be complete by class and professor
- Needs to be separated by department, degree and then by instructor:

### Undergraduate

- General Studies
- Bachelor of Business Administration
- Religious Studies
- Leadership Studies

### Graduate

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- Religious Studies
- Leadership Studies

Online

- Undergraduate
- Graduate

Korean Students

- Undergraduate
  - Graduate
- 
- Add a section for comments

## **How to report a survey:**

- Open a word document
- Cover page format is :
  - Font: Futura Md
  - Size: 26
  - Insert BHU logo
- Format and save an extra file as a PDF for submission



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Beulah Heights University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone: 434.525.9539; e-mail: [info@tracs.org](mailto:info@tracs.org)] having been awarded Reaffirmation I status as a Category IV institution by TRACS' Accreditation Commission in April, 2002; this status is effective for a period of 10 years. Transnational Association of Christian Colleges and Schools (TRACS) is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and International Network for Quality Assurance Agencies in Higher Education (INQAAHE) as a national accrediting agency for Christian Post-secondary institutions that offer certificates, diplomas, associate, baccalaureate, and graduate degrees, including distance learning. Beulah Heights University is also a member of Association for Biblical Higher Education (ABHE) [5850 T.G. Lee Blvd., Ste. 130 | Orlando, FL 32822 | 407.207.0808; email: [info@abhe.org](mailto:info@abhe.org)] having been awarded Reaffirmation status by ABHE's Accreditation Commission in 2003; this status is effective for a period of 10 years. The Association for Biblical Higher Education is an officially recognized "national accrediting association" by the U.S. Department of Education ([www.ed.gov/admins/finaid/accred/accreditation\\_pg9.html](http://www.ed.gov/admins/finaid/accred/accreditation_pg9.html)); is an officially recognized "faith-based" accrediting agency by the Council for Higher Education Accreditation ([www.chea.org](http://www.chea.org)), and is a part of a global network that relates to regional or continental higher educational agencies through the International Council for Evangelical Theological Education ([www.icete-edu.org](http://www.icete-edu.org)).