



University of Fort Lauderdale Assessment Plan

2016 -2020

Approved by the Board of Directors May 2015

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Introduction

Institutional effectiveness at the University of Fort Lauderdale is the process of self-evaluation and continued improvement necessary to achieve the mission, goals, and objectives. The self-evaluation process includes using internal and external sources as well as qualitative and quantitative data to ascertain how well UFTL performs in all areas of its operations, including academic programs and educational support services. This process is ongoing, with results being shared with members of UFTL's community. Continuous improvement is also an ongoing process, incorporating self-evaluation results and other information, requiring decisions and actions that focus UFTL on its purpose.

This Assessment Plan (Plan) is the guideline for achieving institutional effectiveness. The *University of Fort Lauderdale Strategic Plan 2007-2012 (Strategic Plan)* provides the framework for determining what is to be accomplished by publishing the mission, goals, objectives, expected outcomes, timeline for accomplishment, assigning responsibility, and resource requirements. Evaluation or assessment instruments for achieving the expected outcomes are identified. The cycle for measuring progress is incorporated into this Plan.

History

Drs. Henry and Carol Fernandez, senior pastors of The Faith Center, an internationally renowned ministry, founded University of Fort Lauderdale in 1995 as a non-denominational Christian institution. The commitment was to establish an institution of higher education in South Florida to access the world, advance Christian education and promote leadership in both secular and non-secular areas. Education was identified as the catalyst to prepare individuals to be responsive and effective to the call of God.

The Planning Process

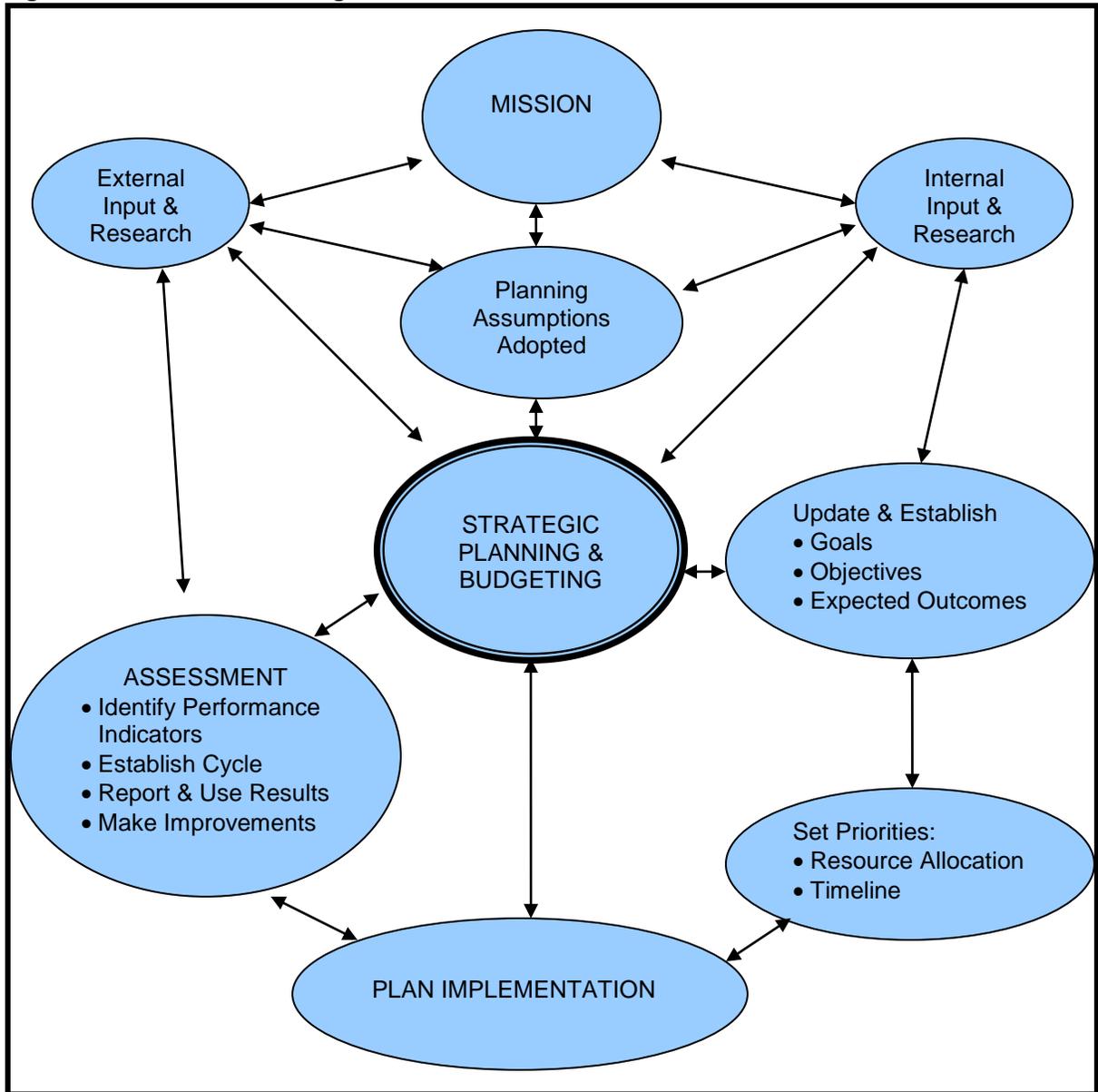
The University of Fort Lauderdale engages in an interactive, broad-based, data-driven, continuous planning process that includes all stakeholders of the institution—faculty, staff, students, donors, and the community. Information from internal and external resources, through evaluations and institutional research, is used to establish, review, and modify goals and expected outcomes. The planning process is a dynamic, ongoing activity that is of great value in ensuring the institution remains focused on its mission. It is illustrated in Figure 1: Strategic Planning Process.

Planning at the University of Fort Lauderdale is an on-going process that is guided by the Mission of UFTL. Throughout the year, UFTL engages in various activities that provide input and feedback that is vital to the planning process. Research is conducted to understand and gain knowledge about the environment, identify best practices, and provide a background to make decisions. Assessment results that are conducted throughout the year are used to gain insight into UFTL's effectiveness and areas for improvement. The research and assessment results are used with input from constituencies including members of the faculty, staff, student body, Board of Directors, employers, and other stakeholders of UFTL to update the strategic and other plans of UFTL. Once the plan is updated, it is circulated for review and input from faculty, staff, and students and forwarded to the Board of Directors for their approval.

Planning Model

The planning process is illustrated in Figure 1: UFTL Planning Process. The mission is the cornerstone of the planning process. Through external and internal input, the mission is reviewed, and revised, as necessary, to ensure that it is in concert with the vision and effectively conveys the purpose of UFTL. The Board of Directors adopt planning assumptions that are in concert with the mission, the goals and objectives are updated and then operationalized by identifying expected outcomes. Each of these is prioritized for UFTL, with funding and implementation schedules formalized. The strategic plan is implemented through various operational plans, including the academic plan, facilities master plan, safety plan, financial plan, and assessment plan. The assessment plan provides the feedback for all plans and the assurance to the stakeholders that UFTL's mission is being accomplished.

Figure 1: UFTL Planning Model



Strategic Plan

The strategic plan is formulated from the vision and mission of UFTL. The goals, objectives, and expected outcomes developed and published in this Plan are the guiding principles for the immediate future of UFTL.

Vision Statement

“Where there is no vision, the people perish” (Proverbs 29:18).

Our vision is to have a Christian environment, dedicated to higher learning that will be a motivating climate for individual and diverse students to learn, explore, and develop for the call to fulfill the Great Commission. Graduates will influence the greater world community for the cause of world peace and a better life for God’s people. Our students will be tomorrow’s visionary and trendsetting individuals who will lead others, addressing challenges yet to be defined. Whether students are called to religious or non-religious vocations, the vision requires a common link: purpose, character, integrity, and credibility while employing knowledge and skills. Therefore, the faculty and staff are committed to advance the University’s vision through an innovative Christian learning environment.

Mission Statement

The mission of the University of Fort Lauderdale is to be a premier Christian institution of higher learning empowering future leaders through higher educational degrees rooted in Biblical principles and academic excellence, to influence the world intellectually, technologically, and through research.

Philosophy

The philosophy of University of Fort Lauderdale is that higher education is the catalyst to fully equip leaders to achieve the mission set forth. The belief is that excellence in education will bring about superior leaders and these achievers are essential to reach and restore the world for Christ.

The University defines higher education as the advancement of scholastic study, research, and professionalism that extends beyond secondary education. Academic goals at associate’s, baccalaureate, masters or doctoral levels are designed to advance knowledge in general, specialized, and creative areas of study. It is the distinction, integration, and competence in these areas that distinguish the University.

Objectives

The mission and philosophy provides a fundamental basis for the institutional objectives to:

- Foster and direct quality towards excellence in ministry, leadership, business, and academia.

- Actualize academic goals for religious and non-religious courses without any compromise to the quality of content.
- Develop individuals to be responsive and effective to the call of God whether or not their professional discipline is concentrated in religious or non-religious areas.
- Rightly position individuals to make exceptional contributions to the profession of their choice.
- Provide essential knowledge and leadership that is highly valued and respected across language, race, gender, economic, religious, and geographic barriers.
- Serve as a vehicle to direct academic goals, whether in religious or non-religious courses, that will develop critical thinkers, exemplify leaders, and create competent professionals.
- Assure mastery in specific areas of knowledge that are in both religious and non-religious courses.
- Fulfill the responsibility to develop individuals in both religious and non-religious studies to assure that the gospel will go forth with integrity, power, and excellence.

Goals, Objectives, and Expected Outcomes

The *Strategic Plan* includes six goals: (1) Academic Excellence; (2) Enrollment Growth and Management; (3) Building Alliances; (4) Student Centered Learning; (5) World Impact; and (6) Infrastructure. Each of these goals have objectives and expected outcomes for achievement during the next five years. These are summarized in Table 1: Goals, Objectives, and Expected Outcomes.

Table 1: Goals, Objectives, and Expected Outcomes

Goal 1. Academic Excellence
Objective 1.1: Learning outcomes are achieved.
1-1 Learning outcomes for each program are assessed and revised and meet the needs of students and the community's expectations.
Objective 1-2: The academic programs are of high quality
1-2-a National accreditation is achieved.
1-2-b UFTL experiences growth in both enrollment and retention for all programs.
Objective 1-3: The quality of the faculty continues to improved.
1-3-a The number of faculty with terminal degrees increases to 75%.
1-3-b The quality of the academic programs continues to improve.
Objective 1-4: Alternative delivery methods will be explored.
1-4-a A feasibility study will be conducted that reviews alternative delivery methodologies for teaching exploring approaches for the physical as well the virtual classroom.
Goal 2: Enrollment Growth and Management
Objective 2-1: A comprehensive enrollment management plan is developed and implemented.
2-1-a Enrollment in all academic programs increases.
2-1-b Graduation rates improve.
Goal 3: Building Alliances
Objective 3-1: Development activities are successful.
3-1-a Revenue from fund raising increases.
Goal 4: Student-Centered Learning Environment
Objective 4-1 UFTL secure relationships with other higher educational institutions in the metro Fort Lauderdale to provide library resources to its students.
4-1-a The number and quality of library resources increases.
4-1-b The physical size of the library increases.
4-1-c The quality of holdings owned by UFTL continues to increase.
Goal 5: World Impact
Objective 5-1: UFTL becomes recognized as the South Florida institution for Christian leaders.
5-1a Alumni are increasingly recognized as leaders in their communities.
Goal 6: Infrastructure
Objective 6-1: A permanent campus with housing is secured.
6-1a Land and buildings are secured for a permanent campus.
6-1b Enrollment and graduation rates increase.

Assessment Plan

The goals, objectives, and expected outcomes identified in the planning process and published in the *Strategic Plan* are evaluated by UFTL using this Plan. The assessment of each academic programs learning objectives and program outcomes as well as the educational support services, publications, policies and procedures, mission statement, and the planning and budgeting process are also self-evaluated using this Plan as a guideline.

Assessment of Goals, Objectives, and Expected Outcomes

The *Strategic Plan* identifies the expected outcomes for each goal and objective as well as the timeline, and the annual resources necessary for achieving these outcomes, and result to be measured. The assessment of each goal and objective is therefore evaluated through progress towards achievement and then actual achievement of the expected outcomes within the timeframe identified. Progress towards achievement of each expected outcome is assessed regularly even for outcomes not expected to be achieved for several years to assure the appropriate attention is being dedicated towards achievement. Documentation of both resource allocation and the use of resources identified in the *Strategic Plan* is also an integral part of assessment for each expected outcome.

The assessment instrument(s) for each expected outcome and the assessment cycle is provided in Table 2: Assessment of Expected Outcomes.

Table 2: Assessment of Expected Outcomes

Expected Outcome	Assessment Instrument	Cycle
1-1 Learning outcomes for each program are assessed and revised and meet the needs of students and the community's expectations	Course evaluations Students grades	Semester
	Graduate assessment Alumni survey Employer survey	Annual
1-2-a National accreditation is achieved	Accreditation staff and committee recommendations evaluating progress towards accreditation and ultimately disposition by accrediting agency	Ongoing
1-2-b UFTL experiences growth in both enrollment and retention for all programs	Enrollment statistics Retention rates Graduation rates Inquiries/Applicant/Student yield	Semester
1-3-a The number of faculty with terminal degrees increases to 75%	Percent of faculty with terminal degrees	Annual
1-3-b The quality of the academic programs continues to improve	Course evaluations	Semester
	Employer surveys Graduate surveys Alumni survey	Annual
1-4-a A feasibility study will be conducted that reviews alternative delivery methodologies for teaching exploring approaches for the physical as well the virtual classroom	Feasibility Study with recommendations is produced	FY2008
2-1-a Enrollment in all academic programs increases	Enrollment Retention rates Graduation rates	Annual
	Program review data	Tri-annual review for each program
2-1-b Graduation rates improve	Program review data	Tri-annual review for each program
	Graduation rates	Annual
3-1-a Revenue from fund raising increases	Financial statements	Month, Annual
4-1-a The number and quality of library resources increases	Library holdings; Number of volumes, periodicals, and titles available to students	Annual
4-1-b The physical size of the library increases	Change in library square feet per student	Annual
4-1-c The quality of holdings owned by UFTL continues to increase.	Library IPEDS data	Annual

5-1a Alumni are increasingly recognized as leaders in their communities	Alumni surveys Graduate survey Employer survey	Annual
6-1a Land and buildings are secured for a permanent campus	Financial statements – Assets Evaluation of Facilities Master Plan	Annual
6-1b Enrollment and graduation rates increase	Enrollment statistics	Semester
	Graduation rates	Annual

Assessment of Academic Programs

The academic programs are assessed through multiple internal and external measurement instruments. The internal instruments include empirical data such as enrollment, retention, and graduation rates, course evaluations, faculty evaluations, focus groups, and other surveys. The external assessments include benchmark studies with similar peer institutions. The benchmark institutions are determined by each program’s faculty and are reviewed and updated as needed to reflect those institutions that UFTL program is similar to at the current time and the institution that UFTL’s program strives to become in certain aspects.

The learning objectives are assessed each semester through course evaluations and student grades in each course, annually through alumni and employer surveys, and tri-annually through program reviews. The learning objectives for the academic programs are provided in Table 3: Learning Objectives.

Table 3: Learning Objectives

Academic Program	Learning Outcomes
Associate of Arts Degree in Business Administration	Solid foundation in the social and behavioral sciences, humanities, and mathematics. Develop competencies in reading, oral communication, writing, and fundamental computers
Associate of Science Degree in Ministry	To provide students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively
Bachelor of Arts in Business Administration	To prepare students academically and professionally and develop social, communicative, and accounting competencies
Bachelor of Arts in Business Administration, Accounting	To prepare students academically and professionally, while developing the social, communicative, and accounting competencies
Bachelor of Science Degree in Ministry, Christian Counseling	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively
Bachelor of Science Degree in Ministry, Christian Education	To provides the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively
Bachelor of Science Degree in Ministry, Ministry	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively
Bachelor of Science Degree in Ministry, Theology	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively and theologically; and to prepares students for the spiritual calling of ministry on various level
Master of Arts Degree in Business Leadership	To expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in business leadership; and to expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in business leadership to challenge and innovate for the interpretation, administration, and application of business policies and procedures
Master of Science in Ministry	To expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in the ministry; to develop the student in six areas: Bible education, Christian doctrine, leadership, ministerial practice, communication, and research; and to challenge and innovate for the interpretation, administration and application of biblical truths.
Master of Science in Pastoral Counseling	To provide students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively

Academic Program	Learning Outcomes
Doctor of Ministry	<ol style="list-style-type: none"> 1. Define and map a self-learning plan that represents personal interests and goals in the ministry. 2. Demonstrate competency in the application of Bible, theory, policy, communication and research methods. 3. Integrate and apply knowledge to various situations. 4. Plan, develop and achieve specific objectives. 5. Conduct research, analysis and evaluations. 6. Compile a personal library of professional, theological, and ministerial references. 7. Professionally and skillfully communicate through text, technology, homily and presentations. 8. Oversee a ministry. 9. Implement faith-based educational, organizational, social and information systems. 10. Engage strategy for progressive change and order. 11. Cross cultural, community, ethnic and religious barriers. 12. Recognize opportunities for change and intervene for the good of God's kingdom. 13. Interpret and expose Scripture and biblical teachings. 14. Defend the Gospel and the ministry of Jesus Christ.

Program Outcomes

Program outcomes are published in the *University of Fort Lauderdale Catalog* for each academic program. The program outcomes are assessed each semester by reviewing student achievement and using course evaluations, from focus group results, through alumni and employer surveys, and program reviews.

The program review includes an internal and external review of the academic program. The interview review includes a program profile of data about the program, including enrollment, retention rates, graduation rates, alumni ratings, employer ratings, course evaluations, faculty size, faculty credentials, and faculty teaching evaluations. An environmental scan is conducted that provides similar profile data from benchmark institutions as identified by the faculty, market data, and other trends applicable to the program. The faculty assigned to the program use the program profile data and environmental scan and conduct a self study that assesses the learning and program outcomes (see Table 4: Program Outcomes), and program strengths and weaknesses. A written self study report with recommendations and action plan for addressing recommendations and resource needs related to the recommendations is forwarded to the Vice President for Academic Affairs.

Table 4: Program Outcomes

Associate of Arts Degree in Business Administration	To provide students with the social, business, and academic competencies for a 21st century leader.
Associate of Science Degree in Ministry	To provide this ever-changing society with 21st century leaders for ministry and to effectively reach the world for Jesus Christ.
Bachelor of Arts in Business Administration	To prepare students academically and professionally, while developing the social, communicative, and accounting competencies needed for a 21st century business leader
Bachelor of Arts in Business Administration, Accounting	To prepare students academically and professionally, while developing the social, communicative, and accounting competencies needed for a 21st century accounting leader
Bachelor of Science Degree in Ministry, Christian Counseling	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively
Bachelor of Science Degree in Ministry, Christian Education	To provides the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively; and to prepare students for Christian educational positions within a church or ministry.
Bachelor of Science Degree in Ministry, Ministry	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively; and to prepare the students for the spiritual calling of ministry on various levels.
Bachelor of Science Degree in Ministry, Theology	To provide the students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively and theologically; and to prepares students for the spiritual calling of ministry on various level
Master of Arts Degree in Business Leadership	To expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in business leadership; and to expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in business leadership to challenge and innovate for the interpretation, administration, and application of business policies and procedures
Master of Science in Ministry	To expose qualified and dedicated students to an anthology of knowledge that is essential for the pursuit of highly professional and credible careers in the ministry; to develop the student in six areas: Bible education, Christian doctrine, leadership, ministerial practice, communication, and research; and to challenge and innovate for the interpretation, administration and application of biblical truths.
Master of Science in Pastoral Counseling	To provide students with the knowledge, skills, and abilities to listen, calculate, and communicate effectively; and prepares the students for the ministry of Pastoral Counseling within a church or ministry
Doctor of Ministry	Advance scholarly research and analysis for the interpretation, translation and application of biblical facts, doctrine and dispensational plans of Scripture, Develop scholars to design methodologies for teaching, ministerial and administrative outcomes, Guide the development, communication and publication of professional perspectives and strategies that embody the breadth of Scriptures and the ministry, Promote highly established leaders to effectively launch, direct and evaluate world-changing ministries, particularly in untapped terrains.

The external review is a review by an external peer in the discipline who is not affiliated with UFTL. The internal review documents (e.g., program profile, environmental scan, and self study) is reviewed off-site by the external peer evaluator. Following the off-site review, an on-site review that includes interviews with faculty, students, alumni, and UFTL officials and assessment of facilities is

conducted. A written external review report of the findings and recommendations is provided to the Vice President for Academic Affairs.

A copy of external review report is forwarded to the academic faculty for the response and action plans.

The complete list of assessments used to evaluate academic programs is provided in Table 5: Academic Assessments.

Table 5: Academic Assessments

Assessment	Cycle
Course Evaluations	Semester
Retention Rate	
Focus Groups	Annual
Alumni Surveys	
Employer Surveys	
Faculty Evaluation	
Graduation Rate	Tri-Annual
Program Review	

Each academic program is reviewed once every three years. The program review includes all of the academic assessments as well as review by external evaluators and other appropriate data determined by the faculty committees responsible for the review. The cycle of program reviews is provided in Table 6: Academic Program Review Cycle.

Table 6: Academic Program Review Cycle

Academic Program	2016	2017	2018	2019	2020
Associate of Arts, Business Administration		X		X	
Associate of Science, Ministry		X		X	
Bachelor of Arts, Business Administration	X		X		
Bachelor of Arts, Business Administration, Construction Management					X
Bachelor of Arts, Business Administration, Criminal Justice					X
Bachelor of Arts, Business Administration, Healthcare Administration					X
Bachelor of Arts, Business Administration, Human Resource Management					X
Bachelor of Arts, Business Administration, Management					X
Bachelor of Arts, Business Administration, Marketing					X
Bachelor of Arts, Accounting					X
Bachelor of Science Ministry, Christian Counseling					X
Bachelor of Science Ministry, Christian Education	X				
Bachelor of Science Ministry, Theology					X
Bachelor of Science, Ministry		X		X	
Doctor of Ministry					X
General Education					
Bachelor of Arts, Liberal Studies					X
Bachelor of Arts, Liberal Studies, Broadcasting					X
Bachelor of Arts, Liberal Studies, English					X
Bachelor of Arts, Liberal Studies, History					X
Bachelor of Arts, Liberal Studies, IT					X
Bachelor of Arts, Liberal Studies, Psychology					X
Bachelor of Arts, Liberal Studies, Religion					X
Bachelor of Arts, Liberal Studies, Religion					X
Bachelor of Arts, Liberal Studies, Theatrical Production					X
Master of Arts, Business Leadership	X		X		
Master of Divinity					X
Master of Science, Pastoral Counseling	X		X		

Assessment of Educational Support Services

All educational support services are evaluated annually through surveys and focus groups with students. Other assessment instruments are used for specific support services. The complete list of educational support services and the evaluation instruments are provided in Table 7: Educational Support Services Assessments.

Table 7: Educational Support Services Assessments

Educational Support Service	Assessment	Cycle
Library	Annual Comprehensive Evaluation	Annual
	Library Focus Group	
	Library Survey	
	Staff Evaluation	
	Benchmark Study	Bi-annual
Technology	Annual Comprehensive Evaluation	Annual
	Service Contract Evaluation	Annual
	Benchmark Study	Bi-annual
Student Life Services	Annual Comprehensive Evaluation	Annual
Orientation	Orientation Survey	Semester
Career Services	Alumni Survey	Annual
	Employer Survey	Annual
	Retention Rate	Semester
	Annual Comprehensive Evaluation	Annual
Financial Aid	Admissions Rate	Semester
	Retention Rate	
	Annual Comprehensive Evaluation	
Business Office	Annual Comprehensive Evaluation	Annual
	Annual Financial Audit	
Bookstore	Annual Comprehensive Evaluation	Annual
Development	Financial Statements	Annual
	Prospects to Donor Statistics	Annual
Budget	Faculty and Staff Survey	Annual
Staff	Staff Evaluations	Annual
Registrar	Annual Comprehensive Evaluation	Annual
President	Board Evaluation	Annual
Board of Directors	Self-Evaluation	Annual
Admissions	Retention Rate	Semester
	Recruiting Report	
	Alumni Survey	Annual
	Employer Survey	Annual
	Annual Comprehensive Evaluation	Annual
	Graduation Rate	Annual

Publications, Policies and Procedures

The policies and procedures of UFTL are reviewed and publications updated annually. Table 8: Annual Review of Publications provides the cycle for completing this review and publishing updates.

Table 8: Annual Review of Publications

Publication	Review Dates	Review Performed by	Publication Date
<i>Catalog</i>	April-June	Faculty and Staff	July
<i>Policies and Procedures Manuals</i>	June-July	Admissions, Business Office, Other staff as appropriate	August
<i>Board of Directors Policies Manual</i>	August	Board of Directors	November
<i>Employee Handbook</i>	September-October	Business Office, Staff	February
<i>Faculty Handbook</i>	August-November	Faculty	February
<i>Student Handbook</i>	July	Faculty and Staff	August
<i>Financial Aid Manual</i>	Fall Semester	Financial Aid Staff	December
<i>Library Handbook</i>	July	Library Staff	August
<i>Strategic Plan</i>	August-November	Faculty, Staff, Board of Directors	March
Environmental Scan	June-July	Faculty and Staff	August
Mission Statement	July	Faculty, Staff, Board of Directors	September
Statement of Faith	June	Faculty, Staff, Board of Directors	August

Assessment Cycle

The majority of the assessments performed at UFTL are completed on an annual basis. The only exception is assessment of program outcomes which is performed on a bi-annual basis. Table 9: Annual Assessment Calendar includes milestone events required each year for the Assessment Plan to be implemented. While this is not an inclusive list, it highlights major components of the Plan.

Table 9: Annual Assessment Calendar

Action	Participants	Responsible Office	Timeframe
Implement Budget Plan	Faculty, Staff, Students, Board	Financial Affairs	January
Update Environmental Scan	Faculty, Staff, Students, Board	Financial Affairs	August
Mission Statement	Faculty, Staff, Students, Board	President's Office	September
Review & Update Goals, Objectives, Expected Outcomes	Faculty, Staff, Students, Board	Academic Affairs	October – December
Review & Update Strategic Plan & other Plans	Faculty, Staff, Students, Board	Academic Affairs	October – January
Evaluate President	Board	Board	November
Submit Budget Plans	Department Head	Financial Affairs	November
Evaluate Faculty	Faculty Dept Chair & CAO	Academic Department	December
Board reviews Mission Statement	Board	Board	February
Present Budget Plan	Board	Financial Affairs	February
Evaluate Orientation	New students Organizers	Director, Admissions	Each Semester
Evaluate Learning Outcomes	Faculty, Students	Academic Department	Each Semester
Evaluate Program Outcomes	Faculty	Academic Department	Spring, every two years
Academic Advising	Faculty, Staff, Administrators, Students	Chief Academic Officer	September
Evaluate Student Services	Students	Student Services	April
Library Evaluation	Faculty, Students	Library	April
Administrative Support Services	Faculty, Staff, Students, Board	Academic Affairs	April
Evaluate Staff	Supervisors	Financial Affairs	May
Adopt Budget Plan	Board	Financial Affairs	May

Assessment Tools

The assessment tools are reviewed annually and updated as needed to remain current with the programs and services offer by UFTL.

Use of Results

The planning process includes assessments of progress towards achieving expected outcomes. The assessment results are compiled and reviewed to determine if change is needed so that progress continues.

As a result of the annual assessments of the registration process and student support services it was found that the students were dissatisfied with the service. Each of these areas received concentrated effort to meet the service level demanded by the students. Program reviews coupled with institutional research have resulted in changes in admissions policies and curriculum. This past fiscal year, the change in total credit hours resulted in an increase in credit hours to appropriately reflect information necessary for state licensure.