



# KERNEL UNIVERSITY

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## 2016 Kernel University Performance Fact Sheets (Enrollment/Retention/Graduation Information)

	B.Th.	M.Div.	All
1. Headcount (total number of students)	269	39	308
2. Percent of full-time students (full-time students divided by total number of students)	100%	98%	99%
3. Tuition (cost per credit)	\$150.00	\$200.00	
4. Percent of students receiving financial assistance (e.g., scholarships, work-study)	92%	90%	91%
5. Retention Rate (returning students divided by number of potential returning students)	90%	96%	93%
6. Percent of students who completed their program within 150% of full-time studies (e.g., for bachelor students, the number of graduates from six years ago divided by the number of students who began their bachelors six years ago)	N/A	N/A	N/A

# Data for Decisions

*The 2016-17 Assessment Report for Kernel University*

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## Debriefing Meeting

Date: 9/18/17

Present: President Woo, Academic Dean Chung, Professor Cho, Professor Pak, CFO Su, Director of Student Services Woo, Registrar Park, Director of Admissions Lee, Director of Institutional Effectiveness Agron

In this meeting, we discussed the data from this year's assessment report. The numerous decisions made are recorded in boxes on the document.

## Spiritual Disciplines Survey Report

### Pre- and Post-Test

To study the value added to students (e.g., to assess outcomes) in the spiritual realm, we do a pre-test among freshmen and a post-test among seniors. (Because of the small number of surveys, we did include a few sophomores with the freshmen and about as many juniors as seniors. Thus, instead of comparing freshmen to seniors, we are actually comparing lower classmen to upper classmen.). As a whole, our scores are rather low for theological students. But, perhaps the most exciting opportunity the Lord has given us at Kernel University is our evangelistic opportunity. If our freshmen scores are low and our senior scores are high, we will have evidence of success.

### Achievement of Institutional and Program Outcomes

The following table is an excerpt from our assessment plan. It shows that one of our objectives is that we equip all our students with spiritual resources. Specifically, that we impart a growing commitment to spiritual growth as demonstrated by seniors and alumni being more regularly engaged in such practices. Are we achieving this objective?

**TABLE 1**

#### **SPIRITUAL RESOURCES OBJECTIVE**

<b>Institutional Objectives</b>	<b>Measurement</b>	<b>B.Th. Program Outcomes</b>	<b>M.Div. Program Outcomes</b>
	1.		
	2.	1. An understanding of in	

<p><i>Equipped with Spiritual Resources</i></p>	<p>3. A growing commitment to spiritual growth as demonstrated by seniors and alumni having higher scores than freshmen on the Spiritual Disciplines surveys and Wesleyan Wellness Profile.</p>	<p>biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member</p> <p>2. A growing commitment to spiritual growth as demonstrated by pre-, post- and alumni Spiritual Disciplines surveys</p> <p>3. A deepening spiritual life as demonstrated by pre- and post-tests (Wesleyan Wellness Profile) and comparison with national norms.</p>	<p>1. An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member</p> <p>2. A growing commitment to spiritual growth as demonstrated by pre-, post- and alumni Spiritual Disciplines surveys</p> <p>3. A deepening spiritual life as demonstrated by pre- and post-tests (Wesleyan Wellness Profile) and comparison with national norms.</p>
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There may be some shortcomings in how we collected our data, but the data we have thus far is not encouraging. We do not show evidence that we are achieving our goal of imparting a growing commitment to spiritual growth. As discussed below, we have determined that we should re-evaluate our program design in recognition of a purpose that is more in line with evangelism than with training pastors.

Of the seven areas surveyed, our upper classmen seem more dedicated in the following three areas:

- Use of tools for deeper bible study
- Use of tools for deeper prayer life
- Offerings

Our lower classmen seem more dedicated in the following three areas:

- Personal devotionals
- Active involvement in regular ministry
- Witnessing

There was not a significant difference between lower and upper classmen in the following area:

- Reading Christian literature that contributes to growth and maturity

**TABLE 2**

**IS THERE A GROWING COMMITMENT?**

Lower Classmen Vs Upper Classmen	All Students N=46		Lower Classmen N=23		Upper Classmen N=23	
	#	Percent	#	Percent	#	Percent
<b>1. Personal devotionals (prayer, Bible reading, devotional literature, etc.)</b>						
About 7 days per week	7.0	15%	6.0	26%	1	4%
About 6 days per week	3.0	7%	3.0	13%	0	0%
About 5 days per week	0.0	0%	0.0	0%	0	0%
About 4 days per week	3.0	7%	0.0	0%	3	13%
About 3 days per week	4.0	9%	0.0	0%	4	17%
About 2 days per week	7.0	15%	2.0	9%	5	22%
About 1 day per week	10.0	22%	2.0	9%	8	35%
Not every week	12.0	26%	10.0	43%	2	9%
TOTAL	46.0		23.0		23	
<b>2. Use of tools for deeper Bible study (e.g., study guides, commentaries, Sunday school literature, etc.)</b>						
About once a week or more	13.0	28%	7.0	30%	6	26%
About once per month or more	13.0	28%	4.0	17%	9	39%
About once per quarter or more	4.0	9%	0.0	0%	4	17%
About twice per year or more	3.0	7%	2.0	9%	1	4%
Less than twice per year	13.0	28%	10.0	43%	3	13%
TOTAL	46.0		23.0		23	
<b>3. Use of tools for deeper prayer life (e.g., prayer journals, read books on prayer, fasting, etc.)</b>						
About once a week or more	13.0	28%	8.0	35%	5	22%
About once per month or more	13.0	28%	3.0	13%	10	43%
About once per quarter or more	5.0	11%	1.0	4%	4	17%
About twice per year or more	4.0	9%	1.0	4%	3	13%
Less than twice per year	11.0	24%	10.0	43%	1	4%
TOTAL	46.0		23.0		23	
<b>4. Reading of Christian literature that contributes to our growth and maturity (e.g., classic Christian</b>						

literature, Christian biographies, Christian periodicals, Christian nonfiction, Christian fiction)						
About once per month or more	10.0	22%	6.0	26%	4	17%
About once per quarter or more	9.0	20%	4.0	17%	5	22%
About twice per year or more	5.0	11%	1.0	4%	4	17%
About once per year or more	8.0	17%	1.0	4%	7	30%
About once every two years or more	3.0	7%	1.0	4%	2	9%
Less than once every two years	11.0	24%	10.0	43%	1	4%
TOTAL	46.0		23.0		23	
5. Are you actively involved in a regular ministry at your church?						
About once a week or more	13.0	46%	9.0	39%	4	40%
About once per month or more	3.0	11%	1.0	4%	2	20%
About once per quarter or more	1.0	4%	0.0	0%	1	10%
About twice per year or more	4.0	14%	3.0	13%	1	10%
Less than twice per year	7.0	25%	5.0	22%	2	20%
TOTAL	28.0		23.0		10	
6. Regularly tithing and giving offerings						
I regularly tithe	10.0	22%	6.0	26%	4	18%
I may not always tithe, but give an offering most weeks	15.0	33%	3.0	13%	12	55%
I occasionally give offerings	9.0	20%	5.0	22%	4	18%
I do not normally contribute money to church	11.0	24%	9.0	39%	2	9%
TOTAL	45.0		23.0		22	
7. Personal witnessing						
About once per month or more	8.0	18%	6.0	26%	2	9%
About once per quarter or more	6.0	13%	3.0	13%	3	14%
About twice per year or more	4.0	9%	1.0	4%	3	14%

About once per year or more	6.0	13%	1.0	4%	5	23%
About once every two years or more	3.0	7%	0.0	0%	3	14%
Less than once every two years	18.0	40%	12.0	52%	6	27%
TOTAL	45.0		23.0		22	

### **Overall Dedication & Commitment to Spiritual Growth**

What percent of our student body is deeply committed to spiritual growth and impact? By looking at the percent of students who are most active in spiritual disciplines, we can see that, at most, about a quarter of our students evidence a strong spiritual life. This would be shockingly poor findings for a theological school aiming to produce lots of ministers. However, this is an ideal finding for a school that embraces an evangelistic purpose.

Implications:

- Our opportunity to spend four years with many non-Christian students and many lukewarm Christians gives us a great opportunity for relationship evangelism.
- We should prioritize our plan to have all students “learn to present the Gospel” (i.e., memorize gospel presentations including verses, write essays on how to become born again and why they should be dedicated Christians, meet with a staff member to “present the Gospel” and then be asked if they would like to receive Jesus).
- Since we can attract lots of non-Christians, even from countries that do not like to give missionary visas, we should add new degree programs (e.g., Business Administration). However, we cannot add any new program before we are accredited.

FACULTY FEEDBACK 9/19/17
<p>We want to facilitate relationships between faculty and students so as to facilitate relationship evangelism. How can we do so?</p> <p>Professor Pak and President Woo are already taking students to dinner at home or a restaurants. The president is working to involve students in his church’s homegroups for shepherding. Extra counseling for new students is being provided by the student dean.</p>
<p>How can we launch our evangelism initiative?</p> <p><b>Suggestion 2017 AR 1</b> The president will choose two gospel presentations for students to memorize (one for a freshman class and one for a senior class).</p> <p><b>Suggestion 2017 AR 2</b> To choose classes where the evangelistic presentations will be assigned, a subcommittee consisting of the academic dean and the director of institutional effectiveness</p>

**Suggestion 2017 AR 3 & 8**

Recognizing that our mission may be more evangelistic and discipleship than it is to produce pastors, we should recommend a revision of the mission statement to the board.

Agreed and repeated below (see Mission & Goals Survey)

**Segmentation Observations**

Another benefit of this data is that we can segment the data to compare groups (e.g., Anaheim students compared to LA students, Korean students compared to non-Korean students, M.Div. compared to B.Th. Students).

**Location – Anaheim VS Los Angeles:** We did not receive enough surveys from both of two locations for us to make the comparison. From lower classmen, we received 20 surveys from LA, two from Anaheim and one that was unmarked concerning location. From upper classmen, we received four surveys from LA, three from Anaheim, and 16 that were unmarked concerning location.

**Ethnicity – Korean VS Non-Korean:** We have 14 Lower Classmen surveys from Koreans and nine from non-Koreans. Our impression has been that there is a significantly higher percentage of Christians among the Korean students. Among our Christian students, we have suspected that their level of dedication to the Lord is lower than at a typical Bible college. With such a small sample, our conclusions are only tentative. But, by comparing percentages of how regularly our Lower Classmen engage in various practices, we do not see that the practices of our Korean Lower Classmen are greatly different from non-Korean Lower Classmen.

**Program – BTh VS MDiv:** Not all the surveys included a place for students to mark whether they were B.Th. or M.Div. students. We received nine marked as B.Th. and five marked as M.Div. With such small numbers, we are not ready to draw conclusions. But, the data we have so far suggests that M.Div. students are a little more engaged in spiritual disciplines than B.Th. students.

**Improving the Research Process**

Nothing works perfectly the first time. There are several ways we can improve our data collection for future surveys. As noted above (see Segmentation), we did not receive the information we needed as to whether a student was studying in Anaheim or LA and whether a student was in the B.Th. or M.Div. program. In some cases, the surveys did not have all the blanks for students to indicate whether they were B.Th. or M.Div. students. In other cases, students did not mark whether they were studying in Anaheim or LA. There were also surveys where students did not mark whether they were freshmen or seniors. These surveys were tossed out.

**Suggestion 2017 AR 4**

The Director of Institutional Effectiveness should add blanks for all needed demographic data to all appropriate student surveys.

\_\_\_ Agree

**Suggestion 2017 AR 5**

When distributing surveys, the students should be reminded to complete all the demographic information.

(Can we count on adjunct faculty to do this? Should a staff member or administrator be designated to go to classes and explain / distribute surveys?)

Agree  
Faculty should distribute

There was a problem with the upper classmen data on question #5. Because the question was on the first page, and the answer boxes were on the second page, many students did not mark how frequently they were involved in ministry. While the other questions had 22 or 23 responses, question #5 only had 10 responses. But, 15 students listed their type of ministry. Eleven of the surveys that did not mark how often the students ministered did list the type ministries in which the students participated.

Front of Page:

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

Back of Page or Next Page:

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

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

**Suggestion 2017 AR 6**

The person who prints surveys should be informed that we cannot place a question on one side of a page and an answer blank on the other side (or on the next page).

Agree

In distributing surveys, we should consider that the validity of our conclusions can be corrupted by not carefully choosing classes in which to distribute a survey. For example, if freshmen take a pre-test spiritual disciplines survey in a Bible elective class, and seniors take the post-test spiritual disciplines survey in a required general education class, it would not be fair to compare freshmen and seniors.

**Suggestion 2017 AR 7**

The director of Institutional Effectiveness should add a blank for students to indicate the class in which they take a survey.

Agree

Appendix 1: Segmentation

**Ethnicity**

	All Students		Koreans N=14		Non-Koreans N=9	
	#	Percent	#	Percent	#	Percent
<b>Korean Vs Non-Korean: N=23</b>						
<b>1. Personal devotionals (prayer, Bible reading, devotional literature, etc.)</b>						
About 7 days per week	6.0	26%	3.0	21%	3.0	33%
About 6 days per week	3.0	13%	0.0	0%	3.0	33%
About 5 days per week	0.0	0%	0.0	0%	0.0	0%
About 4 days per week	0.0	0%	0.0	0%	0.0	0%
About 3 days per week	0.0	0%	0.0	0%	0.0	0%
About 2 days per week	2.0	9%	2.0	14%	0.0	0%
About 1 day per week	2.0	9%	1.0	7%	1.0	11%
Not every week	10.0	43%	8.0	57%	2.0	22%
TOTAL	23.0		14.0		9.0	
<b>2. Use of tools for deeper Bible study (e.g., study guides, commentaries, Sunday school literature, etc.)</b>						
About once a week or more	7.0	30%	4.0	29%	3.0	33%
About once per month or more	4.0	17%	1.0	7%	3.0	33%
About once per quarter or more	0.0	0%	0.0	0%	0.0	0%
About twice per year or more	2.0	9%	2.0	14%	0.0	0%
Less than twice per year	10.0	43%	7.0	50%	3.0	33%
TOTAL	23.0		14.0		9.0	
<b>3. Use of tools for deeper prayer life (e.g., prayer journals, read books on prayer, fasting, etc.)</b>						
About once a week or more	8.0	35%	6.0	43%	2.0	22%
About once per month or more	3.0	13%	1.0	7%	2.0	22%
About once per quarter or more	1.0	4%	0.0	0%	1.0	11%
About twice per year or more	1.0	4%	1.0	7%	0.0	0%
Less than twice per year	10.0	43%	6.0	43%	4.0	44%
TOTAL	23.0		14.0		9.0	
<b>4. Reading of Christian literature that contributes to our growth and maturity (e.g., classic Christian literature, Christian biographies, Christian periodicals, Christian nonfiction, Christian fiction)</b>						
About once per month or more	6.0	26%	3.0	21%	3.0	33%
About once per quarter or more	4.0	17%	3.0	21%	1.0	11%
About twice per year or more	1.0	4%	1.0	7%	0.0	0%
About once per year or more	1.0	4%	1.0	7%	0.0	0%
About once every two years or more	1.0	4%	1.0	7%	0.0	0%
Less than once every two years	10.0	43%	5.0	36%	5.0	56%
TOTAL	23.0		14.0		9.0	

5. Are you actively involved in a regular ministry at your church?						
About once a week or more	9.0	39%	5.0	36%	4.0	44%
About once per month or more	1.0	4%	1.0	7%	0.0	0%
About once per quarter or more	0.0	0%	0.0	0%	0.0	0%
About twice per year or more	3.0	13%	2.0	14%	1.0	11%
Less than twice per year	5.0	22%	2.0	14%	3.0	33%
What type ministry:						
_____	5.0	22%	4.0	29%	1.0	11%
TOTAL	23.0		14.0		9.0	
6. Regularly tithing and giving offerings						
I regularly tithe	6.0	26%	5.0	36%	1.0	11%
I may not always tithe, but give an offering most weeks	3.0	13%	0.0	0%	3.0	33%
I occasionally give offerings	5.0	22%	4.0	29%	1.0	11%
I do not normally contribute money to church	9.0	39%	5.0	36%	4.0	44%
TOTAL	23.0		14.0		9.0	
7. Personal witnessing						
About once per month or more	6.0	26%	3.0	21%	3.0	33%
About once per quarter or more	3.0	13%	2.0	14%	1.0	11%
About twice per year or more	1.0	4%	1.0	7%	0.0	0%
About once per year or more	1.0	4%	1.0	7%	0.0	0%
About once every two years or more	0.0	0%	0.0	0%	0.0	0%
Less than once every two years	12.0	52%	7.0	50%	5.0	56%
TOTAL	23.0		14.0		9.0	

**B.Th. Compared to M.Div.**

B.Th. Vs M.Div. N=14	All Students		B.Th. N=9		M.Div. N=5	
	#	Percent	#	Percent	#	Percent
<b>1. Personal devotionals (prayer, Bible reading, devotional literature, etc.)</b>						
About 7 days per week	4.0	29%	3.0	33%	1.0	20%
About 6 days per week	2.0	14%	0.0	0%	2.0	40%
About 5 days per week	0.0	0%	0.0	0%	0.0	0%
About 4 days per week	0.0	0%	0.0	0%	0.0	0%
About 3 days per week	0.0	0%	0.0	0%	0.0	0%
About 2 days per week	1.0	7%	1.0	11%	0.0	0%
About 1 day per week	1.0	7%	0.0	0%	1.0	20%
Not every week	6.0	43%	5.0	56%	1.0	20%
TOTAL	14.0		9.0		5.0	
<b>2. Use of tools for deeper Bible study (e.g., study guides, commentaries, Sunday school literature, etc.)</b>						
About once a week or more	5.0	36%	3.0	33%	2.0	40%
About once per month or more	2.0	14%	0.0	0%	2.0	40%
About once per quarter or more	0.0	0%	0.0	0%	0.0	0%
About twice per year or more	1.0	7%	1.0	11%	0.0	0%
Less than twice per year	6.0	43%	5.0	56%	1.0	20%
TOTAL	14.0		9.0		5.0	
<b>3. Use of tools for deeper prayer life (e.g., prayer journals, read books on prayer, fasting, etc.)</b>						
About once a week or more	5.0	36%	3.0	33%	2.0	40%
About once per month or more	2.0	14%	1.0	11%	1.0	20%
About once per quarter or more	1.0	7%	0.0	0%	1.0	20%
About twice per year or more	0.0	0%	0.0	0%	0.0	0%
Less than twice per year	6.0	43%	5.0	56%	1.0	20%
TOTAL	14.0		9.0		5.0	
<b>4. Reading of Christian literature that contributes to our growth and maturity (e.g., classic Christian literature, Christian biographies, Christian periodicals, Christian nonfiction, Christian fiction)</b>						
About once per month or more	5.0	36%	2.0	22%	3.0	60%
About once per quarter or more	3.0	21%	2.0	22%	1.0	20%
About twice per year or more	0.0	0%	0.0	0%	0.0	0%
About once per year or more	0.0	0%	0.0	0%	0.0	0%
About once every two years or more	0.0	0%	0.0	0%	0.0	0%
Less than once every two years	6.0	43%	5.0	56%	1.0	20%
TOTAL	14.0		9.0		5.0	
<b>5. Are you actively involved in a regular ministry at your church?</b>						
About once a week or more	6.0	43%	3.0	33%	3.0	60%
About once per month or more	0.0	0%	0.0	0%	0.0	0%
About once per quarter or more	0.0	0%	0.0	0%	0.0	0%
About twice per year or more	2.0	14%	2.0	22%	0.0	0%

Less than twice per year	1.0	7%	0.0	0%	1.0	20%
What type ministry:						
	5.0	36%	4.0	44%	1.0	20%
TOTAL	14.0		9.0		5.0	
<b>6. Regularly tithing and giving offerings</b>						
I regularly tithe	5.0	36%	4.0	44%	1.0	20%
I may not always tithe, but give an offering most weeks	2.0	14%	0.0	0%	2.0	40%
I occasionally give offerings	1.0	7%	1.0	11%	0.0	0%
I do not normally contribute money to church	6.0	43%	4.0	44%	2.0	40%
TOTAL	14.0		9.0		5.0	
<b>7. Personal witnessing</b>						
About once per month or more	4.0	29%	2.0	22%	2.0	40%
About once per quarter or more	2.0	14%	1.0	11%	1.0	20%
About twice per year or more	0.0	0%	0.0	0%	0.0	0%
About once per year or more	0.0	0%	0.0	0%	0.0	0%
About once every two years or more	0.0	0%	0.0	0%	0.0	0%
Less than once every two years	8.0	57%	6.0	67%	2.0	40%
TOTAL	14.0		9.0		5.0	

### Locations

We are still waiting for Anaheim surveys so we can make a comparison. So far, the data we have (below) is from the LA extension site. (Note: the data never came.)

LA Lower Classmen: N=20	#	Percent
<b>1. Personal devotionals (prayer, Bible reading, devotional literature, etc.)</b>		
About 7 days per week	4.0	20%
About 6 days per week	3.0	15%
About 5 days per week	0.0	0%
About 4 days per week	0.0	0%
About 3 days per week	1.0	5%
About 2 days per week	1.0	5%
About 1 day per week	1.0	5%
Not every week	10.0	50%
TOTAL	20.0	
<b>2. Use of tools for deeper Bible study (e.g., study guides, commentaries, Sunday school literature, etc.)</b>		
About once a week or more	4.0	20%
About once per month or more	3.0	15%
About once per quarter or more	0.0	0%
About twice per year or more	2.0	10%
Less than twice per year	11.0	55%
TOTAL	20.0	
<b>3. Use of tools for deeper prayer life (e.g., prayer journals, read books on prayer, fasting, etc.)</b>		
About once a week or more	5.0	25%
About once per month or more	2.0	10%
About once per quarter or more	1.0	5%
About twice per year or more	2.0	10%
Less than twice per year	10.0	50%
TOTAL	20.0	
<b>4. Reading of Christian literature that contributes to our growth and maturity (e.g., classic Christian literature, Christian biographies, Christian periodicals, Christian nonfiction, Christian fiction)</b>		
About once per month or more	4.0	20%
About once per quarter or more	2.0	10%
About twice per year or more	1.0	5%
About once per year or more	1.0	5%
About once every two years or more	2.0	10%
Less than once every two years	10.0	50%
TOTAL	20.0	
<b>5. Are you actively involved in a regular ministry at your church?</b>		

About once a week or more	7.0	37%
About once per month or more	1.0	5%
About once per quarter or more	0.0	0%
About twice per year or more	2.0	11%
Less than twice per year	5.0	26%
What type ministry:		
_____	4.0	21%
TOTAL	19.0	
6. Regularly tithing and giving offerings		
I regularly tithe	3.0	16%
I may not always tithe, but give an offering most weeks	3.0	16%
I occasionally give offerings	5.0	26%
I do not normally contribute money to church	8.0	42%
TOTAL	19.0	
7. Personal witnessing		
About once per month or more	4.0	21%
About once per quarter or more	3.0	16%
About twice per year or more	1.0	5%
About once per year or more	1.0	5%
About once every two years or more	0.0	0%
Less than once every two years	10.0	53%
TOTAL	19.0	

## Mission, Objectives, Vision, Philosophy Survey Report

The mission of KU is articulated as follows:

Kernel University is dedicated to equipping students with academic, professional and spiritual resources so that they will express and represent Christ – that is to be God-men – who function effectively in their careers, communities and lives.

### **Suggestion 2017 AR 8**

Recognizing that our mission may be more evangelistic and discipleship than it is to produce pastors, we should recommend a revision of the mission statement to the board.

This will be discussed at the next faculty meeting.

Additionally, the director of institutional effectiveness will review goals to see if they fit an evangelism and discipleship mission.

Are we achieving our mission? If we are achieving our objectives, vision and philosophy, we are achieving our vision. Thus, this survey shows us our perceived strengths and weaknesses pertaining to different segments of our mission. As a whole, we are rated highest in achieving our objectives (especially academic enrichment) and lowest in achieving our vision (especially functioning effectively in communities and careers).

### Objectives:

Students N=14	Employees N=8 <sup>1</sup>	Student- Employee Average	How well does studying at Kernel University equip students with:
3.9	3.5	3.7	1. Academic enrichment?
3.2	3.1	3.2	2. Professional development?
3.2	3.8	3.5	3. An enhanced understanding of the purposes for which God designed them?
2.9	4.0	3.5	4. Biblical and theological knowledge?
3.0	3.8	3.4	5. An understanding of in biblical principles related to meeting and seeking God?
2.7	3.3	3.0	6. A growing commitment to spiritual growth?
3.1	3.6	3.4	INSTITUTIONAL OBJECTIVES AVERAGE

While we received higher ratings for #s 1, 3, 4 and 5, we are perceived as weaker in imparting professional development and commitment to spiritual growth. However, employees rate our

<sup>1</sup> We received eight surveys from B.Th. students and six from M.Div. students. Employee surveys include three from faculty, three from administrators and two from staff. Because we did not have a large number of surveys, we combined the data into two groups: Students and Employees.

achievement of #s 4, 5 and 6 considerably higher than do students. Concerning professional development, we hope to add career options after we are accredited. The additional options such as business administration should help our scores on imparting professional development (i.e., #2).

Vision:

Students N=14	Employees N=8	Student- Employee Average	How well does studying at Kernel University develop students into:
2.9	3.0	3.0	7. Those who express and represent Christ ("God-men")?
2.9	2.9	2.9	8. Those who function effectively in their careers?
2.7	2.8	2.8	9. Those who function effectively in their communities?
3.2	3.1	3.2	10. Those who function effectively in their lives?
2.9	2.9	2.9	VISION AVERAGE

As noted above, we expect perceptions on developing career effectiveness (i.e., #8) to improve after we are able to add career options. Enhanced spiritual development (including the planned evangelism strategy) should help raise the other scores.

Philosophy of Education:

Students N=14	Employees N=8	Student- Employee Average	How well does studying at Kernel University:
3.6	3.0	3.3	11. Introduce students to the thinking in a variety of fields?
3.1	2.8	3.0	12. Equip students with skills to serve, whether in the workplace or as a volunteer?
3.0	3.1	3.1	13. a) Take into account that a person who does not experience the work of God in his or her life will be incomplete and feel unfulfilled b) Assist students in understanding their gifts and calling
3.2	3.0	3.1	PHILOSOPHY OF EDUCATION AVERAGE

Adding new majors should help raise the scores for #s 11 and 12. Concerning #13 was an error in the layout of the survey. This has been fixed in the assessment plan for the next time it is distributed.

[Wesleyan Wellness Profile Report](#)

In the fall of 2016, we had lower classmen complete this instrument. We did not send them to be analyzed because we were waiting for upper classmen to complete them in the Spring of 2017. However, the fall instruments seem to have been lost. They were last seen in a box in the office of the academic dean. The box went home with the former president, but he does not seem to have the surveys.

## Course & Faculty Evaluations Report

Accrediting agencies ask questions about “rigor”. Are our classes hard enough? How much homework do our students have? If we have been too easy on the students, and they continue their studies at an accredited graduate school, they will not be prepared for the next level of study. They will not have worked as hard or learned as much as students from other colleges.

### **Suggestion 2017 AR 9**

The faculty agreed to discuss rigor minimums at the upcoming faculty meeting

There seems to have been two issues that have led to some confusion.

- First, the way the form was printed and copied was not good. This may have caused some students to mark a “4” when they should have marked a “5” and to have marked “No” when they should have marked “Yes”.
- Second, the last three questions about homework led to invalid responses. For example, students may have marked “Yes” that they had homework most weeks and wrote that the amount of homework was one or two hours per week, but that the amount of time needed for the entire semester of homework was only three or four hours. Was this caused by students whose English was not adequate for the task (e.g., ability to benefit)?

### **Suggestion 2017 AR 10**

Assure that the Course and Faculty Evaluations are printed in a more sensible format.

Agree

### **Suggestion 2017 AR 11**

Re-word the last three questions on the faculty evaluations.

How should we reword these questions?

Should we drop #3?

Should we ask how many weeks had HW? (e.g., 1-3, 4-6, 7-10, 11 or more)

Should we instead have a “syllabus check” sheet for the academic dean to approve courses (including “does it appear that the syllabus includes at least 15 hours of homework per credit (e.g., 45 hours for a three-credit course)?)

- 1. Did the professor require that a homework assignment be completed most weeks (e.g., were there nine or more days when homework was to be submitted?)
- 3. During the entire semester, how many hours were needed to complete all the homework assignments (e.g., add the time needed per assignment to the number of assignments)?
- To complete all the homework assignments you had to do this semester, how much time did it take (  0-5 hours  6-10 hours  11-15 hours  16-20 hours  21-25 hours  26-30 hours  Over 30 hours)

Agree

We will accept the first and third dot (and eliminate question 2)

Average	Question Number	Question (11 Classes)
4.55	1	Did the professor demonstrate an extensive knowledge of the subject of this course?
4.45	2	Did the professor demonstrate effective communication skills & teaching methods?
4.62	3	Was the professor well prepared for each week's classes?
4.42	4	Did this class help you grow academically?
4.46	5	Was the course carefully planned?
4.44	6	Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?
4.32	7	Were homework assignments helpful for reaching class objectives?
4.35	8	Were textbooks interesting and helpful in achieving class objectives?
4.23	9	Did homework assignments require you to search for information in the school library and other places?
4.49	10	Was the professor available for discussions with students?
4.53	11	Did the professor seem to know, care about, and pray for you?
4.40	12	Did this class help you grow spiritually (i.e., closer to Jesus Christ)?
4.45	13	Would you recommend this class to a friend?
4.44	AVERAGE	
	1	Do students have homework most weeks?
92		Yes
48		No
1.94	2	How many hours per week is normally required to complete homework?
14.64	3	How many hours per semester is required to complete all homework assignments?

Rank Ordered

Average	Question Number	Question (11 Classes)
4.62	3	Was the professor well prepared for each week's classes?
4.55	1	Did the professor demonstrate an extensive knowledge of the subject of this course?
4.53	11	Did the professor seem to know, care about, and pray for you?
4.49	10	Was the professor available for discussions with students?
4.46	5	Was the course carefully planned?
4.45	2	Did the professor demonstrate effective communication skills & teaching methods?
4.45	13	Would you recommend this class to a friend?
4.44	6	Did the course syllabus clearly presented course objectives, assignments, evaluation, and schedule?
4.42	4	Did this class help you grow academically?
4.40	12	Did this class help you grow spiritually (i.e., closer to Jesus Christ)?
4.35	8	Were textbooks interesting and helpful in achieving class objectives?
4.32	7	Were homework assignments helpful for reaching class objectives?
4.23	9	Did homework assignments require you to search for information in the school library and other places?
4.44	AVERAGE	

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Average	Professor	Subject	Comments
4.85	XXX	XXX	
4.72	XXX	XXX	Such a wonderful...
4.61	XXX	XXX	
4.58	XXX	XXX	Only 8 surveys
4.55	XXX	XXX	Only 8 surveys
4.41	XXX	XXX	
4.39	XXX	XXX	
4.33	XXX	XXX	
4.29	XXX	XXX	
4.27	XXX	XXX	
3.83	XXX	XXX	Only 4 surveys
5.00	XXX	XXX	Only 2 surveys

## Board Member Evaluation Report

We received four board-member evaluation forms. This version of our evaluation form has 19 questions distributed among four sections:

- Participation
- Public Relations: Serving as Ambassador
- Financial Support
- Other Contributions to the Work of the School

For each question, the possible answers are: Always, Sometimes, or Rarely. The Participation and Other Contribution sections had unanimously strong ratings, although one member indicated that he only sometimes was knowledgeable of educational institutions. The other two areas (i.e., Public Relations, Financial Support) showed less strength.

### Public Relations

None of the board members regularly recruit, but only the president is local. Only one regularly cultivates possible board members of an advisory board, but this strategy has not been explained to the new president or the board. Only one is cultivating goodwill from friends for the school. This does not suggest that the board is as active as it could be.

### Financial Support

A board member's willingness to donate to a ministry indicates his or her passion for it. After all, Jesus tells us that where our treasure is (e.g., money) shows where our heart is also. Only one board member regularly makes personal donations, participates in donor identification or actively raises money from other individuals or organizations. Two marked that they introduce the president to friends who might make donations. This does not suggest a great deal of passion for what God may be doing at KU.

### Conclusion

How can we cultivate enthusiasm among board members and how can we cultivate more potential members and more donors? We have an evangelistic opportunity that should excite Kingdom-minded pastors and other committed Christians. By sharing this, the president should be able to help identify possible donors and board members.

### ***Suggestion 2017 AR 12***

Schedule a time (after the new president has time to adjust and the evangelism strategy is implemented) for the accreditation consultant to discuss fundraising and board development with the president. This should include discussion of an advisory board.

Agree

## Employee Evaluations Report

In 2017, we completed the following nine personnel evaluations:

- President (evaluated by board)
- CFO (President)
- Academic Dean (evaluated by the president)
- Student Dean
- Director of Institutional Effectiveness (normally evaluated by president – during the presidential transition, the student dean was evaluated by the academic dean)
- Dean of Administration (normally evaluated by president – during the presidential transition, the student dean was evaluated by the academic dean)
- Registrar (evaluated by academic dean)
- Director of Admissions (evaluated by the academic dean)
- BA Program Director (evaluated by the academic dean)

The procedure began with employees using a self-evaluation form. The supervisors reviewed and commented on these forms and followed up as needed. We believe that starting with self-evaluation forms enables employees to review expectations and encourages them to work on weaker areas. Some of the results included clarifying duties (e.g., for the registrar), adding duties (e.g., for the director of admissions) and noting an employee that needed help understanding the form (e.g., for the director of admissions).

Completed evaluation forms are kept in the office of the academic dean.

## Annual Affirmations

While this is not an assessment item, we find it logistically convenient to include this in the assessment program. This is because gathering affirmations is initiated by the director of institutional effectiveness.

## Board Affirmations

From: WHA KIM <wha619@yahoo.com>  
Date: 2017-07-19 12:58 GMT-07:00  
Subject: Re: board evaluation  
To: Ihn Chae Chung <ihnchae0318@gmail.com>

Dear Mr. Chung dean

I forwarded the following material to each board member. By email, they all affirm their agreement.

- \* Christian biblical foundation.
- \* Purposes and objectives.
- \* Philosophy and ethical and moral values. statement.
- \* TRACS statement of faith.

I really appreciate all team to hard work for Tracs. Thank you

From chairman of board.  
 Wha Young Kim.  
[Sent from Yahoo Mail on Android](#)

Faculty Affirmations

Faculty affirmations were completed and are kept by the academic dean.

Student Affirmations

Student affirmations were not completed, but a form was added to the application packet.

Faculty Qualifications Form

A faculty qualifications form has been added to the assessment plan. Its function, however, is as a tool to use during interviews. The CAO will use the form and the registrar will place it into the faculty file for all new faculty.

Faculty Qualifications Form

Name	
Phone Numbers	
Email Address	
Mailing Address	

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

## Annual Affirmations

### Board Members Annual Affirmations

From: **WHA KIM** <[wha619@yahoo.com](mailto:wha619@yahoo.com)>

Date: 2017-07-19 12:58 GMT-07:00

Subject: Re: board evaluation

To: Ihn Chae Chung <[ihnchae0318@gmail.com](mailto:ihnchae0318@gmail.com)>

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I really appreciate all team to hard work for Tracs. Thank you

From chairman of board.

Wha YoungKim.

[Sent from Yahoo Mail on Android](#)

### Faculty, Staff and Administration Annual Affirmations

Each member of the faculty, staff and administration was asked to sign an affirmation declaring their agreement with our mission, statement of faith, code of conduct and philosophy of education.

### Student Affirmations

We have now set up a policy for students to sign an affirmation form that includes the mission, statement of faith, code of conduct, and philosophy of education. This will become part of the application packet.

### GPA Report

We had a difficult time calculating our school GPA because we have so many incompletes. This was a useful discovery. Faculty members were giving large numbers of incompletes when, perhaps, they should have been giving "F"s. Furthermore, we have no record of what assignments were outstanding or how they will impact a grade. To fix this problem, we developed an "Incompletes Policy" and an "Incomplete Grade Request Form." In the future, to assign an "Incomplete," faculty members will complete a form showing completed assignments and grades, incomplete assignments and grades, and percent of the final grade for each assignment.

## Assessment Plan Review

### Scheduled Annually

	Administrative Effectiveness	Instructional Effectiveness
<b>Completed</b>	<ul style="list-style-type: none"> <li>• Course &amp; Faculty Evaluations</li> <li>• Assessment Plan Review</li> <li>• Annual Approvals from Board, Admin. &amp; Others</li> <li>• Faculty Qualifications Forms (initiated)</li> <li>• Influences Survey (initiated)</li> <li>• Public Information Sheet (expected in a few weeks)</li> <li>• Annual Audit (expected in a few weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual Disciplines Survey</li> <li>• Wesleyan Wellness Profile (but the data disappeared)</li> </ul>
<b>Not Completed</b>	<ul style="list-style-type: none"> <li>• GPA Check</li> <li>• Annual Report on Technology and Technical Equipment</li> <li>• Annual Report on Facilities and Non-Technical Equipment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

### Scheduled for this Year's Classes

	Administrative Effectiveness	Instructional Effectiveness
<b>Completed</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Not Completed</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Hermeneutics Portfolio Assignment</li> <li>• Capstone Portfolio Assignments</li> </ul>

### Scheduled for this Year

	Administrative Effectiveness	Instructional Effectiveness
<b>Completed</b>	<ul style="list-style-type: none"> <li>• Personnel Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Mission &amp; Instructional Objectives Survey</li> </ul>
<b>Not Completed</b>	<ul style="list-style-type: none"> <li>• Review of Policy Manual</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Not Scheduled, But Completed (Extra Assessment)

	Administrative Effectiveness	Instructional Effectiveness
Completed	•	•

**How should the Assessment Plan be changed or improved?**

Because of several factors, we were quite limited in what we completed. We lacked a director of institutional effectiveness for several months. With accreditation deadlines, time was taken away from assessment. And, because of a change in top leadership, some of the data seems to have been misplaced. For next year, we must start the process earlier, complete more, and complete it on time.

**Suggestion 2017 AR 13**

Review some of the annual assessment requirements to see whether some can become semi-annually.
Agree

Annual Audit Report

- Annual Audit Report – The annual audit is arranged by the business manager, who also completes the Annual Audit Report

Audit Analysis Report

Completed this Year?  Yes

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

Operated in the Black for Past Two Years?  Yes  No

Our accountant has our information, but is running late producing our audit. It should be here in a month or so. We have been using academic year dates running from September 1<sup>st</sup> to August 31<sup>st</sup>. Since we are changing our fiscal year to July 1<sup>st</sup> to June 31<sup>st</sup>, this audit will only be from August 31<sup>st</sup> to June 31<sup>st</sup>. The new fiscal year will be reflected in the next audit.

Annual Report on Technology and Technical Equipment:

The Director of Technology will review technical equipment and software to report on what needs to be repaired, replaced or upgraded.

Annual Report on Facilities and Non-Technical Equipment

The Business Manager will review the facilities and non-technical equipment to report on what needs to be repaired, replaced or upgraded.

## Hermeneutics Portfolio Assignments

- B.Th.

- List principles of sound hermeneutics and apply them to passages of scripture as demonstrated by sound exegesis of three scriptural passages – Hermeneutics Course

<p><i>Equipped with Professional Resources</i></p>	<p>1. Professional development as demonstrated on alumni surveys by professional and volunteer work in students' fields of study</p>	<p>1. Portfolio Assignment: List principles of sound hermeneutics and apply them to passages of scripture as demonstrated by sound exegesis of three scriptural passages.</p> <p>2. That alumni surveys will show that 40% of 3-year alumni will be serving churches in paid or volunteer positions that involve teaching, leading or other significant duties.</p>
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- M.Div.

- Can list principles of sound hermeneutics and apply them to passages of scripture as demonstrated by sound exegesis of three scriptural passages – Hermeneutics Course

<p><i>Equipped with Professional Resources</i></p>	<p>2. Professional development as demonstrated on alumni surveys by professional and volunteer work in students' fields of study</p>	<p>1. Can list principles of sound hermeneutics and apply them to passages of scripture as demonstrated by sound exegesis of three scriptural passages.</p> <p>2. That alumni surveys will show that 70% of 3-year alumni will be serving churches in paid or volunteer positions that involve teaching, leading or other significant duties</p> <p>3. That alumni surveys will show that 30% of 3-year alumni will have been ordained</p>
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## Capstone Portfolio Assignments

- B.Th.
  - An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member – Capstone Course

<i>Equipped with Spiritual Resources</i>	2. An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member	4. An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member 5.
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- M.Div.
  - An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member – Capstone Course

<i>Equipped with Spiritual Resources</i>	5. An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member	An understanding of in biblical principles related to meeting and seeking God as demonstrated by a capstone portfolio essay and a personal interview with a faculty member
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### **Suggestion 2017 AR 14**

Review whether portfolio assignments can be replaced with things that would be easier to administer.

Agreed

## Review Policy Manuel

We failed to complete this review.

## Summary of Changes Based on Assessment

From this year's assessment, 14 suggestions were generated. These were implemented or added to the five year plan.

**Student Outcomes:** We are not as successful as other Korean schools in the number of pastors or lay workers we produce. This is understandable. We found that only 26% of our students profess to be Christian. As we had already been discussing, we feel we have a unique evangelistic opportunity. Therefore, we decided we will recommend a new mission statement to the board that helps us focus on evangelism and discipleship. We also added steps to fulfilling this mission (i.e., that students will meet with the president to fulfil their assignment of presenting the gospel to him [so he can assess their understanding and ask the student if he wants to pray] and we assigned the choice of classes for fulfilling that assignment to the academic dean and director of institutional effectiveness.

**Administrative Issues:** Most of our suggestions pertain to administrative effectiveness. Almost all of them pertain to improvements in the assessment procedures. We also made plans for discussions on fundraising.

**The 14 suggestions are listed below.**

FACULTY FEEDBACK 9/19/17
<p>We want to facilitate relationships between faculty and students so as to facilitate relationship evangelism. How can we do so?</p> <p>Professor Pak and President Woo are already taking students to dinner at home or a restaurants. The president is working to involve students in his church's homegroups for shepherding. Extra counseling for new students is being provided by the student dean.</p>
<p>How can we launch our evangelism initiative?</p> <p><b>Suggestion 2017 AR 1</b> The president will choose two gospel presentations for students to memorize (one for a freshman class and one for a senior class).</p> <p><b>Suggestion 2017 AR 2</b> To choose classes where the evangelistic presentations will be assigned, a subcommittee consisting of the academic dean and the director of institutional effectiveness</p>

**Suggestion 2017 AR 3 & 8**

Recognizing that our mission may be more evangelistic and discipleship than it is to produce pastors, we should recommend a revision of the mission statement to the board.

Agreed and repeated below (see Mission & Goals Survey)

**Suggestion 2017 AR 4**

The Director of Institutional Effectiveness should add blanks for all needed demographic data to all appropriate student surveys.

\_\_\_ Agree

**Suggestion 2017 AR 5**

When distributing surveys, the students should be reminded to complete all the demographic information.

(Can we count on adjunct faculty to do this? Should a staff member or administrator be designated to go to classes and explain / distribute surveys?)

\_\_\_ Agree

Faculty should distribute

**Suggestion 2017 AR 6**

The person who prints surveys should be informed that we cannot place a question on one side of a page and an answer blank on the other side (or on the next page).

\_\_\_ Agree

**Suggestion 2017 AR 7**

The director of Institutional Effectiveness should add a blank for students to indicate the class in which they take a survey.

\_\_\_ Agree

**Suggestion 2017 AR 8**

Recognizing that our mission may be more evangelistic and discipleship than it is to produce pastors, we should recommend a revision of the mission statement to the board.

This will be discussed at the next faculty meeting.

Additionally, the director of institutional effectiveness will review goals to see if they fit an evangelism and discipleship mission.

**Suggestion 2017 AR 9**

The faculty agreed to discuss rigor minimums at the upcoming faculty meeting

**Suggestion 2017 AR 10**

Assure that the Course and Faculty Evaluations are printed in a more sensible format.

Agree

**Suggestion 2017 AR 11**

Re-word the last three questions on the faculty evaluations.

How should we reword these questions?

Should we drop #3?

Should we ask how many weeks had HW? (e.g., 1-3, 4-6, 7-10, 11 or more)

Should we instead have a "syllabus check" sheet for the academic dean to approve courses (including "does it appear that the syllabus includes at least 15 hours of homework per credit (e.g., 45 hours for a three-credit course)?")

- 1. Did the professor require that a homework assignment be completed most weeks (e.g., were there nine or more days when homework was to be submitted?)
- 3. During the entire semester, how many hours were need to complete all the homework assignments (e.g., add the time needed per assignment to the number of assignments)?
- To complete all the homework assignments you had to do this semester, how much time did it take (  0-5 hours  6-10 hours  11-15 hours  16-20 hours  21-25 hours  26-30 hours  Over 30 hours)

**Suggestion 2017 AR 12**

Schedule a time (after the new president has time to adjust and the evangelism strategy is implemented) for the accreditation consultant to discuss fundraising and board development with the president. This should include discussion of an advisory board.

Agree

**Suggestion 2017 AR 13**

Review some of the annual assessment requirements to see whether some can become semi-annually.

Agree

**Suggestion 2017 AR 14**

Review whether portfolio assignments can be replaced with things that would be easier to administer.

Agreed