INSTITUTIONAL EFFECTIVENESS PLAN
Apex School of Theology
1701 TW Alexander Drive Durham, NC 27703

INSTITUTIONAL EFFECTIVENESS COMMITTEE
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Board Approved September 2015

ASSESSMENT PLAN
“QUEST FOR THE GOLD STANDARD”
ASSESSMENT PLAN

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THE INTRODUCTION
The Guiding Principle:
The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution. (TRACS 24.1)
The assessment results and subsequent new goals must be used to implement changes. (TRACS 24.6)

I. HISTORY OF THE APEX SCHOOL OF THEOLOGY

Apex School of Theology was founded in 1995 as Apex Academy School of Religion and later changed its name to Apex School of Theology (ASOT). The school was founded by the Reverend Dr. Joseph E. Perkins at the historic, Apex First Baptist Church, Apex NC, where he is the pastor. ASOT outgrew the church facilities and moved to 5104 Revere Road, Durham, NC in 2002. In 2006, the school relocated to the heart of Research Triangle Park, 2945 South Miami Boulevard, Suite 114, Durham, NC. Apex is approved to offer its degree programs on campus and online by Transnational Association of Christian Colleges and Schools, (TRACS), located in Forest, Virginia, which is accredited by the United States Department of Education. Apex offers Federal Pell Grants, Federal loans, Veterans Administration Educational Benefits, Presidential Scholarships, and interest-free payment plans to qualified students. The school also offers the Master of Arts in Christian Counseling and Doctor of Ministry Degrees, which are being required by Christian professionals across the nation. Apex is one of the few private, freestanding theological undergraduate and graduate schools to offer its degree programs online.

There are a number of excellent religious and divinity schools in the North Carolina Research Triangle Park area. However, several reasons motivated the founding of ASOT: To reach and serve area clergy who wanted formal theological training, and to meet the educational needs of lay leaders in the faith community who could not afford the tuition of other seminaries. Our students are from a number of denominations in the faith community. They serve small, medium, and large churches as pastors, Christian educators, teachers, chaplains, and nursing/rest home providers of ministry. Many of them are bright and brilliant adult learners who are destined to use the training they receive here to enlarge the Kingdom of God in the earth (Matthew 6:10). ASOT provides them an opportunity to fulfill their “call” to Christian service. Our motto is “Training Church Leaders for the 21st Century.”

The faculty and staff of ASOT have benefited from the faith community and we serve here at a minimal stipend as a way of giving back something to the community that nurtured us. This is how we keep the tuition affordable for those who wish to receive a Christian-based
education from an accredited school. We achieved accreditation with all of its cost while holding tuition at a bare minimum. Most of our staff and faculty have been here from the beginning and there is a long list of qualified people who wish to be associated with ASOT. All of our faculty members have either a master’s or terminal degree from an accredited institution. Our students are serving in many capacities in the faith community. A formal education allows them to sharpen their skills and/or learn new skills. We believe we have been effective in filling our niche in theological education.

Apex School of Theology offers Distance Education (ApexDE). Through ApexDE, you can earn your theological degree 100% online. You can complete your coursework at your own convenience. Apex has articulation agreements with Seminary Extension of the Southern Baptist Convention and several other educational institutions. ApexDE offers students the opportunity to acquire the same levels of knowledge and competencies as those students completing its regular on-campus degree programs. Programs that we offer on-campus and online are: (Associate Degree in Christian Education, Bachelor of Theology, Master of Christian Education, Master of Arts in Christian Counseling, Master of Divinity, and Doctor of Ministry Degrees). Off-campus extension continuing education programs, independent study programs, and life-long learning opportunities are also available. The Doctor of Ministry Program was approved and started in January 2008. The program is designed to enhance ministry skills of practicing clergy-persons in areas of Christian ministry.

Founded in 1995 as the Apex Academy School of Religion, Apex School of Theology has grown into a renowned educational institutional. It is the only stand-alone African American institution of its type in the state. Physically located in a vibrant business area of Durham, North Carolina, students can attend class on-campus, on-line or at teaching sites. Approximately one-eighteeth of the enrolled students are on-campus.

Apex School of Theology offers 2 undergraduate degree programs, 3 masters programs and the Doctorate of Ministry degree program.

III. DOCTRINAL STATEMENT OF APEX SCHOOL OF THEOLOGY

1.1.1 The Scriptures: We believe the scripture, (The Bible), both the Old and New Testament are verbally and plenary the inspired Word of God, without error in its original documents. We also affirm the scripture to be the complete revelation of God’s will for the Salvation of
mankind, the Divine and final authority for all Christian faith and Life. The Scripture is the ultimate expression of God’s revelation. (I Timothy 3:16 - 17; II Peter 1: 20-21)

1.1.2 **The True and Living God**: We believe in one true and living God, eternally existing in three persons, Father, Son, Holy Spirit: The triune, Godhead. We believe that those three persons are of one essence, equal in every divine perfection and execute distinct but harmonious offices in the work of creation and redemption. (John 1:1-2; 15:2)

1.1.3 **The Father**: We believe that the Father is the first person of the Godhead, creation of heaven and earth, perfect in holiness, infinite in wisdom, measureless in power, and He hears and answers our prayers, saves us from sin and death, all come to Him through our Lord Jesus Christ. (Genesis 1:1; Exodus 15:11; Matthew 6:6; John 1:12)

1.1.4 **Jesus Christ**: We believe in the deity and humanity of the Lord Jesus Christ, the only-Begotten Son of God, conceived by the Holy Spirit and born of the Virgin Mary, and He is fully man. We believe He lived a sinless life, died on the cross, and rose again bodily, ascended into heaven, sits on the right hand of the Father as savior, redeemer, justifier, reconciler, and one day He will come again to judge the living and the dead. (John 3:16; Matthew 1:18-23; Acts 1:9-11; I Peter 3:22; John 5:25-30)

1.1.5 **The Holy Spirit**: We believe that the Holy Spirit from eternity is the third person of the Godhead. We believe that the Holy Spirit is neither made, created, nor, begotten, but is one and the same essence, majesty and glory with the Father and the Son. He convicts the world of sin, regenerates teaches, equips, empowers, and fills the believer. We believe that the Holy Spirit is a person; the Holy Spirit is co-equal with God in all his attributes. The Holy Spirit is the third person of the God Head, is sent by the Lord Jesus Christ from the Father to convict the world of sin, righteousness, and judgment; to regenerate, seal, indwell, guide, and teach the believer; and to empower Christians to live in victory over sin. (Romans 8:9; St. John 14:26; St. John 16:7-11)

1.1.6 **Man**: We believe that humankind was created by God, and in His image and likeness, that man fell through disobedience and willful sin, and comes under the condemnation of a Holy God, and is utterly helpless to remedy his lost condition apart from the grace of God, and the only way man can be forgiven is by the shed blood of the Lord Jesus Christ. (Genesis 1:26; Romans 3:23; 5:12; Ephesians 2:12)

1.1.7 **Creation**: We believe the Genesis account as being a historical record of creation, it is
accepted literally, not allegorically nor figuratively and it is believed that the universe with all that is in it was created by God apart from pre-existing materials and without evolutionary process (Genesis 1:1-2)

1.1.8 **The Way of Salvation:** We believe that salvation is by grace through faith in Jesus Christ, and not by one’s own works or merit. We believe salvation is a gift from God and the Son of God, and is received solely by faith in the Lord Jesus Christ, who accomplished complete redemption by His substitutionary death and shedding of His precious blood. We believe the full assurance of the believer is in his salvation, and those who have a true saving knowledge of Christ shall persevere. (St. John 3:18; Ephesians 1:7; 2:8-9; Galatians 2:16; I John 1:9; Romans 6:18).

1.1.9 **Satan:** We believe that Satan was originally created perfect, as all things that a perfect God would create. He was a perfect being until sin entered him and he rebelled against God. As a result, he and the host of angelic beings that fell with him became depraved and enemies of all righteousness and the plan of God. They have been judged and defeated at the death and resurrection of Christ, and are ultimately doomed. Satan will face his punishment at the final rebellion described in Revelation. (Genesis 3:1-19; Ephesians 6:13-17; I Peter 5:8; Revelations 20:10)

1.1.10 **The Last Days:** We believe in the personal, bodily return of our Lord Jesus Christ; that Christ will return in the rapture and revelation, rescuing the saints before the tribulation to translate His church from the earth; and between this event and his glorious return with His saints, He will reward believers according to their works. (I Thessalonians 4:16; Titus 2:13; I Corinthians 15:51-53; I Thessalonians 4:5-11; I Corinthians 3:11-15; II Corinthians 5:10)

1.1.11 **Christian Ethics:** We believe in the necessity of Christian ethics and the integrity that is within all believers; and in the present ministry of the Holy Spirit by whose indwelling, the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ’s “Great Commission.” (Romans 1:3-4; 8:5-17, 29; 10:9-13; 14:7-9; 1 Corinthians 6:13-20; 2 Corinthians 4:7-18; 2 Corinthians 3:18; Ephesians 4:13; Philippians 3:12-14)
III. MISSION/PURPOSE STATEMENT

The ASOT provides theological education to prepare clergy and laity for service in churches, Christian ministries and the community. The institution’s educational programs are intended to increase the student’s level of knowledge, as well as remain committed to maintaining its diverse student body, faculty and staff. The institution’s history is grounded in the African-American religious experience.

The institution expresses its commitment to the student’s overall development by promoting life-long learning, scholarly inquiry, and a commitment of service to others. Programs and services are geared towards promoting and nurturing student’s growth and development as persons who appreciate cultural diversity, and embody a sense of civic, social and religious responsibility. ASOT follows an open door admission policy based on the necessity of responding to each person at the appropriate individual level of ability and development. ASOT is an interdenominational, interracial, and gender inclusive community modeled on diversity, which constitutes the Body of Christ.

The educational and service programs provide theological education and training to a constituency of mature, bi-vocational, and commuting students. These services are intended to enhance the student’s skills, and expand the student’s awareness, as well as broaden the student’s perspective quality of life. The curriculum is designed and implemented to prepare the clergy and laity for various ministries in theology and general education. ASOT provides programs of biblical and theological studies, general education, continuing education, studies in Christian Education, Pastoral ministry, world mission, church vocation, a Bachelor’s Program, a Master of Divinity Program, Master of Christian Education, Master Christian Counseling and a Doctorate of Ministry Degree.

Additionally, ASOT stresses character development, which includes religious, cultural, social and ethical values. We collectively endeavor to create a schedule offering non-traditional hours; building in the flexibility necessary to accommodate all that may enroll. ASOT purposes to prepare students for the mature performance of their vocation. Worship is central to campus and personal life. It hopes to develop in each graduate a disciplined intelligence, life-long prayer life, informed by sound learning and equipped for worthy Christian Ministries. Its resources are
offered to students with a diversity of ministerial aims, through recruitment and trained support to prepare persons for pastoral and lay leadership in their church community. Ultimately, ASOT’s mission is to serve Jesus Christ through graduating students who have demonstrated competency in their chosen fields of study.

IV. INSTITUTIONAL OUTCOMES/GOALS

Through the curricula, ASOT seeks to promote the following educational outcomes/goals wherein graduates from ASOT should be able to:

1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.
2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.
3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries
4. Explore the moral value and ethical dimensions in the disciplines offered by Apex School of Theology.
5. Promote an understanding of the diverse elements of American cultural history, especially the importance of the classic world-view of free enterprise.
6. Thoroughly exposed the student to the factual content of the Word of God and its relationships to their personal life.
7. Promote the fusion of academic knowledge and Christian values that maturing of spiritual, intellectual and social behavior may take place.
8. Provide firsthand observation, interviews, and discussion enabling the student to reach all humankind to make a better world.
9. Certify persons for service in areas of religious education in the local church, missionary work, pastoral care, hospitals, and prisons, social and civic agencies.
10. Develop skills that relate to a distinct Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship

V. RESEARCH/PLANNING/ASSESSMENT/EVALUATION

Research, planning, assessment and evaluation are the basic activities of outcome assessment. Research of outcomes assessment determines the effectiveness of our mission. We will determine if students attain
stated educational goals: From the goals set by the institution, to the faculty syllabus to the final outcome learning in each course by the student? How effective have our programs and experiences been in facilitating the learning and development of students as they function in society? Through research we will carefully and systematically investigate ASOT and all aspects of its institutional life.

The assessment plan collects data from the Faculty Senate, which is responsible for designing educational programs and educational experiences that will assess how our goals are attained. Undergraduate students are expected to improve their general intellectual skills, to attain proficiency in one or more academic disciplines of their choice, and to develop interpersonal and leadership skills needed for productive Christian careers and effective citizenship. Graduate students are expected to develop professional, research and scholarship skills. The data from the Physical Plant will assess the environment of learning: Classrooms, libraries, the campus’ internal and external factors. How is instruction and learning affected by our environment?

An assessment of student services through counseling, and campus activities such as worship, field education and computer literacy at the campus are critical to institutional effectiveness and survival. Closely related are institutional delivery systems. How well do we provide campus lectures, communication through newsletter, e-mail, internships and field trips?

Also the assessment plan affects recruitment and retention of students. It will assist in determining how to improve our efforts. We must improve our ability to recruit high quality students, increase enrollment and diversity. The Research Triangle and surrounding area has several of the highest rated school of theological education. We are in a competition educational market.

ASOT developed a strong financial base over the past five years, initiatives to increase the number of students and to increase funding were essential to the long-term development of the institution. We are seeking increased alumni, faculty and staff support with respect to giving. Also trustees, churches and friends of the school have made significant sacrifices. Founder and President J. E. Perkins led the administration, staff and faculty in giving back to the institution through service, stewardship and gifts.

Once the linking cycles are completed evaluation of these areas becomes critical to understanding where the institution is in light of its mission. The ASOT evaluation will include analysis of the data; reports of the data and distribution of the data to the various persons throughout the institution.

VI. FOUNDATIONAL STANDARDS ASSESSMENT

Apex School of Theology can best be summed up by its Foundational Statements which guide both the college and assessment efforts. Apex School of Theology’s Foundational Statements are:

The Doctrinal Statement
The Foundational Statements are reviewed and evaluated every year by the Board of Trustee and President in September utilizing the evaluation to in appendix A.

Foundational Standards Review and Evaluation Process:

1. Review the Foundational Standards. (Doctrinal Statement, Mission Statement, Value Statement, Educational Outcomes )

2. Discussion

The question "Are the current Foundational Standards adequate and sufficient to address the current and near future focus of Apex?"

If they are, proceed to the vote.

If they are not, ascertain why.

Then

A. If deletions are necessary: Delete the area of the standard that is no longer sufficient

B. If additions are necessary: Add to the area of the standard that is no longer sufficient (New Standard is crafted.)

C. If modifications are necessary: Modify the area of the standard that is no longer sufficient (Standard is modified)

3. Vote

4. Implementation

Additional Foundational Standards are as follows:

PHILOSOPHY OF EDUCATION

ASOT is a Christian higher education institution with an African-American culture. It is a
spiritual community grounded in agape (love). The School follows its motto: “Training Church Leaders For the 21st Century.” The philosophical and theological foundation is the Word of God as presented in the Holy Scriptures The Godhead (Father) is our source of all truth; it is Christ-centered and is led by the Holy Spirit. God created humankind in His image and likeness at creation! We are saved by grace through faith. The Christian is enabled to live a life that values others and God’s creation. Christian Education better prepares student learners to share their Christian gifts in chosen field of service. ASOT seeks to provide a learning process that allows the student freedom of inquiry in a religious learning community of exchange between faculty, staff, and administration. Learning is a process of community wholeness as stated in our Value Statement. Our course offerings are guided by the biblical principles found in, II Timothy 3:16-17 and Ephesians 4:1-3

**VALUE STATEMENT**
1. We believe that God’s word is central and foundational for all knowledge and wisdom and that the word of God is the catalyst for transformation.
2. We believe that for education to be effective it must be both theoretical as well as practical in application.
3. We believe that the church is God’s vehicle for worship and world discipleship.
4. We believe that lost people matter to God and; therefore, ought to matter to us.
5. We believe that excellence in education honors God and inspires people.
6. We believe that Christian Education requires agape (love) as its foundation, koinonia (fellowship) as its building blocks, and mentoring interaction of the administration, faculty, student body, and community for Kingdom Building.

**CODE OF HONOR**
The faculty, administration, and staff as well as students enrolled at Apex School of Theology work together as a faith community dedicated to common ideals, and we acknowledge the Sovereignty of the Lord Jesus Christ as we seek to grow and become fully prepared to do the work that shall be entrusted to us by our Lord. Therefore, the faculty, administration, staff, and students are required to sign the Code of Honor. Such action indicates that each member of the School family is willing to comply with the moral and spiritual principles of a daily walk with
Jesus Christ. It is the Bible that not only determines one’s doctrinal belief, but also one’s lifestyle. In an ever-changing world, the Christian has an unchanging standard, the Word of God. The Code of Honor is rooted in the principles of personal integrity, common sense, reverence for God, esteem for other men and women, and respect for spiritual, natural, and social laws. In order to ensure that a high Christian standard is maintained by faculty, staff, administration, and students, and to encourage an environment that facilitates spiritual and academic excellence, we set forth activities that will not be tolerated; The use of alcoholic beverages, tobacco, illegal drugs, sexual immorality, and other worldly activities or forms of entertainment which are inconsistent with biblical principles. This includes music, which reflects the influence of either the occult or drug culture.

Those who, through attitude or conduct, show their unwillingness to abide by the life-style set forth in this Code of Honor will be asked to meet the School Discipline Committee and may be subject to dismissal from the School at the Administration’s discretion.

Compliance

The Board of Trustees approves the Foundational Statements of Apex School of Theology. The Board has an official policy regarding the assessment and measure of the Foundational Statements. The Foundational Statements are periodically measured and reviewed. The policy is in writing and is as follows:

PERFORMED BY: TRUSTEES AND PRESIDENT

TOOL: FOUNDATIONAL STATEMENTS ASSESSMENT APPENDIX A
VII. OPERATIONAL STANDARDS ASSESSMENT
GOVERNING BOARD AND PRESIDENTIAL ASSESSMENT
A. The Governing Board

This section addresses the accreditation standards related to the operation of the Apex School of Theology. It is concerned with the infrastructure, which includes the Governing Board, the Administration, and the Administrative Support Staff.

The Board of Trustees is a legally constructed body responsible for establishing policy, maintaining financial stability, and providing oversight for the institution. Board members are actively involved in the oversight of the institution. They receive periodic data keeping them abreast of the events at the school in addition to attending committee and board meetings.

Policies and procedures have been developed and implemented whereby the Board of Trustee’s review the institutional purpose, objectives, and philosophy once each year at the February meeting of the board to ensure that they are being pursued faithfully. The Board is responsible for reviewing and making decisions related to the institutional purpose, objectives, and philosophy once each year. This assessment takes place in September. (TRACS 5.3)

The board evaluates itself annually and marks it effectiveness by attending meetings, known awareness of statement of philosophy, mission, and value statement, attending quorum, and call meetings, contributions, time, talents, and service. In addition, the board evaluates itself by how much of the load we accept is done over a given period of time assigned for accomplishment. The process for evaluating the board exists and is available in writing. (TRACS 6.15)

PERFORMED BY: TRUSTEES

TIMETABLE: SEPTEMBER MEETING

TOOL: BOARD OF TRUSTEES MEMBER: CORE COMPETENCIES MATRIX AND ASSESSMENT APPENDIX B

MEASUREMENT ASSESSMENT CRITERIA

The core matrix is a skill or performance based assessment. It contains a self-evaluation, a manager’s evaluation and a consensus evaluation of each duty or responsibility of the Trustee. Apex strives for excellence in all areas. If a self-evaluation or a manager’s evaluation falls below a 3 (This is average in the scale being used with the matrix.) then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.
B. The Administration/ President

The board appoints and reviews the President of ASOT annually. There is a process for the retention and annual evaluation, which appears in the trustee board Executive Committee meeting minutes. (TRACS 6:3)

PERFORMED BY: TRUSTEES’ CHAIRPERSON

TIMETABLE: SEPTEMBER MEETING

Tool:

PRESIDENT’S CORE COMPETENCIES MATRIX AND ASSESSMENT FORM

APPENDIX C

MEASUREMENT ASSESSMENT CRITERIA

The core matrix is a skill or performance based assessment. It contains a self-evaluation, a manager’s evaluation and a consensus evaluation of each duty or responsibility of the President. Apex strives for excellence in all areas. If a self-evaluation or a manager’s evaluation falls below a 3 (This is average in the scale being used with the matrix.) then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.
ADMINISTRATIVE ASSESSMENT
C. Administration/ Vice President, Deans, Registrar, Financial Aid Director, Library, Directors

The ASOT evaluation system is described in written form. The trustees do an annual self-assessment evaluation of themselves and the President. The President evaluates all other administrators. There is written evidence that the President and administrators are evaluated annually, and the evaluations are on file in the appropriate folders.

The ASOT has a Job Description Manual that contains comprehensive written job descriptions for all administration and staff. Each employee is given a copy of their individual job descriptions upon employment. All job descriptions are reviewed annually at the Administrative Retreat and approved by the Board of Trustees at the September meeting.

Each staff person is evaluated according to his or her job description and work performance. (TRACS 6.2, 6.4, 6.5)

**PERFORMED BY:** PRESIDENT

**TIMETABLE:** MAY AND DECEMBER MEETING

**Tool:** CORE COMPETENCIES MATRIX AND ASSESSMENT FORMS

**FOR:** Vice President, Deans, Registrar, Librarian, Financial Aid Director, Directors

APPENDIX D

**MEASUREMENT ASSESSMENT CRITERIA**

The core matrix is a skill or performance based assessment. It contains a self-evaluation, a manager’s evaluation and a consensus evaluation of each duty or responsibility of the Administrator. Apex strives for excellence in all areas. If a self-evaluation or a manager’s evaluation falls below a 3 (This is average in the scale being used with the matrix.) then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.
SUPPORT STAFF AND DEPARTMENTAL ASSESSMENT
D 1. The Support Staff
One of the key assets at ASOT is its support staff. Although the institution is growing and persons often have to wear two or more hats, our support staff members are critical to our existence. The support staff has access to publications, policies, and job descriptions that guides their work. Also the President follows their work and evaluates them closely. Interviews with members of the institution indicate that an adequate support staff is in place and functioning efficiently. Faculty, students and other members of the institution are surveyed to determine their attitudes about our support staff. (TRACS 7.1)

PERFORMED BY: DEPARTMENT HEADS
TIMETABLE: MAY AND DECEMBER MEETING
TOOL: STAFF CORE COMPETENCIES MATRIX AND ASSESSMENT FORM APPENDIX E
MEASUREMENT ASSESSMENT CRITERIA
The core matrix is a skill or performance based assessment. It contains a self-evaluation, a manager’s evaluation and a consensus evaluation of each duty or responsibility of the Staff Member. Apex strives for excellence in all areas. If a self-evaluation or a manager’s evaluation falls below a 3 (This is average in the scale being used with the matrix.) then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.

D 2. The Departmental Assessment

Department Admissions and Registration
Purpose: The Admissions and Registration Department manages the beginning freshman, transfer recruitment and admissions, special admissions efforts of the Apex School of Theology and oversees data collection and management functions related to admissions records of the Institution. It also provide close involvement with registration procedures and perform the various office duties in the Registrar’s Office as assigned at the Apex School of Theology.
Objective 1: Prepares and maintains statistics regarding enrollment when appropriate to the administration, faculty, and board of trustees.

Method of Assessment: The IE surveys currently enrolled students with the Student Satisfaction Survey in the Spring and Fall term each year. The Director of IE reports the results of these surveys to the Administration by the Spring and Fall term each year.

Tool: Satisfaction Evaluation Survey

Measurement Criteria: At least eighty-five percent of the administration responding to the Evaluation Survey will agree or strongly agree that the Admissions/Registration Department prepares and maintains enrollment records.

Objective 2: The office will accurately maintain academic information on each student.

Method of Assessment: The IE surveys administration with the Satisfaction Evaluation Survey in the Spring term each year. The Director of IE reports the results of these surveys to the Administration by the Fall term each year.

Tool: Student Satisfaction Survey

Measurement Criteria: At least eighty-five percent of the currently enrolled students responding to the Evaluation of Student Satisfaction Survey will agree or strongly agree with the following statements: “The office accurately maintains academic information”

Department of Finances/Fiscal Management

Purpose: The purpose of Apex School of Theology’s Department of Finances/Fiscal Management is to manage the Institution's fiscal affairs and support all facets of the Institutional Mission Statement by:

1. Assisting the College President in preparation and control of the institutional budget.
2. Operating a system of accounting and financial reporting that complies with State Board Policy and follows generally accepted accounting principles for colleges and universities.
3. Managing the procurement of equipment and supplies.
4. Providing needed services to Apex School of Theology Students and Employees.
5. Providing needed services to Apex School of Theology students and employees in the receipt, custody, and disbursement of funds.
Objective 1: To provide appropriate budgetary implementation and control procedures that insures timely feedback to administrators.

Method of Assessment: Apex School of Theology’s Administrative Team Members complete the Budgeting/Planning/Institutional Research Survey annually.

Tool: Budgeting/Planning/Research Survey

Measurement Criteria: At least ninety percent of the Administrative Team Members responding to the following statement on the Budgeting/Planning/Institutional Research Survey will agree or strongly agree with the statement. “The annual budget is appropriately detailed.”

Objective 2: To provide and maintain services to meet the needs of students and staff in a cost-effective and timely manner

Method of Assessment: The Director of IE currently surveys Faculty, Staff and enrolled Student with the Satisfaction Surveys during the Fall and Spring. Evaluation of Library and Services,

Tool: Faculty and Student Satisfaction Survey

Measurement Criteria: At least seventy-five percent of the students responding to the Student Survey item will be express satisfaction with the procedures and services provided by business office personnel by responding satisfied or very satisfied to the following statement.

Objective 3: To maintain compliance with State Board Policy, federal and state law, and accepted accounting practice to the extent that annual audit by the External Auditor will indicate no exceptions.

Method of Assessment: The CEO and (Dr Byrd) of Finance will participate in the annual audit and receive the report of the Examiners of Public Accounts

Tool: Auditor’s Report

Measurement Criteria: Annual audits by the examiners of public accounts will indicate no exceptions.

Department Distance Education:

Purpose: The purpose of the Apex School of Theology’s Distance Education Program is to provide greater accessibility to and flexibility in quality educational opportunities that meet the needs of ASOT’s diverse student population.
Objective 1: To provide quality educational experiences in distance education.

Method of Assessment: Each instructor must meet the minimum standards as outlined on the Web-Based/Hybrid Design & Best Practices Checklist before teaching a distance education class. The results of the checklist are housed in the Division Chair of Distance Education’s office.

Tool: Distance Education Training Materials

Measurement Criteria: One hundred percent of ASOT distance education courses will have met all requirements on the Design and Best Practices checklist before the class is offered

Objective 2: To offer distance education courses that are comparable to traditionally offered courses and that student learning outcomes are met similarly.

Method of Assessment: There is a embedded Course Evaluation done by students enrolled in distance education courses each term in Blackboard. The Director of IE reports the results of these Course Evaluation.

Tool: Embedded Course Evaluations in Blackboard

Measurement Criteria: Each term, ninety percent of students responding to the Blackboard Student Assessment of Course will evaluate the instruction at least a 4 out of 5 on the ASOT Scale.

Objective 3: To provide online students quality and effective online student support services including enrollment, advising, financial aid, library resources, orientation, etc.

Method of Assessment: All students enrolled in distance education courses are surveyed on each term. The Director of IE reports the results of this survey to the Administration by the beginning of the following term

Tool: Student Satisfaction Survey

Measurement Criteria: Each year, ninety percent of students responding to the Blackboard Student Satisfaction Survey will indicate that the College generally or always provides quality and effective online student support services such as online admittance, online financial aid assistance, online library resources, online orientation, online advising, and online tech support.

Library
**Purpose:** In support of the Apex School of Theology Mission, the campus libraries provide the college community with opportunities and resources that enable learning and enrichment of educational experiences of those served.

**Objective 1:** To provide and maintain physical facilities which are adequate to house the collections and provide space for users to be able to fully use the services and materials within the library.

**Method of Assessment:** The IE surveys administrators, faculty and staff and currently enrolled students with the Evaluation of Library and Services in the Spring term each year. The Director of IE reports the results of these surveys to the Administration by the Fall term each year.

**Tool:** Library Satisfaction Survey

**Measurement Criteria:** At least ninety percent of the administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree with the following statements.

**Objective 2:** To provide access to an electronic catalog of materials, organized according to nationally recognized and accepted standards which include access to databases and full-text materials and provides a gateway to a wide variety of external resources

**Method of Assessment:** The IE surveys administrators, faculty and staff and currently enrolled students with the Evaluation of Library and Services in the Spring term each year. The Director of IE reports the results of these surveys to the Administration by the Fall term each year.

**Tool:** Library Satisfaction Survey

**Measurement Criteria:** At least ninety percent of the administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree with the following statements.

**Objective 3:** To provide a well-organized collection of books, periodicals, audiovisual and electronic media which meet the instructional needs of students and faculty in order to support the courses, programs and degrees offered.

**Method of Assessment:** The IE surveys administrators, faculty and staff and currently enrolled students with the
Evaluation of Library and Services in the Spring term each year. The Director of IE reports the results of these surveys to the Administration by the Fall term each year.

**Tool:** Library Satisfaction Survey

**Measurement Criteria:** At least ninety percent of the administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree with the following statements.

**Department of Student Affairs**

Purpose: The purpose of Department of Student Affairs is to provide services to students that will assist them in selecting and pursuing college majors. Additionally, the Department of Student Affairs strives to make the students' tenure at the Institution a positive experience. Staff and faculty members assume a cooperative role in the execution of the objectives of Student Services. The Department of Student Affairs is dedicated to providing comprehensive services for prospective students, for currently enrolled students, and for those students/graduates who are placed into employment or into transfer programs. The role of Student Affairs is to serve as a general information source and as a facilitator in administering specialized programs. In maintaining consistency with the philosophy and purpose of the institution, Student Affairs has established the following specific objectives.

**Objectives 1:** To provide, as a complement to the educational experiences of students, opportunities for participation in cultural, social, recreational, and intellectual activities.

**Method of Assessment:** The Director of IE surveys all participating and attending students. A report of the results will be made to the Administration following the event.

**Tool:** Event Survey

**Measurement Criteria:** At least ninety percent of the students responding to the Survey about satisfaction with event will express satisfaction.

**Objective 2:** To act as main facilitators in conflict and complaint resolution among the student body.

Method of Assessment: The item is assessed in the Director of Student Affairs Competency Matrix

**Tool:** Director of Student Affairs Competency Matrix
Measurement Criteria: At least 4 out of 5 consensus rating score will show the satisfaction in the area of conflict and complaint resolution among the student body by the department.

**Personnel Management**

**Purpose:** The purpose of the Personnel Management Department is to support the administration, employees, and the College in its efforts to attract, develop, and retain a highly qualified and diverse workforce.

**Objective 1:** To provide personnel information to employees in a timely and courteous manner.

**Method of Assessment:** Apex School of Theology surveys administrators, faculty, and staff with the Satisfaction Survey in the Spring term each year. The Director of IE reports the results of this survey to the Administration by the Fall term each year.

**Tool:** Satisfaction Survey

**Measurement Criteria:** At least ninety percent of ASOT employees responding will “agree” or “strongly agree” that the information provided by the Personnel Department is provided in a timely and courteous manner.

**Objective 2:** To provide appropriate personnel information at orientation of all new employees in order to meet employee’s needs and to assure personnel policies and procedures will be clear and concise.

**Method of Assessment:** ASOT will survey new employee’s during their Orientation.

**Tool:** Orientation Survey

**Measurement Criteria:** At least ninety percent of new faculty and staff responding to the items on the evaluation at orientation will “agree” or “strongly agree” that information provided to them at orientation are beneficial, clear and concise.

**Technical Services Department**

**Purpose:** The purpose of Apex School of Theology’s Technical Services Department is to promote and provide state-of-the-art computing and data services that support all facets of the institution’s mission such as the management, instruction, learning resources and institutional research.
Objective 1: To promote and facilitate the integration of state-of-the-art computing technology into all functional areas of the College through planning, programming, training, consulting, and other support activities.

Method of Assessment: The Director of IE surveys administrators, faculty, and staff with the Evaluation of Services in the Spring term each year. The report of the results of this survey to the Administration by the Fall term each year.

Tool: Satisfaction Survey

Measurement Criteria: At least ninety percent of the administrators/faculty/staff responding to the following item on the Satisfaction Survey will agree or strongly agree with the following statement. “Computer Services Department provides adequate planning assistance for maintaining state of the art computing in my functional area.”

Objective 2: To develop and maintain effective, secure, and reliable information systems to support academic, administrative, and institutional research functions.

Method of Assessment: The Director of IE surveys administrators, faculty, and staff with the Evaluation of Services in the Spring term each year. The report of the results of this survey to the Administration by the Fall term each year.

Tool: Satisfaction Survey

Measurement Criteria: At least ninety percent of the administrators/faculty/staff responding to the following item on the Satisfaction Survey will agree or strongly agree with the following statement. “Computer Services Department provides an effective, secure, and reliable information system that supports my functional area.”

DEPARTMENTAL EVALUATED BY: DEPARTMENT HEADS AND HUMAN RESOURCES

TIMETABLE: JUNE AND JULY

TOOL: DEPARTMENTAL PERFORMANCE REVIEW AND CORE COMPETENCIES MATRIX AND ASSESSMENT FORM APPENDIX R
B. Publications, Policies and Procedures

1. Publications

ASOT has developed publications, policies, and procedures to effectively operate our school, which are consistent with accepted principles, and procedure for post secondary Christian education and with the institution’s purpose and objectives. Policies and procedures have been developed and implemented to evaluate and revise all publications regularly in order to maintain current and accurate information. The publications must be approved by appropriate administrative personnel and by the governing board.

Compliance

The ASOT Institutional Assessment Plan has dates set aside annually for evaluating, reviewing and revising all publications. Each program evaluates its publications and makes recommends any revisions to the Board of Trustees for their final approval. This process takes place annually at the Administrative Retreat which is held in August. (TRACS 8.4)

. Policies and Procedures

ASOT Policies and Procedures Manual sets forth the general policies governing the institution. Nothing in there policies and regulations shall interfere with or abbreviate the exclusive right and responsibility of ASOT in carrying out its mission; to direct the affairs and workforce of ASOT in all aspects including, but not limited to, the right to discipline, suspend or discharge, and the right to take whatever action and to issue whatever rules, policies and regulations it may consider necessary to carry out these and all other managerial functions entrusted to ASOT.

ASOT is an equal opportunity school with deference to both religious education and employment. Policies, programs and activities are in conformance with pertinent federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex and handicap/disability, veteran status
C. Academic Program

1. Program Objectives

**Undergraduate Level**

The Undergraduate Program educational plan is enhanced further in its philosophy of education. ASOT is a Christian higher education institution with an African-American culture that is a spiritual community grounded in agape (love). The School follows its motto: “Training Church Leaders For the 21st Century.” The philosophical and theological foundation is the Word of God as presented in the Holy Scriptures. The Godhead (Father) is our source of all truth; it is Christ-centered and is led by the Holy Spirit. We believe that God created humankind in His image and likeness at creation! We are saved by grace through faith. The Christian is enabled to live a life that values others and God’s creation. Therefore we believe Christian Education better prepares student learners to share their Christian gifts in chosen field of service. ASOT seeks to provide a learning process that allows the student freedom of inquiry in a religious learning community of exchange between faculty, staff, and administration. Learning is a process of community wholeness as stated in our Value Statement. Our course offering are guided by the biblical principles found in, II Timothy 3:16-17 and Ephesians 4:1-3

**General Education**

General education is a very integral part of the undergraduate program that will provide learning opportunities for students with knowledge, skills, and understanding to fulfill their personal growth and allow them a wider range in fulfilling their ministries.

Apex School of Theology recognizes that in order to meet the requirements of General Education core courses will be offered in the Associate of Arts and Bachelor of Theology Programs. These studies will be offered in world history, orientation to the college experience, social issues, basic mathematics, English composition, and natural science.
PROGRAM LEARNING OUTCOME ASSESSMENT
PROGRAM: ASSOCIATES IN CHRISTIAN EDUCATION

PURPOSE: Apex School of Theology offers the Associate in Christian Education. This degree is an Associate with a concentration on the Christian Education ministry in the church. It is a 60 credit hour program of study. The Associate in Christian Education is a two-year program of study. It is structured to produce a well-rounded student. Along with the program Christian Education Core Class, it also has a Bible Core and a General Education.

PROGRAM LEARNING OUTCOME 1: Define the mission and functions of the local church;

SUPPORTS INSTITUTIONAL OUTCOME: 1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.

STUDENT LEARNING OUTCOME: Upon successful completion of the Associates in Christian Education at Apex School of Theology, the graduate will be able to define the mission and function of Christian Education in the local church.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to define the mission and functions of the local church.

TOOL: Student completion of an essays that are designed to determine the student’s ability to define the mission and functions of the local church.

PLO 1 MEASUREMENT CRITERIA: ASSOCIATES IN CHRISTIAN EDUCATION
At least seventy percent of graduates will be able to define the mission and function of Christian Education in the local church.

PROGRAM LEARNING OUTCOME 2: Formulate a biblical basis for the teaching ministry of the church;

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries.

STUDENT LEARNING OUTCOME: Upon successful completion of the Associates in Christian Education at Apex School of Theology, the graduate will be able to formulate the biblical basis for the various forms that Christian Education in the local church.

METHOD(S) OF ASSESSMENT: Program Instructors formulate measurable criteria for assessing students’ knowledge of the biblical basis for the various forms of Christian Education in the local church.
**TOOL:** Student completion of an essay that states the biblical basis of Christian Education in the local church.

**PLO 2 MEASUREMENT CRITERIA: ASSOCIATES IN CHRISTIAN EDUCATION**
At least seventy percent of graduates will be able to formulate the biblical basis for the various forms that Christian Education in the local church.

**PROGRAM LEARNING OUTCOME 3:** Show an understanding of the integration of educational ministries with the biblical mission of the church and a local church’s mission statement;

**SUPPORTS INSTITUTIONAL OUTCOME:** 10. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Associates in Christian Education at Apex School of Theology, the graduate will be able to demonstrate how the Christian Education Ministry and the Mission of the Church integrates.

**METHOD(S) OF ASSESSMENT:** Program instructors establish measureable criteria that determine the students’ ability to articulate how the educational ministry of a local church integrates with the biblical mission of the Church and the local church’s mission statement.

**PLO 3 MEASUREMENT CRITERIA: ASSOCIATES IN CHRISTIAN EDUCATION**
At least sixty percent of the graduates will be able to demonstrate how the Christian Education Ministry and the Mission of the Church integrates

**TOOL:** Student completion of curriculum design project that will demonstrate how the Christian Education Ministry and the Mission of the Church integrates

**PROGRAM LEARNING OUTCOME 4:** Demonstrate skills for organizing a church for educational ministries (in curriculum planning, budgeting, ordering, and obtaining educational materials) including Sunday School/Bible study, small group ministries, outreach, new member orientation, care groups, leadership development, teacher training, ministry teams, and discipleship;

**SUPPORTS INSTITUTIONAL OUTCOME:** 1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation. 10: Develop skills that relate to a distinct Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship
STUDENT LEARNING OUTCOME: Upon successful completion of the Associates in Christian Education at Apex School of Theology, the graduate will be able to develop curriculum for various Christian Education Ministries in the local Church.

METHOD(S) OF ASSESSMENT: The capstone course instructors shall establish practical skills portfolios that will demonstrate the potential graduates’ ability to organize various educational ministries in the local church.

PLO 4 MEASUREMENT CRITERIA: ASSOCIATES IN CHRISTIAN EDUCATION
At least sixty percent of the graduates will be able to develop curriculum for various Christian Education Ministries in the local Church.

TOOL: Student completion of curriculum design project that will demonstrate the student’s ability to design curriculum for various Christian Education Ministries in the local Church.

PROGRAM: BACHELOR OF THEOLOGY
DESCRIPTION: Apex School of Theology offers the Bachelor of Theology. This degree is a Bachelor with a concentration on the Theological Biblical and Ministerial Studies. It is a 128 credit hour program of study. The Bachelor of Theology is a two-year program of study. It is structured to produce a well-rounded student. Along with the program’s Theology, Practical Ministry and Bible Core classes, it also has a Christian Education Core, Ethics Core and a General Education Core classes.

PROGRAM LEARNING OUTCOME 1: Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries.

STUDENT LEARNING OUTCOME: Upon successful completion of the Bachelor of Theology at Apex School of Theology, the graduate will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to Identify and explain issues of the authorship, recipients,
historical context, literary style, major themes and theological development of each book of the Bible.

**TOOL:** Student completion of an essay that will demonstrate the students’ ability to Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible. (Division/Department Course Assessment)

**PLO 1 MEASUREMENT CRITERIA: BACHELOR OF THEOLOGY**
At least seventy percent of the graduates will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament

**PROGRAM LEARNING OUTCOME 2:** Relate intelligently with other ministers and ministries of various denominations in the areas of church organizations, administration, and pastoral leadership issues.

**SUPPORTS INSTITUTIONAL OUTCOME: 7.** Promote the fusion of academic knowledge and Christian values that maturing of spiritual, intellectual and social behavior may take place

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Bachelor of Theology at Apex School of Theology, the graduate will be able to relate other with ministers and ministries.

**METHOD(S) OF ASSESSMENT:** Program instructors establish measureable criteria that determine the students’ ability to relate to other minister and ministries form various organizations and denominations.

**TOOL:** Student completion of an essay that will demonstrate the students’ ability to relate to other minister and ministries form various organizations and denominations.

**PLO 2 MEASUREMENT CRITERIA: BACHELOR OF THEOLOGY**
At least sixty percent of the graduates will be able to relate other with ministers and ministries.

**PROGRAM LEARNING OUTCOME 3:** Synthesize biblical doctrine and principles taught in the classroom with practical theology that will result in an established, thoughtful philosophy of ministry in the areas of pastoral care, church organization, and pastoral leadership.

**SUPPORTS INSTITUTIONAL OUTCOME: 6.** Thoroughly exposed the student to the factual content of the Word of God and its relationships to their personal life.
STUDENT LEARNING OUTCOME: Upon successful completion of the Bachelor of Theology at Apex School of Theology, the graduate will create a blend the Christian Education enterprise with practical life.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to blend biblical doctrines and principles taught in the classroom with practical theology.

TOOL: Student completion of an essay that will demonstrate the students’ ability to blend biblical doctrines and principles with practical theology

PLO 3 MEASUREMENT CRITERIA: BACHELOR OF THEOLOGY
At least sixty percent of the graduates will be able to create a blend the Christian Education enterprise with practical life.

PROGRAM LEARNING OUTCOME 4: Promote the fusion of academic knowledge and Christian values that maturing of spiritual, intellectual and social behavior may take place.

SUPPORTS INSTITUTIONAL OUTCOME: Promote the fusion of academic knowledge and Christian values that maturing of spiritual, intellectual and social behavior may take place.

STUDENT LEARNING OUTCOME: Upon successful completion of the Bachelor of Theology at Apex School of Theology, the graduate will able to merged academic knowledge and Christian values in their Christian Education Ministry in such a way as to promote maturing of spiritual, intellectual and social behavior may take place.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to fuse academic knowledge and Christian values.

TOOL: Student completion of an essay that will demonstrate student’s ability to fuse academic knowledge and Christian values.

PLO 4 MEASUREMENT CRITERIA: BACHELOR OF THEOLOGY
At least seventy percent of the graduates will able to merged academic knowledge and Christian values in their Christian Education Ministry in such a way as to promote maturing of spiritual, intellectual and social behavior may take place.

Graduate Program Learning Objective
The programs (curriculum) of ASOT are at a post-baccalaureate level that reflects and extends the intellectual maturity of the students. There is a clear distinction between graduate entry-level master’s degrees and the baccalaureate degree programs. The institution’s handbooks and resource materials state the requirements for admission to the graduate programs. The graduate handbook states, “The requirements for admission, as described in this section of the catalog, have been established by the college as providing minimum qualifications for admission. The college follows an open admissions policy for those who meet the spiritual and educational qualifications outlined. All applicants for admission to Apex School of Theology must show evidence of Christian character and scholastic competency by providing a spiritual autobiography.”

The cognitive domain encompasses the acquisition and use of knowledge and understanding. Knowledge is understood as the recollection of previously learned information. Knowledge represents the lowest level of learning outcomes. Comprehension is described as the ability to understand the meaning of information. This activity would involve the capacity to transform material from one form into another.

Bloom's classic taxonomy of learning objectives says cognitive learning has six cognitive skill levels they include: Knowledge, comprehension, analysis, application, synthesis, and evaluation. ASOT seeks to involve the Bloom taxonomy in all levels of learning in its graduate program. Practical application of the theories is evident. These theories promote professional growth, development and future success on the part of the students. The graduate courses often include practical activities away from campus; for example, hospital visitations; correctional institution assignments; summer internships in local churches and special sponsored programs at the ASOT campus. Students also appreciated the department's efforts to provide career guidance and the opportunity to become involved with a variety of internships.

<table>
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<th>Increasing Levels of Complexity from Level 1 to Level 6</th>
<th>Bloom’s Cognitive Level</th>
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<td>1</td>
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<td>2</td>
<td>Comprehension</td>
<td>Understanding learned material</td>
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### PROGRAM: MASTER IN CHRISTIAN EDUCATION

**DESCRIPTION:** The Master of Christian Education is a two-year, 60 credit hour program of study which prepares church leaders with a calling in educational ministries. The M. C E. program includes but is not limited to studies in Christian Education, Theology, Old and New Testament, Christian Thought, Ethics, Mentoring, Liturgy and Church History.

**PROGRAM LEARNING OUTCOME 1:** Define the mission and functions of the local church with the emphasis on formulating a biblical basis for the teaching ministry of the church;

**SUPPORTS INSTITUTIONAL OUTCOME: 1.** Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Master of Christian Education at Apex School of Theology, the graduate will be able to define the mission and function of Christian Education in the local church.

**METHOD(S) OF ASSESSMENT:** Program instructors establish measurable criteria for determining the students’ ability to define the mission and functions of the local church.

**TOOL:** Student’s completion of an essay that will demonstrate student’s ability to define the mission and functions of the local church.

**PLO 1 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN EDUCATION**

At least seventy percent of the graduate will be able to define the mission and function of Christian Education in the local church.

**PROGRAM LEARNING OUTCOME 2:** Demonstrate skills for organizing a church for educational ministries including Sunday School/Bible study, small group ministries, outreach,
new member orientation, care groups, leadership development, teacher training, ministry teams, and discipleship;

**SUPPORTS INSTITUTIONAL OUTCOME: 1.** Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Master of Christian Education at Apex School of Theology, the graduate will be able to develop curriculum for various Christian Education Ministries in the local Church

**METHOD(S) OF ASSESSMENT:** The capstone course instructors shall establish practical skills portfolios that will demonstrate the potential graduates’ ability to organize various educational ministries in the local church

**TOOL:** Student’s completion of the portfolio that will demonstrate student’s ability to organize various educational ministries in the local church.

**PLO 2 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN EDUCATION**

At least seventy percent of the graduates will be able to develop curriculum for various Christian Education Ministries in the local Church

**PROGRAM LEARNING OUTCOME 3:** Demonstrate skills in curriculum planning, budgeting, ordering, and obtaining educational materials;

**SUPPORTS INSTITUTIONAL OUTCOME: 10.** Develop skills that relate to a distinct Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Master of Christian Education at Apex School of Theology, the graduate will be able to develop complete Christian Education Program

**METHOD(S) OF ASSESSMENT:** The capstone course instructors shall establish measureable criteria that will demonstrate the potential graduates’ ability to organize and produce a complete educational ministry’s curriculum in the local church.

**TOOL:** Student’s completion of an essay that will demonstrate student’s ability to organize and produce a complete educational ministry’s curriculum in the local church

**PLO 3 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN EDUCATION**

At least seventy percent of the graduates will be able to develop complete Christian Education Program
PROGRAM LEARNING OUTCOME 4: Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Christian Education at Apex School of Theology, the graduate will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible.

TOOL: Student completion of an essay that will demonstrate the students’ ability to Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible.

PLO 4 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN EDUCATION

At least seventy percent of the graduates will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

PROGRAM: MASTER IN ARTS IN CHRISTIAN COUNSELING

DESCRIPTION: The Master of Arts in Christian Counseling is a two-year, 66 credit hour program of study which prepares church leaders with a calling in educational ministries. The M. A. C. C. program includes but is not limited to studies in Counseling, Theology, Old and New Testament, Christian Thought, and Church History

PROGRAM LEARNING OUTCOME 1: Define the mission and functions of Counseling in the modern context, and identify, understand, and value the Counseling Terms, Theories and Techniques;
SUPPORTS INSTITUTIONAL OUTCOME: 1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Arts in Christian Counseling at Apex School of Theology, the graduate will be able to define the mission and functions of Counseling in the modern context.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to define the mission and functions of Christian Counseling today.

TOOL: Student’s completion of an essay that will demonstrate the student’s ability to define the mission and functions of Christian Counseling today.

PLO 1 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN COUNSELING
At least seventy percent of the graduates will be able to define the mission and functions of Counseling in the modern context.

PROGRAM LEARNING OUTCOME 2: Formulate a biblical basis for the counseling ministry in the church and society;

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Arts in Christian Counseling at Apex School of Theology, the graduate will articulate the biblical basis for the counseling ministry in the church and society;

METHOD(S) OF ASSESSMENT: Program Instructors formulate measurable criteria for assessing students’ knowledge of the biblical basis for the counseling ministry in the local church and society.

TOOL: Student’s completion of an essay that will demonstrate the student’s knowledge of the biblical basis for the counseling ministry in the local church and society.

PLO 2 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN COUNSELING
At least seventy percent of the graduate will articulate the biblical basis for the counseling ministry in the church and society.

PROGRAM LEARNING OUTCOME 3: Show an understanding of the integration of Christian Concepts with the Counseling enterprise;
SUPPORTS INSTITUTIONAL OUTCOME: 6. Thoroughly exposed the student to the factual content of the Word of God and its relationships to their personal life

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Arts in Christian Counseling at Apex School of Theology, the graduate will be able to demonstrate an understanding of the integration of Christian Concepts with the Counseling enterprise

METHOD(S) OF ASSESSMENT: Program Instructors formulate measurable criteria for assessing students’ knowledge of how to integrate Christian concepts with the counseling enterprise.

TOOL: Student’s completion of an essay that will demonstrate the student’s knowledge of how to integrate Christian concepts with the counseling enterprise.

PLO 3 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN COUNSELING
At least seventy percent of the graduates will be able to demonstrate an understanding of the integration of Christian Concepts with the Counseling enterprise

PROGRAM LEARNING OUTCOME 4: Demonstrate skills which relate to a distinct Christian Service Ministry (inclusive of world events, global issues and a life of Christian evangelism) that apply Counseling Theories and Techniques.

SUPPORTS INSTITUTIONAL OUTCOME: 1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation.

SUPPORTS INSTITUTIONAL OUTCOME: 10. Develop skills that relate to a distinct Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Arts in Christian Counseling at Apex School of Theology, the graduate will able to demonstrate the ability to apply Counseling Theories and Techniques

METHOD(S) OF ASSESSMENT: Program Dean formulates measurable criteria for assessing students’ ability to apply Counseling theories and techniques.

TOOL: Student’s completion of an essay connected to their practicums that will demonstrate the student’s ability to apply Counseling theories and techniques.

PLO 4 MEASUREMENT CRITERIA: MASTER OF CHRISTIAN COUNSELING
At least seventy percent of the graduates will able to demonstrate the ability to apply Counseling Theories and Techniques
PROGRAM: MASTER OF DIVINITY

DESCRIPTION: The Master of Divinity is a three-year, 90 credit hour program of study in preparation for a variety of ministries. It is designed to prepare men and women for practical ministry. Students in the Master of Divinity (M. Div.) program learn to work at the intersections of the academic study of Christianity and the practice of the Christian Community. This includes but is not limited to studies in Theology, Old and New Testament, Christian Thought, Ethics, Greek, Hebrew, Christian Education, Liturgy and Church History.

PROGRAM LEARNING OUTCOME 1: Identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

SUPPORTS INSTITUTIONAL OUTCOME: Program instructors establish measurable criteria that determine the students’ ability to identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Divinity at Apex School of Theology, the graduate will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria that determine the students’ ability to identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible.

TOOL: Student completion of an essay that will demonstrate the students’ ability to identify and explain issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Bible.

PLO 1 MEASUREMENT CRITERIA: MASTER OF DIVINITY
At least seventy percent of the graduates will be able to explain and defend issues of the authorship, recipients, historical context, literary style, major themes and theological development of each book of the Old and New Testament.
PROGRAM LEARNING OUTCOME 2: Relate intelligently with other ministers and ministries of various denominations in the areas of church organizations, administration, and pastoral leadership issues.

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person lives and ministries.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Divinity at Apex School of Theology, the graduate will be able to relate other ministers and ministries.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to relate to other minister and ministries form various organizations and denominations.

TOOL: Student’s completion of their Field Education essay will demonstrate the students’ ability to relate to other minister and ministries form various organizations and denominations.

PLO 2 MEASUREMENT CRITERIA: MASTER OF DIVINITY
At least seventy percent of the graduates will be able to relate other with ministers and ministries.

PROGRAM LEARNING OUTCOME 3: Synthesize biblical doctrine and principles taught in the classroom with practical theology that will result in an established, thoughtful philosophy of ministry in the areas of pastoral care, church organization, and pastoral leadership.

SUPPORTS INSTITUTIONAL OUTCOME: 4. Explore the moral value and ethical dimensions in the disciplines offered by Apex School of Theology. 6. Thoroughly exposed the student to the factual content of the Word of God and its relationships to their personal life.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Divinity at Apex School of Theology, the graduate will demonstrate the ability to blend Christian doctrine, principles and values with practical living.

METHOD(S) OF ASSESSMENT: Program instructors establish measureable criteria that determine the students’ ability to combine biblical doctrines and principles taught in the classroom with practical theology.
TOOL: Student’s completion of an essay will demonstrate the students’ ability to combine biblical doctrines and principles taught in the classroom with practical theology.

PLO 3 MEASUREMENT CRITERIA: MASTER OF DIVINITY
At least seventy percent of the graduates will be able to demonstrate the ability to blend Christian doctrine, principles and values with practical living.

PROGRAM LEARNING OUTCOME 4: Demonstrate skills for organizing a church’s Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship including Sunday School/Bible study, small group ministries, outreach, new member orientation, care groups, leadership development, teacher training, ministry teams, and discipleship; Revivals, and Conferences;

SUPPORTS INSTITUTIONAL OUTCOME: 1. Equip the student with practical skills in ministry that they may be competent and determined in their approach to their vocation
5. Promote an understanding of the diverse elements of American cultural history, especially the importance of the classic world-view of free enterprise. 10. Develop skills that relate to a distinct Christian Service Ministry inclusive of world events, global issues and a life of Christian evangelism and discipleship.

STUDENT LEARNING OUTCOME: Upon successful completion of the Master of Divinity at Apex School of Theology, the graduate will be able to demonstrate skills relating to a distinct Christian Service Ministry

METHOD(S) OF ASSESSMENT: Program instructors shall establish measureable criteria that will demonstrate the potential graduates’ ability to organize and produce a complete educational ministry’s curriculum in the local church.

TOOL: Student’s completion of a portfolio that will demonstrate the students’ ability to organize and produce a complete educational ministry’s curriculum in the local church.

PLO 4 MEASUREMENT CRITERIA: MASTER OF DIVINITY
At least seventy percent of the graduates will be able to demonstrate skills relating to a distinct Christian Service Ministry

Post-Graduate Level Student Learning Outcomes

PROGRAM: DOCTOR OF MINISTRY
PURPOSE: Apex School of Theology offers the Doctor of Ministry. The Doctor of Ministry program at Apex School of Theology is designed to assist the student in five, (5), related competency tracks. These tracks are: Biblical Studies, Leadership, Theology, Preaching and Christian Counseling. Each student will develop a project/dissertation in a selected track. The Program is a three year program:

PROGRAM LEARNING OUTCOME 1: Demonstrate advanced skills to convey thorough methods of rightly dividing the Scripture to enhance their personal lives, ministries and communities.

SUPPORTS INSTITUTIONAL OUTCOME: 3. Convey methods of rightly dividing the Word of Truth that the student may be thorough expositors of the Bible and thusly enhance their person

STUDENT LEARNING OUTCOME: Upon successful completion of the Doctor of Ministry Program at Apex School of Theology, the graduate will exhibit advanced skills to convey thorough methods of rightly dividing the Scripture to enhance their personal lives, ministries and communities.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria that determine the students’ ability to rightly dividing the Scripture to enhance their personal lives, ministries and communities

TOOL: Student’s completion of their dissertation project that will display the integration of biblical concepts with personal lives and ministry

PLO 1 MEASUREMENT CRITERIA: DOCTOR OF MINISTRY
At least eighty percent of graduates will be able to show skills to convey thorough methods of rightly dividing the Scripture to enhance their personal lives, ministries and communities

PROGRAM LEARNING OUTCOME 2: Demonstrate the ability to research, plan, and implement a project relevant to their vocati

SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

STUDENT LEARNING OUTCOME: Upon successful completion of the Doctor of Ministry Program at Apex School of Theology, the graduate will be exhibit the ability to research, plan, and implement a project relevant to their vocational ministry
METHOD(S) OF ASSESSMENT: Program Instructors formulate measurable criteria for assessing students’ the ability to research, plan, and implement a project relevant to their vocational ministry.

TOOL: Student’s completion of their dissertation project that will display the ability to research, plan, and implement a project relevant to their vocational ministry.

PLO 2 MEASUREMENT CRITERIA: DOCTOR OF MINISTRY
At least eighty percent of graduates will be able to research, plan, and implement a project relevant to their vocational ministry.

PROGRAM LEARNING OUTCOME 3: Demonstrate the ability effectively communicate the planned projects and its results.

SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

STUDENT LEARNING OUTCOME: Upon successful completion of the Doctor of Ministry Program at Apex School of Theology, the graduate will be exhibit the ability to effectively communicate planned projects, and project results.

METHOD(S) OF ASSESSMENT: Program Instructors formulate measurable criteria for assessing students’ the ability to effectively communicate planned projects, and project results.

TOOL: Student’s completion of their dissertation project that will display their ability to effectively communicate planned projects and project results.

PLO 3 MEASUREMENT CRITERIA: DOCTOR OF MINISTRY
At least eighty percent of graduates will be able to effectively communicate planned projects, and project results.

PROGRAM LEARNING OUTCOME 4: Demonstrate their understanding of how aspects of their chosen vocational ministry relates inter-culturally

SUPPORTS INSTITUTIONAL OUTCOME: 5. Promote an understanding of the diverse elements of American cultural history, especially the importance of the classic world-view of free enterprise.

STUDENT LEARNING OUTCOME: Upon successful completion of the Doctor of Ministry Program at Apex School of Theology, the graduate will be able to exhibit their understanding of how aspects of their chosen vocational ministry relates inter-culturally
**METHOD(S) OF ASSESSMENT:** Program Instructors formulate measurable criteria for assessing students’ the ability to show understanding of how aspects of their chosen vocational ministry relates inter-culturally.

**TOOL:** Student’s completion of their dissertation project that will display their understanding of how aspects of their chosen vocational ministry relates inter-culturally.

**PLO 4 MEASUREMENT CRITERIA: DOCTOR OF MINISTRY**
At least eighty percent of graduates will be able to effectively communicate their understanding of how aspects of their chosen vocational ministry relates inter-culturally.

**UNDERGRADUATE GENERAL EDUCATION LEARNING OUTCOME**

Upon successful completion of an Undergraduate program at Apex School of Theology the student will be able to:

**GENERAL EDUCATION LEARNING OUTCOME 1.** Demonstrate with a collegiate level competencies in writing and speaking.

**SUPPORTS INSTITUTIONAL OUTCOME: 2.** Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will be able to make collegiate level presentations in both the spoken and written forms.

**METHOD(S) OF ASSESSMENT:** Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

**GENERAL EDUCATION LEARNING OUTCOME 1 MEASUREMENT CRITERIA:**
At least sixty percent of the graduates will be able to make collegiate level presentations in both the spoken and written forms

**GENERAL EDUCATION LEARNING OUTCOME 2.** Exhibit knowledge of historical events and societal norms

**SUPPORTS INSTITUTIONAL OUTCOME: 2.** Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

**STUDENT LEARNING OUTCOME:** Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will display knowledge of historical events and societal norms.
METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

GENERAL EDUCATION LEARNING OUTCOME 1 MEASUREMENT CRITERIA: At least sixty percent of the graduates will be able to exhibit knowledge of historical events and societal norms.

GENERAL EDUCATION LEARNING OUTCOME 3. Demonstrate analytical reasoning proficiency in the sciences.

SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

STUDENT LEARNING OUTCOME: Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will be able to demonstrate analytical reasoning proficiency in the sciences.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

GENERAL EDUCATION LEARNING OUTCOME 1 MEASUREMENT CRITERIA: At least sixty percent of the graduates will be able to demonstrate analytical reasoning proficiency in the sciences.

2. Systematic Review of Curriculum

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<thead>
<tr>
<th>APEX SCHOOL OF THEOLOGY PROGRAM REVIEW SCHEDULE</th>
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<td>PROGRAM</td>
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<tr>
<td>ASSOCIATES IN CHRISTIAN EDUCATION</td>
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<td>GENERAL EDUCATION</td>
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<td>DOCTOR OF MINISTRY</td>
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There is an established curriculum process for curriculum development, modification, and assessment in place. The ASOT faculty has established faculty policy and procedures; the Curriculum Committee oversees the development, modification and assessment of the curriculum. Faculty members are responsible for the curriculum and the curriculum evaluation process, which states that, student, faculty, and alumni can all initiate a curriculum change process. The process includes the following steps: the faculty senate curriculum committee reviews and makes recommendations to the faculty senate, wherein, this committee approves or rejects the recommendation. The recommendation is forwarded to the Board of Trustees where the final decision for acceptance or rejection is decided. The curriculum is accountable to internal and external stakeholders, and assures continuous quality improvement through annual review.

The Deans summarize student evaluations of individual courses and gives the summaries to the faculty who taught the course. These summaries are re-submitted at the end of each year to the Academic Dean in the yearly faculty evaluation process. Consistent comments with regard to faculty or curriculum issues are clarified with students in the exit interviews by the graduate dean. Summaries of the exit interviews are presented to graduate faculty at the annual retreat for consideration along with all of the other program evaluation data. Faculty meeting minutes document the importance of curriculum development and assessment. ASOT accepts transfer
credits from other accredited institutions and has its own course transfer by the students to other accredited institutions.

The ASOT offers programs in the area of Associates in Christian Education, Bachelor of Theology, Master of Divinity Master of Arts in Christian Counseling and Master of Christian Education. Each program offered by the institution has as its central focus the imparting of a common core of knowledge, predicated on undergraduate studies that will enhance the individual educationally. The program includes two years for full time students in the Associates Program (a total of 60 credit hours), four years for full time students in the Bachelor Program (a total of 128 credit hours), three years for a full-time student enrolled in the Doctor of Ministry Program (a total of 36 semester credit hours); Master of Divinity degree program (a total of 90 semester credit hours); Master of Christian Counseling (a total of 66 hours) and the Master of Christian Education degree program that include two years, (60 semester credit hours).

The ASOT Student Handbooks state, “The instructor is responsible for being prepared for each class, starting the class on time, and providing a full period of effective instruction throughout the semester; providing students with complete information on the objectives and requirements of the course, including the resources available to students outside the classroom or laboratory; maintaining an accurate record of attendance on all students and consulting promptly with students on any attendance problems; and being available to students outside of class in the event additional assistance is needed in meeting course requirements.” ASOT program goals and learning experience outcomes lay the foundation for students to complete and extend their professional credentials. Course objectives are assessed through measurable student achievement and competency.

The school has an academic calendar consisting of fifteen weeks for the fall and spring semester and six weeks during the summer semester on campus and an eight-week Distance Education cycle of course offerings. ASOT course offerings are the same when comparisons were made with other regionally accredited institutions, as well as schools affiliated related to national religious institutions: Association for Biblical Higher Education (ABHE), www.abhe.org; Association of Advanced Rabbinical and Talmudic Schools (AARTS); Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS), www.ats.edu; and Transnational Association of Christian Colleges and Schools (TRACS), www.tracs.org, of which ASOT is a member school.
Individual courses, seminars, and learning activities, within the programs have a process for the evaluation of stated objectives and/or student outcomes and competencies through objectives that can be assessed and evaluated through student performances/learning experiences at critical periods.

The ASOT Faculty Handbook states, “Evaluations will be used to determine how well the school is fulfilling its Mission and Goals. Annually, outcomes data will be compiled and reported in the program surveys, Program Reviews, and recommendations and suggestions for improvements where needed…. Evidence that the school is fulfilling its Missions and Goals is shown through the reporting of the final assessment criteria date collected to support the outcomes/objectives written in the plan.” Also the faculty is instructed to provide each student with a copy of a syllabus that conforms to the schools approved requirements. Measurable learning outcomes are included in every course syllabus (e.g. what are students accountable for ad what the student will be required to do).

ASOT has a uniform and standard student evaluation and reporting procedure that provides students with detailed and specific periodic reports as to academic progress. Also the school has adopted the TRACS recommended grading RUBRIC for all courses. The Doctor of Ministry Program has a separate grading policy.

The grading systems appear in APPENDIX G:

(TRACS 11.2, 11.3, 11.11, 11.18)

3. Student Learning

a. Measure of General Education

**General Education**

General education is a very integral part of the undergraduate program that will provide learning opportunities for students with knowledge, skills, and understanding to fulfill their personal growth and allow them a wider range in fulfilling their ministries.

Apex School of Theology recognizes that in order to meet the requirements of General Education core courses will be offered in the Associate of Arts and Bachelor of Theology Programs. These studies will be offered in world history, orientation to the college experience, social issues, basic mathematics, English composition, and natural science.
UNDERGRADUATE GENERAL EDUCATION LEARNING OUTCOME

Upon successful completion of an Undergraduate program at Apex School of Theology the student will be able to:

GENERAL EDUCATION LEARNING OUTCOME 1. Demonstrate with a collegiate level competencies in writing and speaking.

SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

STUDENT LEARNING OUTCOME: Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will be able to make collegiate level presentations in both the spoken and written forms.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

GENERAL EDUCATION LEARNING OUTCOME 1 MEASUREMENT CRITERIA:
At least eighty percent of the graduates will be able to make collegiate level presentations in both the spoken and written forms

GENERAL EDUCATION LEARNING OUTCOME 2. Exhibit knowledge of historical events and societal norms

SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

STUDENT LEARNING OUTCOME: Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will display knowledge of historical events and societal norms.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

GENERAL EDUCATION LEARNING OUTCOME 1 MEASUREMENT CRITERIA:
At least eighty percent of the graduates will be able to exhibit knowledge of historical events and societal norms

GENERAL EDUCATION LEARNING OUTCOME 3. Demonstrate analytical reasoning proficiency in the sciences.
SUPPORTS INSTITUTIONAL OUTCOME: 2. Foster collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research

STUDENT LEARNING OUTCOME: Upon successful completion of the Undergraduate Degree Program at Apex School of Theology, the graduate will be able to demonstrate analytical reasoning proficiency in the sciences.

METHOD(S) OF ASSESSMENT: Program instructors establish measurable criteria for determining the students’ ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

GENERAL EDUCATION LEARNING OUTCOME MEASUREMENT CRITERIA:
At least eighty percent of the graduates will be able to demonstrate analytical reasoning proficiency in the sciences.

36 Credit Hours for the Bachelor of Theology
ENG101 English Composition 3 Credit Hours
ENG105 Public Speaking 3 Credit Hours
ENG103 Orientation to College Experience 3 Credit Hours
ENG104 20th Century African American Authors & Poets 3 Credit Hours
MAT101 Basic Math 3 Credit Hours

b. Standardized Bible Content Testing
Incoming students are required to take the F – Test, distributed by the Association of Biblical Higher Education. Graduates are required to take the A- Test
c. Capstone Courses
The Associates in Christian Education student is required to participate in Curriculum Theory and Design course prior to graduation.

The Master in Christian Education student is required to participate in the Teaching and Program Design
d. Syllabi:
Syllabi show connections between the program learning outcomes, course learning outcomes and assignments APPENDIX G

TIMETABLE: ALL THE FOLLOWING YEAR’S SYLLABI ARE REVIEWED AT THE AUGUST FACULTY ADMINISTRATION RETREAT.
e. Internships and Practicums
CON 615, CON 616, CON 621, CON 622, CON 624, and CON 625 are the internships and practicums that are required in the Master of Arts in Christian Counseling. Each Track requires an internship and 2 practicums.

f. Student Retention Rates

Apex School of Theology charts student retention rates because the Retention rate a why to rate the appeal of the college. If the retention rate is high then it indicates the satisfaction of the students with the college. It means the classes have met their needs, they are able to learn n the courses and the tuition is economical.

g. Graduation Rates

Apex School of Theology charts Graduation rates. Graduation rates are one of many measurable factors used by potential students and parents alike to determine the competitive nature of an institution.

h. Job Placement Rate:

The Registrar’s office reports the Graduation Rate. The Data for items f-I are the same as supplied to the IPEDS and TRACS Annual Report.

I. College Placement Rate

The Registrar’s office reports the Graduation Rate. The Data for items f-I are the same as supplied to the IPEDS and TRACS Annual Report.

4. Quality of Distance Education

CURRICULUM

The assessment outcomes are used in program changes. Calendars for assessment of academic and co-curricular departments of the institution are established. An assessment cycle has been developed that details the schedule of assessment for each academic and co-curricular of the institution. Revisions and changes are made to the Apex School of Theology curriculum and planning document based on assessment outcomes data.

Distance Education

On November 5-6, 2007, Apex School of Theology was granted Category IV for all its program offerings including Distance Education. ASOT begin its first Distance Education Pilot in Fall 2004. The school was given initial permission by TRACS to provide Distance Education November 28-29, 2005. The Distance Education Program is guided by the Mission Statement of
ASOT. In an effort to serve new populations of students as well as the traditional student populations ASOT seeks to address the needs of persons who want a quality theological education but are unable to matriculate on campus. Distance education programs also serve the Faith-community in rural settings; those physically challenged; members of the armed forces and adult learners who are bi-vocational. Subject-matter content and learning activities are consistent with the program mission statement; specific course objectives are stated in performance terms.

The distance education faculty has appropriate graduate degrees from accredited institutions and develops the curriculum. Course design is clearly defined. Clear, explicit goals are formulated, and demonstrated effectively. All courses are based on sound higher education learning approaches, such as mastery-based learning; research and writing. An outcome assessment mechanism is in place to provide feedback for student learning. Learning outcomes are clearly defined in syllabus and course assignments. The distance education faculty are available daily for student feedback and questions. Distance education students have the same necessary resources to assure that learning outcomes are met. We have an electronic library and students have access to our on-campus resources. Courses have an orientation component in place that allows new students time to prepare for online classes. Also campus activities are often recorded in our on-campus studio and provided online for students to review.

Course evaluation assesses educational effectiveness; including, 1) the assessment of student learning outcomes, 2) student retention, and 3) both faculty and student satisfaction. The program provides secure and accurate documentation of student identity and confidentiality. Evaluation data is made available to faculty and may be made available to students, upon request. Objective criteria have been established for evaluating effectiveness in teaching distance learning courses.

The distance education delivery mode and instructional strategies are appropriate for the course utilizing distance education delivery. Qualified educational professionals and technical experts are involved in the design and planning of distance learning at ASOT. Reference material appropriate to the course is provided to the learner. Course content is accurate and provided in a timely delivery system. When a series of courses is offered in a curriculum, the curriculum provides a sequential development and logical progression.
The institution takes great pride in its representation of the Distance Education program to the public and TRACS. Checks and balances are in place to see that the quality of education is compatible to learning in the on campus classroom. Education excellence and ethical practices are followed and adhered to. The process, policies, and procedures used in instructor selection and retention are equitable. The Distance Education Program follows the same internal review process as the on campus program. The assessment, linking, evaluation and budgeting process are followed. The program has a sound financial base; the majority of our students are currently enrolled online. A Distance Education Manual with policies /procedures is used.

Distance learning courses at ASOT are electronic and on-line. The ASOT program is delivered Populi, Inc. the leading provider of distance education software applications and related services. It serves over 100 education institutions in more than 60 countries. ASOT use Populi software to manage learning transaction processing and online communities. Our system is housed on three servers on the ASOT campus, 1701 TW Alexander Drive, Durham, NC. We have seven days per week technical and administrative support. Our course transferability is secure and backed up on and off site. We have archived all our courses since 2005. (TRACS 12.2, 12.3, 12.4, 12.8, 12.10, 12.16, 12.17)

To assist in the success of our Distance Education students, Faculty availability is important.

What are these expectations of Distance Education Professors (On-Line Teaching Faculty)?

ASOT On-line courses will provide the student with asynchronous learning opportunities. ASOT Faculty will facilitate the course and provide the student with various methods and materials to assist in the successful accomplishment of all the essential course outcomes. There will be PowerPoints, written documents, audios and videos provided. Apex’s current On-Line Environment is Populi

ON-LINE FACULTY PARTICIPATION REQUIREMENTS:
1. To Populate the course you are teaching at least once a week. This is done by posting to the course's dashboard one time each week. Materials that are posted to the Dashboard are sent directly to the student's email address. This covers both the institution and the professor from student claims that a professor never reached out to them.

2. To Post to the Lesson Tab of the class you are teaching at least once a week. This is done by posting in the week's discussion or adding your own weekly discussion in the tab.

3. Send out Non-Participation Forms to student who did not participate in the first 2 weeks of the
session in one of your courses. It is a form you are to send to the student and CC both the Registrar and Financial Aid. **REMEMBER** Students are required to participate each week. (If you have questions about how to perform time-tracking in your course, feel free to ask.)

4. To Respond to student inquiries and/or work submissions. This is done by responding to student work submissions in the Assignments Tab.

5. To Submit week 4 Course Narratives.

6. To Submit week 8 Course Narratives.

The transparency of the new on-line environment affords the institution with the essential ability to check for these issues. There are penalties for failing to perform your due diligence. This will be assessed and evaluated by the IE Department and the Program Deans for commendation, suggestion, reprimands or other possible disciplinary actions

**PERFORMED BY: IE DEPARTMENT AND PROGRAM DEAN**

**TIMETABLE:** WEEK 5 AND WEEK 8 OF EACH SESSION

**TOOLS:** Administrative Faculty Participation Matrix

**MEASUREMENT ASSESSMENT CRITERIA:**

Score Rating:

10-9  Excellent

8-7   OK

6-5   Middle to Poor

Below 5 Warning and Alert Issued (Do not get 2 of these in a semester)

Lack of the compliance to the 1st is reported to the Academic Dean and Program Deans for disciplinary Action.

4.2 Learning Centers

ASOT allows only two options for names of centers, either Centers or Learning Centers. Learning Center courses and syllabi are consistent with all courses offered at the main campus. Student learning is assessed using the same process as the main campus. The credentials of all teaching site faculty is verified by the Learning Center Coordinator and then approved to teach. All Center Faculty meet the same educational qualifications as those on the main campus. The teaching site courses and faculty are evaluated using the same forms and on the same timeline as
the main campus as determined by the ASOT Assessment Plan and Director of Institutional Effectiveness. The Center Coordinator conducts semi-annual trainings, of which one is mandatory for all Center Directors. These trainings ensure that each site is aware of expectations, any changes and overall procedures of ASOT. Learning Center expansion and training are key parts of ASOT’s Strategic Plan. The Center Coordinator has developed a manual for the establishment and running of an effective Learning Center. (TRACS 13.2.5, 13.2.6, 13.2.7, 13.2.9)

TIMETABLE: APRIL AND DECEMBER SATISFACTION SURVEY

APPENDIX I

MEASUREMENT ASSESSMENT CRITERIA

In the satisfaction survey the approval rating is the Above Average and Average percentage is added together. Since the satisfaction surveys are perceived performance based assessments, if the area’s approval rating falls below eighty percent steps must be taken to improve the area by the next scheduled assessment period. Person’s responsible for the area of evaluation must communicate the steps that will be taken.

D. Faculty

Apex School of Theology employs a qualified and extremely dedicated faculty who possess high academic and professional qualities dedicated to educational excellence. The faculty demonstrates spiritual maturity and serves as personal and professional Christian role models. The faculty is outstanding and is an integral part of the institution. The academic credentials of the faculty are commensurate with their teaching and research tasks. The entire faculty is grounded in Christian values and beliefs.

ASOT has contracted, academically and spiritually qualified faculty for major/program offered, including general education. The term faculty for the purpose of ASOT is limited to a regular and or full-time faculty member. ASOT has a non-traditional structure meeting the needs of adult learners. A faculty member is considered one whose regular assignment includes instruction, research, and/or public service as a principal activity. Faculty is further defined as one with a master’s degree, and/or a terminal degree. In extenuating cases faculty members with a bachelor’s degree in a specialized area may be permitted to instruct in an approved program within an academic or fiscal year. Such cases involve the approval of the President, Executive Vice President and President.
Each faculty member is responsible for mentoring students as a Christian role model, effective teaching, course management, advising, research, and assisting students with academic needs. Several faculty members publish and are involved in on-going religious research. Each faculty member is responsible for the educational curriculum provided in classes. The faculty shares the institution’s values, purpose and mission and seeks to fulfill it in interaction with students.

ASOT is grounded in the African-American religious experience. A process is in place to secure faculty with a recruitment module and search committee. Each faculty member meets defined and expected spiritual qualifications as deemed by the Board of Trustees. The Board approves all faculty positions. The faculty is made-up of ordained clergy, born again Christians, and certified religious counselors. When recruited for employment, during preliminary interviews the President determines the perspective faculty member’s doctoral beliefs and Christian worldview. The candidate is interviewed in several areas: Doctrinal Beliefs, Christian Values/Ethics; Theological worldview and experience. If the candidate meets ASOT standards the President makes recommendation to the institution’s committee chaired by the school deans and faculty representatives. This committee completes the interview process and shares with the candidate documents and materials that all faculties must affirm.

Several faculty members are affiliated with local congregations, associations and conventions. Our students are adult learners and the faculty mirrors their demographics in Christian witness and service. Several of the faculty have earned terminal degrees and have published in their fields. Often faculty members are called on to preach, speak, and lecture in their areas of expertise. All faculty members must be graduates with proper credentials from an approved academic school that meet the standards of TRACS. The academic preparation of the faculty is evident in the demographic features of the group.

Faculty evaluations take place at ASOT on an annual basis in September. Faculty evaluation follows an annual process. It begins with student evaluation of each course, faculty self-evaluation, and evaluation of the faculty by the Deans. The appropriate Dean(s) and faculty member under review will study the faculty and course evaluation form, the core competencies matrix and assessment form, the student’s evaluation of the course and instructor form, the administrative in-class course evaluation form, and the faculty contract to access the strength and/or weakness of the performance of each faculty member.
Faculty members participate annually in an evaluation for the purpose of ensuring: (1) integrity in educational efforts, (2) institutional renewal, and (3) individual professional development. Special procedures as developed by the Faculty Development Committee and agreed upon by the faculty (this may include peer evaluation, use of instruments, and outside consultations.

The Dean keeps a record of faculty evaluation and development for each member of the faculty. The faculty member shall have complete access to his/her file. The President reports to the Trustee Board on faculty performance annually. (TRACS 14.12)

**PERFORMED BY: PROGRAM DEAN**

**TIMETABLE: DEANS PERFORM IN-CLASS EVALUATIONS AND FACULTY CORE COMPETENCIES DURING THE SPRING AND FALL SEMESTERS (APRIL, DECEMBER)**

**TOOLS:** Administrative In-Class Evaluation, Faculty Core Competencies Matrix, Student’s Evaluation of Course and Instructor, Peer Evaluation **APPENDIX J**

**MEASUREMENT ASSESSMENT CRITERIA**

The core matrix and the course evaluations are skill or performance based assessments. It contains a self-evaluation, a manager’s evaluation and a consensus evaluation of each duty or responsibility of the Faculty Member. Apex strives for excellence in all areas. If a self-evaluation or a manager’s evaluation Falls below a 3 (This is average in the scale being used with the matrix.) or the averaged Student Evaluation in any area is below a 3 then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.

**REMEDIATION FOR FACULTY UNDER NEGATIVE REVIEW:**

The assessment of Apex School of Theology Faculty is undertaken to enhance their performance as teachers and mentors of students. Evaluation is not and should not be perceived as punitive, that is, does not and should not have as its sole purpose identifying personnel whose employment should be terminated. Instead, evaluation is viewed as a means of providing feedback, information and commendation to Faculty.

1. The students will evaluate the Faculty each semester in each course. Students anonymously complete a form. These forms will be submitted to the Academic Dean who reviews the results with the Faculty member at a scheduled session once each year.
2. Prior to the beginning of each semester and summer session, a copy of the syllabus for each course is submitted to the Academic Dean, Undergraduate Dean, and Graduate Dean.

3. In addition, the Deans observe at least one class session per semester for each Faculty member. The observation data will be filed and discussed with the Faculty member at the same time as the student evaluations and syllabi are discussed.

4. If there are issues in the evaluation that can be resolved, Apex School of Theology offers May and October training session in the use of the on-line environment.

ASOT FACULTY

Course Evaluations

The Apex School of Theology strives for a one hundred percent (100%) student participation in the course evaluation process. When a student is absent during the semesterly course evaluation period. They are mailed and/or hand-delivered the course evaluation form.

Though there are 20 questions on the Apex School of Theology evaluation sheets, there are actually three (3) categories the questions are designed to fully address. These questions are:

1. The Syllabus
   Was the course syllabus clear, concise and accurate?

2. The Instruction Methods Employed
   Did the professor use the methods and materials that were appropriate, useful, clear and understandable?

3. The Classroom Decorum
   Was the classroom atmosphere conducive to having a successful learning experience?

The students evaluated the professors using the following scale:
5 = Strongly Agree
4 = Agree
3 = No Opinion/ Neutral
2 = Disagree
1 = Strongly Disagree

The number is added together and divide to obtain the evaluation total for each section

E. Student Development

1. Student Life and Services

TIMETABLE: APRIL AND DECEMBER SATISFACTION SURVEY

MEASUREMENT ASSESSMENT CRITERIA
In the satisfaction survey the approval rating is the Above Average and Average percentage is added together. Since the satisfaction surveys are perceived performance based assessments, if the area’s approval rating falls below eighty percent steps must be taken to improve the area by the next scheduled assessment period. Person’s responsible for the area of evaluation must communicate the steps that will be taken.

2. Alumni Survey

**TIMETABLE: FOUNDERS DAY**

**STUDENT DEVELOPMENT SURVEYS APPENDIX K**

**MEASUREMENT ASSESSMENT CRITERIA**

In the satisfaction survey the approval rating is the Above Average and Average percentage is added together. Since the satisfaction surveys are perceived performance based assessments, if the area’s approval rating falls below eighty percent steps must be taken to improve the area by the next scheduled assessment period. Person’s responsible for the area of evaluation must communicate the steps that will be taken.

The Student and Faculty Satisfaction Surveys that the Institution uses are comprehensive and include item on Facilities, Library, Emergency and Crisis Procedures, Technology, Student Life, Chapel, Vending and etc… The Fall assessment i cone December

**F. Financial Operations**

1. Basic Areas

Apex School of Theology maintains and provides accurate records of the federal financial aid programs. Institutional financial aid is any assistance given by the institution itself, church organizations, denomination endowments, personal and Presidential scholarships. Federal financial aid consists of Pell Grants, Supplemental Education Opportunity Grants (FSEOG), and College Work-Study.

Apex School of Theology manages its financial aid program in an efficient, manner this is in compliance with federal and other regulations. Apex School of Theology has adequate staff
dedicated to the process. The institution depends upon the institution’s enrollment and has Title IV participants. In addition the institution elects to use a third party service to assist in managing its federal program, therefore, an institutional employee is dedicated to working students and communicating with the third party service.

The Financial Aid Director of ASOT attends student financial assistance in-service education training each year. The in-service education is provided by a state, regional organization, and U.S. Department of Education or third party services. Apex School of Theology provides evidence that there is a clear separation between the financial aid staff and the business office. The same person does not award aid and receive and handle the funds received. Therefore, the business office maintains a student account record indicating students’ charges and the receipt and source of funds received.

The President has the final responsibilities for all affairs related to the Financial Aid Office and has delegated the Director of Financial Aid and the Financial Aid Committee to carry out the duties and functions of the Financial Aid Programs.

Annual reviews are performed by an independent auditor and maintained in the Financial Department.

ASOT policies and procedures have been developed and implemented for networking among the Financial Aid Office, the Business office, the Academic office, and the Registrar’s office. A check and balance cycle has been put in place to ensure that no one person carry out the same function as authorizer and disburser. Apex School of Theology’s Financial Aid Office adheres to the policies regarding the application process in providing assistance for tuition, fees and books.

Records indicate that federal financial aid guidelines are being followed. They are maintained in the financial aid office on campus and are monitored by the officer. Policies and procedures for networking are detailed in Financial Aid Manual. Refunds are executed accurately and in a timely manner. The refund policy for Title IV Federal Aid is located the ASOT’s Catalog and Financial Aid Manual.

ASOT has a legally approved and published default policy which is in effect. ASOT has a default policy management plan that is executed to limit the probability of a student defaulting
on their student loan. The Trustee Board has approved the policy, it is clearly and precisely stated. The policy is in practice and is stated below. The policy describes the actions utilized by ASOT to minimize the probability of student default on their federal loans.

ASOT also have a Financial Aid Manual in which the policy clearly appears. The manual details our financial management plan, effectiveness plan, follow-up, retention, gradation rates, career counseling, testing processes, and services. The Trustee Board HAS approved the Financial Aid Manual.

APPENDIX M 1

2. Budget
The trustees assure that the ASOT remains financially sound by understanding the finances of the Institution, reviewing and approving an annual budget for the Institution, and reviewing periodic financial statements.

ASOT has a written budget process, all departments present request and have input along with the director of finance the president and trustee board, it is however the boards that approves the budget.

At the ASOT the budget process involve grassroots personnel. All segments of the school community have input in the budget process. At present we have a small staff and we are constantly meeting and discussing the needs of the institution and ways to meet those needs.

ASOT is an alternative school and the persons who staff the school do so on a giveback stewardship basis. We find creative ways to move through the budget process. Grassroots personnel report that their input was so solicited and included in the budget process.

The board of trustees reviews and approves the budget in the May meeting of the board, there is verbal and written agreement that the board possesses and exercises this authority.

The board of trustees reviews and approves the budget in the May meeting of the board,

Everything is done here at ASOT with the learning experience needs having the priority. It is part of our outcomes and assessments. (TRACS 19.3, 19.6)

FINANCIAL POLICIES

(M1) Apex School of Theology Default Management Policy

1. REPAYING THE LOAN
   - Estimated balance of the borrower’s loan(s) when the borrower completes the program.
Interest rate on the borrower’s loan(s).

The name, address, and telephone number for the borrower’s lender.

Estimated average amount of the borrower’s required monthly payments on the loan’s balance. (During exit counseling, provide a sample loan repayment schedule based on the borrower’s total loan indebtedness.)

Estimated monthly income that the borrower can reasonably expect to receive in his or her first year of employment based on the education received at the school.

Estimated date of the borrower’s first scheduled payment.

2. PERSONAL FINANCIAL MANAGEMENT AND Title IV LOANS

Dissatisfaction with, or non-receipt of, the educational services being offered by the school does not excuse borrowers from repayment of their FFEL or Direct Loans.

Borrowers must inform their lenders immediately of any change of name, address, telephone number, or Social Security number.

If a borrower is unable to make a scheduled payment, he or she should contact the lender before the payment’s due date to discuss his or her other repayment options.

General information about Budgeting of living expenses and other aspects of personal financial management.

Deferment, forbearance, cancellation, consolidation, and other repayment options, including procedures for obtaining these benefits.

The sale of loans by lenders and the use by lenders of outside contractors to service loans.

3. INFORMATION ABOUT DELINQUENCY AND DEFAULT

A description of the charges imposed for failure by a borrower to pay all or part of a scheduled payment when it’s due.

The consequences of a borrower’s failure to repay a loan, including:

- A damaged credit rating for at least 7 years
- Loss of generous repayment schedule and deferment options
- Possible seizure of Federal and State income tax refunds due
- Exposure to civil suit
- Referral of the account to a collection agency
• Liability for collection costs and attorney’s fees
• Garnishment of wages.
• Loss of eligibility for further Federal Title IV student assistance.

4. REQUESTING BORROWING INFORMATION

• During initial counseling, obtain information from the borrower regarding references and family members beyond those provided on the loan application.
• During exit counseling, obtain updated information from the borrower regarding the borrower’s address, the addresses of the borrower’s references and family members, and the name and address of the borrower’s expected employer.

(M2) ASOT BUDGET PROCESS

Approved by Board of Trustees

The ASOT Budget process is designed to provide a workable timetable to meet the budgeting needs of the institution.

August 15-31

The President sends budget planning guidelines and planning questions for the upcoming fiscal year to the Trustees, Deans and the appropriate faculty committees, including the library.

November 1

The Deans submit planning question responses to the President and faculty.

November 1 - December 15

The Deans make budget submissions.

January - first week

The President receives budget updates and new budget recommendations.

March 15

The Presidents reports to the Trustee sub-committee on the budget process.

May 1

The Deans submit final draft budgets to the President.
May 15

The President presents the budget to the Trustee Board.

July 1

Final approval by Trustee Board.

August – October

Auditor’s Report with Management Statement received from auditor. It is reviewed by the President. The President brings entire report to Senior Administrator and Trustee Board for review and evaluation. Requirements recommendations and suggestions are implemented.

APPENDIX M

I. Instructional Support

1. Library/Learning Resource Center

ASOT library holdings and acquisition are adequate to support the curriculum, faculty, and number of students served. At the current time, we have over 22,500 volumes, as of August 31, 2011; an increase of our initial collection of 8,500 volumes. The holding supports all courses offered at the institution. The library supports the religious course curriculum as well as the general education curriculum.

Our holdings increased from 8,500 to approximately 22,500 a substantial increase; however, more than 10,000 books were weeded from our collection and 8,000 are in storage. At the present projected rate of acquisitions, we will continue to meet TRACS standards as the student body increases.

The library is maintained and computerized using Destiny which is a product of Follett Software Company. Destiny is one of the most efficient available and manages the library holdings effectively.

The network allows the librarian and staff to catalog, circulate and manage the holdings. The network supports several on-line services that students can use in research and support for their learning activities. This new automated system allows our distant education students access to our collection. They can search our catalog by author, title, and subject.

ASOT students give evidence that they can and have used library resources during each semester. The librarian keeps a usage chart; faculty members use the reserve books section of the
library and the regular collection (stacks) because each course requires special reach and reading that involve library use. Each semester, new students are given an orientation to the library. Faculty members often ask and encourage the librarian to give students assistance in using the computer system network. The Faculty Handbook states, “Apex School of Theology grants full privilege to the faculty and students to use the resources and services of the school. Services available include research assistance, research instruction for classes, and Internet searching. The Library maintains a usage log and surveys the student body each semester. (TRACS 25:8)

**PERFORMED BY:** LIBRARY

**TIMETABLE: APRIL AND DECEMBER**

**TOOL:** LIBRARY SATISFACTION SURVEY  APPENDIX M

**MEASUREMENT ASSESSMENT CRITERIA**

In the satisfaction survey the approval rating is the Above Average and Average percentage is added together. Since the satisfaction surveys are perceived performance based assessments, if the area’s approval rating falls below eighty percent steps must be taken to improve the area by the next scheduled assessment period. Person’s responsible for the area of evaluation must communicate the steps that will be taken.

**H. Demographics**

Apex School of Theology maintains information on recruitment, gender, age, geographical location and other data that is vital to the stability of the institution.

**I. Linking the Assessments to the Strategic Plan**
ASSESSMENTS
What Happened?
What are the new recommendations?
How well did the strategy work?

STRATEGIC PLANNING
What are the strategic initiatives?
What are the costs associated with the plan?

IMPLEMENTATION OF BUDGETTED ITEMS
Initiative in action

How will the recommendations be met?
Created budgeted items
Assessing the Strategic Plan

<table>
<thead>
<tr>
<th>ASSESSING THE STRATEGIC PLAN</th>
<th>ASSESSMENT</th>
<th>WHICH MAJOR POINT IS BEING EVALUATED?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Initiative</strong></td>
<td>1) The Strategic Initiative Is the Initiative clear and concise? Is it written using assessable terms?</td>
<td>What part in our Strategic Plan Assessment Document is it on?</td>
</tr>
<tr>
<td>1. Strategic Initiative:</td>
<td>2) Projected Date of Completion Was the Initiative completed on schedule? If early, why? If late, why?</td>
<td></td>
</tr>
<tr>
<td>2. Date of Completion:</td>
<td>3) Person(s) Responsible How well did they do their job? What where the pros and cons?</td>
<td></td>
</tr>
<tr>
<td>3. Person(s) Responsible:</td>
<td>4) Resource Requirements Was you budget met? Was it completed under budget, why? Was it completed over budget, why?</td>
<td></td>
</tr>
<tr>
<td>5. Steps for Completion:</td>
<td>[How Well Was Plan Worked?]</td>
<td></td>
</tr>
</tbody>
</table>
### J. ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>SCHEDULED EVALUATION</th>
<th>MONTH OF EVALUATION</th>
<th>PERSONS, BOARDS OR COMMITTEES RESPONSIBLE FOR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS</td>
<td>January (Financial Aid Survey)</td>
<td>IE Department</td>
</tr>
<tr>
<td>IPEDS</td>
<td>February (Graduation Surveys)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Spring Session 1 week 5</td>
<td>February (1st or 2nd week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation Mid-Session</td>
<td>February 2nd Week</td>
<td>IE Department</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>March</td>
<td>IE Department</td>
</tr>
<tr>
<td>IPEDS</td>
<td>March (Financial Survey)</td>
<td>IE Department</td>
</tr>
<tr>
<td>Curriculum Review Process finding and recommendations are given to Academic and Administrative Heads for evaluation.</td>
<td>March 15</td>
<td>IE Department</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Spring Session 1 week 9</td>
<td>March (2nd or 3rd week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Campus Spring Semester week 9</td>
<td>March (3rd week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Dr. Archie D. Logan Memorial Lecture Series Evaluation</td>
<td>Final Day of the March Conference</td>
<td>Conference Committee</td>
</tr>
<tr>
<td>IPEDS</td>
<td>March (Fall Enrollment Survey)</td>
<td>IE Department</td>
</tr>
<tr>
<td>In Class Observation of Instruction</td>
<td>Completed for each instructor during the Spring semester.</td>
<td>The Deans of Apex School of Theology will evaluate the teaching methods and classroom techniques of the professors.</td>
</tr>
<tr>
<td>Faculty and Personnel Reviews</td>
<td>April</td>
<td>The President and Deans perform this evaluation during the fall and spring semesters.</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Student Learning Outcomes On-Line Spring Session 2 week 5</td>
<td>April (1&lt;sup&gt;st&lt;/sup&gt; or 2&lt;sup&gt;nd&lt;/sup&gt; week of the month</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation Mid-Session</td>
<td>April 3&lt;sup&gt;rd&lt;/sup&gt; Week</td>
<td>IE Department</td>
</tr>
<tr>
<td>Student Evaluation of Apex School of Theology</td>
<td>April</td>
<td>Student will evaluate their over-all experience at Apex School of Theology during the Spring semester.</td>
</tr>
<tr>
<td>Student Evaluation of Instruction</td>
<td>April</td>
<td>Students will evaluate the courses they have taken during the semester.</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation End of Session</td>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt; Week</td>
<td>IE Department</td>
</tr>
<tr>
<td>Enrollment Evaluations</td>
<td>Completed following the Registration May.</td>
<td>The registrar’s office will announce the course enrollments, semester enrollment and the program enrollment to the proper school officials.</td>
</tr>
<tr>
<td>Evaluation of the Administrative Staff</td>
<td>May</td>
<td>The President shall evaluate the Administrative Staff of the Apex School of Theology.</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Spring Session 2 week 9</td>
<td>May (2&lt;sup&gt;nd&lt;/sup&gt; week of the month</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Campus Spring Semester week 16</td>
<td>May (2&lt;sup&gt;nd&lt;/sup&gt; week of the month</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Teaching Site Student Evaluation of Apex School of Theology’s Teaching Site</td>
<td>May</td>
<td>Student will evaluate their over-all experience at the Apex School of Theology Teaching Site during the Spring semester.</td>
</tr>
<tr>
<td>Learning Center Student Evaluation of Instruction</td>
<td>May</td>
<td>Students will evaluate the courses they have taken during the semester at the Learning Center.</td>
</tr>
<tr>
<td>Exit-Interview Survey</td>
<td>May</td>
<td>IE Department</td>
</tr>
<tr>
<td>Event Description</td>
<td>Time</td>
<td>Location</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Student Learning Outcomes On-Line and On-Campus Summer Session week 5</td>
<td>June (3rd week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Student Evaluation of Instruction</td>
<td>July</td>
<td>Students will evaluate the courses they have taken during the semester.</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Summer Session week 9</td>
<td>July (4th week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Campus Summer Semester week 9</td>
<td>July (4th week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Peterson's Financial Survey</td>
<td>July</td>
<td>IE Department</td>
</tr>
<tr>
<td>College Board Survey</td>
<td>July</td>
<td>IE Department</td>
</tr>
<tr>
<td>Institutional Effectiveness Summary</td>
<td>August</td>
<td>The Summary of the Institutional Effectiveness shall be made available for the Trustees, Faculty and Staff. At the Retreat</td>
</tr>
<tr>
<td>Syllabi Review</td>
<td>August</td>
<td>The Faculty Review syllabi for the up-coming academic school year.</td>
</tr>
<tr>
<td>Advisor Review</td>
<td>August</td>
<td>The Faculty sets Student Advisors for the up-coming academic school year.</td>
</tr>
<tr>
<td>Curriculum Review Process Begins</td>
<td>August</td>
<td>Faculty and Departments chosen for the up-coming scheduled program review.</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation Mid-Session</td>
<td>September 2nd Week</td>
<td>IE Department</td>
</tr>
<tr>
<td>Review of Foundational Statements (Mission/Purpose, Doctrinal, Value, Outcomes and ect...)</td>
<td>Fall</td>
<td>The Board of Trustees shall perform a self-evaluation in Fall of each year</td>
</tr>
<tr>
<td>Board of Director's Self-evaluation</td>
<td>Fall</td>
<td>The Board of Trustees shall perform a self-evaluation in Fall of each year</td>
</tr>
<tr>
<td>Board assesses Strategic Plan</td>
<td>Fall</td>
<td>The Board of Trustees shall review and assess the Strategic in Fall of each year</td>
</tr>
<tr>
<td>Board approves Updated Strategic Plan</td>
<td>Fall</td>
<td>The Board of Trustees shall review and approve the Updated Strategic in Fall of each year</td>
</tr>
<tr>
<td>Evaluation of the President</td>
<td>Fall</td>
<td>The Board of Trustees shall evaluate the performance of the President of Apex School of Theology</td>
</tr>
<tr>
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</tr>
<tr>
<td>Student Learning Outcomes On-Line Fall Session 1 week 5</td>
<td>September (2\textsuperscript{nd} or 3\textsuperscript{rd} week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>TRACS Annual Reports Operational and Financial</td>
<td>October</td>
<td>IE Department</td>
</tr>
<tr>
<td>IPEDS</td>
<td>October</td>
<td>IE Department</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Fall Session 1 week 9</td>
<td>October (2\textsuperscript{nd} or 3\textsuperscript{rd} week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Campus Fall Semester week 9</td>
<td>October (3\textsuperscript{rd} week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Dr. Herbert O. Edwards Memorial Ministerial Conference Evaluation</td>
<td>Final Day of the October Conference</td>
<td>Conference Committee</td>
</tr>
<tr>
<td>In Class Observation of Instruction</td>
<td>Completed for each instructor during the Fall semester.</td>
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</tr>
<tr>
<td>Student Evaluation of Instruction</td>
<td>November</td>
<td>Students will evaluate the courses they have taken during the semester.</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Fall Session 2 week 5</td>
<td>November (1\textsuperscript{st} or 2\textsuperscript{nd} week of the month)</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation Mid-Session</td>
<td>November 2\textsuperscript{nd} Week</td>
<td>IE Department</td>
</tr>
<tr>
<td>Student and Faculty Satisfaction Surveys</td>
<td>December</td>
<td>Faculty and Student will evaluate their over-all experience at Apex School of Theology during the Fall semester. The Institution uses are comprehensive and include item on Facilities, Library, Emergency and Crisis Procedures, Technology, Student Life, Chapel, Vending and etc...</td>
</tr>
<tr>
<td>Evaluation of the</td>
<td>December</td>
<td>The President shall evaluate the Administrative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Staff of the Apex School of Theology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Personnel Reviews</td>
<td>December</td>
</tr>
<tr>
<td>Faculty Evaluation of Apex School of Theology</td>
<td>December</td>
</tr>
<tr>
<td>Faculty Evaluation of Apex School of Theology</td>
<td>December</td>
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<tr>
<td>Learning Center Student Evaluation of Apex School of Theology’s Teaching Site</td>
<td>December</td>
</tr>
<tr>
<td>Teaching Site Student Evaluation of Instruction</td>
<td>December</td>
</tr>
<tr>
<td>On-Line Faculty Participation Evaluation End Of Session</td>
<td>December 2nd Week</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Line Fall Session 2 week 9</td>
<td>December(3rd week of the month)</td>
</tr>
<tr>
<td>Student Learning Outcomes On-Campus Fall Semester week 16</td>
<td>December(3rd week of the month)</td>
</tr>
<tr>
<td>Peterson’s Annual Survey</td>
<td>December</td>
</tr>
<tr>
<td>College Board Survey</td>
<td>December</td>
</tr>
<tr>
<td>Enrollment Evaluations</td>
<td>Completed following the Registration December.</td>
</tr>
</tbody>
</table>
University of Pittsburg Assessment Plan
St. Petersburg College Assessment Plan
Transnational Association of Christian Colleges and Schools Accreditation Manuals
And
Various on-line webinars and peer reviews of ASOT Assessment Materials