

# Assessment Plan

Oikos University

2019-2020

(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.*

## Distribution List:

First Draft  
Administrative Council

First Draft  
Administrative Council

Second Draft  
Public Version

Distribute for comment to:

- Faculty
- Librarian
- Administrators
- Board
- Sample of Alumni
- Sample of Students
- Sample of Major Donors
- Sample of Constituent Pastors

Third Draft  
Board of Directors

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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 exempt status by the BPPVE and was approved by USCIS to issue I-20.

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

2008 - Oikos University has submitted application for nursing program and has obtained approval of LVN.

2011 - Oikos University has submitted application for TRACS accreditation.

2013 - Oikos University was granted candidacy with TRACS accreditation

2015 - Oikos University is scheduled to host TRACS team visit for initial accreditation and was granted initial accreditation.

2016 - Oikos University has discontinued LVN program

2017 - Oikos University has added MBA program.

2018 - Oikos University has added BABA program and moved to the current facility

2019 - Oikos University has added DBA and DMA programs.

2020 - Oikos University has opened up a teaching site in Los Angeles. Oikos University is submitting an application to add distance education. Oikos University has formed a steering committee to prepare and submit self-study so that we can host a team of evaluators for reaffirmation of accreditation with TRACS in the fall or early winter of 2020 to appear before April commission of 2021

## 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.

### *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, Oikos University offers programs as follows

the Bachelor of Arts in Biblical Studies  
 the Master of Divinity,  
 the Doctor of Ministry  
 the Bachelor of Music,  
 the Master of Music,  
 the Doctor of Musical Arts,  
 the Bachelor of Business Administration,  
 the Master of Business Administration, and  
 the Doctor of Business Administration

### **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, become assistant ministers, become lay leaders in their churches 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 immigrant 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

### **Doctor of Musical Arts**

The objective of the Doctor of Musical Arts is to prepare students for a distinctive educational experience based on a comprehensive curriculum designed to establish professional musicians of the highest caliber who will become leading and contributing members of their communities and society.

### Objectives – Program Learning Outcome

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

- PLO 1 Demonstrate technical and musical mastery in piano or vocal performance at a professional level.
- PLO 2 Analyze with a scholarly approach the standard solo, chamber, and ensemble repertoire in the student's area of expertise.
- PLO 3 Communicate effectively their musical ideas of historical and theoretical analysis through speech and prose.

PLO 4 Cultivate highly developed experts in their respective fields who will demonstrate upon the completion of their degree not only a mastery in their respective arts, but an understanding of how to utilize their talents in their communities.

PLO 5 To successfully assess and apply their own musical experiences in a teaching and studio teaching methods at the conservatory and university levels.

### **Bachelor of Arts in Business Administration**

The Bachelor of Arts in Business Administration is designed to provide the knowledge and skills necessary for a successful career in business administration. The program includes general education courses, technology-related courses, and courses in the business major. Major courses include (but are not limited to) studies in accounting, business ethics, business and corporate finance, business law, economics, entrepreneurship, human resource management, international management, marketing, operations management, organizational leadership, organizational behavior, organizational theory, quantitative analysis, statistical analysis, and strategic management, among others. As with our other programs, there is a strong emphasis on Biblical values and Theological education, as well as General Education. Courses in the Business major will be taught through the lenses of Christian principles.

#### Objectives - Program Learning Outcomes

Upon the completion of the Bachelor of Arts in Business Administration (BABA) degree program at Oikos University, the student will be able to demonstrate the following competencies:

PLO1 Apply ethical and legal principles to a business environment

PLO2 Conduct independent research relevant to business-related issues

PLO3 Demonstrate written and oral presentation skills expected of a business-school graduate

PLO4 Develop a global business perspective based on the knowledge of foreign business environments and cultures

PLO5 Integrate the knowledge acquired in the program within a life of Christian service to the local and global community.

### **Master of Business Administration (MBA)**

The Master of Business Administration is designed for professionals whose career and management responsibilities exceed a single functional specialty, and who require higher levels of knowledge and skills in the field to sharpen their competency spectrum. The emphasis is on providing students with an interdisciplinary, integrated, and applied approach where complex organizational knowledge and managerial skills are mastered. This objective of the program is meant to provide an executive-level of critical thinking and systematic thought, team building, decision making, and leadership.

#### Objectives- Program Learning Outcomes



Upon completion of the Master of Business Administration program of study at Oikos University, the student will be able to demonstrate the following competencies:

PLO1 Demonstrate the ability to analyze the evolving nature of corporation

PLO2 Practice managerial leadership and organizational change

PLO3 Determine and measure an organization's intellectual assets

PLO4 Identify how product development merges with entrepreneurship

PLO5 Foster new approaches to measuring the economic performance of organizations

PLO6 Demonstrate the ability to manage and administer a business organization with a clear embodiment of ethics in his/her business practices

PLO7 Integrate Biblical and Theological Perspectives in Business and Administration

### **Doctor of Business Administration**

The objective of the Doctor of Business Administration is to prepare students for career advancement to professionals who require a combination of knowledge and skills in the field of Business Administration.

#### Objectives – Program Learning Outcome

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

PLO 1 Integrate qualitative and quantitative tools to evaluate the evolving nature of business entities and to recommend the appropriate course of action for future growth and development of business operation.

PLO 2 Articulate a philosophy of management based upon the integration of empirical, historical, and social science research.

PLO 3 Cultivate personal values, integrity, and ethical behavior and to develop a values-centered leadership perspectives and philosophies which cultivate a culture of continuous improvement.

PLO 4 Evaluate the performances of the organization's intellectual and physical assets, foster new approaches to measuring and improving the economic performance of the organization, and promote new service and new product development.

PLO 5 Model the influence of political, legal, and social institutions on the behavior of private and public organizations based on unique cultural influences of the organization's home country.

PLO 6 Implement theoretical-supported and practice-enhanced management skills, demonstrate emotional intelligence and interpersonal relationships, and display the ability to manage and administer the organization with a clear embodiment of Christian ethics, values, and morals.

## DEVELOPMENT OF THE ASSESSMENT PLAN (and PARTICIPANTS)

Our original assessment plan was developed as a part of our strategic plan. IR director and Dr. John Pyeon worked together as they both have many years of experience as the director of Assessment and director of institutional research. IR Director has continued to meet with the board, accreditation steering committee, faculty senate, deans, staff and students in an attempt to establish and continue to collect assessment data. Such data includes but are not limited to students success data at the institutional level (mission survey, institutional objective evaluation data, student enrollment data, administrative units evaluation, enrollment data, SSI, exit survey, etc.), at the program level (retention, graduation, job placement rate, program review, learning outcome assessment, Annual Faculty Evaluation, Peer Review, Class evaluation, employer survey, etc.) and at course level (annual academic assessment, course level learning outcome assessment, student portfolio, field education assessment, capstone course evaluation). The assessment plan set up a goal, sub-goals, program objectives, goal indicators (e.g., measurable objectives for each sub-goal, acceptable level of achievement), instruments and logistics.

## DEVELOPMENT OF THE ASSESSMENT REPORT (and PARTICIPANTS)

IR Director continues to mentor Academic Dean and Dean of students along with additional key administrators in the operation and use of the assessment plan. Together, the assessment committee looks at what instruments would be due each year. Dean of academics sees its distribution. The committee continues 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 engages faculty, student, staff, board, and other related personnel 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 to be 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 strategic plan (five-year plan).

ASSESSMENT PROCESS



STEPS	CATEGORIES	CHARGE
1	Mission Assessment	Board of Directors
2	Assessment (Institutional, Program, and Course Level Assessment)	Faculty/Staffs, Dean, Program directors and faculty, Academic Affairs and Assessment
3	Evidence (Data Collection, Analysis, and Dissemination)	Academic Affairs, Dean of Students, and Assessment Committee
4	Revision (Revision and Budgeting)	President, Deans, Faculty, Administrators, Committees
5	Action Plan	President, Deans, Faculty, Staff, and Students, Committees
6	Review/Feedback (Closing the Loop)	President, Deans, faculty, Staff, Student, Committees

## How to Read this Document

A university that continues to ensure the quality of the program must continually study how well it achieves its stated intentions (e.g., mission, goals, objectives). We regularly collect data using many instruments. The Appendix section of this report includes 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.

### RECORD OF EFFECTIVENESS INSTRUMENT LIST

<b>Instruments</b>	<b>Direct Measures</b>	<b>Indirect Measures</b>
<b>Institutional Level</b>	<ul style="list-style-type: none"> <li>• Institutional Objective Evaluation</li> <li>• Institutional Learning Outcomes Assessment</li> <li>• Benchmarking TRACS Statistical Report</li> <li>• Employer Survey</li> <li>• Bible and Theology Course</li> <li>• Exit Survey</li> <li>• Field Education Passing Rate</li> <li>• Student Success Indicators (retention, graduation, and job placement rate)</li> </ul>	<ul style="list-style-type: none"> <li>• Noel Levitz Student Satisfaction Inventory</li> <li>• Student Perspectives Survey</li> <li>• Alumni Survey</li> <li>• Peer Review</li> <li>• Mission Statement Survey</li> <li>• Staff Evaluation Survey</li> <li>• Library Review</li> <li>• Evaluation of the Board (admin)</li> <li>• Evaluation of the President by the Board (Admin)</li> </ul>
<b>Program Level</b>	<ul style="list-style-type: none"> <li>• Data Based Academic Assessment</li> <li>• Program Review</li> <li>• Program Level Learning Outcome Assessment</li> <li>• Benchmarking TRACS Statistical Report</li> <li>• Bible and Theology Classes</li> <li>• Signature Assignment</li> <li>• Capstone Course</li> </ul>	<ul style="list-style-type: none"> <li>• Course Evaluation</li> <li>• Annual Faculty Evaluation</li> <li>• Peer Review</li> <li>• Employer Survey</li> <li>• Community Service Survey</li> <li>• Alumni Survey</li> </ul>

<b>Class Level</b>	<ul style="list-style-type: none"> <li>• Class Level Learning Outcomes Assessment</li> <li>• “Business Ethics” Course Signature Assignment</li> <li>• Portfolio Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Report on Graduating Students</li> </ul>
<b>Co-Curricular</b>	<ul style="list-style-type: none"> <li>• Chapel Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Community Service Survey</li> </ul>

## **Use of Instrument**

We intend to use instruments that are pertaining to administrative and educational effectiveness. We also use both direct and indirect methods while our emphasis is on direct assessment. We use standardized instruments such as Noel Levitz Student Satisfaction Inventory and Course evaluation. The Benefit of using them is that we can compare our institutions current status of satisfaction level over against the four years colleges or universities in such a way we can set up goals to make improvement. However, we also developed our own instruments by using and adopting our peer institutions that are accredited by TRACS.

In order that we continue to improve and ensure the quality of the program, we continue to collect data that are decisive for decision making on strategic plan. We intend to achieve most items in the strategic plan and use it for budgeting and prioritizing our action plan. We strongly believe that doing this in scheduled manner help us improve and achieve our goals.

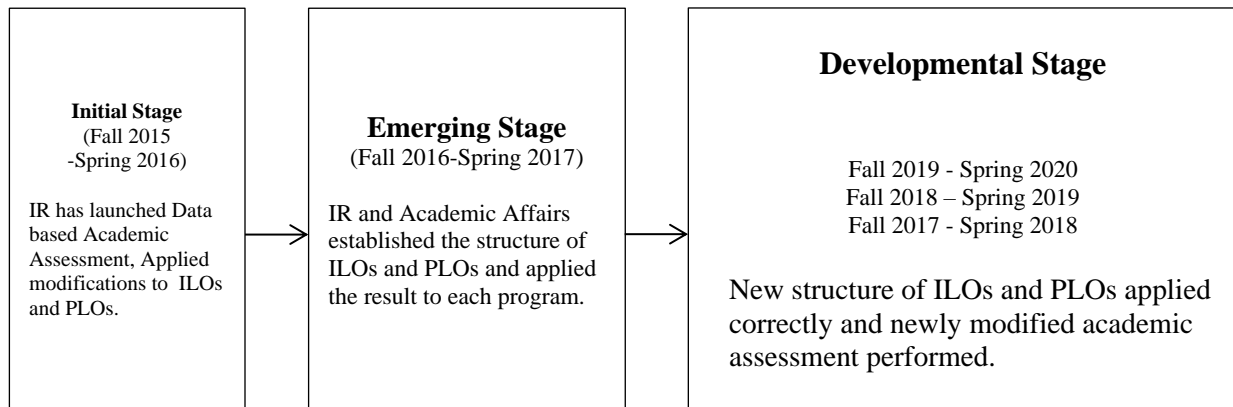
With consultation with the faculty committee, IR director continues to disseminate its analyzed date to relevant offices for planning process. The key information will go to the budgeting committee of Oikos University as part of the annual budgeting process.

# Oikos University Data-Based Academic Assessment Report

## Fall 2019 - Spring 2020

### 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.



*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 Course Evaluation 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 June 2020)

#### 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 MATH101 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 2020

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 2018 - Spring 2019 academic year is shown in **Figure 5**.



## The summarized result for Fall 2019 - Spring 2020, Oikos University ILOs vs. DQP

Oikos University									
		Lumina Foundation The Degree Qualifications Profile Direct Method PLOs Score							
		Institution-specific areas, Applied knowledge	Broad, integrative knowledge & applied knowledge	Intellectual skills				Specialized knowledge & Applied knowledge	Engaging diverse perspectives & Civic learning
				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							3.93	
	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			3.36					3.36
	BM PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment			0					
Social and Cultural Engagement and Lifelong Learning	BABS PLO4 Develop attitudes of service and commitment at the local, national and international communities	3.85							
	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							3.45	
	BM PLO 3 Demonstrate comprehensive knowledge in their major field and perform music in that level					3.33	3.33		
	BM PLO 4 Demonstrate a working knowledge in music reading and writing					3	3		
Christian Commitment	BABS PLO 1 Demonstrate a foundation knowledge in general education, a comprehensive knowledge of the Bible and an understanding of Christian doctrine		3.24		3.24				
	BM PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment								0

*Figure 5: Fall 2019 - Spring 2020 Educational Effectiveness analysis chart*

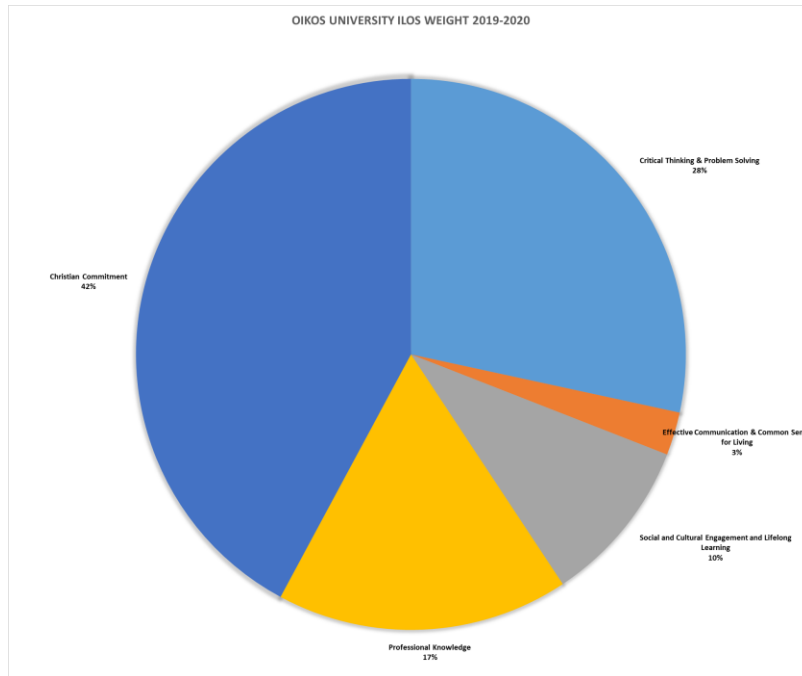
**4. Data Collection of Major vs. GE, and Faculty participant**

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 2019 and Spring 2020.

	%
Major	40
Other PLOs	60
Total	100

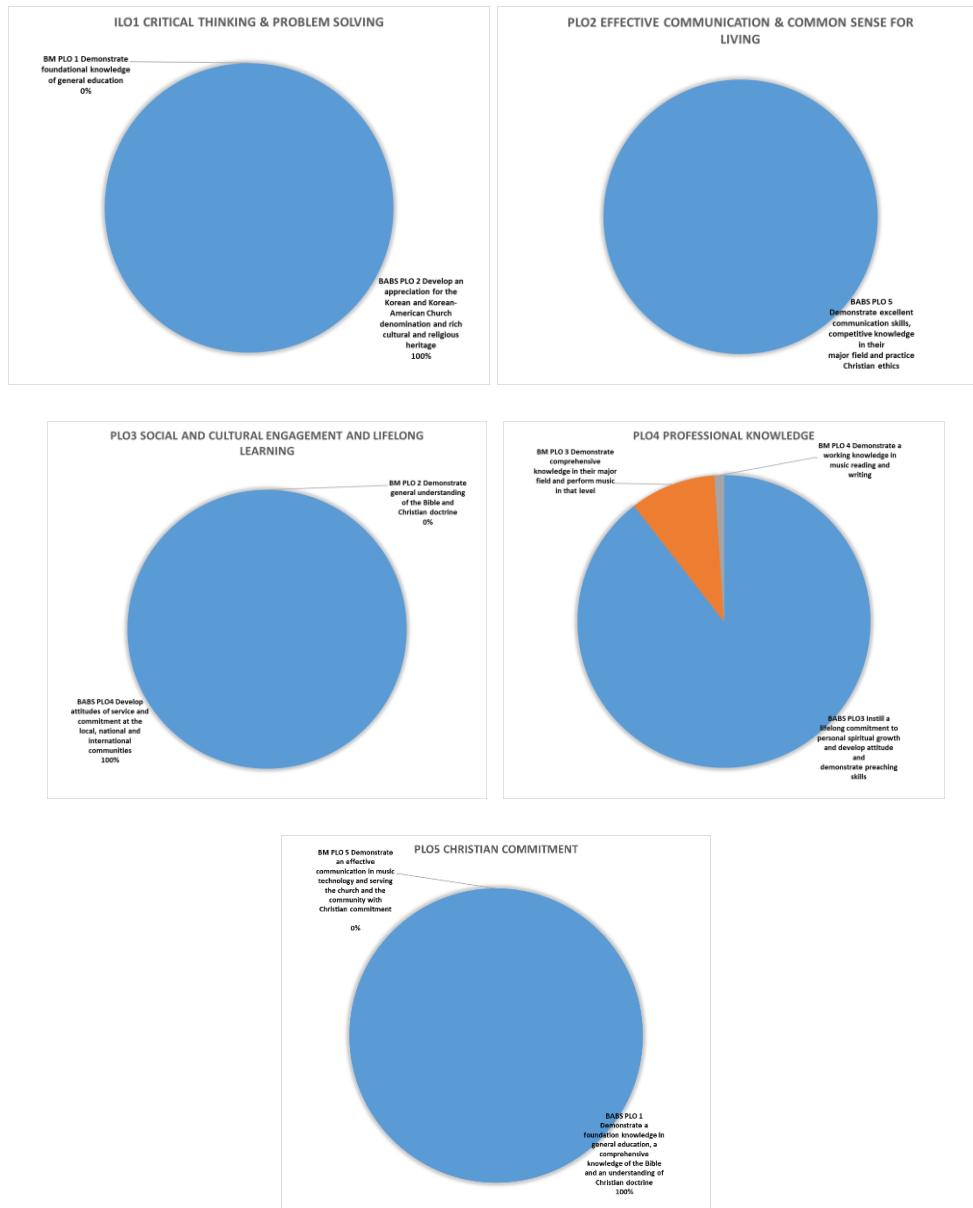
*Figure 6: Graduation units Major vs. GE.*

The *Figure 7* and *Figure 8* show the percentage of direct method (signature assignment) data collection from PLOs during Fall 2019 and Spring 2020. 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 20% to 80%. Compared with the graduation units, the collection from Fall 2019 to Spring 2020 is less balanced. To achieve closer to the ideal situation, more of the direct method data should be collected from other courses excluding major. 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.

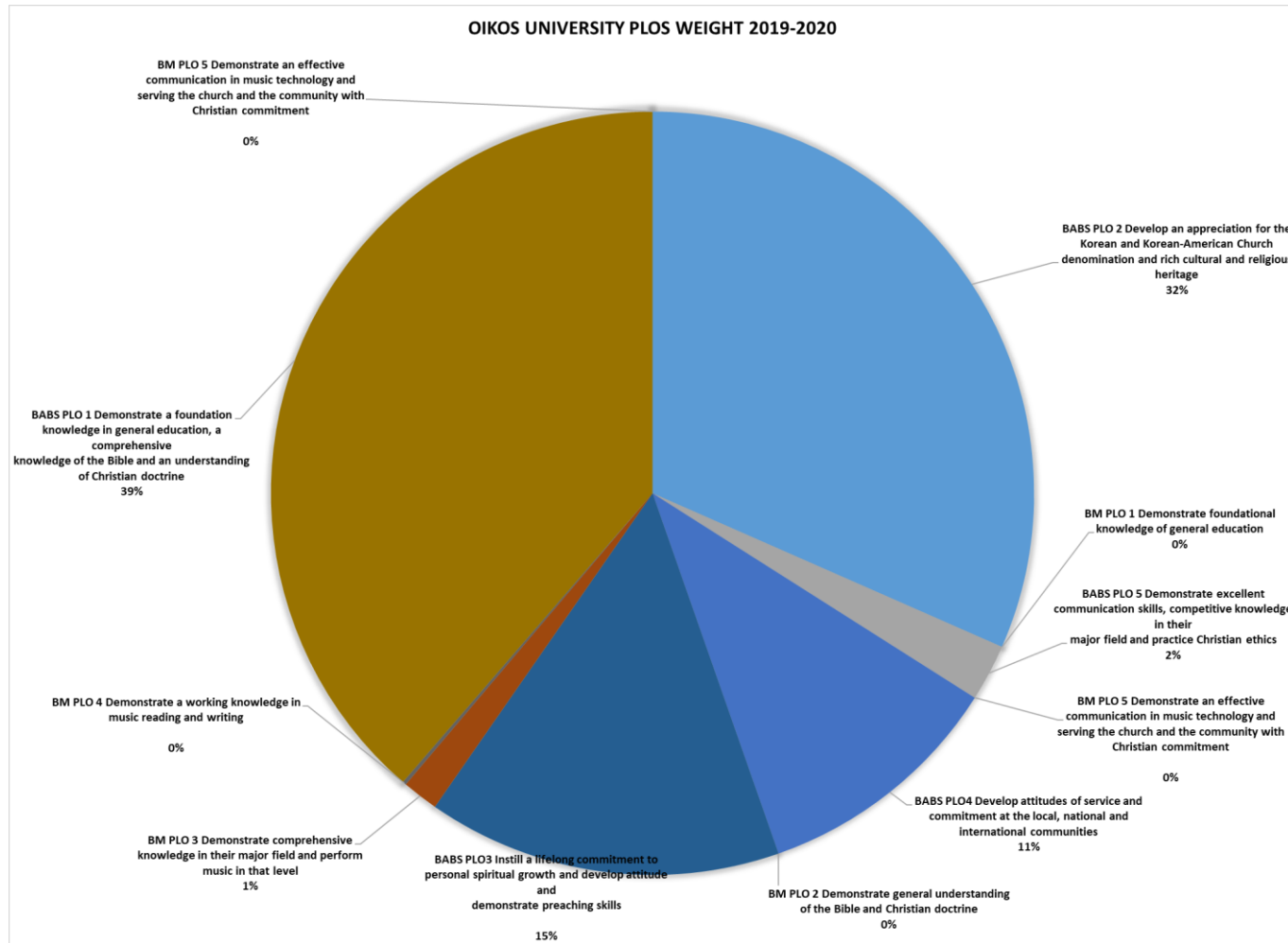


Figure 9: Data collection ratio of PLOs from all programs

As illustrated in *Figures 7, Figure 8, and Figure 9*, In Fall 2018 - Spring 2019 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 2019. BM PLO1, BM PLO2, and BM PLO5 represented an approximate amount of 0% of their respective charts. Based on the analysis of Fall 2019-Spring 2020 the classes for BM PLO1, BM PLO2, and BM PLO5 need to be offered in Fall 2019-Spring 2020. 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 2019 - Spring 2020. 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 PLO1, BM PLO2, and 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 2019 – Spring 2020 of each program. For 2019 - 2020 academic year, 21 faculty members took part in the direct method data collection and selection. 33 signature assignments were collected as direct analysis data in Fall 2019 – Spring 2020.

**Faculty participant number**

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

**Number of Collected Data on 2019 - 2020**

Program	2019-2020	Total
Theology	27	27
Music	6	6
Total		33

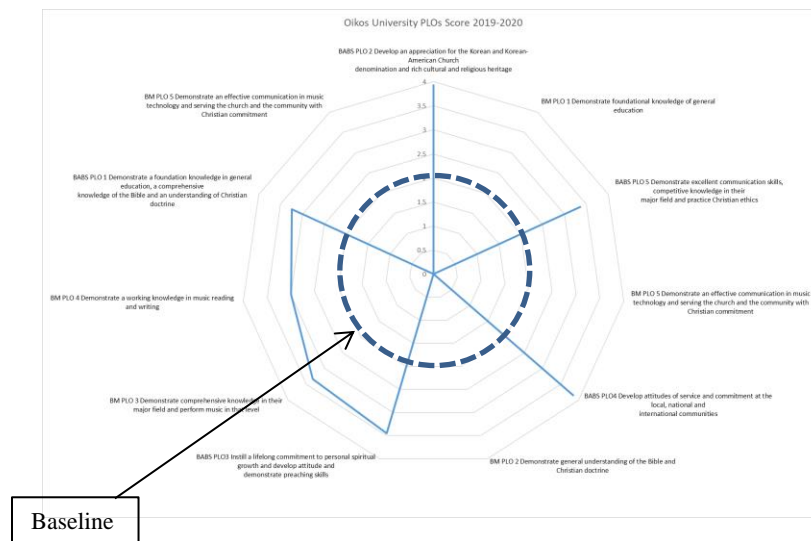
**Figure 10: Faculty participant number and number of collected data**

## 5. Findings

### Undergraduate Programs

Through the analysis of Data-Based Academic Educational Effectiveness of Fall 2019 through Spring 2020, 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, BM PLO2: Demonstrate general understanding of the Bible and Christian doctrine and BM PLO5: Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment have not offered in Fall, 2019 through Spring, 2020. 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 five years.



**Figure 11:** Comparison of PLOs with baseline.

The following graphs, **Figure 12 - 17**, represent the analysis results for the previous five academic years (from Fall 2015 to Spring 2020) 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.

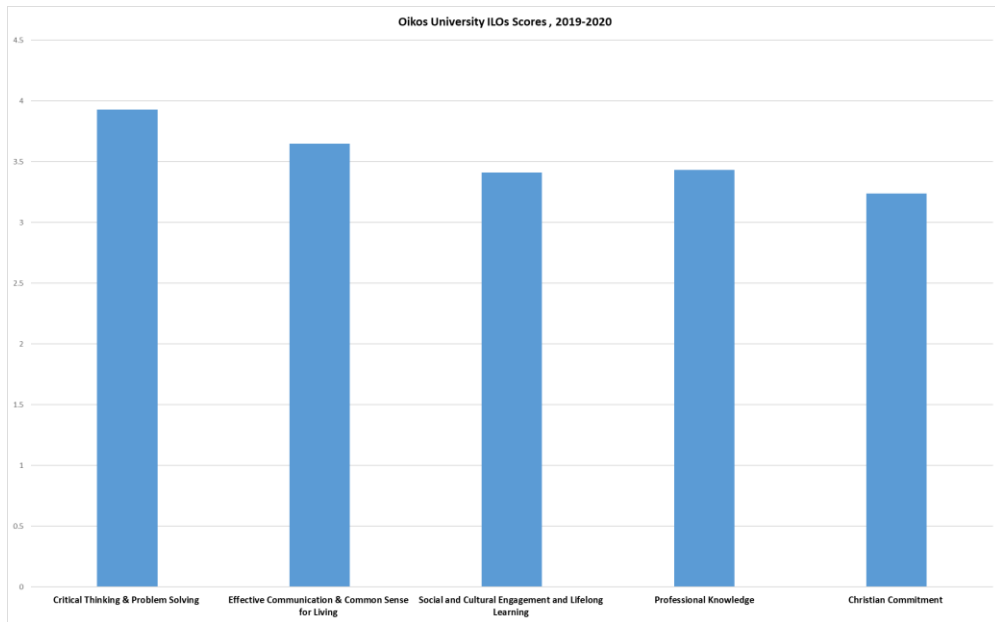


Figure 12: The 2019-2020 Oikos University ILOs Scores.

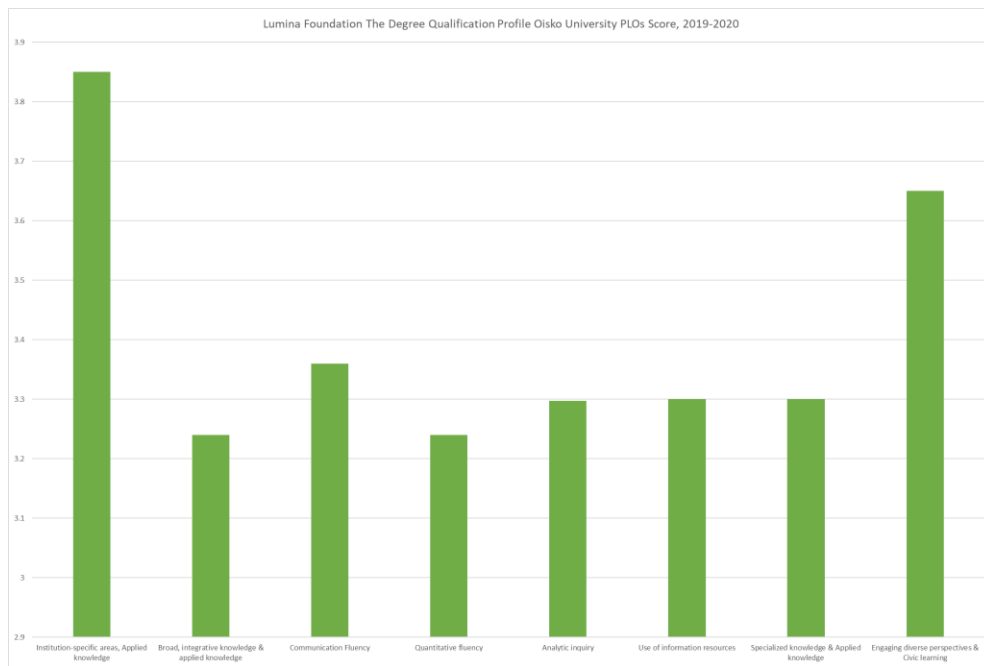


Figure 13: The 2019-2020 Oikos University DQP Scores.



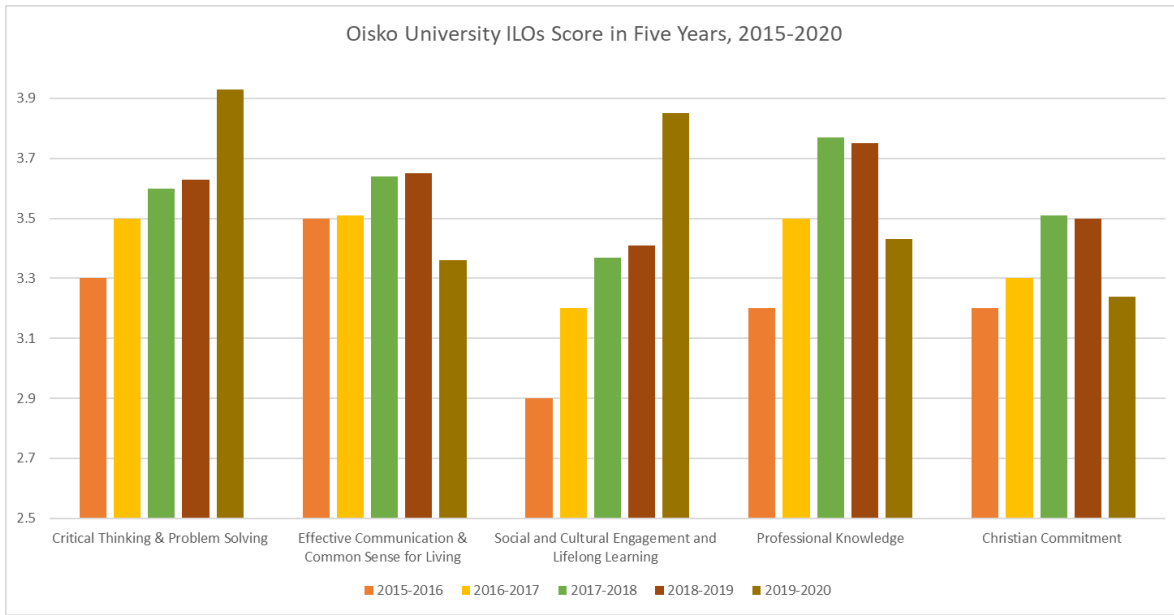


Figure 14: The comparison of ILOs.

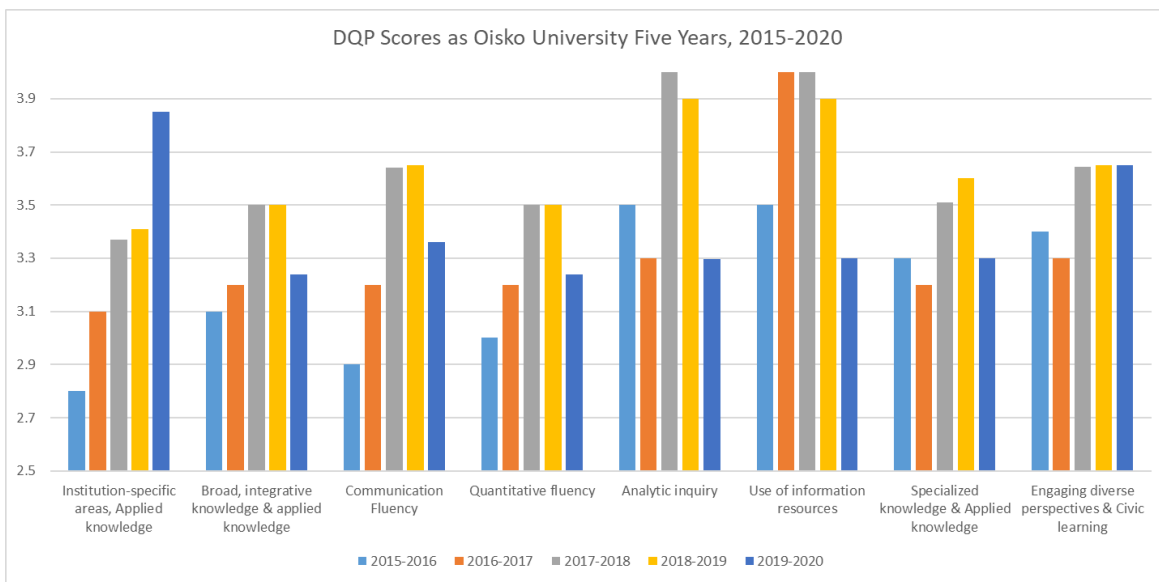


Figure 15: DQP scores for Four Years.

**Oikos Institutional Learning Outcomes (ILOs) Score Summary 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020**

ILO1 (Critical Thinking and Problem Solving): 3.3, 3.5, 3.6, 3.63, 3.93

ILO2 (Effective Communication & Common Sense for Living): 3.5, 3.51, 3.64, 3.65, 3.36

ILO3 (Social and Cultural Engagement and Lifelong Learning): 2.9, 3.2, 3.37, 3.41, 3.85

ILO4 (Professional Knowledge): 3.2, 3.5, 3.77, 3.75, 3.43

ILO5 (Christian Commitment): 3.2, 3.3, 3.51, 3.50, 3.24

### **Degree Qualification Profile (DQP) Score Summary 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020**

Institution-Specific Areas, Applied Knowledge: 2.8, 3.1, 3.37, 3.41, 3.85

Broad, Integrative Knowledge & Applied Knowledge: 3.1, 3.2, 3.5, 3.5, 3.24

Intellectual Skills:

Communication Fluency: 2.9, 3.2, 3.64, 3.65, 3.36

Quantitative Fluency: 3, 3.2, 3.5, 3.5, 3.24

Analytic Inquiry: 3.5, 3.3, 4.0, 3.9, 3.3

Use of Information Resources: 3.5, 3.5, 4.0, 3.9, 3.3

Specialized Knowledge & Applied Knowledge: 3.3, 3.2, 3.51, 3.6, 3.3

Engaging Diverse Perspectives & Civic Learning: 3.4, 3.3, 3.643, 3.65, 3.65

The field of *Quantitative Fluency* has the score of 3.24, 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 3.24 and from 2.9 to 3.36, 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 3.3 to 3.93 and from 3 to 3.24, respectively. The reason for this is that the institution offered lot of related classes along with individual advising and tutoring.

## **Graduate Programs**

The following information is for Oikos University performed Data based academic assessment for graduate programs for the past few years and the 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

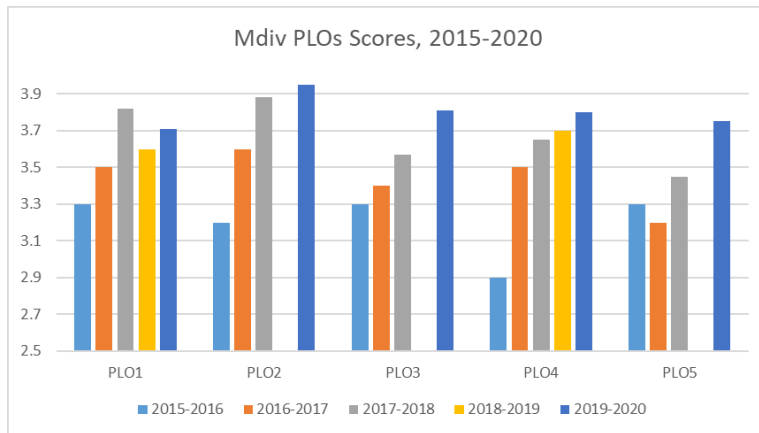
PLO 4 Demonstrate excellent communication skills in their presentation

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

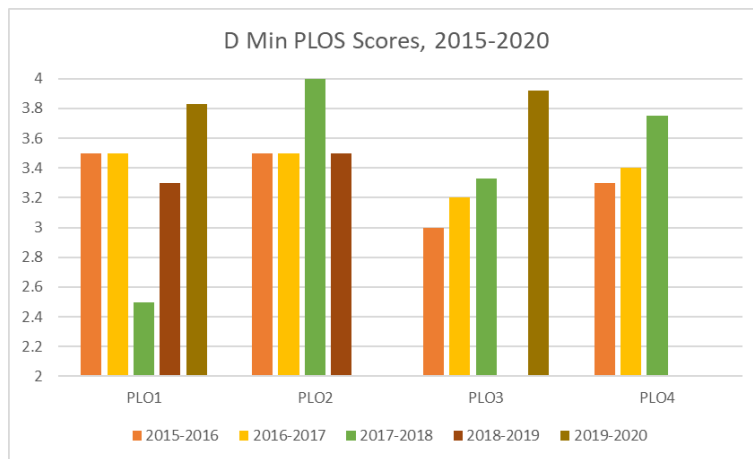
The following *Figures 16 - 18* represent the analysis of Graduate program. The figures contain prior data from 2018 - 2019 academic year.

Based on the past data based academic assessment, 2017 – 2018, 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 2018 - 2019.

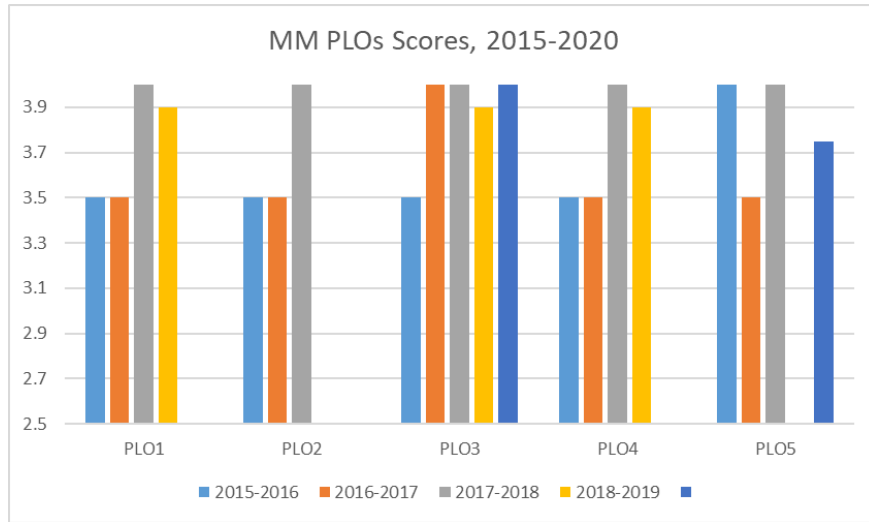
In **Figure 18**, based on the earlier analysis, presented in the Academic Assessment of 2019-2020, Oikos University offered more classes evenly throughout all graduate programs. Having been bolstered through special attention to things such as Academic Advising, Prep sessions, and Review sessions, all the PLOs have been above 3.0. 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 2019 - 2020.



**Figure16:** M.Div. Programs PLOs Score, 2015-2020 by PLOs and by Years



**Figure17:** D.Min. Programs PLOs Score, 2015-2020 by PLOs and by Years



*Figure 18: M.M. Programs PLOs Score, 2015-2020 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 2017 - Spring 2018 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. In Fall 2018 – Spring 2020, BM PLO1, BM PLO2, and BM PLO5 represented an approximate amount of 0% of their respective charts. Based on the analysis of Fall 2019-Spring 2020 the classes for BM PLO1, BM PLO2, and BM PLO5 need to be offered in Fall 2020 - Spring 2021
- 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 four 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 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 the robust resources can ultimately guide and strengthen teaching.



# Course Evaluation Survey

The current Oikos course evaluation survey is the externally generated survey for class evaluation. IR and Dean of Academic decided to use the survey forms as a standardized evaluation. The course evaluation survey will perform in every semester.

## EVALUATION

1. Overall, a lot higher scores were presented compared to national standards. This suggests that students trust and respect the faculty.
2. *The professor made the goals of the course clear. The objectives, expectations, and grading policies were clearly stated and consistently implemented* question has most high average, 4.61 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. *In your opinion, the workload in this course (in relation to other courses of equal level) is fine* has most low average, 4.42 out of 5.0.
5. 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 objectives into Oikos University syllabus. Now a sample syllabus was developed and shared during the faculty orientation.
4. Sample instructor and student forms were distributed to faculty so that they know what to expect and to prepare proactively to meet the standards of the survey in their teaching of lessons and incorporation of teaching methods that measures.

# Course Evaluation Survey Form

## Oikos University COURSE EVALUATION

At Oikos, student opinions are among our most important resources for assessing and improving the quality of teaching and learning. Student course evaluations are required in all courses taught by all faculty members. Do not write your name on the evaluation form. The evaluations will remain anonymous and will not be shared with the instructor until after grades have been submitted for the semester.

1. Course code/Title \_\_\_\_\_
2. Instructor \_\_\_\_\_
3. Semester and year \_\_\_\_\_

Please rate the above instructor in the following aspects of professional activity, using a scale from 1 to 5 (1 = Strongly Disagree; 5 = Strongly Agree). Circle N/A if you cannot answer a question or if it does not apply to this course. Write your comments in the space provided, continuing on the other side of the page if you need more space.

	Strongly Disagree		Strongly Agree		
1. The professor made the goals of the course clear. The objectives, expectations, and grading policies were clearly stated and consistently implemented.	1	2	3	4	5 N/A
2. The texts and other materials were appropriate given the stated goals of the course.	1	2	3	4	5 N/A
3. Assignments were consistent with the stated goals of the course.	1	2	3	4	5 N/A
4. Grading was fair and consistent with the stated goals of the course	1	2	3	4	5 N/A
5. The professor was organized and well prepared.	1	2	3	4	5 N/A
6. The professor presented the subject matter clearly and answered questions effectively.	1	2	3	4	5 N/A
7. The professor was generally responsive to students' needs.	1	2	3	4	5 N/A
8. In your opinion, the workload in this course (in relation to other courses of equal level) is fine.	1	2	3	4	5 N/A
9. My academic skills in such areas as writing, analyzing, speaking, and thinking critically improved.	1	2	3	4	5 N/A
10. I learned a lot in this course.	1	2	3	4	5 N/A

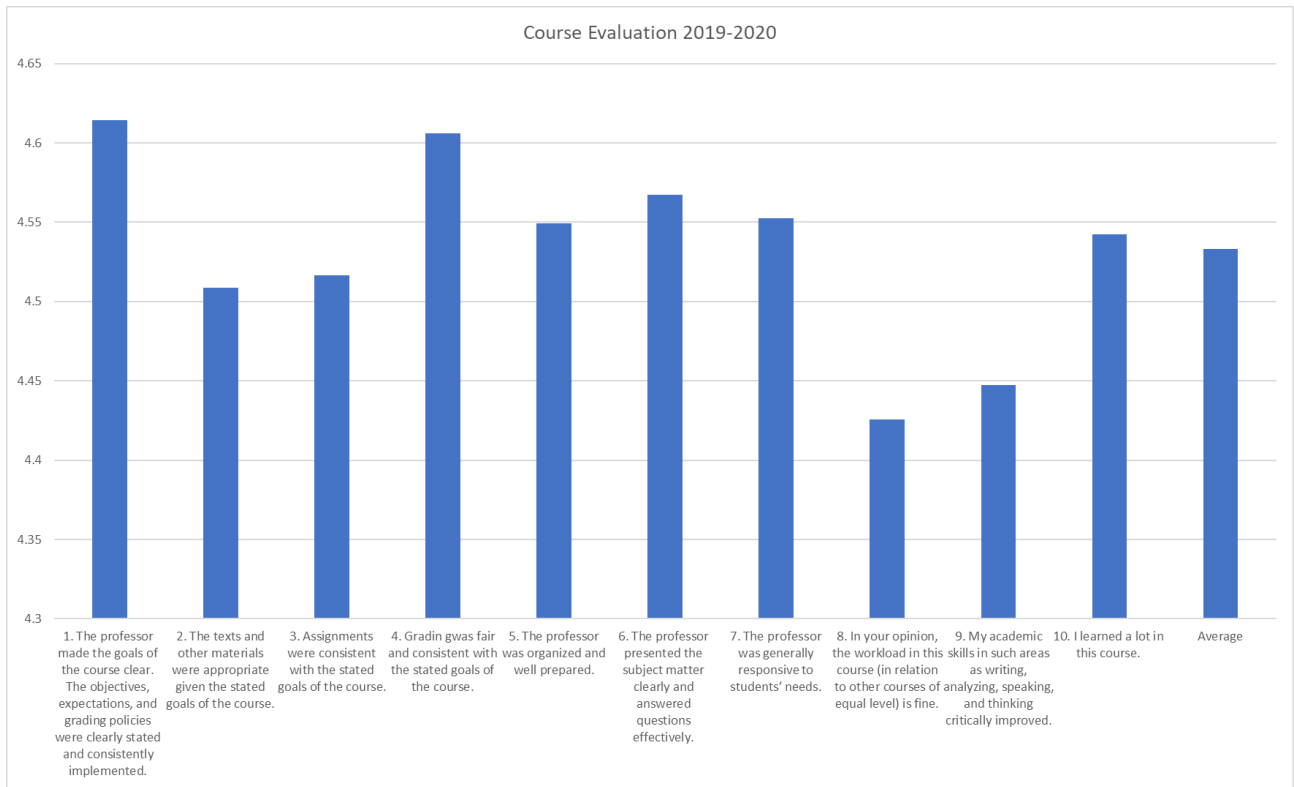
Comments:

1. What has this faculty member done especially well?

2. Do you have specific suggestions for improvement? If so, please elaborate.

# Course Evaluation Result

## Institutional Level



# Class Level

Name of instructor	Question	Strongly disagree			Strongly Agree		
David A. Sylvester		1	2	3	4	5	average
ENG102	1			3	1	6	4.3
English Literature	2			3	2	5	4.2
	3			2	4	4	4.2
	4			3	2	5	4.2
	5		1	1	2	6	4.3
	6		1	2	1	6	4.2
	7		1	1	1	7	4.4
	8			3	4	3	4
	9			1	6	3	4.2
	10			1	5	4	4.3
	Total average						4.23
	Question	Strongly disagree			Strongly Agree		
Sehee Kim		1	2	3	4	5	Average
NT101	1		1	1	4	4	4.10
Survey to the N.T	2			5	3	2	3.70
	3		1	1	5	3	4.00
	4			3	5	2	3.90
	5			1	6	3	4.20
	6			2	4	4	4.20
	7			2	2	6	4.40
	8			4	3	3	3.90
	9		1	3	4	2	3.70
	10			3	4	3	4.00
	Total average						4.01
	Question	Strongly disagree			Strongly Agree		
Sunhee Song		1	2	3	4	5	Average
HIS306	1			3	1	4	4.13
Church History II (1)	2				4	4	4.50
	3		3			5	3.88
	4				3	5	4.63
	5				3	5	4.63
	6				1	7	4.88
	7					8	5.00
	8					8	5.00
	9				4	4	4.50
	10				1	7	4.88
	Total average						4.60
	Question	Strongly disagree			Strongly Agree		
Sunhee Song		1	2	3	4	5	Average
HIS402	1					8	5.00
Medieval Church History	2					8	5.00
	3					8	5.00
	4					8	5.00
	5				1	7	4.88
	6					8	5.00
	7					8	5.00
	8				1	7	4.88
	9				1	7	4.88
	10					8	5.00
	Total average						4.96
	Question	Strongly disagree			Strongly Agree		
Wan-Ting Tsai		1	2	3	4	5	Average
PRA412	1			1	1	8	4.70
Mission (1)	2			1		9	4.80
	3			1	1	8	4.70
	4				2	8	4.80
	5			1		9	4.80
	6				1	9	4.90
	7			1		9	4.80
	8				2	8	4.80
	9			1		9	4.80
	10				1	9	4.90
	Total average						4.80
	Question	Strongly disagree			Strongly Agree		
Yongkook Ko		1	2	3	4	5	Average
PRA412	1				2	8	4.80
Mission (2)	2				1	9	4.90
	3			1	2	7	4.60
	4				3	7	4.70
	5				3	7	4.70
	6				3	7	4.70
	7				2	8	4.80
	8			1	3	6	4.50
	9			1	2	7	4.60
	10				1	9	4.90
	Total average						4.72
	Question	Strongly disagree			Strongly Agree		
Seung Ku Jung		1	2	3	4	5	Average
PSY 415	1			1	4	5	4.40
Pastoral Counseling	2			1	7	2	4.10
	3			2	6	2	4.00
	4			1	4	5	4.40
	5			1	7	2	4.10
	6			2	4	4	4.20
	7			1	5	4	4.30
	8			2	4	4	4.20
	9			2	6	2	4.00
	10			1	7	2	4.10
	Total average						4.18

Seung Ku Jung		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
PRA412							
Mission (3)	1			1	4	5	4.40
	2		1	7	2		4.10
	3		2	6	2		4.00
	4		1	4	5		4.40
	5		1	7	2		4.10
	6		2	4	4		4.20
	7		1	5	4		4.30
	8		1	4	5		4.40
	9		2	6	2		4.00
	10		1	7	2		4.10
	Total average						4.20
Heewon Jin		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
CE301							
Christian Education (1)	1			3	7		4.70
	2		1	1	8		4.70
	3		1	2	7		4.60
	4			3	7		4.70
	5			3	7		4.70
	6			2	8		4.80
	7			3	7		4.70
	8		1	4	5		4.40
	9		1	3	6		4.50
	10		1	1	8		4.70
	Total average						4.65
Linna Gunawan		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
HIS306							
Church History II (2)	1		1	3	6		4.50
	2		2	2	6		4.40
	3		2	4	4		4.20
	4		1	4	5		4.40
	5		1	3	6		4.50
	6	1	1	3	5		4.20
	7	1	1	2	6		4.30
	8	1		6	3		4.10
	9		1	4	5		4.40
	10		2	1	7		4.50
	Total average						4.35
Ki Wook Min		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
THE 302							
Christian Doctrine II	1				8		5.00
	2				8		5.00
	3				8		5.00
	4				8		5.00
	5			2	6		4.75
	6				8		5.00
	7				8		5.00
	8			2	6		4.75
	9			2	6		4.75
	10			2	6		4.75
	Total average						4.90
Ki Wook Min		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
THE512							
Biblical Theology II	1			2	5		4.71
	2				7		5.00
	3			2	5		4.71
	4		1		6		4.71
	5			1	6		4.86
	6		1		6		4.71
	7		1		6		4.71
	8			1	6		4.86
	9			2	5		4.71
	10			1	6		4.86
	Total average						4.79
Sehee Kim		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
NT301							
Introduction to the N.T.	1	1			6		4.43
	2		1		5		4.43
	3	1			6		4.43
	4		1		6		4.57
	5		1		5		4.43
	6	1			5		4.29
	7		1		5		4.29
	8	1		1	5		4.14
	9		1		5		4.43
	10	1			5		4.29
	Total average						4.37
Nuri Park		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
PSY205							
Introduction to Psychology	1	1		2	7		3.50
	2	1		2	7		3.50
	3	1		3	6	1	3.50
	4	1	1	1	6	1	3.10
	5	1		2	7		3.50
	6	1		2	7		3.50
	7	1	1	1	4	3	2.50
	8	1	1	2	5	1	3.00
	9	1	1	3	5		3.20
	10	1	2	1	6		3.20
	Total average						3.25

Kyungrae Kim		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
THE431							
1						5.00	
Christian Ethics							
2				1	5	4.83	
3					6	5.00	
4					6	5.00	
5					6	5.00	
6					6	5.00	
7					6	5.00	
8			1		5	4.67	
9				1	5	4.83	
10				1	5	4.83	
Total average						4.92	
Ki Wook Min		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
CE301							
1					4	5.00	
Christian Education (2)							
2					4	5.00	
3					4	5.00	
4					4	5.00	
5					4	5.00	
6					4	5.00	
7					4	5.00	
8					4	5.00	
9					4	5.00	
10					4	5.00	
Total average						5.00	
Jin Kim		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
BUS299							
1					2	5.00	
Introduction to Business							
2					2	5.00	
3					2	5.00	
4					2	5.00	
5					2	5.00	
6					2	5.00	
7					2	5.00	
8					2	5.00	
9					2	5.00	
10					2	5.00	
Total average						5.00	
Jin Kim		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
MGMT309							
1					2	5.00	
Management & Organizational Theory							
2					2	5.00	
3					2	5.00	
4					2	5.00	
5					2	5.00	
6					2	5.00	
7					2	5.00	
8					2	5.00	
9					2	5.00	
10					2	5.00	
Total average						5.00	
Hansol Kang		Strongly disagree			Strongly Agree		
Question	1	2	3	4	5	Average	
FE681							
1					2	5.00	
Supervised Music Ministry							
2			1	1		3.50	
3					2	5.00	
4					2	5.00	
5				2		4.00	
6				2		4.00	
7				2		4.00	
8			1	1		3.50	
9				2		4.00	
10				2		4.00	
Total average						4.20	

# SSI Survey

## SSI Survey Review

In conjunction with our usage of the class evaluation 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 class evaluation 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.



Student Satisfaction Inventory Survey										
(Circle one: 1-poor, 2-below average, 3-average, 4-good, 5-excellent)										
Survey Date: May 2019										
Number of students participated: 30										
total: 1x12x2+3x3+4x4+5x5+N/Ax0										
average: total/30										
Question	1	2	3	4	5	N/A	No.	total	average	
5 Classroom locations are safe and secure for all students.		1	2	8	19		30	135	4.50	
10 The amount of student parking is adequate.			1	13	16		30	135	4.50	
15 Parking lots are well-lighted and secure.		1	1	11	17		30	134	4.47	
40 Student orientation is informative.			3	11	16		30	133	4.43	
2 Faculty care about me as an individual.			2	14	14		30	132	4.40	
16 My academic advisor is knowledgeable about requirements in my major.			2	14	14		30	132	4.40	
6 The staff at this institution are caring and helpful.				5	9	16	30	131	4.37	
44 Institution provides mission, vision, and institutional objection at the time of enrollment.				4	11	15	30	131	4.37	
1 Adult students are made to feel welcome at this institution.				6	8	16	30	130	4.33	
28 This institution responds quickly to my requests for information.				4	12	14	30	130	4.33	
31 Nearly all faculty are knowledgeable in their field.				3	14	13	30	130	4.33	
25 The quality of instruction I receive in my program is excellent.				1	19	10	30	129	4.30	
38 Faculty care about spiritual development.				3	15	12	30	129	4.30	
39 Students can participate in student council.				3	15	12	30	129	4.30	
3 Classes are scheduled at times that are convenient for me.				4	14	12	30	128	4.27	
8 Admissions representatives are knowledgeable.				2	18	10	30	128	4.27	
14 Business office hours are convenient for adult students.				3	16	11	30	128	4.27	
29 Faculty are available for adult students by phone, by e-mail, or in person.				5	12	13	30	128	4.27	
7 My academic advisor is available at times that are convenient for me.				3	17	10	30	127	4.23	
9 My academic advisor is concerned about my success as an adult student.				2	19	9	30	127	4.23	
11 Faculty are fair and unbiased in their treatment of individual students.				2	19	9	30	127	4.23	
26 Part-time faculty are competent as instructors.				5	13	12	30	127	4.23	
35 My advisor helps me apply my academic major to specific career.		1	2	16	11		30	127	4.23	
13 I am able to register for classes I need with few conflicts.				4	16	10	30	126	4.20	
19 Faculty provide timely feedback about my progress.				4	16	10	30	126	4.20	
4 The content of the courses within my major is valuable.				5	15	10	30	125	4.17	
17 Registration processes are reasonable and convenient for adults.				6	13	11	30	125	4.17	
24 I receive complete information on the availability of financial aid.		1	4	14	11		30	125	4.17	
32 This institution offers a variety of payment plans for adult students.				5	15	10	30	125	4.17	
34 I am aware of whom to contact for questions about programs and courses.				5	15	10	30	125	4.17	
36 Library hours are convenient.				9	7	14	30	125	4.17	
45 Policy and procedures are clear and are applied consistently.				7	12	11	30	124	4.13	
21 Academic support services adequately meet the needs of adult students.				6	15	9	30	123	4.10	
30 Major requirements are clear and reasonable.				8	11	11	30	123	4.10	
33 This institution provides timely responses to student complaints.				7	14	9	30	122	4.07	
23 Channels are readily available for adult students to express complaints.				9	12	9	30	120	4.00	
12 Library resources and services are adequate for adults.				10	12	8	30	118	3.93	
20 This institution has a good reputation within the community.			1	8	14	7	30	117	3.90	
27 Career services are adequate and accessible for adult students.			1	11	10	8	30	115	3.83	
18 Tuition paid is a worthwhile investment.		1		9	14	6	30	114	3.80	
37 Online resources are adequate.		1		11	10	8	30	114	3.80	
43 IT Support is available.		2	1	8	9	10	30	114	3.80	
22 I am able to register by personal computer, fax, or							30	30	0.00	
41 Institution provides support for online courses.							30	30	0.00	
42 Online course has same rigor and level like traditional class.							30	30	0.00	

# SSI Survey and form



## 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

Ruffalo Noel Levitz LLC.  
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Coralville, Iowa 52241

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Website: [www.noellevitz.com](http://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](mailto:Julie.Bryant@RuffaloNL.com)
- Shannon Cook, Director of Retention Solutions, [Shannon.Cook@RuffaloNL.com](mailto: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](http://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™

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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.

CENTER PERF

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 . . .							. . . My level of satisfaction													
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important							not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 dissatisfied - 2 not satisfied at all - 1													
does not apply																				
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1. Adult students are made to feel welcome at this institution.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	2. Faculty care about me as an individual.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	3. Classes are scheduled at times that are convenient for me.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	4. The content of the courses within my major is valuable.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	5. Classroom locations are safe and secure for all students.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	6. Financial aid counselors are helpful to adult students.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	7. The staff at this institution are caring and helpful.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	8. My academic advisor is available at times that are convenient for me.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	9. Billing policies are reasonable for adult students.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	10. Admissions representatives are knowledgeable.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	11. My academic advisor is concerned about my success as an individual.							1	2	3	4	5	6	7
1	2	3	4	5	6	7	12. Computer labs are adequate and accessible for adult students.							1	2	3	4	5	6	7

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Importance to me . . .		. . . My level of satisfaction	
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	
1 2 3 4 5 6 7	13. The amount of student parking is adequate.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	14. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	15. Library resources and services are adequate for adults.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	16. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	17. Business office hours are convenient for adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	18. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	19. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	20. Registration processes are reasonable and convenient for adults.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	21. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	22. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	23. Adequate financial aid is available for most adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	24. There is a commitment to academic excellence at this institution.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	25. Admissions representatives respond to adult students' unique needs.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	26. Faculty provide timely feedback about my progress.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	27. This institution has a good reputation within the community.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	28. My academic advisor is accessible by telephone and e-mail.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	29. I seldom get the "run-around" when seeking information at this institution.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	30. Academic support services adequately meet the needs of adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	31. I am able to register by personal computer, fax, or telephone.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	32. My program provides opportunities to improve my technology skills.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	33. Channels are readily available for adult students to express complaints.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	34. I receive complete information on the availability of financial aid.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	35. The quality of instruction I receive in my program is excellent.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	36. Vending or other food options are readily available.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	37. Part-time faculty are competent as instructors.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	38. Career services are adequate and accessible for adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	39. This institution responds quickly to my requests for information.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	40. Faculty are usually available for adult students by phone, by e-mail, or in person.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	41. Major requirements are clear and reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	42. Nearly all faculty are knowledgeable in their field.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	43. This institution offers a variety of payment plans for adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	44. When students enroll at this institution, they develop a plan to complete their degree.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	45. I am able to complete most of my enrollment tasks in one location.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	46. This institution provides timely responses to student complaints.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	47. Bookstore hours are convenient for adult students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	48. I am aware of whom to contact for questions about programs and services.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	49. There are sufficient options within my program of study.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	50. My advisor helps me apply my academic major to specific career goals.	1 2 3 4 5 6 7	

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 . . .					. . . My level of satisfaction										
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	not available/not used								
							very satisfied - 7	satisfied - 6	neutral - 4	somehow dissatisfied - 3	dissatisfied - 2	not satisfied at all - 1			
<b>(If items 51-70 not available, skip to item 71)</b>															
51.							51.								
52.							52.								
53.							53.								
54.							54.								
55.							55.								
56.							56.								
57.							57.								
58.							58.								
59.							59.								
60.							60.								
61.							61.								
62.							62.								
63.							63.								
64.							64.								
65.							65.								
66.							66.								
67.							67.								
68.							68.								
69.							69.								
70.							70.								
<b>How important were the following factors in your decision to enroll here?</b>															
	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.

- |   |  |   |
|---|--|---|
| <p><b>80. So far, how has your college experience met your expectations?</b></p> <ol style="list-style-type: none"> <li>1 Much worse than I expected</li> <li>2 Quite a bit worse than I expected</li> <li>3 Worse than I expected</li> <li>4 About what I expected</li> <li>5 Better than I expected</li> <li>6 Quite a bit better than I expected</li> <li>7 Much better than I expected</li> </ol> | <p><b>81. Rate your overall satisfaction with your experience here thus far.</b></p> <ol style="list-style-type: none"> <li>1 Not satisfied at all</li> <li>2 Not very satisfied</li> <li>3 Somewhat dissatisfied</li> <li>4 Neutral</li> <li>5 Somewhat satisfied</li> <li>6 Satisfied</li> <li>7 Very satisfied</li> </ol> | <p><b>82. All in all, if you had it to do over, would you enroll here?</b></p> <ol style="list-style-type: none"> <li>1 Definitely not</li> <li>2 Probably not</li> <li>3 Maybe not</li> <li>4 I don't know</li> <li>5 Maybe yes</li> <li>6 Probably yes</li> <li>7 Definitely yes</li> </ol> |
|---|--|---|

*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:

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

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:

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

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.**

# Library User Satisfaction Survey

*Instructions: 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 Library seeks to have a better understanding of those needs and how they are being satisfied. In order to achieve this, the Library implements this assessment survey.*

*Please answer all questions as truthfully and accurately as possible. Check or mark the appropriate box/space for each question or print an answer in blanks provided. All answers are confidential and complete anonymity is assured. Your participation is voluntary and will help us greatly. Thank you.*

Participant Status:  Student  Faculty  Staff  Other

1. How often do you use the library on weekdays, Monday through Friday?  
 A. Daily/Almost Daily   B. Several times a week   C. Occasionally   D. Seldom/Never

If you marked D in question 1,

2. Please, indicate the reason for infrequent use of the library.  
 A. My courses don't require library use.   B. I don't understand how to use library resources.  
 C. I obtain needed materials elsewhere.   D. Other: \_\_\_\_\_.

Please indicate your level of satisfaction by selecting one of the following choice [**strongly agree(5)**, agree(4), neutral(3), disagree(2), **strongly disagree(1)**, and Not Applicable(NA)] to describe whether the following items are generally satisfactory for meeting your course needs:

Lowest ←-----→Highest

(Resource)	NA	1	2	3	4	5
3. I could find my course textbooks and required books from library collections.						
4. The library holds an adequate range of books needed for my major/research.						
5. The library holds an adequate range of journals and magazines (current issues and back files) and full text online databases needed for my major/research.						
6. The library maintains an adequate range of online resources (CD-ROMs, E-books) for my major/research.						
7. The library maintains and an adequate range of resources and services specifically needed for my research.						

Lowest ←-----→Highest

(Services)	NA	1	2	3	4	5
8. The Library Online Catalog is easy to use.						
9. The Library Website is easy to access library services, research guides, catalog, and journal databases.						
10. The check out process for library materials is easy.						
11. The circulation period allows sufficient time for use.						
12. The library has an effective interlibrary loan system.						
13. The library provides useful reference service.						
14. The library has helped me find information for my research.						

Lowest ←-----→Highest

(Staff)	NA	1	2	3	4	5
15. The library staff are approachable and welcoming.						
16. The library staff are courteous and polite.						
17. The library staff give accurate answers to my questions.						
18. The library staff encourage me to come back to ask for more assistance if I need it.						

19. Have you used the Interlibrary Loan service to obtain materials from other libraries?

- A. Frequently B. Infrequently C. Never

If you have used Interlibrary Loan to request a book,

20. Were you satisfied with the results?

- A. Yes B. No (reasons: \_\_\_\_\_.)

21. If you have never used Interlibrary Loan, indicate your reason:

- A. I obtain what I need from our library or online  
 B. I obtain what I need by going to other libraries  
 C. I did not know about Interlibrary Loan service  
 D. Other reasons:\_\_\_\_\_.

Thank you for your cooperation.

**2019 - 2020**  
**Library User Satisfaction Survey Report**

# Contents

## Survey Report

Introduction

Methodology and Administration

Findings of Assessment

Conclusion

Recommendations

# University Library Assessment Report

## Introduction

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:

- To learn the level of library users' satisfaction with our services and resources
- To identify areas that need improvement
- To establish a benchmark of satisfaction levels for the purpose of assessing continuous quality improvement

## Assessment Methodology & Administration

During 2019-2020 academic years, the Library conducted an active Library User Satisfaction Survey. The survey was available in the beginning of February and running through the middle of March.

This was an active survey, with a sample of 34 responses. It can certainly be seen as a representative sample, including users from all times of the day and on every day of the week during the sample period. From a management standpoint, this approach is appropriate for practical decision-making purposes. Ultimately, if we are able to address and correct the things that people say need to be corrected, we should find an increase in overall satisfaction levels. If overall satisfaction levels improve, our assumption is that this also indicates improvement in service quality, which is our goal.

The questionnaire used a combination of questions, some of which could be examined quantifiably by Google Form, and some of which required open-ended text responses. Initial notification regarding the survey was sent via e-mail on February 1 to the entire university community, i.e. students, faculty, administrators, staff, and alumni. This note briefly detailed information about the survey and provided the URL to directly access the survey. An additional follow-up universal email was sent on February 18. Notification via email appears to be very effective, as our highest response levels took place shortly after the emails were sent.



In addition to e-mail notification, The library was blanketed with flyers and displayed two large signs that announced and explained the survey. Library staff members, particularly at the Reference and Circulation Desks, provided invaluable assistance by encouraging library users to fill out the online survey. The survey was also announced on the bulletin boards in the main hall and the cafeteria.

## Findings of Assessment

### *Question #1*

*Please rank according to your level of importance on materials.*

There were 34 responses to this question. The survey showed Print Journals and Audio/Visual Materials ranking highest in importance on library materials.

### **Print Journals**

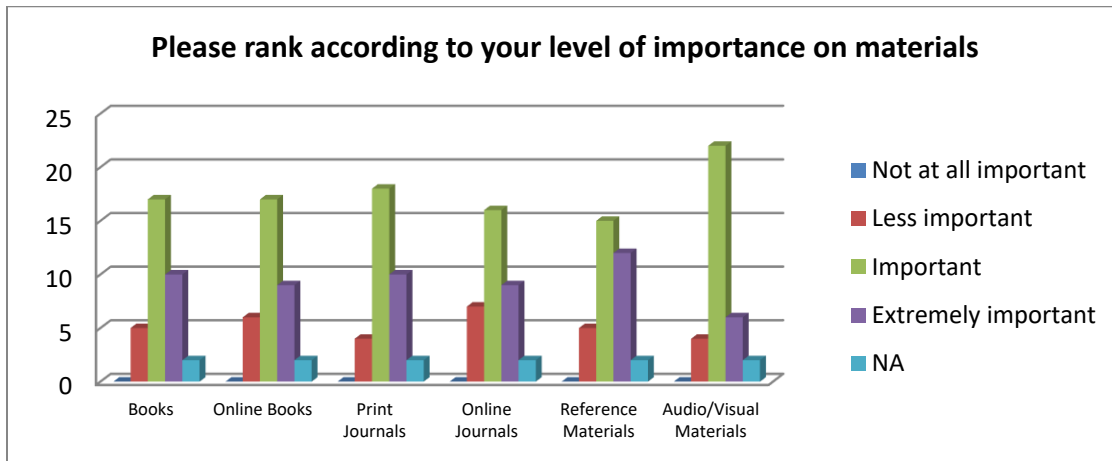
**Print Journals** ranked second in the *Extremely Important* category, with **10** responses, or **29.4%** of respondents. When we add the *Important* category to these numbers, we find that Print Journals and Audio/Visual Materials are extremely important or important to **28** respondents, or **82.3%** of our users. This was the highest result in importance on library materials.

### **Reference Materials**

The type of material that was ranked as *Extremely Important* to the most respondents, **12** respondents, or **35.3%**, was **Reference Materials**. If we add to that those who responded in the *Important* category (15/44.1%), then **Reference Materials** are important or extremely important to **27**, or **79.4%** of our users.

### **Videos/DVDs**

Surprisingly, **Videos and/or DVDs** ranked highest in the *Important* category than in the *Extremely Important* category. While Videos/DVDs were ranked as *Important* by **22** respondents, **64.7%**, they were ranked as *Extremely Important* by only **6**, or **17.6%**.



	Books	Online Books	Print Journals	Online Journals	Reference Materials	Audio/Visual Materials
Not at all important	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Less important	5(14.7%)	6(17.6%)	4(11.8%)	7(20.6%)	5(14.7%)	4(11.8%)
Important	17(50.0%)	17(50.0%)	18(52.9%)	16(47.1%)	15(44.1%)	22(64.7%)
Extremely important	10(29.4%)	9(26.5%)	10(29.4%)	9(26.5%)	12(35.3%)	6(17.6%)
NA	2(5.9%)	2(5.9%)	2(5.9%)	2(5.9%)	2(5.9%)	2(5.9%)

### Question #2

*Please rank according to your level of Satisfaction on materials.*

This question provided 6 areas with categories of *Not at all satisfied*, *Less satisfied*, *Satisfied*, *Very satisfied*.

### Very Satisfied

Of the areas ranked highest in the *Very Satisfied* category, **Books** ranked the highest with 7 responses, or 20.6% of respondents. This was followed by **Online Books** (5/14.7%); **Reference materials** (5/14.7%).

### Satisfied

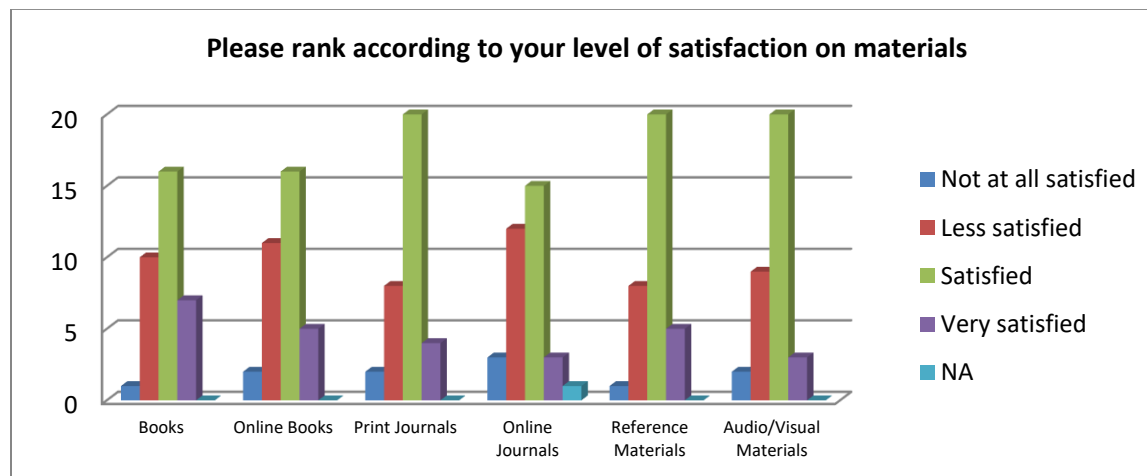
Of the areas ranked highest in the *Satisfied* category, **Print Journals**, **Reference Materials**, and **Audio/Visual Materials** topped the list with 20 responses, or 58.8%. This was followed by **Books and Online Books** (16/47.1%).

### Less Satisfied

The highest ranking in this category went to **Online Journals**, with 12 comments, or 35.3%. The next highest ranking received in this category was for **Online Books**, with 11 comments, or 32.4%.

### Not at all Satisfied

The numbers in the *Not at all satisfied* category are consistently very low. The highest ranking in this category went to **Online Journals**, with 3 comments, or 8.8%. All other functions ranked at 1-2 comments for this category.



	Books	Online Books	Print Journals	Online Journals	Reference Materials	Audio/Visual Materials
Not at all satisfied	1(2.9%)	2(5.9%)	2(5.9%)	3(8.8%)	1(2.9%)	2(5.9%)
Less satisfied	10(29.4%)	11(32.4%)	8(23.5%)	12(35.3%)	8(23.5%)	9(26.5%)
Satisfied	16(47.1%)	16(47.1%)	20(58.8%)	15(44.1%)	20(58.8%)	20(58.8%)
Very satisfied	7(20.6%)	5(14.7%)	4(11.8%)	3(8.8%)	5(14.7%)	3(8.8%)
NA	0(0.0%)	0(0.0%)	0(0.0%)	1(2.9%)	0(0.0%)	0(0.0%)

### Question #3

*Please rank according to your level of importance on services.*

There were 34 responses to this question. The survey showed Library Hours ranking highest in importance on library services.

### Library Hours

**Library Hours** ranked third in the Extremely Important category, with **10** responses, or **29.4%** or respondents. When we add the *Important* category to these numbers, we find that Library Hours are

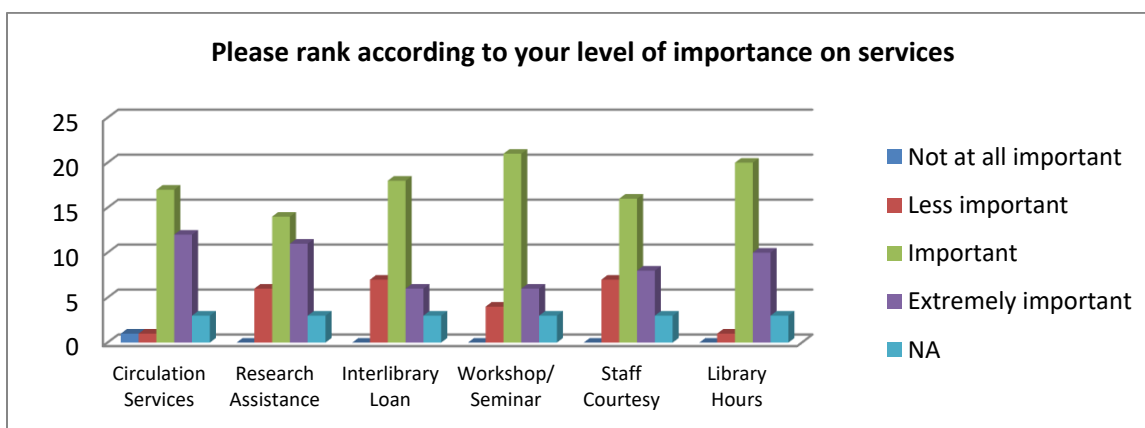
extremely important or important to **30** respondents, or **88.2%** of our users. This was the highest result in importance on library services.

### Circulation Services

The type of material that was ranked as *Extremely Important* to the most respondents, **12** respondents, or **35.3%**, was **Circulation Services**. If we add to that those who responded in the *Important* category (17/50%), then **Circulation Services** are important or extremely important to **29**, or **85.3%** of our users.

### Workshop/Seminar

Surprisingly, **Workshop/Seminar** ranked highest in the *Important* category than in the *Extremely Important* category. While Workshop/Seminar was ranked as *Important* by **21** respondents, **61.8%**, they were ranked as *Extremely Important* by only 6, or **17.6%**.



	Circulation Services	Research Assistance	Interlibrary Loan	Workshop/Seminar	Staff Courtesy	Library Hours
Not at all important	1(2.9%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Less important	1(2.9%)	6(17.6%)	7(20.6%)	4(11.8%)	7(20.6%)	1(2.9%)
Important	17(50.0%)	14(41.2%)	18(52.9%)	21(61.8%)	16(47.1%)	20(58.8%)
Extremely important	12(35.3%)	11(32.4%)	6(17.6%)	6(17.6%)	8(23.5%)	10(29.4%)
NA	3(8.8%)	3(8.8%)	3(8.8%)	3(8.8%)	3(8.8%)	3(8.8%)

### Question #4

*Please rank according to your level of Satisfaction on services.*

This question provided 6 areas with categories of *Not at all satisfied, Less satisfied, Satisfied, Very satisfied*.

### Very Satisfied

Of the areas ranked highest in the *Very Satisfied* category, **Staff Courtesy** ranked the highest with 9 responses, or 26.5% of respondents. This was followed by **Circulation Services** (7/20.6%), **Research Assistance** (7/20.6%), and **Library Hours** (7/20.6%).

### Satisfied

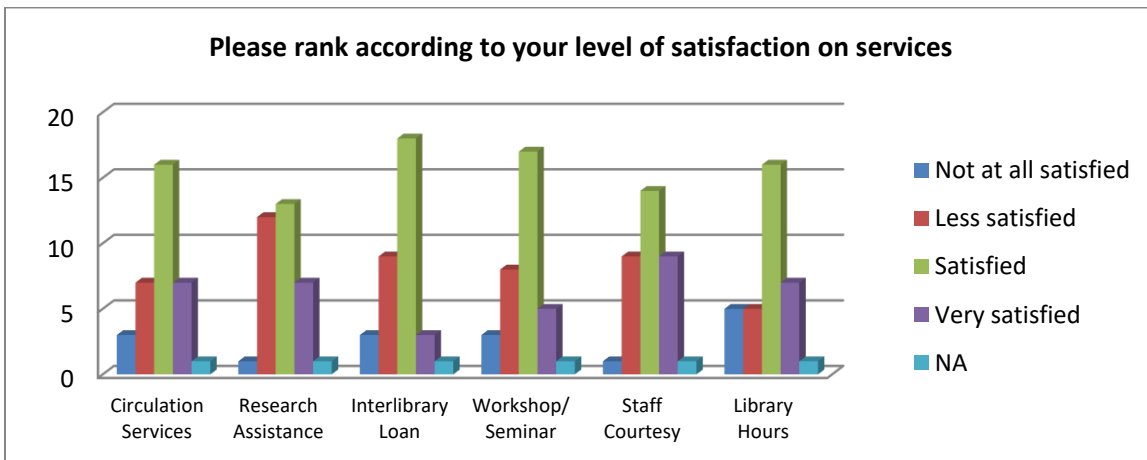
Of the areas ranked highest in the *Satisfied* category, **Interlibrary Loan** topped the list with 18 responses, or 52.9%. This was followed by **Workshop/ Seminar** (17/50%).

### Less Satisfied

The highest ranking in this category went to **Research Assistance**, with 12 comments, or 35.3%. The next highest ranking received in this category was for **Interlibrary Loan** and **Staff Courtesy**, with 9 comments, or 26.5%.

### Not at all Satisfied

The numbers in the *Not at all satisfied* category are consistently very low. The highest ranking in this category went to **Library Hours**, with 5 comments, or 14.7%. All other functions ranked at 1-3 comments for this category.



	Circulation Services	Research Assistance	Interlibrary Loan	Workshop/ Seminar	Staff Courtesy	Library Hours
Not at all satisfied	3(8.8%)	1(2.9%)	3(8.8%)	3(8.8%)	1(2.9%)	5(14.7%)
Less satisfied	7(20.6%)	12(35.3%)	9(26.5%)	8(23.5%)	9(26.5%)	5(14.7%)
Satisfied	16(47.1%)	13(38.2%)	18(52.9%)	17(50.0%)	14(41.2%)	16(47.1%)
Very satisfied	7(20.6%)	7(20.6%)	3(8.8%)	5(14.7%)	9(26.5%)	7(20.6%)
NA	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)

**Question #5**

**Please rank according to your level of importance on technologies.**

There were 34 responses to this question. The survey showed Internet Access, Support for Personal Devices, Hardware/ Software, and Copy Machines/ Printing ranking highest in importance on library technologies.

**Support for Personal Devices**

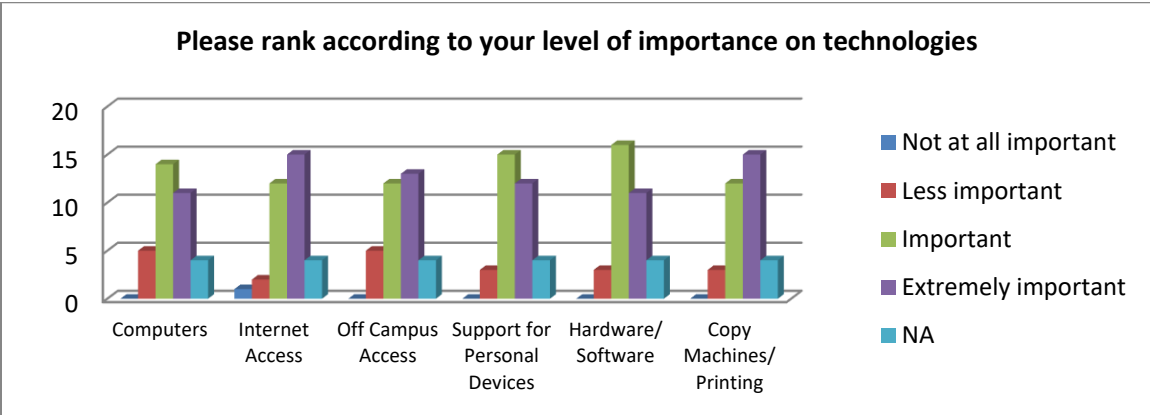
**Support for Personal Devices** ranked fourth in the Extremely Important category, with **12** responses, or **35.3%** of respondents. When we add the *Important* category to these numbers, we find that Support for Personal Devices are extremely important or important to **27** respondents, or **79.4%** of our users. This was the highest result with Internet Access, Hardware/ Software, and Copy Machines/ Printing in importance on library technologies.

**Internet Access & Copy Machines/Printing**

The type of material that was ranked as *Extremely Important* to the most respondents, **15** respondents, or **44.1%**, was **Internet Access & Copy Machines/Printing**. If we add to that those who responded in the *Important* category (12/35.3%), then **Internet Access & Copy Machines/Printing** are important or extremely important to **27**, or **79.4%** of our users.

**Hardware/Software**

Surprisingly, **Hardware/Software** ranked highest in the *Important* category than in the *Extremely Important* category. Hardware/Software was ranked as *Important* by **16** respondents, **47.1%**.



	Computers	Internet Access	Off Campus Access	Support for Personal Devices	Hardware/Software	Copy Machines/Printing
Not at all important	0(0.0%)	1(2.9%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Less important	5(14.7%)	2(5.9%)	5(14.7%)	3(8.8%)	3(8.8%)	3(8.8%)
Important	14(41.2%)	12(35.3%)	12(35.3%)	15(44.1%)	16(47.1%)	12(35.3%)
Extremely important	11(32.4%)	15(44.1%)	13(38.2%)	12(35.3%)	11(32.4%)	15(44.1%)
NA	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)

**Question #6**

*Please rank according to your level of Satisfaction on technologies.*

This question provided 6 areas with categories of *Not at all satisfied, Less satisfied, Satisfied, Very satisfied.*

**Very Satisfied**

Of the areas ranked highest in the *Very Satisfied* category, **Internet Access** ranked the highest with 9 responses, or 26.5% of respondents. This was followed by **Computers** (8/23.5%), **Copy Machines/Printing** (8/23.5%).

**Satisfied**

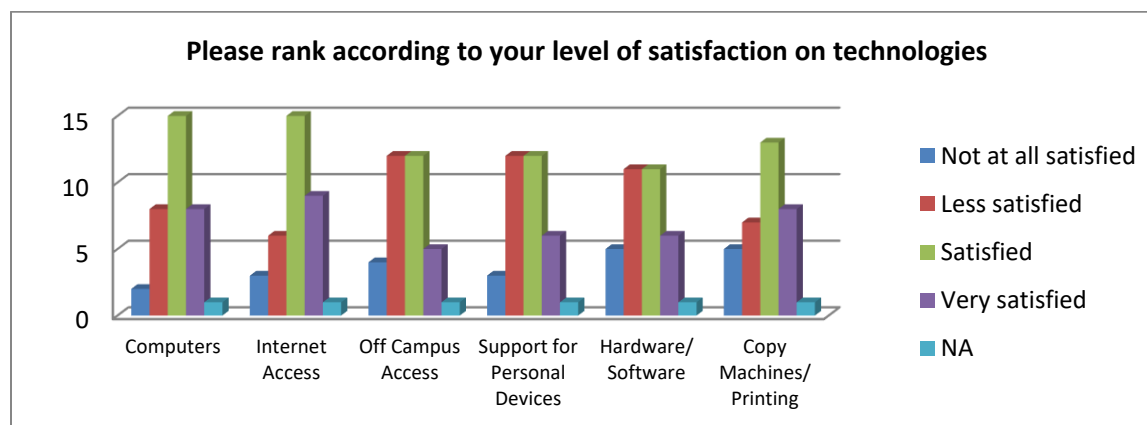
Of the areas ranked highest in the *Satisfied* category, **Computers** and **Internet Access** topped the list with 15 responses, or 44.1%. This was followed by **Copy Machines/ Printing** (13/38.2%).

**Less Satisfied**

The highest ranking in this category went to **Off Campus Access** and **Support for Personal Devices**, with 12 comments, or 35.3%. The next highest ranking received in this category was for **Hardware/ Software**, with 11 comments, or 32.4%.

### Not at all Satisfied

The numbers in the *Not at all satisfied* category are consistently very low. The highest ranking in this category went to **Hardware/ Software** and **Copy Machines/ Printing**, with 5 comments, or 14.7%. All other functions ranked at 2-4 comments for this category.



	Computers	Internet Access	Off Campus Access	Support for Personal Devices	Hardware/ Software	Copy Machines/ Printing
Not at all satisfied	2(5.9%)	3(8.8%)	4(11.8%)	3(8.8%)	5(14.7%)	5(14.7%)
Less satisfied	8(23.5%)	6(17.6%)	12(35.3%)	12(35.3%)	11(32.4%)	7(20.6%)
Satisfied	15(44.1%)	15(44.1%)	12(35.3%)	12(35.3%)	11(32.4%)	13(38.2%)
Very satisfied	8(23.5%)	9(26.5%)	5(14.7%)	6(17.6%)	6(17.6%)	8(23.5%)
NA	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)

### Question #7

*Please rank according to your level of importance on facilities.*

There were 34 responses to this question. The survey showed Lighting, Temperature, Noise level, Security ranking highest in importance on library facilities.

### Noise Level

**Noise Level** ranked fourth in the Extremely Important category, with **12** responses, or **35.3%** or respondents. When we add the *Important* category to these numbers, we find that Support for Personal



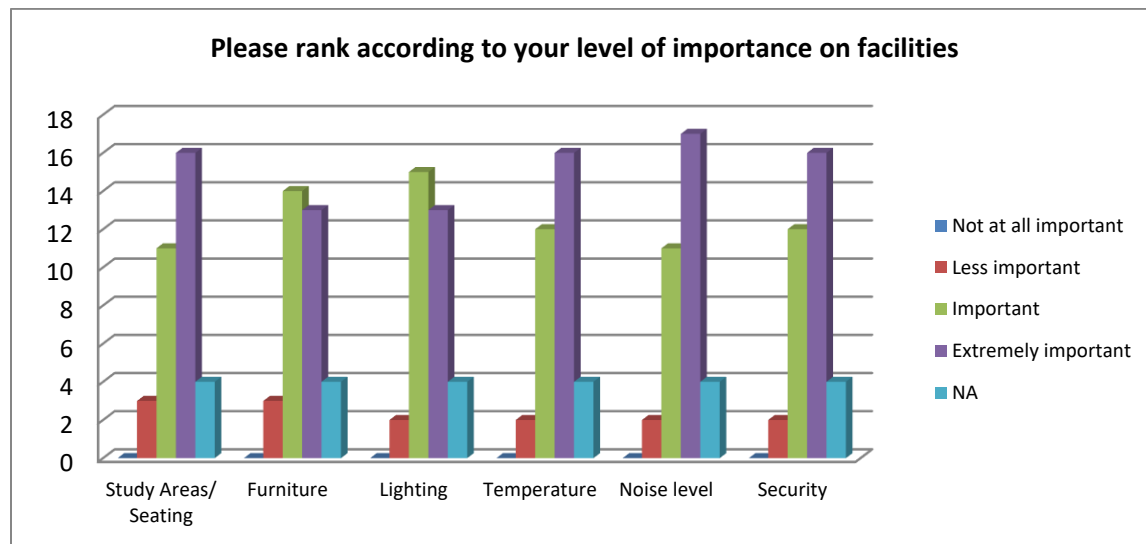
Devices are extremely important or important to **27** respondents, or **79.4%** of our users. This was the highest result in importance on library technologies.

### Noise Level

The type of material that was ranked as *Extremely Important* to the most respondents, **17** respondents, or **55%**, was **Noise Level**. If we add to that those who responded in the *Important* category (11/32.4%), then **Noise Level** is important or extremely important to **28**, or **82.4%** of our users.

### Lighting

Surprisingly, **Lighting** ranked highest in the *Important* category than in the *Extremely Important* category. While Lighting was ranked as *Important* by **15** respondents, **44.1%**, they were ranked as *Extremely Important* by only **13**, or **38.2%**.



	Study Areas/ Seating	Furniture	Lighting	Temperature	Noise level	Security
Not at all important	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Less important	3(8.8%)	3(8.8%)	2(5.9%)	2(5.9%)	2(5.9%)	2(5.9%)
Important	11(32.4%)	14(41.2%)	15(44.1%)	12(35.3%)	11(32.4%)	12(35.3%)
Extremely important	16(47.1%)	13(38.2%)	13(38.2%)	16(47.1%)	17(50.0%)	16(47.1%)
NA	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)	4(11.8%)

### Question #8

*Please rank according to your level of Satisfaction on facilities.*

## Very Satisfied

Of the areas ranked highest in the *Very Satisfied* category, **Temperature** ranked the highest with 13 responses, or 38.2% of respondents. This was followed by **Study Areas/ Seating**, **Noise level**, and **Security** (11/32.4%).

## Satisfied

Of the areas ranked highest in the *Satisfied* category, **Furniture** topped the list with 17 responses, or 50%. This was followed by **Security** (16/47.1%).

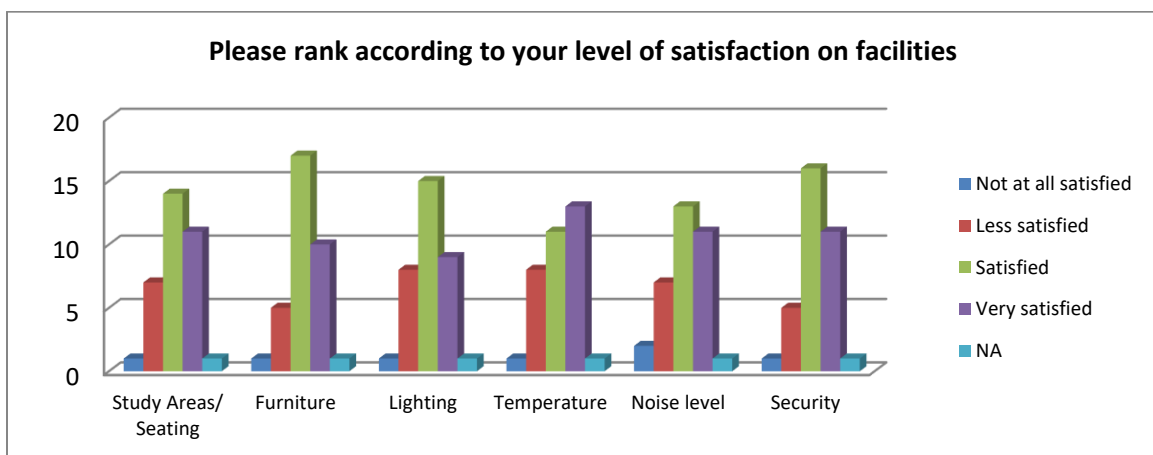
## Less Satisfied

The highest ranking in this category went to **Lighting** and **Temperature**, with 8 comments, or 23.5%. The next highest ranking received in this category was for **Study Areas/ Seating** and **Noise level**, with 7 comments, or 20.6%.

## Not at all Satisfied

The numbers in the *Not at all satisfied* category are consistently very low. The highest ranking in this category went to **Noise level**, with 2 comments, or 5.9%. All other functions ranked at 1 comment for this category.

The following charts provide a visual representation of satisfaction levels for library materials area.

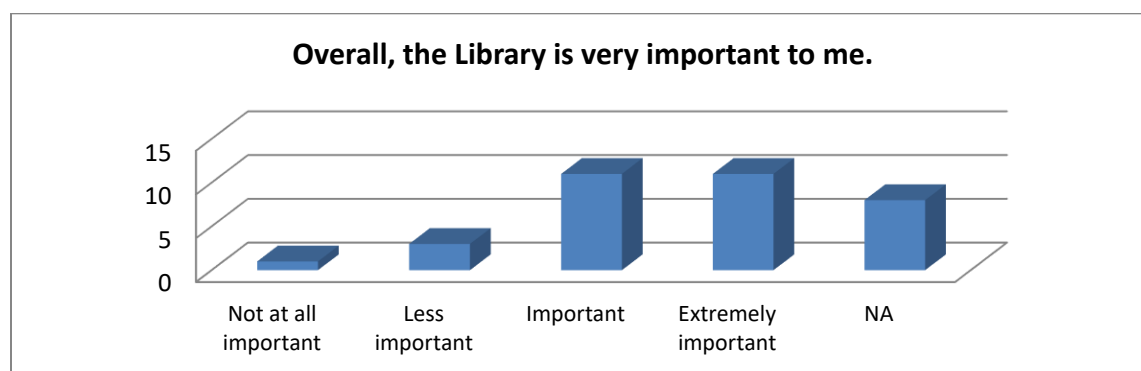


	Study Areas/ Seating	Furniture	Lighting	Temperature	Noise level	Security
Not at all satisfied	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	2(5.9%)	1(2.9%)
Less satisfied	7(20.6%)	5(14.7%)	8(23.5%)	8(23.5%)	7(20.6%)	5(14.7%)
Satisfied	14(41.2%)	17(50.0%)	15(44.1%)	11(32.4%)	13(38.2%)	16(47.1%)
Very satisfied	11(32.4%)	10(29.4%)	9(26.5%)	13(38.2%)	11(32.4%)	11(32.4%)
NA	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)

**Question #9**

**Overall, the Library is very important to me.**

Responses to this question indicated that the library is very important to the majority of our users. Eleven (11) people (32.4%) responded *Extremely Important* with this statement and an additional 11 (32.4%) responded *Important* with this statement. Only 3 people (8.8%) ranked this statement as *Less Important*, and 1 people (2.9%) as *Not at all important*. There was no option provide to elaborate on this question.

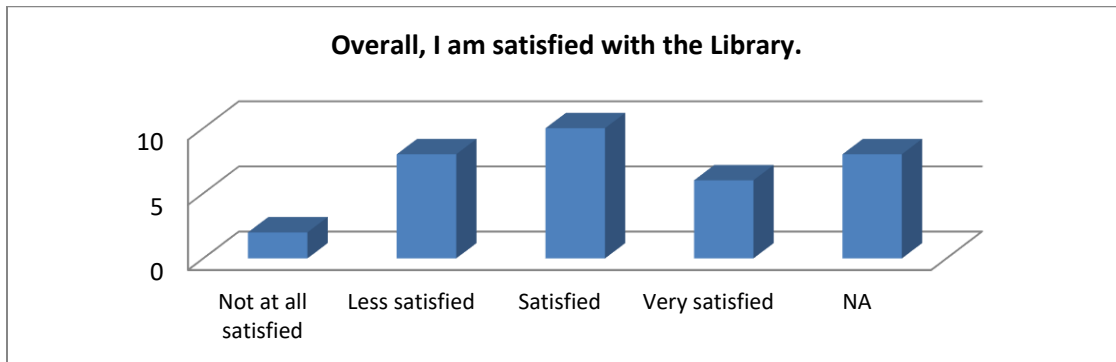


Not at all important	Less important	Important	Extremely important	NA
1	3	11	11	8
2.9%	8.8%	32.4%	32.4%	23.5%

**Question #10**

**Overall, I am satisfied with the Library.**

The overall satisfaction level was high. Out of 34 respondents, 16 (47%) responded in the first two categories. The breakdown by category is: 6 (17.6%) state that they *Very satisfied* with this statement, and 10 (29.4%) state that they are *Satisfied*. The number who did not respond *NA* was 8 (23.5%). There were 8 (23.5%) who *Less satisfied* and 2 (5.9%) who *Not at all satisfied* with this statement. In this survey year, positive responses clearly outweigh negative responses by a wide margin.



Not at all satisfied	Less satisfied	Satisfied	Very satisfied	NA
2	8	10	6	8
5.9%	23.5%	29.4%	17.6%	23.5%

**Question #11**

***I find it easy to locate what I want in the University Library.***

Total number of responses to this question was 34.

**Strongly Agree or Agree**

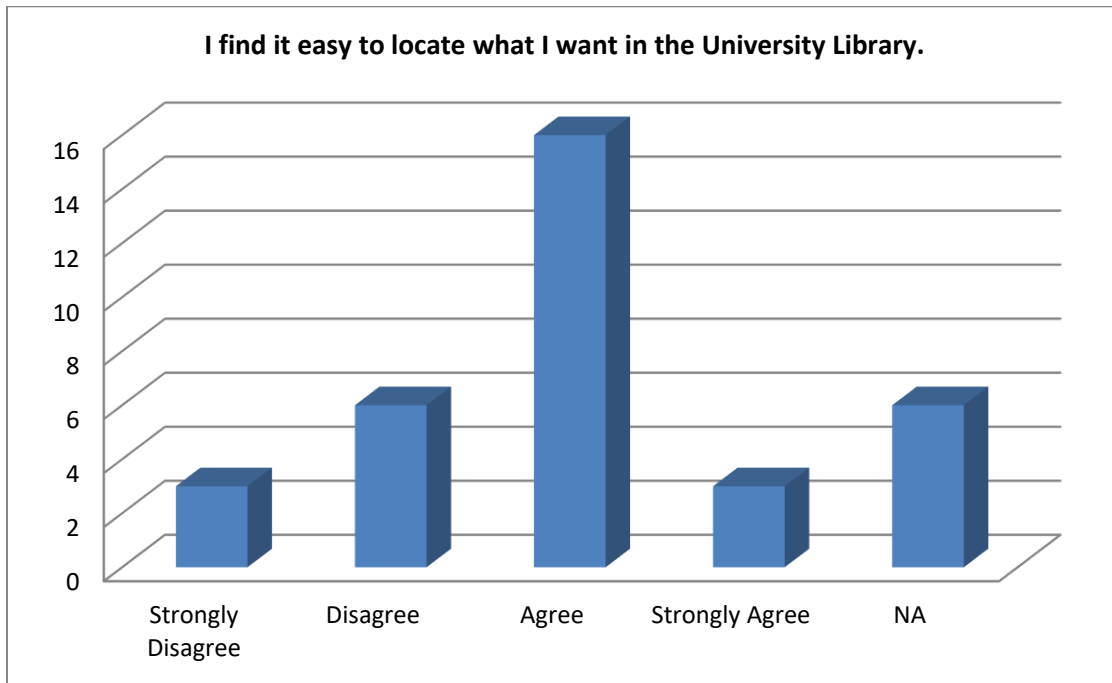
There were **3 (8.8%)** respondents stating that they *Strongly Agree*, and **16 (47.1%)** stating that they *Agree*. If we combine these positive rankings, then there were **19** respondents, or **55.9%** of respondents who find it easy to locate what they want in the library.

**Disagree or Strongly Disagree**

There were **6 (17.6%)** who *Disagreed* and **3 (8.8%)** who *Strongly Disagreed*. If we combine these negative rankings, then there were **9** respondents, or **26.4%** of respondents who do not find it easy to locate what they want in the library.

There were **6 (17.6%)** *Not Applicable* responses. Clearly, these results indicate that most people, over 55.9%, do not have difficulty locating what they want in the library.

The following chart provides a visual representation of the responses to this question.



Strongly Disagree	Disagree	Agree	Strongly Agree	NA
3	6	16	3	6
8.8%	17.6%	47.1%	8.8%	17.6%

### ***Question #12***

***I find it easy to locate what I want on the Library web site.***

Total number of responses to this question was 34.

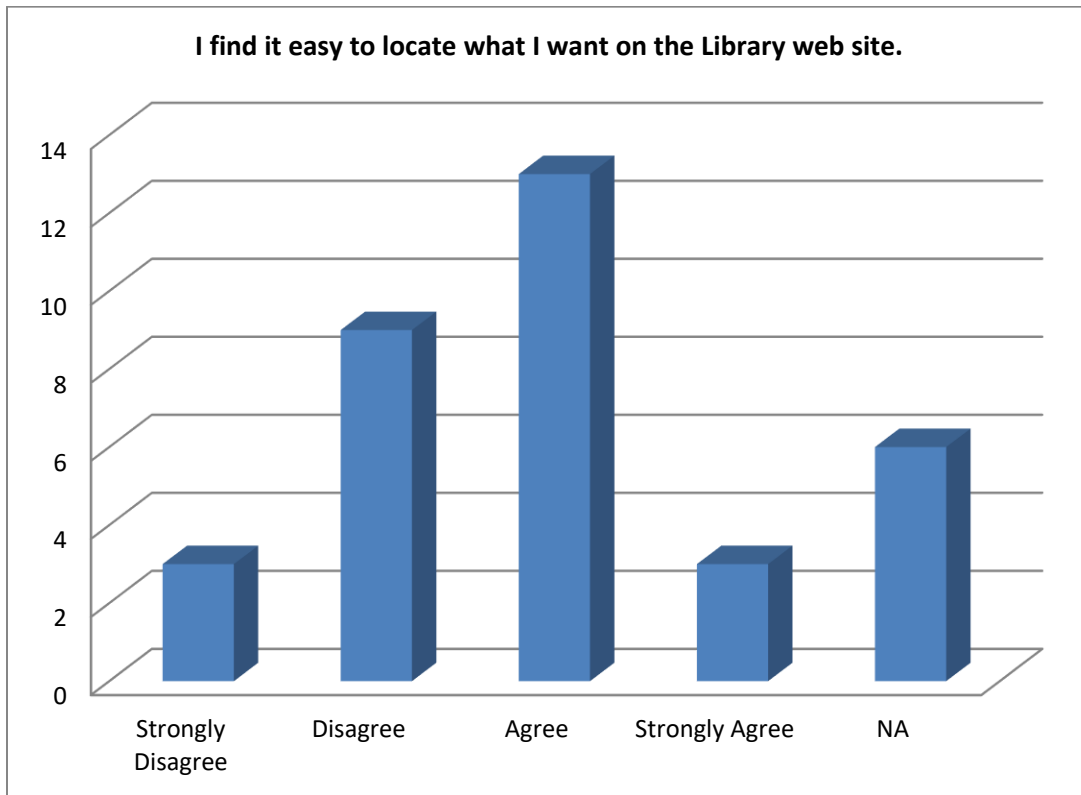
#### **Strongly Agree or Agree**

There were 3 respondents, or 8.8% who stated that they *Strongly Agree* with this statement. There were 13 (38.2%) who stated that they *Agree* with the statement. With positive responses taken together, there were 16 respondents, or 47%, who find it relatively easy to locate what they want on the library web site.

#### **Disagree or Strongly Disagree**

There were 9 (26.5%) who *Disagreed* and 3 (8.8%) who *Strongly Disagreed* with this statement. There were 6 (17.6%) *Not Applicable* responses.

The following chart provides a visual representation of the responses to this question.



Strongly Disagree	Disagree	Agree	Strongly Agree	NA
3	9	13	3	6
8.8%	26.5%	38.2%	8.8%	17.6%

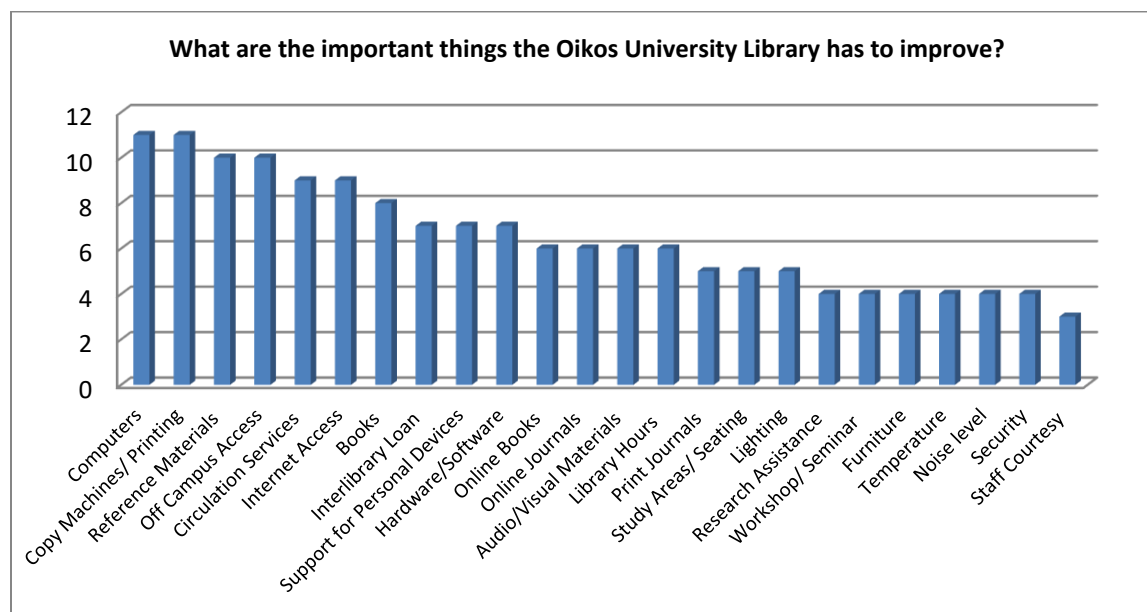
**Question #13**

*What are the important things the Oikos University Library has to improve? (Mark V to all that apply)*

The category that was marked most often in terms of the most important thing we have to improve was the **Computers and Copy Machines/ Printing**. There were **11** marks concerning the computers and the copy machines/printing. The copy machines have now been replaced with updated machines.

Unfortunately, at the time of the survey, the networked printers were not functioning consistently, so the responses to the question are likely skewed by that experience. There were **10** marks concerning the **Reference materials** and **Off Campus Access**. There were **9** marks about **Circulation Services** and **Internet Access**.

The following chart provides a visual look at the responses to this question.



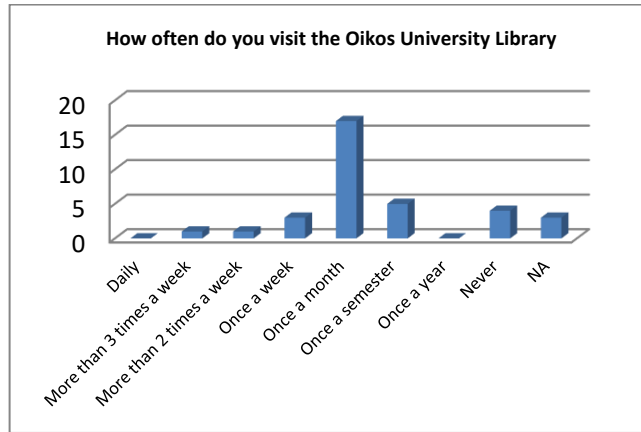
Computers	11	32.4%	Audio/Visual Materials	6	17.6%
Copy Machines/ Printing	11	32.4%	Library Hours	6	17.6%
Reference Materials	10	29.4%	Print Journals	5	14.7%
Off Campus Access	10	29.4%	Study Areas/ Seating	5	14.7%
Circulation Services	9	26.5%	Lighting	5	14.7%
Internet Access	9	26.5%	Research Assistance	4	11.8%
Books	8	23.5%	Workshop/ Seminar	4	11.8%
Interlibrary Loan	7	20.6%	Furniture	4	11.8%
Support for Personal Devices	7	20.6%	Temperature	4	11.8%
Hardware/Software	7	20.6%	Noise level	4	11.8%
Online Books	6	17.6%	Security	4	11.8%
Online Journals	6	17.6%	Staff Courtesy	3	8.8%

#### **Question # 14**

***How often do you visit the Oikos University Library?***

There were 0 people (0%) who visit the library on a daily basis; 1 (2.9%) who visit more than 3 times a week; 1 (2.9%) who visit more than 2 times a week; 3 (8.8%) who visit on a weekly basis; 17 (50%) who visit on a monthly basis; 5 (14.7%) who visit once a semester; 0 (0%) who visit once a year; 4 (11.8%) who never visit the library.

Daily	0	0.0%
More than 3 times a week	1	2.9%
More than 2 times a week	1	2.9%
Once a week	3	8.8%
Once a month	17	50.0%
Once a semester	5	14.7%
Once a year	0	0.0%
Never	4	11.8%
NA	3	8.8%

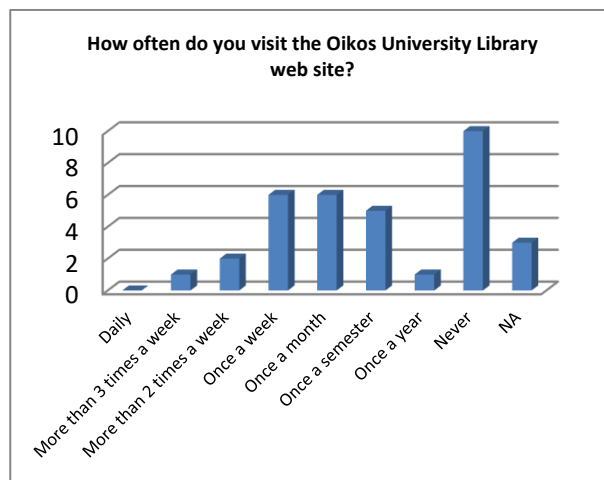


### Question #15

#### How often do you visit the Oikos University Library web site?

There were 0 (0%) who visit the web site on a daily basis; 1 (2.9%) who visit more than 3 times a week; 2 (5.9%) who visit more than 2 times a week; 6 (17.6%) who visit on a weekly basis; 6 (17.6%) who visit on a monthly basis; 5 (14.7%) who visit once a semester; 1 (2.9%) who visit once a year; 10 (29.4%) who never visit the library web site.

Daily	0	0.0%
More than 3 times a week	1	2.9%
More than 2 times a week	2	5.9%
Once a week	6	17.6%
Once a month	6	17.6%
Once a semester	5	14.7%
Once a year	1	2.9%
Never	10	29.4%
NA	3	8.8%



### Question # 16



*Please provide any other comments or suggestion that you might have.*

This was an open-ended question requiring a text response. This question seemed to provide people with a nice way to wrap up their comments. There was only 1 response to this question about online journals and reference materials, with requesting more reference materials and online journals available to students.

## **Conclusion**

Overall, the results of the Academic Library User Satisfaction Survey indicate that the Oikos University Library is doing very well in satisfying the needs of its community of users.

There were 34 library users who responded to this survey. The survey demographic was undergraduate students, graduate students and faculty. Out of 34 responders, 22 (64.8%) agreed that, “The University Library is very important to me.”

Most of the respondents visit the library on a monthly basis (17-50%). Similarly, most of the respondents visit the library’s website on a weekly basis (146-40%), with many visiting monthly (93-25%). Most find it easy to locate what they want both in the library (19-55.9%) and on the library website (16-47%).

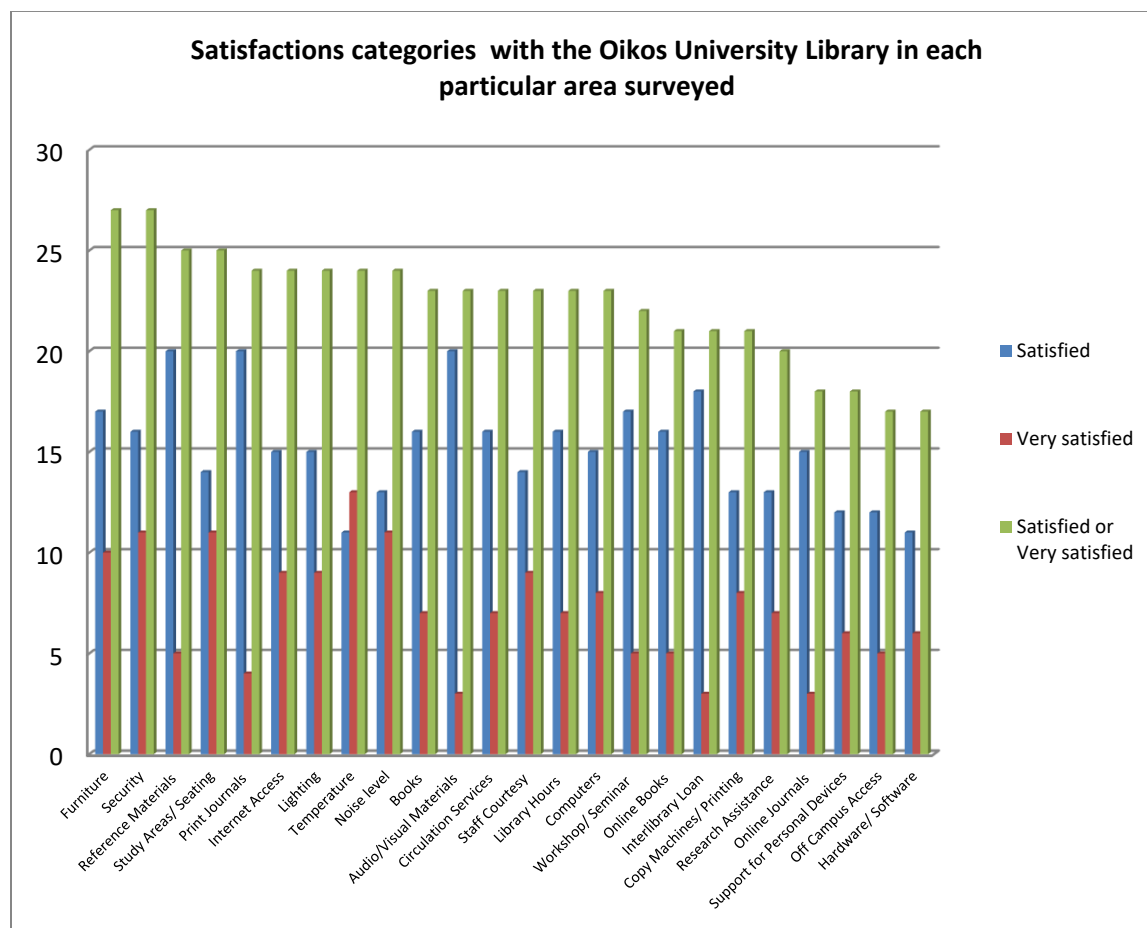
When asked to rank material types by their level of importance, respondents felt that Reference Materials (12-35.3%) were extremely important to them, followed by Books (10-29.4%) and print Journals (10-29.4%), Online Books (9-26.5%) and Online Journals (9-26.5%).

Overall satisfaction levels are high, where 47% of library users agree that overall, they are satisfied with the University Library. Future surveys will provide further useful information as to trends in service quality.

Respondents were asked, “What is the most important thing we have to improve?”, there were 11 comments about improving the Computers and Copy Machines/ Printing topping the list. This was followed by 10 comments about improving Reference Materials and Off Campus Access, 9 about improving the Circulation Services and Internet Access, and 8 about improving the Books. Improving the Interlibrary Loan, Support for Personal Devices and Hardware/Software followed with 7 comments each as the most important thing we have do to improve.

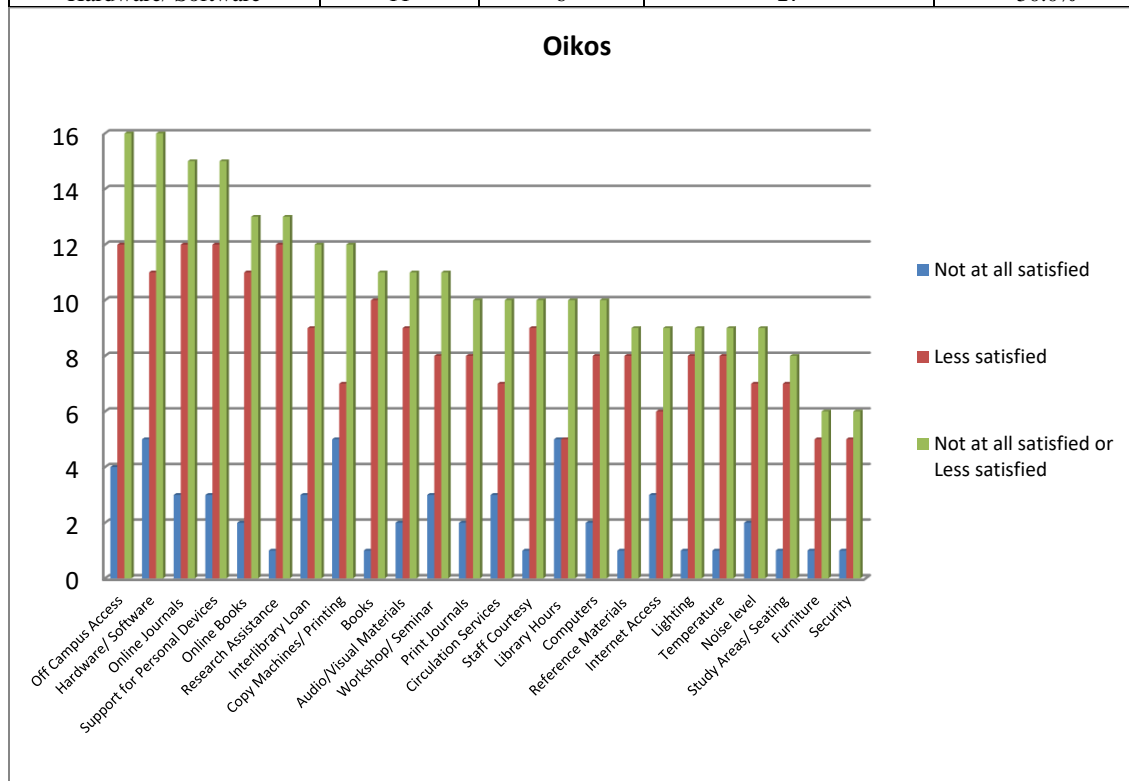
Responses further indicate that library users are, overall, satisfied with the Oikos University Library in each particular area surveyed. Overall levels of satisfaction are high for all categories. The areas that received the most rankings in the two highest **satisfactions** categories include: Furniture (27-79.4%) and Security (27-79.4%), Reference Materials (25-73.5%) and Study Areas/ Seating (25-73.5%), Print Journals (24-70.6%), Internet Access (24-70.6%), Lighting (24-70.6%), Temperature (24-70.6%), Noise level (24-70.6%).

Overall levels of dissatisfaction are very low in all categories. The areas that received the greatest number of rankings in the two categories indicating **dissatisfaction** include: Off Campus Access (16-47.1%) and Hardware/ Software (16-47.1%), Online Journals (15-44.1%) and Support for Personal Devices (15-44.1%), Online Books (13-38.2%), and Research Assistance (13-38.2%).



	Satisfied	Very satisfied	<b>Satisfied or Very satisfied</b>	Percentage
Furniture	17	10	<b>27</b>	79.4%
Security	16	11	<b>27</b>	79.4%
Reference Materials	20	5	<b>25</b>	73.5%
Study Areas/ Seating	14	11	<b>25</b>	73.5%
Print Journals	20	4	<b>24</b>	70.6%
Internet Access	15	9	<b>24</b>	70.6%

Lighting	15	9	24	70.6%
Temperature	11	13	24	70.6%
Noise level	13	11	24	70.6%
Books	16	7	23	67.6%
Audio/Visual Materials	20	3	23	67.6%
Circulation Services	16	7	23	67.6%
Staff Courtesy	14	9	23	67.6%
Library Hours	16	7	23	67.6%
Computers	15	8	23	67.6%
Workshop/ Seminar	17	5	22	64.7%
Online Books	16	5	21	61.8%
Interlibrary Loan	18	3	21	61.8%
Copy Machines/ Printing	13	8	21	61.8%
Research Assistance	13	7	20	58.8%
Online Journals	15	3	18	52.9%
Support for Personal Devices	12	6	18	52.9%
Off Campus Access	12	5	17	50.0%
Hardware/ Software	11	6	17	50.0%



	Not at all satisfied	Less satisfied	Not at all satisfied or Less satisfied	Percentage
Off Campus Access	4	12	16	47.1%
Hardware/ Software	5	11	16	47.1%
Online Journals	3	12	15	44.1%
Support for Personal Devices	3	12	15	44.1%
Online Books	2	11	13	38.2%
Research Assistance	1	12	13	38.2%
Interlibrary Loan	3	9	12	35.3%
Copy Machines/ Printing	5	7	12	35.3%
Books	1	10	11	32.4%

Audio/Visual Materials	2	9	<b>11</b>	32.4%
Workshop/ Seminar	3	8	<b>11</b>	32.4%
Print Journals	2	8	<b>10</b>	29.4%
Circulation Services	3	7	<b>10</b>	29.4%
Staff Courtesy	1	9	<b>10</b>	29.4%
Library Hours	5	5	<b>10</b>	29.4%
Computers	2	8	<b>10</b>	29.4%
Reference Materials	1	8	<b>9</b>	26.5%
Internet Access	3	6	<b>9</b>	26.5%
Lighting	1	8	<b>9</b>	26.5%
Temperature	1	8	<b>9</b>	26.5%
Noise level	2	7	<b>9</b>	26.5%
Study Areas/ Seating	1	7	<b>8</b>	23.5%
Furniture	1	5	<b>6</b>	17.6%
Security	1	5	<b>6</b>	17.6%

## ***Recommendations***

Following are a number of recommendations to be taken under consideration by the Head Library and the library staff. Please see the responses to question #13, “What are the important things the Oikos University Library has to improve” for additional discussion points.

### **Computers**

There were 11 (32.4%) people who thought improving the computers would be the most important thing the library has to improve. In this case, “improve” meant a number of different things to different people, from getting more computers to improving wireless access.

- Continue to work on printing for laptops
- Continue to improve wireless access
- Discuss the possibility of offering circulating laptops for students to take home
- Discuss the possibility of locating a couple of computers in the stacks
- Discuss the possibility of offering one or two Macintosh computers
- Clearly mark the computers that do not have a-drives, or, make sure all the public computers have a-drives.
- Open a discussion about making improvements to the library’s web site.

### **Copy Machines/ Printing**

There were 11 (32.4%) people who marked that improving the copy machines/ Printing would be the most important thing the library has to improve. Some of these comments may be moot in that new copy machines were installed after the survey period ended.

- Designate one staff member to take total responsibility for seeing that photocopiers are in working order. There should also be a backup person to cover when the primary person is not working.
- Ensure that the networked printing system is consistently functioning properly and/or that it is repaired as quickly as possible when it is not functioning properly.

- Thoroughly investigate the reason why the print system is not consistently functioning properly. Do other libraries use the same system with better results? If so, we need to learn what we are doing differently and make any necessary changes.
- If we cannot figure out how to make the print system work consistently, it may be time to investigate different print systems.
- Find an effective way to let all the students who are working at the computers know when the print system is not working.
- Discuss how to resolve the issue of large print jobs that hold up printing for those who only need to print one or two pages.

## **Awareness**

A number of respondents indicated that they were unaware of library services.

- Begin a regular library column in the Oikos University to increase student awareness of the library, its services, and its resources.
- Create a brochure similar to the student handout that covers all of the technical assistance, hardware and software that is available to students.
- Create a user guide, possibly a bookmark, indicating where library materials can be found in the LC classification system.
- Create a poster indicating where library materials can be found in the LC classification and post this on the end of the shelves with these numbers.

## **Book Collection**

Improving the book collection was identified by 8 (23.5%) patrons as important thing we have to do to improve.

- Work to get the book budget restored, if not to previous levels, at least to levels substantially higher than current appropriations.
- Continue to pursue sources for additional funding for the book collection
- Make a renewed effort to weed outdated materials from the book collection.
- Brainstorm to see if we can find innovative methods for selecting books that will ensure that the titles purchased are those that are most needed and most used by our students.
- Discuss the possibility of beginning a circulating collection of donated popular books, including books on CD. If we wanted to do this for fund-raising, this collection could work similarly to a paperback exchange rather than a circulating collection.

## **Journal Collections**

Users are quickly frustrated when it looks like they can access the full text of an article and then find that they can only get an abstract. Patrons thought improving the journal collection would be the important thing we could do to improve.

- Ensure that links to full text articles function properly.
- If possible, add explanations for Current Year Only in cases where a database offers full text of current year only. It often looks like full text is available for all years when it really is current year only.
- Continue to build the full text journal collection as much as possible
- Continue to participate in collaborative efforts for collection building

### **Staff Assistance**

- Continue to offer excellent user service.
- Ensure that all staff members are properly trained at the appropriate level for their respective jobs.
- Training for user service work should include behavioral guidelines.

### **Physical Plant Issues**

- Have a meeting between the Library Dean and the Director of Physical Plant Operations to share library user's concerns about the temperature in the library.
- Work on making the library more inviting and more pleasing to the eye.
- Improve the lighting situation. In particular, replace burnt out bulbs as needed.

### **Library Workshops/Education**

There were 4 (11.8%) people who thought offering more library workshops would be the most important thing we could do to improve.

- Offer additional workshops. Specific comments mentioned the need for more workshops on citation style, and advanced workshops on PowerPoint, Word and Excel.
- Create additional user guides for various topics, such as: what resources are available in various subject areas; what constitutes a research article; how to document sources, etc. One person suggested bookmarks with this type of information.
- Discuss once again the possibility of offering orientation sessions, particularly at the beginning of the term and in the evening.
- Discuss the possibility of offering an orientation session on tape or CD or online that can be played continuously in a prominent area at the beginning of each trimester.
- Brainstorm other possibilities for library education.

## **Process for the Systematic Evaluation**

Before end day of next month after semester ending, CFO prepare 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 for each course. Data is collected in each semester 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



**OIKOS UNIVERSITY**  
 7901 Oakport St, Suite 3000, Oakland, CA 94621  
 www.oikos.edu

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 email: info@oikos.edu

## Annual Staff Evaluation Form

**Please fill out completely**

Position: <b>President</b> Staff Name: <u>Jongin Kim</u> Supervisor Name: <u>Elizabeth Kim</u> Title: <u>Chair, Board of Directors</u> Evaluation Date: <u>6 / 30 / 2020</u>
---

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

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

### Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Work with the constituency, administration, and especially the board in determining the purpose and direction of the University.					✓	
2	See that the University is faithful to the fulfillment of its mission.					✓	
3	Serve as the sole, official liaison between the board and the University (but the President or board may invite other members of the University community to consult with or report to the board).					✓	
4	Recommend appointment of full-time faculty and administrators to the board.					✓	
5	Represent the University to internal and external constituencies as well as to the larger public.					✓	
6	Cultivate alumni, constituent churches and others as friends of the University.					✓	
7	Develop the financial resources needed to accomplish the goals of the school.					✓	



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8	Promote the cause of the University and initiate necessary communication with other seminaries of like faith for the purpose of fraternal relations.						✓
9	Receive and review the reports of the Deans.						✓
10	Perform any other duties pertaining to the office of the President which are not specifically described above but are assigned by the Board of Directors.						✓

**Supervisor's Comment:**

*Signatures*

6/30/2020

*Elizah Kim*

**DATE**

**Supervisor's SIGNATURE**



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### Annual Staff Evaluation Form

**Please fill out completely**

Position: **Dean of Academics**  
 Staff Name: Ki Wook Min  
 Supervisor Name: Jongun Kim Title: President  
 Evaluation Date: 6 / 29 / 2020

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

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

Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Supervise the registrar, director of library, full-time faculty, part-time faculty, full-time faculty of each program.				✓		
2	Assure that an adequate system of registration & academic advising operates smoothly.				✓		
3	Recommend to the President the hiring, promotion, demotion, and dismissal of the registrar, director of library, full-time faculty, full-time faculty (i.e. before being hired, an applicant for any of these positions must have a recommendation from the dean of academic affairs).				✓		
4	Function as an advocate of the faculty.				✓		
5	Maintain high morale and healthy working relationships within the university.				✓		
6	Plan and operate academic programs for the University (e.g. plan curriculum, schedule and staff classes, maintain and improve the academic integrity and standards of the University).				✓		



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7	Oversee faculty committee assignments.					✓	
8	Work with faculty committees and the director of faculty development.					✓	
9	Give leadership to the process of achieving licensure.					✓	
10	Represent the University in all governmental matters as directed by the President, maintain proper compliance with governmental regulations and licensing agencies. He or she shall establish and maintain proper relations with academic communities and other institutions.					✓	
11	See that the University continues to fulfill its mission statement, goals, and policies that are directed by president and determined by the board of directors.					✓	
12	Teach courses as needed.					✓	
13	Make an annual report to the President and the Board of Directors.					✓	
14	Prepare and oversee budget for academic affairs.					✓	
15	Recommend to the President and Board of Directors candidates for the conferring of all academic degrees and diplomas.					✓	

**Supervisor's Comment:**

*Signatures*

*6/29/2020*

**DATE**

**Supervisor's SIGNATURE**



Annual Staff Evaluation Form

Please fill out completely

Position: Director of Administration  
 Staff Name: Dongjin Lee  
 Supervisor Name: Jongin Kim Title: President  
 Evaluation Date: 6 / 29 / 2020

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

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

Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Most important will be the personal qualities of integrity, intellectual curiosity, exceptional interpersonal and communication skills, significant strategic and analytical capacity, technological savvy, a collaborative work style, and commitment to excellence that characterizes the school.					✓	
2	Oversees all aspects of student recruitment for an educational institution.					✓	
3	In addition to marketing his school to the external community, he establishes admissions policies and ensures each class is filled with the appropriate number of qualified students.					✓	
4	Develops and implements all admissions goals.					✓	
5	Develops and implements all admissions goals and strategy, working closely with the leadership of her institution.					✓	
6	Develops a marketing campaign that relays the school's mission to prospective students.					✓	



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7	Recruits and hires team members for the admissions department.									✓
8	Works closely with the heads of every educational program as well as the financial aid team ensures that the admissions process runs smoothly.									✓
9	Participate and serve as part of the Academic Affairs Team.									✓
10	Provide leadership and develop appropriate recommendations for the implementation of related technology application in support of enhanced services offered through registration and records.									✓
11	Develop and administer the departmental budget.									✓
12	Problem solve the research, analysis and resolution of student disputes as they relate to admission and student recruitment.									✓
13	Administer the collective bargaining agreement for the support staff contract.									✓
14	Serve as ex-officio member of Curriculum Committee.									✓

**Supervisor's Comment:**

*Signatures*

6/29/2020

**DATE**

**Supervisor's SIGNATURE**



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### Annual Staff Evaluation Form

**Please fill out completely**

Position: Chief Financial Officer  
 Staff Name: Myungsoon Yoon  
 Supervisor Name: Jongin Kim Title: President  
 Evaluation Date: 6 / 29 / 2020

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

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

Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Maintain accurate financial records (including exact records of all accounts of the general ledger).					✓	
2	Ensure protection of records through appropriate back-up procedures.					✓	
3	Provide the CPA with data needed to perform an outside, opinioned audit.				✓		
4	Facilitate and administer business dealings of the University, being careful to relate to vendors as well as those who pay for services (e.g. students, renters) in an honest and courteous way that reflects the character of Jesus Christ.					✓	
5	Check that money is used for its designated purposes (including special donations such as endowments, and budgeted items).				✓		
6	Lead the annual budget process with input from all administrators who operate a budget, the five-year plan and projections of income (e.g. tuition, rent, donations, endowments), and expenses.					✓	
7	Monitor the University budget by releasing funds through budget request forms that show how much is left in the category from which funds are requested with the assistance of the budget personnel.					✓	



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8	Monitor the University budget by producing monthly budget reports and by pointing out deficits with the assistance of the budget personnel.								✓
9	Administer payroll and benefits plans with the support of the Payroll & Account Payable personnel.								✓
10	Serve as a member of the finance committee of the board of directors.								✓
11	Manage investments according to direction of finance committee.								✓
12	Review cash flow daily, including review of payables with the assistance of the Payroll & Account Payable personnel.								✓
13	Review student receivables and delinquencies monthly with the assistance of the Tuitions and Fees personnel.								✓
14	See that notices are sent each month to students and others who are delinquent in payment.								✓

**Supervisor's Comment:**

*Signatures*

6/29/2020

**DATE**

**Supervisor's SIGNATURE**





Annual Staff Evaluation Form

Please fill out completely

Position: Director of Institutional Research  
 Staff Name: Meewon Sul  
 Supervisor Name: Jongin Kim Title: President  
 Evaluation Date: 6 / 29 / 2020

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

Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Provide oversight and support for institutional and programmatic accreditation.					✓	
2	Maintain knowledge of accreditation procedures.					✓	
3	Provide research support for ongoing activities in program assessment.					✓	
4	Analyze data summaries and develop appropriate research approaches to address significant issues.					✓	
5	Work collaboratively with institutional leadership to translate research findings into actionable strategic initiatives.					✓	
6	Provide leadership for the development of systems designed to assess institutional effectiveness.					✓	
7	Prepare environmental scanning reports to inform University planning assumptions particularly as it relates to enrollment and academic program planning.					✓	



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8	Prepare and make presentations to internal and external stakeholders regarding implications of survey and research findings.								✓
9	Serve as facilitator and/or liaison to various committees and task forces.								✓
10	Perform other related duties as assigned.								✓

**Supervisor's Comment:**

*Signatures*

*6/29/2020*

**DATE**

**Supervisor's SIGNATURE**



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### Annual Staff Evaluation Form

Please fill out completely

Position: Librarian

Staff Name: Duckyoung Won

Supervisor Name: Ki Wook Min Title: Academic Dean

Evaluation Date: 06/15/2020

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

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

#### Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Administers library policies, makes policy recommendations to the university, provides staff support and information to the faculty and students.				✓		
2	Prepares budget for Board approval, monitors and approves expenditures as directed by the Board, administers gifts, state and federal money.				✓		
3	Supervises personnel directly or through subordinates; hires and trains employees; assigns and monitors work; evaluates personnel; disciplines employees as necessary.				✓		
4	Evaluates library services and makes recommendations for improvements.					✓	
5	Works with elected officials, university officials and civic organizations to develop programs and resolve problems.				✓		
6	Administers maintenance of library facilities and equipment; works with architects and planners on facility development.				✓		
7	Reviews and approves selection of all materials for purchase.					✓	



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8	Participates in professional meetings, classes, conferences and workshops.				✓	
9	Participates in organizational management through the committee process.				✓	
10	Reads professional materials to update and maintain knowledge and skills.				✓	
11	Accountable for all activities, programs and services.				✓	
12	Performs other related duties as assigned.				✓	

**Supervisor's Comment:**

*He has worked with well-planned schedule. Thanks to his work, Oikos library could be organized systematically. As a professor, he managed his duties with other staffs supportively.*

Signatures

*06/15/2020*

*[Signature]*

DATE

Supervisor's SIGNATURE



Annual Staff Evaluation Form

Please fill out completely

Position: Registrar  
 Staff Name: An Ock Park  
 Supervisor Name: Dongjin Lee Title: Director of Administration  
 Evaluation Date: 6 / 30 / 2020

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

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

Duties and Responsibilities

#	Questions	1	2	3	4	5	N/A
1	Supervise and evaluate the Records, Registration and admission staffs.				X		
2	Organize and administer the records, registration and graduation functions, including transcript evaluations, admissions and the certification process in order to provide maximum service to students while ensuring efficient and effective workflow.				X		
3	Participate and serve as part of the Academic Affairs Team.				X		
4	Lead initiatives as determined by the Dean.				X		
5	Supervise the coordination, evaluation and certification of all graduation applications, while overseeing the complete graduation process to include all elements of the rehearsal and ceremony.				X		
6	Responsible for collecting, recording, maintaining and reporting of student records within FERPA guidelines, e.g., grades, registration data, transcripts, mid-term verification, athletic eligibility and audits and other associated audits.				X		
7	Provide leadership and develop appropriate recommendations for the implementation of related technology application in support of enhanced services offered through Registration and Records.			X			



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8	Develop and administer the departmental budget.				X	
9	Problem solve the research, analysis and resolution of student disputes as they relate to records and registration.				X	
10	Collaborate with administrators, deans, faculty, IT and counselors to facilitate and improve services to students, including catalog and registration/records policy questions.				X	
11	Administer the collective bargaining agreement for the support staff contract.				X	
12	Serve as ex-officio member of Curriculum Committee.				X	

**Supervisor's Comment:**

Signatures

*Doug J. [Signature]*

8/30/20

DATE

Supervisor's SIGNATURE

## 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 :					

## Sort by questions

### Annual Evaluation of the President by the Board

#### President Evaluation 2020

This evaluation is to be done by the board members annually. This evaluation will be used for the  
1: poor, 2: fair, 3: average, 4: good, 5: excellent

No	Question	1	2	3	4	5	average
1	Communicates a vision for the University effectively.					10	5,00
2	Communicates with members in a responsive manner.					10	5,00
3	Effectively appoints and manages the administrative cabinet.					10	5,00
4	Is taking the right action to manage enrollments.					10	5,00
5	Actively promotes scholarly development and excellence.			1	1	8	4,70
6	Is an effective fundraiser.			4	6		3,60
7	Practices leadership that instills enthusiasm and increases morale.					10	5,00
8	Represents the University well to the community and beyond the campus.					10	5,00
9	Executes University's annual plans sincerely.					10	5,00
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					10	5,00
11	Overall, the president performs his role in excellent manner.					10	5,00
12	Extra Comments :						

## Sort by average

### Annual Evaluation of the President by the Board

#### President Evaluation 2020

This evaluation is to be done by the board members annually. This evaluation will be used for the  
1: poor, 2: fair, 3: average, 4: good, 5: excellent

No	Question	1	2	3	4	5	average
1	Communicates a vision for the University effectively.					10	5,00
2	Communicates with members in a responsive manner.					10	5,00
3	Effectively appoints and manages the administrative cabinet.					10	5,00
4	Is taking the right action to manage enrollments.					10	5,00
7	Practices leadership that instills enthusiasm and increases morale.					10	5,00
8	Represents the University well to the community and beyond the campus.					10	5,00
9	Executes University's annual plans sincerely.					10	5,00
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					10	5,00
11	Overall, the president performs his role in excellent manner.					10	5,00
5	Actively promotes scholarly development and excellence.			1	1	8	4,70
6	Is an effective fundraiser.			4	6		3,60
12	Extra Comments :						



## **Annual Evaluation of the President by the Board Analysis Result, 2019-2020**

The survey of the annual evaluation of the president by the board 2019-2020.  
Ten board members completed the survey and IR department analyzed the survey.

The bottom two questions from the survey were

- A. Is an effective fundraiser. (4.00/5.00)
- B. Actively promotes scholarly development and excellence. (4.7/5.00)

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 :					

## Sort by questions

### Board Member Self Evaluation

2020

The 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.

1: poor, 2: fair, 3: average, 4: good, 5: excellent

No	Question	1	2	3	4	5	Average
1	Understands and delivers a vision for the University effectively.				3	7	4.70
2	Communicates with other members in a timely and responsive manner.				5	5	4.50
3	Attends and participates in all board meetings sincerely.				6	4	4.40
4	Attends and participates in all committee meetings sincerely.		1		5	4	4.20
5	Actively supports the chairman and the president's vision and plans.		3		4	3	3.70
6	Actively involved with fundraising activities.		4	4	2		2.80
7	Practices leadership that instills enthusiasm and increases morale.		1	1	7	1	3.80
8	Represents the University well to the community and beyond the campus.				7	3	4.30
9	Executes annual plans of the board sincerely and cooperatively.				7	3	4.30
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.				9	1	4.10
11	Overall, performs his role in excellent manner.				6	4	4.40
12	Extra Comments :						

## Sort by average

### Board Member Self Evaluation

2020

The 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.

1: poor, 2: fair, 3: average, 4: good, 5: excellent

No	Question	1	2	3	4	5	average
1	Understands and delivers a vision for the University effectively.				3	7	4.70
2	Communicates with other members in a timely and responsive manner.				5	5	4.50
3	Attends and participates in all board meetings sincerely.				6	4	4.40
11	Overall, performs his role in excellent manner.				6	4	4.40
8	Represents the University well to the community and beyond the campus.				7	3	4.30
9	Executes annual plans of the board sincerely and cooperatively.				7	3	4.30
4	Attends and participates in all committee meetings sincerely.		1		5	4	4.20
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.				9	1	4.10
7	Practices leadership that instills enthusiasm and increases morale.		1	1	7	1	3.80
5	Actively supports the chairman and the president's vision and plans.		3		4	3	3.70
6	Actively involved with fundraising activities.		4	4	2		2.80
12	Extra Comments:						

## **Board Member Self Evaluation Analysis Result, 2019-2020**

The following charts are the analysis result for the survey of the board member self evaluation for 2019-2020. Ten board members completed the survey and IR department analyzed the survey.

The bottom three questions from the survey were

- A. Actively involved with fundraising activities. (2.8/5.00)
- B. Actively supports the chairman and the president's vision and plan. (3.7/5.00)
- C. Practice leadership that instills enthusiasm and increases morale. (3.8/5.0)

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.