

**Organizational Assessment**

**and Strategic Plan**

**November 2014**

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# ASSESSMENT PLAN FOR CITY VISION COLLEGE

# Institution, Mission, Goals and Objectives

# Institutional Profile

## Institutional History

City Vision College is the accredited Internet-based distance learning program of TechMission. Its mission is to develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name.

The original curriculum for the college was developed in 1990 as a joint Urban Ministry degree program offered by Grace University in Omaha, NE and the Association of Gospel Rescue Missions. The AGRM, founded in 1913, is an association of over 300 ministries that each year serve nearly 42 million meals, provide more than 15 million nights of lodging, bandage the emotional wounds of thousands of abuse victims, and graduate 18,000-plus individuals from addiction recovery programs. In 1998, the AGRM established its own distance learning program using these courses and called it "Rescue College." In the years that followed, the curriculum was further expanded to create the degree completion program; a Bachelor of Arts in Missions with an urban ministry emphasis. The college was accredited by the Distance Education and Training Council in 2005. A curriculum expansion in 2006 created two separate tracks for the Missions program: nonprofit management and urban ministry. In 2007, City Vision College received Title IV deferral only status with the US Department of Education.

In 2008, AGRM decided that Rescue College could be more effective if it served the larger Christian social services market rather than just rescue mission workers. Because of that, AGRM transferred ownership to the Christian nonprofit TechMission, which is based in Boston. The name was changed to "City Vision College." New facilities for the academic operations were established in Kansas City, Missouri with marketing, IT and financial functions performed by staff in Massachusetts.

In fall 2008, City Vision College began to offer an Addiction Studies program in partnership with the NET Institute which can be taken in either a degree completion format to earn a Bachelor of Science or as a certificate program. It provides training in the Twelve Core Functions of the Substance Abuse Counselor and is intended to prepare students to attain the Certified Addiction Counselor credential in the states in which they reside. In 2010, City Vision was approved to offer a Bachelor of Science degree in Nonprofit Management.

TechMission was founded in 2002 with the values of Jesus, Justice and Technology. Its mission is to empower others to transform at-risk communities in Jesus’ name through technology. TechMission’s first program was the Association of Christian Community Computer Centers (AC4) with over 500 member ministries focused on addressing the digital divide. Since then, TechMission developed additional programs including: the TechMission Corps AmeriCorps program; ChristianVolunteering.org, an online volunteer matching website and UrbanMinistry.org, which provides over 100,000 free training resources for Christians serving the poor. In 2012, TechMission:

* Matched 9,995 volunteers through ChristianVolunteering.org & programs
* Funded 65 full-time interns serving 3,821 at-risk youth through TechMission Corps
* Served over 1.4 million unique visitors to UrbanMinistry.org & other websites
* Provided accredited college courses with 357 student registrations through City Vision College
* Provided $10.3 million in resources to sites only spending $1.5 million (674% return on investment)

TechMission and City Vision have been going through some significant transition. In 2011, TechMission decided to end its 9-year grant with AmeriCorps due to AmeriCorps changing values becoming in conflict with TechMission’s goals. This would allow TechMission to focus much more on City Vision in the future. As a part of this effort, TechMission is replacing the TechMission Corps AmeriCorps program with a City Vision Internship program and launching a Master’s program. A major goal of this document is to develop an assessment plan to provide ongoing assessment and help set the direction of the organization.

## Institutional Organization

TechMission and City Vision have three teams: City Vision, Operations, Tech Team/Online Services. Operations and the Tech Team support the other two teams by providing financial/operations support and technical support respectively. Tech Team/Online Services (ChristianVolunteering.org & UrbanMinistry.org) and City Vision are programs of TechMission. The Undergraduate Dean oversees all undergraduate faculty. Other staff report to the President who reports to a Board of Directors.

## Purpose of Assessment

City Vision is committed to accountability and continuous improvement for the success and satisfaction of its students, faculty and staff. The purpose of assessment in City Vision is to provide a framework for the continuous improvement of academic, administrative and educational support systems in the achievement of its mission. City Vision uses assessment to make changes to the curriculum such as the sequence of courses, changes to pedagogical practices such as presenting information differently, and changes to student requirements such as requiring entry assessment testing to determine whether remedial education is needed.

In addition to our internal assessment process, we are also required to provide assessment data to various agencies which include:

* Distance Education Training Council (DETC).
  + C.9 Policy on Degree Programs. Standard V: Student Achievement and Satisfaction
  + C.14 Policy on Student Achievement and Satisfaction
* Missouri Department of Higher Education (MDHE).
* US Department of Education (IPEDS)

# Institution, Mission, Goals and Objectives

## Description of Mission, Values, Goals and Objectives

City Vision College is a division of the Christian nonprofit organization TechMission, Inc. which has the mission to empower others to transform at-risk communities in Jesus’ name through technology. **The mission of City Vision is to develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name.** This mission statement both sets the direction for the organization in what we will do, and functions as a boundary of what we will not do.

**Values**

Compared to other organizations and colleges, there are several aspects that make our organization unique which are articulated in our values:

**1) Jesus.** We desire Jesus to be central in our individual and corporate life. We seek to follow him—in his identification with the poor, the afflicted, the oppressed, the marginalized; in his challenge to unjust attitudes and systems; in his call to share resources with each other; in his love for all people without discrimination or conditions; in his offer of new life through faith in him. From him we derive our holistic understanding of the Gospel of the Kingdom of God, which forms the basis of our response to human need. This is best summarized in the following principles within our Jesus value:

**Biblically-based Christian Diversity.** The foundation of all that we believe is the Bible. As we follow Jesus we are called to help make and disciple other followers of Jesus. We follow an evangelical statement of faith and have a Protestant heritage, but we wish to partner with and equip people from all branches of the Christian faith including Protestant, Catholic and Orthodox traditions. We will maintain our identity as Christian, while being sensitive to the diverse cultural contexts in which we express Christian identity.

**Holy Spirit Empowered.** We believe that to strive toward this goal, our work must be Holy Spirit empowered. God acts powerfully today and spiritual gifts are an important part of our walk with Jesus.

**Christian Recovery.** We have strong ties to the Christian counseling and recovery movement and want to empower this movement. We believe that this movement represents a very practical way to bring Christ’s healing to the world. We value social healing which is a path of holiness that involves becoming in touch with our own brokenness and the pain of the world in a way that enables the Holy Spirit to transform ourselves and the world.

**2) Justice**.

We are called to serve under-resourced people of the earth; to relieve their suffering and to promote the transformation of their condition of life. This is best summarized in the following principles within our justice value:

**Indigenous Leadership Development.** Our goal is to empower ministries that are indigenous to the communities they are serving. We believe we are called to pursue genuine reconciliation across race, class, gender and ethnicity. Our organizational values and culture should reflect those we are serving and other stakeholders in order to most effectively achieve our mission.

**Charity and Systemic Justice.** Our goal is to empower the social justice and charity traditions of the global Church. We believe that both charity (giving to one person at a time) and justice (changing systems to be more just) are needed. We believe that we are called both to provide holistic ministry to individuals and to work towards changing of systems that enable injustice.

**Holistic Needs**. We follow the Lausanne Covenant’s belief that Christians cannot Biblically separate spiritual needs from emotional/physical needs, and that Christians must follow Jesus’ example to meet both. We view ourselves as distinct from the Social Gospel tradition, which values physical needs more than spiritual, and any fundamentalist position that values spiritual needs to the exclusion of the physical.

**Thrift.** We are stewards of God’s resources provided to us to help bring maximum benefit to those we serve. As we serve the poor, it is important to value resources as they do. Often this translates into a strong emphasis on efficiency while balancing the needs of our staff and other stakeholders.

**Educational Access.** We focus both on equipping Christians in social service careers and providing education to those who traditionally might not have access to it otherwise. Because of our justice focus, we endeavor to reach students who might not otherwise be able to go to college and to provide a low-cost, low-debt option for those pursuing careers in Christian social services and social entrepreneurship.

**Practical Education.** We are uniquely called to focus on practical education. We believe that too often Christian colleges equip students academically and theologically, but they do not equip them with practical tools needed to transform lives in at-risk communities. Our goal is to provide practical education needed for Christians to transform the world.

**3) Technology**. At our current point in history, technology seems to be the most significant natural factor changing the world. Unfortunately, Christians often resist technology. We are fighting battles against injustice, but are using antiquated tools. As the world is being transformed by society, we are called to help equip the church to be able to respond with tools and technologies needed to effectively engage in the fight for justice. We have a unique role in the Global Body of Christ to specialize in providing technology resources to the rest of the Body to enable holistic transformative ministry. People should always come before technology, which is only a tool to help empower and transform people.

**Culturally Appropriate Technology.** We value utilizing tools to meet actual needs in culturally relevant ways, and to do this, we must strive to be close to the needs of the cultures we are trying to serve.

**Technology to Promote Access**: While technology often creates growing social divides, it can also be used to bridge those divides. We use innovations like online education and open content to equip Christians in social service careers by using technology to expand access to practical education to students that might not have such access otherwise while maintaining high academic standards.

**Christian Technologist Leadership Development**: we equip Christians from the Science, Technology, Engineering and Math (STEM) professions to use their skills for ministry and to transform the world.

**Innovation and Reimagined Applied Research.** We are a testing ground for technologies and innovations that could help bring Justice to the world in Jesus’ name. Too much of academia has focused on producing articles on topics that do not matter in journals that are not read. We believe that colleges and universities are in the knowledge production business. The end value of that knowledge is the product of its practical impact times the number of people affected by it. With this understanding, we invest heavily in open access to knowledge and connecting people to effectively transform the world. We do that currently through our online wiki, audio and video archive as well as the Christian Social Graph of open Christian data. We view the world as our research lab, and TechMission and City Vision serve as an incubator for developing projects to use technology to transform the world. These projects then increase the visibility of City Vision and serve as a mechanism to increase student enrollment.

**Goals and Objectives**

The following is a list of the goals of City Vision:

**Goal 1: Increase Access to Christian Undergraduate Education for at-risk Communities**: to provide practical undergraduate education to Christians to equip them in their field in social service, social entrepreneurship and business careers.

* Objective 1. Improve the quality of all undergraduate educational programs by updating, improving and expanding curriculum. Responsibility:Undergraduate Dean (primary), President
* Objective 2. To Meet Program Level Goals and Objectives that are listed in the Program Assessment Plan Section (below). Responsibility:Undergraduate Dean (primary), President
* Objective 3. Receive approval from DETC and Launch Associates and Bachelor’s in Business Administration. Responsibility: President, Undergraduate Dean
* Objective 4. Develop Prior Learning Assessment program to give credits for life experience and non-accredited ministry education. Responsibility: President, Undergraduate Dean
* Objective 5. Provide Bachelor’s degrees to developing countries for $2,000/year.
* Objective 6. To provide effective student services including student support, an online library, financial aid and internships opportunities.

**Goal 2: Increase Access to Christian Graduate Education for Christian Leaders**: to provide practical graduate education to Christian leaders.

* Objective 1. Improve the quality of all graduate educational programs.
* Objective 2. To Meet Program Level Goals and Objectives that are listed in the Program Assessment Plan Section (below).
* Objective 3. Develop and submit proposal to DETC for MBA program.
* Objective 4. Change name to City Vision University to reflect expanded focus on graduate education and additional degree programs.
* Objective 5. To provide effective student services including student support, an online library, financial aid and internships opportunities.

**Goal 3: Partnership and Replication**: to equip other leaders and organizations through training, partnerships, consulting and graduate education to further our mission through partnership and replication.

* Objective 1. Publish book and develop an online community of Christians in higher education with an interest disruptive innovation in higher education.
* Objective 2. Develop a plan for a Doctoral program to train leaders in developing their own online training and educational programs
* Objective 3. Develop partnerships with at least two key organizations to help achieve other goals.

**Goal 4: Faculty and Staff**: to develop faculty and staff to support their own professional development and calling to enable them to provide effective education to our students and further our mission.

* Objective 1. Recruit and train enough quality staff and faculty to support the program. Responsibility:Undergraduate Dean (primary), President
* Objective 2. Develop recruiting & onboarding process for new faculty. Responsibility:Undergraduate Dean (primary), President
* Objective 3. Develop faculty professional development program to improve instruction and advance their own learning. Responsibility:President, Chief Academic Officer
* Objective 4. Recruit new staff and interns to handle growth as funds are available. Responsibility:President

**Goal 5: Internships**: to provide opportunities for students to gain practical hands-on experience through internships while serving as a resource for ministries serving at-risk communities.

* Objective 1. To place at least 60 interns in 2015. Responsibility: Internship Coordinator.
* Objective 2. To expand internship income to at least $90,000 in 2015. Responsibility: Internship Coordinator.
* Objective 3. To expand to have over 80 internship sites in 2015. Responsibility: Internship Coordinator.
* Objective 4. Adapt existing practicum course to apply to other degree programs and get DETC approval. Responsibility:Undergraduate Dean (primary), President

**Goal 6: Stewardship**: to provide effective accounting, finance and administrative support to City Vision’s programs and services in a way that reflects our values and achieves our mission

* Objective 1. Incorporate subsidiary in Missouri to reduce risk of issues with state authorization. Responsibility:President
* Objective 2. Perform risk assessment on student loan default rate to make decision on whether to continue student loan program in 2015-16. Responsibility: Financial Aid and Accounting Manager
* Objective 3. To continue to have successful audits with an unqualified opinion (no findings) by an outside auditing firm. Responsibility: Director of Operations, Financial Aid and Accounting Manager

**Goal 7: Expanded Enrollment**: to significantly expand enrollment in undergraduate and graduate programs

* Objective 1. Expand course registrations to 600 student starts in 2015. Responsibility:President (primary), Undergraduate Dean.

**Goal 9. Incubation and Service**: to provide an open platform of technology and training to enable the global Christian community to transform at-risk communities.

* Objective 1. To serve over 1.1 million visitors to our websites for Christians serving the poor in 2014. Responsibility:President, Director of Technology.
* Objective 2. To match 5,500 volunteers through our websites and programs in 2014. Responsibility:President, Director of Technology.
* Objective 3. To support incubated programs and websites within our mission including: ChristianVolunteering.org, UrbanMinistry.org, ILS Nova, Christians in Recovery, Alcoholics Victorious, TheCommon.org and SafeFamilies.org. Responsibility:President, Director of Technology.

**Goal 10: Financial Growth:** to secure significantly increased resources enabling City Vision to add new programs, expand existing programs and further its mission.

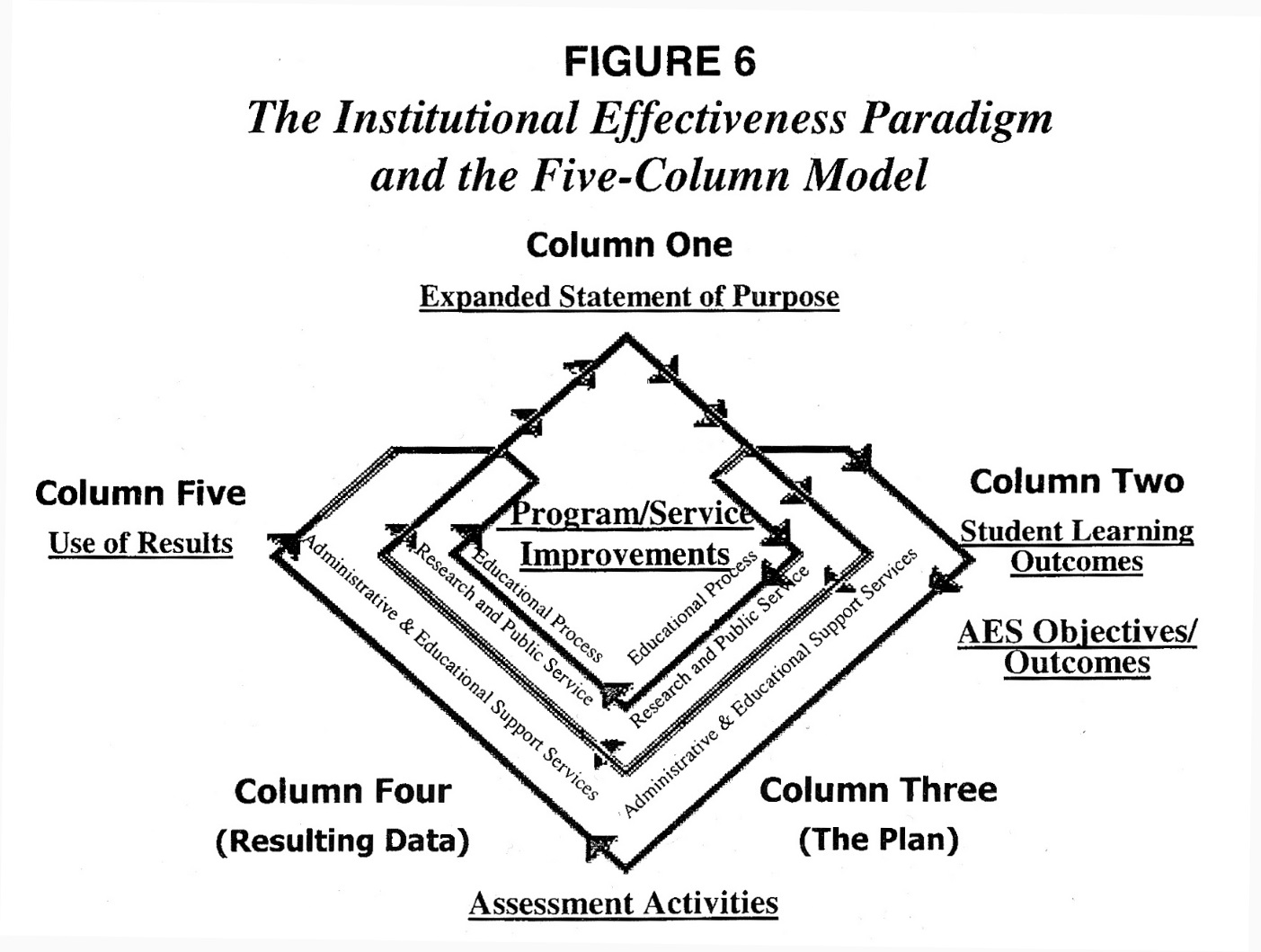
* Objective 1. To expand City Vision and TechMission’s earned income to over $423,905 in 2015. Responsibility:President (primary), Undergraduate Dean.
* Objective 2. To maintain City Vision and TechMission’s donation income to be over $118,000 in 2014. Responsibility:President (primary), Undergraduate Dean.

Related Key Performance Indicators

* **Student Satisfaction Rate.** At least 75% of students completing a course would provide a positive response to the three survey questions for all courses. Responsibility:Undergraduate Dean. Goal 1 & 2.
* **Course Completion Rate.** At least 75% of all student starts will complete each course. Definitions: Student Start is a student who completes their assignments for the first two weeks and has completed all the necessary requirements to enroll. Responsibility:Undergraduate Dean. Goal 1 & 2.
* **Degree Graduation Rate.** At least 50% of all students who are considered a degree start will complete their degree. Definition: Degree start is a student who passes 4 courses (two terms) and has completed all the necessary requirements to enroll. Responsibility:Undergraduate Dean. Goal 1 & 2.

## Assessment Process

### Review of Mission, Goals, Objectives, Policies



For our assessment process, we use the Institutional Effectiveness Paradigm and the Five-Column Model from *A Road Map for Improvement of Student Learning and Support Services through Assessment.* The first column in this model is the Expanded Statement of Purpose which includes the organization’s mission and goals. The second column of Student Learning Outcomes comes out of these mission and goals. The third column of Assessment Activities list the means of assessment and criteria for success. The fourth column reviews Resulting Data, and the fifth column explains the use of these results. An example of this can be seen in the Program and Unit Assessment section of this document.

The mission serves both as a guide on what the organization should do and a boundary on what it should not do. All goals and objectives must align with the mission. The goals provide high level direction for units of the organization, while objectives should be measureable. Each unit of the organization will have key performance indicators that provide quantifiable data on that unit’s performance. Together the mission, goals and objectives make up column 1 of this model. Each year, the President works with the Undergraduate Dean, faculty and staff to prepare the goals and objectives for review by the board at its strategic planning meeting each fall. The board then reviews the mission statement and provides input into the goals and objectives. Once the goals and objectives are finalized, that is then fed into strategic steps and milestones. Those then inform team and individual work plans and specifications.

The President and the Undergraduate Dean work with the faculty to develop an assessment plan using the five column model described above for each of our degree programs. The Program Level Outcomes (PLOs) for each degree program tie back to the goals, objectives and mission statement of the organization. Each of our courses has Course Level Outcomes (CLOs) that support the PLOs. Each course will typically have Unit Level Outcomes (ULOs) that support the program level outcomes. The means of assessment in the third column will focus on direct assessment for the PLOs. Other measures of quality from indirect and attitudinal surveys are reflected through the Key Performance Indicators. The assessment results are fed into the Situational Assessment stage of the Strategic Planning Process as described below. Each unit is responsible for compiling and reporting its own assessment data either on the calendar year or academic year (depending on the data set). Those are discussed within each division and then fed into the institution’s assessment plan and strategic plan.

### Publication and Distribution of Mission, Goals and Objectives

Once approved, our Mission, Goals and Objectives are distributed through multiple channels. They are published on our website and included in our student catalog. Our Mission, Program Level Mission, PLOs, and CLOs are included in all new course Syllabi. The responsibility of this distribution belongs to the President and Chief Academic Officer.

### Monitoring Plan

The following is a summary of our monitoring plan:

1. Weekly: monitoring of student and faculty interaction in classes through reports and analytic modules.
2. Each Term: monitor student surveys, graduate interviews, employer interviews, monitor enrollment and revenue based on projections and progress on key performance indicators.
3. Annually: monitor graduation rates, monitor aggregated student surveys, course completion rates, monitor all items required for DETC and Missouri DHE reporting.

### Advisory Councils

City Vision has advisory councils for our undergraduate and graduate programs. Because our undergraduate programs are in related fields we only have one advisory council, and our graduate program only has one degree. The advisory council meets at least annually, and provides City Vision with advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation, as well as the adequacy of the institution’s educational program objectives, its curriculum, and its course materials. Our advisory councils consist of academic and practitioner leaders in related fields that can help direct and ensure the quality of our programs.

## Implementation of Mission, Goals and Objectives

### Means of Assessment

#### Processes.

As described above, we use the Institutional Effectiveness Paradigm. Our President and Chief Academic Officer work with staff to develop updated goals and objectives each summer. These are then used to update our means of assessment, program level outcomes and course level outcomes. The overall strategic plan and assessment plan are discussed and reviewed by our Board at an annual planning meeting in September. The President then reports to the board at quarterly meetings. Our faculty members who serve as course developers will align the course level outcomes with the program level outcomes which are tied to our institutional objectives and goals. Our adjunct teaching faculty typically stay within the existing course level outcomes, but may provide input into the modification of those outcomes. We collect data using our means of assessment on an ongoing basis depending on where students are in their process. We compile most of our data on a calendar year. The assessment results then feeds into our annual assessment and strategic planning process as described below.

#### Direct Measurement Tools

##### Student Assessment in Courses

Students are assessed through quizzes, online discussion group assignments and papers. Most of our courses utilize a comprehensive final project where students demonstrate their mastery of principles taught in the course. Each course has unit level objectives and course level objectives that are measured through the above means. The course level objectives support the program level objectives in the degree program as shown in the Unit Assessment Section of this document.

##### Action Items on Direct Measurement Tools

As a part of our assessment plan, City Vision is conducting research in additional outside measures to use in our assessment process. These include the following: Sample Certification Examination for Addictions Counselor Certification, Certified Technology Manager, Early Childhood Education, Certified Public Accountant Exam and Certified Fund Raising Executive. Our goal is to consider how well these outside measures can be used with our existing program and to make recommendation to use them as a part of our assessment process. Our goal will be to have recommendations in 2014 and to begin implementation in 2015.

#### Indirect Measurement Tools

##### Student Satisfaction Survey

Our Accreditor requires that we conduct a Student Satisfaction Survey for all students after completing a course asking the following questions:

1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started this course?

2. Would you recommend this course to a friend?

3. All things considered, were/are you satisfied with your studies with City Vision College?

Rate the following question on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

1. The material and course content were effective in meeting my expectations and helping you achieve the learning outcomes for this course?
2. The instructor was active in the course providing feedback, support and instruction as needed.
3. The technical support and other educational services were effective in addressing any needs you had in this course
4. Each year, we want to improve our courses, so your feedback is essential. What suggestions do you have to improve this course?

We use this data to assess student satisfaction and identify courses needing improvement. If any course has less than 75% responding “yes” to any of these questions, we develop a plan for corrective action. The following is a sample of the data collected for our top 10 courses in 2013.



In addition to the required questions by DETC, we also ask our students the questions at the end of each course (see Appendix A).

##### ii. Course Completion Rates

We also monitor the completion rates for students in each of our courses both to meet DETC’s requirement and for our own assessment process. We consider a student a “start” if they complete the assignments for the first two weeks of a course and have completed all steps in their admissions process (otherwise they are a cancellation). If any courses have a completion rate of less than 75%, we develop a corrective action plan. The following is an example of our Course Completion Rates report for 2012 for our top 10 courses.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of Course | Date of Sample | # of Students in sample | # of Cancellations | # of Active students in sample | # of students completing | Completion Rate  #/% |
| Course 406 - Joy at Work | 2012 | 24 | 6 | 18 | 15 | 83.3 |
| Course 416 - Mental Illness and Addiction | 2012 | 20 | 3 | 17 | 13 | 76.5 |
| Course 419 - Family Issues and Recovery | 2012 | 19 | 4 | 15 | 14 | 93.3 |
| Course 306 - Managing Residential Recovery Programs | 2012 | 18 | 4 | 14 | 11 | 78.6 |
| Course 330 - Introduction to Urban Youth Ministry | 2012 | 18 | 4 | 14 | 13 | 92.9 |
| Course 404 - Case Management | 2012 | 18 | 4 | 14 | 11 | 78.6 |
| Course 412 - Counseling Foundations | 2012 | 17 | 7 | 10 | 8 | 80 |
| Course 415 - Professional Practices | 2012 | 14 | 4 | 10 | 9 | 90 |
| Course 417 - Group Counseling Practices | 2012 | 14 | 3 | 11 | 10 | 90.9 |
| Course 303 - Financial Accounting and Reporting | 2012 | 13 | 1 | 12 | 9 | 75 |
| AVERAGE RATE | | | | | | 83.7 |

##### Program Graduation Rates

We also track the degree completion rates of students in our degree programs. We consider a student degree seeking if they 1) have completed all admissions requirements 2) have successfully completed 4 courses and indicated that they plan to pursue a degree. Our graduate rate for each degree programs must not fall below 15 percentage points of the mean of our cohort of peer institutions defined by DETC. If any degree program falls below this, we will develop a corrective action plan. Below is a sample of our program graduation rates for 2013 based on our cohort that started in 2011:



##### Graduate Exit Interview & Employment Interviews/Surveys

We interview all graduates after they graduate to determine whether they are placed in a job and whether it is in a field related to their degree. This information is a part of our required reporting to the Missouri Department of Higher Education. We use this information to assess the effectiveness of our program in placing graduates in jobs. The following is an example of this data from 2013 using the 2011 cohort.

We conduct an interview with all outgoing graduates with the following questions:

1. What were the best aspects of your program at City Vision?
2. What were the worst aspects of your program at City Vision?
3. What suggestions for improvement do you have for City Vision?
4. Are you currently employed? Is it in a job related to your studies in your degree?
5. Who is it with? Our accreditators request that we interview the employers of our graduates, is there someone we could contact to as a few questions on how to improve our program? (write down contact)
6. Would you recommend City Vision to a friend?
7. Do you have any friends that might be interested in City Vision?

We also interview or survey their employers with the followig questions:

1. What interested you in hiring (student’s name)?
2. How do you view their degree in (degree name) assisting them in their work?
3. Would you be interested in us contacting you about other City Vision graduates who have similar qualifications?
4. What areas do you wish that candidates like (student’s name) were better prepared in?

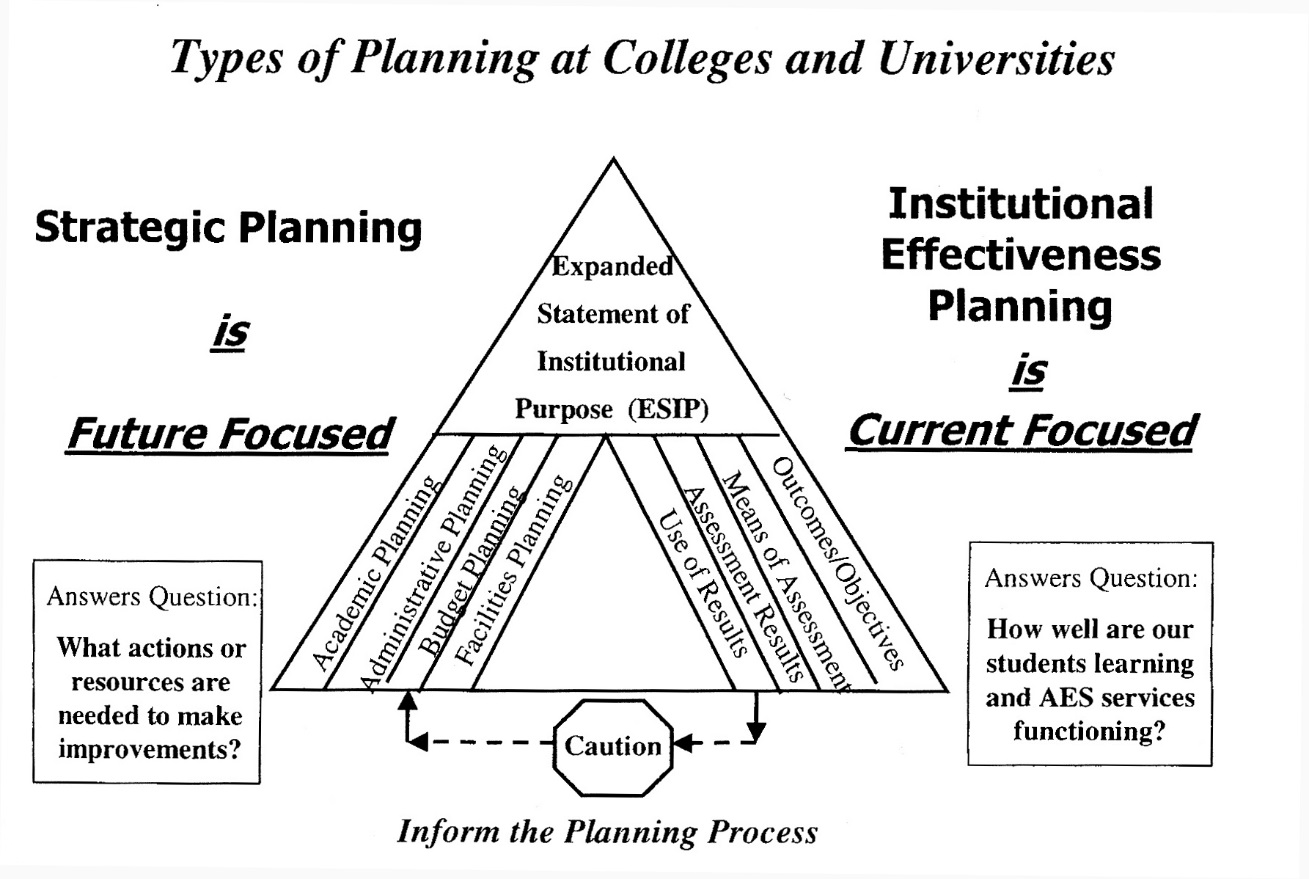


##### Action Items on Indirect Measurement Tools

* **Research Additional Tools**: As a part of our assessment plan, City Vision is conducting research in additional outside measures to use in our assessment process. These include the following: National Survey of Student Engagement and Multidimensional Measure of Religiousness/Spirituality. Our goal will be to have recommendations in 2014 and to begin implementation in 2015.
* **Revise End of Course Survey:** We will revise our end of course survey to make it shorter to further improve response rate.
* **Entrance Placement Assessment Exams**: This assessment planning process has helped us to realize that our entering students have a wide range of abilities when they enter City Vision. Based on this, we will conduct research on potential standardized tests to assist us in the placement of students in courses. Some of the exams we will consider include: Accuplacer by the College Board, ASSET by ACT, COMPASS by ACT.
* **Mid Program Assessment Tests**: As a part of our assessment planning process, we will also research standardized tests for assessing students in the middle of their degree program. One test to consider is CAAP by ACT among others.
* **End of Program Assessment Tests.** As a part of our assessment planning process, we will also research standardized tests for assessing students at the end of their degree program. Some test include: The Accounting and Early Childhood Development Job Ready Series of Tests by NOCTI.
* **Exit Interviews early exited students.** We currently ask a few questions for early exit students listed on the form at: <http://www.cityvision.edu/cms/cv/drop/college> and for course drop students at: <http://www.cityvision.edu/cms/cv/drop/course>
* **Alumni Interviews/Surveys.** We currently do not have a formal interview or survey process with alumni. As a part of our assessment planning process, we will also research more formal alumni interviews and surveys.
* **Faculty Surveys.** We currently do not have a formal interview or survey process with faculty. As a part of our assessment planning process, we will also research more formal faculty interviews and surveys.
* **Board and Advisory Board Surveys.** While we have had a self-evaluation process for our board, it could be improved. As a part of our assessment planning process, we will also research more formal surveys for our board and advisory board.
* **Interns and Internship Sites.** While we have had a very formal process for evaluating our interns, we need to adapt it to collect more information from interns and internship sites that will enable us to improve the program.

The President will take the lead on this project with support from the Undergraduate Dean, Registrar and Tech Team.

### Role of Mission, Goals and Objectives in Strategic Planning



We follow the Institutional Effectiveness Planning model of assessment. In this model Assessment results are fed into the situational assessment stage of the strategic planning process as shown in the adjacent diagram.

The mission statement of the organization serves both as a guide on what the organization should do and a boundary on what it should not do. All goals and objectives must align with the mission. The goals provide high level direction for units of the organization, while objectives should be measureable. Each unit of the organization will have key performance indicators that provide quantifiable data on how that unit performs.

### Roles in Keeping Goals and Objectives Current

The assessment results are fed into the Situational Assessment stage of the Strategic Planning Process as shown above. Each unit is responsible for compiling and reporting its own assessment data either on the calendar year or academic year (depending on the data set). Each division is also responsible for conducting its own Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis each summer. Those are then fed into the institutional SWOT analysis. The situation assessment results (assessment results and SWOT analysis) are then fed into the planning process for the next year’s goals, objectives and key performance indicators. Those are discussed within each division and then fed into the institution’s plan. The President then prepares the goals and objectives for review by the board to provide input into its strategic planning meeting each fall. Once the goals and objectives are finalized, that then is fed into strategic steps and milestones. Those then inform team and individual work plans and specifications.

### Strategic Plan for 2015: Action Plan, SWOT, Budget

See attached presentation.

### Faculty and Staff Development Plan and Survey

**Faculty and Staff Development Plan & Evaluation**

Our faculty and staff development plan is that all faculty and staff will participate in at least one significant professional development activity each year. We will track this through our faculty survey as shown below. We also provide a travel budget to faculty that will be presenting at conferences. In addition, we have a faculty manual and are in the process of revising our faculty onboarding process.

We will evaluate faculty research as a criteria for hiring and retention of all faculty teaching in our Master’s program.

**Faculty and Staff Survey**

At the end of each course, we conduct the following survey with faculty and staff.

1. Faculty Name
2. Course Name
3. Term
4. How would you assess the quality of interactions with your students this term?
5. Please note changes to the study materials you feel need to be made.
6. Are there new texts or other resources that should be used in the course?
7. Are their lessons or materials that should be deleted?
8. Please tell us about professional development activities you have been involved with since the last time you led a course with City Vision College. i.e. conferences and workshops attended, courses taken, relevant books read, etc.

### Course and Program Reviews

City Vision will review all courses and programs at least once every three years. The following is our course review schedule:

Undergraduate Programs

**Quarter 1 2015**

301 - History of Urban Missions

302 - Nonprofit Administration

303 - Nonprofit Accounting

**Quarter 2 2015**

304 - Nonprofit Management & Leadership

305 - Human Resources

306 - Managing Residential Recovery Programs

**Quarter 3 2015**

307 - Facilities Management

308 - Food Services

309 - Fund Raising Basics

**Quarter 4 2015**

310 - Intermediate Fund Raising

311 - Theology & Strategies of Urban Missions

330 - Introduction to Urban Youth Ministry

**Quarter 1 2016**

331 - Introduction to Christian Community Development

401 - Counseling in the City

402 - Life Skills Training

**Quarter 2 2016**

403 - Urban Evangelism & Discipleship

404 - Case Management

405 - Financial Planning for Nonprofits

**Quarter 3 2016**

406 - Joy at Work (Theology of Work)

411 - Recovery Dynamics

412 - Counseling Foundations

**Quarter 4 2016**

413 - Drugs of Abuse

414 - Counseling Alcoholics

415 - Professional Counseling Practices

**Quarter 1 2017**

416 - Mental Illness and Addiction

417 - Group Counseling Practices

418 - Sexual Issues in Addiction

**Quarter 2 2017**

419 - Family Issues and Recovery

Graduate Program

**Quarter 1 2017**

501: Theology of Technology

502: Organizational Systems

503: Theology of Work in the STEM Professions

**Quarter 2 2017**

504: Emerging Media Ministry

505: Appropriate Technology in the IT Field

**Quarter 3 2017**

506: Technology and Addiction

507: Capstone Project Design

508: Science, Technology, Society and Ministry Capstone Project

**Quarter 4 2017**

510: History of Technology in the Church

511: High Tech Social Entrepreneurship

512: Grant and Proposal Writing

513: Independent Study

514: Internship/Practicum

### Succession Plan

City Vision College maintains a succession plan for both the Chief Academic Officer and the President/Executive Director (see attached document).

### Examples of Use of Assessment Results

We use assessment results to make both operational and strategic adjustments in our plans. Some examples of this include:

**Faculty/Course Level Adjustments.** From our student satisfaction surveys and completion rates, we identified that one of the faculty who was teaching Group Counseling and Counseling Alcoholics was not performing, so we replaced that person.

**Program Level Adjustments.** In our assessment planning, we identified that while our Addiction Studies program is focused on getting students prepared for the Certified Addiction Counselor exam, it primarily does so by preparing students for each part of the exam separately. Our planning process helped us to identify the need for a capstone course that brings the different topics together, assists students directly with the exam and seeking employment, so we are investigating adding such a course to our program. We believe that this would enable us to use our student’s performance on the Certified Addiction Counselor exam as a part of our assessment process.

**Institutional Level Adjustments.** In reviewing how our degree programs are aligned with the mission and values of TechMission, we identified that the programs did not adequately reflect the technology value of TechMission. Based on this, we decided to develop a Master’s Program in Science, Technology, Society and Ministry to better align City Vision with TechMission’s mission and values.

There are additional examples of use of assessment results in the program and unit assessment plans section.

# III. Program and Unit Assessment Plans

Each of our degree programs has developed an assessment plan using the five column model as shown in Tables 1 to 4 below. The Program Level Outcomes (PLOs) for each degree program tie back to the goals, objectives and mission statement of the organization. Each of our courses has Course Level Outcomes (CLOs) that map back the PLOs as shown in table 5. Each course will typically have Unit Level Outcomes (ULOs) that support the program level outcomes. The means of assessment in the third column will focus on direct assessment for the PLOs. Other measures of quality from indirect and attitudinal surveys are reflected through the Key Performance Indicators.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Undergraduate Addiction Studies Program Five Column Model | | | | |
| Expanded Statement of Institutional Purpose | Program Intended Educational Outcomes | Means of Assessment and Criteria for Success | Summary of  Collected Data | Use of Results |
| Institutional Mission Statement:  to develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name  Institutional Goal: to provide practical undergraduate education to Christians to equip them in their field in social service and social entrepreneurship careers. | 1. Understand the SAMHSA 12 core functions of addiction counselors to be academically prepared to become a certified addiction counselor.  2. Understand and demonstrate the essential practices of addiction treatment including screening, intake, assessment, treatment planning and aftercare. (Core Functions 1-5) 3. Understand and use basic counseling skills such as effective listening, assessment, crisis intervention, group therapy and working with other professionals (Core Functions 6, 8, 12) 4. Understand and apply basic counseling professional practices including ethics, working with various client groups, case management and record keeping skills. (Core Functions 7, 10, 11) 5. Understand and apply understanding of other issues related to addiction recovery such a mental illness, family dynamics and sexual and spiritual issues. (Core Function 9) | 80% of students shall receive a pass rate score of 70% for final projects and final exams tied to assessing educational outcomes.  Job placement rate of graduates. | 88.9% of students have achieved a pass score of 70% for final projects and final exams tied to assessing educational outcomes.  87% were placed in training related jobs (74%) or went on for advanced degrees (13%). | Reviewed pass rates for each courses and identified issues with Life Skills Training. Course is being reviewed.  Developed formal survey and interview questionnaire for graduates and employers to provide more detailed data in future. |

**Table 1. Undergraduate Addiction Studies Program Five Column Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Undergraduate Nonprofit Management Program Five Column Model | | | | |
| Expanded Statement of Institutional Purpose | Program Intended Educational Outcomes | Means of Assessment and Criteria for Success | Summary of  Collected Data | Use of Results |
| Institutional Mission Statement:  to develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name  Institutional Goal: to provide practical undergraduate education to Christians to equip them in their field in social service and social entrepreneurship careers. | 1. Understand and apply the roles and responsibilities of a nonprofit board of directors and the management team to provide governance and leadership to the nonprofit organization.  2. Understand and apply basic accounting and budgeting principles in order to successfully manage the finances of a nonprofit organization.  3. Understand and apply basic marketing, communication and fundraising principles in operating a successful nonprofit organization.  4. Understand and apply nonprofit management principles related to program development, ethics, decision-making and nonprofit legal and regulatory requirements. 5. Understand and apply the essential elements of nonprofit human resource management including volunteer management, hiring, firing, supervision and legal considerations. | 80% of students shall receive a pass rate score of 70% for final projects and final exams tied to assessing educational outcomes.  Job placement rate of graduates. | 72.3% of students have achieved a pass score of 70% for final projects and final exams tied to assessing educational outcomes.  95.5% were placed in training related jobs (77.3%), other jobs (4.5%) or went on for advanced degrees (13.7%). | Reviewed pass rates for each courses. Identified problems with one faculty and one courses Joy at Work. Course is being rewritten and considering replacing faculty.  Developed formal survey and interview questionnaire for graduates and employers to provide more detailed data in future. |

**Table 2. Undergraduate Nonprofit Management Program Five Column Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Undergraduate Missions Program Five Column Model | | | | |
| Expanded Statement of Institutional Purpose | Program Intended Educational Outcomes | Means of Assessment and Criteria for Success | Summary of  Collected Data | Use of Results |
| Institutional Mission Statement:  develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name  Institutional Goal: to provide practical undergraduate education to Christians to equip them in their field in social service and social entrepreneurship careers. | 1. Understand and apply the history, philosophical and theological basis of movements of Christians serving the poor, the oppressed and urban communities.  2. Use spiritual care skills such as preaching, counseling, evangelism and discipleship in the urban context.  3. Lead others to accomplish the missions of the organizations with which they are affiliated.  4. Understand and apply principles from the various programs that are offered to people in the urban context including addiction recovery, community development, services to the homeless, women, youth work and family ministries. | 80% of students shall receive a pass rate score of 70% for final projects and final exams tied to assessing educational outcomes.  Job placement rate of graduates. | 86.3% of students have achieved a pass score of 70% for final projects and final exams tied to assessing educational outcomes.  90% were placed in training related jobs (80%), other jobs (10%) or went on for advanced degrees (10%). | Reviewed pass rates for each courses. Identified problems with one professor and two courses: Theology of Urban Missions and Christian Community Development. Courses are being rewritten and considering replacing faculty.  Developed formal survey and interview questionnaire for graduates and employers to provide more detailed data in future. |

**Table 3. Undergraduate Missions Program Five Column Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Science, Technology and Ministry Master’s Program Five Column Model | | | | |
| Expanded Statement of Institutional Purpose | Program Intended Educational Outcomes | Means of Assessment and Criteria for Success | Summary of  Collected Data | Use of Results |
| Institutional Mission Statement:  develop a community and an online technology and educational platform to equip Christians to transform at-risk communities in Jesus’ name  Institutional Goal: to provide practical graduate education to Christians from the Science, Technology, Engineering and Math (STEM) fields to use their skills in ministry and business to bring transformation to the world | 1. develop effective technology programs in a way that takes into account the unique cultures they will be serving and how to use technology to serve the poor and cross-cultural communities 2. understand the Biblical basis, theology and historical context of technology in ministry and how to apply that in professional settings 3. understand the Christian vocation of Science, Technology, Engineering and Math (STEM) careers and their unique identity and role within their field in a way that maximizes their calling and enables Christian ministry 24/7 4. understand complex systems in a way that helps them to effectively lead others and apply technology in ministry and professional environments 5. understand some of the limits of technology and how to counter some of the negative implications of technology and its effect on relationships and creation of new addictions 6. develop effective technology ministry strategies for developing sustainable initiatives by monitoring and understanding the latest theories, trends, tools and opportunities in technology in ministry | 80% of students shall receive a pass rate score of 70% for each assessment using the MSTSM Rubric in the following assessments:  1. Appropriate technology final project  2. Theology of Technology final project  3. Theology of Work final project  4. Organizational systems final project  5. Tech Addictions final project  6. Emerging Media Ministry final project  7. Capstone Project  Job placement rate of graduates. | First year of program. No data available |  |

**Table 4. Science, Technology and Ministry Master’s Program Five Column Model** **Table 5. Mapping CLOs and PLOs for Science, Technology and Ministry Master’s Program**

# IV. Conclusion: Attainability of Mission, Goals and Objectives

We recognize that assessment is an ongoing process of improvement. Our assessment process is being led by our President with the full support of the organization. Because of this support, it will be much more likely to succeed.

We believe that this plan has shown these goals and objectives fit within our mission are appropriate to our stage in organizational development. The parent organization of City Vision, TechMission, has made the growth of City Vision its top priority. TechMission has strategically deprioritized previous efforts of our organization including ending our AmeriCorps program, and has integrated other efforts of the organization into the strategy of City Vision. Our President is completing his Doctorate in Organizational Transformation with a focus on higher education in an effort to expand our leadership capacity to implement these initiatives.

In addition, we have allocated the resources and hired staff to achieve these goals and objectives. Our organization has been conducting assessment and strategic planning for over 10 years. In addition to our history of meeting goals in City Vision, TechMission has managed many multi-million dollar government grants through AmeriCorps, the US Department of Health and Human Services, US Department of Justice and US Department of Education that follow a similar outcomes assessment model to higher education. We has had a history of meeting more than 80% of our goals and objectives both in our strategic plan, assessment plans and in other programs with major government grants. We believe that this history demonstrates our ability to accurately assess our capabilities and meet our goals and objectives. We will continue to update this assessment plan and our strategic plan each year, and expect that it will be instrumental to the improvement of our organization.

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