

# JACKSON THEOLOGICAL SEMINARY



## *Institutional Assessment Plan* 2020-2021



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## PROFILE OF JACKSON THEOLOGICAL SEMINARY

### BRIEF HISTORY

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Jackson Theological Seminary (JTS) had its beginning with Jackson Theological Seminary in 1886 and shared many of Shorter's physical facilities and programs. The Seminary is named for the late Dr. Thomas Henry Jackson who served as President 1895-1900 and Dean of the Theological Department 1904 – 1912. Dr. Jackson is a graduate of Wilberforce University. He entered Wilberforce at the age of 14, graduating with the first class, in 1870. In 1865, he was converted and entered the active ministry of the African Methodist Episcopal Church, thus serving 56 years.

Jackson Theological Seminary is owned and operated by the African Methodist Episcopal Church. The Seminary is a valid Servant of the Church. Since the first graduate, Reverend John March Murchison in 1903, the Seminary has been an effective guide to those aspiring to be useful and great. Jackson Theological Seminary (JTS) played a major role in providing theological and religious education to clergy and lay students in the 12<sup>th</sup> Episcopal District. In order to more adequately serve its basic purpose of educating and training Christian Ministers and Lay Leaders, several Extension Centers were authorized in Arkansas and Oklahoma. At least 30 hours earned in the Extension Centers could be applied toward the 90-hour course providing other academic requirements were met.

JTS offered bachelor's and master's degrees for students who completed their Associate of Arts degree from Jackson Theological Seminary. While the school was not accredited by an accrediting body recognized by the U.S. Department of Education, the administration and faculty modeled the seminary after those that were accredited in the African Methodist Episcopal Church. The leadership of JTS was recognized alternately as either the President or Dean of the seminary.

Some of the individuals who served as Deans during the period of 1960 to 2011 were:

- The Reverend J.M. Watkins
- The Reverend Rufus King Young, SR
- The Reverend Nathaniel Irving
- The Reverend Dr. Colin Lambert
- The Reverend James R. Hooper
- The Reverend Clarence H. Guy
- The Reverend Clarence V. Boyd, SR

Jackson Theological Seminary held classes and taught courses in theology, Christian education, pastoral leadership and preaching continuously from 1960 to 2010. In the spring of 2009, JTS entered into an off-campus distance learning partnership with Florida Center for Theological

Studies. The Florida Center for Theological Studies was an accredited seminary and using teleconferencing technology Jackson was able to offer students the opportunity to take graduate level courses from an accredited school. The partnership lasted four semesters and ended when Florida Center for Theological Studies merged with another school that discontinued the distance learning program. Jackson discontinued holding classes after the 2011 school year because of a need to focus more attention on Jackson Theological Seminary.

Any objective evaluation of its current status should include the primary concern of the original intent and historical mission. The African Methodist Episcopal Church decided to establish, maintain and develop an institution for the Theological Education of both Ministers and Laymen. The African Methodist Episcopal Church takes pride in the fact that it produces most of her leaders. JTS is a positive expression of the vision and determination to sustain this heritage in a relevant and responsible manner.

Seeing the need to provide theological education to Clergy and Layperson, the 12<sup>th</sup> Episcopal District of the African Methodist Episcopal Church, decided to reopen Jackson Theological Seminary and pursue Accreditation Status through TRACS, offering a Bachelor of Arts Degree in Biblical Studies and a Master of Divinity Degree. Under the leadership of the Chair of the Board of Trustees, Bishop Michael Mitchell, and the President & CEO Rev. Cecil Williams, in June 2018 Jackson Theological Seminary re-opened its doors in a brand-new facility for the continued purpose of educating and preparing clergy and lay for ministry from a theological perspective. JTS is in the process of submitting its application for accreditation with the Transnational Association of Christian Colleges and Schools (TRACS).

## **MISSION**

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Jackson Theological Seminary is an educational community preparing people for service to the local church and the broader community through transformative teaching and training. The faculty, administration, and staff are committed to preparing students for effective Christian leadership in pastoral and ministerial service.

## **VISION**

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Jackson's aspirations over the next five years can be summarized in the following Vision Statement: a global academy, providing biblical foundations for Christian ministries that serve, transform and liberate communities. To achieve this the goals, objectives, strategies, actions and necessary resources are drafted here to align the institution towards that vision. The pathway to becoming a global academy of this caliber will require a mission.

## PHILOSOPHY OF EDUCATION

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The seminary students and faculty seek to experience and examine theological training and thought formation centered on the exquisite grace of God, the example of Jesus Christ, and the excellent power of the Holy Spirit. Our philosophy of education emphasizes teaching and learning as an expression of social justice and liberation theology, tempered with service to the community, and faith inspired by biblical, scriptural authority and historical Christian beliefs.

## STATEMENT OF ETHICAL VALUES AND STANDARD

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The ethical values and standards of Jackson Theological Seminary seek to exemplify the liberating ministry, the services of sacrifice, and the standards of justice and love of Jesus Christ in ministerial and pastoral Christian service. The seminary is committed to representing the moral, ethical traditions and standards espoused by the Holy Bible (Old and New Testaments) and the African Methodist Episcopal Church. Enrollment in Jackson Theological Seminary constitutes a recognition and reverence for these ethical values and standards by all students.

## CORE VALUES

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1. **Biblical/Scriptural Authority:** The extent to which the commandments and doctrines within the Old and New Testament scriptures are authoritative for human belief, conduct, and destiny.
2. **Historical Faith:** Historical belief, trust, and loyalty of Christian Faith as described in the Old and New Testaments and through the Trinity - God the Father, Jesus Christ and the Holy Spirit.
3. **Academic Rigor:** Teach conceptual understanding, procedural skill, fluency, and application.
4. **Social Justice:** Teach concepts of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and *social* privileges. <sup>NRS</sup> **Micah 6:8**.....what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?

5. **Liberation:** *The process to fight the ills of sin and exploitation through the relationship between Christian theology and political activism, economic justice, poverty, and human rights.*
6. **Service Orientation:** The call to serve the community, however, especially the least, the week, poor and the needy. <sup>NRS</sup> **Mark 10:** <sup>43</sup> .....but whoever wishes to become great among you must be your servant, <sup>44</sup> and whoever wishes to be first among you must be a slave of all. <sup>45</sup> For the Son of Man came not to be served but to serve, and to give his life a ransom for many

## INSTITUTIONAL OBJECTIVES

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- The seminary shall prepare students for careers and service in the Christian Ministry for the local church and global Christian ministry.
- The seminary shall promote and prepare academic and theological excellence and scholarship through teaching and training of students for the Bachelor of Arts Degree Completion and the Master of Divinity degree program.
- The seminary shall educate, encourage, and engage students from varied spiritual, ethnic, cultural, male/female and students with physical handicaps to encourage diversity and inclusiveness at the seminary.
- The seminary staff, faculty, and Board of Trustees shall encourage solicitation of grants, aid, federal funding, research procedures and practices to establish and enhance funding and scholarship for deserving students.
- The seminary shall promote and encourage the professional development of its faculty and staff to ensure relevant, realistic and reliable instruction and training for all students.
- The seminary shall sponsor holistic, inclusive and involved teaching, training, and learning environment, where all are encouraged to participate, grow and develop in Christian faith and service.

## **INSTITUTIONAL ASSESSMENT SUMMARY**

Institutional assessment is one of the most significant ways to determine the effectiveness of student learning and achievement. Assessment is the process of asking questions that seek to align the institution's stated intentions with evidenced realities. As such, in higher education, it deals with courses, programs, policies, procedures, and operations. The assessment of student learning in higher institutions involves documenting student academic achievement. Essentially, the results of the assessment (student achievement) provide a good tool for institutional improvement. All aspects of the institution are involved to ensure each division is supporting the mission of the institution. All aspects of the institution are assessed to ensure academic, department and service area goals are aligned with the institutional learning outcomes, which will drive all strategic initiatives and goals for the institution.

## **INSTITUTIONAL ASSESSMENT PROCESS**

The assessment process at Jackson Theological Seminary is guided by the following principles:

- To improve teaching, student learning, student success, and administrative effectiveness;
- To create a shared understanding of the purpose and value of assessment with administrators, faculty, staff, and students;
- To employ a systematic, on-going process that uses evidence to support improvement: generate data; evaluate assessment results; determine actions to promote improvement; re-design the assessment process, and implement new assessment procedures and processes;
- To assess policies and procedures periodically to determine their usefulness in fostering continuous improvement; and
- To disseminate assessment results to all stakeholders.

Jackson Theological Seminary Institutional Assessment Plan outlines a systematic methodology used to assess the institution, which includes the evaluation of programs, courses, and services with an emphasis on the assessment of student learning. The methodology includes the utilization of multiple approaches, including direct and indirect measures for assessment. The systematic methodology used for assessment is assembled in two main components:

Component I: Assessment of Educational Effectiveness

Component II: Assessment of Institutional Planning, Resources & Support

Below, provides a brief description of each component and how the institution fulfills each component.

## **COMPONENT I: THE ASSESSMENT OF EDUCATIONAL EFFECTIVENESS**

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The focus for this component is to determine if students are learning and if they have achieved educational goals consistent with their program of study. The assessment of student learning involves the data collection, assessment and analysis at multiple levels:

- A. Course Level: The assessment of course learning outcomes
- B. Program Level: The assessment of program learning outcomes
- C. Institutional Level: The assessment of institutional learning outcomes
- D. Programmatic Level: The comprehensive assessment of academic programs

### **A. Course Level Assessment**

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Each semester, all Course/Student Learning Outcomes (CLOs/SLOs) are assessed to evaluate student learning and performance. All courses contain course learning outcomes (CLOs/SLOs), which reflect what the institution expects for students to achieve after they have completed a course. All CLOs are measurable and clearly stated in each course syllabus, which is presented and reviewed with students at the beginning of course instruction each semester.

To effectively assess student learning, all CLOs/SLOs are accompanied by an assessment assignment or activity that will be used to demonstrate mastery of the course learning outcome. The prescribed assessment(s) are summative in nature (i.e. portfolio, examination, presentation, case study) and specifically evaluates the skills, abilities, and competencies the faculty expect the students to demonstrate. Additionally, faculty specify how the assessment activity will be evaluated (i.e. rubrics or other forms of measurement instruments), which are reliable methods that can be consistently applied with a high level and degree of accuracy. Furthermore, the faculty establish a metric of success for the assignment or assessment activity (i.e. 75% or greater). This success criterion is utilized to determine attainment of the CLOs/SLOs.

At the end of the semester, all faculty are required to report the students' performance, relative to the assessment activity against the established criterion of success, as Not Meeting, Approaching,



Meeting, or Exceeding. Thresholds for "Meeting" the learning outcome, are determined by the criterion of success established by the faculty. All other thresholds are established by faculty. Additionally, the sample size (number of students who completed the activity) is also included in the reporting of results.

## **B. Program Learning Assessment**

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All course learning outcomes are linked to program learning outcomes (PLOs), which are learning outcomes that are expected for students to achieve after completing a degree or path of study. The assessment method of PLOs varies depending on the academic program. PLOs are assessed through the collective analysis of the attainment of CLOs, which are linked to specific program learning outcomes. The relationship between the courses which best supports the evaluation of attainment of program learning outcomes is illustrated in the Curriculum Mapping Matrix (CLOs to PLOs) outlined in the Institutional Assessment Plan. Selected courses and their embedded mastery activities are utilized toward the evaluation and attainment of PLOs. The evaluation of the PLOs is performed once every three years during the academic program review. These assessment results are used and included in the academic program review to assess curricular effectiveness.

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### **Master of Divinity Program**

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The mission of the Master of Divinity degree program is to equip servant leaders for making disciples worldwide by developing in them an accurate knowledge of the Word of God, the skills necessary to communicate the Gospel effectively, and character worthy of the kingdom of our Lord Jesus Christ for the leading of the church.

Program Learning Outcomes for Master of Divinity:

1. Analyze passages of both the Old and New Testaments, demonstrating knowledge of the larger contexts of the passages and interpret the meanings of the passages in ministry settings.
2. Identify and engage diverse and overlapping cultural and social dynamics in various settings.
3. Describe, practice, and model spiritual and ethical practices and discernment that form and nurture one's own and others' faith.
4. Able to guide a community of faith in fulfilling its ministry and mission.
5. Integrate the variety of disciplines in theological education in a coherent articulation of one's own theology and approach to pastoral ministry.

6. Describe the development of Christian worship, doctrine, symbols, structures, and diversity of theological perspectives.

**Curriculum Matrix  
Master of Divinity**

<b>Courses</b>	<b>PLO1:</b> Apply the major tenets two major Christian theologies, and two Christian ethical notions and display are written expertise in at least two major theological notions that have historical and present-day relevance in a research paper.	<b>PLO 2:</b> Apply biblical narratives presented in class and assigned a study from the Old and New Testament in relation to their relevance to past and present issues in known social issue or events.	<b>PLO 3:</b> Apply and present multiple hermeneutical research methods for biblical interpretation, with an understanding of ancillary critiques towards a broad complement of exegetical tools.	<b>PLO 4:</b> Identify the specific movements and the detailed acts of God's throughout the biblical narrative, with an emphasis on the response of various Judeo-Christian congregations.	<b>PLO 5:</b> Evaluate the arguments of the African American community and other marginalized groups in relation to their liberation with comparisons to the social groups in the biblical narrative.	<b>PLO 6:</b> Formulate a comprehensive leadership model for ministry within a Christian context and/or a secular community which will be relevant to an increasingly pluralistic and globalized world.	<b>PLO 7:</b> Create a viable Christian education program for a specific community that will advance the spreading of Christian principles and the faith in designated secular and/or sacred spaces.
<b>BW5311 Old Testament</b>		<b>X</b>					
<b>BW5305 New Testament</b>		<b>X</b>					
<b>BW5301 Hermeneutics</b>			<b>X</b>				
<b>BW5302 Biblical Criticism</b>			<b>X</b>				

HT5320 Church History I				X			
HT5321 Church History II				X			
HT5322 Black Church History I					X		
HT5323 Black Church History II					X		
TH5301 Christian Theology I	X						
TH5302 Christian Theology II	X						
TH6311 Introduction to Systematic Theology	X						
TH5312 Christian Ethics						X	
BL5305 Greek I		X					
BL5306 Greek II		X					
BL5307 Hebrew I		X					
BL5308 Hebrew II		X					
PM5301 Spiritual Formation						X	
PM5323 Theology and Practice of Worship	X						
PM5311 Pastoral Care							
PM6311 Homiletics			X				

PM5312 Ministerial Ethics							
PM5321 Church Management and Administration						X	
CS6301 Critical Race Theory in the Bible					X		
CS5302 Christianity in the Public Square							X
CS5311 Effective Christian Education							X
CS6302 Prophetic Preaching in the 21st Century					X		
RS7301 Senior Project Seminar							X
PM5322 Applied Technology for Ministry						X	
PM6315 The Genius of Black Preaching					X		
HT6324 AME Church History I					X		
CS5301 Comparative Religious Studies						X	
HT5324 Prophets							
HT5325 Judeo Christian Congregational Life							

HT6324 AME Church History I					X		
BL6305 Advanced Greek		X					
BL6307 Advanced Hebrew		X					
TH5326 Global Methodism				X			
TH6322 Womanist Theology	X						
TH6322 Black (Liberation) Theology	X						
HT6325 AME Church History II				X			
TH6321 Theology of African Methodism	X						
PM7301 AME Polity				X			

Program Level Assessment (2019-2020; 2020-2021, 2021-2022)	
Courses Selected	Assignments
Old Testament	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
Christian Theology I	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
New Testament	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
Spiritual Formation	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>

*Note: The specific methods of assessments for each course are in the Academic Program Review.*

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## Bachelor of Arts in Biblical Studies

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### Program Description

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Bachelor of Arts in Biblical Studies is a program that utilizes biblical studies as the foundation and framework for communicating Christ to various audiences. This Bachelor of Biblical Studies program provides students with an understanding of theology, biblical interpretation and Christian history.

### Program Goals

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#### Religious Heritage:

The program shall provide a structured opportunity to develop a comprehensive and discriminating understanding of the religious heritage of Christianity in general with a particular focus on the African-American religious experience.

#### Cultural Context:

The program shall provide an opportunity to develop an understanding of the cultural realities and structures within which the Christian church and the AME denomination lives and carries out its mission.

**Personal and Spiritual Formation:**

The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness. Ministerial preparation includes concern with the development of capacities-intellectual and effective, individual and corporate, ecclesial and public-that are requisite to a life of pastoral leadership.

**Ministerial and Public Leadership:**

The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts with particular emphasis on ministry within African-American communities.

**Program Learning Outcomes**

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1. Identify main themes, concepts, key figures, and topics of critical biblical narratives.
2. Utilize various exegetical methods in studying the Bible including critical analysis, evaluation of biblical genres, prophetic interpretation for hermeneutical basics.
3. Identify the movements of God through the Israelite people as expressed throughout the biblical narratives.
4. Integrate and apply appropriate information from the biblical text to the current life context and propose relevant solutions to contemporary societal problems and comprehensive sound principles for Christian education.



**Curriculum Matrix**  
**Bachelor of Arts in Biblical Studies**

<b>Courses</b>	<b>PLO 1: Apply the tenets of basic methodologies to research Christian Theology and Ethics in their historical context in a major research paper.</b>	<b>PLO 2: Apply the main themes, events and key figures of the biblical narratives</b>	<b>PLO 3: Apply the procedural steps of at least one exegetical method in studying the Bible and its various genres for preaching.</b>	<b>PLO 4: Identify the eras of humanity in relation to the actions of God nations and communities.</b>	<b>PLO 5: Demonstrate a broad comprehension of basic methodologies to research Christian Theology, History, and Ethics.</b>	<b>PLO 6: Integrate and apply appropriate information from the biblical text in principle and/or as a praxis for relevant solutions to contemporary societal problems.</b>
BW2305 Biblical Interpretation			X			
BW2341 Survey of the Old Testament I		X				
BW2342 Survey of the Old Testament II		X				
BW2343 Survey of the Old Testament III		X				
BW2341 Survey of the New Testament I		X				
BW2342 Survey of the New Testament II		X				
BW2343 Survey of the New Testament III		X				
HT2301 History of Christianity	X					
TH2301 Introduction to Theology				X		
HT2321 Christian Doctrine I					X	
HT2332 Christian Doctrine II					X	
HT2333 Christian Doctrine III					X	
HT2341 Introduction to World	X					
PH2345 Philosophy of Religion	X					
TH2332 Christian Ethics					X	
Capstone Course	X	X	X	X	X	X
CH2301 African American Church History					X	
PT2301 Church Administration						X
BW2346 Wisdom Literature		X				
BW2345 Pentateuch		X				
BW2344 Apocalyptic Literature		X				
PT2302 Christian Ministry in Practice						X

<b>Program Level Assessment (2019-2020; 2020-2021, 2021-2022)</b>	
<b>Courses Selected</b>	<b>Assignments</b>
Survey of the Old Testament I	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
Christian Doctrine I	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
Survey of New Testament I	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
Biblical Interpretation	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Final Examination</li> </ul>
<i>Note: The specific methods of assessments for each course are in the Academic Program Review.</i>	

### C. Program Assessment (Academic Program Review)

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#### *Curriculum Evaluation Assessment & Review Process*

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#### **Bachelor of Arts in Biblical Studies**

<b>Program Review Data Collection Periods</b>	<b>Comprehensive Program Review Submission Year</b>
2019-2020 2020-2021 2021-2022 2022-2023	2023-2024

#### **Master of Divinity**

<b>Program Review Data Collection Periods</b>	<b>Comprehensive Program Review Submission Date</b>
2019-2020 2020-2021 2021-2022 2022-2023	2023-2024

1. Each academic program is assessed and reviewed once every four years. Review the program cycle referenced below:

2. The Academic Council/Curriculum Committee (comprised of full-time faculty) in concert with the Chief Academic Officer oversees the evaluation and review of the program.
3. With a myriad of other institutional resources, the program review evaluation process includes the utilization of the institutional Assessment Report, which includes such factors as retention rates, graduation rates, level assessments, and graduation performance. The Program Review evaluates and assesses the following:
  - a) Fiscal Resources
  - b) Faculty (Teaching Effectiveness, teaching load, scholarship)
  - c) Other Resources and Support Services
  - d) Enrollment, Recruitment, Retention, and Graduation
  - e) Constituency Satisfaction
  - f) Curricular Effectiveness (Course and Program Level Assessment Reports)
4. Upon completion of the program review, the Academic Council discusses proposed changes with the general faculty body, regarding the appraisal and direction for the future of the academic program.

### ***Curriculum Development, Modifications and Approval Process***

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Curricular changes, course modifications, and new degree programs originate with the faculty. Any faculty member may propose a change and submit the proposal to the faculty who may vote to approve the proposal.

1. First, a written proposal is submitted to the Chief Academic Officer, where approval is granted or denied.
2. Second, the proposal is submitted to the Academic Council which consists of the faculty, where approval is granted or denied.
3. Once approved by the Academic Council, administrative approvals (Executive Cabinet,

President, and Board of Trustees) are needed for the addition of a new degree program(s), only. The administration’s decision to approved proposed new degree programs is evidenced in the meeting’s minutes.

**COMPONENT II: ASSESSMENT OF INSTITUTIONAL PLANNING, RESOURCES, AND SUPPORT:**

This assessment process includes the continuous assessment of institutional strategic planning, resources, and support provided by non-academic structures. This evaluation process assesses

- A. The effectiveness of operations, programs, and services to ensure it is sufficient to fulfill the institution’s goals.
- B. The assessment of publications, policies, and procedures.
- C. The effectiveness of staff and faculty performance (Performance Evaluations)

**Assessment of Operations, Programs, and Services:**

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This process is designed to provide a review of the program, department, or service area and how it supports the mission statement of the College, the institutional goals and the strategic planning process. In addition, it serves to integrate assessment, planning, and resource allocation for the purpose of optimizing student learning and support services. Assessment results are then used to inform institutional planning, which involves the augmentation and additions of future initiatives to best help the institution to fulfill its mission. Assessments may occur at varies times during the student’s matriculation. These results are compiled and included in the Annual Assessment Report. A list of assessment methods for operations, programs and services is listed below and included in the Institutional Assessment Publications.

Area of Assessment	Study/Survey/Data Collection	Purpose	Data Source	Person Responsible	Schedule
Admissions / Registrar	Evaluation of the Registration Process	To determine the effectiveness of the registration process.	Student Satisfaction Survey	Academic & Student Affairs	End of the semester
Admissions / Registrar	Non-Returning Students Survey	To ascertain the reason(s) the student did not return to Benedict College.	Non-Returning Students Analysis (Official Withdraws)	Academic & Student Affairs	End of the semester

<b>Student Services</b>	Orientation Services Study	To determine how effective the sessions and activities were for the new students.	Orientation Satisfaction Results  Formal Orientation Analysis Report (includes Orientation Evaluation Survey Results)	<b>Academic &amp; Student Affairs</b>	The beginning of each semester  End of the academic year
<b>Recruitment</b>	Recruitment Statistical Report	To collect, analyze, and compile data on the number of inquiries, pending students, and acceptance.	Recruitment Report	<b>Academic &amp; Student Affairs</b>  <b>President's Office</b>	End of the academic year
<b>Academics</b>	Graduation Survey	To determine the graduates' level of satisfaction with Jackson Theological Seminary and post-graduate plans.	Survey Data	<b>Academic &amp; Student Affairs</b>	End of each semester
<b>Alumni Affairs</b>	Alumni Survey	To evaluate the perception and satisfaction of alumni with the education and training received at the College and to ensure the skills acquired to meet the needs of the clients.	Alumni Survey (Recent Alumni)  Alumni Survey (Long-Term Alumni)	<b>Academic &amp; Student Affairs</b>	End of Academic Year
<b>Finance</b>	Audited Financial Statements	To evaluate the fiduciary responsibility for annual financial audits and provides fiscal information.	External Audit (Formal Report)  Monthly Financial Statements (Formal Report)  Budget-to-Actual Reports (Formal Report)  Annual/Strategic Budget	<b>Administrative Affairs (CFO)</b>	End of Academic Year

<b>Facilities</b>	Physical Plant	Assessment of inventory and assessment management	Inventory Management Report  Student Satisfaction Survey	<b>Administrative Affairs (CFO)</b>	Each Year  End of each semester
<b>Library and Learning Resources</b>	Library Services	To assess the effectiveness of library resources and activity.	Track/Log Sheets (usage)  Student Satisfaction Survey (Library Resources)	<b>Academic &amp; Student Affairs</b>	Each Year
<b>Faculty / Study</b>	Student Evaluations of Faculty	To provide the faculty with continuous feedback on the effect of their teaching styles	Course Evaluation	<b>Academic &amp; Student Affairs</b>	End of each semester (excluding summer)
<b>Personnel</b>	Employee Satisfaction Survey & Leadership Effectiveness Survey	To assess the attitudinal levels of faculty and staff concerning the initiatives and progress of the College via various key indicators	Survey	<b>President's Office</b>	End of the academic year

**A. Annual Assessment Process for Publications, Policies and Procedures Revisions**

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Every academic year, the institution must review its publications, manuals, policies, and procedures to ensure the timeliness and relevance of information published to all the institution's constituencies. The process, which is referenced in the Institutional Assessment Plan, is designed to solicit feedback and participation from all divisions to ensure that the information published accurately reflects the institution's governing policies and procedures.

**Current Publications (inclusive of Policies & Procedures)**

<b>Publication</b>	<b>Area/Division Responsible</b>
Student Handbook	Student Affairs
Academic Catalog	Academic Affairs
Emergency Policy and Procedure Manual (Critical Incident Management Plan)	Physical Plant & Security
Faculty and Staff Handbook Manual	Human Resources and

	Academic Affairs
Board of Trustee Manual	Board of Trustees
Philosophy of Education; Biblical Foundations and Statement of Ethical Values and Standards	Alumni and Church Relations
Assessment Plan	Institutional Effectiveness
Strategic Plan	Institutional Effectiveness
Policies and Procedures Manual	Institutional Effectiveness

**B. Administration, Staff and Faculty Performance Evaluations Process & Timetables**

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The institution does conduct regular evaluations of its employees against the responsibilities in the approved job descriptions. Jackson Theological Seminary is committed to the effective and efficient pursuit of quality service through staff and faculty evaluation. The college needs employees who will aim to:

1. Provide a high-quality teaching and learning environment which is safe, comfortable, and fit for its purpose.
2. Provide a high-quality education through programs that enable employees and students to acquire knowledge, experience, and understanding, and which gives access to further higher education, training, personal development, and growth.
3. Provide exemplary service to students, the community, and to each department.

Thus, the College has established a formal evaluation process in determining the quantity, quality, and manner of performance. The purpose of the formal performance evaluation process is to:

1. Ensure communication between the supervisor and employee and encourage contact between the supervisor and the employee and allow each to report his or her impressions and observations.
2. Review and determine how well an employee is performing in terms of the assigned tasks based on the job criteria.

**EMPLOYEE PERFORMANCE DETAILED TABLE**

<b>Board of Trustees</b>	
Board Self-Evaluation	Annually (May)
President	Annually (May)
<b>President's Office</b>	
President	Annually (May)
All Direct Reports (CFO and CAO)	Annually (May)
<b>Division of Academic &amp; Student Affairs</b>	
Director of Admissions	Annually (May)
Faculty - By Supervisor (Full-time and Adjunct)	Annually (May)
Faculty - Self Evaluation (Full-time and Adjunct)	Annually (May)
<b>Division of Fiscal Affairs</b>	
All Direct Reports	Annually (May)

**All evaluations should be completed by the direct supervisor or reporting entity.**

<b>ASSESSMENT OF STRATEGIC INITIATIVES &amp; GOALS (LONG-RANGE PLANNING):</b>
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Jackson Theological Seminary has five strategic goals. Each goal is linked to a list of strategies and activities that must be completed to reach the attainment of the goal. Furthermore, persons responsible for the completion of the strategies and activities are clearly delineated. Thus, annually, division heads assess their progress towards their completion of those assigned strategies and activities slated for completion during their reporting year and discuss their plans to attain any other assigned strategies for the upcoming year. This assessment process is imperative to determine if the institution is progressing toward the achievement of its strategic goals which ensure the institution operates optimally to fulfill the institution's mission. Each division head is



responsible for completing their Annual Division Report (which should include all offices therein). These results are compiled and included in the Annual Assessment Report.

## **JACKSON THEOLOGICAL SEMINARY INSTITUTIONAL STRATEGIC GOALS**

**GOAL 1: RECRUITMENT** – Admit 100 students by 2025

**GOAL 2: ENROLLMENT** – Attain Accreditation by 2020 to attract desired student compliment and national recognition

**GOAL 3: ACADEMICS** – Strengthen the academic structure to expose Jackson on a regional and national level

**GOAL 4: ADVANCEMENT:** Raise at least 10% (\$63,000) of the tuition-based funds (based on 100 full-time students) to establish major revenue streams that are non-tuition based to support scholarships and the beginnings of an endowment

**GOAL 5: OPERATIONS:** Strengthen the institution’s administration infrastructure

### **Strategic Planning Committee**

**Rev. Dr. Robert R.A. Turner**, Pastor of Historic Vernon Chapel AME Church, Tulsa, OK

**Rev. Dr. Daniel W. Johnson, Sr.**, Pastor of Allen Temple AME Church, Pine Bluff, AR

**Rev. Charlene Boone**, Pastor of Historic Visitors Chapel AME Church, Hot Springs, AR

**Rev. Derick Easter**, Pastor of New St. Hurricane Missionary Baptist Church, Pine Bluff, AR

**Rev. Cecil L. Williams, Jr.** of St. John AME Church, Pine Bluff AR

### **TIMELINE: ASSESSMENT, PLANNING & BUDGETING**

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- **JULY/AUGUST:** At the end of each academic year, all assessment instruments and the data collected or compiled, analyzed and placed in an Annual Assessment Report. The assessment instruments include both direct and indirect means of measurements (i.e. faculty evaluation, Student Satisfactory Surveys, employee satisfaction surveys, etc). The

compilation of results also includes Division Assessment Reports.

- **SEPTEMBER:** The Annual Assessment Report is completed in September. This report contains summarized details, which addresses all facets of the institution and its efforts to support student learning achievement.
- **OCTOBER:** Upon the completion of the report, the Strategic Planning Council will convene, to update the Strategic Plan to discuss items completed, or needing to be revised per previous year's efforts. During this time, the Strategic Planning Council will also review the Annual Assessment Report to determine if a modification to the Strategic Plan should be considered based upon new assessment findings. Once discussed, a revised/modified Strategic Plan in concert with the Assessment Report is presented to Faculty, Staff, students for feedback and suggestions to assist with future planning efforts of the institution.
- **DECEMBER/JANUARY:** Based upon tentative plans (both Strategic and Operational), the Divisions will begin preparing budgets for review (see the budgeting process below)
- **MARCH:** Similarly, this report is then shared with the community, as we will state, the information shared, will be used for the future planning efforts of Jackson Theological Seminary. If changes should be considered, the plan is updated and shared with other constituents. By the end of March, Strategic Plan and other respective documents are finalized and budgets are submitted for final approval.
- **APRIL:** Strategic Planning document and budget is reviewed and approved by the Board for the upcoming Academic Year

### Observation Checklist

Faculty member being observed \_\_\_\_\_  
 Observer \_\_\_\_\_

Course \_\_\_\_\_  
 Date \_\_\_\_\_

	Observed?	Comments
Instructor clearly communicates the purpose of class session and instructional activities.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor uses concrete examples and illustrations that clarify the material.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor uses a variety of activities to ensure all students are engaged.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor challenges students to think analytically.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor uses activities in class to determine whether students understand course material.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor fosters student-to-student interaction.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor links new material to previously learned concepts.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor uses visuals and handouts where appropriate to accompany verbal presentation.	<input type="radio"/> Yes <input type="radio"/> No	
Instructor requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).	<input type="radio"/> Yes <input type="radio"/> No	

# JACKSON THEOLOGICAL SEMINARY

## STUDENT EVALUATION

Instructor's Name: \_\_\_\_\_ Course: \_\_\_\_\_

Program: \_\_\_\_\_

Key: SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree

Please completely darken circle responses ●

	SD	D	N	A	SA
<b>About the Course</b>					
The content and length of the class was timely and appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was well informed of the goals and objectives of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sessions provided me with new and helpful information & resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials presented will be useful in my ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on the course overview provided, my expectations were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor achieved their overall goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course's atmosphere, activities, and pace were suitable for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional comments regarding the course (e.g., time, date, content, topic, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SD	D	N	A	SA
<b>About the Instructor</b>					
The instructor was responsive to my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor communicated clearly and effectively with the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor were knowledgeable about the material presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments regarding the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SD	D	N	A	SA
<b>About the Final Project &amp; Grade</b>					
The final project and grade was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The final project was adequate relative to the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The final project helped display my knowledge and information obtained in the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall course was intellectually insightful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments regarding the final project and final grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**About the College**

Academic culture of the Seminary and expectations of course is high

Student Services was helpful (Advising & Counseling)

Populi was very useful and effective

What can we do to improve the overall quality of this evaluation?

**SD      D      N      A      SA**

                      

                      

                      

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## ILO

1. The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts.
2. The ability to communicate effectively and accurately through both the written and spoken word.
3. The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith.
4. The ability to shepherd and to lead others in ecclesiastical and workplace contexts.
5. The ability to present the gospel to unbelievers in a clear way and to disciple believers for spiritual formation.
6. The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning.