

**Institutional Effectiveness  
Assessment Plan**

**School Years**

**2018-19 ~ 2019-20**

(Updated 05-21-2020)

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## Accreditation

HIS University is licensed to operate with the Bureau for Private Postsecondary Education of the State of California.

HIS University is a candidate of Transnational Association of Christian Colleges and Schools (TRACS) located at 15935 Forest Rd., Forest, VA 24551.

## Mission

HIS University: Educating and Training HIS Family Ministry Specialists.

## Vision Statement

Our aim is to endow each student with a vision of world mission based upon a fundamental knowledge of biblical principles in family ministry. We create a learning environment that cultivates devoted leaders who will develop healthy families and improve the quality of people's lives. With skills for developing positive human relationships and cross-cultural education experience, students will be equipped to counsel individuals and families facing problems or in a crisis.

## Purpose and Learning Outcomes

Reflected below are characteristics descriptive of HIS University graduates:

HIS University learning outcomes below are characteristically descriptive of our graduates. They are:

1. trained ***Family Ministers and Missionaries*** capable of communicating that all people are created in God's image and skillful in explaining that His desire is for everyone to belong to His family. Graduates acquire a Christian worldview and articulate how faith in God empowers their ability in the ministry of restoring marriage and family relationships;
2. professional ***Family Counselors*** who can skillfully counsel individuals and families and who are able to adapt their training in order to teach others in local and international churches, schools, and Christian or secular organizations;
3. capable ***Family Educators*** with a strong biblical background who can teach others in various stages of life.

## Core Values

### 1. HIS University's Faith and Practice Statement

We believe in God the Father who sent His Son, Jesus the Christ, to die for our sins so that we might have eternal life in Him. Jesus rose from the dead that we, who believe in Him, may also rise. We believe that Jesus will return. We believe that the Holy Spirit has been sent to the believer as a guarantor and teacher in the believer's new and eternal life.

### 2. HIS University's Community Agreement

Biblically speaking, the following behavioral expectations apply to all members of the HIS University community:

1. Those acts, which are expressly forbidden in Scripture, including: premarital/extramarital sex, homosexuality, drunkenness, theft, profanity, occult practices and dishonesty will not be practiced by members of this community.
2. Other areas the community is expected to avoid are known as "sins of the spirit" and "sins of the tongue." These include such sins as covetousness, jealousy, pride, lust, envy, immodesty, impatience, backbiting, enmity, strife, outbursts of anger, factions, bitterness, an unforgiving spirit, slander, discrimination and prejudice (Jeremiah 9:3-9, Mark 7:20-23, Galatians 5:12-21). Although these issues are more difficult to discern, they can be destructive to the healthy functioning of the community.
3. Recognizing the Christian obligation to submit to the governing authorities (Romans 13:1, 1 Peter 2:13), individuals related to HIS University are expected to uphold the laws of the local community, the state and the nation.

*In addition to those behaviors and attitudes which the Scriptures specifically praise or condemn, the HIS Board has adopted the following statement of community agreements which are a requirement for membership in the HIS community.*

*HIS University is a community of Christians committed to the principles of Christian living found in the Bible and holds that these biblical standards are vital to our individual and corporate relationships. Maintaining these standards contributes to the kind of atmosphere in which quality Christian and secular communities. In this light, and given the clear biblical imperative for spiritual self-discipline, the University has established these "standards of conduct" to be observed and upheld, by all members of the HIS community.*

*Consistent with the example and command of Jesus Christ, we believe that life within a Christian community must be lived to the glory of God, with love for God and for our neighbors. Being indwelt by the Holy Spirit, we strive to walk by the Spirit, 'crucifying the flesh with its passions and desires' (Galatians 5:24). To this end, members of the HIS community are not to engage in activities which Scripture forbids. Such activities include, but are not limited to, dishonesty, thievery, fornication,*

*adultery, homosexual practice, drunkenness and unscriptural divorce. Scripture also condemns other “deeds of the flesh” such as covetousness, jealousy, pride and lust – sins which the maturing Christian should put off, and replace with the “fruit of the Spirit”: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control (e.g., Luke 10:27; Galatians 2:20, 5:14-24; Ephesians 2:3; 1 Corinthians 6:9-10).*

*As a Christian educational institution, HIS also recognized the responsibility of its board of Directors, faculty and staff to provide examples of maturing Christian character conduct to its students and the community at large. To this end, participation in certain practices has been traditionally held by the University to be inappropriate for members of the HIS community. Such practices relate to areas of personal discipline and are in keeping with the biblical admonition that Christians glorify God in their physical bodies as “the temple of the Holy Spirit” (1 Corinthians 6:19-20), and that their freedom in Christ must not cause a brother or sister in Christ to stumble (1 Corinthians 8:7-13; 10:23-33). Members of the HIS community are expected to refrain from the use of alcoholic beverages and tobacco in any form, and from gambling. Also, HIS does not allow social dancing and university-related or sponsored activities (that is, at any activities that involved any identifiable university group, is publicized on campus and/or has the appearance of being university-related, whether held on or off campus).*

*HIS University does not presume to be a censoring agency for all activities; it does, however, expect tangible evidence of maturing Christian convictions and discerning judgment.*

*In addition, members of the HIS community will observe Sunday as the Lord’s Day and give primary attention to worship, rest, Christian fellowship and recreation and service.*

These standards apply to the student while enrolled in any of the programs of the University. In addition, these standards apply to the board members during their term of service on the HIS University Board, and to faculty and staff during their term of employment with HIS University. This institution therefore reserves the right to discipline or dismiss any student or employee who, in its judgment, does not conform to these conduct standards or to other expressed principles, policies, programs and expectations of the university governing employee conduct.

## **Philosophy of Education**

1. The philosophy of education for HIS University is published in the catalog and on the website. Our aim is to endow each student with a vision of world mission based upon a fundamental knowledge of biblical principles. We are determined to cultivate devoted leaders who will build healthy families and enhance the quality of other people’s lives. With skills for developing positive human relations and cross-cultural education experience, students will be ready to efficiently deal with individual problems and family crisis.

- a. The community of HIS University has a tradition of high standards and high expectations in education, as well as a dedication to Christian service.
- b. The primary purpose of HIS University is to provide quality education to all students. We strive to continue and to improve the established pattern of excellence in student achievement. We believe that all students possess a heart to serve and the ability to learn about diverse issues addressed by our programs. We further affirm that each person has inherent dignity and worth because they are created in the image of God.
- c. We emphasize the development of every student's intellectual capacity and their desire to commitment to public service in an atmosphere of self-disciplined behavior, with due regard for the physical, moral and social aspects of individual development.
- d. The educational programs at HIS University are designed to assist each individual to understand and develop his or her abilities, aptitudes, and interests and to relate them to realistic life goals with an emphasis in counseling, education, and family ministry.
- e. We expect the administration, faculty and support staff of HIS University to share in the responsibility of preparing each individual for a lifetime of mature self-guidance, personal growth and participation in the ministry to the local church, community and the world at large.

## 2. Philosophy of Education – Curriculum Connection

HIS University believes that a Christian emphasis in education is an essential component of the learning experience. Solid biblical understanding as well as specific educational competencies are designed to develop student learning outcomes in the following areas:

- a. Reading, writing, speaking, and listening
- b. Understanding and practical application practices for counseling
- c. A historical, cultural, social, and global perspective of crisis counseling and education
- d. Critical thinking skills pertaining to the social sciences, social interaction, and counseling therapies
- e. Research skills

## 3. Understanding HIS Philosophy of Education

The Board members, faculty, staff and students have a full understanding of HIS University's philosophy of education. The students are given ample opportunity to practice their faith and are required to do so in the classroom and out. We also encourage our students to share their faith with others. These practices are done in connection with the course materials that are used to train future counselors and therapists.

## 4. Assessment of HIS University's Philosophy of Education

We believe the professional positions, ministries and life choices graduates make are

reflective of the HIS Philosophy of Education most specifically when the students are serving in the area for which the individual programs were intended to train them.

Therefore HIS University has followed up and collected data regarding the professional and non-professional positions of all of HIS graduates since the first HIS University graduating class. This data is available in detail at HIS University and is reported to the state of California annually.

Additionally, the course syllabi reflect the curriculum connection with the Philosophy of Education stated here in a measured way during the process of the course requirements and activities.

## **Ethical Values and Standards**

### HIS University's Statement of Ethical Values and Standards

Faculty, staff, students of HIS University are expected to embody biblical, Christian principles in their lives and actions, and so exercise discernment in all areas of life and conduct.

#### ***Ephesians 2:10***

*For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.*

HIS University's endeavors to achieve excellence and dedication to ethics in teaching, ministry, and service. This statement provides guidelines for strengthening the integrity of HIS University.

The purpose of this statement is to provide general guidelines for strengthening the integrity of the university. These Christian principles have been implemented to enable the university to accomplish its mission and serves the public interest in an ethical way.

His University's statement identifies the basic process for integrating Christian principles into the institution's culture. HIS University expects the administration, the faculty, the staff and the students to exemplify these principles in their words, actions and professional practices.

To guide the conduct of the university community, HIS University endorses the following principles:

#### **Honesty**

Members of the university community will be guided in all their activities by a high regard for truth and Christian values.



**Respect**

Members of the university community will show concern for the individuality of others their ideas and contributions to the spiritual environment and academic program.

**Justice**

Members of the university community will treat others fairly and in accordance with Biblical commands to love one another and to serve others.

**Accountability**

Members of the university community will be responsible stewards of the public trust.

HIS University is committed ongoing formal values and ethics education in the classroom and among the HIS community. This includes a systematic review and refining of ethics policies and procedures as needed. The Administrative Committee (ADCOM) and, ultimately, the Board of Directors approve any changes.

The Board of Directors and the ADCOM have integrated these principles into the institution's culture to encourage ethical conduct.

**1. Ethics Publications**

The ethics statement for HIS University is published in the catalog and on the website.

**2. Understanding the HIS Ethics Statement**

In signing documents of service and commitment, the members of the Board of Directors, administration, faculty, staff and students acknowledge their understanding and commitment to the ethics policy of HIS University.

**3. HIS University – Values and Standards**

The values and standards are in total agreement with HIS University's mission, goals, objectives and philosophy of education. The following are the values and standards that HIS University endorses.

HIS University is an independent, non-denominational institution and shares the doctrines and values of evangelical churches. HIS University has identified these specific core values that define our institution:

- a. We value evangelism and discipleship of all people, and focus especially on those persons and families who are experiencing crisis situations in their lives.
- b. We value excellence in academics and professional preparation within the context of a personal relationship with Jesus Christ.

- c. We pursue the expression of these values throughout the world – especially working with individuals, families and organizations in the areas of family ministry family education, counseling and family and marriage therapy.
  - d. HIS University strives for excellence in the areas of academics, Christian service and professional practices.
  - e. HIS University endeavors to foster self-discipline in the learner while teaching them to accept the discipline of the Church, which is the body of Christ.
  - f. HIS University aims to develop the individuality of the learner and stresses the function of the learner as a member of the Body of Christ and the community.
  - g. HIS University aims to train the learner in the moral and ethical standards of the Bible as interpreted in the teachings of the Old and New Testaments and develop the learner’s creative and critical abilities.
  - h. HIS University aims to produce professional counselors and educators who will go forth and serve those individuals and groups who are experiencing crisis through professional counseling and therapy techniques and practices.
  - i. HIS University aims to encourage co-operation rather than competition and to foster the development of the gifts, skills, and abilities of the learner for the service of Jesus Christ in the Body of Christ and the community.
4. Assessment of Ethics, Values and Standards of HIS University

One way that HIS University assesses the values and standards of its academic programs is through tracking the number of graduates who pass the state licensure exam as well as other program graduates who are serving as professionals in some of degree related ministry or profession whether voluntarily or salaried.

HIS University further assesses these values and standards by observing the dedication of individuals in the HIS community and their commitment and actions in service to others during their studies.

HIS University professors complete an annual Student Ethics Assessment on each enrolled student which is filed in the student’s records. If any items were not checked as exemplary, the student assessment is presented to the Administrative Committee for review and action if deemed necessary. Before a student is approved for graduation, the ADCOM does an ethics assessment, on a provided that is included in the graduating student’s file.

# Doctrinal Statement

## HIS University's Doctrinal Statement

Inasmuch as the University is interdenominational and yet theologically conservative, a doctrinal statement is given below:

The Bible, consisting of all the books of the Old and New Testaments, is the Word of God, a supernaturally given revelation from God Himself, concerning Himself, His being, nature, character, will and purposes; and concerning man, his nature, need and duty and destiny. The Scriptures of the Old and New Testaments are without error or misstatement in their moral and spiritual teaching and record of historical facts. They are without error or defect of any kind.

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The Scriptures of the Old and New Testaments are without error or misstatement in their moral and spiritual teaching and record of historical facts. They are without error or defect of any kind.

There is one God, eternally existing and manifesting Himself to us in three Persons – Father, Son and Holy Spirit.

Our Lord Jesus was supernaturally conceived by the power of the Holy Spirit and born of a virgin – Mary, a lineal descendant of David. He lived and taught and did mighty works and wonders and signs exactly as is recorded in the four Gospels. He was put to death by crucifixion under Pontius Pilate. God raised from the dead the body that had been nailed to the cross. The Lord Jesus after His crucifixion showed Himself to be alive to His disciples, appearing to them by the space of 40 days after his resurrection. After this, the Lord Jesus ascended into heaven, and the Father caused Him to sit at His right hand in the heavenly places, far above all rule and authority and power and dominion, and every name that is named, not only in this world, but also in the world, which is to come, and put all things in subjection under His feet, and gave Him to be Head over all things to the Church.

The Lord Jesus, before His incarnation, existed in the form of God and His own choice laid aside His divine glory and took upon himself the form of a servant and was made in the likeness of men. In His pre-existent state, He was with God and was God. He is a divine person possessed of all the attributes of Deity, and should be worshiped as God by angels and man. “In Him dwells all the fullness of the God head bodily.” All the words that He spoke during His earthly life were the words of God. There is absolutely no error of any kind in them, and by the words of Jesus Christ the words of all other teachers must be tested.

The Lord Jesus became in every respect a real man, possessed of all the essential characteristics of human nature.

By His death on the cross, the Lord Jesus made a perfect atonement for sin, by which the wrath of God against sinners is appeased and a ground furnished upon which God can deal in mercy with sinners. He redeemed us from the curse of the law by becoming a curse in our place. He who Himself was absolutely without sin was made to be sin on our behalf that we might become the righteousness of God in Him. The Lord Jesus is coming again to his earth,

personally, bodily, and visibly. The return of our Lord is the blessed hope of the believer, and in it God's purposes of grace toward mankind will find their consummation.

The Holy Spirit is a person, and is possessed of all the distinctively divine attributes. He is God.

Man was created in the image of God, after His likeness, but the whole human race fell in the fall of the first Adam. All men, until they accept the Lord Jesus as their personal Savior, are lost, darkened in their understanding, alienated from the life of God through the ignorance that is in them, hardened in heart, morally and spiritually dead through their trespasses and sins. They cannot see, nor enter the Kingdom of God until they are born again of the Holy Spirit.

Men are justified on the simple and single ground of the shed blood of Christ and upon the simple and single condition of faith in Him who shed the blood, and are born again by the quickening, renewing, cleansing work of the Holy Spirit, through the instrumentality of the Word of God.

All those who receive Jesus Christ as their Savior and their Lord, and who confess Him as such before their fellow men, become children of God and receive eternal life. They become heirs of God and joint-heirs with Jesus Christ. At death their spirits depart to be with Christ in conscious blessedness, and the Second coming of Christ their bodies shall be raised and transformed into the likeness of the body of His glory.

All those who persistently reject Jesus Christ in the present life shall be raised from the dead and throughout eternity exist in the state of conscious, unutterable, endless torment and anguish.

The Church consists of all those who, in this present dispensation, truly believe in Jesus Christ. It is the body and bride of Christ, which Christ loves and for which He has given Himself.

There is a personal devil, a being of great cunning and power: "The prince of the power of the air," "The prince of this world," "The god of this age." He can exert vast power only so far as God suffers him to do so. He shall ultimately be cast into the lake of fire and brimstone and shall be tormented day and night forever.

*Note: This doctrinal statement, presented here as originally written, has been and continues to be the stated theological position of HIS University. Where "man" is used, referring to the human race, it includes both genders. In addition, the following explanatory notes indicate the organization's understanding and teaching position on certain points, which could be subject to various interpretations:*

- ❑ The Scriptures are to be interpreted according to the conviction that the return of the Lord for His Church will be premillennial, before the Tribulation.
- ❑ The existence of the Creation is not explainable apart from the roles of God as the sovereign Creator and Sustainer of the entire natural realm. Concepts such as theistic or threshold evolution do not adequately explain creation.
- ❑ Though there may be many fillings of the Holy Spirit, there is only one baptism, which occurs at the time of regeneration. The gifts of the Spirit are given to believers according to the will of God for the purpose of building up the Church. During the foundational era of the Church (i.e., the time of Christ and the Apostles) God gave special manifestations of the overtly supernatural and miraculous gifts (e.g., tongues, healings, miracles) as "signs" that witness to the validity of those bearing new canonical revelation (c.f. 2 Cor. 12:12; Heb. 2:3-4).

Beyond the foundational era, God in His sovereignty may grant any spiritual gift and work miraculously for the benefit of His Church at any time.

- The Bible is clear in its teaching on the sanctity of human life. Life begins at conception. We abhor the destruction of innocent life through abortion-on-demand.
- Confession before men is viewed as tangible fruit of salvation and not as a qualifying condition for salvation.

## **Introduction**

The Institutional Effectiveness (IE) Assessment Plan of HIS University is designed to guide the assessment process and to contribute to our understanding of how well we are accomplishing the academic, administrative, and strategic goals of the school. The underlying belief about assessment at HIS University is that only through school and departmental involvement and their resulting commitment to a continuing assessment process can the educational goals and mission of the institution be accomplished.

Assessment provides evidence of how well HIS University is fulfilling its mission, and helps identify areas for improvement. Three major assessment criteria will be addressed by our annual assessment reports: (a) program improvement; (b) accountability; and (c) the satisfaction of students.

A comprehensive institutional assessment program supports continuous improvement of programs and services of HIS University, containing studies related to program reviews and direct assessments of outcomes from major areas of institutional interest. These activities may include surveys from students, faculty, staff, alumni, employers, and board members.

## **Planning and Assessment**

Institutional Effectiveness (IE) at HIS University has four key elements:

- Functional Areas: Planning and Assessment
- Analysis and Recommendations
- ADCOM Oversight, Review and Action
- Board of Directors Review and Action

Faculty and staff assessments by functional areas and departments are conducted from May to December each school year. This includes reviews of data, analysis, recommendations and estimates of potential budget needs. Data collection tools are as follows:

- SWOT – Analysis (strengths, weaknesses, opportunities, and threats)
- Surveys (internal) – departmental (students, staff, faculty, administrators)
- Surveys (external) – alumni
- TRACS Annual Reports
- Internal reviews – departmental reports/minutes

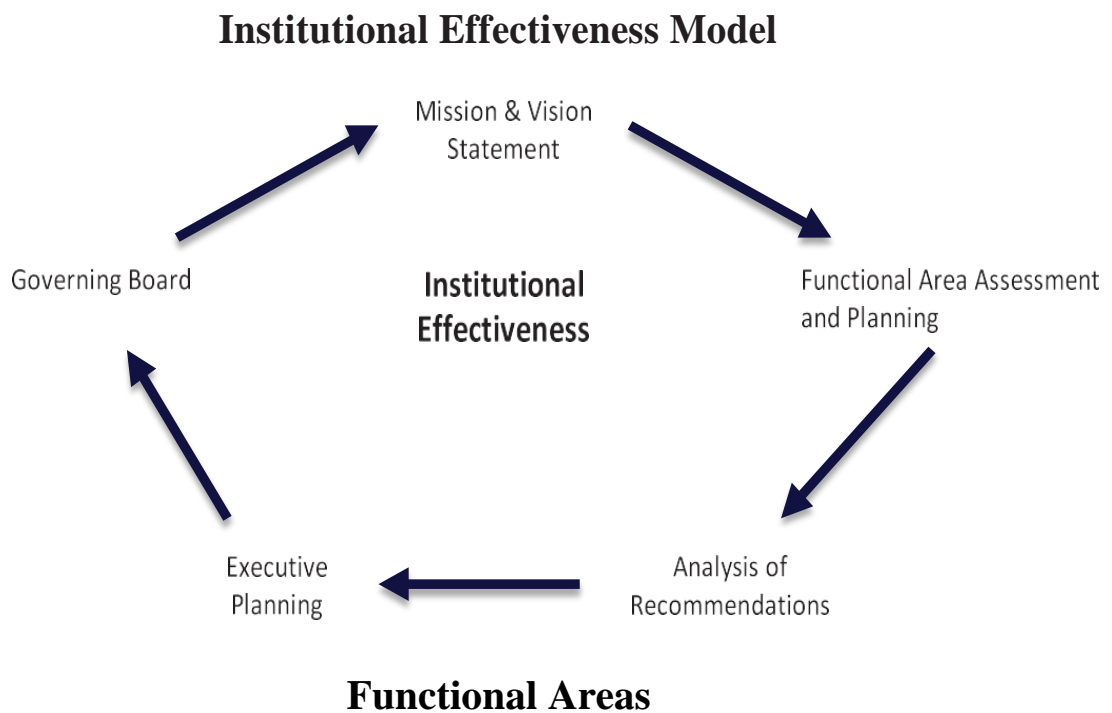
Upon implementation of the collection of data and analysis, the ADCOM and Executive Leadership Team (ELT) review summaries including goal and budget recommendations. They engage in strategic planning conducted from August through December of each academic year related to HIS University’s mission and vision.

HIS University’s Institutional Effectiveness process integrates the institutional mission with planning and assessment. A primary purpose of the IE process is to assure that plans are developed based on institutional goals consistent with the institutions mission, as well as an annual systematic process of planning and evaluation that guides decision-making.

An additional goal of the IE process is to assure that the planning and budget development process incorporates evidence cited in the annual assessment reports.

The diagram below illustrates the main goal of the Institutional Effectiveness Model (IEM):

*Institutional Effectiveness is guided by a focus on our mission, the development, and refinement of goals and outcomes, an ongoing cycle of planning and assessment, planning and budgeting, and use of results for continuous improvement.*



**Foundational Standards**

**Mission, Vision and Goals and Outcomes Statements:**

The Executive Leadership Team (ELT) comprised of the President, Chief Academic Officer, Chief Operations Officer, Registrar, and Department Directors reviews the Mission, Vision, Goals, Objectives and Outcomes Statements every three years to determine if they are current and comprehensive and serve as the guide for all institutional operations and functions. Periodic

reviews also determine if the statements are descriptive and understandable to all constituents. Affirmation of current content or suggested revisions are determined and reflected in ADCOM Minutes pertaining to each functional area. Any recommendations for revision are presented to the Board of Directors for review and approval during the following biannual Board meeting.

### **Institutional Objectives:**

The Executive Leadership Team reviews the Institutional Objectives every three years to determine if they are consistent with the Doctrinal Statement and Educational Philosophy. Any recommendations for revision are presented to the Board of Directors for review and approval during the following biannual Board meeting.

### **Institutional Philosophy of Education:**

The Executive Leadership Team reviews the Philosophy of Education every three years to determine if HIS University is functioning educationally according to its biblical foundations and worldview. HIS University faculty conduct program and curriculum reviews (in designated cycles) to assure that the philosophy of education is reflected throughout the academic program. Any recommendations for revision are presented to the Board of Directors for review and approval during the following biannual Board meeting.

### **Ethical Values and Standards:**

The Executive Leadership Team reviews the identified Ethical Values and Standards every three years to determine whether HIS University is functioning accurately and honestly according to its established policies with integrity toward students, constituents, the public, and to external regulatory agencies. Any recommendations for revision are presented to the Board of Directors for review and approval during the next biannual Board meeting.

### **Biblical Foundations: Doctrinal Statement**

The biblical foundations statement at HIS University is called the Doctrinal Statement comprised of theological statements related to the Bible, God, Jesus Christ, the Holy Spirit, Creation, Salvation, the Christian Walk, the Church, the Future, and Satan.

### Departmental and Executive Leadership Review:

The Executive Leadership Team reviews the Doctrinal Statement every three years to determine if it affirms the counseling traditions in Christian higher education and to assure conformity to historic creeds and statements of Christianity. It is reviewed to affirm it is written so that it is understandable to students, faculty, administrators, board members, and other external constituencies. Affirmation of current content or suggested revisions are determined and reflected in ADCOM Minutes. Any recommendations for revision by Department Directors are presented to the Administrative Committee (ADCOM) for consideration before presentation to the Board of Directors for consideration during its next biannual meeting.

## **Governing Board of Directors**

### Self-Evaluation of Board Members:

Every two years, during that year's biannual meeting before elections of new Board members, the Board of Directors conducts a self-evaluation. The self-evaluation concentrates on the effectiveness of its own function the previous term and reviews its responsibilities and functions using a Self-Evaluation form provided by the university.

### Use of Results:

The Chair of the Board of Directors shall initiate the confidential Board self-evaluation to be distributed to all Directors. Completed evaluations are submitted to the Board Chair for review and analysis who then prepares a summary report for Board discussion.

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

## **Administration, Faculty and Staff**

### Evaluation of the President/CEO by the Board of Directors:

The Board of Directors conducts a performance evaluation of the President using an approved instrument, "Performance Appraisal of the President," during a biannual meeting. The Chair of the Board gathers the results and summarizes it into a report for the Board to discuss.

The Chair of the Board of Directors shall initiate a confidential meeting with the President to discuss the appraisal and establish Board required functions for the next two academic years. Confidential evaluations of the HIS University President/CEO are made part of the permanent Board record.

### Evaluation of CAO and COO

HIS University's acting President will conduct a biennial assessment of the Chief Operations Officer (COO) and Chief Academic Officer (CAO) as follows:

1. The President completes a questionnaire assessment tool and the CO and CAO complete self-evaluations.
2. The President reviews both assessments and the COO and CAO job descriptions.
3. The President determines if any revisions to the COO or CAO job description or significant items from the questionnaires need to be recommended to the Board of Directors. The President writes a Summary Report.



4. A meeting is set for the President and the COO and CAO to review the Summary Report in framework of their job descriptions.
  - A. If no changes are deemed necessary, the Summary Report is filed in the COO's and CAO's personnel files.
  - B. If changes or discussion with the Board is necessary, the Chairman will take these up with the Board of Directors at their next meeting unless there is an urgent matter.
  - C. If it is determined there is an urgent matter to bring to the Board, the Chairman will call a special meeting of the Board.

#### Evaluation of Department Directors

HIS University's Chief Academic Officer (CAO) or designated administrator will conduct an assessment of the Department Directors (Education, Undergraduate, Counseling, Foreign Students) every two years as follows:

1. The CAO or designated administrator completes a questionnaire assessment tool each of the Department Directors complete self-evaluations.
2. The CAO or designated administrator reviews both assessments and the Department Director's job descriptions.
3. The CAO or designated administrator determines if any revisions to the Department Directors job descriptions or significant items from the questionnaires need to be recommended to the Board of Directors. The CAO or designated administrator writes a Summary Report.
4. A meeting is set for the CAO or designated administrator and each Department Director to review the Summary Report in framework of their job descriptions.
  - A. If no changes are deemed necessary, the Summary Report is filed in the Department Director's personnel file.
  - B. If changes or discussion with the Board is necessary, the Chairman will take these up with the Board of Directors at their next meeting unless there is an urgent matter.
  - C. If it is determined there is an urgent matter to bring to the Board, the Chairman will call a special meeting of the Board.

### Evaluation of Faculty

The Faculty Manual describes faculty responsibilities and contains the professional qualifications, selection and retention criteria for all faculty. These clearly specify overall, special and instructional responsibilities.

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

A Faculty Self - Evaluation addresses a wide range of criteria such as communication, workload and development, use of learning resources, instructional equipment, and facilities.

### Evaluation of Registrar/Administrative Assistant

HIS University's Chief Academic Officer (CAO) will assess the Registrar/Administrative Assistant every two years as follows:

1. The CAO completes a questionnaire assessment tool and the Registrar/Administrative Assistant completes a self-evaluation.
2. The CAO reviews both assessments and the Registrar/Administrative Assistant's job description.
3. The CAO determines if any revisions to the Registrar/Administrative Assistant job description or significant items from the questionnaire need to be recommended to the Board of Directors. The CAO writes a Summary Report.
4. A meeting is set for the CAO and the Registrar/Administrative Assistant to review the Summary Report in framework of their job description.
  - A. If no changes are deemed necessary, the Summary Report is filed in the Registrar/Administrative Assistant's personnel file.
  - B. If changes or discussion with the Board is necessary, the Chairman will take these up with the Board of Directors at their next meeting unless there is an urgent matter.
  - C. If it is determined there is an urgent matter to bring to the Board, the Chairman will call a special meeting of the Board.

### Evaluation of Staff:

The ADCOM conducts a performance appraisal of institutional staff every two years using an approved evaluation instrument. The ADCOM shall initiate confidential meetings with each

staff member in the assigned area of responsibility to discuss the appraisal and establish institutionally required functions for the next two academic years. Confidential evaluations are made part of permanent personnel records.

#### Self-Evaluations Administrative Committee (ADCOM) and Executive Leadership Team (ELT):

The Chief Academic Officer (CAO) coordinates a performance appraisal of the ADCOM every two years and the ELT during alternating years using a SWOT analysis tool in November - January. The CAO shall then meet with the ADCOM and/or ELT to discuss the appraisal and establish institutionally required functions for the next two academic years. ADCOM self-evaluations are made part of the ADCOM meeting minutes. ELT self-evaluations are made part of the ELT and Faculty meeting minutes.

#### **Evaluation of Publications, Policies, Procedures, and Website:**

The ADCOM conducts an annual evaluation of all publications, policies, procedures, and website from July - January. All publications and policies are reviewed in accordance with TRACS standards and as indicated by current BPPE, Federal and HIS University requirements and practices. All newly adopted policies are included in the review. The HIS University **Change Alert form** is used as a tool to ensure any necessary changes are made and published in all appropriate publications. The ADCOM gathers the proposed changes and meets to discuss the findings and establish institutionally required revisions pending approval by the Board of Directors.

#### **Finances**

##### External Audit:

A certified external audit of financial statements is conducted each year with auditors providing External Audit Reports with required management letters. The Financial Consultant/Accountant works with the ADCOM to coordinate the collected data from annual audits over five-year periods providing information from which institutional operations develop strategic plans. Information is reported to the Board of Directors for planning purposes.

##### Cash Flow Analysis, Deficit Data, Debt Retirement:

HIS University employs a model of accounting which is consistent with the policies and procedures that are reflected on the annual audited financial statements. The financial management process each year is designed to place the institution in a positive financial position. Data is collected and reported monthly related to cash flow, deficit operations, and retirement of debt. The ADCOM receives monthly reports from our Financial Consultant/Accountant, which are reviewed each month. He also prepares Quarter-end Financial Reports which include a 5 year Budget update. These are distributed to the Board of Directors who review and act as they deem necessary.

### Donor Income:

The Financial Consultant/Accountant formulates accurate and timely reports related to individual and corporate donations. Reports are compiled and analyzed for trends leading to potential revisions of fundraising activities and operations by the ADCOM and the Board of Directors. All funds received are accurately and properly accounted for in institutional income categories and are audited according to established accounting procedures.

### Financial Stability Analysis:

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

### Institutional Default Analysis

HIS University does not offer Title IV financial aid. Therefore, an Institutional Default Analysis is not required as no Title IV loans are made.

## **Academic Programs**

### Introduction

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

### Program and Curriculum Reviews

Each academic program and each course syllabus draws together the relationship of learning to the purpose and objectives of HIS University. The university requires that each course's learning outcomes (CLOs) be clearly mapped to the program learning outcomes (PLOs).

Program and Curriculum Reviews are conducted in four-year cycles assessing two programs per year, beginning in 2019-2020, to ensure that all programs and related curricula fulfill the mission and objectives of the university when any changes are made to these areas. Each program has developed and written clear learning outcomes providing the foundation for specific learning outcomes contained in each syllabus.

The Chief Academic Officer and the faculty are responsible for conducting reviews. The template used to conduct the Program and Curriculum Review process is listed in the Appendices.

*(This process is much broader than the curricular review process in that a Program Review looks not only at the curriculum but also evaluates enrollment and graduation trends, faculty quality and sufficiency, library services, appropriate student support services, facilities, classrooms, and support staff, as they relate to that program. The formal assessment of the academic program occurs in a four-year cycle.*

*An academic program is typically benchmarked nationally against comparable Christian, evangelical programs that are offering the same or similar degree program of the review with 2-4 institutions benchmarked. The purpose of such evaluation is to ensure that the program is well structured and providing a depth required for quality and excellence in higher education. As the data collected is analyzed and trends and anomalies are uncovered, adjustments may be recommended in regards to curriculum structure and delivery. HIS University is enrolled in the CEATH DataWarehouse sponsored by CapinCrouse)*

#### Executive Leadership Team (ELT) and Faculty Driven Curriculum Reviews

The ELT and faculty minutes indicate involvement of the full-time faculty in the development, approval, and modification of the curriculum. The ELT and faculty consider all recommendations and review the impact of such upon present curriculum requirements using the SWOT analysis method. Once the ELT and faculty approve curricular modifications, the Chief Academic Officer presents such information to the Administrative Committee (ADCOM) for discussion and approval. When minor changes are recommended such as course number adjustments, minor wording changes in course descriptions, or adjustments to course syllabi, they do not require action beyond the office of the CAO who is responsible for implementation of program and curriculum modifications.

#### Assessment of Program Learning Outcomes

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

Another direct measure of student learning is the comprehensive exam for all graduate level programs. His University has an institution-wide method in place to measure knowledge improvement in counseling through these exams.

Students also complete other summative work as they near the end of their programs. These include internships, practicums, and doctoral dissertations, depending on a student's program.

#### Academic Assessment Calendar and Cycle

The HIS University Institutional Effectiveness (IE) Assessment Instruments Overview and Schedule (Appendix A) identifies the timelines and personnel responsible for program and curriculum reviews, data collection, review, and summation.

#### Use of Assessment Results

HIS University's assessment results, provided by appropriate measures, form the basis by which new goals are developed and recommended, and the revisions of existing ones occur.

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

The Chief Academic Officer (CAO) and the faculty are responsible to assess all academic learning outcomes and processes. The CAO works in collaboration with the Administrative Committee to administer measurement instruments to faculty and students. The CAO's office and faculty who consider recommendations and action items related to learning outcomes and curricular processes, review summary results of such instruments.

Recommendations based upon data may include such items as new course offerings, revised learning outcomes, new sequencing of courses, revised course numbering systems, and the addition of new faculty based upon curriculum needs.

#### Syllabi Review

Faculty submits syllabi each semester. The CAO's office reviews these syllabi on a regular basis, checking for proper formatting, learning outcomes that are to be written in a measurable way, Course Learning Outcomes (CLOs) that map to at least one Program Learning Outcome (PLO), assignments that specifically measure at least one course learning outcome, and verify that assignments are not redundant.

#### Academic Department SWOT Analysis

The Academic Department performs a periodic SWOT Analysis to aid the department in looking outside itself and the parameters of the institution to get a better overview for preparing new

departmental goals and establishing or improving its current programs and services. The SWOT looks at the four traditional aspects:

### Internal Strengths

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

### Internal Weaknesses

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

### External Opportunities

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

### External Threats

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

## **Library and Information Services**

The HIS University English and Korean library holdings are maintained in two separate areas on the school's lower level. Each is equipped with a digital catalog program utilizing the Dewey Decimal system specific to English or Korean on dedicated computers with internet access. These provide a database for our holdings as well as the ability to check out and return books through the system and statistical data for library assessment. Once the HIS University Library Project is fully implemented,

1. Statistics will be maintained on the number of books catalogued and added to the print collection each year.
2. Statistics will be collected on the number of times students report having used the HIS library and databases per semester as reported in end-of-the-course surveys.
3. Statistics will be collected on the number of times students report having used partner libraries per semester as reported in end-of-the-course surveys.

The CAO's office considers student and faculty library recommendations, submitted through end-of-course surveys, library satisfactions surveys and faculty evaluations. These will be

summarized and submitted to the Administrative Committee for discussion regarding any appropriate actions that may need to be effected. Any required actions are to be assigned to the appropriate department for implementation. All results and actions are recorded in the ADCOM minutes for follow-up.

We are increasing our library holdings by requesting that faculty submit a list of at least three books per course to be acquired for our library holdings each time they teach a course. Thus, library holdings will increase as each professor develops the courses.

## **Student Services**

The Administrative and Registrar Offices assess several areas of student services throughout the year including periodic Alumni Surveys, Entering Student Surveys (ESS) each semester, Graduate Surveys in December and May, and Student End of Course Survey (ECS) every semester.

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

All departments review any student assistance they provide annually. Some examples are:

1. Surveys (internal and external)
2. Student orientation
3. Academic advising and career counseling
4. Student course evaluations, questions regarding satisfaction, exit interviews
5. Admissions interviews
6. Practicum assistance
7. Doctoral committees
8. Visa processing

## **Physical Plant (Facilities and Equipment) Maintenance**

### Current Facilities Description

HIS University is housed in a two-story building at 1245 West 6<sup>th</sup> Street, Corona, CA 92882. The second floor provides a lecture room, offices, a counseling two-way mirrored office, a conference room and reception area. An automatic recessed screen and adjoining projector are installed in the lecture room for use as needed as well as liquid chalkboards.

The first floor also has an automatic recessed screen and adjoining projector installed in the classroom for use as needed and liquid chalkboards are also installed here. There are furnished offices provided for students for their counseling practicum sessions. Some of these rooms have counseling props which are available for student counselors use. There is a secured room for client files and a Korean and English library.



Additionally, a snack room is available for everyone's use although students bring their own lunches to school. HIS University is not approved by the Health Department to provide meals on campus. There is parking in the back of the building.

Because of its size, HIS University does not have a whole information technology department. However, an individual skilled in Information Technology (IT) is available to HIS University as needed. University employs a company to maintain the HIS University website.

#### Assessing Facility Needs Process

1. Annually, during October - December, HIS University facility and grounds are inspected to ensure maximum efficiency and maintenance. A checklist is utilized during this process inspecting doors, locks, screens, lighting and the like. Contracts are maintained with various local businesses for routine maintenance including the roof, elevator, fire extinguishers, landscaping, and the like. Results of the annual facility and grounds inspection are submitted to the ADCOM for follow-up and noted in the meeting minutes.
2. Recommendations and comments submitted by means of the end-of-the-course evaluations and faculty self-evaluations regarding facilities are collected by the CAO's office, summarized and submitted to the ADCOM for discussion and consideration of any appropriate actions that may need to be effected. Any required actions are assigned to the appropriate department and party or parties for implementation. All results and actions are recorded in the ADCOM minutes for follow-up.
3. Parking is, at times, required beyond the parking lot located behind the school. HIS University has resolved this issue by entering into an understanding with a restaurant next door which allows us to use their parking lot for the university's overflow parking.

#### Equipment as of 2019-2020

1. Records are maintained of any equipment purchases each school year.
2. Records are also kept reflecting repair history and servicing reports according to the type of equipment.
3. The Administration Office assesses the quality and repair of the facility and equipment at the end of each school year beginning in the 2019-2020 school year.
4. Assessment data collected from the student and teacher surveys and course evaluations regarding equipment are summarized by the CAO's office each semester and forwarded to the ADCOM committee for discussion and recommendations.
5. Each year, the CAO and CO prepare a summary analysis of their respective equipment responsibilities (Item 1 and Item 2) and any recommendations. These are then submitted to the Administrative Committee (ADCOM) for discussion and consideration of appropriate actions that may need to be effected. Any required actions are assigned to the appropriate department and party or parties for implementation. All results and actions are recorded in the ADCOM minutes for follow-up.

Annual Facility and Equipment Assessment and Maintenance Schedule	
Assessment	Schedule
End of Course Surveys	End of each Semester
Routine Facility Inspection by Staff or Designated Company	End of each Calendar Year (October to December)
Facility Equipment Inspection	End of each School Year (May - June)
Facility Budget Assessment	End of each Calendar Year (October to December)

**Health and Security**

Health and security concerns are assessed by ADCOM on an ongoing basis, noted in meeting minutes and followed up on in a timely manner. Health and security includes assessment and management of the following areas.

1. HIS University is handicap accessible with available parking and an elevator. The elevator is inspected as required by the State of California. HIS has a contract with ThyssenKrupp to do maintenance as needed and maintain updated inspections with the State. The Chief Operations Officer (COO) evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
2. The Corona Fire Department makes periodic inspections and fire extinguishers are located in all mandated places throughout the building, six total. Each is tagged, current, inspected monthly and verified by university staff. Fire extinguishers are maintained or replaced as needed by a contracted agency. If any non-compliance issues are issued during the inspection, they are sent to HIS University in a report from the Fire Department with instructions of what to do to be in compliance. Once this compliance is fulfilled and confirmed by the Fire Department, they issue a letter to that effect. The COO evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
3. Topaz Alarm Corporation is contracted to monitor the building alarm system around the clock. Security cameras are placed around the perimeter of the building with a camera surveillance monitor operating inside the Reception Office. The Corona Police Department has a contract with HIS University and comes in the event Topaz Alarm makes a request when an alarm issue occurs and cannot be solved without their intervention. The COO evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.

4. There is a display designating the number of people (students) the lecture room can hold according to California Law. This law is reviewed annually by the CAO to determine if there have been any changes.
5. Emergency exit plans and signs are clearly posted at every exit upstairs and downstairs doors.
6. The HIS University Student Manual contains instructions for earthquake, fire, and weather emergencies and is reviewed annually at Student Orientation.
7. The HIS University Registrar is also a registered nurse however, she is not on staff in a nursing role, and does not hold a California nursing license. She maintains current nursing licensure in Illinois and Missouri and is an asset to HIS University. She is available to assist with minor health issues and provide advice and support in health emergencies that may occur on campus.
8. An agency is contracted to clean inside the facility once a week during the year and more often when needed. The COO evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
9. Various gardeners and handy men are engaged, as needed, for the gardening and miscellaneous repairs of facility. These involve issues not maintained by contracts such as removal of trash and blowing away debris from the parking lot, around the external perimeter of the facility and doorways as needed. The COO evaluates the quality of service, expense and university needs to guide and influence the decision to momentarily contract someone to do these general maintenance issues.
10. HIS University maintains a contract with Waste Management Company to provide a trash dumpster and make weekly pickups. This contract is reviewed annually before extending it to a new year. The COO evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.

## **Marketing**

Marketing plans are developed by the ADCOM in conjunction with the Five-Year Strategic Plan. The HIS University marketing plan is evaluated and adjusted based on the projected budget and the effectiveness of current advertising approaches. Marketing strategies are guided by assessment data results and community feedback.

## **Strategic Plan**

HIS University has designed a five-year Strategic Plan (2018/19-2022/23). Each department executes assessment efforts aligned with the university's Strategic Plan. This includes multiple measures to assess learning outcomes, student, and faculty satisfaction, opportunities for departmental improvement, and departmental contributions toward achieving HIS University's Strategic Plan in accordance with its timeline and department goals.

## Annual Strategic Planning Process

The Administrative Committee (ADCOM), Executive Leadership Team (ELT) and HIS University faculty assess the Five-Year Strategic Plan for HIS University at the end of each calendar year.

1. The current Strategic Plan is reviewed annually
  - A. Strategic objectives are reviewed
  - B. Timelines are reviewed
  - C. Assessment data is reviewed
  - D. Progress toward objectives is evaluated
2. Conduct SWOT analysis
  - A. Review previous strategic plan SWOT analysis
  - B. Conduct ADCOM, ELT and faculty SWOT analysis in light of current assessment data collected over previous twelve months.
3. Strategic Plan Update and Report
  - A. ADCOM is presented with a summary of findings, such as goals reached, current SWOT analysis, etc., with supporting documentation.
  - B. Recommendations for revision and update of the Strategic Plan are presented
  - C. Budget projections are submitted for revised Strategic Plan implementation
  - D. Strategic Plan Update Report is approved by ADCOM, ELT and Faculty and presented to HIS University Board of Directors for approval.

## **Institutional Effectiveness Assessment Plan Review**

The IE Assessment Plan (IEAP) will be reviewed every two years by the ADCOM and ELT to measure its efficiency, data collected and analyzed, goals achieved and instruments utilized. The first review of the IE Assessment Plan process will be in 2021. The IEAP has continually been updated as new surveys and tools have been developed. The elements to be reviewed and questions addressed will include:

1. Assessment Tools and Instruments
  - A. Which tools are accurate, most effective and why? Provide supporting documentation
  - B. Which tools are least accurate, least effective and why? Provide supporting documentation
  - C. Do new assessment instruments need to be implemented, and/or ineffective ones phased out?
2. Analysis, Application and Summary Reports
  - A. Was the data collected sufficient to determine trends and patterns?
  - B. Were the summary reports and recommendations based on data analysis?
  - C. Were the findings reviewed by Administrative Committee and the Board in light of the current Strategic Plan?

3. Implementation of Recommendations
  - A. Did assessment data and analysis facilitate decisions to implement changes in university management or processes?
  - B. Were assessment findings and implemented changes tied into strategic planning and budget planning?

**APPENDIX - A**  
Assessment Instruments Overview and Schedule

AREA OF ASSESSMENT	ASSESSMENT PROCESS	ASSESSMENT SCHEDULE *
Institutional Instruments	ESS: Entering Student Survey - captures entering students information such as: academic background, present and future expectations, demographics, institutional choice	Spring Fall
	GSS: Graduating Student Survey - measures satisfaction with school experience, future career placement, demographics, suggestions for improvement at graduation	Spring Fall
	AS: Alumni Survey - Alumni outcomes related to effectiveness of education, career and job placement, demographics, institutional satisfaction every 5 years	January every five years 2019, 2024
	FS: Faculty Satisfaction Survey - measures faculty satisfaction related to personal goals, university remuneration, safety, equipment, library services	Every two years 2019, 2021, 2023
	SEA: Student Ethics Assessment - evaluation by instructor of various aspects of each student's Christian character	Spring
	ECS: Student End of Course Survey - evaluates course instructor and content	Spring, Fall
Organizational Assessment	Board of Directors Self Evaluation - measures how effectively the Board operates and functions and provides opportunity for improvement	Every two years before Elections: 2018, 2020, 2022
	Review of HIS University Mission, Vision, Purpose, Objectives, Philosophy of Education, Core Values, Faith Statements by Board and HIS Administrative Committee and Leadership Team	Every three years 2019, 2022, 2025
	Board Evaluation of the President/CEO	Every two years 2018, 2020, 2022
	Administration Committee and Leadership Self - Evaluations - SWOT Analysis - Executive Leadership Team (ELT) - Administrative Committee (ADCOM)	Every other year In the fall: 2020 2021
	Administration Self - Evaluations - Chief Academic Officer - Chief Operations and Finance Officer	Every two years 2019, 2021, 2023
	- Department Directors (Education, Undergraduate, Foreign Students, Counseling) - Registrar	Every two years 2020, 2022, 2024
	Administration Supervisor Evaluations - Chief Academic Officer - Chief Operations Officer	Every two years 2019, 2021, 2023
	- Staff	Every two years 2020, 2022, 2024
	Evaluation of Policies, Publications and Website	Fall-Winter

\* Refers to school year in all assessments unless otherwise stated (July 1 - June 30)

**APPENDIX - A**  
Assessment Instruments Overview and Schedule

AREA OF ASSESSMENT	ASSESSMENT PROCESS	ASSESSMENT SCHEDULE*
Academic Assessment	Faculty Self - Evaluations	Every two years 2019, 2021, 2023
	Faculty Supervisor Evaluations	Every two years 2019, 2021, 2023
	Student End of Course Survey (ECS)	Each semester
	Syllabi Review - CAO	Summer, Fall, Winter, Spring
	Program and Curriculum Review by Faculty, CAO, ADCOM and ELT. Two Programs per Year in Four - Year Cycle.	2019-2022
	- Ph.D. and EDD	2019
	- MFT and MCC	2020
	- MCE and BA	2021
	- AA, Diploma	2022
	Academic Department: Self - Assessment SWOT Analysis	Fall
Learning Resources	DATA SOURCE:	
	Student End of Course Surveys (ECS)	Each semester
	Faculty Satisfaction Survey/Recommendations	2019, 2021
	Library Annual Report	Spring
Facilities and Equipment	Facility Inspection by Staff	Fall
	Facility Equipment Inspection	May
	Facility Budget Assessment and Strategic Plan	Fall -Winter
Health and Security	Annual Elevator Maintenance and Inspection	Spring
	Annual Fire and Fire Extinguisher Maintenance	Fall
	TOPAZ Corporation - Facility Alarm Service	Ongoing
	Review HIS University Emergency Plan	Every two years 2018, 2020, 2022
Institutional Assessment	Strategic Plan	Annual October - January
	Institutional Effectiveness Assessment Plan	Every two years 2020, 2022
	Institutional Assessment Summary	Annual

\* Refers to school year in all assessments unless otherwise stated (July 1 - June 30)

**Appendix B - Items for Board Review 5 Year Calendar**

**2018 - 2023 \***

<b>MEETING 1: January - June</b>		
<b>BIANNUAL</b>	<b>Done</b>	<b>Due</b>
Review of HIS Publications as needed (Catalog, Student, Faculty, Policy Manuals) Review and approve any new policies	01/18/19 02/07/20	
Review of current and proposed educational programs - 2 per year	Deferred 2018	2020 PHD, EDD
Review Facilities and Equipment	02/07/20	
Review Five-Year Strategic Plan & Assessment Summary	01/18/19 02/07/20	
Review of Financial Statements: -YTD Profit & Loss reports -5-year budget, -upcoming year's budget	01/18/19 02/07/20	
SEVIS, BPPE, TRACS status	01/18/19 02/07/20	
<b>EVERY 2 YEARS 2019, 2021, 2023</b>	<b>Done</b>	<b>Due</b>
Orientation of new board members	01/18/19	2021
<b>EVERY 3 YEARS 2019, 2022, 2025</b>	<b>Done</b>	<b>Due</b>
Review HIS University Mission, Vision, Purpose, Objectives, Goals, Outcomes, Philosophy of Education, Core Values, Ethical Values and Faith Statements	01/18/2019	2022

**\*SCHOOL YEARS**

**2018 - 2019    2019 - 2020**

**2020 - 2021    2021 - 2022**

**2022 - 2023**



**Appendix B - Items for Board Review 5 Year Calendar**

**2018 - 2023 \***

<b>MEETING 2: July - December</b>		
<b>BIANNUAL</b>	<b>Done</b>	<b>Due</b>
Review HIS publications as needed (Catalog, Student, Faculty, Policy Manuals) Review and approve any new policies	10/26/18 09/28/19	
Review of Financial Records	10/26/18 09/28/19	
Review: External Financial Audit	09/28/19	2020
SEVIS, BPPE, TRACS status	10/26/18 09/28/19	
Review of current and proposed educational programs - 2 per year		2021 MFT, MCE
<b>EVERY 2 YEARS</b> <b>2018, 2020, 2022</b>	<b>Date</b>	
Board Self - Evaluation	10/26/18	10/2020
Board Assessment of President/ CEO	10/26/18	10/2020
Board of Directors: Election	10/26/18	10/2020
Review of IE ASSESSMENT PLAN	07/31/17 08/12/19	2020

**\*SCHOOL YEARS**

**2018 - 2019    2019 - 2020**  
**2020 - 2021    2021 - 2022**  
**2022 - 2023**

Appendix - C  
**Type of Assessment Instruments**

<b>Core Institutional Instruments</b>		<b>Type of Assessment</b>			
		QUANTITATIVE	QUALITATIVE	INDIRECT	DIRECT
<b>D-1</b>	Alumni Survey (AS)	✓	✓	✓	
<b>D-2</b>	Entering Student Survey (ESS)	✓	✓	✓	
<b>D-3</b>	Faculty Satisfaction Survey (FS)	✓	✓	✓	
<b>D-4</b>	Graduating Student Survey (GSS)	✓	✓	✓	
<b>D-5</b>	Student Ethics Assessment (SEA)		✓		✓
<b>Organizational Assessment Instruments</b>					
<b>D-6</b>	Evaluation by President: CAO		✓		✓
<b>D-7</b>	Evaluation by President: CO, Director of Education		✓		✓
<b>D-8</b>	Evaluation by Board of Directors: President/CEO		✓		✓
<b>D-9</b>	Self - Evaluation: Board of Directors		✓	✓	
<b>D-10</b>	Self - Evaluation: CAO		✓	✓	
<b>D-11</b>	Self - Evaluation: CO, Director of Education		✓	✓	
<b>D-12</b>	Self - Evaluation and Evaluation: Department Directors of (Undergrad Students, Foreign Students, Counseling)		✓	✓	
<b>D-13</b>	Self - Evaluation: Executive Leadership Team (ELT) SWOT Analysis		✓	✓	
<b>D-14</b>	Self - Evaluation: Administrative Committee (ADCOM) SWOT Analysis		✓	✓	
<b>D-15</b>	Summary Report - Employee Evaluation		✓		✓
<b>D-16</b>	Annual Publications Review - Manuals, Brochures, Website		✓		✓

Appendix - C  
**Type of Assessment Instruments**

<b>Academic Assessment Instruments</b>		QUANTITATIVE	QUALITATIVE	INDIRECT	DIRECT
<b>D-17</b>	Evaluation by Students: Course and Instructor	✓	✓	✓	✓
<b>D-18</b>	Evaluation by Supervisor: Faculty, Department Directors		✓		✓
<b>D-19</b>	Self - Evaluation: Academic Department (SWOT Analysis)		✓	✓	
<b>D-20</b>	Self - Evaluation: Faculty	✓	✓	✓	
<b>D-21</b>	Program and Curriculum Review	✓	✓	✓	✓
<b>D-22</b>	Syllabi Review		✓	✓	
<b>Library and Learning Resources</b>					
<b>D-23</b>	Annual Library Report - Form	✓	✓		✓
<b>D-24</b>	Facility, Library, Website (FLW) Feedback -Survey	✓	✓	✓	
<b>Facilities and Equipment Instruments</b>					
<b>D-25</b>	Facility, Equipment and Grounds Annual Checklist		✓		✓
<b>Health and Security Instruments</b>					
<b>D-26</b>	HIS University Emergency Exit Plan		✓		✓
<b>D-27</b>	Health and Security Annual Checklist		✓		✓
<b>Institutional Assessment</b>					
<b>D-28</b>	Assessment of Strategic Plan		✓		✓
<b>D-29</b>	Assessment of IEAP	✓	✓		✓
<b>Student Learning Assessments</b>					
<b>D-30</b>	Samples of instructor evaluation and assessment rubrics	✓	✓	✓	✓

## Appendix D - Assessment Instruments Index

<b>Core Institutional Instruments</b>	
<b>D-1</b>	Alumni Survey (AS)
<b>D-2</b>	Entering Student Survey (ESS)
<b>D-3</b>	Faculty Satisfaction Survey (FS)
<b>D-4a</b>	Graduating Student Survey (GSS)
<b>D-4b</b>	Graduate Student Exit Interview and Demographics
<b>D-5</b>	Student Ethics Assessment (SEA)
<b>Organizational Assessment Instruments</b>	
<b>D-6</b>	Evaluation by President: CAO
<b>D-7</b>	Evaluation by President: COO/Director of Education
<b>D-8</b>	Evaluation by Board of Directors: President/CEO
<b>D-9</b>	Self - Evaluation: Board of Directors
<b>D-10</b>	Self - Evaluation: CAO
<b>D-11</b>	Self - Evaluation: COO/Director of Education
<b>D-12</b>	Self - Evaluation and Evaluation Form: Department Directors of (Undergrad Students, Foreign Students, Counseling)
<b>D-13</b>	Self - Evaluation: Executive Leadership Team (ELT) SWOT Analysis
<b>D-14</b>	Self - Evaluation: Administrative Committee (ADCOM) SWOT Analysis
<b>D-15</b>	Summary Report - Employee Evaluation
<b>D-16a</b>	Annual Publications Review - Manuals, Brochures, Website
<b>D-16b</b>	Change Alert - Form
<b>Academic Assessment Instruments</b>	
<b>D-17</b>	Evaluation by Students: Course and Instructor
<b>D-18</b>	Evaluation by Supervisor: Faculty
<b>D-19</b>	Self - Evaluation: Academic Department (SWOT Analysis)
<b>D-20</b>	Self - Evaluation: Faculty
<b>D-21</b>	Program and Curriculum Review Process and Instruments
<b>D-22</b>	Syllabus Template
<b>Learning Resources Assessment Instruments</b>	
<b>D-23</b>	Annual Library Report - Form
<b>D-24</b>	HIS University Facility, Library, Website (FLW) Feedback -Survey
<b>Facilities and Equipment Instruments</b>	
<b>D-25</b>	Facility, Equipment and Grounds Annual Checklist
<b>Health and Security Instruments</b>	
<b>D-26</b>	HIS University Emergency Exit Plan
<b>D-27</b>	Health and Security Annual Checklist
<b>Institutional Assessment</b>	
<b>D-28</b>	Assessment of Strategic Plan
<b>D-29</b>	Assessment of IEAP
<b>Student Learning Assessments</b>	
<b>D-30</b>	Samples of Instructor's student evaluation and assessment rubrics



## HIS Alumni Survey

### HIS 동문에게 드리는 질문지

HIS 동문 선생님들께 주님의 이름으로 인사드립니다.

향후 학교의 발전을 위한 제반 행사에 대해 HIS 동문들의 의견을 수렴하고자, 아래와 같은 질문을 보내며 동문들의 협조를 구합니다. 감사합니다!

Greetings! In the name of the Lord! To accumulate HIS University alumni's opinion about school operation and future alumni events, we ask your cooperation. Thank you.

이름 (Name): \_\_\_\_\_

이메일 주소 (e-mail address): \_\_\_\_\_

졸업한 학위과정 \_\_\_\_\_ 졸업연도 \_\_\_\_\_  
 Highest Degree Year Graduated

귀하께서 이메일 주소를 알려주시면 HIS 졸업자 동문 명단에 포함 될 것입니다. 앞으로 학교에 관한 소식 및 행사 안내 등을 이메일로 받기 원하시면 귀하의 이메일을 기재해 주십시오.

By offering your e-mail address, you are agreeing to accept future newsletters, surveys, and other important notifications from HIS University.

**아래의 질문에 적으실 수 있는 내용은 가급적 자세히 적어주시면 감사하겠습니다.**

**질문 1)** 귀하는 졸업 후 현재 일에 종사하고 있으십니까? ( 네 Yes / 아니요 NO )

일을 하신다면 어떤 일인지 가급적 구체적으로 적어주세요.

**Question 1:** What kind of occupation do you have currently? \_\_\_\_\_

**질문 2)** 학교에서 배운 내용이 일상을 살아가는데 도움이 되십니까? ( 네 Yes / 아니요 NO )

**Question 2:** How are you applying your studies from HIS to your everyday life?

**질문 3)** HIS 대학 동문을 대상으로 상담학회가 결성이 된다면 가입 의사가 있으십니까?

**Question 3:** If a Counseling association consisting of HIS alumni is established, are you interested in joining?

( 네 Yes / 아니요 NO )

**질문 4)** HIS 대학교 총 동문회 모임이 진행된다면 참석할 의향이 있으십니까?

**Question 4:** Are you interested in participating in HIS Homecoming Day event?

( 네 Yes / 아니요 NO )

**질문 5)** 교수님들의 출판 및 기념회에 초대받는다면 참석하실 의사가 있으십니까?

**Question 5:** If you are invited to a gathering to commemorate the publication of HIS Faculty, would you like to participate?

( 네 Yes / 아니요 NO )

**질문 6)** 사역에 필요한 무료 재교육 세미나를 주최한다면, 어떤 Topic 의 세미나를 원하십니까?

**Question 6:** If there is a special seminar for HIS alumni (free of charge), what will be a good topic?

**질문 7)** 학교 발전에 도움이 될만한 의견이나 제언이 있으십니까?

**Question 7:** Do you have any suggestions for future of HIS University operations?

**질문 8)** 양은순 총장님의 책 “Invitation to Dance: The Story of HIS University”가 발간 예정입니다.

이 책에는 부록으로 HIS 졸업생들의 학생들의 간증이 포함되는데, 본인의 간증을 원고로 제출하실 의향이 있으십니까?

**Question 8:** Dr. Yang’s new book “Invitation to Dance: The Story of HIS University” will be published in the near future. Several testimonies of HIS alumni will be included. Would you like to offer your testimony for the book?

( 네 Yes / 아니요 NO )

**응답에 감사드립니다.**

**Thank You.**



## Entering Student Survey

### (ESS)

Hello! This survey is confidential (기밀 정보) and will take about 5 minutes for you to complete. Your answers are important to us. Thank you for your help! -

안녕하세요! 다음 설문지는 완료하는 데 약 5 분이 소요됩니다. 귀하의 의견은 향후 학교 운영에 중요 할 것입  
니다. 감사합니다.

1. What is your name? 이름      Date of birth? 생년월일 (M/D/YR)

2. Gender - 성별

- Female - 여성  
 Male - 남성

3. What degree program are you taking? - 귀하의 전공은 무엇입니까?

- Diploma                                       MA Christian Counseling (MCC)  
 AA     MA Family Therapy (MFT)  
 BA     Ed.D. Christian Education and Counseling  
 MA Christian Education (MCE)               Ph.D. Family Ministry

4. Are you enrolling - 교과목 수강의 형태는 :

- Full-Time - 풀타임(학기당 12학점이상 수강)?  
 Part-Time - 파트타임(학기당 12학점 미만 수강)?  
 Audit - 청강

5. What is your age - 나이?

- 18 to 24     55 to 64  
 25 to 34     65 to 74  
 35 to 44     75 or older  
 45 to 54

## 6. What is your citizenship? - 국적?

- U.S. citizen - 미국시민권자  Korean citizen - 한국시민권자
- Other citizenship (please specify) - 기타

## 7. Marital Status - 결혼 유무

- Married - 기혼  Divorced - 이혼
- Widowed - 사별  Single, never married - 싱글, 미혼

8. What is the highest degree you earned before coming to HIS University? - HIS 대학에서 공부하기 이전 나의 최종 학력은

- High School - 고졸  MA - 석사 중퇴 및 졸업
- AA - 전문대 중퇴 혹은 졸업  Doctoral Program - 박사중퇴 및 수료, 졸업
- BA - 4년제대학 중퇴 혹은 졸업

## 9. What is the highest degree you hope to earn at HIS University? - HIS 대학에서 취득하고싶은 최종학력은?

- Diploma (Peer Counseling)  MA in Christian Education (MCE)  Ed.D. in Christian Education and Counseling
- AA in Counseling  MA in Christian Counseling (MCC)  Ph.D. in Family Ministry
- BA in Counseling  MA in Marriage & Family Therapy (MFT)

Do you plan to obtain a professional license? (MFT)

## 10. How would you describe the Admissions Process at HIS University? - HIS 대학의 입학 절차를 평가한다면?

- Not very helpful - 별로 도움이 안된다.  Helpful - 도움이되는
- Slightly helpful - 약간 도움이 됨  Very helpful - 매우 도움이된다.
- Somewhat helpful - 다소 도움이 됨

What do you think might help the Admissions Process? 입학 절차를보다 효율적으로 만드는 방법에 대한 아이디어가 있습니까?



11. How would you describe the Student Orientation? - 학생 오리엔테이션을 어떻게 설명 하시겠습니까?

- Not very helpful - 별로 도움이 안된다.
- Slightly helpful - 약간 도움이 됨
- Somewhat helpful - 다소 도움이 됨
- Helpful - 도움이되는
- Very helpful - 매우 도움이된다.

What do you think might help improve the Student Orientation? - 신입생 오리엔테이션을 더 효율적으로 만들 수 있는 의견이 있으신지요?

12. What type of career do you hope to have after graduation? - 졸업 후 어떤 일에 종사하고싶는지 진로에 대한 계획은?

13. Mark the top 5 reasons you chose HIS University - HIS 대학을 선택한 이유 5가지를 체크해 주세요.

- Location - 위치
- Spiritual atmosphere - 영성
- Quality Faculty - 교수진
- Friend who is a student - 친구(지인)의 추천
- Specialized academic program - 특성화된 프로그램
- Classes taught in Korean - 한국어 사용
- Academic reputation - 평판
- Other (please comment) - 기타
- Curriculum - 커리큘럼
- Sense of community - 인맥 형성
- Experiential learning opportunities - 경험주의 학습법
- Experienced call from God - 하나님의 부르심
- Desire to make a difference - 변화에 대한 추구
- Want to study in the U.S. - 미국에서 공부하고 싶다.

14. How did you learn about HIS University? (check all that apply) - HIS 대학을 어떤 경위로 알게 되었나요? (알게 된 경위를 모두 체크).

- |  |   |
|--|---|
| <input type="checkbox"/> Internet search - 인터넷 검색        | <input type="checkbox"/> Newspaper/magazine ad - 신문/ 잡지       |
| <input type="checkbox"/> From a graduate - 졸업생의 추천       | <input type="checkbox"/> Pastor - 목사님의 추천                     |
| <input type="checkbox"/> From a current student - 학생의 추천 | <input type="checkbox"/> From a Faculty member - 목사님의 추천      |
| <input type="checkbox"/> Through church - 교회의 추천         | <input type="checkbox"/> Conference or church event - 특강 / 강의 |
| <input type="checkbox"/> From a friend - 친구의 추천          | <input type="checkbox"/> HIS University website - 학교 홈페이지     |
| <input type="checkbox"/> Printed materials - 서면 광고       | <input type="checkbox"/> Social media - SNS                   |
| <input type="checkbox"/> From a family member - 가족의 추천   | <input type="checkbox"/> Radio or TV program - 라디오/ TV        |
| <input type="checkbox"/> Received mailings - 우편물         |   |
| <input type="checkbox"/> Other (please comment) - 기타     |   |

15. My first contact with HIS University was - 학교와의 첫번째 접촉은 어떻게 이루어졌나요

- |   |  |
|---|--|
| <input type="radio"/> Submitted application or request for information through website - 홈페이지 방문. | <input type="radio"/> Someone visited my church and gave information - 외부에서 교수진과의 만남 |
| <input type="radio"/> Telephoned the school - 학교로 전화  | <input type="radio"/> Email - 이메일 회신   |
| <input type="radio"/> Visited the school - 학교 방문  | <input type="radio"/> Social media - SNS   |
| <input type="radio"/> Other (please comment) - 기타   |  |



HIS University:

Faculty Satisfaction Survey and Self - Evaluation

## PART I - Satisfaction Survey

**Directions: Please complete and return your Faculty Satisfaction Survey (Part I) and Professional Self-evaluation (Part II). An administrator will conduct a classroom observation and you will also meet with your supervisor as part of this year's faculty performance evaluation to discuss their findings. Thank you!**

1. 나의 지식과 전문성을 학생들과 나눌 수 있다는 사실에 만족한다. I am satisfied that I have opportunities to apply my talents and expertise in the classroom.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 나는 우리 학교 교수진의 수준에 만족한다. I am satisfied with the faculty in - services and training.

Strongly agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. 학교가 제공한 교수 오리엔테이션은 나에게 도움이 되었다. Faculty orientation was helpful and informative for me.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. 나의 사무실은 학생들과의 개인 면담에 늘 열려 있다. I make myself available to my students.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 학교는 교수 개개인의 의견을 수렴하는데 있어 적극적이다. HIS University welcomes faculty to offer suggestions for change.

Strongly agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 학교는 변화를 두려워 하지 않는다. HIS University administration willingly accepts change.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 학교의 교수진은 변화를 적극적으로 받아들인다. HIS University faculty willing accepts change.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 학교가 제공하는 보상 제도에 나는 전반적으로 만족한다. I am satisfied with my overall compensation.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 학교 직원들 사이의 커뮤니케이션은 원활하다. Communication between administration, faculty and staff is good.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 교수로써, 내가 맡은 과목에 대한 어느정도의 자율권이 보장된다. I am able to make independent decisions affecting my academic courses.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 학교의 직원들 사이에는, 신뢰 관계가 형성되어 있다. HIS administration and faculty trust each other.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 본교의 캠퍼스는 일하기 안전한 곳이다. HIS University campus is a safe work environment.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. 우리 학교는, 다른 학생들의 삶에 긍정적인 영향을 미친다. HIS University positively impacts people's lives.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 이번 년도에, 교수로써 만족할 만한 성과가 있다면 무엇입니까? What has worked well in your teaching role this year?

15. 수업중 당신이 사용하는 특별한 교육 방법이나 도구가 있다면 무엇입니까. Describe some current teaching methods and materials you use in your instruction.

16. 당신이 학생들로 하여금 반드시 개발했으면 하는 목표에는 무엇이 있습니까. List goals and objectives for skills you want to develop as an instructor.

17. 그 목표들을 이루는데 있어 가장 큰 장애물이 있다면 무엇입니까. Discuss any challenges or frustrations you encountered as an HIS instructor and/or faculty member and how you addressed them.

18. 교수진에 대한 처후 개선을 위한 제안이나 의견이 있는지요. Discuss recommendations for improving HIS University supportive to faculty services.



## Graduation Survey - PHD Family Ministry

졸업생 설문지 - 가정사역전공 철학박사

**GENERAL** 일반적인 질문들

**1. What year did you begin your degree program?** 학위 프로그램을 시작한 것은 몇 년도 입니까?

**What year did you complete your degree program?** 학위 프로그램을 끝마친 것은 몇 년도 입니까?

Began in 시작 년도

Completed in 끝마  
친 년도

**2. Did you complete your program within the scheduled time?** 본인이 애초에 계획한 시간 안에 학위 프로그램을 끝내셨나요?

Yes

No

**If NO, please explain.. Because of finances, family, work, illness....** 만약 아니시라면, 그 이유는 무엇입니까? (경제적 어려움, 질병, 가족 사정 등등)

**3. Did you complete a two degree program (dual track) plan? 학사 및 석사 연계 과정을 이수 하셨나요?**

Yes

No

**If YES, which degree?**

**Master in Family Therapy: MFT?**

**Master in Christian Counseling: MCC?**

**Master in Christian Education: MCE?**

**4. Overall, how satisfied are you with your educational experience at HIS University? 전반적으로, HIS 대학의 교육 과정에 대해 어느 정도 만족하십니까?**

**Very satisfied** 매우 만족한다

**Satisfied** 만족한다

**Neither satisfied or dissatisfied** 중간이다

**Dissatisfied** 불만족스럽다

**Very dissatisfied** 매우 불만족스럽다

**5. Would you recommend HIS University to someone considering your program? 대학교에서의 학위를 주위 사람에게 추천하시겠습니까?**

**Definitely would** 반드시 추천

**Probably would** 아마도 추천

**Probably would not** 아마도 안 할 듯

**Definitely would not** 추천 안 한다

**Why or Why not? 추천 또는 추천 하지 않는 이유는 무엇입니까?**

**6. Are you currently employed and using your counseling and family ministry training?** 학교에서 배운 상담 및 가정사역을 현재 업무(일)로써 사용하고 있나요?

Yes

No

**If YES - what are you doing and where?** 만약 그렇다면, 어느 기관에서 어떤 일을 하고 계십니까?

**If NO - why not, and what are you doing now?** 만약 그렇지 않다면, 그 이유는 무엇입니까?





## Graduation Survey - PHD Family Ministry

### 졸업생 설문지 - 가정사역전공 철학박사

#### FACULTY

Please rate the following aspects of faculty instruction in your program:

**7. General rating of the faculty in your program** 교수진에 대한 전반적인 평가를 한다면?

- Above average 평균이상
- Average 평균
- Below average 평균 이하

**8. Faculty up-to-date with latest developments in the field**

- Above average 평균이상
- Average 평균
- Below average 평균 이하

**9. Faculty expertise in research methods**

- Above average 평균이상
- Average 평균
- Below average 평균 이하



## Graduation Survey - PHD Family Ministry

### 졸업생 설문지 - 가정사역전공 철학박사

#### EXPECTATIONS 기대

How satisfied are you that your degree program has prepared you ...

학위를 마친 후에 느끼는 프로그램에 대한 기대감에 대한 질문입니다.

**10. To skillfully counsel individuals and families facing problems or are in a crisis in various stages of life?** 본인은, 위기의 상황에 놓여 있는 개인이나 가족에 대한 상담/치료를 진행할 준비가 되어 있다고 생각하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**11. To create and facilitate family ministry leadership training environments and programs?** 본인은, 가정사역 프로그램을 기획하고 진행할 준비가 되어 있다고 생각하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**12. To design research, write, explain and speak on family ministry?** 가정사역에 관한 연구, 강의, 지도를 할 준비가 되어 있다고 생각하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**13. To impart a vision of world mission based upon your fundamental knowledge of biblical principles in family ministry?** 가정사역에 대한 전문지식을 바탕으로 하나님 나라 확장에 기여할 것을 기대하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**14. To obtain a job in counseling or family ministry?** 상담 혹은 가정사역과 관련된 영역에 종사할 것을 기대하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**15. To work with people of different backgrounds, faith and educational levels?** 인종이나 자란 환경, 종교, 혹은 교육 수준이 틀린 사람과도 충분히 일 할 수 있다고 기대하십니까?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다



## Graduation Survey - PHD Family Ministry

졸업생 설문지 - 가정사역전공 철학박사

**DISSERTATION PROCESS** 논문에 대한 질문

How satisfied are you that your mentor...멘토에 얼마나 만족하십니까

### 16. Helped develop your ideas into a workable proposal?

실행 가능한 제안으로 아이디어를 개발하도록 지원?

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**17. Read your drafts and provided prompt feedback.** 초안을 읽고 신속한 피드백을 제공하십시오.

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다



## Graduation Survey - PHD Family Ministry

### 졸업생 설문지 - 가정사역전공 철학박사

#### **LIBRARY AND RESEARCH RESOURCES** 도서관 및 연구 자원

How satisfied are you with the library and research resources provided by HIS University and cooperating libraries? HIS 대학교 도서관을 비롯해 학교가 제공하는 전반적인 학습지원 자료에 대한 질문

#### 18. Data bases and internet resources? 학교 데이터베이스 및 인터넷 자원?

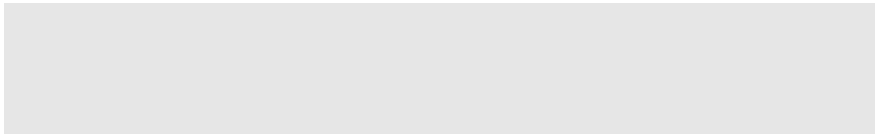
- Very satisfied 매우 만족한다
- Satisfied 만족한다
- Neither satisfied nor dissatisfied 중간이다
- Dissatisfied 불만족스럽다
- Very dissatisfied 매우 불만족스럽다

#### 19. Quality of books and journals specific to family ministry research? 가정 사역 관련 도서 및 전문 저널?

- Very satisfied 매우 만족한다
- Satisfied 만족한다
- Neither satisfied nor dissatisfied 중간이다
- Dissatisfied 불만족스럽다
- Very dissatisfied 매우 불만족스럽다

**20. Quality of library reference room? 전반적인 도서관 시설의 수준?**

- Very satisfied** 매우 만족한다
- Satisfied** 만족한다
- Neither satisfied nor dissatisfied** 중간이다
- Dissatisfied** 불만족스럽다
- Very dissatisfied** 매우 불만족스럽다

**21. Do you have any additional comments about your educational experience at HIS University? HIS 대학교에서의 교육 과정 관련, 기타 다른 의견이 있으시다면?**



# GRADUATE INTERVIEW & EXIT INFORMATION

Graduate's Name (as on degree): \_\_\_\_\_ ID # \_\_\_\_\_

Degree(s) Earned: \_\_\_\_\_

Residential Address: \_\_\_\_\_

\_\_\_\_\_

Plans for Work/Ministry: \_\_\_\_\_

\_\_\_\_\_

Work/Ministry Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Position: \_\_\_\_\_ Salary: \_\_\_\_\_

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

Office Phone: \_\_\_\_\_ Graduate's Phone: \_\_\_\_\_

\_\_\_\_\_

Graduate's Signature

\_\_\_\_\_

HIS Representative's Signature

\_\_\_\_\_

Graduate's Printed Name

\_\_\_\_\_

HIS Representative's Printed Name





## HIS University Student Ethics Assessment

*“For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.”*

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

Place a check mark in the box  if the student has exemplified the following principles in their words, actions and academic practices.

1.  Honesty – The student has been guided in all their activities by a high regard for truth and Christian values. If not, explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.  Respect – The student has shown concern for the individuality of others their ideas and contributions to the spiritual environment and academic program. If not, explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.  Justice – The student has treated others fairly and in accordance with Biblical commands to love one another and to serve others. If not, explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.  Accountability – The student has been a responsible steward of the public trust. If not, please explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
ADCOM Member

\_\_\_\_\_  
Date

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree**  
**N = Not observed or inadequate basis to comment**

## **I. LEADERSHIP SKILL AND ABILITY**

The Chief Academic Officer:

- |           |  |
|-----------|--|
| 5 4 2 1 N | assists the President in recommending faculty selection, retention and in-service training to the Board  |
| 5 4 2 1 N | adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness  |
| 5 4 2 1 N | motivates others by exhibiting enthusiasm  |
| 5 4 2 1 N | demands high standards through clearly stated expectations and personal conduct  |
| 5 4 2 1 N | uses good judgment and responds to situations appropriately, including taking sensible risks   |
| 5 4 2 1 N | serves as a member of the Administrative Committee and works hard to address problems forthrightly and solve them productively   |
| 5 4 2 1 N | fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation  |
| 5 4 2 1 N | is willing and able to serve as Officer-in-Charge of HIS University, in line after the Chief Operations & Finance Officer, during the absence or after an emergency resignation of the President until the next Board of Directors meeting |

**Section I Comments:** (please give examples if possible)

## **II. COMMUNICATION SKILL AND ABILITY**

The Chief Academic Officer:

- |           |   |
|-----------|---|
| 5 4 2 1 N | regularly exhibits the ability to inform and persuade others in oral and written communication. |
| 5 4 2 1 N | effectively articulates and conveys needs and goals to others                                   |
| 5 4 2 1 N | listens well and is receptive to the ideas of others  |

- 5 4 2 1 N conveys necessary information about schedules, deadlines, policy or regulatory changes, and similar administrative information to appropriate personnel.
- 5 4 2 1 N serves as the final authority with the Administrative Committee in solving grade disputes between the instructor and student

**Section II Comments:** (please give examples if possible)

### III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY

The Chief Academic Officer:

- 5 4 2 1 N is organized and effectively structures, sets priorities for, delegates, and facilitates the accomplishment of tasks
- 5 4 2 1 N arranges the instructors' teaching assignments and class schedules in consultation with the President and other members of the Executive Leadership Team.
- 5 4 2 1 N works well under pressure, responds well to crisis, and has a high tolerance for ambiguity
- 5 4 2 1 N maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people he or she works with closely
- 5 4 2 1 N provides for broad participation and collaboration in planning and decision-making
- 5 4 2 1 N gives firm direction when needed, is tactful in conveying criticism, and addresses conflicts constructively
- 5 4 2 1 N works in cooperation with the President in preparing the agenda for faculty meetings and to serve as Vice-chairman of those meetings
- 5 4 2 1 N oversees the library and staff in consultation with the President, Chief Operations & Finance Officer and within the limitation of the budget

**Section III Comments:** (please give examples if possible)

#### IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE

The Chief Academic Officer:

- 5 4 2 1 N takes responsibility for the leadership over the entire academic program of HIS University under the direction of the President and according to the policies set down by the Board of Directors
- 5 4 2 1 N works in consultation with the President to develop, organize, and evaluate the academic program and its policies in order to advance the academic standards of the university
- 5 4 2 1 N assists the President and Chief Operations & Finance Officer in projecting the university budget as it relates to the academic program
- 5 4 2 1 N plans and establishes the academic calendar in consultation with the Administrative Committee
- 5 4 2 1 N has an appropriate level of knowledge of the systems and procedures needed to direct the academic affairs of HIS University effectively
- 5 4 2 1 N manifests special ability and interest in developing the academic structure of HIS University and is committed to full - time responsibilities.

**Section IV Comments:** (please give examples if possible)

**Any additional comments or suggestions:**



**President’s Evaluation of  
Chief Operations Officer/  
Education Department Director**

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree  
N = Not observed or inadequate basis to comment**

**I. LEADERSHIP SKILL AND ABILITY**

As Chief Operations Officer and Education Department Director:

- 5 4 2 1 N    assists the President and Administrative Committee in the preparation of the annual university budget and education department budget.
- 5 4 2 1 N    adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness
- 5 4 2 1 N    motivates others by exhibiting enthusiasm
- 5 4 2 1 N    uses good judgment and responds to situations appropriately
- 5 4 2 1 N    serves as a member of the Administrative Committee and works hard to address problems forthrightly and solve them productively
- 5 4 2 1 N    fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation
- 5 4 2 1 N    is willing and able to serve as Officer-in-Charge of HIS University during the absence or after an emergency resignation of the President until the next Board of Directors meeting

**Section I Comments:** (please give examples if possible)

**II. COMMUNICATION SKILL AND ABILITY**

As Chief Operations Officer/Education Department Director:

- 5 4 2 1 N    regularly exhibits the ability to inform and persuade others in oral and written communication.
- 5 4 2 1 N    effectively articulates and conveys needs and goals to others
- 5 4 2 1 N    listens well and is receptive to the ideas of others



**President's Evaluation of  
Chief Operations Officer/  
Education Department Director**

- 5 4 2 1 N conveys necessary information about schedules, deadlines, financial matters, policy or regulatory changes, and similar administrative information to appropriate personnel including the CPA and Board of Directors.
- 5 4 2 1 N counsels with students regarding their university accounts, financial problems, student housing and living arrangements
- 5 4 2 1 N maintains strong open lines of communication with all segments of the student council, student body, faculty and administrators

**Section II Comments:** (please give examples if possible)

**III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY**



**President’s Evaluation of  
Chief Operations Officer/  
Education Department Director**

As Chief Operations Officer/Education Department Director:

**Section III Comments:** (please give examples if possible)

5 4 2 1 N serves as Personnel Administrator and provides job training for all non-academic personnel

5 4 2 1 N works well under pressure, responds well to crisis, and has a high tolerance for ambiguity

5 4 2 1 N maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people he or she works with closely

5 4 2 1 N serves as Administrator for all auxiliary enterprises of HIS University, including maintaining up-to-date operational procedures manuals in each area

5 4 2 1 N is responsible for maintaining and safeguarding all records and files and to supervise all clerical responsibilities pertaining to the records of HIS University

5 4 2 1 N directs all on-campus employment of students and staff and the student work scholarship program, working in close cooperation with the President and the Administrative Committee in the recruitment and employment of staff

**IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE**

As Chief Operations Officer:

5 4 2 1 N serves as purchasing agent for the university and to supervise any delegated purchasing responsibility, retaining budgetary control over delegated areas

5 4 2 1 N is responsible for the management and maintenance of the university property, buildings and equipment and submits recommendations for upkeep and improvement to the Administrative Committee

5 4 2 1 N has an appropriate level of knowledge of the systems and procedures needed to direct the general operations effectively

**Section IV Comments:** (please give examples if possible)

**V. PROFESSIONAL KNOWLEDGE AND EXPERTISE**



**President's Evaluation of  
Chief Operations Officer/  
Education Department Director**

As Education Department Director:

5 4 2 1 N is responsible for the ministry and leadership of the spiritual, social, physical and counseling needs of the students under the direction of the President and according to the policies contained in the Student Manual

5 4 2 1 N has spiritual ability and interest in student spiritual life and ministry development

5 4 2 1 N works in cooperation with the President to promote, develop, organize and evaluate programs and policies affecting student life and ministry development

5 4 2 1 N serves as advisor to the student government and oversee all departmental student activities and services such as class meetings, missionary prayer bands, etc.

5 4 2 1 N serves in the capacity of Professor in cooperation with the faculty and Academic Dean's office

5 4 2 1 N works in consultation with the Chief Academic Officer and Administrative Committee to develop the Student Manual

**Section V Comments:** (please give examples if possible)

**Any additional comments or suggestions:**



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

Dear HIS University Board of Directors Member,

RE: Annual Evaluation of HIS University President

The Transnational Association of Christian Colleges and Schools (TRACS) requires an annual evaluation of the President of HIS University. This evaluation is the responsibility of the Board of Directors.

The following pages contain a series of items to assess the performance of Eun Soon Yang, Ph.D., LMFT. Please **circle** your response to each item and answer the adjoining questions.

Thank you for your participation in our accreditation requirements and for your service on the Board of Directors.

<b>RATING:</b>	<b>EXPLANATION:</b>
<b>5</b>	Strongly agree
<b>4</b>	Agree
<b>2</b>	Disagree
<b>1</b>	Strongly Disagree

## Board Assessment of HIS University President/CEO

5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree

### I. LEADERSHIP SKILL AND ABILITY - The President:

- |   |   |   |   |  |
|---|---|---|---|--|
| 5 | 4 | 2 | 1 | has a coherent vision of the institution's preferred future, takes initiative to build on that vision and promotes useful innovation and change. |
| 5 | 4 | 2 | 1 | motivates others by exhibiting enthusiasm.   |
| 5 | 4 | 2 | 1 | adheres consistently to fundamental values like honesty, integrity, and fairness.  |
| 5 | 4 | 2 | 1 | demands high standards through clearly stated expectations and personal conduct.   |
| 5 | 4 | 2 | 1 | uses good judgement and responds to situations appropriately.  |
| 5 | 4 | 2 | 1 | works hard to address problems forthrightly and solve them productively.   |

**In what ways does the President demonstrate leadership ability?**

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### II. COMMUNICATION SKILL AND ABILITY - The President:

- |   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 2 | 1 | regularly exhibits the ability to inform and persuade others in oral and written communication.   |
| 5 | 4 | 2 | 1 | effectively articulates and conveys needs and goals to others.  |
| 5 | 4 | 2 | 1 | listens well and is receptive to the ideas of others.   |
| 5 | 4 | 2 | 1 | keeps those who rely on the president for information about schedules, deadlines, policy or regulatory changes, and similar administrative information well informed. |

**In what ways does the President exhibit skillful communication ability?**

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**Board Assessment of HIS University President/CEO**

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree**

**III. ADMINISTRATIVE SKILL AND ABILITY - The President:**

- 5   4   2   1      is organized and effectively structures, sets priorities for, delegates, and facilitates the accomplishment of tasks.
- 5   4   2   1      demonstrates tenacity and singleness of purpose when necessary, but also adapts to and promotes change when appropriate.
- 5   4   2   1      works well under pressure, responds well to crisis, and has a high tolerance for uncertainty.
- 5   4   2   1      maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people she works with closely.
- 5   4   2   1      provides for broad participation and collaboration in planning and decision-making.
- 5   4   2   1      gives firm direction when needed is tactful in conveying criticism, and addresses conflicts constructively.

**In what ways does the President demonstrate administrative ability?**

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**IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE - The President:**

- 5   4   2   1      demonstrates knowledge of the important issues, trends and developments affecting other universities.
- 5   4   2   1      manifests an understanding of HIS University goals, policies, and procedures.
- 5   4   2   1      manifests an understanding of TRACs accreditation requirements, policies and procedures and is leading HIS University in the accreditation process.
- 5   4   2   1      participates in professional and service organizations and uses professional contacts as a resource when appropriate.

**In what ways does the President illustrate professional knowledge and expertise?**

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Date: October 26, 2018

Dear HIS University Board Member,

RE: Biennial Board Member Evaluation of Board of Directors

Thank you for your guidance and support of HIS University, the leadership, faculty, staff, and students. Your involvement is precious to us all.

As you know, we are nearing our goal of accreditation. The performance of the HIS University Board of Directors is evaluated, as required for our accreditation in order to learn the strengths and weaknesses of our institution. Elements of evaluation include, Board Activity, Mission and Purpose, Governance /Partnership Alliance, Board Organization, Board Meetings and Board Membership. Please **circle** your response to each indicator of Board performance and include relevant comments. Specific examples that illustrate the Board's performance and your comments will be very helpful for evaluation. Please do not include your name on the assessment.

The scale used for this data collection instrument is as follows.

<b>RATING:</b>	<b>EXPLANATION:</b>
<b>5</b>	Strongly agree
<b>4</b>	Agree
<b>2</b>	Disagree
<b>1</b>	Strongly Disagree

With appreciation,

Yang, Eun Soon  
President/CEO

**Please circle your response to each item**  
**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree**

**I. BOARD ACTIVITY**

- 5   4   2   1    1. The Board operates under a set of policies, procedures and guidelines with which all Directors are familiar.
- 5   4   2   1    2. Board meetings are well attended by a majority of Board members.
- 5   4   2   1    3. Nomination and appointment of Board members follow clearly established procedures.
- 5   4   2   1    4. Newly elected Board Directors receive adequate orientation to their role and what is expected of them.
- 5   4   2   1    5. The Board fully understands and is supportive of the Strategic Planning process.
- 5   4   2   1    6. The Board adequately oversees the financial performance and fiduciary accountability of HIS University.
- 5   4   2   1    7. The Board receives regular financial updates and takes necessary steps to ensure the operations of HIS University are sound.
- 5   4   2   1    8. The Board regularly reviews and evaluates the performance of the CEO/President
- 5   4   2   1    9. The Board Chairperson effectively and appropriately leads and facilitates the Board meetings and the policy and governance work of the Board.

**Comments:**

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**II. MISSION and PURPOSE**

- 5   4   2   1    1. Statements of the mission of HIS University are well understood and supported by the Board.
- 5   4   2   1    2. The Board evaluates the performance of HIS University on a regular basis by comparing the stated mission to actual operational achievements.

**Comments:**

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Please circle your response to each item

5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree

### III. GOVERNANCE/PARTNERSHIP ALIGNMENT

- 5 4 2 1    1. The Board exercises its governance role:  
Ensuring HIS University supports and upholds the mission statement, core values, statement of faith, vision statement, and relationship with Transnational Association of Christian Colleges and Schools (TRACS).
- 5 4 2 1    2. The Board reviews its own performance and measures its own effectiveness in governance work.

### IV. BOARD ORGANIZATION

- 5 4 2 1    1. Information provided by the Administrative Committee (ADCOM) is adequate to ensure effective Board governance and decision-making.
- 5 4 2 1    2. The committee structure logically addresses HIS University's areas of operation.

### V. BOARD MEETINGS

- 5 4 2 1    1. Board meetings are frequent enough to ensure effective governance.
- 5 4 2 1    2. Board meetings are long enough to accomplish the Board's work.
- 5 4 2 1    3. Board members fully and positively participate in discussions.

### VI. BOARD MEMBERSHIP

- 5 4 2 1    1. The Board size is adequate to govern HIS University.
- 5 4 2 1    2. The Board has a range of talents, experience, and knowledge to accomplish its role.
- 5 4 2 1    3. The Board uses its members' talents and skills effectively.
- 5 4 2 1    4. Each Board member participates in financially supporting HIS University.
- 5 4 2 1    5. The Board demonstrates a deep spiritual commitment to Jesus Christ, to the Christian mission of HIS University, and to obedience to God's Word as revealed in the Scriptures.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please complete this Self - Evaluation and submit it to HIS University President/CEO. Thank you.

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree**  
**N = Not observed or inadequate basis to comment**

## **I. LEADERSHIP SKILL AND ABILITY**

The Chief Academic Officer:

- |           |  |
|-----------|--|
| 5 4 2 1 N | assists the President in recommending faculty selection, retention and in-service training to the Board  |
| 5 4 2 1 N | adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness  |
| 5 4 2 1 N | motivates others by exhibiting enthusiasm  |
| 5 4 2 1 N | demands high standards through clearly stated expectations and personal conduct  |
| 5 4 2 1 N | uses good judgment and responds to situations appropriately, including taking sensible risks   |
| 5 4 2 1 N | serves as a member of the Administrative Committee and works hard to address problems forthrightly and solve them productively   |
| 5 4 2 1 N | fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation  |
| 5 4 2 1 N | is willing and able to serve as Officer-in-Charge of HIS University, in line after the Chief Operations & Finance Officer, during the absence or after an emergency resignation of the President until the next Board of Directors meeting |

**Section I Comments:** (please give examples if possible)

## II. COMMUNICATION SKILL AND ABILITY

The Chief Academic Officer:

- 5 4 2 1 N regularly exhibits the ability to inform and persuade others in oral and written communication.
- 5 4 2 1 N effectively articulates and conveys needs and goals to others
- 5 4 2 1 N listens well and is receptive to the ideas of others
- 5 4 2 1 N conveys necessary information about schedules, deadlines, policy or regulatory changes, and similar administrative information to appropriate personnel.
- 5 4 2 1 N serves as the final authority with the Administrative Committee in solving grade disputes between the instructor and student

**Section II Comments:** (please give examples if possible)

## III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY

The Chief Academic Officer:

- 5 4 2 1 N is organized and effectively structures, sets priorities for, delegates, and facilitates the accomplishment of tasks
- 5 4 2 1 N arranges the instructors' teaching assignments and class schedules in consultation with the President and other members of the Executive Leadership Team.
- 5 4 2 1 N works well under pressure, responds well to crisis, and has a high tolerance for ambiguity
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- 5 4 2 1 N gives firm direction when needed, is tactful in conveying criticism, and addresses conflicts constructively
- 5 4 2 1 N works in cooperation with the President in preparing the agenda for faculty meetings and to serve as Vice-chairman of those meetings
- 5 4 2 1 N oversees the library and staff in consultation with the President, Chief Operations/ Chief Finance Officer and within the limitation of the budget



**Section III Comments:** (please give examples if possible)

#### **IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE**

The Chief Academic Officer:

- 5 4 2 1 N takes responsibility for the leadership over the entire academic program of HIS University under the direction of the President and according to the policies set down by the Board of Directors
- 5 4 2 1 N works in consultation with the President to develop, organize, and evaluate the academic program and its policies in order to advance the academic standards of the university
- 5 4 2 1 N assists the President and Chief Operations & Finance Officer in projecting the university budget as it relates to the academic program
- 5 4 2 1 N plans and establishes the academic calendar in consultation with the Administrative Committee
- 5 4 2 1 N has an appropriate level of knowledge of the systems and procedures needed to direct the academic affairs of HIS University effectively
- 5 4 2 1 N manifests special ability and interest in developing the academic structure of HIS University and is committed to full - time responsibilities.

**Section IV Comments:** (please give examples if possible)

**Any additional comments or suggestions:**



**Self - Evaluation of  
Chief Operations Officer/  
Education Department Director**

Please complete this Self - Evaluation and submit it to HIS University President/CEO. Thank you.

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree  
N = Not observed or inadequate basis to comment**

**I. LEADERSHIP SKILL AND ABILITY**

As Chief Operations Officer and Education Department Director:

- 5 4 2 1 N    assists the President and Administrative Committee in the preparation of the annual university budget and education department budget.
- 5 4 2 1 N    adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness
- 5 4 2 1 N    motivates others by exhibiting enthusiasm
- 5 4 2 1 N    uses good judgment and responds to situations appropriately
- 5 4 2 1 N    serves as a member of the Administrative Committee and works hard to address problems forthrightly and solve them productively
- 5 4 2 1 N    fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation
- 5 4 2 1 N    is willing and able to serve as Officer-in-Charge of HIS University during the absence or after an emergency resignation of the President until the next Board of Directors meeting

**Section I Comments:** (please give examples if possible)

**II. COMMUNICATION SKILL AND ABILITY**

As Chief Operations Officer/Education Department Director:

- 5 4 2 1 N    regularly exhibits the ability to inform and persuade others in oral and written communication.
- 5 4 2 1 N    effectively articulates and conveys needs and goals to others



**Self - Evaluation of  
Chief Operations Officer/  
Education Department Director**

- 5 4 2 1 N listens well and is receptive to the ideas of others
- 5 4 2 1 N conveys necessary information about schedules, deadlines, financial matters, policy or regulatory changes, and similar administrative information to appropriate personnel including the CPA and Board of Directors.
- 5 4 2 1 N counsels with students regarding their university accounts, financial problems, student housing and living arrangements
- 5 4 2 1 N maintains strong open lines of communication with all segments of the student council, student body, faculty and administrators

**Section II Comments:** (please give examples if possible)

**III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY**

As Chief Operations Officer/Education Department Director:

- 5 4 2 1 N serves as Personnel Administrator and provides job training for all non-academic personnel
- 5 4 2 1 N works well under pressure, responds well to crisis, and has a high tolerance for ambiguity
- 5 4 2 1 N maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people he or she works with closely
- 5 4 2 1 N serves as Administrator for all auxiliary enterprises of HIS University, including maintaining up-to-date operational procedures manuals in each area
- 5 4 2 1 N is responsible for maintaining and safeguarding all records and files and to supervise all clerical responsibilities pertaining to the records of HIS University
- 5 4 2 1 N directs all on-campus employment of students and staff and the student work scholarship program, working in close cooperation with the President and the Administrative Committee in the recruitment and employment of staff



**Self - Evaluation of  
Chief Operations Officer/  
Education Department Director**

**IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE**

As Chief Operations Officer:

- 5 4 2 1 N serves as purchasing agent for the university and to supervise any delegated purchasing responsibility, retaining budgetary control over delegated areas
- 5 4 2 1 N is responsible for the management and maintenance of the university property, buildings and equipment and submits recommendations for upkeep and improvement to the Administrative Committee
- 5 4 2 1 N has an appropriate level of knowledge of the systems and procedures needed to direct the general operations effectively

**Section III & IV Comments:** (please give examples if possible)

**V. PROFESSIONAL KNOWLEDGE AND EXPERTISE**

As Education Department Director:

- 5 4 2 1 N is responsible for the ministry and leadership of the spiritual, social, physical and counseling needs of the students under the direction of the President and according to the policies contained in the Student Manual
- 5 4 2 1 N has spiritual ability and interest in student spiritual life and ministry development
- 5 4 2 1 N works in cooperation with the President to promote, develop, organize and evaluate programs and policies affecting student life and ministry development
- 5 4 2 1 N serves as advisor to the student government and oversee all departmental student activities and services such as class meetings, missionary prayer bands, etc.
- 5 4 2 1 N serves in the capacity of Professor in cooperation with the faculty and Academic Dean's office
- 5 4 2 1 N works in consultation with the Chief Academic Officer and Administrative Committee to develop the Student Manual



**Self - Evaluation of  
Chief Operations Officer/  
Education Department Director**

- 5 4 2 1 N oversees student discipline and administers departmental student discipline in cooperation with the Administrative Committee
- 5 4 2 1 N prepares and presents the school calendar of events, in consultation with the Academic Dean, to the Administrative Committee for approval

**Section V Comments:** (please give examples if possible)

**Any additional comments or suggestions:**

Please complete this Self - Evaluation and submit it to HIS University Chief Academic Officer.  
Thank you.

**5 = strongly agree    4 = agree    2 = disagree    1 = strongly disagree**  
**N = Not observed or inadequate basis to comment**

### **I. LEADERSHIP SKILL AND ABILITY**

The \_\_\_\_\_ Department Director

- |           |   |
|-----------|---|
| 5 4 2 1 N | serves as a member of the Executive Leadership Team (ELT) and works hard to address problems forthrightly and solve them productively                                       |
| 5 4 2 1 N | adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness   |
| 5 4 2 1 N | motivates others by exhibiting enthusiasm   |
| 5 4 2 1 N | demands high standards through clearly stated expectations and personal conduct   |
| 5 4 2 1 N | uses good judgment and responds to situations appropriately, including taking sensible risks  |
| 5 4 2 1 N | fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation |
| 5 4 2 1 N | is willing and able to serve on select committees as designated by the Administrative Committee (ADCOM)   |

**Section I Comments:** (please give examples if possible)

## II. COMMUNICATION SKILL AND ABILITY

The \_\_\_\_\_ Department Director:

- 5 4 2 1 N regularly exhibits the ability to inform and persuade others in oral and written communication
- 5 4 2 1 N effectively articulates and conveys needs and goals to others
- 5 4 2 1 N listens well and is receptive to the ideas of others
- 5 4 2 1 N conveys necessary information about schedules, deadlines, policy or regulatory changes, and similar administrative information to appropriate personnel
- 5 4 2 1 N serves as the final authority with the Administrative Committee in solving grade disputes between the instructor and student

**Section II Comments:** (please give examples if possible)

## III. PROFESSIONAL KNOWLEDGE AND EXPERTISE

The \_\_\_\_\_ Department Director:

- 5 4 2 1 N is responsible for the ministry and leadership of the spiritual, social, physical and counseling needs of the students in her department under the direction of the President and according to the policies contained in the Student Manual
- 5 4 2 1 N has spiritual ability and interest in student spiritual life and ministry development
- 5 4 2 1 N works in cooperation with the President and Executive Leadership Team (ELT) to promote, develop, organize and evaluate programs and policies affecting student life and ministry development
- 5 4 2 1 N serves at times as advisor to the student government
- 5 4 2 1 N serves in the capacity of Professor in cooperation with the faculty and Academic Dean's office

- 5 4 2 1 N works in consultation with the Chief Academic Officer and Administrative Committee to develop the Student Manual
- 5 4 2 1 N oversees student discipline and administers departmental student discipline in cooperation with the Administrative Committee
- 5 4 2 1 N prepares and presents the school calendar of events, in consultation with the Academic Dean, to the Administrative Committee for approval
- 5 4 2 1 N works in consultation with the student leadership to approve, schedule and assign speakers, provide for spiritual and missionary emphasis meetings and supervise student participation
- 5 4 2 1 N assists the President and Administrative Committee in projecting the HIS University budget as it relates to student life development

**Section V Comments:** (please give examples if possible)

**Any additional comments or suggestions:**





INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
1.	1.
2.	2.
3.	3.
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
1.	1.
2.	2.
3.	3.



## ANALYSIS SUMMARY



INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
1.	1.
2.	2.
3.	3.
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
1.	1.
2.	2.
3.	3.



**ANALYSIS SUMMARY**

### SUMMARY REPORT

### EMPLOYEE ASSESSMENT

This document will be submitted to the ADCOM or Board of Directors, as appropriate, and a copy filed in the employee’s personnel file. A paragraph or two on each item is sufficient. However, there are no constraints on the length and depth of this summary.

Assessor’s Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee’s Name: \_\_\_\_\_ Position: \_\_\_\_\_

- 1. Assessor’s analysis of the evaluation tool results.
  
  
  
  
  
  
  
  
  
  
- 2. Assessor’s analysis of the employee’s self-evaluation, if applicable.
  
  
  
  
  
  
  
  
  
  
- 3. Assessor’s analysis of the employee in light of the above assessment(s) and the individual’s job description.
  
  
  
  
  
  
  
  
  
  
- 4. List any employee comments, suggestions, or recommendations.
  
  
  
  
  
  
  
  
  
  
- 5. List any assessor comments, suggestions or recommendations

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date



# HIS UNIVERSITY

## CHANGE ALERT

All changes within the following areas need to be reported to the Accreditation Coordinator. This is a list of all the places we MAY need to correct if there is a change at HIS University. This includes but is not limited to such changes as:

- Board/Faculty/Staff Changes
- Catalog
- Finance Reports
- Location changes
- Miscellaneous Updates
- New State Law implementation
- New TRACS requirement implementation
- New Federal Law implementation
- Program curriculum
- Program details
- Website

### NEW CHANGE:

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### PLACES AFFECTED BY THIS CHANGE

- HIS Application
- Files: Faculty
- Files: Staff
- Files: Student
- Forms: All HIS Forms
- Forms: Tracking Forms
- Publication: Board Manual
- Publication: Brochures
- Publication: Catalog
- Publication: Doctoral Program Manuals
- Publication: Faculty Manual
- Publication: MFT Practicum Manual
- Publication: Policy Manual
- Publication: Student Manual

- Website: Catalog
- Website: English
- Website: English "Academics Tab
- Website: Korean
- Website: Korean "Academics" Tab
- Website: Manuals

**WHO NEED TO BE INFORMED? Please check any of the below entities which may need to know about your change. Also, please submit this document to the Accreditation Coordinator. Thank you!**

- Accreditation Coordinator
- ADCOM
- Board
- BPPE Reporting Procedure: Check to see if the change requires reporting.
- BPPE Website: Check to see if the change requires reporting.
- BBS Reporting Procedure: Check to see if the change requires reporting.
- HIS Staff
- HIS Students
- HIS Faculty
- TRACS Reporting Procedure: Check to see if the change requires reporting.
- STATE OF CALIFORNIA: Check to see if the change requires reporting.
- FEDERAL GOVERNMENT: Check to see if the change requires reporting.
- SEVIS: Check to see if the change requires reporting.
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Change submitted by: \_\_\_\_\_  
Name Date

Change is required/requested to be completed by: \_\_\_\_\_  
Date

This is to advise all categories affected by this change have been updated.

\_\_\_\_\_  
Academic Dean/Accreditation Coordinator Date

**NOTES:**





## Student Course Evaluation

**COURSE NAME:** \_\_\_\_\_

Semester/20\_\_ : \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**This survey is confidential (기밀 정보) and will take about 5 minutes for you to complete. Your answers are important to us. Thank you for your help!**

안녕하세요! 다음 설문지는 완료하는 데 약 5 분이 소요됩니다. 귀하의 의견은 향후 학교 운영에 중요 할 것입니다. 감사합니다.



## Student Course Evaluation

### 강사에 대한 평가 (Assessment of INSTRUCTOR)

1. The instructor has abundant knowledge and experience on this subject. - 과목에 대한 강사의 지식과 경험은 풍부하다.

Strongly Agree

Agree

Disagree

Strongly Disagree





2. The instructor shows interest and enthusiasm during lectures. - 강사는 강의 주제에 대한 관심과 열의가 있다

Strongly agree

Agree

Disagree

Strongly Disagree





3. The instructor's teaching methods were clear and distinct. - 강의 내용은 분명하게 전달 되었다

Strongly Agree

Agree

Disagree

Strongly Disagree

4. The instructor's preparation for class was sufficient. - 강사의 수업에 대한 준비는 충분하다.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The instructor encourages discussion and questions during class. - 강사는 수업중 토론, 질문을 장려한다.

Strongly agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The instructor uses a variety of teaching methods. - 강사가 다양한 교수방법을 사용한다.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The instructor's evaluation standards were fair and just. - 과제, 시험에 대한 관리가 적절하다.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The instructor's attitude was respectful and personal. - 강사의 수업태도는 인격적이다.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 과목에 대한 평가 (Assessment of COURSE)

9. The objectives of the course were clear and precise. - 과목의 목표는 명확하다.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. The course was systematic and organized. 수업의 진행이 체계적이다

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. The teaching materials were sufficient and effective. - 교재를 비롯한 배포된 유인물 등은 과목의 내용을 효과적으로

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. The student assignments were appropriate and helpful. 과제물은 적합하며 도움이 된다.

Strongly Agree

Agree

Disagree

Strongly Disagree

13. I would definitely recommend this class to other students. - 이 과목을 후배에게 추천해 주고 싶다.

Strongly Agree

Agree

Disagree

Strongly Disagree

12. What are the distinct advantages of this course? - 이 과목의 장점은 무엇입니까?

13. What are the weaknesses of this course? - 이 과목의 약점은 무엇입니까?

14. What are some of the influences of this course that have led to personal growth? - 이 과목이 당신의 지적성장이나 인격적 성숙에 도움이 된 점은?

15. What is your evaluation of the class environment? (learning atmosphere, noise, facility-related etc.)- 수업 환경에 대한 평가는? (소음 등 수업의 분위기, 시설 관련

16. Any other comments or suggestions? - 기타 의견이나 제안은?



# HIS University

## Classroom Observation of Instructor

Instructor's Name (교육자 이름) \_\_\_\_\_

Evaluator's Name (평가자 이름) \_\_\_\_\_

Course Title (과목명) \_\_\_\_\_ Semester (학기) \_\_\_\_\_

Number of Students (학생 수) \_\_\_\_\_ Date of Evaluation (날짜) \_\_\_\_\_

Directions: In completing the assessment, please indicate how often the instructor engages in teaching “best practices.” Use the following scale:

N - Never    S - Seldom    P - Periodically    C - Consistently    NA - Not Applicable

Instructors receive self-assessment forms periodically as part of the faculty evaluation process.

Evaluation: Observations and Conclusions

N - Never    S - Seldom    P - Periodically    C - Consistently    NA - Not Applicable

사용빈도 How Often	학습의 다양성 추구 및 속도조절 Variety and Pacing of Instruction
	질문에 대한 학생의 답변이 모호할 때, 추가 질문으로 보완할 기회를 부여한다 Asks probing questions when student answers are incomplete
	경험적 학습을 위해 전략적으로 접근한다 소그룹 결성, 학생 간 논쟁 유도, 여론조사 등 Uses active learning strategies (group work, paired discussions, polling experiential learning activities)
	활발한 교육의 장을 위한 명확한 방향 제시한다 (합리적 근거 제시, 생산성 강조, 적당한 교육 시간 등) Provides clear directions for active learning tasks (e.g. rationale, duration, product)
	주어진 과업을 달성하기 위한 충분한 시간을 학생들에게 부여한다 Allows sufficient time to complete in-class assignments

사용빈도 How Often	체계적인 접근 Organization
	학업의 계획서 또는 커리큘럼은 측정 가능한 기준을 제시하고 있다 Class lesson plan or syllabus has <u>measurable</u> course objectives
	학습에 필요한 교재 또는 학습 도구는 사전에 준비되어 학생들에게 제시된다 Has all necessary materials and equipment readily available and is prepared for class
	학습의 결과에 대한 중간 평가는 제때 이루어지고, 학기말에 학생들에게 제공된다 Summarizes periodically throughout and at end of class or prompts students to do so

사용빈도 How Often	프리젠테이션 기술 Presentation Skills
	목소리는 크고 명료하다 Communicates audibly and clearly
	다양한 학습 도구를 사용하고 경험적 학습을 사용한다 Incorporates various instructional techniques (handouts, diagrams, etc.) and experiential learning activities
	수업중, 학생들의 집중력을 살피고 그에 따라 알맞게 대처한다 Responds to changes in student attentiveness
	학습의 효과적인 전달을 위한 기술적인 접근을 한다 파워포인트 사용, 인터넷 자료, 비디오 등 Effectively incorporates a variety of instructional technologies to enhance student learning (Power Point, websites, videos, etc.)

1.

N - Never    S - Seldom    P - Periodically    C - Consistently    NA - Not Applicable

사용빈도 How Often	수업의 명료성 추구 Clarity
	새로운 용어나 이론 등에 대한 상세한 부연 설명을 제공한다 Notes and explains new terms or concepts
	복잡한 개념 등을 충분히 이해시키기 위해 자세한 설명을 제공한다 Explains or repeats complex information
	여러가지 실제적 예시를 제공한다 Uses examples to explain content
	수업 도중 학생들의 질문을 유도하며 장려한다 Pauses during explanations to ask and answer questions

사용빈도 How Often	학습 내용에 대한 전문 지식 Content Knowledge
	해당 분야에 대한 최근의 학문적 접근을 제시한다 Incorporates current research in the field
	수업중 인용한 이론이나 문구의 출처를 밝힌다 Cites authorities to support statements
	하나의 이론이나 학문에 대한 다양한 시선과 주장을 제시한다 Presents differing viewpoints
	사실과 개인적 의견을 명확하게 구분한다 Makes distinctions between fact and opinion

사용빈도 How Often	교수와 학생간 상호작용 Instructor-Student Interaction
	질문을 통해 하나의 주제에 대한 더 깊은 성찰을 유도한다 Asks questions of students that challenge them to think more deeply
	학생들의 의견을 적극적으로 수용한다 Invites student participation and comments
	학생들을 인격적으로 대한다 Treats students with respect
	학생들의 자발적인 참여를 칭찬하고 유도한다 Uses positive reinforcement to encourage student participation

## 2.





INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
1.	1.
2.	2.
3.	3.
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
1.	1.
2.	2.
3.	3.





ANALYSIS SUMMARY

FACULTY SELF-EVALUATION  
PART II

**Directions:** This page is intended as a tool to help faculty reflect on their teaching practices. The teaching activities/behaviors listed below have already been established as indicative of effective teaching. Use NA if you believe an item is not relevant as an instructor. This observation form will be used in the performance evaluation of faculty.

In completing the self-assessment, please indicate how often you engage in the listing teaching “best practices.” Use the following scale:

**N - Never S - Seldom P - Periodically C - Consistently NA - Not Applicable**

1. 질문에 대한 학생의 답변이 모호할 때, 추가 질문으로 보완할 기회를 부여한다. Asks probing questions when student answers are incomplete.

Never Seldom Periodically Consistently N/A

2. 경험적 학습을 위해 전략적으로 접근한다. (소그룹 결성, 학생 간 논쟁 유도, 여론조사 등).

Uses active learning strategies (group work, paired discussions, polling) experiential learning activities.

Never Seldom Periodically Consistently N/A

3. 활발한 교육의 장을 위한 명확한 방향 제시한다. (합리적 근거 제시, 생산성 강조, 적당한 교육 시간 등).

Provides clear directions for active learning tasks (e.g. rationale, duration, product).

Never Seldom Periodically Consistently N/A

4. 주어진 과업을 달성하기 위한 충분한 시간을 학생들에게 부여한다.

Allows sufficient time to complete in-class assignments.

Never Seldom Periodically Consistently N/A

5. 학업의 계획서 또는 커리큘럼은 측정 가능한 기준을 제시하고 있다.

Class lesson plan or syllabus has measurable course objectives.

Never Seldom Periodically Consistently N/A

6. 학습에 필요한 교재 또는 학습 도구는 사전에 준비되어 학생들에게 제시된다.

Has all necessary materials and equipment readily available and is prepared for class.

Never Seldom Periodically Consistently N/A

7. 학습의 결과에 대한 중간 평가는 제때 이루어지고, 학기말에 학생들에게 제공된다.

Summarizes periodically throughout and at end of class or prompts students to do so.

Never Seldom Periodically Consistently N/A

8. 목소리는 크고 명료하다. Communicates audibly and clearly.

Never	Seldom	Periodically	Consistently	N/A
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9. 다양한 학습 도구를 사용하고 (비디오, 차트 등) 경험적 학습을 사용한다.

Incorporates various instructional supports (video, diagrams) and experiential learning activities.

Never	Seldom	Periodically	Consistently	N/A
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10. 수업중, 학생들의 집중력을 살피고 그에 따라 알맞게 대처한다.

Responds to changes in student attentiveness.

Never	Seldom	Periodically	Consistently	N/A
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11. 학습의 효과적인 전달을 위한 기술적인 접근을 한다 (파워포인트 사용, 인터넷 자료, 비디오 등).

Effectively incorporates a variety of instructional technologies to enhance student learning (Power Point, websites, videos, etc.).

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

12. 새로운 용어나 이론 등에 대한 상세한 부연 설명을 제공한다.

Notes and explains new terms or concepts.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

13. 복잡한 개념 등을 충분히 이해시키기 위해 자세한 설명을 제공한다.

Explains or repeats complex information.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

14. 여러가지 실제적 예시를 제공한다. Uses examples to explain content.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

15. 수업 도중 학생들의 질문을 유도하며 장려한다.

Pauses during explanations to ask and answer questions.

Never	Seldom	Periodically	Consistently	N/A
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16. 해당 분야에 대한 최근의 학문적 접근을 제시한다.

Incorporates current research in the field.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

17. 수업중 인용한 이론이나 문구의 출처를 밝힌다.

Cites authorities to support statements.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

18. 하나의 이론이나 학문에 대한 다양한 시선과 주장을 제시한다.

Presents differing viewpoints.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

19. 사실과 개인적 의견을 명확하게 구분한다.

Makes distinctions between fact and opinion.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

20. 질문을 통해 하나의 주제에 대한 더 깊은 성찰을 유도한다.

Asks questions of students that challenge them to think more deeply.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

21. 학생들의 의견을 적극적으로 수용한다. Invites student participation and comments.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

22. 학생들을 인격적으로 대한다. Treats students with respect.

Never	Seldom	Periodically	Consistently	N/A
-------	--------	--------------	--------------	-----

23. 학생들의 자발적인 참여를 칭찬하고 유도한다.

Uses positive reinforcement to encourage student participation.

Never

Seldom

Periodically

Consistently

N/A

# **HIS UNIVERSITY**

## **Degree Program Review Process**

The following outline provides a framework His University will use for conducting a Degree Program Review that includes a comparative analysis, analysis of various key performance and institutional effectiveness indicators, and student learning outcomes. The program review also includes any recommendations for program revisions and changes to increase educational effectiveness.

### **A. Institutional Effectiveness Data**

### **B. Comparability of Degree Program**

### **C. Instructional Effectiveness Data**

- Instructional Staff Listing (Full time and Adjunct Faculty ) Review
- Course Evaluations Review (Degree Core Courses)

### **D. Institutional Assessment Data**

- Entering Student Survey (ESS)
- Graduating Student Survey (GSS)
- Alumni Survey (AS)
- Summary - Data from various assessments and evaluations institution wide

### **E. Review the Degree Program Outcomes**

- Suggested Degree Program Outcomes Revisions
- Review Program Scope and Sequence (Course List)
- Review the Curriculum Matrix (mapping program outcomes to courses)
- Review the General Education Core (if applicable)

### **F. Assessment of Program Learning Outcomes**

- General Education Learning Outcomes (If Applicable)
- Program Learning Outcomes (Direct Measures of Core Courses)
- Capstone Course (Direct Measures of Program Learning Outcomes)

**G. Library Support of the Curriculum - Evaluation of Holdings**

**H. Conduct a SWOT analysis of the degree program.**

**I. Summary, Recommendations and Action Steps**

- Program Review Summary
- Strategic Planning Recommendations

**J. Report Findings**

- Submit program review summary report and all supporting documentation to the Chief Academic Officer (CAO) and present findings to the appropriate academic forums.

## Program Review Instruction

The review template provides guidelines for the program review committee. Each requested item has a recommended length of response given in red on the template. These are guidelines only and department responses are not restricted to the recommendation. For example, program recognitions indicates a maximum of 5 items however having fewer than or more than 5 is completely acceptable. The guidelines are intended to help keep the document succinct and minimize the burden on the committee by having them focus on the most salient items.

For a number of items, the appropriate response may be that the request is not applicable or that the information is not available. In this case, NA may be indicated or the item may simply be deleted.

In completing the program review document, departments are free to be creative in adding headers/footers or formatting the document in a way that distinctively highlights the department.

- BPPE - SPFS data may help to supply requested information

Some data is fiscal year data while the program enrollment and graduate data is based on the academic year calendar.





## HIS UNIVERSITY INSTITUTIONAL Measurable Learning Outcomes

### *HIS University: Educating and training His Family Ministry Specialists*

Our aim is to endow each student with a vision of world mission based upon a fundamental knowledge of biblical principles in family ministry. We create a learning environment which cultivates devoted leaders who will **develop** healthy families and **improve** the quality of people's lives. With **skills for developing** positive human relationships and cross-cultural education experience, students will be **equipped to counsel** individuals and families facing problems or in a crisis.

HIS University learning outcomes below are characteristically descriptive of graduates. They are:

1. trained ***Family Ministers and Missionaries*** capable of communicating that all people are created in God's image and skillful in explaining that His desire is for everyone to belong to His family. Graduates acquire a Christian worldview and articulate how faith in God empowers their ability in the ministry of restoring marriage and family relationships;
2. professional ***Family Counselors*** who can skillfully counsel individuals and families and who are able to adapt their training in order to teach others in local and international churches, schools, and Christian or secular organizations;
3. capable ***Family Educators*** with a strong biblical background who can teach others in various stages of life.

INSTITUTIONAL LEARNING OUTCOMES	PROGRAMS
<p>1. <b>Graduates are:</b> trained <b><i>Family Ministers and Missionaries</i></b> capable of <b>communicating</b> that all people are created in God's image and <b>skillful in explaining</b> that His desire is for everyone to belong to His family. Graduates acquire a Christian worldview and <b>articulate</b> how faith in God empowers their ability in the ministry of restoring marriage and family relationships.</p>	<ul style="list-style-type: none"> <li>• Ph.D. In Family Ministry</li> <li>• Ed.D. in Christian Education and Counseling</li> <li>• MFT in Marriage and Family Ministry</li> <li>• MA in Christian Counseling</li> </ul>
<p>2. <b>Graduates are:</b> professional <b><i>Family Counselors</i></b> who can <b>skillfully counsel</b> individuals and families and who are able to <b>adapt their training</b> in order to <b>teach</b> others in local and international churches, schools, and Christian or secular organizations.</p>	<ul style="list-style-type: none"> <li>• MA in Christian Education</li> <li>• BA in Counseling</li> <li>• Associates Degree in Counseling</li> </ul>
<p>3. <b>Graduates are:</b> capable <b><i>Family Educators</i></b> with a strong biblical background who <b>can teach</b> others in various stages of life.</p>	<ul style="list-style-type: none"> <li>• Diploma in Peer Christian Counseling</li> </ul>



## Program and Curriculum Review Rubric\*

Periodic program review is vital to HIS University's commitment to ongoing excellence. Alignment with the university's mission and strategic plan with its curricular and co-curricular programs can be measured through program review. Two programs are reviewed every year with all eight programs completed in a four-year cycle. Program review results inform the five-year Strategic Plan and provides HIS University with the opportunity to reflect on its programs; departments; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years. This program assessment rubric will guide the review process. The resulting analysis will be provided to the Administrative Committee (ADCOM) and Board of Directors to assist them in strategic decision-making and resource allocation.

Each department will submit the program review document to the Chief Academic Officer (CAO), who will evaluate the program using the rubrics below.

1. Each *academic program* within a department will be evaluated using the program assessment rubric. (For example, degree programs directed by the counseling department include the Master of Christian Counseling [MCC] and Master of Marriage and Family Therapy [MFT]).
2. The *department* will be reviewed using the results of the program assessment reviews and the department level data in the program review template.

**Total the number of points for each column in each section to calculative a score for each of the three rubric sections.**

<input type="checkbox"/> PHD <input type="checkbox"/> EDD		Score	Score Key
I.	Degree Program Assessment Rubric		Improvement 7-13 Emerging 14-17 Developed 18-21
II.	Department Assessment Rubrics		
	1. Resources		Need Fewer 4-6 Adequate 7-9 Need More 10-12
	2. Enrollment and Graduates		Improvement 3-5 Effective 6 Exemplary 7-9
	3. General Assessment		Improvement 7-13 Effective 14-17 Exemplary 18-21

**I.  PHD  EDD – Degree Program Assessment Rubric**

Measure	Room for Improvement 1	Emerging 2	Developed 3	Score
1. Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program	
2. Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct	
3. Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program	
4. Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections	
5. Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence	
6. Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance	
7. Program enrollment and graduation	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward	
			<b><u>Degree Program Assessment</u></b> <b>TOTAL</b>	

**II.  PHD  EDD – Department Assessment Rubric**
**1. Department Resources**

Measure	May need fewer resources 1	Resources adequate 2	May need more resources to meet need or to expand 3	Score
1. Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing	
2. Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs	
3. Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards	
4. Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards	
			<b>Resources TOTAL</b>	

**2. Department - Course Enrollment and Graduates**

Measure	Room for improvement 1	Effective 2	Exemplary 3	Score
1. Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward	
2. Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward	
3. Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward	
			<b>Enrollments and Graduates TOTAL</b>	

### 3. Department - General Assessment

Measure	Room for improvement 1	Effective 2	Exemplary 3	Score
1. Alignment with University Mission and Program Goals	Some of the department's programs are aligned with the university mission or strategic plan	Most of the department's programs are aligned with the university mission and strategic plan	All of the department's programs are well aligned with the university mission and strategic plan	
2. Program quality, distinctiveness, and recognition	Some programs in the department have provided examples of recognition for quality or uniqueness	Most programs in the department have provided examples of recognition for quality or uniqueness	All programs in the department have provided examples of recognition for quality or uniqueness	
3. Academic Assessment	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	
4. Faculty Scholarship	Department demonstrates faculty scholarship by providing examples of excellence in a few programs	Department demonstrates faculty scholarship by providing examples of excellence in most programs	Department provides multiple examples to demonstrate faculty excellence in scholarship in all programs	
5. Quality Teaching	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success	
6. Enrollment trends (degree and credential seeking students)	Enrollment is flat or decreasing	Enrollment is generally increasing in the department but is below university and college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above university and college average enrollment trends	
7. Plans for growth and improvement	The department provides a plan for growth or improvement	The department provides a plan with a specific timeline and outcomes for growth and improvement	The department provides a plan for growth and improvement based on the review and aligns it to the University Strategic Plan	
			<b>General Assessment TOTAL</b>	



## HIS University Academic Program Review

Department:

Academic Programs Reviewed

Program 1.

Program 2.

Program Review Committee

1.

2.

Date Submitted

Department Director \_\_\_\_\_

Chief Academic Officer \_\_\_\_\_



Program 1. (insert program name)

**Enrollment and Graduate History**

	Fall 2017	Fall 2018	Fall 2019
Enrollment			
Graduates			

**Program description**

1 paragraph

**Alignment with university mission, strategic plan**

1 paragraph

**Program distinctiveness**

Maximum 5 items, if applicable

**Recognitions of quality of the program**

Maximum 5 items, if applicable

**Program learning outcomes**

(Insert: copied from program documentation, if none then indicate)

**Description of learning outcomes assessment program**

1 paragraph

**Summary of assessment findings for past five years**

1/2 page



**Major curricular changes since last review (or past three years)**

**Maximum 4 items**

**Graduate placement data, employer satisfaction**

**Capacity for growth of programs**

**1/2 page**

**New program opportunities**

**1/2 page**

**Proposals to enhance programs (if desired)**

**1/2 page**

**If program has professional accreditation, attach most recent review findings and recommendations**

REPEAT THIS INFORMATION OF EACH PROGRAM IN DEPARTMENT. BEGIN NEXT PROGRAM ON NEW PAGE.





## Course Number and Course Title COURSE SYLLABUS

- Semester - Fall 20\_\_\_\_\_       Semester - Spring 20\_\_\_\_\_
- Summer Intensive 20\_\_\_\_\_       Winter Intensive 20\_\_\_\_\_
- Independent Study 20\_\_\_\_\_

Faculty: [Professor Name and Titles]

Email: [Email address your students will use to contact you.]

Phone Number: [Optional]

Consultation Hours: By appointment. [List your hours if you prefer.]

Units and Hours: [? Units = ?Class Hours]

This course is a prerequisite for... [If applicable, list the program this course is a prerequisite for; or remove this heading.]

(Ex. This course is a prerequisite for the MFT Program.)

Equivalency Courses: [List Course Number]

(Ex. MCC555 Syllabus would state: *Equivalency Course: MCE555*)

### **Course Description**

[Insert HIS Catalog Description using measurable student learning outcomes]

General Education Requirement: [For Undergraduate Students Only: Enter if applicable or remove this heading. Note: General Education courses must display the area they fulfill. For example: History, Math, Science, etc.]

Course Prerequisites: [List this Course Prerequisites, if applicable, or remove this heading.]

### **HIS University - Educating and Training His Family Ministry Specialists.**

### **Program Mission Statement**

[Insert the Program Mission Statement]

### **Program Learning Outcomes**

Course Number & Title: This (undergraduate/masters/doctoral) course is a (core/elective) course (required of/offered to) all (Program Name) majors. Successful completion of this course will prepare students to demonstrate (a Beginning/Developing/Mastery/Exemplary) proficiency toward the accomplishment of Program Learning Outcomes below. The graduating student of HIS University's (Program Name) will be able to: (Insert Program Learning Outcome/Outcomes)



[*Beginning – PCC, AA; Developing – BA; Mastery – MA; Exemplary – Doctorates*]

### **Course Objectives and Student Learning Outcomes**

[*List the student learning outcomes for this course.*]

After successful completion of this course, the student will be able to:

1. [*Select appropriate measurable verb from Bloom's Taxonomy and complete the above statement of student learning outcome*]

Fulfilled by the following tasks:

1. ...
2. ...
3. ...

2. [*Select appropriate measurable verb from Bloom's Taxonomy and complete the statement of student learning outcome*]

Fulfilled by the following tasks:

1. ...
2. ...
3. ...

3. [*Select appropriate measurable verb from Bloom's Taxonomy and complete the above statement of student learning outcome*]

Fulfilled by the following tasks:

1. ...
2. ...
3. ...

### **Teaching Methods:**

[*Simply list in a paragraph the methodology you will use in class.*]

### **Educational Equipment**

[*Simply list or write a paragraph on the equipment you will need for class.*]

### **Grading:**

[*Explain how will you determine the student's course grades?*]

You will meet the outcomes listed above through a combination of the following activities in this course:



Provide instructions to students on how they are expected to meet the learning objectives for the course. For example: Will most objectives be met through examination? Or through participation? Or through projects? See example assignment list below:

Assignment (Example only)	Percentage
Reading	10%
Paper	20%
Book Reviews	20%
Presentation	25%
Final Exam	25%

### Example

Points	Activity Description
#	Item 1 ( <i>List activities, tests, etc. that will determine the students' final grade</i> )
#	Item 2
#	Item 3
100	Total Points Possible

**[Important note:** For more information about grading at HIS University, visit the HIS Website for a current school catalog.]

### Required Texts and Study Resources

1. Required Textbook 1: [*List required course textbooks using APA formatting provide details such as full name of textbook, author, edition, description (if desired), and where it can be purchased.*]
2. Required Textbook: [*List required course textbooks using APA formatting provide details such as full name of textbook, author, edition, description (if desired), and where it can be purchased.*]
3. Other Readings: [*List required other readings using APA formatting provide details such as full name of handout, author, description (if desired), and where it can be purchased.*]  
Other: *List tools, resources, and materials needed by the student for success in the course.*

### Attendance Policy



- While the attendance Policy is up to the professor, please be aware a general academic guideline is one absence per unit.
- So if the course is a 3 unit class, the student could miss up to 3 classes.
- Please see your professor if you need to be excused from class.

### **Course Outline/Schedule**

- Include a sense of time allocations using designations such as Week 1, Week 2, etc. to include at least 13 weeks.
- Include any scheduled class time activities held outside of the classroom.



## HIS UNIVERSITY LIBRARY ANNUAL REPORT

The mission of the Library is to provide access to knowledge and information to serve the research, teaching, and learning needs of the university community...and to support the university mission by fostering biblically-centered scholarship.

### HIGHLIGHTS OF THE YEAR

- 1.
- 2.
- 3.

### LIBRARY MANAGEMENT

Budget was used for....

### GOALS FOR NEXT YEAR

### LIBRARY STATISTICS

Circulation:

Books and other print materials	xx
Non-print materials	xx
Total	xx
Books added	xx
Books weeded	xx



**HIS UNIVERSITY LIBRARY  
ANNUAL REPORT**

Library Usage by Students:



## HIS University Website, Library, and Facility Feedback

### 1. What is your role at HIS University?

- Student  Staff
- Administrator  Alumni/Former Student
- Faculty
- Other (please specify)

### 2. Overall, how well does our website meet your needs?

- Extremely well  Not so well
- Very well  Not at all well
- Somewhat well

### 3. How easy is it to find what you are looking for on our website?

- Extremely easy  Not so easy
- Very easy  Not at all easy
- Somewhat easy

### 4. Does it take you more or less time than you expect to find what you are looking for on our website?

- A lot less time  A little more time
- A little less time  A lot more time
- About what I expected

### 5. How attractive is our website to look at?

- |   |  |
|---|--|
| <input type="radio"/> Extremely appealing | <input type="radio"/> Not so appealing     |
| <input type="radio"/> Very appealing      | <input type="radio"/> Not at all appealing |
| <input type="radio"/> Somewhat appealing  |  |

### 6. How easy is it to understand the information on our website?

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Extremely easy | <input type="radio"/> Not so easy     |
| <input type="radio"/> Very easy      | <input type="radio"/> Not at all easy |
| <input type="radio"/> Somewhat easy  |                                       |

### 7. How much do you trust the information on our website?

- |   |                                  |
|---|----------------------------------|
| <input type="radio"/> A great deal      | <input type="radio"/> A little   |
| <input type="radio"/> A lot             | <input type="radio"/> Not at all |
| <input type="radio"/> A moderate amount |                                  |

### 8. Please comment about ways we can improve our website.

### 9. How often have you visited the HIS University Library?

- Often (2 or more times a WEEK)
- Sometimes (3-6 times a SEMESTER)
- Not often (4 or less times a YEAR)
- Never

### 10. How often have you visited BIOLA or other local libraries?

- Often (2 or more times a WEEK)
- Sometimes (3-6 times a SEMESTER)
- Not often (4 or less times a YEAR)
- Never



### 11. What was the reason for your visit to other libraries? (select all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Access database           | <input type="checkbox"/> Use computers in the library          |
| <input type="checkbox"/> Find a book or magazine   | <input type="checkbox"/> Use the printer/copier in the library |
| <input type="checkbox"/> Find video, DVD, CD, etc. | <input type="checkbox"/> Study group                           |
| <input type="checkbox"/> Study alone               |  |
| <input type="checkbox"/> Other (please specify)    |  |

### 12. What was the reason for your HIS University library visit? (select all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Access database           | <input type="checkbox"/> Use computers in the library          |
| <input type="checkbox"/> Find a book or magazine   | <input type="checkbox"/> Use the printer/copier in the library |
| <input type="checkbox"/> Find video, DVD, CD, etc. | <input type="checkbox"/> Study group                           |
| <input type="checkbox"/> Study alone               |  |
| <input type="checkbox"/> Other (please specify)    |  |

### 13. Computers and electronic equipment are accessible in the HIS library

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

### 14. Printing and copying is adequate at HIS University

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

**15. The library's resources meet my needs**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**16. HIS University library space is adequate**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**17. Library hours are adequate at HIS University**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**18. HIS University Library resources are adequate for my COURSE needs**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**19. HIS University Library resources are adequate for my RESEARCH needs**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**20. Resources are easy to find**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**21. I usually find the resources I need**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**22. Library resources are current and relevant**

- Strongly agree
- Disagree
- Agree
- Strongly disagree
- Neither agree nor disagree

**23. If you answered any of the above DISAGREE or STRONGLY DISAGREE please explain****24. What recommendations do you have for additional library resources such as textbooks, journals etc.? Please be specific.**



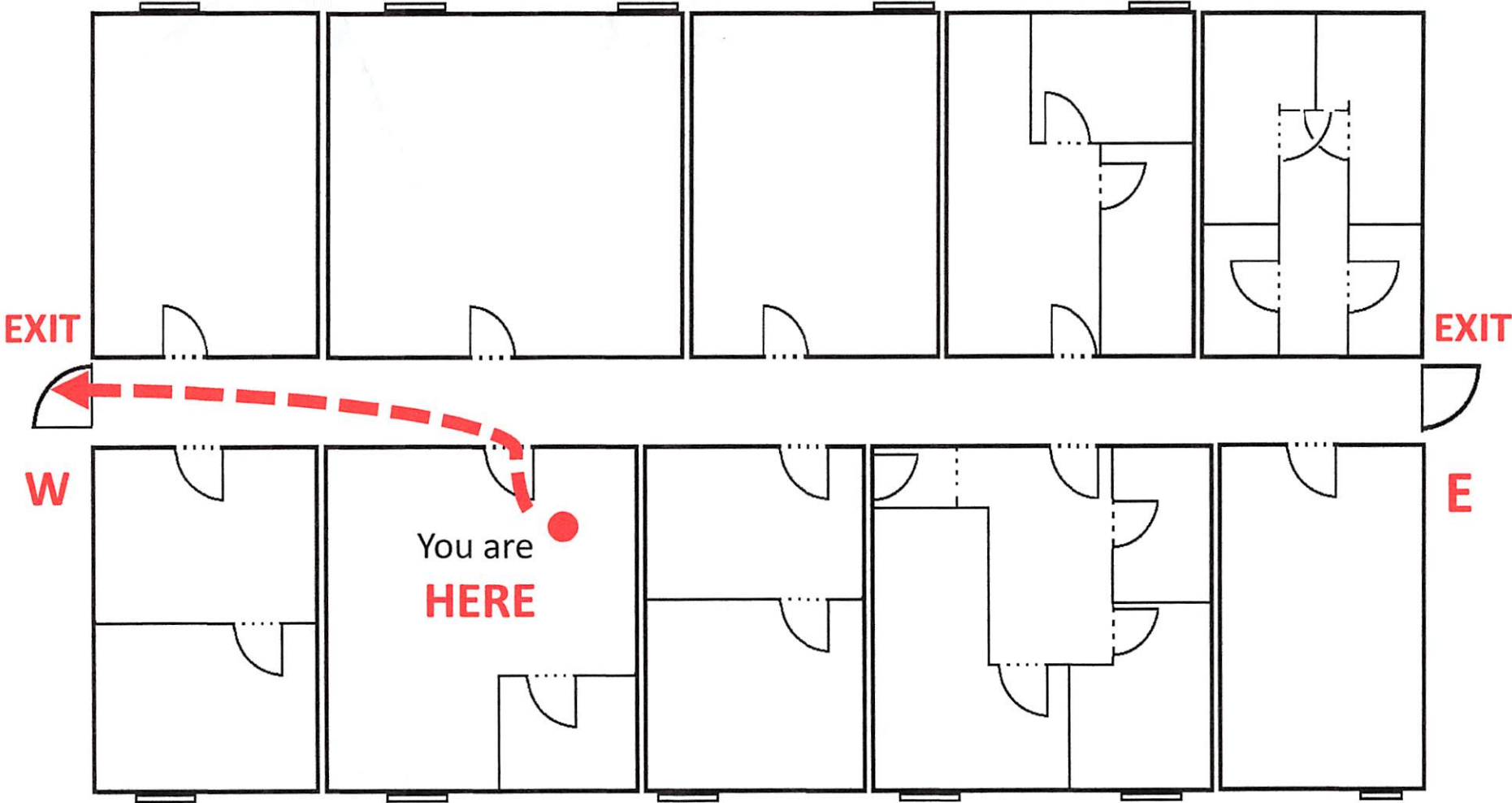
### Facility, Equipment and Grounds Annual Checklist

<b>A. Facilities and Grounds Items</b>	<b>Reviewed</b>	<b>Due Date</b>	<b>Actual</b>	<b>Comments</b>
Elevator Inspection	04-09-2018	04-09-2019	08-01-2019	Annual Maintenance ThyssenKrupp, Annual State Inspection (3 months overdue by California State Inspector as of 7-24-19)
Gardening and Grounds Maintenance	02-2019	12-2019	01-2020	Review Memorandum of Agreement
Heating and Air Conditioning	2019	2019	07-2019	Cooper and Co.
Roof	12-2019	12-2020	serviced 12-2019	Daniel's Roofing Co.
Windows, Doors Screens, Door locks, Gates	7-2019	12-01-2019	01-08-2020	Facility walk- around -Screen repair back lower window -Replace lock - breezeway elevator Need: Increased security

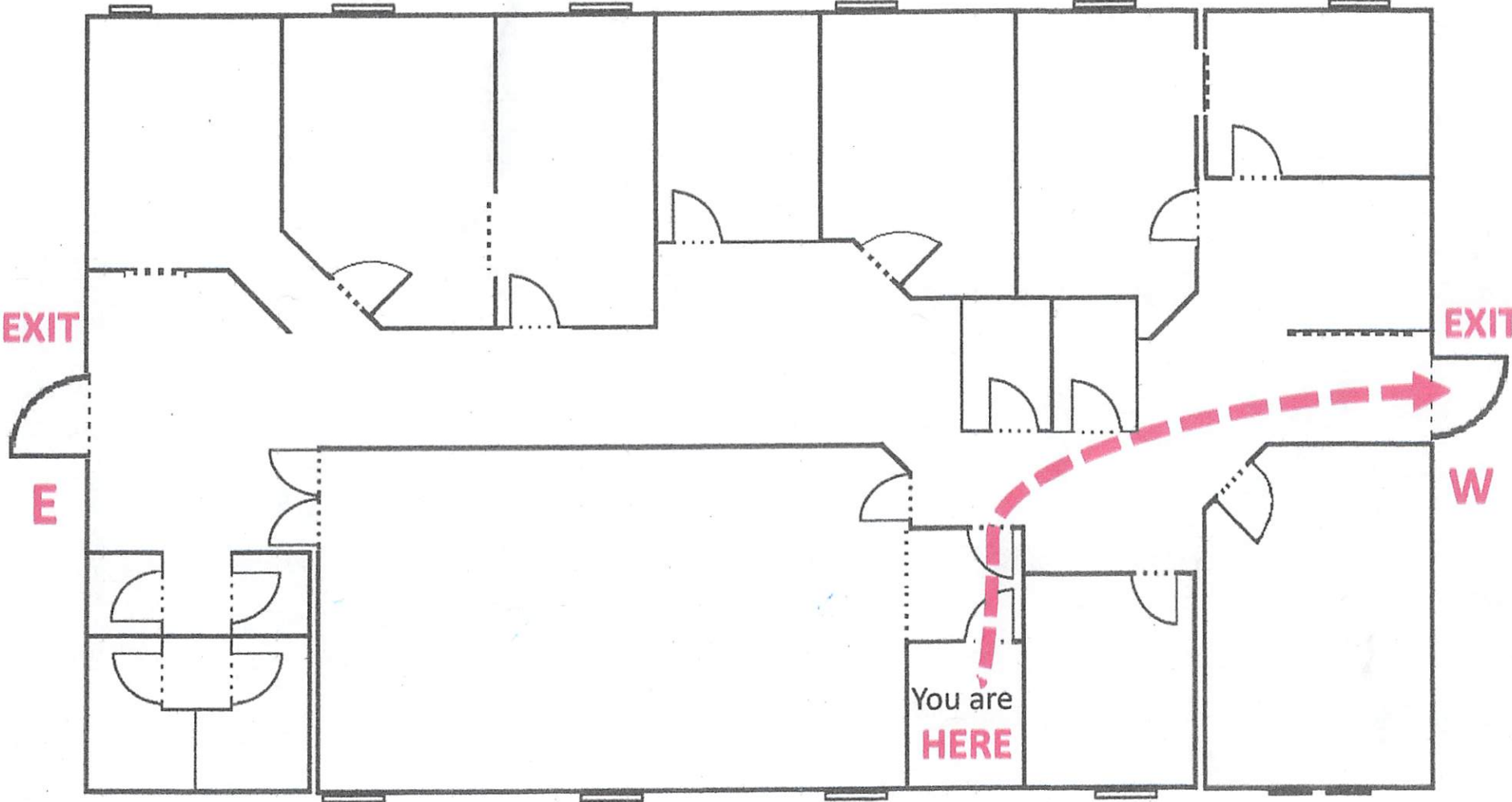
<b>B. Internal Equipment</b>	<b>Reviewed</b>	<b>Due Date</b>	<b>Actual</b>	<b>Comments</b>
Audio Visual system upstairs and downstairs (Microphones and speaker system, projectors)	03-2019	12-2019	01-08-2020	Facility Walk through
Computers and internet	03-2019	12-2019	12-2019	JNIC - Computers updated
Office printers	as needed			Desk tops
Telephones	as needed			ATT&T
Check HIS equipment inventory and update list	02-2019	02-2020	01-28-2020	Dr. Brown and Dr. Oh walk through

<b>C. Leased Equipment</b>	<b>Reviewed</b>	<b>Due Date</b>	<b>Actual</b>	<b>Comments</b>
2 - Sharp printer/copier machines	01-2019	As needed	Serviced 01-2019	Best Business Machines - services their equipment as needed
2 - Hot/cold water dispensers	-	-	Serviced twice year	Coway USA
1 - Humidifier	-	-	Per contract	Coway, USA
1 - Dumpster	04 - 2019	As needed	Pick up day changed	Waste Management Corporation

# Emergency Escape Route (1st Floor)



# Emergency Escape Route (2<sup>nd</sup> Floor)



**HLTH - Emergency Procedures: Earthquake, Fire, Weather**

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**Created:****Last Revision:****ADCOM Approved: 12-11-2018****Board Approved: 01-18-2019****References: Student Manual**

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**Earthquake**

In the event of an earthquake, students will be instructed to:

**DROP COVER AND HOLD ON\***

- DROP to the ground,
- COVER your head and neck with your arms and seek shelter by getting under a sturdy desk or table if nearby; and
- HOLD ON to your shelter and be ready to move with it until the shaking stops. If there is no table or desk near you, drop to the ground and move next to an inside wall of the room. Remain in a crawling position to protect your vital organs and cover your head and neck with your hands and arms.
- DO NOT move to another room or outside while strong shaking is happening.

\*2014 California ShakeOut Key Messages © 9/25/2014 Earthquake Country Alliance

**Fire**

All Fire and Emergency exits are clearly marked on each level. All persons should be familiar with these exits in case of emergency.

**Weather**

Regarding the cancellation of classes in cases of severe weather, it will be the student's responsibility to contact members of HIS University administration or faculty regarding information and instructions. Failure to obtain the information may result in unexcused absence in situations where classes have not been officially cancelled.

**HLTH - Health and Security (p. 1 of 2)**

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**Created:****Last Revision:****ADCOM Approved: 01-15-2019****Board Approved: 01-18-2019****References: Assessment Plan**

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**Health and Security**

Health and security concerns are assessed by ADCOM on an ongoing basis, noted in meeting minutes and followed up on in a timely manner. Health and security includes assessment and management of the following areas.

1. HIS University is handicap accessible with available parking and an elevator. The elevator is inspected as required by the State of California. HIS has a contract with ThyssenKrupp to do maintenance as needed and maintain updated inspections with the State. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
2. The Corona Fire Department makes regular inspections and fire extinguishers are located in all mandated places throughout the building, six total. Each is tagged, current, inspected monthly and verified by university staff. Fire extinguishers are maintained or replaced as needed by a contracted agency. If any non-compliance issues are issued during the inspection, they are sent to HIS University in a report from the Fire Department with instructions of what to do to be in compliance. Once this compliance is fulfilled and confirmed by the Fire Department, they issue a letter to that effect. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
3. Topaz Alarm Corporation is contracted to monitor the building alarm system around the clock. Security cameras are placed around the perimeter of the building with a camera surveillance monitor operating inside the Reception Office. The Corona Police Department has a contract with HIS University and comes in the event Topaz Alarm makes a request when an alarm issue occurs and cannot be solved without their intervention. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
4. There is a display designating the number of people (students) the lecture room can hold according to California Law. This law is reviewed annually by the Academic Dean to determine if there have been any changes.



**HLTH - Health and Security (p. 2 of 2)**

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5. Emergency exit plans and signs are clearly posted at every exit upstairs and downstairs doors. HIS University holds one fire alarm drill per year in cooperation with the Corona Fire Department. The fire drill schedule will begin in school year 2018-2019.
6. The HIS University Student Manual contains instructions for earthquake, fire, and weather emergencies and is reviewed annually at Student Orientation.
7. The HIS University Registrar is also a registered nurse however, she is not on staff in a nursing role, and does not hold a California nursing license. She maintains current nursing licenses in Illinois and Missouri and is an asset to HIS University. She is available to assist with minor health issues and provide advice and support in health emergencies that may occur on campus.
8. An agency is contracted to clean inside the facility once a week during the year and more often when needed. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.
9. Various gardeners and handy men are engaged, as needed, for the gardening and miscellaneous repairs of facility. These involve issues not maintained by contracts such as removal of trash and blowing away debris from the parking lot, around the external perimeter of the facility and doorways as needed. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs to guide and influence the decision to momentarily contract someone to do these general maintenance issues.
10. HIS has a contract with Waste Management Company to provide a trash dumpster and make weekly pickups. This contract is reviewed annually before extending it to a new year. The Chief Operations & Finance Officer evaluates the quality of service, expense and university needs, which guide and influence the renewal decision.



## Health and Security Annual Checklist

Item	Reviewed	Due	Actual	Comments
Fire and Emergency Exits Plan Reviewed	12-01-2018	12-01-2019	12-2019	Facility walk - through
Fire Extinguishers Maintenance	12-12-2018	12-12-2019	12-2019 Tags changed	Annual fire extinguisher maintenance (San Bernardino, Riverside Counties Fire Dept.) 909 884-3912, 909 822-1169, 800 760-1913
Fire Extinguishers Monthly monitoring	Monthly	Monthly		Registrar - monthly fire extinguisher checks recorded on device card
Fire Inspection Corona Fire Department	12-20-2018	12-2021		Every three years
First Aid Kit	02-2019	12-2019	2-2020	Replenish supplies, check expiration dates etc.
iNX Cleaning Service	07-2019	12-2019	12-2019	Review contract - Min. wage increased. Cost increased 2020
TOPAZ Alarm Co.	07-23-2019	12-2019	01-2020 Break in	TOPAZ 800 652-2666, Rick Technician 626 222-1099 or Randy
Video Surveillance System	07-1-2019	12-2019	12-2019	HIKVISION
Waste Management Co.	01-2019	12-2019	April 2019	Review contract



## Assessment of **STRATEGIC PLAN**

### Annual Strategic Planning Process

The Administrative Committee (ADCOM), Executive Leadership Team (ELT) and HIS University faculty assess the Five-Year Strategic Plan for HIS University at the end of each calendar year beginning in the 2019-2020 year.

1. The current Strategic Plan is reviewed annually
  - A. Strategic objectives are reviewed
  - B. Timelines are reviewed
  - C. Assessment data is reviewed
  - D. Progress toward objectives is evaluated
  
2. Conduct SWOT analysis
  - A. Review previous strategic plan SWOT analysis
  - B. Conduct ADCOM, ELT and Faculty SWOT analysis in light of current assessment data collected over previous twelve months.
  
3. Strategic Plan Update and Report
  - A. ADCOM is presented with a summary of findings, such as goals reached, current SWOT analysis, etc., with supporting documentation.
  - B. Recommendations for revision and update of the Strategic Plan are presented
  - C. Budget projections are submitted for revised Strategic Plan implementation
  - D. Strategic Plan Update Report is approved by ADCOM, ELT and Faculty and presented to HIS University Board of Directors for approval.



Assessment of  
**INSTITUTIONAL EFFECTIVENESS ASSESSMENT PLAN**  
(IEAP)

The HIS University Institutional Effectiveness (IE) Assessment Plan will be reviewed every two years by the Administrative Committee (ADCOM) and Executive Leadership Team (ELT) to measure its efficiency, data collected and analyzed, goals achieved and instruments utilized. The first review of the IE Assessment Plan process will be in the fall, 2020. The elements to be reviewed and questions addressed will include:

1. Assessment Tools and Instruments
  - A. Which tools are accurate most effective-why? Provide supporting documentation
  - B. Which tools are least accurate, least effective and why? Provide supporting documentation
  - C. Do new assessment instruments need to be implemented, and/or ineffective ones phased out?
  
2. Analysis, Application and Summary Reports
  - A. Was the data collected sufficient to determine trends and patterns?
  - B. Were the summary reports and recommendations based on data analysis?
  - C. Were the findings reviewed by ADCOM and the Board in light of the current Strategic Plan?
  
3. Implementation of Recommendations
  - A. Did assessment data and analysis facilitate decisions to implement changes in university management or processes?
  - B. Were assessment findings and implemented changes tied into strategic planning and budget planning?

## 1. Class Presentation Rubric

Presentation	15%
Others (inc. contribution to the class)	15%

**Grading Criteria**

Grade	A	A-	B+	B	B-	C+	C
Attendance	90%	90%	80%	80%	75%	70%	70%
Personal Life Story Analysis	1. Differentiation from the Family of Origin 90 2. Vision on the future family life 90	1. Differentiation from the Family of Origin 80 2. Vision on the future family life 80	1. Differentiation from the Family of Origin 70 2. Vision on the future family life 70	1. Differentiation from the Family of Origin 60 2. Vision on the future family life 60	1. Differentiation from the Family of Origin 50 2. Vision on the future family life 50	1. Differentiation from the Family of Origin 40 2. Vision on the future family life 40	1. Differentiation from the Family of Origin 30% 2. Vision on the future family life 30
Reading Reflection	1. Abstract 90 2. Personal Comments 90	1. Abstract 85 2. Personal Comments 85	1. Abstract 80 2. Personal Comments 80	1. Abstract 75 2. Personal Comments 75	1. Abstract 70 2. Personal Comments 70	1. Abstract 65 2. Personal Comments 65	1. Abstract 60 2. Personal Comments 60
Class Presentation On Case Study	1. Contents 90 2. Structure 90 3. Skills 90 4. Responses 90 5. Application 90	1. Contents 85 2. Structure 85 3. Skills 85 4. Responses 85 5. Application 85	1. Contents 80 2. Structure 80 3. Skills 80 4. Responses 80 5. Application 80	1. Contents 75 2. Structure 75 3. Skills 75 4. Responses 75 5. Application 75	1. Contents 70 2. Structure 70 3. Skills 90 4. Responses 70 5. Application 70	1. Contents 65 2. Structure 65 3. Skills 90 4. Responses 65 5. Application 65	1. Contents 60 2. Structure 60 3. Skills 90 4. Responses 60 5. Application 60
Micro Skills Master	1. Active Listening Skill 90 2. Empathy 90 3. Respect 90 4. Genuineness 90 Confrontation 90	1. Active Listening Skill 85 2. Empathy 85 3. Respect 85 4. Genuineness 85 Confrontation 85	1. Active Listening Skill 80 2. Empathy 80 3. Respect 90 4. Genuineness 80 Confrontation 80	1. Active Listening Skill 75 2. Empathy 75 3. Respect 75 4. Genuineness 75 Confrontation 75	1. Active Listening Skill 70 2. Empathy 70 3. Respect 70 4. Genuineness 70 Confrontation 70	1. Active Listening Skill 65 2. Empathy 65 3. Respect 65 4. Genuineness 65 Confrontation 65	1. Active Listening Skill 60 2. Empathy 60 3. Respect 60 4. Genuineness 60 Confrontation 60
Final Exam	90	85	80	75	70	65	60
Contribution to the Class	Peer group evaluation applied to the total grade considering their comments with formatted evaluation sheets.						

**Textbooks**

The Bible.

Yang, Eun Soon (2012). Class Lecture Notes

(2011). *양은순과 함께 하는 결혼과 가정생활 상담 이야기 (Christian Marriage and Family Life Story with the Masters)*. Unpublished Binder: HIS University.

## 2. Case Study Rubric - Oral and Written Presentation

**상담 계획서 (Counseling Planner)**

1. 날짜(Date):
  2. 상담자 이름 (Counselor Name):
  3. 내담자 이름 (Client's Name):
  4. 내담자 인적 사항 (Client's General Information) - 1st Session
  5. 지난 회기 상담 내용 (Summary of the Last Session) - from 2nd Session)
  6. 내담자 주 호소 문제 (Client's Main Problem)
  7. 내담자 관찰 (MSE)
  8. 상담자가 관찰한 주요 문제 (Problem by the Counselor's Observation)
  9. 상담 목표 (The Counseling Objectives)
    - 9-1 - 장기 목표 (Long-term Objectives)
    - 9-2 - 단기 목표 (short-Term Objectives)
  10. 상담 이론과 기술 (Theoretical Background & Skills)
  11. 상담 과정 :초기, 중기, 후기 (Intervention: beginning period, Middle, Ending Period)
  12. 과제 (Homework or Assignment)
- 평가 (Evaluation -상담 목표를 얼마나 달성했나? or 내담자의 변화 정도는?)
- 상담자 고찰 (Counselor's Reflection)

Wednesday 1/18/2017

Professor: \_\_\_\_\_ Student: \_\_\_\_\_

## Proposal

CONTENT*	*Objective explanation of points given. 각 항목별 점수를 준 근거를 설명하십시오.	
<b>Title or Subject</b> 제목/주제	(0-10)	
<b>Research Purpose</b> 연구목적	(0-10)	
<b>Research Questions</b> 연구문제	(0-10)	
<b>Research Methods</b> 연구방법	(0-10)	
<b>Literature Review</b> 선행연구	(0-10)	
<b>References</b> 참고문헌	(0-10)	
<b>Presentation Preparation</b> 발표준비	(0-10)	
<b>Presentation Skill</b> 발표기술	(0-10)	
<b>Q&amp;A</b> 질의응답	(0-10)	
<b>Audience Response</b> 회중반응	(0-10)	
<b>TOTAL</b> 합계	(0-100)	

## 4. Oral Presentation - PEER Evaluation Tool

**2016 christian Counseling & Psychotherapy**  
**PEER Evaluation Sheet**

**11/01 Transactional Analysis (교류분석) : 남궁숙, 송윤호**

Evaluator name:

**Evaluation Analysis (Total of 100 points)**

<b>Criteria</b>	<b>Comments</b>	<b>Points</b>
<b>Contents</b> (내용)		( /20)
<b>Preparation</b> (준비)		( /20)
<b>Critique</b> (비판)		( /20)
<b>Integration</b> (통합)		( /20)
<b>Audience's Response</b> (회중의 반응)		( /20)
<b>TOTAL</b>		( /100)



### 발표 점수 용지

발표자 Or 발표그룹	점수를 채점한 간단한 이유	각 항목별 10점 만점
1. 주제 or 제목	Theme or Subject	
2. 내용	Contents	
3. 전달능력	Presentation Sk.:V	
4. 적절한 언어사용	Language Appropriateness	
5. 발표 준비도	Preparation	
6. 핵심 요약 능력	Abstract Correct	
7. 발표기술	Voices & Tones et. etc.	
8. 소리조절	Powerpoint Sk.:11	
9. 질문 대처 능력	Response to questions	
10. 회중들의 반응	Response from the audiences	

심사평: Total & Reflection (Evaluation)

Total Score

채점자 이름 \_\_\_\_\_ 점수합계 \_\_\_\_\_

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

## HIS University MFT Trainee Evaluation Form

Student Name: \_\_\_\_\_ Academic Program: \_\_\_\_\_

Evaluation Period:  Fall 20\_\_  Winter 20\_\_  Spring 20\_\_  Summer 20\_\_  Other \_\_\_\_\_

Agency Name: \_\_\_\_\_ City: \_\_\_\_\_

Clinical Supervisor's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

<p><b>How Competency was Assessed.</b> Check all that apply.</p> <p>A. <input type="checkbox"/> Direct Observation                      B. <input type="checkbox"/> Video          C. <input type="checkbox"/> Audio    D. <input type="checkbox"/> Supervisory Discussion          E. <input type="checkbox"/> Review of Written Reports              F. <input type="checkbox"/> Feedback from others          G. <input type="checkbox"/> Other (specify): _____</p>	<p><b>Competency Expectations:</b> (For school use)</p>
<p><b>Performance Levels:</b> Check all boxes that apply within each Competency area and rank student where majority of boxes are checked.</p> <p>0 - 1: Fails to meet standard, requires further training          2 - 3: Meets minimum standard, would benefit from further training          4 - 5: Meets standard appropriate to current level of training and experience          6: Exceeds performance standard</p>	<p>Note: If student Fails to Meet Standard or Needs Improvement, provide explanation in the Comment box for that Competency.</p>

COMPETENCY 1: Clinical Evaluation			
<p>Needs much guidance in identifying presenting problems, identifying client strengths, and identifying possible substance abuse, and in connecting presenting problem to DSM diagnoses.</p> <p>Requires Comment.</p>	<p><input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.</p>	<p><input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.</p>	<p><input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.</p>
0 Fails to Meet Standard	1	2      3 Needs Improvement	4      5 Meets Standard
Comments:			

COMPETENCY 2: Crisis Management			
<p><input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.</p> <p>Requires Comment.</p>	<p><input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.</p>	<p><input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.</p>	<p><input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/Implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.</p>
0 Fails to Meet Standard	1	2      3 Needs Improvement	4      5 Meets Standard
Comments:			

COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals. Requires Comment.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
0 Fails to Meet Standard	2 Needs Improvement	4 Meets Standard	6 Exceeds Standard
Comments:			

COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes. Requires Comment.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulty developing trust with clients and often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.
0 Fails to Meet Standard	2 Needs Improvement	4 Meets Standard	6 Exceeds Standard
Comments:			

COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles. Requires Comment.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
0 Fails to Meet Standard	2 Needs Improvement	4 Meets Standard	6 Exceeds Standard
Comments:			

**COMPETENCY 6: Human Diversity**

<p><input type="checkbox"/> Unable to understand the importance of issues of diversity. Requires Comment.</p>	<p><input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.</p>	<p><input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.</p>	<p><input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.</p>
<p>0 1 Fails to Meet Standard</p>	<p>2 3 Needs Improvement</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>
<p>Comments:</p>			

**COMPETENCY 7: Law**

<p><input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting. Requires Comment.</p>	<p><input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.</p>	<p><input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.</p>	<p><input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.</p>
<p>0 1 Fails to Meet Standard</p>	<p>2 3 Needs Improvement</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>
<p>Comments:</p>			

**COMPETENCY 8: Ethics**

<p><input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting. Requires Comment.</p>	<p><input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.</p>	<p><input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.</p>	<p><input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation.</p>
<p>0 1 Fails to Meet Standard</p>	<p>2 3 Needs Improvement</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>
<p>Comments:</p>			

<b>COMPETENCY 9: Personal Qualities</b>			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills. Requires Comment.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
0 Fails to Meet Standard	1	2 Needs Improvement	3
4 Meets Standard		5 Exceeds Standard	
Comments:			

<b>COMPETENCY 10: Professional Documentation</b>			
<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards. Requires Comment.	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
0 Fails to Meet Standard	1	2 Needs Improvement	3
4 Meets Standard		5 Exceeds Standard	
Comments:			

<b>COMPETENCY 11: Professionalism</b>			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting. Requires Comment.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self care as it relates to effective clinical practice.
0 Fails to Meet Standard	1	2 Needs Improvement	3
4 Meets Standard		5 Exceeds Standard	
Comments:			

<b>COMPETENCY 12: Supervision</b>			
<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor. Requires Comment.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.
0 Fails to Meet Standard	1	2 Needs Improvement	3
4 Meets Standard		5 Exceeds Standard	
Comments:			

COMPETENCY 13: (Optional for School Designation)			
0 Fails to Meet Standard	1 Needs Improvement	2 Meets Standard	3 Exceeds Standard
Comments:			

OVERALL ASSESSMENT			
0 Fails to Meet Standard	1 Needs Improvement	2 Meets Standard	3 Exceeds Standard
Comments:			

**Areas of Strength:**

**Areas in Need of Further Development:**

**Plans for Development or Remediation:**

**Consultation with school requested by clinical supervisor:**    No     Yes     Best day/time: \_\_\_\_\_

**Signatures:**

_____	_____
Student's Signature	Date
_____	_____
Supervisor's Signature	Date
_____	_____
[Your Campus' Name] Director of Clinical Training	Date

**Supervisor's Comments (optional):**

**Student's Comments (optional):**

**Hours of Supervised Experience During This Evaluation Period**

Dates covered by this evaluation and reflected in the BBS Weekly Summary of Hours:   /  /   to   /  /  

Total hours of clinical services provided during this academic term:

- Individual Therapy: \_\_\_\_\_ Hours
- Couple, Family & Child Therapy: \_\_\_\_\_ Hours\*
- Group Therapy/Counseling: \_\_\_\_\_ Hours
- Telemedicine: \_\_\_\_\_ Hours
- Client Centered Advocacy: \_\_\_\_\_ Hours

*\*Do not double count conjoint couples and family therapy hours.*

Total hours of supervision and training received during this academic term:

- Individual Supervision: \_\_\_\_\_ Hours
- Group Supervision: \_\_\_\_\_ Hours
- Workshops, seminars, or trainings: \_\_\_\_\_ Hours

The clinical supervisor met, reviewed and discussed this evaluation with the student.    Yes     No

If No, please explain:

\_\_\_\_\_  
\_\_\_\_\_