

**FUSING 11 TO MAKE 7:
SYNTHESIZING 11 NARRATIVES
TO RESPOND TO 7.1**

An Alternative Approach to Standard 7.1

Rachel Smith
Assistant Director of Assessment and Compliance
Regent University
Virginia Beach, Virginia
rachsm3@regent.edu
757-352-4422

Standard 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

A Non-Traditional Approach

Institutions often use strategic plans to respond to this standard. However, we used the "Regent University Mission, Goals, and Objectives," which serves as the ruler for managing, gauging, and assessing institutional effectiveness.

1. Brief.
2. Lists goals and objectives that indicate how the university will achieve the mission and support various units and bodies at the institution (i.e., faculty, students, academic departments, and non-academic departments).
3. Does not list methods.
4. Does not list targets.
5. Regent University operates under a decentralized approach. Therefore, the individual schools, for example, are responsible for programmatic assessment.

Regent University Mission, Goals, and Objectives: Goal 1

Goal 1: Enhance Academic Excellence through offering rigorous, Biblically-based, globally-contextual academic programs and other educational opportunities;

- In order to meet this goal, Regent will evidence:
 - Outcome 1: Biblically-based, globally-contextual curricula and extra-curricular programs;
 - Outcome 2: Quality and effectiveness of each program and educational opportunity through regular assessment;
 - Outcome 3: Qualified faculty members and facilitators;
 - Outcome 4: Faculty research and scholarship;

Regent University Mission, Goals, and Objectives: Goal 2

Goal 2: Enrich its community service and outreach endeavors through an emphasis on Christian virtue and worldview;

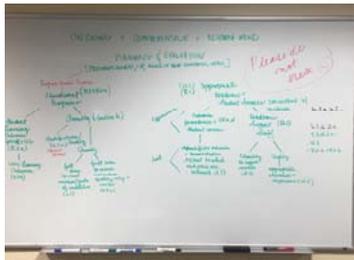
- In order to meet this goal, Regent will evidence:
 - Outcome 1: Effectiveness and comparability between the experience of the residential learner and the online learner;
 - Outcome 2: Encouragement of spiritual growth and spiritual vitality for all stakeholders through organized events and activities;
 - Outcome 3: Effective and efficient opportunities in which online students and residential students can interact and relate to each other in a community-style environment.

Regent University Mission, Goals, and Objectives: Goal 3

Goal 3: Increase its institutional viability and Biblical stewardship within its operational responsibilities;

- In order to meet this goal, Regent will evidence:
 - Outcome 1: Effective and efficient professional development opportunities to faculty and appropriate staff;
 - Outcome 2: Effectiveness and efficiency within its recruitment and retention of students;
 - Outcome 3: Alumni who support Regent;
 - Outcome 4: A viable financial model;
 - Outcome 5: Administrative effectiveness and efficiency in both academic and nonacademic departments;

The Original Strategy: Fusing 11 to Make 7



Reality Hit: The Revised Strategy

- 1) Use **nine** narratives.
- 2) Don't write 7.1 first.
- 3) Define the standard's key terms (institution-specific).
- 4) In the text:
 - a. Highlight standards that support each RU outcome,
 - b. Connect each outcome with key terms, and
 - c. Link to the narratives and borrow examples from them.

Standards Used

Original Selection (11 total)	Standards Actually Used (9 total)
6.1: Full-time faculty	6.2.a: Faculty qualifications
6.2.a: Faculty qualifications	6.5: Faculty development
6.2.b: Program faculty	7.3: Administrative Effectiveness
6.2.c: Program coordination	8.1: Student achievement
7.3: Administrative Effectiveness	8.2.a: Student learning outcomes for educational programs
8.1: Student achievement	8.2.c: Student outcomes, academic and student services
8.2.a: Student learning outcomes for educational programs	13.1: Financial Resources
8.2.b: Student outcomes, general education	13.3: Financial Responsibility
8.2.c: Student outcomes, academic and student services	13.5: Control of sponsored research/external funds
12.1: Student support services	
12.2: Student support services staff	

Other 7.1 Evidence

- 1) Graduate Exit Survey
- 2) Program Review
- 3) Annual faculty performance evaluation/annual staff performance assessment

Organizing the Narrative: Set the Scene

Because "Regent University Goals and Objectives" does not indicate strategies or KPIs, we rely on other narratives to provide this information.

- 1) We clearly described the organization of the 25-page standard
- 2) We defined the key words in the standard to indicate how we demonstrate compliance.

**Set the Scene:
Describe Organization of 7.1**

"To demonstrate that the University engages in planning and evaluation with regard to each of these goals and outcomes, this narrative dedicates one section to each goal and its accompanying outcomes. Evidence is provided to demonstrate how the University has focused on the outcomes that support each goal. For analysis, the discussion of each outcome is divided into component parts: **institutional quality and effectiveness** and **systematic review of institutional goals and outcomes**, which are **ongoing, comprehensive, and research-based**. Below, these components are defined to indicate how each area relates to University outcomes, and are integrated into each outcome where applicable."

**Set the Scene:
Define Key Words**

Institutional Quality and Effectiveness: University programs and services are considered to be quality and effective if they meet the needs of students from matriculation to graduation.

Many of the processes and examples described in this narrative are also referenced in other narratives. When there is an overlap, a reference to the corresponding narrative will be identified. These references demonstrate additional examples of how Regent implements goals that are approved by the Board of Trustees, integrates its goals into institutional culture and practice, and evaluates its goals for effectiveness.

**Set the Scene:
Define Key Words (Systematic)**

Systematic Review of Institutional Goals and Outcomes: The review of institutional goals and outcomes is systematic because the review is ongoing, comprehensive, and research-based.

**Set the Scene:
Define Key Words (On-going)**

Ongoing: Regent University's research-based planning and evaluation of its academic support services and educational programs is ongoing because it occurs every year or every other year, depending on the schedule established for each educational program and each academic or student support service.

**Set the Scene:
Define Key Words (Comprehensive)**

Comprehensive: Regent University's research-based planning and evaluation process is comprehensive because it impacts all major areas of the institution, including educational programs and academic and student support services, and also departments that do not directly serve students, such as University Marketing. Each area is evaluated in terms of effectiveness/quality, evaluation/review, suitability for students' needs, and mission fit.

**Set the Scene:
Define Key Words (Integrated)**

Integrated: Programmatic and departmental assessments are imbedded into the life and processes of academic and nonacademic University departments. Additionally, findings from these on-going and comprehensive evaluations are integrated into institutional plans and are the basis of improvement at various levels, such as educational programs.

**Set the Scene:
Define Key Words (Research-based)**

Research-based: Regent University's assessment processes are research-based because assessments and related changes to academic programs and services are based on an evaluation of student learning outcomes, which is achieved through the analysis of assignments in key courses within the curricula, and the evaluation of academic and student support services goals. These are evaluated through a variety of methods, including surveys, staff performance reviews, and quantitative analysis of staff engagement with students (i.e., phone call and email response times). These methods are used to evaluate student achievement and the effectiveness of University services.

Organizing the Narrative: Goal by Goal

1) Mimic structure of the Regent University Mission, Goals, and Objectives:

Goal

Outcome

Institutional Quality and Effectiveness

Systematic Review: Ongoing, Integrated, Research-Based

Outline of Evidence based on Goals/Objectives: Goal 1

Goal 1: Enhance Academic Excellence through offering rigorous, Biblically-based, globally-contextual academic programs and other educational opportunities.

1) Define academic programs.

2) Describe their parameters (quantity by school).

Outline of Evidence based on
Goals/Objectives: Goal 1, Outcome 1

Outcome 1: Biblically-based, globally-contextual curricula and extra-curricular programs.

- 1) Syllabi Review section of the Program Review. The Syllabi Review ensures that each course syllabus ensures that the content of the course supports the Biblically-based and globally-contextual components of the program.
- 2) Graduate Exit Survey, "Spiritual Development."

Outline of Evidence based on
Goals/Objectives: Goal 1, Outcome 2

Outcome 2: Quality and effectiveness of each program and educational opportunity through regular assessment.

- 1) Narrative 8.2.a (evaluation of student learning outcomes for educational programs).
- 2) Regular programmatic assessment (every year/every other year).

Outline of Evidence based on
Goals/Objectives: Goal 1, Outcome 3

Outcome 3: Qualified faculty members and facilitators.

- 1) Narrative 6.2.a (faculty qualifications): Determines that faculty are accurately assigned to courses based on their credentials.
- 2) Program Review (Faculty Review): Occurs every six years with an interim review in the third year.

Outline of Evidence based on
Goals/Objectives: Goal 1, Objective 4

Outcome 4: Faculty research and scholarship.

- 1) 6.5 (faculty development), 13.5 (control of sponsored research/external funds).
- 2) Tenure promotion and review and annual performance review assess faculty research and scholarship.

Outline of Evidence based on
Goals/Objectives: Goal 2

Goal 2: Enrich its community service and outreach endeavors through an emphasis on Christian virtue and worldview.

Outline of Evidence based on
Goals/Objectives: Goal 2, Outcome 1

Outcome 1: Effectiveness and comparability between the experience of the residential learner and the online learner.

- 1) 8.2.a (student learning outcomes for educational programs), 8.2.c (student outcomes: academic and student services): programs and services should accommodate online/on-campus students
- 2) Assessment schedule for evaluation of academic programs and student support services (provide examples)

Outline of Evidence based on
Goals/Objectives: Goal 2, Outcome 2

Outcome 2: Encouragement of spiritual growth and spiritual vitality for all stakeholders through organized events and activities.

- 1) Holistic development of students indicates quality and effectiveness: 8.2.c, Graduate Exit Survey Campus Ministries section
- 2) Graduate Exit survey; annual assessment of Campus Ministries' goals/objectives

Outline of Evidence based on
Goals/Objectives: Goal 2, Outcome 3

Outcome 3: Effective and efficient opportunities in which online students and residential students can interact and relate to each other in a community-style environment.

- 1) 8.2.a, 8.2.c: students receive similar academic experiences.
- 2) Regular university assessment process.

Outline of Evidence based on
Goals/Objectives: Goal 3

Goal 3: Increase its institutional viability and Biblical stewardship within its operational responsibilities.

Outline of Evidence based on
Goals/Objectives: Goal 3, Outcome 1

Outcome 1: Effective and efficient professional development opportunities to faculty and appropriate staff.

- 1) 6.5 : Excellent education is achieved, in part, through the training and resources provided to faculty and staff.
- 2) Annual faculty performance evaluation and annual staff performance assessment.

Outline of Evidence based on
Goals/Objectives: Goal 3, Outcome 2

Outcome 2: Effectiveness and efficiency within its recruitment and retention of students.

- 1) 8.1 (student achievement), 7.3 (administrative effectiveness): strong retention and recruitment rates ensure longevity and achievement of mission.
- 2) Annual evaluation of student achievement variables described in 8.1 (i.e., graduation rates, retention rates, licensure exam pass rates, job placement rates).

Outline of Evidence based on
Goals/Objectives: Goal 3, Outcome 3

Outcome 3: Alumni who support Regent.

- 1) 7.3, 13.1 (financial resources), 13.3 (financial responsibility): alumni support provides financial resources and strengthens relationships with graduates.
- 2) Monitoring of financial donations of alumni and annual fundraisers.

Outline of Evidence based on
Goals/Objectives: Goal 3, Outcome 4

Outcome 4: A viable financial model.

- 1) 13.1, 13.3.
- 2) Fiscal year budget review process.

Outline of Evidence based on
Goals/Objectives: Goal 3, Outcome 5

Outcome 5: Administrative effectiveness and efficiency in both
academic and nonacademic departments.

- 1) 7.3, 8.2.c.
- 2) Regular assessment of learning outcomes/goals and objectives
for academic and non-academic departments.
