

**JONES INTERNATIONAL
UNIVERSITY
ASSESSMENT PLAN
2022-2023**

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1. INTRODUCTION

The purpose of this assessment plan is to generate appropriate information to evaluate if Jones International University is achieving its institutional mission and educational objectives. The assessment plan is comprehensive in that it covers the following areas:

- Board and administration
- Programs and student learning
- Student services
- Finances
- Facilities and equipment

The assessment plan is an important part of Jones International's commitment to establish a culture of assessment. Throughout the assessment process we try to regularly involve our key constituencies—students, faculty, administrators, staff, and alumni—and actively promote their awareness of the assessment issues.

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

2. BOARD AND ADMINISTRATION

2.1 Board of Trustees Performance

The purpose of the Board of Trustees evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about directors' responsibilities and their interests and desires for Jones International University. Exploring these areas fosters communication among directors and leads to a more cohesive board. The desired outcomes of a board self-evaluation include:

- A summary of what the board does well and its accomplishments.
- A better understanding of what is needed from each director and the CEO to be an effective board and board/CEO team.
- An assessment of progress on the prior year's goals and identify what needs to be completed.
- And goals and tasks for the coming year related to board performance.

Appendix A: Board Self-Evaluation Form

2.2 Administrator Performance

Jones International University encourages its faculty and staff to make their voices heard through an anonymous evaluation process of the key administrators to collaborate in improving the quality of the administration of our university.

Administrator Evaluation Criteria

- Criteria for an academic administrator evaluation include job descriptions and duties performed at the level of the position.
- Criteria may include such professional skills as effective communication, planning and organizing, problem analysis and decision making, administration, coordinating and controlling resources, teamwork, and team building, mentoring and developing, and external relations.

- The assessment of academic administrators should also include
 - Support for quality teaching,
 - Academic program development,
 - Shared governance,
 - The fair resolution of student concerns,
 - Enrollment management,
 - Faculty workload and course scheduling,
 - Involvement in university affairs and
 - The recruitment, evaluation, and development of faculty and staff.

2.3 Employee Satisfaction

The annual employee satisfaction survey is used to assess important perceptions of job satisfaction, climate, and supervisor effectiveness among our employees. Faculty and staff members play a critical role at our seminary, and their opinions and thoughts about their level of satisfaction are important as we strive to make our campus a great place to work.

Appendix B: Employee Satisfaction Survey Form

2.4 Policies and Publication Evaluation Process

Although changes to our policies documents may be made as needed, our assessment plan contains a schedule for the evaluation of all policies on an annual basis. In addition, the evaluating, revising, and approving procedure of all institutional publications are scheduled for every year of the assessment plan. The schedule is as follows:

Month	Assessment	Responsible Parties
January	Bylaw and Board Policies Evaluation	Board of Trustees
	Policies Manual Evaluation	Director of Assessment and Planning

February	Finance Policies Evaluation	CFO
	Academic Policies and Catalog Evaluation	CAO
March	Faculty Policies and Handbook Evaluation	CAO
	Student Policies and Handbook Evaluation	Chief Student Services Officer
April	Facilities & Equipment Policies Evaluation	Director of Operations
	Library Policies and Handbook Evaluation	Library Resources Director
May	Final evaluating, revising, and approving of all institutional policies and publications	Board of Trustees

3. PROGRAMS AND STUDENT LEARNING

3.1 Assessment Approach and Oversight

Assessment is a strategy for understanding, confirming, and improving student learning through a continuous, systematic process. Assessment of student learning takes place throughout the program and occurs in all courses. All student learning outcomes for the degree programs are assessed based on annual cycle, using direct and indirect methods. Direct and indirect evidence of student learning is analyzed and interpreted at a faculty meeting in spring.

The degree program directors cooperate with the director of assessment and planning. It is the responsibility of the program director to monitor the activities of assessment that occur in the program. The program director leads the assessment conversation held each spring and writes the assessment report due to the university at the end of the academic year.

Use of Assessment Data

The degree programs use the assessment data to make evidence-based improvements to the program.

- Meet with students directly to discuss their performance.
- Analyze and discuss trends with the faculty.
- Analyze and report to the university.
- Analyze and report to accrediting bodies.
- Make improvements in curricular requirements.
- Make improvements in course content, delivery and learning activities.
- Make improvements in learning facilities, equipment, and resources.
- Periodically confirm that current curriculum and courses are facilitating student attainment of program expectations.

3.2 Master of Business Administration (MBA)

MBA has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

When students complete the MBA degree, they will have the ability to:

1. **Critical Thinking:** Graduates of the JIU MBA program will be able to analyze complex business problems, evaluate alternative solutions, and make informed decisions based on data and evidence.
2. **Strategic Planning:** Graduates of the JIU MBA program will be able to develop effective strategies for organizations in order to achieve their goals and objectives.
3. **Leadership:** Graduates of the JIU MBA program will be able to lead and manage teams, utilizing effective communication and interpersonal skills to inspire and motivate others.
4. **Financial Management:** Graduates of the JIU MBA program will be able to apply financial management principles to make informed decisions that maximize profitability and shareholder value.
5. **Marketing:** Graduates of the JIU MBA program will be able to develop and implement effective marketing strategies that address the needs of customers and support organizational goals.
6. **Operations Management:** Graduates of the JIU MBA program will be able to optimize organizational efficiency by managing resources, identifying areas for improvement, and implementing effective processes.
7. **Ethics and Social Responsibility:** Graduates of the JIU MBA program will be able to evaluate ethical issues in business and make decisions that reflect social responsibility and sustainability.
8. **Global Perspective:** Graduates of the JIU MBA program will be able to understand the global marketplace and develop strategies that enable organizations to compete effectively on a global scale.

Curriculum Mapping

The student learning outcomes of the MA in Counseling (MAC) program are generally aligned with the required curriculum. Jones International uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of MBA Program

INSTITUTIONAL LEARNING OUTCOMES (ILO)	ILO 1. Demonstrate Critical Thinking: JIU graduates will be able to analyze complex problems, evaluate evidence, and make well- reasoned decisions in diverse settings..	ILO 2. Effective Communication: JIU graduates will be able to articulate ideas and information clearly and persuasively in written, oral, and visual forms to a range of audiences.		ILO 3. Global and Intercultural Awareness: JIU graduates will be able to understand and appreciate the diversity of human experiences and perspectives and effectively engage in cross-cultural communication and collaboration.	ILO 4. Ethical and Social Responsibility: JIU graduates will be able to recognize ethical issues, identify stakeholders, and propose solutions to complex problems that demonstrate social responsibility and sustainable practices.
MBAPROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of Business Administration .	PLO 5. Use research in Business Administration and evidence- based application to inform and evaluate their application.	PLO 3. Examine individual and business development across the lifespan and apply the major models of Business Administration in ethically sensitive approaches.	PLO 4. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of Business Administration .	PLO 2. Show attitudes that value human diversity, will practice and will demonstrate ethical competence in all professional activities.

COURSE TITLE	INSTRUMENTS & MEASURES				
MBA Core Courses					
MBA 501: Foundations of Business Strategy	Direct Indirect				Direct Indirect
MBA 502: Financial and Managerial Accounting		Direct Indirect			

MBA 503: Managerial Economics				Direct Indirect	Direct Indirect
MBA 504: Organizational Behavior					Direct Indirect
MBA 505: Marketing Management	Direct Indirect				
MBA 506: Operations and Supply Chain Management	Direct Indirect				Direct Indirect
MBA 507: Business Analytics		Direct Indirect			
MBA 508: Corporate Finance				Direct Indirect	Direct Indirect

Electives					
FIN 600: Financial Analysis and Valuation	Direct Indirect				
FIN 610: Investment Analysis and Portfolio Management	Direct Indirect				
FIN 620: Corporate Finance	Direct Indirect				
FIN 630: Financial Risk Management	Direct Indirect				
MKT 600: Consumer Behavior					Direct Indirect
MKT 610: Marketing Research			Direct Indirect		
MKT 620: Marketing Management			Direct Indirect		
MKT 630: Integrated Marketing Communications				Direct Indirect	
SCM 600: Operations Management					Direct Indirect
SCM 610: Supply Chain Management					Direct Indirect
SCM 620: Project Management				Direct Indirect	
SCM 630: Quality Management					Direct Indirect
ENT 600: New Venture Creation	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect
ENT 610: Entrepreneurial Finance	Direct Indirect				

ENT 620: Business Plan Development	Direct Indirect				
ENT 630: Entrepreneurial Marketing	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect
LDR 600: Organizational Behavior	Direct Indirect				
LDR 610: Leadership and Ethics	Direct Indirect				
LDR 620: Leading Change	Direct Indirect				
LDR 630: Strategic Leadership		Direct Indirect			
INT 600: Global Business Strategy			Direct Indirect		
INT 610: International Marketing			Direct Indirect		
INT 620: Cross-Cultural Management	Direct Indirect				
INT 630: Global Economics and Finance		Direct Indirect			
Capstone Project		Direct Indirect			

3.3 Doctor of Business Administration (DBA)

DBA program has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

As a result of completing the DBA program, students will be able to:

1. **Analytical Skills:** Graduates of the JIU DBA program will demonstrate advanced analytical skills and the ability to apply relevant theories, models, and frameworks to business problems.
2. **Research Skills:** Graduates of the JIU DBA program will demonstrate advanced research skills, including the ability to design, conduct, and analyze qualitative and quantitative research studies.
3. **Strategic Thinking:** Graduates of the JIU DBA program will demonstrate the ability to think strategically and develop innovative solutions to complex business problems.
4. **Leadership:** Graduates of the JIU DBA program will demonstrate effective leadership skills, including the ability to lead and manage teams, communicate effectively, and make strategic decisions.
5. **Global Perspective:** Graduates of the JIU DBA program will demonstrate a global perspective and an understanding of the complexities of doing business in an international context.
6. **Ethical Decision-Making:** Graduates of the JIU DBA program will demonstrate the ability to make ethical decisions and act with integrity in their professional roles.
7. **Communication Skills:** Graduates of the JIU DBA program will demonstrate strong communication skills, including the ability to effectively communicate complex ideas and information to a variety of audiences.
8. **Entrepreneurial Mindset:** Graduates of the JIU DBA program will demonstrate an entrepreneurial mindset and the ability to identify and pursue opportunities for innovation and growth.
9. **Industry Knowledge:** Graduates of the JIU DBA program will demonstrate in-depth knowledge of their industry and be able to apply this knowledge to drive business success.
10. **Lifelong Learning:** Graduates of the JIU DBA program will demonstrate a commitment to lifelong learning and ongoing professional development to stay current with emerging trends and technologies in their field.

Curriculum Mapping

The student learning outcomes of the DBA program are generally aligned with the required curriculum. Jones International uses curriculum mapping which allows faculty to indicate which

of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Appendix C: Evaluation Measurement and Process for the DBA Program

Curriculum Maps of DBA Program

INSTITUTIONAL LEARNING OUTCOMES (ILO)	ILO 1. Demonstrate Critical Thinking: JIU graduates will be able to analyze complex problems, evaluate evidence, and make well- reasoned decisions in diverse settings..	ILO 2. Effective Communication: JIU graduates will be able to articulate ideas and information clearly and persuasively in written, oral, and visual forms to a range of audiences.	ILO 3. Global and Intercultural Awareness: JIU graduates will be able to understand and appreciate the diversity of human experiences and perspectives and effectively engage in cross-cultural communication and collaboration.	ILO 4. Ethical and Social Responsibility: JIU graduates will be able to recognize ethical issues, identify stakeholders, and propose solutions to complex problems that demonstrate social responsibility and sustainable practices.		
INSTITUTIONAL LEARNING OUTCOMES (ILO)	ILO 1. Demonstrate excellence in education and research.		ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.	
DBA Program Learning Outcomes (PLO)	PLO 2. Identify the various research methods designs that exist, their key features, and when to use them.	PLO 4. Demonstrate an ability to incorporate research in business administration	PLO 5. Apply doctoral level research methods and skills in the chosen field of study.	PLO 3. Demonstrate an ability to conceptualize systemic thinking as applied in business administration.	PLO 6. Apply a dissertation project into solving business challenges.	PLO 1. Critically evaluate research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice.

COURSE TITLE	INSTRUMENTS & MEASURES
DBA Core Courses	

ACC 502 Financial Accounting	Direct Indirect	Direct Indirect				
BUS 505 Organizational Theory	Direct Indirect	Direct Indirect				
BUS 506 Business Ethics		Direct Indirect	Direct Indirect			
BUS 507 Managerial Economics	Direct Indirect		Direct Indirect			
BUS 601 Strategic Management	Direct Indirect		Direct Indirect			
BUS 602 Marketing Management	Direct Indirect		Direct Indirect			Direct Indirect
BUS 603 Financial Management	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect
BUS 604 Operations Management	Direct Indirect	Direct Indirect				
BUS 605 Global Business Management	Direct Indirect	Direct Indirect				
BUS 606 Leadership Theory and Practice		Direct Indirect	Direct Indirect			
BUS 607 Research Methods and Quantitative Analysis	Direct Indirect		Direct Indirect			
BUS 608 Organizational Behavior	Direct Indirect		Direct Indirect			
Leadership Specialization Core Courses						
BUS 702 Leadership and Change Management				Direct Indirect	Direct Indirect	Direct Indirect
BUS 703 Coaching and Mentoring for Leaders	Direct Indirect		Direct Indirect			Direct Indirect
BUS 704 Strategic Human Resource Management	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect
BUS 705 Creativity and Innovation in Leadership	Direct Indirect	Direct Indirect				
Entrepreneurship Specialization Core Courses						
BUS 706 Entrepreneurial Finance				Direct Indirect	Direct Indirect	Direct Indirect
BUS 707 Venture Creation and Development	Direct Indirect		Direct Indirect			Direct Indirect
BUS 708 Entrepreneurial	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect

Marketing						
BUS 709 Innovation and Strategic Thinking for Entrepreneurs	Direct Indirect	Direct Indirect				
Research and Dissertation Courses						
BUS 801 Literature Review and Research Design				Direct Indirect	Direct Indirect	Direct Indirect
BUS 802 Qualitative Research Methods	Direct Indirect		Direct Indirect			Direct Indirect
BUS 803 Quantitative Research Methods	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect
BUS 804 Dissertation Research	Direct Indirect		Direct Indirect			Direct Indirect
BUS 901 Dissertation Research I	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect
BUS 902 Dissertation Research II	Direct Indirect	Direct Indirect				
BUS 903 Dissertation Research III				Direct Indirect	Direct Indirect	Direct Indirect
BUS 904 Dissertation Research IV	Direct Indirect		Direct Indirect			Direct Indirect

3.4 Educational Effectiveness Instrument List

Instruments	Direct Measures	Indirect Measures
Institutional Level	<ul style="list-style-type: none"> • Institutional Objective Evaluation • Institutional Learning Outcomes Assessment • Benchmarking • Statistical Report • Student Success Indicators (retention, graduation, and job placement rate) 	<ul style="list-style-type: none"> • Student Institutional Achievement Survey • Exit Survey • Alumni Survey • Peer Review • Mission Statement Survey • Staff Evaluation Survey • Library Review • Evaluation of the Board • Evaluation of the President by the Board • Noel Levitz Student Satisfaction Inventory (SSI)
Program Level	<ul style="list-style-type: none"> • Data Based Academic Assessment • Program Review • Program Level Learning Outcome Assessment • Benchmarking • Statistical Report • Signature Assignments • Progress Checklist Portfolio • Capstone Courses • Supervision (Supervisor Training) • Research Paper Project • Comprehensive Exams • Examination • Dissertation • Oral Defense 	<ul style="list-style-type: none"> • Student Program Achievement Survey • Annual Faculty Evaluation • Peer Review • Employer Survey • Community Service Survey • Alumni Survey
Course Level	<ul style="list-style-type: none"> • Class Level Learning Outcomes Assessment • Signature Assignment • Juried Review for Supervision • Pre and post tests • Portfolio evaluation 	<ul style="list-style-type: none"> • Student Evaluation of Course Instruction • Class Grade Reports • Faculty Report on Graduating Students • Knowledge Survey • IDEA Course Evaluation

3.4.1 Direct Assessment

Juried Review for the Supervision (Supervisor Training)

Evaluation is carried out at the conclusion of the supervision (supervisor training) with the supervisor.

Comprehensive Capstone Project

All candidates for the graduation a capstone project over the major field of study. These projects serve as a major means of evaluating the student's academic competency in the major area. Only two retakes of the project are permitted.

Appendix D: MBA Capstone Project Procedure

Dissertation

The DBA dissertation is the bulk of the doctoral program. Doctoral students have two options to complete their dissertation: (1) A dissertation which is between 100 to 200 pages in length (2) An article type dissertation. The article type dissertation includes one full-length article that is publishable quality within a peer-reviewed journal. This article must be empirical in nature; that is, the student should conduct original data analyses of some kind (e.g., quantitative, qualitative, historical, program development).

All dissertations should adhere to regulations and requirements from the Jones International University. Students who are considering this format are strongly encouraged to confer with their dissertation chair as early as possible, since an article-style dissertation may not be the best approach for all students and dissertation topics.

A theme should be submitted in writing within sixty days of acceptance into the program. State your proposed dissertation idea in two to three sentences explaining what you hope to cover in your dissertation. The dissertation should be written in a way that it would be worthy of public distribution. The dissertation should introduce the theme and then in detail research the theme and provide the exposition or details of the theme. Footnotes and research notes should be noted numerically after each quote with the source listed.

Appendix E: Student Dissertation Self-Assessment Tool

Appendix F: Committee Dissertation Evaluation Rubric

An Oral Defense of a Dissertation

The dissertation is prepared, submitted, and defended in an oral examination. Students can do this oral defense only after they have successfully completed course work, comprehensive examination, and a submission of dissertation.

Appendix G: Committee Oral Defense Evaluation Rubric

Capstone Courses

Jones International has identified capstone courses for the purpose of assessing students' achievement of a specific program learning outcome. Each outcome is assessed when the corresponding capstone course is offered. The assessment of the individual outcomes involves embedded assignments or capstone experiences (e.g., supervision, ministry projects, dissertation, etc.). It also includes analysis and implementation of improvements.

3.4.2 Indirect Assessment

Student Evaluation of Course Instruction

Students evaluate courses and instructors at the end of the quarter or session.

Appendix H: Evaluation of Course Instruction Form

Student Exit Survey

Graduating students are asked to participate in an evaluation of their experience in the degree program. The goal is to improve the program ensuring that future students have a useful and rewarding experience at Jones International. Students may choose an exit interview which generally lasts about 30 minutes. Two members of the faculty conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

Appendix I: Exit Survey Form

Alumni Survey

Appendix J: Alumni Survey Form

3.5 Peer Review of Teaching

Jones International requires peer reviews of teaching for all full-time faculty. Peer Review, which involves in-class observations and collegial discussion, helps prompt continuous learning and development among faculty. These interactions create opportunities for faculty members to reflect on and adapt their teaching practices in order to become better teachers and increase student learning. Specific criteria for peer reviews reflect five important aspects of teaching:

- Intellectual content of the material taught, including relevance, breadth and depth.
- Instructor's grasp of the material; ability to present content clearly and logically, to place specific material within thematic contexts and to demonstrate the significance and relevance of course content.
- Instructor's ability to engage and challenge students and to teach critical thinking and questioning skills.
- Instructor's ability to provide intellectual inspiration and leadership and to awaken new interests.
- Instructor's use of innovative approaches to teaching and/or use of instructional technology to enhance the learning process.

Appendix K: Peer Review Form

4. STUDENT SERVICES

4.1 Student Satisfaction

Each year, the degree program administers an anonymous survey of student satisfaction. This survey for students collects both quantitative and qualitative data, and samples the following domains: interactions with faculty, staff and students, course content and materials, enrollment and advising, financial aid, library resources, and technical support.

Appendix L: Student Satisfaction Survey Form

5. FINANCES

5.1 Financial Reviews

The purpose of financial reviews is to ensure financial resources are sufficient to support educational programs and student services. The on-going process of financial analysis involves regular reviews of the following items.

- 1) The institution follows accounting practices that conform to accepted standards.
- 2) The institution prepares timely financial statements including the balance sheet and statement of revenue and expense and submits them to the president, board, and other designated personnel.
- 3) The institution prepares financial statements on a budget versus actual and/or comparative basis to achieve a better understanding of the finances.
- 4) The institution develops an annual comprehensive operating budget that includes costs for all programs, management and fundraising and all sources of funding.
- 5) The institution prepares cash flow projections.
- 6) The institution reconciles all cash accounts monthly.
- 7) Payroll is prepared following appropriate state and federal regulations and organizational policy.
- 8) The institution has a written fiscal policy and procedure manual.
- 9) The institution has documented a set of internal controls, including the handling of cash and deposits, approval over spending, and disbursements.

6. FACILITIES AND EQUIPMENT

6.1 Facilities and Equipment Evaluation Plan

The purpose of facilities and equipment evaluation is to ensure physical resources are sufficient to support educational programs and student services. The Jones International University annually evaluates the adequacy of facilities and equipment for the following items.

- 1) The facilities are efficiently used and controlled by the institution.
- 2) There is a secure place for the permanent academic records.
- 3) There is an off-site location for duplicate copy of the academic records.
- 4) There is an up-to-date master facility plan for the institution.
- 5) There are budget considerations for equipment that supports programs.
- 6) Emergency procedures are clearly outlined and displayed in the building.
- 7) All facilities have been approved in writing by the appropriate state and local agencies.

6.2 Library Materials and Learning Resources Evaluation Process

Area of Assessment	Instruments	Responsible Parties
<p><u>Library</u> In order to assess and evaluate the library services, Jones International University utilizes following instruments:</p> <ol style="list-style-type: none"> 1. Student Satisfaction Survey Students annually assess the library in the Student Satisfaction Survey 2. Librarian Report The librarian prepares a report for the Academic Dean which includes the following: <ul style="list-style-type: none"> - Library materials catalogued - Annual expenditure - Circulation & Inter-library loan - Information Literacy Instruction - Challenges and Goals for the coming year 	<ul style="list-style-type: none"> • Student Satisfaction Survey • Librarian Report 	<ul style="list-style-type: none"> • Chief Student Services Officer • Learning Resources Director

APPENDICES

APPENDIX A: BOARD SELF-EVALUATION FORM

This self-evaluation should be done by the board members annually. This evaluation will be used for the betterment of the member’s administration and communication purpose only. Please mark the appropriate place to each question.

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

I. Mission, Planning, and Policy	
1. The board assures that there is an effective planning process and is appropriately involved in the process.	
2. The board regularly reviews the university’s mission and goals and monitors progress toward the goals.	
3. The board fulfills its policy role and its policies are regularly reviewed.	
II. Board–CEO Relations	
4. The board maintains an excellent working relationship with the CEO.	
5. The board sets clear expectations for and effectively evaluates the CEO.	
6. The board delegates authority to and supports the CEO.	
III. Educational Programs and Quality	
7. The board monitors the quality and effectiveness of programs and services.	
8. Board members are knowledgeable about academic programs and services.	
IV. Fiduciary Role	
9. The board assures the fiscal stability and health of the university.	
10. The board monitors implementation of the facilities plan.	
V. Human Resources and Staff Relations	
11. Board members refrain from attempting to manage employee work.	
12. The board respects faculty, staff, and student participation in decision-making.	
VI. Board Leadership	
13. The board regularly reviews and adheres to its code of ethics.	
14. Board members avoid conflicts of interest and perception of such conflicts.	
15. The board understands and fulfills its roles and responsibilities.	
16. The board expresses its authority only as a unit.	
VII. Board Education	
17. New members receive orientation to board roles and the university.	
18. Board members participate in director development activities.	
19. The board evaluation process helps the board enhance its performance.	

Date: _____

Signature: _____

Name: _____

APPENDIX B: EMPLOYEE SATISFACTION SURVEY FORM

What is your position at this institution?

Faculty () Support () Administrator ()

What is your employment status?

Full-time () Part-time ()

How long have you worked at this institution?

1 year () 1-3 years () 4-6 years () 7-9 years () 10 years or more ()

Please rate your level of agreement with the following criteria:

Scale 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Overall Satisfaction

Rate your overall satisfaction with your employment here so far ()

Campus Culture and Policies

1. The mission and goals of this institution are well understood by most employees ()
2. Most employees are generally supportive of the mission and goals of this institution ()
3. The leadership of this institution has a clear sense of purpose ()
4. This institution does a good job of meeting the needs of its faculty ()
5. This institution does a good job of meeting the needs of staff ()
6. This institution does a good job of meeting the needs of administrators ()
7. This institution makes sufficient budgetary resources available to achieve objectives ()
8. This institution makes sufficient staff resources available to achieve objectives ()
9. There is good communication between the faculty and the administration ()
10. There is good communication between staff and the administration ()
11. There is a spirit of teamwork and cooperation at this institution ()
12. Employee suggestions are used to improve our institution ()
13. This institution consistently follows clear processes for selecting new employees ()

14. This institution consistently follows processes for orienting, training new employees ()
15. This institution follows processes for recognizing employee achievements ()

Work Environment

1. It is easy for me to get information at this institution ()
2. I have the information I need to do my job well ()
3. My job responsibilities are communicated clearly to me ()
4. My supervisor pays attention to what I have to say ()
5. My supervisor helps me improve my job performance ()
6. My department meets as a team to plan and coordinate work ()
7. My department has the staff needed to do its job well ()
8. I am paid fairly for the work I do ()
9. The employee benefits available to me are valuable ()
10. The employee benefits available to me are fair ()
11. I have adequate opportunities for advancement ()
12. I have adequate opportunities for training to improve my skills ()
13. The type of work I do on most days is personally rewarding ()
14. The work I do is appreciated by my supervisor ()
15. The work I do is valuable to the institution ()

APPENDIX C: EVALUATION MEASUREMENT AND PROCESS FOR THE DBA PROGRAM

Jones International University's DBA program evaluates students' progress for achievement of the degree principally in two dimensions: (1) the student's qualifications in knowledge, skills, and conceptual framework, for undertaking rigorous inquiry into the student's designated field, (2) the student's design procedures and products of a doctoral level original inquiry. The doctoral committee composed of at least three members of the institution evaluates students' academic performance and progress by following measures and procedures.

1. Maintain an appropriate coursework GPA: minimum 3.0 for each quarter, receiving a B or better in each of courses
2. Submit and pass dissertation proposal
3. Complete research method courses: at least B grades
4. Pass a comprehensive examination: to be completed with minimum 85 score during the last term of course work. There are two parts to the comprehensive exam:
 - a. knowledge and theories of psychology and counseling,
 - b. scientific research: familiarity with topical themes and methodology as reflected in the recent psychology literature.
5. Submit a first draft of dissertation for the doctoral committee for review
6. Submit a revision of the draft for approval to schedule oral defense
7. Pass an oral defense
8. Submit a final version of dissertation to be printed

At the end of each quarter, the doctoral committee review all students' transcripts to ensure that students are maintaining required GPAs and other requirements as specified above. Any student that has received a grade lower than B in any course is required to retake the course. Students identified as making inadequate progress may be required to complete a remediation plan, placed on academic probation, or dismissed from the program. Instructors may apply the following actions for students caught engaging in any form of academic dishonesty:

- Give a zero for that assignment
- Allow a rewrite and resubmit the assignment for credit
- Assign a reduced grade for the course
- Drop the student from the course
- Fail the student in the course
- Dismiss the student from the program

APPENDIX D: MBA CAPSTONE PROJECT PROCEDURE

MBA CAPSTONE PROJECT

All MBA students must complete a capstone project in addition to MBA core courses and electives. These projects serve as a major means of evaluating the student's academic competency in the major.

A. Eligibility of MBA Capstone Project

- Students completed at least 75% of the coursework.
- Students completed all corecourses for the preparation of this exam.
- Only two retakes of the examination are permitted.
- Comprehensive examinations may be taken in their last term of the master's program.

MBA Program Core Courses

No.	Course Titles	Credits
1	MBA 501: Foundations of Business Strategy	3
2	MBA 502: Financial and Managerial Accounting	3
3	MBA 503: Managerial Economics	3
4	MBA 504: Organizational Behavior	3
5	MBA 505: Marketing Management	3
6	MBA 506: Operations and Supply Chain Management	3
7	MBA 507: Business Analytics	3
8	MBA 508: Corporate Finance	3

B. MBA Capstone Procedure

The capstone can be completed throughout the academic year.

I. Procedure

1. Submit Capstone application (on Moodle)
2. Give and discuss proposal all the way to draft with supervisor.
3. Submit the final report on Moodle
4. Oral presentation with MBA faculty and results

II. Capstone Result: Pass, Revision, or Fail. If Pass (3credits)

APPENDIX E: STUDENT DISSERTATION SELF-ASSESSMENT TOOL

Directions: This form is designed to be used both as a student “self-assessment” tool and as the summative evaluation of the student’s final dissertation product. The student can use the tool to determine the degree to which their dissertation meets the criteria as outlined below. This form will also be used as the student’s summative evaluation of their dissertation product and will be completed by each committee member and given to the student at the end of their final defense.

Each criterion is cross referenced with both of the rubrics designed for the oral defense and the written dissertation.

I. Dissertation Format Quality Assessment

A. Selecting a Topic of Study

___ Yes ___ No ___ N/A

Is the topic researchable given time, resources, and availability of data? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Is there personal interest in the topic in order to sustain attention? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Will the results of the study be of interest to others? (Oral: Originality, Significance / Authenticity, Discussion /Summary/Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

___ Yes ___ No ___ N/A

Is the topic likely to be publishable in a scholarly journal? (Oral: Originality, Significance/Authenticity, Discussion/ Summary/ Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

___ Yes ___ No ___ N/A

Does the study a) fill a void, b) replicate, c) extend, or d) develop new ideas in the scholarly literature? (Oral: Originality, Significance/Authenticity; Written: Introduction, Methods/Approach, Results/Outcome, Discussion /Summary/Conclusion, Writing Quality)

B. Title of the Study

___ Yes ___ No ___ N/A

Are unnecessary words eliminated? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

If a double title, is the colon in the correct place? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Is the title no longer than 12 words? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Are articles and prepositions eliminated? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Does the title include the focus or topic of the study? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Is the title brief? (Oral: Discussion & summary; Written: Discussion and Summary, Writing Quality)

C. For Quantitative Studies

___ Yes ___ No ___ N/A

Does the study identify a theory, model, or conceptual framework to be tested in the study? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Does the study state whether the independent and dependent variables will be related or whether two or more groups will be compared in terms of the dependent variable(s)? (Oral: Organization; Written: Methods /Approach)

___ Yes ___ No ___ N/A

Does the study illustrate an effect or relationship? (Oral: Organization; Written: Introduction, Discussion & Summary)

D. For Qualitative Studies

___ Yes ___ No ___ N/A

Does the study add to the further understanding of the topic? (Oral: Originality; Written: Methods/Approach, Discussion and Summary)

___ Yes ___ No ___ N/A

Does the study use words that convey an emerging design because of the inductive mode of the qualitative

research process? (Written: Introduction, Methods / Approach)

___ Yes ___ No ___ N/A

Does the study eliminate words that suggest a directional approach to the study if a qualitative methodology? (Oral: Organization; Written: Methods /Approach, Discussion and Summary)

II. Dissertation Content Quality Assessment

CHAPTER 1 - INTRODUCTION

A. Introduction

___ Yes ___ No ___ N/A

Does the introduction set the stage for the entire study? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Does the introduction create reader interest in the topic? (Oral: Originality, Significance/Authenticity; Written: Introduction)

___ Yes ___ No ___ N/A

Does the introduction establish the problem that leads to the study (see Problem Statement)? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Does the introduction place the study within the larger context of the scholarly research? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Does the introduction reach out to a specific audience? (Oral: Originality, Significance/Authenticity; Written: Introduction)

___ Yes ___ No ___ N/A

Does the introduction conclude with a statement of purpose? (Oral: Discussion & Summary)

B. Purpose of the Study

___ Yes ___ No ___ N/A

Is the purpose concise and to the point? (Oral: Organization, Discussion & Summary; Written: Introduction, Methods/Approach, Results/Outcome)

___ Yes ___ No ___ N/A

Does the purpose use such words as “purpose, intent, and objective” to call attention to this statement as a central controlling idea in a study? (Oral: Organization;

Written: Introduction, Methods/Approach, Results/Outcomes)

___Yes___No___N/A

Does the purpose clearly mention the central concept or idea being expressed? (Oral: Organization; Written: Introduction, Methods / Approach, Results/Outcomes)

___Yes___No___N/A

Does the purpose provide a general definition of the central concept or idea? (Oral: Organization; Written: Introduction)

___Yes___No___N/A

Does the purpose include words denoting the method of inquiry to be used in data collection, analysis, and the process of research? (Oral: Organization; Written: Introduction)

___Yes___No___N/A

Does the purpose mention the unit of analysis or research site? (Oral: Organization; Written: Introduction)

C. Statement of the Problem

___Yes___No___N/A

Does problem statement stimulate interest in your study? (Oral: Originality, Significance/Authenticity; Written: Introduction)

___Yes___No___N/A

Does problem statement convey an issue to which a broad readership can relate? (Oral: Originality; Written: Introduction)

___Yes___No___N/A

Does problem statement specify the problem leading to the study? (Oral: Originality; Written: Introduction)

___Yes___No___N/A

Does problem statement indicate why the problem is important by giving a historical/theoretical background? (Oral: Organization; Written: Introduction)

___Yes___No___N/A

Does problem statement avoid using idiomatic expressions or trite phrases? (Oral: Organization; Written: Writing Quality)

D. Significance of the Study

___Yes___No___N/A

Does the significance of the study set the stage for the entire study? (Oral: Significance/Authenticity; Written: Introduction)

___Yes___No___N/A

Does the significance of the study create reader interest in the topic? (Oral: Significance/Authenticity; Written: Introduction)

___Yes___No___N/A

Does the significance of the study establish the same problem that leads to the study and was identified in the Purpose of the Study (Oral: Significance/Authenticity; Written: Introduction)

___Yes___No___N/A

Does the significance of the study place the study within the larger context of the scholarly research? (Oral: Significance/Authenticity; Written: Introduction)

___Yes___No___N/A

Does the significance of the study reach out to a specific audience? (Oral: Significance/Authenticity; Written: Introduction)

E. Definition of Terms

___Yes___No___N/A

Are all terms that individuals outside the field of study may not understand defined? (Oral: Organization; Written: Introduction)

___Yes___No___N/A

Are all terms defined when they first appear? (Oral: Organization; Written: Introduction)

___Yes___No___N/A

Are all terms that need defining included in this section? (Oral: Organization; Written: Introduction)

CHAPTER 2 –LITERATURE REVIEW

F. Literature Review

___Yes___No___N/A

Is the literature review organized around and related directly to the thesis or research question developed in the Introduction? (Oral: Organization; Written: Review of Literature)

___Yes___No___N/A

Does the literature review contain ample research studies to highlight ways in which the problem has been or might be studied? (Written: Review of Literature, Methodology)

___Yes___No___N/A

Does the literature review synthesize results into a summary of what is and is not known? (Written: Review of Literature, Discussion and Summary)

___Yes___No___N/A

Does the literature review identify areas of controversy in the literature? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review formulate questions that need further research? (Written: Review of Literature, Discussion and Summary)

___Yes___No___N/A

Does the literature review place each work in the context of its contribution to the understanding of the subject under review? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review describe the relationship of each work to the others under consideration? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review identify areas of prior scholarship to prevent duplication of effort? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review point the way forward for further research? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review place one's original work (in the case of theses or dissertations) in the context of existing literature? (Written: Review of Literature)

___Yes___No___N/A

Is the literature review organized into categories or themes? (Written: Review of Literature)

___Yes___No___N/A

Does the literature review have its own introduction, body, and concluding sections? (Written: Review of Literature, Writing Quality)

CHAPTER 3 - METHODOLOGY

G. Purpose of the Study

___Yes___No___N/A

Does the Methodology include a description of the purpose of the study that is consistent with the purpose as outlined in Chapter 1?

H. Research Design

___Yes___No___N/A

Does the methodology identify the specific type of research design selected (e.g., case studies, grounded theory, quasi-experimental design, etc.)? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology section include a discussion of the type of methodology used (e.g., quantitative or qualitative)? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology explain the purpose of the method using citations? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology explain why that method was selected? (Oral: Organization; Written: Methods/Approach)

I. Research Questions

___ Yes ___ No ___ N/A

Is (are) the research question (questions) clearly stated? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Is (are) the research question (questions) specific in its (their) focus? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does (do) the research question (questions) match with the intended methodology? (Oral: Organization; Written: Methods/Approach)

J. Participants/Sample

___ Yes ___ No ___ N/A

Does the methodology describe the population of the study? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology identify and explain the sampling design using citations? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology explain why that sampling design was selected? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Is the sampling design appropriate to the methodology selected? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality? (Oral: Organization; Written: Methods/Approach)

K. Data Collection/Procedures

___ Yes ___ No ___ N/A

Does the methodology detail the steps of how, when, and who will collect and analyze the data? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology describe how data will be triangulated, if applicable? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology describe, in detail, how confidentiality of subjects will be maintained throughout every aspect of the study? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology describe how findings will be validated or audited, if applicable? (Oral: Organization; Written: Methods/Approach, Discussion & Summary)

L. Instrumentation

___ Yes ___ No ___ N/A

Does the methodology describe the instruments or data extraction and manner in which the data will be collected using citations? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology describe how the instruments or variable selected were selected and/or designed using citations? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Does the methodology explain, using data, how valid and reliable the instruments are (if applicable)? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Are the instruments contained in the appendix? (Oral: Organization; Written: Methods/Approach)

M. Pilot Test

___ Yes ___ No ___ N/A

Does the methodology explain how the instruments were piloted/tested (if applicable)? (Oral: Organization; Written: Methods/Approach)

N. Data Analysis

___ Yes ___ No ___ N/A

Does the methodology identify and describe how data will be analyzed using citations? (Oral: Organization; Written: Methods/Approach)

O. Limitations

___ Yes ___ No ___ N/A

Are all the potential weaknesses of the study described? (Oral: Organization; Written: Methodology)

___ Yes ___ No ___ N/A

Are the limitations appropriate to the methodology? (Oral: Organization; Written: Methodology)

CHAPTER 4 – RESULTS/OUTCOMES

P. Results and Outcomes

___ Yes ___ No ___ N/A

Does the Results and Outcomes section begin with a review of the methodology? (Oral: Discussion and Summary; Written: Results and Outcomes)

Q. Summary of the Findings

___ Yes ___ No ___ N/A

Does the Results and Outcomes report key findings of the study? (Oral: Discussion and Summary; Written: Results and Outcomes)

___ Yes ___ No ___ N/A

Are key findings supported by references to the data? (Oral: Discussion and Summary; Written: Results and Outcomes)

___ Yes ___ No ___ N/A

Do key findings address the research questions or hypothesis? (Oral: Organization, Discussion and Summary; Written: Methodology, Results and Outcomes)

___ Yes ___ No ___ N/A

Are key findings reported in an organized manner (such as by research question or hypotheses)? (Oral: Organization; Written: Results and Outcomes)

___Yes___No___N/A

If found, are key findings that contradict each other reported? (Oral: Organization; Written: Results and Outcomes)

CHAPTER 5 – SUMMARY/ CONCLUSIONS/ DISCUSSION

R. Summary of Findings

___Yes___No___N/A

Does this section begin with a summary of the primary interpretation of the findings and the conclusion? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

S. Conclusions

___Yes___No___N/A

Is literature used to contradict or affirm the interpretation of findings and conclusion? (Oral: Discussion /Summary /Conclusions; Written: Discussion/Summary/Conclusions)

___Yes___No___N/A

Is the conclusion affirmed by the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

___Yes___No___N/A

Are conclusions presented in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written: Discussion/ Summary/Conclusions)

T. Discussion

___Yes___No___N/A

Does the discussion proceed in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written: Discussion/ Summary/Conclusions)

___Yes___No___N/A

Is the theory or hypothesis that was tested affirmed or denied? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

___Yes___No___N/A

Do the findings and their interpretation support the conclusion regarding the theory or hypothesis? (Oral: Discussion/ Summary/ Conclusions; Written: Discussion / Summary/Conclusions)

___Yes___No___N/A

Do you address what your data do not tell you about your research questions? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

U. Recommendations

___Yes___No___N/A

Are the recommendations based on the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

V. Implications for Practice

___Yes___No___N/A

What are the key recommendations for practice? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

W. Implications for Future Research

___Yes___No___N/A

What are the key recommendations for future research on this topic? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

X. Abstract

___Yes___No___N/A

Does the Abstract contain the purpose of the study? (Written: Writing Quality)

___Yes___No___N/A

Does the Abstract contain the study population? (Written: Writing Quality)

___Yes___No___N/A

Does the Abstract summarize the methodology? (Written: Writing Quality)

___Yes___No___N/A

Does the Abstract summarize the primary finding? (Written: Writing Quality)

___Yes___No___N/A

Does the Abstract summarize the significance of the study? (Written: Writing Quality)

___Yes___No___N/A

Is the Abstract less than 120 words (APA)? (Written: Writing Quality)

Adapted from Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications

APPENDIX F: COMMITTEE DISSERTATION EVALUATION RUBRIC

Committee Dissertation Evaluation Rubric

	1	2	3	4	5	Score
1 Introduction	Failed to convey project in context of literature. No rationale. Purpose was unfocused and unclear.	Vaguely conveyed project in context of literature. Weak rationale. Purpose was poorly focused and not sufficiently clear.	Project moderately conveyed in context of literature. Moderately clear rationale. Purpose was somewhat focused and clear.	Conveyed project within context of literature. Moderately-strong rationale. Purpose was clear and focused.	Clearly conveyed project within context of literature. Strong rationale. Purpose was clear and focused.	
2 Review of Literature	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, & findings.	Inadequate review of literature relevant to the study. Poorly organized. Weak rationale for choice of theoretical perspectives/ empirical studies. Insufficient description of research samples, methodologies, & findings.	Comprehensive review of literature relevant to the study. Moderately well organized. Some mention of the relatedness of scholarship. Moderately clear rationale for choice of theoretical perspectives/empirical studies. Somewhat focused description of research samples, methodologies, & findings.	Review of the literature is fairly well organized, acknowledging the relatedness of the research and scholarship. The rationale for including/excluding various theoretical perspectives/empirical studies are apparent. Includes description of research samples and methodologies.	Comprehensive review of literature relevant to the study. Well organized, with nuanced critique regarding the relatedness of the research and scholarship reviewed. Includes specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies. Clearly describes research samples, methodologies, & findings.	
3 Methods / Approach	Little or no description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Inadequate description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Moderate or excessive description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Most detail included/slightly excessive detail in description of (if applicable): subjects, design/ approach, methods/procedures, and statistical analyses.	Appropriate detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	
4 Results / Outcomes	Absence of pertinent results. Table/figures are absent or inappropriate, not labeled, and no legend.	Few pertinent results. Table/figures are inappropriate or incomplete, poorly labeled, and inadequate legend.	Some pertinent results not reported; results presented in clear and concise manner. Table/figures generally labeled appropriately and included legend.	Most pertinent results reported and in fairly clear and concise manner. Table/figures labeled appropriately and included legend.	All pertinent results reported and in clear and concise manner. Table/figures are labeled appropriately and included legend.	

5 Discussion/ Summary/ Conclusions	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Discussion is too brief/excessive, needs to be more concise of major findings/outcomes. Several inaccuracies and omissions. Conclusions/summary generally based on findings/outcomes.	Discussion sufficient and with few errors, though not particularly engaging or thought-provoking. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, but included no recommendations.	Brief and concise discussion of major findings/outcomes. Was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
6 Writing Quality	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflects poor grasp of basic writing conventions. Narrative absent. Incorrect use of 7th edition APA.	The dissertation is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 7th edition APA conventions.	The dissertation is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 7th edition APA conventions.	The dissertation is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 7th edition APA.	The dissertation is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 7th edition APA.	
Comments:						

Total Score: _____

Student's Name: _____

Reviewer's Name: _____

Date: _____

APPENDIX G: COMMITTEE ORAL DEFENSE EVALUATION RUBRIC

Committee Oral Defense Rubric

	1	2	3	4	5	Score
1 Organization	Lacked sequence in presentation or missing information. Presented too little/much material for allotted time.	Poor sequence or illogical presentation of information. Some relevant information not presented. Presentation not well timed.	Some information presented out of sequence. Had some pacing and timing problems.	Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate.	Information presented was complete and in logical order. Easy to follow. Very well-timed and well-paced.	
2 Originality	Problem/purpose lacked creativity or not new. Duplication of previous work. Design/approach inappropriate and/or ignored previous well-established work in area.	Problem/purpose limited in originality and creativity. Design/approach only marginally appropriate or innovative.	Problem/purpose moderately original or creative. Design/approach moderately appropriate or innovative.	Problem/purpose fairly original or creative. Design/approach appropriate or innovative.	Problem/purpose very creative or original with new and innovative ideas. Explored original topic and discovered new outcomes. Design/approach introduced new or expanded on established ideas.	
3 Significance/ Authenticity	Project has no significance/authenticity to field and will make no contribution.	Project has little relevance or significance/authenticity to field and will make little contribution.	Project only moderate relevance or significance/authenticity to field and will make a nominal contribution.	Project has fair relevance or significance/authenticity to field and will make good contribution.	Project extremely relevant or has significant importance/authenticity to field and will make an important contribution.	

<p>4 Discussion/ Summary/ Conclusions</p>	<p>Little or no discussion of project findings/outcomes. Displayed poor grasp of material. Conclusion/summary not supported by findings/outcomes.</p>	<p>Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.</p>	<p>Few inaccuracies and omissions. Conclusions/summary generally supported by findings/outcomes.</p>	<p>Discussion sufficient and with few errors. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, included no recommendations.</p>	<p>Discussion was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.</p>	
<p>5 Delivery</p>	<p>Presenter unsettled, uninterested, and unenthused. Presentation was read. Inappropriate voice mannerisms, body language, and poor communication skills. Poor quality of slides/presentation materials; did not enhance presentation/performance.</p>	<p>Presenter unenthused, monotonous and relied extensively on notes. Voice mannerisms, body language, and communication skills sometimes inappropriate. Poor quality of slides/presentation material; poor enhancement of presentation/performance.</p>	<p>Displayed interest and enthusiasm. Read small parts of material. Occasionally struggled to find words. Generally appropriate voice mannerisms, body language, and communication skills. Moderate quality of slides/presentation materials.</p>	<p>Relied little on notes. Displayed interest and enthusiasm. Good voice mannerisms, body language, and communication skills. Good quality of slides/presentation materials; enhanced presentation/performance.</p>	<p>Relied little on notes. Expressed ideas fluently in own words. Genuinely interested and enthusiastic. Exceptional voice mannerisms, body language, and communication skills. Exceptional slides/presentation quality materials; greatly enhanced presentation/performance.</p>	

Comments:

Total Score: _____

Student's Name: _____

Reviewer's Name/Signature: _____

Date: _____

APPENDIX H: EVALUATION OF COURSE INSTRUCTION FORM

Instructor	Course Number & Title	Date
Please check the appropriate box		
This course is: My major requirement <input type="checkbox"/> Elective <input type="checkbox"/>		

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to your instructor and the school. Circle the number that best represents your experience in this course, according to the following scale
 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Teaching Effectiveness

1. The instructor was well prepared for each class session.	1 2 3 4 5
2. The instructor presented and explained the concepts clearly.	1 2 3 4 5
3. The instructor demonstrated extensive knowledge of course content.	1 2 3 4 5
4. The instructor presented competing viewpoints on course material.	1 2 3 4 5
5. The instructor was transparent in recognizing his/her own limitations.	1 2 3 4 5
6. The instructor showed enthusiasm for the content being taught.	1 2 3 4 5
7. The instructor used various teaching methods and class activities.	1 2 3 4 5
8. The instructor encouraged student questions and discussion in class.	1 2 3 4 5
9. The instructor encouraged students to relate course content to real-life situations where appropriate.	1 2 3 4 5
10. Are you satisfied with the instructor overall?	1 2 3 4 5

Interaction with Students

11. The instructor demonstrated genuine interest in student learning.	1 2 3 4 5
12. The instructor was helpful and actively concerned about student's academic needs in meeting the learning objectives of the course.	1 2 3 4 5
13. The instructor was open to the perspectives of students from diverse backgrounds and experiences.	1 2 3 4 5
14. The instructor was available and responsible to student inquiries outside of class (Email or online board).	1 2 3 4 5

Student Learning

Course Learning Objectives (CLOs)	
15. The CLOs were clearly stated and explained early in the course.	1 2 3 4 5
16. Overall, I learned what this course was designed to teach (CLOs).	1 2 3 4 5
17. If you had difficulty achieving any of the CLOs listed above, indicate which objective(s) you had difficulty achieving. Suggest what the instructor could do differently in the future.	

Effectiveness of Assignments

18. The assigned readings helped my learning and achieving the CLOs.	1	2	3	4	5
19. IF TESTS were given, they contributed toward accomplishing the CLOs.	1	2	3	4	5 NA
20. IF WRITTEN ASSIGNMENTS were given, the written assignments contributed toward accomplishing the CLOs.	1	2	3	4	5 NA
21. IF PROJECTS were given, the projects contributed toward accomplishing the learning objectives of this course.	1	2	3	4	5 NA
22. Instructor provided feedback on assignments on a timely manner.	1	2	3	4	5
23. Instructor's feedback on course assignments was clear and beneficial.	1	2	3	4	5
24. Instructor's grading practices were fair and reasonable.	1	2	3	4	5
25. I would recommend this course to a friend.	1	2	3	4	5

1=Much Less than 2=Less than 3=About Average 4=More than 5=Much More than

The Course Workload

26. Amount of reading for this course	1	2	3	4	5
27. Amount of work excluding reading	1	2	3	4	5
28. Difficulty of the course material	1	2	3	4	5

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Comments

29. What are the strengths of the instructor?
30. How could the instructor improve his or her teaching?
31. What are the strengths of the course?
32. How could this course be improved?
33. What did you learn from this course? How did this course change you?
34. What are the strengths of the course materials and assignments?
35. Any areas for improvement
36. Please indicate the grade you expect to receive in this course.

Thank you for taking the time to share your experience!

APPENDIX I: EXIT SURVEY FORM

Jones International University requests your participation in an evaluation of your experience in the program. Our goal is to improve the program and your help in this process will help ensure that future students have a useful and rewarding experience here.

If you prefer, you may schedule an exit interview by telephoning or emailing the program director for an appointment. An exit interview generally lasts about 30 minutes. Three members of the faculty will conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

First Name: _____ Last Name: _____

Email: _____

City: _____ State: _____ Country: _____

ADVISING

What did you need to know from your advisor that you did not feel informed about?

In what way(s) do you think advising can be improved?

CURRICULUM

Were your courses relevant? Yes _____ No _____

Did you reassess the relevance of any course as you progressed through your degree program?

Yes _____ No _____

What was your assessment?

What do you wish had been included in the major curriculum?

What do you wish had been excluded from the major curriculum?

What were the most/least valuable things you learned?

COMMUNICATION

Did you feel appropriately informed of events, program policy, etc.?

Yes _____ No _____

If you answered “no” to the last question, why? How can we be better?

GENERAL

What attracted you to the degree program at Jones International University?

What were your best and worst experiences in the degree program?

What were your best and worst experiences in Jones International University?

Would you recommend this program to your friends or students?

Yes _____ No _____

If you answered “no” to the last question, would you mind sharing why?

CULTURE AND CLIMATE IN THE UNIVERSITY

Do you believe that you have ever been subjected to bias or discrimination by a student, faculty, or staff member in the degree program?

Yes _____ No _____

If you answered “yes,” please share the detail if you feel comfortable doing so.

If ever subjected to bias or discrimination, did you know where to report the incident or how to inform others of this matter?

Yes _____ No _____

Did the courses in the program provide you with a broad experience/range of topics, groups, and cultures that offered you a sense of diversity?

Yes _____ No _____

Does the environment in the program foster a sense of community and acceptance?

Yes _____ No _____

Can you elaborate on your last answer?

APPENDIX J: ALUMNI SURVEY FORM

1. Please list your opinions regarding the following areas.	Point
1) Overall quality of this program	
2) Quality of your specific focus of studies	
3) Quality of studies outside of major	
<i>Scale: Low Quality to High Quality (1 to 5)</i>	
2. Please list your opinions regarding the quality of instruction in each area.	Point
1) Supervision (Supervisor Training)	
2) Knowledge and Fundamental Theory	
3) Research	
4) Counseling and Therapy	
5) Standard and Ethics	
<i>Scale: Low Quality to High Quality (1 to 5)</i>	
3. What was the influence of the opportunities on your career development?	Point
1) Individual Counseling and Therapy	
2) Couple and Family Counseling and Therapy	
3) Group Counseling and Therapy	
4) Projects (Supervision, research, practicum, dissertation, etc.)	
<i>Scale: No Influence to Tremendous Influence (1 to 5)</i>	
4. How important were each element in your decision to enroll in the program?	Point
1) Location	
2) Cost of tuition	
3) Recommendations of a teacher	
4) Recommendations of an acquaintance	
5) Assistantship/Scholarship	
6) Quality of education	
7) Reputation of the school/program	
8) Presence of particular faculty member(s)	
9) Facilities	
<i>Scale: Not Important to Very Important (1 to 5)</i>	

APPENDIX K: PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor		Course					
Evaluator		Date					
Estimated number of students in the room:							
<p><i>Mark your responses to each question and then add comments below the table.</i> 1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable</p>							
	Classroom Teaching	1	2	3	4	5	N/A
1	Punctually started and ended the session.						
2	Stated the purpose and overview of this session.						
3	Well prepared for this session.						
4	Demonstrated expertise in the subject matter.						
5	Displayed enthusiasm for teaching.						
6	Arranged the content in a systematic fashion.						
7	Used relevant illustrations/examples.						
8	Made effective use of the board and/or visual aids						
9	Used appropriate voice tone and non-verbal skills.						
10	Encouraged questions from students.						
11	Remained open to differing views & perspectives.						
12	Facilitated class discussion.						
13	Exercised appropriate classroom control						
	Teaching Materials	1	2	3	4	5	N/A
15	Course topics are appropriate and current.						
16	Course content is at an appropriate level.						
17	Course outcomes are clear and appropriate.						
18	Course policies are clear and appropriate.						
19	Assignments are consistent with outcomes.						
20	Assignments & tests are reflective of the content.						
23	Grading rubrics are employed to aid students.						
Comments							
<p>This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.</p>							

APPENDIX L: STUDENT SATISFACTION SURVEY FORM

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to the university. Circle the number that best represents your experience according to the following scales.

Importance Scale:

1=Not important at all, 2=Not important, 3=Neutral, 4=Important, 5=Very Important

Satisfaction Scale:

Scale: 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

1. Library Services

No.	Item	Importance	Satisfaction
1	The library's book and reference collection is sufficient to support my instructional needs.		
2	Library staff members are able to help me when I need assistance in using the library's resources.		
3	The library has quiet places to study.		

2. Academic Advising

No.	Item	Importance	Satisfaction
1	The advising process met my needs.		
2	I felt comfortable meeting with my advisor.		
3	The advisor provided guidance, but allowed me to make my own decisions.		

3. Admissions and Registrar

No.	Item	Importance	Satisfaction
1	The application process for graduation is clear.		
2	The registration process is clear.		
3	The admissions and registrar staff were helpful.		
4	The bill for tuition and fees was easy to understand.		

4. Career Planning and Placement

No.	Item	Importance	Satisfaction
1	The website provides useful job information.		
2	Printed job search materials provided are useful		
3	Career planning and placement staff are helpful.		

5. Financial Aid

No.	Item	Importance	Satisfaction
1	The financial aid process is easy to understand.		
2	The financial aid staff is professional and helpful.		
3	The financial aid office has helped me to meet my program costs.		

6. Counseling

No.	Item	Importance	Satisfaction
1	The counselor(s) show genuine concern for students.		
2	The counselor(s) communicated effectively with me.		
3	The counselor(s) were open and honest with me.		

7. Facilities and Equipment

No.	Item	Importance	Satisfaction
1	The adequacy of student lounge		
2	The adequacy of campus cleanliness		
3	The adequacy of parking space		
4	The adequacy of facility maintenance		
5	The adequacy of technical equipment		
6	The adequacy of non-technical equipment		