

# **CALIFORNIA GRADUATE SCHOOL OF THEOLOGY**



## **ASSESSMENT PLAN**

# TABLE OF CONTENTS

<b>I. INTRODUCTION .....</b>	<b>1</b>
A. PURPOSE OF ASSESSMENT .....	1
<b>B. WHAT IS DUE THIS YEAR .....</b>	<b>1</b>
<b>II. FOUNDATIONAL STATEMENTS .....</b>	<b>3</b>
A. MISSION STATEMENT .....	3
B. INSTITUTIONAL OBJECTIVES .....	3
<b>III. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT .....</b>	<b>4</b>
Board Member Evaluation (Format 1 for Individuals) .....	4
Board & Member Evaluation (Format 2 for Group Functioning and Individuals) .....	7
Board and Committee Satisfaction Evaluation .....	11
Chair of the Board Evaluation:.....	12
President/CEO Evaluation Form .....	13
Director of Institutional Effectiveness Evaluation Form.....	15
Dean of Administration (COO) Evaluation Form .....	16
CFO Evaluation Form .....	18
Bookkeeper Evaluation Form .....	20
Academic Dean Evaluation Form.....	21
Program Director Evaluation Form.....	22
Director of Admissions and Records Evaluation Form .....	24
Director of Admissions Evaluation Form .....	25
Librarian Evaluation Form.....	26
Director of Student Services Form.....	27
Academic Dean's Evaluation of Faculty .....	29
Academic Dean's Questions for Evaluation of Faculty .....	29
Faculty Development.....	30
Spiritual Development .....	31
Professional Development.....	31
Employee Satisfaction Survey.....	32
Influences Survey (for application packet) .....	34
STUDENT SERVICES ASSESSMENT.....	35
Student Satisfaction and Perspectives Survey.....	35
Noel-Levitz Survey .....	38
Mission Statement Worksheet .....	39
Assessment Plan Review.....	42
AFFIRMATIONS (from meeting minutes) .....	42
Annual Board and Administration Affirmations .....	42
Christian biblical foundations statement.....	43
Purposes and objectives .....	45

Philosophy and ethical and moral values specified in the TRACS Foundational Standards (IER 1a) .....	46
Notify TRACS of substantive changes. (If any this year) .....	48
Assessment Plan's annual report.....	48
Annual update of the Strategic Plan (also known as Five Year Plan) .....	48
Annual updated budget (which may need additional revisions after Fall enrollments are completed).....	48
Student, Faculty, and Staff Affirmations.....	48
Logistics.....	48
Ethical and Moral Values Statement (code of conduct) .....	49
III, ACADEMICS AND STUDENT LEARNING ASSESSMENT .....	53
Institutional Objectives Assessment: Methods & Goals.....	53
Program Objectives and Assessment Methods .....	60
Faculty Qualifications Form .....	63
Course & Instructor Evaluations (by students) .....	65
Program Review.....	66
3-5 Year Alumni Survey.....	67
Performance Facts Sheet .....	69
GPA Check.....	71
Mission and Institutional Objectives Survey .....	72
Spiritual Disciplines Survey .....	74
Spiritual Health Profile .....	76
Parachute Assignments .....	81
Tools for Biblical Studies Rubric.....	82
Gospel Presentation Rubric .....	83
Essay Rubric for Why I Want to Grow in the Lord and Principles of Spiritual Growth .....	84
Biblical Worldview Paper .....	85
Missions Committee Rubric.....	87
Missions Sermon Rubric .....	88
IV. FINANCIAL ASSESSMENT .....	89
Audit Analysis Report.....	89
Donor Analysis .....	89
FACILITIES AND EQUIPMENT ASSESSMENT .....	89
Library Report on Core Course Volumes (B.A. required courses) .....	89
Library Report on Core Course Volumes (M.A./M.Div. required courses) .....	92
Library Report on Core Course Volumes (D.Min. required courses) .....	93
Facilities & Equipment (Technical & Non-Technical) Report.....	96
VI. OTHER.....	105

SWOT Analysis .....	106
Strategic Planning Survey Form.....	107

## 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.

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

### B. WHAT IS DUE THIS YEAR

Year	Instruments
Every Semester	<ul style="list-style-type: none"><li>• Course &amp; Faculty Evaluations</li><li>• GPA Check</li><li>• Assessment Plan Review</li><li>• Audit</li></ul>
Annual	<ul style="list-style-type: none"><li>• Performance Fact Sheet (public information)</li><li>• Affirmations: Board, Administration, Faculty</li></ul>
Embedded in Classes or processes	<ul style="list-style-type: none"><li>• Faculty Qualifications Form: ???</li><li>• Parachute Rubric: ???</li><li>• Tools for Biblical Studies Rubric: ???</li><li>• Gospel Presentation Rubric: ???</li><li>• Essay Rubric – Why I want to grow in the Lord, Principles of Spiritual Growth: ???</li><li>• Biblical Worldview Paper Rubric: ???</li><li>• Missions Committee Rubric: ???</li><li>• Missions Sermon Rubric: ???</li></ul>

<b>One</b>  <b>(Last done 2017)</b>	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Employee Satisfaction Survey</li> <li>• Student Satisfaction Survey</li> <li>• Facilities and Equipment Evaluation</li> <li>• Library Report on Core Course Support</li> <li>• Program Review: BA</li> <li>• Handbook Review: Board and Library</li> </ul>
<b>Two</b>  <b>(Last done ???)</b>	<ul style="list-style-type: none"> <li>• Spiritual Health Profile</li> <li>• ABHE Bible Knowledge Test</li> <li>• Program Review: MA/MDiv</li> <li>• Donor Analysis</li> <li>• Board Evaluations</li> <li>• Administration and Staff Personnel Evaluations</li> <li>• Handbook Review: Administration and Policies</li> </ul>
<b>Three</b>  <b>(Last done ???)</b>	<ul style="list-style-type: none"> <li>• Spiritual Disciplines Survey</li> <li>• Mission &amp; Institutional Objectives Survey</li> <li>• Influences Survey Report</li> <li>• Program Review: DMin</li> <li>• Noel-Levitz Survey</li> <li>• Strategic Planning Survey</li> <li>• SWOT Analysis</li> <li>• Handbook Review: Faculty &amp; Student</li> </ul>

## 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. INSTITUTIONAL OBJECTIVES

1. Students will be prepared with a foundation for lifetime learning
2. Students will develop an understanding of a wide variety of academic disciplines, an ability to find and evaluate information related to various disciplines, and the ability to continue their education beyond their current degree program.
3. Students will be equipped with professional competence
4. Students will be confirmed in an understanding of the niche in which they fit for careers and other service
5. Students will become knowledgeable of God's inerrant Word, as well as basic presentation skills
6. Students will develop a deepened passion for spiritual growth by an increasing commitment to spiritual disciplines.
7. Students will develop the ability to articulate the Gospel, articulate principles of spiritual growth, and to explain why these are important to them personally.

### III. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT

- Evaluation forms
- Employee Satisfaction Survey

#### Board Member Evaluation (Format 1 for Individuals)

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

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

Name of Member Being Evaluated:			
	Always	Sometimes	Rarely
<i>Participation</i>			
1. Attends all board meetings			
2. Actively participates during meetings (Were his or her comments and questions helpful to the meetings' goals?)			
3. Prepares well for meetings (Does the member seem to study meeting materials before meetings.)			
4. Committee Attendance & Participation – Comments:			
5. Other Volunteer Assignments – Comments:			
<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:			
7. Cultivates Participation Of Advisory Board Members– Comments:			



8. Brings People to School Events (e.g. Fundraising Dinner, Concert) – Comments:			
9. Cultivates Goodwill for the School Among Influential Friends (e.g. inviting them to serve on board of advisors, asking them to volunteer on a school project) – Comments:			
10. Presents a Unified and Loyal Image before Outsiders (e.g., is the member loyal to board decisions even when disagreeing with them? Outside of board meetings, does the board member criticize other board members, board decisions, or the school?)			
<b>11. Financial Support</b>			
12. Makes Personal Donations to the School (Note: The committee will list personal donations for all board members, and then rank order the list. Does this person's personal contributions fall in the top third of the list [above average], middle third of the list [average], or bottom third of the list [below average]?).			
13. Participates in Donor Prospect Identification, Cultivation and Solicitation – Comments:			
14. Introduces the president or other fundraising officer to friends who might make donations?			
15. Actively raises money from other individuals or organizations? – Comments:			
<b>Other Contributions to the Work of the School</b>			
16. Is Knowledgeable of our School			
17. Is Knowledgeable of Educational Institutions (e.g., accreditation, educational administration, instruction)			
18. Is Able to Understand Financial Statements			

19. Is Able to Volunteer Services that are Especially Useful to our School (e.g. legal advice, construction advice, property management advice)			



# CALIFORNIA GRADUATE SCHOOL OF THEOLOGY

11277 Garden Grove Blvd., 2nd Fl., Garden Grove, CA 92843

Tel 714.636.1722 | Fax 714.636.1725 | [www.cgsot.edu](http://www.cgsot.edu)

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

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

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

#### **1. The Board's Responsibility**

- A) We/I fulfill our responsibility exceptionally well to be stewards of the mission and policies.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- B) We/I periodically review our work in light of the Duties and Responsibilities of Board Members as described in the Board Handbook.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- C) We/I are encouraged to bring agenda items to the Chair or President.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

#### **2. Setting Policy**

- A) We/I hold ourselves accountable to deal only with policy issues rather than administration.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

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

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- C) We/I regularly review the Board Handbook.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

#### **3. Spiritual Life**

- A) We/I annually subscribe to the statement of faith and mission of the College.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

B) We/I regularly pray for the College.  
\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

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

#### **4. Effectiveness of Meetings**

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

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

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

D) We use our Board Committees effectively.  
\_\_\_\_\_ Board Rating

#### **5. Board Members Role Outside of Meetings**

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

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

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

#### **6. Information and Understanding**

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

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

C) New Board members have support to get “up to speed” in understanding the College.  
\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

## 7. Board Member Selection

- A) We have the right mix of backgrounds, expertise and perspectives among the members?

\_\_\_\_\_ Board Rating

(Comment: \_\_\_\_\_)

\_\_\_\_\_)

- B) We /I encourage members to evaluate their service before they are reelected for another term.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- C) I/We attend every board meeting.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

## 8. Relationship with the President

- A) We /I clearly and freely communicate with the President.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- B) We assure the President and Board are in agreement regarding the College's priorities.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

- C) The President is effective in implementing the policies of the Board.

\_\_\_\_\_ President's Rating

Comment: \_\_\_\_\_

\_\_\_\_\_)

## 9. Diversity

- A) We/I keep concerns of the student body's ethnic or racial diversity in proper perspective as we set policy.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

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

\_\_\_\_\_ Board Rating

- C) The diversity of the board accurately reflects the diversity of the College's constituents

\_\_\_\_\_ Board Rating

## 10. Executive Committee

A) We /I trust the Executive Committee to function fully for the Board between regularly scheduled meetings.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

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

\_\_\_\_\_ Board Rating

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

\_\_\_\_\_ Board Rating

**11. Overall Review**

A) This board rates well in its effectiveness compared to other boards I have seen or on which I have served.

\_\_\_\_\_ Board Rating      \_\_\_\_\_ Personal rating

B) I enjoy serving on this board.

\_\_\_\_\_ Personal Rating

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

\_\_\_\_\_ Board Rating

OPTIONAL

Comments:

## Board and Committee Satisfaction Evaluation

Name:

Committee:

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

What do you like about serving on your committee?

What would you like to change about this committee?

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

What do you like about serving on the board?

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

What would you like to change about the school?

### Chair of the Board Evaluation:

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

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



Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>President/CEO Evaluation Form</b> (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	<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 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*
3. Maintains communication and builds relationships with internal constituencies (e.g., employees, students, board members)	<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*
4. Development of Financial Resources (e.g., from the boards, constituencies, alumni, churches)	<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*
5. Helps develop and impart vision	<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*
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 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*
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	<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*

8. Fiscal responsibility (e.g. operation within budget)	<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*
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	<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*
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	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

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

Director of Institutional Effectiveness Evaluation Form (supervised by President)			
1. The Assessment Plan is complete and useable by another person (e.g. the assessment notebook or file is complete enough for someone else to take over the responsibilities of the Director Institutional Effectiveness. All revisions and translations are up to date and accurate. Old versions have been eliminated from the notebook or file. All versions are dated.)	<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*	
2. Data is gathered via all scheduled instruments from the assessment plan.	<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*	
3. Each year, an annual report analyzing all collected data is completed (in collaboration with the Administrative Council).	<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*	
4. Recommendations from the annual report are submitted to the president and board for approval and inclusion in an annual revision of the 5-year plan or otherwise implemented	<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*	
5. The annual report based on data gathered is useful for the planning process	<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*	

6. The annual institutional research report and annual revision of the 5-year plan are completed in time to be of use in the budgeting process	<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*
7. Our accrediting agency is happy with our research and planning	<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*
	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Dean of Administration (COO) Evaluation Form</b> (supervised by President)		
1. Overseas daily operations	<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*
2. Recruitment, supervision and development of the business manager, bookkeeper, Director of Admissions and Records, and director of admissions	<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*

3. Completion of regular evaluations of the business manager, bookkeeper, Director of Admissions and Records, and director of admissions	<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*
4. Assures the school's compliance required for accreditation, state authorization and other government agencies.	<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*
5. 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.	<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*
6. Assures campus safety and emergency procedures are in place	<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*
7. Fiscal responsibility (e.g. operation within budget)	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

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

CFO Evaluation Form (supervised by President)			
1. The budgeting process was conducted on schedule.	<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*	
2. The budgeting process was conducted correctly and included all components:  A. Review of prospective enrollment (and tuition revenue), prospective auxiliary income (e.g. rent), prospective donations (e.g. church donations, board donations, alumni donations), prospective endowment funding, key needs, major expenses, upcoming projects in the new revision of the 5-year plan, and the total amount of funds requested through Preliminary Budget Request Worksheets. B. Preliminary Budget Request Worksheet sent to all who manage budgets C. Budget committee completes final budget proposal D. Budget is approved by board of directors E. The total of funds for all departments cannot exceed 95% of the anticipated income from tuition, donations and other sources.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	④ one month ④ six months ④ one year ④ never*	

3. Records have been accurately maintained (including exact records of all accounts of the general ledger)	<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*
4. All bills have been paid within 30 days	<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*
5. Electronic backups have been completed daily and stored in a secure location.	<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*
6. Complete data was provided to the CPA as soon as needed	<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*
7. Has checked and assured that money is used for its designated purposes (e.g. budgeted items, special donations such as endowments)	<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*
8. Prepares bank reconciliation and quarterly income.		
9. Has monitored operation of budget through budget request forms that show how much is left in the category from which funds are requested	<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*
10. Has correctly administered payroll and benefit plans on time	<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*
11. Has reviewed cash flow semi-monthly, including review of payables	<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*
12. Has reviewed student receivables and delinquencies semi-monthly	<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*

13. Has seen that notices were sent every month to students and others who are delinquent in payment	<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*
14. Oversees, manages, and directs the activities and job responsibilities of the bookkeeper	<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*
15. Assures risk management is current (e.g., liability and other forms of insurance)	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Bookkeeper Evaluation Form</b> (supervised by CFO)		
1. Student receivables are up-to-date, (e.g., they are receiving statements one a month)	<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*
2. Deposits are made at least once a week	<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*
3. Monthly accounting data (payables, receivables, tuition, scholarship, honorarium, etc.) are timely and accurate	<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*



4. Data for annual financial report are timely and accurate (either by bookkeeper or outside vendor)	<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*
5. Check requests and pay orders are submitted and followed up with in a consistent and timely manner	<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*
6. Contributions are receipted and deposited in a consistent and timely manner	<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*
7. Funds received are receipted, recorded and deposited in a consistent and timely manner.	<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*
8. Payroll is figured, taxes are paid, etc., monthly (either by bookkeeper or outside vendor)	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Academic Dean Evaluation Form</b> (supervised by President)		
1. Maintains academic integrity and standard of the institution (as demonstrated by progress toward or maintenance of accreditation and other licensing organizations)	<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*

2. Recruitment, supervision and development of the library staff, faculty, (as demonstrated by all these positions being filled, records of evaluating these personnel, smooth school operations, ...)	<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*
3. Completion of regular evaluations of the library staff, faculty, (as demonstrated by completed evaluation forms)	<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*
4. Planning and operation of academic programs for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining our accreditation status).	<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*
	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Program Director Evaluation Form</b> (supervised by Academic Dean)		
1. Maintains academic integrity and standard of the program	<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*

2. Assist the Academic Dean in planning and operation of the academic program for the institution (as demonstrated by class schedules, and staffing of classes, and maintaining our accreditation status).	<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*
3. Assist the Academic Dean in recruiting and evaluating potential faculty members in this program.	<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*
4. Assist the Academic Dean in evaluating current faculty members in this program.	<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*
5. Assist the Academic Dean in special projects as requested.	<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*
6. Participate in the self-study process.	<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*
	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

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

Director of Admissions and Records Evaluation Form (supervised by Academic Dean)			
1. Grades are posted by fourteen days after the end of each session	<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*	
2. Student files are complete, including: <ul style="list-style-type: none"> <li>• Application</li> <li>• CGSOT Transcript</li> <li>• Transcripts of transferred work from other schools (and info regarding transfer of units)</li> <li>• Health Insurance and Records (if appropriate)</li> <li>• Degree Audit</li> </ul>	<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*	
3. Faculty and course files are complete, including: <ul style="list-style-type: none"> <li>• Upon admission to faculty:               <ul style="list-style-type: none"> <li>i. Official transcripts of all graduate degrees from accredited schools</li> <li>ii. Curriculum Vitae</li> <li>iii. Evaluation report</li> </ul> </li> </ul>	<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*	
4. Alumni files are complete, including: <ul style="list-style-type: none"> <li>• Application</li> <li>• Transcript</li> </ul>	<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*	
5. Registration ran smoothly and was orderly	<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*	
6. No student registers for class without academic advising	<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*	
	<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*	

<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Director of Admissions Evaluation Form</b> (supervised by Academic Dean)		
1. Reviews student applications and communicates with prospective students pertaining to incomplete applications	<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*
2. Accepts or rejects students according to faculty-produced standards	<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*
3. Assists PDSO and DSO (for SEVIS)	<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*
4. Produces statistics on enrollment, student retention and attrition	<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*
5. Student attendance check	<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*
<i>Add additional job requirements here as they are identified.</i>		

List additional ways this person has contributed to the mission of this school		
--	--	--

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Librarian Evaluation Form</b> (supervised by Academic Dean)		
1. Has produced library service data on transactions, faculty/staff input, staff hours, library user data	<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*
2. Has met with each faculty member before his or her class has begun	<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*
3. The librarian has encouraged faculty members to give assignments that cause the students to use the library resources (e.g., books, periodicals, databases).	<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*
4. The librarian has seen to the training of all library workers (e.g., student workers, volunteers)	<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*
5. Librarian has assured that complete records have been kept of library usage (i.e., circulation, in-house use, reference transactions)	<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*
6. Librarian has assured that the library policies and handbook are up-to-date.	<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*

7. Librarian has assured that the library is set up appropriately for study, research and access.	<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*
8. Has made purchases according to budgeted categories	<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*
9. Has overseen budget in a competent and honest manner	<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*
	<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*
<i>Add additional job requirements here as they are identified.</i>		
List additional ways this person has contributed to the mission of this school		

Performance Evaluation Criterion	Did The Institution Successfully Accomplish this Criterion?	If "No," a Remedial Plan Exists to Accomplish the Criterion within:
<b>Director of Student Services Form</b> (supervised by COO)		
1. Has assured that student organizations have flourished and run smoothly	<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*
2. Has assured that student government has competently accomplished all duties (including their handling of the budget and social activities)	<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*

3. Has planned and administered programs to retain students (with special attention to students in their first year of study)	<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*
4. 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)	<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*
5. Plans and facilitates chapel programs	<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*
6. Has administered any student discipline according to procedures in student handbook (as demonstrated by discipline records)	<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*
7. Has initiated relationships with students	<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*
8. Has overseen budget in a competent and honest manner (as demonstrated by operating within budget)?	<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*
9. Has maintained and updated the <i>Student Handbook</i> ?	<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*
10. Has planned and administered useful and interesting orientations for new students	<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*



Add additional job requirements here as they are identified.		
List additional ways this person has contributed to the mission of this school		

### Academic Dean's Evaluation of Faculty

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

### Academic Dean's Questions for Evaluation of Faculty

Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

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

#### 1) Student Opinions

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

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

**3) Class GPA Checks:** Below 3.2?

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

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

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

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

**8) Other Commendations and Concerns:**

(TRACS 9.10n, 10.16)

## Faculty Development

### Spiritual Development

We ask all faculty members to attend chapel, maintain their own spiritual lives and to download *The Authentically Christian College: Strategies for Facilitating Spiritual Life on Campus*. This booklet is a free download when people subscribe to [www.ChristianAcademiaMagazine.com](http://www.ChristianAcademiaMagazine.com) (which is also free).

### Professional Development

One or two times per semester, we offer a faculty day that includes professional development, faculty meeting and lunch.

Additionally, full-time faculty are required to read at least one book per year on how to teach more effectively and two books per year in the scholarship of their teaching field. Part-time instructors are requested to do the same. With the permission of the academic dean, these reading requirements can be exchanged for other professional development opportunities (e.g., conferences, workshops, webinars, online courses).

Course evaluations are also used to help faculty members improve. By looking at the average scores for each question, we ask faculty members to consider how to make improvements.

The school maintains a limited professional development fund for faculty members. This can be used for workshops, conferences or academic coursework. To request funds, speak with the academic dean.

## Employee Satisfaction Survey

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

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

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

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

Check One:    ☐ I am Part –Time    ☐ I am Full-Time

Check One:

☐ My main responsibility is in staff or administration

☐ My main responsibility is in teaching (including program directors and other faculty)

## Influences Survey (for application packet)

1. How did you first hear about California Graduate School of Theology?

2. Which are the two factors that most caused you to apply to CGSOT?

- |   |   |
|---|---|
| <input type="checkbox"/> A) Church or pastor's recommendation | <input type="checkbox"/> F) Contact with an CGSOT Professor       |
| <input type="checkbox"/> B) Visited Campus for a Meeting      | <input type="checkbox"/> G) Contact with an CGSOT Student         |
| <input type="checkbox"/> C) Website                           | <input type="checkbox"/> H) Contact with an CGSOT Alumnus         |
| <input type="checkbox"/> D) Mail (e.g., Brochure)             | <input type="checkbox"/> I) Recommendation of Someone Else        |
| <input type="checkbox"/> E) Contact with CGSOT President      | <input type="checkbox"/> J) Recruiting Agency (If so, which one): |

Recruiter: \_\_\_\_\_

☐ K) Other: \_\_\_\_\_

3. What is your religion?

- ☐ A) Christian
- ☐ B) Jewish
- ☐ C) Buddhist
- ☐ D) Hindu
- ☐ E) Moslem
- ☐ F) None
- ☐ G) Other: \_\_\_\_\_
- ☐ H) Decline to answer

4. How do you participate in your religious community (e.g., church, temple, mosque, or synagogue)?

- ☐ A) I do not regularly attend religious meetings
- ☐ B) I occasionally attend religious meetings
- ☐ B) I regularly attend religious meetings
- ☐ C) I serve as a volunteer in my religious community (e.g., Sunday School Teacher, Home Group Leader, Youth Leader, Member of Worship Team)
- ☐ D) I am a paid religious leader (e.g., minister, imam, rabbi, priest)
- ☐ E) Other: \_\_\_\_\_

## STUDENT SERVICES ASSESSMENT

### Student Satisfaction and Perspectives Survey

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

What degree are you pursuing: \_\_\_\_BA in Religion \_\_\_\_MA in Religion \_\_\_\_M.Div. \_\_\_\_D.Min.

#### *Satisfaction with Components of CALIFORNIA GRADUATE SCHOOL OF THEOLOGY*

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

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

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

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

Quality 1 - 5	Library	Importance to Me 1-5
	12. Library Facility	
	13. Library Hours	
	14. Library materials are adequate and useful for class assignments	
	15. Electronic access to online resources are available	

	16. The library provides an environment that is conducive to studying	
	17. Study areas are adequate and available when I need them	
	18. Computer stations are adequate and available when I need them	
	19. I have access to a printer and photocopier when needed	
	20. The librarian and library assistants are helpful	

Quality 1 - 5	Facilities	Importance to Me 1-5
	21. Classrooms	
	22. Chapel	
	23. Student lounge	
	24. Office	
	25. Parking	
	26. Cleanliness	
	27. The campus is well maintained and in good repair	
	28. The campus provides an environment that makes me feel safe	

Quality 1 - 5	Technology and Equipment	Importance to Me 1-5
	29. Website	
	30. WiFi (e.g., available, reliability, range)	
	31. Classroom Audio-Visual Equipment (e.g., large screens, projectors)	

Quality 1 - 5	Campus Life	Importance to Me 1-5
	32. Social events promote positive relationships	
	33. Students' relationships with other students	
	34. Students' relationships with faculty, staff and administration	
	35. Student government	
	36. Chapel services	
	37. Spiritual counseling (e.g., available and helpful)	

### *Satisfaction, Spirituality, & Demographics*

1. What problems do students have at CALIFORNIA GRADUATE SCHOOL OF THEOLOGY and how might they be solved?

2. Do you have at least three good friends on campus? \_\_\_ Yes \_\_\_ No

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



\_\_\_1-None, \_\_\_2-Very Little, \_\_\_3-Some, \_\_\_4-Much, \_\_\_5-Very Much

4. Has being a student at CALIFORNIA GRADUATE SCHOOL OF THEOLOGY helped improve your intimacy with God?

\_\_\_1-None, \_\_\_2-Very Little, \_\_\_3-Some, \_\_\_4-Much, \_\_\_5-Very Much

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

\_\_\_A) Yes \_\_\_B) No

6. Were you a Christian when you entered California Graduate School of Theology?

\_\_\_A) Yes \_\_\_B) No

7. What do you hope to do after studying at CALIFORNIA GRADUATE SCHOOL OF THEOLOGY (mark all that apply):

\_\_\_A) Enter business or a profession

\_\_\_B) Teach

\_\_\_C) Enter a bachelor's program at another school (what type and/or what school):

\_\_\_D) Enter a graduate program at another school (what type and/or what school):

\_\_\_E) Enter or continue in full-time ministry

\_\_\_F) Enter or continue in part-time (paid) ministry

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

\_\_\_H) Other: \_\_\_\_\_

## Noel-Levitz Survey

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

## Mission Statement Worksheet

1. What is your relationship to the school? (Mark all that apply.)

☐ Board Member

☐ Administrator

☐ Faculty

☐ Donor

☐ Alumni

☐ Student

\_\_\_ Other \_\_\_\_\_

**Components:**

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

--

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

--

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

--

**Purposes:**

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

--

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

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

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

10. Propose Vision: What would you like this school to look like in five or ten years? (e.g. degree programs, # of students, buildings, ...)

5 Years	10 Years

## Assessment Plan Review

### Scheduled Annually

	Administrative Effectiveness	Instructional Effectiveness
Completed	•	•
Not Completed	•	•

### Scheduled for this Year's Classes

	Administrative Effectiveness	Instructional Effectiveness
Completed	•	•
Not Completed	•	•

### Scheduled for this Year

	Administrative Effectiveness	Instructional Effectiveness
Completed	•	•
Not Completed	•	•

### Not Scheduled, But Completed (Extra Assessment)

	Administrative Effectiveness	Instructional Effectiveness
Completed	•	•

How should the Assessment Plan be changed or improved?

## AFFIRMATIONS (from meeting minutes)

### Annual Board and Administration Affirmations

Include a statement similar to the following in meeting minutes:

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

- Christian biblical foundations statement
- Purposes and objectives
- Philosophy and ethical and moral values specified in the TRACS Foundational Standards (IER 1a)

- Notify TRACS of substantive changes. (If any this year)
- Assessment Plan's annual report
- Annual update of the Strategic Plan (also known as Five Year Plan)
- Annual updated budget (which may need additional revisions after Fall enrollments are completed)

To distribute before meeting in which minutes will show affirmation:

## Christian biblical foundations statement

### *Statement of Faith*

Cal Grad adheres to the ancient **statements of faith** (the Apostles' Creed, the Nicene Creed, and the Creed of Chalcedon) and affirms the historic Christian faith as expressed in the five solas of the Reformation and the consensus of the historic Reformed confessions (Westminster Standards and Three Forms of Unity).

#### **The Bible:**

The Bible, in its entirety, is the infallible, inerrant, and inspired Word of God; it is divine revelation that carries the full weight of God's authority and to which we are obliged to submit.

#### **The Trinity:**

Within the Godhead there is a unity of three distinct yet fully divine persons, the Father, the Son, and the Holy Spirit; these three are one true, eternal God, the same in substance, equal in power and glory.

#### **God:**

God is a Spirit, infinite, eternal, and unchangeable in His being, wisdom, power, holiness, justice, goodness, and truth. God is fully omniscient, omnipotent, and omnipresent, not given to learning or "openness."

#### **Jesus Christ:**

Jesus Christ is truly God and truly man, having two natures inseparably united in one divine person without confusion, mixture, separation, or division. Each nature retains its own attributes. In the incarnation, Jesus was born of the Virgin Mary, lived a perfect life among us, was crucified, dead, and buried, rose on the third day, ascended to heaven, and will come again in glory and judgment. He is the only Mediator between God and man.

**The Holy Spirit:**

The Holy Spirit is of one substance with the Father and the Son. He eternally proceeds from the Father and the Son, and He dwells in the hearts of believers, effecting their regeneration monergistically and operating in their sanctification synergistically.

**Creation:**

God, by the word of His power, created from nothing the heavens and the earth and all that is in them. He further preserves and governs all His creatures and all their actions according to His most holy, wise, and powerful providence.

**Man:**

After God made the other creatures, He created man, both male and female, in His own image, but because Adam sinned and woefully fell in his responsibility, he and his posterity entered into a state of moral corruption and moral inability and became estranged from their Creator, thus deserving death as the punishment for sin.

**Atonement:**

Because all have sinned, atonement must be made in order for man to be reconciled to God. Jesus Christ made a complete atonement for His people through His substitutionary atoning death on the cross. He imputes His righteousness to all believers securing us full redemption for all who repent of their sin and trust in Him alone for salvation.

**The Law:**

The moral law perfectly reflects the unchangeable character of God and forever binds all people, believers as well as unbelievers.

**The Church:**

Christ has established a visible church, which is called to live in the power of the Holy Spirit under the regulation of the authority of Holy Scripture, preaching the gospel of Christ, administering the sacraments, and exercising discipline.

**Christianity and Culture:**

Cal Grad supports the work of Christian organizations and institutions that confess the final authority of Scripture and lordship of Jesus Christ, and are committed to the implementation of the social and cultural implications of God's commandments for the well-being of man and his environment. Cal Grad especially supports those organizations that condemn the murder of defenseless human beings at the earliest stages of their development and that reject unbiblical definitions of gender, sexuality, and marriage.



**Satan:**

Satan is the evil accuser who slanders God to man and man to God. He is the tempter of men who continually solicits men to sin. He is to be resisted by submitting to God. Satan's final destiny is that of a conquered enemy who now abides under a perpetual curse, whereby he is finally to be cast alive into the lake of fire. There he is to be tormented forever, along with all who refuse repentance and faith in Jesus Christ.

**The Last Things:**

The bodies of men, after death, return to dust, and see corruption: but their souls, which neither die or sleep, having an immortal subsistence, immediately return to God who gave them; the souls of the righteous, being then made perfect in holiness, are received into the highest heavens, where they behold the face of God, in light and glory, waiting for the full redemption of their bodies. And the souls of the wicked are cast into hell, where they remain in torments and utter darkness, reserved to the judgment of the great day. Beside these two place, for souls separated from their bodies, the Scripture acknowledges none.

**Purposes and objectives*****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.

***Institutional Objectives***

1. Students will be prepared with a foundation for lifetime learning
2. Students will develop an understanding of a wide variety of academic disciplines, an ability to find and evaluate information related to various disciplines, and the ability to continue their education beyond their current degree program.
3. Students will be equipped with professional competence
4. Students will be confirmed in an understanding of the niche in which they fit for careers and other service
5. Students will become knowledgeable of God's inerrant Word, as well as basic presentation skills
6. Students will develop a deepened passion for spiritual growth by an increasing commitment to spiritual disciplines.
7. Students will develop the ability to articulate the Gospel, articulate principles of spiritual growth, and to explain why these are important to them personally.

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

### *Philosophy of Education*

#### **The Religious Character of Education**

The Word of God indicates very explicitly that the education must be fundamentally religious. In religion, there is no place for neutrality. Education is by logical necessity either Christian or non-Christian. Also, because there is no such human being as an irreligious person, since all persons fall into either the true-religion or false-religion category, we can now go on to assert that there is no such thing as an uneducated person. All men are educated, not only to greater or lesser degrees, but most significantly along either true or false lines.

Consequently, it becomes of great importance that we distinguish between Christian and non-Christian, between true and false (pseudo- or mis-) education rather than between the educated and the uneducated.

The Christian accepts Christ's claim that He is the Truth. All those understandings and all those relationships, finally, must be focused on Him if they are to be true. Any process, any growth, and any development which takes place apart from the Truth is false. Any education which is not Christian is ultimately not education. It is pseudo- or mis-education. All education, then, is religious, but not all religion is Christianity.

Theology must be central to the educational ministry of the church if the ministry is to be true: Bibliology, the doctrine of God, Christology, Pneumatology, Anthropology, Soteriology, Ecclesiology and Eschatology.

#### **The Unity of Education**

The soul is a unit and education is a unitary process, aiming at the development of man's essential nature into a harmonious life, full and rich and beautiful.

It is utter folly to think that you can inform the intellect without giving direction to the will, that you store the head with knowledge without affecting the emotions, the inclinations, the desires, and the aspirations of the heart. The training of the head and of the heart go together, and in both the fundamental fact that the student is the image-bearer of God must be a determining factor.

Curriculum in theological education should be comprehensive in dealing with the whole counsel of God.

#### **Education is Covenantal**

Life is covenantal from the very beginning. God made a covenant with Adam. But man became a covenant breaker. We are all covenant breakers in that we "fall short of the glory of God."

But in Christ God has established a new covenant. In distinction from the first covenant, a covenant of works, it is a covenant of grace. In Christ God is reconstructing the human race. A new racial continuity is established; that of the redeemed. The redeemed, they who accept Jesus Christ as Savior and Lord, are one in Him, who is the Head of the new covenant.

To the redeemed and their children is the promise, "I will establish my covenant between me and thee and thy seed after thee throughout their generations for an everlasting covenant, to be a God unto thee and thy seed after thee." Likewise, "For to you is the promise, and to your children, and to all that are afar off, even as many as the Lord our God shall call unto him." In all covenants, however, there are contained two parts. In this case the promise of God and the obligation that promise brings with it constitute these parts. The obligation is the life of the new obedience, namely, that we cleave to this one God, Father, Son, and Holy Spirit; that we trust in him, and love him with all our heart, with all our soul, with all our mind, and with all our strength; that we forsake the world, crucify our old nature, and walk in a godly life.

### **Christ is the Master Teacher.**

God is the first and great Educator. God's revelation is the content of our teaching (truth, salvation and the will of God.)

Jesus was the quintessential Teacher. Jesus was both rabbinic and nonrabbinic. He brought a new paradigm to the rabbinic tradition. Jesus taught using new and distinctive instructional content and methodology in a multicultural setting. He provides the teaching template, the paragon of pedagogy. He was the ultimate authority and the prototype for teaching though He never discussed the subject.

Education is an essential part of Christ's Great Commission to disciple the nations. Pauline epistles are in agreement with the teaching in the gospels. Pastoring is never separated from teaching. Pastor and teacher (Eph. 4:11) is one and the same office.

### ***Ethical and Moral Values Statement***

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

- Whether we are students or employees, we will treat each other with respect, striving for harmonious relationships
- Whether we are students or employees, we will do our work with integrity (e.g., plagiarism will be avoided, school property will not be misused or used for personal benefit)
- Whether we are students or employees, laws will be obeyed.
- Faculty, staff of Cal Grad are committed to providing quality service and teaching to students and community in a responsive and caring manner

- We all embrace difference, treating others the way they want to be treated

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

Assessment Plan's annual report

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

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

Student, Faculty, and Staff Affirmations

Logistics

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

### **California Graduate School's Mission and Values Signature Form**

I affirm to abide by and support the following California Graduate School of Theology statements:

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

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

---

Name

---

Date

### *Mission Statement*

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.

### *Ethical and Moral Values (Code of Conduct)*

#### **Ethical and Moral Values Statement (code of conduct)**

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

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

### *Philosophy of Education*

#### **The Religious Character of Education**

The Word of God indicates very explicitly that the education must be fundamentally religious. In religion, there is no place for neutrality. Education is by logical necessity either Christian or non-Christian. Also, because there is no such human being as an irreligious person, since all persons fall into either the true-religion or false-religion category, we can now go on to assert that there is no such thing as an uneducated person. All men are educated, not only to greater or lesser degrees, but most significantly along either true or false lines.

Consequently, it becomes of great importance that we distinguish between Christian and non-Christian, between true and false (pseudo- or mis-) education rather than between the educated and the uneducated.

The Christian accepts Christ's claim that He is the Truth. All those understandings and all those relationships, finally, must be focused on Him if they are to be true. Any process, any growth, and any development which takes place apart from the Truth is false. Any education which is not

Christian is ultimately not education. It is pseudo- or mis-education. All education, then, is religious, but not all religion is Christianity.

Theology must be central to the educational ministry of the church if the ministry is to be true: Bibliology, the doctrine of God, Christology, Pneumatology, Anthropology, Soteriology, Ecclesiology and Eschatology.

### **The Unity of Education**

The soul is a unit and education is a unitary process, aiming at the development of man's essential nature into a harmonious life, full and rich and beautiful.

It is utter folly to think that you can inform the intellect without giving direction to the will, that you store the head with knowledge without affecting the emotions, the inclinations, the desires, and the aspirations of the heart. The training of the head and of the heart go together, and in both the fundamental fact that the student is the image-bearer of God must be a determining factor.

Curriculum in theological education should be comprehensive in dealing with the whole counsel of God.

### **Education is Covenantal**

Life is covenantal from the very beginning. God made a covenant with Adam. But man became a covenant breaker. We are all covenant breakers in that we "fall short of the glory of God."

But in Christ God has established a new covenant. In distinction from the first covenant, a covenant of works, it is a covenant of grace. In Christ God is reconstructing the human race. A new racial continuity is established; that of the redeemed. The redeemed, they who accept Jesus Christ as Savior and Lord, are one in Him, who is the Head of the new covenant.

To the redeemed and their children is the promise, "I will establish my covenant between me and thee and thy seed after thee throughout their generations for an everlasting covenant, to be a God unto thee and thy seed after thee." Likewise, "For to you is the promise, and to your children, and to all that are afar off, even as many as the Lord our God shall call unto him." In all covenants, however, there are contained two parts. In this case the promise of God and the obligation that promise brings with it constitute these parts. The obligation is the life of the new obedience, namely, that we cleave to this one God, Father, Son, and Holy Spirit; that we trust in him, and love him with all our heart, with all our soul, with all our mind, and with all our strength; that we forsake the world, crucify our old nature, and walk in a godly life.

### **Christ is the Master Teacher.**

God is the first and great Educator. God's revelation is the content of our teaching (truth, salvation and the will of God.)

Jesus was the quintessential Teacher. Jesus was both rabbinic and nonrabbinic. He brought a new paradigm to the rabbinic tradition. Jesus taught using new and distinctive instructional content and methodology in a multicultural setting. He provides the teaching template, the paragon of

pedagogy. He was the ultimate authority and the prototype for teaching though He never discussed the subject.

Education is an essential part of Christ's Great Commission to disciple the nations. Pauline epistles are in agreement with the teaching in the gospels. Pastoring is never separated from teaching. Pastor and teacher (Eph. 4:11) is one and the same office.

### *Statement of Faith*

Cal Grad adheres to the ancient **statements of faith** (the Apostles' Creed, the Nicene Creed, and the Creed of Chalcedon) and affirms the historic Christian faith as expressed in the five solas of the Reformation and the consensus of the historic Reformed confessions (Westminster Standards and Three Forms of Unity).

### **The Bible:**

The Bible, in its entirety, is the infallible, inerrant, and inspired Word of God; it is divine revelation that carries the full weight of God's authority and to which we are obliged to submit.

### **The Trinity:**

Within the Godhead there is a unity of three distinct yet fully divine persons, the Father, the Son, and the Holy Spirit; these three are one true, eternal God, the same in substance, equal in power and glory.

### **God:**

God is a Spirit, infinite, eternal, and unchangeable in His being, wisdom, power, holiness, justice, goodness, and truth. God is fully omniscient, omnipotent, and omnipresent, not given to learning or "openness."

### **Jesus Christ:**

Jesus Christ is truly God and truly man, having two natures inseparably united in one divine person without confusion, mixture, separation, or division. Each nature retains its own attributes. In the incarnation, Jesus was born of the Virgin Mary, lived a perfect life among us, was crucified, dead, and buried, rose on the third day, ascended to heaven, and will come again in glory and judgment. He is the only Mediator between God and man.

### **The Holy Spirit:**

The Holy Spirit is of one substance with the Father and the Son. He eternally proceeds from the Father and the Son, and He dwells in the hearts of believers, effecting their regeneration monergistically and operating in their sanctification synergistically.

**Creation:**

God, by the word of His power, created from nothing the heavens and the earth and all that is in them. He further preserves and governs all His creatures and all their actions according to His most holy, wise, and powerful providence.

**Man:**

After God made the other creatures, He created man, both male and female, in His own image, but because Adam sinned and woefully fell in his responsibility, he and his posterity entered into a state of moral corruption and moral inability and became estranged from their Creator, thus deserving death as the punishment for sin.

**Atonement:**

Because all have sinned, atonement must be made in order for man to be reconciled to God. Jesus Christ made a complete atonement for His people through His substitutionary atoning death on the cross. He imputes His righteousness to all believers securing us full redemption for all who repent of their sin and trust in Him alone for salvation.

**The Law:**

The moral law perfectly reflects the unchangeable character of God and forever binds all people, believers as well as unbelievers.

**The Church:**

Christ has established a visible church, which is called to live in the power of the Holy Spirit under the regulation of the authority of Holy Scripture, preaching the gospel of Christ, administering the sacraments, and exercising discipline.

**Christianity and Culture:**

Cal Grad supports the work of Christian organizations and institutions that confess the final authority of Scripture and lordship of Jesus Christ, and are committed to the implementation of the social and cultural implications of God's commandments for the well-being of man and his environment. Cal Grad especially supports those organizations that condemn the murder of defenseless human beings at the earliest stages of their development and that reject unbiblical definitions of gender, sexuality, and marriage.

**Satan:**

Satan is the evil accuser who slanders God to man and man to God. He is the tempter of men who continually solicits men to sin. He is to be resisted by submitting to God. Satan's final destiny is that of a conquered enemy who now abides under a perpetual curse, whereby he is finally to



be cast alive into the lake of fire. There he is to be tormented forever, along with all who refuse repentance and faith in Jesus Christ.

### **The Last Things:**

The bodies of men, after death, return to dust, and see corruption: but their souls, which neither die or sleep, having an immortal subsistence, immediately return to God who gave them; the souls of the righteous, being then made perfect in holiness, are received into the highest heavens, where they behold the face of God, in light and glory, waiting for the full redemption of their bodies. And the souls of the wicked are cast into hell, where they remain in torments and utter darkness, reserved to the judgment of the great day. Beside these two place, for souls separated from their bodies, the Scripture acknowledges none.

## **III. ACADEMICS AND STUDENT LEARNING ASSESSMENT**

### **Institutional Objectives Assessment: Methods & Goals**

- A. Students will be prepared with a foundation for lifetime learning
  - Measurements: Alumni Survey (e.g., acceptance into programs at the next degree level, progress toward graduation at the next degree level, participation in informal training (e.g., workshops, conferences); Mission and Institutional Objectives Survey
- B. Students will develop an understanding of a wide variety of academic disciplines, an ability to find and evaluate information related to various disciplines, and the ability to continue their education beyond their current degree program.
  - Measurements: Alumni Survey; Mission and Institutional Objectives Survey

### **Alumni Survey**

Question 3: Have you applied to a school for another degree at the next level?

Question 3a: Were you accepted?

Question 4: What is your current status? \_\_\_ Graduated \_\_\_ Still in school \_\_\_ Dropped out

Question 5a: Within the last year, have you attended a workshop or conference to add to your knowledge and skills?

Question 5b: Within the last year, have you read three or more books to add to your knowledge and skills?

	Objective	Result	Comments
BA Religion	A. 95% who applied for a masters were accepted B. 90% who entered a masters have graduated or are still in school		

	C. 90% who did not enter a masters program had either attended a workshop or conference or read three or more books in the past year to add to their knowledge or skills		
MA Religion	D. 95% who applied for a higher masters (e.g., M.Div.) were accepted E. 90% who entered a masters have graduated or are still in school F. 90% who did not enter a higher masters had either attended a workshop or conference or read three or more books in the past year to add to their knowledge or skills		
M.Div.	G. 75% who applied for a doctoral program were accepted H. 75% who entered a doctoral program have graduated or are still in school I. 90% who did not enter a doctoral program had either attended a workshop or conference or read three or more books in the past year to add to their knowledge or skills		
D.Min	J. 95% had either attended a workshop or conference or read three or more books in the past year to add to their knowledge or skills		

### Mission and Institutional Objectives Survey

For each objective, our goal is an average rating of 4.2 or higher.

- Objective A: Question 8
- Objective B: Question 9

	Objective	Result	Comments
BA Religion	A. Average rating of at least 4.2		
MA Religion	B. Average rating of at least 4.2		
M.Div.	C. Average rating of at least 4.2		
D.Min	D. Average rating of at least 4.2		

### C. Students will be equipped with professional competence

- Measurements: See program objectives; Mission and Institutional Objectives Survey

### Mission and Institutional Objectives Survey

For each objective, our goal is an average rating of 4.2 or higher.

- Objective C: Question 10

	Objective	Result	Comments
BA Religion	A. Average rating of at least 4.2		
MA Religion	B. Average rating of at least 4.2		
M.Div.	C. Average rating of at least 4.2		
D.Min	D. Average rating of at least 4.2		

- D. Students will be confirmed in an understanding of the niche in which they fit for careers and other service

- Measurements: Rubric on reflections from Parachute assignments; Mission and Institutional Objectives Survey

### Parachute Reflections Paper Rubric

	Objective	Result	Comments
BA Religion	A. Students completed each exercise B. Reflection on exercises suggests students have an extensive understanding of work situations in which they will thrive		
MA Religion	A. Students completed each exercise B. Reflection on exercises suggests students have an extensive understanding of work situations in which they will thrive		
M.Div.	A. Students completed each exercise B. Reflection on exercises suggests students have an extensive understanding of work situations in which they will thrive		
D.Min	A. Students completed each exercise B. Reflection on exercises suggests students have an extensive understanding of work situations in which they will thrive		

### Mission and Institutional Objectives Survey

For each objective, our goal is an average rating of 4.2 or higher.

- Objective D: Question 11

	Objective	Result	Comments
BA Religion	A. 4.2		
MA Religion	B. 4.2		
M.Div.	C. 4.2		
D.Min	D. 4.2		

- E. Students will become knowledgeable of God's inerrant Word, as well as basic presentation skills
  - Measurements: Pre-and Post ABHE Bible Tests, Rubrics for Lessons, Devotionals or Sermons; Mission and Institutional Objectives Survey

### Pre- and Post-ABHE Bible Knowledge Test

	Objective	Result	Comments
BA Religion	A. Seniors average 20 points higher than freshmen		
MA Religion	B. Graduating students average 10 points higher than entering students		
M.Div.	C. Graduating students average 10 points higher than entering students		
D.Min	D. Graduating students average 10 points higher than entering students		

### Rubric for Lessons, Devotionals, or Sermons

	Objective	Result	Comments
BA Religion	A. Average rating of 2.5		

MA Religion	B. Average rating of 3.0		
M.Div.	C. Average rating of 3.2		
D.Min	D. Average rating of 3.5		

### **Mission and Institutional Objectives Survey**

For each objective, our goal is an average rating of 4.2 or higher.

- Objective E: Question 12

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. 4.2		
MA Religion	B. 4.2		
M.Div.	C. 4.2		
D.Min	D. 4.2		

F. Students will develop a deepened passion for spiritual growth by an increasing commitment to spiritual disciplines.

- Measurements: Freshmen, Senior and Alumni Spiritual Disciplines Survey, Spiritual Health Profile; Mission and Institutional Objectives Survey

### **Freshmen, Senior and Alumni Spiritual Disciplines Survey**

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. That seniors and alumni average 10% higher than freshmen		
MA Religion	B. That graduating students and alumni average 5% higher than entering students		
M.Div.	C. That graduating students and alumni average 5% higher than entering students		
D.Min	D. That graduating students and alumni average 5% higher than entering students		

## Spiritual Health Profile: Section 7

	Objective	Result	Comments
BA Religion	A. Average rating of 4.5 on items a and b B. Average rating of 3 on item c C. Average rating of 2.5 on items d <u>or</u> e (average the hire score for each respondent) D. Average rating of 1.2 on items f or g (average the hire score for each respondent)		
MA Religion	A. Average rating of 4.8 on items a and b B. Average rating of 3 on item c C. Average rating of 2.5 on items d <u>or</u> e (average the hire score for each respondent) D. Average rating of 1.3 on items f or g (average the hire score for each respondent)		
M.Div.	A. Average rating of 5.0 on items a and b B. Average rating of 3 on item c C. Average rating of 2.5 on items d <u>or</u> e (average the hire score for each respondent) D. Average rating of 1.5 on items f or g (average the hire score for each respondent)		
D.Min	A. Average rating of 5.5 on items a and b B. Average rating of 3 on item c C. Average rating of 2.5 on items d <u>or</u> e (average the hire score for each respondent) D. Average rating of 2.0 on items f or g (average the hire score for each respondent)		

### Mission and Institutional Objectives Survey

For each objective, our goal is an average rating of 4.2 or higher.

- Objective F: Question 13

	Objective	Result	Comments
BA Religion	A. An average rating of at least 4.2		

MA Religion	B. An average rating of at least 4.2		
M.Div.	C. An average rating of at least 4.2		
D.Min	D. An average rating of at least 4.2		

- G. Students will develop the ability to articulate the Gospel, articulate principles of spiritual growth, and to explain why these are important to them personally.
- Measurement: Gospel Essay Rubric; Gospel Presentation Rubric; Essay Rubric for Why I Want to Grow in the Lord and Principles of Spiritual Growth; Mission and Institutional Objectives Survey

#### **Gospel Presentation Rubric**

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. An average rating of at least 2.0		
MA Religion	B. An average rating of at least 2.8		
M.Div.	C. An average rating of at least 3.2		
D.Min	D. An average rating of at least 3.5		

#### **Essay Rubric for Why I Want to Grow in the Lord and Principles of Spiritual Growth**

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. An average rating of at least 2.0		
MA Religion	B. An average rating of at least 2.8		
M.Div.	C. An average rating of at least 3.2		
D.Min	D. An average rating of at least 3.5		

#### **Mission and Institutional Objectives Survey**

For each objective, our goal is an average rating of 4.2 or higher.

- Objective G: Question 14

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
--	------------------	---------------	-----------------

BA Religion	A. 4.2		
MA Religion	B. 4.2		
M.Div.	C. 4.2		
D.Min	D. 4.2		

### Program Objectives and Assessment Methods

- A. Students will become knowledgeable of God's inerrant Word, as well as competent in its interpretation, proclamation and application
- Measurements: Pre-and Post ABHE Bible Tests, Rubrics for Sermons

#### Pre- and Post-ABHE Bible Knowledge Test

	Objective	Result	Comments
BA Religion	A. Seniors average 20 points higher than freshmen		
MA Religion	B. Graduating students average 10 points higher than entering students		
M.Div.	C. Graduating students average 10 points higher than entering students		
D.Min	D. Graduating students average 10 points higher than entering students		

#### Rubric for Lessons, Devotionals, or Sermons

	Objective	Result	Comments
BA Religion	A. Average rating of 2.5		
MA Religion	B. Average rating of 3.0		
M.Div.	C. Average rating of 3.2		
D.Min	D. Average rating of 3.5		



- B. Understands the concept of worldview, as well as differences between Christian and other worldviews
- Measurements: Worldview Rubric

#### **Worldview Rubric**

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. Average rating of 2.5		
MA Religion	B. Average rating of 3.0		
M.Div.	C. Average rating of 3.2		
D.Min	D. Average rating of 3.5		

- C. Students will develop ministry skills and use those skills by serving as volunteers or professional ministers.
- Measurements: Alumni Survey

#### **Alumni Survey**

Question 8: employed or volunteering weekly (normally weekly)

Question 10: licensed to ministry or ordained

	<b>Objective</b>	<b>Result</b>	<b>Comments</b>
BA Religion	A. 60% of 3-5 year alumni will be either employed in ministry, volunteering in a weekly ministry assignment, or continuing their theological education.		
MA Religion	B. 25% of 3-5 year alumni will be employed in ministry C. 75% of 3-5 year alumni will be either employed in ministry, volunteering in a weekly ministry assignment, or continuing their theological education.		
M.Div.	D. 40% of 3-5 year alumni will be employed in ministry E. 75% of 3-5 year alumni will be either employed in ministry, volunteering in a weekly ministry assignment, or continuing their theological education. F. 50% of 3-5 year alumni will be ordained		
D.Min	G. 75% of 3-5 year alumni will be employed in ministry H. 80% of 3-5 year alumni will be ordained I. 33.3% of 3-5 year alumni will be serving as senior pastors		

	(having at least one pastor under them on their staff)		
--	--	--	--

D. Students will develop knowledge of missions (e.g., theology and history of missions, missionary anthropology, and the work of a missions committee in a local church)

- Measurements: rubric on a sermon promoting missions, rubric on a plan for a missions committee, conference, trip, and missionary care
- ?% going on short-term mission trip, serving on a missions committee, writing a plan for a missions committee, becoming missionaries...???

#### Missions Sermon Rubric

	Objective	Result	Comments
BA Religion	A. Average rating of 2.5		
MA Religion	B. Average rating of 3.0		
M.Div.	C. Average rating of 3.2		
D.Min	D. Average rating of 3.5		

#### Missions Committee Paper Rubric

	Objective	Result	Comments
BA Religion	A. Average rating of 2.5		
MA Religion	B. Average rating of 3.0		
M.Div.	C. Average rating of 3.2		
D.Min	D. Average rating of 3.5		

## Faculty Qualifications Form

Name	
Phone Numbers	
Email Address	
Mailing Address	

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

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

## Course & Instructor Evaluations (by students)

### Course and Instructor Evaluations

Course	
Instructor	

Please use a “1” to “10” scale to rate this course and instructor. A rating of “10” is the highest rating, reflecting that the student is highly satisfied and strongly agrees. A rating of “1” shows that significant improvement is needed.

Rating: 1-10	Question
	13. The syllabus clearly explained the course objectives, requirements, schedule, projects, assignments, and exams.
	14. The course appears to have been carefully planned.
	15. The instructor seems to be well prepared for each class.
	16. The instructor displayed a proficient knowledge of the subject
	17. The instructor communicates the subject matter clearly and the lectures hold my attention.
	18. The instructor was helpful when I needed attention.
	19. The course started and ended on time
	20. The course used appropriate and useful textbooks and materials.
	21. The assignments (homework, papers, reports, projects) were useful in helping me learn.
	22. The instructor helped me learn from a Christian perspective
	23. The class helped me develop a deeper sense of devotion and spiritual formation
	24. I would recommend this instructor overall

Comments:

## Program Review

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

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

### 3-5 Year Alumni Survey

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

#### **A. Outcomes**

1. What is the last degree or program that you completed at California Graduate School of Theology?  
☐ A) BA in Religion  
☐ B) MA in Religion  
☐ C) M.Div.  
☐ D) D.Min.  
☐ E) I did not complete a degree, but studied in the following program: \_\_\_\_\_
2. What was the last year in which you attended California Graduate School of Theology?  
\_\_\_\_\_
3. Since graduating from California Graduate School of Theology, have you applied to a masters or doctoral degree program at an accredited school?  
☐ A) Yes      ☐ B) No  
  
a) If you applied (answered yes), were you accepted?  
☐ A) Yes      ☐ B) No  
  
b) If you applied (answered yes), to what kind of program did you apply (e.g., M.Div., MBA, MA in Education, D.Min.):  
\_\_\_\_\_
4. If you entered a higher degree program (i.e., yes to question 3 above), what is your current status?  
☐ A) Still in school  
☐ B) Graduated  
☐ C) No longer in school (but did not complete a degree or program)
5. Lifetime Learning:
  - a. Within the last year, have you attended a workshop or conference to add to your knowledge and skills?    ☐ Yes    ☐ No
  - b. Within the last year, have you read three or more books to add to your knowledge and skills?    ☐ Yes    ☐ No
6. Were you a Christian (a follower of Jesus Christ) when you entered California Graduate School of Theology?  
☐ A) Yes      ☐ B) No

7. Are you a Christian (follower of Jesus Christ) now?

☐ A) Yes      ☐ B) No

8. How do you participate in your church or another ministry?

☐ A) I do not regularly attend a Christian church

☐ B) I do regularly attend Christian church

☐ C) I serve as a volunteer in Christian church or another Christian ministry with regular (normally weekly) assignments (e.g., Sunday School Teacher, Home Group Leader, Youth Leader, Member of Worship Team)

☐ D) I am an unpaid Minister with regular (normally weekly) assignments

☐ E) I am a paid Minister

☐ F) Other: \_\_\_\_\_

9. Which statement best describes how studying at California Graduate School of Theology has impacted your involvement in church?

☐ A) I am more involved in church now than before I studied at California Graduate School of Theology (e.g., attend more regularly, volunteer to serve more).

☐ B) I am less involved in church now than before I studied at California Graduate School of Theology (e.g., attend less regularly, volunteer to serve less often).

☐ C) My involvement in church now is about the same as before I studied at California Graduate School of Theology

10. Have you:

☐ A) Been ordained for ministry (e.g., Pastor, Moksá)

☐ B) Been licensed for ministry (e.g., Licensed Minister, JDSN)

☐ C) Begun a new type of volunteer ministry (e.g., began teaching Sunday School, began leading a home group, become an elder, etc.)

11. Are you employment in a field that relates to your field of study at California Graduate School of Theology?

☐ A) Yes      ☐ B) No

12. Are you involved in volunteer opportunities in a field that relates to your field of study at California Graduate School of Theology?

☐ A) Yes      ☐ B) No

13. If you are a D.Min. graduate, are you a senior pastor (having at least one pastor under your supervision)?

☐ A) Yes      ☐ B) No



## Performance Facts Sheet

Note: This form may be replaced by the forms required by the BPPE. Whichever format is used, this must be placed on our website each year.

Academic Year: \_\_\_\_\_

### ***Assessment Highlights:***

--

### ***Student Satisfaction Data Highlights from Noel-Levitz***

--

### ***Enrollment/Retention/Graduation Information***

	ESL	BA	MA	M.Div.	D.Min.	All
1. Headcount (total number of students)						
2. Percent of full-time students (full-time students divided by total number of students)						
3. Tuition (cost per credit)						
4. Percent of students receiving financial assistance (e.g., scholarships, work-study)						
5. Retention Rate (returning students divided by number of potential returning students)						
6. Percent of students who completed their program within						

150% of full-time studies (e.g., for bachelor students, the number of graduates from six years ago divided by the number of students who began their bachelors six years ago)						
---	--	--	--	--	--	--

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

1. After graduating from California Graduate School of Theology, what percent of alumni entered a new masters or doctoral program at an accredited graduate school? (Q3)	
a. Of this group of alumni who entered another degree program, what percent made or are making acceptable progress toward graduation? (Q4)	
2. Of the alumni who were not Christians when they entered California Graduate School of Theology, what percent became Christians since entering? (Q6 & 7)	
3. What percent of alumni report becoming more involved in Church since entering California Graduate School of Theology? (Q9)	
4. What percent of B.A. alumni are now licensed for ministry? (Q10)	
5. What percent of M.Div. alumni are now ordained for ministry? (Q10)	
6. What percent of alumni have are employed in their field of study? (Q11)	
7. What percent of alumni have found volunteer opportunities in their field of study? (Q12)	

## GPA Check

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

### *Director of Admissions and Records Report:*

Semester: \_\_\_\_\_

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

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

1.

2.

3.

## Mission and Institutional Objectives Survey

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.

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

Mission

RATE 1-5	How well does California Graduate School of Theology provide:
	1. Excellent theological education?
	2. Education centered on Christ?
	3. Education that is faithful to the scriptures?
	4. Education that is rooted in the historical-theological tradition?

RATE 1-5	How well does studying at California Graduate School of Theology equip students to:
	5. Become Christian Reformed leaders?
	6. Serve the Church?
	7. Advance the Kingdom of God throughout the world?

Institutional goals

RATE 1-5	How well does studying at California Graduate School of Theology develop students who:
	8. Are prepared with a foundation for lifetime learning
	9. Have developed an understanding of a wide variety of academic disciplines, an ability to find and evaluate information related to various disciplines, and the ability to continue their education beyond their current degree program
	10. Are equipped with professional competence
	11. Are confirmed in an understanding of the niche in which they fit for careers and other service
	12. Are knowledgeable of God's inerrant Word, as well as basic presentation skills
	13. Have developed a deepened passion for spiritual growth by an increasing commitment to spiritual disciplines
	14. Have developed develop the ability to articulate the Gospel, articulate principles of spiritual growth, and to explain why these are important to them personally

Check One	Respondent Information
	1. I am a college faculty member

	2. I am a college staff member
	3. I am a college administrator
	4. I am a board member
	5. I am an alumnus
	6. I am a student in the B.A. program
	7. I am a student in the M.Div. or MA program
	8. I am a student in the D.Min. program
	9. Other:

## Spiritual Disciplines Survey

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

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

	Every day
	About 5-6 days per week
	About 3-4 days per week
	About 1-2 days per week
	Not every week
	Rarely

2. Use of tools for deeper Bible study (e.g., study guides, commentaries, Sunday school literature, etc.)

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

3. Use of tools for deeper prayer life (e.g., prayer journals, read books on prayer, fasting, etc.)

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

4. Reading of Christian literature that contributes to my spiritual growth and maturity (e.g., classic Christian literature, Christian biographies, Christian periodicals, Christian nonfiction, Christian fiction)

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

5. Are you actively involved in a regular ministry at your church?

<input type="checkbox"/>	About once a week or more
<input type="checkbox"/>	About once per month or more
<input type="checkbox"/>	About once per quarter or more
<input type="checkbox"/>	About twice per year or more
<input type="checkbox"/>	Less than twice per year

What type ministry: \_\_\_\_\_

6. Regularly tithing and giving offerings

<input type="checkbox"/>	I regularly tithe (e.g., weekly or monthly)
<input type="checkbox"/>	I may not always tithe, but give an offering most weeks
<input type="checkbox"/>	I occasionally give offerings
<input type="checkbox"/>	I do not normally contribute money to church

7. Personal witnessing

<input type="checkbox"/>	About once per month or more
<input type="checkbox"/>	About once per quarter or more
<input type="checkbox"/>	About twice per year or more
<input type="checkbox"/>	About once per year or more
<input type="checkbox"/>	About once every two years or more
<input type="checkbox"/>	Less than once every two years

How many classes have you taken at this school:

- ☐ I have taken 10 or fewer classes – up to 30 credits  
☐ I have taken 11-20 classes – between 31 and 60 credits  
☐ I have taken 21-30 classes – between 61 and 90 credits  
☐ I have taken 31 or more classes – between 91 or more credits

I am in which program: ☐ BA Religion ☐ MA Religion ☐ M.Div. ☐ D.Min.

## Spiritual Health Profile

Note: If we want to translate this into Korean, we have a slightly different Korean version. The differences are as follows:

Yes, most of the questions are the same on both surveys. Line item #2i is altered and #2j is marked NA. The fourth answer option is omitted on Line Item #12.

The typical spiritual discipline practices are surveyed in Line Item #7, but I'll mark other items in #3, #4, #5, and #6.



## Spiritual Health Profile

### A Survey of Seminary Students

This survey is part of an effort to advance students' progress in spiritual growth. It was developed for research in a doctoral dissertation. Feel free to express yourself. Your responses to the survey are **confidential**; they will not be personally connected to you by anyone at the seminary or by the researcher. No personally identifiable statistics will be released.

Your participation in this project is voluntary. If you decide not to participate or if you change your mind partway through the survey, there will be no penalty. Just seal the uncompleted (or partially completed) survey form in the envelope provided and submit it to the person in charge.

Although the purpose of this survey is only to assess where students are spiritually, if you want to talk with anyone for counseling and/or spiritual help, the researcher suggests that you contact Student Life personnel at your seminary. The researcher is hopeful that this project can help the seminaries assess spiritual transformation, but the project may also influence students in their personal pursuit of spirituality.

— Timothy L. Cooley, Sr., Ph D

**Start Here** Please mark your answers by circling the appropriate number, just one answer per line.

### 1. Indicate how important the following desires were in your decision to attend seminary.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I wanted to know more about what I believe	1	2	3	4	5	6
b. I wanted a more fervent spiritual life	1	2	3	4	5	6
c. I wanted to become effective in ministry	1	2	3	4	5	6

### 2. Describe the strength of your belief in each of the following.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe a Christian needs to have a foundational understanding of doctrinal truth	1	2	3	4	5	6
b. I am convinced that God is a personal Being	1	2	3	4	5	6
c. I believe there is one God in three Persons (Father, Son, Holy Spirit)	1	2	3	4	5	6
d. I believe people can know God personally	1	2	3	4	5	6
e. I believe that people are capable of making real choices	1	2	3	4	5	6
f. I believe that it is sin to choose something I know is displeasing to God	1	2	3	4	5	6
g. I believe that apart from grace the human heart is sinful	1	2	3	4	5	6
h. I believe salvation is available through faith in Christ	1	2	3	4	5	6
i. I believe salvation requires both a personal relationship with Christ and a daily walk with Christ	1	2	3	4	5	6
j. N/A						
k. I believe a person can know that he or she is right with God	1	2	3	4	5	6
l. I believe people need to understand at least some truth about God in order to grow spiritually	1	2	3	4	5	6
m. I believe that everyone will continue to exist forever in either Heaven or Hell	1	2	3	4	5	6
n. I believe life has an ultimate meaning (or purpose)	1	2	3	4	5	6
o. I believe the Bible teaches us how we should live	1	2	3	4	5	6
p. I believe we are stewards, responsible to use what we have wisely	1	2	3	4	5	6

### 3. Describe the level of your commitment in each of the following areas.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I am committed to the Bible as the inspired Word of God	1	2	3	4	5	6
b. I am committed to live by the Bible	1	2	3	4	5	6
c. I have chosen personally to serve the Lord	1	2	3	4	5	6
d. I am committed to live by the Great Commission (reaching the lost)	1	2	3	4	5	6
e. I am committed to reading the Bible and praying regularly	1	2	3	4	5	6
f. I am committed to regular church attendance (when possible)	1	2	3	4	5	6
g. I am committed to giving a tithe of my earnings to God	1	2	3	4	5	6
h. I am willing to suffer for my faith in Christ	1	2	3	4	5	6
i. I make it a habit to choose what God would want me to choose	1	2	3	4	5	6
j. I am willing to choose what is best even if I seem to lose in the short term	1	2	3	4	5	6

### 4. Think about how your beliefs are reflected in your daily life.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe I am consistently living out my values, to the best of my knowledge	1	2	3	4	5	6
b. I believe I am obedient to what I know of Scripture	1	2	3	4	5	6
c. I am conscientious to do what is ethically right	1	2	3	4	5	6
d. I do my best to reflect Christ in every area of life	1	2	3	4	5	6
e. I believe the fruit of the Spirit is evident in my life (love, joy, peace...)	1	2	3	4	5	6
f. I believe the Lord helps me to exercise wisdom / discernment in my choices	1	2	3	4	5	6
g. I use my time in a way that is pleasing to the Lord	1	2	3	4	5	6
h. I believe I use my talents (abilities) for the Lord	1	2	3	4	5	6
i. I use my financial resources wisely in every area of life	1	2	3	4	5	6
j. I attend church on Sunday unless prevented by unavoidable circumstances	1	2	3	4	5	6
k. I attend mid-week prayer unless prevented by unavoidable circumstances	1	2	3	4	5	6
L. I observe Sunday as a day holy to the Lord	1	2	3	4	5	6
m. I practice personal witnessing as the opportunities arise	1	2	3	4	5	6
n. I am careful that my outward appearance is pleasing to the Lord	1	2	3	4	5	6
o. I am faithful to attend chapel at seminary	1	2	3	4	5	6

### 5. Think about your relationships with God and with other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I experience a sense of nearness to God in prayer regularly	1	2	3	4	5	6
b. I am able to worship God heartily together with other Christians	1	2	3	4	5	6
c. I experience a sense of forgiveness (of my sins) for Christ's sake	1	2	3	4	5	6
d. I possess an ongoing assurance that I am right with God	1	2	3	4	5	6
e. I feel deep gratitude to God for forgiving my sins	1	2	3	4	5	6
f. I trust God to meet my needs, even when I cannot see how it is possible	1	2	3	4	5	6
g. By the grace of God, I have victory over sin	1	2	3	4	5	6
h. I believe I am growing in grace	1	2	3	4	5	6
i. I enjoy a rich fellowship with other Christians	1	2	3	4	5	6
j. I have one or more close Christian friends to whom I am accountable	1	2	3	4	5	6
k. I believe every human being is made in the image of God	1	2	3	4	5	6
L. I freely accept people of every race/ethnicity, gender, and culture	1	2	3	4	5	6
m. I love other people, even if I believe they are living in sin	1	2	3	4	5	6
n. I accept myself as I am, both my strengths and my weaknesses	1	2	3	4	5	6
o. I am able to forgive those who have hurt me deeply	1	2	3	4	5	6
p. I am content to live under the spiritual authority of leaders	1	2	3	4	5	6

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
q. I am able to work well ministering in a team	1	2	3	4	5	6

## 6. Think about your compassion toward other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I practice serving Christ by serving others	1	2	3	4	5	6
b. I am sympathetic with those who are sick	1	2	3	4	5	6
c. I am sympathetic toward the poor (for example, homeless, hungry)	1	2	3	4	5	6
d. I am sympathetic toward the fatherless, the widowed, and the elderly	1	2	3	4	5	6
e. Compassion moves me to take some kind of action to or for those in need	1	2	3	4	5	6

## 7. Think about how often you do some things.

	Once a month or less	Less than once a week	Once each week	2 or more times a week	Once a day	More than once a day
a. Private, devotional prayer	1	2	3	4	5	6
b. Devotional Bible reading	1	2	3	4	5	6
c. Church attendance	1	2	3	4	5	6
d. Chapel attendance	1	2	3	4	5	6
e. Small group fellowship / prayer	1	2	3	4	5	6
f. Witnessing to someone who is unsaved	1	2	3	4	5	6
g. Fasting and prayer	1	2	3	4	5	6

## 8. Think about how various components of the seminary experience have contributed to your spiritual growth.

	No impact	Very little impact	Little impact	Some impact	Strong impact	Very strong impact	Not applicable
a. Academic courses	1	2	3	4	5	6	
b. Faculty/student interaction outside of class	1	2	3	4	5	6	
c. Fellowship with other students	1	2	3	4	5	6	
d. School revivals and special meetings	1	2	3	4	5	6	
e. Chapel services	1	2	3	4	5	6	
f. Dormitory life	1	2	3	4	5	6	NA
g. Small groups or discipleship groups	1	2	3	4	5	6	NA
h. Campus prayer meetings	1	2	3	4	5	6	NA
i. Visiting ministers and missionaries	1	2	3	4	5	6	NA
j. Campus atmosphere (stressing spirituality and the Great Commission)	1	2	3	4	5	6	NA
k. School-related ministry practice or Christian service	1	2	3	4	5	6	NA

## 9. Think about the students and faculty around you, the general campus atmosphere.

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true
a. The students are devoted to serving the Lord	1	2	3	4	5	6
b. The faculty are devoted to serving the Lord	1	2	3	4	5	6
c. The general staff are devoted to serving the Lord	1	2	3	4	5	6
d. The students are quick to help each other	1	2	3	4	5	6
e. The faculty and staff make students feel loved and accepted	1	2	3	4	5	6
f. The students make each other feel loved and accepted	1	2	3	4	5	6
g. The students are committed to the spiritual purpose of the school	1	2	3	4	5	6
h. The faculty are devoted to serving the students	1	2	3	4	5	6
i. The campus atmosphere encourages everyone to spiritual growth	1	2	3	4	5	6

## 10. Including this semester, how many semesters have you attended this seminary?

1	2	3	4	5	6	7	8	9	10	11	12+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you transferred, how many semesters have you been in seminary all together? \_\_\_\_\_

**11. What is your current course load?** ☐ **Full-time** (10 semester hours or more) ☐ **Part-time** (fewer than 10 semester hours)

**12. Please describe your spiritual condition immediately before coming to this seminary.**

- ☐ Unsaved
- ☐ Unsaved, but seeking
- ☐ Saved

**13. Please indicate your gender.**

- ☐ Male
- ☐ Female

**14. Write in the *year* of your birth.**

1	9		
---	---	--	--

**15. In what degree program are you enrolled**

\_\_\_ **BA in Religion**

\_\_\_ **MA in Religion**

\_\_\_ **M.Div.**

\_\_\_ **D.Min.**

\_\_\_ **ESL**

\_\_\_ **Other:** \_\_\_\_\_

Thank you for completing this survey. If you have anything else you would like to say, you may write it on the back of this last page.

— *Timothy L. Cooley, Sr.* , Ph D

Contact Information for the Researcher:

*Address:* Timothy L. Cooley, Sr. PO Box 970

Penns Creek, PA 17862

*Phone:* 570-837-2579

*Office:* 570-837-1855 ext. 1127

*Email:*

[TimCooleySr@pvbi.edu](mailto:TimCooleySr@pvbi.edu)

## Parachute Assignments

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

To gain insight into where to apply their skills, students will complete the workbook assignments identifying how they like to work (e.g., transferrable skills, values, and motivations). Along with the completed exercises, students will submit a reflection paper on what they learned about themselves.

## Tools for Biblical Studies Rubric

Name: \_\_\_\_\_

Degree Program:

\_\_\_BA \_\_\_MA \_\_\_M.Div. \_\_\_D.Min.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2)	Good (3)	Excellent (4)
Use of Tools	Evidences use of insights from at least three study tools (e.g., commentaries, theological dictionaries, linguistic tools).					
Understanding	Able to understand the principles and methods studied.					
Application	Able to apply understanding to exegete the assigned text.					
Communication	Able to communicate the meaning along with illustrations and applications that fit the text well.					

Average: \_\_\_\_\_

## Gospel Presentation Rubric

Name: \_\_\_\_\_

Degree Program:

\_\_\_\_BA \_\_\_\_MA \_\_\_\_M.Div. \_\_\_\_D.Min.

Student Learning Outcomes:

1. Understand the theological components of a gospel presentation.
2. Memorize and write or recite the biblical passages pertaining to a gospel presentation along with an explanation that is adequate for a nonbeliever to gain a basic understanding of the gospel.
3. Present the gospel presentation through one-on-one conversation.
4. Provide a method of response from the gospel presentation recipient.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2 Pts)	Good (3 Pts)	Excellent (4 Pts)
Use of Tools	Evidences knowledge of Scripture pertaining to a gospel presentation					
Understanding	Able to recite (or read) biblical passages to recipient					
Understanding	Able to state (from memory) and explain the outline to a presentation of the Gospel					
Application	Able to present the gospel message to recipient (including an opportunity to respond)					

Average: \_\_\_\_\_

## Essay Rubric for Why I Want to Grow in the Lord and Principles of Spiritual Growth

Name: \_\_\_\_\_

Degree Program:

\_\_\_BA \_\_\_MA \_\_\_M.Div. \_\_\_D.Min.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2 Pts)	Good (3 Pts)	Excellent (4 Pts)
Use of Tools	Explanation includes citations from three Bible passages and two books on principles of spiritual growth					
Understanding	Lists at least three principles of spiritual growth from a Christian perspective.					
Understanding	Gives compelling reasons why a person should seek God, reasons that seem to be personally appropriate to the student					
Application	Includes specifics of how a student plans to seek a deeper spiritual life					

Average: \_\_\_\_\_



## *Guidelines for the Worldview Paper*

In a paper that is three to five pages long, explain the concept of worldview and the differences between a biblical Christian worldview and various other worldviews. Discuss why it is important for a Christian to have a biblical Christian worldview and how that worldview should impact your life. Give examples.

Support your writing by using the Bible and two to four other credible sources. Direct quotes should not exceed 25% of the total length of the paper. Use MLA format. An abstract is not required. All sources should be correctly acknowledged and cited. Before writing, review the rubric that will be used in evaluating your work.

### *Rubric for the Worldview Paper*

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

## Missions Committee Rubric

Name: \_\_\_\_\_

Degree Program:

\_\_\_BA \_\_\_MA \_\_\_M.Div. \_\_\_D.Min.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2)	Good (3)	Excellent (4)
Committee Meeting Agenda						
Possible Committee Projects to promote mission vision in the congregation	BA – Describe two ideas MA/MDiv – Describe three ideas D.Min. – Describe four ideas					
Missions Conference Plan	Graduate students must interview (e.g., by phone) a mission agency representative					
Mission Trip Plan	Graduate students must interview (e.g., by phone) a mission agency representative					
Ideas for Missionary Care	Graduate students must interview (e.g., by phone) a mission agency representative					

Committee meetings, missions conference, mission trip, missionary care)

Average: \_\_\_\_\_

Missions Sermon Rubric

Name: \_\_\_\_\_

Degree Program:  
\_\_\_\_BA \_\_\_\_MA \_\_\_\_M.Div. \_\_\_\_D.Min.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2)	Good (3)	Excellent (4)
	Chooses an appropriate passage					
	Accurately interprets the passage					
	Gives compelling illustrations					
	Gives applications for how congregation members who are not to be missionaries can and should help the missions cause					

Average: \_\_\_\_\_

## IV. FINANCIAL ASSESSMENT

### Audit Analysis Report

Completed this Year? ☐ Yes ☐ No

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

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

### Donor Analysis

What percent of our income comes from each of the following categories:

Category	Percent	Comments
Tuition		
Fees		
Board of Directors		
Advisory Board		
Churches		
Special Events		
Top Five Donors		
Small Donors		
How many donors contributed to Cal Grad this year?		
How many donors were first-time donors?		
How many donors contributed to Cal Grad last year? (Is our donor base rising or shrinking?)		

## FACILITIES AND EQUIPMENT ASSESSMENT

### Library Report on Core Course Volumes (B.A. required courses)

Course Title or Subject	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program

Old Testament Introduction						
The Pentateuch						
The Prophets						
The Psalms and Wisdom Literatures						
Introduction to Biblical Studies						
New Testament Introduction						
Gospel of John						
Pauline Epistles						
Synoptic Gospels						
General Epistles						
Church History 1						
Church History 2						
Christian Doctrine 1: God, Man						
Christian Doctrine 2: Christ, Salvation						
Christian Doctrine 3: Holy Spirit						
Christian Doctrine 4: Church, Last Things						
Introduction to Philosophy						
Christ and Culture						
Introduction to Christian Worldview						
Introduction to Hermeneutics						
Introduction to Ministry						
Christian Worship						
Introduction to Homiletics						



Information Technology							
Public Health							

### Library Report on Core Course Volumes (M.A./M.Div. required courses)

Course Title or Subject	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Old Testament Survey							
A Survey of Pentateuch							
Prophetic Literature							
A Survey of Writings							
Old Testament Theology 1 & 2							
Old Testament Exegesis 1 & 2							
New Testament Theology							
Gospels							
Acts							
Hermeneutics							
Johannine Literature							
Pauline Epistles							
General Epistles							
Revelations							
New Testament Exegesis 1 & 2							
Greek							
Hebrew							
History of Christianity							



Contemporary Theology							
Systematic Theology							
Theology of Ministry							
Christian Ethics							
Christian Counseling							
Church Music							
Foundations of Christian Education							
Self-Care in Ministry							
Christian Apologetics							
Spiritual Development							
Christian Worldview							
Leadership							
Discipleship							
Evangelism							
Missions							
Homiletics							

## Library Report on Core Course Volumes (D.Min. required courses)

Course Title or Subject	Number of Titles that support this course	# English Titles?	# Korean Titles?	Are more books needed to support this course?	Are most of these books in good condition?	Are most of these books up to date?	Number of Students in this Program
Critical Issues in Old Testament							
Prophets Seminar							
Bible Survey-the Writings							



Pastoral Counselling Seminar							
Christian Education Seminar							
Educational Psychology Seminar							
Dissertation Writing Seminar							
Research Methods							

## Facilities & Equipment (Technical & Non-Technical) Report

Date: \_\_\_\_\_

Present:

### Summary

#### School Office Suite

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

#### Classroom 218

Facility Repair Issue

Facility Maintenance

Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

### **Classroom 221**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical

Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**Classroom 222**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**President's Office**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**Faculty Office Suite**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

## **Chapel**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment



New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**Student Lounge**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**Bathrooms**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

### **Library**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

### **Storage Rooms**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

**File Room**

Facility Repair Issue

Facility Maintenance  
Issue

Non-Technical  
Equipment

New Need

Non-Technical  
Equipment

Repair Issue

Non-Technical  
Equipment

Maintenance Issue

Technical Equipment

New Need

Technical Equipment

Repair Issue

Technical Equipment

Maintenance Issue

## VI. OTHER

## SWOT Analysis

Strengths:

Weaknesses:

Opportunities:

Threats:



\_\_\_\_ Administrator or Staff Member