

Assessment Plan

Oikos University

2020-2021

(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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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 program and has formed steering committee to prepare and submit self-study and host a team of evaluators in the year 2020. A staff visit is to be scheduled in the fall of 2019.

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 Music,
the Bachelor of Business Administration
the Master of Business Administration
and 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 (i.e. elders, deacons, Sunday School teachers, home Bible study leaders, lay counselors, volunteer youth ministers, etc.), and develop advanced competencies in a specialized area.

Objectives – Program Learning Outcomes

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

- PLO 1 Demonstrate a foundation knowledge in general education, a comprehensive knowledge of the Bible and an understanding of Christian doctrine
- PLO 2 Develop an appreciation for the 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 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 Music

The Doctor of Musical Arts (DMA) program at Oikos University offers 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

Upon completing all the course requirements for the DMA program at Oikos University, students will be able to:

- 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.
- PLO 6. To demonstrate biblical value in spiritual leadership or worship and apply lifestyle of example in community service.

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.

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.

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 (DBA)

The Doctor of Business Administration (DBA) program at Oikos University adds a rigorous theoretical foundation to practical concepts in business education to offer opportunities for career advancement to professionals who require a combination of knowledge and skills in the field of Business Administration.

Objectives- Program Learning Outcomes

Upon completing the requirements for the DBA, students will be able to:

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 worked together with each of faculty and staff as they have created a culture of evidence and many years of experience. 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

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

	<ul style="list-style-type: none"> • “Business Ethics” Course Signature Assignment • Portfolio Checklist 	
Co-Curricular	<ul style="list-style-type: none"> • Chapel Survey 	<ul style="list-style-type: none"> • Community Service Survey

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.

Institutional Assessment Schedule

Area of Assessment	Assessment Process and Instruments	Assessment Schedule
Core Institutional Instrument	Mission Statement Survey	June, annually
	Student Satisfaction Survey	June, every two years
	Exit Survey	Aug, annually
	Employer Survey	Dec, annually
Organizational Assessment	Board of Director Self-Evaluation	June, annually
	Evaluation of Institutional Mission and Purpose	June, annually
	President/CEO Evaluation	June, annually
	Annual Staff Evaluation	June, annually
	Annual Financial Audit	June, annually
Academic Assessment	Faculty Self-Evaluation	June, annually
	Faculty Peer Evaluation	Every two years
	Course Evaluations	Every Semesters
	Academic Assessment	June, annually
	Capstone Course Evaluation	June, annually
	Chapel Evaluation	June, annually
	Faculty Orientation Survey	June, annually
	Online Program Evaluation	June, annually
Learning Resources	Student Library Survey	June, annually
	Library annual report	June, annually
Institutional Effectiveness	Evaluation of Strategic Planning and Budgeting	June, annually
	Evaluation of Publications and Policies	June, annually
	Evaluation of Student Success and Retention	June, annually
	Evaluation of Financial Condition and Management	June, annually
	Evaluation of faculties and equipment	June, annually
	Evaluation of Review of Assessment Plan	June, annually

Yearly Assessment Schedule

Oikos University, 2020-2021

	Title	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	Educational Effectiveness Assessment	Data Collect (Instructor, Deans and Directors)	Analysis (IR)						Data Collect (Instructor, Deans and Directors)	Analysis (IR)				Data Collect (Instructor, Deans and Directors)	Analysis (IR)
2	Semi-Annual Report by IR											Report (Deans and Directors)			
3	Annual Report by IR				Report (IR)										
4	Assessment Handbook						Report (IR)								
5	Semi-Annual Report by Program											Report (Deans and Directors)			
6	Annual Report by Program				Report (Deans and Directors)										
7	Program Review				Review Every 4years (Deans and Directors)										
8	Knowledge Survey (Currently Not Applicable)	Post (Instructors)	Analysis (IR)		Pre (Instructors)				Post (Instructors)	Analysis (IR)	Pre (Instructors)			Post (Instructors)	Analysis (IR)
9	Graduation and Exit Survey		Survey	Analysis											Survey
10	Employer Survey											Survey			Analysis
11	Class Survey	Act (Instructors)	Analysis			Act (Instructors)	Analysis		Act (Instructors)	Analysis		Act (Instructors)	Analysis	Act (Instructors)	Analysis
12	Retention Rate					Data Collection	Analysis		Analysis			Data Collection	Analysis		Analysis

13	Graduation Rate		Data Collection	Analysis										Data Collection
14	Placement Rate								Data Collection	Analysis				
15	License Passing Rate		Data Collection	Analysis										Data Collection
16	Faculty Ratio			Data collect	Analysis				Data collect	Analysis				
17	Class performance Date sheet		Data Collection	Analysis					Data Collection	Analysis				
18	BPPE									Data Collect	Analysis			
19	School performance fact Sheet			Data Collect	Analysis				Data Collection	Analysis				
20	Counseling and Enrollment Analysis		Data Collect and Analysis						Data Collect and Analysis					
21	Student/ Faculty Demographics Analysis					Analysis							Analysis	
22	Faculty Workshop Survey Analysis				Analysis				Analysis					
23	Student Satisfaction Inventory (SSI)	Data Collect	Report											
24	Online Performance Evaluation		Evaluation and Analysis					Evaluation and Analysis						Evaluation and Analysis
25	Annual Online Program Academic Assessment	Data Collect (Instructor, Deans and Directors)	Analysis (IR)					Data Collect (Instructor, Deans and Directors)	Analysis (IR)				Data Collect (Instructor, Deans and Directors)	Analysis (IR)
26	Class Survey (Online)	Act (Instructors)	Analysis			Act (Instructors)	Analysis	Act (Instructors)	Analysis		Act (Instructors)	Analysis		Act (Instructors)
27	Online Committee Meeting	Regular Meeting				Regular Meeting		Regular Meeting			Regular Meeting		Regular Meeting	

Oikos University Data-Based Academic Assessment Report

Fall 2020 - Spring 2021

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.

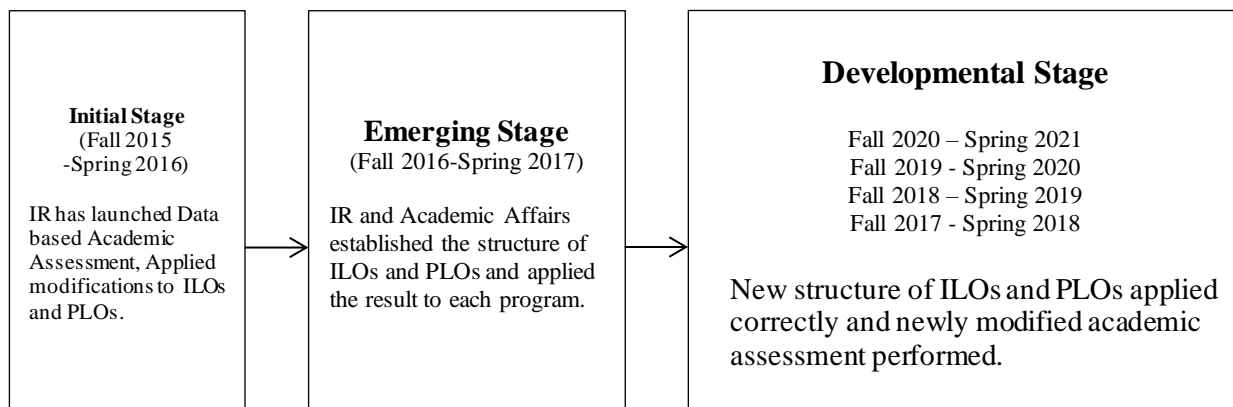


Figure 1: chronicle of changes of Oikos University ILOs and PLOs

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 2021

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 2020 - Spring 2021 academic year is shown in **Figure5**.

The summarized result for Fall 2020 - Spring 2021, 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							3.7	
	BABA PLO2 Conduct independent research relevant to business-related issues							3.8	
	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			0					0
	BABA PLO 3 Demonstrate written and oral presentation skills expected of a business-school graduate			3.6					3.6
	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	3.7							
	BABA PLO1 Apply ethical and legal principles to a business environment	3.6							
	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							3.5	
	BABA PLO4 Develop a global business perspective based on the knowledge of foreign business environments and cultures							0	
	BM PLO 3 Demonstrate comprehensive knowledge in their major field and perform music in that level					0	0		
	BM PLO 4 Demonstrate a working knowledge in music reading and writing					0	0		
Christian Commitment	BABS PLO 1 Demonstrate a foundation knowledge in general education, a comprehensive knowledge of the Bible and an understanding of Christian doctrine		3.4		3.4				
	BABA PLO 5 Integrate the knowledge acquired in the program within a life of Christian service to the local and global community.		3.6		3.6				
	BM PLO 5 Demonstrate an effective communication in music technology and serving the church and the community with Christian commitment								0

Figure 5: Fall 2020 - Spring 2021 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 2020 and Spring 2021.

	%
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 2020 and Spring 2021. 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.

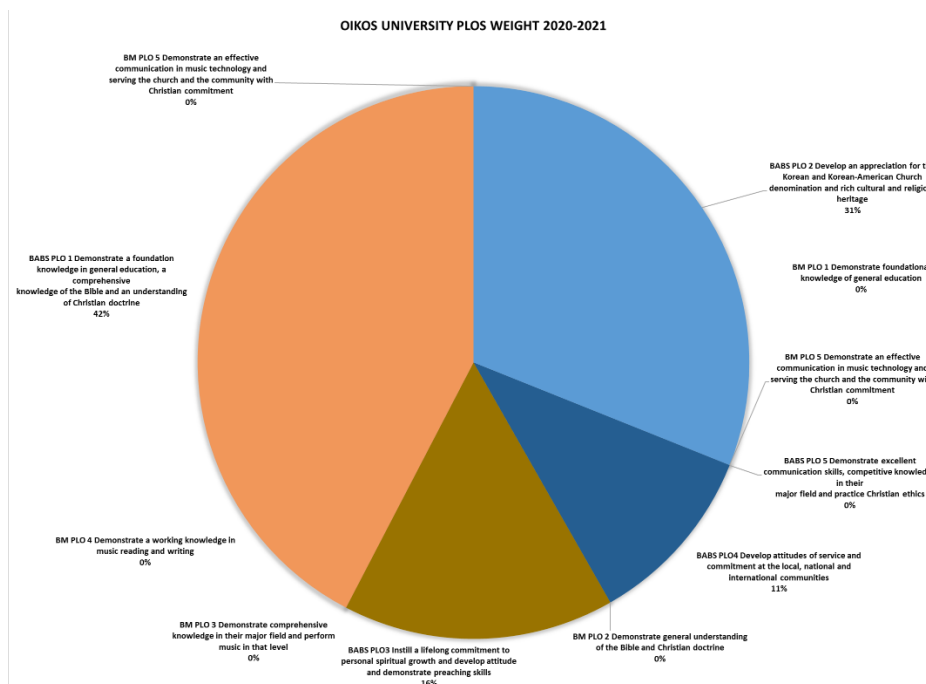
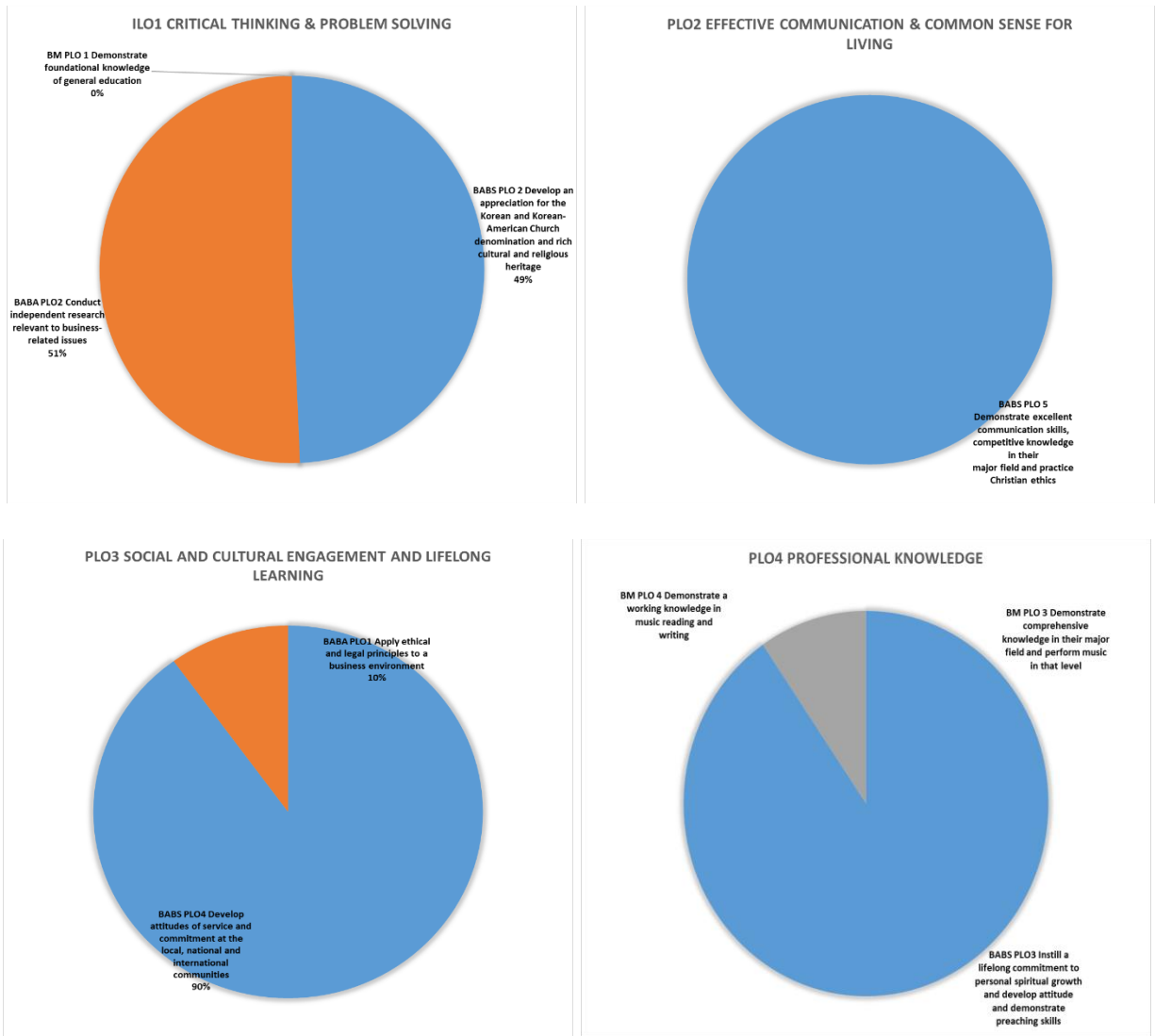


Figure 7: Data collection ratio.

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 2020 to Spring 2021 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.



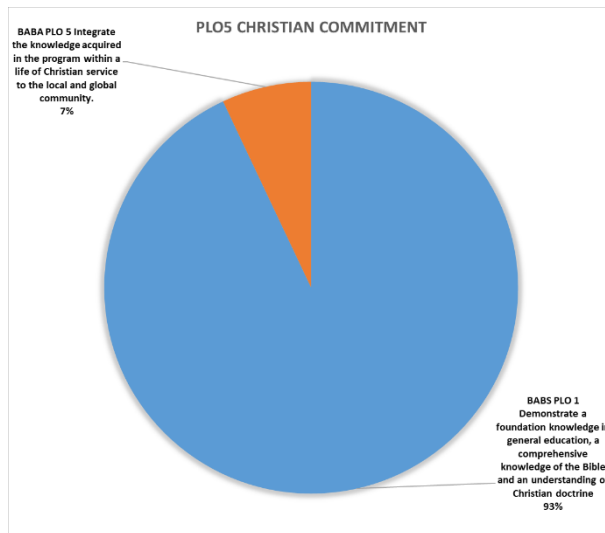


Figure 8: Data collection ratio of each ILO

Figure 9 shows the cumulative data collection ratio of the institution for all ILOs.

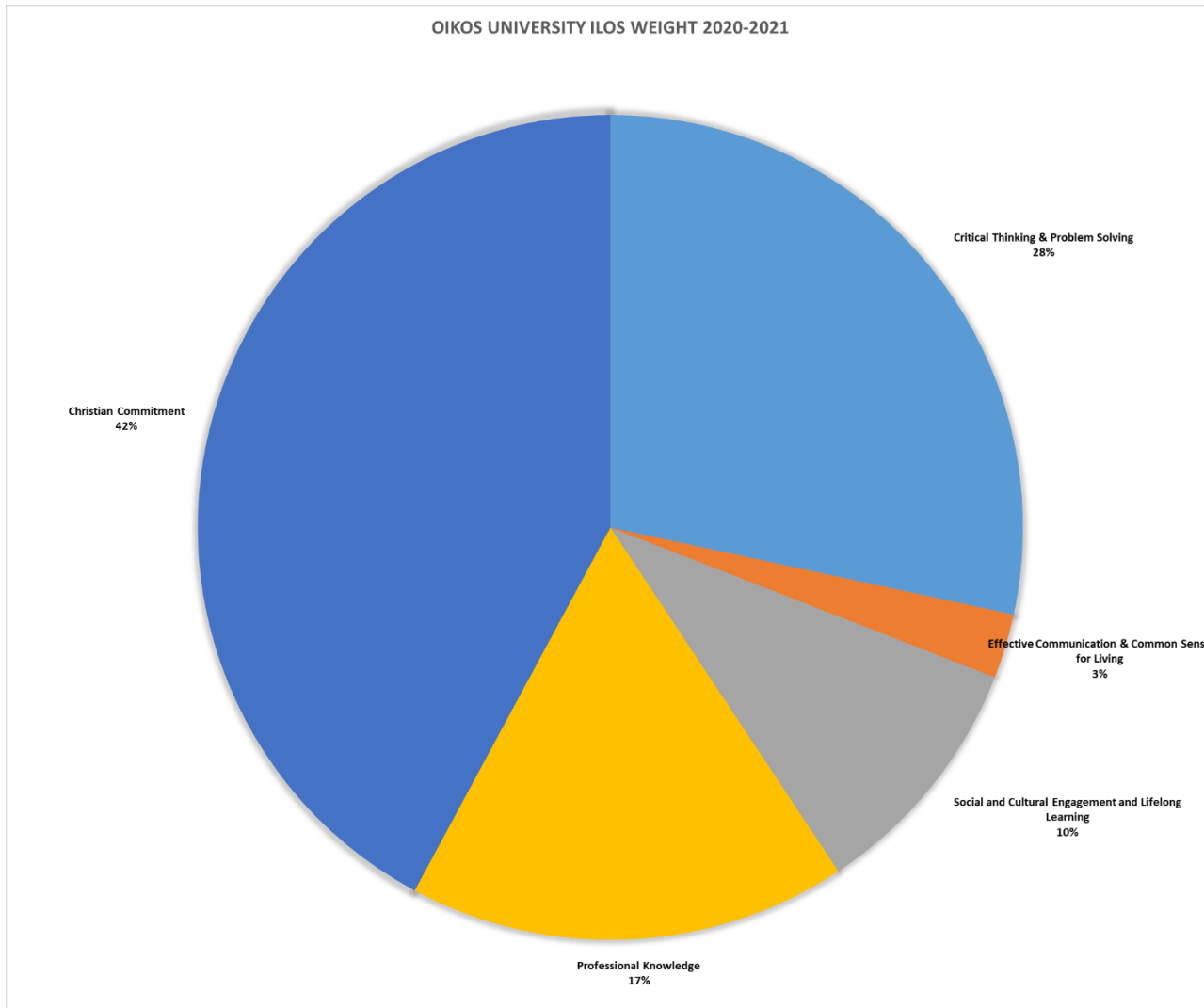


Figure 9: Data collection ratio of PLOs from all programs

As illustrated in *Figures 7, Figure 8, and Figure 9*, In Fall 2020 - Spring 2021 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 2020. BM PLO1, BM PLO2, and BM PLO5 represented an approximate amount of 0% of their respective charts. Based on the analysis of Fall 2020-Spring 2021 the classes for BM PLO1, BM PLO2, and BM PLO5 need to be offered in Fall 2021-Spring 2022. 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 2020 - 2021 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 2020 – Spring 2021.

Faculty participant number

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

Number of Collected Data on 2020 - 2021

Program	2020-2021	Total
Theology	27	27
Business	4	4
Music	6	6
Total		37

Figure10: Faculty participant number and number of collected data

5. Findings

Undergraduate Programs

Through the analysis of Data-Based Academic Educational Effectiveness of Fall 2020 through Spring 2021, 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 six years.

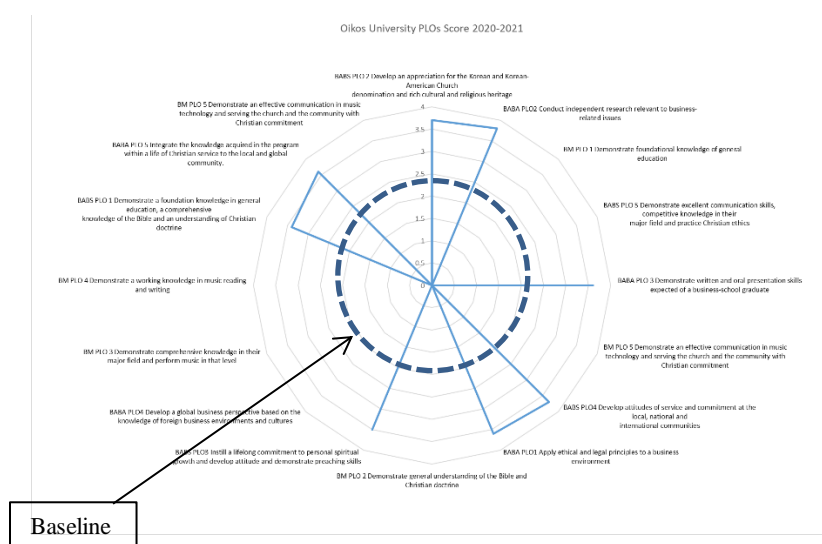


Figure 11: Comparison of PLOs with baseline.

The following graphs, *Figure 12 - 17*, represent the analysis results for the previous six academic years (from Fall 2015 to Spring 2021) 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.

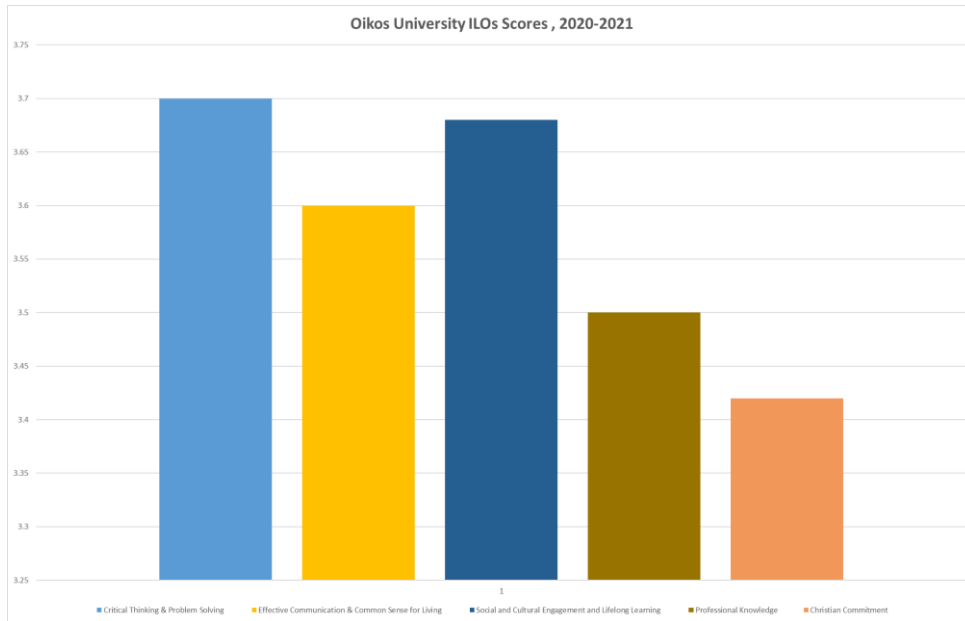


Figure 12: The 2020-2021 Oikos University ILOs Scores.

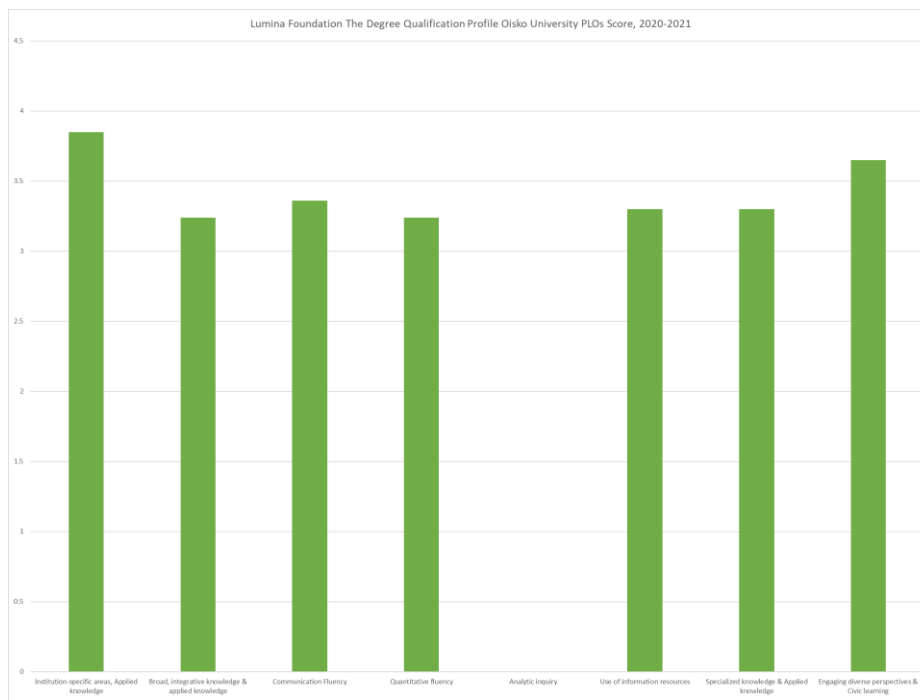


Figure 13: The 2020-2021 Oikos University DQP Scores.

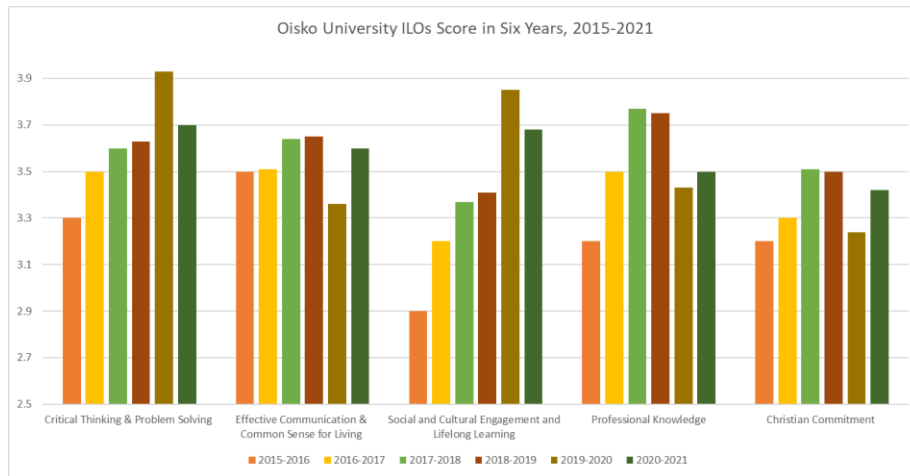


Figure 14: The comparison of ILOs.

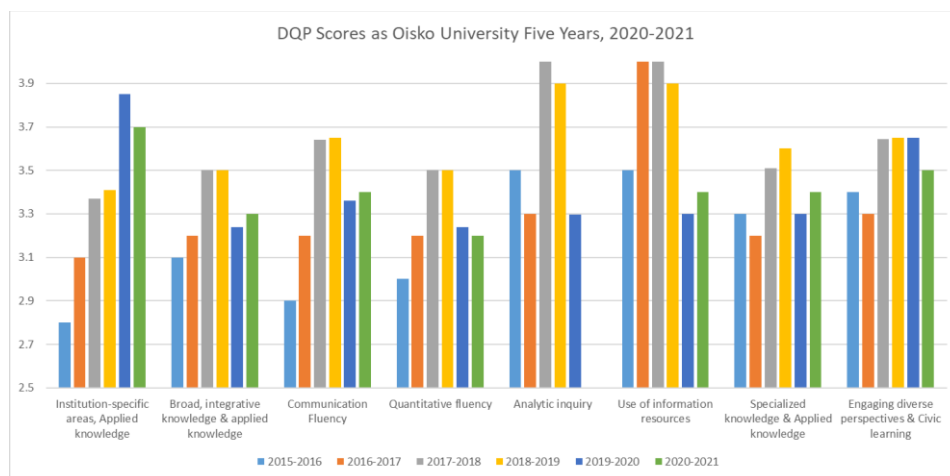


Figure 15: DQP scores for Six Years.

Oikos Institutional Learning Outcomes (ILOs) Score Summary 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021

ILO1 (Critical Thinking and Problem Solving): 3.5, 3.6, 3.63, 3.93, 3.7

ILO2 (Effective Communication & Common Sense for Living): 3.51, 3.64, 3.65, 3.36, 3.6

ILO3 (Social and Cultural Engagement and Lifelong Learning): 3.2, 3.37, 3.41, 3.85, 3.68

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

ILO5 (Christian Commitment): 3.3, 3.51, 3.50, 3.24, 3.42

Degree Qualification Profile (DQP) Score Summary 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021

Institution-Specific Areas, Applied Knowledge: 3.1, 3.37, 3.41, 3.85, 3.7

Broad, Integrative Knowledge & Applied Knowledge: 3.2, 3.5, 3.5, 3.24, 3.3

Intellectual Skills:

Communication Fluency: 3.2, 3.64, 3.65, 3.36, 3.4

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

Analytic Inquiry: 3.3, 4.0, 3.9, 3.3, N/A

Use of Information Resources: 3.5, 4.0, 3.9, 3.3, 3.4

Specialized Knowledge & Applied Knowledge: 3.2, 3.51, 3.6, 3.3, 3.4

Engaging Diverse Perspectives & Civic Learning: 3.3, 3.643, 3.65, 3.65, 3.5

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

Master of Business Administration

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 corporations

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

The following **Figures 16 - 19** represent the analysis of Graduate program. The figures contain prior data from 2015 - 2021 academic year.

Based on the past data based academic assessment 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.

In **Figure 18**, based on the earlier analysis, presented in the Academic Assessment of 2020 - 2021, 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 2020 - 2021.

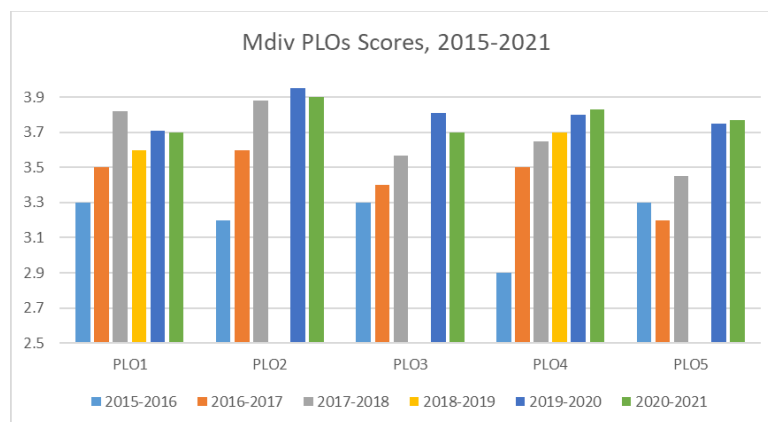


Figure16: M.Div. Programs PLOs Score, 2015-2021 by PLOs and by Years

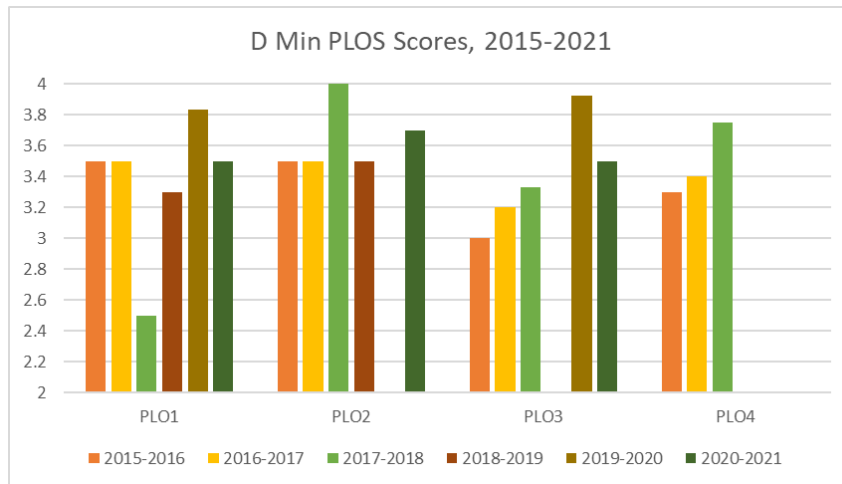


Figure17: D.Min. Programs PLOs Score, 2015-2021 by PLOs and by Years

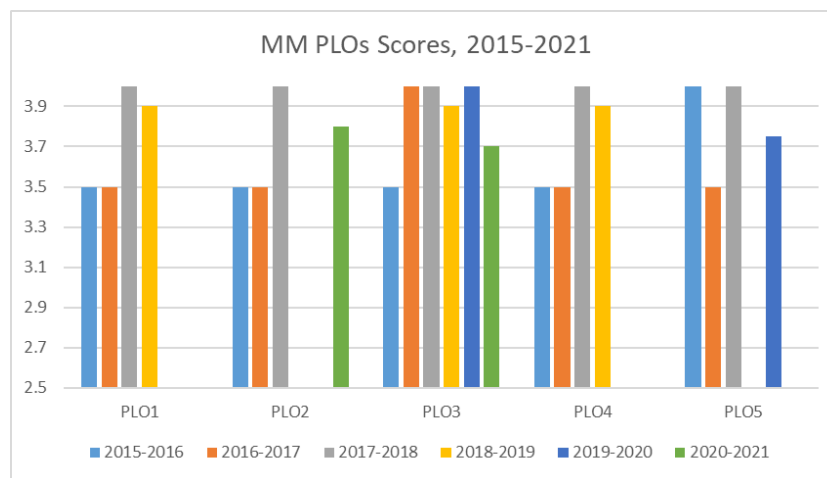


Figure18: M.M. Programs PLOs Score, 2015-2021 by PLOs and by Years

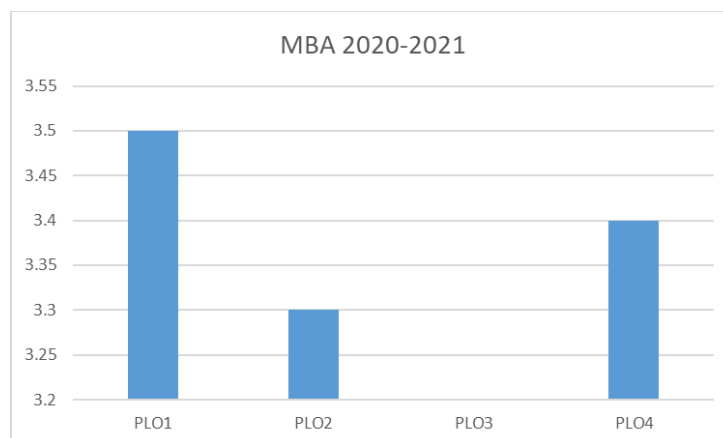


Figure19: MBA Programs PLOs Score, 2020-2021 by PLOs and by Years

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 2020-Spring 2021 the classes for BM PLO1, BM PLO2, and BM PLO5 need to be offered in Fall 2020- Spring 2022
- 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

Institutional Research
Nov , 2021

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.

Survey Result

Fall 2020

Name of instructor	Questio	Strongly disagree	1	2	3	4	5	average
BUS250								
Business Ethics	1							5.00
Jin Kim	2							5.00
	3							5.00
	4							5.00
	5							5.00
	6							5.00
	7							5.00
	8							5.00
	9							5.00
	10							5.00
	Total average							5.00

Name of instructor	Questio	Strongly disagree	1	2	3	4	5	Average
BUS101								
Business English	1							5.00
Fundamentals	2							5.00
Jin Kim	3							5.00
	4							5.00
	5							5.00
	6							5.00
	7							5.00
	8							5.00
	9							5.00
	10							5.00
	Total average							5.00

Name of instructor	Questio	Strongly disagree	1	2	3	4	5	Average
ENG105								
English Bible	1							3.29
Kyungrae Kim	2							3.29
	3							3.29
	4							3.29
	5							3.29
	6							3.00
	7							3.29
	8							3.29
	9							2.71
	10							2.86
	Total average							3.16

Name of instructor	Questio	Strongly disagree	1	2	3	4	5	Average
GK101								
New Testament Greek	1							4.32
Sehee Kim	2							4.28
	3							4.32
	4							4.00
	5							4.24
	6							4.28
	7							4.00
	8							3.88
	9							4.08
	10							4.00
	Total average							4.14

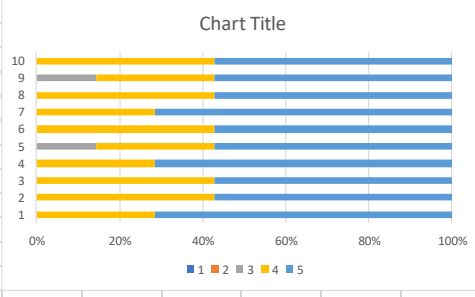
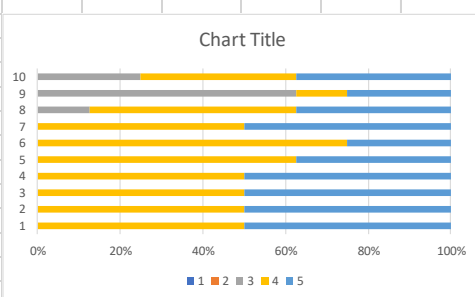
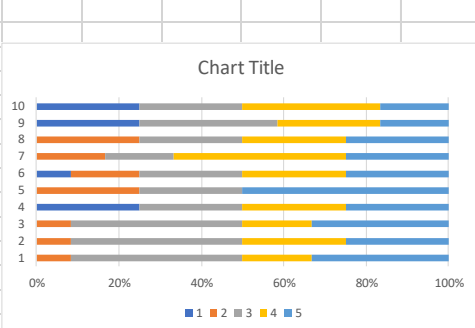
Name of instructor	Questio	Strongly disagree	1	2	3	4	5	Average
HIS401								
Early Church History	1							4.17
Sunhee Song	2							4.17
	3							4.33
	4							4.50
	5							4.50
	6							4.33
	7							4.50
	8							4.17
	9							3.67
	10							4.00
	Total average							4.23

MKTG289	Question	Strongly disagree	Strongly Agree			Average		
Marketing Fundamentals Jin Kim	1	1	2	3	4	5		4.75
	2				1	3		4.75
	3				1	3		4.75
	4				1	3		4.75
	5				1	3		4.75
	6				2	2		4.50
	7				1	3		4.75
	8				2	2		4.50
	9				1	2		4.67
	10				1	3		4.75
Total average							4.69	
MUCD413	Question	Strongly disagree	Strongly Agree			Average		
Church Choral Conduction Somyung Lee	1	1	2	3	4	5		4.50
	2				3	5		4.63
	3		1		5	2		4.00
	4				5	3		4.38
	5				4	4		4.50
	6				4	4		4.50
	7				3	5		4.63
	8				2	5		4.71
	9		1	1	3	4		4.63
	10				5	3		4.38
Total average							4.49	
OT101	Question	Strongly disagree	Strongly Agree			Average		
Survey to OT Sehee Kim	1	1	2	3	4	5		4.33
	2			1	4	1		4.00
	3			1	3	2		4.17
	4			2		4		4.33
	5			1	1	4		4.50
	6				3	3		4.50
	7				2	4		4.67
	8				3	3		4.50
	9				2	4		4.67
	10				3	3		4.50
Total average							4.42	
OT301	Question	Strongly disagree	Strongly Agree			Average		
Introduction to OT Sehee Kim	1	1	2	3	4	5		4.29
	2			2	3	2		4.00
	3			1	4	2		4.14
	4			1	4	2		4.14
	5				3	4		4.57
	6			1	4	2		4.14
	7				3	4		4.57
	8			1	5	1		4.00
	9			3	3	1		3.71
	10			1	5	1		4.00
Total average							4.16	
OT315	Question	Strongly disagree	Strongly Agree			Average		
Introduction to Prophets Seung Ku Jung	1	1	2	3	4	5		4.67
	2				3	3		4.50
	3				1	5		4.83
	4				1	5		4.83
	5				2	4		4.67
	6				3	3		4.50
	7				3	3		4.50
	8				3	3		4.50
	9			2	1	3		4.17
	10				3	3		4.50
Total average							4.57	

	Questio	Strongly disagree			Strongly Agree		Average
		1	2	3	4	5	
PHL111							
Introduction to Philos	1	1	1	5	2	4	3.75
Sungrae Kim	2	1	1	5	3	3	3.67
	3	1	1	5	2	4	3.75
	4	3	1	3	3	3	3.00
	5	3	3	3	3	6	3.75
	6	1	2	3	3	3	3.33
	7	2	2	2	5	3	3.75
	8	3	3	3	3	3	3.50
	9	3	3	4	3	2	2.83
	10	3	3	3	4	2	2.92
	Total average						3.42

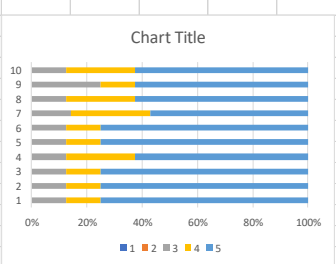
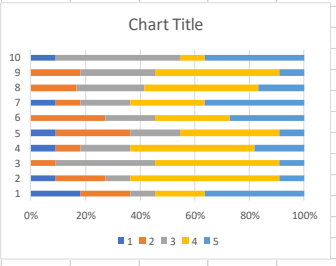
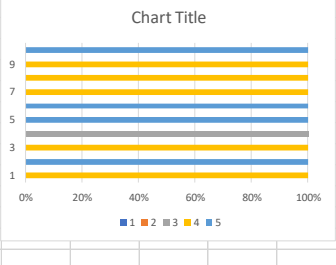
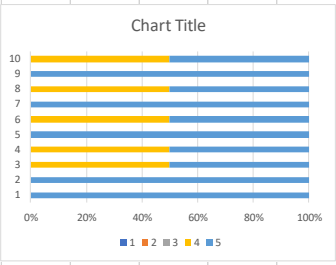
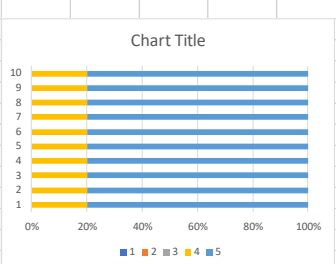
	Questio	Strongly disagree			Strongly Agree		Average
		1	2	3	4	5	
THE401							
Systematic Theology I	1	1	1	3	4	4	4.50
Ki Wook Min	2	1	1	3	4	4	4.50
	3	1	1	3	4	4	4.50
	4	1	1	3	4	4	4.50
	5	1	1	3	5	3	4.38
	6	1	1	3	6	2	4.25
	7	1	1	3	4	4	4.50
	8	1	1	1	4	3	4.25
	9	1	1	5	1	2	3.63
	10	1	1	2	3	3	4.13
	Total average						4.31

	Questio	Strongly disagree			Strongly Agree		Average
		1	2	3	4	5	
THE425							
Contemporary Theolo	1	1	1	3	2	5	4.71
Ki Wook Min	2	1	1	3	3	4	4.57
	3	1	1	3	3	4	4.57
	4	1	1	3	2	5	4.71
	5	1	1	1	2	4	4.43
	6	1	1	3	3	4	4.57
	7	1	1	3	2	5	4.71
	8	1	1	3	3	4	4.57
	9	1	1	1	2	4	4.43
	10	1	1	3	3	4	4.57
	Total average						4.59

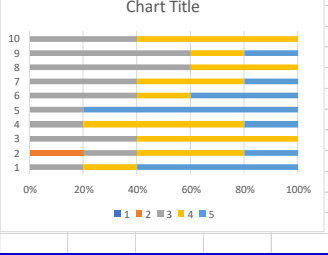
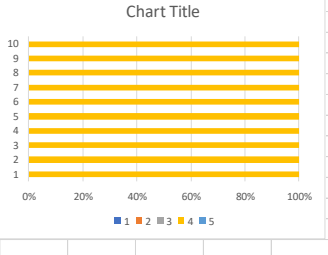
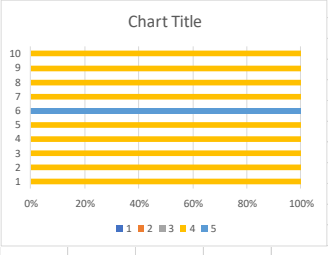
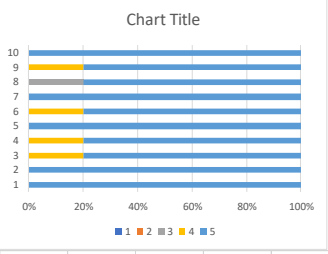
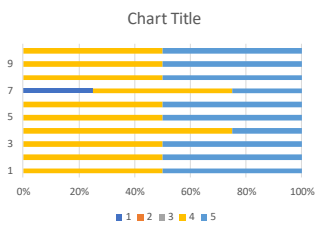


Spring 2021

Name of instructor	Question	Strongly disagree			Strongly Agree		Average
		1	2	3	4	5	
BUS240							
Business Law	1				1	4	4.80
Jin Kim	2				1	4	4.80
	3				1	4	4.80
	4				1	4	4.80
	5				1	4	4.80
	6				1	4	4.80
	7				1	4	4.80
	8				1	4	4.80
	9				1	4	4.80
	10				1	4	4.80
	Total average						5.00
BUS520							
Organization & Society Management	1				2	2	5.00
Jin Kim	2				2	2	5.00
	3				1	1	4.50
	4				1	1	4.50
	5				2	2	5.00
	6				1	1	4.50
	7				2	2	5.00
	8				1	1	4.50
	9				2	2	5.00
	10				1	1	4.50
	Total average						4.75
BUS560							
Marketing Management Innovation	1				1	1	4.00
Jin Kim	2				1	1	5.00
	3				1	1	4.00
	4			1			3.00
	5				1	1	5.00
	6				1	1	5.00
	7				1	1	4.00
	8				1	1	4.00
	9				1	1	4.00
	10				1	1	5.00
	Total average						4.30
ENG102							
English Literature	1	2	2	1	2	4	3.36
David A. Sylvester	2	1	2	1	6	1	3.36
	3		1	4	5	1	3.55
	4	1	1	2	5	2	3.55
	5	1	3	2	4	1	3.09
	6		3	2	3	3	3.55
	7	1	1	2	3	4	3.73
	8		2	3	5	2	3.91
	9		2	3	5	1	3.45
	10	1		5	1	4	3.64
	Total average						3.52
HIS402							
Medieval Church History	1				1	6	4.63
Sunhee Song	2				1	1	4.63
	3				1	1	4.63
	4				1	2	4.50
	5				1	1	4.63
	6				1	1	4.63
	7				1	2	4.43
	8				1	2	4.50
	9				2	1	4.38
	10				1	2	4.50
	Total average						4.54



HIS416 History of Modern Chur Sunhee Song	Question	Strongly disagree			Strongly Agree		
		1	2	3	4	5	Average
	1				2	2	4.50
	2				2	2	4.50
	3				2	2	4.50
	4				3	1	4.25
	5				2	2	4.50
	6				2	2	4.50
	7	1			2	1	3.50
	8				2	2	4.50
	9				2	2	4.50
Total average						4.37	
HRMN101 Human Resource Management Jin Kim	Question	Strongly disagree			Strongly Agree		
		1	2	3	4	5	Average
	1					5	5.00
	2					5	5.00
	3				1	4	4.80
	4				1	4	4.80
	5					5	5.00
	6				1	4	4.80
	7					5	5.00
	8			1		4	4.60
	9				1	4	4.80
Total average						4.88	
MUTCS51 Music Analysis Hansol Kang	Question	Strongly disagree			Strongly Agree		
		1	2	3	4	5	Average
	1				1		4.00
	2				1		4.00
	3				1		4.00
	4				1		4.00
	5				1		4.00
	6					1	5.00
	7				1		4.00
	8				1		4.00
	9				1		4.00
Total average						4.1	
MUHL548 Special Study in Music History Hansol Kang	Question	Strongly disagree			Strongly Agree		
		1	2	3	4	5	Average
	1				1		4.00
	2				1		4.00
	3				1		4.00
	4				1		4.00
	5				1		4.00
	6				1		4.00
	7				1		4.00
	8				1		4.00
	9				1		4.00
Total average						4.00	
NT101 Introduction to NT Sehee Kim	Question	Strongly disagree			Strongly Agree		
		1	2	3	4	5	Average
	1			1	1	3	4.40
	2		1	1	2	1	3.60
	3			2	3		3.60
	4			1	3	1	4.00
	5			1		4	4.60
	6			2	1	2	4.00
	7			2	2	1	3.80
	8			3	2		3.40
	9			3	1	1	3.60
Total average						3.86	



NT205 (E)							
Question	Strongly disagree			Strongly Agree			
Life & Teaching of Christ	1	2	3	4	5	Average	
Sehee Kim	1	2	3	4	5	4.70	
	2	2	3	3	18	4.70	
	3	2	3	3	18	4.70	
	4	3	5	15	4.52		
	5	2	3	18	4.70		
	6	2	3	18	4.70		
	7	2	3	18	4.70		
	8	2	4	17	4.65		
	9	3	3	17	4.61		
	10	2	5	16	4.61		
Total average						4.66	
NT205 (K)							
Question	Strongly disagree			Strongly Agree			
Life & Teaching of Christ	1	2	3	4	5	Average	
Ki Wook Min	1	2	2	2	8	4.50	
	2	2	2	2	8	4.50	
	3	2	3	7	4.42		
	4	2	1	9	4.58		
	5	2	2	8	4.50		
	6	2	2	8	4.50		
	7	2	2	8	4.50		
	8	2	3	7	4.42		
	9	2	3	7	4.42		
	10	1	2	3	6	4.08	
Total average						4.44	
NT301							
Question	Strongly disagree			Strongly Agree			
Introduction to NT	1	2	3	4	5	Average	
Sehee Kim	1	2	3	4	5	5.00	
	2	2	2	5	4.71		
	3	2	2	5	4.71		
	4	2	2	5	4.71		
	5	2	2	5	4.71		
	6	2	1	6	4.86		
	7	1	1	5	4.57		
	8	4	3	4.43			
	9	1	1	5	4.57		
	10	3	4	4.57			
Total average						4.69	
NT401							
Question	Strongly disagree			Strongly Agree			
Pauline Theology	1	2	3	4	5	Average	
Seung Ku Jung	1	2	3	4	5	4.71	
	2	2	2	5	4.71		
	3	1	2	4	4.43		
	4	2	2	5	4.71		
	5	2	2	5	4.71		
	6	2	2	5	4.71		
	7	2	2	5	4.71		
	8	1	1	5	4.57		
	9	3	4	4.57			
	10	2	5	4.71			
Total average						4.66	
PHL111							
Question	Strongly disagree			Strongly Agree			
Introduction to Philosophy	1	2	3	4	5	Average	
Sungrae Kim	1	2	3	4	5	4.83	
	2	1	11	4.83			
	3	1	11	4.83			
	4	1	1	10	4.75		
	5	1	11	4.83			
	6	1	1	10	4.75		
	7	1	11	4.83			
	8	1	2	9	4.67		
	9	1	11	4.83			
	10	1	11	4.83			
Total average						4.80	

PRA505		Question Strongly disagree			Strongly Agree		
	1	2	3	4	5	Average	
Evangelism	1	1	5	5	5	12	3.75
Linna Gunawan	2	3	5	3	7	10	3.46
	3	4	5	3	6	10	3.32
	4	6	3	6	5	8	3.00
	5	2	5	9	4	8	3.32
	6	3	4	5	9	7	3.36
	7	2	5	7	4	10	3.46
	8	6	4	6	6	6	2.86
	9	2	6	6	7	7	3.32
	10	3	6	4	7	8	3.29
Total average							3.31

PSY205		Question Strongly disagree			Strongly Agree		
	1	2	3	4	5	Average	
Introduction to Psychology	1		1	3	3		4.29
Nuri Park	2	2	1	3	1		3.43
	3		1	2	4		4.43
	4		1	3	3		4.29
	5			4	3		4.43
	6		1	4	2		4.14
	7		1	3	3		4.29
	8		3		4		4.14
	9		2	3	2		4.00
	10		2	4	1		3.86
Total average							4.13

THE301		Question Strongly disagree			Strongly Agree		
	1	2	3	4	5	Average	
Christian Doctrine I	1			11	25		4.33
Kyungrae Kim	2	2	4	11	22		3.95
	3	1	2	12	24		4.31
	4	1	4	11	23		4.08
	5	1	2	11	25		4.33
	6	1	2	15	21		4.23
	7	1	5	9	24		4.00
	8	1	2	12	24		4.31
	9	1	7	9	22		3.74
	10	1	2	13	23		4.28
Total average							4.16

THE402		Question Strongly disagree			Strongly Agree		
	1	2	3	4	5	Average	
Systematic Theology II	1		1		3		3.75
Ki Wook Min	2		1		3		3.75
	3		1		3		3.75
	4		1		3		3.75
	5		1		3		3.75
	6		1		3		3.75
	7		1		3		3.75
	8		1		3		3.75
	9		1	1	2		3.50
	10		1		3		3.75
Total average							3.72

THE426		Question Strongly disagree			Strongly Agree		
	1	2	3	4	5	Average	
Contemporary Theology II	1			1	4		4.80
Ki Wook Min	2			1	4		4.80
	3			1	4		4.80
	4			1	4		4.80
	5			2	3		4.60
	6			1	4		4.80
	7			1	4		4.80
	8			1	4		4.80
	9			1	4		4.80
	10			1	4		4.80
Total average							4.78

Student Satisfaction Inventory (SSI)

SSI Survey Review

In conjunction with our usage of the class evaluation survey, mentioned above, Oikos University has moved to university invented survey based on 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 from last year

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.

Top 3 Score Answers

10. The amount of student parking is adequate. : 4.79/5.0

1. Adult students are made to feel welcome at this institution. : 4.74/5.0

6. The staff at this institution are caring and helpful. : 4.47/5.0

Bottom 3 Score Answers

43. IT Support is available. : 3.95/5.0

21. Academic support services adequately meet the needs of adult students. : 3.84: 5.0

44. Institution provides mission, vision, and institutional objection at the time of enrollment. : 3.84/5.0

	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
10	3	5	4	5	5	5	6	4	5	5	5	4	5	5	5	4	5	6	5	4.79
1	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	4	5	3	5	4.74
6	5	5	5	5	4	5	4	4	3	5	5	3	5	5	5	4	3	5	5	4.47
4	3	5	5	5	5	5	3	4	3	5	4	4	5	5	4	5	4	5	5	4.42
2	3	5	5	5	5	5	3	4	4	5	5	3	5	5	4	4	5	4	5	4.42
9	3	4	4	5	5	5	3	4	5	4	5	4	5	5	3	5	5	5	5	4.42
23	3	5	5	5	6	5	3	4	3	5	5	3	5	5	4	5	4	4	5	4.42
13	3	5	5	5	5	5	3	3	5	4	5	3	5	5	4	5	5	4	4	4.37
17	3	5	4	5	5	5	3	4	3	3	5	4	5	5	5	5	5	4	5	4.37
16	3	5	4	5	5	5	3	4	3	4	5	4	5	5	4	5	4	5	5	4.37
15	3	5	4	5	5	5	3	4	3	4	4	4	5	5	5	4	4	5	5	4.32
11	3	5	4	5	5	5	3	4	5	4	3	3	5	5	4	4	5	5	5	4.32
33	3	5	5	5	6	5	3	4	3	4	5	3	5	5	5	4	4	3	5	4.32
36	3	5	5	5	5	5	3	4	1	5	5	4	5	5	5	4	3	5	5	4.32
35	3	5	5	5	5	5	3	4	3	5	5	4	5	5	5	4	1	5	5	4.32
22	3	5	1	5	6	5	3	6	6	4	5	3	5	5	3	4	3	5	5	4.32
34	3	5	5	5	5	5	3	4	3	5	5	4	5	5	5	4	1	4	5	4.26
29	3	5	5	5	3	5	3	4	1	5	5	5	5	5	5	4	3	5	5	4.26
3	4	5	5	5	5	4	3	3	4	4	4	4	4	4	4	4	4	5	5	4.21
8	3	4	5	5	5	5	3	4	3	4	5	4	5	5	2	4	4	5	5	4.21
32	3	5	5	5	5	5	3	4	3	4	5	3	5	5	4	4	4	3	5	4.21
45	3	5	5	5	5	5	3	4	1	2	5	5	5	5	5	4	5	5	3	4.21
20	3	4	4	5	5	5	3	4	4	3	4	4	5	5	4	4	4	4	5	4.16
14	3	5	5	4	5	5	3	3	3	4	4	4	5	5	5	4	5	2	5	4.16
18	3	5	4	5	5	5	3	4	3	4	2	4	5	5	4	5	4	4	5	4.16
38	3	5	5	5	5	5	3	4	1	4	5	3	5	4	4	4	5	4	5	4.16
41	3	5	5	5	5	4	3	4	1	4	5	3	5	5	5	5	2	5	5	4.16
42	3	5	5	5	5	6	3	4	1	4	5	4	5	4	3	4	3	5	5	4.16
25	3	4	4	5	5	5	3	4	3	3	5	3	5	5	4	4	4	5	5	4.16
24	3	5	5	4	1	5	3	4	3	5	5	4	5	3	5	5	4	5	5	4.16
26	3	5	5	5	5	4	3	4	3	3	4	4	4	4	5	5	4	4	4	4.11
5	3	4	3	5	5	4	2	3	3	5	5	5	4	4	4	4	5	5	5	4.11
12	3	4	3	5	5	5	3	4	5	3	5	3	5	5	2	5	3	5	5	4.11
37	3	5	5	5	5	5	3	4	1	3	5	3	5	5	5	4	3	4	5	4.11
31	3	5	5	5	5	5	3	4	1	3	5	3	5	5	5	4	3	4	5	4.11
30	3	5	5	5	5	5	3	4	1	3	5	3	5	5	4	4	4	4	5	4.11
7	4	4	4	5	5	5	3	4	3	3	3	4	5	5	3	4	4	4	5	4.05
40	3	5	5	5	5	6	3	4	1	3	5	3	5	5	5	3	3	3	5	4.05
27	3	4	4	5	2	5	3	4	3	5	5	4	5	5	3	4	4	4	5	4.05
39	3	5	5	5	5	5	3	4	1	3	5	3	5	5	5	3	2	4	5	4.00
28	3	5	5	5	2	4	3	4	1	5	4	5	4	4	5	3	4	5	4	3.95
19	3	4	4	5	5	5	2	4	3	4	4	3	5	5	4	4	3	4	4	3.95
43	3	3	3	5	5	5	3	4	1	4	5	4	5	5	2	5	5	5	3	3.95
21	3	5	5	5	5	3	3	4	5	4	5	4	3	3	3	4	1	5	3	3.84
44	3	5	5	5	5	3	3	4	1	2	3	5	3	3	6	5	4	5	3	3.84

SSI Survey and form

Student Satisfaction Inventory Survey
(Circle one: 1-poor, 2-below average, 3-average, 4-good, and 5-excellent)

Num	Question	1	2	3	4	5	N/A
1	Adult students are made to feel welcome at this institution.						
2	Faculty care about me as an individual.						
3	Classes are scheduled at times that are convenient for me.						
4	The content of the courses within my major is valuable.						
5	Classroom locations are safe and secure for all students.						
6	The staff at this institution are caring and helpful.						
7	My academic advisor is available at times that are convenient for me.						
8	Admissions representatives are knowledgeable.						
9	My academic advisor is concerned about my success as an individual.						
10	The amount of student parking is adequate.						
11	Faculty are fair and unbiased in their treatment of individual students.						
12	Library resources and services are adequate for adults.						
13	I am able to register for classes I need with few conflicts.						
14	Business office hours are convenient for adult students.						
15	Parking lots are well-lighted and secure.						
16	My academic advisor is knowledgeable about requirements in my major.						
17	Registration processes are reasonable and convenient for adults.						
18	Tuition paid is a worthwhile investment.						
19	Faculty provide timely feedback about my progress.						
20	This institution has a good reputation within the community.						
21	Academic support services adequately meet the needs of adult students.						
22	I am able to register by personal computer, fax, or telephone.						
23	Channels are readily available for adult students to express complaints.						
24	I receive complete information on the availability of financial aid.						
25	The quality of instruction I receive in my program is excellent.						
26	Part-time faculty are competent as instructors.						
27	Career services are adequate and accessible for adult students.						
28	This institution responds quickly to my requests for information.						
29	Faculty are available for adult students by phone, by e-mail, or in person.						
30	Major requirements are clear and reasonable.						
31	Nearly all faculty are knowledgeable in their field.						
32	This institution offers a variety of payment plans for adult students.						
33	This institution provides timely responses to student complaints.						
34	I am aware of whom to contact for questions about programs and services.						
35	My advisor helps me apply my academic major to specific career goals.						
36	Library hours are convenient.						
37	Online resources are adequate.						
38	Faculty care about spiritual development.						
39	Students can participate in student council.						
40	Student orientation is informative.						
41	Institution provides support for online courses.						
42	Online course has same rigor and level like traditional class.						
43	IT Support is available.						
44	Institution provides mission, vision, and institutional objection at the time of enrollment.						
45	Policy and procedures are clear and are applied consistently.						

Comments:

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.

2020 - 2021

Library User Satisfaction Survey Report

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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 2020-2021 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

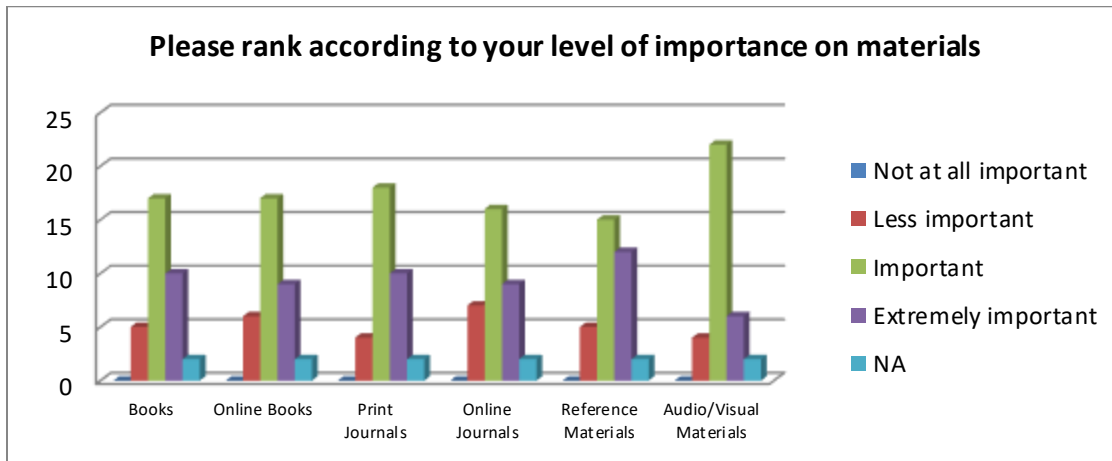
Print Journals ranked second in the *Extremely Important* category, with **10** responses, or **29.4%** or respondents. When we add the *Important* category to these numbers, we find that Print Journals and Audio/Visual Materials are extremely important or important to **28** respondents, or **82.3%** 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

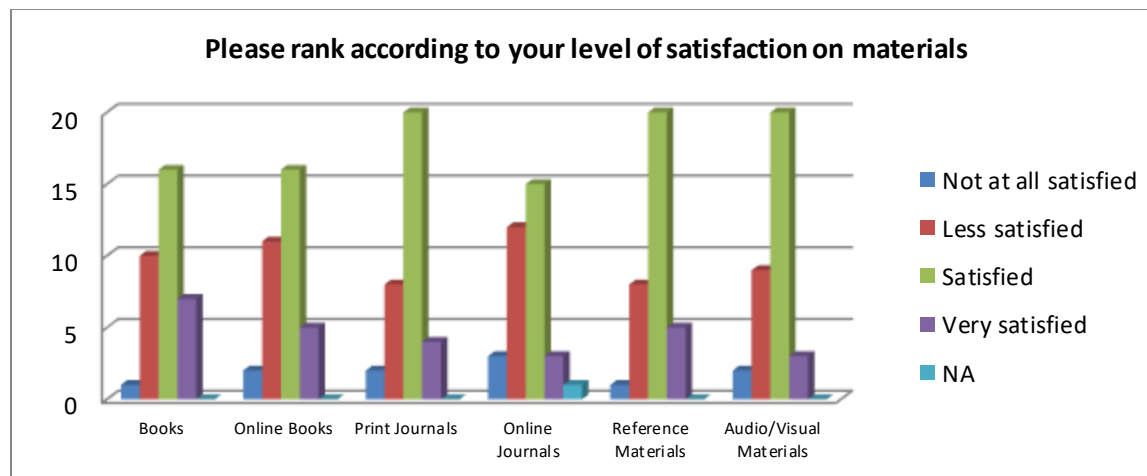
Of the areas ranked highest in the *Satisfied* category, **Print Journals**, **Reference Materials**, and **Audio/Visual Materials** topped the list with 20 responses, or 58.8%. This was followed by **Books** and **Online Books** (16/47.1%).

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%** of respondents. When we add the *Important* category to these numbers, we find that Library Hours are

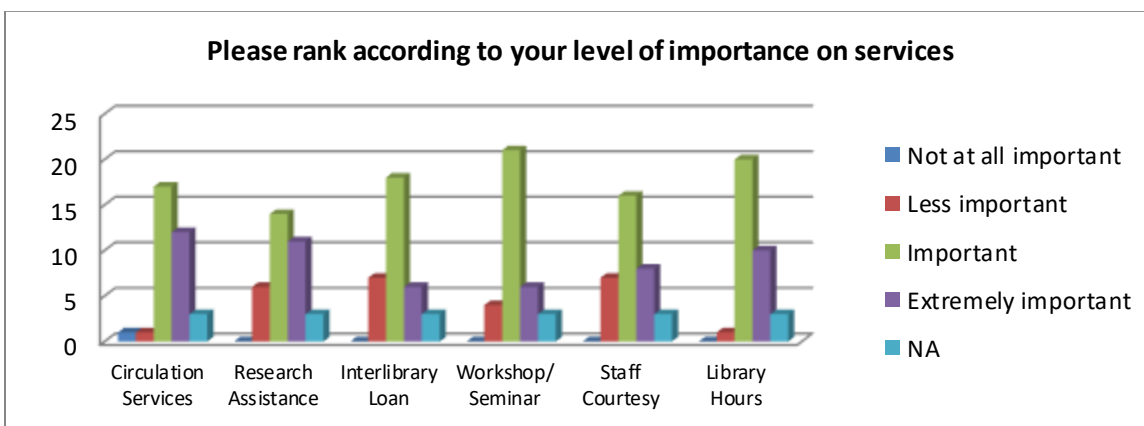
extremely important or important to **30** respondents, or **88.2%** of our users. This was the highest result in importance on library services.

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

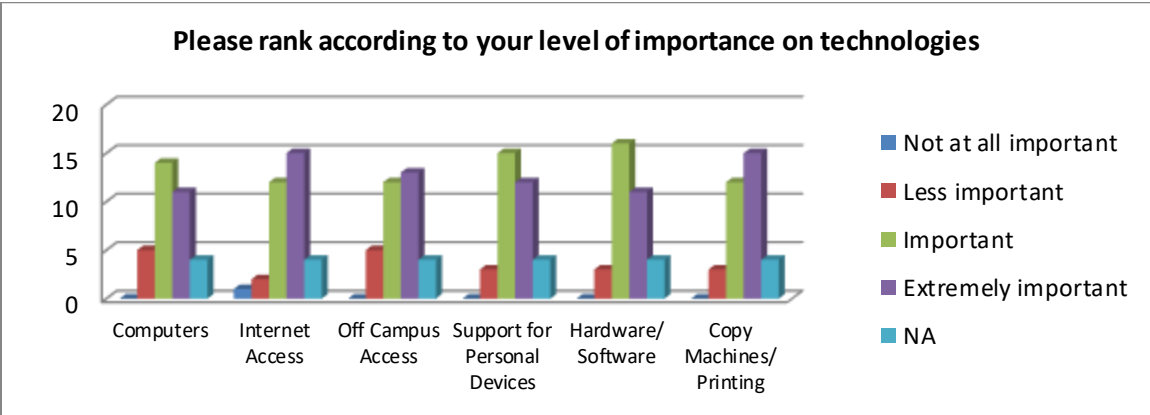
Support for Personal Devices ranked fourth in the Extremely Important category, with **12** responses, or **35.3%** of respondents. When we add the *Important* category to these numbers, we find that Support for Personal Devices are extremely important or important to **27** respondents, or **79.4%** 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

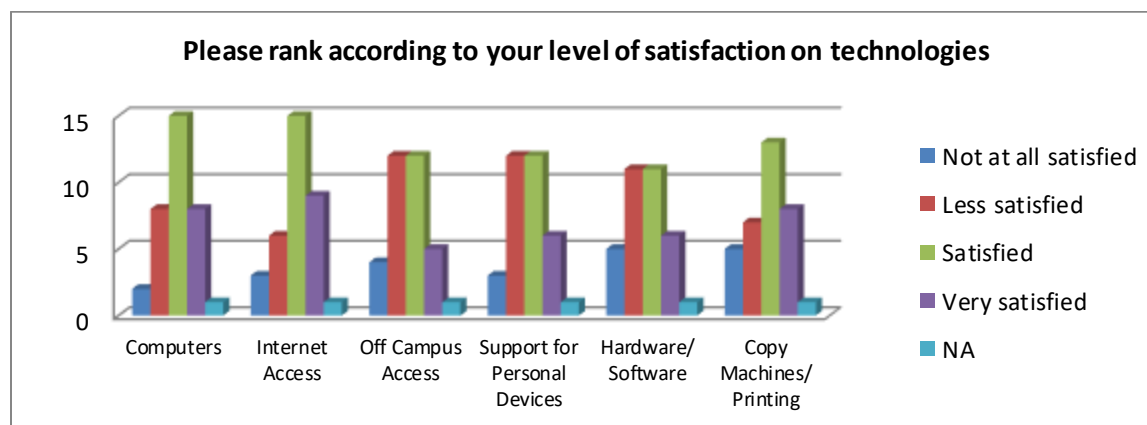
Of the areas ranked highest in the *Satisfied* category, **Computers** and **Internet Access** topped the list with 15 responses, or 44.1%. This was followed by **Copy Machines/ Printing** (13/38.2%).

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

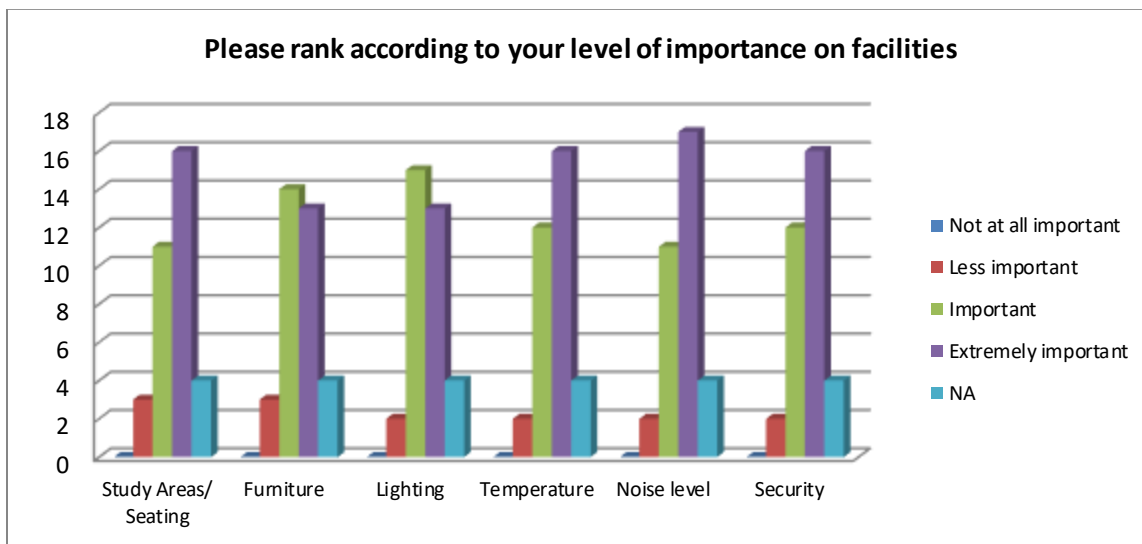
Devices are extremely important or important to **27** respondents, or **79.4%** of our users. This was the highest result in importance on library technologies.

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%).

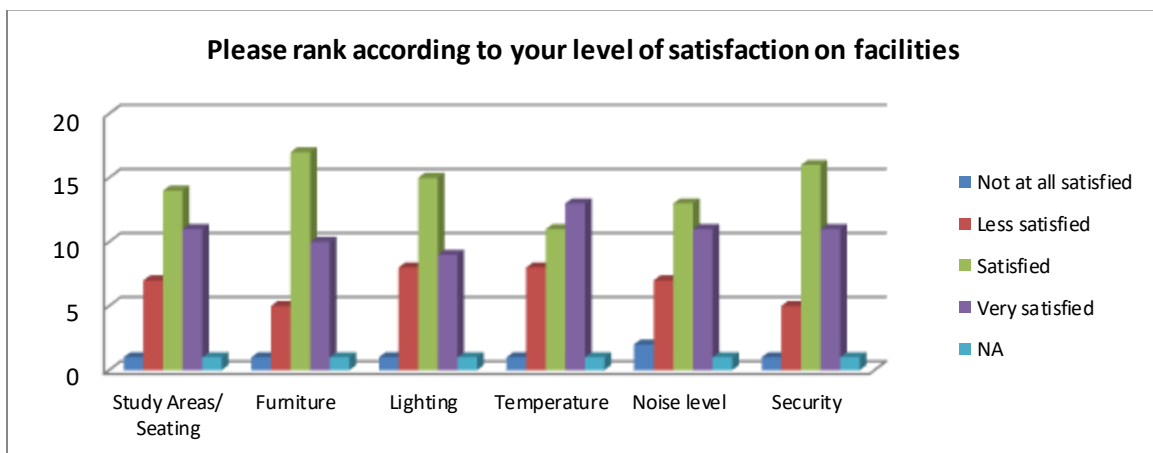
Less Satisfied

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.

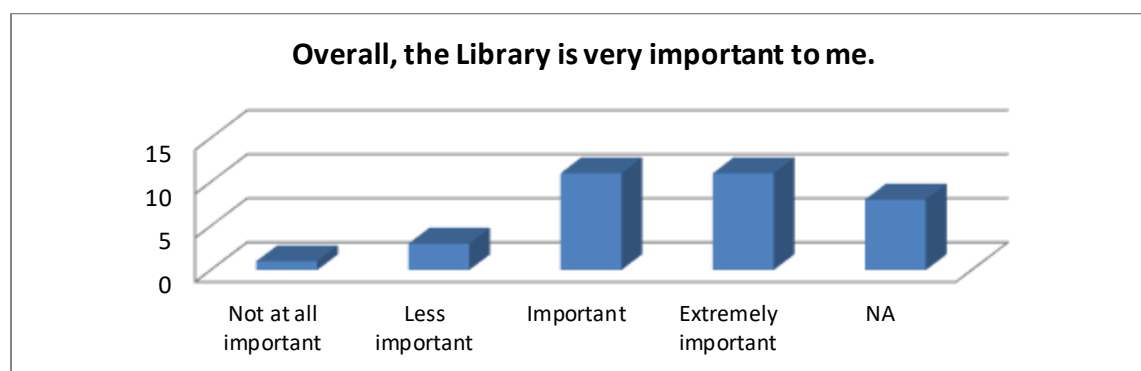


	Study Areas/ Seating	Furniture	Lighting	Temperature	Noise level	Security
Not at all satisfied	1(2.9%)	1(2.9%)	1(2.9%)	1(2.9%)	2(5.9%)	1(2.9%)
Less satisfied	7(20.6%)	5(14.7%)	8(23.5%)	8(23.5%)	7(20.6%)	5(14.7%)
Satisfied	14(41.2%)	17(50.0%)	15(44.1%)	11(32.4%)	13(38.2%)	16(47.1%)
Very satisfied	11(32.4%)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

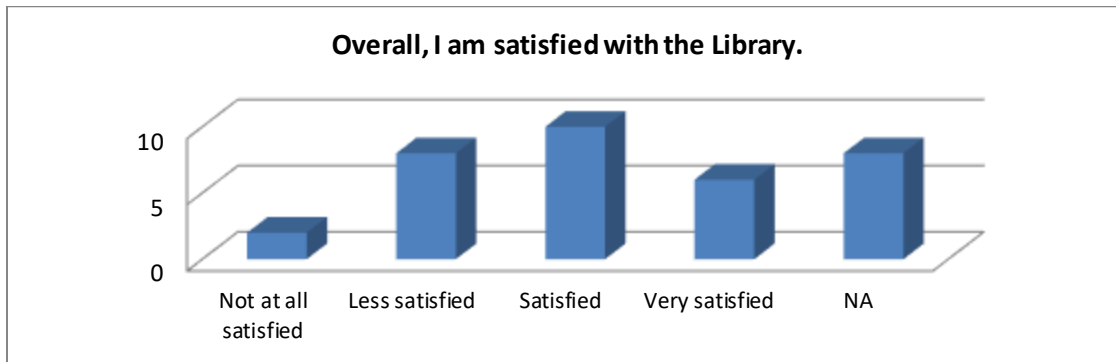


Not at all important	Less important	Important	Extremely important	NA
1	3	11	11	8
2.9%	8.8%	32.4%	32.4%	23.5%

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

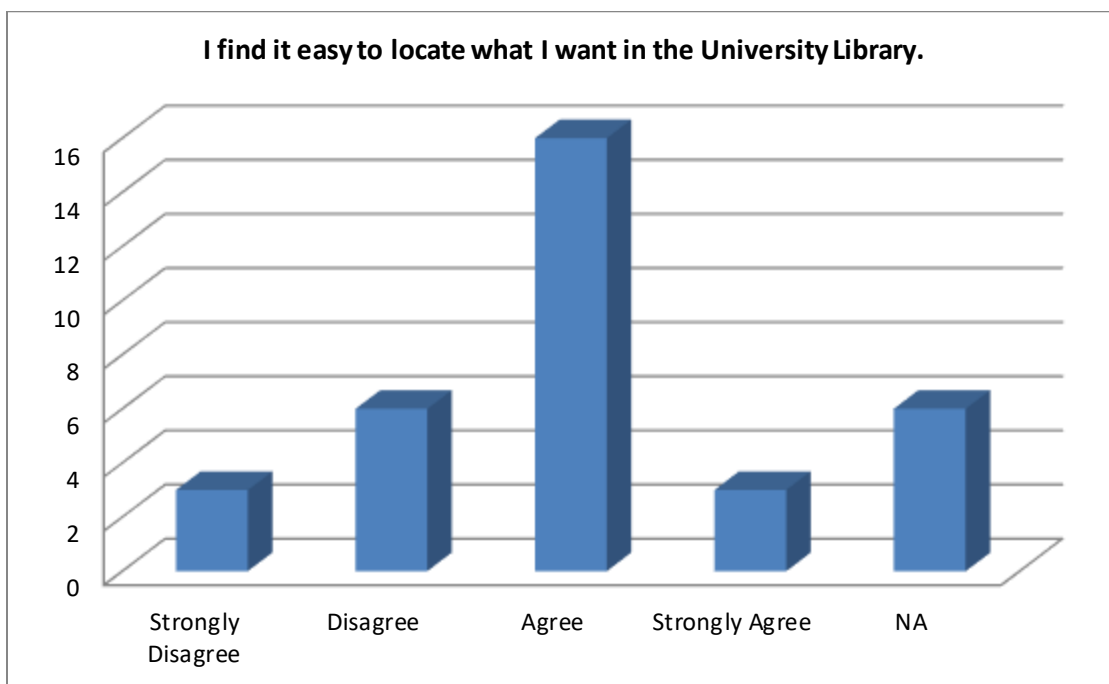
There were **3 (8.8%)** respondents stating that they *Strongly Agree*, and **16 (47.1%)** stating that they *Agree*. If we combine these positive rankings, then there were **19** respondents, or **55.9%** of respondents who find it easy to locate what they want in the library.

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.

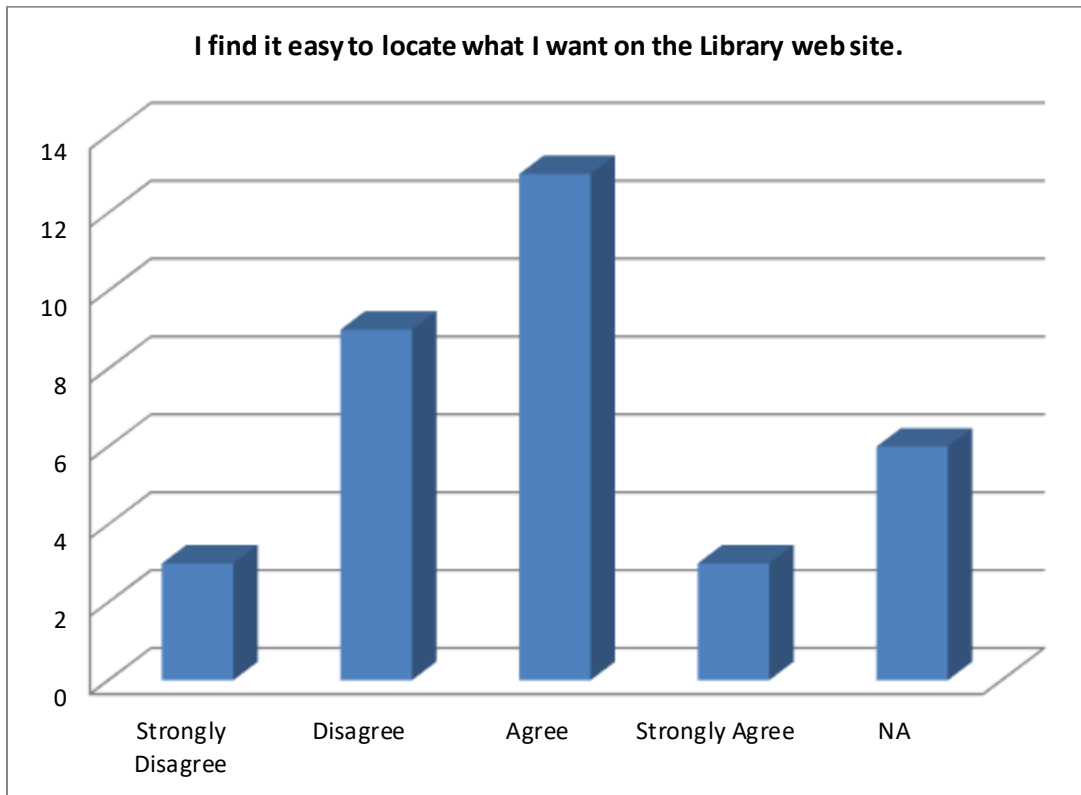
Strongly Agree or Agree

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%

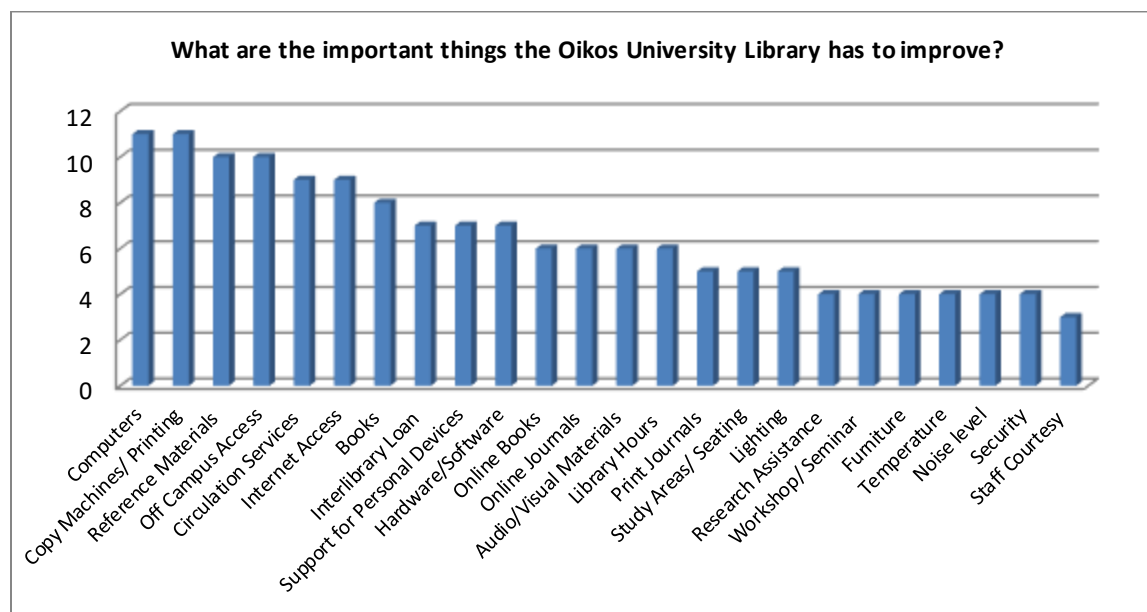
Question #13

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.



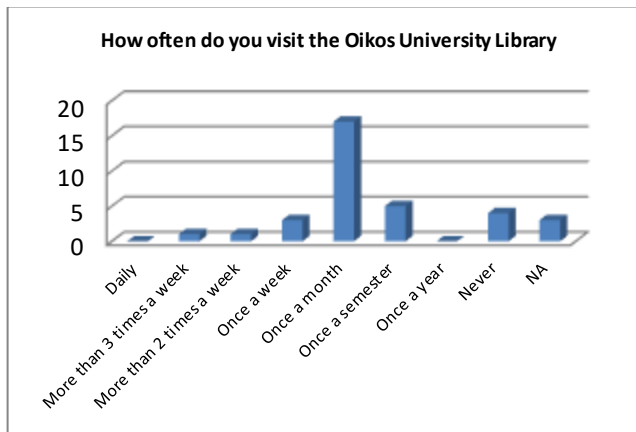
Computers	11	32.4%	Audio/Visual Materials	6	17.6%
Copy Machines/ Printing	11	32.4%	Library Hours	6	17.6%
Reference Materials	10	29.4%	Print Journals	5	14.7%
Off Campus Access	10	29.4%	Study Areas/ Seating	5	14.7%
Circulation Services	9	26.5%	Lighting	5	14.7%
Internet Access	9	26.5%	Research Assistance	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%

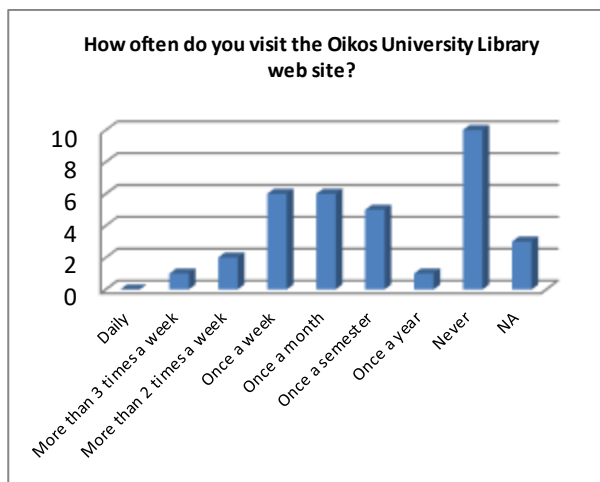


Question #15

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%).

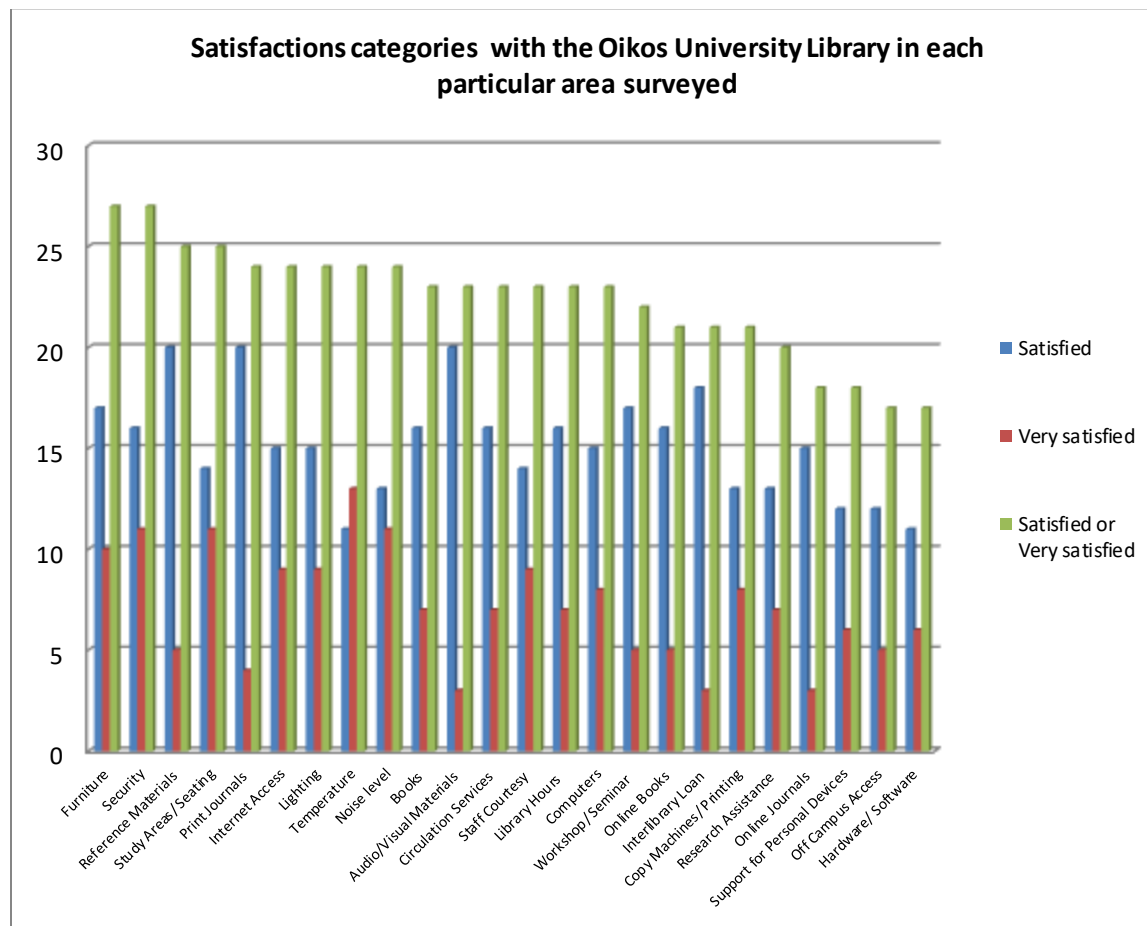
Overall satisfaction levels are high, where 47% of library users agree that overall, they are satisfied with the University Library. Future surveys will provide further useful information as to trends in service quality.

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 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

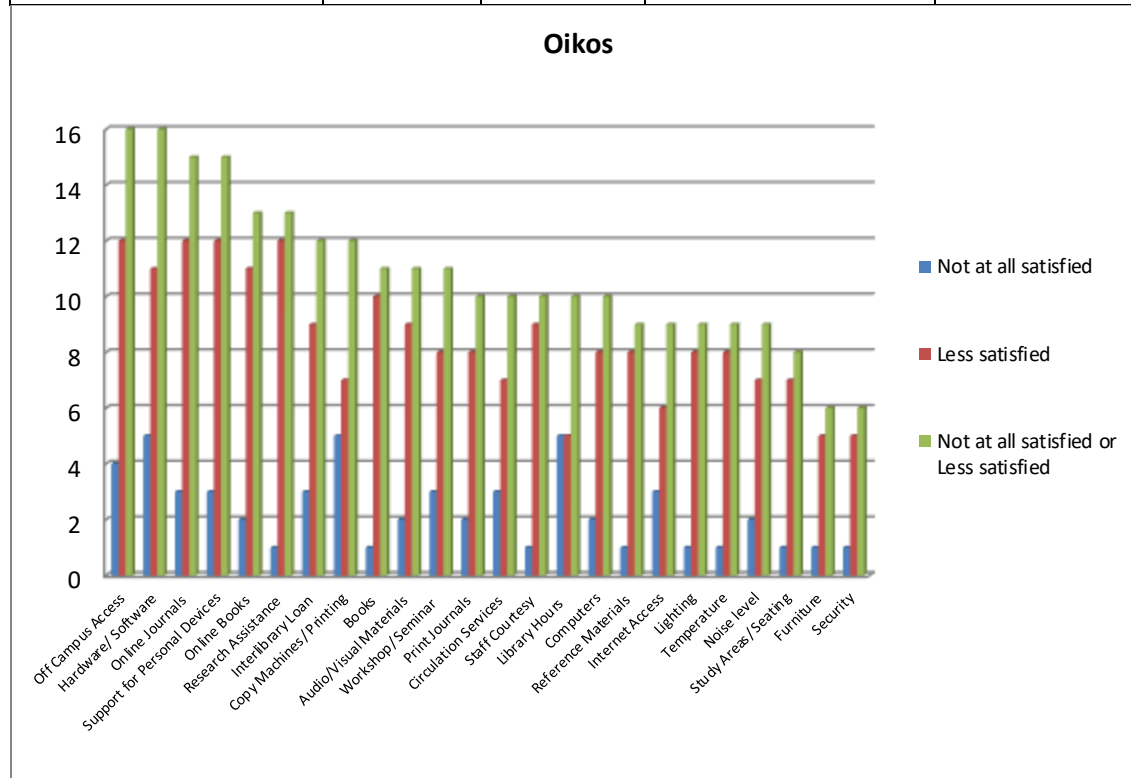
received the most rankings in the two highest **satisfactions** categories include: Furniture (27-79.4%) and Security (27-79.4%), Reference Materials (25-73.5%) and Study Areas/ Seating (25-73.5%), Print Journals (24-70.6%), Internet Access (24-70.6%), Lighting (24-70.6%), Temperature (24-70.6%), Noise 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	Satisfied or Very satisfied	Percentage
Furniture	17	10	27	79.4%
Security	16	11	27	79.4%
Reference Materials	20	5	25	73.5%
Study Areas/ Seating	14	11	25	73.5%
Print Journals	20	4	24	70.6%
Internet Access	15	9	24	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	11	32.4%
Workshop/ Seminar	3	8	11	32.4%

Print Journals	2	8	10	29.4%
Circulation Services	3	7	10	29.4%
Staff Courtesy	1	9	10	29.4%
Library Hours	5	5	10	29.4%
Computers	2	8	10	29.4%
Reference Materials	1	8	9	26.5%
Internet Access	3	6	9	26.5%
Lighting	1	8	9	26.5%
Temperature	1	8	9	26.5%
Noise level	2	7	9	26.5%
Study Areas/ Seating	1	7	8	23.5%
Furniture	1	5	6	17.6%
Security	1	5	6	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.

Faculty Performance Evaluation

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: Hansol Kang _____	Degree: D.M.A _____
School: Oikos University _____	Program/Center: Music _____
Years in Position: Three _____	Full Time: <u> 0 </u> Part Time: _____
Dean of School (Director): Dr. Ki Wook Min _____	
Evaluation Period: 2020-2021 _____	

INSTRUCTIONS:

This form is intended to be used as follows:

- (1) The Faculty Member is requested to complete appropriate sections and then forward the form to the Director. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
- (2) The Faculty Member and the Director shall complete appropriate sections of the form, and thereafter a conference shall be scheduled with the Faculty Member, at which time the completed form will be discussed. The Faculty Member's signature signifies that he/she has met with the Director and seen the Director's comments and recommendations, but not necessarily that he/she agrees with all of them.
- (3) The Faculty Member must have the opportunity to review the Director's comments and respond before the form is finalized and forwarded to Dean of Academics for comment. The completed form becomes part of the Faculty Member's official file.
- (4) The Faculty Member shall receive a copy of the form after the review by Dean of Academics.

"Comments may include" are suggestions only. Those completing the form should feel free to specify other activities or factors considered significant. Particular emphasis should be given to elements unique to an individual department and how these elements relate to the criteria for performance in that department.

The Annual Faculty Assessment process is designed to:

- provide self-assessment of annual performance by each Faculty Member.
- ensure assessment of Faculty Member's annual performance by Director and Dean of Academics.
- define faculty expectations for the coming year.
- provide an opportunity to discuss faculty career development, including mentor/mentee relationships
- encourage communication of Director and Dean of Academics with the Faculty Member.

1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

During the 2020-2021 academic year, I have taught 6 courses including individual lessons. I advised students in music department. I had discussed the new online method with students and music faculties.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

Online course was so challenging to music department. However, music department faculties found out some technology for the music class.

To Be Completed by Director

Director's Comment:

As Professor Kang mentioned, online courses are challenging for the music department. Fortunately, music department faculties could adjust their classes under the Pandemic.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

Through the online, faculties of music including me hold the faculty concert for the community.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I believe that faculty concert provided OU community musical benefits.

To Be Completed by Director

Director's Comment:

I really appreciate Dr. Kang's contribution for the faculty concert under the Pandemic. It was so helpful for the OU community to rebuild the healthy one.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

I regularly attend the chapel of OU. In addition, I have performed the musical instrument.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I believe that my musical performance must be helpful to foster students to develop their spiritual ones.

To Be Completed by Director

Director’s Comment

I really appreciate that Professor Kang encouraged students to participate in the chapel of OU. His talented musical performance has offered OU rich and deep impact.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	O _____	_____	_____
○ Commitment to Educational Program	O _____	_____	_____
○ Professional Knowledge (in Major)	O _____	_____	_____
○ Professionalism	O _____	_____	_____
○ Scholarly Activities	O _____	_____	_____
○ Mentoring Services	O _____	_____	_____
○ Committee Work	O _____	_____	_____
○ Community Involvement	O _____	_____	_____
○ Spiritual/Church Commitment	O _____	_____	_____

Director’s Summary:

Professor Hansol Kang did great work during the 2020-2021 academic year. I expect that his academic achievement and administrative contribution for the OU community would continue in the next school year.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

- Assessments with “Needs Improvement” in one area should be addressed by the Director half-way through the calendar year and again in the next annual review.
- Assessments of “Needs Improvement” Overall or “Unsatisfactory” in one area will result in follow-up to the

- Office of Dean of Academics by providing evidence that a written plan for improvement is in place.
- An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Signatures

DATE 06/30/2021 FACULTY MEMBER Hansol Kang
My signature signifies that I have discussed with my Director his/her comments and recommendations. This does not mean that I agree with all of them.

DATE 06/30/2021 DIRECTOR Ki Wook Min

Faculty Member's Response

 I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE

FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE

Dean of Academics

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: <u>Jin Kim</u>	Degree: <u>M.B.A</u>	
School: <u>Oikos University</u>	Program/Center: <u>Business</u>	
Years in Position: <u>two</u>	Full Time: <u>O</u>	Part Time: _____
Dean of School (Director): <u>Dr. Ki Wook Min</u>		
Evaluation Period: <u>2020- 2021</u>		

INSTRUCTIONS:

This form is intended to be used as follows:

- (5) The Faculty Member is requested to complete appropriate sections and then forward the form to the Director. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
- (6) The Faculty Member and the Director shall complete appropriate sections of the form, and thereafter a conference shall be scheduled with the Faculty Member, at which time the completed form will be discussed. The Faculty Member's signature signifies that he/she has met with the Director and seen the Director's comments and recommendations, but not necessarily that he/she agrees with all of them.
- (7) The Faculty Member must have the opportunity to review the Director's comments and respond before the form is finalized and forwarded to Dean of Academics for comment. The completed form becomes part of the Faculty Member's official file.
- (8) The Faculty Member shall receive a copy of the form after the review by Dean of Academics.

"Comments may include" are suggestions only. Those completing the form should feel free to specify other activities or factors considered significant. Particular emphasis should be given to elements unique to an individual department and how these elements relate to the criteria for performance in that department.

The Annual Faculty Assessment process is designed to:

- provide self-assessment of annual performance by each Faculty Member.
- ensure assessment of Faculty Member's annual performance by Director and Dean of Academics.
- define faculty expectations for the coming year.
- provide an opportunity to discuss faculty career development, including mentor/mentee relationships
- encourage communication of Director and Dean of Academics with the Faculty Member.

1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

I have taught six courses in 2020-2021 academic years. I have advised students who requested mentoring meeting with me.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

I tried to develop creative courses as well as fundamental ones for business administration department. In addition, I tried to incorporate appropriate technology into the classroom through zoom system.

To Be Completed by Director

Director's Comment:

I appreciate Professor Jin Kim's effort to help students who are in need of mentoring due to COVID 19 pandemic.

Rating with respect to departmental/school expectations:

 O Satisfactory Needs Improvement Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

I offered some special lectures and orientation for students and professors who are in need of technical support.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I think that my lectures for technical support and use of online system was helpful to students and professors in OU.

To Be Completed by Director

Director's Comment:

Professor Jin Kim's orientation for technical support of online lectures was so successful.

Rating with respect to departmental/school expectations:

 O Satisfactory Needs Improvement Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

I have participated in the meetings that build the online system due to covid pandemic.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I think that my participation in the meetings for building online system was helpful to other committee members who are unfamiliar with the online system.

To Be Completed by Director

Director’s Comment

Thanks to Professor Jin Kim, OU’s online system became a well-designed one. Even though he is a professor of business administration department, he did his best to develop online system with his IT professionalism.

Rating with respect to departmental/school expectations:

 0 Satisfactory Needs Improvement Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	O _____	_____	_____
○ Commitment to Educational Program	O _____	_____	_____
○ Professional Knowledge (in Major)	O _____	_____	_____
○ Professionalism	O _____	_____	_____
○ Scholarly Activities	O _____	_____	_____
○ Mentoring Services	O _____	_____	_____
○ Committee Work	O _____	_____	_____
○ Community Involvement	O _____	_____	_____
○ Spiritual/Church Commitment	O _____	_____	_____

Director’s Summary:

Professor Jin Kim did great work during the 2020-2021 academic year. I expect that his academic and administrative achievements would continue in the next school year.

Rating with respect to departmental/school expectations:

 0 Satisfactory Needs Improvement Unsatisfactory

➤ **Assessments with “Needs Improvement” in one area should be addressed by the Director half-way through the calendar year and again in the next annual review.**

- Assessments of “Needs Improvement” Overall or “Unsatisfactory” in one area will result in follow-up to the Office of Dean of Academics by providing evidence that a written plan for improvement is in place.
- An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Signatures

DATE 06/30/2021 FACULTY MEMBER JIN KIM

My signature signifies that I have discussed with my Director his/her comments and recommendations. This does not mean that I agree with all of them.

DATE 06/30/2021 DIRECTOR Ki Wook Min

Faculty Member's Response

_____ I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE

FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE

Dean of Academics

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: JOOMAN LEE _____	Degree: D.B.A _____	
School: OIKOS UNIVERSITY _____	Program/Center: BUSINESS _____	
Years in Position: THREE _____	Full Time: <u>O</u> _____	Part Time: _____
Dean of School (Director): DR. KI WOOKMIN _____		
Evaluation Period: 2020-2021 _____		

INSTRUCTIONS:

This form is intended to be used as follows:

- (9) The Faculty Member is requested to complete appropriate sections and then forward the form to the Director. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
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The Annual Faculty Assessment process is designed to:

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- ensure assessment of Faculty Member's annual performance by Director and Dean of Academics.
- define faculty expectations for the coming year.
- provide an opportunity to discuss faculty career development, including mentor/mentee relationships
- encourage communication of Director and Dean of Academics with the Faculty Member.

1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

I taught four courses in 2020-2021 academic years. I advised new instructor who teaches the undergraduates how to teach group of students effectively. I also discussed new teaching methods with the instructor.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

After teaching students over the last two semesters and discussing lectures with other instructors, I realized that learning in both directions was better than learning in one direction. Particularly, I felt that the instructor should help students who participate in online class due to the Covid 19 pandemic.

To Be Completed by Director

Director's Comment:

Professor Jooman Lee did his best to help new instructor run his classes well and adjust to online format.

Rating with respect to departmental/school expectations:

_____ O ___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

Under the Covid 19 pandemic, I have invited the public to my special lecture through Zoom.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I think that my invitation for the public was meaningful to advertise the business program in Oikos University.

To Be Completed by Director

Director's Comment:

Professor Lee's special lecture for the public was very memorable and meaningful to us Oikos university as well as to the public.

Rating with respect to departmental/school expectations:

___ O ___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

Oikos university is Christ-centered school. Even though I am a professor of business administration department, I tried to encourage all members of the Oikos University to live Christ-centered lives.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I tried to work collaboratively, productively in a dependable way with other department in Oikos University.

To Be Completed by Director

Director's Comment

As a professor in OU, Professor Lee has helped students and other professors under the COVID 19 pandemic. Thanks to Dr. Lee, I expect that OU must be developed professionally and spiritually.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	0_____	_____	_____
○ Commitment to Educational Program	0_____	_____	_____
○ Professional Knowledge (in Major)	0_____	_____	_____
○ Professionalism	0_____	_____	_____
○ Scholarly Activities	0_____	_____	_____
○ Mentoring Services	0_____	_____	_____
○ Committee Work	0_____	_____	_____
○ Community Involvement	0_____	_____	_____
○ Spiritual/Church Commitment	0_____	_____	_____

Director's Summary:

Professor Jooman Lee did great work during 2020-2021 academic school year. I expect that his academic and administrative achievements will continue in the next school years.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

➤ **Assessments with "Needs Improvement" in one area should be addressed by the Director half-way through the calendar year and again in the next annual review.**

- Assessments of “Needs Improvement” Overall or “Unsatisfactory” in one area will result in follow-up to the Office of Dean of Academics by providing evidence that a written plan for improvement is in place.
- An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Signatures

DATE 06/30/2021 FACULTY MEMBER JOOMAN LEE
 My signature signifies that I have discussed with my Director his/her comments and recommendations. This does not mean that I agree with all of them.

DATE 06/30/2021 DIRECTOR KI WOOK MIN

Faculty Member's Response

 I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE Dean of Academics

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: __Kyooli Lim_____	Degree: __M.M._____	
School: __Oikos University_____	Program/Center: Music_____	
Years in Position: __two_____	Full Time: __O_____	Part Time: _____
Dean of School (Director): Dr. Ki Wook Min _____		
Evaluation Period: 2020-2021 _____		

INSTRUCTIONS:

This form is intended to be used as follows:

- (13) The Faculty Member is requested to complete appropriate sections and then forward the form to the Director. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
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- (15) The Faculty Member must have the opportunity to review the Director's comments and respond before the form is finalized and forwarded to Dean of Academics for comment. The completed form becomes part of the Faculty Member's official file.
- (16) The Faculty Member shall receive a copy of the form after the review by Dean of Academics.

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- ensure assessment of Faculty Member's annual performance by Director and Dean of Academics.
- define faculty expectations for the coming year.
- provide an opportunity to discuss faculty career development, including mentor/mentee relationships
- encourage communication of Director and Dean of Academics with the Faculty Member.

1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

I have taught four courses during 2020-2021 academic year. I advised some students in the music department.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

During the mentoring time with students, I realized that they really needed pastoral support under the Pandemic. I tried to incorporate with pastors in OU to provide proper advice for the students.

To Be Completed by Director

Director's Comment:

Professor Kyooli Lim did her best to help students learn knowledge of music. Additionally, she tried to support the students with mentoring advice.

Rating with respect to departmental/school expectations:

___O___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

During the Pandemic, I participated in the faculty concert of OU to support the community.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I believe that the faculty concert in the Pandemic provided the OU community musical benefits.

To Be Completed by Director

Director's Comment:

I appreciate Professor Lim's participation for the faculty concert under the Pandemic.

Rating with respect to departmental/school expectations:

___O___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

I tried to attend the chapel service of OU.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I tried to attend - at least once a semester - the worship service of OU. However, unfortunately, it was hard to do.

To Be Completed by Director

Director's Comment

I really understand that Professor Lim tried to participate in the chapel. I hope that she could do that in the next semester.

Rating with respect to departmental/school expectations:

_____ Satisfactory ___ O ___ Needs Improvement _____ Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	O _____	_____	_____
○ Commitment to Educational Program	O _____	_____	_____
○ Professional Knowledge (in Major)	O _____	_____	_____
○ Professionalism	O _____	_____	_____
○ Scholarly Activities	O _____	_____	_____
○ Mentoring Services	O _____	_____	_____
○ Committee Work	O _____	_____	_____
○ Community Involvement	O _____	_____	_____
○ Spiritual/Church Commitment	O _____	_____	_____

Director's Summary:

Professor Kyooli Lim did great work during the 2020-2021 school year. I expect that her academic achievement and mentoring support for the students would continue in the next school year.

Rating with respect to departmental/school expectations:

___ O ___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

- Assessments with "Needs Improvement" in one area should be addressed by the Director half-way through the calendar year and again in the next annual review.
- Assessments of "Needs Improvement" Overall or "Unsatisfactory" in one area will result in follow-up to the

- Office of Dean of Academics by providing evidence that a written plan for improvement is in place.
- An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Signatures

DATE 06/30/2021 FACULTY MEMBER Kyooli Lim
My signature signifies that I have discussed with my Director his/her comments and recommendations. This does not mean that I agree with all of them.

DATE 06/30/2021 DIRECTOR Ki Wook Min

Faculty Member's Response

 I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE

FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE

Dean of Academics

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: SEHEE KIM _____	Degree: PH.D _____	
School: OIKOS UNIVERSITY _____	Program/Center: THEOLOGY _____	
Years in Position: TWO _____	Full Time: <u> 0 </u> _____	Part Time: _____
Dean of School (Director): DR. KI WOOKMIN _____		
Evaluation Period: 2020-2021 _____		

INSTRUCTIONS:

This form is intended to be used as follows:

- (17) The Faculty Member is requested to complete appropriate sections and then forward the form to the Director. In addition to this form Faculty Members are encouraged to submit material which will be helpful in an adequate consideration of their performance. Inasmuch as this is not a formal *Curriculum Vitae*, the Faculty Member should include her/his updated *curriculum vita* listing supporting data for that year.
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1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

I have taught five courses during 2020-2021 academic year. And I have advised many students in the undergraduate and graduate level. With new faculties, I have developed teaching method.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

After teaching students during the 2020-2021 academic year, I realized that students really needed to incorporate each other as well as to study themselves under the Pandemic.

To Be Completed by Director

Director's Comment:

Dr. Kim did her best to help students and new faculties to adjust their situation under the COVID 19 Pandemic. She tried to encourage students to develop their learning skill.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

During the 2020-2021 academic year, I published two articles in SCI journals.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I think that the two articles were meaningful to contribute to academic development.

To Be Completed by Director

Director's Comment:

Dr. Kim is so energetic scholar in her academic field. Her excellent works must be challenged other professors in OU.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

I regularly published sermons for the local church.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

As a biblical scholar in OT, I have provided OT exegeses for the local church as well as for the academic field. I think that my OT exegeses would be helpful to preachers and pastors.

To Be Completed by Director

Director’s Comment

I really appreciate that Professor Kim offered sermons and exegeses for OU community. It must be helpful spiritually and academically.

Rating with respect to departmental/school expectations:

 0 Satisfactory Needs Improvement Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	O _____	_____	_____
○ Commitment to Educational Program	O _____	_____	_____
○ Professional Knowledge (in Major)	O _____	_____	_____
○ Professionalism	O _____	_____	_____
○ Scholarly Activities	O _____	_____	_____
○ Mentoring Services	O _____	_____	_____
○ Committee Work	O _____	_____	_____
○ Community Involvement	O _____	_____	_____
○ Spiritual/Church Commitment	O _____	_____	_____

Director’s Summary:

Professor Sehee Kim did great achievements during the 2020-2021 school year. I expect that her academic achievement and administrative contribution for the community will continue in the next school year.

Rating with respect to departmental/school expectations:

 0 Satisfactory Needs Improvement Unsatisfactory

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DATE 06/30/2021 FACULTY MEMBER SEHEE KIM

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DATE 06/30/2021 DIRECTOR KI WOOK MIN

Faculty Member's Response

 I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE

FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE

Dean of Academics

OIKOS UNIVERSITY

FACULTY PERFORMANCE EVALUATION

Please fill out completely

Name of Faculty Member: Sunhee Song _____	Degree: PH.D _____	
School: OIKOS UNIVERSITY _____	Program/Center: THEOLOGY _____	
Years in Position: FOUR _____	Full Time: <u>0</u> _____	Part Time: _____
Dean of School (Director): DR. KI WOOK MIN _____		
Evaluation Period: <u>2020-2021</u> _____		

INSTRUCTIONS:

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1. TEACHING

To Be Completed by Faculty Member

Performance: Teaching Load, Mentoring New Faculty/Adjuncts/TAs/Students Group

I have taught four courses during 2020-2021 academic year. I advised new instructors who teach the undergraduate and graduate level. In addition, I discussed a new method of teaching with new instructors.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year

After teaching students over the last years, I realized that students really needed mentoring system under the Pandemic. I tried to advise students to have time with professors and pastors in OU.

To Be Completed by Director

Director's Comment:

Dr. Song did her best to help students learn a variety of knowledge. In addition, she has helped new instructors run their courses effectively and constructively.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

2. SCHOLARLY ACTIVITY/GRANTS (include ONLY those occurring in the past calendar year)

To Be Completed by Faculty Member

Performance: Scholarship, Creative Works

As a Christian historian, I offered some lectures about Christian history in local churches.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

I think that my special lectures regarding Christian history were helpful for the public to understand historical background. Also, I feel that the public wants to have lectures by academic experts.

To Be Completed by Director

Director's Comment:

Professor Sunhee Song's outside lectures on Christian history were meaningful to make an effect on the local churches near OU.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

3. UNIVERSITY ADMINISTRATION/PROFESSIONAL/SPIRITUAL/COMMUNITY/SERVICE

To Be Completed by Faculty Member

Performance: University Administration/Professional/Spiritual/Community/Service

I regularly attend the chapel worship of OU. And I tried to encourage students to attend the chapel for their spiritual development.

Self-Assessment: Accomplishments/Areas Needing Improvement from past calendar year.

As a theologian, I think that attendant of worship service is so meaningful. And I appreciate that sermons by professors makes us to rethink what school members to do for the world.

To Be Completed by Director

Director's Comment

I really appreciate that Professor Song encouraged students to participate in the worship service of OU. Thanks to her support, I find that students feel the need of spiritual improvement.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

4. OVERALL ASSESSMENT Integrated assessment of faculty performance.

To Be Completed by Director

	Satisfactory	Needs Improvement	Unsatisfactory
○ Teaching Ability	0_____	_____	_____
○ Commitment to Educational Program	0_____	_____	_____
○ Professional Knowledge (in Major)	0_____	_____	_____
○ Professionalism	0_____	_____	_____
○ Scholarly Activities	0_____	_____	_____
○ Mentoring Services	0_____	_____	_____
○ Committee Work	0_____	_____	_____
○ Community Involvement	0_____	_____	_____
○ Spiritual/Church Commitment	0_____	_____	_____

Director's Summary:

Professor Sunhee Song did great achievements during the 2020-2021 school year. I expect that her academic achievement and mentoring support for the students will continue in the next school year.

Rating with respect to departmental/school expectations:

___0___ Satisfactory _____ Needs Improvement _____ Unsatisfactory

➤ **Assessments with "Needs Improvement" in one area should be addressed by the Director half-way through the calendar year and again in the next annual review.**

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Signatures

DATE 06/30/2021 FACULTY MEMBER SUNHEE SONG

My signature signifies that I have discussed with my Director his/her comments and recommendations. This does not mean that I agree with all of them.

DATE 06/30/2021 DIRECTOR KI WOOK MIN

Faculty Member's Response

_____ I have discussed with my Director his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Dean of Academics. **Faculty member is required to attach detailed signed letter of explanation.**

DATE

FACULTY MEMBER'S SIGNATURE

Dean of Academics or Director of the Program's Comments

DATE

Dean of Academics

Faculty Peer Review

Oikos University

Faculty Peer Review

Instructor: Linna Gunawan	Review Date 06 /30 / 2021	Students in Attendance #: 38	Student Enrolled #: 38
Course Number: PRA 205	Course Title: Evangelism		

Reviewer: Dr. Ki Wook Min	Reviewer's Position: Dean of Academics
<input type="checkbox"/> Administrative <input checked="" type="checkbox"/> Faculty	New Instructor <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

I have met with the administrator or faculty and discussed the foregoing review. Yes No

____ *Linna Gunawan* _____ __06__ /_30_ /_ 2021 ____
INSTRUCTOR'S SIGNATURE DATE MM/DD/YYYY

SYLLABUS

Please mark "✓" for all sections found on the syllabus.

Course Descriptors:

Course Number Course Title Term Instructor's Name Credit Hours

Introduction:

Class meeting day & hour Instructor office hours Instructor contact number (required)

e-mail (required)

Other Required Sections:

Mission Statement (University) Course Academic level & Place in Curriculum

Prerequisites Course description Course Objectives & Student Learning Outcomes

Class Formation Required Textbook Recommended Reading & Other Course resources

Course Calendar/Schedule Assignments Assessment Rationale for Grade Determination

Course Policies Grading Rubrics Knowledge Survey

Comments about syllabus:

 The syllabus is well designed and structured. _____

Class Observation

Class Hour: 13__ : 00_ - _16_ : 00_ Observation Hour: 13_ : 10__ - 14_ : 30__ Lecture Lab

Instructional Techniques (Check all that apply):

Lecture Small-groups work Case studies

Discussion Role-play Student Presentations

Q&A Simulations Games

Audio/Visual aids Groups Demonstrations Others: _____

Notes: **Professor Gunawan's class was so impressive and challenging. The students participated in the discussion enthusiastically and productively.** _____

_____ 29 06 / 30 / 2021 _____

REVIEWER'S SIGNATURE

DATE MM/DD/YYYY

OTHER CLASS OBSERVATION

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

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Had Actively Participated in Class					O	
2	Most of Students Attended					O	
3	Prepared and Followed Lecture Plan Consistently					O	
4	Submitted the Assigned Projects on Time				O		
5	Had Actively Interacted with Instructor					O	
6	Had Actively Interacted with Students				O		
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
7	Demonstrated Expertise in Subject Matter					O	
8	Well Organized for Whole and Each Class					O	
9	Effectively Introduced Topic/Goal of Lesson					O	
10	Punctuality of Both Starts and End of Class					O	
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
11	Role-Modeled in The Subject Matter				O		
12	Displayed Enthusiasm for Teaching in General				O		

1 3	Demonstrated Sensitivity to Student Learning Styles				O		
1 4	Covered Material at An Effective Pace				O		
1 5	Utilized Supporting Materials/Technology				O		
1 6	Used Proper Voice Tone and Non-Verbal Communication Techniques					O	
	Discussion	1	2	3	4	5	N/A
1 7	Utilized Learning Activities That Actively Engaged the Students					O	
1 8	Displayed Positive & Appropriate Interaction & Rapport with Students					O	
1 9	Encouraged Student Use of Critical Thinking Skills					O	
2 0	Interrelated Course Concepts with Practical Application					O	
2 1	Constructively Responded to Incorrect Student Responses				O		
2 2	Remained Open to Differing Point of Views and Perspectives				O		
2 3	Regularly Elicited Student Participation					O	
2 4	Exhibited Effective Conflict Resolution Skills					O	
	Assessment	1	2	3	4	5	N/A
2 5	Properly Designed Test/Assignment Relevancy to The Learning					O	
2 6	Properly Allocated Test/Assignment Frequency					O	
2 7	Given Helpful Feedback/ Comments for The Further Learning					O	
2 8	Given Clear Grading Criteria & Rubrics					O	
	Mission Of University	1	2	3	4	5	N/A
2 9	Nurtured Through Spiritual Practices Like Prayer/Praises/Testimonials					O	

30	Encouraged Sensitivity to Cultural Uniqueness & Diversity					<input type="radio"/>
31	Close Relevancy Given to Vocational Leadership for The Future					<input type="radio"/>
32	Academic Confidence Achieved to This Subject					<input type="radio"/>
33	Caring Community Formed Among Students					<input type="radio"/>
34	Caring Community Formed Between Students and Faculty					<input type="radio"/>
35	Like to Recommend This Class to Other Students					<input type="radio"/>

EXTRA COMMENTS: Use the back of the sheet if necessary

I respect and appreciate Professor Gunawan's passionate leadership and academic challenge. I look forward to her enthusiasm for her studies and her faithfulness to her students will contribute to the development of the school.

DISTRIBUTION:

Faculty Faculty File Planning & Assessment Dean's Office Academic Dean

Class meeting day & hour Instructor office hours Instructor contact number (required)

e-mail (required)

Other Required Sections:

Mission Statement (University) Course Academic level & Place in Curriculum

Prerequisites Course description Course Objectives & Student Learning Outcomes

Class Formation Required Textbook Recommended Reading & Other Course resources

Course Calendar/Schedule Assignments Assessment Rationale for Grade Determination

Course Policies Grading Rubrics Knowledge Survey

Comments about syllabus:

The syllabus was well designed and well supported to guide students.

Class Observation

Class Hour: 01 : 00 - 04 : 00 Observation Hour: 01 : 00 - 03 : 00 Lecture Lab

Instructional Techniques (Check all that apply):

Lecture Small-groups work: Case studies

Discussion Role-play Student Presentations

Q&A Simulations Games

Audio/Visual aids Groups Demonstrations Others: _____

Notes: _ Professor Nuri Park's class was so excited and thoughtful. The relationship between students and professor looked so intimate. _____

_ KI WOOK MIN _____ _ 06_ /_ 30_ /_ 2021_____

REVIEWER'S SIGNATURE

DATE MM/DD/YY

OTHER CLASS OBSERVATION

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

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Had Actively Participated in Class					○	
2	Most of Students Attended					○	
3	Prepared and Followed Lecture Plan Consistently					○	
4	Submitted the Assigned Projects on Time					○	
5	Had Actively Interacted with Instructor				○		
6	Had Actively Interacted with Students				○		
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
7	Demonstrated Expertise in Subject Matter					○	
8	Well Organized for Whole and Each Class					○	
9	Effectively Introduced Topic/Goal of Lesson					○	
10	Punctuality of Both Starts and End of Class					○	
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
11	Role-Modeled in The Subject Matter				○		
12	Displayed Enthusiasm for Teaching in General					○	
13	Demonstrated Sensitivity to Student Learning Styles				○		

3						
14	Covered Material at An Effective Pace				O	
15	Utilized Supporting Materials/Technology				O	
16	Used Proper Voice Tone and Non-Verbal Communication Techniques				O	
	Discussion	1	2	3	4	5 N/A
17	Utilized Learning Activities That Actively Engaged the Students				O	
18	Displayed Positive & Appropriate Interaction & Rapport with Students				O	
19	Encouraged Student Use of Critical Thinking Skills				O	
20	Interrelated Course Concepts with Practical Application				O	
21	Constructively Responded to Incorrect Student Responses				O	
22	Remained Open to Differing Point of Views and Perspectives				O	
23	Regularly Elicited Student Participation				O	
24	Exhibited Effective Conflict Resolution Skills				O	
	Assessment	1	2	3	4	5 N/A
25	Properly Designed Test/Assignment Relevancy to The Learning				O	
26	Properly Allocated Test/Assignment Frequency				O	
27	Given Helpful Feedback/ Comments for The Further Learning				O	
28	Given Clear Grading Criteria & Rubrics					
	Mission Of University	1	2	3	4	5 N/A
29	Nurtured Through Spiritual Practices Like Prayer/Praises/Testimonials				O	
3	Encouraged Sensitivity to Cultural Uniqueness & Diversity				O	

0						
3 1	Close Relevancy Given to Vocational Leadership for The Future					O
3 2	Academic Confidence Achieved to This Subject					O
3 3	Caring Community Formed Among Students					O
3 4	Caring Community Formed Between Students and Faculty					O
3 5	Like to Recommend This Class to Other Students					O

EXTRA COMMENTS: Use the back of the sheet if necessary

I appreciate Professor Park's affection for students and academic challenges. I also commend her for her thoughtful leadership.

DISTRIBUTION:

Faculty Faculty File Planning & Assessment Dean's Office Academic Dean

Oikos University

Faculty Peer Review

Instructor: Dr. Sungrae Kim	Review Date 06 / 30 / 2021	Students in Attendance #: 25	Student Enrolled #: 25
Course Number: PHL 111	Course Title: Introduction to Philosophy		

Reviewer: Dr. Ki Wook Min	Reviewer's Position: Dean of Academics
<input type="checkbox"/> Administrative <input checked="" type="checkbox"/> Faculty	New Instructor <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

I have met with the administrator or faculty and discussed the foregoing review. Yes No

Sungrae Kim
 INSTRUCTOR'S SIGNATURE

 06 / _30_ / 2021 _
 DATE MM/DD/YYYY

SYLLABUS

Please mark “/” for all sections found on the syllabus.

Course Descriptors:

v Course Number v Course Title v Term v Instructor's Name v Credit Hours

Introduction:

Class meeting day & hour Instructor office hours Instructor contact number (required)

e-mail (required)

Other Required Sections:

Mission Statement (University) Course Academic level & Place in Curriculum

Prerequisites Course description Course Objectives & Student Learning Outcomes

Class Formation Required Textbook Recommended Reading & Other Course resources

Course Calendar/Schedule Assignments Assessment Rationale for Grade Determination

Course Policies Grading Rubrics Knowledge Survey

Comments about syllabus:

The syllabus is well structured and well designed.

Class Observation

Class Hour: _09_: _00_ - 12_: _00_ Observation Hour: _09_: _10__ - 11_: _25__ Lecture Lab

Instructional Techniques (Check all that apply):

Lecture Small-groups work: Case studies

Discussion Role-play Student Presentations

Q&A Simulations Games

Audio/Visual aids Groups Demonstrations Others: _____

Notes: The class was so dynamic and the students – professor interaction was so energetic.

_____ *R. WOODMAN* _____ _06_ /_30_ /_ 2021_____

REVIEWER'S SIGNATURE

DATE MM/DD/YYYY

OTHER CLASS OBSERVATION

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

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Had Actively Participated in Class				O		
2	Most of Students Attended					O	
3	Prepared and Followed Lecture Plan Consistently					O	
4	Submitted the Assigned Projects on Time					O	
5	Had Actively Interacted with Instructor					O	
6	Had Actively Interacted with Students					O	
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
7	Demonstrated Expertise in Subject Matter					O	
8	Well Organized for Whole and Each Class					O	
9	Effectively Introduced Topic/Goal of Lesson					O	
10	Punctuality of Both Starts and End of Class					O	
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
11	Role-Modeled in The Subject Matter					O	
12	Displayed Enthusiasm for Teaching in General					O	

1 3	Demonstrated Sensitivity to Student Learning Styles				O		
1 4	Covered Material at An Effective Pace					O	
1 5	Utilized Supporting Materials/Technology					O	
1 6	Used Proper Voice Tone and Non-Verbal Communication Techniques					O	
	Discussion	1	2	3	4	5	N/A
1 7	Utilized Learning Activities That Actively Engaged the Students					O	
1 8	Displayed Positive & Appropriate Interaction & Rapport with Students					O	
1 9	Encouraged Student Use of Critical Thinking Skills					O	
2 0	Interrelated Course Concepts with Practical Application				O		
2 1	Constructively Responded to Incorrect Student Responses					O	
2 2	Remained Open to Differing Point of Views and Perspectives					O	
2 3	Regularly Elicited Student Participation				O		
2 4	Exhibited Effective Conflict Resolution Skills				O		
	Assessment	1	2	3	4	5	N/A
2 5	Properly Designed Test/Assignment Relevancy to The Learning					O	
2 6	Properly Allocated Test/Assignment Frequency					O	
2 7	Given Helpful Feedback/ Comments for The Further Learning					O	
2 8	Given Clear Grading Criteria & Rubrics					O	
	Mission Of University	1	2	3	4	5	N/A
2 9	Nurtured Through Spiritual Practices Like Prayer/Praises/Testimonials					O	

30	Encouraged Sensitivity to Cultural Uniqueness & Diversity					<input type="radio"/>
31	Close Relevancy Given to Vocational Leadership for The Future					<input type="radio"/>
32	Academic Confidence Achieved to This Subject					<input type="radio"/>
33	Caring Community Formed Among Students					<input type="radio"/>
34	Caring Community Formed Between Students and Faculty					<input type="radio"/>
35	Like to Recommend This Class to Other Students					<input type="radio"/>

EXTRA COMMENTS: Use the back of the sheet if necessary

I appreciate Dr. Kim's passionate leadership and teaching to students. Even though it was online, he led students to an active response and made his classes exciting. I look forward to academic achievement and school development through Dr. Kim.

DISTRIBUTION:

Faculty Faculty File Planning & Assessment Dean's Office Academic Dean

Staff Evaluation

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: President Staff Name: <u>Jongin Kim</u> Supervisor Name: <u>Elizabeth Kim</u> Title: <u>Chair of Board of Directors</u> Evaluation Date: <u>6</u> / <u>30</u> / <u>2021</u>

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	Work with the constituency, administration, and especially the board in determining the purpose and direction of the school.					X	
2	See that the University is faithful to the fulfillment of its mission.					X	
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).					X	
4	Recommend appointment of full-time faculty and administrators to the board.					X	
5	Represent the University to internal and external constituencies as well as to the larger public.					X	
6	Cultivate alumni, constituent churches and others as friends of the University.					X	
7	Develop the financial resources needed to accomplish the goals of the school.					X	

8	Promote the cause of the University and initiate necessary communication with other seminaries of like faith for the purpose of fraternal relations.					X
9	Receive and review the reports of the Deans.					X
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.					X

Supervisor's Comment:

[Faint, illegible text in the comment area]

Signatures

6/30/2021

Elizabet

DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Chief Financial Officer	
Staff Name: <u>Joo man Lee</u>	
Supervisor Name: <u>Jongin Kim</u>	Title: <u>President</u>
Evaluation Date: <u>6/30/2021</u>	

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	Maintain accurate financial records (including exact records of all accounts of the general ledger).				X		
2	Ensure protection of records through appropriate back-up procedures.				X		
3	Provide the CPA with data needed to perform an outside, opinioned audit.				X		
4	Facilitate and administer business dealings of Sierra States 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.				X		
5	Check that money is used for its designated purposes (including special donations such as endowments, and budgeted items).				X		
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.				X		
7	Monitor the Sierra States 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.				X		

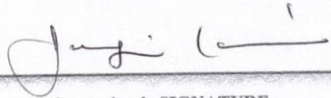
8	Prepare and make presentations to internal and external stakeholders implications of survey and research findings.						X	
9	Serve as facilitator and/or liaison to various committees and task forces.						X	
10	Perform other related duties as assigned.						X	

Supervisor's Comment:

Signatures

6/20/2021

DATE



Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Dean of Students <u>Dong Jun Lee</u> Staff Name: <u>Ki Woek Min</u> Supervisor Name: <u>Jongju Kim</u> Title: <u>President</u> Evaluation Date: <u>6 / 30 / 2021</u>
--

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

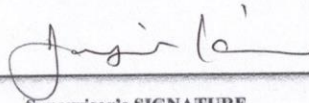
#	Questions	1	2	3	4	5	N/A
1	Oversee student government and other student organizations (including supervision of the social activities and budget planned by the student government).				X		
2	Oversee new student orientation .				X		
3	Oversee student activities (e.g. revival, overnight prayer, church visits, academic seminars).				X		
4	Maintain student retention initiatives (with special attention given to students in their first year of study).				X		
5	Oversee student counseling.				X		
6	Oversee student discipline.				X		
7	Initiate relationships with all students and serve as a chaplain, counselor, mentor, and friend.				X		

8	Maintain and improve the student handbook.					X	
9	Prepare and oversee the student services budget.					X	

Supervisor's Comment:

Signatures

6/20/2021



DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Director of Administration Staff Name: <u>Dongjin Lee</u> Supervisor Name: <u>Jongin Kim</u> Title: <u>President</u> Evaluation Date: <u>6 / 30 / 2021</u>
--

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

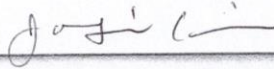
#	Questions	1	2	3	4	5	N/A
1	Most important will be the personal qualities of integrity, intellectual curiosity, exceptional interpersonal and communication skills, significant strategic and analytical capacity, technological savvy, a collaborative work style, and commitment to excellence that characterizes 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.				×		
7	Recruits and hires team members for the admissions department.				×		

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

Supervisor's Comment:

Signatures

6/20/2021



DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Director of Library	
Staff Name: <u>Duckyoung Won</u>	
Supervisor Name: <u>Ki Wook Min</u>	Title: <u>Dean of Academics</u>
Evaluation Date: <u>06 / 30 / 2021</u>	

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

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

Supervisor's Comment:

I respect and appreciate Mr. Duckyoung Won's professional work handling and administrative skills. In particular, 'online' has become important issue due to the COVID 19 pandemic, and Mr. Won solved the challenges that came with it. I believe that future challenges and difficulties will be well resolved with his dedication.

Signatures

06/30/2021

R. WOOK HUN

DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: <u>Director of International Student Services</u> Staff Name: <u>Jay Lee</u> Supervisor Name: <u>Dongjin Lee</u> Title: <u>Dean of Students</u> Evaluation Date: <u>6</u> / <u>30</u> / <u>2021</u>
--

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 administrative support for the Dean of Students.				X		
2	Maintain good, friendly rapport with students; respond to student inquiries. This is a front-line position where excellent interpersonal skills are indispensable.				X		
3	Assist new student orientation.					X	
4	Assist the Student Services budget.				X		
5	Utilizes SEVIS electronic tracking system for as management tool for international students.				X		
6	Manages international student admissions (forms, required paperwork, documentation, and regulations).				X		
7	Manages administrative operations including but not limited to budgets, assessments, compliance and records retention.					X	

8	Complies with all regulation governing F-1 student visa.						X
9	Organizes, schedules, and conducts, in conjunction with Counseling Division, international student orientations.						X
10	Supervises the intake function and otherwise insures that students are assisted, when needed, with application and immigration paperwork, scheduling of academic counseling, registration, and other related enrollment procedures.						X
11	Utilizes internal partnerships for effective delivery of international student services.				X		

Supervisor's Comment:

Signatures

6/30/2021 *Dany D. Lu*

DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Director of Student Accounts
Staff Name: <u>Meewon Sul</u>
Supervisor Name: <u>Dongjin Lee</u> Title: <u>Director of Administration</u>
Evaluation Date: <u>6</u> / <u>30</u> / <u>2021</u>

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	Supervise and evaluate the financial records related to registration and enrollment of students.					X	
2	Participate and serve as part of the Business Affairs Team.				X		
3	Lead initiatives as determined by the Dean,					X	
4	Assist the Registrar and Student Affairs staff with 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	
5	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	
6	Provide leadership and develop appropriate recommendations for the implementation of related technology application in support of enhanced services offered through Student Accounts.					X	
7	Develop and administer the departmental budget.					X	

8	Problem solve the research, analysis and resolution of student disputes as they relate to records and registration.				X	
9	Collaborate with administrators, deans, faculty, IT and counselors to facilitate and improve services to students, including catalog and registration/records policy questions.				X	

Supervisor's Comment:

Signatures


8/30/2021

DATE Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Chaplain	
Staff Name: <u>Dong J. Lee</u>	
Supervisor Name: <u>Dongjin Lee</u>	Title: <u>Dean of Students</u>
Evaluation Date: <u>6 / 30 / 2021</u>	

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	Serve as pastor to the University community providing pastoral counseling and teaching in the faith.				X		
2	Maintain a visible and active presence in campus life to enhance religious understanding and promote spiritual growth.					X	
3	Provide and promote pastoral leadership to support community involvement.				X		
4	Oversee and coordinates the activities of the various small group on campus.				X		
5	Participate in University ceremonies.			X			
6	Supervise and direct Chapel.					X	

Supervisor's Comment:

Signatures

6 / 30 / 2021 Dong J. Lee

DATE

Supervisor's SIGNATURE

ANNUAL STAFF EVALUATION FORM

Please fill out completely

Position: Registrar	
Staff Name: <u>Meewon Gul</u>	
Supervisor Name: <u>Dongjin Lee</u>	Title: <u>Director of Admin.</u>
Evaluation Date: <u>6 / 30 / 2021</u>	

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

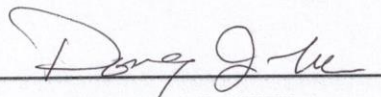
#	Questions	1	2	3	4	5	N/A
1	Supervise and evaluate the Records, Registration and admission staffs.					X	
2	Organize and administer the records, registration and graduation functions, including transcript evaluations, admissions and the certification process in order to provide maximum service to students 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		

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

8/30/2021
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 :					

Result

Annual Evaluation of the President by the Board							
President Evaluation 2021							
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.							
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
5	Actively promotes scholarly development and excellence.					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
4	Is taking the right action to manage enrollments.				1	9	4.90
6	Is an effective fundraiser.				10		4.00
12	Extra Comments :						

Annual Evaluation of the President by the Board Analysis Result, 2020-2021

The survey of the annual evaluation of the president by the board 2020-2021.
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. Is taking the right action to manage enrollments. (4.9/5.0)

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 :					

Results

Board Member Self Evaluation							
2021							
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.				10		4.00
2	Communicates with other members in a timely and responsive manner.					10	5.00
3	Attends and participates in all board meetings sincerely.					10	5.00
4	Attends and participates in all committee meetings sincerely.				10		4.00
5	Actively supports the chairman and the president's vision and plans.				10		4.00
6	Actively involved with fundraising activities.			10			3.00
7	Practices leadership that instills enthusiasm and increases morale.				10		4.00
8	Represents the University well to the community and beyond the campus.				10		4.00
9	Executes annual plans of the board sincerely and cooperatively.				10		4.00
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.				10		4.00
11	Overall, performs his role in excellent manner.				10		4.00
12	Extra Comments :						

Board Member Self Evaluation Analysis Result, 2020-2021

The following charts are the analysis result for the survey of the board member self evaluation for 2020-2021. The 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. (3.0/5.00)
- B. Actively supports the chairman and the president's vision and plan. (4.0/5.00)
- C. Practice leadership that instills enthusiasm and increases morale. (4.0/5.0)

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.

Student Performance Data

Oikos University

Retention Rate, Graduation Rate and Job Placement Rate 2018-2021

Student Retention Rate

	2018-2019	2019-2020	2020-2021
BABS	89.4% (17/19)	92.3% (12/13)	100% (4/4)
BABA	N/A	100% (2/2)	66.7% (2/3)
BM	N/A	100% (1/1)	N/A
M.Div	83.3% (5/6)	100% (1/1)	100% (4/4)
MBA	N/A	N/A	66.7% (2/3)
MM	N/A	100% (2/2)	N/A
D.Min	80% (4/5)	100% (3/3)	33.3 % (1/3)
DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	86.7% (26/30)	95.5% (21/22)	77.8% (14/18)

Student Graduation Rate

	2018-2019	2019-2020	2020-2021
BABS	100% (6/6)	100% (5/5)	75% (6/8)
BABA	N/A	N/A	N/A
BM	N/A	N/A	N/A
M.Div	100% (5/5)	100% (1/1)	38.5% (5/13)
MBA	N/A	N/A	N/A
MM	N/A	100% (1/1)	100% (1/1)
D.Min	N/A	50% (1/2)	50% (1/2)
DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	100% (11/11)	89% (8/9)	54.2% (13/24)

Job Placement Rate

	2018-2019	2019-2020	2020-2021
BABS	83.3% (5/6)	80% (4/5)	83.3% (5/6)
BABA	N/A	N/A	N/A
BM	N/A	N/A	N/A
M.Div	80% (4/5)	100% (1/1)	100% (3/3)
MBA	N/A	N/A	N/A
MM	N/A	100% (1/1)	100% (1/1)
D.Min	N/A	50% (1/2)	100% (1/1)
DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	81.8% (9/11)	77.8% (7/9)	90.9% (10/11)

Evaluation of Financial Condition and Management

1. Timely and accurate financial reports are being provided to the responsible shareholders such as the board, president, and responsible persons.
2. A certified external audit of the annual financial statement along with a management letter is provided to the board directly.
3. External audits demonstrate a history of financial stability. External audit is provided in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards.
4. Audit indicates that the university has sufficient financial resources to support the institution.
5. The quarterly financial report is being made to the board for the ongoing financial management and oversight.
6. The university has a contingency account in reserve to support the operational budget.