

*Strategic Gap Analysis and Risk Assessment for Continuous Improvement of Student Learning Outcomes within the Context of COVID-19*

Dr. Lisa Bunu-Ncube, Associate Provost of Institutional Effectiveness, NORTH PARK UNIVERSITY Chicago  
 Dr. Sumie Song, Director of Global Education, NORTH PARK UNIVERSITY Chicago  
 Dumisani Dean Dube, MBA, PMP, Project Manager, REPUBLIC AIRLINES

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**The 3-Phase Strategic Gap Analysis Model for Continuous Improvement of SLOs**



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**GAP ANALYSIS: FINDING THE GAP**

A PROCESS USED TO IDENTIFY STRATEGIC PLANNING AND IN PERFORMANCE AND OPERATIONAL GAPS

It analyses the gap between an institution's current capabilities and future development..

"What are we doing today and how will this lead us to our next goal?"

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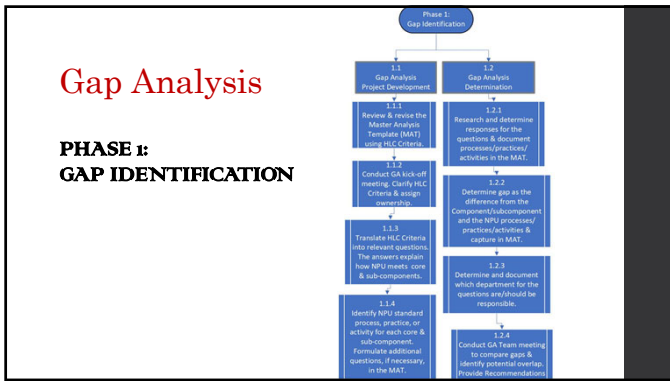
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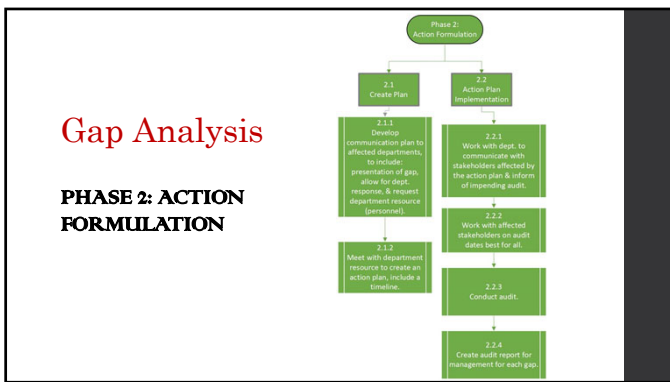
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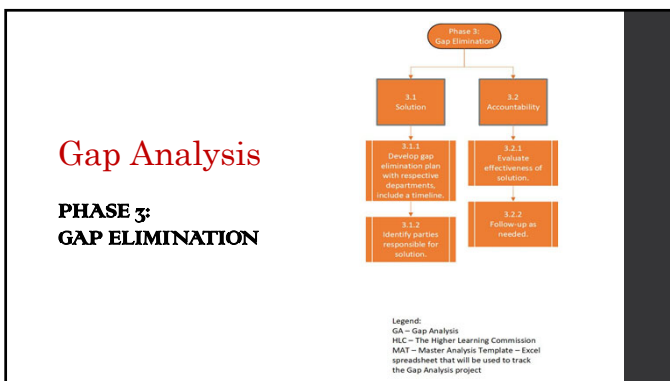
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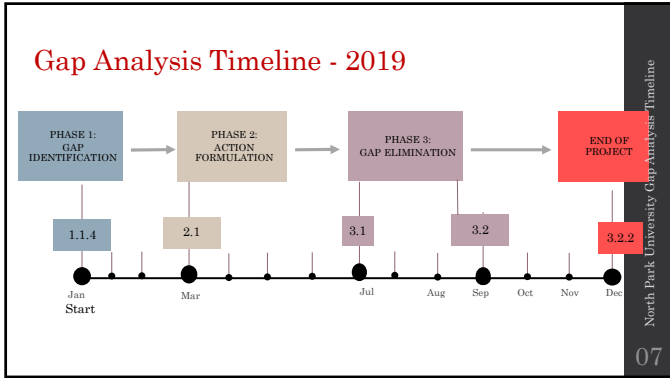
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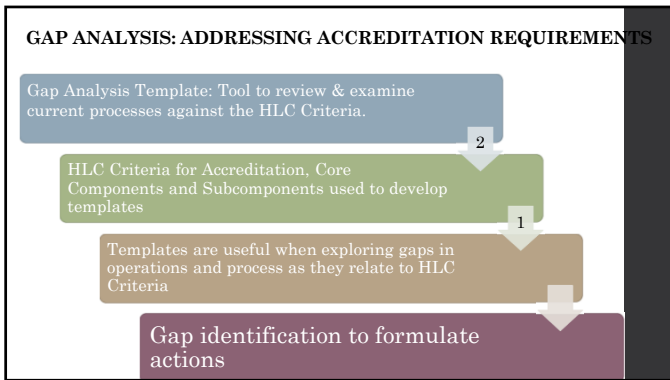
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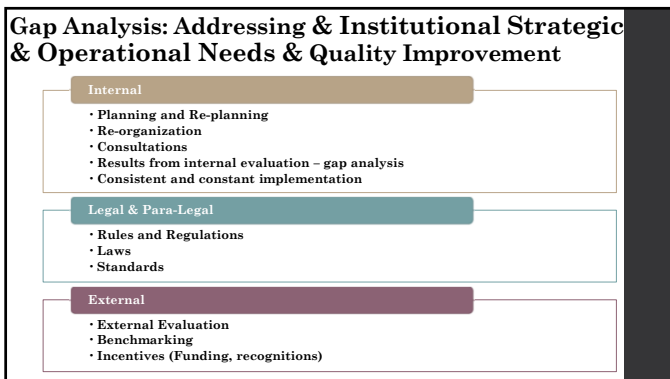
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### HLC Gap Analysis Master Template

Elements of the Gap Analysis Template

Core Component/ Subcomponent	Questions 1.1.3	Processes/ practices/ activities 1.1.4/1.2.1	Exception/ Gap Rating 1.2.2	Evidence 1.2.2	Recommendations (Essential/ Desirable) 1.2.4	Person/unit responsible (delegated responsibility) 1.2.3
<p>HLC: Subcategories of each Criterion for Accreditation that are reviewed in order to determine whether an institution meets each Criterion.</p>			<p>Exception/Gap Rating column is a drop-down menu with the following options:  <b>Met</b> - Effective strategies are implemented successfully.  <b>Met, but</b> - Good strategies in place, some limitations or some further work needed.  <b>Not Met, but</b> - This area hasn't yet been effectively addressed, but some significant work is being done across the faculty or institution.  <b>Not met</b> - Effective strategies not developed.</p>		<p>Evidence is intentional and purposive; it is advanced to address deliberately posed questions that are important to institutions and their stakeholders.</p>	

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### HLC Gap Analysis Master Template

CORE COMPONENT/ SUBCOMPONENT	QUESTIONS 1.1.3	PROCESSES/ PRACTICES/ ACTIVITIES 1.1.4/1.2.1	EXCEPTION/ GAP RATING 1.2.2	EVIDENCE 1.2.2	RECOMMENDATIONS (ESSENTIAL/ DESIRABLE) 1.2.4	PERSON/UNIT RESPONSIBLE 1.2.3
<p><b>Criterion One: Mission</b> - The institution's mission is clear and articulated publicly; it guides the institution's operations.</p> <p>1.A. The institution's mission is articulated publicly and operationalized throughout the institution.</p>						
1. The mission was developed through a process suited to context of the institution.						
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.						
3. The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.						
4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.						
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.						

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### QUALITY ASSURANCE CHECKLIST

The Good Practice Framework is supported with a six-point quality assurance checklist. The Quality Assurance Checklist comprises of the following three areas and sample questions that represent these areas:

**Deployment:**

Are adequate policies, procedures or strategies in place in support of each HLC criterion, component, and subcomponent? Do the communications associated with this/each criterion have the appropriate level of clarity and transparency for their subject matter and audience?

**Results:**

Is there sufficient evidence gathered on the activities and outcomes associated with each criterion? Is there adequate reporting of the activities and outcomes associated with the criterion against both internal and external reference points?

**Improvement:**

Is there regular review of strategies, activities and outcomes associated each criterion? Is there regular reporting of relevant review and improvement efforts, of follow-up activities and on the outcomes of previous reviews?

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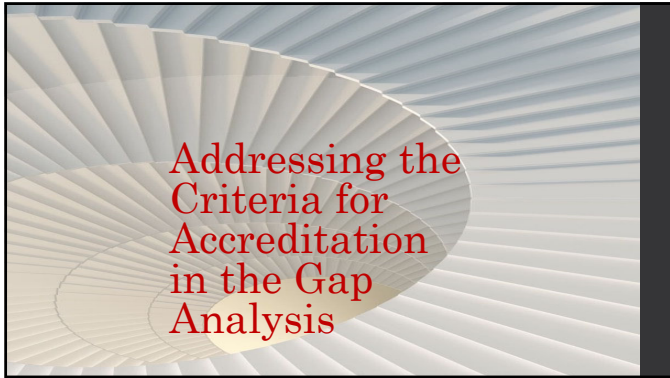
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Core Component/ Subcomponent	Questions 1.1.3	Processes/pr actives/ activities 1.1.4/1.2.1	Except ion/G ap Rating 1.2.2	Evidence 1.2.2	Recommen dations (Essential/ Desirable) 1.2.4	Person(s) or unit, responsible (delegated responsibility) 1.2.3
<b>Criterion One. Mission - The institution's mission is clear and articulated publicly; it guides the institution's operations.</b>						
<b>1A. The institution's mission is articulated publicly and operationalized throughout the institution.</b>						
	1. The mission was developed through a process suited to context of the institution. Are polices and amendments to policies communicated appropriately to stakeholders? Are there mechanisms in place to ensure compliance with policies?	President and Academic leadership communication practices updates to Staff, Faculty, and Students, SOPs, Collateral for Faculty and Students				

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Core Component/ Subcomponent	Questions 1.1.3	Processes/pr actives/ activities 1.1.4/1.2.1	Except ion/G ap Rating 1.2.2	Evidence 1.2.2	Recommen dations (Essential/ Desirable) 1.2.4	Person(s) or unit, responsible (delegated responsibility) 1.2.3
<b>CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT - The institution acts with integrity; its conduct is ethical and responsible</b>						
<b>1A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behaviour on the part of its governing Board, administration, faculty, and staff.</b>						
<b>The institution develops and the governing board adopts the mission.</b>	How is the mission created and/or revised? What is the institution's process? What is the process by which the governing Board adopts the mission?	Mission creation process by the institution. Governing process of adoption as documented in the minutes.	<b>NOT MET</b>	We would be looking for a standard operating procedure for the creation and/or revision of the mission by the institution? Is there a standard operating procedure for the adoption of the mission of the Board?	The process should be stated in the bylaws. The process should be evaluated by the institution every three years effectiveness? The adoption of the mission should be evaluated by the Board	President's Office Board Executive Committee

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Core Component/ Subcomponent	Questions 1.1.3	Processes/ practices/ activities 1.1.4/1.2.1	Excep- tion/G ap Rating 1.2.2	Evidence 1.2.2	Recommen- dations (Essential/ Desirable) 1.2.4	Person(s) or unit, responsible (delegated responsibility) 1.2.3
<b>CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT - The institution provides quality education, wherever and however its offerings are delivered.</b>						
<b>3.A. The rigor of the institution's academic offerings is appropriate to higher education.</b>						
1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.	Are regular program reviews conducted and results used to improve student learning and program outcomes?	Program review process  Programmatic accreditation  Licensing boards  Professional standards (e.g., SHRM, PMJ)		NPTS - academic catalog, letters of accreditation from ATS and interim reports on assessment of student learning, assessment plans, syllabus template	NPTS - look into how the masters programs differ from BTS programs, how do syllabi compare between UG & GR	NPTS - academic cabinet/faculty, academic services

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Core Component/ Subcomponent	Questions 1.1.3	Processes/ practices/ activities 1.1.4/1.2.1	Excep- tion/G ap Rating 1.2.2	Evidence 1.2.2	Recommen- dations (Essential/ Desirable) 1.2.4	Person(s) or unit, responsible (delegated responsibility) 1.2.3
<b>CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT - The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.</b>						
<b>4.A. The institution ensures the quality of its educational offerings.</b>						
1. The institution maintains a practice of regular program reviews and acts upon the findings.	What is the institutional policy on regular program reviews conducted? Are reports available with data including: course pass rates, completion, SEDCs and FEOCs, quality of curriculum, industry standards? Is there a regular audit of the program alignment with the strategic directions of the North Park University? Is there a regular audit of the program alignment with the student learning outcomes set by the North Park University? Are the reports and audits communicated appropriately to stakeholders? What is the institutional program review calendar?	The Academic Program Review process is being updated. The current process is included in the current assurance argument draft. Program review schedule is in place and Program Review Manual is currently being updated.				

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Core Component/ Subcomponent	Questions 1.1.3	Processes/ practices/ activities 1.1.4/1.2.1	Excep- tion/G ap Rating 1.2.2	Evidence 1.2.2	Recommen- dations (Essential/ Desirable) 1.2.4	Person(s) or unit, responsible (delegated responsibility) 1.2.3
<b>CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES, AND PLANNING - The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities</b>						
<b>5.C. The institution engages in systematic and integrated planning and improvement.</b>						
1. The institution allocates its resources in alignment with its mission and priorities, including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.	a. What is the university's Mission? b. What is the process to identify resources needed? c. What is the process to allocate resources? d. What is the process to evaluate University's objectives? e. What assessments are being made of the progress? f. What process exists for monitoring the goals of the objectives?	• Cost of instruction figures and cost-benefit analysis for programs • Staff reductions				
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.	a. How does North Park University link its processes for assessment of student learning, evaluation of operations, planning, and budgeting? b. How does North Park University plan for the future to ensure the budget will be allocated in manner that will support the operations to facilitate student learning outcomes? c. How does North Park University monitor and evaluate the planning process?	• A clearly articulated document describing the alignment of higher level learning outcomes with the lower level e.g. (Mission and Values) through the lower level institutional goals and outcomes (aligned with the mission and values) • Through the program and GE levels and how these "program level and GE level outcomes" also consider, treat, integrate or account for: specialized accreditation standards elements or assessment requirements. (Aligned with the mission an values as well as institutional goals and outcomes) • Clearly articulated, SLOs, including general education outcomes—outcomes linked to and aligned with curricular experiences in specific course (or programs outside of courses)				

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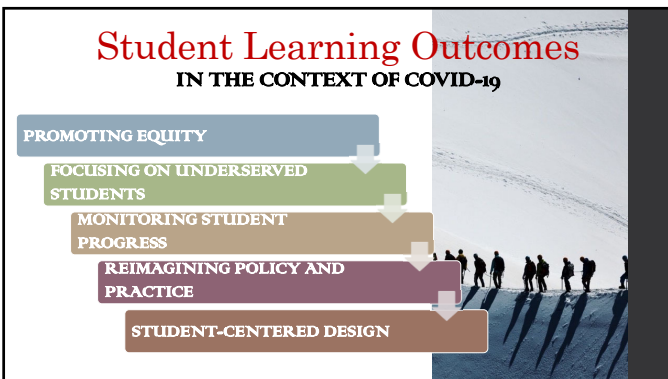
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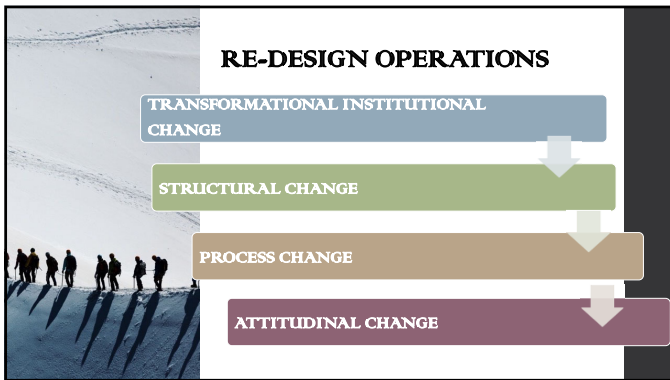
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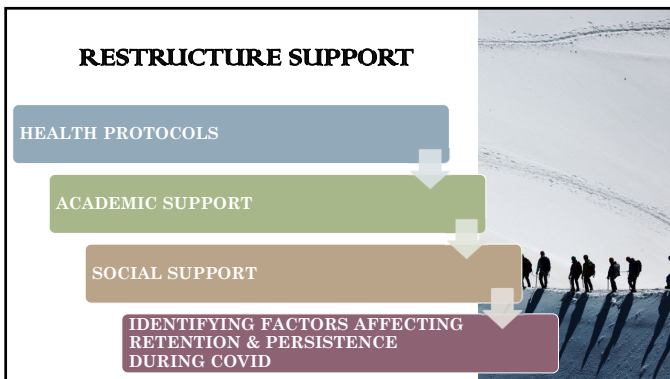
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**CHANGES TO SUPPORT SERVICES**

- Financial assistance
- Mental health support
- Social programming
- Laptop fund
- Disability services
- Academic advising
- Non-academic advising
- Library & writing center
- Commuter services
- Food service



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# Questions

1. What are the operational gaps at your institution?
2. How has COVID-19 redefined gaps at your institution?
3. What is the potential at your institution for using gap analysis to
  - ❖ DEVELOP A CULTURE OF CONTINUOUS IMPROVEMENT
  - ❖ PREPARE FOR REAFFIRMATION OF ACCREDITATION
  - ❖ MITIGATE RISK DURING CRISES SUCH AS COVID-19 AND IMPLEMENT BRAND NEW PRACTICES POSSIBLY FOR THE BETTER



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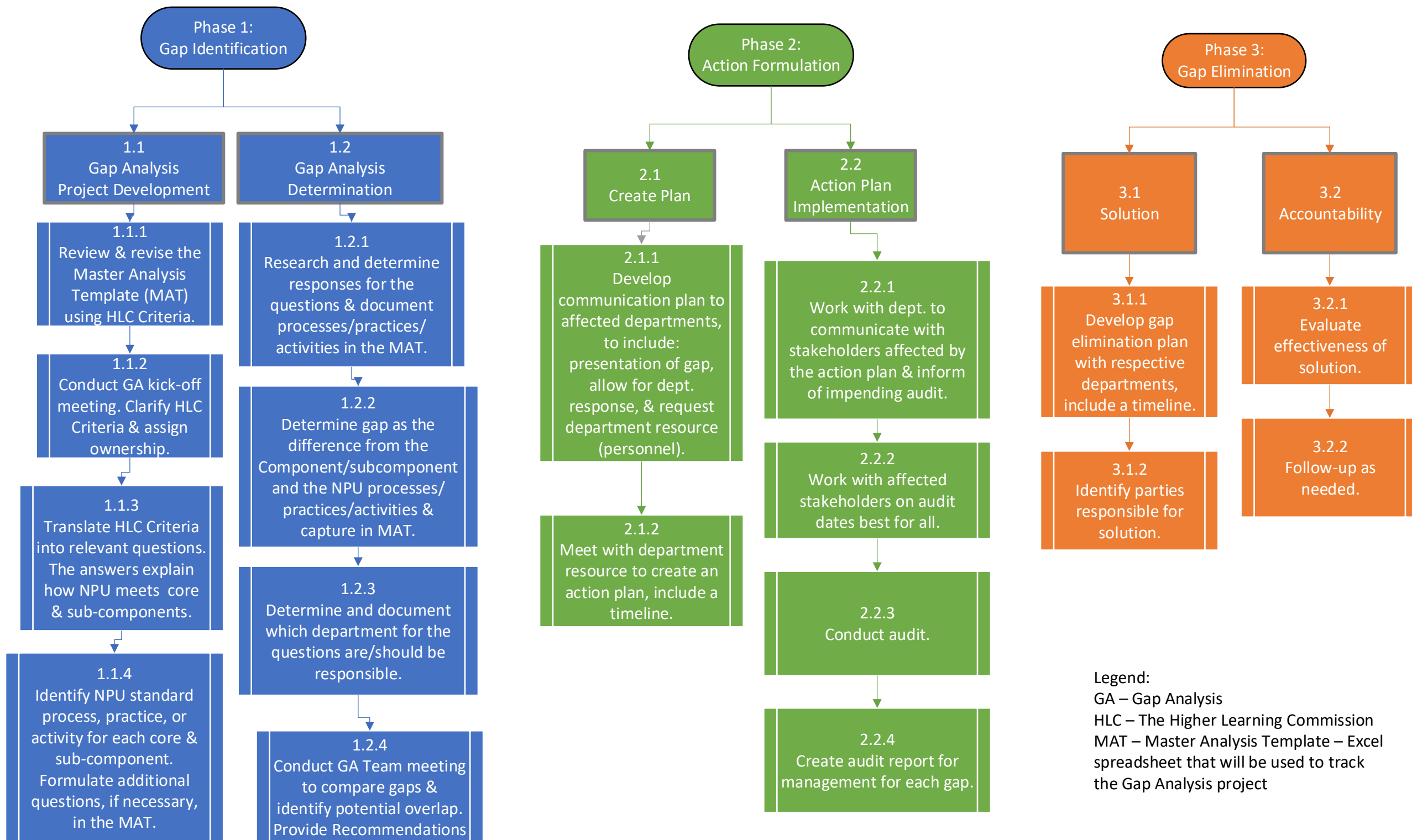
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## NPU Gap Analysis Project Timeline

Task Name	Duration	Start	Finish
<b>North Park Accreditation Gap Analysis</b>	<b>190 days</b>	<b>Mon 4/1/19</b>	<b>Fri 12/20/19</b>
<b>Phase 1: Gap Identification</b>	<b>45 days</b>	<b>Mon 4/1/19</b>	<b>Fri 5/31/19</b>
<b>1.1 Gap Analysis Project Development</b>	<b>15 days</b>	<b>Mon 4/1/19</b>	<b>Fri 4/19/19</b>
1.1.3 Translate HLC Criteria into relevant questions. The answers explain how NPU meets core & sub-components	5 days	Mon 4/8/19	Fri 4/12/19
1.1.4 Identify NPU standard process, practice, or activity for each core & sub-component. Formulate additional questions, if necessary in the MAT	5 days	Mon 4/15/19	Fri 4/19/19
<b>1.2 Gap Analysis Determination</b>	<b>30 days</b>	<b>Mon 4/22/19</b>	<b>Fri 5/31/19</b>
1.2.1 Research and determine responses for the questions & document processes/Practice/activities in the MAT	5 days	Mon 4/22/19	Fri 4/26/19
1.2.2 Determine gap as the difference from the Component/subcomponent and the NPU processes/practices/activities & capture in MAT	5 days	Mon 4/29/19	Fri 5/3/19
1.2.3 Determine and document which department for the questions are/should be responsible	5 days	Mon 5/6/19	Fri 5/10/19
1.2.4 Conduct GA Team meeting to compare gaps & identify potential overlap. Provide Recommendations	15 days	Mon 5/13/19	Fri 5/31/19
<b>Phase 2: Action Formulation</b>	<b>45 days</b>	<b>Mon 6/3/19</b>	<b>Fri 8/2/19</b>
<b>2.1 Create Plan</b>	<b>15 days</b>	<b>Mon 6/3/19</b>	<b>Fri 6/21/19</b>
2.1.1 Develop communication plan to affected departments, to include: presentation of gap, allow for dept. response, & request department resource (personnel)	10 days	Mon 6/3/19	Fri 6/14/19
2.1.2 Meet with department resource to create an action plan, include a timeline	5 days	Mon 6/17/19	Fri 6/21/19
<b>2.2 Action Plan Implementation</b>	<b>30 days</b>	<b>Mon 6/24/19</b>	<b>Fri 8/2/19</b>
2.2.1 Work with dept. to communicate with stakeholders affected by the action plan & inform of impending audit	5 days	Mon 6/24/19	Fri 6/28/19
2.2.2 Work with affected stakeholders on audit dates best for all.	5 days	Mon 7/1/19	Fri 7/5/19
2.2.3 Conduct audit	10 days	Mon 7/8/19	Fri 7/19/19
2.2.4 Create audit report for management for each gap	10 days	Mon 7/22/19	Fri 8/2/19
<b>Phase 3: Gap Elimination</b>	<b>100 days</b>	<b>Mon 8/5/19</b>	<b>Fri 12/20/19</b>
<b>3.1 Solution</b>	<b>30 days</b>	<b>Mon 8/5/19</b>	<b>Fri 9/13/19</b>
3.1.1 Develop gap elimination plan with respective departments, include a timeline	20 days	Mon 8/5/19	Fri 8/30/19
3.1.2 Identify parties responsible for solution	10 days	Mon 9/2/19	Fri 9/13/19
<b>3.2 Accountability</b>	<b>70 days</b>	<b>Mon 9/16/19</b>	<b>Fri 12/20/19</b>
3.2.1 Evaluate effectiveness of solution	10 days	Tue 9/17/19	Mon 9/30/19
3.2.2 Follow-up as needed	2 days	Wed 10/30/19	Thu 10/31/19
Implement solutions	30 days	Mon 11/4/19	Fri 12/13/19
Gap Analysis Report Complete	5 days	Mon 12/16/19	Fri 12/20/19



## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

2A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behaviour on the part of its governing Board, administration, faculty, and staff.							
2A Core Component Subcomponents:		Gap Analysis Questions: 6/13/19: DP	Processes, Practices, Activities:	Gap Rating:	Evidence:	Recommendations: • Essential • Desirable	Who's Responsible:
I.	<b>The institution develops and the governing board adopts the mission.</b>	<ul style="list-style-type: none"> <li>How is the mission created and/or revised?</li> <li>What is the institution's process?</li> <li>What is the process by which the governing Board adopts the mission?</li> </ul>	<ul style="list-style-type: none"> <li>Mission creation process by the institution.</li> <li>Governing process of adoption as documented in the minutes.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>We would be looking for a standard operating procedure for the creation and/or revision of the mission by the institution?</li> <li>Is there a standard operating procedure for the adoption of the mission of the Board?</li> </ul>	<ul style="list-style-type: none"> <li>The process should be stated in the bylaws. The process should be evaluated by the institution every three years effectiveness? The adoption of the mission should be evaluated by the Board</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> <li>Bard Executive Committee</li> </ul>
II.	<b>The institution operates with integrity in its financial, academic, human resources, and auxiliary functions.</b>	<ul style="list-style-type: none"> <li>How does North Park University represent itself in terms of:               <ul style="list-style-type: none"> <li>program degree requirements</li> <li>faculty and staff</li> <li>student costs</li> <li>controls in place</li> <li>accreditation relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>P &amp; P Manual</li> <li>Student Handbooks</li> <li>University Catalog</li> <li>Marketing Compliance SOP</li> <li>University media policy</li> <li>Academic Annual Report</li> <li>Consumer Information Guide</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT SOME PROCESSES AND PROCEDURES ARE IN PLACE</b></li> </ul>	<ul style="list-style-type: none"> <li>There is a Finance Committee of the Board of Trustees that approves the budget presented by the President and the Chief Financial Officer.</li> <li>There are limited protocols and processes in place by which that budget is developed.</li> <li>There is a need for a standard budget operating process.</li> <li>The university does have a MAPP document that details for university faculty what they can and cannot do.</li> <li>The seminary has a similar document.</li> <li>Not sure what is available for staff.</li> </ul>	<ul style="list-style-type: none"> <li>The budget process should be codified.</li> <li>The Finance Committee of the Board of Trustees or some committee of the Trustees, maybe the Executive Committee should have line by line access.</li> <li>Staff policies should be laid out similar to university faculty and seminary faculty.</li> </ul>	<ul style="list-style-type: none"> <li>HR</li> <li>VP of Finance</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

					<ul style="list-style-type: none"> <li>HR has policies that govern employment rights and responsibilities.</li> <li>There is not a plan for a regular audit to be conducted. Audit intervals need to be established.</li> </ul>		
<b>2B</b>	<b>The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</b>						
<b>2B Core Component Subcomponents:</b>		<b>Gap Analysis Questions:</b> 6/6/19: LS	<b>Processes, Practices, Activities:</b>	<b>Gap Rating:</b>	<b>Evidence:</b>	<b>Recommendations:</b> • <b>Essential</b> • <b>Desirable</b>	<b>Who's Responsible:</b>
I.	<b>The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.</b>	<ul style="list-style-type: none"> <li>How is information on HLC accreditation published re: HLC as our accrediting body as well as HLC committees and office of institutional effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>Noted on website</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>A web page which right now lists headings of:</li> <li>Self-study committee, accreditation Q &amp; A, public comments, theme/goals. <a href="https://www.northpark.edu/ab-out-north-park-university/accreditation/self-study-steering-committee/">https://www.northpark.edu/ab-out-north-park-university/accreditation/self-study-steering-committee/</a></li> <li>Office of Institutional Effectiveness noted here <a href="https://www.northpark.edu/ab-out-north-park-university/office-of-the-provost/office-of-institutional-effectiveness-oie/">https://www.northpark.edu/ab-out-north-park-university/office-of-the-provost/office-of-institutional-effectiveness-oie/</a></li> </ul>	<ul style="list-style-type: none"> <li>Accreditation page needs updating as well as the OIE page as it lists Hannah Anthony as ALO</li> </ul>	<ul style="list-style-type: none"> <li>UMC and Lisa N</li> </ul>
		<ul style="list-style-type: none"> <li>How are accreditation relationships represented?</li> </ul>	<ul style="list-style-type: none"> <li>How are accreditation relationships represented?</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.northpark.edu/ab-out-north-park-university/accreditation/accrediting-bodies/">https://www.northpark.edu/ab-out-north-park-university/accreditation/accrediting-bodies/</a></li> <li>This includes the Seminary.</li> </ul>		

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

	<ul style="list-style-type: none"> <li>How does the university determine tuition each year?</li> </ul>	<ul style="list-style-type: none"> <li>Looking for SOP of process in decision-making of tuition increases</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>Put through help desk ticket.</li> <li>6/5/19: EC: Follow up email has been sent to Scott Stenmark</li> </ul>	<ul style="list-style-type: none"> <li>Waiting on results of help desk ticket to determine recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>Waiting on results of help desk ticket to determine recommendation</li> </ul>
	<ul style="list-style-type: none"> <li>How are costs to students represented?</li> </ul>	<ul style="list-style-type: none"> <li>Listed on the website</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>They are listed on the website.</li> <li><a href="https://www.northpark.edu/admissions-aid/financial-aid/">https://www.northpark.edu/admissions-aid/financial-aid/</a>.</li> <li>This link contains information on tuition and other costs for traditional undergraduate, graduate, and degree completion.</li> <li>Seminary tuition and fees can be found here.</li> <li><a href="https://www.northpark.edu/seminary/admissions/tuition-and-financial-aid/tuition-and-fees/">https://www.northpark.edu/seminary/admissions/tuition-and-financial-aid/tuition-and-fees/</a></li> </ul>	<ul style="list-style-type: none"> <li>Require fewer clicks to get to this information more easily</li> </ul>	<ul style="list-style-type: none"> <li>UMC</li> </ul>
	<ul style="list-style-type: none"> <li>How is the governance structure shown?</li> <li>What about student governance?</li> </ul>	<ul style="list-style-type: none"> <li>Should be on website</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>I found this webpage.</li> <li><a href="https://www.northpark.edu/about-north-park-university/office-of-the-president/administrative-team/">https://www.northpark.edu/about-north-park-university/office-of-the-president/administrative-team/</a>.</li> <li>BUT this is just the senior team. It does not show the governance structure and I am not sure where to find it.</li> </ul>	<ul style="list-style-type: none"> <li>Identify governance/org chart and put on website.</li> </ul>	<ul style="list-style-type: none"> <li>UMC</li> <li>Lisa</li> </ul>
	<ul style="list-style-type: none"> <li>Where can we find information on academic offerings?</li> </ul>	<ul style="list-style-type: none"> <li>Academic Catalog</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>This link shows catalogs for both NPU and the seminary.</li> <li><a href="https://www.northpark.edu/academics/undergraduate-programs/academic-assistance/academic-catalog/">https://www.northpark.edu/academics/undergraduate-programs/academic-assistance/academic-catalog/</a></li> </ul>		
	<ul style="list-style-type: none"> <li>Where can we find information on faculty and staff?</li> </ul>	<ul style="list-style-type: none"> <li>On website</li> </ul>	<ul style="list-style-type: none"> <li><b>MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.northpark.edu/faculty-staff-directory/">https://www.northpark.edu/faculty-staff-directory/</a>.</li> </ul>		<ul style="list-style-type: none"> <li>UMC and Seminary</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

					<ul style="list-style-type: none"> <li>This link includes seminary but does it include everyone. I did not see Luke Palmerlee, for instance?</li> </ul>		
		<ul style="list-style-type: none"> <li>Where is the Student consumer information shown?</li> </ul>	<ul style="list-style-type: none"> <li>Shown on the website, but not all links work on this page.</li> </ul>	<ul style="list-style-type: none"> <li><b>MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.northpark.edu/admissions-aid/financial-aid/financial-aid-overview/student-consumer-information/">https://www.northpark.edu/admissions-aid/financial-aid/financial-aid-overview/student-consumer-information/</a>.</li> <li>Does this cover the seminary too?</li> </ul>	<ul style="list-style-type: none"> <li>Check all links to make sure they are working and have the correct information.</li> <li>Should specify this covers the seminary. Too. if this is the case.</li> </ul>	<ul style="list-style-type: none"> <li>UMC</li> <li>Lisa</li> </ul>
		<ul style="list-style-type: none"> <li>Do we post information on the annual safety, security, and report?</li> </ul>	<ul style="list-style-type: none"> <li>On website</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>Can download the report here.</li> <li><a href="https://www.northpark.edu/campus-life-and-services/campus-services/campus-safety-and-security/campus-safety-and-security-report/">https://www.northpark.edu/campus-life-and-services/campus-services/campus-safety-and-security/campus-safety-and-security-report/</a></li> </ul>		
II.	<b>The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.</b>	<ul style="list-style-type: none"> <li>Where is evidence to be found regarding contributions to the educational experience via research?</li> </ul>	<ul style="list-style-type: none"> <li>MATS in seminary focuses on research and directed research/. NPU undergraduate also has directed research and NPRESS</li> </ul>	<ul style="list-style-type: none"> <li><b>MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.northpark.edu/stories/npres-students-share-research-findings/">https://www.northpark.edu/stories/npres-students-share-research-findings/</a>.</li> <li>I found this webpage on NPRESS research findings but they are from 2016. I imagine the assessment report for MAT would confirm evidence of research that effects the educational experience.</li> </ul>	<ul style="list-style-type: none"> <li>Need more recent NPRESS research findings.</li> <li>I imagine the assessment report for MAT would showcase research.</li> </ul>	<ul style="list-style-type: none"> <li>Not sure where this comes from - University Dean??</li> </ul>
		<ul style="list-style-type: none"> <li>Where is evidence to be found regarding contribution to the educational experience via community engagement?</li> </ul>	<ul style="list-style-type: none"> <li>Catalyst should have a co-curricular assessment report</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>Is there a co-curricular assessment report for Catalyst?</li> </ul>	<ul style="list-style-type: none"> <li>Need catalyst assessment report</li> </ul>	<ul style="list-style-type: none"> <li>Catalyst staff/faculty: Rich Kohng, Rachelle Ankney</li> </ul>
		<ul style="list-style-type: none"> <li>Where is evidence to be found regarding contribution to the educational experience via experiential learning?</li> </ul>	<ul style="list-style-type: none"> <li>Need SOP for PLA regarding experiential learning evidence.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>SPS is working on SOP for Prior Learning Assessment portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>SPS is working on this.</li> </ul>	<ul style="list-style-type: none"> <li>Dean of SPS</li> <li>SPS PLA Coordinator</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

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		<ul style="list-style-type: none"> <li>Where is evidence to be found regarding contribution to the educational experience via religious or spiritual purpose?</li> </ul>	<ul style="list-style-type: none"> <li>UMIn, seminary, curriculum and mission statement.</li> <li>Should also be in assessment data.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>Not sure where to find assessment data for this for NPU except possibly in individual program assessments and co-curricular assessment documents such as those for UMIN.</li> <li>Seminary accreditation paperwork may contain this information</li> </ul>	<ul style="list-style-type: none"> <li>Need assessment reports.</li> </ul>	<ul style="list-style-type: none"> <li>EAC</li> <li>LISA</li> </ul>
		<ul style="list-style-type: none"> <li>Where is evidence to be found re: contribution to the educational experience via economic development?</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure plan</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>There should be an infrastructure plan that would note the educational experience, if, for example, Carlson was remodeled.</li> <li>Are there data already to showcase how the Johnson Center or remodeling of Hanson Hall have contributed to the educational experience?</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure plan needed.</li> </ul>	<ul style="list-style-type: none"> <li>VP of Finance</li> </ul>
<b>2C</b>	<p><b>The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.</b></p> <ol style="list-style-type: none"> <li><b>The governing board’s deliberations reflect priorities to preserve and enhance the institution.</b></li> <li><b>The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</b></li> <li><b>The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</b></li> <li><b>The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</b></li> </ol>						
	<b>2C Core Component Subcomponents:</b>	<b>Gap Analysis Questions:</b> 6/13/19: DP	<b>Processes, Practices, Activities:</b>	<b>Gap Rating:</b>	<b>Evidence:</b>	<b>Recommendations:</b>	<b>Who’s Responsible:</b>
I.	<b>The governing board is trained and knowledgeable so that it makes informed decisions with</b>	<ul style="list-style-type: none"> <li>Who is responsible for the training?</li> <li>Should this be an outside firm or person?</li> </ul>	<ul style="list-style-type: none"> <li>Board of Trustees minutes.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>We should be looking for annual operational training plans for the Board. There should be</li> </ul>	<ul style="list-style-type: none"> <li>Regular Board training built into every Board meeting</li> </ul>	<ul style="list-style-type: none"> <li>President’s Office.</li> </ul>



## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

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	<p><b>respect to the institution's financial and academic policies and practices and the Board meets its legal and fiduciary responsibilities.</b></p>	<ul style="list-style-type: none"> <li>• How regular is the training?</li> <li>• Are there different levels of training?</li> </ul>			<p>within the Board of Trustee documents the type of training and the cycle by which this training is taking place and by whom.</p>	<p>cycle. Board meets three times a year.</p> <ul style="list-style-type: none"> <li>• Some portion of the Board meeting should be set aside specifically for training in a specific board function.</li> <li>• Could segment the training either by responsibility on the Board or tenure on the Board. For example, all first-year Trustees experience this type and level of training. Or members of the Finance Team experience this type of training</li> </ul>	
II.	<p><b>The governing board's deliberations reflect priorities to preserve and enhance the institution.</b></p>	<ul style="list-style-type: none"> <li>• Who sets the institution's priorities?</li> <li>• How are they accessed?</li> <li>• What role does a strategic plan play in developing the priorities of the institution?</li> <li>• Who are the major stakeholders in the development of a strategic plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan document</li> <li>• Board of Trustee minutes</li> <li>• Operational or action plans developed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>• We should be looking not only for a strategic plan but the ongoing process by which this plan is being developed.</li> <li>• We should also be looking for operational or actions plans that are specific, measurable, attainable, realistic and time bound that are used to implement the strategic plan.</li> <li>• We should also look for documentation that describes how the plan is being evaluated for effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and ongoing strategic and operational planning done on the Senior Team and President level with oversight and investment by the Board.</li> <li>• Board involvement in the development of the strategic plan should not be overlooked.</li> <li>• The action / operational plan development is a</li> </ul>	<ul style="list-style-type: none"> <li>• President's Office</li> <li>• Senior Team</li> <li>• Board of Trustees</li> <li>• Executive Committee</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

						Senior Team / Administrative Staff responsibility.	
III.	<b>The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.</b>	<ul style="list-style-type: none"> <li>How is feedback gathered from both internal and external stakeholders?</li> <li>Who oversees this process?</li> <li>How is the process executed and by whom?</li> </ul>	<ul style="list-style-type: none"> <li>Annual feedback planning document.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>We should be able to identify specific activities that are used on an ongoing basis to gather feedback from both internal and external constituencies.</li> <li>We should also be able to identify a central storage place for this data and who is doing the ongoing analysis of this data.</li> </ul>	<ul style="list-style-type: none"> <li>A University communication team should be put together to represent all entities that connect both internally and externally. This team should have as its goal implementing a mechanism that will in real time allow the Board of Trustees and Senior Team to know in detail the perceptions and needs of both our internal and external constituencies as well as how we are doing in meeting those expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Development</li> <li>Alumni Affairs</li> <li>VP of Church Relations,</li> <li>Communications</li> <li>Marketing</li> </ul>
IV.	<b>The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.</b>	<ul style="list-style-type: none"> <li>As a school owned by one entity, the ECC, what are the stated boundaries in the bylaws that discuss the issue of governance?</li> <li>Are there similar models we can learn from whose governance model is similar?</li> </ul>	<ul style="list-style-type: none"> <li>Founding documents</li> <li>Bylaws</li> <li>ECC founding documents</li> <li>Board of Trustee policy manual</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>It is very clear in the bylaws where the boundaries are in terms of governance.</li> <li>The board has specific oversight responsibilities as well as certain responsibilities to the ECC.</li> </ul>	<ul style="list-style-type: none"> <li>Regular and ongoing meetings between the President of the University and the ECC leadership team should be required.</li> <li>Clear lines of boundaries should be maintained.</li> <li>However, clear lines where the ECC as the owner has governing</li> </ul>	<ul style="list-style-type: none"> <li>ECC Annual Meeting</li> <li>NPU Board of Trustees</li> <li>ECC Executive Board and President</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

						authority should be upheld by the university.	
V.	<b>The governing board delegates days-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.</b>	<ul style="list-style-type: none"> <li>Clear policies and protocols should be in place in the area of degree program assessment, curriculum development, and new program development.</li> </ul>	<ul style="list-style-type: none"> <li>MAPP</li> <li>Seminary Academic policy manual</li> <li>Assessment manual for both seminary and university</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>Area of assessment is very weak for both the seminary and the university.</li> <li>The seminary over the past two years has been forced to grapple with this issue due to an ATS self-study accreditation visit in the Fall 2017, which almost saw the institution be put on warning.</li> <li>Office of Institutional Effectiveness does not exist.</li> <li>Office of Accreditation only has one full time person.</li> <li>No central data base nor best practices among the various colleges.</li> </ul>	<ul style="list-style-type: none"> <li>Immediate expansion needed in terms of personnel in the area of Institutional Effectiveness and Assessment.</li> <li>Scope of authority for University Associate Provost needs to be granted and ensured.</li> <li>Best practices across all the colleges need to be codified in the area of degree program assessment and institutional assessment.</li> </ul>	<ul style="list-style-type: none"> <li>University Associate Provost of Assessment.</li> <li>University Assessment Team</li> <li>Academic Dean of the Seminary</li> <li>Provost of the University</li> </ul>
<b>2D</b>	<b>The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</b>						
<b>2D Core Component Subcomponents:</b>		<b>Gap Analysis Questions:</b> 6/20/19: AH	<b>Processes, Practices, Activities:</b>	<b>Gap Rating:</b>	<b>Evidence:</b>	<b>Recommendations:</b>	<b>Who's Responsible:</b>
I.	<b>Nothing listed on Gap Analysis Report.</b>	<ul style="list-style-type: none"> <li>How does the university support academic freedom and freedom of expression for faculty, students and staff?</li> <li>Where and how is this communicated?</li> </ul>	<ul style="list-style-type: none"> <li>MAPP - Sections 9.1 and 10.1</li> <li><u>Censorship</u>: University Catalog p.20 and Student handbook p. 90</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>Section 9.1 of MAPP includes the AAUP Statement of Professional Obligations regarding academic freedom and the pursuit of truth.</li> </ul>	<ul style="list-style-type: none"> <li>Should develop specific statement on peaceful assembly of students since this is not directly addressed anywhere.</li> </ul>	<ul style="list-style-type: none"> <li>Student Engagement?</li> <li>Office of Diversity?</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

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		<ul style="list-style-type: none"> <li>What are the supported and sponsored activities that allow for a discussion of varying views and opinions?</li> <li>What are the policies and procedures for peaceful assembly of students?</li> <li>Where and how are they communicated?</li> <li>What are the general education options and how are they communicated?</li> </ul>	<ul style="list-style-type: none"> <li><u>Academic dishonesty</u>: University Catalog p. 21 and Student handbook p.18</li> <li><u>Core curriculum</u>: University Catalog p. 28</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET FOR PEACEFUL ASSEMBLY OR SPONSORED ACTIVITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>Section 10.1 of MAPP includes a statement of academic freedom referring to the AAUP.</li> <li>Censorship: University Catalog p.20, Item 8 addresses censorship for the student. Same wording can be found on p. 90 of the Student Handbook, Item 8.</li> <li>Academic dishonesty: Statements defining academic dishonesty, can be found in University Catalog p. 21 Student handbook p.18 expands on that and includes consequences and remedies.</li> <li>Core curriculum: Outlined in University Catalog beginning on p. 28. Requirements listed as well as courses which meet the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Waiting on evidence regarding activities.</li> <li>Do we need evidence on what core curriculum courses are actually offered?</li> </ul>	
<b>2E</b>	<p><b>The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</b></p> <ol style="list-style-type: none"> <li><b>The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</b></li> <li><b>Students are offered guidance in the ethical use of information resources.</b></li> <li><b>The institution has and enforces policies on academic honesty and integrity.</b></li> </ol>						
<b>2E Core Component Subcomponents:</b>	<b>Gap Analysis Questions:</b> 6/20/19: AH	<b>Processes, Practices, Activities:</b>	<b>Gap Rating:</b>	<b>Evidence:</b>	<b>Recommendations:</b>	<b>Who's Responsible:</b>	
					<ul style="list-style-type: none"> <li>Essential</li> <li>Desirable</li> </ul>		

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

I.	<p><b>Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.</b></p>	<ul style="list-style-type: none"> <li>Are the policies and procedures for research projects communicated to faculty and students?</li> <li>Are there mechanisms in place to ensure regulatory compliance and ethical behavior in research projects?</li> </ul>	<ul style="list-style-type: none"> <li>IRB Page on the University Website <a href="https://www.northpark.edu/about-north-park-university/office-of-the-provost/university-committees/institutional-review-board">https://www.northpark.edu/about-north-park-university/office-of-the-provost/university-committees/institutional-review-board</a></li> <li>Undergraduate Research Committee – Directed Research Course requirements and reports</li> </ul>	<ul style="list-style-type: none"> <li><b>MET</b></li> </ul>	<ul style="list-style-type: none"> <li>The Directed Research reports document the research performed but do not document policies and procedures.</li> <li>The IRB page of the website describes the policies and procedures for submission, includes all forms and due dates for submission.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
II.	<p><b>The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</b></p>	<ul style="list-style-type: none"> <li>Are there mechanisms to inform faculty and staff on: <ul style="list-style-type: none"> <li>NPU's policy relating to the management of intellectual property</li> <li>Any shared intellectual property arrangements with external partners.</li> <li>Advice and support on the translation of research innovations into new products?</li> </ul> </li> <li>Are reports available on the number of projects involving intellectual property and commercialization issues?</li> <li>Are reports available on the number of projects involving intellectual property and are areas of growth identified from these?</li> <li>Is feedback collected on the satisfaction of support provided on the management of intellectual property and commercialization issues?</li> </ul>	<ul style="list-style-type: none"> <li>There are no policies on intellectual property other than as it relates to online course development.</li> </ul>	<ul style="list-style-type: none"> <li><b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>Emma Coyne is getting copies of the COE contracts for online course development.</li> </ul>	<ul style="list-style-type: none"> <li>Need policy and procedures for intellectual property.</li> </ul>	<ul style="list-style-type: none"> <li>Provost's Office</li> </ul>

## Gap Analysis Example

### Criterion 2A: Integrity: Ethical and Responsible Conduct

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III.	<p><b>The institution provides students guidance in the ethics of research and use of information resources.</b></p>	<ul style="list-style-type: none"> <li>• Are there mechanisms to inform students on NPU's policy relating to intellectual property?</li> <li>• Is student feedback collected on the satisfaction of support provided?</li> <li>• What resources are available to provide information and guidance to students about intellectual property and the ethical use of information?</li> </ul>	<ul style="list-style-type: none"> <li>• University Catalog</li> <li>• University Library SOP</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NOT MET</b></li> </ul>	<ul style="list-style-type: none"> <li>• Waiting on information from library.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> </ul>
IV.	<p><b>The institution enforces policies on academic honesty and integrity.</b></p>	<ul style="list-style-type: none"> <li>• Have there been incidents of reported breaches of the ethics policy?</li> <li>• What are the disciplinary policies?</li> </ul>	<ul style="list-style-type: none"> <li>• MAPP, Section 7.7, 8 and 10.7</li> <li>• Student Handbook, p. 18 - 21</li> <li>• University Catalog, p. 21</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MET BUT</b></li> </ul>	<ul style="list-style-type: none"> <li>• MAPP, Section 7.7 addresses situations and process which would lead to dismissal of tenured faculty. Section 8 addresses sanctions other than dismissal and Section 10 addresses process for matters not addressed elsewhere.</li> <li>• No evidence for actual incidents.</li> <li>• Academic Dishonesty: Statements defining academic dishonesty can be found in University Catalog p. 21. Student handbook p.18 expands on that and includes consequences and remedies.</li> </ul>	<ul style="list-style-type: none"> <li>• Need evidence on reported breaches</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>