Assessment Plan

Oikos University

2017-2018

(Institutional Research)

The annual report enables us to assess how well we carry out our mission and to consider how to become more effective in fulfilling it.

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions in the areas of biblical studies, music performance, Asian medicine and practical vocational nursing.

Distribution List:

<u>First Draft</u>
<u>Administrative Council</u>

<u>First Draft</u>
<u>Administrative Council</u>

<u>Second Draft</u>
<u>Public Version</u>

Distribute for comment to:
- ➢ Faculty
- ➢ Librarian
- ➢ Administrators
- ➢ Board
- ➢ Sample of Alumni
- ➢ Sample of Students
- ➢ Sample of Major Donors
- ➢ Sample of Constituent Pastors

<u>Third Draft</u>
<u>Board of Directors</u>

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INTRODUCTION

Brief History

2003 - The Board was formed to establish an institution that educates Christian leaders

2004 - Oikos University has obtained BPPE approval and was approved by USCIS to issue I-20.

2007 -The mission of Oikos University was expanded to offering program leading to degrees in music and nursing.

2008 - Oikos University has obtained approval of LVN program.

2011 - Oikos University has submitted application for TRACS.

2013 - Oikos University was granted candidacy with TRACS.

2016 - Oikos University was granted initial accreditation with TRACS.

2017 – Oikos University has added teaching site in Los Angeles.

2017 – Oikos University has added MBA program by submitting substantive change application.

2018 – Oikos University has added Bachelor of Arts in Business Administration degree by submitting substantive change application.

Development of the Assessment Plan (and participants)

Our assessment plan was developed as a part of our self-study. In consultation with education committee, IR has put together the goals, sub-goals, program objectives, goal indicators (e.g., measurable objectives for each sub-goal, acceptable level of achievement), instruments and logistics. Our IR director and Dr. John Pyeon are on steering committee that leads Academic Dean Lee, Librarian Won, CFO, and Student Dean. The assessment plan continues to develop. With each report, changes in the plan may be suggested.

Development of the Assessment Report (and participants)

IR Director and Dr. John Pyeon have been mentoring Academic Dean in the operation and use of the assessment plan. Together, Dr. Pyeon and Dr. Lee looked at what instruments that would be due this year and distributed. OIKOS UNIVERSITY continued to gather data from a number of scheduled instruments. IR Director is assigned to collect data and analyze it before it is to be disseminated to relevant office and personnel. IR Director continues to manage the assessment process. As the schedule assessment is being made and data is collected, IR Director deeply engaged faculty, student, staff, board, and pastors to solicit broad input.

To promote knowledge of OIKOS UNIVERSITY goals/objectives and to promote understanding of how well we achieve our goals/objectives, the draft report is distributed among the administration, staff, faculty, and samples of students, alumni, board members and others. Once

their comments are recorded on a master copy, the academic dean and president make a final decision to accept their input and suggestion. The final suggestions are added to the next annual update of the five year plan.

Mission and Learning Outcomes

Mission

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions in the areas of biblical studies, music performance, Asian medicine and practical vocational nursing.

Institutional Learning Outcomes

Undergraduate

The Oikos University's undergraduate program seeks to produce graduates who are able to demonstrate the key undergraduate competencies in the outcome areas of:

Critical Thinking & Problem Solving as evidenced by the student's ability to:
- Outcome 1: Think critically, creatively and holistically to make informed judgment.
- Outcome 2: Apply mathematical skills in problem solving.

Effective Communication & Common Sense for Living as evidenced by the student's ability to:
- Outcome 3: Communicate effectively & apply the concepts and methods of the Natural and Physical Sciences.
- Outcome 4: Demonstrate a survey level knowledge of the humanities areas.

Social and Cultural Engagement and Lifelong Learning as evidenced by the student's ability to:
- Outcome 5: Demonstrate insights into the personal and group behaviors.
- Outcome 6: Understand the Social Science & World History and learning as life-long endeavor.

Professional Knowledge as evidenced by the student's ability to:
- Outcome 7: Demonstrate professional knowledge, theory, & skills.
- Outcome 8: Use appropriate advanced technology in one's major field.

Christian Commitment as evidenced by the student's ability to:
- Outcome 9: Engage in a devout walk in the Lord through personal relationship with God.
- Outcome 10: Share talents and spiritual maturity in service to others.

Graduate

The Oikos University's graduate program seeks to produce graduates who are able to demonstrate the key undergraduate competencies in the outcome areas of:

Professional Knowledge as evidenced by the student's ability to:
- Outcome 1: Develop research skills and carry out independent research.
- Outcome 2: Defend professional work in presentation form.
- Outcome 3: Demonstrate advanced scholarship and master of one's major field.

Christian Commitment as evidenced by the student's ability to:
- Outcome 4: Function as Christian professionals in one's chosen discipline

Through the School of Theology, the School of Music, the School of Nursing, and the School of Asian Medicine, School of Business, Oikos University offers programs as follows

the Bachelor of Arts in Biblical Studies
the Master of Divinity, and
the Doctor of Ministry
the Bachelor of Music,
the Master of Music,
the Associate of Science in Nursing (LVN)
the Master of Business Administration (MBA)

Bachelor of Arts in Biblical Studies

The educational objectives of the Bachelor Arts in Biblical Studies program are for preparing students to enter into Master of Divinity programs that are required for becoming pastors (Moksanim), become assistant ministers (JDSN), become lay leaders in their churches (i.e. elders, deacons, Sunday School teachers, home Bible study leaders, lay counselors, volunteer youth ministers, etc), and develop advanced competencies in a specialized area.

Objectives – Program Learning Outcomes

Upon completion of the program, students will be the emerging leaders and serving the church as the pastor, evangelist, lay leaders, and the world with leadership with the following expertise:

PLO 1 Demonstrate a foundation knowledge in general education, a comprehensive
       knowledge of the Bible and an understanding of Christian doctrine

PLO 2 Develop an appreciation for the Korean and Korean-American Church
       denomination and rich cultural and religious heritage

PLO3 Instill a lifelong commitment to personal spiritual growth and develop attitude and
       demonstrate preaching skills

PLO4 Develop attitudes of service and commitment at the local, national and

international communities

PLO 5 Demonstrate excellent communication skills, competitive knowledge in their major field and practice Christian ethics

Master of Divinity

The educational objectives of the Master of Divinity program are to prepare students to be able to serve the local and international Church and communities as head, associate, and assistant pastors and to serve with a world perspective on ministry.

Objectives – Program Learning Outcomes

Upon completion of the program, students will become pastors, assistant pastor, minister of Word and Sacrament, lay leader in serving the church and leader in the Christian-related organization and the world with confidence and competency with the following skills and knowledge:

PLO 1 Demonstrate a comprehensive knowledge of the Bible and exegetical and theological skills

PLO 2 Demonstrate an ability to integrate faith in their life and professional careers

PLO 3 Demonstrate evangelical aspect of the world mission and cultural diversity in that students continue to be disciplined

PLO 4 Demonstrate spiritual integrity and capacity to lead congregation and church

PLO 5 Demonstrate an ability to apply spiritual gifts, pastoral skills and discipleship in their ministry

Doctor of Ministry

The Doctor of Ministry Program is to prepare students for a variety of head ministry staff positions and leaders in local and national churches, media and mission organization with spiritual passion and development.

Objectives – Program Learning Outcomes

Upon completion of the program, students will become leaders in the church, Christian organization, and the world in serving the local church and para church.

PLO 1 Demonstrate exegetical, theological and hermeneutical understanding of the Bible at the advanced level

PLO 2 Demonstrate effective communication and presentational skills in education, preaching, and teaching

PLO 3 Demonstrate excellence in the areas of church ministry and leadership in church-related organization

PLO 4 Demonstrate excellence in the area of Christian counseling, Christian education, discipleship, and pastoral ministry

Bachelor of Music

The educational objectives of the Bachelor of Music program are to prepare students to evidence for a career in musical performance and composition as directors of music, private music instructors, and performers by developing their artistic achievement through courses leading to the Bachelor of Music with evidence of personal life of worship and devotion.

Objectives – Program Learning Outcomes

Upon completion of the program, students will become musicians in the area of performance and music related business and praise leaders and worship leaders in the church with the following skills:

PLO 1 Demonstrate foundational knowledge of general education

PLO 2 Demonstrate general understanding of the Bible and Christian doctrine

PLO 3 Demonstrate comprehensive knowledge in their major field and perform music in that level

PLO 4 Demonstrate a working knowledge in music reading and writing

PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment

Master of Music

The educational objectives of the Master of Music program are to prepare students for a career in musical performance and composition as a director of music and private music directors by developing their artistic achievement through course leading to the Master of Music with Christian perspective.

Objectives – Program Learning Outcomes

By the time students complete their program, they will be the leaders in the area of music, music performance, praise and worship music with the following skills:

PLO 1 Demonstrate professional knowledge in their major field

PLO 2 Demonstrate advance knowledge in the application of technology in their musical activities

PLO 3 Demonstrate a research skills and performance ability

PLO 4 Demonstrate excellent communication skills in their presentation

PLO 5 Demonstrate Christian commitment to serving local church and the world

Associate of Science in Nursing (LVN program)

Objectives – Program Learning Outcome

At the end of the program, students will become vocational nurse in providing patient care facility and hospital with the following knowledge and skills:

In support of the related institutional goal, developing professional knowledge, the LVN program prepares the graduate to demonstrate the following:

PLO 1 Demonstrate the roles and responsibilities of the vocational nurse as a member of health care team and Practice vocational nursing standards within the legal, ethical and regulatory framework

PLO 2 Demonstrate general education knowledge in critical thinking and problem solving

PLO 3 Demonstrate nursing skills providing basic preventive, therapeutic, and rehabilitative measures for patients

PLO 4 Pass the National Council Licensure Examination for vocational nurses (NCLEX- PN Examination) and obtain job placement in hospitals or in health-care related facilities

PLO 5 Demonstrate Christian commitment and spiritual integrity to serve community and the church

Master of Business Administration

At the end of the program, students will be able to demonstrate following competencies:

PLO 1 Demonstrate the ability to analyze the evolving nature of corporations.

PLO 2 Practice managerial leadership and organizational change

PLO 3 Determine and measure an organization's intellectual assets.

PLO 4 Identify how product development merges with entrepreneurship.

PLO 5 Foster new approaches to measuring the economics performance of organization.

PLO 6 Demonstrate the ability to manage and administer a business organization with a clear embodiment of ethics in his or her business ethics.

PLO 7 Integrate biblical and theological perspectives in Business and Administration.

How to Read this Document

An accredited college must continually study how well it achieves its stated intentions (e.g., mission, goals, objectives). We have collected data using many instruments. The Appendix section of this report include exhaustive analysis of data from each instrument. It also includes about suggestions for change. A shorter version of this second section is being widely distributed for feedback. However, the first section to distribute consists of tables showing our goals and objectives, as well as a brief answer as to whether we are achieving them. It is important for the community to keep our mission and goals in mind and to be aware of our strengths and weaknesses in achieving them.

The tables below have all the goals, sub-goals and objectives that we plan to measure over a five year period.

Record of Completion for this Year

	Administrative Effectiveness	Instructional Effectiveness
Instruments Scheduled and Completed	• Benchmarking ABHE Statistical Report • Student Evaluations of Faculty • Completion of Assessment Plan • M.Div. Exit Survey • Course Evaluation • Inquiries and Enrollees Report	• Student Perspectives Survey • Alumni Survey • Peer Review • Bible Comprehensive Exam • Report on Graduating Students • Student Ministry Portfolio Checklist

	• Report on Admissions Data	

We completed the majority of instruments pertaining to administrative effectiveness and instruments pertaining to instructional effectiveness. We could not implement ABHE bible knowledge exam. But, we have developed our own Bible Knowledge Test in Korean as students have language barrier. We need to keep collecting required data to demonstrate the degree to which we achieve our goals and objectives.

We continue to collect data that is decisive for decision making that go into five year plan. We have achieved most of our goals stipulated in the five year plan. We continue to update five year plan based upon our analysis. Doing this in a scheduled manner help us improve and achieve our goals.

OIKOS UNIVERSITY continues to implement our schedule assessment and use it for planning process. The multiple stakeholders of OIKOS UNIVERSITY collaborate together to assure the quality of the program. CFO also helps the team to assure the five year plan as part of the annual budgeting process.

INSTITUTIONAL GOALS

I. Knowledge of the Word of God

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop a deeper knowledge of the Word of God	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Mission Q 2, Goals Q 1)	Met
	as demonstrated by an average rating of 3.5 or	Program Objectives Achieving Goals (average of	Met

	higher on a 5-point scale	questions pertaining to knowledge of the Word of God)	
That students demonstrate a deeper knowledge of the Word of God	That our graduating seniors average a score in the 50th percentile.	Korean Bible Comprehensive Test	Met
	That our graduating seniors average a score 35 points higher than our freshmen	Korean Bible Comprehensive Test	Met
	That our graduating students pass the OIKOS UNIVERSITY Bible Comprehension Test	Korean Bible Comprehensive Test	Met
Understands and can apply principles of accurate Biblical interpretation	That all students pass courses in hermeneutics and homiletics	Faculty Report on Graduating Students	Met

We well achieved our first goal. Instead of using ABHE Bible Content Exam because of language barrier, we have used internally generated Korean Bible Comprehensive test. Our students achieved their goals. And faculty committee was formed to use the Faculty Approval for Graduation Forms.

II. Biblical Holiness Perspective

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop a Biblical Holiness Perspective	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Goals Q 2)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to a Biblical Holiness Perspective)	Met
That students can prepare lessons or sermons articulating and promoting holiness	As demonstrated by students preparing a lesson or sermon articulating and promoting the importance of a holy life in order to achieve entire sanctification	Director of Student Ministry's Portfolio Checklist

Class assignments and/or student ministry assignment

(assigned to both the Evangelical Theology Course) | Met |
| That students understand Theology and the Korean Evangelical Church | As demonstrated by students passing a course on Evangelical and Korean Church Heritage | Faculty Report on Graduating Students | Met |
| That students understand Korean Church government (polity) | As demonstrated by students passing a course on History of Korean Church | Faculty Report on Graduating Students | Met |

That students understand the history of the Holiness movement and especially the history of the Korean Evangelical Church	As demonstrated by students passing a course on KOREAN CHURCH history	Faculty Report on Graduating Students	Met

We have collected data to indicate how well we have reached our goal. Three instruments were scheduled to help us evaluate how well we are imparting a Biblical Holiness perspective. The Program Objectives survey was ready and faculty committee worked on the Report on Graduating Students. The additional report is evidence from the Student Ministry Portfolio Checklist that students in the Evangelical Theology Course prepared a lesson or sermon articulating and promoting the importance of a holy life in order to achieve entire sanctification.

III. Academic Development
(Especially a measure of the effectiveness of our General Studies Program)

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop academically	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Mission Q 3, Goals Q 3)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to academic development)	Met

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That graduates demonstrate an adequate background to pursue advanced degrees geared to professional Christian ministry and world missions	An average GPA of at least 2.7 in accredited graduate schools.	Graduate School Average GPA Report	Met

This is the third goal for which scheduled evidence was not produced. The instrument to be used in helping determine how well we impart academic development was the program objectives survey.

IV. Skills to minister effectively as pastors, missionaries, or other types of Christian leaders

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop skills to minister effectively as pastors, missionaries, and other types of Christian leaders	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Mission, Q4, Goals Q 4)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to development of skills to minister effectively as pastors, missionaries, and other types of Christian leaders)	Met

That all students gain experience related to missions	as demonstrated by all graduating students having participated in a cross-cultural ministry (whether a mission trip or a local "mission to Samaritans"), or a major missions mobilization project	Faculty Report on Graduating Students Student Ministry Portfolio Checklist	Met
That students continue ministry after graduation	As demonstrated by 90% of alumni participating in ministry (e.g., as Moksa, JDSN, missionaries, Bible study leaders, deacon or deaconess (kwonsa or jipsa), elders, Sunday school teachers, worship leader, choir director, or other types of lay leaders).	Alumni Survey (question 7 in BABS Survey, question 4 in MDiv Survey)	Met
That students gain experiential understanding of KOREAN CHURCH ministries.	as demonstrated by all graduating students having spent at least 15 hours during one semester volunteering in denominational ministries such as 2nd Generation Committee, Overseas Missions Committee, Evangelism and Church Planting Committee, Men's Evangelism Committee, Women's Evangelism Committee.	Faculty Report on Graduating Students	Met
That students can share their faith with	As demonstrated by students sharing their faith ten times (i.e., have	Faculty Report on Graduating Students	Met

nonbelievers	completed requirements for the evangelism class)		
That students can preach effectively	As demonstrated by students preaching before fellow students and alumni (i.e., have completed requirements for Preaching Clinic)	Faculty Report on Graduating Students	Met

Three instruments were scheduled to help us determine how well we impart skills to minister effectively. They were administered this year. We collected the Alumni Survey as evidence. All respondents were ministering in professional or lay ministry.

V. Skills to Appropriately Contextualize Ministry to its Cultural Setting

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop skills to appropriately contextualize ministry to its cultural setting	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Mission Q 5, Goals Q 5)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to developing skills to appropriately contextualize ministry to its cultural setting)	Met

One instrument was scheduled for helping us evaluate how well we impart skills to appropriately contextualized ministry to its cultural setting. The instrument, Program Objectives Achieving Goals, was administered.

VI. Commitment to Serve God and the Korean Church

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students develop a deeper commitment to serve God and the Korean Church	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Mission Q 1, Goals Q 6 and 8)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to developing a deeper commitment to serve God and the Korean Church)	Met
That alumni attend KOREAN CHURCH or KOREAN AMERICAN CHURCH churches	As demonstrated by 90% of alumni attending KOREAN CHURCH or KOREAN AMERICAN CHURCH churches	Alumni Survey (question 6 in BABS Survey, question 3 in MDiv Survey)	Met
That students continue ministry after graduation	As demonstrated by 90% of alumni participating in ministry (e.g., as Moksa, JDSN, missionaries, Bible study leaders, deacon or deaconess (kwonsa or jipsa), elders, Sunday school teachers, worship leader, choir director, or other types of lay leaders).	Alumni Survey (question 7 in BABS Survey, question 4 in MDiv Survey)	Met

Two instruments were scheduled to help us evaluate how well we impart a commitment to serve God and the Korean Evangelical Church in America. Both instruments were administered as scheduled. We also have the alumni survey. We are pleased to find that 90% of our respondents were in KOREAN CHURCH churches. We were especially pleased to find that 100% of our respondents were involved in some type of ministry.

VII. Understanding of the importance that God places on their participating in reaching every tribe, tongue, people and nation

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping students better understand the importance that God places on their participating in reaching every tribe, tongue, people and nation	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Goals Q 7)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions pertaining to better understanding the importance that God places on their participating in reaching every tribe, tongue, people and nation)	Met
That students and alumni support missions financially	As demonstrated by 70% of students donating at least $500 (in the year surveyed) to cross-cultural ministry	Student Perspectives Survey (question 14)	Met
	As demonstrated by 50% of alumni donating at least $1,200 (in the year	Alumni Survey (question 8c in BABS Survey, question 7c	Met

	surveyed) to cross-cultural ministry	in MDiv Survey)		
That students prayerfully consider service as missionaries	As demonstrated by 10% of alumni become missionaries within three years of completing their education.	Alumni Survey question 8e in BABS Survey, question 7e in MDiv Survey)	Met	
	As demonstrated by 72.5% of alumni considered services as a missionary	Student Perspectives Survey (question 13)		

VIII. Supplying Leaders

See Administrative Effectiveness below.

PROGRAM OBJECTIVES

BABS

Sub-goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics	Was Objective Met?
That graduates demonstrate an adequate background to pursue masters degrees geared to professional Christian ministry and world missions	An average GPA of at least 2.7 in accredited graduate schools.	Graduate School Average GPA Report	Met

That BABS students become licensed as JDSN	As demonstrated by 70% appointed as JDSN within three years of completing B.Th	Alumni Survey (question 3 in BABS Survey)	progressive
That BABS graduates demonstrate a thorough knowledge of scripture	That graduating students score at least 70% on the OIKOS UNIVERSITY Bible Comprehension Test	OIKOS UNIVERSITY Bible Comprehension Test	Met
That BABS students achieve the planned goals and outcomes for the institution and the program	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (average for each goal)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions for each goal)	Met

Two instruments were scheduled to for assessing how well we impart BABS objectives. Again, the Program Objectives instrument was also administered. We also have data from the Alumni Survey.

M.Div.

Sub-goals	Objective (Measurable Indicator of Goal Achievement)	Instrument (or component of an instrument)	Logistics	Was Objective Met?
That graduates demonstrate an adequate background to pursue advanced degrees geared to	An average GPA of at least 2.7 in accredited graduate schools.	Graduate School Average GPA Report		Met

professional Christian ministry and world missions			
That M.Div. graduates demonstrate a thorough knowledge of scripture	That graduating students score at least 80% the OIKOS UNIVERSITY Bible Comprehension Test	OIKOS UNIVERSITY Bible Comprehension Test	Met
That M.Div. graduates demonstrate a thorough knowledge of Biblical Theology	As demonstrated by 50% of graduating students passing the OIKOS UNIVERSITY OT Theology Comprehension Test, OIKOS UNIVERSITY NT Theology Comprehension Test without being required to take additional studies or reports on the subject	OIKOS UNIVERSITY OT Theology Comprehension Test, OIKOS UNIVERSITY NT Theology Comprehension Test	Progreissve
That M.Div. graduates demonstrate a thorough knowledge of Systematic Theology	As demonstrated by 50% of graduating students passing the OIKOS UNIVERSITY Systematic Theology Comprehension Test without being required to take additional studies or reports on the subject	OIKOS UNIVERSITY OT Theology Comprehension Test, OIKOS UNIVERSITY NT Theology Comprehension Test	Met
That M.Div. graduates demonstrate a thorough knowledge of Church History	As demonstrated by 50% of graduating students passing the OIKOS UNIVERSITY Church History Comprehension Test without being required to take additional studies or	OIKOS UNIVERSITY Church History Comprehension Test	Met

	reports on the subject		
That M.Div. graduates demonstrate a thorough knowledge of Practical Theology	As demonstrated by 50% of graduating students passing the OIKOS UNIVERSITY Practical Theology Comprehension Test without being required to take additional studies or reports on the subject	OIKOS UNIVERSITY Practical Theology Comprehension Test	Met
That M.Div. graduates demonstrate a thorough knowledge of Missiology	As demonstrated by 50% of graduating students passing the OIKOS UNIVERSITY Missiology Comprehension Test without being required to take additional studies or reports on the subject	OIKOS UNIVERSITY Missiology Comprehension Test	Met
That M.Div. students achieve the planned goals and outcomes for the institution and the program	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (average for each goal)	Met
	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Program Objectives Achieving Goals (average of questions for each goal)	Met

We have administered instrument to help us assess how well we imparted M.Div. objectives, that is, the Program Objectives Imparting Goals survey.

ADMINISTRATIVE GOALS

Supply Leaders for KOREAN CHURCH & Associated Churches

Sub-Goals	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
That students and others perceive OIKOS UNIVERSITY to be helping supply leaders for KOREAN CHURCH and associated Churches	as demonstrated by an average rating of 3.5 or higher on a 5-point scale	Mission & Goals Opinion Survey (Goals Q 6 – and sub-goals)	Met
That OIKOS UNIVERSITY supply the Korean Evangelical Church in America (KOREAN CHURCH) with senior pastors	That OIKOS UNIVERSITY supply the Korean Evangelical Church in America (KOREAN CHURCH) with 20% of its senior pastors	KOREAN CHURCH Directory Report	Met
That OIKOS UNIVERSITY supply the Korean Evangelical Church in America (KOREAN CHURCH) with missionaries	That OIKOS UNIVERSITY supply the Korean Evangelical Church in America (KOREAN CHURCH) with 50% of its missionaries	KOREAN CHURCH Headquarters List of Missionaries Report	Met
That our alumni become a supply of laborers for KOREAN CHURCH and associated churches.	as demonstrated by 60% of our bachelor graduates entering an M.Div. program	Alumni Survey (question 4 in BABS Survey)	Met

Two instruments were scheduled for helping us assess how well we supply leaders for KOREAN CHURCH and associated churches. We have this year's data from the Student Perspectives Survey and last year's data from the alumni survey.

Administration Offices Goals

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
Governance & Administration: To insure the smooth functioning of the school in the present and future	100% achievement of Objectives for Board of Directors Form	Objectives for Board of Directors Form	Met
	100% achievement of Objectives for Administration Office Form	Objectives for Administration Office Form	Met
Institutional Research & Planning: To assure that data is gathered and analyzed annually pertaining to achievement of our own goals, that the analysis results in suggestions for improvement that are added to the annual revision of our planning document, and that the latest revision of the planning document is used in each year's budgeting process.	100% achievement of Objectives for Objectives for Research and Planning Form	Objectives for Research and Planning Form	Met
Business Office: To assure funds are protected, assigned and appropriately distributed.	100% achievement of Objectives for Objectives for Business Office Form	Business Office Form	Met
Advancement Office: To develop a positive image	100% achievement of Objectives for Objectives	Advancement	Met

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
and friends for the school so as to help with student recruitment and provide financial resources for the operation and growth of the school.	for Advancement Department Form	Department Form

Analysis of Income Streams

Major Donor Identification | |
| | | | |

Instruments were scheduled this year for assessing this area.

Academic Offices Goals

Goal, intentions or competencies	Goal Indicator (Measurable Objective)	Instrument (or component of an instrument)	Evaluation Was objective met?
To Provide the services and resources necessary for students to achieve our mission and goals pertaining to student outcomes.	100% achievement of Objectives for Faculty and Curriculum Form	Objectives for Faculty and Curriculum Form	Met
	100% achievement of Objectives for Student Ministry Form	Objectives for Student Ministry Form	Met
	100% achievement of Objectives for Library Form	Objectives for Library Form

Library Committee Analysis Worksheet

Course Analysis Worksheet

M.Div. Library Collection and Course Support Form

BABS Library | Met |

		Collection and Course Support Form	
	100% achievement of Objectives for Registrar's Office Form	Objectives for Registrar's Office Form Inquiries, Applicants, Completes, and Enrollees Report	Met

Instruments were scheduled this year for assessing this area.

Student Life Goals

Goal, intentions or competencies	Goal Indicator	Instrument (or component of an instrument)	Evaluation Was objective met?
To meet the spiritual, social, emotional and physical needs of students.	100% achievement of objectives for spiritual atmosphere on campus (as evaluated by student body president and student dean)	Objectives for Spiritual Atmosphere on Campus Form	Met
	100% achievement of objectives for emotional and social life (as evaluated by student body president and student dean)	Objectives for Emotional and Social Life Form	Met
	100% achievement of objectives for health and other needs (as evaluated by student body president and student dean)	Objectives for Health and Other Needs Form	Met
	100% achievement of Objectives for Student Life	Objectives for Student Life of	Met

	of Distance Education Students Form	Distance Education Students Form	

We have scheduled instrument to assess this area.

CONCLUSION: What we Learned About Ourselves

We found some encouraging strengths in this report. We were able to find evidence of our graduates being committed to serving the Korean and Korean-American Church. Our alumni have a good record of service and of being in KOREAN CHURCH churches. Another goal for which we found evidence pertained to missions. Our students and alumni donated generously and at least 10-15% of graduates became missionaries within three years

Whether students make friends with each other has an impact on student retention. We found we have a strength in the number of friendships students have on campus. We also found predictable information concerning why students attend our school. By far, the most important source of new students is recommendations from their pastor. If we spend more money advertising our school in media then we do on cultivating the goodwill of pastors, then we should rethink that part of the budget.

Our faculty credentials for adjuncts are exceptional and significantly higher than the national average (although we need to add full-time faculty members).

The report also identified weaknesses. We need to use ABHE Bible Content Exam to see our average in comparison to other ABHE accredited schools.

Student satisfaction was high on the most of the item, particularly on Bible/Theology classes and classrooms. They are also satisfied with our current facility. Our GE program requires more attention as it is not as high as other items.

We have improved issues pertaining to academic rigor in the past two years because we have made distinctive in between Undergraduate and Graduate programs.

Since we will need to continue expanding our library, space will become a problem.

APPENDIX: DATA AND ANALYSIS

Alumni Survey Form

BABS Alumni Survey (졸업생 표본조사)

Name (이름): _____

BABS Alumni: (BABS 졸업생)

1. What programs did you study at Oikos University? (OIKOS UNIVERSITY 오이코스대학(원)에서 무엇을 전공했는가?)

        ____ BABS   ___ M.Div.   ___ Other(기타):_____

2. What year did you graduate? (몇 년도에 졸업했는가?) _____

3. Were you ordained as a Jundosa (JDSN) within three years of completing your BABS? (졸업할 당시에 전도사 시취를 받았는가?)

        ___ No (아니요)

        ___ Yes, I was ordained as a Jundosa for a church associated with the Korean Church (KOREAN CHURCH)

        ___ Yes, I was ordained as a Jundosa for a church associated with the Korean American Church

         (예, OIKOS UNIVERSITY 의 교회에서 시취를 받았다)

        ___ Yes, I was ordained as a Jundosa, but not for a KOREAN CHURCH or Korean American church.

         (예, 전도사 시취를 받았지만 OIKOS UNIVERSITY 와 연관된 교회는 아니다)

        What church (어느 교회): _____

4. Since graduating from your BABS at OIKOS UNIVERSITY, have you entered a graduate degree program? (OIKOS UNIVERSITY 의 BABS 를 졸업한 다음에, 신학대학원에 입학했는가?)

        ___ No (아니요)

        ___ Yes, Oikos University (예, OIKOS UNIVERSITY 신학 대학원)

        ___ Yes, at (예, 다른대학원)_____

5. If you have entered a graduate program, what is your current status? (만일 신학대학원에 진학했다면 현재의 상태는 무엇인가?)

_____ Graduated (졸업)

_____ Still in school (재학중)

_____ Dropped out (중퇴)

6. What type church do you currently attend? (현재 어떤 교회에 출석하는가?)

___ A) KOREAN CHURCH

___ B) Korean American Church

___ C) Tonghop (통합)

___ D) Hapdong (합동)

___ E) Pentecostal (오순절)

___ F) Baptists (침례교)

___ G) Methodist (감리교)

___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____

___ I) Other (기타): _____

7. How do you participate in your church? (교회에 어떻게 참석하는가?)

___ A) Attend at least weekly (최소한 매주 참석)

___ B) Serve as Moksa (목사로서 사역)

___ C) Serve as Jundosa (전도사로 사역)

___ D) Serve as a Missionary

___ E) Serve as a Worship Leader

___ F) Serve as a Choir Director

___ G) Serve as Deacon or Deaconess (안수집사로 봉사)   kwonsa or jipsa

___ H) Serve as Elder (장로로 봉사)

___ I) Serve as Ladies Elder (여성 장로로 봉사)

___ J) Teacher (교사)

___ K) Sunday School Teacher

___ L) Bible Study Leader

___ M) Other (기타): _____

___ N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa. (역동적인 평신도 지도자, 전도사, 목사로 섬기지 않는다)

8. Do you feel that your studies at OIKOS UNIVERSITY caused you to gain a deeper understanding of the importance God places on your participating in reaching every tribe, tongue, people and nation?

    A)   ___ Some   ___Much   ___Very Much

    B) Have you been on a cross-cultural missions trip within the past three years?
        ___Yes   ___No

C) Within the past 12 months, about how much money have you contributed to cross-cultural missions?

___Under $500   ___$500--$899   ___$900--$1,199   ___$1,200-$1,499   ___$1,500 or More

    D) Have you prayerfully considered services as a missionary? ___Yes   ___No

    E) Have you been appointed as a missionary within three years of completing your education?   ___Yes ___No

9. Since graduating, have you: (졸업한 이후로, 당신은)
____ A) Recommended Oikos University to a prospective student? (장래의 학생들에게 오이코스대학(원)을 추천했는가?)
____ B) Donated books to the library at Oikos University (오이코스대학(원)의 도서관에 책들을 기증했는가?)
____ C) Donated money to Oikos University (오이코스대학(원)에 재정을 기부했는가?)

10. Do you consider Oikos University to be an important ministry that is worthy of your offerings? (당신은 오이코스대학(원)이 헌금할 만한 가치가 있는 중요한 사역이라고 여기는가?)
    A)   ____ Yes (예)   ____ No (아니요)
    B) Why or Why Not: (이유의 유무): _____

_____

_____

Name (이름): _____

M.Div. Alumni: (M.Div. 졸업생)

1. What programs did you study at Oikos University? (OIKOS UNIVERSITY 오이코스대학(원)에서 무엇을 전공했는가?)

        ____ BABS   ___ M.Div.   ___ Other(기타):_____

2. What year did you graduate? (몇 년도에 졸업했는가?) _____

3. What type church do you currently attend? (현재 어떤 교회에 출석하는가?)
___ A) KOREAN CHURCH
___ B) Korean American Church
___ C) Tonghop (통합)
___ D) Hapdong (합동)
___ E) Pentecostal (오순절)
___ F) Baptists (침례교)
___ G) Methodist (감리교)
___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____
___ I) Other (기타): _____

4. How do you participate in your church? (교회에 어떻게 참석하는가?)
___ A) Attend at least weekly (최소한 매주 참석)
___ B) Serve as Moksa (목사로서 사역)
___ C) Serve as Jundosa (전도사로 사역)
___ D) Serve as a Missionary
___ E) Serve as a Worship Leader
___ F) Serve as a Choir Director
___ G) Serve as Deacon or Deaconess (안수집사로 봉사)　　kwonsa or jipsa
___ H) Serve as Elder (장로로 봉사)
___ I) Serve as Ladies Elder (여성 장로로 봉사)
___ J) Teacher (교사)
___ K) Sunday School Teacher
___ L) Bible Study Leader

___ M) Other (기타): _____

___ N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa. (역동적인 평신도 지도자, 전도사, 목사로 섬기지 않는다)

5. Have you been ordained? (안수를 받았는가?)

    ____ Yes(예) ____ No(아니요)

6. If you were ordained, with which denomination were you ordained? (만일 안수를 받는다면, 어떤 교단에서 받길 원하는가?)
___ A) KOREAN CHURCH
___ B) Korean American Church
___ C) Tonghop (통합)
___ D) Hapdong (합동)
___ E) Pentecostal (오순절)
___ F) Baptists (침례교)
___ G) Methodist (감리교)
___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____
___ I) Other (기타): _____

7. Do you feel that your studies at OIKOS UNIVERSITY caused you to gain a deeper understanding of the importance God places on your participating in reaching every tribe, tongue, people and nation?

  A) ___ Some ___Much ___Very Much

  B) Have you been on a cross-cultural missions trip within the past three years?
    ___Yes   ___No

  C) Within the past 12 months, about how much money have you contributed to cross-cultural missions?
__Under $500 __$500--$899 __$900--$1,199 __$1,200-$1,499 __$1,500 or More

  D) Have you prayerfully considered services as a missionary? __Yes __No

  E) Have you been appointed as a missionary within three years of completing your education? ___Yes __No

8. Since graduating, have you: (졸업한 이후로, 당신은)

___ A) Recommended Oikos University to a prospective student? (장래의 학생들에게 오이코스대학(원)을 추천했는가?)

___ B) Donated books to the library at Oikos University (오이코스대학(원)의 도서관에 책들을 기증했는가?)

___ C) Donated money to Oikos University (오이코스대학(원)에 재정을 기부했는가?)

9. Do you consider Oikos University to be an important ministry that is worthy of your offerings? (당신은오이코스대학(원)이 헌금할 만한 가치가 있는 중요한 사역이라고 여기는가?)

      A)   ___ Yes(예)   ___ No(아니요)

      B) Why or Why Not: (이유의 유무): _____

_____

_____

Alumni Survey Data

There were five BABS and five M.Div. (actually Masters degree) respondents. We should try to have more respondents the next time. It is interesting that ALL BABS and All M.Div. respondents indicated that they have recommended OIKOS UNIVERSITY to prospective students.

BABS Alumni Survey   (졸업생 표본조사)

Name (이름): _____

BABS Alumni: (BABS 졸업생)

1. What programs did you study at Oikos University? (OIKOS UNIVERSITY 오이코스대학(원)에서 무엇을 전공했는가?)

  __10 BABS respondents___

2. What year did you graduate? (몇 년도에 졸업했는가?) 2011, 2012, 2013, 2014

3. Were you ordained as a Jundosa (JDSN) within three years of completing your BABS? (졸업할 당시에 전도사 시취를 받았는가?)

  3____ No (아니요)

  6____ Yes, I was ordained as a Jundosa for a church associated with the Korean Church (KOREAN CHURCH)

  1____ Yes, I was ordained as a Jundosa for a church associated with the Korean American Church

   (예, OIKOS UNIVERSITY 의 교회에서 시취를 받았다)

  ____ Yes, I was ordained as a Jundosa, but not for a KOREAN CHURCH or Korean American church.

   (예, 전도사 시취를 받았지만 OIKOS UNIVERSITY 의 교회는 아니다)

  What church (어느 교회): _____

4. Since graduating from your BABS at OIKOS UNIVERSITY, have you entered a graduate degree program? (OIKOS UNIVERSITY 의 BABS 를 졸업한 다음에, 신학대학원에 입학했는가?)

  4____ No (아니요)

  6____ Yes, Oikos University (예, OIKOS UNIVERSITY 신학 대학원)

  ____ Yes, at (예, 다른대학원)_____

5. If you have entered a graduate program, what is your current status? (만일 신학대학원에 진학했다면 현재의 상태는 무엇인가?)

       3___ Graduated (졸업)

       3___ Still in school (재학중)

       ___ Dropped out (중퇴)

6. What type church do you currently attend? (현재 어떤 교회에 출석하는가?)

4___ A) KOREAN CHURCH

5___ B) KOREAN AMERICAN CHURCH

___ C) Tonghop (통합)

___ D) Hapdong (합동)

___ E) Pentecostal (오순절)

___ F) Baptists (침례교)

1___ G) Methodist (감리교)

___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____

___ I) Other (기타): _____

7. How do you participate in your church? (교회에 어떻게 참석하는가?)

1__ A) Attend at least weekly (최소한 매주 참석)

___ B) Serve as Moksa (목사로서 사역)

 2___C) Serve as Jundosa (전도사로 사역)

1___ D) Serve as a Missionary

1___ E) Serve as a Worship Leader

1___ F) Serve as a Choir Director

___ G) Serve as Deacon or Deaconess (안수집사로 봉사)   kwonsa or jipsa

___ H) Serve as Elder (장로로 봉사)

___ I) Serve as Ladies Elder (여성 장로로 봉사)

2___J) Teacher (교사)

1__ K) Sunday School Teacher

1___ L) Bible Study Leader

___ M) Other (기타): _____

___ N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa. (역동적인 평신도 지도자, 전도사, 목사로 섬기지 않는다)

8. Do you feel that your studies at OIKOS UNIVERSITY caused you to gain a deeper understanding of the importance God places on your participating in reaching every tribe, tongue, people and nation?

    A)   ___ Some   2__Much   8___Very Much

    B) Have you been on a cross-cultural missions trip within the past three years?
        8__Yes   2__No

C) Within the past 12 months, about how much money have you contributed to cross-cultural missions?

2__Under $500   3__$500--$899   __$900--$1,199 2__$1,200-$1,499 3__$1,500 or More

    D) Have you prayerfully considered services as a missionary? 8__Yes   2__No

    E) Have you been appointed as a missionary within three years of completing your education?   _1__Yes   9__No

9. Since graduating, have you: (졸업한 이후로, 당신은)
10___ A) Recommended Oikos University to a prospective student? (장래의 학생들에게 오이코스대학(원)을 추천했는가?)
4____ B) Donated books to the library at Oikos University (오이코스대학(원)의 도서관에 책들을 기증했는가?)
5___ C) Donated money to Oikos University (오이코스대학(원)에 재정을 기부했는가?)

10. Do you consider Oikos University to be an important ministry that is worthy of your offerings? (당신은 오이코스대학(원)이 헌금할 만한 가치가 있는 중요한 사역이라고 여기는가?)
    A)   10___ Yes (예)   ___ No (아니요)
    B) Why or Why Not: (이유의 유무): _____

_____

_____

Name (이름): _____

M.Div. Alumni: (M.Div. 졸업생)

1. What programs did you study at Oikos University? (OIKOS UNIVERSITY 오이코스대학(원)에서 무엇을 전공했는가?)

    <u>10 M.Div. Respondents</u>

2. What year did you graduate? (몇 년도에 졸업했는가?) <u>2012, 2013, 2014</u>

3. What type church do you currently attend? (현재 어떤 교회에 출석하는가?)
5___ A) KOREAN CHURCH
4__ B) KOREAN AMERICAN CHURCH
___ C) Tonghop (통합)
___ D) Hapdong (합동)
___ E) Pentecostal (오순절)
___ F) Baptists (침례교)
___ G) Methodist (감리교)
1___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____
___ I) Other (기타): _____

4. How do you participate in your church? (교회에 어떻게 참석하는가?)
1___ A) Attend at least weekly (최소한 매주 참석)
1___ B) Serve as Moksa (목사로서 사역)
3___ C) Serve as Jundosa (전도사로 사역)
___ D) Serve as a Missionary
___ E) Serve as a Worship Leader
2___ F) Serve as a Choir Director
1___ G) Serve as Deacon or Deaconess (안수집사로 봉사)   kwonsa or jipsa
___ H) Serve as Elder (장로로 봉사)
___ I) Serve as Ladies Elder (여성 장로로 봉사)
___ J) Teacher (교사)
2___ K) Sunday School Teacher

___ L) Bible Study Leader

___ M) Other (기타): _____

___ N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa. (역동적인 평신도 지도자, 전도사, 목사로 섬기지 않는다)

5. Have you been ordained? (안수를 받았는가?)

          2____ Yes(예) 8_____ No(아니요)

6. If you were ordained, with which denomination were you ordained? (만일 안수를 받는다면, 어떤 교단에서 받길 원하는가?)

2__ A) KOREAN CHURCH

___ B) KOREAN AMERICAN CHURCH

___ C) Tonghop (통합)

___ D) Hapdong (합동)

___ E) Pentecostal (오순절)

___ F) Baptists (침례교)

___ G) Methodist (감리교)

___ H) Other Presbyterian Denomination (기타 다른 장로교 교단)_____

___ I) Other (기타): _____

7. Do you feel that your studies at OIKOS UNIVERSITY caused you to gain a deeper understanding of the importance God places on your participating in reaching every tribe, tongue, people and nation?

   A)   ___ Some   6__Much   4__Very Much

   B) Have you been on a cross-cultural missions trip within the past three years?
      8__Yes   2__No

   C) Within the past 12 months, about how much money have you contributed to cross-cultural missions?

3__Under $500   ___$500--$899 2__$900--$1,199 3__$1,200-$1,499 2 __$1,500 or More

   D) Have you prayerfully considered services as a missionary? 8__Yes   2__No

E) Have you been appointed as a missionary within three years of completing your education?   1___Yes   9___No

8. Since graduating, have you: (졸업한 이후로, 당신은)

8____ A) Recommended Oikos University to a prospective student? (장래의 학생들에게 오이코스대학(원)을 추천했는가?)

6____ B) Donated books to the library at Oikos University (오이코스대학(원)의 도서관에 책들을 기증했는가?)

5____ C) Donated money to Oikos University (오이코스대학(원)에 재정을 기부했는가?)

9. Do you consider Oikos University to be an important ministry that is worthy of your offerings? (당신은오이코스대학(원)이 헌금할 만한 가치가 있는 중요한 사역이라고 여기는가?)

A)   10____ Yes(예)   ____ No(아니요)

B) Why or Why Not: (이유의 유무): _____

_____

_____

Alumni Survey Report

Do 90% of alumni attend KOREAN CHURCH or KOREAN AMERICAN CHURCH churches? <u>X</u> Yes ___No **90%**

Do 90% of alumni participate in ministry (e.g., as Moksa, JDSN, missionaries, Bible study leaders, deacon or deaconess (kwonsa or jipsa), elders, Sunday school teachers, worship leader, choir director, or other types of lay leaders)? <u>X</u> Yes   ___No

Did at least 50% of alumni donate at least $1,200 to missions in the year surveyed? <u>X</u> Yes ___No

Did at least by 10% of alumni become missionaries within three years of completing their education? <u>X</u> Yes   ___No

Were 70% of BABS students appointed as JDSN within three years of completing BABS?

<u>X</u> Yes   ___No

Student Perspectives Survey Form

A) Satisfaction with Components of OIKOS UNIVERSITY

In the first column, rate your satisfaction with the following items using the scale below. In the third column, rate how important that item is to you. Do not rate items with which you are unfamiliar.

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

My Rating 1 - 5		Importance to Me 1-5
	1. Bible/Theology Classes What recommendations would you make to change or improve this?	
	2. General Studies Classes (e.g., math, science, sociology, English composition) What recommendations would you make to change or improve this?	
	3. Ministry Classes What recommendations would you make to change or improve this?	
	4. Missions Classes What recommendations would you make to change or improve this?	
	5. Student Ministry Program (i.e., Field Ed)	

	What recommendations would you make to change or improve this?	
	6. Student Government What recommendations would you make to change or improve this?	
	7. Library (facility) What recommendations would you make to change or improve this?	
	8. Library (materials) What recommendations would you make to change or improve this?	
	9. Library (hours available) What recommendations would you make to change or improve this?	
	10. Administrators What recommendations would you make to change or improve this?	
	11. Professors	

	What recommendations would you make to change or improve this?	
	12. Staff (e.g., office staff, dorm staff) What recommendations would you make to change or improve this?	
	13. Communication from Administration and Faculty What recommendations would you make to change or improve this?	
	14. Classrooms What recommendations would you make to change or improve this?	
	15. Chapel What recommendations would you make to change or improve this?	
	16. Parking Areas What recommendations would you make to change or improve this?	
	17. Outdoor Areas	

	What recommendations would you make to change or improve this?	
	18. Facility Maintenance What recommendations would you make to change or improve this?	
	19. Facility Cleanliness What recommendations would you make to change or improve this?	
	20. Other Areas of Our Buildings & Property What recommendations would you make to change or improve this?	
	21. Registration What recommendations would you make to change or improve this?	
	22. Academic Advising What recommendations would you make to change or improve this?	
	23. Career Guidance	

	What recommendations would you make to change or improve this?	
	24. Faculty Mentor Groups What recommendations would you make to change or improve this?	
	25. Help Finding Student Jobs What recommendations would you make to change or improve this?	
	26. Class Hours What recommendations would you make to change or improve this?	
	27. Student Financial Aid (e.g., Scholarship Opportunities) What recommendations would you make to change or improve this?	
	28. Campus Spiritual Life What recommendations would you make to change or improve this?	

	29. Campus Social Life What recommendations would you make to change or improve this?	
	30. Catalog & Handbooks What recommendations would you make to change or improve this?	

B) Suggestions, Spirituality, Demographics, etc.

1. What problems do students have at OIKOS UNIVERSITY and how might they be solved?

2. What other ideas do you have for how OIKOS UNIVERSITY could be improved?

3. Do you feel like your faculty know and care about you?
   ___1-None,   ___2-Very Little,   ___3-Some,   ____4-Much,   ___5-Very Much

4. Do you have three good friends on campus?   ___Yes   ___No

5. What is the degree of intimacy you feel in your relationship with God?
   ___1-None,   ___2-Very Little,   ___3-Some,   ____4-Much,   ___5-Very Much

6. Has being a student at OIKOS UNIVERSITY helped improve your intimacy with God?
   ___1-None,   ___2-Very Little,   ___3-Some,   ____4-Much,   ___5-Very Much

7. What type church do you currently attend?

___ A) KOREAN CHURCH

___ B) KOREAN AMERICAN CHURCH

___ C) Tonghop

___ D) Hapdong

___ E) Pentecostal

___ F) Baptists

___ G) Methodist

___ H) Other Presbyterian Denomination _____

___ I) Other: _____

8. How do you participate in your church?

___ A) Attend at least weekly

___ B) Serve as Moksa

___ C) Serve as Jundosa

___ D) Serve as a Missionary

___ E) Serve as a Worship Leader

___ F) Serve as a Choir Director

___ G) Serve as Deacon or Deaconess (kwonsa or jipsa)

___ H) Serve as Elder

___ I) Serve as Ladies Elder

___ J) Teacher

___ K) Sunday School Teacher

___ L) Bible Study Leader

___ M) Other: _____

___ N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa.

9. How did you become familiar with and interested in OIKOS UNIVERSITY? (You may mark more than one answer.)

___A) Learned about OIKOS UNIVERSITY at church   ___G) Contact with OIKOS UNIVERSITY President

___B) Visited Campus for a Meeting   ___H) Contact with an OIKOS UNIVERSITY Professor

___C) Newspaper Advertisement   ___I) Contact with an OIKOS UNIVERSITY Alumnus

___D) Radio Advertisement   ___J) Contact with an OIKOS UNIVERSITY Student

___E) Web Site   ___K) Recommendation of a Pastor

___F) Mail (e.g., Brochure)   ___L) Recommendation of Someone Else

___M) Learned about OIKOS UNIVERSITY at a Conference (e.g., KOREAN AMERICAN CHURCH General Assembly)
___N) Learned about OIKOS UNIVERSITY at while at Seoul Theological University
___O) Other:_____

10. Which of the following most influenced you to choose our school?
___A) Learned about OIKOS UNIVERSITY at church   ___G) Contact with OIKOS UNIVERSITY President
___B) Visited Campus for a Meeting   ___H) Contact with an OIKOS UNIVERSITY Professor
___C) Newspaper Advertisement   ___I) Contact with an OIKOS UNIVERSITY Alumnus
___D) Radio Advertisement   ___J) Contact with an OIKOS UNIVERSITY Student
___E) Web Site   ___K) Recommendation of a Pastor
___F) Mail (e.g., Brochure)   ___L) Recommendation of Someone Else

___M) Learned about OIKOS UNIVERSITY at a Conference (e.g., KOREAN AMERICAN CHURCH General Assembly)
___N) Learned about OIKOS UNIVERSITY at while at Seoul Theological University
___O) Other:_____

11. What else influenced you to choose OIKOS UNIVERSITY
___A) I want to serve in a KOREAN CHURCH or KOREAN AMERICAN CHURCH church
___B) Association with the Korean Evangelical Church
___C) Reputation of faculty members
___D) Friends who already attend OIKOS UNIVERSITY
___E) Scholarships offered
___F) Affordability
___G) Other: _____

12. What do you hope to do after studying at OIKOS UNIVERSITY (mark all that apply):
___A) Enter or continue in volunteer ministry (e.g., lead a home fellowship, serve in children's ministry, lead worship, etc.)
___B) Enter or continue in part-time (paid) ministry
___C) Enter or continue in full-time ministry

___D) Enter a bachelor's program at another school (what type and/or what school):
_____

___E) Enter a graduate program at another school (what type and/or what school):
_____

___F) Other: _____

13. Have you prayerfully considered services as a missionary? ___Yes   ___No

14. Within the past 12 months, about how much money have you contributed to cross-cultural missions?
___Under $500   ___$500--$899   ___$900--$1,199   ___$1,200-$1,499   ___$1,500 or More

Student Perspectives Survey Report

An item that is rated high for both satisfaction and importance is something to brag about. We might even advertise this as a strength. Thus, we are pleased to report high satisfaction ratings for mission classes, chapel and faculty mentor groups.
An item that is rated high for satisfaction, but low for importance is not of much benefit. Similarly, an item that is rated low for satisfaction, and also low for importance is not a major issue. Interestingly, though, the least importance and lowest satisfaction are similar category.

However, an item that is rated low for satisfaction and high for importance is not quite clear. we just pick one item for this category, which is academic advising. Even though students express high satisfaction for faculty mentor group, faculty members need to cope with students in more academic approaches.

Since students rated Bible/Theology classes and mission classes to be high in satisfaction and importance as well, it is considered that curriculum might work well and make students ready for missionary.

Since students rated class hours and outdoor areas to be low in satisfaction as well as importance, we should informally interview students to ask whether this is still their feeling and what they might like to see done. Different types of students should be interviewed (e.g., M.Div., BABS). Informal answers included that it would be nice to provide more space to take break.

High Satisfaction and High Importance
- 15. Chapel
- 4. Mission Classes
- 1. Bible/Theology Classes

High Satisfaction and Low Importance
- 4. Mission Classes
- 26. Class Hours

Low Satisfaction and High Importance
- 22. Academic advising

Low Satisfaction and Low Importance
- 26. Class Hours

- 17. Outdoor Areas

Highest Rated Satisfaction: (numbers in two left-hand columns)

Satisfaction	%		Importance	%
4.0	81.5%	**4. Missions Classes**		
		4	**3.7**	**75.5%**
4.0	81.5%	**15. Chapel**		
		15	**4.5**	**90%**
3.85	77.5%	**24. Faculty Mentor Groups**		
		24	**3.8**	**76.5%**
3.8	77.5%	**27. Student Financial Aid (e.g., Scholarship Opportunities)**		
		27	**3.95**	**79%**
3.8	76.5%	**21. Registration**		
		21	**4**	**80.5%**
3.8	76%	**12. Staff (e.g., office staff, dorm staff)**		
		12	**4.2**	**84%**

Lowest Rated Satisfaction: (numbers in two left-hand columns)

Satisfaction	%		Importance	%
2.4	49.5%	**26. Class Hours**		
		26	**3.05**	**61%**
2.65	53%	**17. Outdoor Areas**		
		17	**3.5**	**70.5%**
2.75	55%	**30. Catalog & Handbooks**		
		30	**3.9**	**78%**
2.9	58%	**7. Library (facility)**		
		7	**3.6**	**73.5%**
2.9	58%	**25. Help Finding Student Jobs**		
		25	**3.8**	**76.5%**
2.9	59%	**23. Career Guidance**		
		23	**3.6**	**72.5%**

Satisfaction	%		Importance	%
2.95	59%	28. Campus Spiritual Life		
		28	3.6	73%
2.9	59.5%	22. Academic Advising		
		22	3.9	78.5%
3.00	60.5%	18. Facility Maintenance		
		18	3.8	76.5%
3.05	61%	8. Library (materials)		
		8	3.6	73.5%

Most Important Items: (numbers in two right-hand columns)

Satisfaction	%		Importance	%
4.0	81.5%	15. Chapel		
		15	4.5	90%
3.72	74.5%	1. Bible/Theology Classes		
		1	4.3	87.5%
3.6	72%	11. Professors		
		11	4.3	87%
3.8	76%	12. Staff (e.g., office staff, dorm staff)		
		12	4.2	84%
3.7	74%	10. Administrators		
		10	4.1	83.5%
3.5	71.5%	13. Communication from Administration and Faculty		
		13	4.1	83%

Least Important Items: (numbers in two right-hand columns)

Satisfaction	%		Importance	%
2.4	49.5%	26. Class Hours		
		26	3.05	61%
2.65	53%	17. Outdoor Areas		
		17	3.5	70.5%
3.2	64%	20. Other Areas of Our Buildings & Property		
		20	3.6	72%
2.9	59%	23. Career Guidance		

Satisfaction	%		Importance	%
		23	3.6	72.5%
2.95	59%	28. Campus Spiritual Life		
		28	3.6	73%
3.05	61%	8. Library (materials)		
		8	3.6	73.5%
2.9	58%	7. Library (facility)		
		7	3.6	73.5%
3.05	61%	8. Library (materials)		

A) Satisfaction with Components of OIKOS UNIVERSITY

Satisfaction	%		Importance	%
3.72	74.5%	**1. Bible/Theology Classes**		
		1	4.3	87.5%
3.7	74.5%	**2. General Studies Classes (e.g., math, science, sociology, English composition)**		
		2	3.7	74.5%
3.4	68%	**3. Ministry Classes**		
		3	3.8	77.5%
4.0	90%	**4. Missions Classes**		
		4	3.7	75.5%
3.4	68%	**5. Student Ministry Program (i.e., Field Ed)**		
		5	3.75	75%
3.23	64.6%	**6. Student Government**		
		6	3.9	78.46%
2.9	58%	**7. Library (facility)**		
		7	3.6	73.5%
3.05	61%	**8. Library (materials)**		
		8	3.6	73.5%
3.15	63%	**9. Library (hours available)**		
		9	3.8	77%
3.7	74%	**10. Administrators**		
		10	4.1	83.5%
3.6	72	**11. Professors**		

	%				
			11	**4.3**	**87%**
3.8	76%	**12. Staff (e.g., office staff, dorm staff)**			
			12	**4.2**	**84%**
3.5	71.5%	**13. Communication from Administration and Faculty**			
			13	**4.1**	**83%**
3.7	74.5%	**14. Classrooms**			
			14	**4**	**80.5%**
4.0	81.5%	**15. Chapel**			
			15	**4.5**	**90%**
3.1	62%	**16. Parking Areas**			
			16	**3.9**	**78%**
2.65	53%	**17. Outdoor Areas**			
			17	**3.5**	**70.5%**
3.00	60.5%	**18. Facility Maintenance**			
			18	**3.8**	**76.5%**
3.3	67%	**19. Facility Cleanliness**			
			19	**3.8**	**76.5%**
3.2	64%	**20. Other Areas of Our Buildings & Property**			
			20	**3.6**	**72%**
3.8	76.5%	**21. Registration**			
			21	**4**	**80.5%**
2.9	59.5%	**22. Academic Advising**			
			22	**3.9**	**78.5%**
2.9	59%	**23. Career Guidance**			
			23	**3.6**	**72.5%**
3.85	77.5%	**24. Faculty Mentor Groups**			
			24	**3.8**	**76.5%**
2.9	58%	**25. Help Finding Student Jobs**			
			25	**3.8**	**76.5%**

2.4	49.5%	**26. Class Hours**			
			26	**3.05**	**61%**
3.8	77.5%	**27. Student Financial Aid (e.g., Scholarship Opportunities)**			
			27	**3.95**	**79%**
2.95	59%	**28. Campus Spiritual Life**			
			28	**3.6**	**73%**
3.1	62.5%	**29. Campus Social Life**			
			29	**3.7**	**74.5%**
2.75	55%	**30. Catalog & Handbooks**			
			30	**3.9**	**78%**

B) Suggestions, Spirituality, Demographics, etc.

1. What problems do students have at OIKOS UNIVERSITY and how might they be solved?

2. What other ideas do you have for how OIKOS UNIVERSITY could be improved?

3. Do you feel like your faculty know and care about you?

3.45	69%

___1-None,   ___2-Very Little,   ___3-Some,   ___4-Much,   ___5-Very Much

4. Do you have three good friends on campus?

9.0	90%	Yes
1.0	10%	No

40.0   **total responses**

Note that the students without good friends on campus are the students who are most likely to drop out.

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

3.9	78%

___1-None,   ___2-Very Little,   ___3-Some,   ___4-Much,   ___5-Very Much

6. Has being a student at OIKOS UNIVERSITY helped improve your

3.75	75%

intimacy with God?

___1-None,   ___2-Very Little,   ___3-Some,   ___4-Much,   ___5-Very Much

7. What type church do you currently attend?

___ A) KOREAN CHURCH	29	72.5%

___ A) KOREAN CHURCH
___ B) KOREAN AMERICAN CHURCH
___ C) Tonghop
___ D) Hapdong
___ E) Pentecostal
___ F) Baptists
___ G) Methodist
___ H) Other Presbyterian Denomination _____
___ I) Other: _____

29	72.5%
5	12.5%
0.0	0%
0.0	0%
1	2.5%
4	10%
0.0	0%
0.0	0%
1.0	2.5%
40.0	# Respondants

8. How do you participate in your church?
___ A) Attend at least weekly
___ B) Serve as Moksa
___ C) Serve as Jundosa
___ D) Serve as a Missionary
___ E) Serve as a Worship Leader
___ F) Serve as a Choir Director
___ G) Serve as Deacon or Deaconess (kwonsa or jipsa)
___ H) Serve as Elder
___ I) Serve as Ladies Elder
___ J) Teacher
___ K) Sunday School Teacher
___ L) Bible Study Leader
___ M) Other: _____
N) I am not actively volunteering or serving as a lay leader, Jundosa, or Moksa.

10	25%
0.0	0%
0.0	0%
1	2.5%
4	10%
2	5%
5	12.5%
1	2.5%
1	2.5%
1	2.5%
3	7.5%
3	7.5%
6	15%
3	7.5%
40.0	# Respondants

57

9. How did you become familiar with and interested in OIKOS UNIVERSITY? (You may mark more than one answer.)

Option	#	%
A) Learned about OIKOS UNIVERSITY at church	2	5%
B) Visited Campus for a Meeting	4	10%
C) Newspaper Advertisement	4	10%
D) Radio Advertisement	0.0	0%
E) Web Site	4	10%
F) Mail (e.g., Brochure)	1	2.5%
G) Contact with OIKOS UNIVERSITY President	3	7.5%
H) Contact with an OIKOS UNIVERSITY Professor	3	7.5%
I) Contact with an OIKOS UNIVERSITY Alumnus	4	10%
J) Contact with an OIKOS UNIVERSITY Student	8	20%
K) Recommendation of a Pastor	3	7.5%
L) Recommendation of Someone Else	2	5%
M) Learned about OIKOS UNIVERSITY at a Conference (e.g., KOREAN AMERICAN CHURCH General Assembly)	1	2.5%
N) Learned about OIKOS UNIVERSITY at while at Seoul Theological University	0.0	0%
O) Other	1	2.5%
40.0	# Respondants	

10. Which of the following most influenced you to choose our school?

Option	#	%
A) Learned about OIKOS UNIVERSITY at church	3	7.5%
B) Visited Campus for a Meeting	3	7.5%
C) Newspaper Advertisement	5	12.25%
D) Radio Advertisement	0.0	0%
E) Web Site	3	7.5%
F) Mail (e.g., Brochure)	0.0	0%
G) Contact with OIKOS UNIVERSITY President	2	5%
H) Contact with an OIKOS UNIVERSITY Professor	1	2.5%
I) Contact with an OIKOS UNIVERSITY	4	10%

Alumnus		
J) Contact with an OIKOS UNIVERSITY Student	8	20%
K) Recommendation of a Pastor	2	5%
L) Recommendation of Someone Else	6	15%
M) Learned about OIKOS UNIVERSITY at a Conference (e.g., KOREAN AMERICAN CHURCH General Assembly)	3	7.5%
N) Learned about OIKOS UNIVERSITY at while at Seoul Theological University	0.0	0%
O) Other	0.0	0%

40.0   # Respondants

By far, the most important source of new students is contact with Oikos University students. It indicates that attending students know about the school more than anybody else, so they can recommend the school to others. In the same way, alumni are great tunnel to recruit new students. Graduates' experience while they were in school leads to very effective method to advertise the school. Also, aggressive advertising in newspaper and website played a role of marketing. One more ideal way to make the school known to local community is at church. Oikos University has been making effort to invite more local churches' pastors to Chapel to provide diverse preaches. Its effort not only allowed students to meet different preachers as many as possible but the invitees could have opportunity to observe the school's academic and spiritual climate. As mentioned and noticed from the results, Oikos approached many tunnels to advertise the school. We can see the positive influence and we should keep working on marketing by planning more budget.

11. What else influenced you to choose OIKOS UNIVERSITY?

___A) I want to serve in a KOREAN CHURCH or KOREAN AMERICAN CHURCH church	15	30%
___B) Association with the Korean Evangelical Church	4	10%
___C) Reputation of faculty members	0	0%
___D) Friends who already attend OIKOS UNIVERSITY	14	28%
___E) Scholarships offered	3	6%
___F) Affordability	2	4%
___G) Other: **pastor**	2	4%

40.0	# Respondants

12. What do you hope to do after studying at OIKOS UNIVERSITY (mark all that apply):

___A) Enter or continue in volunteer ministry (e.g., lead a home fellowship, serve in children's ministry, lead worship, etc.)

___B) Enter or continue in part-time (paid) ministry

___C) Enter or continue in full-time ministry

___D) Enter a bachelor's program at another school (what type and/or what school)

___E) Enter a graduate program at another school (what type and/or what school):

___F) Other:
_____
___   **undecided**

16	40%
5	12.5%
6	15%
0	0%
9	22.5%
4	10%

40	# Respondants

Notice that more graduates are planning to serve as volunteers than as paid ministers.

13. Have you prayerfully considered services as a missionary?

29	72.5%	Yes
11	27.5%	No

40.0   # Respondents

14. Within the past 12 months, about how much money have you contributed to cross-cultural missions?

28	70%	Under $500
4	10%	$500--$899
5	12.5%	$900--$1,199
1	2.5%	$1,200-$1,499
2	5%	$1,500 or More
40		# Respondents

Oikos University Data-Based Academic Assessment Report
Fall 2017 - Spring 2018
October 2018

1. Introduction and chronicle changes of Oikos University ILOs and PLOs

Since Spring, 2015 semester, the Institutional Research (IR) Department of Oikos University has launched a project to assess Data-Based Academic Educational Effectiveness analysis. The importance of the analysis is improving educational quality, measuring student learning outcomes (ILOs and PLOs) at the institutional and program levels. Several academic semesters have passed since Fall 2015. At the initial stage, Fall, 2015 and Spring 2016, the institution decided, based on the data-based educational effective analysis, to change the categories of institutional level of student learning outcomes (ILOs) and program level of student learning outcomes. At that stage, IR performed academic assessment to establish ILOs and PLOs more effectively and efficiently. Even though more modifications and developments are needed, from the Fall, 2015, the newly settled ILOs and PLOs have been applied to the academic programs and assessments.

Initial Stage
(Fall 2015 -Spring 2016)

IR has launched Data based Academic Assessment, Applied modifications to ILOs and PLOs.

Emerging Stage
(Fall 2016-Spring 2017)

IR and Academic Affairs established the structure of ILOs and PLOs and applied the result to each program.

Developmental Stage

(Fall 2017-Spring 2018)

New structure of ILOs and PLOs applied correctly and newly modified academic assessment performed.

Figure 1: chronicle of changes of Oikos University ILOs and PLOs

2. Baseline

Based on the graduation GPA of the institution (2.0 out of 4.0), IR sets 2.0 as the baseline of the Educational Effectiveness score.

3. The procedure of analysis and Evaluation Tools

The analysis on Educational Effectiveness is performed through the following steps.

1) Instructors participate in collecting the signature assignments which are evaluated by the rubrics as direct data in each class. At the end of semester, the program deans, directors, and assistants for academic assessment in each program collect and submit the data to the IR department.

2) Collect indirect data on each class. The administrators of each department collect indirect data, such as the IDEA survey, and submit it to the IR department. In the near future, we intend to incorporate both direct and indirect data.

3) Screening of direct and indirect assessment by dean and/or director of the program and analysis by IR. The IR department performs data-based educational effectiveness analysis for academic assessment.

4) Data-based Improvement, Modification, and/or Development of learning outcomes, mission statement, annual report, and program review should be performed by deans and directors of each program through faculty meetings.

The methods of analysis and examples are shown below. (Revised May 2018)

Direct Method Data Input Table for Educational Effectiveness (Each Class)

The numbers beneath each PLO represent the following; 1 is Initial, 2 is Emerging, 3 is Developing, and 4 is Highly Developed. The numbers represent the level of the student in the class. For example, A or 90% is 4, B or 80% is 3, C or 70% is 2, and D, F or 60% is 1. (Depending on the Rubric of each class). The Introductory, Development, and Mastery in the third column represent the levels of the classes. The level of each class is stated in the curriculum map for each program.

Courses	Description	Introduce Develop Master	Weight (%) In class	# of Obs	PLO number			
					1	2	3	4
Courses Name	Signature assignment	Class Level	%	Total Number of Students who participate in this assignment	Total Number of Students who get below than D or 0-69%.	Total Number of Students who get C or 70%-79%.	Total Number of Students who get B or 80%-89%.	Total Number of Students who get above than A or 90%-100%.

Figure 2: Direct Method data input table sample for each class

Courses	Description	Introduce Develop Master	Weight (%)	# of Obs	PLO1				PLO2				PLO3			
					1	2	3	4	1	2	3	4	1	2	3	4
MATH101	Project1	I	30	5	1	2	0	2					1	2	0	2
	Mid Exam	I	10	6					0	3	0	3				
	Final Exam	D	25	6	2	2	1	1								

Figure 3: The example shows the MATH1101 class has three signature assignments which are Project1, Mid Exam, and Final Exam. The Project1 carries 30% weight in the class (the percentage is in the course syllabus) and 5 students submitted the project. The distribution of the score is one student earned a 1 score, two students earned a 2 score, and two students earned a 4 score.

After collecting the direct data from each class through each program, IR performed an analysis using following tool.

Oikos University Educational Effectiveness Assessment Measurement Data, Spring 2018
Based on directives given during a meeting with the Dean of Academic, analysis used 100% of Direct Methods (in near future Oikos University will going to include 35% of Indirect Methods).

ILO	PLO	D/I (%)	Assignment Description	Weight in PLO (%)	Intro. Dev. Master	Num. of Student	Distribution of Obs. Initial, Emerging,Dev,HiDev				% of 3or 4	Avg	Weight in Class (%)	Weight Value
							1(I)	2(E)	3(D)	4(HD)				
ILO Number	PLO Number	% of Direct Methods (65%)	From class	P1= C1/D	Level	A1	Data from each class				%	S1	B1	C1=A1*B1
			From class	P2= C2/D	Level	A2	Data from each class				%	S2	B2	C2=A2*B2
		Direct Total		G= E*0.65		E= A1+A2						I		D=C1+C2
		% of Indirect Methods (35%)	Survey 1	P3= A3/F		A3	Data from each survey					S3		
			Survey 2	P4= A4/F		A4	Data from each survey					S4		
		In Direct Total		H= F*0.35		F= A3+A4						J		
	Total score of the PLO										PLO Score			
	Total score of the ILO										ILO Score			

Figure 4: Educational Effectiveness analysis tool

A1~A4: The number of students who participated in the assignments or survey.

B1 & B2: The assessment percentage of each assignment as stated in the course syllabus.

C1 & C2: Weight value of each assignment in the PLO.

P1~P4: Represents a weighted percentage (Number of students by instructor weighted assignments).

I=P1*S1+P2*S2, J=P3*S3+P4*S4.

PLO Score = I*0.65+J*0.35.

The summarized result for Fall 2017 - Spring 2018 academic year is shown in *Figure5*.

The summarized result for Fall 2017 - Spring 2018, Oikos University ILOs vs. DQP

		Oikos University							
		Lumina Foundation The Degree Qualifications Profile Direct Method PLOs Score							
				Intellectual skills				Specialized knowledge & Applied knowledge	Engaging diverse perspectives & Civic learning
		Institution-specific areas, Applied knowledge	Broad, integrative knowledge & applied knowledge	Communication Fluency	Quantitative fluency	Analytic inquiry	Use of information resources		
Critical Thinking & Problem Solving	BABS PLO 2 Develop an appreciation for the Korean and Korean-American Church denomination and rich cultural and religious heritage							3.6	
	BM PLO 1 Demonstrate foundational knowledge of general education		0		0			0	
Effective Communication & Common Sense for Living	BABS PLO 5 Demonstrate excellent communication skills, competitive knowledge in their major field and practice Christian ethics			3.63					3.63
	BM PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment			4					
Social and Cultural Engagement and Lifelong Learning	BABS PLO4 Develop attitudes of service and commitment at the local, national and international communities	3.37							
	BM PLO 2 Demonstrate general understanding of the Bible and Christian doctrine	0	0						
Professional Knowledge	BABS PLO3 Instill a lifelong commitment to personal spiritual growth and develop attitude and demonstrate preaching skills							3.51	
	BM PLO 3 Demonstrate comprehensive knowledge in their major field and perform music in that level					4	4		
	BM PLO 4 Demonstrate a working knowledge in music reading and writing					4	4		
Christian Commitment	BABS PLO 1 Demonstrate a foundation knowledge in general education, a comprehensive knowledge of the Bible and an understanding of Christian doctrine			3.5	3.5				
	BM PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment								4

Figure 5:*Fall 2017 - Spring 2018 Educational Effectiveness analysis chart*

4. Data Collection of Major vs. GE, and Faculty participant

The following *Figure 6* and *Figure 7* represent the percentage of PLOs. The *Figure 6* represent the ratio of major to other PLOs is about 40% to 60% in Fall 2017 and Spring 2018.

	%
Major	40
Other PLOs	60
Total	100

Figure 6: Graduation units Major vs. GE.

The *Figure 7* and *Figure 8* show the percentage of direct method (signature assignment) data collection from PLOs during Fall 2017 and Spring 2018. The collected data is a signature assignment from each course, which is an assignment selected based on the curriculum map of each program. Note that the percentage in *Figure 7* and *Figure 8* considers the number of signature assignments, the number of students who participated in the assignment, and the signature assignment's percentage of the all the assignments in the course.
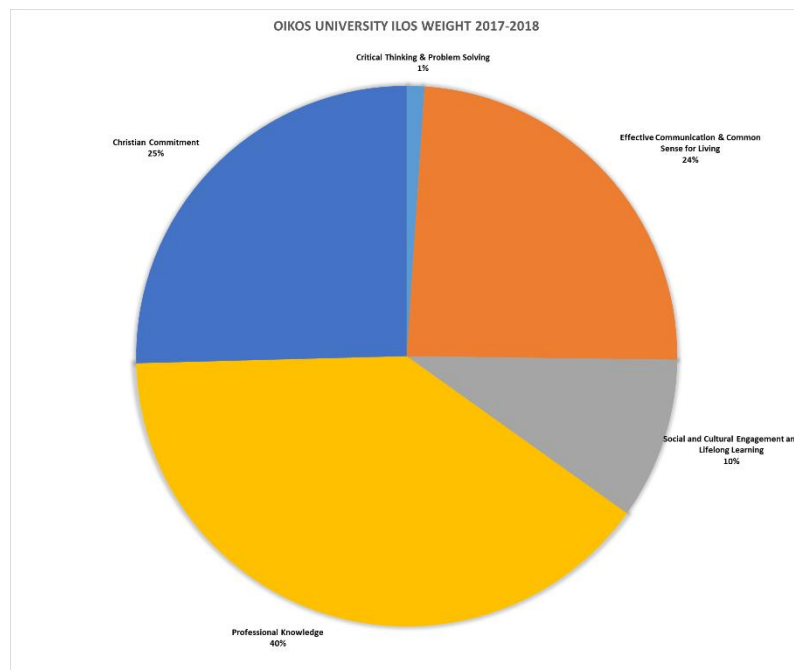
Figure 7: Data collection ratio.

In *Figure 7* and *Figure 8* the ratio of Major to Others about 40% to 60%. Compared with the graduation units, the collection from Fall 2017 to Spring 2018 is a bit less balanced. To achieve closer to the ideal situation, more of the direct method data should be collected from Major courses.

The following *Figure 8* represents the weight percentage of data collected on each ILO.
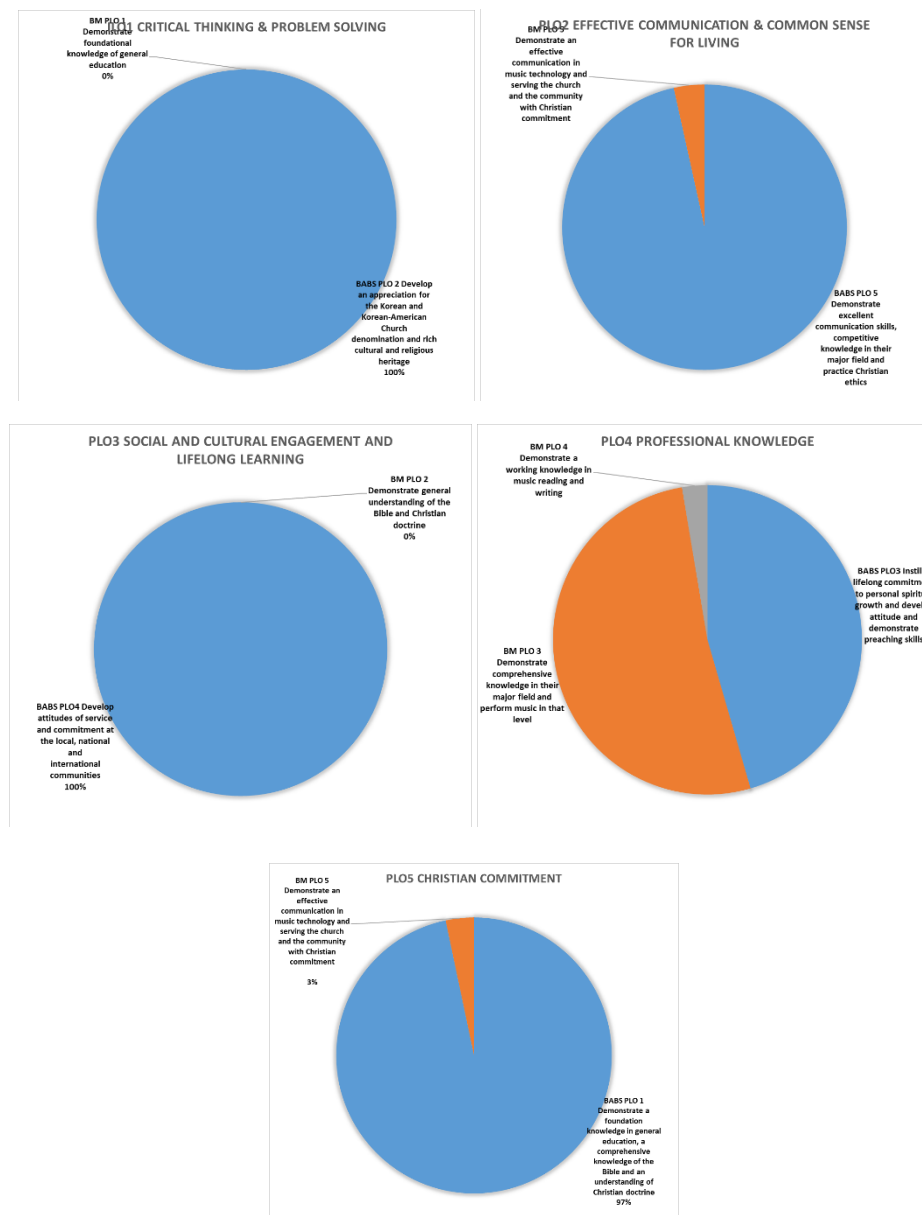
Figure 8: *Data collection ratio of each ILO*

Figure 9 shows the cumulative data collection ratio of the institution for all ILOs.
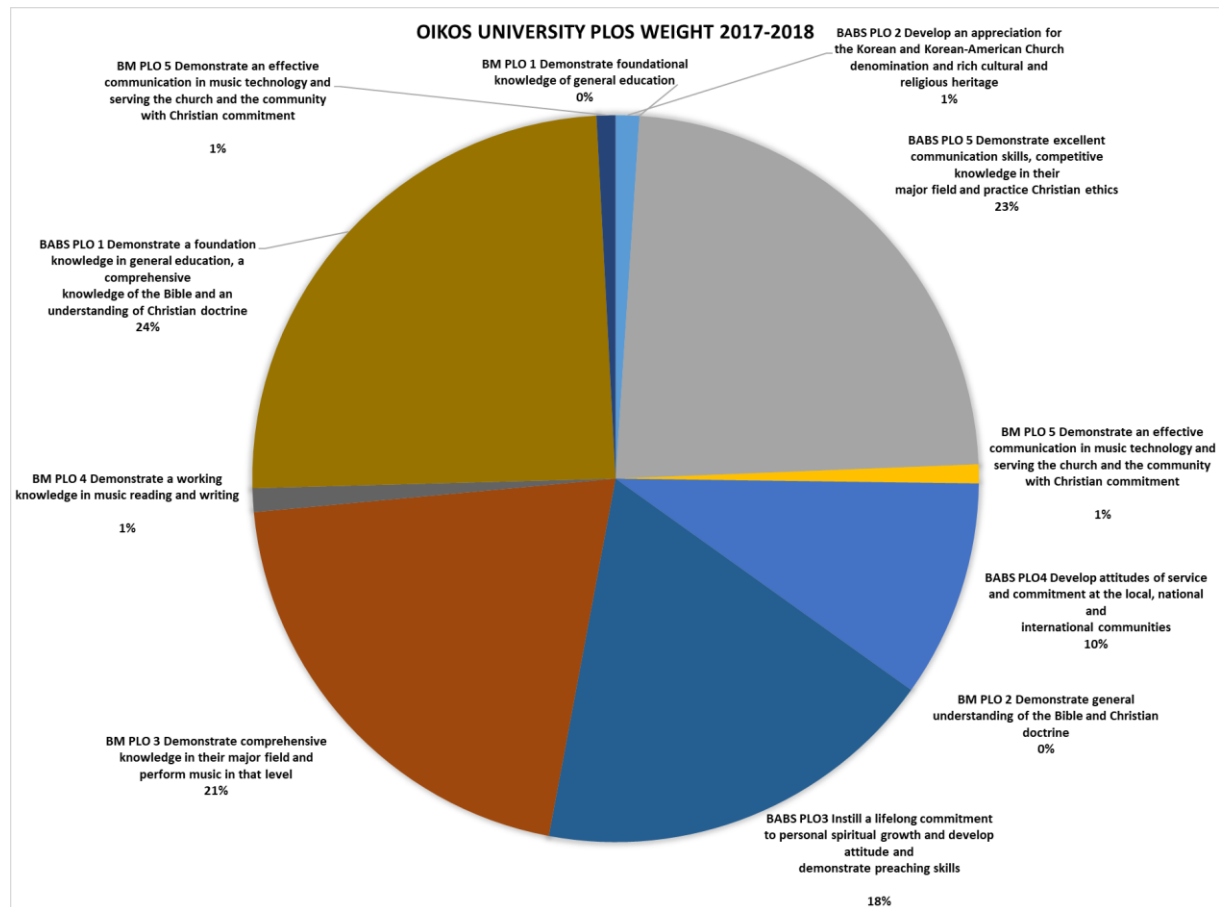
Figure 9: Data collection ratio of PLOs from all programs

As illustrated in *Figures 7, Figure 8, and Figure 9*, In Fall 2016 - Spring 2017 Academic Assessment Annual Report the amount of the BM PLO5 was 0%. Through faculty meeting and strategic planning Oikos University has improved from the Fall 2016 - Spring 2017. BM PLO1 and BM PLO2 represented an approximate amount of 0% of their respective charts. Based on the analysis of Fall 2017-Spring 2018 the classes for BM PLO1 and BM PLO2 need to be offered in Fall 2018-Spring 2019. BM PLO5 had very few classes representing that skillset in Fall 2016 - Spring 2017. Most of these are Supervised Ministry I and II and each of which have not been taught more than once per academic year in Fall 2016 - Spring 2017. From the assessment result of the previous year, Oikos University has begun to recruit more long-term faculty within the fields who will be able to teach more regularly. As a result, Oikos University has offered the classes and had an improvement in the BM PLO5.

The progress has been made in a variety of areas. In the charts mentioned above, the reader will note that the Data collection ratio of PLOs from all programs, *Figure 9*, expresses a value based upon the number of students multiplied by the percentage value of the signature assignment in that class.

The following information in *Figure 10* shows the number of faculty members who participated in the direct data collection and the number of collected direct data from Fall 2017 – Spring 2018 of each program. For 2017 - 2018 academic year, 21 faculty members took part in the direct method data collection and selection. 49 signature assignments were collected as direct analysis data in Fall 2017 – Spring 2018.

Faculty participant number

	Theology	Music	Total
Full	3	2	6
Part	11	2	15
Total	14	4	21

Number of Collected Data on 2017 - 2018

Program	2017-2018	Total
Theology	35	35
Music	14	14
Total		49

*Figrue10: Faculty participant number **and number of collected data***

5. Findings

Undergraduate Programs

Through the analysis of Data-Based Academic Educational Effectiveness of Fall 2017 through Spring 2018, IR found the following results:

In *Figure 11*, the complete field of PLOs has more than a score of 3.0 which is way higher than the base line, 2.5. The classes related to BM PLO1: Demonstrate foundational knowledge of general education and BM PLO2: Demonstrate general understanding of the Bible and Christian doctrine have not offered in Fall, 2017 through Spring, 2018. In Fall, 2015 through Spring, 2016, the ILO1: Critical Thinking, ILO4: Professional Knowledge, and PLO5 Christian Communication had a score of 3.3, 3.2, and 3.2 respectively, but through the implementation of our action plan (Review session, Prep Session, Exam Review, Academic advising, etc.) the scores in these two categories have improved for the last three years.
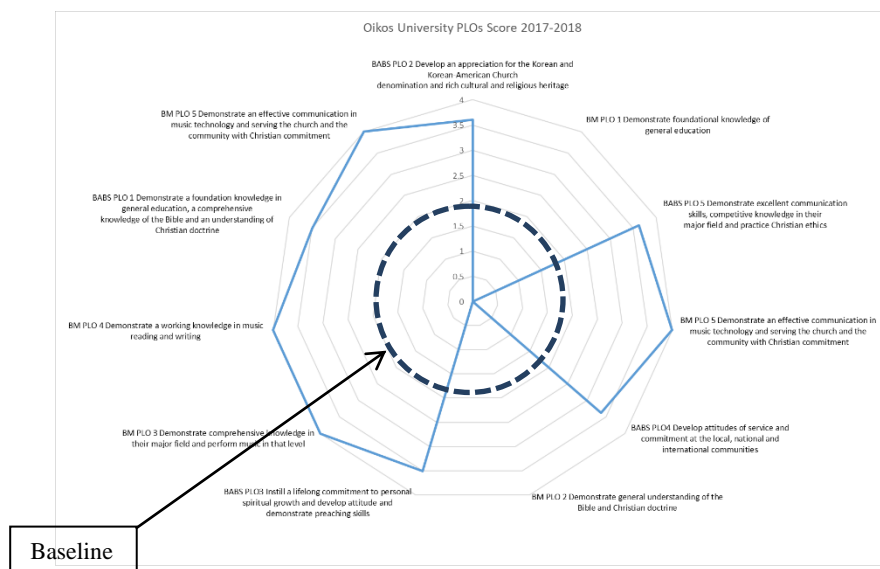
Figure 11: Comparison of PLOs with baseline.

The following graphs, *Figure 12 - 17*, represent the analysis results for the previous three academic years (from Fall 2015 to Spring 2018) of Oikos ILOs and DQP. The following two graphs represent a comparison of all ILOs and the achievement of the ILOs in the categories defined by the Degree Qualification Profiles (DQP) from Lumina Foundation. As shown in *Figure 12*, even though the scores are above than 3.0, ILO3 (Social and Cultural Engagement and Lifelong Learning) is the weakest

category in Oikos University for the last years, and ILO4 (Professional Knowledge) is the strongest part of the institution. ILO1 and ILO 3 are aligned with *Broad, integrative knowledge & applied knowledge* in the DQP.
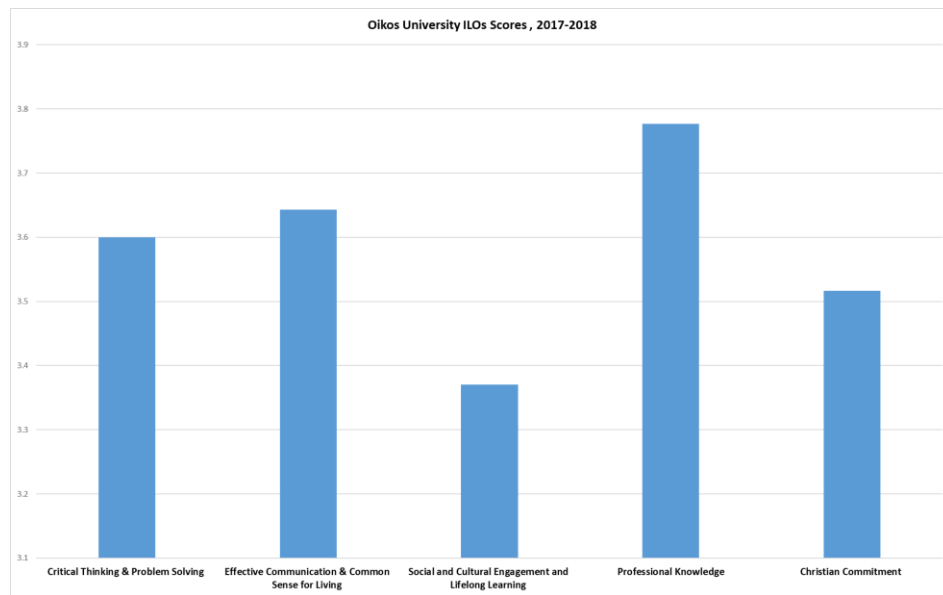
Figure 12*: The 2016-2017 Oikos University ILOs Scores.*
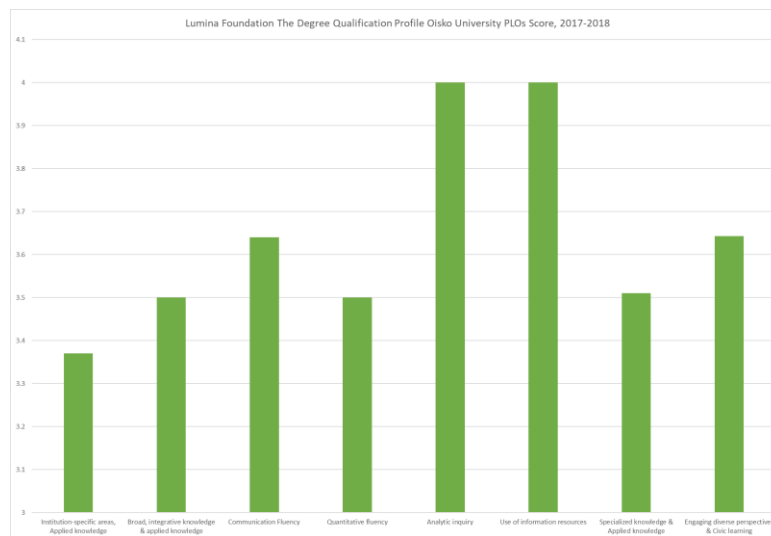
Figure 13*: The 2016-2017 Oikos University DQP Scores.*
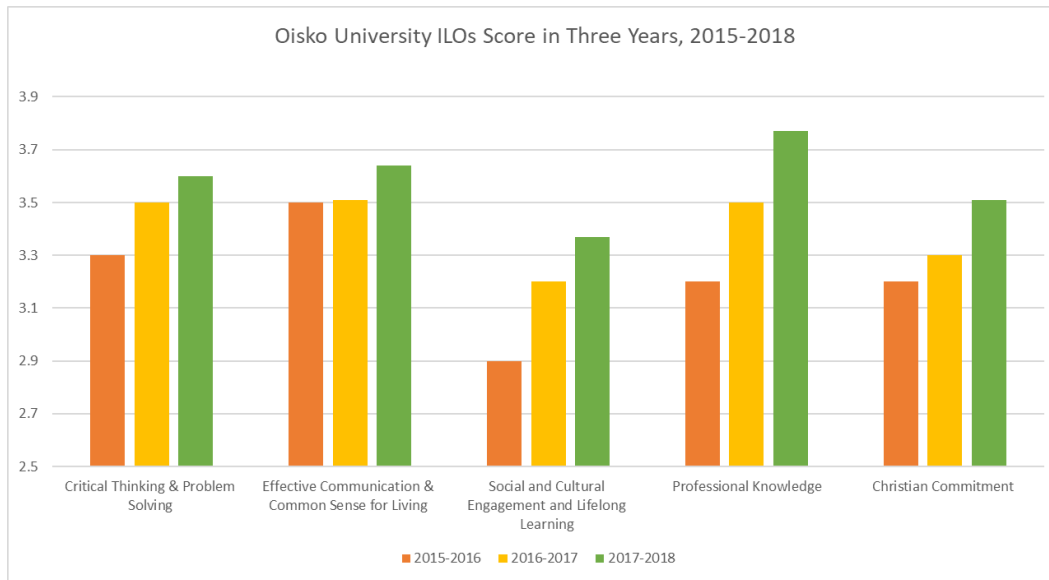
Figure 14*: The comparison of ILOs.*
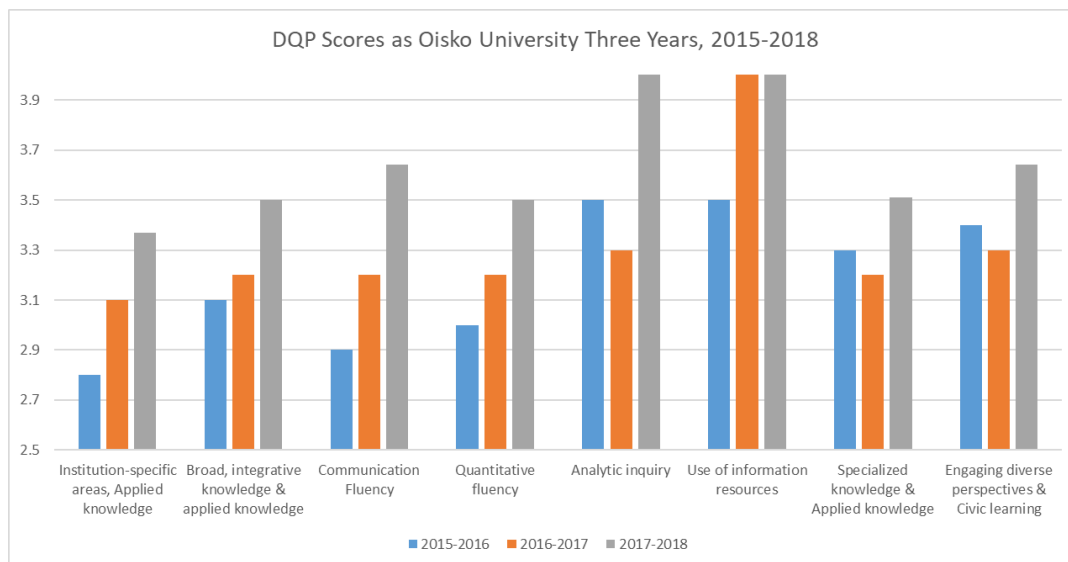
Figure 15*: DQP scores for Four Years.*

Oikos Institutional Learning Outcomes (ILOs) Score Summary 2015-2016, 2016-2017, and 2017-2018

ILO1 (Critical Thinking and Problem Solving): 3.3, 3.5, 3.6

ILO2 (Effective Communication & Common Sense for Living): 3.5, 3.51, 3.64

ILO3 (Social and Cultural Engagement and Lifelong Learning): 2.9, 3.2, 3.37

ILO4 (Professional Knowledge): 3.2, 3.5, 3.77

ILO5 (Christian Commitment): 3.2, 3.3, 3.51

Degree Qualification Profile (DQP) Score Summary 2015-2016, 2016-2017 and 2017-2018

Institution-Specific Areas, Applied Knowledge: 2.8, 3.1, 3.37

Broad, Integrative Knowledge & Applied Knowledge: 3.1, 3.2, 3.5

Intellectual Skills:

   Communication Fluency: 2.9, 3.2, 3.64

   Quantitative Fluency: 3, 3.2, 3.5

   Analytic Inquiry: 3.5, 3.3, 4.0

   Use of Information Resources: 3.5, 3.5, 4.0

Specialized Knowledge & Applied Knowledge: 3.3, 3.2, 3.51

Engaging Diverse Perspectives & Civic Learning: 3.4, 3.3, 3.643

The field of *Institution-Specific Areas, Applied Knowledge* has the score of 3.37, it is the weakest part in the DQP chart. The scores in *Broad, Integrative Knowledge & Applied Knowledge* and *Communication Fluency* have improved from 3.1 to 3.5 and from 2.9 to 3.64, respectively, though the action plan (Review session, Prep Session, Exam Review, Academic advising, etc.).

Note that the score in the *Critical Thinking* in ILOs and *Use of Information Resources* in the DQP are higher relative to the others. To discover why the score for these areas is higher, review and discussion of the rubric and curriculum in the classes related to those areas is recommended to the faculty members. The ILO1: Critical Thinking, also in the *Quantitative Fluency* and *Analytic Inquiry* in DQP, had greatly improved from 3 to 3.5 and from 3.5 to 4, respectively. The reason for this is that the institution offered lot of related classes along with individual advising and tutoring.

Graduate Programs

Oikos University performed Data based academic assessment for graduate programs, specifically the Master of Business Administration (M.B.A.) and the Doctor of Business Administration (DBA), for the past few years. The following information represents the abbreviated forms of the learning outcomes for two master programs.

Graduate Program Institutional Learning Outcomes

Oikos University's graduate program seeks to produce graduates who are able to demonstrate the key undergraduate competencies in the outcome areas of:

Professional Knowledge as evidenced by the student's ability to:
Outcome 1: Develop research skills and carry out independent research.
Outcome 2: Defend professional work in presentation form.
Outcome 3: Demonstrate advanced scholarship and master of one's major field.

Christian Commitment as evidenced by the student's ability to:
Outcome 4: Function as Christian professionals in one's chosen discipline.

Master of Divinity

The educational objectives of the Master of Divinity program are to prepare students to be able to serve the local and international Church and communities as head, associate, and assistant pastors and to serve with a world perspective on ministry.

Program Learning Outcomes

Upon completion of the program, students will become pastors, assistant pastor, minister of Word and Sacrament, lay leader in serving the church and leader in the Christian-related organization and the world with confidence and competency with the following skills and knowledge:

PLO 1 Demonstrate a comprehensive knowledge of the Bible and exegetical and theological skills
PLO 2 Demonstrate an ability to integrate faith in their life and professional careers
PLO 3 Demonstrate evangelical aspect of the world mission and cultural diversity in that
       students continue to be disciplined
PLO 4 Demonstrate spiritual integrity and capacity to lead congregation and church
PLO 5 Demonstrate an ability to apply spiritual gifts, pastoral skills and discipleship in
       their ministry

Doctor of Ministry

The Doctor of Ministry Program is to prepare students for a variety of head ministry staff positions and leaders in local and national churches, media and mission organization with spiritual passion and development.

Program Learning Outcomes

Upon completion of the program, students will become leaders in the church, Christian organization, and the world in serving the local church and para church.

> PLO 1 Demonstrate exegetical, theological and hermeneutical understanding of the Bible at the advanced level
>
> PLO 2 Demonstrate effective communication and presentational skills in education, preaching, and teaching
>
> PLO 3 Demonstrate excellence in the areas of church ministry and leadership in church-related organization
>
> PLO 4 Demonstrate excellence in the area of Christian counseling, Christian education, discipleship, and pastoral ministry

Master of Music

The educational objectives of the Master of Music program are to prepare students for a career in musical performance and composition as a director of music and private music directors by developing their artistic achievement through course leading to the Master of Music with Christian perspective.

Program Learning Outcomes

By the time students complete their program, they will be the leaders in the area of music, music performance, praise and worship music with the following skills:

> PLO 1 Demonstrate professional knowledge in their major field
>
> PLO 2 Demonstrate advance knowledge in the application of technology in their musical activities
>
> PLO 3 Demonstrate a research skills and performance ability
>
> PLO 4 Demonstrate excellent communication skills in their presentation
>
> PLO 5 Demonstrate Christian commitment to serving local church and the world

The following *Figures 16 - 18* represent the analysis of Graduate program. The figures contain prior data from 2015-2016 academic year.

Based on the past data based academic assessment, 2016 - 2017, the analysis states that Oikos University should offer more classes for PLO1 and PLO2. Through the discussion about the analysis in faculty meetings, Oikos University decided to offer more classes for the PLO1 and PLO2 in M.Div. program. To support this decision, the following classes have been offered from 2017-2018.

In *Figure 18*, based on the earlier analysis, presented in the Academic Assessment of 2016-2017, Oikos University offered more classes evenly throughout all graduate programs.

Having been bolstered through special attention to things such as Academic Advising, Prep sessions, and Review sessions, all the PLOs have been above 3.0. except D.Min. PLO1. The analysis shows that classes have been offered more evenly throughout all the graduate program, Oikos University will continue to offer classes all PLOs throughout 2018 - 2019.
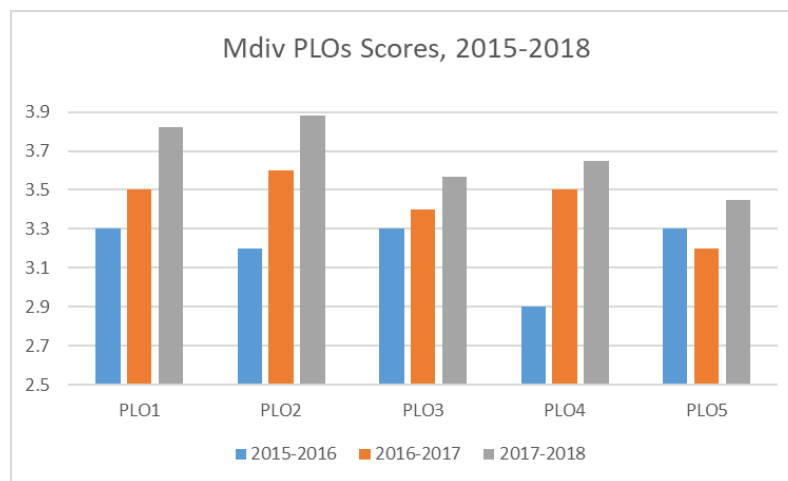
Figrue16: M.Div. Programs PLOs Score, 2015-2018 by PLOs and by Years
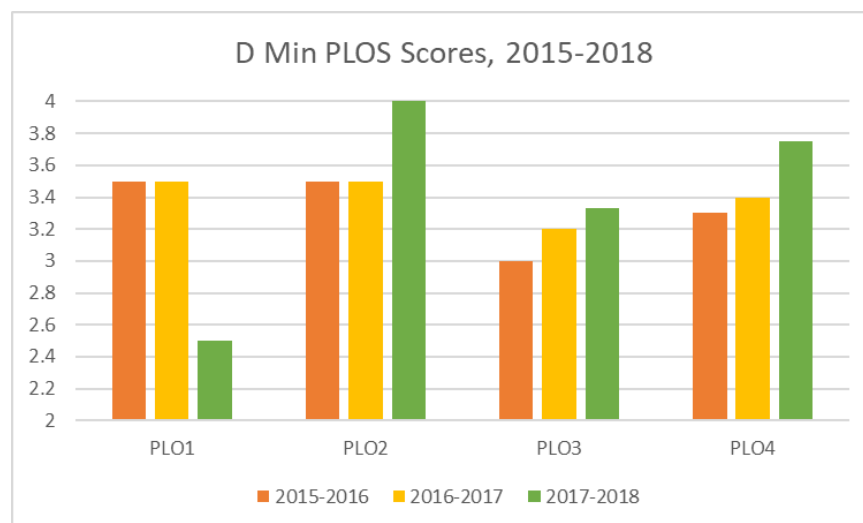
Figrue17: D.Min. Programs PLOs Score, 2015-2018 by PLOs and by Years

MM PLOs Scores, 2015-2018
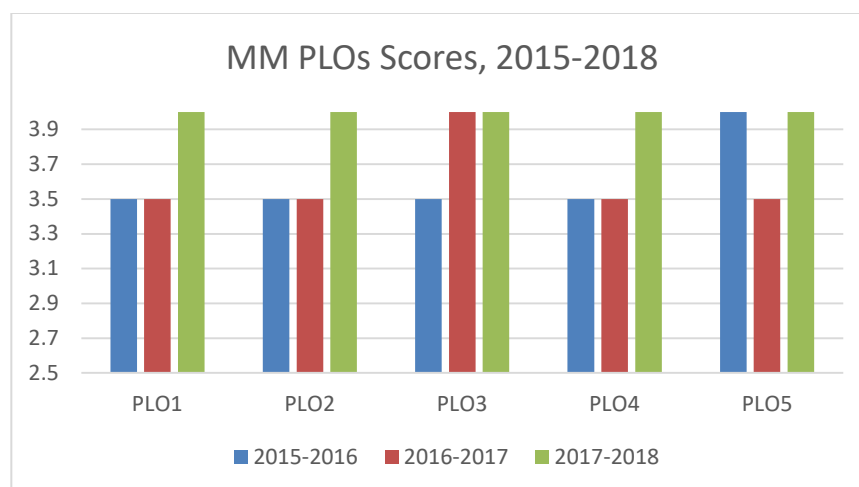
Figrue18: M.M. Programs PLOs Score, 2015-2018 by PLOs and by Years

6. Comments and suggestions

The IR department established a goal that the score of the direct methods through the signature assignment should be above 2.5 out of 4.0. To improve the score, the IR department customarily discusses the results with the Academic Affairs department and with the Dean of Academics and the Director of each program. IR recommends that the Dean of Academic and Core Faculty members discuss the results with the individual instructors. The data provides primary ideas for revising, improving, and developing each program's assessment methods, PLOs, curriculum, and ILOs. IR recommends that each department submit data-based annual reports and program reviews to improve awareness of the data scores and what they mean.

Comments and suggestions:

1) In Fall 2016 - Spring 2017 Academic Assessment Annual Report the amount of the BM PLO5 was 0%. Through faculty meeting and strategic planning Oikos University has improved from the Fall 2016 - Spring 2017. BM PLO1 and BM PLO2 represented an approximate amount of 0% of their respective charts. Based on the analysis of Fall 2017-Spring 2018 the classes for BM PLO1 and BM PLO2 need to be offered in Fall 2018-Spring 2019

2) In Fall, 2015 through Spring, 2016, the ILO1: Critical Thinking, ILO4: Professional Knowledge, and PLO5 Christian Communication had a score of 3.3, 3.2, and 3.2 respectively, but through the implementation of our action plan (Review session, Prep Session, Exam Review, Academic advising, etc.) the scores in these two categories have improved for the last three years.

3) As shown in *Figure 12*, even though the scores are above than 3.0, ILO3 (Social and Cultural Engagement and Lifelong Learning) is the weakest category in Oikos University for the last years, and ILO4 (Professional Knowledge) is the strongest part of the institution. ILO1 and ILO 3 are aligned with *Broad, integrative knowledge & applied knowledge* in the DQP

Faculty Evaluation

The IDEA Student Ratings of Instruction (SRI) is like no other system available for translating informative course feedback into actionable steps to improve student learning.

Students give feedback on teaching and learning based on their direct course experience, providing faculty with relevant information that when coupled with IDEA's robust resources can ultimately guide and strengthen teaching.

IDEA Survey

The current IDEA survey is the externally generated survey for class evaluation. IR and Dean of Academic decided to use IDEA survey forms as an external standardized evaluation. The IDEA survey will perform in every quarter.

EVALUATION

1. Overall, a lot higher scores were presented compared to national standards. This suggests that students trust and respect the faculty.

2. *Objective 8: Developing skill in expressing myself orally or in writing* question has most high average, 4.8 out of 5.0. This demonstrates our overall success in implementing our ILOs, which is to Exercise effective communication and social skills. In this, we have offered numerous courses to support the students' development of these skills. Bearing in mind the specific needs of our current student body, we have focused emphatically upon the delivery of excellent pedagogy to help develop their written and spoken communication skills. To us, this is a success story, demonstrating the confluence between our Institutional planning, programmatic planning, individual faculty pedagogy, and our assessment protocols.

3. In order to be critical about scores that are a bit higher than the national average, it is advisable to be cognizant of respective cultural issues that have a bearing upon these scores.

4. *Objective 5: Acquiring skills in working with others as a member of a team* has most low average, 3.4 out of 5.0. We have only recently begun to offer classes that address this kind of skill. As the school continues to grow, we foresee being able to increase the number of courses which involve teamwork and group projects.

ACTION PLAN/IMPLEMENTATION

1. Test results were discussed during the faculty workshop along with plans to share details via college level faculty meetings.

2. The Institution needs to pay attention to faculty development.

3. In order to improve faculty awareness on teaching methods, the Dean of Academic and IR suggested to integrate IDEA objectives into Oikos University syllabus. Now a sample syllabus was developed and shared during the faculty orientation.

4. Sample IDEA instructor and student forms were distributed to faculty so that they know what to expect and to prepare proactively to meet the standards of IDEA in their teaching of lessons and incorporation of teaching methods that IDEA measures.

IDEA Survey Sample

David Sylvester
Oikos University
English Literature   102
Spring 2018
To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

IDEA Diagnostic Form Report

Of the 25 students enrolled, 23 responded (92%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both underlined (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Eight** objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.1
Overall Ratings		
B. Excellent Teacher	4.6	4.2
C. Excellent Course	4.6	3.8
D. Average of B & C	4.6	4.0
Summary Evaluation (Average of A & D) [1]	4.6	4.1

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	63									
Higher Next 20% (56–62)			56		61		59		61	
Similar Middle 40% (45–55)		55		50		49		50		53
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	63	57	56	52	60	50	58	51	61	54
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
English Language and Literatures

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center** *Learning* Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.7	4.2	0%	100%	64 Much Higher	54 Similar	62 Higher	52 Similar	NA	NA
22. Learning fundamental principles, generalizations, or theories	Important	4.7	4.2	0%	100%	65 Much Higher	55 Similar	63 Much Higher	54 Similar	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Important	4.6	4.0	0%	100%	61 Higher	51 Similar	60 Higher	51 Similar	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None										
25. Acquiring skills in working with others as a member of a team	Minor/None										
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None										
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.5	4.0	4%	92%	61 Higher	54 Similar	64 Much Higher	60 Higher	NA	NA
28. Developing skill in expressing myself orally or in writing	Minor/None										
29. Learning how to find and use resources for answering questions or solving problems	Important	4.5	4.2	4%	92%	63 Much Higher	57 Higher	61 Higher	57 Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Important	4.7	4.2	4%	96%	64 Much Higher	57 Higher	65 Much Higher	61 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	**Essential**	**4.5**	**4.2**	**4%**	**92%**	**62 Higher**	**56 Higher**	**63 Much Higher**	**61 Higher**	**NA**	**NA**
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.5	4.1	4%	88%	63 Much Higher	55 Similar	62 Higher	57 Higher	NA	NA
Progress on Relevant Objectives		**4.6**	**4.1**			**63**	**55**	**63**	**57**	**NA**	**NA**

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.8
34. Amount of work in other (non-reading) assignments	4.3
35. Difficulty of subject matter	4.0

Student Description	
37. I worked harder on this course than on most courses I have taken.	4.5
39. I really wanted to take this course regardless of who taught it.	4.4
43. As a rule, I put forth more effort than other students on academic work.	4.3

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
59	Higher	61	Higher	NA	
64	Much Higher	63	Much Higher	NA	
61	Higher	60	Higher	NA	
66	Much Higher	65	Much Higher	NA	
69	Much Higher	66	Much Higher	NA	
72	Much Higher	64	Much Higher	NA	

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.
- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center** *Learning* Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.8	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 27, 30, 31, 32	4.7	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 27, 29, 31, 32	4.5	96%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 27, 30, 31, 32	4.6	96%	Strength to retain
Fostering Student Collaboration				
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27, 30, 31, 32	4.5	92%	Strength to retain
18. Asked students to help each other understand ideas or concepts	29, 32	4.7	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.3	88%	
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.7	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.7	96%	Strength to retain
1. Displayed a personal interest in students and their learning	30, 32	4.7	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.5	92%	Strength to retain
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31, 32	4.6	96%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	96%	Strength to retain
11. Related course material to real life situations	30	4.7	96%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.7	96%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 27, 30, 32	4.6	92%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27, 30	4.6	96%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.8	96%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

IDEA Survey forms

SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT! ◄ USE NO. 2 PENCIL ONLY

Proper Marks

Improper Marks

Institution:

Instructor:

Course Number:

Time and Days Class Meets:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever   2=Occasionally   3=Sometimes   4=Frequently   5=Almost Always

The Instructor:

1. Displayed a personal interest in students and their learning
2. Found ways to help students answer their own questions
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4. Demonstrated the importance and significance of the subject matter
5. Formed "teams" or "discussion groups" to facilitate learning
6. Made it clear how each topic fit into the course
7. Explained the reasons for criticisms of students' academic performance
8. Stimulated students to intellectual effort beyond that required by most courses
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. Explained course material clearly and concisely
11. Related course material to real life situations
12. Gave tests, projects, etc. that covered the most important points of the course
13. Introduced stimulating ideas about the subject
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities
15. Inspired students to set and achieve goals which really challenged them
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. Asked students to help each other understand ideas or concepts
19. Gave projects, tests, or assignments that required original or creative thinking
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1 - No apparent progress
2 - Slight progress; I made small gains on this objective.
3 - Moderate progress; I made some gains on this objective.
4 - Substantial progress; I made large gains on this objective.
5 - Exceptional progress; I made outstanding gains on this objective.

Progress on:

21. Gaining factual knowledge (terminology, classifications, methods, trends)
22. Learning fundamental principles, generalizations, or theories
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25. Acquiring skills in working with others as a member of a team
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. Developing skill in expressing myself orally or in writing
29. Learning how to find and use resources for answering questions or solving problems
30. Developing a clearer understanding of, and commitment to, personal values
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
32. Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

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

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤   58. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤   59. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤   60. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤   61. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤   62. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤   63. ① ② ③ ④ ⑤
54. ① ② ③ ④ ⑤   64. ① ② ③ ④ ⑤
55. ① ② ③ ④ ⑤   65. ① ② ③ ④ ⑤
56. ① ② ③ ④ ⑤   66. ① ② ③ ④ ⑤
57. ① ② ③ ④ ⑤   67. ① ② ③ ④ ⑤

Use the space below for comments (unless otherwise directed).
Note: Your written comments may be returned to the instructor, You may want to PRINT to protect your anonymity.

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Faculty Information Form

i IDEA CENTER

See Directions to Faculty:
www.theideacenter.org/directions

IMPORTANT!

USE NO. 2 PENCIL ONLY

Proper Marks ●●●●●
Improper Marks ⊙⊘⊗⊙◐⊙

Institution: _____ Instructor: _____

Course Number: _____ Time and Days Class Meets: _____

Objectives: Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E
1. ○○○ Gaining factual knowledge (terminology, classifications, methods, trends)
2. ○○○ Learning fundamental principles, generalizations, or theories
3. ○○○ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. ○○○ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. ○○○ Acquiring skills in working with others as a member of a team
6. ○○○ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. ○○○ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. ○○○ Developing skill in expressing oneself orally or in writing
9. ○○○ Learning how to find and use resources for answering questions or solving problems
10. ○○○ Developing a clearer understanding of, and commitment to, personal values
11. ○○○ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. ○○○ Acquiring an interest in learning more by asking questions and seeking answers

Last Name (Up to 11 letters) | Init.

(bubble grid A–Z)

Days Class Meets: ○ Mon ○ Tues ○ Wed ○ Thu ○ Fri ○ Sat ○ Sun

Discipline Code	Time Class Begins	Course Number	Number Enrolled	Local Codes: A B C D E F G H

(number bubbles 0–9)

Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the primary approach to this course? (Mark only one)
① = Lecture
② = Discussion/recitation
③ = Seminar
④ = Skill/activity
⑤ = Laboratory
⑥ = Field Experience
⑦ = Studio
⑧ = Multi-Media
⑨ = Practicum/clinic
⓪ = Other

2. If multiple approaches are used, which one represents the secondary approach? (Mark only one)
① = Lecture
② = Discussion/recitation
③ = Seminar
④ = Skill/activity
⑤ = Laboratory
⑥ = Field Experience
⑦ = Studio
⑧ = Multi-Media
⑨ = Practicum/clinic
⓪ = Other

3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:
N = None (or little) required
S = Some required
M = Much required

N S M
○○○ A. Writing
○○○ B. Oral communication
○○○ C. Computer applications
○○○ D. Group work
○○○ E. Mathematical/quantitative work
○○○ F. Critical thinking
○○○ G. Creative/artistic/design endeavor
○○○ H. Reading
○○○ I. Memorization

TF5901 (08/11) 0 9 8 7 6 5 4   Printed in U.S.A.   Copyright © IDEA Center, 1998   **Continue on back page**

Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

P = Had a positive impact on learning
I = Neither a positive nor a negative impact
N = Had a negative impact on learning
? = Can't judge

P I N ?
○○○○ A. Physical facilities and/or equipment
○○○○ B. Your previous experience in teaching this course
○○○○ C. Substantial changes in teaching approach, course assignments, content, etc.
○○○○ D. Your desire to teach this course
○○○○ E. Your control over course management decisions (objectives, texts, exams, etc.)
○○○○ F. Students' level of preparation for taking the course
○○○○ G. Students' level of enthusiasm for the course
○○○○ H. Students' level of effort to learn
○○○○ I. Technical/instructional support

5. Please identify the <u>principal</u> type of student enrolling in this course (Mark only one)

① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement

② = First-year students/sophomores seeking to develop background needed for their intended specialization

③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement

④ = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty

⑤ = Graduate or professional school students

⑥ = Combination of two or more of the above types

6. Is this class:

a. Team taught? ○ Yes ○ No
b. Taught through distance learning? ○ Yes ○ No

Discipline Codes (Modified CIP Codes)

0100 Agricultural Business and Production
0200 Agricultural Sciences
0300 Conservation and Renewable Natural Resources
0400 Architecture and Related Programs
0500 Area Ethnic and Cultural Studies
5007 Art (Painting, Drawing, Sculpture)
3201 Basic Skills
2600 Biological Sciences/Life Sciences
5201 Business, General
5202 Business Administration and Management
5203 Business - Accounting
5208 Business - Finance
5212 Business Information and Data Processing Services
5214 Business - Marketing
4005 Chemistry
0900 Communications
1100 Computer and Information Sciences
4301 Criminal Justice and Corrections
1205 Culinary Arts and Related Services
1103 Data Processing Technology (2-year program)
5004 Design and Applied Arts
9901 Developmental Math

9902 Developmental Reading
9903 Developmental Writing
9904 Developmental Natural Sciences
4506 Economics
1300 Education
1400 Engineering
1500 Engineering-Related Technologies
9910 English as Second Language
2301 English Language and Literature
5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)
1600 Foreign Languages and Literatures
3105 Health and Physical Education/Fitness
5100 Health Professions and Related Sciences (EXCEPT Nursing)
5199 Health Professions and Related Sciences (2-year program)
4508 History
1900 Human Sciences/Family and Consumer Sciences
2400 Liberal Arts & Sciences, General Studies and Humanities
2200 General Legal Studies (Undergraduate)
2500 Library Science

2700 Mathematics and Statistics
5009 Music (Performing, Composing, Theory)
5116 Nursing
3100 Parks, Recreation, Leisure, and Fitness Studies
3801 Philosophy
4000 Physical Science (EXCEPT Physics and Chemistry)
4008 Physics
4510 Political Science and Government
4200 Psychology
4400 Public Administration and Services (EXCEPT Social Work)
3900 Religion and Theological Studies
4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
4407 Social Work and Service
4511 Sociology
2310 Speech and Rhetorical Studies

Vocational/Technical Programs (see Website: Department codes 4600-4900)

9900 Other (to be used when none of the above codes apply)

To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes

SSI Survey

SSI Survey Review

In conjunction with our usage of the IDEA survey, mentioned above, Oikos University has moved to implement the Ruffalo Noel Levitz Adult Student Priorities Survey, commonly known as the SSI, or Student Satisfaction Survey.

SSI Survey Review

In conjunction with our usage of the IDEA survey, mentioned above, Oikos University has moved to implement the Ruffalo Noel Levitz Adult Student Priorities Survey, commonly known as the SSI, or Student Satisfaction Survey. In our case, since the majority of our students are of a slightly older demographic than the average U.S. traditional college student, Ruffalo Noel Levitz (RFL) suggested that their particular form, ASPS, would be more appropriate to the particular needs of our students. The following is to show results by Oikos University average compared with the National average; and by college analysis.

EVALUATION
The school evidently has a great need for additional parking for the students.
Greater communication of expectations pertaining to the degree requirements and plans for career.
Greater availability of faculty for counseling and guidance.

ACTION PLANS/IMPLEMENTATION

1. Negotiations are being pursued with neighboring facilities to borrow or rent additional parking from them.
2. Students will be counseled by staff and faculty about their programmatic expectations and progress.
3. Additional mentoring and counseling is needed for students.

Oikos University Strength

10. Admissions representatives are knowledgeable.
13. The amount of student parking is adequate.
20. Registration processes are reasonable and convenient for adults.
5. Classroom locations are safe and secure for all students.
7. The staff at this institution are caring and helpful.
2. Faculty care about me as an individual.
3. Classes are scheduled at times that are convenient for me.
39. This institution responds quickly to my requests for information.
4. The content of the courses within my major is valuable.
48. I am aware of whom to contact for questions about programs and services.
45. I am able to complete most of my enrollment tasks in one location.
14. Faculty are fair and unbiased in their treatment of individual students.

Oikos University Improve (7point Scale, Above than 5.6 is good)
Oikos University Satisfaction score and (differences with National Adult Student)

21.Tuition paid is a worthwhile investment.   5.9 (0.39)
50. My advisor helps me apply my academic major to specific career goals.   5.8 (0.24)
30. Academic support services adequately meet the needs of adult students.   5.76 (-0.08)
26. Faculty provide timely feedback about my progress.   5.67 (-0.03)
42. Nearly all faculty are knowledgeable in their field.   5.88 (-0.33)
16. I am able to register for classes I need with few conflicts.   5.66 (-0.2)
35. The quality of instruction I receive in my program is excellent.   5.76 (-0.12)
18. Parking lots are well-lighted and secure.   5.63 (-0.12)
32. My classes provide opportunities to improve my technology skills.   5.81 (0.06)

Note
Oikos University Below than 5.6
36. Vending or snack bar food options are readily available.(5.54)
31. I am able to register for classes by personal computer, fax, or
telephone.(5.35)
Low Importance so not in the Improvement

SSI Survey and form

RUFFALO
NOEL LEVITZ

Ruffalo Noel Levitz 2015-16 Interpretive Guide

The Adult Student Priorities Survey™ Interpretive Guide

The Adult Student Priorities Survey (ASPS) is appropriate for students 25 years of age and older. These adult students are typically completing undergraduate degrees at four-year institutions or enrolled in graduate-level programs. The ASPS is similar in structure and design to the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), but the items have been modified to be appropriate for adult students.

The ASPS gives the institution an opportunity to examine the priorities of their adult undergraduate or graduate students as a unique group. The data help you to identify what matters to your adult students and how satisfied these students are. With this information, colleges and universities can target areas most in need of improvement in order to retain adult students.

The Adult Student Priorities Survey asks students to respond with a level of importance and a level of satisfaction. A performance gap is calculated by subtracting the satisfaction score from the importance score.

Versions of the ASPS

There is only one version of the Adult Student Priorities Survey. It is appropriate for administration to adult students in either undergraduate or graduate programs. Specific norm groups isolating responses for students in either undergraduate or graduate programs are available as optional reports.

Item Structure on the ASPS

- There are 50 standard items rated for importance and satisfaction on the ASPS.
- The ASPS includes 20 items which may be defined by the institution and rated for importance and satisfaction.
- The survey includes nine items that assess pre-enrollment factors. These items only ask for an importance rating and do not include satisfaction or performance gap scores.
- Three summary items are included the survey.
- There are 13 standard demographic items on the ASPS.
- The ASPS includes two optional demographic items with up to six responses (students may only select one response). Consult your survey administrator for details on the items requested by your institution.
- The survey also includes an optional demographic item to capture the students' major or program with a four-digit numeric code. Again, consult your survey administrator for details on the corresponding major or programs.

The Scales

The items on the ASPS have been analyzed statistically and conceptually to form comprehensive scales. Note that some items appear on more than one scale. A description of the scales follows.

ASPS: 8 scales

- Academic Advising Effectiveness
- Academic Services
- Admissions and Financial Aid
- Campus Climate
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Service Excellence
- Item not on a scale: 36

Description of Scales

Academic Advising Effectiveness: assesses the comprehensiveness of your academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

Academic Services: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Admissions and Financial Aid Effectiveness: assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Campus Climate: assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

Instructional Effectiveness: assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, and the effectiveness of your part-time faculty.

Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Safety and Security: assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence: assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

The items which contribute to each scale can be reviewed within your campus report. The HTML electronic report includes the items within the scales on the scale report; when you select the scale name it will expand to show the items. In the paper report, there is a section which provides the scales alphabetically and the list of items within the scale.

Reliability and Validity

The Adult Student Priorities Survey has high reliability. Cronbach's coefficient alpha for the importance score was .93 and .90 for the satisfaction items. The test-retest reliability estimate of mean importance scores was .82 and .81 for the mean satisfaction scores.

The validity of the ASPS was assessed both quantitatively and qualitatively. First, the quantitative assessment was conducted by correlating mean importance and satisfaction scores on the instrument with mean importance and satisfaction scores on the Student Satisfaction Inventory, a Ruffalo Noel Levitz satisfaction instrument with exceptionally high reliability and validity. The Pearson correlation between the SSI and ASPS was .74 for importance and .67 for satisfaction (P<.0001), suggesting that the two instruments have commonalities as well as their own distinctive features.

A qualitative validity assessment was conducted by correlating respondents' scores on the ASPS with their interview responses on a qualitative protocol reflecting the content of the instrument. The interviews with the adult students were conducted six weeks in advance of the written survey. The mean cross-method validity coefficients were .66 for importance scores and .62 for satisfaction scores; the individual scale correlations between the interview responses and the survey responses ranged from .91 to .53 for the importance scales and from .82 to .47 for the satisfaction scales. All scale correlations were significant at the .05 level, thus indicating that the instrument adequately reflects the construct it was designed to measure.

The Inventory Development

The Adult Student Priorities Survey was modeled on the Student Satisfaction Inventory. The text of the items was modified by Ruffalo Noel Levitz to be appropriate for adult student responses.

The ASPS was piloted in 2000 and became available that same year. As of 2015, it has been administered by over 400 institutions and completed by over 363,000 students.

Interpreting Your Results

For guidance on interpreting your results, please refer to the General Interpretive Guide or contact Ruffalo Noel Levitz for additional assistance.

A Word about Ruffalo Noel Levitz

A trusted partner to higher education, Ruffalo Noel Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success.

To help with goal attainment, our 50 full-time consultants and 60 part-time associates bring direct experience from their previous and current positions on campuses as consultants, enrollment managers, marketing leaders, retention directors, institutional researchers, financial aid directors, faculty, student affairs leaders, advising directors, and more.

Ruffalo Noel Levitz has developed an array of proven tools including software programs, diagnostics tools and instruments, web-based training programs, customized consultations, workshops, and national conferences. With the Satisfaction-Priorities Surveys, the firm brings together its many years of research and campus-based experience to enable you to get to the heart of your campus agenda.

For More Information

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Fax: 319.626.8388
Email: ContactUs@RuffaloNL.com
Website: www.noellevitz.com

Contact Us

Refer to the General Interpretive Guide or contact us for guidance on further interpretation of your results. For general questions about reviewing your results or to order materials for a future administration, please contact:

- Julie Bryant, Associate Vice President of Retention Solutions, Julie.Bryant@RuffaloNL.com
- Shannon Cook, Director of Retention Solutions, Shannon.Cook@RuffaloNL.com

You may also like to take advantage of an in-depth report discussion phone call at no charge or to explore opportunities to have a consultant come to campus to present your results (additional fees apply).

Visit the Satisfaction-Priorities Surveys Client Resource Site

This link is appropriate for all surveys in this survey family: www.noellevitz.com/SSIClient

Enter your email address and log-in information.

(Note: If you cannot remember your log-in information, please request your log-in be sent to you immediately, using the indicated link). If you are unable to access the client community, please contact Ruffalo Noel Levitz.

Resources include

- National group demographic details and lists of participating institutions;
- Links to the current National Satisfaction and Priorities Report
- Details on upcoming client events
- Recent presentations on satisfaction assessment topics;
- And more...

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Noel-Levitz

ADULT STUDENT PRIORITIES SURVEY™

Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and candid responses to this survey are very important.

You are part of a sample of students carefully selected to share feedback about your experiences with this institution thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

Thank you for your participation.

Instructions:
- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- For each response, darken completely the corresponding oval.
- Erase completely any change in your answer.
- Do not make stray marks.

Each item below describes an expectation about your experiences with this institution. On the **left**, tell us how important it is for your institution to meet this expectation. On the **right**, tell us how satisfied you are that your institution has met this expectation.

Importance to me . . .

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important

does not apply

. . . My level of satisfaction

not available/not used

very satisfied - 7
satisfied - 6
somewhat satisfied - 5
neutral - 4
somewhat dissatisfied - 3
dissatisfied - 2
not satisfied at all - 1

1. Adult students are made to feel welcome at this institution.
2. Faculty care about me as an individual.
3. Classes are scheduled at times that are convenient for me.
4. The content of the courses within my major is valuable.

5. Classroom locations are safe and secure for all students.
6. Financial aid counselors are helpful to adult students.
7. The staff at this institution are caring and helpful.
8. My academic advisor is available at times that are convenient for me.

9. Billing policies are reasonable for adult students.
10. Admissions representatives are knowledgeable.
11. My academic advisor is concerned about my success as an individual.
12. Computer labs are adequate and accessible for adult students.

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

CENTER PERF

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important

does not apply

not available/not used

very satisfied - 7
satisfied - 6
somewhat satisfied - 5
neutral - 4
somewhat dissatisfied - 3
dissatisfied - 2
not satisfied at all - 1

13. The amount of student parking is adequate.
14. Faculty are fair and unbiased in their treatment of individual students.
15. Library resources and services are adequate for adults.
16. I am able to register for classes I need with few conflicts.

17. Business office hours are convenient for adult students.
18. Parking lots are well-lighted and secure.
19. My academic advisor is knowledgeable about requirements in my major.
20. Registration processes are reasonable and convenient for adults.

21. Tuition paid is a worthwhile investment.
22. Security staff respond quickly in emergencies.
23. Adequate financial aid is available for most adult students.
24. There is a commitment to academic excellence at this institution.

25. Admissions representatives respond to adult students' unique needs.
26. Faculty provide timely feedback about my progress.
27. This institution has a good reputation within the community.
28. My academic advisor is accessible by telephone and e-mail.

29. I seldom get the "run-around" when seeking information at this institution.
30. Academic support services adequately meet the needs of adult students.
31. I am able to register by personal computer, fax, or telephone.
32. My program provides opportunities to improve my technology skills.

33. Channels are readily available for adult students to express complaints.
34. I receive complete information on the availability of financial aid.
35. The quality of instruction I receive in my program is excellent.
36. Vending or other food options are readily available.

37. Part-time faculty are competent as instructors.
38. Career services are adequate and accessible for adult students.
39. This institution responds quickly to my requests for information.
40. Faculty are usually available for adult students by phone, by e-mail, or in person.

41. Major requirements are clear and reasonable.
42. Nearly all faculty are knowledgeable in their field.
43. This institution offers a variety of payment plans for adult students.
44. When students enroll at this institution, they develop a plan to complete their degree.

45. I am able to complete most of my enrollment tasks in one location.
46. This institution provides timely responses to student complaints.
47. Bookstore hours are convenient for adult students.
48. I am aware of whom to contact for questions about programs and services.

49. There are sufficient options within my program of study.
50. My advisor helps me apply my academic major to specific career goals.

94

Your institution may choose to provide you with additional questions on a separate sheet. This section below numbered 51-70 is provided as a response area for those additional questions. Continue on to item 71 when you have completed this section.

Importance to me . . .

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important

does not apply

. . . My level of satisfaction

not available/not used

very satisfied - 7
satisfied - 6
somewhat satisfied - 5
neutral - 4
somewhat dissatisfied - 3
dissatisfied - 2
not satisfied at all - 1

(If items 51-70 not available, skip to item 71)

51.
52.
53.
54.
55.

56.
57.
58.
59.
60.

61.
62.
63.
64.
65.

66.
67.
68.
69.
70.

How important were the following factors in your decision to enroll here?

71. Cost
72. Financial aid/scholarship opportunities
73. Academic reputation
74. Size of institution
75. Future employment opportunities
76. Recommendations from family/friends/employer
77. Campus location (close to home/work)
78. Availability of evening/weekend courses
79. Personalized attention prior to enrollment

Choose the **one** response that best applies to you and darken the corresponding oval for each of the questions below.

80. So far, how has your college experience met your expectations?
① Much worse than I expected
② Quite a bit worse than I expected
③ Worse than I expected
④ About what I expected
⑤ Better than I expected
⑥ Quite a bit better than I expected
⑦ Much better than I expected

81. Rate your overall satisfaction with your experience here thus far.
① Not satisfied at all
② Not very satisfied
③ Somewhat dissatisfied
④ Neutral
⑤ Somewhat satisfied
⑥ Satisfied
⑦ Very satisfied

82. All in all, if you had it to do over, would you enroll here?
① Definitely not
② Probably not
③ Maybe not
④ I don't know
⑤ Maybe yes
⑥ Probably yes
⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

Choose the **one** response that best describes you and darken the corresponding oval for each of the items below:

83. Gender:
- ① Female
- ② Male

84. Age:
- ① 24 and under
- ② 25 to 34
- ③ 35 to 44
- ④ 45 and over

85. Ethnicity/Race:
- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

86. Current Enrollment Status:
- ① Day
- ② Evening
- ③ Weekend

87. Current Class Load:
- ① Full-time
- ② Part-time

88. Class Level:
- ① First year
- ② Second year
- ③ Third year
- ④ Fourth year
- ⑤ Special student
- ⑥ Graduate/professional
- ⑦ Other

89. Current GPA:
- ① No credits earned/not applicable
- ② 1.99 or below
- ③ 2.0 – 2.49
- ④ 2.5 – 2.99
- ⑤ 3.0 – 3.49
- ⑥ 3.5 or above

90. Educational Goal:
- ① Associate degree
- ② Vocational/technical program
- ③ Transfer to another institution
- ④ Bachelor's degree
- ⑤ Master's degree
- ⑥ Doctorate or professional degree
- ⑦ Certification (initial or renewal)
- ⑧ Self-improvement/pleasure
- ⑨ Job-related training
- ⑩ Other

91. Employment:
- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

92. Current Residence:
- ① Own house
- ② Rent room/apartment/house
- ③ Relative's home
- ④ Other

93. Residence Classification:
- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

94. Marital Status:
- ① Single
- ② Single with children
- ③ Married
- ④ Married with children
- ⑤ Prefer not to respond

95. When I entered this institution, it was my:
- ① 1st choice
- ② 2nd choice
- ③ 3rd or lower

96. Campus Defined Item:
- ①
- ②
- ③
- ④
- ⑤
- ⑥

97. Campus Defined Item:
- ①
- ②
- ③
- ④
- ⑤
- ⑥

98. Major/Program:
Fill in major/program code from list provided by your institution:

Your numeric identifier is requested for research purposes and **will not** appear on any report.

Your response is voluntary.

Student ID/SSN if requested by your institution:
Write the requested number in the spaces of the box provided. Completely darken the corresponding oval.

Thank you for taking the time to complete this survey.
Please do not fold.

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

Evaluating, Revising, and Approving Institutional Publication

Procedure for Evaluating, Revising and Approving Institutional Publications

Oikos University

At Oikos University, all publications are evaluated, revised, and updated on a regular basis.

The principle publication is the university academic catalog, which is revised and updated annually under the leadership of the Dean of Academics. Prior to inclusion in the Academic Catalog, the faculty, administration, and the Board must approve all curriculum changes, policies and procedures. The *Student Handbook* is revised and updated each year by the Dean of Students and other employees involved in student affairs. The Administrative Handbook is revised and updated each year by the Administrative Counsel and other key administrators involved in the administrative counsel. Faculty Handbook is revised and updated annually by the Academic Committee. However, the Board of Directors has the final authority for policies and procedures published in the catalog and the handbooks of the institution. To allow a reasonable time for review and questions, members of the Board of Directors will be provided the proposed catalog or handbook at least one week prior to any vote for its approval. The existing publications remain in force until new publications are approved.

Library User Satisfaction Survey Report

In order to provide library services that are relevant to the needs of the academic community, and in an effort to assess the quality of library services, the university library seeks to have a better understanding of those needs and how they are being satisfied. In order to achieve this, the Oikos University Library implemented an assessment program with the following objectives.

Process for the Systematic Evaluation

Before end day of next month after quarter ending, CFO prepare quarterly Financial Statement and submit to Board with ratio analysis and finding of big change. The Ration Analysis includes Current Ratio, Quick Ratio, and Solvency Ratio. These ratios show the financial strength of Oikos State University. The Finding of Big change includes abnormal big change of revenue, over $2,500 amount spending that is not on the budget plan, and big change of expense percentage. When any unexpected big change is recognized, CFO has to report to President and Board with written cause and effect on financial of Oikos University.

Staff and Faculty Evaluation

Process for the Regular Evaluation of Faculty

Oikos University

Faculty Evaluation

1. Annual Faculty Evaluation: Faculty is required to fill out and submit annual faculty evaluation form that contains teaching, advising and professional development in May/June. Dean of Academics reviews its submitted form

2. Student Evaluation of Instruction: Students are required to complete teaching evaluation form (IDEA) for each course. Data is collected in each quarter and forwarded to each instructor. Dean of Academics schedules to meet with faculty to discuss about suggestion of improvement.

3. Course Syllabus Evaluations: For each course taught, faculty members are required to submit to the Dean of Academics a syllabus using the required format. The dean of academics and/or Academic Committee will periodically review a syllabus for each instructor.

4. Classroom Evaluation (Peer Evaluation): Dean of Academics or Peer faculty will observe and evaluate classroom instruction to promote improvement. This peer evaluation will be conducted every two years.

Process for Regular Evaluation of Employees

Oikos University

All staff members are evaluated against their job description by their immediate supervisor. Job descriptions are revised regularly to accurately reflect the expectations. Normally, it is in between May or June, staff evaluation will be conducted. Its results may be shared by the supervisor with evaluated staff for suggestion for improvement or promote professional development.

Staff Evaluation Form

Oikos University
Staff Evaluation Form

Please fill out completely

Staff Name: _____

Position:_____

For the following statements, please score each questions according to the following scale:

1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional; N/A Not applicable

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	**Organization/Planning:** Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.						
2	**Follow-through & Thoroughness:** Stays with a project to ensure its completion in a timely and thorough manner.						
3	**Professional/ Technical Knowledge:** Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department						
4	**Crisis Management:** Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.						

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	**Loyalty:** Supportive of University leadership in word and deed.						
6	**Team Orientation:** Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.						

| 7 | **Coaching Orientation:** Builds employees skills and trust, through personal involvement in training and interest in employees progress | | | | | | |
| 8 | **Change Orientation:** Welcomes new ideas, supports and promotes positive change. | | | | | | |

3. Communication

#	Questions	1	2	3	4	5	N/A
9	**Listening Skills:** Knows how to listen actively/ attentively, demonstrating effective clarification skills.						
10	**Verbal/Written:** Demonstrates an effective ability to communicate orally and in writing.						
11	**Inter-Departmental Communication:** Keeps others informed in and out of immediate department as appropriate.						

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	**Fiscal Management:** Understands financial reports; uses financial reports to measure department progress.						
13	**Problem Resolution:** Demonstrates effective problem resolution skills.						
14	**Productivity:** Pushes employees towards higher performance levels.						

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	**Initiative:** Demonstrates an ability to convert ideas to action.						
16	**Decision Making:** Demonstrates ability and willingness to make tough business decisions in a timely manner.						
17	**Diversity Management:** Demonstrates openness, acceptance & fairness in managing diverse groups of people.						
18	**Delegation skills:** Promotes distribution of work, responsibilities, recognition and rewards.						
19	**Modeling:** Serves as a role model for management, employees and the organization.						

#	Questions	1	2	3	4	5	N/A
20	**Organizational Knowledge:** Understands the University's business, mission and values.						
21	**Commitment:** Demonstrates support in word and deed for the University's goals and objectives.						
22	**Trust Worthiness:** Acts in a manner which engenders trust from employees and management.						
23	**Organizational Courage:** Demonstrates character, strength & appropriateness in addressing questionable business practices.						
24	**Quality Focus:** Emphasizes the highest quality performance as a way of meeting the University's mission and values.						

Supervisor's Comment:

Signatures

DATE   Supervisor's SIGNATURE

Staff Evaluation Sample

Oikos University
Staff Evaluation Form

Please fill out completely

Staff Name: _____ Jihoon Lee_____

Position:___ Academic Dean_____

For the following statements, please score each questions according to the following scale:

1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional; N/A Not applicable

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	**Organization/Planning:** Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.				v		
2	**Follow-through & Thoroughness:** Stays with a project to ensure its completion in a timely and thorough manner.					v	
3	**Professional/ Technical Knowledge:** Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department					v	
4	**Crisis Management:** Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.					v	

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	**Loyalty:** Supportive of University leadership in word and deed.					v	
6	**Team Orientation:** Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.					v	

#	Questions	1	2	3	4	5	N/A
7	**Coaching Orientation:** Builds employees skills and trust, through personal involvement in training and interest in employees progress					v	
8	**Change Orientation:** Welcomes new ideas, supports and promotes positive change.					v	

3. Communication

#	Questions	1	2	3	4	5	N/A
9	**Listening Skills:** Knows how to listen actively/ attentively, demonstrating effective clarification skills.					v	
10	**Verbal/Written:** Demonstrates an effective ability to communicate orally and in writing.					v	
11	**Inter-Departmental Communication:** Keeps others informed in and out of immediate department as appropriate.					v	

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	**Fiscal Management:** Understands financial reports; uses financial reports to measure department progress.				v		
13	**Problem Resolution:** Demonstrates effective problem resolution skills.					v	
14	**Productivity:** Pushes employees towards higher performance levels.				v		

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	**Initiative:** Demonstrates an ability to convert ideas to action.					v	
16	**Decision Making:** Demonstrates ability and willingness to make tough business decisions in a timely manner.					v	
17	**Diversity Management:** Demonstrates openness, acceptance & fairness in managing diverse groups of people.					v	
18	**Delegation skills:** Promotes distribution of work, responsibilities, recognition and rewards.				v		
19	**Modeling:** Serves as a role model for management, employees and the organization.					v	

#	Questions	1	2	3	4	5	N/A
20	**Organizational Knowledge:** Understands the University's business, mission and values.					v	
21	**Commitment:** Demonstrates support in word and deed for the University's goals and objectives.					v	
22	**Trust Worthiness:** Acts in a manner which engenders trust from employees and management.					v	
23	**Organizational Courage:** Demonstrates character, strength & appropriateness in addressing questionable business practices.					v	
24	**Quality Focus:** Emphasizes the highest quality performance as a way of meeting the University's mission and values.					v	

Supervisor's Comment:

Dr. Lee is an excellent and innovative administrator. He leads the faculty meeting and curriculum committee in an engaging way and has shown a good example of what a scholar should be by sharing input about peer review and course evaluation to each of faculty member. He is a great asset to Oikos University.

Signatures

10/18/2018   *Jongin Kim*

DATE   Supervisor's SIGNATURE

Employee (Faculty and Staff) Satisfaction Evaluation Analysis Form

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

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

Rate 1-5	How strongly do you agree with each of the following statements:	Comments & Suggestions for Improvements
	1. Current facilities (building, parking) provide a quality work environment.	
	2. Hiring, promotion, and dismissal procedures are fair and give proper regard to individual rights	
	3. Grievance procedures provide adequate opportunity for addressing iOikos Universityes	
	4. I often see displays that remind me of our mission statement	
	5. Mission statement displays inspire me to see that my work helps us achieving that mission.	
	6. I feel appreciated and affirmed by colleagues	
	7. I feel I have the respect, support, and appreciation of my supervisor (and top administrators)	
	8. My job description matches with the job I actually do	
	9. My job fits my gifts and motivations	
	10. I have the resources to complete my assigned tasks	
	11. I have the authority necessary to carry out my responsibilities	
	12. My workload is appropriate and realistic.	
	13. I am satisfied with my compensation	
	14. If I were offered more money to do similar work at another school, I would remain at Oikos University.	

Comments (e.g., what I like about working at Oikos University, what I would like to see changed, what would make me more satisfied to be working at Oikos University):

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

Check One: ___ My <u>main</u> responsibility is in staff or administration

                             ___ My <u>main</u> responsibility is in teaching

Employee Satisfaction Survey
Analysis Result, 2017-2018

The survey of the Faculty and Staff employee satisfaction survey 2017-2018 performed on 2018. Twenty Four faculty members and Staffs completed the survey and IR department analyzed the survey.

Employee Satisfaction Survey 2017-2018, (24 Employee)																									Ave	SD
1. Current facilities (building, parking) provide a quality work environment.	4	5	5	3	4	5	5	3	4	4	4	5	5	3	5	4	4	5	5	5	4	4	4	5	4.33	0.70
2. Hiring, promotion, and dismissal procedures are fair and give proper regard to individual rights	4	5	5	3	4	5	4	5	3	5	3	5	5	4	5	4	5	4	3	5	4	4	5	4	4.29	0.75
3. Grievance procedures provide adequate opportunity for addressing issues	4	5	5	3	4	4	3	4	5	4	5	4	5	4	4	4	5	5	5	5	5	4	5	5	4.42	0.65
4. I often see displays that remind me of our mission statement	4	5	5	4	5	5	3	4	4	4	3	4		5	5	5	5	5	5	4	5	4	5	4	4.43	0.66
5. Mission statement displays inspire me to see that my work helps us achieving that mission.	4	5	5	5	5	5	3	4	5	4	5	5	3	5	5	5	5	5	4	5	5	4	5	5	4.63	0.65
6. I feel appreciated and affirmed by colleagues	4	5	5	3	4	4	4	5	4	5	3	5	4	4	5	5	5	4	3	5	5	4	4	5	4.33	0.70
7. I feel I have the respect, support, and appreciation of my supervisor (and top administrators)	5	5	5	5	4	4	5	4	5	5	5	3	5	4	4	5	5	4	3	5	5	4	4	5	4.50	0.66
8. My job description matches with the job I actually do	5	5	4	4	5	5	4	4	3	3	5	4	5	4	5	4	5	5	4	5	5	4	4	5	4.42	0.65
9. My job fits my gifts and motivations	5	5	4	5	4	5	5	4	5	5	4	5	5	5	5	4	5	4	3	4	4	4	4	5	4.50	0.59
10. I have the resources to complete my assigned tasks	4	5	4	2	3	5	4	5	4	4	5	4	5	5	5	3	3	4	5	4	5	5			4.25	0.85
11. I have the authority necessary to carry out my responsibilities	4	5	5	3	5	5	4	5	5	5	4	4	5	3	4	4	5	4	3	5	5	4	5	5	4.42	0.72
12. My workload is appropriate and realistic.	5	5	4	3	5	5	4	3	3	4	4	4	5	5	5	4	5	4	3	5	4	5	5	5	4.33	0.76
13. I am satisfied with my compensation	4	4	4	3	3	4	5	5	4	5	5	4	5	4	4	4	5	4	3	5	4	4	5	4	4.21	0.66
14. If I were offered more money to do similar work at another school, I would remain at Oikos University.	4	5	5	4	5	5	3	5	4	5	5	3	5	4	5	4	5	4	4	5	3	4	5	5	4.42	0.69

The bottom three questions from the survey were

- A. I am satisfied with my compensation. (4.21/5.00)
- B. I have the resources to complete my assigned tasks. (4.25/5.00)
- C. Hiring, promotion, and dismissal procedures are fair and give proper regard to individual rights (4.29/5.0)

The lowest score is 4.21 out of 5.00 in the compensation question but even the score close to 4.00 and the average of the survey was 4.42 out of 5.0 and. It states the faculty members are very satisfied for the "Mission statement displays inspire me to see that my work helps us achieving that mission."

Note that the most common word during the survey were "Supportive Administration, Allowance of Academic Freedom, Mission, Support from Academic Dean, Leadership, Accreditation".

Evaluation form of the President by the Board

Annual Evaluation of the President by the Board

President Evaluation____/___/20____

This evaluation is to be done by the board members annually. This evaluation will be used for the betterment of the presidential administration and communication purposes only. Please mark the appropriate place next to each question.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

No	Question	1	2	3	4	5
1	Communicates a vision for the University effectively.					
2	Communicates with members in a responsive manner.					
3	Effectively appoints and manages the administrative cabinet.					
4	Is taking the right action to manage enrollments.					
5	Actively promotes scholarly development and excellence.					
6	Is an effective fundraiser.					
7	Practices leadership that instills enthusiasm and increases morale.					
8	Represents the University well to the community and beyond the campus.					
9	Executes University's annual plans sincerely.					
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					
11	Overall, the president performs his role in excellent manner.					
12	Extra Comments :					

Annual Evaluation of the President by the Board
Analysis Result, 2017-2018

The survey of the annual evaluation of the president by the board 2017-2018.
Eleven board members completed the survey and IR department analyzed the survey.

	Annual Evaluation of the President by the Board, 2017-2018													Ave	SD
1	Communicates a vision for the University effectively.	5	5	5	5	5	5	5	5	5	4	5	4.91	0.30
2	Communicates with members in a responsive manner.	5	5	5	5	5	5	5	5	5	5	4	4.91	0.30
3	Effectively appoints and manages the administrative cabinet.	5	5	5	5	5	5	5	5	5	5	5	5.00	0.00
4	Is taking the right action to manage enrollments.	5	5	5	5	5	5	5	5	4	4	4	4.73	0.47
5	Actively promotes scholarly development and excellence.	4	5	4	5	5	5	5	5	5	4	5	4.78	0.44
6	Is an effective fundraiser.	4	4	4	4	4	4	4	3	4	4	5	4.00	0.45
7	Practices leadership that instills enthusiasm and increases morale.	5	5	5	5	5	5	5	5	5	5	5	5.00	0.00
8	Represents the University well to the community and beyond the campus.	5	5	5	4	5	4	5	5	4	4	4	4.55	0.52
9	Executes University's annual plans sincerely.	5	5	5	5	5	5	5	5	5	4	5	4.91	0.30
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.	5	5	5	5	5	5	5	5	5	5	4	4.91	0.30
11	Overall, the president performs his role in excellent manner.	5	5	5	5	5	5	5	5	5	5	4	4.91	0.30
12	Extra Comments :												4.78	0.31

The bottom three questions from the survey were
  A. Is an effective fundraiser. (4.00/5.00)
  B. Represents the University well to the community and beyond the campus. (4.55/5.00)
  C. Is taking the right action to manage enrollments. (4.73/5.00)

Note that the most common word during the survey for the president were "Right Person" and "Innovative Leader and Excellent Leader".

Self-Evaluation Form of the effectiveness of board members

Board Member Self Evaluation

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 purposes only. Please mark the appropriate place next to each question.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

No	Question	1	2	3	4	5
1	Understands and delivers a vision for the University effectively.					
2	Communicates with other members in a timely and responsive manner.					
3	Attends and participates in all board meetings sincerely.					
4	Attends and participates in all committee meetings sincerely.					
5	Actively supports the chairman and the president's vision and plans.					
6	Actively involved with fundraising activities.					
7	Practices leadership that instills enthusiasm and increases morale.					
8	Represents the University well to the community and beyond the campus.					
9	Executes annual plans of the board sincerely and cooperatively.					
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					
11	Overall, performs his role in excellent manner.					
12	Extra Comments :					

Board Member Self Evaluation Analysis Result, 2017-2018

The following charts are the analysis result for the survey of the board member self evaluation for 2017-2018. Eleven board members completed the survey and IR department analyzed the survey.

	Board Member Self Evaluation, 2017-2018												Ave	SD
1	Understands and delivers a vision for the University effectively.	5	5	5	5	5	5	5	5	5	5	5	5.00	0.00
2	Communicates with other members in a timely and responsive manner.	5	5	5	5	5	5	5	5	5	4	5	4.91	0.30
3	Attends and participates in all board meetings sincerely.	5	5	5	5	4	5	5	5	4	5	5	4.82	0.40
4	Attends and participates in all committee meetings sincerely.	5	5	5	5	4	5	4	5	4	5	5	4.73	0.47
5	Actively supports the chairman and the president's vision and plans.	5	5	5	5	5	5	5	5	5	5	4	4.91	0.30
6	Actively involved with fundraising activities.	4	4	5	4	5	5	4	5	5	4	5	4.55	0.52
7	Practices leadership that instills enthusiasm and increases morale.	5	5	5	5	5	5	5	5	5	4	5	4.91	0.30
8	Represents the University well to the community and beyond the campus.	5	5	5	5	5	5	5	5	5	5	4	4.91	0.30
9	Executes annual plans of the board sincerely and cooperatively.	5	5	5	5	5	5	5	5	5	5	5	5.00	0.00
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.	5	5	5	5	5	5	5	5	5	5	5	5.00	0.00
11	Overall, performs his role in excellent manner.	5	5	5	5	5	5	5	5	5	4	4	4.82	0.40
12	Extra Comments :												4.87	0.27

The bottom three questions from the survey were
- A. Actively involved with fundraising activities. (4.55/5.00)
- B. Attends and participates in all committee meetings sincerely. (4.73/5.00)
- C. Attends and participates in all board meetings sincerely. (4.82/5.0)

Note that the most common word during the survey is fundraising. According to the result the board members mostly concern about university vision and finance.