JACKSON THEOLOGICAL SEMINARY

Institutional Assessment Plan

2026-2027



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PROFILE OF JACKSON THEOLOGICAL SEMINARY

BRIEF HISTORY

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

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

JTS offers a Master of Divinity and Bachelor of Biblical Studies (BA Degree Completion). While the school was not accredited by an accrediting body recognized by the U.S. Department of Education, the administration and faculty modeled the seminary after those accredited in the African Methodist Episcopal Church. The leadership of JTS was recognized alternately as either the President or Dean of the seminary.

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

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

Jackson Theological Seminary held classes and taught courses in theology, Christian education, pastoral leadership, and preaching continuously from 1960 to 2010. In the spring of 2009, JTS entered an off-campus distance learning partnership with Florida Center for Theological Studies. The Florida Center for Theological Studies was an accredited seminary and using teleconferencing technology Jackson was able to offer students the opportunity to take graduate-level courses from an accredited school. The partnership lasted four semesters and ended when Florida Center for Theological Studies merged with another school that discontinued the distance learning program. Jackson discontinued holding classes after the 2011 school year because of a need to focus more attention on Shorter College.

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

Seeing the need to provide theological education to Clergy and Layperson, the 12th Episcopal District of the African Methodist Episcopal Church, decided to reopen Jackson Theological Seminary and pursue accreditation with TRACS (Transnational Association of Christian Colleges and Schools), offering a Bachelor of Arts Degree in Biblical Studies (a degree completion program) and a Master of Divinity Degree. In June 2018, under the leadership of the Chair of the Board of Trustees, Bishop Michael Leon Mitchell and Rev. Cecil Williams, Jr., President of Jackson Theological Seminary, the Seminary opened its doors to a brand-new facility for the continued purpose of educating and preparing clergy and lay for ministry from a theological perspective.

MISSION

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

VISION

Jackson's aspirations over the next five years can be summarized in the following Vision Statement: a global academy, providing biblical foundations for Christian ministries that serve, transform and liberate communities. To achieve this the goals, objectives, strategies, actions and necessary

resources are drafted here to align the institution towards that vision. The pathway to becoming a global academy of this caliber will require a mission.

PHILOSOPHY OF EDUCATION

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

STATEMENT OF ETHICAL VALUES AND STANDARD

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

CORE VALUES

1. **Biblical/Scriptural Authority:** The extent to which the commandments and doctrines within the Old and New Testament scriptures are authoritative for human belief, conduct, and destiny.

2. **Historical Faith:** Historical belief, trust, and loyalty of Christian Faith as described in the Old and New Testaments and through the Trinity - God the Father, Jesus Christ and the Holy Spirit.

3. **Academic Rigor:** Teach conceptual understanding, procedural skill, fluency, and application.

4. **Social Justice:** Teach concepts of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and *social* privileges. [NRS] **Micah 6:8**…….what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?

5. **Liberation:** *The* process to fight the ills of sin and exploitation through the relationship between *Christian theology* and political activism, economic justice, poverty, and human rights.

6. **Service Orientation:** The call to serve the community, however, especially the least, the week, poor and the needy**.** NRS **Mark 10:** 43 ……but whoever wishes to become great among you must be your servant, 44 and whoever wishes to be first among you must be a slave of all. 45 For the Son of Man came not to be served but to serve, and to give his life a ransom for many

INSTITUTIONAL OBJECTIVES

1. The Seminary shall prepare students for careers and service in Christian ministry for the local church and global Christian ministry.

2. The Seminary shall promote and prepare academic and theological excellence and scholarship through holistic, inclusive, and involved teaching and training of students for the Bachelor of Arts in Biblical Studies and the Master of Divinity degree programs. Each program will sponsor a teaching, training, and learning environment, where all are encouraged to participate, grow and develop in Christian faith and service.

3. The Seminary shall educate, encourage, and engage students from varied spiritual, ethnic, cultural, male/female, and students with physical handicaps to encourage diversity and inclusiveness at the Seminary.

4. The Seminary staff, faculty, and Board of Trustees shall encourage solicitation of grants, aid, federal funding, research procedures, and practices to establish and enhance funding and scholarship for deserving students.

5. The Seminary shall promote and encourage the professional development of its faculty and staff to ensure relevant, realistic, and reliable instruction and training for all students.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Institutional Student Learning Outcomes (ILOs) represent the core abilities that JTS students are expected to acquire. All our efforts center on helping students acquire these skills regardless of the student's degree programs.

Similarly, to PLOs, a comprehensive evaluation of all ILOs is performed once every four years.

1. The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts.

2. The ability to communicate effectively and accurately through both the written and spoken word.

3. The ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith.

4. The ability to shepherd and to lead others in ecclesiastical and workplace contexts.

5. The ability to present the gospel to unbelievers in a clear way and to disciple believers for spiritual formation.

6. The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning.

INSTITUTIONAL ASSESSMENT SUMMARY

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

INSTITUTIONAL ASSESSMENT PROCESS

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

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

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

Component I: Assessment of Educational Effectiveness
Component II: Assessment of Non-Academic

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

COMPONENT I: THE ASSESSMENT OF EDUCATIONAL EFFECTIVENESS

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

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

Assessment of Student Learning

Every academic year, for all offered courses, course-specific student learning outcomes (CLOs) are assessed to evaluate student learning and performance. All courses contain course learning outcomes (CLOs), which reflect what the institution expects students to achieve after they have completed a course. All CLOs are measurable and clearly stated in each course syllabus, which is presented and reviewed with students at the beginning of course instruction each semester.

All course learning outcomes are linked to program-specific learning outcomes (PLOs), which are learning outcomes that are expected for students to achieve after completing a degree program or path of study. The assessment method of PLOs varies depending on the academic program. PLOs are assessed through the collective analysis of the attainment of CLOs, which are linked to specific program learning outcomes. The relationship between the courses that best support the evaluation of the attainment of program learning outcomes is illustrated in the Curriculum Mapping Matrix (CLOs to PLOs) outlined in the Institutional Assessment Plan. Selected courses and their embedded mastery activities are utilized in the evaluation and attainment of PLOs. Furthermore, each program-specific learning outcome is also aligned with institutional learning outcomes (ILOs) as illustrated in the Institutional Assessment Plan and assessed and evaluated during the comprehensive review process.

These prescribed embedded mastery activities are summative assessments (i.e., portfolio, examination, presentation, case study) and specifically evaluate the skills, abilities, and competencies the faculty expects the students to demonstrate. Additionally, faculty specify how the assessment activity will be evaluated (i.e., rubrics or other forms of measurement instruments), which are reliable methods that can be consistently applied with a high level and degree of accuracy. Furthermore, the faculty establish a metric of success for the assignment or assessment activity (i.e., 75% or greater). This success criterion is utilized to determine the attainment of the program-specific learning outcome.

The assessment and evaluation of program-specific learning outcomes based upon selected courses are performed annually. Although assessment results are recorded at the end of each semester, of the conclusion of the academic year, all faculty are required to report the students' performance, relative to the assessment activity against the established criterion of success, as such Not Meeting, Approaching, Meeting, or Exceeding. Thresholds for "Meeting" the learning outcome, are determined by the criterion of success established by the faculty. All other thresholds are established by faculty. Additionally, the sample size (number of students who completed the activity) is also included in the reporting of results. A comprehensive evaluation of the PLOs and ILOs area is performed once every five years during the academic program review. These assessment results are used and included in the academic program review to assess curricular effectiveness. PLOs assessments are performed, annually.

Master of Divinity Program

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

Program Learning Outcomes for Master of Divinity:

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

Master of Divinity
Curriculum Matrix (CLO to PLO Alignment)

Courses	Program Learning Outcomes					
	PLO1: Analyze passages of both the Old and New Testaments, demonstrating knowledge of the larger contexts of the passages and interpret the meanings of the passages in ministry settings.	**PLO 2:** Identify and engage diverse and overlapping cultural and social dynamics in various settings.	**PLO 3:** Describe, practice, and model spiritual and ethical practices and discernment that form and nurture one's own and others' faith.	**PLO 4**: Able to guide a community of faith in fulfilling its ministry and mission.	**PLO 5:** Integrate the variety of disciplines in theological education in a coherent articulation of one's own theology and approach to pastoral ministry.	**PLO 6:** Describe the development of Christian worship, doctrine, symbols, structures, and diversity of theological perspectives.
BS 1 Old Testament	**X**	**X**				
BS 2 New Testament	**X**	**X**				
PM 1 Hermeneutics	**X**					
TH 5 Biblical Criticism	**X**					
Ch 1 Church History I	**X**	**X**				
CH 1 Church History II	**X**	**X**				
TH 5 Black Church History I	**X**	**X**				
CH2 Black Church History II	**X**	**X**				
TH 1 Christian Theology I					**X**	**X**
TH 2 Christian Theology II					**X**	**X**
TH 3 Introduction to Systematic Theology					**X**	**X**
PM 7 Christian Ethics			**X**			
BS 5 Greek	**X**					
BL 8 Advanced Greek II	**X**					

BL 6 Hebrew	X					
BL 9 Advanced I	X					
PM 8 Spiritual Formation			X			
PM 4 Theology and Practice of Worship					X	X
PM 3 Pastoral Care				X		
PM 2 Homiletics				X		
PM 7 Ministerial Ethics			X			
PM5 6 Church Management and Administration			X			
CS 2 Critical Race Theory in the Bible					X	
CS 1 Christianity in the Public Square					X	
CS 4 Effective Christian Education					X	
CS 3 Prophetic Preaching in the 21st Century				X		
RS7301 Senior Project Seminar					X	
PM5322 Applied Technology for Ministry			X			
CH 9 The Genius of Black Preaching					X	
CH 8 Prophets	X					
CH 7 Judeo Christian Congregational Life	X					

CH 5 AME Church History I	**X**	**X**				
C 9 Comparative Religious Studies			**X**			
TH 4 Global Methodism				**X**		
TH 9 Womanist Theology					**X**	**X**
CH 6 AME Church History II	**X**	**X**				
TH 8 Theology of African Methodism						**X**
CH 7 AME Polity				**X**		
TH 5 Black (Liberation) Theology					**X**	**X**

Master of Divinity (PLO to ILO Alignment)						
Program Specific Student Learning Outcome (PLOs)	**Institutional Learning Outcomes (ILOs)**					
	ILO1: The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts.	**ILO 2: The ability to communicate effectively and accurately through both the written and spoken word.**	**ILO 3: The ability to communicate effectively and accurately through both the written and spoken word.**	**ILO 4: The ability to shepherd and to lead others in ecclesiastical and workplace contexts.**	**ILO 5: The ability to present the gospel to unbelievers in a clear way and to disciple believers for spiritual formation.**	**ILO 6: The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning.**
PLO 1	X				X	X
PLO 2	X					X
PLO 3				X	X	X
PLO 4				X		X
PLO 5				X	X	X
PLO 6		X				X

Master of Divinity

Course Selection for Program Level Assessment Master of Divinity								
Course Selected	**Course Number**	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**ASSIGNMENTS**
Biblical Criticism	BS 7	x					x	Research Paper Final Examination
Hermeneutics	PM 1	x	x			x		Research Paper Final Examination
Christian Ethics	TH 4			x	x	x		Research Paper Final Examination
Systematic Theology	TH 3					x	x	Research Paper Final Examination
Black Church History	TH 5	x	x				x	Research Paper Final Examination

Note: The specific methods of assessment for each course are in the Academic Program Review

Bachelor of Arts in Biblical Studies

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

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

Bachelor of Arts in Biblical Studies
Curriculum Matrix (CLO to PLO Alignment)

Courses	Program Learning Outcomes			
	PLO 1: Identify main themes, concepts, key figures, and topics of critical biblical narratives.	**PLO 2: Utilize various exegetical methods in studying the Bible including critical analysis evaluation of biblical genres, prophetic interpretation for hermeneutical basics.**	**PLO 3: Identify the movements of God through the Israelite people as expressed throughout the biblical narratives.**	**PLO 4: Integrate and apply appropriate information from the biblical text to the current life context and propose relevant solutions to contemporary societal problems and comprehensive sound principles for Christian education.**
BW2305 Biblical Interpretation		X		X
BW2341 Survey of the Old Testament I	X		X	
BW2342 Survey of the Old Testament II	X		X	
BW2343 Survey of the Old Testament III	X		X	
BW2351 Survey of the New Testament I	X		X	
BW2352 Survey of the New Testament II	X		X	
BW2353 Survey of the New Testament III	X		X	
HT2301 History of Christianity	X			
TH2301 Introduction to Theology				X
HT2321 Christian Doctrine I				X
HT2332 Christian Doctrine II				X
HT2333 Christian Doctrine III				X
HT2341 Introduction to World Religion	X			X
PT 2302 Christian Ministry in Practice				X
PH2345 Philosophy of Religion	X			X
TH2332 Christian Ethics				X
PT2301 Church Administration				X
BW2344 Apocalyptic Literature	X	X		
BW2345 Pentateuch	X		X	
BW2346 Wisdom Literature	X	X	X	
CH1AA CH African American Church History	X			

Bachelor of Arts in Biblical Studies (PLO to ILO Alignment)						
Program Specific Student Learning Outcome (PLOs)	**Institutional Learning Outcomes (ILOs)**					
	ILO1: The ability to accurately interpret and effectively communicate the Word of God in a variety of contexts.	**ILO 2: The ability to communicate effectively and accurately through both the written and spoken word.**	**ILO 3: The ability to communicate effectively and accurately through both the written and spoken word.**	**ILO 4: The ability to shepherd and to lead others in ecclesiastical and workplace contexts.**	**ILO 5: The ability to present the gospel to unbelievers in a clear way and to disciple believers for spiritual formation.**	**ILO 6: The ability to research and study new subjects for oneself and to cultivate a lifestyle of lifelong learning.**
PLO 1	X					X
PLO 2	X	X				X
PLO 3	X					X
PLO 4	X	X	X	X	X	X

Bachelor of Arts

Course Selection for Program Level Assessment Bachelor of Arts in Biblical Studies						
Course Selected	**Course Number**	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**ASSIGNMENTS**
Ethics	TH 2332			x	x	Research Paper Final Examination
Introduction to Theology	TH 2301		x		x	Research Paper Final Examination
History of Christianity	BW 2351	x			x	Research Paper Final Examination
Survey of the Old Testament	BW 2341	x		x		Research Paper Final Examination
Introduction to World Religion	HT 2341	x			x	Research Paper Final Examination

Note: The specific methods of assessment for each course are in the Academic Program Review

Programmatic Assessment (Academic Program Review)

Each academic program is assessed and reviewed once every five years. Review the program cycle referenced below. Programmatic assessments include the review and evaluation of the program curriculum. The full-time faculty in concert with the Chief Academic Officer oversees the evaluation and review of the program (including the curriculum).

With a myriad of other institutional resources, the program review evaluation process includes the utilization of the Institutional Assessment Report, which includes such factors as retention rates, graduation rates, level assessments, and graduation performance. The Program Review evaluates and assesses the following:

a. Fiscal Resources
b. Faculty (Teaching Effectiveness, teaching load, scholarship)
c. Other Resources and Support Services
d. Enrollment, Recruitment, Retention, and Graduation
e. Constituency Satisfaction
f. Curricular Effectiveness (Course and Program Level Assessment Reports)

Upon completion of the program review, the faculty and the Chief Academic Officer discuss proposed changes with the general faculty body, regarding the appraisal and direction for the future of the academic program.

Faculty will complete their five-year comprehensive program review from 2023-2024. To ensure timely completion of the program review, faculty are responsible for updating reviews, regularly. Additionally, these regular updates also help to provide immediate attention is needed for program revisions, and faculty initiate all and any necessary program modifications.

Academic Program Review Cycle Bachelor of Arts in Biblical Studies	
Program Review Data Collection Periods	**Comprehensive Program Evaluation and Review Submission Year**
2023-2024 2024-2025 2025-2026 2026-2027	2027-2028

Academic Program Review Cycle Master of Divinity	
Program Review Data Collection Periods	**Comprehensive Program Evaluation and Review Submission Year**
2023-2024 2024-2025 2025-2026 2026-2027	2027-2028

Curriculum Development, Modifications and Approval Process

Curricular development and modification originate with the faculty. Any faculty member may propose a change and submit the proposal to the faculty who may vote to approve the proposal. The information below describes the process of curricular changes.

1. First, the curriculum change form is submitted to the Chief Academic Officer, where approval is granted or denied.

2. Second, the proposal is submitted to the Academic Council which consists of the faculty, where approval is granted or denied.

3. Once approved by the Academic Council, administrative approvals (Executive Cabinet, President, and Board of Trustees) are needed for the addition of a new degree program(s), only. The administration's decision to approve proposed new degree programs is evidenced in the meeting minutes.

COMPONENT II: ASSESSMENT OF INSTITUTIONAL RESOURCES AND SUPPORT SERVICES

This assessment process includes the continuous assessment of institutional resources and support services (non-academic structures). This evaluation process assesses

A. The effectiveness of operations, programs, and services to ensure it is sufficient to fulfill the institution's goals.

B. The assessment of publications, policies, and procedures.

C. The effectiveness of staff and faculty performance (Performance Evaluations)

Assessment of Operations, Programs, and Services

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

Area of Assessment	Study/Survey/Data Collection	Purpose	Data Source	Person Responsible	Schedule
Admissions / Registrar	Evaluation of the Registration Process & Academic Advising	To determine the effectiveness of the registration process.	Student Satisfaction Survey	**Academic & Student Affairs**	End of the semester
Library and Learning Resources (including Technology)	Library Services	To assess the effectiveness of library resources and activity.	Student Satisfaction Survey (Library Resources)	**Academic & Student Affairs**	End of each semester
Finance	Audited Financial Statements	To evaluate the fiduciary responsibility for annual financial audits and provides fiscal information.	External Audit (Formal Report) Budget-to-Actual Reports (Formal Report)	**Administrative Affairs (CFO)**	End of Academic Year
Facilities	Physical Plant	Assessment of inventory and assessment management	Facilities Survey Note: Will be included in the Student Satisfaction Survey beginning 2022-2023	**Registrar**	End of each semester
Academic Instruction	Student Evaluations of Faculty*	To provide the faculty with continuous feedback on the effect of their teaching styles	Course Evaluation	**Academic & Student Affairs**	End of each semester (excluding summer)
Student Services	Orientation Services Study	To determine how effective the sessions and activities were for the new students.	Student Satisfaction Survey	**Academic & Student Affairs**	At the beginning of each semester End of the academic year
Academics	Graduation Survey	To determine the graduates' level of satisfaction with Jackson Theological Seminary and post-graduate plans.	Survey Data	**Academic & Student Affairs**	End of each semester (Pending—will deploy 2023)

Academics	Alumni Survey	To evaluate the perception and satisfaction of alumni with the education and training received at the Seminary and to ensure the skills acquired to meet the needs of the clients.	Alumni Survey (Recent Alumni) Alumni Survey (Long-Term Alumni)	**Academic & Student Affairs**	End of each semester (Pending—will deploy 2023)

(*) Student-Faculty Course Evaluations: At the conclusion of every semester, data collected from student course evaluations will be reviewed one-on-one with the CAO and Faculty. One-on-one reviews will be scheduled and conducted no later than one week after collecting course evaluation data. During the review, the CAO and Faculty will discuss and evaluate the data collected. Areas of concern from the course evaluation will be addressed as follows:

- The CAO, in collaboration with the faculty, will develop actionable recommendations to address those concerns.
- Actionable recommendations will include human/fiscal resources required, the person(s) responsible, and the date(s) for actions to be completed.
- These actionable recommendations will be included in the end-of-semester and annual program assessment reports.

Areas of commendation from the course evaluation will be addressed as follows:

- The CAO, in collaboration with the faculty, will discuss if there is a need for actionable recommendations to maintain student satisfaction and teaching efficacy in the course.
- If actionable recommendations are needed, they will include human/fiscal resources required, the person(s) responsible, and the date(s) for actions to be completed.
- These actionable recommendations will be included in the end-of-semester and annual program assessment reports.

Annual Assessment Process for Publications, Policies, and Procedures Revisions

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

Current Publications (inclusive of Policies & Procedures)

Publication	Area/Division Responsible
Student Handbook	Student Affairs
Academic Catalog	Academic Affairs
Facilities and Security Plan	President's Office
Faculty and Staff Handbook Manual	President's Office & Academic Affairs
Board of Trustee Manual	Board of Trustees
Assessment Plan	Academic Affairs (Faculty and Director of Admissions and Academic Records)
Strategic Plan	President's Office
Policies and Procedures Manual	All Office/Areas
Accounting Manual	Fiscal Affairs

Financial Aid Policies and Procedure Manual	Financial Aid
Library Manual	Academic Affairs
Philosophy of Education; Biblical Foundations and Statement of Ethical Values and Standards	President's Office

Administration, Staff, and Faculty Performance Evaluations Process & Timetables

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

1. Provide a high-quality teaching and learning environment which is safe, comfortable, and fit for its purpose.

2. Provide a high-quality education through programs that enable employees and students to acquire knowledge, experience, and understanding, and which give access to further higher education, training, personal development, and growth.

3. Provide exemplary service to students, the community, and to each department.

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

1. Ensure communication between the supervisor and employee and encourage contact between the supervisor and the employee and allow each to report his or her impressions and observations.

2. Review and determine how well an employee is performing in terms of the assigned tasks based on the job criteria.

EMPLOYEE PERFORMANCE DETAILED TABLE

Board of Trustees	
Board Self-Evaluation	Annually (April/May)
President	Annually (April/May)
President's Office	
President	Annually (May)

All Direct Reports (Special Assistant to the President, CFO, CAO, and Dean of Student Affairs)	Annually (May)
Division of Academic & Student Affairs	
Director of Admissions and Academic Records	Annually (May)
Faculty - By CAO (Full-time and Adjunct)	Annually (May)
Financial Aid Coordinator	Annually (May)
Division of Fiscal Affairs	
All Direct Reports (no direct reports currently)	Annually (May)

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

INSTITUTIONAL PLANNING

Jackson Theological Seminary's Strategic Plan is comprehensive and based on both internal and external factors. The Strategic Goals cover every aspect of the Seminary's operations and plans. Most importantly, the goals are in priority order.

Strategic Planning Committee

Rev. Clarence Guy, President and CEO

Rev. Charlene N. Boone, Chief Academic Officer and Dean of Student Affairs

Mrs. Shelia Washington, Chief Financial Officer

Mrs. Audra Hinton, Financial Aid Coordinator

Ms. Tomiko Davis, Director of Admissions and Registrar

Rev. Dr. Michael Chism, Full-time Faculty, MDiv.

Rev. Dr. Kurbe Newsom, Full-time Faculty, BABS

Ms. Laural Holt, Librarian

Rev. Kevin Clayton, Board of Trustees, Jackson Theological Seminary

ASSESSMENT, STRATEGIC PLANNING, AND BUDGETING PROCESS

JULY-AUGUST: At the end of each academic year, all assessment instruments and the data collected or compiled, analyzed, and placed in an Annual Institutional Assessment Report. The report contains summarized details, which address all facets of the institution and its efforts to support student learning achievement. The complication of results from all assessment instruments including both

direct and indirect means of measurement (i.e., faculty evaluation, Student Satisfactory Surveys, Student Learning Outcome attainment, etc.). The Seminary aims to have the Annual Institutional Assessment Report completed no later than September 30th. This report contains summarized details, which address all facets of the institution and its efforts to support student learning achievement.

OCTOBER: From October-April, the Seminary begins to engage in the Strategic (Institutional) Planning Process. The planning process at Jackson Theological Seminary is mission-driven and applies to all organizational functions and programs. The comprehensive nature of the planning and evaluation processes encompasses a wide variety of institutional participation (internal and external). Furthermore, the process is data-driven, based on internal and external factors, and includes goals that include all aspects of the institution. Moreover, the Strategic Planning process ensures the plan's alignment with the College's human, physical, and fiscal resources. The Seminary's comprehensive strategic planning and evaluation process is depicted in Figure 1: Strategic Planning Process and further described and outlined below. The Strategic Planning Process is facilitated by the Strategic Planning Committee.

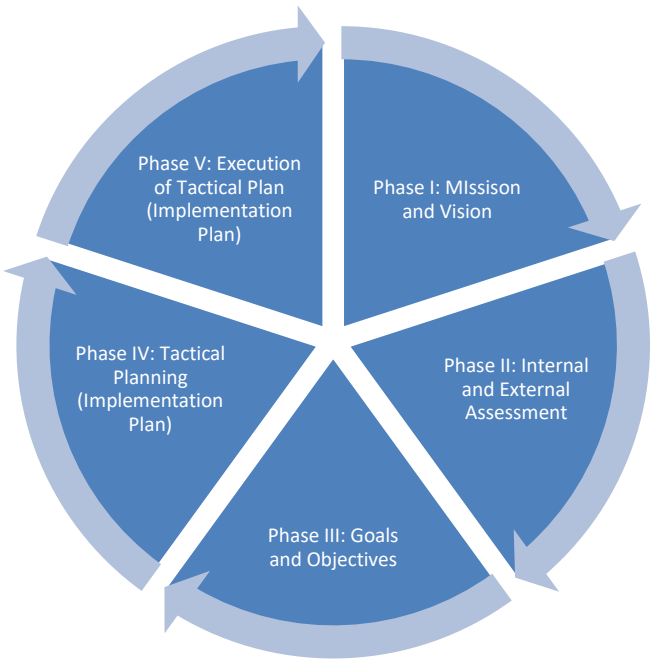


Figure 1 JTS Strategic Planning Process

Strategic Planning Process
(October - April)

Phase I: Mission and Vision

a. Strategic Planning Committee collectively reviews the Vision and Mission of the Seminary to ensure its relevance.

b. All discussions are recorded, and proposed changes are documented

Phase II: Internal and External Assessment and Evaluation

a. Perform and/or update findings from the following analysis (SWOT Analysis / PEST Analysis)

b. Review Internal Assessment and Evaluation Data (Annual Institutional Assessment Report)

- Enrollment Trends
- Retention Rates
- Graduation and Placement Rates
- Fiscal soundness and stability
- Student Learning Attainment and GPAs
- Student Satisfaction Survey Results (all aspects of the Seminary)
- Facilities Survey Results
- Student Course Evaluation Results

NOTE: Information above will be discussed during the dissemination of the Annual Institutional Assessment Report

Phase III: Strategic Goals and Objectives

a. Review Current Strategic Goals and Objectives:

i. Record accomplishments and achievements
ii. Discuss the relevance of remaining goals and objectives

b. Update existing goals/objectives that are aligned with the Vision and Mission of the Seminary, as necessary.

c. Create new goals/objectives that are aligned with the Vision and Mission of the Seminary, as necessary.

Phase IV: Tactical Planning (Implementation Plan)

a. Review the current implementation plan.

   iii. Record accomplishments and achievements
   iv. Discuss the relevancy of remaining tactics/strategies

b. Update existing tactics/strategies, as needed.

c. Create new tactics/strategies, as needed.

d. Align human resources, timeline, and fiscal resources (budget).

NOTE: Strategic Plan is presented to the Board, annually (in Spring) to discuss updates and any modifications to the plan. This is utilized to facilitate discussion regarding the budget.

Phase V: Execution of Tactical Plan (Implementation Plan)

a. Complete assigned strategies.

DECEMBER/JANUARY: Based upon tentative plans (both Strategic and Operational), the Seminary will begin preparing budgets for review as described below.

During the February timeframe, the process begins by soliciting the needs of the staff/faculty. Budget request worksheets are sent to staff/faculty and upon completion, forwarded to their department manager for their approval. All approved requests will receive any necessary adjustments and final approval by the CEO in consultation with the CFO. The CAO is primarily responsible for enrollment forecast, in consultation with faculty staff. The CFO is responsible for projecting all fixed/variable operational costs, with approval by the CEO. During the March timeframe, a final review of the budget will be held with the CEO, CAO, and CFO, and a preliminary budget will be developed for the upcoming fiscal year. The preliminary budget will be presented to the JTS Board of Trustees during their Spring (April) meeting.

As the new fiscal year begins, additional information obtained may require necessary adjustments to the preliminary budget (i.e., student enrollment). As such, adjustments will be made for a final budget to be presented at the Fall (October) JTS Trustee Board meeting for approval. Any substantial expense requests in the budget needed subsequently may require a called meeting of the Board of Trustees for additional approval.

Task	Person(s) Responsible	Month
1. Discuss next fiscal year's enrollment projections	CEO, CAO, CFO	March
2. Review and update Strategic Plan for respective fiscal allocations.	CEO, CAO, CFO	March
3. Budget worksheets are disseminated to each unit for submission.	CFO	March
4. Budget worksheets are reviewed by the CEO, CAO, and CFO.	CEO, CAI, CFO	March
5. Preliminary Budget presented for Board Approval.	CFO	April
6. Preliminary Budget is shared and disseminated to all units.	CFO	May
7. Final Budget submitted to the Board for approval.	CFO	October
8. Final budget is shared and disseminated to all units.	CFO	November

APRIL: Strategic Planning document and budget is reviewed and approved by the Board for the upcoming Academic Year.

APPENDICES (ASSESSMENT INSTRUMENTS)

I. Student Learning Outcomes Annual Assessment Reporting Template

II. Budget Worksheet

III. Academic Program Review Template

IV. Student Satisfaction Survey

V. Facilities and Library Resources Survey

VI. Student Course Evaluation Survey