



YUIN UNIVERSITY

Institutional Assessment Plan

2017-2018

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Accreditation

Yuin University is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Yuin University is an Applicant institution of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Rd., Forest, VA 24551] having been approved by TRACS' Application Review Committee on November 18, 2016, hosted a successful staff visit on February 24, 2017, and responded to the staff report recommendations on May 12, 2017.

TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Mission

Yuin University is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. We promote an open and welcoming campus that builds skills for lifelong learning. We assist students to reach their goals in higher education. We strive to graduate students who embody the virtues of integrity, respect for human dignity and commitment to justice. This accomplished by facilitating educational and academic excellence through exceptional management of University operations and resources, innovative delivery systems and student services, and relevant programs that are learner-centered, and success-oriented.

Mission (Vision) Statement

Yuin University is a faith-based Christian institution that welcomes students of all faiths and backgrounds into a quality, values-based education. We foster a student-centered approach to allow each individual to develop spiritually, morally, and intellectually in order to pursue lives of leadership and service.

Core Values

The core values of Yuin University are Openness, Integrity, Service, Respect, and Creativity as follows;

- Openness: We welcome freedom of inquiry and diversity of experience within a community of educator and learners who seek truth, moral wisdom and global understanding.
- Integrity: We strive for academic and professional excellence in an educational experience that builds character and values the whole person.
- Service: We encourage our students to seek a just-world and lead lives of compassion and service to others.
- Respect: Respect for all persons by treating them with courtesy, politeness and kindness.
- Creativity: In the fulfillment of mission we will create conversations of alternative futures and possibilities.

Purpose and Objectives

All Degrees

To develop a closer relationship with our Lord Jesus Christ

- To implement moral decision making in all aspects of our students' lives
- To be proficient in the student's course of study
- To promote a desire for life-long learning and service

Masters

Students with a Master's degree from Yuin will have a high level of competence and possess the ability to lead in their chosen field of study.

Doctoral

Students will be experts in their chosen field of study and be able to expand upon the current body of knowledge

Philosophy of Education

Yuin University is a community of scholars committed to the search for truth and the pursuit of academic excellence as a Christian faith-based institution. Students of all races, creeds, and cultural backgrounds are welcome to join us in our intellectual quest.

Yuin University seeks to preserve and enrich the dignity of every person who becomes a part of this community. It affords the opportunity for sharing ideas and values from many different traditions. Increased understanding should contribute to the awareness of a serious responsibility toward all humankind.

Ethical Values and Standards

Yuin University, in accordance with Title VI of the Civil Rights Act of 1964, operates in a nondiscriminatory manner with regard to race, color, age, or natural origin. Furthermore, as required by Title IX of the 1972 Education Amendments, Yuin University does not discriminate on the basis of sex in its educational programs, activities, or employment policies.

Yuin University also provides equal opportunity for qualified handicapped persons in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973. Instructional and other facilities (including an elevator to the second story) are readily accessible to handicapped students. Inquiries and appeals regarding compliance should be directed to the University Dean of Students.

Students enrolling at Yuin University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to a member of an academic community. The University, therefore, expects its students to conduct themselves as responsible individuals, considerate and respectful of the rights and interests of others. The University reserves the right to exclude at any time students whose conduct is deemed undesirable or prejudicial to the University community's best interests.

At the discretion of the Dean, a student may be dismissed from school for a serious incident or repeated incidents of an intoxicated or drugged state of behavior, possession of drugs or alcohol upon the school premises, behavior creating a safety hazard to other students at school, disobedient or disrespectful behavior to another student, Registrar, or faculty member, or any other stated or determined infraction of conduct.

If, in the judgment of the administration a student's conduct does not conform to the standards, the University, may, after following such procedures as they consider appropriate, with due regard to the rights of the individual, impose such penalties as they may determine the circumstances justify, including dismissal from the University, dismissal from a course, suspension, or disciplinary probation.

Disciplinary probation indicates that the student's relationship with the University is tenuous and that his or her record will be reviewed periodically to determine suitability to remain enrolled. Specific limitations and restrictions on the student's privileges may accompany probation.

Doctrinal Statement

1. The Trinity

The Board, faculty, administration and staff at Yuin University possess an active and visible Christian faith which encourages the entire campus community in our pursuit of a wholesome and practical Christian life. We personally trust in and collectively bear witness to the one, eternal God, revealed as Father, Son and Holy Spirit. (Deut. 6:4; Matt. 28:19; 2 Cor. 13:14; John 4:24)

2. God the Father

We believe in God the Father who created the heavens and the earth. We believe in God the Son, Jesus Christ, who was conceived by the Holy Spirit and born of the Virgin Mary. Jesus suffered, died and was buried. He rose from the dead. Jesus ascended into heaven and remains with the Father and the Holy Spirit to judge the living and the dead. Jesus Christ alone is the way, the truth and the life. There is salvation in and through no other. (2 Tim. 3:16-17; 2 Pet. 1:20-21; 1 Cor. 2:13)

3. The Holy Spirit

We believe in God the Holy Spirit who is the comforter, sustainer and sanctifier of all who profess faith in Jesus Christ as Savior and Lord. (Rom. 8:9; 1 Cor. 12:12-14; Eph. 1:13-14, Gal. 5:22-25)

4. Salvation

We believe that humanity has hope for redemption from sin by Jesus Christ's life, death and resurrection. It is by God's grace alone that we joyfully receive our salvation through a personal faith in Jesus Christ. (Eph. 2:8-10; Tit. 2:11-14)

5. Revelation, Scripture and Authority

We believe that the Bible is God's revealed Word. It is authoritative and infallible in all matters of faith and practice. (Ps. 19:1-6; Heb. 1:1-2; John 17:17)

6. The Church

We believe that the Church is the body of Christ and God's witness in the world. (Eph. 1:22-23, 5:25-27; 1 Cor. 12:12-14)

7. Our Destiny

We believe that Jesus Christ will return and claim his own, ushering in the new heaven and new Earth in which righteousness will dwell and God will reign forever. (1 Thess. 4:13-18; Zech. 14:4-11; Rev. 20:6)

Introduction

The Institutional Effectiveness and Assessment Plan describes and documents the planning, assessment and program review processes in which Yuin University fulfills its mission and vision. The plan provides a comprehensive scope with resources necessary for institutional assessment. The plan also provides organizational assignments and structures for an institutional assessment.

All of the information and documentation is managed through the Office of the President. The Office of the President ensures that the plan is reviewed and updated annually.

Please direct questions and requests for additional information to the Office of the President.

President

Planning and Assessment

Yuin University was established as an independent, educational institution to provide business and theological education for leaders around the world with an end to granting undergraduate and graduate programs. The institution offers its educational programs in accordance with the view that the Bible is the authority for “Christian” faith and practice.

Yuin University is committed to the leadership of Jesus Christ’s Lordship and to the importance of Christian ethics and values in daily living.

Yuin recruits and retains faculty members who are dedicated to teaching and advising students in order that they may realize the full potential of their abilities and come to understand their personal life service and ministry responsibilities to the local, national, and worldwide community.

Yuin is dedicated to a continuous improvement process for all of its programs and services. This continuous improvement process is driven by mission of the institution, which is incorporated into the institution’s strategic planning process.

Design of Assessment

The purpose of assessment is to gather and analyze the data on the outcome of the specific goals established by the Planning Committee and other committees within Yuin University in compliance with the TRACS benchmark. The following is assessment areas & procedure by each area of the institution.

Goal #1:

Enhance the Quality and Distinctiveness of the Yuin Educational Experience for All Students—Traditional Age Undergraduates, Graduate Students, and Adult Learners.

GENERAL INITIATIVES

1. Provide an increasingly distinctive education that remains affordable.
2. Promote greater faculty and student collaboration on scholarly and creative projects.
3. Enhance and expand learning experience.
4. Promote exceptional and wide-ranging international study experiences to facilitate global awareness.
5. Strengthen career awareness, planning, and placement services for all current students and alumni.
6. Continue systematic review and assessment of programs emphasizing learning outcomes to ensure standards of high quality are maintained.
7. Document and reward outstanding teaching, scholarship, and service, and communicate these professional accomplishments to the wider community.
8. Develop new strategies to recruit, mentor, and retain highly qualified full-time and part-time faculty.
9. Review and enhance retention plans for all student populations.
10. Increase the number of full-time faculty at a rate that exceeds the growth rate in traditional age undergraduate students and at appropriate levels for graduate and adult student population growth.
11. Move forward with the implementation of the Campus Master Plan

ASSESSMENT

The following questions will be used to assess the goal. Information will be gathered and used for evaluation.

- How does Yuin tuition fees compare to other institutions?
- How do tuition fees align with overall University financial plan and requirements?
- In what ways are courses providing collaboration through scholarly discussions and papers?
- How is Yuin promoting a study experience for International students?
- In what is Yuin collaborating with international institutions providing an exchange program?
- In what ways does Yuin provide career awareness for students to use their educational experience?
- In what ways does Yuin review their overall and access learning outcomes with programs?

- How is Yuin recruiting and retaining qualified and excellent faculty?
- How is Yuin doing with ensuring master plan is on track?

EVALUATION

- Provide an annual tuition fees comparison with other Universities that are similar in status with Yuin
- Review classroom collaboration by collecting projects and papers at end of semester an examples of course work.
- Academic committee review programs annually
- At each board meeting Yuin will compare master plan to actual results and project of master plan is on track

Goal #2:

Promote Innovation, Experimentation, and Creativity Throughout All Academic and Administrative Areas of the University.

1. Support a campus culture that encourages and rewards experimentation and innovation.
2. Experiment with new models of education delivery, methods for assessment, and certification of knowledge.
3. Establish a method and process independent of regular operations that explores and nurtures emerging and forward-thinking opportunities that are consistent with our mission and values and have long-term revenue potential.
4. Continually review opportunities for new markets and educational offerings in professional and graduate programs. Develop interdisciplinary courses and programs that promote integrated learning.
5. Develop new pricing models responsive to student ability to pay.
6. Streamline the process for developing new academic courses and programs.

ASSESSMENT

- Each quarter academic committee will review educational methods and propose new initiative ways to improve the current system. Example: moving curriculum and student engagement to online module.
- Review current programs and take an assessment of external University environment and see if we can offer new programs that will enhance career opportunities for students.
- Review income capabilities of students with tuition fees and analyze financial burden

EVALUATION

- Set up timeframes and strategic map on implementing new methods for teaching and review educational outcomes-start with pilot program and incrementally phase in new plan.
- Measure enrollment growth and identify which programs student are attracted to
- Growth will come with affordable tuition and strong programs-measure enrollment growth

Academic programs data collected:

Program review process:

For each program the following is addressed and evaluated: the compatibility of the program with the mission, student enrollment and retention, graduates, degree curriculum content, comparison with other programs, program requirements, library analysis in support of the program, analysis of leadership faculty, financial requirements and income, availability of student services, evidence of program value, satisfaction of graduates with program completion, and syllabi analysis. Each degree program is reviewed every five years according to the following schedule:

DEGREE PROGRAMS	2017	2018	2019	2020
BA in Business Admin.	X			
MBA		X		
Ph.D. in Business Admin.			X	
BA in Theology	X			
M.Div.		X		
Ph.D. in Theology			X	
New Programs				X

Capstone courses Data Collected:

For the following capstone courses which are practicums student performance on various learning activities that address student learning outcomes are tracked. The capstone courses provide a direct measure of student learning. The purpose is document student learning.

Syllabi Data Collected:

All syllabi are reviewed using the Course Syllabus Evaluation Matrix Review to ensure that that required component parts are included on each syllabi. The syllabus should include contact information, course descriptions as contained in the catalog, textbooks, list of the objectives for the specific course as they appear in the curriculum map, instrument(s) used to measure each course objective, requirements for the course and the ones that give evidence that student satisfactorily achieved each goal set forth in the course objectives, grading scale, class schedule, and bibliography.

Graduation rate Data Collected:

The data is collected for undergraduate students using the 150% rule from the TRACS Annual Report and IPEDS.

Job placement of graduates rate Data Collected:

The data is collected for undergraduate and graduate students from the TRACS Annual Report and IPEDS.

Student retention rate Data Collected:

The data is collected for undergraduates and graduates from the TRACS Annual Report and IPEDS.

Exit Interviews Data Collected:

Graduates each year complete the Exit Interview. The Exit Interview asks each graduate to identify if he/she is a full-time or part-time student, how much of the program is completed on-campus, state of residence, denomination, and position desired after graduation, and the degree program pursued. Each graduate answers the question of being employed in the field for which he/she was trained. Based on the degree, the graduate responds how well the institution accomplished the specific learning outcomes in each one. Graduates then respond on how well the institutional objectives were accomplished and how well the doctrinal understanding and belief have been affected by the education at Yuin University.

Goal #3:

Become a Recognized Institution for Preparing Ethical and Effective Leaders for a Global Society.

1. Develop a shared vision of the distinctive contribution Yuin University will make to the field of leadership development.
2. Design, implement, and support academic and co-curricular programming in leadership development across undergraduate, graduate, professional, and executive programs.

ASSESSMENT

- Incorporate leadership development courses in curriculum
- Provide leadership workshops and seminars

EVALUATION

- Publish leadership journals and papers

- Invite key leaders in communities and organizations

Goal #4:

Advance Our Leadership Role in Using Technology to Support Teaching, Learning, Scholarship, and Institutional Effectiveness.

1. Implement and influence new open-source strategies and further promote community- source projects to enhance quality and effectiveness, maintain first adopter advantage, and reduce operational costs.
2. Initiate an advanced Web strategy that includes constant updates, interactivity, social media connections, portability, multimedia tools, and converged communications capabilities.
3. Encourage and support the ethical and appropriate use of social media, real-time collaboration, and other forms of mediated communication to promote innovative ideas and problem solving.
4. Capitalize on the full functionality of the newly implemented Enterprise Resource Planning (ERP) and other service systems to more effectively provide online services to all students, faculty, and staff.
5. Increase opportunities and incentives for faculty to use technology in all teaching venues, research, and scholarship, and provide opportunities to share successful and creative uses.

ASSESSMENT

- Implement IT director to manage website and social media
- Provide University security systems to manage data and outside sources manipulating systems
- Ensure website reflects accurate information and data stated by the University
- Training of faculty and administration on new technology

EVALUATION

- Review technology for compliance
- IT audit to ensure systems are secure and begin used properly

Goal #5:

Build a More Diverse and International University Community.

INITIATIVES – GENERAL

1. Conduct a comprehensive assessment of the campus climate, using the results to ensure that we are a receptive and inviting community that promotes equity and access for all individuals.
2. Implement diversity initiatives based on research of best practices across the industry

ASSESSMENT

- International community has been high at Yuin University and accepting other diverse groups
- Ensure the community continues to grow and embraces all groups, and extending a helping hand to further their goals and aspirations

EVALUATION

- Survey Annual
- Staff Survey Annual
- Faculty Survey Annual
- Alumni Survey
- An important additional component will be interviews of selected members of each of the group above.

Goal #6:

Strengthen the University's Network with External Organizations and Increase Strategic Partnerships to Create New Opportunities for Students, Faculty, Staff, and Alumni.

1. Strengthen and expand advisory boards to enhance our academic programs, create high quality student internships, increase job placement and employment opportunities for our students, and generate fund-raising opportunities.
2. Further refine the University's targeted electronic and social media communications strategy to enhance relationships with external constituencies including alumni, trustees, guidance counselors, and other groups.
3. Develop relationships with external organizations in government, corporate, nonprofit, and other sectors.
4. Enhance relationships with corporate or governmental organizations with professional development/ training programs that can act as feeders to graduate, professional, and degree completion programs.

5. Strengthen existing networks and partnerships in order to provide students, faculty, and staff members with access to new technologies that can be integrated into courses and research.
6. Foster relationships with other educational institutions that could lead to partnerships, articulation agreements, and combined degree programs.

ASSESSMENT

- Intentional efforts made by senior leadership to invite and engage with staff and students at Yuin University
- Community services where staff, students and Yuin Community provide services in the community volunteering to help community members.
- Use networks to hire students and provide opportunities to participate in leadership roles

EVALUTAION

- Keep track of alumni in workplace
- Use alumni to hire students

Alumni Survey Data Collected:

First year, five year, and ten year graduates are surveyed annually in either December or January. The Alumni Survey asks the respondents to identify the year of graduation, degree and track, and ministry involvement. Additionally, the alumnus evaluates the extent to which Yuin prepares the person in 6 areas and that the program of study accomplishes selected issues. Respondents indicate whether they have financially contributed to the institution. The survey concludes with the opportunity to make suggestions for improvement and reflect a positive experience while at Yuin.

Goal #7:

Diversify and Grow the Financial Base of the University.

1. Continue to maintain a budget model that results in annual operating surpluses and is based on fiscally sound resource allocation and investment practices.
2. Implement a budget development process that encourages and rewards growth in revenue and savings in operations.
3. Develop and implement a business plan and operating strategy for graduate and adult programs that will increase enrollment and net income.
4. Broaden the enrollment base, building on established successes: summer pre-college programs, winter/summer intersession courses, internships, and international programs.
5. Pursue more grants based on faculty strengths and interests, and offer

greater financial rewards for grant-winning faculty and their individual schools.

6. Provide content and delivery systems as well as hosting services to colleges, universities, and other organizations to increase revenue streams and reputation.
7. Develop appropriate offerings to respond to students who graduate in fewer than four years, such as combined undergraduate and graduate programs.
8. Capture savings as a result of increased operational efficiencies across all areas of the University.

ASSESSMENT

- Provide a 5 year projection of enrollment
- Provide a 5 year pro-forma for the University
- Begin talking to foundations and donors about educational grants

EVALUATION

- Track business plan with actual
- Track grant proposals and successful funding
- Financial Ratios Data Collected: The auditor computes the following ratios. The goal is for the ratios is trend according to the specified benchmarks. See (Appendix 20) for the definitions and benchmarks. a. Primary Reserve Ratio b. Net Income Ratio c. Return on Net Assets Ratio d. Viability Ratio

Finances demonstrate a financial healthy institution and financial stability

1. External financial audit Assessment Plan
2. Data Collected: The change in net assets is tracked over five year period of time with the goal of demonstrating a positive change in net assets. The data comes from the annual external financial audit.
3. Management Letters, Deficit History, Sufficient Cash Flow, and Debt Retirement Data Collected: This data is collected and analyzed for the previous five fiscal years. The goal is not to have any management letters issued by the auditor. Additionally, the goals are to have no deficits, have sufficient cash flow, and retire debt in order to be debt-free.
4. Gift Income Data Collected: The total gifts for five years are reported with the amounts from organizations and from individuals. Fundraising methods are identified along with the amounts generated from each. Five-year fundraising trends are identified.
5. Priority to learning needs Data Collected: Information on expenditures is gathered from the Statement of Functional Expenses from the external financial audit.
6. Financial stability ratio Data Collected: From the annual audited data, the primary reserve ratio, the equity ratio, and the net income ratio for each fiscal

year is computed. The composite score is computed following the methodology used by the US Department of Education for proprietary and nonprofit institutions. The composite score should be between 1.5 and 3.0 to demonstrate a financially healthy institution.

7. Institutional default ratio Data Collected: The institutional default rate history is reported and analyzed for five years. The goal is for the rate to be under 15%.

The Yuin University Assessment Plan evaluates the very core of the institution's effective, the achievement of the learning outcomes. In addition to evaluating the learning outcomes, the institution's continuous improvement in all areas as expressed in the goals, objectives, and expected outcomes of the Strategic Plan, which are developed to support the Yuin University instructional mission, are the basic elements of this Plan.

As an institution of higher learning, accomplishment of learning outcomes should be the primary focus of the institution. It is, however, important that the institution remain focused on the future while accomplishing its mission in the immediate. Therefore, this Plan documents the process used at Yuin University to assess learning outcomes throughout the educational process and to evaluate progress towards assuring that the institution is positioned for continued effectiveness in the future.

This Plan was adopted as a part of the planning process and is revised and reaffirmed as a part of the planning process. The learning outcomes and strategic goals, objectives, and expected outcomes are reviewed as a part of the planning process. The learning outcomes are published in the University Catalog and the strategic goals, objectives, and expected outcomes are published in the Strategic Plan.

As discussed in the following paragraphs, the assessment process at Yuin University is an ongoing process that involves the faculty, staff, students, governing Board of Yuin University, and community. The assessment cycle, tools, and calendar have been adopted to facilitate an orderly assessment and improvement process at Yuin University.

Purpose of Assessment

The purpose of an assessment plan is to determine the degree to which we achieve our own mission and goals. We have two types of goals: outcomes assessment refers to measurement of student learning (i.e., the value added to students in the areas of our stated intentions), and administrative effectiveness (i.e., the goals for each administrative department).

To write an assessment plan, we begin with the list of institutional goals and consider how to measure each one. "How to measure" includes determining the

instruments to use, the acceptable evidence of achieving that goal (e.g., a passing score), as well as who administers the instruments to whom and when. When administering these instruments, we are not grading students. Instead, we are asking students, alumni, employers, constituent pastors and other to grade us on how well we achieve our own goals.

Achieving our goals should enable us to achieve our mission. From our assessment plan, we develop an annual assessment report on how well we are achieving our goals. Because there is so much to measure, we normally do not measure every goal each year. Our preference is to develop a five year cycle. Instruments assessing a few specified goals are scheduled for each year. In year number five, we include comprehensive instruments (i.e., instruments designed to measure all our goals – such as our Mission and Goals Opinion Survey). Year number five is also used to review the past four years and write a comprehensive report on goal achievement. Year five is also a good time to review our mission and goals.

The mission and goals influence the direction in which a school develops. Thus, it is quite important that a school's leaders carefully consider God's purposes for their school. An assessment plan is a crucial part of a continuous quality improvement process. Each year we conduct research that shows us strengths and weaknesses. From the analysis of this data, we write suggestions for change so that we can better achieve our goals (or take advantage of opportunities that arise because of strengths we identify). Upon final approval, the suggestions are placed in the annual revision of our five-year plan. Thus, assessment impacts planning.

The planning is consulted as a part of budgeting. The final step is monitoring the achievement of the five-year plan (e.g., a monthly check of whether each person is on schedule with his or her assigned items from the five-year plan). Thus, the assessment plan causes Yuin University to progressively look more and more like its mission and goals.

Procedures

How to Operate the Assessment Plan an assessment report must be completed every year. This involves administering instruments, collecting data (e.g., assuring an adequate number of surveys are completed and returned), compiling the data, analyzing the data, suggesting changes to the school based on implications of the analysis, completing a SWOT analysis, and assuring that the suggestions are placed into the five-year plan (and that the five-year plan is used in the budgeting process).

Administering Instruments and Collecting Data

The first step is to determine which instruments are due this year Instruments

can be due every quarter (i.e., the student evaluations of faculty), when particular classes are offered, every year, or during specified years in the five-year cycle. Make a list of what instruments to administer this year.

The next step is to determine the logistics of administering instruments. The assessment show the populations from which to collect data. The assessment also show when to collect the data, where, and how often. If money or other resources are needed, they are listed next. The assessment also show who is responsible to administer the instrument. Although someone besides the director of assessment may be responsible to administer an instrument, the director of assessment is still responsible to make sure the instrument is administered (and administered when, where, and how it should be). This involves reminding people before an instrument is due, and then checking that it was administered.

When administering surveys and other instruments, remember that data analysis is considered when there are more surveys or other instruments. For opinion surveys, 15 surveys are considered a minimum for statistically reliable results. More than 15 are preferred. However, in a small University, it may not always be possible to even have 15 responses. Our accrediting agency will allow us to conduct research with smaller populations.

The TRACS considers decisions on partially reliable data to be preferable to decisions made with no data. Note that how surveys are administered will have a significant impact on how many will be returned. If surveys are mailed or emailed, few will be returned. If students are given surveys in class and told to hand them in before leaving, most or all will be returned.

It is also possible to administer surveys by phone (or SKYPE). Phone surveys also have a high response rate. In some cases, the loss of anonymity during a phone survey may bias results. Still, our accreditation consultant prefers phone surveys to mailed surveys.

Compiling the Data Compiling data can be a tedious task. This task may be assigned to a very responsible student worker or administrative assistant. For numeric data (e.g., average ratings students give to faculty for each question on the faculty evaluations) averages can be generated using a calculator, spreadsheet, or even a calculator. Accuracy is important. For open-ended questions, a student worker or administrative assistant could make a list of short responses. This is appropriate when there are many short responses. It is not always necessary to make such a list of responses.

When there are only a few responses, but the responses are long narratives, it may be unnecessary to make a list of responses.

Analyzing the Data and Drawing

Some statistical wizards compile long and scholarly reports that are practically

useless. A long report which does not generate useful insights and suggestions for change is not worth reading (and is unlikely to be read). There are two parts to analyzing the data.

First, write a report on any meaningful results from each instrument. Perhaps the highest and lowest rated items will be significant. Perhaps comments from important constituencies will be worth discussing. These reports may go into the appendix of the annual assessment report.

The second part of data analysis goes into the body of the report. List the goals in the report. Under each goal, place the table with information on how to assess achievement of that goal. These goal assessment can be copied from the body of this assessment plan.

The two parts of data analysis can be thought of as differing in what they are to analyze. In the appendix, the analysis is of a piece of data. In the body, the analysis would primarily be focused on how well we achieved a particular goal and its sub-goals. Suggestions for change can be included in either or both sections of the report.

The assessment reports should result in a continuous, quality improvement process. This makes it very important that you identify implications of the data. Be thinking of the strengths, weaknesses, opportunities, and threats suggested by the data. In fact, the conclusion of the report should include a list of major issues, as a SWOT analysis (i.e., list of Strengths, Weaknesses, Opportunities, and Threats – SWOT). From the data analysis and SWOT analysis, consider what should be changed (i.e., write suggestions). These suggestions, if accepted, will normally go into the tactical portion of the strategic plan.

Distribution and Use Once the first draft of the annual assessment report is complete, it must be distributed. Your entire team should become very familiar with the goals of the school, and where they are falling short. This can help them better partner in our achieving these goals. This is especially important for faculty, staff, and administration. We also want their suggestions, as well as their opinions on the suggestions that were generated by the director of assessment (and perhaps an assessment committee).

When they get to give input into plans, they become more committed to carrying out those plans. Participation increases buy in. Board members should take special interest in assessment reports. As guardians of the school's mission, their decisions should be informed by knowledge of where we are and are not doing a good job of achieving the goals that contribute to that mission. Since a first draft may contain confidential information (e.g., student ratings of each professor, names of major donors), it should only be distributed to top administrators. Top administrators may also request that certain other material or suggestions be omitted.

The second draft should be distributed to:

- Faculty Members
- Librarian
- Administrators and Staff
- Board Members
- A Sample of Alumni
- A Sample of Students
- A Sample of Major Donors
- A Sample of Constituent Pastors

To generate feedback from the first two drafts, suggestion boxes should have two rows. The first row is the actual suggestion. The second row is a comment box (see below). Encourage readers to do more than complete the boxes. Encourage them to also read the report and possibly take notes in the margins. When the director of assessment receives the annual assessment reports back from readers, he should make a record of which respondents agreed, disagreed, or wanted to discuss each issue. The top administrators should take a final look at these results and make a final decision on whether to accept each suggestion.

The last step of the annual assessment report is to make a third draft. Delete the second row of each suggestion box (i.e., the comment section). Submit this third draft to the board for their approval. After the assessment report is completed, it must be used in generating the annual update of the Five Year Plan. This new addition of the Five Year Plan is to be used in the budgeting process. Therefore, the annual assessment report should be completed early enough to complete the Five Year Plan and budget. Do as much as possible during the fall.

Assessment of Educational Programs

The learning outcomes for each educational program are published in the Yuin University Catalog 2017 as “objectives.” These learning outcomes are achieved through the curriculum, with specific courses identified that are expected to provide primary assurance that the individual learning objectives are achieved.

The learning outcomes for each program are shown with the primary corresponding course(s) that accomplishes through Curriculum- These learning outcomes are assessed for each program through multiple measures.

The first measure is the evaluation of the individual faculty member’s performance in the classroom that is performed through peer review each quarter for each course.

The second measure is actual grade assigned to each student in the course, with an “A” or “B” indicating satisfactory achievement.

The third measure is the student's evaluation of the course includes several items indicating the student's opinion about how well the objectives of the course were achieved.

The fourth measure is the program review is a comprehensive review of the entire program that incorporates many of these measures as well as internal and external research and benchmarks.

Finally, the learning program using exit examinations that measure learning and graduating student and alumni surveys that measure the student's level of achievement at the end of the program and through the years following graduation.

The five-stage assessment of the learning outcomes is designed to provide immediate feedback (faculty peer review), course-by-course feedback (grades, student course evaluations), and overall program feedback (program review, graduating student and alumni surveys) students graduate with may each year but may occur at two-seven year intervals depending upon the graduating schedule of students, annually through alumni surveys, and every three years from program reviews.

The assessment of learning outcomes is therefore ongoing so that immediate changes are possible if the outcomes are not being achieved, but also review the long-term achievement of the learning outcomes through graduating and alumni surveys as well as program

Program Review: Each year the Office of Institutional Effectiveness coordinates a program review for one of the six academic programs. This assessment includes both an external and internal component. The learning outcomes are assessed each year as a part of a comprehensive program review, using the measures described above.

The learning outcomes are included as a part of both component.

External Review: The external review includes review of similar programs at benchmark institutions and similar courses at selected institutions. It also includes requirements from governmental agencies, accrediting bodies, and data obtained from an institutional environmental assessment. The program and course reviews are performed in July of each year. The program review includes a comparison of similar academic programs at other regionally accredited institutions. This comparison includes admission requirements, learning outcomes, program requirements, and the number of hours/courses required for completion, and the types of courses required.

Internal Review: The internal review involves multiple measures to assess the effectiveness of the Yuin University academic program. These multiple measures include:

- Student Outcomes
- Faculty
- Library
- Technology
- Support Services
- Curriculum
- Mission and Learning Outcomes
- Admission Requirements
- Facilities
- Funding Student outcomes
 - include admission requirements,
 - retention rate,
 - GPA for general education and the program,
 - and graduation rate.

A review of faculty will include the quality of academic credentials, dependence on full-time and part-time/adjunct faculty, faculty workload, publications, public service, administrative/committee service, course evaluations, and faculty evaluations.

- The library area covers library resources available for each program and the library budget.
- Technology will include a review of the technological resources available for each program.
- Support services will examine tutoring and career counseling.
- Curriculum will examine breadth of course, syllabi, course evaluations, and courses taught on campus, through distance education, and at the one teaching site.
- An examination of the mission and learning outcome will show the relationship of the learning outcomes to the institution's mission.
- Admission requirements for each program and transfer credits will be reviewed.
- Facilities and funding for each academic program will also be reviewed.

Assessment of Educational and Administrative Support Services

The educational and administrative support services of the institution are assessed annually. These areas include academic advising and use of results. As each area is assessed, it is the responsibility of the Office of Institutional Effectiveness to coordinate the reporting of assessment results. The assessment results are provided in a timely manner to the area being assessed as structured in the organizational chart, comment, and action.

If additional assessments are needed, the Office of Institutional Effectiveness is available to assist the area. The responsibility of identifying actions for addressing assessment results and implementing improvement lies with each organizational unit. These actions are communicated within the organization,

implemented, and provided to the Office of Institutional Effectiveness so that the “loop” is “closed.”

Further, the leadership of each organizational area has the responsibility for managing follow-ups so that an attitude and atmosphere of continuous improvement is maintained, graduating seniors, grounds and building services and maintenance, human resources, information technology, international student, library, registrar, student accounts, and student affairs.

Conclusion of Design of Assessment

The Assessment Plan explains the process for evaluating the learning outcomes and strategic plan of the institution. This process is ongoing using multiple measures primarily with quantitative data wherever possible, but also using qualitative to explain specific phenomenon. In many cases, the process is almost automatic, with regular course evaluations, grades, and information about students readily available and reported allowing the ready use of data. This process continues to provide information that improves the institution for the future.

Functional Committees of Planning and Assessment

The Office of Institutional Effectiveness

(Currently Assigned to the Office of the President)

The purpose of the Office of Institutional Effectiveness is to oversee, carryout, and to implement all the key initiatives of institutional assessment to fulfilling the mission of Yuin University. The office is responsible for coordinating, planning, organizing, research, assessment development, data management and storage, and other tasks related to institutional effectiveness and assessment.

Strategic Planning Council

The primary duty of the Strategic Planning Council (SPC) is to direct the entirety of institutional effectiveness. Through the assessment process and data review, the SPC will develop immediate and long-range institutional planning. Strategic Planning is managed by the SPC and measured against the Institution's mission statement and objectives that have been established by all institutional departments, programs, and previously developed strategic plans. Any additions, modifications, or omissions suggested by the SPC must receive final approval by the Institution's Board of Directors.

The SPC is responsible for annually collecting, reviewing, and considering the IEAP's Standing Committee reports, including all committee recommendations. These reports are based upon a full-year's assessment of the targeted area. An annual review of the Institution's mission statement should also be completed by the SPC.

Board of Directors

Any change or addition that is recommended to the Strategic Plan is reviewed and considered by the Board of Directors. Upon careful review and consideration, including how resources are managed and then allocated in order to accomplish institutional goals, the Board of Directors gives final approval of the Institution's Strategic Plan.

Strategic Planning Sub-Committees

The primary duty of these committees is to assess for effectiveness all areas of the Institution as measured and determined by the Institution's mission and objectives. These strategic planning subcommittees are matched and organized according to the seven areas of strategic planning.

Each committee is responsible for preparing an annual report based upon the committee's annual assessment and effectiveness data. The annual report is prepared and disseminated to the SPC for review. The SPC considers and approves recommendations and/or suggestions listed in the subcommittee annual reports.

Student Data Collection

Data collected by Registrar and Director of Admissions

- Enrollment (full-time and part-time)
- Enrollment by degree, major, and concentration
- Geographical Distribution of Students Enrolled
- Age Distribution of Students
- Social Background
- Economic Background
- Student retention rates
- Graduation rate
 - Employed in field of study
 - Entering graduate study program
- Average time for Degree completion
- Grade Point Average (GPA) distribution
- Individual Faculty Grades Distribution
- Individual Faculty Percentage of Student Withdrawals
- IPEDS

Faculty Data Collection

Data collected by Chief Academic Officer

- Employment of Faculty
 - Full-time
 - Part-time
- Faculty Degree Accomplished and Level
- The overall percentage of courses taught by Full-time Faculty
- The overall percentage of courses taught by Faculty holding a Doctorate
- Faculty strengths and weaknesses
- College, Universities, and Seminaries attended by Faculty
- Faculty Experience
- Faculty Publications
- Faculty workshops, seminars, etc.
- Faculty salaries
- Student Evaluations
- Peer Evaluations
- Evaluation and Assessment of Faculty
- Evaluation and Assessment of Faculty
- Average age of Faculty
- Membership and Participation in Professional Organizations

Facilities

Data collected by Office of President

- Size of Property
- Number and function of buildings
- Number of Classrooms
- Size of Classrooms (by sq. ft.)
- Condition of buildings and grounds

- Space for additional buildings, parking, etc.
- Media and Library (sq. ft.) and condition

Instructional Programs

Data collected by Department Heads to Chief Academic Officer

- Degrees offered and number enrolled in each
- Majors currently offered and number enrolled in each
- Concentrations offered within each Major and number enrolled in each
- Courses and Instructional level
- Number of graduates from each major
- Number of graduates working in the field of studied

Instructional Delivery Systems

Data collected by Chief Academic Officer

- Evaluation and Assessment for Course Lectures
- Evaluation and Assessment for Seminars
- Evaluation and Assessment for Workshops
- Evaluation of Supervised Instruction
- Evaluation of Internships and Practicum's
- Evaluation of Thesis
- Evaluation of Populi
- New Student Orientation
- New Faculty Orientation

Financial

Data collected by Financial Office and Institutional Advancement Office

- Income and Expense - for the last five years
- Ratio Analysis
- Financial Reports
- Average Benefit Package - past three years
- Debt and Debt Repayment
- Financial Development
- Annual Fund - for the past five years
- Listing of all Restricted Funds- permanent and temporary
- Endowments
- Financial Aid
- Financial Aid Default Rate
- Investments
- Tuition and Fees produced - for the last five years
- Operational Budget
- Capital Budget
- Program Budget
- Administrative Cost
- Net Assets - restricted and non-restricted - last five years

Human Resource

Data collected by President and Financial Office

- Average Benefit Package
- Salary Scale
- Diversity, Gender, and Age of Employees
- Average age of people holding the VP level or above on the Organizational Chart
- Average age of the President's Cabinet
- Average age of the Administrative Council
- Average age of Faculty
- Average age of all Employees
- Average salary and benefits of people holding the VP level or above on the Organizational Chart
- Average salary and benefits of the President's Cabinet
- Average salary and benefits of the Administrative Council
- Average salary and benefits of Faculty
- Average salary and benefits of all Employees
- IPEDS

Student Services

Data collected by Dean of Student Affairs

- Student Development Events
- New Student Orientation
- Student Affairs Officer
- Campus Safety and Crime
- Student Services Facilities
- Counseling (in a non-academic role) and Referral Services

Instructions

1. All data collected will flow through the person responsible for collecting the data.
2. The person collecting the data pulls all data together into a well-written report.
3. Those within the department will help to draw out of the assessment two - three strengths, weaknesses, opportunities, and threats discovered through the assessment.
4. The person collecting and analyzing the data will summarize the most important needs into "strong suggestions for inclusion" into the Strategic Plan.
5. These will be worded into a final written report with suggestions for the SPC and will be given to the President.

The President, or entire Strategic Planning Council, may ask for additional information for clarity or even request a meeting to help understand the depth of the report.

Standing Committees for Institutional Effectiveness & Assessment

These standing committees ("Strategic Planning Sub-Committees") do not replace the Standing Board Committees. Board Committees share in the assessment at various levels, and the Board of Directors makes the final decision on the recommendations coming from the Strategic Planning Council (SPC). The President and Deans regularly report to the Board of Directors and include portions of assessment and effectiveness results from the Strategic Planning Sub-Committees.

All Strategic Planning Sub-Committees operate under the oversight of the Strategic Planning Council. The President of Yuin University will be presiding officer of the SPC and will be responsible for making sure the preparing and distributing the agendas and SPC minutes to the members.

The seven Strategic Planning Sub-Committees are: (Note due to the size of the staff, many of the same people are on many of these committees).

1. Academic Committee
2. Administrative Committee
3. Advancement Committee
4. Comprehensive Campus Committee
5. Enrollment Committee
6. Effectiveness and Assessment Committee
7. Student Development Committee

1. Academic Committee

Committee Mission:

The purpose of the academics committee is to prepare students academically through approved degree programs to fulfill the mission and goals of the Institution, by reviewing the following departmental objectives:

Academic Department Objectives (from Academic Department):

1. Maintain and review the approved academic programs as appropriate.
2. Ensure that courses and degree programs offered utilize appropriate higher order thinking skills, high academic training, practical business or theology application, and good interpersonal skills.
3. Incorporate the library plan to aid students in pursuit of their academic goals.
4. Ensure the availability of quality support services such as academic advising and the registrar.

Major Tasks Assigned to Committee:

1. Create and evaluate an environmental scan in all areas of academics.
2. Develop and implement a model for evaluating degree programs for (a) utilization of higher order thinking skills (b) a high standard of academic

- training (c) practical business or ministry use, and
- 3. (d) the development of functional interpersonal skills for collaborative effort.
- 4. Assess the library plan in its ability to aid students in their pursuit of their academic goals.
- 5. Assess the availability, quality, and effectiveness of academic support services including advising and the registrar.
- 6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four-year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long-range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership

- 1. Chief Academic Officer (CAO), Chair
- 2. Academic Department Heads
- 3. Librarian
- 4. Overseers of Faculty Organization

Committee Name	Academic Committee
Committee Contact	Chief Academic Officer
Required Tool(s) and Checklist(s)	Academic Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

2. Administrative Committee

Committee Mission:

The mission of the administrative committee of Yuin University is to provide the personnel, administrative, and budgetary support necessary to fulfill the mission and objectives of the Institution, by reviewing the following departmental objectives:

Administrative Department Objectives (from Admin Dept):

- 1. Implement the policies and suggestions made by the Board of Directors.
- 2. Effectively manage human resources.
- 3. Produce a timely and balanced budget, and to handle and process funds according accreditation and good accounting standards.
- 4. To assist the effectiveness of the senior administration of the Institution.

Major Tasks Assigned to Committee:

- 1. Create and evaluate an environmental scan in all areas of administrations.
- 2. Assess for effectiveness procedures related to policy implementation and suggestions made by the Board of Directors.
- 3. Assess for effectiveness the management of human resources.

4. Assess for effectiveness the Institution's budgetary process including its compliance with accreditation standards and good accounting principles.
5. Assess for effectiveness senior administration development and productivity, including but not limited to methods of performance review and institutional means for development and support.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four-year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long-range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.
7. Finalizes and distributes the public version of the strategic plan.

Committee Membership

1. President, Chair
2. Chief Academic Officer (CAO)
3. Dean of Student Affairs (DSA)
4. Chief Operating Officer (COO)
5. Chief Financial Officer (CFO)
6. At Large Staff (1)
7. At Large Board (1)

Committee Name	Administrative Committee
Committee Contact	President/CEO
Required Tool(s) and Checklist(s)	Board of Directors Checklist, President/CEO Checklist, Financial Checklist; Academic Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

3. Advancement Committee

(Note: This a “future” committee we will need-not in place yet)

Committee Mission:

The mission of the advancement committee is to assure the Institution has sufficient operating and reserve capital successfully to fulfill its mission and objectives, by reviewing the following departmental objectives:

Advancement Departmental Objectives (From Advancement Dept):

1. Implement and maintain strategic fund-raising campaigns and investment procedures.
2. Maintain the growth of an endowment for the long-term health of the Institution.
3. To plan and execute the public functions the Institution annually holds.
4. Aggressively promote and market the image of the Institution to the community at large.

Major Tasks Assigned to Committee:

1. Create and evaluate an environmental scan in all areas of advancement.
2. Assess for effectiveness all fundraising campaigns and investment procedures.
3. Assess the correlation between an endowment and the Institution's long-term health.
4. Assess for effectiveness the public functions of the Institution.
5. Review and assess for effectiveness both the Institution's image and the marketing plan.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:

1. COO, Chair
2. President
3. CFO
4. Director of Admissions
5. Financial Aid Officer
6. At Large Staff (1)
7. At Large Board Member (1)

Committee Name	Advancement Committee
Committee Contact	Dean of Administration/COO
Required Tool(s) and Checklist(s)	Enrollment Management Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

4. Comprehensive Campus Committee

(Note: This is managed through the Dean of Student Affairs)

Committee Mission:

The mission of the comprehensive campus committee is to provide the infrastructure necessary to fulfill the mission and objectives of the Institution, by reviewing the following departmental objectives:

Comprehensive Campus Objectives:

1. Assure the maintenance and functionality of the physical campus.
2. Provide and maintain an adequate IT infrastructure.
3. Plan for expansion and updates to the physical campus in accordance with the campus plan.
4. Implement and maintain an adequate campus safety plan.

5. Major Tasks Assigned to Committee:
6. Create and evaluate an environmental scan in all areas of campus development.
7. Assess for effectiveness the functionality and maintenance of the building and physical campus.
8. Assess for effectiveness the maintenance and reliability of the IT infrastructure, the support system, and the data storage and security and they relate the fulfillment of the mission and objectives of the Institution.
9. Assess for effectiveness the timeline of completion of building and campus goals, updates, and construction.
10. Assess for effectiveness the campus safety plan as it relates to the protection of people and properties.
11. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:

1. President
2. Director of Facilities
3. DSA
4. CAO
5. Librarian
6. CFO
7. At Large Board (1)

Committee Name	Comprehensive Campus Committee
Committee Contact	President/CEO
Required Tool(s) and Checklist(s)	Facilities and Safety Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

5. Enrollment Management Committee

Committee Mission:

The committee of enrollment management will work creatively to attain enrollment goals, support the academic mission of the University and enhance student success by reviewing the following departmental objectives:

Enrollment Management Objectives (From Admissions, Registrar, and Financial Aid Depts.):

1. Increase recruiting each year in specifically targeted areas according to

marketing plans to maintain diversity within the student body and meet board-approved goals.

2. Raise and then maintain the retention and graduation rates for all Yuin University degree programs to a substantial compliance standard as identified by TRACS.
3. Practice a high level of customer service and overall commitment to student satisfaction.
4. Seek to provide diverse sources of financial aid in order to assist students with the costs of attending Yuin University.

Major Tasks Assigned:

1. Create and evaluate an environmental scan in all areas of enrollment management.
2. Assess for effective tools for measuring recruitment, retention, and graduation.
3. Evaluate current tools for customer service and student satisfaction for improvement and enhancement.
4. Continue to research internet, corporate, and private resources that students are able to use to pay for their educational pursuits at Yuin University.
5. Evaluate compliance of the major tasks assigned in the IEAP.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:

1. Director of Admissions, Chair
2. Registrar
3. DSA
4. CFO
5. Financial Aid Officer
6. At Large Faculty (1)

Committee Name	Enrollment Management Committee
Committee Contact	Director of Admissions
Required Tool(s) and Checklist(s)	Enrollment Management Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

6. Institutional Effectiveness and Assessment Committee

Committee Mission:

The institutional effectiveness and assessment committee exists to aid the other

committees of Yuin University and the Institution itself in assessing performance and measuring effectiveness based on the existing mission and objectives.

Objectives:

The institutional effectiveness and assessment committee will:

1. Review the existing mission and objectives of each division, and those of the Institution as a whole, making sure each statement is clear and measurable.
2. Aid the other divisions in devising clear assessments so that they may be able to assess their own adherence to their own measurable objectives.
3. Aid the other divisions (including itself) and the Institution as a whole, in utilizing assessment data to determine the level of effectiveness they have achieved in meeting their mission and objectives.
4. Create an annual effectiveness and assessment report to be utilized in strategic planning, both long- and short-term.

Major Tasks Assigned to Committee:

1. Create and evaluate an environmental scan in all areas of Institutional Effectiveness and Assessment.
2. Assess the clarity and measurability of the mission and objectives of each department and of the institution. After providing training for consistency in assessment procedures:
 - a. Review the initial “measurable objectives” giving feedback on clarity and measurability.
 - b. Review the measurable objectives of the other divisions to make sure they are clear, concise, and measurable with “key performance indicators”.
 - c. Review the assessments to make sure they are consistent with the objective stated by the division.
 - d. Aid the other divisions (including the IEA) and the institution as a whole, in utilizing assessment data to determine the level of effectiveness they have achieved in meeting their mission and objectives.
3. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:

1. CAO
2. DSA
3. Registrar
4. CFO
5. At Large Faculty (2)
6. At Large Staff (1)

Committee Name	Institutional Effectiveness Committee
Committee Contact	Chief Academic Officer
Required Tool(s) and Checklist(s)	Institutional Effectiveness Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

7. Student Development Committee

(Note: Currently this under the Dean of Student Affairs)

Committee Mission:

The mission of the student development committee is to facilitate the development of the community's spiritual, academic, personal, and relational life as it relates to fulfilling the mission and objectives of the Institution, by reviewing the following departmental objectives:

Student Development Objectives (From Student Affairs Dept):

1. Promoting the holistic (mind, body, spirit) growth of all members of the community through various programs and resources.
2. Demonstrating full support for the academic direction and goals of Yuin University.
3. Assisting students in developing, organizing, leading, and enhancing the Student Body and other student organizations.
4. Connecting students to resources and opportunities that will aid their development.

Major Tasks Assigned to Committee:

1. Create and evaluate an environmental scan in all areas of student development.
2. To evaluate the practicality and effectiveness of programs that facilitates and promotes growth and development of all members of the Yuin University community.
3. To evaluate all degree programs and the programmatic goals of each.
4. To evaluate internship/mentorship programs to ensure that they promote and facilitate leadership in our student lead organizations.
5. To evaluate all resources and opportunities provided to facilitate student development.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
 - a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
 - b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
 - c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:

1. DSA

2. Director of Admissions
3. CAO
4. COO
5. At Large Student Body (1)
6. At Large Faculty (1)
7. At Large Staff (1)

Committee Name	Student Development Committee
Committee Contact	Dean of Student Affairs
Required Tool(s) and Checklist(s)	Student Development Checklist, Spiritual Development Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

Strategic Planning Council

Goals

1. To determine a clear sense of future direction and focus for the institution
2. To determine improvements in programs and services
3. To enhance marketing efforts
4. To increase community faith-based involvement
5. To answer the following questions:
 - a. What are the mission, vision, goals, strategies, and objectives, and are they relevant?
 - b. Whom will the institution serve?
 - c. What is the institution's role in the faith community?
 - d. What programs and services will the institution offer?
 - e. What are the resources needed to succeed
 - f. How can the institution best combine these resources, programming, and relationships to accomplish the mission

Major Tasks Assigned

1. The SPC will work with the President/CEO to work through all standing committee reports and develop a strategic plan for the Board's consideration.
2. The SPC will work to analyze all data and from it weave a strategic plan to guide the institution successfully into the future
3. The SPC will provide the Board of Directors an updated Strategic Plan (5-year), Capital Plan (10-year), and Campus Plan (20-year) proposal yearly at the February meeting for Board consideration.

Council Membership

1. President, Chair
2. CFO
3. Chief Academic Officer

4. Dean of Student Affairs
5. COO
6. Registrar
7. Librarian
8. Financial Aid Officer
9. Director of Admissions

Committee Name	Student Development Committee
Committee Contact	President/CEO
Required Tool(s) and Checklist(s)	Strategic Planning Checklist <i>due January</i>
Suggested Tool(s) and Checklist(s)	SWOTs, Google Surveys, Focus Group

Institutional Effectiveness

Institutional Effectiveness (IE) at Institution has four key elements:

- Functional Area Assessment and Planning
- Analysis of Recommendations
- Executive Planning
- Governing Board

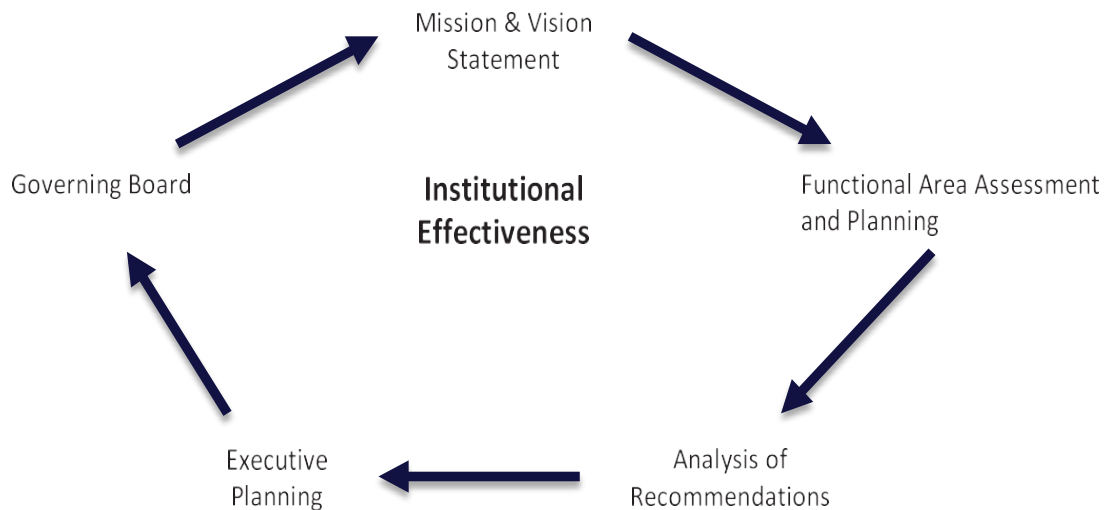
Faculty and staff assessments by functional area or department are conducted July- December annually. Each functional area reviews data, provides summary analysis, recommends goals, and estimates potential budget needs. Data collection includes the following:

- SWOTS
- Surveys (internal) – departmental
- Surveys (external) – alumni, friends of the institution, etc.
- IPEDS
- TRACS Annual Reports
- Institutional benchmarking
- Internal reviews – departmental reports/minutes

Upon implementation of the collection of data and analysis, the departmental supervisor reviews summaries including goal and budget recommendations. Then the President of Institution and the Executive Team engage in strategic planning. Planning and budgeting are based upon the visionary leadership of the President and input from the institution's vice presidents who are charged with the responsibility of departmental recommendations. Data collection, analysis, goals, and budgets comprise the executive planning process from January through May of each year.

The institution's institutional effectiveness process integrates the institutional mission with planning and assessment. A primary purpose of the IE process is to assure that plans are developed based on institutional goals consistent with the institutions mission, as well as an annual systematic process of planning and evaluation that guides decision making. An additional goal of the IE process is to assure that the planning and budget development process incorporates evidence cited in the annual assessment reports.

Institutional Effectiveness Model



Functional Areas

Foundational Standards

Mission Statement:

The Mission Statement of the institution is reviewed every odd year by the Executive Leadership Team (comprised of all Deans and department leaders). The statement is viewed to determine if it is current and comprehensive and serves as the guide for all institutional operations and functions. The review also determines if the statement is descriptive and understandable to all constituents. Recommendations for any revisions or to remain static are presented to the Board of Trustees for review and approval during the Board spring meeting every odd year.

Institutional objectives:

Institutional Objectives are reviewed every odd year by the Executive Leadership Team (comprised of all Deans and department leaders). The statement is viewed to determine if they are formulated to be consistent with the institution's Doctrinal Statement and educational Philosophy. The educational goals are benchmarked with national institutions in an effort to assure that what has been approved is appropriate for institutions of higher learning. Recommendations for any revisions or to remain static are presented to the Board of Trustees for review and approval during the Board spring meeting every odd year.

Institutional Philosophy:

The institution's Philosophy of Christian Education is reviewed every odd year by the Executive Leadership Team (comprised of all Deans and department leaders). The Educational Philosophy is reviewed to determine if the institution's is functioning educationally according to the biblically-based Doctrinal Statement. As an integral part of the review faculty conduct an analysis of the curriculum (in designated cycles) to assure that the philosophy of education of the institution is reflected throughout the academic program. Recommendations for any revisions or to remain static are presented to the Board of Trustees for review and approval during the Board spring meeting every odd year.

Ethical Values and Standards:

There are six Core Values of the institution approved by the Board of Trustees. The identified Values and Ethical Standards of the institution are reviewed every odd year by the Executive Leadership Team (comprised of all Deans and department leaders). Ethical values and standards for operations are reviewed to determine if the institution is honestly and accurately functioning through established policies and procedures with integrity in relation to students, constituents, the public, and to external regulatory agencies. Recommendations for any revisions or to remain static are presented to the Board of Trustees for review and approval during the Board spring meeting every odd year.

Biblical Foundations

Annual Review:

The Doctrinal Statement is comprised of seven (7) theological statements related to the Bible, God, Jesus Christ, the Holy Spirit, Creation, Salvation, the Christian Walk, the Church, the Future, and Satan. A review of the Doctrinal Statement is conducted annually January through March. The review process is described on the Co-Curricular Institutional Effectiveness Calendar and may be found on the institutional Administrative Calendar.

Departmental and Executive Leadership Review:

The Doctrinal Statement of the institution is reviewed every year by the Executive Leadership Team (comprised of all Deans) and by department leaders. The seven statements are reviewed by departments to determine if they affirm the evangelical traditions in theological education. They are under annual review to assure conformity to historic creeds and statements of Christianity and that they are written in such a manner to be understandable to students, faculty, administrators, board members, and other external constituencies. Recommendations by any departments for any revisions or to remain static are presented to the institution's Executive Leadership Team for

consideration.

Board of Trustees Approval:

The Executive Leadership Team of the institution conducts formal evaluation of any departmental recommendations related to the Doctrinal Statement. Affirmation of current content or suggested revisions are determined and reflected in ELT Minutes. The Doctrinal Statement as is or with recommendations is presented to the Board of Trustees for consideration during its annual spring meeting.

Governing Board

Self-Evaluation of Board Members:

Each year, during the spring BOT Meeting, the Board of Trustees conducts a self-evaluation. The self-evaluation concentrates on the effectiveness of its own function and reviews its responsibilities and functions using the Institutional measurement instrument IE/BOT#1. Regular board evaluation is evidenced in BOT evaluation files.

Use of Results:

The Chair of the Board gathers the results and summarizes it into a report for the Board to discuss. The Chair of the Board of Trustees shall initiate the confidential Board self-evaluation. The self-evaluation is conducted annually during the scheduled spring meeting. The self-evaluation is distributed to all trustees. Completed evaluations are submitted through the survey system and directed to the Board chair for review and analysis.

Summary results and analysis shall be disseminated to the Board and discussed with the President. All self-evaluations are made part of the permanent Board record

Administration, Staff, and Publications

Presidential Evaluation by the Board of Trustees:

The Board of Trustees conducts an annual performance appraisal of the President using the Institutional Effectiveness Plan instrument IE/AD#2 (Performance Appraisal of the President) during the spring meeting. The Chair of the Board gathers the results and summarizes it into a report for the Board to discuss. The Chair of the Board of Trustees shall initiate a confidential meeting with the President to discuss the appraisal and establish Board required functions for the next academic year. Confidential presidential evaluations are made part of the permanent Board record.

Executive Leadership Team Evaluations:

The Chief of Academic Affairs and Chief Operations Officer conduct an annual performance appraisal of the Executive Leadership Team using the Institutional Effectiveness Plan instrument IE/AD#3 (Evaluation of Executive Administration) during the spring. The Chief of Academic Affairs gathers the results and summarizes those findings for the President to discuss. The Chief of Academic Affairs shall initiate a confidential meeting with each Executive Administrator to discuss the appraisal and establish institutionally required functions for the next academic year. Confidential evaluations are made part of permanent Human Resource records.

Staff Evaluations:

The Chief of Academic Affairs and Chief Operations Officer in collaboration with the Executive Leadership Team conduct an annual performance appraisal of institutional staff using Institutional Effectiveness Plan instruments IE/EM#1 (Employee Self Evaluations) and IE/EM#2 (Employee Performance Review) during the spring. The Executive Leadership Team gathers the results and summarizes those findings for the Chief of Academic Affairs to discuss. The Executive Leadership team shall initiate confidential meetings with each staff member in the assigned area of responsibility to discuss the appraisal and establish institutionally required functions for the next academic year. Confidential evaluations are made part of permanent Human Resource records.

Publications, Policies, and Procedures:

The Chief of Academic Affairs and Chief Operations Officer in collaboration with the Executive Leadership Team conducts an annual evaluation of all publications, policies, procedures, and website using the Institutional Effectiveness Plan instrument IE/AD#4 (Evaluation of publications, policies, website, and procedures) during the January (refer to Institutional Effectiveness Timeline Curricular and Co-Curricular Calendar). The Executive Leadership Team gathers the results and summarizes those findings for the Chief of Academic Affairs to discuss. The Executive Leadership team shall initiate meetings with each staff member in the assigned area of responsibility for publications, website, policies, and procedures to discuss the findings and establish institutionally required revisions.

Finances

External Audit:

A certified external audit of financial statements is conducted each year with auditors providing required management letters. A certified accounting firm conducts each annual audit. Data is collected from annual audits over five year periods providing information from which institutional operations develop strategic plans. Information is reported to Executive Leadership Teams and the Board of Trustees for planning purposes.

Cash Flow Analysis, Deficit Data, Debt Retirement:

The institution employs the net asset model of accounting which is consistent with the policies and procedures provided by the AICPA and are reflected on the annual audited financial statements. The financial management process each year is designed to place the institution in a positive financial position including the limiting of management letters. Data is collected and reported monthly related to cash flow, deficit operations, and retirement of debt. Month-end financials are distributed to the President and prepared according to Generally Accepted Accounting Principles (GAAP). Quarterly reports are presented to financial representatives of the Board of Trustees.

Donor Income:

Development officers of the institution work in collaboration with the Chief Operations Officer (COO/CFO) in formulating accurate and timely reports related to individual and corporate donations. Reports are compiled and analyzed for trends leading to potential revisions of fundraising activities and operations. All funds received are accurately and properly accounted for in institutional income categories and are audited according to established accounting procedures.

Educational Support Ratios:

The institution collects information from multiple sources to determine education support ratios. The ratios are benchmarked according to national norms for similar institutions. The institution gathers data from certified external audit reports, from TRACS annual reports. Data is analyzed and used as a tool in the budget planning process of the institution.

Financial Stability Analysis:

A certified financial audit of the financial statements is prepared each year and serves as the primary indicator of historical institutional financial stability (five year summaries). Data from each audit is analyzed leading to historical performance indicators. Those historical indicators provide direction for the five year, long range planning process (Strategic Planning).

Institutional Default Analysis:

The institution has been recently approved to offer Title IV financial aid. The Financial Aid Officer has developed an organized data base of Title IV funds approved and allocated. The data base will be compiled for historical statistics related to default rates. Information will be compiled annually and compiled over five year studies. Compliance reports are submitted according to policies required by the Higher Education Act related to Title IV funding. Historical default rates will be reported within the institution for the purpose of revision of financial aid counseling and enrollment. The institutional default rate goal is 20% or less.

- Financial Ratios
 - Primary Reserve Analysis
 - Net Income Analysis
 - Return on Net Asset Analysis
 - Viability Analysis

The independent external financial audit compiles all data related to ratios. Analysis of data derived from audited summaries of the primary reserves, net income ratios, return on assets, and viability ratios are benchmarked according to criteria adopted by the institution. Results of such analyses are used in short term and long term financial planning.

Academic Programs

Introduction

The learning environment and requirements at Institution connect the student to the mission and objectives of the institution. All curricula has been designed to incorporate the basic beliefs of the institution as clearly identified in the Doctrinal Statement. The curriculum in each of the academic programs reflects and requires firm Biblical understanding and implementation as related to their academic discipline. Several ideas come forward in demonstrating that the learning experience at Institution connects the student to the institution's mission and objectives. First, the organization and design of the curriculum emphasizes courses in which the student is required to develop a specific level of understanding and expertise in the use of Scripture. In addition, other courses are required which emphasize preparation of students to serve God in a global and culturally diverse society. Students are expected to be actively participating in a local church. Institution believes that this active participation develops ministry skills. Students are provided with many opportunities to interact with primary faculty outside the classroom challenging them beyond the course content with the purpose of a fuller development of global ministry perspectives.

Program and Curriculum Reviews

Each academic program and each course syllabus draws together the relationship of learning to the purpose and objectives of the institution. The institution requires that learning outcomes for a course (CLOs) be clearly mapped to the program learning outcomes (PLOs).

Periodic Curricular Reviews are scheduled for each program to ensure that all programs and related curriculum fulfill the mission and objectives of the institution. Each program has developed and written clear learning outcomes providing the foundation for specific learning outcomes contained in each syllabus.

The Chief Academic Officer and the Faculty are responsible for conducting Program

Reviews. The template used to conduct a Program Review process is found in the Institutional Effectiveness Plan.

An academic program is typically benchmarked nationally against comparable Christian, evangelical programs that are offering the same or similar degree program of the review. Typically, 4-6 institutions are benchmarked. The purpose of such evaluation is to ensure that the program is well structured and provides a depth required for quality and excellence in higher education. As the data collected is analyzed and trends and anomalies are uncovered, adjustments may be recommended in regards to curriculum structure and delivery.

This process is much broader than the Curricular Review process in that a Program Review looks beyond just the curriculum and evaluates enrollment and graduation trends, faculty quality and sufficiency, library services, appropriate student support services, facilities, classrooms, and support staff, as they relate to that program. The formal assessment of the academic program occurs in a four-year cycle.

Learning Outcomes Definitions

Introduction:

The following are definitions of the six learning outcomes for the programs at Yuin University. Each program has a spreadsheet which lays out the learning outcomes that are associated with each course in the program.

Institutional Learning Outcomes (Specific Measurable Outcomes):

- Learning Outcome #1 **Scholarly Research (SR)**: Generate scholarly research on problems and issues in their field of study.
- Learning Outcome #2 **Integrated Learning (IL)**: Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.
- Learning Outcome #3 **Ethical Leadership (EL)**: Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.
- Learning Outcome #4 **Effective Communication (EC)**: Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.
- Learning Outcome #5 **Reflective Practice (RP)**: Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.
- Learning Outcome #6 **Community Engagement (CE)**: Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

1. Scholarly Research (SR)

A working definition of academic research and writing can be given as follows: investigation and writing based on using scientific inquiry. A student who spends time reviewing the actual research and reported results will know what sources are good, reliable ones and what sources do not meet the rigorous standards required for scientific research.

It can be said, however, that scholarly articles are those written by, and addressed to, experts in a particular discipline. These experts are concerned with academic issues, particularly in research. Their work demonstrates the methods and concerns of scholars. It is usually, though not always, peer reviewed.

Students can figure this out by going to a particular journal or to its website and reading the information provided by the publisher. It is also safe to assume that any publication put out by a scholarly, professional organization is going to be a peer reviewed publication. "Peer review" means that before publication an article is read and reviewed by qualified experts in the particular field. It is analyzed for its methodology as well as for its findings. Its writing style is also held to a high standard.

2. Integrated Learning (IL)

Integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges. Yuin University` is designed to introduce students to integrative learning and additional coursework in the specific major of the student to build their integrative learning capacity further.

Yuin University Goals:

Yuin University is designed to facilitate the integration of not only a student's curricular experiences (major, general education, electives), but also to contribute to the integration of a student's entire developmental experience while at Yuin University. The goal is for all Yuin University graduates to be: integrative thinkers, critical and analytical problem solvers, and reflective learners.

Yuin University's goal is to produce graduates who can

- Address a topic, issue, problem area, or human challenge using a combination of concepts, theories, and/or methods from multiple perspectives or fields of study,
- Apply concepts, theories, methods, or skills to analyze new questions or complex problems, and
- Engage in and communicate self-reflection about their learning in the Integrative Core Curriculum, their chosen major discipline, and their overall Yuin University experience

3. Ethical Leadership (EL)

Students are able to answer ethical questions as future Leaders of organizations, initiatives, and institutions, not to mention politicians who face them nearly every day, and have to make decisions. The decisions students make, as well as the ways by which

they make those decisions, determine whether or not they are ethical leaders. Whether directing a small organization, or in charge of a group in a larger organization, or head a large agency or institution, or simply sometimes take an informal leadership role in a student's daily life, the issue of ethical leadership is one they can't avoid.

This assessment is about ethical leadership: what it is, why it's important, and how to practice it.

Ethical behavior, in its simplest terms, is knowing and doing what is right. The difficulty is in defining "right." Different individuals, different cultures, and different religions define it in different ways. The accepted treatment of women and attitudes toward slavery in different cultures and at different times in history provide prime examples of how what's "right" can vary.

4. Effective Communication (EC)

Effective business communication requires an exchange or a progression of ideas that achieve a predetermined goal. For instance, speakers don't communicate simply to be heard. Effective speakers begin with their desired results in mind, using language and style to persuade an audience to take specific action. Effective business communication results in positive feedback, such as a sale or a referral. Other forms of feedback or a lack of action altogether results from ineffective messaging.

Communication is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. Effective communication extends the concept to require that transmitted content is received and understood by someone in the way it was intended. The goals of effective communication for students includes creating a common perception, changing behaviors and acquiring information.

5. Reflective Practice (RP)

Reflective practice is a process by which you: stop and think about your practice, consciously analyze your decision making and draw on theory and relate it to what you do in practice.

Critical analysis and evaluation refocuses your thinking on your existing knowledge and helps generate new knowledge and ideas. As a result, you may modify your actions, behavior, treatments and learning needs.

The student will write down their reflections, as this process often helps clarify thoughts. This will also provide some written evidence to share with others at a later date.

6. Community Engagement (CE)

For our purposes, 'engagement' is used as a generic, inclusive term to describe the broad range of interactions between people. It can include a variety of approaches, such as one-way communication or information delivery, consultation, involvement and collaboration in decision-making, and empowered action in informal groups or formal partnerships.

Students will learn to understand that community engagement is people working collaboratively, through inspired action and learning, to create and realize bold visions for their common future.

Community engagement is an ongoing interactive process characterized by commitment

to ever-changing community needs and interests. Through community engagement student participation involves decisions and actions that help to shape their community.

GENERAL EDUCATION

The General Education curriculum is a minimum common core of coursework designed to develop a basic general competence in the broad areas of intellectual discourse.

It is expected that a student who completes the General Education requirement will demonstrate the ability to communicate correctly and effectively; the ability to think broadly and logically; an understanding of the historical and modern influences on human endeavor, to include an appreciation of the roles of arts; a basic understanding of social and natural sciences; and sufficient facility with mathematics to meet the requirements of his or her specialized educational and professional goals.

General Education is considered to be an essential foundation and broad base for all curricula, both liberal arts and professional.

All students working toward a bachelor's degree at Yuin University are required to complete 45 semester hours in General Education. The General Education curriculum is structured around three broad areas: Humanities, Social Sciences, Natural and Physical Sciences.

Specific Measurable Learning Outcomes for General Education Program

1. Students will demonstrate knowledge of human cultures and the physical and natural world. (Academic achievement – conceptual knowledge)
2. Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (Academic achievement–applied skills, inquiry tools/ practices)
3. Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (Moral/spiritual development, leadership, citizenship)
4. Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (Academic achievement – conceptual knowledge and applied skills)

A. Language, Literature, and Humanities:

Upon completion of the General Education courses in Language, Literature, and the Humanities, the student should be able to:

1. Speak and write effectively at a post-secondary level.
2. Read and listen with comprehension at a post-secondary level.

3. Explore cultural patterns through the literature of a period.
4. Explore through sensory perceptions the emotions, mind, and personality of a man.
5. Identify the relationships pervading literature.
6. Recognize both the esthetic and utilitarian functions of literature.
7. Explore the experiences of the writer in their similarities and dissimilarities.

B. Social Science

Upon completion of the General Education courses in Social Sciences the student should be able to:

1. Perceive relationships between selected past events and present social trends.
2. Trace important societal developments.
3. Analyze organizations/systems through which individual and group wants/needs for goods and services are satisfied.
4. Analyze societal power relationships and inter and intra group conflict.
5. Recognize the intricacies of social interaction on an individual-to-individual basis, an individual-to- group basis and on a group to group basis.
6. Perceive relationships between the social development of the individual, the individual's behavior, and ways through which the individual influences and is influenced by others.

C. Natural and Physical Sciences:

Upon completion of courses in the Natural and Physical Sciences, students should be able to:

1. Perceive the natural relationships between all living things and their environment with particular reference to man and his utilization of living organisms.
2. Perform basic arithmetic computations, operations including problem solving metrical measurements, and interpretation of data in graph form.
3. Solve problems using the basic laws of physics, particularly in the areas of mechanics, electrostatics, and geometrical optics.

Requirements:

1. Satisfactory completion (C average or better) of all required coursework over six semesters' time (approximately 36 months).
2. Completion of 45 semester units of credit.

SCHOOL OF THEOLOGY

Introduction of Programs

Yuin University School of Theology is an interdenominational institute. Although the different religions have a different creed, we realize that they are closely interrelated with each other philosophically and spiritually. For the harmonious development of spiritual and religious education, Yuin University School of Theology provides several

comparative theology courses.

The aim of Yuin University School of Theology is to provide higher learning and continuing education for church pastors, religious leaders, and missionaries within the ministries in which they are currently involved. Undoubtedly, Christian ministry today is being carried on in the midst of tremendous revolutionary changes affecting every aspect of human life. Therefore, ministers of churches and religious leaders must not only ground themselves in basic biblical and theological foundations for ministry, but also possess professional competence and advanced skills and techniques in the areas of counseling, spiritual therapy, and intercultural communication.

The Graduate Studies Program is intended to equip students for teaching and research in theological seminaries, colleges, and universities throughout the world. Applicants should have a proven academic record and a Christian calling for a life of scholarly research, theological reflection, and communication. In order to complete the program, participants must demonstrate facility in scholarly research and writing in the form of a dissertation, mastery of a particular discipline within the context of the total theological curriculum, and familiarity with teaching methods and skills for a future ministry in theological education.

The Master of Divinity degree is a 90-unit (three-year) program, fulfilling all the educational requirements necessary for ordination.

The Ph.D. program at the School of Theology is a 60-unit (four-year) program, designed to prepare students with unusual promise and academic ability for teaching in colleges or theological schools, and for professional leadership in the church and society.

1. It is a theological degree. It requires broad theological knowledge, and aims at preparing the student for the competent scholarly development of his special field of study in the context of the theological disciplines.
 2. It is a research degree. The student is expected to understand the methodological and epistemological presuppositions of her/his field, and to become capable of advancing the field through genuine research.
 3. It is a professional degree. It emphasizes the professional applicability of the field of research by correlating theoretical and practical coursework, and by implementing critical reflection on the nature of the interdependence of professional theory and practice, as well as on methods and procedures relevant to it.
- Each student in the School of Theology will strive to become a highly competent student of the history, literature, religious principles and practices, and philosophy of the religion selected for his/her major field of study. It is understood that Yuin University's expectations for such competence are appropriate to the degree level of the program the student is enrolled in.
 - Each student will be motivated to pursue his/her spiritual growth as an adjunct

to his/her studies in the School of Theology. The University holds to the principles that the study of religions should be informed by personal spiritual experience. Although dispassionate contemplation is a valued academic tool in this study, as well as in the study of more secular subjects, much religious material cannot be fully understood in the dispassionate mode. The student must refer to personal experience to gain insight into such work.

- Each student, though focusing on the study of a particular religion, will become familiar with the common experiences and intentions that underlie all religions. Religions are distinguished as much by what they all share as by their differences. While studying in any of the School of Theology programs, the student is expected to hold this essence in mind.
- Each student will utilize his education at Yuin University to build on an already sophisticated understanding of religious experience. The School of Theology programs is intended for persons of well-developed understanding of religious study matter, including current members of the clergy, other persons in positions of religious leadership, and individuals with a highly-developed interest in religions. It is expected that such individuals also possess the motivation necessary to meet the demands of a guided independent study mode of academic delivery.

BACHELOR OF ARTS IN THEOLOGY

Program Learning Outcome:

1. Demonstrate knowledge of the Bible as literature, as history, and as a spiritual guide. (Academic achievement - conceptual knowledge)
2. Students will demonstrate knowledge of critical historical events, evolution of ethics, and changes in basic principles during the development of Christianity and the Christian church. (Academic achievement - conceptual knowledge)
3. Students will demonstrate the skills and dispositions necessary to investigate an issue related to the Protestant faith tradition, using multiple sources and two or more perspectives. (Academic achievement–applied skills, inquiry tools and/or practices; Moral and/or spiritual development, Leadership)
4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. (Academic achievement – knowledge, applied skills, inquiry tools and practices, Moral and spiritual development, Leadership, Citizenship)

Graduation Requirements:

1. Satisfactory completion (C average or better) of all required coursework over eight(8) semesters' time (Approximately 48 months).
2. Total Units to Complete: 120 units

- a. General Education : 45 units
- b. Theology : 75 units does not have a cumulative final test or examination required for the completion of this program.

Prerequisite:

High School Graduate or an equivalent.

MASTER OF DIVINITY

Program Learning Outcome:

1. Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts and its significance in pertinent streams of current research.
2. Analyze major and distinctive teachings of the Christian faith, critiquing leading perspectives through the centuries regarding core beliefs and practices and how these compare with other religions, philosophies, or competing worldviews.
3. Explore major historical developments of Christianity, especially – but not solely – in the West, discerning internal and external factors that have shaped it in various cultures.
4. Apply and evaluate current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself.
5. Communicate coherently in professionally competent written form (following a standard style guide) and in effective oral form on matters of religion, illuminating historical, theological, and pastoral implications for contemporary societies.

Prerequisite:

Bachelor of Arts degree, or an equivalent

Graduation Requirements:

1. Satisfactory completion (B average or better) of all required coursework over six semesters' time (36 months)
2. Completion of 90 semester units of credit. Total Contact Hours: 1,350 hours.
3. Students must apply for graduation and meet all academic and financial requirements.

DOCTOR OF PHILOSOPHY IN THEOLOGY

Program Learning Outcome:

1. Interpret biblical texts critically and competently, explaining the meaning of a

- given text within applicable contexts.
2. Explore interactions between significant historical developments in Christianity and discussions concerning the major and distinctive teachings of the Christian faith, discerning various factors that have shaped them.
 3. Apply and evaluate current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself.
 4. Communicate coherently in professionally competent written form (following a standard style guide) and in effective oral form on matters of religion, illuminating historical, theological, and pastoral implications for contemporary societies.

Prerequisite:

Master of Arts degree in Theology, or an equivalent

Graduation Requirements:

1. Satisfactory completion (B average or better) of all required coursework over eight semesters' time (approximately 48 months).
2. Completion of 60 semester units of credit. 1 semester unit is 15 contact hours for 15 weeks. Total Contact Hours: 900 hours.
3. Advancement to candidacy, as signified by the completion of all doctoral coursework and the passing of a comprehensive examination.
4. Satisfactory completion of doctoral dissertation including oral defense of dissertation.

SCHOOL OF BUSINESS ADMINISTRATION

Introduction of Programs:

The School of Business Administration provides effective educational programs primarily directed to fully employed, highly motivated men and women who have the sincere desire to increase their job security, to improve their educational career prospects, and to accelerate their personal development without leaving their present job.

Students who successfully complete the course offerings in Business Administration will:

- 1) Understand the overall significant role and responsibilities of administrators in the business firm;
- 2) Be qualified to increase the firm's profit through wise decision-making and implementation of managerial principles and the performance of their duties;
- 3) Be able to make the changes necessary to achieve organizational development and expansion
- 4) Utilize contemporary scientific approaches for the betterment and efficiency of the firm.

The School does not award credit for life work experience based on examination of portfolios, etc. The Bachelor of Arts in Business Administration (B.B.A.), Master of Business Administration (M.B.A.), and Doctor of Philosophy (Ph.D.) degree are awarded in Business Administration.

The Master's Degree provides a strong background in theory and technical skills for the student who plans to work in government or industry. It offers students who have not yet

decided on a doctoral program the opportunity to determine whether they have the interest and skill required.

The Doctoral program is designed to prepare students to do professional research in their areas of concentration in a minimum of three years. Student participation in faculty research programs to gain experience in applying concepts and techniques is considered an integral part of their training. A minimum of 24 units must be taken at Yuin University and at least two semesters in residence are required.

Each student in the School of Business Administration will strive to become a highly competent business professional as well as a student of business practices, principles, strategies, and philosophies. It is understood with these programs as well, that Yuin University's expectations for such competencies are commensurate with the degree level of the program the student is enrolled in. Each student will pursue his/her studies through guided independent study and will develop greater self-discipline and maturity as a result of such study.

- The Business Administration programs are designed for working adults in the business community. Students are evaluated during the admissions process for qualities appropriate to the demands of such study. Each student will seek a mastery of basic business tools and skills and an understanding of fundamental business procedures. Each student will seek to understand the role and responsibilities of administrators in the business firm. Each student will seek a level of educational achievement such that he/she can then positively impact a firm's profits through wise decision making and implementation of appropriate managerial principles.
- Each student will seek to understand the total functioning of a business organization as it pertains to making necessary changes to achieve organizational development and expansion.
- Each student, in his/her career at Yuin University, will commence a process of continual educational growth enabling him/her to apply the most contemporary and scientific approaches o increasing efficiency and improving his/her firm overall.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

Program Learning Outcome:

5. Demonstrate a significant understanding of the fundamental concepts of accounting, business law, economics, finance, management science, management and organizational behavior, and marketing. (Academic achievement-conceptual knowledge and applied skills)
6. Evaluate business problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations. (Academic achievement-critical thinking and problem solving)

7. Produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations. (Academic achievement-written and oral presentations)
8. Work more effectively with others by either:
 - a. understanding and recognizing the importance of diversity or inclusion. Or
 - b. understanding one's own unique cultural background and the backgrounds of other students and faculty members. Or
 - c. developing effective interpersonal interactions.

Prerequisite:

High school graduate or equivalent. Yuin University does not admit ability-to-benefit students.

Graduation Requirements:

1. Satisfactory completion (C average or better) of all required coursework over 8 semesters' time (Approximately 48 months).
2. Total Units to Complete: 120 units
 - a. General Education : 45 units
 - b. Business Administration : 75 units
3. Yuin University does not have a cumulative final test or examination required for the completion of this program.

MASTER OF BUSINESS ADMINISTRATION

Program Learning Outcome

1. Identify and explain the four functions of management: Planning, Leading, Organizing, and Controlling, including how these concepts affect the business environment. (Academic achievement – conceptual knowledge)
2. Demonstrate application of quantitative understanding to effective business planning and operations. (Academic achievement – conceptual knowledge and applied skills)
3. Apply fundamental understanding of the field of business by analyzing various securities transactions, analyzing and evaluating industry trends, and preparing and communicating results of company analysis to different audiences. (Academic achievement–applied skills, inquiry tools/ practices; Leadership)
4. Demonstrate knowledge and behaviors necessary for functioning effectively in a business organization. (Leadership, citizenship)
5. Demonstrate the ability to integrate and synthesize knowledge, skills, inquiry tools and practices related to business administration in order to benefit oneself and others. (Academic achievement–conceptual knowledge, applied skills, inquiry tools/practices, moral/spiritual development, leadership, citizenship)

Prerequisite:

Bachelor of Arts in Business Administration degree or an equivalent degree.

Graduation Requirements:

1. Satisfactory completion (B average or better) of all required coursework over four semesters time (approximately 24 months chronological time).
2. Completion of 48 semester units of credit. 1 semester unit is 15 contact hours for 15 weeks. Total Contact Hours: 720 hours.

DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION**Program Learning Outcome:**

1. Identify and explain the four functions of management: Planning, Leading, Organizing, and Controlling, including how these concepts affect the business environment. (Academic achievement – conceptual knowledge)
2. Demonstrate application of quantitative understanding to effective business planning and operations. (Academic achievement – conceptual knowledge and applied skills)
3. Apply fundamental understanding of the field of business by analyzing various securities transactions, analyzing and evaluating industry trends, and preparing and communicating results of company analysis to different audiences. (Academic achievement–applied skills, inquiry tools/ practices; Leadership)
4. Demonstrate knowledge and behaviors necessary for functioning effectively in a business organization. (Leadership, citizenship)
5. Demonstrate the ability to integrate and synthesize knowledge, skills, inquiry tools and practices related to business admin. in order to benefit oneself and others. (Academic achievement–conceptual knowledge, applied skills, inquiry tools/practices, moral/spiritual development, leadership, citizenship)

Graduation Requirements:

1. Satisfactory completion (B average or better) of all required coursework over eight semesters' time (approximately 48 months).
2. Completion of 54 semester units of credit. 1 semester unit is 15 contact hours for 15 weeks. Total Contact Hours: 810 hours.
3. Advancement to candidacy, as signified by the completion of all doctoral coursework and the passing of a comprehensive examination.
4. Satisfactory completion of doctoral dissertation including oral defense of dissertation.

Prerequisite:

Master of Art in Business Administration degree or an equivalent degree.

Assessment of Program Learning Outcomes

Institution realizes that student learning is best assessed using direct measures and has been intentional in using this process in its “culture of assessment.” Examples of direct measures are exams, quizzes, and essays and papers graded using a standardized rubric. Embedded direct assessments (taken from specific sections of a student’s normal assignment within a particular course) are ideal since they can focus on specific learning that is desired at the program level. Direct measures are all superior to indirect measures such as students’ surveys or opinions, graduation rates, retention rates and job placement rates. These all have too many variables and inconsistencies, in addition to the difficulty of determining benchmark values in higher education.

Another direct measure of student learning is the pre-post-test method using a standardized exam. Up until 2016 Institution did not have an institution-wide method in place to measure knowledge improvement in department of Business Administration and Theology. With the fall 2017 semester, all entering students will take the exam upon their first enrollment in classes and then just prior to graduation. Data will be analyzed by program level, thus enabling administration’s ability to see if there is a gradual increase in scores as students complete more programs.

Students also complete other summative work as they near the end of their programs. These include internships, doctrinal summaries, and a thesis, depending on a student’s program.

Academic Assessment Calendar and Cycle

The Institutional Assessment Calendar identifies the timelines and personnel responsible for curriculum evaluations data collection, review, and summation. Program evaluations are conducted in five-year cycles, while curriculum reviews are conducted each October.

Faculty Driven

Faculty minutes indicate a full involvement of the faculty in the development, approval, and modification of the curriculum. A process for review and evaluation is fully implemented and included in the curricular section of this Institutional Assessment Plan.

The faculty takes all recommendations into consideration and reviews the impact of such upon present curriculum requirements. Once faculty approves curricular modifications, the Chief Academic Officer presents such information to the Executive Leadership Team for discussion and approval. There are some minor changes recommended to the Faculty Committee (course number adjustments, minor wording changes in course descriptions, and adjustments to course syllabi) that do not require action beyond the office of the Chief Academic Officer who is responsible for implementation of curriculum modifications.

Broad Participation

In addition to the involvement of faculty in this process, other constituents participate. The curriculum review process, as described in the assessment plan, includes faculty

recommendations and implementation timelines. All recommendations are presented to and considered by the executive administrators. Because of the size of the institution, the senior administrators have some teaching opportunities, are included in all faculty meetings and, therefore, have direct input into the curriculum review processes. A curriculum review is included in the assessment plan timeline, conducted annually, and is a component of each program review using a standard template.

Use of Assessment Results

The institution's assessment results provided by appropriate measures described in the Institutional Effectiveness Plan form the basis by which new goals are developed and recommended and the revisions of existing ones occur.

Revision of the curriculum is based upon results of evaluation of course offerings and academic programs. Program viability and need are an integral part of the review. Assessment results give indication of the quality of the curriculum including appropriate content for the degree level, curriculum sequencing, growth in professional skills, and adequate resources to support each program.

The Chief Academic Officer and the faculty are responsible to assess all academic learning outcomes and processes. Academic Affairs works in collaboration with the Director of Institutional Effectiveness and Student Services to administer measurement instruments to faculty and students. Summary results of such instruments are reviewed by the Academic Affairs offices and faculty who consider recommendations and action items related to learning outcomes and curricular processes.

Recent recommendations based upon data have included new course offerings, revised learning outcomes, new sequencing of courses, revised course numbering systems, additional course embedded measurements, and the addition of new faculty based upon curriculum needs.

Syllabi Review

Faculty submit syllabi each semester. The respective Dean reviews these syllabi on a regular basis. Deans check for proper formatting, learning outcomes that are to be written in a measurable way, Course Learning Outcomes (CLOs) that map to at least one Program Learning Outcome (PLO), assignments that specifically measure at least one course learning outcome, and verify that assignments are not redundant or "busy work"?

Academic Department SWOT Analysis

The Academic Department SWOT Analysis aids the department in looking outside itself and the parameters of the institution to get a better overview for preparing new departmental goals and establishing or improving its current programs and services. The SWOT looks at the four traditional aspects

Internal Strengths

This aspect looks at the current resources or capabilities that help the department accomplish its mission. This includes such things as personnel, facilities and equipment that enable the department to complete its mission. A strength also includes the attitude exhibited in the departmental personnel.

Internal Weaknesses

This aspect examines deficiencies/shortcomings in resources and capabilities that would hinder the department's ability to accomplish its mandate or mission. It includes personnel shortages and the attitudes among personnel that adversely affect the success of the department.

External Opportunities

This aspect includes outside factors or situations affect the Seminary in a favorable way. This area examines the questions: "What are the needs for education and training in the local area or in distant areas?" and "What strong relationships are there among the local churches and the institution?"

External Threats

This aspect includes outside factors or situations affect the Seminary in a negative way. This area examines the questions: "Who are our local competitors?" and "What is the extent of their 'threat' to the institution?"

Evaluation of Faculty

The Faculty Handbook describes Faculty Responsibilities and contains the job descriptions for Part-Time and Full-Time Faculty, and for Adjunct Faculty. These clearly specify overall, special and instructional responsibilities.

Specific assessment instruments for review of faculty performance by self-analysis, student and supervisor evaluation are employed according to the Assessment Calendar. Results of these evaluations are part of the consideration for faculty retention and course modifications, which become part of the departmental input into the strategic plan and budget requests.

A Faculty Satisfaction Inventory was created and addresses a wide range of criteria such as communication, workload and development, use of learning resources, instructional equipment, and facilities. The statement, "I am satisfied with the programs available for faculty development" addresses the faculty's perception of the availability of development programs.

Library and Information Services

Library Assessment is conducted in a number of ways. Statistics are kept on the following items:

1. The number of books catalogued and added to the print collection each semester,
2. The number of check-outs for physical books each year,
3. The number of times each of our databases are accessed per year [this statistic comes directly from the database vendors], and
4. The number of times students report having used our library and our databases per course as reported in end-of-the-course surveys.

Student Services

Student Services conducts several areas of assessment throughout the year including the Student Satisfaction Surveys in June, Alumni Surveys in July, and Exit Surveys in August.

There is an ongoing analysis of data gleaned from all measurement instruments during the annual strategic planning process.

In January, Student Services along with all other departments evaluates its publications, policies and procedures.

The Mentoring Program is reviewed annually June-July.

1. Surveys (internal and external – national and international)
2. Student orientation
3. Advising – mentoring
4. Student Satisfaction surveys, exit interviews
5. Financial Aid
6. Admissions (international and national)

Health and Security

1. Annual facilities analysis including security issues and federal code requirements.
2. Emergency health issues analysis are conducted annually as referenced in the Student Satisfaction Survey.

Information Technology

The Information Technology department at Institution has set its own goals that are consistent with the school's strategic plan. Data is collected each semester from End of Course Surveys and annually from the Student Satisfaction Survey. The data is analyzed along with environmental scans and benchmarking results and it used to generate our departmental SWOT analysis. Recommendations generated from the results are tied to

the strategic plan, evaluated and processed with the CAO for budget proposals, and then sent to the Executive Leadership Team.

1. Faculty, staff, and student surveys are conducted annually with analyzed data used as one component of the basis for short and long term strategic planning.
2. Executive Leadership Team evaluation of institutional growth plans is conducted annually with data results presented for growth in technology needs.
3. Committees (Academic and Student Services) operate in collaborative efforts to analyze IT systems with reports and recommendations presented to the Executive Leadership Team for consideration and decision.

Marketing

Within the Marketing and Communications Department, we utilize a variety of tools for assessment purposes. For our digital marketing efforts, we utilize software that provides weekly and monthly tracking reports of lead generation sources through SEO, SEM, and social media. We also utilize reports generated by Google AdWords to monitor the effectiveness of paid search advertising and website monitoring through Google Analytics and Wordpress Jetpack. For our event marketing, we use Constant Contact registration mechanisms to inquire how people heard about the events as well as printed prospect cards that can be completed manually by those attending events. In addition to these tools, we monitor the marketing information portion of the student application.

Within the marketing and communications team, we develop an annual marketing plan that is evaluated and adjusted quarterly based on budget, effectiveness of advertising approaches, and growth targets of the institution. With recent growth among our team, we will begin setting specific goals for each staff member that will also be monitored and adjusted as needed on a quarterly basis. Current areas of emphasis for staff members include the web, content development, social media, and Spanish language initiatives.

Institutional Effectiveness

The IE Department conducts SWOT analysis, Departmental Reviews along with an Environmental Scan, Employee Interviews with the other departments and Employee Evaluations throughout the year. Summary results and analysis are discussed then changes or suggestions are tied to the Strategic Plan and Budget. Next they are presented to the Executive Leadership Team for further discussion and ultimately presented to the Board of Trustees.

Appendix A

Institutional Effectiveness Timeline Curricular and Co-Curricular

Month		Department	Forms Utilized
January	Evaluation of publications, policies, website, and departmental procedures	All Departments	
March	Employee Self Evaluations	All Employees	
March	Employee Performance Review	Dept. Supervisors	
March	Evaluation of Executive Administration	All Departments	
March	Faculty Self Evaluations	Academics	
March	Faculty Performance Review	Academics	
March	Facilities Evacuation Procedures Review	Facilities	
March	Buildings and Grounds Self-Inspection	Facilities	
March	Building Evacuation Procedures Evaluation	Facilities	
March	End of Course Surveys Module 3	Academics	
May	Performance Appraisal of President	Board of Trustees	
May	Board of Trustees Self-Evaluation	Board of Trustees	
May	End of Course Surveys Module 4	Academics	
June	Departmental Evaluation/Environmental Scans	All Departments	
June-July	Distance Education Review Every Even Year	Academics	
June- August	Curriculum Planning and Program Review (4 Year Cycle) 2015- (Degree #1) 2018- (Degree #4) 2016- (Degree #2) 2019- (Degree #5) 2017- (Degree #3) 2020- (Degree #6)	Academics	
June-July	Advising Process/Mentoring Review	Student Services	
July	Student Satisfaction Survey	Student Services	
July	Alumni Survey	Student Services	

August	End of Course Surveys Module 5	Academics	
August	Exit Survey	Student Affairs	
September	Foundational Statements Review (Odd Years)	All Departments	
October	Buildings and Grounds Self-Inspection	Facilities	
October	Take Cover Procedure Evaluation	Facilities	
October	Emergency Procedure Evaluation	Facilities	
October	Departmental Evaluation	All Departments	
October	End of Course Surveys Module 1	Academics	
November	IE Self Evaluation	IE Department	
November	IE Evaluation by Departments	All Departments	
December	End of Course Surveys Module 2	Academics	
December	Evaluation of Library Services	Library	

Appendix B

Institutional Effectiveness Instruments / Forms by Department

Office of Institutional Effectiveness			
IE/OIE #1	Departmental Evaluation of OIE	OIE Department Review by Departments	Evaluation of assessment cycle, policies and
IE/OIE #2	Assessment Summary Report Form	Evaluation of assessment instruments	Identifies assessment results, strengths, improvements, and budget and strategic implications
IE/OIE #3	Departmental Analysis Summary Report Form	Assessment Summary by Department	Strategic Planning and functional action items

Administration			
IE/AD #1	SWOT Analysis Template	Assessment of each department's strengths, weaknesses, opportunities and threats	Basis for preparation of goals and establish or improve programs
IE/AD #2	Annual Appraisal of the President's Performance and Effectiveness	Performance appraisal of the President by the Board of Trustees	Planning/Assessment instruments used to promote successful leadership practices
IE/AD #3	Annual Appraisal of the Executive Leadership Team	Performance appraisal of the Executive Leadership Team by the Chief of Academic Affairs and Chief Operations Officer	Institutional Effectiveness Plan instrument used to execute leadership
IE/AD #4	Evaluation of Publications, Policies, and Procedures	Evaluation of publications, policies, and procedures by department	Evaluate validity and accuracy of publications, policies, and procedures in accord with mission
IE/AD #5	Analysis Summary Chart	Completion and evaluation of the assessment cycle and the efficiency of institutional effectiveness process	Identifies Goals that need further assessment. Records recommendations and suggested improvements

Abbreviations Used: CAO = Chief Academic Officer

Academic Affairs and Faculty			
IE/AA #1	Faculty Self-Evaluation	Affords the faculty member to examine his teaching ability from his own perspective	The CAO compares the faculty member's viewpoint and that of his own to accurately determine functional level
IE/AA #2	End of Course Survey Non-Residential	Student analysis of individual course section	Helps the professor and CAO evaluate courses and review for appropriate changes
IE/AA #3	End of Course Survey Residential	Student analysis of individual course section	Helps the professor and CAO evaluate courses and review for appropriate changes
IE/AA #4	Evaluation of Faculty	To encourage the faculty member and discover areas of needed improvement	Results encourage faculty members to improve their teaching capabilities for greater success in the classroom
IE/AA #5	Peer Review	Faculty analysis of individual course section	Helps the professor and CAO evaluate classroom instruction, communication, and organization
IE/AA #6	Curriculum Review	Faculty analysis of all courses	Faculty and CAO conduct data-driven analysis of current curriculum
IE/AA #7	Program Review	In depth Review of each program	Helps the Director and CAO evaluate effectiveness of identified program components
IE/AA #8	School-Wide Writing Standards	Measures writing quality-lower level.	Determines writing level of lower level students.

IE/AA #9	Rubric-Wisdom Literature-Psalms Chart	Measures student learning in OT-516	Determines if student has met one or more Program Learning Outcome (PLO)
IE/AA #10	Rubric Systematic Theology-Research Paper	Measures student learning in Theology courses	Determines if student has met one or more Program Learning Outcome (PLO)
IE/AA #11	Sample Rubric for Grading Written Work	Measures writing competence and communication skills	Determines writing level of students
IE/AA #12	Bible Entrance/Exit Exam	Measures student basic Bible & Theology knowledge	Determines % improvement from prior to entering to graduation
IE/AA #13	Rubric-Hermeneutics	Measures student learning in Hermeneutics	Determines if student has met one or more Program Learning Outcome (PLO)

Student Services			
IE/SS #1	Student Satisfaction Survey	In-depth survey to measure student's satisfaction of student services and academic programs	Helps to determine strengths and weaknesses of the school's programs, services, and equipment
IE/SS #2	Alumni Survey	Measures alumni perceptions of the Seminary's contribution to their development, job placement, and alumni preferences	Helps to determine strengths and weaknesses of the school's programs
IE/SS #3	Exit Survey	Measures students' perceptions of the Seminary's contribution to their development, job placement, and reason for departure from academic studies	Helps to determine strengths and weaknesses of the school's academic programs and services

Library			
IE/LIB #1	Evaluation of Library	Instrument to assess operational effectiveness of Library Services	Data analysis included in strategic planning recommendations to improve services to students and faculty

Employee			
IE/EM #1	Employee Self Evaluation	An examination of the employee's level of functioning based upon job description and	Data from evaluation offers professional growth
IE/EM #2	Employee Evaluation	An examination of the employee's level of functioning based upon job description and	Data from evaluation offers professional growth

Board of Trustees			
IE/BOT #1	BOT Self-Evaluation	Measures the Board's performance	Helps the Board to evaluate and reassess its responsibilities and functions
IE/BOT #2	BOT Qualifications & Responsibilities	Instrument record of the BOT self- evaluation, the President evaluation, and the review of the Foundational Statements.	Data source for BOT and chairman

Health, Security, Property			
IE/HSP #1	Building and Grounds Self Inspection	Instrument data records facility operations, conditions, and level of criteria to fulfill occupancy requirements	Data analysis provides administration with accurate information in facilities improvement and
IE/HSP #2	Take Cover Procedure Evaluation	Evaluation of procedures and personnel processes in emergency situations	Results ensure safety of faculty, staff, and students

Appendix C

Budget Planning Process and Timeline

Time Frame	Planning Tasks and Data Analysis	Actions and Responsibilities
June - November	Environmental scans, revisions of Strategic Planning Process, review of School goals, assessment plan and instruments distributed to staff and faculty, selection of benchmark institutions for comparisons, review of departmental goals, review of Foundational Statement.	Assessment Plan implemented by all departments of the institution. SWOT analysis conducted by department. Executive summaries by department heads
November-December	Assessment results, summaries of SWOT analysis, Strategic Plan recommendations, new goals established, budget analysis by department.	Department heads (curricular and co-curricular) submit findings and recommendations for departmental goals and associated budget to the Strategic Planning Committee.
January	Strategic Plan revisions considered based upon departmental assessment analysis. Preliminary combined budget compiled based upon strategic goals.	Strategic Planning Committee, with the Chief Financial Officer, submits preliminary budget to department heads for review and comments by appropriate staff and faculty.
February	Review of departmental goals, short term and long term strategies. Review of preliminary budget developed by department linked to SWOT analyses and goals.	Budget hearings by department with Chief Financial Officer, Business staff, and representatives of the Strategic Planning Committee.
March	Strategic Planning Committee revises, publishes, and distributes the updated Five Year Plan to faculty and staff for review. Preliminary budget proposal considered by Executive Administrators	Deans review Strategic Plan with revisions to be presented to Board of Trustees. Budget Proposal reviewed by President and Chief Operating Officer/Chief Financial Officer.
April	Proposed Budget discussion held with Financial Sub-Committee of the Board of Advisors and the Board of Trustees	President, Chief Operating Officer/Chief Financial Officer
May	Revisions of Budget based upon recommendations by Financial Sub-Committees of BOA and BOT	President, Chief Operating Officer/Chief Financial Officer, Chairman, Board of Trustees
May	Final Budget approval	Recommendations from Board of Advisors and final approval by Board of Trustees

Appendix D

Institutional Effectiveness and Assessment Plan & SPC Timeline

Abbreviations Used:

BOD - Board of Directors
 CAO = Chief Academic Officer
 CFO = Chief Financial Officer
 COO = Chief Operating Officer

SPC = Strategic Planning Council
 FAO - Financial Aid Officer
 DSA = Dean of Student Affairs

Task / Event	Assigned Responsibility	Project Deadline	Completion Date
Finalize Strategic Planning Committee	President	February 1	
Review Current Strategic Plan	BOD and SPC	February 28	
Prepare Calendar and Responsibility Statements for the Coming Year	President	March 15	
Articulate the Strategic Planning Process and Time Schedule	President	March 15	
Distribute, Collect, and Collate Surveys from graduating seniors	CAO and Department Chairpersons	March 15	
Review current Mission Statement, Statement of Philosophy, Doctrinal Statement, Divisional Goals, and General Education Objectives	SPC	March 15-30	
Review Department Chairperson Assessment and Recommendations	CAO	March 15-30	
Review TRACS Reports and Standards	President, CAO, DSA	March 15-30	
Review IPEDS Reports	President's Council, Registrar, CFO, Admission, and FAO	March 15-30	
Notify faculty and staff an outline of the strategic planning goals for the coming year	President (staff) CAO (faculty)	April 30	
Distribute copies of the Assessment Plan and Assessment update to the members of the SPC	CAO	April 30	
Review Qualitative Measures (e.g., SWOT, Focus Group, Survey)	SPC	May 15	

Resume academic Course Evaluations for the catalog and degree requirements	CAO and Department Chairpersons	April - July	
Distribute, Collect, Collate Student Course/Instructor Evaluations	CAO and Department Chairpersons	May 15	
Distribute, Collect, and Collate Course Review Forms	CAO and Department Chairpersons	May 15	
Develop Qualitative Measures (e.g., SWOT, Focus Group, Survey)	SPC	May 30	
Review the Comprehensive IEAP Planning Process with Department Chairpersons	CAO	May 30	
Form committee groups for instructional assessment including Department Objectives, Concentrations Objectives, and Unit Objectives	CAO and Department Chairpersons	May 1 - June 30 (Completion date no later than July 15)	
Distribute, complete, return, and analyze Faculty Self-Assessment / Satisfaction Forms and Course Review Forms. Review and determine instructional needs of each department	CAO and Department Chairpersons	May 1 - June 30 (Completion date no later than July 15)	
Develop SWOT Analysis	CAO and Department Chairpersons	August 1	
Issue Budget Request Forms	President	August 1	
Recommendation for academic course changes for the catalog to be submitted to CAO	Department Chairpersons	August 1	
CAO provides written recommendations to President on all programs under review	CAO	August 15	
Identify and complete SWOT Analysis and prepare report for the President and for Board	CAO	August 15	
Review Department Assessment and Library Services Reports	CAO	August 15	
Distribute, Collect, and Collate Student Course/Instructor Evaluations	CAO and Department Chairpersons	August 15	
Distribute Alumni Survey	COO	September 1	
Faculty Complete Development Checklist, Self-Evaluation, and Satisfactory Survey Forms	CAO and Department Chairpersons	September 1 (Completion date no later than October 15)	

Compilation and Development of Strategic Plans for Academic Affairs, Advancement, and Facilities	President and SPC	September 15	
President begins review of the Academic Plan and the Academic Affairs Recommendations	President	September 15 - October (Completion date no later than November 15)	
Budget Request Forms Due	President	October 1	
Collect, Collate Alumni Survey	COO	October 1	
Review written assessment report on Graduation and Retention Rates	DSA	October 1	
SPC begins process for updating the Five-Year Strategic Plan, Master Campus Plan, and Capital Plan	President and SPC	October 1 - December (Completion date no later than January 15)	
Distribute, Collect, and Collate Board Self-Assessment Surveys	President's EA	November 1, (Completion date no later than January 15)	
Distribute, Collect, and Collate Presidential Assessment Surveys	Chairman of the Board of Directors	November 1, (Completion date no later than January 15)	
Distribute, Collect, Collate Student Course/Instructor Evaluations	CAO and Department Chairpersons	December 15	
Distribute, Collect, and Collate Course Review Forms	CAO and Department Chairpersons	December 15	
Distribute, Collect, and all Check Lists	President's EA	December 15, (Completion date no later than January 15)	
Finalize Budget	President and Budget Committee	January 15 (Completion date no later than February 1)	
SPC finalizes the Five-Year Strategic Plan, Master Campus Plan, and Capital Plan for presentation to the BOD	President and SPC	January 15 (Items requiring budgeted funds should be in no later than November 15)	
Review Completed Checklist	Strategic Planning Sub-Committee Chairs	January 15 – February (All "No's" must be addressed)	

Board considers the Budget, Five-Year Strategic Plan, Master Campus Plan, and Capital Plan	President will select those assisting him in making the presentation	February Meeting of the BOD	
Publish and distribute the Academic Plan, Strategic Plan, Master Campus Plan, and Capital Plan to the appropriate persons	President and SPC	March 30	