

DATA FOR DECISIONS:

Annual Assessment Analysis and Suggestions for Yuin University

This document is prepared so that the stakeholders of Yuin University can review how well we achieve our goals and objectives, how well we fulfill our institutional effectiveness responsibilities and to make suggestions of changes based on the data gathered.

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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STUDENT LEARNING (OUTCOMES ASSESSMENT)

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?
<p>Equipped with skills for lifelong learning</p> <ul style="list-style-type: none"> 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	2019: NO, 13%
<p>Equipped to serve in their field of study</p> <ul style="list-style-type: none"> 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 Theology Programs)	Mail, email or call to survey	2019: YES for Business (60% paid, 20% volunteer), NO for Theology (0% paid, 33% volunteer)
<p>Equipped to articulate how one enters into a relationship with God through Jesus Christ and demonstrate a desire to grow in spiritual maturity</p> <ul style="list-style-type: none"> Graduates will convey to others how one 	<ul style="list-style-type: none"> BTh – average of 3.5 MDiv – average of 3.75 PhD Theology – 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	<p>Graduating students will have average scores that increase between the time they enter and graduate as follows:</p> <ul style="list-style-type: none"> • BTh -- 20% • MDiv – 10% • PhD Theology – 10% • BBA – 25% • MBA – 25% • PhD Business – 15% 	Spiritual Disciplines Survey	<p>New Student Orientation (Strategies for Success)</p> <p>Career Development Senior Course & Capstones</p>	
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)		2019: YES (100%)
	At least 75% indicate that they now interact with and care about people from other cultures and backgrounds	Alumni Survey (Q11)		2019: YES (100%)
<p>Equipped with a passion to serve others in response to human needs</p> <ul style="list-style-type: none"> • 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)		2019: Unclear, 20% of Business and 33% of Theology answered "yes". The goal needs to be rewritten.
Perceived to be meeting the mission and institutional objectives	Average score of at least 4.0	Mission & Institutional Objectives Survey	Career Development Senior Course	2019: Yes 4.1

Suggestion: Use the data from the Performance Facts Sheet in the Institutional Goals Table

Accepted and added to the Five Year Plan

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)		2019: Yes 80%
Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey		2019: Yes 4.2 from faculty, no data from students yet
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))		2019: Yes (60% paid, 50% supervising or leading)
Students will be perceived as meeting program objectives	As demonstrated by a 3.75 on the program objectives survey	Program Objectives Survey		2019: Yes 3.9 from faculty, 4.0 from students
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)		2019: No (50%)
Students will be perceived as meeting program objectives	As demonstrated by an average of at least 3.75 on the program objectives survey	Program Objectives Survey		2019: Yes 4.1 from faculty, 4.0 from single student

Goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics: Population, How/where administered	Was Objective Met?
BA Theology				
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)		2019: NO (33% volunteer, none are paid, none are continuing their education)
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 (Q2)		2019: NO
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	2019: NO 3.6 from single student survey, no data from faculty
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 Theology Programs Q 1 a or b)		2019: NO (33% volunteer, none are paid)

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	
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		2019: Yes 4.3 from students, no data from faculty
Ph.D. Theology				
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 Theology Programs Q 4 a or b)		2019: NO (None supervise pastors or ministers)
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	
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		2019: NO 3.7 from a single student, no data from faculty

We normally complete our annual assessment report at the end of the academic year. This preliminary report was necessary to fulfill requirements for the TRACS Matrix. However, more data will be added after receiving more data. We expect to do several rubrics in the Spring. We have already received more surveys from theology students, but they were submitted after the preliminary report was complete.

Note that the current data from the Alumni Survey and the Program Objective Surveys is not statistically reliable because we did not administer enough surveys. Thus, no real conclusions from these instruments are ready. But we have used several other instruments and will collect more data by the end of this school year. In the mean time, even inadequate data is useful for mentoring members of our team.

Suggestion

For the purposes of statistical reliability, collect more Alumni Surveys for the report that will be completed at the end of the Spring 2019 semester. Consider whether more Program Objectives Surveys are needed beyond the ones that were submitted late.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this
Comments:

STUDENT LEARNING REPORTS

3-5 Year Alumni Survey Report

With only five responses from business alumni and three from Theology alumni, we do not have enough data to consider our answers reliable. However, these survey results (see below) do provide us with an opportunity to develop a team of people who understand our assessment processes and who understand the goals and objectives of our school. These preliminary results are not encouraging, but as we said, we do not have enough data to draw valid conclusions.

A second issue with our small number of surveys is that we do not have enough surveys to give reliable answers for each program (e.g., it would be nice to have 10 BSB, 10 MBA, 10 PhD Business, 10 BA Theology, 10 M.Div., 10 Ph.D. Theology surveys). For the sake of training, we treated all surveys as being from each program (e.g., the five business surveys were counted as five BSB, five MBA, five Ph.D.) Next time we will need more time so we can collect more surveys.

We found that the goal for question 12 (i.e., an average scores of at least 3.25) needs to be re-written. The data we collect tells us the percent of students answering “yes” or “no” (e.g., 25% answered “yes” in 2019). Therefore, the faculty decided that the proper goal would be 50%.

Review the Objectives Charts.

Noting how few of our objectives were met provides us with an opportunity to understand how this will be viewed by an accrediting agency. It would be a mistake to write a glowing report about how perfect we are. Accrediting agencies want to see that we know how to find our own weaknesses and come up

with plans on how to improve. We are also required to show that our assessment results in improvements in teaching and learning. Starting with such low scores means it will be easy for us to show improvement.

Sometimes, a new school will make the mistake of writing a PR document (e.g., saying everything is perfect and wonderful at the school). Evaluators recognize the exaggeration and feel compelled to write a harsh report correcting the fake report. We do not want them to think we write a deceitful report that exaggerates our strength.

The academic dean should lead a committee to write a report that explores why we have so many objectives that the Alumni Survey showed we did not reach. Is this merely the result of too few surveys? Is it the result of the type students we have in our school (e.g., do we have theology students that are not serious followers or servants of Jesus)? Are our goals too high? If the committee thinks the goals are too high, suggest easier percentages.
<input checked="" type="checkbox"/> X Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this
Comments: Will be completed before next year's assessments (e.g., end of summer at latest)

Business	Theology	All	
N=5	N=3	N=8	A. Outcomes
			1. What is the last degree or program that you completed at Yuin University?
			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?
0%	0%	0%	A) Yes
100%	100%	100%	B) No
			3a) If you applied (answered yes), were you accepted?
N/A	N/A	N/A	A) Yes
N/A	N/A	N/A	B) No
			3b) 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.):
N/A	N/A	N/A	
			4. If you entered a higher degree program (i.e., yes to question 3 above), what is your current status?
N/A	N/A	N/A	A) Still in school
N/A	N/A	N/A	B) Graduated
N/A	N/A	N/A	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?

20%	0%	13%	A) Yes
80%	100%	88%	B) No
			B) Within the last year, have you taken at least on course to add to your knowledge and skills?
0%	0%	0%	A) Yes
100%	100%	100%	B) No
			C) Within the last year, have you read three or more non-fiction books to add to your knowledge and skills?
20%	33%	25%	A) Yes
80%	67%	75%	B) No
			6. Were you a Christian (a follower of Jesus Christ) when you entered Yuin University?
20%	100%	50%	A) Yes
80%	0%	50%	B) No
			7. Are you a Christian (follower of Jesus Christ) now?
20%	100%	50%	A) Yes
80%	0%	50%	B) No
			8. How do you participate in a Christian church or another Christian ministry?
100%	0%	63%	A) I do not regularly attend a Christian church
0%	100%	38%	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)
0%	0%	0%	D) I am an unpaid Minister with regular (normally weekly) assignments
0%	0%	0%	E) I am a paid Minister
0%	0%	0%	F) Other: _____
N/A	0%	0%	Specify Other
			9. Which statement best describes how studying at Yuin University has impacted your involvement in church?
0%	33%	13%	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).
0%	0%	0%	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).
100%	67%	88%	C) My involvement in church now is about the same as before I studied at Yuin University
N/A			
			10. Did your time at Yuin University equip you with experiences that foster an appreciation for people of other cultures and backgrounds
100%	100%	100%	A) Yes
0%	0%	0%	B) No
			11. Do you now interact with and care about people from other cultures

			and backgrounds
100%	100%	100%	A) Yes
0%	0%	0%	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, ...)
20%	33%	25%	A) Yes
N/A	N/A	N/A	a1) If yes, what organizationa and how
80%	67%	75%	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)?
60%	N/A	60%	A) Yes, I am employed in business
20%	N/A	20%	B) Yes, I volunteer in business
20%	N/A	20%	C) No
Total			
			2. If you answered "Yes" to #1, what terms best describe your work:
25%	N/A	25%	A) Introductory
25%	N/A	25%	B) Supervisory or Managing
25%	N/A	25%	C) Leading a Business
25%	N/A	25%	D) Starting a Business
			Supplement: Alumni of Theology Programs
			1. Do you serve in church or another Christian ministry (whether volunteer or paid)?
N/A	33%	33%	A) I volunteer (e.g., teaching Sunday school, participating in children's ministry, leading small groups)
N/A	0%	0%	B) I am paid for my work in a church or other Christian ministry
N/A	67%	67%	C) No, I do not serve in a church or other ministry.
	TOTAL		
			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)
N/A	N/A	N/A	A) Entry Level
N/A	N/A	N/A	B) Senior Level
N/A	N/A	N/A	C)Not serving
	TOTAL		
			3. Have you:
N/A	0%	0%	A) Been ordained for ministry (e.g., Pastor, Moksa)
N/A	0%	0%	B) Been licensed for ministry (e.g., Licensed Minister, JDSN)
N/A	0%	0%	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.)
N/A	100%	100%	D) None of the above
TOTAL			
4. Are you a senior pastor?			
N/A	0%	0%	A) Yes, I have at least one pastor under my supervision
N/A	0%	0%	B) Yes, I have at least one paid minister under my supervision (e.g., youth minister, JDSN)
N/A	100%	100%	C) No

Mission and Institutional Objectives Survey Report

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

Mission

Faculty N=6 (4 marked every other box)	Staff N=1 (1 marked every other box)	Admin N=0	Board N=1	Alumni N=0	Student N=11 (7 marked every other box)	All Surveys N=19 (12 marked every other box)	Faculty & Student Average	How well does Yuin University equip students:
4.3			4.0		3.9	4.0	4.1	1. Academically
4.3	4.0		3.0		4.2	4.1	4.3	a. With skills for lifelong learning
3.8			4.0		4.0	3.9	3.9	2. Professionally
4.3	4.0		4.0		4.2	4.2	4.3	a. With skills to serve professionally or volunteers in their field of study
4.0			5.0		3.9	4.0	4.0	3. Spiritually
4.5	4.0		5.0		3.8	4.2	4.0	a. To articulate how one enters into a relationship with God through Jesus Christ and grows in Christian spiritual maturity

4.5			4.0		4.6	4.5	4.2	4. Culture/Diversity: To care about and engage with people from other cultures and backgrounds
4.5	4.0		5.0		4.3	4.4	4.6	a. With experiences that foster an appreciation for people of other cultures and backgrounds
4.3			4.0		4.0	4.1	4.4	5. Service: To empathize with the needs of others and respond with acts of service
4.3	4.0		5.0		3.8	4.1	4.2	a. With a passion to serve others in response to human needs
4.3	4.0		5.0		4.3	4.1	4.1	AVERAGE

Faculty	Staff	Admin	Board	Alumni	Student	All Surveys	All Averages	Appropriateness of our stated purposes
4.0	4.0			5.0	4.3	4.1	4.3	6. How appropriate are our mission and institutional objectives to what should be the purposes of our school? (See the table above.)

Of the eight columns above, two columns had no data and two columns only reflect a single survey each. Therefore, we will only comment on the columns for Faculty (six surveys), Students (11 surveys) and the final two columns which are averages. On a five-point scale, the average ratings range from 3.8 (76.0%) to 4.6 (92.0%). Thus, we seem to be broadly perceived as achieving our mission, especially well for 4 and 4a, and somewhat well for 2.

Broad Perceptions

Strongest Areas	Weakest Areas
<ul style="list-style-type: none"> • 4. Culture/Diversity: To care about and engage with people from other cultures and backgrounds • 4a. With experiences that foster an appreciation for people of other cultures and backgrounds • 2a. With skills to serve professionally or volunteers in their field of study 	<ul style="list-style-type: none"> • 2. Professionally •

It should also be noted that the students and faculty disagree on how well we impart the ability to “To articulate how one enters into a relationship with God through Jesus Christ and grows in Christian spiritual maturity” (i.e.,32a). Faculty give this a high rating. Students rate it low. Neither give a high score for how well we impart spirituality (i.e., #3). Since we accept non-Christian students, and have students from several countries, one of our strategic goals is to “set in motion processes to evangelize and disciple students.” One of the tactics listed in the Five Year Plan for this year is to “Implement the plan that all students in a specific required class have assignments where they write an essay on how to receive Christ and grow in the LORD. This will include quoting the verses and writing them on an essay test.”

Changes Made Based on Results to the Mission and Objectives Survey Report

Suggestion

Make sure the plan to have specified classes in each program are ready to have students memorize the outline and verses for receiving the lord.
<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this
Committee agrees Director of Institutional Effectiveness Agrees Board chair agrees
Added to 5 Year Plan

Nothing works perfectly the first time.

- The president sent the director of institutional effectiveness several surveys. The data was inserted into the spreadsheets for calculating averages. A couple of weeks later, the president sent a large packet of surveys that included both new and old surveys. This required the director to go through each survey to determine whether each survey was old or new. Since this costs the director’s time and the school’s money, this mistake should be avoided in the future. This has been explained to the president.
- On the Mission and Objectives surveys, some respondents were confused by the format and only marked every other column. The format has should be revised for the next time it is used. This has been added to the Five-Year Strategic Plan.

Enrollment/Retention/Graduation Information

	BA Theo	BA Bus Admin	MDiv	MBA	PhD Theo	PhD Bus	All
1. Headcount (total number of students)	1	57	5	52	5	9	129
2. Percent of full-time students (full-time students divided by total number of students)	100%	100%	100%	100%	100%	100%	
3. Tuition (cost per credit)	\$200	\$200	\$250	\$250	\$350	\$350	
4. Percent of students receiving financial assistance (e.g., scholarships, work-study)	100%	76%	100%	80%	100%	77%	
5. Retention Rate (returning students divided by number of potential returning students)	67%	88%	90%	91%	100%	100%	
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)	67%	75%	80%	72%	67%	65%	

Program Objectives Survey Report

Although we administered these surveys to students and faculty members, we did not receive enough back to draw conclusions. We did enter the results in the Objectives Charts for each program, but in the Institutional Effectiveness portion of this report we suggest ways to better gather the data.

Update: Additional surveys were submitted late. Since reports had already been completed, we will use them in the update we write at the end of the Spring 2019 semester.

Spiritual Disciplines Survey Report

Our chief aim is to compare freshmen and senior rates of spiritual disciplines. If we have stronger senior scores than freshmen scores, we will feel we have made a difference in the spiritual lives of our students. Of course, we assume a different level of participation in spiritual disciplines from Theology students than from business students. Therefore, we would want to compare these two groups of students in separate tables. Unfortunately, we only received 13 surveys: three from Theology students and ten from business students. This included six first year business students, no first year Theology students. Students nearing graduation include one Ph.D. Theology student, two Ph.D. business students, one M.Div. student two MBA students. There was also one BA Theology sophomore, but this person

was only counted in the columns for “All”.

The small numbers means the use of this data is limited. This report is useful for training our team, promoting an understanding among stakeholders of our goals, and for showing the accrediting agency that we have procedures in place. As stated in the SWOT report, we need to implement a plan for better collection of data.

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

All Respondents

1st Year N=6	Nearing Graduation N=6	All N=13	
0	1 = 17%	2 = 15%	Every Day
0	0	0	About 5-6 days per week
0	1 = 17%	1 = 8%	About 3-4 days per week
1 = 17%	0	1 = 8%	About 1-2 days per week
3 = 50%	0	3 = 23%	Not every week
2 = 33%	4 = 67%	13 = 46%	Rarely

Business Students

1st Year N=6	Nearing Graduation N=4	All N=10	
0	0	0	Every day
0	0	0	About 5-6 days per week
0	0	0	About 3-4 days per week
1 = 17%	0	1 = 10%	About 1-2 days per week
3 = 50%	0	3 = 30%	Not every week
2 = 33%	4 = 100%	6 = 60%	Rarely

Theology Students

Sophomore N=1	Nearing Graduation N=2	All N=3	
1 = 100%	1 = 50%	2 = 67%	Every day
0	0	0	About 5-6 days per week
0	1 = 50%	1 = 33%	About 3-4 days per week
0	0	0	About 1-2 days per week
0	0	0	Not every week
0	0	0	Rarely

Although the data is limited, the preliminary conclusion is that we will need to improve on reaching our spiritual goals. Students nearing graduation are not more consistent in personal devotions than newer students.

Not surprisingly, it is the business students that are least likely to be having devotions. Our plans for evangelizing students would have the biggest impact on business students. Thus, the business programs are the places where we have the best opportunity to improve these ratings.

Suggestion: Specify classes and implement plan for evangelizing students.

For the rest of the questions, we will not compare new students with those approaching graduation or produce separate tables for business students and Theology students. That is because it is already clear that the business respondents to our survey exhibit little interest in seeking the LORD, and because we have so few Theology students.

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

2 = 15%	More than once per week	(2 Theology students)
2 = 15%	About once per a week	(2 business students)
3 = 23%	About once a month	(2 business and one Theology student)
2 = 15%	About three or four times per year	(2 business students)
4 = 31%	Less than three or four times per year	(4 business students)

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

2 = 17%	About once a week or more	(2 Theology students)
1 = 8%	About once per month or more	(1 Theology student)
0	About once per quarter or more	
0	About twice per year or more	
9 = 75%	Less than twice per year	(9 business students)

4. Regularly tithing and giving offerings

1 = 8%	I regularly tithe (e.g., weekly or monthly)	(1 Theology student)
3 = 23%	I may not always tithe, but give an offering most weeks	(2 business students and one Theology student)
6 = 46%	I occasionally give offerings	(5 business students and one Theology student)
3 = 23%	I do not normally contribute money to church	(3 business students)

5. Personal witnessing

3 = 25%	About once per month or more	(3 Theology students)
1 = 8%	About once per quarter or more	(1 business student)
0	About twice per year or more	
1 = 8%	About once per year or more	(1 business student)
1 = 8%	About once every two years or more	(1 business student)
6 = 50%	Less than once every two years	(6 business students)

INSTITUTIONAL EFFECTIVENESS REPORTS

Assessment Plan Review Form

Normally, we stick to our three-year repeating schedule. Some instruments are administered annually, semi-annually, when specified courses are taught, or once every three years. Being our first report with the new assessment plan, we administered quite a few more instruments than were scheduled for this year (and did not administer a few that were scheduled). Some of this was in order to meet Matrix requirements or to have data for our self-study.

The following reports were written from instruments we administered for this year:

Student Learning (Outcomes Assessment)

- Alumni Survey
- Mission and Objectives Survey Report
- Performance Fact Sheet
- Program Objectives Report: BA Theology
- Program Objectives Report: BA Business Administration
- Program Objectives Report: MBA
- Program Objectives Report: M.Div.
- Program Objectives Report: Ph.D. Business
- Program Objectives Report: Ph.D. Theology
- Spiritual Disciplines Survey Report

Institutional Effectiveness (Administrative and Inputs)

- Assessment Plan Review Form
- Faculty Qualifications Tables
- Board Member Evaluation Report
- Business Program Review
- Course Evaluation Report
- Employee Evaluation Report

- M.Div. Program Review
- President-CEO Evaluation Form
- Strategic Planning Survey Report
- Student Perspectives Survey Report
- SWOT Analysis
- Tactics Survey

How should the Assessment Plan be changed or improved?

1. It is important that the director of institutional effectiveness be the one to instruct staff in how to carry out assessment projects. In several cases, instead of having the director of institutional effectiveness explain to staff what was needed for an assessment or matrix item, the president relayed the instructions. This resulted in several items being done incorrectly and/or having to be done again. This included the following:
 - A large packet of surveys being sent to the director which included new surveys plus old surveys that had already been entered on spreadsheets. This cost the director extra time and the school extra money because the director had to go through each survey to see whether it contained recent data or previously entered data.
 - Transcripts being mixed in with other documents
 - All faculty files being sent instead of the sample of two or three
 - Faculty files being divided between different documents for the same file.
2. On the Mission and Objectives surveys, some respondents were confused by the format and only marked every other column. The format has should be revised for the next time it is used. This has been added to the Five Year Plan.
3. A staff member should be trained to help with distribution of assessment instruments so that different faculty members, who give few instructions, do not submit surveys that lack important data. This will also help assure we get an adequate number of respondents. Students should be instructed to not just mark the same number for everything (e.g., give all "5"s) because we want to know what is better and what needs improving, as well as what they care about a lot or not so much.

4. Suggestion

Train a staff member to help with distribution of assessment instruments.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this
Committee agrees – Suggests we train either Abigail, Saeed, or Warina Director of Institutional Effectiveness Agrees Board Chair Agrees and suggests Saeed
Added to Five Year Plan

Faculty Qualifications Tables

Bachelor Faculty

Full-Time

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
<p>Sang Chan Han</p> <p>BTh Program Director</p>	<ul style="list-style-type: none"> • Research Fellow, Yale University Divinity School, New Haven, CT, 1991-1993 • D.Th, Hamburg Universitaet, Hamburg, Germany • Studies, Philipps University Marburg, Germany 1985-1987 • M.Div., Presbyterian College and Theological Seminary, Seoul, South Korea • B.A. in English Language and Literature / Education, Chung Ang University, Seoul, South Korea 	<p>Taught Spring 2018 LG508 Hebrew (MDiV)</p>	<p>Qualified academically</p>
<p>Ed Nuno</p> <p>BA Business Program Director</p>	<ul style="list-style-type: none"> • Ph.D. (tbc)in, Education Administration, University of California, Riverside, CA 2017 • MA in International Management: Latin America, UCLA Center for Latin American Studies, 1983 • MBA (Marketing, Finance, Management), UCLA Anderson School of Management, 1980 • BA in Political Science, UCLA, 1976 	<p>Taught Fall 2018 BUS604 Managerial Accounting (BBA) BUS512 International Trade (BBA)</p>	<p>Qualified academically</p>

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
<p>Amen Rahh</p> <p>GE Program Director</p>	<ul style="list-style-type: none"> • MA in Social Science, Azusa Pacific University, 1974 • BA in Sociology, California State University, Long Beach 1970 • California State Community College Credentials for teaching in these areas as well as psychology, ethnic studies, counselor, as well as an administrative credential) • Professor of African American Studies (Full Time), California State University, Long Beach, 1970-2004 - Note that this included courses in the economics of the African American community, and Third World Economics • Professor of History, Sociology and Ethnic Studies Compton College 	<p>Taught Spring 2018</p> <p>BUS404 Legal Issues in Business(BBA)</p> <p>BUS102 Business Communications(BBA)</p>	<p>Not academically qualified and no longer teaching</p>

Part Time

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
Anthony Thompson	<ul style="list-style-type: none"> • DBA Candidate, Argosy University, Los Angeles, California (ABD) • MA, Dual: Management, Information Technology Management, Webster University, St. Louis, Missouri. 2001 • MS in Administration, Central Michigan University (ABT) • BS in University Studies, minors in Math and Chemistry, Southern Illinois University, Illinois 1987 	Taught Spring 2018 BUS651 Management Information Systems (MBA)	Qualified academically
Andrea Proctor	<ul style="list-style-type: none"> • MA in Communication, California State University – San Bernardino 2011 • BS in Communication, Brigham Young University – Idaho 2004 	Taught Spring 2018 BUS110 Fundamental of Finance(BBA) GE102 English Composition(BBA) BUS512 International Trade(MBA)	Academically qualified to teach English composition but not business classes

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
<p>Kyung Kim (former Teaching Administrator)</p>	<ul style="list-style-type: none"> • M.Div., Presbyterian Theological Seminary in America – Santa Fe Springs, CA 1991 • MA in Missiology – Fuller Theological Seminary – Pasadena, CA 1989 • Ph.D. in Physics, University of Illinois at Urbana – 1979 • MS in Physics, University of Illinois at Urbana – 1974 • BS in Physics, UCLA -- 1973 	<p>Taught Fall 2016 NT270 Gospel (BTh)</p> <p>Taught Spring 2017 GE203 Introduction to Philosophy (BTh)</p> <p>Taught Summer 2017 GE301,302 Mathematics I,ii (BBA/BTh) GE305 Physics (BBA/BTh) GE303,306 Biology, chemistry (Bth) OT258 Job (Bth) 306 Biology, Chemistry (BBA)</p> <p>Taught Fall 2017 GE306 Chemistry (BBA/BTh) CH320 Introduction to Mission (Bth)</p> <p>Taught Spring 2018 GE301 Mathematics I (Bth)</p>	<p>Academically qualified</p>

Graduate Faculty

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
<p>Sam Y. Ryu</p> <p>MBA Program Director</p>	<ul style="list-style-type: none"> • DBA, Pacific States University, Los Angeles, CA • MBA, Northrop University, Los Angeles, CA • MBA, Seogang University, Seoul, South Korea 	<p>Taught Spring 2017 BUS512 Asian Trade Development (MBA) BUS211 Principles of Management (BBA)</p> <p>Taught Summer 2017 BUS699 Capstone/Strategic Management (MBA) BUS675 Management Information System (MBA)</p> <p>Taught Fall 2017 BUS360 Small Business Administration (BBA) BUS501 Non-Profit Management (MBA)</p> <p>Taught Spring 2018 BUS776 Coordinating & Managing Supply Chains(Phd) BUS785 Technology for Corporations (Phd)</p>	<p>Qualified academically</p>
<p>Christopher Dent</p> <p>Program Director PhD in Business</p>	<ul style="list-style-type: none"> • DBA, Emphasis in Organizational Leadership, North Central University, Prescott Valley, AZ 2016 • MBA, University of Phoenix, Los Angeles, CA 2008 • BA in Music Composition and Arrangement, California State University, Los Angeles, CA 2005 	<p>Taught Summer , Fall 2018</p> <p>Operations Management</p>	<p>Academically Qualified</p>

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
Kyung Kim (Former Director of Ph.D in Theology)	<ul style="list-style-type: none"> • M.Div., Presbyterian Theological Seminary in America – Santa Fe Springs, CA 1991 • MA in Missiology – Fuller Theological Seminary – Pasadena, CA 1989 • Ph.D. in Physics, University of Illinois at Urbana – 1979 • MS in Physics, University of Illinois at Urbana – 1974 • BS in Physics, UCLA -- 1973 	<p>Taught Fall 2016 NT726 New Testament Seminar(PhD)</p> <p>Taught Fall 2016 NT531 Gospel(MDiV)</p> <p>Taught Spring 2017 TH780 Philosophical Theology (PhD) CH603 Contemporary Theology (MDiV)</p> <p>Taught Summer 2017 OT506 Wisdom Literature (MDiV) TH775 Histroical Theology (PhD) OT722 Old Testament Seminar (Phd)</p> <p>Taught Fall 2017 OT501 Pentateuch (MDiV) GM672 Leadership in Diversity (MDiV) GM712 Organizational leadership(PhD)</p> <p>Taught Spring 2018 CH605 World Mission History (MDiV) MS820 Theological Missiology (PhD)</p>	Not academically qualified to teach <u>graduate</u> level courses in theology and no longer teaching here

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
Steve Hong M.Div. Program Director	<ul style="list-style-type: none"> • D. Min, Fuller Theological Seminary, Pasadena, CA • Th.M. Course work completed, Calvin Theological Seminary, Grand Rapids, MI • M.Div., San Francisco Theological Seminary, San Anselmo, CA • M.Div., Presbyterian Theological Seminary in America, Santa Fe Springs, CA • B.S. in Engineering Han Yang University, Seoul, South Korea 	<p>Taught Fall 2016 OT701 OT Exegesis & Criticism(PhD) OT521 OT Theology (MDiV)</p> <p>Taught Spring 2017 TH405 Systemetic Theology(Bth) NT725 New Testament Theology (PhD) NT542 New Testament Theology (MDiV)</p> <p>Taught Summer 2017 OT251 Understanding OT I,ii (Bth) OT503 Old Testament Historial Books (MDiV) OT521 Old Testament Theology (MDiV) TH775 Historical Theology (PhD)</p> <p>Taught Fall 2017 NT742 Pauline Theology (PhD) NT531 Gospel (MDiV)</p> <p>Taught Spring 2018 TH782 Applied Christian Ethics(PhD) TH620 Christian Ethics (MDiV)</p>	Qualified academically

Part Time

Name	Academic Qualifications	Courses Taught Between Fall 2016 and Spring 2018	Evaluation
Warren Washington (Teaching Administrator)	<ul style="list-style-type: none"> • Ph.D. Educational Leadership and Human Behavior, Alliant University, San Diego, California • MS in Science Degree in Counseling and Guidance, La Verne University, La Verne, California • BA in Arts in Sociology – Psychology, California State University Dominguez Hills, Carson, California • AA, Los Angeles Southwest College, Los Angeles, California 	Taught Spring 2018 BUS542 Human Resources Management(MBA)	Qualified academically
Jin Han (Teaching Administrator)	<ul style="list-style-type: none"> • Ph.D., Psychology-Marriage and Family, Fuller Theological Seminary, Pasadena, CA 2002 • Th.M. candidate (ABD), Fuller Theological Seminary • M.Div., Practical Theology, Talbot Theological Seminary, La Mirada, CA 1989 • BS, Psychology, University of California, Irvine, CA 1980 	Taught Fall 2018 BUS543 Organizational Behavior GE103 Humanities Th611 Systematic Theology 2	Academically Qualified

Board Member Evaluation (Format 1 for Individuals)

Each board member completed a self-evaluation. After the completed forms were emailed to the Director of Institutional Effectiveness, the number of responses in each column were added together. While the consensus of opinion suggested the board members felt they were doing most of these things well, the following seem to be only occurring rarely.

- 6. Helps with Student Recruitment (e.g. making announcements at church, passing out course schedule brochures at a meeting)
- 7. Cultivates Participation Of Advisory Board Members
- 8. Brings People to School Events (e.g. Fundraising Dinner, Concert)
- 12. Makes Personal Donations to the School

- 13. Participates in Donor Prospect Identification, Cultivation and Solicitation

The above weaknesses may be partially a result of being a for-profit school. For example, do people make donations to for-profit schools? In discussing this with the board chair, it was decided that we could ask the current board members to be passing out class schedules at church, that the accreditation consultant should discuss with Dr. Cannon appropriate expectations of board giving and whether for-profit board are paid, and that we should be trying to identify potential new board members.

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

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?)	4		
<i>11. Financial Support</i>			
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]?).			4
13. Participates in Donor Prospect Identification, Cultivation and Solicitation – Comments:			4
14. Introduces the president or other fundraising officer to friends who might make donations?	4	1	
15. Actively raises money from other individuals or organizations? – Comments:	4		
<i>Other Contributions to the Work of the School</i>			
16. Is Knowledgeable of our School	5		
17. Is Knowledgeable of Educational Institutions (e.g., accreditation, educational administration, instruction)	5		
18. Is Able to Understand Financial Statements	5		
19. Is Able to Volunteer Services that are Especially Useful to our School (e.g. legal advice, construction advice, property management advice)	5		

Program Review: Business

Date: 10/12/18

Members in attendance: Program Director of Business Administration Dr. Ryu.

Dean of Business Administration & Chief Academic Officer. Dr. Dent.

Meeting started with a prayer by Dr. Ryu.

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

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

Yes, we have developed supporting documentation (e.g., Rubric & word documents presented to Yulin University consultant) Waiting on Dr. Agron approval. Surveys were given to all students in Dr. Ryu and Dr. Dent’s classes on Friday 11/30/2018. Will forward ALL data for evaluation to Dr. Agron.

2. Is the content appropriate to the degree level?

Yes, we developed the Rubric and Matrix. We are waiting for approval.

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

Yes, finished up matrix and rubric. We are waiting for approval.

4. Are resources adequate to support the curriculum effectively?

No, work in progress — the goal of completion in February 2019.

Meeting ended with a prayer by Dr. Dent

Program Review M.Div. : Faculty Meeting Minutes
8-28-2018 (2:30-3:30 pm)

-Attendance: Dr. Steve Hong and Dr. Jin Han

-Discussion: New M. Div. curriculum was discussed.

1. Core: Increase from 81 credits to 90 credits (27 classes to 29 classes plus more fieldwork) we might want to combine some of the theology classes to balance out the classes)

2. Add OT506 Wisdom Literature (New)

3. Combine church growth and missiology (GM650 Church Growth & Mission)

4. FE610 Church Internship (should be 6 semesters at 1 credit per semester with at least one semester starting or leading a small group)

5. Add Advanced Research and Writing (New: Tracs' requirement)

6. We would like to offer more classes in Practical theology and missiology (but there is no room). We will have further discussions on whether we can delete some of our theology courses.

- *Spiritual Formation

- *Evangelism & Outreach

- *Discipleship and Cell Groups

- *Marriage and Family

- *Cultural Anthropology

Core: Increase from 81 credits to 87 credits (27 classes to 29 classes) we might want to combine some of the theology classes to balance out the classes)

Old Testament	New Testament
1. OT501 Pentateuch 2. OT503 Old Testament Historical Books 3. OT506 Wisdom Literature (New) 4. OT508 Old Testament Prophets 5. LG508 Hebrew 6. OT510 Hermeneutics	1. NT531 Gospel 2. NT543 Epistles to Romans (Note Committee Meeting on 2/5/19 deleted this course and replaced it with NT 545 Pauline Theology) 3. NT547 General Epistles 4. NT672 Acts 5. LG680 New Testament Greek 6. NT540 Exegesis
Historical Theology	Practical Theology
1. CH605 Intro to Missions 2. CH630 Church History	1. CE638 Church Education 2. GM635 Pastoral Counseling 3. GM650 Church Planting, Outreach and Growth 4. GM670 Preaching 5. GM672 Leadership Development
Systematic Theology	Academics & Fieldwork
7. OT521 Old Testament Theology 8. NT542 New Testament Theology 9. NT545 Pauline Theology (Note Committee Meeting on 2/5/19 deleted this course) 10. TH610 Systematic Theology I 11. TH611 Systematic Theology II 12. CH603 Contemporary Theology 13. CH640 Reformation Theology 14. TH620 Christian Ethics	1. FE610 Church Internship (6 semesters at 1 credit each) a. Small Group Leadership Requirement (At least one semester) 2. Advanced Research and Writing (New: Tracs' requirement)

Electives: credits

Old Testament	New Testament
Historical Theology	Practical Theology & Missiology
1. History of Church Fathers	1. Spiritual Formation 2. Evangelism & Outreach 3. Discipleship and Cell Groups 4. Marriage and Family 5. Cultural Anthropology
Systematic Theology	Academics & Fieldwork

Course Evaluations Report: Spring 2018

Faculty as a whole

Average	Question	Comments
4.7	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.6	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.7	3. Was the professor well prepared for each week's classes?	
4.5	4. Did this class help you grow academically?	
4.4	5. Did this class help equip you vocationally?	
4.7	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.8	7. Were homework assignments helpful for reaching class objectives?	
4.6	8. Were textbooks interesting and helpful in achieving class objectives?	
4.6	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
4.6	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)?	
4.7	11. Did the professor make you comfortable to ask questions and give feedback?	
4.7	12. Did the professor encourage you to learn from a Christian perspective?	
4.7	13. Would you recommend this class to a friend?	
4.6	AVERAGE	

Rank Ordered List of Questions

Faculty as a Whole: Useful for Planning Faculty Development

Average	Question	Comments
4.8	7. Were homework assignments helpful for reaching class objectives?	
4.7	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.7	3. Was the professor well prepared for each week's classes?	
4.7	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.7	11. Did the professor make you comfortable to ask questions and give feedback?	
4.7	12. Did the professor encourage you to learn from a Christian perspective?	
4.7	13. Would you recommend this class to a friend?	
4.6	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.6	8. Were textbooks interesting and helpful in achieving class objectives?	
4.6	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
4.6	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)?	
4.5	4. Did this class help you grow academically?	
4.4	5. Did this class help equip you vocationally?	Discuss and record discussion in minutes: What can we do to improve this score?
4.6	AVERAGE	

Rank Ordered List of Questions

Average Rating	Professor/Class	N (Number of Surveys)
4.9	Sample – Calculus 1	8

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
5.0	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.0	3. Was the professor well prepared for each week's classes?	
5.0	4. Did this class help you grow academically?	
4.1	5. Did this class help equip you vocationally?	
4.3	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.2	7. Were homework assignments helpful for reaching class objectives?	
5.0	8. Were textbooks interesting and helpful in achieving class objectives?	
5.0	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
5.0	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
4.0	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.9	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Confidential Information: In this section, names of professors are deleted

Average Rating	Professor/Class	N (Number of Surveys)
4.9	xxx – xxx	8

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
5.0	2. Did the professor demonstrate effective communication skills & teaching methods?	
5.0	3. Was the professor well prepared for each week's classes?	
5.0	4. Did this class help you grow academically?	
4.1	5. Did this class help equip you vocationally?	
4.3	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
5.0	8. Were textbooks interesting and helpful in achieving class objectives?	
5.0	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
5.0	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
5.0	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.9	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.9	xxx – xxx	37

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
5.0	2. Did the professor demonstrate effective communication skills & teaching methods?	
5.0	3. Was the professor well prepared for each week's classes?	
4.6	4. Did this class help you grow academically?	
5.0	5. Did this class help equip you vocationally?	
5.0	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
4.5	8. Were textbooks interesting and helpful in achieving class objectives?	
5.0	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
5.0	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
5.0	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.9	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.8	xxx – xxx	24

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
5.0	2. Did the professor demonstrate effective communication skills & teaching methods?	
5.0	3. Was the professor well prepared for each week's classes?	
4.2	4. Did this class help you grow academically?	
4.1	5. Did this class help equip you vocationally?	
4.3	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
5.0	8. Were textbooks interesting and helpful in achieving class objectives?	
5.0	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
5.0	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
5.0	12. Did the professor encourage you to learn from a Christian perspective?	
4.4	13. Would you recommend this class to a friend?	
4.8	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.8	xxx – xxx	40

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
5.0	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.5	3. Was the professor well prepared for each week's classes?	
4.6	4. Did this class help you grow academically?	
5.0	5. Did this class help equip you vocationally?	
5.0	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
5.0	8. Were textbooks interesting and helpful in achieving class objectives?	
4.3	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
5.0	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
4.7	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.8	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.7	xxx – xxx	4

Average	Question	Comments
4.8	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.5	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.8	3. Was the professor well prepared for each week's classes?	
4.5	4. Did this class help you grow academically?	
4.8	5. Did this class help equip you vocationally?	
5.0	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.3	7. Were homework assignments helpful for reaching class objectives?	
4.5	8. Were textbooks interesting and helpful in achieving class objectives?	
4.8	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
4.5	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.7	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.5	xxx – xxx	4

Average	Question	Comments
4.8	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.5	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.8	3. Was the professor well prepared for each week's classes?	
4.5	4. Did this class help you grow academically?	
4.5	5. Did this class help equip you vocationally?	
4.8	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.5	7. Were homework assignments helpful for reaching class objectives?	
4.5	8. Were textbooks interesting and helpful in achieving class objectives?	
4.5	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
4.3	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)?	
4.5	11. Did the professor make you comfortable to ask questions and give feedback?	
4.3	12. Did the professor encourage you to learn from a Christian perspective?	
4.8	13. Would you recommend this class to a friend?	
4.5	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.7	xxx – xxx	4

Average	Question	Comments
4.5	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.5	2. Did the professor demonstrate effective communication skills & teaching methods?	
5.0	3. Was the professor well prepared for each week's classes?	
4.3	4. Did this class help you grow academically?	
4.8	5. Did this class help equip you vocationally?	
5.0	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
4.5	7. Were homework assignments helpful for reaching class objectives?	
4.3	8. Were textbooks interesting and helpful in achieving class objectives?	
4.5	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
4.8	12. Did the professor encourage you to learn from a Christian perspective?	
5.0	13. Would you recommend this class to a friend?	
4.7	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.6	xxx – xxx	24

Average	Question	Comments
5.0	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
4.2	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.3	3. Was the professor well prepared for each week's classes?	
4.5	4. Did this class help you grow academically?	
4.3	5. Did this class help equip you vocationally?	
4.2	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
5.0	8. Were textbooks interesting and helpful in achieving class objectives?	
4.3	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
4.2	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)?	
5.0	11. Did the professor make you comfortable to ask questions and give feedback?	
5.0	12. Did the professor encourage you to learn from a Christian perspective?	
4.5	13. Would you recommend this class to a friend?	
4.6	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)
4.1	xxx – xxx	38

Average	Question	Comments
4.1	1. Did the professor demonstrate an extensive knowledge of the subject of this course?	
3.4	2. Did the professor demonstrate effective communication skills & teaching methods?	
4.2	3. Was the professor well prepared for each week's classes?	
4.2	4. Did this class help you grow academically?	
3.6	5. Did this class help equip you vocationally?	
5.0	6. Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?	
5.0	7. Were homework assignments helpful for reaching class objectives?	
4.2	8. Were textbooks interesting and helpful in achieving class objectives?	
4.1	9. Did homework assignments require you to search for information in the school library and on & offline resources?	
4.3	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)?	
3.5	11. Did the professor make you comfortable to ask questions and give feedback?	
4.3	12. Did the professor encourage you to learn from a Christian perspective?	
4.2	13. Would you recommend this class to a friend?	
4.1	AVERAGE	

What could you do to improve the student ratings for one of your lower-rated questions?

Average Rating	Professor/Class	N (Number of Surveys)	Comments
4.9	xxx –	8	
4.9	xxx –	37	
4.8	xxx –	24	
4.8	xxx –	40	
4.7	xxx –	4	Not enough surveys to draw a good conclusion
4.7	xxx –	4	Not enough surveys to draw a good conclusion
4.6	xxx –	24	
4.5	xxx –	4	Not enough surveys to draw a good conclusion
4.4	xxx –	4	Not enough surveys to draw a good conclusion Also note that the subject may partially account for a lower score
4.1	xxx –	38	This is a concern

Employee Evaluations Report

The following employee evaluation reports were submitted:

1. CEO
2. Consultant
3. CFO
4. CAO
5. General Studies Program Director
6. BBA Program Director
7. BTh Program Director
8. MBA Program Director
9. M.Div. Program Director
10. PhD in BA Program Director
11. PhD in Th Program Director
12. Administrator of Academic Records
13. Two administrative assistants
14. Librarian (but too new for this to be useful)
15. Dean of Student Affairs

The package of evaluation forms submitted to the director of institutional effectiveness included a "Consultant Evaluation Form." This was not a document that was part of the assessment plan, but it is a good idea to assess this. However, the duties on that form are inappropriate for the consultant's duties. In fact, the duties listed on the consultant evaluation form are the exact same as the duties listed on the CEO's evaluation form. Furthermore, the duties listed on the CEO's evaluation form were changed by someone. Some very good items were added, but other important items were deleted (i.e., see below). However, the new duties seem to have been taken from the COO Evaluation form.

Changes to CEO Evaluation Form

Items Added	Items Removed
<ul style="list-style-type: none"> • Oversees daily operations • 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. • Assures campus safety and emergency procedures are in place • Assures the school's compliance required for accreditation, state authorization and other government agencies 	<ul style="list-style-type: none"> • Attainment of institutional mission and objectives • Maintains communication and builds relationships with external constituencies (e.g., pastors, alumni, the local community) • Maintains communication and builds relationships with internal constituencies (e.g., employees, students, board members) • Development of Financial Resources (e.g., from the boards, constituencies, alumni, churches)

	<ul style="list-style-type: none"> • Helps develop and impart vision • 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) • 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
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In meeting the requirements “that institutional assessment data be utilized and made available to implement changes (20.5),” the following decisions were made. (Note Matrix Recommendation 21.)

Suggestion

New items in the CEO evaluation form should be added to the evaluation form for the president in the assessment plan (or a separate person should be designated as COO).
<input type="checkbox"/> Add to president’s evaluation form <input type="checkbox"/> Appoint a different person as COO <input type="checkbox"/> I want to discuss this
The new items were not added to the president’s evaluation form. They remain on the COO evaluation form. The president can be the COO or a new person can be appointed to that position.

Suggestion

A number of duties for the CFO and the Student Dean were marked as N/A. Therefore, a review of CFO duties and Student Dean should be added to the Five-Year Strategic Plan. Rejected
Perhaps the duties marked N/A on the CFO evaluation form should have been marked “no” because the CFO has not been doing them. Since the TRACS team that visited wrote that they were concerned that the president was too involved with CFO duties, we will want to consider changing who functions as our CFO.
<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this Committee Agrees Board Chair Agrees
Comments: The CFO has been undergoing serious health issues. The board chair is talking with two candidates who could fill the CFO position if needed. It is likely that a new CFO will have to be hired.

In the midst of our work on assessment, it became clear that an office worker has been carrying out many student services duties and doing them quite well. Therefore, she is being given the title of Director of Student Services. This should be added to the organizational chart.

Suggestion

For all the program directors, the forms were marked “no” concerning “Assist the Academic Dean in recruiting and evaluating potential faculty members in this program.” As subject-matter experts, a faculty member from the appropriate program is expected to be part of the interview process for faculty in their discipline. The academic dean and president will want to remember the board chair’s decision that for a faculty member to be hired, he or she must be interviewed and approved by the:

- board chair
- president
- academic dean
- program director (or a proxy appointed by program director)
- director of institutional effectiveness (for spiritual qualifications and mission fit)

Agree Disagree I want to discuss this

Committee Agrees

Board Chair Agrees

Added to Five Year Plan

Suggestion

Some of the wording on the forms needs improving. A review of the evaluation forms should be added to the Five-Year Strategic Plan.

Agree Disagree I want to discuss this

Committee Agrees

Executive Director Agrees

Added to Five Year Plan

President/CEO Evaluation Form

(supervised by Board of Directors)

Two presidential evaluation forms were submitted to the Director of Institutional Effectiveness. One was completed by the Board Chair with help from the Director of Institutional Effectiveness. The other was delivered in a packet sent by the president. It was not included in this document because it was a hard copy instead of an MS Word file. Also, the evaluation criteria on that form were changed.

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If “No,” a Remedial Plan Exists to Accomplish the Criterion within:
<i>President/CEO Evaluation Form</i> (supervised by Board of Directors)		
1. Attainment of institutional mission and objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Too new	<input type="checkbox"/> one month <input type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
2. Maintains communication and builds relationships with external constituencies (e.g., pastors, alumni, the local community)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input checked="" type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
3. Maintains communication and builds relationships with internal constituencies (e.g., employees, students, board members)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A some exceptions	<input type="checkbox"/> one month <input type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
4. Development of Financial Resources (e.g., from the boards, constituencies, alumni, churches)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input checked="" type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
5. Helps develop and impart vision	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input checked="" type="checkbox"/> months (3 months) <input type="checkbox"/> one year <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> one month <input type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*

<p>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</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input checked="" type="checkbox"/> months (3 months) <input type="checkbox"/> one year <input type="checkbox"/> never*
<p>8. Fiscal responsibility (e.g. operation within budget)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
<p>9. Recruitment, supervision and development of the academic dean, CFO, director of development, director of institutional effectiveness, student dean, and other necessary staff not assigned to other administrators</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input checked="" type="checkbox"/> months (3 months) <input type="checkbox"/> one year <input type="checkbox"/> never*
<p>10. Completion of regular evaluations of the academic dean, CFO, director of development, director of institutional effectiveness, student dean, and any other necessary staff not assigned to other administrators</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> one month <input type="checkbox"/> six months <input type="checkbox"/> one year <input type="checkbox"/> never*
<p><i>Add additional job requirements here as they are identified.</i></p>		
<p>List additional ways this person has contributed to the mission of this school</p>		
<p>Job Description: Review the description. What components did this employee achieve with excellence? Are there areas of concern?</p>		

Student Satisfaction and Perspectives Survey

Respondents included six BA Business students, eight MBA students, six PhD Business students, one business student who did not specify his or her degree, one BA Theology student, one M.Div. student and one Ph.D. Theology student. It would be useful to compare answers from different groups of students, especially to compare business student ratings with the opinions of the Theology students. But since we only had three Theology students, this will not be done for most questions in this survey. When appropriate, we did compare ratings of specific items between the three business degree programs.

Satisfaction with Components of YUIN UNIVERSITY

In the first column of the instrument, students were to rate the quality or their agreement. The second column contained the item to be rated. In the third column, students were to rate how important that item was to them. They were instructed not rate items with which they were unfamiliar.

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

Quality – “How good is it?”							Student Services	Importance to Me – “How much do I care?”						
BAB N=6	MBA N=8	PhD Bus N=6	BTH N=1	MDiv N=1	PhD Th N=1	ALL N=24		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
						4.5	1. Enrollment/Registration Process is Easy and Clear							4.9
						4.0	2. Academic advising is offered at registration time							4.8
						4.5	3. Office personnel are approachable and helpful							4.9
						4.4	4. Paying school fees is convenient							4.9
						4.3	5. School office hours are adequate to meet my need							4.9
						3.9	6. Questions, complaints, or problems are addressed and resolved in a timely manner							4.8

While the quality of the above items is rather good, note that there is a large gap between the quality and importance of numbers 2 and 6. These are also the lowest rated items.

2. How can we improve the academic advising offered at registration time?

Committee suggests we address this in orientation – see overlay of courses they need to take and give them a form to keep track.
Board Chair agree
Added to Five Year Plan

6. How can we set up a better system so that questions, complaints or problems are addressed and resolved in a timely manner? Note that when we do the self-study, we will have to designate a person to keep records of complaints and what we do about them.

Committee: We do have suggestion boxes and students are using them. They are checked by Christine. Someone should be assigned to help with that and keep the records. Board chair agrees and suggest Abigail
Abigail has been given a blank form to use for that purpose Added to Five Year Plan: Staff has been shown the complaint form and told of procedures

Quality – “How good is it?”							Academics	Importance to Me – “How much do I care?”						
BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
4.3	4.1	4.5				4.3	7. Quality of instruction and courses	4.6	5.0	4.8				4.9
4.5	4.5	4.7				4.4	8. Program requirements are clear and reasonable	4.6	4.9	4.8				4.8
4.7	4.5	4.7				4.6	9. Instructors are prepared, knowledgeable of their subjects, and skilled at teaching	4.8	4.9	4.8				4.9
4.7	4.0	4.7				4.3	10. Courses are available when students need them	4.8	4.9	4.8				4.9
4.7	4.3	4.0				4.2	11. Faculty care for and understand their students	4.8	4.8	4.8				4.8
4.8	4.3	3.5				3.9	12. Academic counseling	4.6	4.8	4.2				4.6
4.8	3.9	3.5				3.8	13. Career counseling	4.6	4.6	4.2				4.6

Again, the ratings are reasonably good, but two items need attention. They are the lowest rated items and there is a large gap between how good they are perceived to be and how much the students care about them. They are not rated poorly by BAB students, but are for PhD in Business.

12. What can be done to improve academic counseling? This has already been noted as a need when we did the SWOT analysis. Keep in mind that we need to address this for students who register online as well as students who register on campus.

Board chair reports that we are adopting new campus management software. We will have to evaluate whether this can be set up to not allow registration before advising.
Added to Five Year Plan

13. What can be done to improve career counseling? Note that we have a plan to partially address this through the capstone courses (e.g., using the *What Color is Your Parachute* workbook). Will that be adequate for now? What else can we add to the five year plan for addressing this weakness?

Committee: Add development of a placement office to the five year plan Board chair agrees
Added to Five Year Plan

Quality – “How good is it?”							Library	Importance to Me – “How much do I care?”						
BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
						3.6	14. Library Facility							4.1
						3.6	15. Library Hours							4.2
						3.6	16. Library materials are adequate and useful for class assignments							4.3
						4.0	17. Electronic access to online resources are available							4.6
						3.6	18. The library provides an environment that is conducive to studying							4.3
						3.6	19. Study areas are adequate and available when I need them							4.3
						3.5	20. Computer stations are adequate and available when I need them							4.4
						3.9	21. I have access to a printer and photocopier when needed							4.5
						3.6	22. The librarian and library assistants are helpful							4.5

This area received low ratings from students. We are already aware that the library is a weakness at our school. But, the new librarian seems full of energy to make the necessary improvements. We are asking her to develop plans for addressing the above issues. At the time of this writing, she is doing an analysis of our collection. To address #16 (a low rating for our library materials being adequate for class assignments), we have approached Books for Libraries, Inc. to give us bids on some business and theological collections. With our librarian’s analysis, we will be able to determine what purchases will best meet our needs.

Suggestion

As soon as the librarian’s report on our collection is complete, we should contact Books for Libraries, Inc. to discuss purchases.
<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this
Board chair agrees
Update: Books for Libraries, Inc. has already been contacted. We have begun discussions, but are waiting for the librarian to finish her report before making decisions.
Added to Five Year Plan: After receiving report from our librarian, choose whether to purchase a used collection for supporting the business and/or theology curriculum.

Update: Books for Libraries, Inc. provided us with the following bids.

Books in theological studies
This is an up-to-date collection of theological volumes from BL-BX all classified and good condition all newer titles. The titles do not have cataloging but this can easily obtainable by copy cataloging. 4200 volumes \$12,000 with free delivery in LA.
Business books. This collection is out of the same library as the former collection.
About 500 volumes in HB-HJ \$2000 delivered.
Board chair tentatively approves the 500 volume collection We need a bid for the business collection An email with questions was sent back to Books for Libraries Inc.

Do we have space for the additional volumes we will need? Might we put some of our books into storage (or week the collection)?

We may be able to sell our law books.
We sent an email to ask Books for Libraries, Inc. whether they might be interested in our law books.

Quality – “How good is it?”							Facilities	Importance to Me – “How much do I care?”						
BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
						3.9	23. Classrooms							4.7
						4.1	24. Auditorium							4.7
						3.6	25. Student lounge							4.3
						3.3	26. Kitchen							4.1
						3.5	27. Library							4.3
						3.6	28. Computer Lab							4.3
						4.2	29. Offices							4.5
						4.0	30. Bathrooms							4.7
						4.2	31. Parking							4.8
						4.0	32. Cleanliness							4.8
						3.8	33. The campus is well maintained and in good repair							4.6
						3.9	34. The campus provides an environment that makes me feel safe							4.8

This is another weak area. Since there has been discussion about whether to move, we need to first make that decision before deciding how much to spend on our building. The building is old and in an area that is not the most desirable. If we determine that it is a good idea to move, and that we can afford it, we should first map out where our current students are living. If we do not move, use the following table to suggest what year to improve each area, what improvements to make in that area, and guess at the costs.

Scheduled Year	Improvements to Make in the Area	Possible Cost
Year 1	Air conditioning Paint interior & exterior Library	\$15,000 \$6,000 \$30,000
Year 2	Student Lounge	\$15,000
Year 3	Kitchen	\$5,000
Year 4	Auditorium	\$2,500
Year 5	Classrooms and Office	\$2,500

Note: The owner of our building just died. We believe we may have to move or that our rental cost may go up. If we know we will be moving in a year or so, we will not want to invest too much in the building.

Quality – “How good is it?”							Technology and Equipment	Importance to Me – “How much do I care?”						
BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
						4.1	35. Website							4.1
						4.0	36. WiFi (e.g., available, reliability, range)							4.9
						4.1	37. Classroom Audio-Visual Equipment (e.g., projectors)							4.8
						4.0	38. Copier and Printer for Student Use							4.7
						3.6	39. Computers in Lab for Student Use							4.6

While most of these items have a reasonable rating for quality, their importance to students is extremely high.

Do we have WiFi deadspots in our building? Yes No The committee says we do not have hotspots

Should we budget for a coin-operated copier specifically for student use? Yes No If yes, how much can we budget? _____ Committee thinks this would be good to add.

Board Chair agrees

Added to Five Year Plan for - \$2,000

Suggestion

We currently have five or six computers. The committee suggests that instead of buying a group of computers to upgrade the lab, a regular budget should be set up add and upgrade a small number of computers and software each year.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> I want to discuss this

Quality – “How good is it?”							Campus Life	Importance to Me – “How much do I care?”						
BAB	MBA	PhD Bus	BTH	MDiv	PhD Rel	ALL		BAB	MBA	PhD Bus	BTH	MDiv	PhD Th	ALL
						4.3	40. Students’ relationships with other students							4.4
						4.1	41. Students’ relationships with faculty, staff and administration							4.6
						3.9	42. Student government							4.4
						3.7	43. Social events planned by the student government							4.0
						3.6	44. Social events promote positive relationships							4.3
						3.6	45. Chapel services							4.1
						3.9	46. Pastoral and personal counseling (e.g., available and helpful)							4.1

Suggestion

As discussed in the SWOT analysis, set up a student government. Charge a student fee to be used for the student government to plan social events, outings, parties.... The director of student services should approve the student government’s budget and only release funds when the expenses are appropriate.

Agree Disagree I want to discuss this
Committee agrees

Added to Five Year Plan

We had chapel services and plan to start them again. Might we need to rotate speakers, use local pastors and Christian business men, but not let one person preach too often unless he is quite popular with out students. What should we do to ensure good and popular chapel services?

Committee reports that we do rotate speakers. We have Vietnamese pastors speaking and plan to add African Americans.

A few of the students only completed one side of the above tables (e.g., Importance to Me). A few students marked “5” for all answers. These are not useful for us in finding our strengths and weaknesses.

Suggestion

Improve the instructions to the test to make sure students understand and mark both columns. Faculty should be instructed how to administer this test so that they can properly instruct students

(including reading and explaining the instructions, telling students not to merely give everything a "5").

Agree Disagree I want to discuss this

Comments: Instead, train a staff member to help with assessment. He or she will have to go to the classrooms to give instructions and administer instruments.

Satisfaction, Spirituality, & Demographics

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

Student Comments

Students are not motivated cause of the ways of teaching. There's just 1 class where I can say that I learn, and I have or am forced to go looking for books or other external information.
Quality of Programs, Facilities, Library
The facility is very down, no computer lab available to use
Air conditioning during summer did not work. University needs to fix it.
Tuition fee and payment have to be improved
AC System need to be improved
Transportation
Fees
Job Opportunities
Need bigger chairs in classrooms
Fix Tuition Rates

Which of the above should we address and how?

We have a computer lab Place a sign on the door for the computer lab so students will know it is available.
Added to Five Year Plan

2. Do you have at least three good friends on campus? 24 Yes 6 No

3. What is the degree of intimacy you feel in your relationship with God? 3.5 Average

1-None, 2-Very Little, 3-Some, 4-Much, 5-Very Much

Note that of our 24 surveys, 21 are from business students. Only three are from Theology students.

4. Has being a student at YUIN UNIVERSITY helped improve your intimacy with God? 3.3 Average

1-None, 2-Very Little, 3-Some, 4-Much, 5-Very Much

Note that of our 24 surveys, 21 are from business students. Only three are from Theology students.

5. Are you a Christian (e.g., follower of Jesus)?

13 A) Yes 13 B) No

6. Were you a Christian when you entered Yuin University?

15 A) Yes 12 B) No

Note that #5 and #6 do not suggest we are having much of an evangelistic impact. However, we have plans for addressing this.

7. What do you hope to do after studying at YUIN UNIVERSITY (mark all that apply):

21 A) Enter business or a profession

16 B) Use what I have learned to start a business

6 C) Teach

3 D) Enter a bachelor's program at another school (what type and/or what school):

4 E) Enter a graduate program at another school (what type and/or what school):

Medicine Program,

3 F) Enter or continue in full-time (paid) ministry

3 G) Enter or continue in part-time (paid) ministry

3 H) Enter or continue in volunteer ministry (e.g., lead a Bible study, serve in children's ministry, lead small group, lead worship, etc.)

3 I): Be promoted in my current job because of my degree

1 J) Other: Transfer to a community college to study IT

Since 21 of our 24 respondents were business students, it is not surprising that most want to enter or start a business.

Strengths

Board Chair

- State approvals
- Growing student body
- Angel investor leading to good financial stability
- SEVIS – I-20
- Long history with about 2000 alumni

Faculty

- Diversity of culture and student/faculty backgrounds
- Easy access to communication with professors, CEO, staff, board chair
- Flexibility to accommodate new policies and procedures
- Curriculum development
- We have good faculty-student relationships

Student Worker

- Affordable price with good professors
- We like to listen to the students

Students

- Whole building
- Many classrooms
- Tuition fee
- PhD Program
- Respectful, Christian, Nice
- Diversity of programs
- Qualified professors and staff
- Food
- Class hours
- Friendly staff

Alumni

- Reasonable price with good professors

Consultant

- We serve an underserved community
- A very caring person in the front
- Large student body for a school that is just now seeking accreditation

Weaknesses

Board Chair

- Interview process without probation or background checks
- Inexperience with budgeting process
- Need better record keeping

Faculty

- The campus building needs more improvements
- Not enough degree programs
- Need more modern classrooms for facility
- Support services for students
- Tutoring
- Computer lab
- Many changes make registration a little confusing
- Several staff members are new to their positions
- Consistent staff working (e.g., CEO, CAO, Librarian)

Student Worker

- Not enough degree programs
- Incomplete communication which can cause conflicts (e.g., with students)

Alumni

- Area is not really convenient for some students

-

Opportunities

Board Chair

- Online education
- Masters in Oriental Science (ACOM)
- Accreditation

Faculty

- Accreditation
- Add degrees (including acupuncture)
- Developing online courses
- Increasing theology student enrollments
- Develop a tutoring and writing center with computer labs for students

Student Worker

- Add Online program
- If we help the local community and local churches, it could grow our school

Students

- Many students prefer to study in USA instead of other countries
- New campus with bigger classrooms
- Expand the market to new experiences taking advantage of the diversity of programs

Alumni

- Online classes

Consultant

- Federal Student Financial Aid
- Cultivate relationships with local churches

Threats

Board Chair

- Fairly high crime community

Faculty

- Possibility of failure to achieve accreditation
- Competing schools
- Possibility of decreasing enrollment

Student Worker

- Growing competition from nearby public universities and small private colleges in LA
- Not meeting our deadline

Students

- Regulation from US Government because we have many students from China
- Market competition (some students prefer [schools with] more options)
- Budget
- Security

Alumni

- There are a lot of private universities in Southern California

Comments

After two meetings where the SWOT analysis was discussed and strategic goals were proposed, the president submitted a number of SWOT surveys done by students. They were added to this document. To guide further discussion, significant student comments were highlighted yellow.

Changes based on Data

Suggestion

Survey students to find out where they live, how far from the school and in which direction, whether they would like us to move and how they feel about moving to specified areas.
___ Agree ___ Disagree ___ I want to discuss this
Committee Comment: Dr. Hong thinks he can make a pin map using the addresses we have on students.
Board chair enthusiastically agrees
Added to Five Year Plan

Tactics for Achieving Strategic Goals

Input from Administrators, Faculty and Staff

To reach each of the following strategic goal, suggest what we need to do each year over the next five years. Do not put everything in the first two years. I had an accreditation evaluation team criticize a plan because there was so little in year five. TRACS asks us to also “consider implications for educational programs, student enrollment, staffing projections, finances, facilities, equipment, policies and procedures for operation.”

After board approval, we will need to add budgets, persons responsible, and more detailed dates.

Updated Note: Faculty/Administrator suggestions are highlighted **yellow**. Staff suggestions are highlighted **turquoise**. Additional suggestions will be added to the planning chart as data from more assessment instruments are debriefed by committees and even more as we complete the self-study.

Achieve Accreditation

- 2018-19
- 2019-20
- 2020-21
- 2021-22
- 2022-23

Professional Development of Team

- 2018-19
 - Institute plans for faculty development days each semester
- 2019-20
 - Require that all faculty complete specified LIRN Webinars twice per year
 - The academic dean will occasionally observe classes and offer useful feedback
 - Make a list of professional associations that provide ongoing training for the various officers serving in Christian colleges
- 2020-21
 - Budget for approved officers to join professional associations
- 2021-22
- 2022-23

Grow Student Body

- 2018-19
- 2019-20
 - Outreach to alumni and current students encouraging them to invite others by letting them give a \$50 tuition discount certificate to anyone who wants to try a class here for the first time
 - Invite local business people to be guest lecturers and offer an honorarium
- 2020-21
 - Hire a student recruiter to talk to prospects
- 2021-22
 - Hire a work-study student to engage prospective students on social media
- 2022-23

Improve Support Services for Students

- 2018-19
 - Better academic advising
 - Publicize that we can give hungry students a simple snack (e.g., ramen) in the office
 - Require academic advising before registration. This must apply to those who register on campus and online.
- 2019-20
 - Train the entire office staff to do academic advising
 - Determine how to block online registrations before someone has had their academic advising.
 - Better student lounge
 - Better study spaces in the library
 - Better systems of providing information about admissions and outstanding financial balances
 - Survey students to see how much interest there would be in various student clubs
 - Have a party at the beginning and end of each semester
 - Keep a first aid kit in the office
 - Promote availability of men to walk people to their cars at night or keep a security guard in the parking lot.
- 2020-21
 - Invoice students monthly who have outstanding balances
 - Start student clubs that are of most interest to students
 - Set up a student government with student fees to support social events that are approved by the director of student services. The director of student services must approve the budget and release the checks from that account.

- Give first aid training to one or more staff members
- Add lighting to the parking lot
- 2021-22
 - Develop a student lounge that has recreational equipment (e.g., ping-pong table, pool table, table with chess board or other games)
- 2022-23
 - Set up a placement office

Set in Motion Process to Evangelize and Disciple Students

- 2018-19
 - Plant a church on campus or nearby (Dr. Hong) and give fieldwork opportunities to our students
- 2019-20
 - Posters around campus with verses
 - Include someone speaking about spiritual development at new-student orientation
- 2020-21
- 2021-22
- 2022-23

Develop on-Campus Library

- 2018-19
- 2019-20
 - Require professors to meet with the librarian before completing their syllabus and having at least one assignment requiring students to use our online or on campus library
 - Librarian will give instruction at a faculty meeting at least annually
- 2020-21
- 2021-22
- 2022-23

Improve/Upgrade/Beautify Facilities

- 2018-19
 - Paint exterior
 - Explore software for creating a pinmap of where all our students live (Dr.Hong?)
- 2019-20
 - Upgrade the well-used auditorium (e.g., carpet, paint, ceiling tiles, light covers with the

kind that does not yellow)

- Paint interior
- Rearrange office with each person having their own modern desk
- Explore software offered at TRACS and ABACC conferences
- Explore options for better heating and cooling
- 2020-21
 - Upgraded office PCs and software
- 2021-22
 -
- 2022-23
 - New campus