CALIFORNIA GRADUATE SCHOOL OF THEOLOGY

1969

ASSESSMENT PLAN
2017-2018

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I. INTRODUCTION

A. PURPOSE OF ASSESSMENT

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

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

B. SCOPE OF ASSESSMENT

Our assessment activities led by the Academic Affairs Committee (hereafter referred to as AAC) are not limited to the periodic appropriation of well-established surveys/tests for assessment such as faculty evaluation, course evaluation, evaluation of learning outcomes. We also practice other categories of assessment in collaboration with the business department for: the financial integrity and stability, the adequacy of institutional publications, facilities and equipment, library and technology, and institutional policies.

In addition, the student services are assessed based on their performances in various areas, such as international student counseling, alumni association, and job placement services.

We are committed to integrate the assessment and planning processes. We embrace, as a normative practice, interpretation and application of the assessment information in various meetings and in such contexts as long-term planning, program design and revision, faculty recruitment and development, and budget priorities and allocation.

C. TIMELINE OF ASSESSMENT

CATEGORY	TOOLS & METHODS OF ASSESSMENT	TIMELINE
Personnel	Board of Directors Self Evaluation	Annual (Feb)
	Supervisory Evaluation for Administrator	Annual (Dec/Jan)
	Administrator Development Plan	Annual (Feb)
Finances	Budget Request Form	Annual (Aug/Sept)
	Yearly Fiscal Budget	Annual (Aug/Sept)
	Annual Strategic Plan	Annual (Oct/Nov)
	Prior Year Financial Statement (Audited)	Annual (Feb/Mar)
Faculty	Faculty Evaluation	Annual (Jan/Feb)
	Instructor and Course Evaluation	Every term
	Peer Evaluation of Teaching	Annual (Nov/Dec)
	Annual Faculty Development Plan	Annual (Feb/Mar)
Program Learning Outcome	Instructor and Course Evaluation	Every term (May/Nov)
	Syllabus Template	biennial
	Course Sequence Plan & Curriculum Table	biennial
	Capstone Courses	biennial
	Foundational Statement	biennial
	Academic Affairs Committee (AAC) meeting minutes	Annual (Nov/Dec)
	Pre-Post Testing	biennial
	Graduate Candidate Exit Survey	annual (Apr/May)
	Retention, Completion/Graduation Rates	Annual (Aug/Sept)

		School Performance Fact Sheet	Annual (Aug/Sept)
		Annual Report for BPPE	Annual (Sept/Oct)
		Alumni Survey	Biennial (Jun/Jul)
Facilities and Equipment		Administrative Handbook & Operations Manual	Annual (Nov/Dec)
Library & Technology		Student Satisfaction Survey	Annual (Aug/Sept)
		Library Five-Year Plan	Annual (Jan/Feb)
Institutional Effectiveness	Student	Student Satisfaction Survey	Annual (Aug/Sept)
	Publications*	Student Satisfaction Survey	Annual (Aug/Sept)
		Policies and Procedures Manual/ General Catalog	Annual (Mar or Sept)
		Other Manuals/Handbooks	Annual (June/July)
		Website Update	Monthly

*All changes except minor correction are reviewed at Academic Affairs Committee meeting, and approved by the Board of Directors.

II. FOUNDATIONAL STATEMENTS

A. MISSION STATEMENT

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

B. EDUCATIONAL OBJECTIVES

Cal Grad's mission arises out of God's redemptive work in this world effected in Jesus Christ, understood through the biblical Word and mediated by the Holy Spirit. As a theological seminary, it provides learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ's ministry. Cal Grad has eight institutional objectives that all focus on student learning. As an academic community of faith, Cal Grad seeks to guide the students:

1. To equip them with exegetical skills whereby they will be able to accurately and faithfully apply God's holy and inerrant Scripture.
2. To develop sufficient knowledge and skills to understand the organic unity of the Old and the New Testaments whereby they will be able to preach and teach accurately and faithfully God's holy and inerrant Scripture.
3. To experience highest level of academic excellence in Christian scholarship for teaching the biblical, historical and theological disciplines whereby they learn to carry and exhibit this value into their future ministry and vocation.
4. To exercise their ministry skills and gifts in cooperation with the church with the aim of equipping them to be leaders who serves the church and advance the kingdom of God throughout the world.
5. To demonstrate sufficient knowledge of the cultural trends and leadership skills with the aim of equipping them to be leaders who lead their ministry through these challenging days.

6. To mature their spiritual formation through spiritual enrichment activities, regular devotions, and involvement in the local church.
7. To cultivate vision for God's redemptive work throughout the world and learn to formulate strategies that will leads to faithful missions, evangelism, and discipleship.
8. To engage in cross-cultural ministry whereby they learn to minister beyond their own culture, community, and country.

III. PERSONNEL ASSESSEMENT

A. BOARD MEMBERS

The Board of Directors is a legally constructed body responsible for establishing policy, maintaining financial stability, and providing oversight for the institution. Board members are actively involved in the oversight of the institution. They receive periodic data keeping them abreast of the events at the school in addition to attending committee and board meetings. Policies and procedures have been developed and implemented whereby the Board of Directors' review the institutional purpose, objectives, and philosophy once each year at the February meeting of the board to ensure that they are being pursued faithfully. The board evaluates itself annually.

Performed by:
Board members

Timeline:
February

Measurement Assessment Criteria:
The core matrix is a skill or performance based assessment. It contains a self-evaluation of each duty or responsibility of the Director. Cal Grad strives for excellence in all areas.

Each member is required to submit the Board of Directors self-evaluation form within 10 days after the February board meeting.

B. PRESIDENT

The Board of Directors appoints and reviews the President of Cal Grad annually. There is a process for the retention and annual evaluation.

Performed by:
Chair of the Board of Directors

Timeline:
December/January

Measurement Assessment Criteria:
The core matrix is a skill or performance based assessment. It contains a self-evaluation and the board chair's evaluation of each duty or responsibility of the President. Cal Grad strives for excellence in all areas.

If a self-evaluation or the board chair's evaluation falls below average in the scale being used with the matrix, then the President being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.

Each year the President goes through a process of evaluation by the Board of Directors based on his/her performance in the following areas:

- Recruitment, supervision, evaluation and development of the academic dean, business manager, director of development, student dean, and other necessary staff not assigned to other administrators
- Completion of semi-annual evaluations (i.e. every two years) of the director of institutional research, academic dean, business manager, director of development, student dean, and any other necessary staff not assigned to the president or academic dean
- Adequate attainment of institutional mission and goals (as seen in the institutional research reports)
- 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
- Fiscal responsibility (e.g. operation within budget)
- Development of Financial Resources (e.g. from the boards, constituencies, alumni, foundations)
- Financial performance of the institution as a whole (e.g. development and operation of an appropriate budget)

C. ADMINISTRATION

The Cal Grad has written job descriptions for all administrators. Each employee is given a copy of their individual job descriptions upon employment. All job descriptions are reviewed annually at the administrative retreat and approved by the Board of Directors at the February meeting.

Performed by:
President

Timeline:
December/January

Measurement Assessment Criteria (MAC):
The core matrix is a skill or performance based assessment. It contains a self-evaluation and the president's evaluation of each duty or responsibility of the administrator. Cal Grad strives for excellence in all areas.

If a self-evaluation or a president's evaluation falls below average in the scale being used with the matrix, then the person being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period

1. Vice President

The Vice President is evaluated annually by the President on the basis of how well he/she has performed the duties herein assigned under Duties and Responsibilities as following:

Academic Affairs
- Provide leadership for academic and budgetary planning for mission-driven academic and co-curricular endeavors and functions, for ensuring the quality of student learning by overseeing the curriculum and supporting educational initiatives, for strategic planning and academic policy-making, and for implementing "best practices" in resources allocation.
- Responsible for recruiting, developing, retaining, and evaluating faculty and professional staff which is high quality and diverse in compliance with institutional policies and external regulations, including accreditations.
- Is a strong advocate for the professional development of faculty and staff by identifying their professional development needs, and planning and coordinating a program of

professional development in cooperation with Dean of Graduate Studies and Dean of Academic Affairs.

- Support the concepts of shared governance, participatory management, consultative leadership, and academic excellence in serving the school and its professional needs.
- Monitor education laws at the state and federal levels to ensure compliance.
- Oversee the administration/management of the school's educational programs, research activities and service projects. Recommend to the President faculty appointments, reappointments and promotions.
- Provide leadership in setting and implementing the school's Strategic Plan for development consistent with the institution's mission and resources. The Vice President is expected to remain current with respect to national developments in higher education and to initiate appropriate analyses to address emerging issues and problems.
- Assess academic programs and develop a plan for growth and development.
- Demonstrate creativity and an entrepreneurial approach in new program selection and development.
- Participate in securing funding for academic programs.
- Represent the school at state, national, and international levels or on behalf of the President.
- Build alliances with external organizations to further the school's mission.
- Provide leadership in implementing the school's mission and vision, which include fulfilling its core purpose to provide high-value educational opportunities through superior teaching, creative activity and service by continually strengthening an academic environment that is supportive of student success.

Student's Affairs
- Ensure that the outcomes assessment framework is correctly used to measure student preparedness; set performance targets for student retention.
- Ensure academic excellence, a climate for collegiality, and a student centered academic environment.
- Assure the integrity and consistency of the academic advising program.
- Assist staff in meeting institutional performance standards and lead efforts to implement technological solutions for improving student performance.

Administrative Services and Business Affairs
- Under the general direction of the President, the Vice President is responsible for:
  Supervision of the Dean of Administration and Business Affairs and the Dean's oversight of the institution's business system and processes, including budget development and control, accounting, payroll, purchasing, facilities planning and management, risk management, and other related functions.

General Duties
- Review and supervise the approval of all school publications, e.g., the Handbook, the catalog, advertisements, etc., in conjunction with the appropriate administrators and committees.
- Monitor changes in the requirements for obtaining and retaining licensure status with the Bureau for Private Postsecondary Education in conjunction with the school's administrators

so that Cal Grad is continually in compliance with applicable statutory and regulatory requirements.
- Prepare annual reports under the supervision of the President and submit them within the prescribed time frame to regulatory agencies requiring such reports.
- Perform other duties assigned by the President.

2. The Academic Dean

Each year the Academic Dean goes through a process of evaluation by the President based on his/her performance in the following areas:

- Assures that the curriculum continues to achieve the school's mission by seeing that learning objectives (competencies) that are assigned to classes are being achieved, and that research is conducted on how well institutional goals are being achieved by the competencies that should contribute to each objectives
- Maintains academic integrity and standard of the institution (as demonstrated by progress toward or maintenance of accreditation and other licensing organizations)
- Recruitment, supervision and development of the librarian and faculty (as demonstrated by all these positions being filled, records of evaluating these personnel, smooth school operations, and a planned professional development program)
- Leads the faculty in its governance responsibilities.
- Completion of annual evaluations of the faculty and the librarian (as demonstrated by completed evaluation forms)
- Personnel functions are properly handled and high morale is maintained.
- Fiscal responsibility (as demonstrated by operation within budget)
- Planning and operation of academic programs for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining the institution's accreditation status).
- Demonstrating that the school remains in good standing with outside certification (i.e. BPPE, TRACS).

3. The Dean of Graduate Studies

The Dean of Graduate Studies is evaluated annually by the Vice President based on his/her performance in the following areas:

The criteria are:
A. **STRATEGIC LEADERSHIP**
   Shapes Strategic Focus

- Formulates effective and progressive strategies aligned with CG's mission and values; determines objectives and priorities and acts as a catalyst for graduate studies innovation, growth and development.
- Encourages evidence-based decisions that ARE aligned with strategic priorities.
- Encourages faculty in the visioning process and creates and communicates a clear vision of graduate studies growth and development needs.

Demonstrates Decanal (Dean) Leadership

Displays expertise within the area of graduate studies administration resulting in academic credibility and sound intellectual leadership; exhibits understanding of the particular leadership needs of the Dean of Graduate Studies; interfaces with internal and external experts to become familiar with and act on issues important to graduate studies administration.
- Creates a culture in which innovative ideas are generated and champions mission-critical graduate studies initiatives.
- Demonstrates scholarly credentials through teaching graduate courses or publishing.

Demonstrates Financial Acumen

Understands the meaning and implications of key financial indicators; manages overall financial performance of graduate studies programs; uses financial analysis along with the Dean of Administration and Business Affairs to evaluate strategic options and opportunities for graduate studies programs.
- Understands and effectively manages the graduate studies budget.
- Creates an open and transparent financial process involving faculty input in determining the budget for graduate studies.

B. RESULT LEADERSHIP

Ensures Execution

Anticipates change, conveys clear priorities and aligns efforts across functions, creatively addresses problems, takes action, and holds self and others accountable for results.
- Ensures that program directions have the resources information, authority, and support needed to achieve program strategic objectives.
- Takes action, even when risk is great and gain problematical, and balances tradeoffs appropriately.
- Balances the achievement of day-to-day results with the accomplishment of key initiatives, and holds self accountable and ensures accountability in others for achieving results.

Manages Human Relations Requirements

Builds a support staff (faculty, staff, graduate students) that addresses the short-term and long-term goals of graduate studies programs; supports development of high-achieving faculty and staff; ensures that unproductive performance issues are addressed.
- Effectively identifies, attracts, and recommends for hiring exemplary faculty/staff.
- Creates a climate in which faculty and staff are encouraged to develop and learn.

- Ensures the adoption of applicable best practices in the management/administration of faculty, staff, and student needs, and provides insightful, motivating and constrictive feedback, coaching, and guidance.

C. PEOPLE LEADERSHIP

Communicates Openly and Listens

Presents ideas effectively gauging the needs of the audience, actively listens and incorporates input from others.

- Fosters an environment of open, honest and respectful discussion of all issues; listens attentively and with empathy to concerns of other.
- Creates an environment that ensures others have appropriate access to information which may be useful to them, communicates effectively to internal and external audiences by tailoring message style and content.

Influences and Inspires

Promotes ideas and proposals persuasively, creates a climate that fosters personal commitment and nurtures commitment to a common vision and shared values; inspires action without relying solely on authority.

- Establishes credibility by demonstrating broad knowledge, good judgement, and deep expertise; generates energy and enthusiasm in others by appealing to their personal values and goals.
- Promotes positions and ideas with conviction, even when faced with resistance while positioning ideas and proposals to address the needs and concerns of stakeholders.
- Motivates and challenges others to define new opportunities, and celebrates and recognizes the significant achievements of others.

Builds Relationships and Fosters Collaboration

Fosters collaboration and teamwork by being inclusive, supportive, cooperative, and by cultivating an active network of relationships inside and outside of the graduate studies area of the school.

D. PERSONAL LEADERSHP

Establishes Trust

Respects all individuals and treats them fairly; honors commitments to others, models high ethical standards and integrity.

- Establishes an environment in which integrity and ethics is the norm, treats others fairly and respectfully.
- Displays openness to new ideas and alternative approaches and delivers on commitments.
- Demonstrates the courage to do what is right despite personal risk or discomfort; displays openness to new ideas and alternative approaches to problem resolution.

Demonstrates Emotional Acuity

Considers and responds appropriately to the needs of others; understands impact of own

behavior; has a realistic understanding of own strengths and development needs; is committed to continuous learning.
- Recognizes the feelings of others and exhibits an appropriate level of composure, patience, and diplomacy; exhibits an awareness of one's capabilities and development needs.
- Demonstrates flexibility and comfort with ambiguity; trusts the judgement of others.

4. The Dean of Students

Each year the Dean of Students goes through a process of evaluation by the President based on his/her performance.

The criteria used are:
- Has organized and overseen the work of the Admission Director
- Has assured that student organizations have flourished and run smoothly
- Has assured that student government has competently accomplished all duties (including their handling of the budget and social activities)
- Has planned and administered useful and interesting orientations for new students
- Has planned and administered programs to retain students (with special attention to students in their first year of study)
- Has assured that pastoral counseling was known to be available and was easily accessible (with provisions for crisis counseling and other more serious forms of counseling)
- Has administered any student discipline according to procedures in student handbook (as demonstrated by discipline records)
- Has initiated relationships with all students and served as a chaplain, counselor, mentor, and friend
- Has maintained the student handbook

5. The Dean of Administration and Business Affairs

Each year the Dean of Administration and Business Affairs goes through a process of evaluation by the President based on his/her performance.
The criteria used are:
- The leadership for management and development activities
- The implementation for academic goals and objectives
- The supervise the administration processing

- Supporting for accreditation efforts and documenting
- Computer-related functions for management and assessment
- Enrollment statics records have been accurately maintained
- Has correctly administered on time
- Has prepared and participated in meetings of the committee

6. The Chief Financial Officer (CFO)

Each year the CFO goes through a process of evaluation by the President based on his/her performance in the following areas:

The criteria used are:
- The budgeting process was conducted on schedule:
  a. Preliminary Budget Request Worksheet sent in second week of February to all who manage budgets
  b. Preliminary budget completed by budget committee and a preliminary Budget Response Memo sent to each department that requested funds by March 15th
  c. Budget committee completes final budget proposal by April 1st, and submits to the President by second week of April
  d. Unless the President requests further work on the budget, it is submitted to the board of directors for their April meeting.
  e. The board considers updated enrollment figures, makes any necessary revisions on this budget at their September meeting

- The budgeting process was conducted correctly and included all components:
  a. Review of prospective enrollment (and tuition revenue), prospective auxiliary income (e.g. rent), prospective donations (e.g. church donations, board donations, alumni donations, special events), prospective endowment funding, key needs, major expenses, upcoming projects in the new revision of the 5-year plan, and the total amount of funds requested through Preliminary Budget Request Worksheets.
  b. Preliminary Budget Request Worksheet sent to all who manage budgets
  c. Budget committee completes final budget proposal
  d. Budget is approved by board of directors
  e. The total of funds for all departments cannot exceed 85% of the anticipated income from tuition, donations and other sources.

- Records have been accurately maintained (including exact records of all accounts of the general ledger)
- All bills have been paid within 30 days
- Backups have been completed weekly and stored in fire-proof file cabinets
- Complete data was provided to the CPA as soon as needed
- Has checked and assured that money is used for its designated purposes (e.g. budgeted items, special donations such as endowments)
- Has monitored operation of budget through budget request forms that show how much is left in the category from which funds are requested
- Has correctly administered payroll on time
- Has participated in meetings of the finance committee and managed investments according to their instructions
- Has reviewed cash flow daily, including review of payables
- Has reviewed student receivables and delinquencies monthly
- Has seen that notices were sent every month to students and others who are delinquent in payment
- Has overseen budget in a competent and honest manner

6. The Director of International Student Affairs

Each year the Director of International Student Affairs goes through a process of evaluation by the President based on his/her performance.

The criteria used are:
- Has demonstrated strategic leadership and supervisory skills in the management of the office of International Relations
- Has demonstrated the ability to work independently with a high degree of initiative
- Has demonstrated a thorough knowledge of U.S. immigration policies and issues within a higher education context
- Has demonstrated the ability to work as a part of a team with a highly diverse population and to maintain confidentiality when required
- Has demonstrated the necessary expertise in working with SEVIS and/or other platforms tracking immigration related data
- Has demonstrated a high level of competence in advising and counseling international students

- Has demonstrated the ability to coordinate the necessary interventions with the Department of Homeland Security and the Department of State on behalf of international students and scholars, should problems arise

7. The Accounting Manager

Each year the Accounting Manager goes through a process of evaluation by the Chief Financial Officer based on his/her performance.

The criteria used are:
- The ability for the preparation of budgets and supporting information
- The ability for the operational monitoring and control of those agreed budgets
- The ability to provide regular forecasting information to the CFO and budget holders on accounts as directed
- The ability to maintain accurate financial records, and monitor and investigate faculty accounts as directed

8. The Admission Director

Each year the Admission Director goes through a process of evaluation by the Dean of Student based on his/her performance.

The criteria used are:
- The leadership for prospective student in recruiting activities
- Helping potential applicants with the admission process
- Corresponding with students to complete all of the preadmission requirements
- Developing an equitable, efficient, effective, and flexible admission and registration system
- Serving as a liaison person with high schools, community colleges, and other institutions
- Performing other duties as assigned by the Dean of Students

9. The Director of Information Technology

The Director of Information Technology (DIT) is evaluated annually by the Dean of Administration based on his/her performance.

The criteria used are:

- Information technology management and control ability for supervision of information technology employees and management.
- The ability for strategic planning, tactical action, and operational decision-making for the mission of the business department
- The broad relevant technical knowledge and communication
- The ability and respond for administration, faculty, and staff to assess and campus IT needs
- The performance and oversee ability for the development, design, and implementation of new applications and changes to existing computer systems and software packages.
- Maintain ability for security and privacy of the information systems, communication lines, equipment and institution website

10. The Registrar

The registrar is evaluated annually by the Dean of Administration based on his/her performance.

The criteria used are:

- Grades are posted by twenty-one days after the end of each semester
- Student files are complete, including:
  a. Application
  b. Transcript
  c. Previous diploma
  d. Christian Testimony
  e. One Photo
  f. Two Recommendation Forms
  g. Enrollment Agreement
  h. Consent of Conduct Form
- Faculty and course files are complete, including:
  a. Prior to joining the faculty
    - 1 Picture
    - 1 Official transcript of all graduate degrees from accredited schools
    - Copy of highest earned diploma

- 1 Curriculum Vitae
  b. Prior to teaching a course
    - 1 Course syllabus (using official school format)
    - 1 Faculty contract (for each course)
  c. At the completion of a course
    - 1 Attendance sheet - to be furnished on the 1st class
    - 1 Grade report
- Alumni files are complete, including:
  a. Application
  b. Transcript
  c. Photo
- Registration ran smoothly and was orderly
- Data has been entered
- Statistics on enrollment, course scheduling, student retention and attrition, and grades have been maintained and provided
- Materials are sent to inquirers on the same day their requests are received
- Informs applicants of acceptance or denial of acceptance within two days of the official decision

11 The Librarian

The librarian is evaluated annually by the Academic Dean based on his/her performance.

The criteria used are:

- Are faculty members meeting with the librarian to plan their courses and evaluate library needs?
- Was annual budget appropriate?
- Did library committee have at least one meeting for planning and one for evaluation?
- Has produced library service data on transactions, faculty/staff input, staff hours, library user data
- Has met with each faculty member before his or her class has begun
- Has made purchases according to budgeted categories
- Has overseen budget in a competent and honest manner
- Has directed and produced minutes for at least two library committee meetings this year

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IV. ASSESSMENT OF FINANCES

A. FINANCIAL RESOURCES

Performed by:
Board of Directors
President
Chief Financial Officer

Timeline:
August/September (before a financial plan and budget for the upcoming year)

Measurement Assessment Criteria:
It contains the sufficiency of financial resources to support student learning programs and services.

The criteria used are:
- Does Cal Grad maintain a contingency reserve of at least 10% of the budget, in accordance with TRACS requirements?
- What was the financial performance for the previous year? Was the budget adequate in providing necessary services and resources for each program?
- Does Cal Grad compile an annual budget for all programs and services?
- Is the Cal Grad five-year strategic plan and fiscal budget update annually?

B. FINANCIAL MANAGEMENT AND INTEGRITY

Performed by:
Board of Directors
President
Chief Financial Officer

Timeline:
August/September (before a financial plan and budget for the upcoming year)

Measurement Assessment Criteria:

It contains the Internal and external mechanisms to ensure financial stability.

As a non-profit educational institution, measures are taken to ensure that the financial integrity of Cal Grad is carefully managed and maintained.

The criteria used are:
- Has all financial matters been inputted and maintained on Quick Book?
- Has Cal Grad retained the services of a Certified Public Accountant for annual audit?
- Has purchases of $5,000 or more approved by the Board of Directors prior to purchasing?
- Has all financial records remained open and available for review by the members of the Board?
- In an effort to remain transparent in financial management, Cal Grad asks:
  a. How does Cal Grad ensure financial integrity?
  b. Are all expenses and revenues accounted for?

V. ASSESSMENT OF FACULTY

A. EVALUATION PROCEDURE

Cal Grad employs a qualified and dedicated faculty who possess high academic and professional qualities dedicated to educational excellence. The faculty demonstrates spiritual maturity and serves as personal and professional Christian role models. The faculty is outstanding and is an integral part of the institution. The academic credentials of the faculty are commensurate with their teaching and research tasks. The entire faculty is grounded in Christian values and beliefs.

The purpose of faculty evaluations is to improve the principal activities of each faculty member, including instruction, counseling, research, and other educational services through the periodic assessment of faculty member's performance. Faculty evaluations take place at Cal Grad on an annual basis in April and November. Faculty evaluation follows an annual process.

The academic dean will initiate the evaluation process with a written communication to the faculty member. It begins with student evaluation of each course, faculty self-evaluation, and evaluation of the faculty by the Academic Dean. The Dean and faculty member under review will study the faculty evaluation form, the peer evaluation of teaching form, the student's instructor and course evaluation form, faculty development plan, and the faculty contract to access the strength and/or weakness of the performance of each faculty member.

B. MEASUREMENT ASSESSMENT CRITERIA

Cal Grad strives for excellence in all areas. The following criteria are intended to further specify common areas of performance to be evaluated during the evaluation process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

1. Excellent performance in teaching or in carrying out primary responsibilities for non-teaching faculty assignments as specifically listed in the position description and duty

statement for instructors in the Faculty Handbook, including, but not limited to:

    a. currency and depth of knowledge in their discipline;

    b. proficiency in communicating with students and colleagues;

    c. use of methods and materials effective for the student, appropriate to the subject matter, and responsive to the needs of the student;

    d. careful attention to effective organizational skill in the classroom or worksite;

    e. consistent responsibility in fulfilling official course outline requirements, including any program responsibilities; and

    f. appropriate measurement of student progress.

2. Respect for students' rights, needs, and opinions by demonstrating:

    a. patience, fairness, promptness in the evaluation and discussion of students' work;

    b. proficiency in communicating with students and colleagues;

    c. maintenance of regular and timely office hours;

    d. sensitivity to the diverse ways in which students learn;

    e. sensitivity to the differences among students - including ethnicity, gender, age, disabilities, lifestyle; and

    g. acknowledging and defending student's right to free inquiry and to criticize others' beliefs and ideas.

3. Respect for colleagues and teaching:

    a. acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;

    b. recognizing the opinions of others;

    c. striving to be objective in their judgment of colleagues;

    d. acting in accordance with the ethics of the profession and with a sense of personal integrity;

    e. working with a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff, thereby, demonstrating a commitment to and enthusiasm for the school and the profession, and

    f. sensitivity to the differences of colleagues, including - ethnicity, gender, age, disabilities, and lifestyle.

4. After the first year, a faculty member is expected to show increasing participation in professional growth activities, examples include the following:

a. increasing participation in self-initiated professional activities such as attendance at workshops, seminars, professional meetings;
b. conference presentation(s), classroom research, involvement in revising the curriculum or in developing new curricula, participation in publications, and supervision of work-study experience students;
c. active participation in collegial governance and campus life - including school committees, and
d. community involvement specific to the faculty member's academic area of expertise.

If a self-evaluation or the Academic Dean's evaluation falls below average in the scale being used with the matrix or the averaged student evaluation in any area is below average then the faculty member being evaluated will communicate the steps that will be taken to improve the performance in the below average area by the next scheduled assessment period.

VI. ASSESSMENT OF ACADEMIC AND STUDENT LEARNING

A. COURSE

Performed by:
Students

Timeline:
May and November, at the conclusion of a course at the end of a term

Measurement Assessment Criteria:
Students are asked to rate specific statements directly related to their experience in the just-completed course on a scale of 1-5, 1 to show poor' to 5 to show 'excellent.

The responses on the course evaluations are completely anonymously, with no identifier information requested. Sample evaluation form is included in the Appendix.

B. CURRICULUM

Performed by:
President
Academic Affairs Committee

Timeline:
June/July, every other year

Measurement Assessment Criteria:
Providing a more in-depth view of the specifics of each program, detailed changes can be made to the certain aspects of the program. Focus on each course in the curriculum to how it contributes to fulfilling the Cal Grad's mission. Data from Faculty Evaluation, Instructor and Course Evaluation, and Student Learning Outcome are viewed in their entirety to determine changes in curriculum.
The criteria used are:
- Do the courses in the programs all contribute to fulfilling the Cal Grad's mission?

- If the programs do not meet the in-compliance benchmarks for retention rate, graduation/completion rate, and job placement rate from TRACS, what changes could/should be made in the curriculum?
- What additions and changes can be made to the curriculum to help distinguish similar programs from other universities?

Implement of Changes:
- After discussing new plans to update the curriculum, the administration would document the changes and provided an updated catalog and other school publications and distribute those to the Cal Grad's community. Notification of changes must be adequately communicated to all those who may be directly or indirectly affected by the revision.
- Improvement resulting from any and all changes to the curriculum should become apparent in student learning outcomes as well as from retention, graduation, and placement rates.

C. STUDENT LEARNING OUTCOME

Performed by:
President
Academic Affairs Committee
All Faculty members

Timeline:
June/December, every term

Measurement Assessment Criteria:
Assessment of learning outcomes are completed concurrently with the instruction provided throughout the course of the semester. These are in the form typically found in all levels of education: quizzes, midterm and final exams, projects, and papers. Assessment and Assessment of Achievement are the sole responsibility of the instructor teaching that course.

The assessment of student learning outcomes is mainly the responsibility of faculty teaching the course, but it should remain as consistent as possible throughout all courses in a given program.

Common criteria used are:

- Are student grades showing erratic behavior from course to course taught by different faculty? Is this result of faculty inconsistencies or simply a matter of difference in level of difficulty between courses?
- Are certain courses displaying a high level of passage or a high level of failure?
- Are the students providing high quality work and are the students being challenged?

1. ENGLISH AS A SECOND LANGUAGE

Student Learning Outcome:

Students will be equipped with practical skills in English that they may be competent and determined in their approach to their vocation.

Method(s) of Assessment:

Program instructors establish measurable criteria for determining the students' competencies in practical skills in English.

Measurement Criteria:

Graduates should be able to perform practical skills in English with a score of 70 % or higher.

2. GENERAL EDUCATION

GE Learning Outcome 1.

Demonstrate with collegiate level competencies in writing and speaking.

Method(s) of Assessment:

Program instructors establish measurable criteria for determining the students' ability to demonstrate collegiate level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and library research.

Measurement Criteria:

Graduates should be able to make collegiate level presentations in both the spoken and written forms with a score of 70 % or higher.

GE Learning Outcome 2.

Exhibit knowledge of historical events and societal norms.

Method(s) of Assessment:

Program instructors establish measurable criteria for determining the students' ability to

demonstrate collegiate level knowledge of historical events and societal norms.

Measurement Criteria:

Graduates should be able to exhibit knowledge of historical events and societal norms with a score of 70 % or higher.

GE Learning Outcome 3.

Demonstrate analytical reasoning proficiency in the sciences.

Method(s) of Assessment:

Program instructors establish measurable criteria for determining the students' ability to demonstrate collegiate level analytical reasoning proficiency in the sciences.

Measurement Criteria:

Graduates should be able to demonstrate analytical reasoning and proficiency in the sciences with a score of 70 % or higher.

3. BACHELOR OF ARTS IN RELIGION

Program Learning Outcome 1:

Articulate the general content, outline, themes, and theology of the Old and New Testaments.

Method(s) of Assessment:

Standardized tests, Self-reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to explain and defend biblical themes, outline, and theology of the Old and New Testaments with a score of 70 % or higher.

Program Learning Outcome 2:

Demonstrate sufficient knowledge of the history, literature, and theology of the Old and New Testaments and be able to interpret biblical texts properly.

Method(s) of Assessment:

Standardized tests, Self-reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to explain major events on the world history, literature, and theology of Old and New Testaments, with a score of 70 % or higher.

Program Learning Outcome 3:

Distinguish between major historical theologies and evaluate their impact upon the development of the Christian church and doctrine today.

Method(s) of Assessment:

Standardized tests, Self-reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to explain major historical theologies in the development of church history with a score of 70 % or higher.

Program Learning Outcome 4:

Demonstrate sufficient knowledge and proficiency in various Christian ministries.

Method(s) of Assessment:

Standardized tests, Self-reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to actively participate in various types of Christian services with a score of 70 % or higher of internship personnel and the professor of the course.

4. MASTER OF ARTS IN RELIGION

Program Learning Outcome 1:

Demonstrate competent knowledge and understanding of the biblical, historical, and theological aspects of Christianity so that they become effective church leaders, professionals or other relevant experts on that field.

Method(s) of Assessment:

Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to review various aspects of Christianity in the biblical, historical, and theological areas with a score of 75 % or higher.

Program Learning Outcome 2:

Demonstrate communicative, inspirational, supervisory, administrative, organizational and other managerial skills necessary for fulfilling the assigned duties and responsibilities within the Christian ministry or mission, such as teaching and consulting in Christian education.

Method(s) of Assessment:

Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to perform communicative, inspirational, supervisory, administrative, organizational and other managerial skills in the Christian education and missional contexts, with a score of 75 % or higher.

Program Learning Outcome 3:

Demonstrate an ability to integrate the Christian worldview into their ministerial endeavors.

Method(s) of Assessment:

Standardized tests, Term papers, Reading assignments, Book reports.

Measurement Criteria:

Graduates should be able to collaborate Christian worldview with local churches with a score of 75 % or higher.

Program Learning Outcome 4:

Demonstrate a sufficient ability to analyze problems and find biblical solutions to the Christian ministry.

Method(s) of Assessment:

Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to analyze issues and present plausible solutions based on the biblical foundations, with a score of 75 % or higher.

5. MASTER OF DIVINITY

Program Learning Outcome 1:

Demonstrate basic knowledge of both the biblical Greek and Hebrew languages.

Method(s) of Assessment:

Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to read and translate the biblical texts in the original languages with

the help of dictionaries, with a score of 75 % or higher.

Program Learning Outcome 2:
Preach and teach biblical passages Christo-centrically and in their redemptive-historical contexts, through adequate exegetical skills which are rooted in Reformed biblical hermeneutical principles.
Method(s) of Assessment:
Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.
Measurement Criteria:
Graduates should be able to properly exegete bible texts for the contemporary readers with a score of 75 % or higher.

Program Learning Outcome 3:
Acquire a basic understanding of the biblical principles and methods for a Christian education and acquire adequate skills in addition to knowledge of various models of education.
Method(s) of Assessment:
Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.
Measurement Criteria: Graduates should be able to review various Christian education ministries with a score of 75 % or higher.

Program Learning Outcome 4:
Critique and assess their knowledge of how theological issues have developed throughout history.
Method(s) of Assessment:
Standardized tests, Term papers, Reading assignments, Book reports, Classroom presentations and participations in class activities.
Measurement Criteria:
Graduates should be able to explain the modern theological issues with the knowledge of church history.

Program Learning Outcome 5:
Demonstrate sufficient knowledge of biblical principles and methods for missions for inter-cultural and cross-cultural ministries.
Method(s) of Assessment:
Standardized tests, Term papers, Reading assignments, Book reports, Classroom

presentations and participations in class activities.

Measurement Criteria:

Graduates should be able to connect the world through mission endeavors in the inter-cultural and cross-cultural contexts with a score of 75 % or higher.

6. DOCTOR OF MINISTRY

Program Learning Outcome 1:
Advance Christocentric and redemptive-historical preaching to the contemporary church congregations.

Method(s) of Assessment:
Seminars, Workshops, Term papers, Conferences, Intensives, Classroom presentations and participations in class activities.

Measurement Criteria:
Graduates should be able to perform the Christocentric and redemptive-historical preaching to the contemporary church congregations with a score of 80 % or higher.

Program Learning Outcome 2:
Enhance competencies in ministerial leadership skills and in their own personal practice of ministry.

Method(s) of Assessment:
Seminars, Workshops, Term papers, Conferences, Intensives, Classroom presentations and participations in class activities.

Measurement Criteria:
Graduates should be able to practice ministerial leadership skills to their ministries in the local churches with a score of 80 % or higher.

Program Learning Outcome 3:
Motivate church members to grow by participating in Christian social works and evangelism.

Method(s) of Assessment:
Seminars, Workshops, Term papers, Conferences, Intensives, Classroom presentations and participations in class activities.

Measurement Criteria:
Graduates should be able to apply social works and outreach to the community, with a score of 80 % or higher.

Program Learning Outcome 4:
Improve one's ability through self-directed learning, research, and communication in the chosen themes of one's ministry through written and oral presentation.

Method(s) of Assessment:
Research, Dissertation, Advanced seminars and/or workshops, Classroom presentations and participations in class activities.

Measurement Criteria:
Graduates should be able to present their original research on the contemporary ministry issues both in written and oral forms with a score of 80 % or higher.

D. STATISTICAL ANALYSIS

1. RETENTION RATES

Performed by:
President
Academic Affairs Committee

Timeline:
August of every year, before the beginning of the Fall semester

Measurement Assessment Criteria:
- The number of students who are enrolled in two consecutive academic years are divided by the number of students who were enrolled in the first of the two academic years.
- Students who graduate, leave to serve the military, or deceased are excluded from this calculation.

Assessment of Achievement:
- The TRACS standard specifies a retention rate of 70% or above as being in compliance and 69% and below as not in compliance.
- If the retention rate falls below 70%, Cal Grad will have to investigate the causes of a low retention rate and consider changes from the admissions policy to the curriculum and the programs.

2. COMPLETION/GRADUATION RATES

Performed by:
President
Academic Affairs Committee

Timeline:
August of every year, before the beginning of the Fall semester

Measurement Assessment Criteria:
Cal Grad calculates two graduation rates: one for students who graduate within 100% of the program length, and one for students who graduate within 150% of the program length.

Assessment of Achievement:
- The TRACS standard specifies a graduation rate of 50% or above as being in compliance and 49% and below as not in compliance.
- If the graduation rate falls below 50%, Cal Grad will have to investigate the causes of a low graduation rate and consider changes from the admissions policy to the curriculum and the programs.

3. ALUMNI SURVEYS

Performed by:
President
Academic Dean
Dean of Student

Timeline:
August, every other year

Measurement Assessment Criteria:
- Alumni are given a voluntary survey asking about their employment status, salary, and plans for further education. Sample form is included in the Appendix.
- Surveys are administered of alumni to track job placement rates, salaries, and post-graduation activities, such as enrollment at another university. The surveys are made available to graduates approximately six months after graduation.

Participation in the survey is voluntary.

- Utilizing the information gathered above, these are used to evaluate the programs and curriculum.
- The TRACS standard specifies a job placement rate of 70% or above as being in compliance and 69% and below as not in compliance.
- If the job placement rate falls below 70%, Cal Grad will have to investigate the causes of a low graduation rate and consider changes from the admissions policy to the curriculum and the programs.

VII ASSESSMENT OF STUDENT SERVICES

Student services can be a pivotal tool in engaging students with the Cal grad's mission and can also be highly beneficial in helping Cal Grad grow and expand by giving students a sense of community with their school.

A. INTERNATIONAL STUDENT COUNSELING

Performed by:
President
Academic Dean
Dean of Student

Timeline:
Ongoing

Measurement Assessment Criteria:
There is high percentage of international students enrolled at Cal Grad. This greatly affects the breadth of issues that may arise when dealing with immigration and visa matters. While Cal Grad is not able to provide legal guidance, Cal Grad is willing to listen and give advice and if need be, recommend a lawyer. Understanding that this topic may be highly sensitive in nature, the university emphasizes attendance in all classes as the highest priority for all international students. Failure to attend the required number of classes can put into serious jeopardy the students' visa status and Cal Grad may face legal ramifications as well. To provide the best possible service for our international students, we seek to improve by asking:

- Are students preoccupied with their immigration status, affecting their focus on their studies?
- Are international students dealing with other issues that may affect their normal attendance?
- Do students have a clear understanding of Student and Exchange Visitor Program (SEVP) regulations and are they following the laws that pertain to them?
- Are students with housing needs provided with acceptable housing solutions?

B. ALUMNI ASSOCIATION

Performed by:
President
Academic Dean
Dean of Student

Timeline:
Ongoing

Measurement Assessment Criteria:
In order to spur more interest and activity in a potential Alumni Association, Cal Grad asks the following questions:
- What activities and offerings are alumni particularly interested in seeing from the Alumni Association?
- Are alumni willing to participate in events held by the Alumni Association, such as Class Reunions or mission trips?

C. JOB PLACEMENT

Performed by:
President
Academic Dean
Dean of Student

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
Cal Grad currently offers a job placement service limited to the informing of potential openings in churches in the region to interested students and alumni.
The TRACS standard specifies a job placement rate of 70% or above as being in compliance and 69% and below as not in compliance. Job placement information is gathered through alumni surveys.

Questions to raise in improving the job placement service:
- Are students being successfully placed into job openings provided through Cal

Grad?

- Are students inquiring about job opportunities?
- Are students aware of job listings?
- What percentage of students, excluding those who go on to further education or return to their country of origin, are being placed into a job that is related to their degree?
- Are students actively seeking employment in their field of study?
- Are students interested in volunteer positions that may lead to potential employment?

VIII. ASSESSMENT OF FACILITIES AND EQUIPMENT

A. CLASSROOMS

Performed by:
President
Academic Dean
Dean of Administration

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
It contains the sufficiency and adequacy of classrooms for instruction.
The criteria used are:
- Does the number of occupants (students, faculty, staff) in a classroom at any given point exceed the maximum occupancy rate?
- Are classrooms well air-conditioned and ventilated?

B. OFFICES

Performed by:
President
Academic Dean
Dean of Administration

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
It contains the sufficiency and adequacy of the office.
The criteria used are:
- Do staff have an area where they are able to complete their work?
- Do faculty have an area where they can prepare for instruction?

- Do faculty have an area where they can meet with students during office hours?

C. LIBRARY

Performed by:
President
Academic Dean
Dean of Administration

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
It contains the sufficiency and adequacy of the library.
Cal Grad has established numerous agreements with regional universities for our students to use their resources.
The criteria used are:
- Are library resources sufficient and adequate in providing educational support for students?
- Are students using the library? How frequently? If not, why not?
- What is the feedback from students and faculty about the library?
- How do the resources here compare with similar universities in the region.

D. CHAPEL

Performed by:
President
Dean of Student
Dean of Administration

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
It contains the sufficiency and adequacy of the chapel.

Cal Grad has a separate chapel dedicated for prayer and sermon.

Questions asked in assessing are:

Has a chapel kept clean and properly used?

Has a service hours been properly operated?

E. SECURITY

Performed by:

President

Dean of Student

Dean of Administration

Timeline:

Ongoing

Measurement Assessment Criteria (MAC):

It contains the security and safety of the Cal Grad's community.

Building security is provided by facilities management.

Question asked in assessing is:

- Do the students, staff, and faculty feel safe when on campus?

F. HOUSING

Performed by:

President

Dean of Student

Dean of Administration

Timeline:

Ongoing

Measurement Assessment Criteria (MAC):

Cal Grad currently maintains contact information for available rooms for rent. As a next step, Cal Grad could seek an answer to the following question:

- Are there other residential solutions that can be provided for students who are searching for housing?

G. CAFETERIA

Performed by:
President
Chief Financial Officer

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
It contains the sufficiency and adequacy of the cafeteria or food court.
Questions asked in assessing are:
Has a cafeteria kept clean and properly used?
Has a service hours been properly operated?

H. EQUIPMENT

Performed by:
President
Academic Dean
Dean of Administration

Timeline:
Ongoing

Measurement Assessment Criteria (MAC):
Equipment needed during classroom instruction are evaluated by members of the faculty and notified to the administration for purchase, as the budget allows. Administration is also encouraged to visit classrooms during instruction to observe potential improvements and subsequent purchases that may enhance delivery of instruction.

The need for additional equipment can also be discussed during faculty meetings for program and curriculum assessments.

Students can put in a request for specific resources and/or equipment for students use before or after classroom instruction. These requests, like all other requests, are evaluated on an as needed basis.

IX. LIBRARY AND TECHNOLOGY ASSESSEMENT

A. LIBRARY

Purpose:

In support of the Cal Grad mission, the library provides the Cal Grad's community with services and resources that enable learning and enrichment of educational experiences of those served.

Objective 1:

To provide and maintain physical facilities which are adequate to house the collections and provide space for users to be able to fully use the services and materials within the library.

Method of Assessment:

The Dean of Administration surveys administrators, faculty and staff and currently enrolled students with the Evaluation of Library and Services in the Spring term each year. The Dean of Administration reports the results of these surveys to the Administration by the end of spring term of each academic year.

Measurement Criteria: Administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree at least 80 % or more with the mission statements.

Objective 2:

To provide access to an electronic catalog of materials, organized according to nationally recognized and accepted standards which include access to databases and full-text materials and provides a gateway to a wide variety of external resources

Method of Assessment:

The Dean of Administration surveys administrators, faculty and staff and currently enrolled students with the Evaluation of Library and Services in the Spring term each year. The Dean of Administration reports the results of these surveys to the Administration by the end of spring term of each academic year.

Measurement Criteria:

Administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree at least 80 % or more with the above statements.

Objective 3:

To provide a well-organized collection of books, periodicals, audiovisual and electronic media which meet the instructional needs of students and faculty in order to support the courses, programs and degrees offered.

Method of Assessment:

The Dean of Administration surveys administrators, faculty and staff and currently enrolled students with the Evaluation of Library and Services in the Spring term each year. The Dean of Administration reports the results of these surveys to the Administration by the end of spring term of each academic year.

Measurement Criteria: Administrators, faculty, currently enrolled students and staff responding to the Evaluation of Library and Services will agree or strongly agree with at least 80 % or more with the following statements: "Business Department provides an effective, secure, and reliable information system that supports my functional area."

B. TECHNOLOGY

Purpose:

The purpose of Cal Grad's Business Department is to promote and provide state-of- the-art computing and data services that support all facets of the institution's mission such as the management, instruction, learning resources and institutional research.

Objective 1:

To promote and facilitate the integration of computing technology into all functional areas of the institution through planning, programming, training, and consulting.

Method of Assessment:

The Dean of Administration conducts the Evaluation of Services in the spring term. The report of the results of this survey to the Administration by the end of spring term of each academic year.

Measurement Criteria:

Administrators/faculty/staff responding to the following item on the Satisfaction Survey will agree or strongly agree at least 80 % or more with the following statement: "Business Department provides adequate planning assistance for maintaining state of the art computing in my functional area."

Objective 2:

To develop and maintain effective, secure, and reliable information systems to support

academic, administrative, and institutional research functions.

Method of Assessment:

The Dean of Administration conducts the Evaluation of Services in the spring term. The report of the results of this survey to the Administration by the end of spring term of each academic year.

Measurement Criteria:

Administrators/faculty/staff responding to the following item on the Satisfaction Survey will agree or strongly agree at least 80 % or more with the following statement: the following statement: "Business Department provides an effective, secure, and reliable information system that supports my functional area."

X. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

A. ASSESSMENT OF POLICIES

Performed by:
Board of Directors
President
Academic Dean
Dean of Administration

Timeline:
- All needed revisions and updates to all policies are noted and documented throughout the year.
- Reviewed throughout the year and released annually during December/January.
- Updates necessitated by major policy changes or legal requirements are updated and released promptly.

Measurement Assessment Criteria (MAC):
- The Board of Directors and the President are required to review the Cal Grad's policies on a regular basis and to make sure the policies are up-to-date and in accordance with regulations established by state and accrediting agencies.
- Faculty and staff are asked to be involved in the review process through submitting suggestions via email to the office of the Dean of Administration

B. ASSESSMENT OF PUBLICATIONS

Performed by:
Board of Directors
President
Academic Dean
Dean of Administration

Timeline:
- All needed revisions and updates to all policies are noted and documented throughout the year.

- Reviewed throughout the year and released annually during December/January.
- Updates necessitated by major policy changes or legal requirements are updated and released promptly.

Measurement Assessment Criteria (MAC):
- The Board of Directors and the President are required to review the Cal Grad's policies on a regular basis and to make sure the policies are up-to-date and in accordance with regulations established by state and accrediting agencies.
- Faculty and staff are asked to be involved in the review process through submitting suggestions via email to the office of the Dean of Administration

XI. APPENDIX

A. BOARD OF DIRECTORS-SELF EVALUATION FORM

Board Member: _____

1. How do you assess your contribution to this ministry?
   (You might want to include such things as: attendance at board meetings, participation, promotion and fundraising, prayer, committee work, or any other areas on which you would like to comment.)

2. Do you feel that your financial contributions to the ministry are at a level which is "personally significant" for you? Why or why not?

3. How has our ministry invested in your growth as a board member?

4. What would you like to contribute to or involve yourself in if you were to serve another term?

5. How would you like our ministry to invest in and facilitate your personal development as a board member?

6. What changes would you suggest, as a board member, in the operation and involvement of the board?

B. FACULTY EVALUATION FORM

Name of Faculty Member		Eval. Period	
Department/Program		Status	( ) F/T ( ) P/T

Qualities are rated as follows:
1-2: Needs improvements   **3: Meets expectations**   **4-5: Exceeds expectations**

DIMENSION	RATING				
	Excellent	Good	Average	Low Average	Poor
Teaching *Evaluation Sources: ( ) Class Observation, ( ) Student's Instructor & Course Eval. Knowledgeable of this subject; motivated students; evaluated students regularly/fairly; employs instructional technology effectively; use assessment to improve student learning.	5	4	3	2	1
Performance *Evaluation Sources: ( ) On-site Observation, ( ) Student's Instructor & Course Eval. Develops and disseminates course syllabi consistent with appropriate rules; punctual in assignments; meets classes as scheduled; available outside of class hours.	5	4	3	2	1
Professionalism *Evaluation Sources: ( ) On-site Observation, ( ) Other _____ Maintain school policies; accepts decisions and acts accordingly; attends required meetings.	5	4	3	2	1
Relationship to students *Evaluation Sources: ( ) On-site Observation, ( ) Student's Instructor & Course Eval. Develops and disseminates course syllabi consistent with appropriate rules; punctual in assignments; meets classes as scheduled; available outside of class hours.Acts in the best interest of students; shows respect for students; regarded by students and colleagues as a credible mentor/resource.	5	4	3	2	1
Professional relationships *Evaluation Sources: ( ) On-site Observation, ( ) Conference with Peer Respects colleagues.	5	4	3	2	1
Service *Evaluation Sources: ( ) On-site Observation, ( ) Other _____ Engages in appropriate amounts of school/ professional service for current rank and status.	5	4	3	2	1

I have seen this completed evaluation and I have received a copy. (Signing this form does not indicate agreement or concurrence with the ratings or content of the evaluation.)

Faculty member's Signature: _____   Date: _____

Academic Dean's Signature: _____   Date: _____

President's Signature: _____   Date: _____

C. PEER EVALUATION OF TEACHING FORM

Peer evaluation focuses on two areas: classroom teaching and teaching materials. The following checklist is used as a guide for preparing a written report, which addresses both strengths and areas for improvement with respect to classroom effectiveness and adequacy of teaching materials.

1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable		
Classroom Teaching		
1	Punctually started and ended the session.	
2	Stated the purpose and an overview of this session.	
3	Well prepared for this session.	
4	Demonstrated expertise in the subject matter.	
5	Displayed enthusiasm for teaching.	
6	Arranged the content in a systematic fashion.	
7	Used relevant illustrations/examples.	
8	Made effective use of the board and/or visual aids	
9	Used appropriate voice tone and non-verbal skills.	
10	Encouraged questions from students.	
11	Remained open to differing views and perspectives.	
12	Facilitated class discussion.	
13	Exercised appropriate classroom control	
Teaching Materials		
15	Course topics are appropriate and current.	
16	Course content is at an appropriate level for students.	
17	Course learning outcomes are clear and appropriate.	
18	Course policies are clear and appropriate.	
19	Assignments and tests are consistent with outcomes.	
20	Assignments and tests are reflective of the content.	
23	Grading rubrics are employed to aid students.	

D. INSTRUCTOR AND COURSE EVALUATION FORM

Name of Instructor (교수명)	
Term (수강학기/년도)	
Course # & Title (과목번호,이름)	

Please circle the appropriate response for each question, or circle n/a if a question is not applicable.

	Excellent	Good	Average	Low Average	Poor	n/a
1. Explains, demonstrates and presents material in a clear and understandable manner. 1. 강의 내용과 자료를 이해하기 편하게 잘 설명한다.	6	5	4	3	2	n/a
2. Encourages student-teacher relationship to help learning 2. 학습에 도움을 주기 위해 교수와 학생 관계를 북돋는다.	6	5	4	3	2	n/a
3. Accepts questions, expressions of ideas and disagreements 3. 질문, 의사표현, 교수님과 동의하지 않는 것들도 용납한다.	6	5	4	3	2	n/a
4. Effectively relates course content to current trends and developments 4. 강의 내용과 현재 사회적 경향, 발달과 효과적으로 연관시킨다.	6	5	4	3	2	n/a
5. Emphasizes understanding of basic concepts 5. 기본 개념의 이해를 강조한다.	6	5	4	3	2	n/a
6. Uses a fair grading system clearly explained in course instruction plan 6. 과목강의계획서에 명확히 설명된 공평한 점수 제도를 사용한다.	6	5	4	3	2	n/a
7. Gives assignments and examinations clearly related to course objectives 7. 과목의 목표와 확실히 연관이 있는 숙제와 시험을 낸다.	6	5	4	3	2	n/a
8. Is reasonably available for individual consultations. 8. 상담을 위한 시간을 충분히 낸다.	6	5	4	3	2	n/a
9. Uses good text book materials and/or instructional aids (films, tapes, speakers, and other resources) 9. 좋은 교과서 교재와 강의 보교재를 사용한다.(예:	6	5	4	3	2	n/a

영상,Tape,외부강사,기타자료)						
10. Challenges me intellectually 10. 지적으로 나를 도전시킨다.	6	5	4	3	2	n/a
11. Stimulates me to learn a great deal 11. 많이 배우도록 나를 자극시킨다.	6	5	4	3	2	n/a
12. Overall effectiveness of the instructor 12. 교수님의 전반적인 유효성	6	5	4	3	2	n/a

For the following items, mark your answers as indicated.

13. In relation to comparable courses, the work load was 13. 다른 수업과 비교해서 공부 부담이 ( ).	Heavy 과중하다	Average 보통이다	Light 가볍다
14. In relation to comparable courses, obtaining a good grade was 14. 다른 수업과 비교해서 좋은 점수 얻기가 ( ).	Easy 쉽다	Average 보통이다	Difficult 어렵다
15. Would you like to take another course from this instructor? 15. 이 교수님의 다른 수업을 듣고 싶은가?	Yes 예	Undecided 잘모르겠다	No 아니오

Please write your comments/suggestions regarding this course, your degree program, and the school.   본 과목, 프로그램, 학교에 관한 당신의 의견/제안을기술하시오.

E. SUPERVISORY EVALUATION FOR ADMINISTRATOR

EMPLOYEE NAME: _____

CURRENT JOB TITLE: _____ REVIEW PERIOD: _____

EVALUATOR NAME: _____ EVALUATOR POSITION:_____

PART-I: Self-Assessment
(To be completed by the EMPLOYEE)

1. What is your proposed goals for the next 12 months.

2. Where do you think you have made the greatest progress in your work this year?

PART-II: Review
(To be completed by SUPERVISOR)
_____

A. JOB KNOWLEDGE: demonstrates the appropriate specialized knowledge required to perform the job; effectively performs duties and responsibilities.

_____ Meets and/or exceeds expectations (as defined in job description)
_____ Does not meet expectations (as defined in job description)
_____

B. SELF-MANAGEMENT: effectively uses time and meets deadlines; is punctual and reliable; takes initiative.

_____ Meets and/or exceeds expectations (as defined in job description)
_____ Does not meet expectations (as defined in job description)
_____

_____

C. EXCELLENCE: Effectively produces a quality caliber of work consistent with departmental standards; completes work thoroughly and accurately

_____ Meets and/or exceeds expectations (as defined in job description)
_____ Does not meet expectations (as defined in job description)
_____

D. OVERALL EVALUATION

_____ 3 - Exceeds expectations

_____ 2 - Meets expectations

_____ 1 - Does not meet expectations*

* Rating 1 must be supported by specific examples of unsatisfactory performance.

Overall Comments/Suggestions/Goals:

_____   _____
Signature of Evaluator   Date   *Signature of Evaluated   Date

_____   _____
Signature of Reviewer (Dean)   Date   Signature of Reviewer (President/CEO)   Date

_____
**Signature of Reviewer (Chair of Board of Directors)   Date

*Note: Signature of individual evaluated indicates that the evaluation has been discussed.
**Note: Signature of Reviewer (Chair of Board of Directors) is only applied to the position approved by the Board of Directors.

F. ANNUAL FACULTY DEVELOPMENT PLAN

Purpose: The purpose of a faculty development plan is to enhance faculty expertise.

Name:
Area of Teaching Specialization:
Full-time/Part-time Status:
Time Period Covered by the Plan:

In-service Activities Scheduled by the Institution:

Date, or Period	In-Service Topic	Check if Attending	Documentation Attached

Professional Growth Activities to be completed (check when documentation has been attached):

Date, or Period	Professional Growth Activity	Check if Attending	Documentation Attached

Membership & Participation in Professional Organizations:

Other (including professional growth gained through outside employment):

In the space provided below, give an explanation as why you have chosen to participate in the activities listed in your plan, i.e., explain why this plan is suited to your needs as an instructor:

Explanation:

Signature (Faculty)   **Date**   **Signature(Supervisor)**   **Date**

Guidance to Faculty Development Plan

Key Words	Explanation
Time covered by Plan	Will always be January "Current Year" to December "Current Year" Ex: January 2016 – December 2016
In-Service Activities Scheduled by the Institution	This will be pre-filled by the administration. Will be held at least once a year.
Professional Growth Activities to be completed	All faculty members are expected to attend workshops, seminars, conference, etc. annually to improve and enhance their academic expertise. Please fill in the information according to your plans for the whole year Please submit a copy of brochures, agendas, or notes, etc. from the workshops, seminars, conference, etc. you attend as proof.
Membership & Participation in Professional Organization	List any professional memberships you have, such as Denomination (PCA, UPCA, KAPC, CRC, etc.), Pastors Association, etc.
Other	Please include any other information related to your professional growth.
Explanation	Please briefly explain why the activities and information you have provided meets your professional needs as an instructor.

G. GRADUATE CANDIDATE EXIT SURVEY

Name of Degree: _____

Expected Graduation Date: _____

As part of the graduation application process, graduate candidates are required to provide the school with a candid opinion anonymously. 졸업예정자들이 졸업하기 위해서는 다음의 설문지에 답을 해주셔야 합니다. 학교 발전을 위한 평가자료로 사용될 것이니 **무기명이므로** 솔직하게 응답하시면 됩니다

Ⅰ. 자기 평가 (Self-Evaluation of Program Achievement)

Educational Objectives 교육목표	매우 동의 (strongly agree) 5	동의하는 편 (agree) 4	보통 (중립) (unsure) 3	별로 동의않음 (disagree) 2	전혀 동의않음 (strongly disagree) 1
	|----------|-----------|----------|----------|				
1. To equip them with exegetical skills whereby they will be able to accurately and faithfully apply God's holy and inerrant Scripture. 하나님의 성스럽고 무오(無誤)한 말씀을 정확하고 충실히 적용할 수 있는 주석 기술을 갖춘다.	5	4	3	2	1 |----------|-----------|----------|----------|
2 To develop sufficient knowledge and skills to understand the organic unity of the Old and the New Testaments whereby they will be able to preach and teach accurately and faithfully God's holy and inerrant Scripture. 구약과 신약의 유기적 일체를 이해함으로써 하나님의 성스럽고 무오한 말씀을 정확하고 충실히 설교하고 가르 칠 수 있는 충분한 지식과 기술을 개발한다.	5	4	3	2	1 |----------|-----------|----------|----------|
3. To experience highest level of academic excellence in Christian scholarship for teaching the biblical, historical and theological disciplines whereby they learn to carry and exhibit this value into their future ministry and vocation. 성서적, 역사적, 신학적 분야를 가르치는 기독교 학문의 가장 높은 수준을 경험함으로써 미래의 사역 및 직업현장에서 이를 시현한다.	5	4	3	2	1 |----------|-----------|----------|----------|
4. To exercise their ministry skills and gifts in cooperation	5	4	3	2	1 |----------|-----------|----------|----------|

with the church with the aim of equipping them to be leaders who serves the church and advance the kingdom of God throughout the world. 교회를 섬기고 전 세계에 하나님의 나라를 펼쳐나가는 리더가 되는 것을 목표로 교회와 협력하여 목회 기술과 은사를 훈련한다.	
5. To demonstrate sufficient knowledge of the cultural trends and leadership skills with the aim of equipping them to be leaders who lead their ministry through these challenging days. 오늘날의 도전의 시대를 통하여 목회를 이끌어가는 리더가 되는 것을 목표로 문화적 동향 및 리더쉽 기술에 대한 충분한 지식을 보여준다.	5 4 3 2 1 |----------|----------|----------|----------|
6. To mature their spiritual formation through spiritual enrichment activities, regular devotions, and involvement in the local church. 영성강화 활동, 정기적인 경건훈련 및 지역 교회 참여를 통하여 영성 형성을 성숙시킨다.	5 4 3 2 1 |----------|----------|----------|----------|
7. To cultivate vision for God's redemptive work throughout the world and learn to formulate strategies that will leads to faithful missions, evangelism, and discipleship. 전 세계를 향한 하나님의 구속 사역에 대한 비전을 키우고, 충실한 선교, 전도 및 제자 훈련으로 인도할 전략을 형성하게 한다.	5 4 3 2 1 |----------|----------|----------|----------|
8 To engage in cross-cultural ministry whereby they learn to minister beyond their own culture, community, and country. 본인의 고유한 문화, 지역사회 및 국가를 너머서 목회하는 것을 학습함으로써 다문화 사역에 참여케 한다.	5 4 3 2 1 |----------|----------|----------|----------|

Ⅱ.학교에 대한 만족도 (Student Satisfaction)

For each item to what extent up to your expectations?

각 항목이 어느 정도로 당신의 기대에 부응했는지를 표시해 주십시오.

	매우 만족 (very satisfied) 5	다소 만족 (somewhat satisfied) 4	중립/ 잘 모름 (unsure) 3	다소 불만족 (somewhat dissatisfied) 2	매우 불만족 (very dissatisfied) 1
	|-----------|-----------|-----------|-----------|				
The courses I took were helpful for acquisition of knowledge and skills of Theology. (신학 지식과 기술을 쌓는데 도움이 되는 교육이었다)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				
The courses listed in school catalog were offered adequately. (학교 카달로그에 기재되어 있는 과목들이 적절히 개설되었다)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				
Faculty members were well qualified to teach their courses. (각 과목들은 적합한 (자격을 갖춘) 교수들에 의해 가르쳐졌다)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				
Faculties were willing to meet with me to discuss and advise my academic and/or personal issues. (교수들은 개인적인 상담 및 학업 지도를 잘 해주었다)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				
Library and other school services were responsive to students. (도서관이나 기타 학교시설 이용 서비스는 학생들을 배려해주었다)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				
Administrative services are properly provided. (행정 서비스가 적절히 제공되었다.)	5	4	3	2	1
	|-----------|-----------|-----------|-----------|				

Ⅲ. Would you recommend Theology education at **Cal Grad** to prospective students? Select one of Yes or No (If No, please describe the reasons) 다른 사람들에게 **캘리포니아 신학대학원**을 추천하시겠습니까? 예와 아니오 중 하나를 선택해 표시하고, 아니오인 경우에는 이유를 써 주십시오.

□ Yes(예)   □ No (아니오) - The reasons are: (이유는):

H. STUDENT SATISFACTION SURVEY

Please give your opinion freely on what should be done to improve the Cal Grad's student services in terms of the following items. Do <u>not write</u> your name.

Date :   .

BASIC INFORMATION

1. What is your relationship to Cal Grad?
   a. Undergraduate student   (   )
   b. Graduate student   (   )
   c. Other._____

2. How did you become familiar with and interested in Cal Grad? (You may mark more than one answer.)
   a. Newspaper Advertisement
   b. Professor's Articles in Magazines
   c. Heard about it at Church
   d. Visited Campus for a Meeting
   e. Contact with a Gal Grad's faculty or Staff
   f. Contact with a Cal Grad's Student
   g. Contact with a Cal Grad's Alumnus
   h. Web Site
   i. Recommendation of a Pastor
   j. Recommendation of Someone Else
   k. Other:_____

3. Which of the following most influenced you to choose our school?
   a. Newspaper Advertisement
   b. Professor Articles in Magazines
   c. Heard about it at church
   d. Visited Campus for a Meeting
   e. Contact with an GMU Professor
   f. Contact with an GMU Student
   g. Contact with an GMU Alumnus
   h. Web Site
   i. Recommendation of a Pastor
   j. Recommendation of Someone Else
   k. Other:_____

Please help us analyze the Cal Grad's Student Satisfaction Survey by rating how much we help students grow in each of the following areas. For each question, please write the appropriate score in the box. If a question is not applicable, please write N/A.

Use the following scale:

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

RATE 5~1	STUDENT SATISFACTION SURVEY
	1. Student Activities • What recommendations would you make to change or improve this?
	2. Student Council • What recommendations would you make to change or improve this?
	3. Admission • What recommendations would you make to change or improve this?
	4. Registration • What recommendations would you make to change or improve this?
	5. Library • What recommendations would you make to change or improve this?
	6. Academic Advising & Counseling • What recommendations would you make to change or improve this?
	7. Financial Aid • What recommendations would you make to change or improve this?
	8. Career Counseling • What recommendations would you make to change or improve this?

|	
	9. Scholarship Opportunities • What recommendations would you make to change or improve this?
	10. Campus Chapel • What recommendations would you make to change or improve this?
	11. Ministry Formation Program (i.e., Field Education) • What recommendations would you make to change or improve this?
	12. Administration in general • What recommendations would you make to change or improve this?
	13. Bible/Theology Classes, General Education Classes, Ministry & mission Classes • What recommendations would you make to change or improve this?
	14. Class Hours • What recommendations would you make to change or improve this?
	15. Full time Professors • What recommendations would you make to change or improve this?
	16. Part time Professors • What recommendations would you make to change or improve this?
	17. Office Staff • What recommendations would you make to change or improve this?
	18. Career Planning and Placement • What recommendations would you make to change or improve this?
	19. Other suggestions • What recommendations would you make to change or improve this?

Thank you.
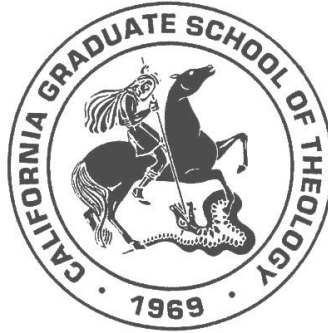
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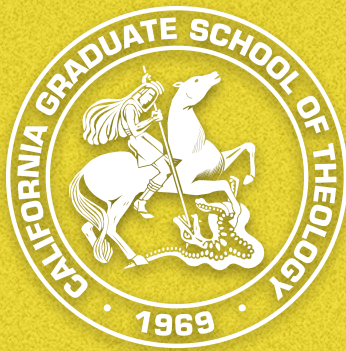
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