YUIN University

ASSESSMENT PLAN

Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

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I. INTRODUCTION

A. PURPOSE OF ASSESSMENT

The purpose of this assessment plan is to generate appropriate information to evaluate if Yuin University (hereafter referred to as Yuin University) is meeting its expectations for student learning and support. The assessment plan is an important part of Yuin University's commitment to establish a culture of assessment. Throughout the assessment process we try to involve regularly our key constituencies—students, faculty, administrators, staff, and alumni—and actively promote their awareness of the assessment issues.

The Yuin University's assessment plan is annually reviewed and approved by the Board of Directors.

We are committed to integrate the assessment and planning processes and also make use of the strategic plan in our budgeting process.

B. WHAT IS DUE THIS YEAR

Year	Instruments	Progress
Every Semester	• Course & Faculty Evaluations • GPA Check / Director of Admissions and Records Report	•
Annual	• Audit • Performance Fact Sheet (To be placed on website) • Affirmations: Board • Assessment Plan Review • Review Catalog	•
Even Years	• Academic Dean's Faculty Evaluation (every semester for a faculty member who has not yet taught for 2 years) ("Academic Dean's Questions for Faculty Evaluations" form) • Affirmations: Administration, Faculty	•
Odd Years	• Board Evaluations • Administration and Staff Personnel Evaluations (and Employee Evaluation and Follow Up)	•

Embedded in Classes or processes	• Faculty Qualifications Form: Interview Process • Influences Survey • Parachute Rubric: Career Development Senior Course • Biblical Worldview Paper Rubric: Career Development Senior Course	•
One **(Last done ???)**	• Alumni Survey • Employee Satisfaction Survey • Student Perspectives and Satisfaction Survey • Library Report on Core Course Support: Religion • Program Review Forms: BAs • Faculty File Assessment • Handbook Review: Board and Library	•
Two **(Last done ???)**	• Faculty review the relationship between the curriculum and institutional mission, objectives, and philosophy of education • Oasis Bible Knowledge Test • Noel-Levitz SSI • Facilities and Equipment Evaluation • Library Report on Core Course Support: Business • Philosophy of Education and Ethical Values Survey • Program Review Forms: MBA/MDiv • Handbook Review: Faculty and Administration	•
Three **(Last done 2018)**	• Spiritual Disciplines Survey • Mission & Institutional Objectives Survey • Program Objectives Surveys • Influences Survey Report • Program Review Forms: PhDs • Strategic Planning Survey • SWOT Analysis • Handbook Review: Student • Mission Statement Worksheet (every second cycle)	•

II. FOUNDATIONAL STATEMENTS

A. MISSION STATEMENT

Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

B. INSTITUTIONAL OBJECTIVES

Through the degrees at Yuin University, students will advance academically, professionally, and spiritually.

Academically
- Equipped with skills for lifelong learning

Professionally
- Equipped to serve professionally or as volunteers in their field of study
  - Note: Many who take theological degrees will be active volunteers instead of professional ministers (e.g., Equipped to work or volunteer effectively in their field of study).

Spiritually
- Equipped to articulate how one enters into a relationship with God through Jesus Christ and grows in spiritual maturity

Culture/Diversity
- Equipped with experiences that foster an appreciation for people of other cultures and backgrounds

Service
- Equipped with a passion to serve others in response to human needs

C. INSTITUTIONAL OBJECTIVES WITH INSTITUTIONAL LEARNING OUTCOMES

Academically
- Equipped with skills for lifelong learning
  - Graduates will exhibit an interest in lifelong learning through continuing education (whether formal or informal) and professional development pursuits
    - (as measured by the Mission & Institutional Objectives Survey)
    - (as measured by the Alumni Survey)

Professionally
- Equipped to serve professionally or as volunteers in their field of study
  - Graduates will serve professionally or as volunteers in their field of study - Note: Many who take theological degrees will be active volunteers instead of professional ministers (e.g., Equipped to work or volunteer effectively in their field of study).
    - (as measured by the Mission & Institutional Objectives Survey)
    - (as measured by the Alumni Survey)

Spiritually
- Equipped to articulate how one enters into a relationship with God through Jesus Christ and demonstrate a desire to grows in spiritual maturity
  - Graduates will convey to others how one can come into a relationship with Jesus Christ and how to cultivate Christian spiritual maturity
    - (as measured by Christian Introduction Rubric)
    - (As measured by Spiritual Disciplines Survey)
    - (as measured by the Mission & Institutional Objectives Survey)

Culture/Diversity
- Equipped with experiences that foster an appreciation for people of other cultures and backgrounds
  - Graduates will care about people who are different from them and engage with those of other cultures and backgrounds
    - (as measured by the Mission & Institutional Objectives Survey)
    - (as measured by the Alumni Survey)

Service
- Equipped with a passion to serve others in response to human needs
  - Graduates will empathize with the needs of others and respond with acts of service
    - (as measured by the Mission & Institutional Objectives Survey)
    - (as measured by the Alumni Survey)

D. INSTITUTIONAL OBJECTIVES ASSESSMENT CHART

Goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics: Population, How/where administered	Was Objective Met?
Equipped with skills for lifelong learning • Graduates will exhibit an interest in lifelong learning through continuing education (whether formal or informal) and professional development pursuits	70% of surveyed alumni will have taken coursework, gone to workshops/seminars or read at least three nonfiction books within the past year.	Alumni Survey (Q5)	Mail, email or call to survey	
Equipped to serve in their field of study • Graduates will serve professionally or as volunteers in their field of study	60% of surveyed alumni will be serving in their field of study	Alumni Survey (Q1 Alumni of Business Programs; Q1 Alumni of Religion Programs)	Mail, email or call to survey	
Equipped to articulate how one enters into a relationship with God through Jesus Christ and demonstrate a desire to grow in spiritual maturity • Graduates will convey to others how one	• BTh – average of 3.5 • MDiv – average of 3.75 • PhD Religion – average of 3.75 • BBA – average of 2.75 • MBA – average of 2.75 • PhD Business – average of 2.75	Christian Introduction Rubric	Career Development Senior Course & Career Development Senior Courses	

can come into a relationship with Jesus Christ and how to cultivate Christian spiritual maturity	Graduating students will have average scores that increase between the time they enter and graduate as follows: • BTh -- 20% • MDiv – 10% • PhD Religion – 10% • BBA – 25% • MBA – 25% • PhD Business – 15%	Spiritual Disciplines Survey	New Student Orientation (Strategies for Success) Career Development Senior Course & Capstones	
Equipped with experiences that foster an appreciation for people of other cultures and backgrounds	At least 75% indicate that Yuin equipped them with experiences that foster an appreciation for people of other cultures and backgrounds	Alumni Survey (Q 10)		
	At least 75% indicate that they now interact with and care about people from other cultures and backgrounds	Alumni Survey (Q11)		
Equipped with a passion to serve others in response to human needs • Graduates will empathize with the needs of others and respond with acts of service	Average scores of at least 3.25	Alumni Survey (Q 12)		
Perceived to be meeting the mission and institutional objectives	Average score of at least 4.0	Mission & Institutional Objectives Survey	Career Development Senior Course	

E. PROGRAM OUTCOMES CHARTS

Goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics: Population, How/where administered	Was Objective Met?
BA Business				
BA – Business: Students will be able to identify and explain the four functions of management (Planning, Leading, Organizing, and Controlling) and the fundamental concepts of management and organizational behavior and marketing.	As demonstrated by an average score over 65% on the Comprehensive Exit Exam for BA in Business Administration.	Comprehensive Exit Exam	Career Development Senior Course	
BA – Business: Students will exhibit professional competence in communication skills (e.g., writing, presentation).	As demonstrated by an average rating of at least 3.0 on a 5-point Likert Scale	Writing Rubric ; Presentation Rubric	Assign to a class(s): GE102 English Composition GE101 English and Presentation At least two rubrics for at least two assignments: Writing, Presenting	
BA – Students gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.	As demonstrated by an average rating of at least 3.0 on a 5-point Likert Scale	Self-Discovery Assignments Rubric (from instruments such as Parachute Assignment, MBTI, Disc)	Career Development Seminar for Seniors	

BA – Business: Students will be equipped for introductory and supervisory positions in the business world.	As demonstrated by 60% of three-year alumni are working in their field of study or continuing their education in that field	Alumni Survey Supplement (Alumni of Business Programs Q 1a or 1b)		
Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey		
MBA				
MBA: Students will be able to produce a professional business plan including the -executive summary -overview of the industry, company, products and services -marketing research and analysis -economics of the business -marketing plan -manufacturing and operation plan -management plan -critical risk, problems and assumptions -financial plan	As demonstrated by an average score over 4 on the Comprehensive business plan	Business Plan Rubric	699 Capstone	
MBA – Students gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.	As demonstrated by an average rating of at least 3.0 on a 5-point Likert Scale	Self-Discovery Assignments Rubric (from instruments such as Parachute Assignment, MBTI, Disc)	Capstone	

MBA: Students will exhibit professional competence in research (i.e. writing, presentation, data analysis and critical thinking skills)	As demonstrated by an average rating of at least 3.7 on a 5-point Likert Scale	Data Analysis component of the Marketing Plan Final Paper	BUS511 Marketing Management	
MBA: Students will be equipped to start, manage or lead a business (or working in a supervisory position).	As demonstrated by 60% of three-year alumni are working in their field of study (with 10% working toward starting their own business)	Alumni Survey Supplement (Q1 and Q2))		
Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey		
Ph.D. Business				
Students will demonstrate the ability to conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.	As demonstrated by completing a passing dissertation (i.e., average rubric score of ____ with no section falling below ____)	Dissertation Rubric	Dissertation 1, 2, 3	
Students will be equipped for business leadership positions	As demonstrated by an average of 75% of three-year alumni being in leadership positions	Alumni survey supplement (Alumni of Business Programs Q 2)		
Students will be perceived as meeting program objectives	As demonstrated by a an average of at least 3.75 on the program objectives survey	Program Objectives Survey		

Goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics: Population, How/where administered	Was Objective Met?
BA Religion				
Students will demonstrate significant knowledge of the Bible text.		Oasis Bible Knowledge Test		
Students will demonstrate the ability to use appropriate tools for interpreting biblical texts.	As demonstrated by a an average of at least 3.25	Tools for Biblical Studies Rubric	Bible Interpretation	
Students will demonstrate the ability articulate their faith to others.		Christian Introduction Rubric	Career Development Senior Course	
	As demonstrated by a an average of at least 3.75	Rubric for Lessons, Devotionals or Sermons	Bible Teaching	
Students will develop godly habits towards spiritual growth and maturity.	85% of respondents mark one of the top two answers for at least 4 of the 5 questions	Spiritual Disciplines Survey	Career Development Senior Course	
Students will exhibit professional competence in communication (e.g., writing, presentation).	As demonstrated by an average rating of at least 3.0 on a 5-point Likert Scale	Writing Rubric ; Presentation Rubric	GE102 English Composition	

Students gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.	As demonstrated by an average rating of at least 3.0 on a 5-point Likert Scale	Self-Discovery Assignments Rubric (from instruments such as Parachute Assignment, MBTI, Disc)	Career Development Senior Course	
Students will be equipped for volunteer and lay ministry (e.g., teaching Sunday school, participating in children's ministry, leading small groups).	As demonstrated by 60% of three-year alumni are leading a church-related ministry (lay or professional) or continuing their education	Alumni Survey Supplement (Q1 + Q2 +Q3)		
Students will be equipped for entry-level ministry positions (e.g., youth ministry, short-term missions, JDSN).	As demonstrated by 40% of three-year alumni in an entry-level ministry position	Alumni Survey Supplement (Q 2)		
Students will be perceived as meeting program objectives.	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey	Career Development Senior Course	
M.Div.				
Students will demonstrate significant knowledge of the Bible text.		Oasis Bible Knowledge Test		
Students will demonstrate the ability to use appropriate tools for interpreting biblical texts.	As demonstrated by a an average of at least 3.75	Tools for Biblical Studies Rubric	Hermeneutics and Exegesis courses (2 courses)	
Students will demonstrate the ability articulate their faith to others.		Christian Introduction Rubric	Career Development Senior Course	

	As demonstrated by a an average of at least 3.75	Rubric for Lessons, Devotionals or Sermons	Preaching and Christian Education Courses (2 courses)	
Students will develop godly habits towards spiritual growth and maturity.	85% of respondents mark one of the top two answers for at least 4 of the 5 questions	Spiritual Disciplines Survey	Career Development Senior Course	
Students will demonstrate an understanding of worldview, how to identify underlying assumptions based on various worldviews and understand differences between Christian and non-Christian worldviews.	Students will average over 3.25	Worldview Rubric	Career Development Senior Course	
	Students will average over 3.25	Unstated Assumptions Rubric	Career Development Senior Course	
Students will demonstrate the ability to conceive and carry out original theological research.	Average score of 3.0	Bible Highlighter Project: Theology Career Development Senior Course Project Rubric (verses identified, grouped, appropriate title, paragraph explaining meaning, concluding theology of ___)	Career Development Senior Course	

Students gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.		Parachute Assignment And what other tests?	Career Development Senior Course	
Students will develop ministry skills and use those skills by serving as volunteers or professional ministers	As demonstrated by 80% of 3-5 Year alumni serving in churches or other Christian ministries as volunteers or in paid positions.	Alumni survey supplement (Alumni of Religion Programs Q 1 a or b)		
Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey	Career Development Senior Course	
Ph.D. Religion				
Students will be equipped for ministry leadership positions	As demonstrated by an average of 75% of three-year alumni being in leadership positions supervising other staff members	Alumni survey supplement (Alumni of Religion Programs Q 4 a or b)		
Students will demonstrate an understanding of worldview, how to identify underlying assumptions based on various worldviews and understand differences between Christian and non-Christian worldviews.	Students will average over 3.5	Worldview Rubric	Career Development Senior Course	
	Students will average over 3.5	Unstated Assumptions Rubric	Career Development Senior Course	
Students will demonstrate the ability to conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.	As demonstrated by completing a passing dissertation (i.e., average rubric score of ____ with no section falling below _____)	Dissertation Rubric	Dissertation 3	

Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey	Career Development Senior Course	

III. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT

Mission Statement Worksheet

1. What is your relationship to the school? (Mark all that apply.)
___ Board Member
___ Administrator
___ Faculty
___ Donor
___ Alumni
___ Student
___ Other _____

Components:

2. What constituencies do we serve (e.g., denominations, ethnic groups, geographic area)?

4. How are we different from other Christian educational institutions? What unique commitments do we have? (e.g. distance education, low cost, degree completion programs, offering classes in local churches, reaching a particular ethnic or social group, a particular denominational or theological perspective)

5. What are our values? What do we value? How do we express these spiritual commitments? What key words or phrases are important?

Purposes:

6. What are our intended good effects? What does God want to accomplish through our school? Why should we exist? What problem are we solving (e.g., enable M.Div. students to pass ordination exams, provide a Christian worldview in a variety of academic areas before our AA student continue at a secular college, train worship leaders)? What knowledge, skills, and attitudes should we impart?   How should graduates impact society?

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7. Who are our target clientele? What is the primary group we intend to train? (e.g. working adults, those newly graduated from high school, lay workers in church, ministers who desire more training, Korean-speaking Christians, Christians *and* non-Christians)

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8. What are we training students to be? (e.g. ministers and laymen who will be active volunteers in their churches, missionaries, competent professionals who can apply their faith to their workplace)

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9. What special terms or language do we use to express our deeply held values, goals, theology, etc.?

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10. Rank order ALL the following items by placing a "1" next to the most important item, "2" next to the second most important item, etc.
- a) ___ Grow the size of student body
- b) ___ Build a strong reputation for the school
- c) ___ Evangelize students
- d) ___ Have attractive, impressive buildings
- e) ___ Have graduates serving as pastors and ministers
- f) ___ Have graduates serving their churches as volunteers
- g) ___ Have faculty with impressive degrees and publications
- h) ___ Offer many different degrees and programs
- i) ___ Have strong financial resources
- j) ___ Offer doctoral programs

11. Propose Vision: What should be our three biggest priorities for the next five years? (e.g. add a business degree program, recruit more students, build a dorm, …)

Strategic Planning Survey Form

A five-year plan is arranged around strategic areas. Please rate how appropriate you believe each of the following possible strategic areas is for YUIN UNIVERSITY by using a one (1) to ten (10) rating scale where one (1) means you think this item is not so important for our school and ten (10) means you think this item is extremely important for our school:

Rate 1-10	1 = not so important for our school 10 = extremely important for your school
	1. Achieve accreditation
	2. Grow our student body
	3. Improve and beautify our building and campus
	4. Move to a new campus
	5. Have multiple campuses (e.g., keep this campus and open a campus in Orange County)
	6. Further development of student counseling and support systems
	7. Add online classes and additional degree and certificate programs
	8. Add acupuncture and Oriental medicine degree programs
	9. Evangelize and disciple our students
	10. Serve local churches and build relationships with them
	11. Train lay leaders to serve at the local church and community
	12. Offer Federal Student Financial Aid (Title IV)
	13. Expand online or on-campus library (or both online and on campus)

What other strategic goals should we consider?

I am a:

___ Student

___ Alumnus

___ Professor

___ Administrator or Staff Member

___ Board Member

___ Pastor who is familiar with Yuin University students

___ Other Friend of Yuin University

SWOT Analysis

Strengths:

-

Weaknesses:

-

Opportunities:

-

Threats:

-

I am a:

___ Student	___ Board Member
___ Alumnus	___ Pastor who is familiar with Yuin University
___ Professor	students
___ Administrator or Staff Member	___ Other Friend of Yuin University

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Influences Survey (for application packet)

1. How did you first hear about Yuin University?

2. Which are the **two** influences that most caused you to apply to YUIN UNIVERSITY?

_____A) Church or pastor's recommendation   _____F) Contact with an Yuin University Professor
_____B) Visited Campus for a Meeting   _____G) Contact with an Yuin University Student
_____C) Website   _____H) Contact with an Yuin University Alumnus
_____D) Sports or Sports Management Classes   _____I) Recommendation of Someone Else
_____E) Contact with Yuin University President   _____J) Recruiter / Recruiting Agency (If so, which one):

Recruiter: _____

_____K) Other: _____

3. What is your religion?
      ___A) Christian
      ___B) Jewish
      ___C) Buddhist
      ___D) Hindu
      ___E) Moslem
      ___F) None
      ___G) Other: _____
      ___H) Decline to answer

4. How do you participate in your religious community (e.g., church, temple, mosque, or synagogue)?
      ___ A) I do not regularly attend religious meetings
      ___ B) I occasionally attend religious meetings
      ___ B) I regularly attend religious meetings
      ___ C) I serve as a volunteer in my religious community (e.g., Sunday School Teacher, Home Group Leader, Youth Leader, Member of Worship Team)
      ___ D) I am a paid religious leader (e.g., minister, imam, rabbi, priest)
      ___ E) Other: _____

Assessment Plan Review Form

Scheduled Annually

	Administrative Effectiveness	Instructional Effectiveness
Completed	●	●
Not Completed	●	●

Scheduled for this Year's Classes

	Administrative Effectiveness	Instructional Effectiveness
Completed	●	●
Not Completed	●	●

Scheduled for this Year

	Administrative Effectiveness	Instructional Effectiveness
Completed	●	●
Not Completed	●	●

Not Scheduled, But Completed (Extra Assessment)

	Administrative Effectiveness	Instructional Effectiveness
Completed	●	●

How should the Assessment Plan be changed or improved?

Board Member Evaluation (Format 1 for Individuals)

Each board member will complete a self-evaluation, as well as being evaluated by the Personnel Committee and/or other evaluators.

The completed forms are to be emailed to the Director of Institutional Effectiveness for compilation and analysis.

Name of Member Being Evaluated:

	Always	Sometimes	Rarely
Participation			
1. Attends all board meetings			
2. Actively participates during meetings (Were his or her comments and questions helpful to the meetings' goals?)			
3. Prepares well for meetings (Does the member seem to study meeting materials before meetings.)			
4. Committee Attendance & Participation – Comments:			
5. Other Volunteer Assignments – Comments:			
Public Relations: Serving as Ambassador			
6. Helps with Student Recruitment (e.g. making announcements at church, passing out course schedule brochures at a meeting) – Comments:			
7. Cultivates Participation Of Advisory Board Members– Comments:			
8. Brings People to School Events (e.g. Fundraising Dinner, Concert) – Comments:			
9. Cultivates Goodwill for the School Among Influential Friends (e.g. inviting them to serve on board of advisors, asking them to volunteer on a school project) – Comments:			

10. Presents a Unified and Loyal Image before Outsiders (e.g., is the member loyal to board decisions even when disagreeing with them? Outside of board meetings, does the board member criticize other board members, board decisions, or the school?)			
11. Financial Support			
12. Makes Personal Donations to the School (Note: The committee will list personal donations for all board members, and then rank order the list. Does this person's personal contributions fall in the top third of the list [above average], middle third of the list [average], or bottom third of the list [below average]?).			
13. Participates in Donor Prospect Identification, Cultivation and Solicitation – Comments:			
14. Introduces the president or other fundraising officer to friends who might make donations?			
15. Actively raises money from other individuals or organizations? – Comments:			
Other Contributions to the Work of the School			
16. Is Knowledgeable of our School			
17. Is Knowledgeable of Educational Institutions (e.g., accreditation, educational administration, instruction)			
18. Is Able to Understand Financial Statements			
19. Is Able to Volunteer Services that are Especially Useful to our School (e.g. legal advice, construction advice, property management advice)			

Board & Member Evaluation
(Format 2 for Group Functioning and Individuals)

Do we know how well we are doing as a Board?

** Please – rate each question on a scale of 1 to 10 (10 being strongest agreement). Give the first rating for the board as a whole, and the second rating to oneself as a board member.

1. **The Board's Responsibility**
A) We/I fulfill our responsibility exceptionally well to be stewards of the mission and policies.
_____ Board Rating   ____ Personal rating

B) We/I periodically review our work in light of the Duties and Responsibilities of Board Members as described in the Board Handbook.
_____ Board Rating   ____ Personal rating

C) We/I are encouraged to bring agenda items to the Chair or President.
_____ Board Rating   ____ Personal rating

2. **Setting Policy**
A) We/I hold ourselves accountable to deal only with policy issues rather than administration.
_____ Board Rating   ____ Personal rating

B) We/I always use policy manuals (e.g.., Board Handbook, Administration Handbook) as clear guides for College governance and administration.
_____ Board Rating   ____ Personal rating

C) We/I regularly review the Board Handbook.
_____ Board Rating   ____ Personal rating

3. **Spiritual Life**
A) We/I annually subscribe to the statement of faith and mission of the College.
_____ Board Rating   ____ Personal rating

B) We/I regularly pray for the College.
_____ Board Rating   ____ Personal rating

C) We /I represent the ideals of the College in our personal lives.
_____ Board Rating   ____ Personal rating

4. **Effectiveness of Meetings**

A) We have a spirit in the meetings that encourages open dialog.
   _____ Board Rating

B) We have a spirit in the meetings that encourages and builds consensus.
   _____ Board Rating

C) We use the meeting time well, including Executive Sessions with and without the President.
   _____ Board Rating

D) We use our Board Committees effectively.
   _____ Board Rating

5. Board Members Role Outside of Meetings

A) We /I speak with one voice following the meeting.
   _____ Board Rating   _____ Personal rating

B) We /I encourage each board member to find a role of significance as a volunteer.
   _____ Board Rating   _____ Personal rating

C) We /I each make financial gifts to the College a priority in our personal stewardship.
   _____ Board Rating   _____ Personal rating

6. Information and Understanding

A) We /I always stay informed about the College in areas that are of highest importance.
   _____ Board Rating   _____ Personal rating

B) We /I have an accurate understanding of the College and of higher education issues so we/I can make good decisions.
   _____ Board Rating   _____ Personal rating

C) New Board members have support to get "up to speed" in understanding the College.
   _____ Board Rating   _____ Personal rating

7. Board Member Selection

A) We have the right mix of backgrounds, expertise and perspectives among the members?
   _____ Board Rating (Comment:_____
   _____)

B) We /I encourage members to evaluate their service before they are reelected for another term.
   _____ Board Rating   _____ Personal rating

C) I/We attend every board meeting.

_____ Board Rating   ____ Personal rating

8. Relationship with the President

A) We /I clearly and freely communicate with the President.
_____ Board Rating   ____ Personal rating

B) We assure the President and Board are in agreement regarding the College's priorities.
_____ Board Rating   ____ Personal rating

C) The President is effective in implementing the policies of the Board.
_____ President's Rating Comment:_____
_____)

9. Diversity

A) We/I keep concerns of the student body's ethnic or racial diversity in proper perspective as we set policy.
_____ Board Rating   ____ Personal rating

B) We are doing are doing an outstanding job overall in the area of racial diversity as a college
_____ Board Rating

C) The diversity of the board accurately reflects the diversity of the College's constituents
_____ Board Rating

10. Executive Committee

A) We /I trust the Executive Committee to function fully for the Board between regularly scheduled meetings.
_____ Board Rating   ____ Personal rating

B) The Board members of the Executive Committee include the right mix of interests and expertise to function effectively on behalf of the Board?
_____ Board Rating

C) The activities of the Executive Committee get reported properly and quickly to the Board.
_____ Board Rating

11. Overall Review

A) This board rates well in its effectiveness compared to other boards I have seen or on which I have served.
_____ Board Rating   ____ Personal rating

B) I enjoy serving on this board.
_____ Personal Rating

C) The board is making a significant difference in the work of the college.
_____ Board Rating

<u>OPTIONAL</u>
Comments:

Board and Committee Satisfaction Evaluation

Name:

Committee:

Rating 1-5	
	I look forward to our well-run and fruitful board meetings
	I find the materials sent to me before each board meeting to be useful and appropriate in length (i.e., not too long, not too short)
	I look forward to committee meetings
	I am serving on a committee where I am able to best use my gifts
	I believe our committee is accomplishing something that is important to God

What do you like about serving on your committee?

What would you like to change about this committee?

Would you like to discuss the possibility of serving on a different committee? Which one?

What do you like about serving on the board?

What would you like to change about the board? How could our board be improved?

What would you like to change about the school?

Chair of the Board Evaluation:

Each member of the board will complete this form and send it to the Director of Institutional Effectiveness. The chairman will also complete this as a self-evaluation so that the Director of Institutional Effectiveness can compare the self-evaluation with the average scores of the entire board. When you complete the form, email it to Dagron@Accreditation101.com.

Strongly Agree	Agree	Somewhat Agree & Disagree	Disagree	Strongly Disagree	
					1. Can clearly articulate the mission, values, and strategic direction of the institution
					2. Clearly understands the differences in roles of board members, administration, and faculty
					3. Runs efficient and effective board meetings
					4. Commits adequate time and energy to the position
					5. Strives to achieve a defined sets of goals
					6. Demonstrates consensus-building and conflict-resolution skills
					7. Maintains a close, warm, and effective relationship with the president
					8. Demonstrates appropriate partnership with the president

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
President/CEO Evaluation Form (supervised by Board of Directors)				
1. Attainment of institutional mission and objectives	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Maintains communication and builds relationships with external constituencies (e.g., pastors, alumni, the local community)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Maintains communication and builds relationships with internal constituencies (e.g., employees, students, board members)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Development of Financial Resources (e.g., from the boards, constituencies, alumni, churches)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Helps develop and impart vision	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Work with the Director of Institutional Effectiveness to complete an annual revision of the 5-Year Plan (which he or she submits to the board)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
7. Proposal of annual budget based on projections of income and students, plans (i.e. 5-year plan), and input from all administrators who operate budgets	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
8. Fiscal responsibility (e.g. operation within budget)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
9. Recruitment, supervision and development of the academic dean, CFO, director of development, director of institutional effectiveness, Director of Student Services, and other necessary staff not assigned to other administrators	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
10. Completion of regular evaluations of the academic dean, CFO, director of development, director of institutional effectiveness, director of student services, and any other necessary staff not assigned to other administrators	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				
List additional ways this person has contributed to the mission of this school				
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?				

<table>
<tr><td>Performance Evaluation Criterion</td><td>Did The Institution Successfully Accomplish this Criterion?</td><td>If "No," a Remedial Plan Exists to Accomplish the Criterion within:</td></tr>
</table>

Director of Institutional Effectiveness Evaluation Form (supervised by President)				
1. The Assessment Plan is complete and useable by another person (e.g. the assessment notebook or file is complete enough for someone else to take over the responsibilities of the Director Institutional Effectiveness. All revisions and translations are up to date and accurate. Old versions have been eliminated from the notebook or file. All versions are dated.)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Data is gathered via all scheduled instruments from the assessment plan.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Each year, an annual report analyzing all collected data is completed (in collaboration with the Administrative Council).	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Recommendations from the annual report are submitted to the president and board for approval and inclusion in an annual revision of the 5-year plan or otherwise implemented	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. The annual report based on data gathered is useful for the planning process	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. The annual institutional research report and annual revision of the 5-year plan are completed in time to be of use in the budgeting process	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

7. Our accrediting agency is happy with our research and planning	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Chief Operating Officer (COO) Evaluation Form (supervised by President)		
1. Overseas daily operations	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Competently oversees operations, maintenance of the facility, custodial services, and maintaining the school's utilities (electric power, gas, water), security devices, telecommunication system and PCs.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

3. Assures campus safety and emergency procedures are in place	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Recruitment, supervision and development of the Director of Admissions and Records, and Administrative Assistant, and other staff-level employees	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Completion of regular evaluations of the Director of Admissions and Records, and Administrative Assistant, and other staff-level employees	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Assures the school's compliance required for accreditation, state authorization and other government agencies.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
7. Competently oversees operations, maintenance of the facility, custodial services, and maintaining the school's utilities (electric power, gas, water), security devices, telecommunication system and PCs.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
8. Assures campus safety and emergency procedures are in place	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
9. Fiscal responsibility (e.g. operation within budget)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				

List additional ways this person has contributed to the mission of this school	
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?	

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
CFO Evaluation Form (supervised by President)		
1. The budgeting process was conducted on schedule.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

2.	The budgeting process was conducted correctly and included all components: A. Review of prospective enrollment (and tuition revenue), prospective auxiliary income (e.g. rent), prospective donations (e.g. church donations, board donations, alumni donations), prospective endowment funding, key needs, major expenses, upcoming projects in the new revision of the 5-year plan, and the total amount of funds requested through Preliminary Budget Request Worksheets. B. Preliminary Budget Request Worksheet sent to all who manage budgets C. Budget committee completes final budget proposal D. Budget is approved by board of directors E. The total of funds for all departments cannot exceed 95% of the anticipated income from tuition, donations and other sources.	❑Yes	❑No	❑N/A	④ one month ④ six months ④ one year ④ never*
3.	Records have been accurately maintained (including exact records of all accounts of the general ledger)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

4.	Monthly accounting data (payables, receivables, tuition, scholarship, honorarium, etc.) are timely and accurate	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5.	All bills have been paid within 30 days	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6.	Payroll is figured, taxes are paid, etc., monthly (either by bookkeeper or outside vendor)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
7.	Complete data was provided to the CPA as soon as needed	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
8.	Has checked and assured that money is used for its designated purposes (e.g. budgeted items, special donations such as endowments)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
9.	Prepares bank reconciliation and quarterly income.				
10.	Has monitored operation of budget through budget request forms that show how much is left in the category from which funds are requested	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
11.	Has correctly administered payroll and benefit plans on time	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
12.	Has reviewed cash flow semi-monthly, including review of payables	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
13.	Has reviewed student receivables and delinquencies semi-monthly	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

14. Has seen that notices were sent every month to students and others who are delinquent in payment	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
15. Oversees, manages, and directs the activities and job responsibilities of the bookkeeper	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
16. Assures risk management is current (e.g., liability and other forms of insurance)	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Bookkeeper Evaluation Form (supervised by CFO)				
1. Deposits are made at least once a week	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
1. Data for annual financial report are timely and accurate (either by bookkeeper or outside vendor)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Funds received are receipted, recorded and deposited in a consistent and timely manner.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				
List additional ways this person has contributed to the mission of this school				
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?				

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:

Academic Dean Evaluation Form (supervised by President)				
1. Maintains academic integrity and standard of the institution (as demonstrated by progress toward or maintenance of accreditation and other licensing organizations)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Recruitment, supervision and development of the library staff, faculty, (as demonstrated by all these positions being filled, records of evaluating these personnel, smooth school operations, …)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Completion of regular evaluations of the library staff, faculty, (as demonstrated by completed evaluation forms)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Work with faculty to plan curriculum.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Arrange for professional development of faculty	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Planning and operation of academic programs for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining our accreditation status).	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Dean of the School/Department Evaluation Form (supervised by Academic Dean) School of Business Administration, School of Religion		
1. Maintains academic integrity and standard of the school (e.g., School of Business Administration, School of Religion)	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Assist the Academic Dean in planning and operation of the academic program for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining our accreditation status).	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Assist the Academic Dean in recruiting and evaluating potential faculty members and program directors in this school.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

4. Assist the Academic Dean in evaluating current program directors and faculty members in this school.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Assist the Academic Dean in special projects as requested.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Participate in the self-study process.	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Program Director Evaluation Form (supervised by Dean of the school [e.g., Dean of School of Religion, Dean of School of Business)		
1. Maintains academic integrity and standard of the program	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

2. Assist the Dean of the School and the Academic Dean in planning and operation of the academic program for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining our accreditation status).	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
3. Assist the Dean of the School and the Academic Dean in recruiting and evaluating potential faculty members in this program.	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
4. Assist the Dean of the School and the Academic Dean in evaluating current faculty members in this program.	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
5. Assist the Dean of the School and the Academic Dean in special projects as requested.	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
6. Participate in the self-study process.	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
	❏Yes	❏No	❏N/A	❏ one month ❏ six months ❏ one year ❏ never*	
Add additional job requirements here as they are identified.					
List additional ways this person has contributed to the mission of this school					

Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?	

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Administrator of Academic Records (Registrar) Evaluation Form (supervised by COO)				
1. Grades are posted by fourteen days after the end of each session	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Registration ran smoothly and was orderly	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. No student registers for class without academic advising	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Reviews student applications and communicates with prospective students pertaining to incomplete applications	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Accepts or rejects students according to faculty-produced standards	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Assists PDSO and DSO (for SEVIS)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

7. Produces statistics on enrollment, student retention and attrition	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*	
8. Student attendance check	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*	
	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*	
Add additional job requirements here as they are identified.			
List additional ways this person has contributed to the mission of this school			
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?			

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:

Administrator of Academic Records Evaluation Form (supervised by COO)				
1. Student files are complete, including: • Application • YUIN UNIVERSITY Transcript • Transcripts of transferred work from other schools (and info regarding transfer of units) • Health Insurance and Records (if appropriate) • Degree Audit	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Faculty and course files are complete, including: • Upon admission to faculty: i. Official transcripts of all graduate degrees from accredited schools ii. Curriculum Vitae iii. Evaluation report	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Alumni files are complete, including: • Application • Transcript	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				
List additional ways this person has contributed to the mission of this school				
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?				

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Administrative Assistant (supervised by Administrator of Academic Records)				
1. Schedules resources efficiently (e.g., people, meetings, appointments, classrooms, equipment)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Organizes and maintains office supplies	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. Assists with organizing and maintaining student files and database information	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. Effectively drafts and edits routine memos and other correspondence among students, faculty, staff, and the public	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
5. Effectively assists with the preparation of presentations, reports, spreadsheets and other documents	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Maintains contact with students regarding registration deadlines and course schedules	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
7. Answers telephone calls, takes messages, responds to questions, directs callers to appropriate parties, sorts and distributes mail, fax, make copies, etc. in a professional manner	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
8. Prepares marketing and enrollment packages and prepares transcript and diploma packages	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

9. Other duties as assigned by the president or immediate supervisor	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Librarian Evaluation Form (supervised by Academic Dean)		
1. Has produced library service data on transactions, faculty/staff input, staff hours, library user data	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
2. Has met with each faculty member before his or her class has begun	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
3. The librarian has encouraged faculty members to give assignments that cause the students to use the library resources (e.g., books, periodicals, databases).	❑Yes ❑No ❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
4. The librarian has seen to the training of all library	❑Yes ❑No ❑N/A	❑ one month ❑ six months

workers (e.g., student workers, volunteers)				❑ one year ❑ never*
5. Librarian has assured that complete records have been kept of library usage (i.e., circulation, in-house use, reference transactions)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
6. Librarian has assured that the library policies and handbook are up-to-date.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
7. Librarian has assured that the library is set up appropriately for study, research and access.	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
8. Has made purchases according to budgeted categories	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
9. Has overseen budget in a competent and honest manner	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				
List additional ways this person has contributed to the mission of this school				
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?				

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?			If "No," a Remedial Plan Exists to Accomplish the Criterion within:
Dean of Student Affairs Evaluation Form (supervised by COO)				
10. Has assured that student organizations have flourished and run smoothly	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
11. Has assured that student government has competently accomplished all duties (including their handling of the budget and social activities)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
12. Has planned and administered programs to retain students (with special attention to students in their first year of study)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
13. Has assured that pastoral counseling was known to be available and was easily accessible (with provisions for crisis counseling and other more serious forms of counseling)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
14. Plans and facilitates chapel programs	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
15. Has administered any student discipline according to procedures in student handbook (as demonstrated by discipline records)	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*

16. Has initiated relationships with students	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
17. Has overseen budget in a competent and honest manner (as demonstrated by operating within budget)?	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
18. Has maintained and updated the *Student Handbook*?	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
19. Has planned and administered useful and interesting orientations for new students	❑Yes	❑No	❑N/A	❑ one month ❑ six months ❑ one year ❑ never*
Add additional job requirements here as they are identified.				
List additional ways this person has contributed to the mission of this school				
Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?				

Academic Dean's Evaluation of Faculty

For at least the first two years, a professor is on probation. Thus, this evaluation will be done every semester. After that, the academic dean may qualify a professor to administer this evaluation every two years.

Academic Dean's Questions for Evaluation of Faculty

Faculty Member: _____ Date: _____

The following are to be discussed between the academic dean and faculty member. It is hoped that this evaluation process will cause faculty members to be affirmed for their strengths and assisted with growth in areas where they have less strength. Notes on the academic dean's copy of this form serve as an annual evaluation report. Before this meeting, the faculty member is to make self-evaluation notes on a copy of this form.

1) Student Opinions

Average Student Ratings	Question
	1. The syllabus clearly explained the course objectives, requirements, schedule, projects, assignments, and exams.
	2. The course appears to have been carefully planned.
	3. The instructor seems to be well prepared for each class.
	4. The instructor displayed a proficient knowledge of the subject
	5. The instructor communicates the subject matter clearly and the lectures hold my attention.
	6. The instructor was helpful when I needed attention.
	7. The course started and ended on time
	8. The course used appropriate and useful textbooks and materials.
	9. The assignments (homework, papers, reports, projects) were useful in helping me learn.
	10. The instructor helped me learn from a Christian perspective
	11. The class helped me develop a deeper sense of devotion and spiritual formation
	12. I would recommend this instructor overall

2) Student Evaluations: Note three strongest and two weakest areas. How does the professor think he or she could improve in one of the weakest areas? How does the professor's evaluation rank compared to other professors teaching similar type classes (i.e. Bible/Theology, Ministry, GE, M.Div., etc.)

3) Class GPA Checks: Below 3.2?

4) Syllabi: Did the syllabus include all required components? Did the syllabus include assignments that would cause students to use the library?

5) Out-of-Classroom Contributions: Committee work, office hours, attendance at school events, relationship with students, relationship with faculty, ability to serve as a good team member, …other?

6) Faculty Handbook: We require that all full-time faculty read the entire faculty handbook (preferably in their first year of full-time employment). Have you completed this project? We also recommend that part-time faculty read the handbook, and that full-time faculty continue to review the handbook each year. Have you done so?

7) Professional Development: Did the professor meet the spiritual and professional development requirements described below? List the books, meetings and other options that were used to fulfill those requirements.

8) Other Commendations and Concerns:

Employee Evaluation Report and Follow-Up

Summary

Items Needing Follow-Up

Follow-up Check-Up

Employee Satisfaction Survey

Please use the following scale to express how satisfied you are with each of the following:

N/A – Not Applicable   1 – Not Satisfied   2 - Little
3 – Some   4 – Much   5 – Very Much

Rate 1-5	How strongly do you agree with each of the following statements:	Comments & Suggestions for Improvements
	1. I am inspired by the significance of what Yuin University is accomplishing for God	
	2. Mission statement displays inspire me to see that my work helps us achieving that mission.	
	3. Current facilities (building, offices, classrooms, parking) provide a quality work environment.	
	4. Current equipment and furnishings are in good working order and adequate for our needs	
	5. Grievance procedures provide adequate opportunity for addressing issues	
	6. I feel appreciated and affirmed by colleagues	
	7. I feel I have the respect, support, and appreciation of my supervisor (and top administrators)	
	8. My job description matches with the job I actually do	
	9. My job fits my gifts and motivations	
	10. I have the resources to complete my assigned tasks	
	11. I have the authority necessary to carry out my responsibilities	
	12. My workload is appropriate and realistic.	
	13. I am satisfied with my compensation	
	14. If I were offered more money to do similar work at another school, I would remain at Yuin University.	

What I like about working at YUIN UNIVERSITY & what would make me more satisfied to be working at YUIN UNIVERSITY

Check One: ___ I am Part –Time   ___ I am Full-Time
Check One:
        ___ My main responsibility is in staff or administration
        ___ My main responsibility is in teaching (including program directors and other faculty)

Faculty File Assessment

Date: _____

Name of Faculty Member	Application	All Transcripts	Vitae / Resume	Contract	Mission, etc. Form	SS Document

Program Review

One academic program will be schedule for review each year. (See "What is Due this Year" above.) The program director, academic dean, and program faculty will conduct a review that will answer such questions as:

1. Is the curriculum adequately sequenced to enable students to move from basic to complex levels of learning?
2. Is the content appropriate to the degree level?
3. Is the curriculum for professional programs designed to provide students the necessary tools for the profession?
4. Are resources adequate to support the curriculum effectively?

IV. STUDENT SERVICES ASSESSMENT

Student Satisfaction and Perspectives Survey

Please do <u>not</u> put your name on this paper. There are no right or wrong answers. Please help us improve our school by giving completely honest and open answers. Do not take this survey again this year if you have already taken it in another class.

What degree are you pursuing: ___BA Religion   ___BA Business Administration
___M.Div.   ___MBA   ___PhD Religion   ___PhD Business

Satisfaction with Components of YUIN UNIVERSITY

In the first column, rate the quality or your agreement. Use the scale below. In the third column, rate how important that item is to you. Do not rate items with which you are unfamiliar.

1-Poor   2-Fair   3-Good   4-Very Good   5-Excellent

Quality 1 - 5	Student Services	Importance to Me 1-5
	1. Enrollment/Registration Process is Easy and Clear	
	2. Academic advising is offered at registration time	
	3. Office personnel are approachable and helpful	
	4. Paying school fees is convenient	
	5. School office hours are adequate to meet my need	
	6. Questions, complaints, or problems are addressed and resolved in a timely manner	

Quality 1 - 5	Academics	Importance to Me 1-5
	7. Quality of instruction and courses	
	8. Program requirements are clear and reasonable	
	9. Instructors are prepared, knowledgeable of their subjects, and skilled at teaching	
	10. Courses are available when students need them	
	11. Faculty care for and understand their students	
	12. Academic counseling	
	13. Career counseling	

Quality 1 - 5	Library	Importance to Me 1-5
	14. Library Facility	
	15. Library Hours	

	16. Library materials are adequate and useful for class assignments	
	17. Electronic access to online resources are available	
	18. The library provides an environment that is conducive to studying	
	19. Study areas are adequate and available when I need them	
	20. Computer stations are adequate and available when I need them	
	21. I have access to a printer and photocopier when needed	
	22. The librarian and library assistants are helpful	

Quality 1 - 5	Facilities	Importance to Me 1-5
	23. Classrooms	
	24. Auditorium	
	25. Student lounge	
	26. Kitchen	
	27. Library	
	28. Computer Lab	
	29. Offices	
	30. Bathrooms	
	31. Parking	
	32. Cleanliness	
	33. The campus is well maintained and in good repair	
	34. The campus provides an environment that makes me feel safe	

Quality 1 - 5	Technology and Equipment	Importance to Me 1-5
	35. Website	
	36. WiFi (e.g., available, reliability, range)	
	37. Classroom Audio-Visual Equipment (e.g., projectors)	
	38. Copier and Printer for Student Use	
	39. Computers in Lab for Student Use	

Quality 1 - 5	Campus Life	Importance to Me 1-5
	40. Students' relationships with other students	
	41. Students' relationships with faculty, staff and administration	
	42. Student government	
	43. Social events planned by the student government	
	44. Social events promote positive relationships	
	45. Chapel services	
	46. Pastoral and personal counseling (e.g., available and helpful)	

Satisfaction, Spirituality, & Demographics

1. What problems do students have at YUIN UNIVERSITY and how might they be solved?

2. Do you have at least three good friends on campus?   ___Yes   ___No

3. What is the degree of intimacy you feel in your relationship with God?
        ___1-None,   ___2-Very Little,   ___3-Some,   ___4-Much,   ___5-Very Much

4. Has being a student at YUIN UNIVERSITY helped improve your intimacy with God?
        ___1-None,   ___2-Very Little,   ___3-Some,   ___4-Much,   ___5-Very Much

5. Are you a Christian (e.g., follower of Jesus)?
        ___A) Yes   ___B) No

6. Were you a Christian when you entered Yuin University?
        ___A) Yes   ___B) No

7. What do you hope to do after studying at YUIN UNIVERSITY (mark all that apply):
___A) Enter business or a profession
___B) Use what I have learned to start a business
___C) Teach
___D) Enter a bachelor's program at another school (what type and/or what school):
_____
___E) Enter a graduate program at another school (what type and/or what school):
_____
___F) Enter or continue in full-time (paid) ministry
___G) Enter or continue in part-time (paid) ministry
___H) Enter or continue in volunteer ministry (e.g., lead a Bible study, serve in children's ministry, lead small group, lead worship, etc.)
___I): Be promoted in my current job because of my degree
___J) Other: _____

Noel-Levitz Survey

Note: We will be charged $7 for each student to whom we administer the test.

V. AFFIRMATIONS (from meeting minutes)

Annual Board and Administration Affirmations

Include a statement similar to the following in meeting minutes:

We discussed the following documents and affirmed our agreement to all of them.

- Christian biblical foundations statement
- Purposes and objectives
- Philosophy and ethical and moral values specified in the TRACS Foundational Standards (IER 1a)
- Notify TRACS of substantive changes. (If any this year)
- Assessment Plan's annual report
- Annual update of the Strategic Plan (also known as Five Year Plan)
- Annual updated budget (which may need additional revisions after Fall enrollments are completed)

To distribute before meeting in which minutes will show affirmation:

Christian biblical foundations statement

Statement of Faith

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)

Purposes and objectives

Mission Statement

Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Institutional Objectives

Through the degrees at Yuin University, students will advance academically, professionally, and spiritually.

Academically
- Equipped with skills for lifelong learning

Professionally
- Equipped to serve in their field of study

Spiritually
- Equipped to articulate how one enters into a relationship with God through Jesus Christ and grow in spiritual maturity

Culture/Diversity

- Equipped with experiences that foster an appreciation for people of other cultures and backgrounds

  Service
- Equipped with a passion to serve others in response to human needs

Philosophy and ethical and moral values specified in the TRACS Foundational Standards (IER 1a)

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 encouraged to join us in our intellectual quest.

Yuin University seeks to preserve and enrich the dignity of every person and affords the opportunity to share ideas and values from many different traditions. With this increased understanding, we aim to contribute to fostering a sense of responsibility and personal stewardship toward all humankind.

Ethical and Moral Values Statement

As a Christian higher education institution, character is very important at YUIN UNIVERSITY. As the Lord Jesus taught, character is more than a list of rules. Character is achieved when the reason for rules is written on our hearts. Therefore, our aspiration is that all who study or work at YUIN UNIVERSITY will be so motivated to be people of character that a list of rules would be unnecessary. However, we do list a few essential rules:

- Whether we are students or employees, we will treat each other with respect, striving for harmonious relationships
- Whether we are students or employees, we will do our work with integrity (e.g., plagiarism will be avoided, school property will not be misused or used for personal benefit)
- Whether we are students or employees, laws will be obeyed.
- Faculty, staff of Yuin University are committed to providing quality service and teaching to students and community in a responsive and caring manner
- We all embrace difference, treating others the way they want to be treated

Notify TRACS of substantive changes. (If any this year)

Assessment Plan's annual report

Annual update of the Strategic Plan (also known as Five Year Plan)

Annual updated budget (which may need additional revisions after Fall enrollments are completed)

Student, Faculty, and Staff Affirmations

Logistics

For students, the following is included in the application packet. For faculty & staff, the following is scheduled for odd years.

Yuin University Mission and Values Signature Form

I affirm to abide by and support the following Yuin University statements:

- Mission
- Statement of Faith
- Code of Conduct
- Philosophy of Education.

I have also read the mission, statement of faith, code of conduct and philosophy of education. Whether I am or am not a Christian, I understand the beliefs of this school and am happy to study in a school where these are the beliefs of the faculty and administration.

_____   _____

Name   Date

Mission Statement

Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Ethical and Moral Values (Code of Conduct)

Ethical and Moral Values Statement (code of conduct)

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We believe in God the Holy Spirit who is the comforter, sustainer and sanctifier of all who profess faith

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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)

VI. ACADEMICS AND STUDENT LEARNING ASSESSMENT

Performance Fact Sheet

Note: This form must be placed on our website each year.

Academic Year: _____

Enrollment/Retention/Graduation Information

	BA Bus Admin	MBA	PhD Bus	BA Theo	MDiv	PhD Theo	All
1. Headcount (total number of students)							
2. Percent of full-time students (full-time students divided by total number of students)							
3. Tuition (cost per credit)							
4. Percent of students receiving financial assistance (e.g., scholarships, work-study)							
5. Retention Rate (returning students divided by number of potential returning students)							
6. Percent of students who completed their program within 150% of full-time studies (e.g., for bachelor students, the number of graduates from six years ago divided by the number of students who began their bachelors six years ago)							

Placement of Alumni One to Three Years after Graduating (from most recent alumni survey)

1. After graduating from Yuin University, what percent of alumni continued their studies with a higher degree (e.g., entered a new masters or doctoral program at an accredited graduate school)? (Q3)	
a. Of this group of alumni who entered another degree program, what percent are making acceptable progress toward graduation? (Q4 a or b)	
b. Of this group of alumni who entered another degree program, percent has already graduated? (Q 4 b)	

2.	What percent of alumni have become employed in their field of study? (Business Supplement Q1a; Religion Supplement Q1b)	___A) Bachelor of Arts - Business ___B) Master of Business Administration ___C) Ph.D. – Business Administration ___D) Bachelor of Arts - Religion ___E) Master of Divinity ___F) Ph.D. – Religion ___G) All Programs
3.	What percent of alumni have found volunteer opportunities in their field of study? (Business Supplement Q1b; Religion Supplement Q1a)	___A) Bachelor of Arts - Business ___B) Master of Business Administration ___C) Ph.D. – Business Administration ___D) Bachelor of Arts - Religion ___E) Master of Divinity ___F) Ph.D. – Religion ___G) All Programs

Faculty Qualifications Form

Name	
Phone Numbers	
Email Address	
`Mailing Address	

Yes	No	
		1. Accredited Master's Degree(s)
		2. Transcript(s) Received
		3. Teaching Areas:
		4. Accredited Terminal Degree(s)
		5. Transcript(s) Received
		6. Teaching Areas:
		7. Signed Statement of Faith Received
		8. Passed Interview with Academic Dean
		9. Passed Interview with Program Director or Dean of School
		10. Passed Interview with President
		11. Articulated Enthusiasm for the YUIN UNIVERSITY Mission Statement, vision and a Desire to Help Achieve It

		12. Evidences of Teaching Potential:
		13. Evidences of Strong Spiritual Life and Ministry:

Course & Faculty Evaluations

Year _____   Semester _____   Course _____   Professor _____

	□ 1 Poor, □ 2 Fair, □ 3 Good, □ 4 Very Good, □ 5 Excellent
1. Did the professor demonstrate an extensive knowledge of the subject of this course?	□ 1, □ 2, □ 3, □ 4, □ 5
2. Did the professor demonstrate effective communication skills & teaching methods?	□ 1, □ 2, □ 3, □ 4, □ 5
3. Was the professor well prepared for each week's classes?	□ 1, □ 2, □ 3, □ 4, □ 5
4. Did this class help you grow academically?	□ 1, □ 2, □ 3, □ 4, □ 5
5. After taking this course, do you feel comfortable using it in a workplace?	□ 1, □ 2, □ 3, □ 4, □ 5
6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	□ 1, □ 2, □ 3, □ 4, □ 5
7. Were homework assignments helpful for reaching class objectives?	□ 1, □ 2, □ 3, □ 4, □ 5
8. Were textbooks interesting and helpful in achieving class objectives?	□ 1, □ 2, □ 3, □ 4, □ 5
9. Did homework assignments require you to search for information in the school library and on & offline resources?	□ 1, □ 2, □ 3, □ 4, □ 5
10. Were you able to reach the professor for discussions when needed (e.g., did they respond to emails, post office hours, or otherwise make themselves available)?	□ 1, □ 2, □ 3, □ 4, □ 5
11. Did the professor make you comfortable to ask questions and give feedback?	□ 1, □ 2, □ 3, □ 4, □ 5
12. Did the professor encourage you to learn from a Christian perspective?	□ 1, □ 2, □ 3, □ 4, □ 5
13. Would you recommend this class to a friend?	□ 1, □ 2, □ 3, □ 4, □ 5

14. I took this class □ A) Online or □ B) On Campus	
15. Homework	
□ Yes □ No	a) Do students have homework most weeks?
___0-10 ___11-20 ___21-30 ___31-40 ___41-50 ___51-60 ___61-70 ___Over 70	b) How many hours were required to complete all homework assignments for this course?

Program Review Form

Program: _____

One or more academic program are schedule for review each year. (See "What is Due this Year" above.) The program director, academic dean, and program faculty conduct a review that will answer such questions as:

1. Is the curriculum adequately sequenced to enable students to move from basic to complex levels of learning?

2. Is the content appropriate to the degree level?

3. Is the curriculum for professional programs designed to provide students the necessary tools for the profession?

4. Are resources adequate to support the curriculum effectively?

Meeting minutes should list at least three schools (e.g., websites review of curriculum) that were looked at for this review as well as the TRACS standards and the answers to the above questions. These meeting minutes are dated _____.

3-5 Year Alumni Survey

Please help us continue to improve your school by answering the following questions.

A.   Outcomes

1.   What is the last degree or program that you completed at Yuin University?

___A) BA in Business

___B) MBA

___C) Ph.D. in Business

___D) BA in Religion

___E) M.Div.

___F) Ph.D. in Religion

___G) I did not complete a degree, but studied in the following program: _____

___H) Other

2.   What was the last year in which you attended Yuin University? _____

3.   Since graduating from Yuin University, have you applied to a masters or doctoral degree program at an accredited school?

___A) Yes   ___B) No

a)   If you applied (answered yes), were you accepted?

___A) Yes   ___B) No

b)   If you applied (answered yes), to what kind of program did you apply (e.g., M.Div., MBA, MA in Education, D.Min., Ed.D., Ph.D.):

_____

4.   If you entered a higher degree program (i.e., yes to question 3 above), what is your current status?

____ A) Still in school

____ B) Graduated

____ C) No longer in school (but did not complete a degree or program)

5.   Lifetime Learning:
    a.   Within the last year, have you attended a workshop or conference to add to your knowledge and skills?   ___Yes   ___No
    b.   Within the last year, have you taken at least on course to add to your knowledge and skills?   ___Yes   ___No
    c.   Within the last year, have you read three or more non-fiction books to add to your knowledge and skills?   ___Yes   ___No

6.   Were you a Christian (a follower of Jesus Christ) when you entered Yuin University?

___A) Yes   ___B) No

7. Are you a Christian (follower of Jesus Christ) now?
___A) Yes   ___B) No

8. How do you participate in a Christian church or another Christian ministry?
    ___ A) I do not regularly attend a Christian church
    ___ B) I do regularly attend Christian church
    ___ C) I serve as a volunteer in Christian church or another Christian ministry with regular (normally weekly) assignments (e.g., Sunday School Teacher, Home Group Leader, Youth Leader, Member of Worship Team)
    ___ D) I am an unpaid Minister with regular (normally weekly) assignments
    ___ E) I am a paid Minister
    ___ F) Other: _____

9. Which statement best describes how studying at Yuin University has impacted your involvement in church?
___A) I am <u>more</u> involved in church now than before I studied at Yuin University (e.g., attend more regularly, volunteer to serve more).
___B) I am <u>less</u> involved in church now than before I studied at Yuin University (e.g., attend less regularly, volunteer to serve less often).
___C) My involvement in church now is about the same as before I studied at Yuin University

10. Did your time at Yuin University equip you with experiences that foster an appreciation for people of other cultures and backgrounds
    ___A) Yes   ___B) No

11. Do you now interact with and care about people from other cultures and backgrounds
    ___A) Yes   ___B) No

12. Are you serving in response to human need (e.g., volunteering in an organization that serves the poor, helps the disabled, strengthens marriages, …)

___A) Yes: If so, what organization and how _____
 ___B) No

Supplement: Alumni of Business Programs

1. Are you serving in a way that relates to business (i.e., your field of study at Yuin University)?

___A) Yes, I am employed in business

___B) Yes, I volunteer in business

___C) No

2. If you answered "Yes" to #1, what terms best describe your work:

___A) Introductory

___B) Supervisory or Managing

___C) Leading a Business

___D) Starting a Business

Supplement: Alumni of Religion Programs

1. Do you serve in church or another Christian ministry (whether volunteer or paid)?
   ___A) I volunteer (e.g., teaching Sunday school, participating in children's ministry, leading small groups)
   ___B) I am paid for my work in a church or other Christian ministry
   ___C) No, I do not serve in a church or other ministry.

2. If you serve in a church or other Christian ministry, is this an entry-level ministry positions (e.g., youth ministry, short-term missions, JDSN) or senior level (e.g., pastor, supervisor over other staff)
   ___A) Entry-level   ___B) Senior-level   ___C) I do not serve in a church or other ministry

3. Have you:
   ___ A) Been ordained for ministry (e.g., Pastor, Moksa)
   ___ B) Been licensed for ministry (e.g., Licensed Minister, JDSN)
   ___ C) Begun serving a type of volunteer ministry that you had not done before entering Yuin University (e.g., began teaching Sunday School, began leading a home group, become an elder, etc.)
   ___D) None of the above

4. Are you a senior pastor?
   ___A) Yes, I have at least one pastor under my supervision
   ___B) Yes, I have at least one paid minister under my supervision (e.g., youth minister, JDSN)
   ___C) No

GPA Check

Each semester, the Director of Admissions and Records is to flag anyone whose GPA falls below 2.0. These students will have an assessment interview(s) with the academic dean. In the interview, the staff members will assess whether the student's performance problems stem from personal problems (e.g., an illness, a death in the family, adjustment problems) or academic problems (e.g., lack of study skills, too many credits for a busy schedule). The staff members will then prescribe a required set of meetings (e.g., monthly meetings with an instructor, weekly meetings with a peer counselor)

Director of Admissions and Records Report:

Semester: _____

How many students had GPA's below 2.0 this semester? _____

List the names of these students and distribute the list to the Academic Dean and Chaplain:

1.

2.

3.

Mission and Institutional Objectives Survey

Yuin University exists to bring **glory** to God through excellence in theological education centered on Christ, faithful to the Scriptures, and rooted in the historical-theological tradition, with the aim of equipping Christian Reformed leaders who serve the church and advance the kingdom of God throughout the world.

1 - Slightly (if at all)   2 – Little   3 – Some   4 – Much   5 - Very Much

	Mission
RATE 1-5	**How well does Yuin University equip students:**
	1. Academically
	a. With skills for lifelong learning
	2. Professionally
	a. With skills to serve professionally or volunteers in their field of study
	3. Spiritually
	a. To articulate how one enters into a relationship with God through Jesus Christ and grows in Christian spiritual maturity
	4. Culture/Diversity: To care about and engage with people from other cultures and backgrounds
	a. With experiences that foster an appreciation for people of other cultures and backgrounds
	5. Service: To empathize with the needs of others and respond with acts of service
	a. With a passion to serve others in response to human needs

RATE 1-5	**Appropriateness of our stated purposes**
	6. How appropriate are our mission and institutional objectives to what should be the purposes of our school? (See the table above.)

Check One	**Respondent Information**
	1. I am a college faculty member
	2. I am a college staff member
	3. I am a college administrator
	4. I am a board member
	5. I am an alumnus
	6. I am a student
	7. Other:

Program Objectives Surveys

	Program Objectives: BA in Business Administration

RATE 1-5	**How well does this program enable students to:**
	1. identify and explain the four functions of management (Planning, Leading, Organizing, and Controlling) and the fundamental concepts of management and organizational behavior and marketing.
	2. exhibit professional competence in communication skills (e.g., writing, presentation).
	3. gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.
	4. be equipped for introductory and supervisory positions in the business world.

RATE 1-5	**Appropriateness of Program Outcomes to Mission**
	5. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

Program Objectives: MBA

RATE 1-5	How well does this program enable students to:
	1. produce a professional business plan including the -executive summary -overview of the industry, company, products and services -marketing research and analysis -economics of the business -marketing plan -manufacturing and operation plan -management plan -critical risk, problems and assumptions -financial plan
	2. exhibit professional competence in communication and research (i.e. writing, presentation, data analysis and critical thinking skills)
	3. gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.
	4. demonstrate an understanding of quantitative and qualitative research
	5. be equipped to start, manage or lead a business (or working in a supervisory position).

RATE 1-5	Appropriateness of Program Outcomes to Mission
	6. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

Program Objectives: Ph.D. in Business Administration

RATE 1-5	How well does this program enable students to:
	1. exhibit professional competence in research and communication (i.e. writing, presentation, data analysis and critical thinking skills)
	2. conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.
	3. be equipped for business leadership positions

RATE 1-5	Appropriateness of Program Outcomes to Mission
	4. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

Program Objectives: BA in Religion

RATE 1-5	How well does this program enable students to:
	1. demonstrate significant knowledge of the Bible text.
	2. use appropriate tools for interpreting biblical texts.
	3. articulate their faith to others.
	4. develop godly habits towards spiritual growth and maturity.
	5. exhibit professional competence in communication (e.g., writing, presentation).
	6. gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.
	7. be equipped for volunteer and lay ministry (e.g., teaching Sunday school, participating in children's ministry, leading small groups).
	8. be equipped for entry-level ministry positions (e.g., youth ministry, short-term missions, JDSN)

RATE 1-5	Appropriateness of Program Outcomes to Mission
	9. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

	Program Objectives: M.Div.
RATE 1-5	**How well does this program enable students to:**
	1. demonstrate significant knowledge of the Bible text.
	2. use appropriate tools for interpreting biblical texts.
	3. articulate their faith to others.
	4. develop godly habits towards spiritual growth and maturity.
	5. demonstrate an understanding of worldview, how to identify underlying assumptions based on various worldviews and understand differences between Christian and non-Christian worldviews.
	6. conduct quantitative and qualitative research.
	7. gain insights into themselves, their most suitable work situations, and how the unique way God has designed each of them relates to the purpose for which He designed them.
	8. develop ministry skills and use those skills by serving as volunteers or professional ministers

RATE 1-5	**Appropriateness of Program Outcomes to Mission**
	9. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

Program Objectives: Ph.D. in Religion

RATE 1-5	How well does this program enable students to:
	1. be equipped for ministry leadership positions
	2. demonstrate an understanding of worldview, how to identify underlying assumptions based on various worldviews and understand differences between Christian and non-Christian worldviews.
	3. conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.

RATE 1-5	Appropriateness of Program Outcomes to Mission
	4. How appropriate are these outcomes to our institutional mission: Yuin University's mission is to help each individual from diverse cultures to develop academically, professionally, and spiritually in order to pursue lives of leadership and service in their field of study.

Comments:

Spiritual Disciplines Survey

Do not put your name on this survey, but please be very open and completely truthful. Our objective is not to evaluate you; it is to evaluate Yuin University. Our objective is to evaluate the differences between the spiritual practices of freshmen, seniors and alumni so that we can understand the impact our programs have on practices pertaining to spiritual disciplines. Please indicate how often you participate in each of the following practices.

1. Personal devotionals (prayer, Bible reading, devotional literature, etc.)

	Every day
	About 5-6 days per week
	About 3-4 days per week
	About1-2 days per week
	Not every week
	Rarely

2. Attends Christian meetings (e.g., church, bible studies, home groups)

	More than once per week
	About once per a week
	About once a month
	About three or four times per year
	Less than three or four times per year

3. Serves at their church or another ministry (e.g., teaches Sunday school, leads worship, helps with youth or children's ministry, etc.)

	About once a week or more
	About once per month or more
	About once per quarter or more
	About twice per year or more
	Less than twice per year

What type ministry: _____

4. Regularly tithing and giving offerings

	I regularly tithe (e.g., weekly or monthly)
	I may not always tithe, but give an offering most weeks
	I occasionally give offerings
	I do not normally contribute money to church

5. Personal witnessing

	About once per month or more

	About once per quarter or more
	About twice per year or more
	About once per year or more
	About once every two years or more
	Less than once every two years

How many classes have you taken at this school:
    ___ I have taken 10 or fewer classes – up to 30 credits
    ___ I have taken 11-20 classes – between 31 and 60 credits
    ___ I have taken 21-30 classes – between 61 and 90 credits
    ___ I have taken 31 or more classes – between 91 or more credits

I am in which program:
    ___BA Business Administration   ___M.B.A.   ___Ph.D. Business
       ___BA Religion   ___M.Div.   ___Ph.D. Religion

Writing & Presentation Rubric
See file

BA Business Comprehensive Exit Exam
See file

Self-Discovery (Parachute Assignments) Rubric

Each student must purchase a copy of <u>What Color is Your Parachute: Job-Hunter's Workbook</u>. The instructor will need a copy of <u>What Color is Your Parachute</u> (i.e., the text and the workbook, not the workbook).

To gain insight into where to apply their skills, students will complete the workbook assignments identifying how they like to work (e.g., transferrable skills, values, and motivations). Along with the completed exercises, students will submit a reflection paper on what they learned about themselves. As the students completes these assignments, the instructor is to give each one career advice and to offer additional times to talk to students desiring additional career guidance.

Bible Highlighter Project: MDiv Theology Capstone Rubric (student)

	4- Exceeds the standard	3 – Meets the standard	2 – Falls slightly short of the standard	1 – Falls significantly short of the standard
Student has chosen an appropriate issue				
Student has chosen to do the project on the entire bible or an appropriate major section (e.g., Pentateuch, historical books, Psalms, wisdom literature, prophets of the Babylonian crisis, Gospels, Pauline Epistles, etc.)	The chosen section(s) completely address this topic	The chosen section(s) significantly deals with the chosen topic	Other sections of the bible would be a more appropriate choice for this topic	This section of the bible hardly deals with this topic, while other sections significantly address it
Student has identified the appropriate verses that address the issue from the chosen section(s) of the bible	All appropriate verses seem to have been identified and no inappropriate verses were added	The majority of identified verses were identified and are appropriate (i.e., do deal with this subject)		To many of the verses on this subject are missing or do not actually deal with the subject (e.g., the students seems to be isogeting)
Student has arranged identified verses into appropriate groups				
Student has given an appropriate title to each group of verses				
Student has given an insightful summary of each group of verses				
Concluding Narrative	Student has demonstrated a comprehensive	Student has demonstrated an adequate	Student is starting to develop an adequate	Student is not starting to develop an adequate

	theology of this subject	theology of this subject	theology of this subject	theology of this subject

Average: _____

Bible Highlighter Project: MDiv Theology Capstone Rubric (class average)

	AVERAGE 1-4
Student has chosen an appropriate issue	
Student has chosen to do the project on the entire bible or an appropriate major section (e.g., Pentateuch, historical books, Psalms, wisdom literature, prophets of the Babylonian crisis, Gospels, Pauline Epistles, etc.)	
Student has identified the appropriate verses that address the issue from the chosen section(s) of the bible	
Student has arranged identified verses into appropriate groups	
Student has given an appropriate title to each group of verses	
Student has given an insightful summary of each group of verses	
Concluding Narrative	
TOTAL	

MBA Capstone Business Plan Rubric (student)

	4- Exceeds the standard	3 – Meets the standard	2 – Falls slightly short of the standard	1 – Falls significantly short of the standard
Executive summary				
Overview of the industry, company, products and services				
Marketing research and analysis: Relevance of Data to Research Questions				
Marketing research and analysis: Reliability of Data Collected				
Marketing research and analysis: Data provides useful information for creating competitive advantage				
Economics of the business				
Marketing plan				
Manufacturing and operation plan				
Management plan				
Critical risk, problems and assumptions				
Financial plan				

Average: _____

MBA Capstone Business Plan Rubric (class average)

	AVERAGE 1-4
Executive summary	
Overview of the industry, company, products and services	
Marketing research and analysis: Relevance of Data to Research Questions	
Marketing research and analysis: Reliability of Data Collected	
Marketing research and analysis: Data provides useful information for creating competitive advantage	
Economics of the business	
Marketing plan	
Manufacturing and operation plan	
Management plan	
Critical risk, problems and assumptions	
Financial plan	
TOTAL	

Dissertation Rubric (student)

Students will demonstrate the ability to conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.

	1 – Unsatisfactory	2 – Emerging	3 – Proficient	4 - Exemplary
Research project addresses a significant issue	Research project does not addresses a significant issue			Research project addresses a significant issue
Student demonstrates significant knowledge of precedent research (e.g., in a chapter on the review of the literature)	Includes little if any review of precedent research and literature on the subject matter	Demonstrates some knowledge of previous research and literature on the subject matter	Demonstrates extensive knowledge of the research and literature	Clearly demonstrates extensive knowledge of the research and literature with the application of identifying gaps that the student could fill
Introduction shows understanding of qualitative and quantitative research methods, explains what methods have been chosen and why.	Seems to have an incomplete understanding quantitative and/or qualitative research methods; Does not give compelling reasons for methods chosen	Demonstrates some understanding of qualitative and quantitative research methods	Demonstrates adequate understanding of qualitative and quantitative research methods	Introduction shows understanding of qualitative and quantitative research methods, with the application of explaining what methods have been chosen and why.
Research questions are narrow and specific	Research questions are not narrow and specific			Research questions are narrow and specific
Research methods used produced reliable data	Research methods used did not produce reliable data			Research methods used produced reliable data
Research methods and instruments address each research question in a way that can	Research methods were flawed	Some research questions were inadequately addressed in a way that can lead to valid conclusions		Research methods and instruments address each research question in a way that can

lead to valid conclusions				lead to valid conclusions
Valid conclusions are reached	Valid conclusions were not reached			Valid conclusions are reached
Findings add useful discoveries to the field	Findings did not add useful discoveries to the field			Findings add useful discoveries to the field

AVERAGE SCORE:	

Dissertation Rubric (class average)

Students will demonstrate the ability to conduct qualitative or quantitative research by producing a dissertation with research questions, appropriate research methods, data analysis leading to findings, etc.

	AVEGAGE 1-4
Research project addresses a significant issue	
Student demonstrates significant knowledge of precedent research (e.g., in a chapter on the review of the literature)	
Introduction shows understanding of qualitative and quantitative research methods, explains what methods have been chosen and why.	
Research questions are narrow and specific	
Research methods used produced reliable data	
Research methods and instruments address each research question in a way that can lead to valid conclusions	
Valid conclusions are reached	
Findings add useful discoveries to the field	
TOTAL	

Guidelines for the Worldview Paper

In a paper that is three to five pages long, explain the concept of worldview and the differences between a biblical Christian worldview and various other worldviews. Discuss why it is important for a Christian to have a biblical Christian worldview and how that worldview should impact your life. Give examples. Support your writing by using the Bible and two to four other credible sources. Direct quotes should not exceed 25% of the total length of the paper. An abstract is not required. All sources should be correctly acknowledged and cited. Before writing, review the rubric that will be used in evaluating your work.

Rubric for the Worldview Paper

Category	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Introduction	Provides clear, strong overview of the paper's intent or purpose.	Provides clear overview of the paper's intent or purpose.	Introduction is present, but without general overview of intent or purpose.	No introductory paragraph.	
Understands Worldview	Clearly articulates what a worldview is and how it impacts a person's life.	Explains what a worldview is.	Inadequately explains what a worldview is.	Omits explanation of what a worldview is.	
Explains the prevailing worldviews	Clearly and accurately articulates the three major worldviews.	Accurately explains the three major worldviews.	Inadequately or incorrectly explains the three major worldviews.	Omits explanation of the three major worldviews.	
Explains Christian Worldview	Clearly and accurately articulates the Christian worldview and its position among the three major worldviews.	Accurately explains the Christian worldview and its position among the three major worldviews.	Incompletely or incorrectly explains the Christian worldview and/or where it belongs among the three major worldviews.	Fails to explain or inaccurately explains the Christian worldview and where it belongs among the three major worldviews.	
Personal Worldview Position	Clearly articulates personal worldview and how it was formed.	Explains personal worldview.	Incompletely explains personal worldview.	Omits personal worldview.	
Conclusion	Conclusion is strong and leaves the reader solidly understanding the writer's intent or purpose.	Conclusion is recognizable and adequately states the writer's intent or purpose.	Conclusion is present but does not adequately state the author's intent or purpose.	No conclusion; paper just ends.	
Average Score					

Tools for Biblical Studies Rubric (student)

Name: _____

Degree Program:

___BA   ___MA   ___M.Div.   ___D.Min.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2)	Good (3)	Excellent (4)
Use of Tools	Evidences use of insights from at least three study tools (e.g., commentaries, theological dictionaries, linguistic tools).					
Understanding	Includes and explains quotes (but does not merely quote passages)					
Application	Able to apply text to promote actions.					
Communication	Able to communicate the meaning along with illustrations and applications that fit the text well.					

Average: _____

Tools for Biblical Studies Rubric (class average)

Domain	Average
Use of Tools	
Understanding	
Application	
Communication	

Rubric for Lessons, Devotionals or Sermons

	1 - Poor	2 - Average	3 – Good	4 – Excellent
Accurately interprets the passage				
Evidences theological research (e.g., use of commentaries, word studies, etc.)				
Clear sensible outline				
Includes illustrations that keep interest with each point				
Includes specific and relevant applications				
Uses voice effectively (e.g., varying tone and speed) and without distracting mannerisms				
Uses body language (e.g., gestures) appropriately (and without distracting mannerisms)				

Christian Introduction Rubric

Student's Name: _____

Degree Program: ___BA Business   ___MBA   ___Ph.D. Business
                   ___BA Religion   ___M.Div.   ___Ph.D. Religion

Student Learning Outcomes:
    1. Understand the theological components of a gospel presentation.
    2. Memorize and write or recite the biblical passages pertaining to a gospel presentation
    along with an explanation that is adequate for a nonbeliever to gain a basic
    understanding of the gospel.
    3. Can present the gospel through one-on-one conversation.

Assignment:
    Student will write or recite each of the following verses. After each verse, the student will
    explain its meaning. The student will use the entire set of verses and their explanations
    to explain how someone can come into a relationship with God through Jesus Christ.

• John 1:1 and 14	• John 10:10
• Romans 3:23	• Ephesians 2:8-9
• Isaiah 59:2	• Revelation 3:20
• John 3:16	

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2 Pts)	Good (3 Pts)	Excellent (4 Pts)
Knowledge	Able to recite from memory appropriate biblical passages					
Understanding	Able to explain the meaning of each verse and how it fits into an understanding of how one comes into a relationship with God through Jesus Christ					
Application	Able to present a coherent gospel message (including an opportunity to respond)					

Average: _____

Christian Introduction Rubric Average

After the professor has graded all the Christian Introduction Assignments, he or she will complete the following form and send it to the director of institutional effectiveness (dagron@accreditation101.com).

Professor	
Semester	___Fall ___Spring ___Summer
Year	
Number of Students (e.g., number of rubrics graded)	
Average score for all graded rubrics	

VII. FINANCIAL ASSESSMENT

Audit Analysis Report

Completed this Year? ☐ Yes   ☐ No

Operated in the Black – Most Recent Fiscal Year?   ☐ Yes   ☐ No

Operated in the Black for Past Two Years? ☐ Yes   ☐ No

VIII. FACILITIES AND EQUIPMENT ASSESSMENT

Library Support: Titles for Required BA Religion Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Understanding Old Testament I								
Understanding Old Testament II								
Pentateuch I								
Pentateuch II								
Proverbs								
Job								
Understanding New Testament I								
Understanding New Testament II								
Gospel I								
Gospel II								
Philippians								
Galatians								

Ephesians								
Systematic Theology I								
Systematic Theology II								
Systematic Theology III								
Church History I								
Church History II								
Introduction to Mission								
Christian Education								
Youth Ministry								
Christian Worship								
Worship and Music								
Church Growth								
Pastoral Care								

Library Support: Titles for Required M.Div. Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Pentateuch								
Old Testament Historical Books								
Wisdom Literature								
Old Testament Prophets								
Hermeneutics								
Old Testament Theology								
Gospel								
Exegesis								
New Testament Theology								
Epistles to Romans								
Pauline Theology								
General Epistles								
Acts								
Hebrew								
New Testament Greek								
Systematic Theology I								
Systematic Theology II								
Systematic Theology III								

Christian Ethics								
Contemporary Theology								
World Mission History								
Church History								
Reformation Theology								
Theology of Calvin								
Church Education								
Pastoral Counseling								
Church Growth								
Preaching								
Leadership in Diversity								
Church Internship								

Library Support: Titles for Required Ph.D. in Religion Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Old Testament Exegesis & Criticism								
Theology of Religion in Old Testament								
Old Testament Seminar								
New Testament Theology								
New Testament Seminar								
New Testament Criticism								
Pauline Theology								
Historical Theology								
Philosophical Theology								
Applied Christian Ethics								
The Bible and Science								
Early Church History								
Medieval & Reformation Theology								

Contemporary Theology							
The Church in Modern Society							
Theology of Church Growth							
Pastoral Counseling & Spiritual Therapy							
Theological Missiology							
Dissertation Proposal							
Dissertation							

Library Support: Titles for Required BA in Business Administration Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Introduction to Business								
Business Communications								
Fundamentals of Finance								
Business Finance								
Financial Institutions								
Principles of Accounting								
Managerial Accounting								
Introduction to Management Science								
Principles of Management								
Management System								
Introduction to Marketing								
Principles of Marketing								
Marketing Research								
Business Statistics								
Small Business Administration								
Business Law								

Business Policy & Strategy							
Legal Issues in Business							
Environmental Economics							
Human Resource Management							
Business Administration & Law							
Small Business Management							
Managerial Accounting & Control							
Financial Decision Making							
Commercial Bank Management							

Library Support: Titles for Required MBA Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Financial Management								
Non-Profit Management								
Marketing Management								
International Trade								
Comparative Management								
Human Resources Management								
Organizational Behavior								
Managerial Accounting								
Strategic Management								
Operations Management								
Management Information Systems								
Capstone								

Library Support: Titles for Required Ph.D. in Business Administration Courses

Course Title or Subject	Number of Periodicals that support this course	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Advanced Corporate Leadership								
Advanced Economic Analysis								
Management Finance								
Contemporary Marketing Management								
Organizational Development								
Organizational Communication								
Conflict Resolution								
Coordinating and Managing Supply Chains								
Organizational Change								
Technology for Corporations								
Strategic Planning								
Intro to Dissertation Proposal								
Quantitative Research								
Qualitative Research								

Research Methodology							
Dissertation I							
Dissertation II							
Dissertation III							

Facilities & Equipment (Technical & Non-Technical) Report

Date: _____

Present:

Summary

<u>**First Floor**</u>

Lounge

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Hallway

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	

Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Front Stairs

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Elevator

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment	

New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Admissions Office (#1)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#2)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	

Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Classroom (#3)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#4)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment	

Repair Issue	
Technical Equipment Maintenance Issue	

Classroom (#5)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Classroom (#6)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	

Technical Equipment Maintenance Issue	

Women's Restroom

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Men's Restroom

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment	

Maintenance Issue	

Electrical Room

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Back Stairs

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Clinic (#7)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#8)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#9)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#9)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#10)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#11)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Registrar Office (#12)

Facility Repair Issue	

Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Clinic Lab (#12)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Parking Lot

Facility Repair Issue	

Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Second Floor

Lounge

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Hallway

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#21)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#22)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Conference Room (#23)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#24)

Facility Repair Issue	

Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Library (#25)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Dining Area (#26)

Facility Repair Issue	
Facility Maintenance	

Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Women's Restroom

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Storage

Facility Repair Issue	
Facility Maintenance Issue	

Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Men's Restroom

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#27)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical	

Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#28)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Office (#29)

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment	

New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

Auditorium / Large Classroom

Facility Repair Issue	
Facility Maintenance Issue	
Non-Technical Equipment New Need	
Non-Technical Equipment Repair Issue	
Non-Technical Equipment Maintenance Issue	
Technical Equipment New or Upgrade Need	
Technical Equipment Repair Issue	
Technical Equipment Maintenance Issue	

IX. OTHER