



Horizon University

Assessment Plan

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I. Introduction

Institutional effectiveness at the Horizon University is the process of self-evaluation and continued improvement necessary to achieve the mission and objectives. The self-evaluation process includes using internal and external sources as well as qualitative and quantitative data to ascertain how well Horizon University performs in all areas of its operations, including academic programs and educational support services. The process is ongoing, with results being shared with members of Horizon University's community.

This Assessment Plan is the guideline for achieving institutional effectiveness. The Horizon University's Strategic Plan provides the framework for determining what is to be accomplished by publishing the mission, objectives, learning outcomes, timeline for accomplishment, assigning responsibility, and resource requirements. Assessment instruments for achieving the expected outcomes are identified. The cycle for measuring progress is incorporated into this Assessment Plan.

Vision Statement

Our vision for Horizon University (HU) is to enrich and spiritually improve the world around us by preparing Christian leaders dedicated to work in the areas of ministry and theology. Our students will inspire, motivate, and drive others to live a life defined by Christian principals, and they will be shining examples of the outstanding educational experience at HU. They will be leaders that guide their communities to greatness in the name of Jesus Christ.

Mission Statement

Our mission at Horizon University (HU) is to educate the next generation of strong Christian leaders who will selflessly serve their Church, communities, and beyond with their various skills and vital knowledge gained during their studies of theology, the Bible, and practical ministry here at HU.

Philosophy

Horizon University (HU) was founded upon Christian doctrine and religious principles. We strive to provide the highest standard of education to Los Angeles and the surrounding communities. HU focuses on providing degree programs to students of all backgrounds, in order to serve the expanding local and global communities of the world. Upon the completion of our degree programs, students will be able to enrich and serve with the moral, spiritual, and professional values our Christian education provides.

Objectives

The fourfold goal of Horizon University (HU) is to educate students to become academically successful and intellectually confident, gain cultural awareness and tolerance, and obtain the practical skills and knowledge necessary for professionals, in order to serve as dedicated Christian leaders who have a foundation in Biblical knowledge and Christian values and are able to employ Christian principles within their career and interpersonal relationships.

First, students will be academically successful and intellectually confident, which are important qualities for overall professional success. Students will achieve skills necessary to analyze and absorb important information in their discipline, and students will apply their knowledge to real world situations.

Second, students will develop cultural awareness and tolerance in order to be compassionate and fair leaders. Students will evaluate differences that may arise while at work in various communities and will create a space built upon inclusion and Christian love.

Third, the education received at HU will grow strong professionals who have superior knowledge and skills of their respective professional fields. Students will acquire practical skills that can be demonstrated in the field.

Our fourth and most important goal is to mold and cultivate strong, dedicated spiritual leaders who are well-versed in Biblical knowledge and Christian values. Students will apply Christian principles to pursue their vision and mission in life and deliver their knowledge to others in a mature and compassionate manner.

Assessment Process

Horizon University identifies the following areas of the institution that are systematically assessed:

- Institutional Mission
- Governing Board
- President/Administration/ Staff
- Academic Programs/ Program Learning Objects
- Student Learning Outcomes
- Student Services
- Faculty Development
- Finance
- Library
- Physical Plant and Health and Safety
- Technology

The assessment process includes following steps:

- Step 1: Identification of desired outcomes

- Step 2: Identification of direct and indirect assessment instruments
- Step 3: Collection of data regarding outcomes
- Step 4: Analysis and interpretation of data
- Step 5: Determination of change needed to better accomplish outcomes and positively impact student learning
- Step 6: Incorporation of change, as necessary, into the strategic plan
- Step 7: Implementation of any necessary budget change, and
- Step 8: Implementation of steps necessary to make identified changes

The assessment plan and process are subject to evaluation before the cycle or assessment loop is repeated. Attention to aspects of assessment may shift from cycle to cycle in order to ensure appropriate analysis of the departments and offices of the University as well as each of its academic program.

A variety of assessment methods are used: surveys, minutes, external financial audit data, state and accreditation agency reports, consultants' reports, student course evaluation, grade distribution analyses, retention and graduation rates, employer surveys, student surveys, and faculty/staff performance evaluations. The data is collected, reported, and analyzed. Recommendations are formulated for each area as well as action plans and strategies developed in order to accomplish the recommendations.

Areas of Assessment

Area of Assessment	Instruments	Responsible Parties
<p><u>University's Mission</u> Mission statement survey to be conducted by the Board of Directors. The mission statement is reviewed as to whether it states the purpose of Horizon University and reflects its operations. The mission statement is reviewed as to its measurability and clarity and conciseness. A strategy for improvement is to be identified if necessary.</p>	Mission Statement Survey	Board of Directors
<p><u>Governing Board</u> The Board completes a self-evaluation at its fall meeting. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decisions, personal appraisal of board services, and sense of satisfaction of board services.</p>	Board Self-Evaluation	Board of Directors
<p><u>President</u> President's Evaluation. The Board of Directors evaluates the leadership and management, spirituality, communication, behavior/ integrity/ morality/ ethics, relationships, institution's finances, and development of the President</p>	President Evaluation Form	Board of Directors
<p><u>Administrative and Staff</u> Evaluation and Satisfaction Survey. The Staff Evaluation is to be conducted by one's supervisor. The Staff Satisfaction Survey is to be conducted by the President.</p>	Administrative and Staff Evaluation Form Staff Satisfaction Survey	President and Supervisors
<p><u>Academic Program</u> Academic Program Reviews are to be conducted by Director of Academics and Program Directors. The followings are addressed and evaluated:</p> <ul style="list-style-type: none"> - Compatibility of the program with the mission - Enrollment/retention/graduates - Degree curriculum content - Program requirement by the comparison with other programs - Library analysis in support of the program - Student Services - Faculty Development - Satisfaction Survey - Syllabi analysis 	Academic Program Reviews	Director of Academics Program Directors
<p><u>Student Learning Outcomes</u> In order to assess and evaluate the student learning outcomes, the followings are addressed and evaluated.</p>	Graduation/ Placement/ Retention Rates Exit Interviews Curriculum Maps	Registrar Director of Student Services Director of Academics

<ol style="list-style-type: none"> 1. Graduation rate (incl. 150% completion) 2. Job Placement rate 3. Retention Rate 4. College Placement of Graduates 5. Exit Interviews 6. Alignment of Outcomes 		Program Directors
<p><u>Faculty Development</u> The faculty members are evaluated using annual Faculty Evaluation which consists of several items that demonstrate expertise and competence in field and profession. The process includes a summary and response to your course evaluations, a report of your scholarly and community activities, and a performance evaluation that will be conducted by the supervisor. Each member of the faculty is also evaluated by his/her peers using the Faculty Peer Review.</p>	<p>Annual Faculty Evaluation Annual Faculty Activity Report Course Evaluation Review and Response Faculty Peer Review Faculty Satisfaction Survey</p>	<p>Director of Academics Program Directors Faculty</p>
<p><u>Student Services</u> All of aspects of Student Services are assessed using the Annual Student Satisfaction Survey. The Student Satisfaction Survey provides an opportunity for students to make comments, and an opportunity to recommend needed student services. Each student has the opportunity to respond on the survey.</p>	<p>Student Satisfaction Survey</p>	<p>Director of Student Services</p>
<p><u>Finances</u></p> <ol style="list-style-type: none"> 1. External financial audit To be conducted annually. 2. Management Letters/ Deficit History/ Sufficient Cash Flow/ Debt Retirement The data is collected and analyzed annually. The goals are to have no deficits, have sufficient cash flow, and retire debt in order to be debt-free. 3. Gift Income Fundraising methods are identified along with the amounts generated each year. Fundraising trends are identified. 4. USDE Financial Stability Ratio From the annual audited data, the primary reserve ratio, the equity ratio, and the net income ratio for each fiscal year is computed. The composite score is computed following the methodology used by the US Department of Education for proprietary and nonprofit institutions. The composite score should be between 1.5 to 3.0 to demonstrate a financially healthy institution. 5. Financial Ratios 	<p>Audited Financial Statement Composite Score</p>	<p>Director of Operations</p>

<p>The auditor computes the following ratios: Primary Reserve Ratio/ Net Income Ratio/ Return on Net Assets Ratio/ Viability Ratio The goal is for the ratios is trend according to the specific benchmarks.</p>		
<p><u>Library</u> In order to assess and evaluate the library service, Horizon University utilizes following instruments:</p> <ol style="list-style-type: none"> 1. Student Satisfaction Survey Students annually assess the library in the Student Satisfaction Survey 2. Librarian Report The librarian prepares a report for the Director of Academics which includes the following: <ul style="list-style-type: none"> - Library materials catalogued - Annual expenditure - Circulation & Inter-library loan - Information Literacy Instruction - Challenges and Goals for the coming year 	<p>Student Satisfaction Survey Librarian Report</p>	<p>Director of Student Services Librarian</p>
<p><u>Physical Plan and Health and Safety</u> Data from the Student Satisfaction Survey is collected and analyzed.</p>	<p>Student Satisfaction Survey</p>	<p>Director of Operation</p>
<p><u>Technology</u> Data from the Student Satisfaction Survey, Faculty Satisfaction Survey, and Staff Satisfaction Survey.</p>	<p>Student Satisfaction Survey Faculty Satisfaction Survey Staff Satisfaction Survey</p>	<p>Director of Operation</p>

Assessment Schedule

Month	Assessment	Responsible Parties
March	Staff Satisfaction Survey	Director of Operations
	Faculty Satisfaction Survey	Director of Academics
June	Annual Faculty Evaluation/ Activity Report	Director of Academics
	Staff Evaluation	President and Supervisors
July	Librarian’s Report to Director of Academics	Librarian
	Annual Assessment Report	President
	Graduation/Retention Rates	The Office of Registrar
August	SWOT Analysis Report: Internal Strength/Weakness External Opportunities/Threats	Strategic Planning Committee
	Development of Strategic Plan	President Director of Academics Director of Operations
	Audited Financial Statement	Director of Operations
September	Board Self-Evaluation	Board of Directors
	President’s Evaluation	Board of Directors
	Mission Statement Survey	Board of Directors
	Student Satisfaction Survey	Director of Student Services
	Financial Ratios Computed and Analyzed	Director of Finances
October	Audited Financial Statement	Director of Finances
December	Job Placement Rate	Director of Student Services
	Curriculum content compared to National norms/ Curriculum Map review	Director of Academics
End of Each Term	Course Evaluation Survey	Director of Academics
	Co-curricular Program	Director of Academics
	Exit Interviews	Director of Student Services

Plan for Assessing the Assessment Plan

The Assessment Committee will review the assessment plan and process annually, usually early in August, and make recommendations to the faculty and administration for change as appropriate. Once approved, changes will be incorporated into the next year’s comprehensive assessment plan.

Annual Assessment Report

The data is collected per assessment calendar and is summarized. The data is then analyzed and recommendations are made based on the data. Strategies to address recommendation are identified and assigned to an individual or group. Progress on accomplishment of the strategy or strategies and completion of the recommendation are tracked and documented. An annual assessment report is prepared in July of each year.

Explanation of Using Data to Develop Strategic Plan

The data is collected during the year as per schedule and the Assessment Report is prepared during the summer. The data and recommendations are reported to the faculty and staff at a joint annual Institutional Effectiveness meeting. The results are also reported to the appropriate staff members. The Assessment Report is discussed with the Board of Directors. A plan of action address each recommendation is developed and duties are assigned to the appropriate personnel. Action plans and timelines are implemented. The data from the Assessment Report is used during the fall for the development and revision of the Strategic Plan.

Assessment of University's Policies and Procedures

All policies and procedures in Horizon University are to be reviewed on a regular basis to ensure the ongoing relevance and applicability. One of the responsibilities of the Horizon University Assessment Committee is to review and recommend policies and procedures for institutional effectiveness. In every 3 years, the committee must review the university's all policies and procedures to determine what revisions, additions, and clarifications are needed. The revisions are to be reflected to the institutional Policies Manual upon the approval of the Board of Directors.

Institutional Publications

All publications are evaluated, revised, and updated on a regular basis. The principle publication is the annual University Catalog which is revised and updated annually under the leadership of the Director of Academics. Prior to inclusion in the University Catalog, all curriculum changes must be approved by the faculty, administration, and Board of Directors. The Student Handbook is revised and updated each year by the Director of Student Services and other staff members involved in student affairs.

The Board of Directors has the final authority for policies published in the catalog, handbooks and manuals of Horizon University. To allow a reasonable time for review and questions, members of the Board of Directors will be provided the proposed catalog, handbook and manual at least one week prior to any vote for its approval. The existing publications remain in force until new publications or addenda are approved by the Board of Directors.

II. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT

Mission Statement Survey

The Mission Statement Survey to be conducted by the Board of Directors annually. The mission statement is reviewed as to whether it states the purpose of Horizon University and reflects its operations. The mission statement is reviewed as to its measurability and clarity and conciseness. A strategy for improvement is to be identified if necessary. This survey should be completed by faculty members, staff, and students.

1. Information

Position	<input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Board <input type="checkbox"/> Part-time Student <input type="checkbox"/> Full-time Student <input type="checkbox"/> Alumni <input type="checkbox"/> Other	Date (MM/DD/YYYY)	/	/
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2. Opinion

A. What is a Vision Statement?

A vision statement provides a picture of what the university would look like if it achieved its "ideal" future. Vision statements provide a context and sense of purpose for strategic planning. A clearly defined vision for Horizon University will help the institutional focus on its central purpose.

What two words or phrases would you use to define Horizon University's ideal future?

- a. _____
b. _____

B. What is a Mission Statement?

A mission statement should define Horizon University's core purpose in terms of meeting "specific needs." When an institution defines its core purpose, it defines its reason for being. Thus, the mission statement becomes a powerful tool in guiding planning, decision making, and assessment.

What two words would you use to define Horizon University's central reason for being?

- a. _____
b. _____

C. What are Values/Guiding Principles?

Values guide policy and day-to-day behaviors within an institution and therefore provide the foundation for the institution's culture. Because values tend to endure over time they can serve as a reflection of the culture. In simple terms, organizational values and principles determine "what is important around here".

What two words would you use to define Horizon University's values?

- a. _____
b. _____

Board Member Self-Evaluation

The Boards completes a self-evaluation annually. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decision, and sense of satisfaction of board services. The evaluation will be used for the betterment of the member’s administration and communication purpose only.

		Poor	Fair	Average	Good	Excellent		
		1	2	3	4	5		
No	Question	1	2	3	4	5	5	5
1	I understand my role and responsibilities as a board member.							
2	I am familiar with the University’s mission and with the Board’s priorities in support of the mission.							
3	I am willing to listen to the other viewpoints expressed by my fellow board members and support the majority decisions of the board.							
4	I prepare adequately for each board meeting and participate actively in all board meetings.							
5	I keep pace with new developments in board of directors and improve in my activity by attending various workshops.							
6	I actively support the chairman and the president’s vision and plans.							
7	I call on my chairman and president when I have questions about board policy or operation.							
8	I am aware of the contributions and concerns of the faculty, staff and student body.							
9	I participate in the University’s fund-raising projects and in all capital growth campaigns.							
10	I am familiar with University’s uniqueness and strengths, and can articulate its contribution to the community.							
11	I receive the kind of information I need to monitor University’s health and formulate sound policies.							
12	Overall rating: <input type="checkbox"/> Excellent (45+) <input type="checkbox"/> Good (35-44) <input type="checkbox"/> Average (25-34) <input type="checkbox"/> Fair (20-33) <input type="checkbox"/> Poor (11-19)							

President Evaluation

The Board of Directors evaluates the leadership, management, spirituality, communication, behavior, integrity, morality, ethics, relationships, institution’s finances, and development of the President annually. The evaluation will be used for the betterment of the presidential administration and communication purpose only.

	Poor	Fair	Average	Good	Excellent				
	1	2	3	4	5				
No	Question				1	2	3	4	5
1	Communicates a vision for the University effectively.								
2	Communicates with members in a responsive manner.								
3	Effectively appoints and manages the administrative cabinet.								
4	Is taking the right action to manage enrollments.								
5	Actively promotes scholarly development and excellence.								
6	Is an effective fundraiser.								
7	Practices leadership that Instills enthusiasm and increases morale.								
8	Represents the University well to the community beyond the campus.								
9	Executes school’s annual plans sincerely.								
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.								
11	Overall, performs his role in an excellent manner.								
12	Overall rating: <input type="checkbox"/> Excellent (45+) <input type="checkbox"/> Good (35-44) <input type="checkbox"/> Average (25-34) <input type="checkbox"/> Fair (20-33) <input type="checkbox"/> Poor (11-19)								

Staff Evaluation

The evaluation for director of operations (COO) and director of academics (CAO) should be done by the President annually. The evaluation of director of admissions, director of student services, director of finance, and registrar should be done by COO annually. The evaluation will be used for the betterment of the staff administration and communication purpose only.

For the following statements, please score each question according to the following scale:

1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional; N/A Not applicable

1. Administrative & Organizational Skills

#	<i>Questions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>N/A</i>
1	Organization/Planning: Carries out functions in an organized and thorough manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.						
2	Follow-through & Thoroughness: Stays with a project to ensure its completion in a timely and thorough manner.						
3	Professional/ Technical Knowledge: Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department.						
4	Crisis Management: Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.						

2. Organizational Climate

#	<i>Questions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>N/A</i>
5	Loyalty: Supportive of University leadership in word and deed.						
6	Team Orientation: Works cooperatively with other department leaders and encourages cross functional/departmental cooperation.						
7	Coaching Orientation: Builds employees skills and trust, through personal involvement in training and interest in employees progress.						
8	Change Orientation: Welcomes new ideas, supports and promotes positive change.						

3. Communication

#	<i>Questions</i>	1	2	3	4	5	N/A
9	Listening Skills: Knows how to listen actively/attentively, demonstrating effective clarification skills.						
10	Verbal/Written: Demonstrates an effective ability to communicate orally and in writing.						
11	Inter-Departmental Communication: Keeps others informed in and out of immediate department as appropriate.						

4. Performance Skills

#	<i>Questions</i>	1	2	3	4	5	N/A
12	Fiscal Management: Understands financial reports; uses financial reports to measure department progress.						
13	Problem Resolution: Demonstrates effective problem resolution skills.						
14	Productivity: Pushes employees towards higher performance levels.						

5. Leadership

#	<i>Questions</i>	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.						
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.						
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse groups of people.						
18	Delegation skills: Promotes distribution of work, responsibilities, recognition and rewards.						
19	Modeling: Serves as a role model for management, employees and the organization.						

6. Mission Orientation

#	<i>Questions</i>	1	2	3	4	5	N/A
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20	Organizational Knowledge: Understands the University’s business, mission and values.						
21	Commitment: Demonstrates support in word and deed for the University’s goals and objectives.						
22	Trust Worthiness: Acts in a manner which engenders trust from employees and management.						
23	Organizational Courage: Demonstrates character, strength & appropriateness in addressing questionable business practices.						
24	Quality Focus: Emphasizes the highest quality performance as a way of meeting the University’s mission and values.						

Supervisor’s Comment:

Faculty Evaluation

The evaluation for full-time faculty and part-time faculty should be done by the director of academics (CAO) annually. The evaluation includes course evaluation, scholarly contributions, community activities, academic development, and spiritual development. It is intended that this evaluation process will cause faculty members to be affirmed for their strengths and assisted with growth in areas where they have less strength.

Teaching: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

Evaluation	Rating: 1-5
1. The instructor demonstrates extensive knowledge of the subjects taught	
2. The instructor demonstrates effective communication and teaching skills	
3. The instructor started and stopped the class on time	
4. The overall course was well-planned and prepared	
5. Homework assignments were helpful for reaching class objectives	
6. Homework assignments required students to use library resources	
7. The instructor provided a positive learning environment in the classroom	
8. Instruction provided the mission, purpose, and goals of the university	

Student Interaction: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

Evaluation	Rating: 1-5
9. The instructor demonstrated skills in dealing with students' concerns or issues	
10. The instructor was available for discussions with students during designated office hours	
11. The instructor helped students learn from a Christian perspective	
12. The instructor demonstrated spiritual maturity and sensitivity in interaction with students	

Professionalism: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

Evaluation	Rating: 1-5
13. The instructor demonstrated commitment to the university's mission, purpose, and goals	

14. The instructor demonstrated cooperation with staff and other faculty members	
15. The instructor participated in required meetings and special projects	
16. The instructor demonstrated academic and professional integrity	
17. The syllabus clearly explained the course objectives, requirements, course assessments, schedule, and assignments	
18. The instructor demonstrated care for student retention	
19. The instructor understood all the university's policies, procedures, and protocols	

Director of Academics' Comments on Annual Faculty Activity Report

1. TEACHING

Director of Academics' Comments

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. RESEARCH & SCHOLARSHIP

Director of Academics' Comments

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. SERVICE

Director of Academics' Comments

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

4. PROFESSIONAL DEVELOPMENT

Director of Academics' Comment

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

5. SPIRITUAL DEVELOPMENT

Director of Academics' Comment

Rating with respect to departmental/school expectations:

_____ Satisfactory _____ Needs Improvement _____ Unsatisfactory

OVERALL ASSESSMENT Integrated assessment of faculty performance.

_____ Satisfactory

_____ Needs Improvement

_____ Unsatisfactory

Date _____

Faculty _____

**My signature signifies that I have discussed with the
Director of Academics his/her comments and
recommendations.**

Date _____

Director of Academics _____

Faculty Peer Evaluation

The evaluation for teaching faculty should be done by his or her peers annually. The director of academics will communicate the evaluation with the teaching faculty.

Instructor:	Term:	Visitation Date
Course Number:	Course Title:	

Evaluator:	Evaluator's Position:
<input type="checkbox"/> Administrative <input type="checkbox"/> Faculty	New Instructor <input type="checkbox"/> Yes <input type="checkbox"/> No

SYLLABUS

Please mark “√” for all sections found on the syllabus.

Course Descriptors:

- Course Number Course Title Term Instructor's Name Credit Hours

Introduction:

- Class meeting day & hour Instructor office hours Instructor contact information (required)

Other Required Sections:

- Mission Statement Course description Grading Rubrics
 Prerequisites Program Objectives & Student Learning Outcomes
 Instruction Method Required Text Book Recommended Reading & Other Course resources
 Course Policies Assignments Assessment Rationale for Grade Determination
 Course Calendar/Schedule

Comments about syllabus:

CLASS INFORMATION

Class Hour: ___:___ - ___:___ **Observation Hour:** ___:___ - ___:___ Lecture Lab

Instructional Techniques (Check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Small-groups work | <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Role-play | <input type="checkbox"/> Student Presentations |
| <input type="checkbox"/> Q&A | <input type="checkbox"/> Groups Demonstrations | <input type="checkbox"/> Audio/Visual aids |
| <input type="checkbox"/> Others: _____ | | |

CLASS OBSERVATION

*For the following statements, please score each question according to the following scale:
1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional N/A= Not applicable*

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Actively participated in class						
2	Prepared for lecture						
3	Actively interacted with instructor						
4	Actively interacted with other students						
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
5	Demonstrated expertise in subject matter						
6	was well-prepared and well-organized for class						
7	Effectively introduced topic/goal of lesson						
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
8	Displayed proficient knowledge of material						
9	Displayed enthusiasm for teaching in general						
10	Demonstrated sensitivity to student learning styles						
11	Utilized supporting materials/technology						
12	Used proper voice tone and non-verbal communication techniques						
	<i>Discussion</i>	1	2	3	4	5	N/A
13	Displayed positive & appropriate interaction with students						
14	Interrelated course concepts with practical application						
15	Remained open to differing points of view and perspectives						
16	Regularly elicited student participation						
	<i>Assessment</i>	1	2	3	4	5	N/A
17	Properly designed test/assignment relevancy to the learning						
18	Properly allocated test/assignment frequency						
19	Gave helpful feedback/comments for further learning						
20	Gave clear grading criteria & rubrics						
	<i>Mission Of University</i>	1	2	3	4	5	N/A
21	Nurtured spiritual growth						
22	Encouraged sensitivity to cultural uniqueness & diversity						
23	Close relevancy given to vocational leadership for the future						
24	Caring community formed between students and faculty						
25	Addressed Christian values and perspective						

EXTRA COMMENTS:

Librarian Evaluation

The evaluation for the librarian should be done by the director of academics (CAO) annually. The evaluation will be used for the betterment of the librarian and communication purpose only.

	Poor	Fair	Average	Good	Excellent				
	1	2	3	4	5				
No	Question				1	2	3	4	5
1	Produces library service data on transactions, faculty/staff input, staff hours, library user data.								
2	Supports quarterly student orientation sessions.								
3	Encourages faculty members to give assignments for students to use the library resources.								
4	Supervise the library staff.								
5	Monitors and keeps complete records of library usage.								
6	Updates the library policies and handbook as needed.								
7	Assures that the library is set up appropriately for study, research and access.								
8	Oversees budget in a competent and diligent manner.								
9	Coordinates with the director of academics in purchasing textbooks.								
10	Provides Annual Library Report to the director of academics.								

Comments:

Staff Satisfaction Survey

The Staff Satisfaction Survey is to be conducted by the President annually. The survey should be completed by all staff members. A staff satisfaction survey report is to be written based on the responses from the surveys.

1. Very Dissatisfied; 2. Dissatisfied; 3. Neutral; 4. Satisfied; 5. Very Satisfied; N/A = Not Applicable							
#	Questionnaires	1	2	3	4	5	N/A
<i>How would you rate the following aspects of your working experience</i>							
1	Availability of Resources for Working at this University						
2	Quality of the Policies that this university sets						
3	Compensation Package or Salary						
4	Working Requirement for Staff						
5	Recognition of Staff for Special Achievements						
6	Satisfaction with your Department Leadership						
<i>How would you rate the following services/facilities at this University</i>							
7	Campus						
8	Office and Other Facilities						
9	Library						
10	Parking						
11	Lounge/ Cafeteria						
<i>How would you rate the following aspects of staff life at this University</i>							
12	Social Life with Fellow Staffs						
13	Staff Diversity						
14	Campus Safety						
15	Professional Development Opportunities						
16	Overall Experience at Horizon University						
Is there anything else you would like to share about your level of satisfaction?							

Faculty Satisfaction Survey

The Faculty Satisfaction Survey is to be conducted by the director of academics annually. The survey should be completed by all faculty members. A faculty satisfaction survey report is to be written based on the responses from the surveys.

1. Very Dissatisfied; 2. Dissatisfied; 3. Neutral; 4. Satisfied; 5. Very Satisfied; N/A = Not Applicable							
#	Questionnaires	1	2	3	4	5	N/A
<i>How would you rate the following aspects of your teaching experience</i>							
1	Availability of Resources for Teaching at this University						
2	Quality of the Policies that this university sets						
3	Compensation Package or Salary						
4	Teaching Requirement for Faculty						
5	Quality of the Fellow Faculties' Academic Ability						
6	Recognition of Faculty for Special Achievements						
7	Satisfaction with your Department Leadership						
<i>How would you rate the following services/facilities at this University</i>							
8	Campus						
9	Class and Other Facilities						
10	Library						
11	Parking						
12	Lounge/ Cafeteria						
<i>How would you rate the following aspects of faculty life at this University</i>							
13	Social Life with Fellow Faculties						
14	Faculty Diversity						
15	Campus Safety						
16	Professional Development Opportunities						
17	Overall Experience at Horizon University						
<p>Is there anything else you would like to share about your level of satisfaction? (Use the back of the sheet if necessary)</p>							

Student Satisfaction Survey

The Student Satisfaction Survey provides an opportunity for students to make comments, and an opportunity to recommend needed student services. The Student Satisfaction Survey is to be conducted by the director of student services annually. The survey should be completed by students. A student satisfaction survey report is to be written based on the responses from the surveys.

1. Very Dissatisfied; 2. Dissatisfied; 3. Neutral; 4. Satisfied; 5. Very Satisfied; N/A = Not Applicable

#	Questionnaires	1	2	3	4	5	N/A
<i>How would you rate the following aspects of your educational experience</i>							
1	Quality of the Teaching Faculty						
2	Course Availability						
3	Academic Advising						
4	Access to Teaching Faculty						
5	Fellow Students' Academic Ability						
6	Academic reputation of the School						
7	Value of the Education for the price						
<i>How would you rate the following services/facilities at this University</i>							
8	Campus						
9	Class and Facilities						
10	Library						
11	Parking						
12	Career Counseling and Placement						
<i>How would you rate the following aspects of student life at this University</i>							
13	Student Diversity						
14	Campus Safety						
15	Extracurricular Activities						
16	Student Safety						
17	Social Life						
18	Overall Experience at Horizon University						
Any Comments:							

Exit Interview Survey

The Exit Interview Survey provides an opportunity for students to make comments on the university facilities, website, staff, faculty, and their education experience at Horizon University. The survey should be completed by the students who are completing their program.

1. Information

Name:	Email: _	Gender: __M __F	_____By call _____Person
Age ___ 0---20 ___ 21---30 ___ 31---40 ___ 41---100	Major & Degree ___ Bachelor of Theology ___ Master of Divinity ___ Master of Theology	Exit Reason ___ Transfer out ___ Graduate ___ Terminate ___ Other	Exit Date:

2. Satisfaction Level

1. Very Dissatisfied; 2. Dissatisfied; 3. Neutral; 4. Satisfied; 5. Very Satisfied; N/A = Not Applicable

1	Library facilities					
2	Computer facilities					
3	The HU web site was useful.					
4	Parking lots have sufficient space					
5	Student health services					
6	Administrators and staff were helpful					
7	Students were treated with respect.					
8	Information and assistance was readily available.					
9	The Student Handbook was useful.					
10	Degree and program requirements were explained and made available to me.					
11	Academic advising was generally received before registering for classes.					
12	Provided opportunities for career development					
13	Recommend someone study in HU					

3. Comments

What were some of your best experiences at HU?

What suggestions do you have for improving HU student service?

Reasons for your exit from HU.

Additional Comments

III. ACADEMICS AND STUDENT LEARNING ASSESSEMENT

Course Evaluation Survey

The Course Evaluation Survey to be completed by the students during the final week of the term. Each class is evaluated by the students based on surveys regarding the course and the instructor.

Course Term:
Course Number & Title:
Instructor Name:

DIRECTIONS: Please use a “1” to “5” scale to rate this course and instructor.
1. Very Dissatisfied; 2. Dissatisfied; 3. Neutral; 4. Satisfied; 5. Very Satisfied.

Questions Regarding the Course

Rating: 1-5	Evaluation
	1. The syllabus clearly explained the course objectives, requirements, schedule, and assignments
	2. The course used appropriate and useful textbooks and materials
	3. The course was organized in a way that helped me learn
	4. The course assignments (reading, reports, projects, papers, tests) were useful in helping me to achieve the course objectives
	5. The course assisted me in maturing intellectually or spiritually
	6. The course gave me deeper insight into the topic
	7. The course developed my ability to think critically about the subject
	8. The course workload was appropriate for the number of credits granted given that the standard is 2 hours outside of class for each hour in class

Questions Regarding the Instructor

Rating: 1-5	Evaluation
	9. The instructor was well-prepared and well-organized for class
	10. The instructor displayed a proficient knowledge of the subject
	11. The instructor presented the subject matter clearly
	12. The instructor stimulated interest in the subject
	13. The instructor managed class time and/or learning activities well
	14. The instructor was readily available when I needed help
	15. The instructor provided understandable and constructive feedback to my assignments
	16. The instructor used a variety of learning methods and assignments
	17. The instructor encouraged student participation and contribution
	18. The instructor helped me learn from a Christian perspective
	19. The instructor demonstrated spiritual maturity and sensitivity in interaction with students
	20. I would take another course taught by this instructor if offered

Comments:

Institutional Level Objectives & Program Learning Outcomes Assessment

Institutional level objectives and program learning outcomes assessment is conducted by the director of academics and the program director annually. A student learning outcome report is to be written based on the data collected by faculty members. The student learning outcome report includes the introduction, summary of findings for program learning outcome assessment, summary of findings for institutional learning outcomes and program learning outcome assessment, and action plan.

I. Introduction

Students in their program are monitored in an ongoing manner for satisfactory completion of program goals and program learning outcomes. In addition to grade reporting, student success is measured in each course through signature assignment performance indicators related to program learning outcomes reported as a weighted average using a scale of Excellent = 4.0; Good = 3.0; Satisfactory = 2.0; Barely Passing = 1.0; and Failure = 0.0.

The Educational Effectiveness data was collected from the courses through direct measurements (the signature assignment performance) and indirect measurements (course evaluations). The weight of the direct measurements is 70% of the assessment and the weight of the indirect measurements is 30% of the assessment.

II. Summary of Findings for Program Learning Outcomes Assessment of the program

The first graphs show both direct and indirect assessment data figures of student achievement scores taken from the courses evaluated and the program learning outcomes they apply to. The second graphs show that the percent of the students achieved a score of 3 or 4 in each PLO for the academic year. The pie charts show the percentage weight of the evaluated PLOs within the overall program.

III. Summary of Findings for Institutional Learning Outcomes and Program Learning Outcomes Assessment of the program

The institutional learning outcomes are evaluated and assessed in related to the program learning outcomes. A table shows direct and indirect assessment data figures of student achievement scores, the percent of the students achieved a score of 3 or 4 in each PLO for the academic year, and the percentage weight of the evaluated PLOs within the overall program.

IV. Action Plan

Analyses of findings with corresponding action plans are summarized.

Program Review

Institution level assessments are scheduled to be conducted on a 3-year program review cycle through faculty satisfaction surveys, student satisfaction surveys, course evaluation surveys, student learning outcome assessments, and curriculum map assessments. The program review report includes an analysis of the accomplishments of program outcomes, retention rates, graduation rates, faculty satisfaction surveys, course evaluation surveys, curriculum map assessments, and an action plan summary. Horizon University's Program Review Report documents the review process and is organized into four sections followed by appendices with supporting documents:

I. Institutional Effectiveness Data

- Student Enrollment Rate, Student Retention Rate, On-time Graduation Rate

II. Comparability of Degree Program

- Peer Institutions
 - BIOLA University
 - Azusa Pacific University
 - Bethesda University
- Program Learning Outcome Comparison
- Curriculum Comparison

III. Instructional Effectiveness Data

- Instructional Staff Listing (ISL)
- Faculty Satisfaction Survey
- Student Satisfaction Survey

IV. Program Learning Outcome Evaluation

- Program Learning Outcomes
- Program Learning Outcomes Review
- Suggested Program Outcomes Revisions

V. Program Assessment Data

- Course Evaluation Survey Results
- Program Learning Outcomes Assessment
- Action Plan

VI. Curriculum Map Assessment

- Curriculum Map Review
- Proposed Master of Divinity Program Curriculum Map Revisions

VII. Library Support

VIII. Analysis of Program Review

- Analysis of Program Review
- Action Plan Summary

Curriculum Map Review

Curriculum maps are designed to monitor the alignment of the curriculum with program and institutional learning outcomes. Curriculum maps are reviewed and updated by the Faculty Senate annually.

The mission of the undergraduate program at Horizon University is to educate the next generation of strong Christian leaders who will selflessly serve their church, communities, and beyond with their various skills and vital knowledge gained during their studies of theology, the Bible, and practical ministry.

The Bachelor of Theology (B.Th.) program presents opportunities to explore traditional Christian faith through academic and critical lenses. Students will be expected to critically and comprehensively analyze Christian scriptures and doctrines while placing teachings within a historical context. They will build foundational and advanced knowledge of theological principles.

The Master of Theology (M.Th.) program provides advanced theological studies for students who want to enrich their spiritual ministry, theological understanding, and skills associated with their ministry practices. This program will help current Christian leaders grow and flourish in their fields

The Master of Divinity (M.Div.) program prepares dedicated Christian scholars for ministry in various church settings. The emphasis of the program is cultivating skills needed for studying and communicating the Christian Scriptures to others effectively while being models of the Christian faith and spiritual practices. These skills will prove useful in future endeavors in the Church.

BACHELOR OF THEOLOGY CURRICULUM MAP REVIEW

Institutional Learning Objectives		1. Intellectual Skills	1. Intellectual Skills	1. Intellectual Skills	2. Socio-Cultural Skills	3. Professional Knowledge	3. Professional Knowledge	4. Christian Commitment
Program Learning Outcomes (I)Introduce; (D)Develop; (M)Mature		1. Critical	2. Natural Science	3. Social Science	4. Communication Skills	5. Bible	6. Theology	7. Personal and Spiritual Growth
General Education								
CIS 101	Introduction to Computer		D					
COM 101	Public Speaking I	D			D			
ENG 101	English Mechanics I				I			
ENG 102	English Mechanics II				I			
ENG 103	English Literature	D			D			
HIS 101	American History			D				
HIS 102	World History			D				
HUM 101	Critical Thinking	M			M			
MTH 101	College Mathematics		I					
MUS 103	Music Appreciation			I				
NS 101	Physical Science		D					
NS 102	Health		I					
PHIL 111	Introduction to Philosophy	I		I	I			
PSY 205	Introduction to Psychology	I		I	I			

	Church History							
HIS 205	Early & Medieval Church History						I	
HIS 206	Modern Church History						I	
	Biblical Studies							
NT 101	Survey of New Testament					I		
NT 135	Gospel of John					D		
NT 140	Christian Ethics					D	D	D
NT 305	Pauline Epistles (Capstone)					M		
OT 101	Survey of Old Testament					I		
OT 230	Poetry & Wisdom Books					D		
OT 305	Pentateuch					D		
OT 320	Major Prophets (Capstone)					M		
OT 321	Minor Prophets					D		
PT 250	Hermeneutics	D				D		
THE 201	Principles of Interpretation	D				D		
THE 301	Christian Doctrine I					D	D	
THE 302	Christian Doctrine II					D	D	
THE 303	Christian Doctrine III					D	D	
THE 304	Christian Doctrine IV					D	D	
	Christian Leadership							
MS 250	Missions				D			D
PT 210	Principles of Disciple Making					D		D
PT 220	Cross Cultural Ministry				D			D
PT 312	Homiletics				M	M	M	M
PT 332	Apologetics: Defending the Faith (Capstone)	M			M	M	M	M
PT 370	Christian Leadership				D			D
Program Learning Outcomes (I)Introduce; (D)Develop; (M)Mature		1. Critical	2. Natural Science	3. Social Science	4. Communication Skills	5. Bible	6. Theology	7. Personal and Spiritual Growth

MASTER OF DIVINITY CURRICULUM MAP

Institutional Learning Objectives		1. Intellectual Skills	4. Christian Commitment	4. Christian Commitment	3. Professional Knowledge	2. Socio-Cultural Skills
Program Learning Outcomes (I)Introduce; (D)Develop; (M)Mature		1. Bible	2. Discipleship	3. Evangelism	4. Theology	5. Leadership
	Biblical Languages					
GK 501	Introduction to New Testament Greek	I				
HEB 511	Introduction to Biblical Hebrew	I				
	Church History					
HIS 531	Church History I		I		I	
HIS 532	Church History II		I		I	
HIS 542	History of Renaissance & Reformation			I	I	
	Biblical Studies					
NT 501	New Testament	I				
NT 502	Gospels	D		D		
OT 501	Old Testament	I				
OT 502	Prophets	D	D			
OT 605	Pentateuch	D	D			
THE 501	Systematic Theology I	D			D	
THE 502	Systematic Theology II	D			D	
THE 511	Christian Ethics		I	I		
THE 525	Contemporary Theology I			D	D	
THE 526	Contemporary Theology II			D	D	
	Christian Leadership					
LD 541	Foundations for Ministry		I			I
LD 542	Principles of Bible Teaching		I			I
LD 543	Ministry Leadership		D			D
LD 546	Spiritual Formation	M	M	M	M	M
PRA 542	Pastoral Counseling		D			D

	Capstone					
GIS 590	Capstone: Graduate Integration Seminar	M	M	M	M	M
	Chapel					
CHPL	Chapel		M		M	

MASTER OF THEOLOGY CURRICULUM MAP

Institutional Learning Objectives		1. Intellectual Skills	2. Socio-Cultural Skills	3. Professional Knowledge	4. Christian Commitment
Program Learning Outcomes (I)Introduce; (D)Develop; (M)Mature		1. Bible	2. Leadership	3. Theology	4. Discipleship
	Biblical Studies				
NT 501	New Testament	I			
NT 502	Gospels	D		D	
NT 511	Pauline Epistles	D		D	
OT 501	Old Testament	I			
OT 605	Pentateuch	D			D
OT 606	Historical Books	D			D
OT 630	Poetry & Wisdom Books	D			D
	Theology				
THE 501	Systematic Theology I	D		D	
THE 502	Systematic Theology II	D		D	
THE 511	Christian Ethics			I	I
THE 525	Contemporary Theology I			D	
THE 526	Contemporary Theology II			D	
	Capstone				
GIS 590	Capstone: Graduate Integration Seminar	M	M	M	M
	Chapel				
CHPL	Chapel				M
	Program Learning Outcomes (I)Introduce; (D)Develop; (M)Mature	1. Bible	2. Leadership	3. Theology	4. Discipleship

Chapel Assessment

The Chapel Survey is to be conducted by the director of academics during the final week of the term. The survey should be completed by the students. A Chapel survey report is to be written annually based on the responses from the surveys.

Chapel Assessment Report

OUTCOMES	ASSESSMENT QUESTIONS	OUTCOMES RESULTS	ACTION PLAN
Students actively participate at Chapel	<ul style="list-style-type: none"> • I attended most of the chapel sessions. 		
Students appreciate Chapel	<ul style="list-style-type: none"> • I looked forward to attending the chapel. • I was satisfied by the requirement of attending the chapels. • I wanted to learn more new praise songs. • I was challenged by the sermons. • I wanted the chapels to be more interesting and passionate. • I would like to have spiritual counseling. • I want to join a small group for fellowship. 		
Students accept Jesus as a personal savior	<ul style="list-style-type: none"> • The chapel helped me to accept Christ as my Savior. • I have assurance of my salvation. 		
Students experience spiritual growth.	<ul style="list-style-type: none"> • I have grown spiritually through the chapel sessions. • The chapels have raised questions that I would like to discuss with someone. 		
Students walk with Jesus.	<ul style="list-style-type: none"> • The chapel helped me in my walk with the Lord. 		
Students demonstrate about Christianity life.	<ul style="list-style-type: none"> • I came to know better about Christian life through the chapel sessions. • I was blessed by the time of worship and praise. 		
Students share gospel with others.	<ul style="list-style-type: none"> • I shared chapel messages with others. 		

