

Assessment Plan

Oikos University

2021-2022

(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.

2020 - Oikos University was added a Los Angeles teaching site and has added a distance education

2021 - Oikos University was granted Reaffirmation by the TRACS Accreditation Commission after completing a successful self-study and being evaluated by an on-site evaluation team.

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

Oikos University is approved to offer programs leading to the following degrees:

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
- PLO5 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:

PL01 Apply ethical and legal principles to a business environment

PL02 Conduct independent research relevant to business-related issues

PL03 Demonstrate written and oral presentation skills expected of a business-school graduate

PL04 Develop a global business perspective based on the knowledge of foreign business environments and cultures

PL05 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:

PL01 Demonstrate the ability to analyze the evolving nature of corporation

PL02 Practice managerial leadership and organizational change

PL03 Determine and measure an organization's intellectual assets

PL04 Identify how product development merges with entrepreneurship

PL05 Foster new approaches to measuring the economic performance of organizations

PL06 Demonstrate the ability to manage and administer a business organization with a clear embodiment of ethics in his/her business practices

PL07 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:

PL01. 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.

PL02. Articulate a philosophy of management based upon the integration of empirical, historical, and social science research.

PL03. Cultivate personal values, integrity, and ethical behavior and to develop a values-centered leadership perspectives and philosophies which cultivate a culture of continuous improvement.

PL04. 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.

PL05. 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.

PL06. 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 assessment plan was developed in conjunction with our strategic plan. IR director continues to work together with faculty and administrative staff as they have created a culture of evidence and had many years of experience. IR Director also works with the board, administrative committee, faculty senate, deans, staff, and students to collect assessment data. Such data include but are not limited to student success data at the institutional level (retention, graduation, completion, and job placement data as well as job performance, student satisfaction inventory, employer survey, exit survey, etc.), at the program level (program review, learning outcome assessment, student portfolio evaluation), and at course level (capstone course evaluation, course level learning outcome assessment, field education assessment, knowledge survey). The data also include but are not limited to collection of assessment data regarding evaluation of the board, faculty, staff in an ongoing basis as well as student support services such as facility, finance, library, chapel, etc. 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 series of scheduled instruments. IR director is assigned to collect data and analyze it before it is to be disseminated to relevant office and personnel for improvement. 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 long-range strategic plan (five-year plan).

ASSESSMENT PROCESS



STEPS	CATEGORIES	CHARGE
1	Mission Assessment	Board of Directors
2	Assessment (academic and non-academic)	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
Academic and Student Learning		
Institutional Level	<ul style="list-style-type: none"> • Institutional Objective Evaluation • Institutional Learning Outcomes Assessment • Benchmarking TRACS Statistical Report • Exit Survey • Employer Survey • Student Success Indicators (retention, graduation, completion, and job placement rate) • GE Student Learning Outcomes Review 	<ul style="list-style-type: none"> • Alumni Survey • Peer Review • Mission Statement Survey • Student Satisfaction Inventory
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 • 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 • “Business Ethics” Course Signature Assignment • Portfolio Checklist 	<ul style="list-style-type: none"> • Faculty Report on Graduating Students
Co-Curricular	<ul style="list-style-type: none"> • Chapel Survey • Faculty Advising Log 	<ul style="list-style-type: none"> • Community Service Survey
Non-Academic		
Board	<ul style="list-style-type: none"> • Annual Board Evaluation 	<ul style="list-style-type: none"> • Knowledge Survey
President	<ul style="list-style-type: none"> • Annual President Evaluation 	<ul style="list-style-type: none"> • Knowledge Survey
Faculty	<ul style="list-style-type: none"> • Annual Faculty Evaluation • Peer Review 	<ul style="list-style-type: none"> • Knowledge Survey

	<ul style="list-style-type: none"> • Course Evaluation 	
Staff	<ul style="list-style-type: none"> • Annual Staff Evaluation 	<ul style="list-style-type: none"> • Knowledge Survey
Covenantal	<ul style="list-style-type: none"> • Conflict of Interest Policy • Mission Statement Policy 	<ul style="list-style-type: none"> • Annual Contract Review
Events	<ul style="list-style-type: none"> • Community Survey 	<ul style="list-style-type: none"> • Knowledge Survey
Facilities and Equipment	<ul style="list-style-type: none"> • Inspection Review 	<ul style="list-style-type: none"> • Drill Survey •
Finances	<ul style="list-style-type: none"> • Audited Financial Statement • Debt to Asset Ratio 	<ul style="list-style-type: none"> • Income and Inspection Review • Annual Budget Review
Policies	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Policies Evaluation
Publications	<ul style="list-style-type: none"> • Annual Publication Review 	<ul style="list-style-type: none"> • Board Handbook Review • Catalog Review • Faculty Handbook Review • Policy Manual Review • Student Handbook Review • Library Handbook Review • Administrative Handbook Review
Student Services	<ul style="list-style-type: none"> • Student Satisfaction Inventory 	<ul style="list-style-type: none"> • Knowledge Survey

Use of Instrument

Oikos University 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 diverse instruments that range from evaluation of the board, staff, faculty, students, alumni as well as area of policy, equipment, finance, library, etc. During the course of time, we have developed our own instruments by benchmarking that of assessment used by 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.

In consultation with the faculty committee and administrative staffs, 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	Description	Person in Charge	Frequency
I. Overall Assessment			
Assessment Plan	1. Administrative Review	President	May-June
	1. Board Review and Approval	Board Chair	May-June
II. Academic Assessment			

A. Academic and Student Learning	1. Academic Calendar	Dean of Academics	May-June
	2. Semester Review	Registrar	Post-Semesters
	3. Curriculum	Dean of Academics and Faculty	Annually
	4. Courses	Dean of Academics and Faculty	before, during and after each Semester
	5. Majors and Programs	Dean of Academics and Faculty	Every 5 years
	6. Institutional	President	Intermittent
	7. Faculty	Dean of Academics	Post-semester
	8. Students	Faculty	End of Semester
	9. Alumni	President	1, 5 and 10 years after graduation
	10. Employer	Employers	Annually
III. Non-Academic Assessment			
A. Administrative	1. Board Meetings	Board Chair	Bi-annually
	2. Board Nominations	Board Chair	Winter
	3. Board Orientation	Board Chair	Spring
	4. Board Strategic Plan Retreat Meeting	Board Chair	May-June
	5. Board Survey and Evaluation	Board Chair	Spring
	6. President Annual Evaluation	Board	May-June
	7. Staff Performance Review	President	Summer
	8. Staff Retreat for Development	President	Spring
	9. Student Orientation	Dean of Students	Fall, Spring
	10 Student Retreat	Dean of Academics	Summer
B. Signed Documentation	1. Board Conflict of Interest Form	Chair	May-June
	2. President's Contract	Chair	May-June
	3. Faculty Contract	President	Annually
	4. Staff Contract	President	Annually
C. Events	1. Commencement	Dean of Academics	Annually
	2. Community Concert Night	Dean of Academics	Annually
	3. Chapel	Dean of Academics	Semester
	4. Fundraising Night	President	Annually
D. Facilities and Equipment	1. Inspection	Administrator	Monthly
	2. Library Review	Librarian	Annually
	3. Teaching Site Review	Administrator	Annually
E. Finances	1. Annual Audit	Auditor	Annually
	2. Annual Auditor Approval	Audit Committee	Annually
	3. Budget - Annual Approval	Finance Committee	Annually

	4. Budget - Annual Review	Board	Annually
	5. Annual Income/Expense Review	Finance Committee	Annually
	6. Financial Records Review	Director of Administration	Annually
	7. Fundraising Events	President/Board	Annually
	8. Fundraising Plan Reviews	President	Annually
	9. Tuition/Fees Review	Business Manager	Winter
F. Policies	1. Annual Review	President	Annually
G. Publications	1. Board Handbook	Chair	June
	2. Assessment Plan	President	June
	3. Strategic Plan	President	June
	4. Faculty Handbook	Dean of Academics	June
	5. Library Handbook	Librarian	June
	6. Policy Manual	President	June
	7. Academic Catalog	Dean of Academics	June
	8. Student Handbook	Dean of Students	June
	9. Administrative Handbook	President	June
	10. Website	Staff	May
H. Student Services	1. Review	Dean of Students	May
	2. Student Achievement	IR	June

I. Overall

A. Assessment Plan (2021-2022)

1. Administrative Review

Leader: President

Frequency: May

Format: Private reviews, meetings

Tools: OU Assessment Plan, Email, Review Tools

Throughout the academic year of 2021-2022, Oikos University President, Board, and IR director had series of meeting and shared the previous assessment plan, 2020-2021 in preparation for the assessment plan, 2021-2022 by involving key administrators, faculty and students. According to our observation, previous assessment was heavily occupied with academic assessment that focus on academic one and student learning outcomes. Area of assessment regarding policy, publication, campus equipment, and finance assessment was thin. Therefore, we benchmarked other institution and decided to revise our assessment plan and inserted the category of those area that were missed in the past years. According to the review of our previous assessment plan, there was no clear distinction between academic and non-

academic assessment. So, it was not an assessment that evaluate our institution for its effectiveness of its totality. And the input was made to make clear distinction. In other words, our previous assessment plan contains assessment in the area of academics, library, evaluation of staff, and faculty. But there was no assessment of facilities, policies, publication, etc. The assessment of finance section was added just last year. Therefore, we decided to make a major revision on our assessment plan and assess each area of our institution as a whole. As such, we continue to collect, analyze, and disseminate its data to be used for strategic planning process and budgeting.

The revision of our assessment plan didn't start it one day. It was a result of a long series of study and research effort. We have benchmarked several schools' assessment plan that was accredited under the TRACS. We discovered several schools that had assessment plan that is only policy and procedure, but there was no actual data. But some schools had plan in place, and they put the data in the appendices section whereby they collect, analyze, and disseminate that data for strategic planning and budgeting. And we thought it is logical to include in our assessment plan along with review and collected data and observation to make improvement which resulted in the formation of our comprehensive assessment plan. Such includes but is not limited to overall board review, and we decided to separate academic assessment from non-academic assessment.

Academic assessment includes student learning outcomes, academic calendar, semester review, curriculum, courses, majors, and programs, institutional (accreditation/self-study), faculty, students, and alumni. Non-Academic Assessment includes board meeting, board nomination, board orientation, board strategic plan, board survey, President review, staff performance review, staff retreat, student orientation, student survey, student retreat, covenantal documents, Events, Facilities and equipment, Library Review, Teaching Site review, Finances, Policies and publication as well as services. The Board has approved the currently updated assessment plan. Starting from 2021-2022, Oikos University has decided to update and publish comprehensive assessment plan to be used to collect, analyze, and disseminate analyzed data so that these data are used for action plan for strategic planning and budgeting.

2. Board Review and Approval

Leader: Board Chair

Frequency: May

Format: Board meeting

Tools: OU Assessment Plan

During June 2022 Stated Board Meeting, the President shares the updated comprehensive assessment plan with the Board chair, who has reviewed the comprehensive assessment plan and forwarded it to the entire Board of Directors of Oikos University for review. The updated assessment plan (AP) was presented for a vote, at the stated Board Meeting, and the version that Oikos University Board of Directors adopted was available in print and online. The updated comprehensive assessment plan was approved by the Board, and it contains each of area in assessment and it is comprehensive one.

II. Academic Assessment

A. Academic and Student Learning

A-1 History of Academic Assessment

Oikos University has continued to execute data-based academic assessment. Since the year 2015 academic year, the Office of Institutional Research continued to collect, analyze and disseminate student learning outcomes at the three levels: institution, program, and course. Therefore, we were able to use its data to improve such as assessment tools, learning outcome and curriculum. The year of 2015-2016 was the year of development. The year off 2016-2017 was the year we collect and benchmark various accredited institution that has become a model. Then, throughout the following years such as, 2017 through present years, we continued to make regular assessment by engaging faculty, staff ,and students. Here is the developmental stage in our data-based academic analysis:

Initial Stage	Emerging Stages	Developmental Stage
Fall 2015-Sprijing 2016	Fall 2016-Spring 2017	Fall 2017 through present years
IR has launched data based academic assessment, training faculty and staff and modified ILOs and PLOs	IR and Dean of Academics have involved faculty to be engaged in the active academic assessment such as collection, analysis and disseminated the analyzed data for improvement. We have benchmarked several schools	We have continued to make an improvement by publishing academic assessment and executed action plan in each year to make improvement.

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

When we do the analysis in student learning outcomes, there is clear difference between GPA and student performance outcome of student learning. Whereas GPA includes totality of the class assessment that includes both direct and indirect assessment including student performance and student attendance, student learning at class level (ex, CLO) only focuses on student performance at signature assignment of the particular class. Therefore, collection of student learning at every level is crucially important to collect data whereby we can use it to improve our teaching, learning, assessment tools, scoring rubrics, and so and so forth. Also, such data is important to make change, modify or improve learning outcome at institution, program and class level.

During the academic year, 2021-2022, we have engaged total of 20 under-graduate and graduate faculty as well as to 56 classes we have offered. we have engaged each of faculty (both part-time and full-time) faculty to assess student learning using their academic policies and scoring rubrics that they stipulated in their syllabus and collected student learning at the end of the classes. Each of faculty in different department was deeply involved in the process. We have reviewed each of faculty's syllabus addressing their learning outcome at class level is aligned with at least one learning outcome at the institution level as well as at least one learning outcome at program level. This way, we know each of program and class level learning outcome are not an island but is intricately aligned with each other. Therefore, our assessment is meaningful and each of class teaching, learning and activity is contributing to the bigger objective of the program and institution. As Oikos University's mission is to educate students to be

leaders to serve the community and the world through their learned skills and profession, each of program's learning outcome is aligned together to educate leader in each area such as business, ministry, music, etc. And performing at class level and demonstrating its mastery knowledge and skills will contribute to the formation of leadership at the program level and ultimately, it will result in the institution to achieve our mission in the bigger picture.

When we collect, analyze, and disseminate it, we assign each faculty to make sure that they have at least one signature assignment (presentation, final, homework, portfolio, etc.) that is assigned to student's performance to be measured. And they have clear guideline as to how they measure student performance at the particular area, and they have scoring rubrics. And their rubrics is clear enough and is similar or same as those of AAC&U sample. AAC&U publishes each subject such as communication skills, paper presentation, problem-solving skills, etc. What's good about Oikos University is that Oikos University faculty have regular meeting and share their syllabus, scoring rubrics and how the measure student performance. And each of faculty can borrow and benchmark other in creating their own scoring rubrics in each area. Dean of Academics Continues to review and share suggestion and input to make improvement.

Faculty at Oikos University also know the difference between direct and indirect assessment. When we collect data for each class, we do not collect indirect assessment but focus more on collection of direct assessment. Also, Faculty tried to use base line of 2.0 out of 4.0 scales in that the goal of faculty is to have more students showing their performance at 3.0 out of 4.0 scales. At times, faculty are tempted to have more than one signature assignment. Although we understand their passion and love to build strong academic community and excellent student performance data each semester, we also have to think about the bigger picture whereby Oikos University has to collect so many classes from multiple programs. And compared to mega university that only try to collect sample of 5% each academic year, Oikos University try to collect each semester, each class, and each year. It is daunting job to do the assessment in every semester, every class, and every year. Therefore, we try to limit each class to collect one signature assignment that is in alignment with program and institution. We are pleased that each faculty did their job to collect and share information whereby we can collect, analyze and disseminate comprehensive student learning outcomes and share data to be used for action plan and further improvement.

Here is a sample of spread sheet that we collect from each class and the sample shows what we expect and how much each faculty is involved to help collecting and analyzing it:

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				PLO1	PLO2	PLO3
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		Introduce Develop Master	Weight (%)	# of Obs	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.

Oikos University's IR office met with dean of academics to collect and analyze 100% of direct methods. Each faculty collect student learning outcome, send it to the program director and then, IR collect all of them to be aligned together to measure how we are doing. It looks like complicated one, but we try to focus more on director assessment than survey. Previously, we have used indirect method such as knowledge survey, but survey is subjective and is not objectively conveying student performance. Therefore, starting from 2021-2022, we focus on student's performance collected in direct method such as paper, presentation, student portfolio, mid-term, final, etc.

I L O	P L O	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

The shaded area has been removed. Student learning outcome assessment will be on the collection and analysis of direct assessment of student work. This is the major departure from the pervious year. Starting from 2021-2022 academic year, we focus on student learning outcome that measure student performance collected from direct assessment method.

As Oikos University made it clear from the publication such as catalog and assessment plan, Oikos University has institutional learning outcome objectives as follows:

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

We have two institutional learning outcomes that are different in rigor and level. One is undergraduate and other one is graduate. Undergraduate SLOs have five area in that each area has two sub outcomes. 1-6 ILOS are mostly related to general education such as ILO1 critical thinking & ILO2 problem solving, ILO3 effective communication and ILO4 common sense for living, and ILO5 social and cultural engagement and ILO6 lifelong learning. When it comes to major, it has professional knowledges in that ILO7 is about theory and knowledge and ILO8 is application of the major. Lastly, ILO9 has to do with daily Christian life and PLO10 maturity. Graduate ILOs has two areas in that professional knowledge has ILO1 research skill, ILO2 professional communication, ILO3 major field are all related major whereas ILO4 has to do with Christian Character. And each of program level PLOs is related to at least one ILO and each of CLOs as well.

A-2 Data Collection in 2021-2022 and Observation of GE

In the year fall 2021-spring 2022, we have collected total of 54 class level learning outcome assessment that includes both GE and major in undergraduate and graduate program. Let us see how many were collected in each category:

	Undergraduate	Undergraduate	Graduate	Graduate	Total
	Fall 2021	Spring 2022	Fall 2021	Spring 2022	
GE	5	8			13
BABA	3	3			6
BABS	5	4			9
MDiv			9	7	16
MM			1	1	2
MBA			3	3	6
DMin				2	2
Total	13	15	13	13	54

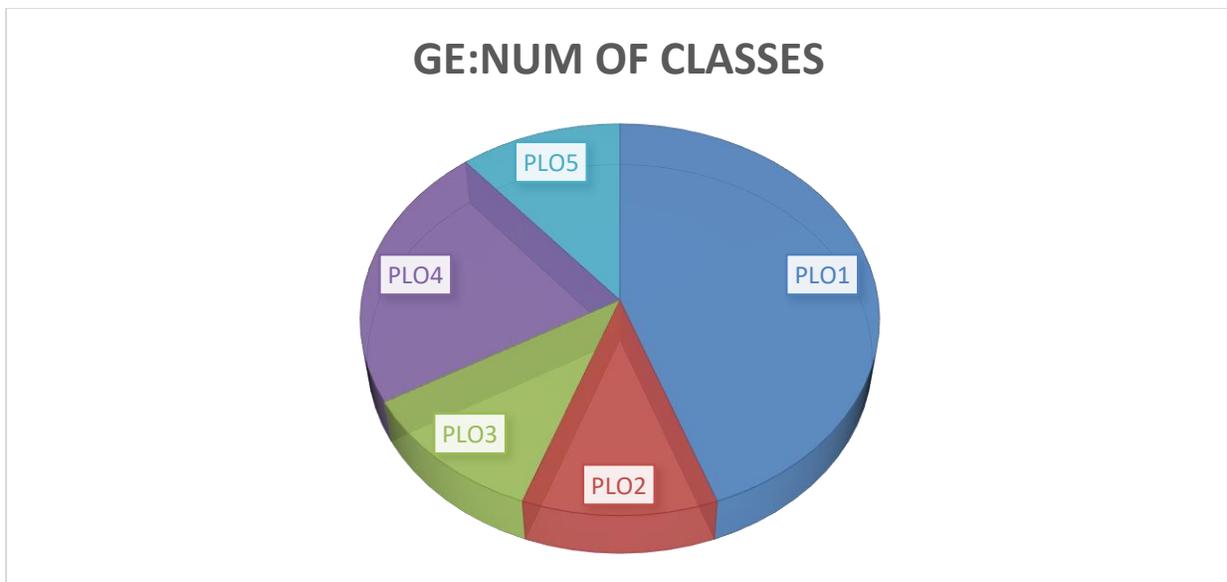
Here is detailed SLOs of GE at institutional level:

Class/ILOs	ILO1 Critical Thinking	ILO2 Mathematical skills	ILO3 Communication	ILO4 Humanities	ILO5 Social and Cultural	ILO6 Social Science and History
ENG101 English Composition			3.0			
HIS101 Western Civilization I						3.1
HUM101 Human Growth and Development				3.3		
NR121 Nutrition						3.7
SS101 Intro to Social Science						3.8
ENG102 English Literature			2.7			
HIS102 Western Civilization II	3.7					
MATH101 College Mathematics		3.7				
MUS101 Music Appreciation				3.8		
PHHL212 Intro to Ethics	3.3					
PSY225 Counseling for Marriage and Family					3.8	
SOC301 Intro to Sociology					3.3	
SOC302 Contemporary Social Problems					3.3	

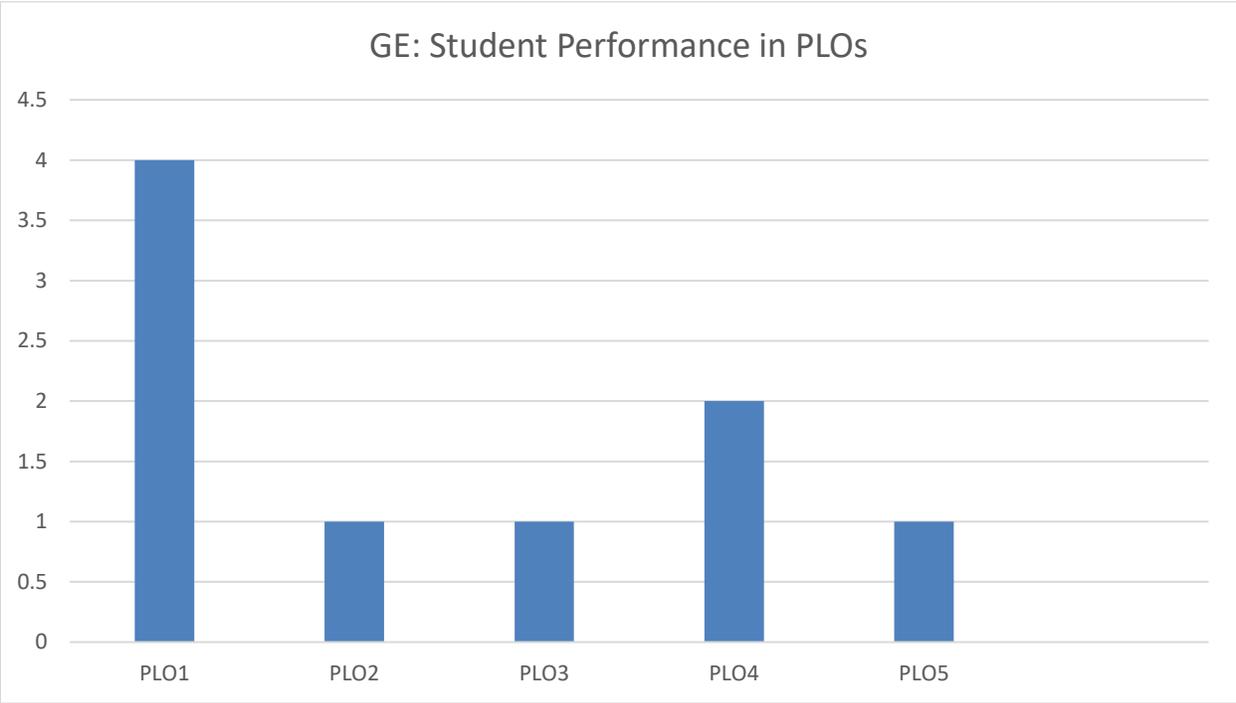
Student enrolled in each of class range from 15 to 40 students for undergraduate classes. The smallest class for GE is 3, average size of classes is 15 and large size class is student enrollment of 24, 27 and 31. So, the number of students for measuring student learning outcome assessment is sufficient. According to the class schedule review, Oikos University has offered GE classes that covers ILO1 through ILO6. What is notable is the average score of student performance at all levels was way above baseline of 2.0. The average score ranges from 3.3 through 3.8 out of 4.0 scales. The lowest score is on ILO3. Whereas it is still way above base line of 2.0. It is relatively low compared to other student learning outcome scores. In consultation with faculty interview, and student composition of the school as well as dean of Academic's input, it is notable that students at Oikos University is self-motivated students and is well in each of area. However, due to the majority of students are bilingual students and Asian students, students have some difficulty to study English composition and English literature and make high scores. Therefore, the suggestion was made if faculty of that classes can help and allow different learning styles of students and

can allow students to submit draft of paper and can submit final paper with faculty's comment on how they can improve it. Also, if they can designate different group and leaders to help other students, it may help students to perform better. Also, the suggestion was made that faculty be available for advising and students at borderline to be given with extra credit if available. The SLO at class level shows that student performance shows well-rounded learning assessment in that each of area of student performance is at its satisfactory level, and it is way above the baseline.

However, one should note that ILO5 and ILO6 were offered with class in 3 classes in each for the academic year whereas ILO2 was offered with one class. If Oikos University intends to achieve institutional objectives and well-rounded leaders, they need to set a budget to offer well-balanced classes in each of category. Also, this needs to be reflected in the budgeting process and strategic planning process. Oikos University certain wants the students who complete the program is well at mathematical skills as well. Also, if Oikos University can set a budget for students to develop and perform well at ILO3 communication, that will help students to be well-balanced in each of area's knowledge and skills. One of the suggestions is to make English-major assistant faculty is available for personal advising for editing or grammatical and syntactical commenting or faculty of communication, English or English literature is available for student advising.



The charts shows that PLO1, PLOs 3 through 6 are offered with multiple classes. PLO2 is offered with only one class. This should be noted in their next class schedule. When we don't have sufficient classes offered each year, it is hard to claim that our assessment is fair and appropriate.



PLO3 is definitely underperformed by the student among GE PLOs. PLO3 is not only not offered with enough classes, but also it is not performed well. Definitely, the faculty ought to give priority and set aside the budget to offer more classes in PLO3 and Oikos University must give priority to give help and support so that well-rounded student performance at all level must be shown.

A-3 Observation of Undergraduate Program Academic Assessment

A-3-1 BABA

class/PLOs	PLO1 ethical and legal principle	PLO2 research in business issues	PLO3 written and oral presentation skills	PLO4 global business perspective	PLO5 Christian service
ECO120 Principles of Microeconomics	3.7				
MGMT410 International Management			3.6		
MGMT430 Operations Management		3.6			
ACC101 Principles of Accounting I	3.7				
ECO130 Principles of Macroeconomics				3.8	
LEDR311 Organizational Leadership					3.7

One of the self-motivated students at Oikos University is at BABA program. BABA is a small size class but each of student who enrolled in the program is very motivated and was eager to learn. Professor Kim works closely with student and each class is creatively designed and students can perform their best in the variety of learning style. The average of student learning outcome performance is well above the base line. The average score ranges from 3.6 through 3.8 which is spectacular in performance. There are classes like worship, ethic and other GE classes are also available for students to take. Those were not listed here just because this chart intends to show solely strictly BABA classes. Given the availability of GE and theology classes, three classes offered for BABA students were sufficient. However, student

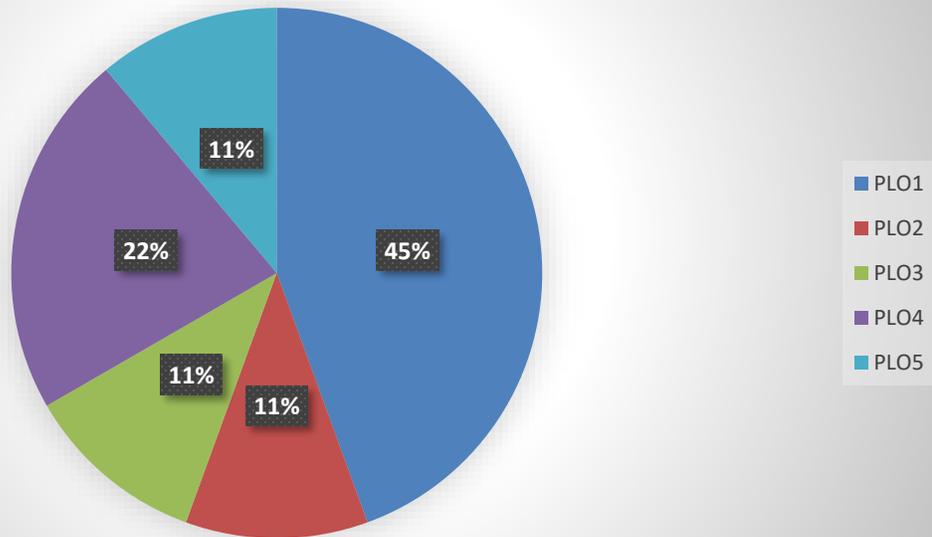
enrollment is kind of low compared to BABS classes. Therefore, the task for BABS program is to recruit more students so that assessment of BABA program to be substantial and more convincing.

A-3-2 BABS

class/PLOs	PLO1 bible and Christian doctrine knowledge	PLO2 church history and religious heritage	PLO3 spiritual growth and preaching skills	PLO4 service and Commitment	PLO5 Christian ethics
MUEN131 Hymnody				3.7	
OT101 Survey to OT	3.3				
OT220 OT Historical Books		3.4			
PSY202 Christian Counseling			3.9		
THE302 Christian Doctrine	3.7				
MUEN131 Hymnody				3.3	
NT101 Survey to NT	3.7				
NT305 Pauline Epistles	3.0				
PRA200 Christian Worship					3.8

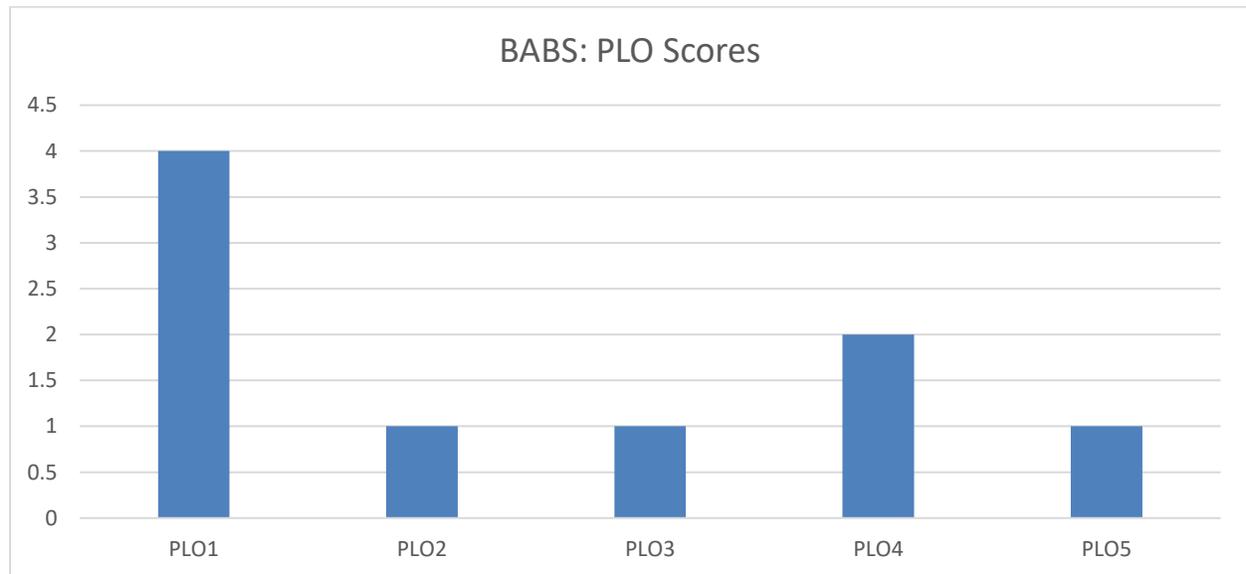
The majority of students in undergraduate program are enrolled in our BABS program. Students are very motivated. Especially, students are performed well at practical ministry and spiritual growth. It's because a lot of students are involved in their ministry and flagship of our institution is in educating Christian leaders who intend to serve local community and the world. The majority of our students in BABS's performance are way above the baseline of 2.0 out of 4.0 scales. They are especially good at theory, PLO1 through 5. While the average students are good or superb, NT305 Pauline Epistle shows relatively average performance. Oikos University began to recruit more Thai students in the past couple of years, majority of them are from Buddhist background. Therefore, some of those students are unfamiliar with biblical and theological studies. But they have passion in learning biblical studies and especially like to be a part of school's activity such as chapel and choir. As the academic year come to an end, we offer more bible and Christian doctrine than other classes that are in alignment with PLO2 through PLO5. That's because the majority of BABS program has more Bible emphasis and theology-oriented one. At the next faculty meeting, weight of PLO1 is almost equal to the rest of PLO2 through PLO5 combined. This will be addressed whether or not curriculum is well balanced.

BABS:Num of classes



The list of classes that are offered in the BABS program is not well-balanced. PLO1 is dominated in the assignment of the classes whereas other PLO2 through 5 are equally dispersed. The faculty must discuss regarding this issue and ask why PLO1 is dominated. If it has too much weight, faculty can always think about separating it into several PLOs.

BABS: PLO Scores

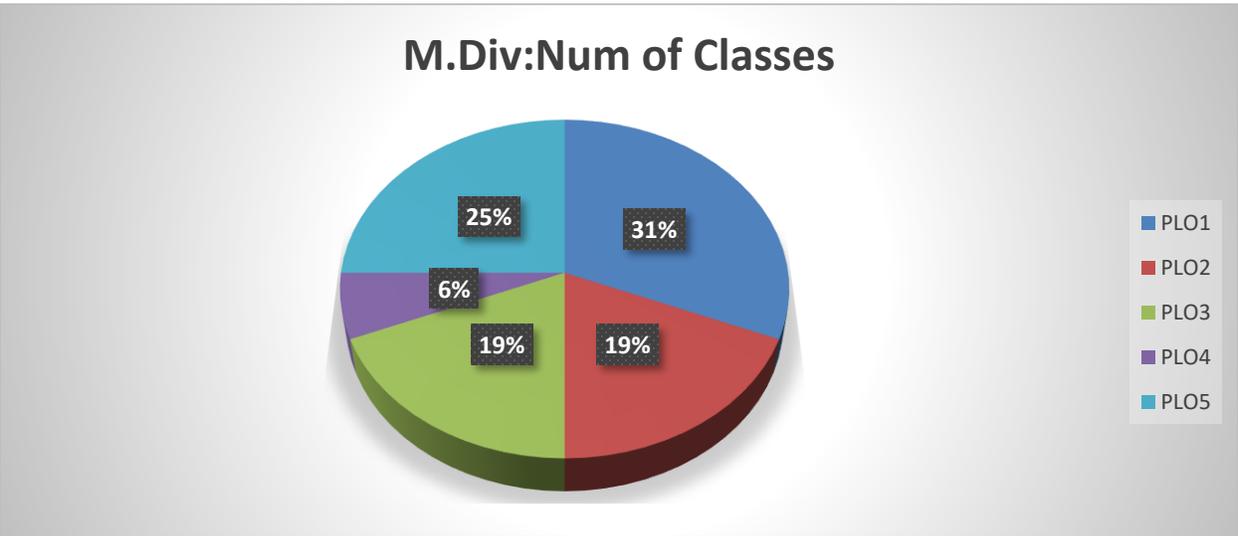


Whereas PLO1, 2, and 4 are performed low, students demonstrate excellence in PLO3 and 5. While average 3.4 and 3.5 are above baseline 2.0 out of 4.0. Faculty ought to plan action plan as to how they can improve PLO1, 2, and 4.

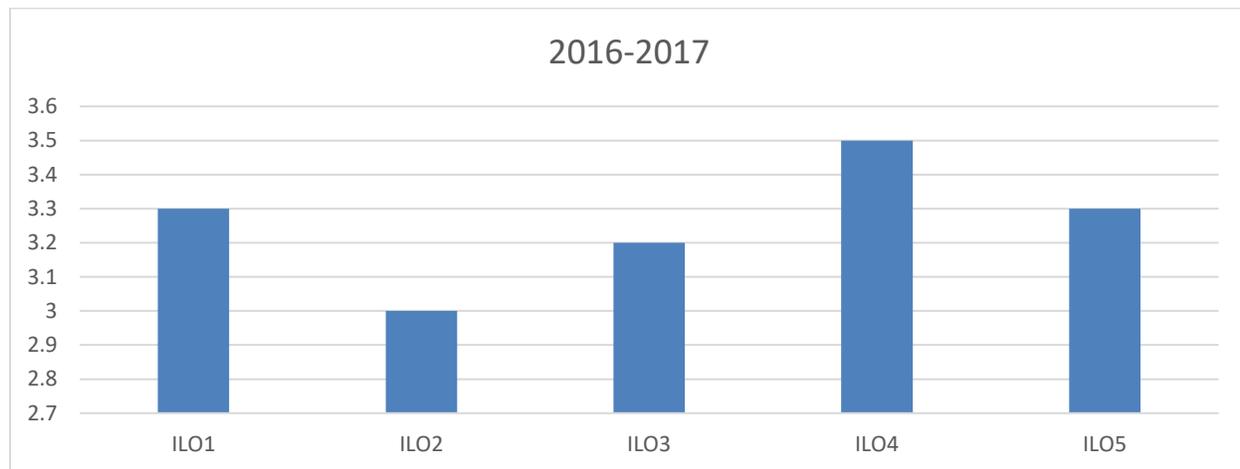
A-3-3 M.Div

class/PLOs	PLO1 bible and exegetical and theological skills	PLO2 integration of faith	PLO3 mission and cultural diversity	PLO4 spiritual integrity and church	PLO5 discipleship, pastoral skills and ministry
Heb101 Biblical Hebrew I	2.3				
Heb 102 Biblical Hebrew II	2.5				
HIS401 Early Church History			3.3		
HIS415 History of Renaissance and Reformation			3.3		
MUCH380 Praise and Worship					2.7
OT301 Intro to OT	3.9				
PRA410 Homiletics					3.4
THE401 Systematic Theology I		2.8			
THE511 Biblical Theology I				3.3	
MUCH380 Praise and Worship					2.7
OT400 Genesis	4.0				
OT502 Wisdom Literature	2.7				
POS415 Modern Political Thought		4.0			
PSY415 Pastoral Counseling					3.3
THE415 Apologetics			3.7		
THE512 Biblical Theology		3.7			

Again, as a Christian institution that has started with theological program in seminary type, we have M.Div program that is almost a flagship of our institution. According to the data analysis of our 2021-2022 academic years, students perform way above the baseline of 2.0 out of 4.0 scales. In each of PLO1 through PLO5, student demonstrated the knowledge and skills that they are supposed to master. Biblical language is still an area that students struggle whereas they perform well in biblical study and integration of faith. With exception of biblical languages, they perform well in each area of learning outcomes. OT502 requires exegetical study of the biblical text. We offer less class on PLO4 that needs to bring out in the next faculty meeting.



As one can see, a lot of classes were offered for M.Div students. Each of PLOs are covered by the number of classes. However, PLO4 was relatively a few compared to the other classes that are offered under different category of PLOs. PLO4 has to do with spiritual integrity. Faculty has to discuss why class in PLO4 was not offered enough and if PLO4 is essential part of M.Div program curriculum. Budget needs to be assigned and comparable number of classes must be offered in order to show the balance of classes along with PLOs that are in alignment with ILOs.



M.Div students perform well in each of PLOs area that is required in the program. However, PLO1 student learning outcome performance show relatively low performance. As stated previously, it has to do with ancient biblical language that is hard. In this case, some kind of plan needs to be in place to improve the performance of students learning.

A-3-4 Master of Business Administration

class/PLO	PLO1 nature of corporation	PLO2 leadership and organization change	PLO3 organization's intellectual assets	PLO4 entrepreneurship	PLO5 economic performance of organization	PLO6 Business organization and ethics	PLO7 biblical and theological perspective
BUS540 Economics of Management Decisions					3.3		
BUS570 Global Business Management						3.7	
BUS550 Operations and information systems management			3.3				
BUS545 Global Economics				3.7			
ACC501 Principles of Accounting	3.3						
BUS525 Managerial Leadership		3.7					

Just as BABA has higher student learning performance, MBA program level student learning outcomes show that student perform well and it is way above base line. The average range of PLOs is between 3.3 and 3.7. The highest performance is at global economic class and global business management. Student's performance is well aligned with our institutional objective that is to educate local and global leadership. But, one problem is that PLO7 is missing and no class is being offered. Biblical and Theological perspective can be one of the MBA requirements in that student are required to take 3 bible and theological class. The majority of MBA classes are being taught by the faculty who has credential and has background of spiritual and local ministry. After the consultation with the faculty of MBA program, it is notable that the curriculum of MBA program requires that student take one bible and theology class in each semester. Therefore PLO7 is covered by the bible and theology classes that are being offered by M.Div program. The title and scope of bible and theology class is indicated in the MBA curriculum.

A-3-5 Doctor of Ministry

class/PLOs	PLO1 exegetical, theological and hermeneutical understanding of the Bible	PLO2 effective communication skills in education, preaching and teaching	PLO3 excellence in church ministry and leadership	PLO4 excellence in counseling, education, discipleship and pastoral ministry
ADP511 Pastor as a person				3.9
ADS511 Advanced Systematic Theology	3.8			

D.Min class was missing in the fall of 2021 in part because there was student at that time. However, students started from Spring 2022. We need to note that Oikos University must offer classes during the academic year so that well-balanced curriculum is offered as planned. PLO2 and PLO3 related classes were not offered. So, the next academic year, D.Min program must note that classes that are in the category in PLO2 and PLO3 must be prioritized. Students show excellent in PLO1 and PLO2 and their performance is way above the baseline.

A-3-6 Findings in Student Learning at Program and Class level in each program.

1. The flagship programs like BABS and M.Div student learning outcome assessment show that the majority of student score way above the baseline. Their average score is above 3.3 out of 4.0 scales.
2. The student is not only good at GE ranging from PLO1 through PLO6, they are well-balanced in score in that students do not show only one particular class or PLOs at excellence, but they are achieving mission in building leader with well-rounded knowledge and skills.
3. Programs like BABA and MBA also show superb performance in professional discipline and each of program learning outcomes that are aligned with institutional and class level learning outcomes. Their score is even higher than that of BABS and M.Div. However, few remarks need to be made. The program like BABS show more classes are offered in PLO1 in comparison to other PLO2 through 5. This needs

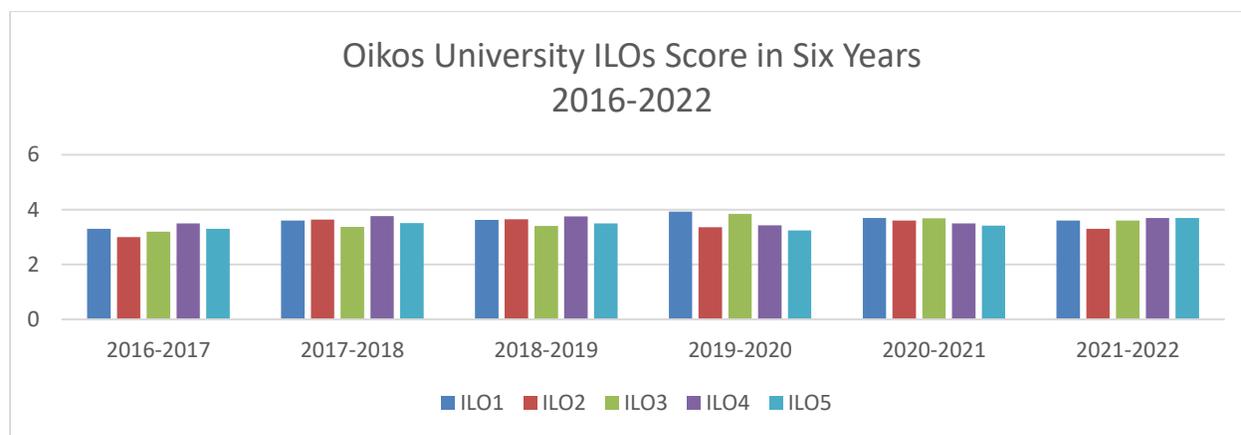
explanation or more allocation of budget or making into more PLOs out PLO1 is needed as it contains a lot of subjects to cover such as Bible and Theology in that those two make up Old Testament, New Testament and Systematic theology which cover more than half of the curriculum requirements.

4. In GE, more classes need to be offered in problem-solving PLO category in general and mathematical class in particular. This means more budget allocation or hiring part-time faculty or building up more curriculum in this area.

5. Going back to BABS, students show relative low performance in biblical language category. This should bring alert to the faculty or Dean of Academics that needs attention for peer review or improvement for pedagogy. Or one must ask if the subject itself is hard or assessment tools is one-sided.

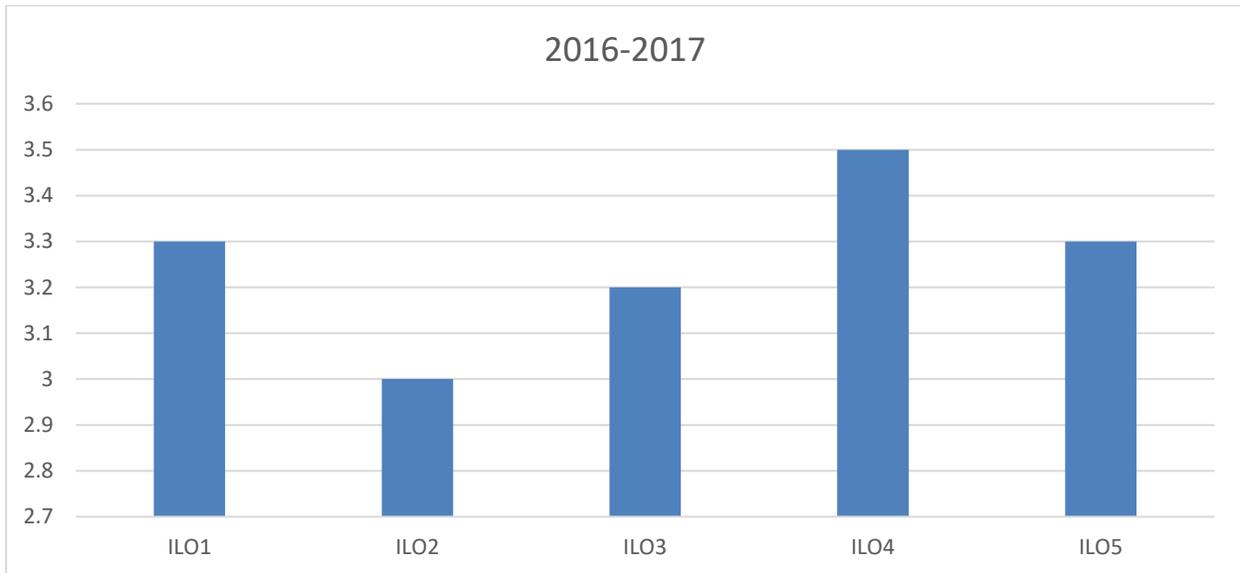
6. Less classes were offered for music program and Doctor of Ministry. This is due to the less student enrollment or new students didn't come at a particular academic year. So, this requires attention to the faculty and admission department whereby they can improve student recruitment and how they can recruit more students or offer more classes.

A-3-7 Oikos University ILOs Score in Six Years, 2016-2022 (Undergraduate)



Compared to the previous five years, student performance at ILO1 through 5 shows the stability and continued student performance in excellence. But, PLO2 shows relative low performance compared to other PLOs. Even though the average performance is way above base line of 2.0. We should pay attention to the PLO2 which shows effective communication and common sense for living. One of the best student performances in excellence is at PLO4 where students learn the heart of their program core requirement.

A-3-8 Oikos University ILOs Score in Six years, 2016-2022 (Graduate)



M.Div program assessment shows that PLO1 through 5 are well-performed. ILO4 shows superb performance whereas ILO2 shows relatively low scores which is THE401 Systematic Theology 1. PLO1 also shows relatively low scores on Biblical language as well as Wisdom Literature section. The average score does not reflect that because OT301 and OT400 show inflation in score. So, faculty meeting should address the observation of PLO1 if more comprehensive assessment is needed regarding ILO1. This leaves the task to the program review of M.Div program as a whole.

B. Academic Program Review

B-1. Academic Calendar

Leader: Dean of Academics

Frequency: May through August during planning for the following academic year (actual practice includes ongoing reviews throughout each year)

Format: Meetings and discussions

Tools: prior OU calendars, special event calendars, records

The Dean of Academics in consultation with registrar and other administrative staffs has reviewed academic calendar. Dean of Academics specifically has reviewed student academic progress for the academic year 2021-2022, including determining remaining courses needed for graduation for each student. These reviews had been compiled by the Dean of Academics to determine which courses are needed by the most students. In conjunction with a review of previous calendars, and discussions with students about potential upcoming courses and schedules, the Dean of Academics and President agree on a tentative calendar. The Dean of Academics follows up by determining professor availability and preferences and a tentative calendar is set six months to one year in advance. Academic calendars had been continuously reviewed and updated as semesters approach, and the online digital calendar, print calendar, and calendar in the Student Catalog are updated immediately (within one hour to one day). During the process of self- assessment, administrators identified a need to seek student perspectives on the actual start and ending times as compared to advertised course schedules:

2021 - Fall Semester

	Important Dates	Check	Remarks
Faculty Meeting	8/17/2021	v	This is being done at least once each semester
New Student Orientation	8/18/2021	v	This is annual new student orientation. Previously, we have done it through online format. But we are doing it in in-person format
Fall Classes Begin	8/23/2021	v	
End of Add/Drop Period	8/27/2021	v	
Thanksgiving	11/22-26/2021	v	
Last Day of Classes	12/17/2021	v	
Final Exams	12/6-10/2021	v	
Winter Break	12/18/2021-1/23/2022	v	
Final Grades Due	12/27/2021	v	
Registration for Spring 2022	1/3-6/22022	v	

2022- Spring Semester

	Important Dates	Checklist	Remarks
Faculty Meeting	1/18/2022	v	This was done as planned.
New Student Orientation	1/19/2022	v	More students came to new student orientation in the fall than spring.
Spring Classes Begin	1/24/2022	v	
End of Add/Drop Period	1/28/2022	v	
Spring Break	4/18-22/2022	v	
Easter Break	4/18-22/2022	v	
Last Day of Classes	5/20/2022	v	
Final Exams	5/9-13/2022	v	
Registration for Fall Classes	8/1-4/2022	v	
Final Grades Due	6/6/2022	v	
University Commencement	5/19/2022	v	Commence day was done as planned.

Course meeting lengths are based the calculations below.

Undergraduate

A 3-credit, degree-granting educational program where 1 credit = 15 contact hours. Allowing for 10 minutes per hour for breaks, 3 credit courses should incorporate a minimum of 45 contact hours (plus 2 hours of extra study outside of class time = 90 hours). Therefore, 3 semester credit course is made up of 45 contacts hours.

Graduate Programs

Graduate degree credits are also based on the standard of 45 contact hours = 3 credit hours. Allowing 10 minutes per hour for breaks, course schedules incorporate a minimum of 45 hours.

For online classes, we have very clear format about contact hours and student requirement to fulfill 3 credit units which is required during the course and outside of course as follows:

Student Time Investment Requirements and Assignment Weightage					
Course material for this, and all other online classes at Oikos, have been prepared such that students will need to spend <i>at least</i> four hours weekly to read and review the weekly lessons, to participate in discussions (Q&A or graded), and to prepare for quizzes and exams. In addition, you are expected to work outside of classroom to prepare your team projects as you would for an on-ground class, prepare and present your group projects, complete your book reports and journaling, and take exams and quizzes as assigned.					
The expected time requirement for each class activity (graded or non-graded) and the weight for graded activities as percentage of your final grade are listed below.					
Activity	Criteria	Standard for Time Calculation	Estimated Minimum Amount	Total hours of the Activity	Activity Weight as % of Total Grade
Classroom Session (asynchronous) Pre-recorded videos by the instructor	Instructive	1 hour per unit	45 hours	45 hours	Required
Reading Read textbooks and other publication to obtain knowledge in the given subjects, topics of the course	Substantive	1 hour per 30 pages	750 pages	25 hours	Required
Discussion board Students must write at least of 1 posting and engage discussions with other students by replying 2 other's postings	Interactive	0.5 hour per Original post Post 0.5 for the two interaction posts	11 discussions	11 hours	10%

<p>Oral Presentation</p> <p>By presenting their presentation, students will demonstrate their ability to present their knowledge</p>	Substantive	0.5 hour per per chapter analysis	10 chapter analysis	5 hours	25%
<p>Research</p> <p>To construct the in-depth knowledge, and provide sufficient references, students are required to conduct research.</p>	Substantive	1 hour per 1 peer-review article	25 journals	25 hours	Required
<p>Practice Quizzes</p> <p>Prepare for success in graded quizzes and exams</p>	Substantive	1 hour per quiz	5 quizzes	5 hours	10%
<p>Mid-Term</p> <p>Direct assessment of learning outcomes via graded quizzes and exams that consists of multiple choice and essay questions.</p>	Substantive	1 hour per quiz 2 hours per exam	2 quizzes 2 Exams	6 hours minimum plus study time (<i>varies for each student</i>)	25%
<p>Final or Paper</p> <p>At the end of the course, students will take the final or submit the final paper to present their obtained knowledge throughout the course. They are also required to prepare a recorded presentation using the zoom video conferencing platform and upload it on YouTube.</p>	Interactive, Instructive	1 hour per 1 page for term paper and 4 hours for recording the presentation and uploading to YouTube	10 pages	14 hours	30%
The ideal Student Work Hour				135 hours	100%

B-2. Semester Review

Leader: Registrar

Frequency: Post-semesters

Format: Meetings, Reviews, Surveys

Tools: OU Academic Calendars, OU Semester Reviews, OU Course Evaluations

In consultation with the Dean of Academics, the Registrar has conducted a semester review after the close of each semester (fall 2021 and spring 2022) that includes recording and assessing the following data for each course taught: Course Name, Frequency, Total Minutes, Total Hours, Number of Students in the class, Number of surveys returned, and whether or not pre- semester and post semester faculty meetings occurred. The Dean of Academics has reviewed the collected data in conjunction with academic calendar reviews and course evaluation reviews with faculty.

Given the number of classes and availability of the distance education courses, we have enough classes that are offered in each class. We have more numbers of student enrolled in BABS, M.Div, and MBA than any other programs. Therefore, we assigned bigger classroom for these programs. Given the sufficient number of classrooms, we have no particular issue regarding this availability of the classroom or availability of the class. Since Hymnody class is a part of university-wide requirement, we offer that class in each semester. Also, since MBA curriculum requires bible and theology requirement, we work with list of classes that is offered for M.Div so that enough classes are offered, and student can register. Also, for BABA students, we have GE requirement as well as Bible and Theology requirement. So, we give consideration of BABA and BABS list of classes that are offered in each semester. According to the faculty meeting, we have inquiry that we need to offer more mathematic classes.

Fall 2021 Class Schedule

program	class	subject	instructor	in-person/online	days in session	units	#of S	# student course evaluation returned	faculty meeting date
BABA [1-2]	ECO130	Principles of Macroeconomics	Jin Kim	online	109	3	5	5	1/18/22
BABA [1-2]	ACC101	Principles of Accounting I	Jin Kim	online	109	3	5	5	1/18/22
BABA [1-2]	LEDR311	Organizational Leadership	Jin Kim	online	109	3	5	5	1/18/22
BABA/BABS	MUEN131	Hymnody & Chapel	Dongjin Lee	online	109	0.5	40	n/a	1/18/22
BABS [1]	MUS101	Music Appreciation	August Lee	online	109	3	13	7	1/18/22
BABS [1]	ENG102	English Literature	Karen Peters	online	109	3	11	6	1/18/22
BABS [1]	NT101	Survey to N.T.	Carmelo Sorita	online	109	3	11	4	1/18/22
BABS[2-4]	HIS102	Western Civilization II	Zulunungsang Lemtur	online	109	3	27	16	1/18/22
BABS[2-4]	PHL212	Introduction to Ethics	Nuri Park	online	109	3	24	16	1/18/22

BABS [2-4]	NT305	Pauline Epistles	Lwan May Oo	online	109	3	24	14	1/18/22
BABS	SOC302	Contemporary Social Problems	Zulunungsang Lemtur	online	5 days	3	27	8	1/18/22
MBA [1]	BUS545	Global Economics	Jin Kim	online	109	3	2	2	1/18/22
MBA [1]	BUS501	Principles of Accounting	Jin Kim	online	109	3	2	1	1/18/22
MBA [1]	BUS525	Managerial Leadership	Jin Kim	online	109	3	2	1	1/18/22
M.Div [1-3]	THE512	Biblical Theology II	Ki Wook Min	online	109	3	9	8	1/18/22
M.Div [1-3]	PSY415	Pastoral Counseling	Seung Ku Jung	online	109	3	9	6	1/18/22
M.Div [1-3]	THE415	Apologetics	Ki Wook Min	online	109	3	9	9	1/18/22
M.Div [1-3]	MUCH380	Praise & Worship	Dongjin Lee	online	109	0.5	10	n/a	1/18/22
M.Div [1-3]	OT502	Wisdom Literature	Ki Wook Min	online	5 days	3	9	n/a	1/18/22
D.Min	ADP511	Pastor as a Person	Jongin Kim	in-person	5 days	4	2	n/a	1/18/22
D.Min	ADS511	Advanced Systematic Theology	Ki Wook Min	in-person	5 days	4	2	n/a	1/18/22
M.M.	MUCH572	Individual Instruction	Jumi Kim	online	109	3	1	1	1/18/22

Spring 2022 Class Schedule

program	class	subject	instructor	in-person/ online	days in session	units	#of S	# student course evaluation returned	faculty meeting date
BABA [1-2]	ECO130	Principles of Macroeconomics	Jin Kim	online	109	3	5	5	1/18/22
BABA [1-2]	ACC101	Principles of Accounting I	Jin Kim	online	109	3	5	5	1/18/22
BABA [1-2]	LEDR311	Organizational Leadership	Jin Kim	online	109	3	5	5	1/18/22
BABA/BABS	MUEN131	Hymnody & Chapel	Dongjin Lee	online	109	0.5	40	n/a	1/18/22
BABS [1]	MUS101	Music Appreciation	August Lee	online	109	3	13	7	1/18/22

BABS [1]	ENG102	English Literature	Karen Peters	online	109	3	11	6	1/18/22
BABS [1]	NT101	Survey to N.T.	Carmelo Sorita	online	109	3	11	4	1/18/22
BABS[2-4]	HIS102	Western Civilization II	Zulunungsang Lemtur	online	109	3	27	16	1/18/22
BABS[2-4]	PHL212	Introduction to Ethics	Nuri Park	online	109	3	24	16	1/18/22
BABS [2-4]	NT305	Pauline Epistles	Lwan May Oo	online	109	3	24	14	1/18/22
BABS	SOC302	Contemporary Social Problems	Zulunungsang Lemtur	online	5 days	3	27	8	1/18/22
MBA [1]	BUS545	Global Economics	Jin Kim	online	109	3	2	2	1/18/22
MBA [1]	BUS501	Principles of Accounting	Jin Kim	online	109	3	2	1	1/18/22
MBA [1]	BUS525	Managerial Leadership	Jin Kim	online	109	3	2	1	1/18/22
M.Div [1-3]	THE512	Biblical Theology II	Ki Wook Min	online	109	3	9	8	1/18/22
M.Div [1-3]	PSY415	Pastoral Counseling	Seung Ku Jung	online	109	3	9	6	1/18/22
M.Div [1-3]	THE415	Apologetics	Ki Wook Min	online	109	3	9	9	1/18/22
M.Div [1-3]	MUCH380	Praise & Worship	Dongjin Lee	online	109	0.5	10	n/a	1/18/22
M.Div [1-3]	OT502	Wisdom Literature	Ki Wook Min	online	5 days	3	9	n/a	1/18/22
D.Min	ADP511	Pastor as a Person	Jongin Kim	in-person	5 days	4	2	n/a	1/18/22
D.Min	ADS511	Advanced Systematic Theology	Ki Wook Min	in-person	5 days	4	2	n/a	1/18/22
M.M.	MUCH572	Individual Instruction	Jumi Kim	online	109	3	1	1	1/18/22

B-3. Curriculum

Leader: Dean of Academics

Frequency: Annually

Format: Meetings, Reviews, Surveys

Tools: Course syllabi, Syllabus Review, Course Evaluations, Curriculum Alignment Review, Instructor Review, publishing house resources, other resources and recommendations.

The Dean of Academics works with faculty to develop courses prior to courses being taught. Interactions include the discussion of curriculum resources planned for use prior to the class during the development and finalization of each course syllabus, as well as post-course discussions about effectiveness, quality, and preferences for future use with each faculty member at the end of each semester incorporating feedback from class participants. Pre-semester deadlines for submitting a course syllabus to Dean of Academics are approximately six weeks prior to the start of each semester, and follow-up meetings with

each member of the faculty occur within one month following the previous semester. Semester assessment records include the syllabus for each course, course evaluations, record(s) of reviews and meeting(s) with faculty. The overall curriculum reviews occur in conjunction with major and program review cycles in coordination with the Faculty Association, Administration, and the Board.

Curriculum Alignment Review 1: (GE)

Area	Curriculum Alignment
Course Title	History of Civilization I- HIS101
Semester and Year	Spring 202
Professor	David. Sylvester
Degree Program in which the course is belonging	GE/BABS & BABA
Course Description	<p>This course is designed to enhance students' comprehensive knowledge with the historical background for understanding the application of the Bible and Christian doctrine as it spread throughout western Europe from Palestine and the ancient Near East. (ILO 1) It will prepare students for a wider understanding relevant to world missions (ILO 3) by examining the events of key historical periods as well as their underlying values during the periods of the development of European culture, including the ancient civilizations of Babylonia and Egypt, beginnings in classical Greece, the Hellenistic Empire formed by the Greek conquests under Alexander, the rise and fall of Roman power, and the spread of the medieval Christian Church up to the beginning of the Reformation. It will provide students with competitive knowledge, skills and the confidence to succeed (ILO 5) through analysis of the identity of Western Civilization and instill a missionary vision (ILO 7) grounded in the study of how the changing religious and philosophical worldview provided, or removed, legitimacy for secular political, social and economic changes in secular western societies.</p>
Course Student Learning Outcomes (CLOs):	<ol style="list-style-type: none"> 1) Learn the facts about basic periods of western historical development, including key leaders, historical dates, basic economic and social trends. 2) Identify and articulate the various changes in religious and philosophic worldviews and how they shape secular society 3) Develop an analytical background for understanding the history of ongoing social and cultural conflicts in the West that influence religious trends. 4) Reflect on individual experience of trends and conflicts described in evolution of pre-modern European
CLOs in Alignment with ILOs and PLOs	<p>Students who complete the current course will gain a foundation knowledge in general education (Program Learning Objective 1) that will give them a greater competitive knowledge and success in their chosen field (Institutional Objective 5). By reflecting on the behavior of individuals caught up in huge social movements, they will gain greater appreciation for importance of personal spiritual growth (Institutional Objective 2) and for high ethical standards to be successful in surviving turbulent times. (Institutional Objective 7, Program Learning Objective 4)</p>

	As students participate in group research projects, they will learn to present their own perspectives more clearly (Institutional Objective 4). The group discussions will foster cooperative relationships and strengthen oral self-confidence needed later for effective preaching skills (Program Learning Objective 2). They will learn to recognize the role Biblical teachings and Christian doctrines play in social change and learn to encourage others to live with greater Christian integrity in the midst of change. (Institutional objectives). Their wider historical perspective will help them communicate using practical historical examples and lessons in their service and commitment to congregations and churches. (Program Learning Objective 3).
Proposed Revision(s)	<p>1. Course Description is much lengthy and has description of how it is related or in alignment with ILOs 1, 3, 5, and 7. Although it is a good work to try to relate much of course learning outcome to ILO, it would be daunting and some of course in relation to ILOs may be too thin if one tries to relate all of courses to all of ILOs. It is a rule of thumb at least one CLO is related to one ILO and one PLO.</p> <p>2. Try to use Bloom's Taxonomy to make sure that the faculty use active verb to measure student work by using from simple to more complex verb such as "outline, summarize, analyze, integrate, synthesize, etc.</p> <p>3. Make sure course description exactly matches with the one in the catalog.</p>

Curriculum Alignment Review 2: (BABA)

Area	Curriculum Alignment
Course Title	ECO120 Principles of Microeconomics
Semester and Year	Fall 2021
Professor	Prof. Jin Kim
Degree Program in which the course is belonging	BABA
Course Description	Learn the fundamental principles of microeconomics by addressing questions related to the environment, crime, labor markets, education, politics, sports, and business. Learn how economists think and take advantage of analytical systems to answer questions related to important human issues.
Course Student Learning Outcomes (CLOs):	<ol style="list-style-type: none"> 1) learn economics is how society distributes scarce resources 2) learn the concept of supply and demand 3) learn the concept of a free market 4) learn the concept of elasticity 5) learn the fundamentals concepts of production and costs 6) learn the concepts of a perfectly competitive environment 7) learn the concept of market power
CLOs in Alignment with ILOs and PLOs	<ol style="list-style-type: none"> 1) demonstrate awareness and life-long commitment to their personal, vocational, and academic potential (Class Learning Outcomes); 2) demonstrate knowledge of humanities, science, social science, and history in a life-long learning framework (Institutional Learning Outcomes);

	3) demonstrate written and oral presentation skills in administration and leadership (Program Learning Outcomes).
Proposed Revision(s)	1. make sure that course description can be between 4 to 6 and to make one or two major signature assignment can come out of it. 2. CLOs alignment with PLOs and ILOs needs numbering. 3. There is no formal textbook. Professor's own materials is good, but designation of textbook help students to be familiar with the subject. 4. Use "active verb" to measure student learning on the subject.

Curriculum Alignment Review 3: (BABS)

Area	Curriculum Alignment
Course Title	OT101 Survey of the Old Testament
Semester and Year	Fall 2021
Professor	Dr. Sehee Kim
Degree Program in which the course is belonging	BABS
Course Description	This course serves as an introduction to the Old Testament. We will study ancient Israel's canonical literature within its historical, social, cultural, political, economic, and religious environments. In addition to familiarizing students with the books of the Old Testament, this course will also introduce the ancient Near Eastern texts and backgrounds, which are relevant to the pertinent biblical passages.
Course Student Learning Outcomes (CLOs):	1) read and understand the Old Testament in its own terms 2) summarize the core teachings of the Old Testament 3) summarize and analyze the main arguments of the author 4) analyze passages in the Old Testament and research the pertinent resources
CLOs in Alignment with ILOs and PLOs	Students who complete this course will be able to demonstrate a comprehensive knowledge of the Bible, an understanding of Christian doctrine (ILO outcome 1) and a foundation knowledge in general education, a comprehensive knowledge of the Bible and an understanding of Christian doctrine (PLO 1).
Proposed Revision(s)	1. The clause "read and understand" is not active verb that can be measured. The professor needs to revise it. 2. CLO's alignment with at least one ILO and one PLO is well versed. 3. Rubrics for written paper is well designed and it is clear what the professor looks at in its assessment of student paper.

Curriculum Alignment Review 4: (M.Div)

Area	Curriculum Alignment
Course Title	THE512 Biblical Theology II
Semester and Year	Spring 2022
Professor	Dr. Ki Wook Min
Degree Program in which the course is belonging	M.Div

Course Description	This course is designed to provide a basic understanding of Biblical Theology and explores the contemporary problems and issues of doing Biblical theology via Old and New Testament.
Course Student Learning Outcomes (CLOs):	1) Aware of some passable models and main themes for Old and New Testament Theology 2) Summarize the core teachings by the authors of Biblical Theology 3) Explain specific textual resources for doing biblical theology 4) Assess the resources in the biblical text for applying to the contemporary church
CLOs in Alignment with ILOs and PLOs	Students who complete the current course will be able to demonstrate a comprehensive knowledge of the Bible and understanding of Christian Doctrine (Institutional Objectives); to demonstrate spiritual integrity and capacity to lead congregation and church (Program Learning Objectives 4); to function as a Christian professional in one's chosen discipline (Program Learning outcome 4).
Proposed Revision(s)	1. The clause "aware" is not active verb that is in measurable term. 2. The course description matches with the one in the catalog. The course learning outcome is in alignment with at least one ILO and one PLO addressing alignment among ILOs, PLOs and CLOs 3. Scoring rubrics are well designed to measure signature assignment.

Dean of Academics conducted syllabus review prior to the approval of the syllabus for the assigned course. Dr. Min continues to communicate with faculty who was assigned to teach the course and his approval is necessary before it is approved. For the assessment plan purpose, he has conducted review of 34 syllabus from the list of courses that were approved and offered during the academic year fall 2021 and spring 2022. Accordingly, there was suggestion to be made for the improvement. First, we do not expect faculty to align every CLOs to each ILOs and PLOs. That is not only daunting, but also almost impossible. It is too thin if every learning outcome needs to be related. We allow level of academic freedom and faculty who is assigned to teach is the one who know what's best to teach and learn. In the meantime, we allow academic freedom within the constraint of our mission and there is school's mission and purpose and what we intend to achieve. Faculty needs to make contribution and should be the one that help support to achieve our mission together. So, the class needs to be aligned with ILOs and CLOs at least one each. Therefore, no class is an island in the entirety of what we do together.

B-4. Courses

Leader: Dean of Academics

Frequency: Before, during, and after each semester

Format: Meetings, Reviews, Surveys

Tools: Course syllabus, Syllabus Review, Course Evaluations, Curriculum Alignment Review, Instructor Review, publishing house resources, other resources, and recommendations.

According to our Oikos University academic policies, courses are reviewed during Major and Program review cycles and regularly assessed each semester as follows:

- Prior to each semester, the President and Dean of Academics discuss and review upcoming scheduled courses, including the purpose, program placement, content, structure, proposed faculty, and teaching location(s), etc.
- The Dean of Academics discusses individual courses with proposed and then contracted faculty, and they interact using summaries of previous reviews and evaluations.
- During each semester, an administrator sits in on at least one class session of every course taught that semester. The administrator then provides feedback to the instructor(s) verbally and/or by e-mail following these visits (on file under “Reviews” in faculty personnel files).
- As courses end, students provide feedback using “Course Evaluation” forms (see Appendix and on file under, “Course Evaluations”).
- Following the semester, the Dean of Academics meets with each faculty member individually to discuss their course(s) and uses the “Peer Review” form (see Appendix and on file under “Peer Review” in faculty personnel files).
- Intermittent reviews of curriculum alignment with program and institutional objectives occurs using the “Curriculum Alignment Review” form.
- The Dean of Academics shares all summary reviews of courses with the President.

*List of Course Evaluation

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

k

	Question	Strongly disagree			Strongly Agree		
ACC 101		1	2	3	4	5	average
Principles of Accounting I	1					6	5.00

Jin Kim

2					6	5.00
3					6	5.00
4					6	5.00
5					6	5.00
6					6	5.00
7					6	5.00
8				1	5	4.83
9				1	5	4.83
10					6	5.00
Total average						4.97

Question	Strongly disagree				Strongly Agree	
	1	2	3	4	5	Average
ECO130						
Principles of						
Macroeconomics						
Jin Kim						
1					7	5.00
2					7	5.00
3					7	5.00
4					7	5.00
5					7	5.00
6					7	5.00
7					7	5.00
8					7	5.00
9				1	6	4.86
10					7	5.00

Total
average

4.99

	Question	Strongly disagree			Strongly Agree		
LEDR311		1	2	3	4	5	Average
Organizational Leadership	1					6	5.00
Jin Kim	2				1	5	4.83
	3					6	5.00
	4					6	5.00
	5				1	5	4.83
	6					6	5.00
	7					6	5.00
	8				1	5	4.83
	9					6	5.00
	10					6	5.00
	Total average						4.95

	Question	Strongly disagree			Strongly Agree		
ENG102		1	2	3	4	5	Average
English Literature	1	2				4	3.67
Karen Peters	2	2			1	3	3.50
	3	2		1		3	3.33
	4	2			1	3	3.50
	5	2				4	3.67

6	2			1	3	3.50
7	2		1		3	3.33
8	3			1	2	2.83
9	2			1	3	3.50
10	2			1	3	3.50
Total average						3.43

Question	Strongly disagree				Strongly Agree	Average
HIS102	1	2	3	4	5	Average
Western Civilization II	1		1	6	9	4.56
Zulunungsang Lemtur	1			8	7	4.25
	1		1	6	8	4.25
	1		1	8	6	4.13
	1		1	5	9	4.31
	1			8	8	4.56
	1			6	9	4.38
	1			8	7	4.25
	1		1	7	7	4.19
	1		1	6	8	4.25
Total average						4.31

Question	Strongly disagree				Strongly Agree	Average
MUC572	1	2	3	4	5	Average
Individual Instruction					1	5.00

Jumi Kim

2					1	5.00
3					1	5.00
4					1	5.00
5					1	5.00
6					1	5.00
7					1	5.00
8					1	5.00
9					1	5.00
10					1	5.00
Total average						5.00

Question	Strongly disagree				Strongly Agree	Average
MUS101	1	2	3	4	5	
Music Appreciation	1		1	1	5	4.57
August Lee	2	1			6	4.57
	3			3	4	4.57
	4			1	6	4.86
	5	1			6	4.43
	6			1	6	4.86
	7		1		6	4.71
	8				7	5.00
	9			1	6	4.86
	10	1			6	4.57
Total average						4.7

NT101	Question	Strongly disagree				Strongly Agree	
Introduction to NT Carmelo Sorita		1	2	3	4	5	Average
1		1				3	4.25
2		1				3	4.25
3				1		3	4.50
4				1		3	4.50
5		1				3	4.00
6		1				3	4.00
7				1		3	4.50
8				1		3	4.50
9		1				3	4.00
10			1			3	4.25
Total average							4.28

NT305	Question	Strongly disagree				Strongly Agree	
Pauline Epistles Lwan May Oo		1	2	3	4	5	Average
1		3	1	3	6	2	3.43
2		2	1	6	3	2	3.14
3		2	2	2	6	2	3.29
4		2		5	6	2	3.64
5		4		3	4	3	3.14
6		2	2	3	2	5	3.43
7		3		4	4	4	3.64

8	1		5	4	4	3.71
9	3	1	3	4	2	2.86
10	2	1	3	5	2	3.07
Total average						3.33

PHL212	Question	Strongly disagree				Strongly Agree	Average
Introduction to Ethics		1	2	3	4	5	Average
Nuri Park	1	1			4	11	4.44
	2	1		1	5	9	4.25
	3	1		2	5	8	4.13
	4	1		1	8	6	4.06
	5	1		3	4	8	4.06
	6	1	1	1	4	9	4.00
	7	1		2	5	8	4.13
	8	1	2	3	5	5	3.38
	9	1		4	6	5	3.81
	10	1		4	7	5	4.06
Total average						4.03	

PSY415	Question	Strongly disagree				Strongly Agree	Average
Pastoral Counseling		1	2	3	4	5	Average
Seung Ku Jung	1				1	5	4.83
	2				3	3	4.50

3				2	4	4.67
4				2	4	4.67
5				2	4	4.67
6				3	3	4.50
7				3	3	4.50
8				2	4	4.67
9			1	1	4	4.50
10			1	1	4	4.50
Total average						4.6

SOC302	Question	Strongly disagree					Strongly Agree	Average
Contemporary Social Problems		1	2	3	4	5		
Zulunungsang Lemtur	1	1			2	5	4.13	
	2		1	1	3	3	3.38	
	3				3	5	4.63	
	4			1	2	5	4.13	
	5			1	4	3	3.88	
	6			3	2	3	2.88	
	7	1		2	2	3	2.88	
	8			2	3	3	3.38	
	9				4	4	4.50	
	10			3	1	4	3.00	
Total average							3.67	

THE512	Question	Strongly disagree			Strongly Agree		
Biblical Theology II		1	2	3	4	5	Average
Ki Wook Min	1				2	6	4.75
	2				1	7	4.88
	3				3	5	4.63
	4				3	5	4.63
	5				1	7	4.88
	6				1	7	4.88
	7				2	6	4.75
	8				4	4	4.50
	9			1	3	4	4.00
	10				2	6	4.75
	Total average						4.66

THE415	Question	Strongly disagree			Strongly Agree		
Apologetics		1	2	3	4	5	Average
Ki Wook Min	1				2	9	4.82
	2				3	8	4.73
	3				4	7	4.64
	4				2	9	4.82
	5				2	9	4.82
	6				4	7	4.64
	7				2	9	4.82
	8				3	8	4.73

9				3	8	4.73
10				4	7	4.64
Total average						4.74

Name of instructor	Question	Strongly disagree			Strongly Agree		
BUS240		1	2	3	4	5	average
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	

	Question	Strongly disagree			Strongly Agree		
BUS520		1	2	3	4	5	Average
Organization &	1					2	5.00
Society Management	2					2	5.00
Jin Kim	3				1	1	4.50

4				1	1	4.50
5					2	5.00
6				1	1	4.50
7					2	5.00
8				1	1	4.50
9					2	5.00
10				1	1	4.50
Total average						4.75

Question	Strongly disagree			Strongly Agree		Average
	1	2	3	4	5	
BUS560						
Maketing Management & Innovation						
Jin Kim						
1				1		4.00
2					1	5.00
3				1		4.00
4			1			3.00
5					1	5.00
6					1	5.00
7				1		4.00
8				1		4.00
9				1		4.00
10					1	5.00
Total average						4.30

Question	Strongly disagree			Strongly Agree		Average
	1	2	3	4	5	
ENG102						
English Literature						
David A. Sylvester						
1	2	2	1	2	4	3.36
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

Question	Strongly disagree			Strongly Agree		Average
	1	2	3	4	5	
HIS402						
Medieval Church History						
Sunhee Song						
1			1	1	6	4.63
2			1	1	6	4.63
3			1	1	6	4.63
4			1	2	5	4.50
5			1	1	6	4.63
6			1	1	6	4.63

7			1	2	4	4.43
8			1	2	5	4.50
9			2	1	5	4.38
10			1	2	5	4.50
Total average						4.54

	Question	Strongly disagree			Strongly Agree	Average	
HIS416		1	2	3	4	5	
History of Modern Church	1				2	2	4.50
Sunhee Song	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
	10				2	2	4.50
Total average						4.37	

	Question	Strongly disagree			Strongly Agree	Average	
HRMN101		1	2	3	4	5	

Human Resource Management Jin Kim	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
	10					5	5.00
Total average							4.88

Question	Strongly disagree			Strongly Agree		Average
	1	2	3	4	5	
MUTC551						
Music Analysis						
Hansol Kang						
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
10				1		4.00

Total average

4.1

	Question	Strongly disagree			Strongly Agree	Average	
		1	2	3	4	5	
MUHL548							
Special Study in	1				1		4.00
Music History	2				1		4.00
Hansol Kang	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
	10				1		4.00
	Total average						4.00

	Question	Strongly disagree			Strongly Agree	Average	
		1	2	3	4	5	
NT101							
Introduction to NT							
Sehee Kim	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
10			2	3		3.60
Total average						3.86

NT205 (E)

Question Strongly disagree Strongly Agree

	1	2	3	4	5	Average
Life & Teaching of Christ						
Sehee Kim						
1			2	3	18	4.70
2			2	3	18	4.70
3			2	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

Ki Wook Min

	1	2	3	4	5	Average
1			2	2	8	4.50
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

Introduction to NT

Sehee Kim

Question	Strongly disagree				Strongly Agree	Average
	1	2	3	4	5	
1					7	5.00
2				2	5	4.71
3				2	5	4.71
4				2	5	4.71
5				2	5	4.71
6				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
Seung Ku Jung

	1	2	3	4	5	Average
1				2	5	4.71
2				2	5	4.71
3			1	2	4	4.43
4				2	5	4.71
5				2	5	4.71
6				2	5	4.71
7				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
Sungrae Kim

	1	2	3	4	5	Average
1			1		11	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

Evangelism

Linna Gunawan

	1	2	3	4	5	Average
1	1	5	5	5	12	3.75
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		Strongly disagree		Strongly Agree		
Question	1	2	3	4	5	Average
Introduction to Psychology						
Nuri Park						
1			1	3	3	4.29
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		Strongly disagree		Strongly Agree		
Question	1	2	3	4	5	Average
Christian Doctrine I						
Kyungrae Kim						
1			3	11	25	4.33
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	Average
	1	2	3	4	5	
1			1		3	3.75
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	Average
	1	2	3	4	5	
1				1	4	4.80
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

Based on the course evaluation and peer review, Dr. Min, Dean of Academic has sat down and openly discuss about the outcomes of the course evaluation. He found out that SOC301 course that was taught by Prof. Zulunungsang Lemtur has man years of teaching, but needs more skills in using the online platform we have. Prof. Lwan May Oo has left our school after one semester. Therefore, it require more new faculty orientation and training. When the faculty is assigned to teach without a full training session and the faculty is confident about the tools that they use, it creates a problem. ENG102 faculty Karen Peters also needs more familiarity with online platform we use. Therefore, there was not much tools that measure student learning. So, as a result, the majority of faculty is well familiar with online platform, but newer faculty is not. Therefore, we set the strict policy to make sure that we hire faculty who is able to teach in online or has experience in online teaching. Also, Dean Min decided to sit down with new faculty and provide them with orientation as to how they can use the online platform. Even though we do it, we need to doubly make sure that they can demonstrate their effective skills to use the platform. The majority of faculty not only knows how to teach, but their content is well organized so that students are very satisfactory.

B-5. Majors and Programs

Leader: Dean of Academics

Frequency: Every 5 years

Format: Meetings, Reviews, Surveys

Tools: Course evaluations, syllabus, faculty reviews, and Review Team.

OU plans to conduct program review as recorded below. The outline lists the year the program launched, then lists calendar year of reviews.

Program Review Cycle

Program/Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
BABS		x			
MDIV	x				
DMIN	x				
BM		x			
MM			x		
DMA			x		
BABA				x	
MBA					x
DBA					x

The Major and Program reviews is planned to be conducted in our scheduled program review cycles. The research and review team consisting of Dean of Academics, administrative staff and faculty representatives, and others will be deeply engaged along with IR. In consultation with the Faculty Meeting, this group will serve as the research and review team going forward. General Major/Program reviews include the following activities:

1. Team organization and planning.
2. Review and assessment of all course evaluations on file related to the program.
3. Survey sent to students and alumni associated with the program under review.
4. Personal interviews with program faculty and select students and alumni.
5. Class visits by the Chair and other team members in current program classes.
6. Comparison to similar programs at other schools.
7. Research of educational literature, resources, studies, and trends.
8. Review of accreditation requirements related to the program under review.
9. Preliminary report to administration with summary of observations and research, as well as possible suggested adjustments.
10. Development of proposal based on research summaries and suggestions.
11. Vetting of proposal among administration, faculty, and select students and alumni.
12. Finalized proposal presented to the Faculty Meeting for initial review.
13. Refinement of proposal based on Faculty Meeting feedback and continuing prayer and reflection.
14. Refined proposal presented to the Board for updated discussion.
15. Further refined proposal presented to Faculty Meeting and then the Board for votes.
16. Approved proposal implemented by administration and faculty.
17. Assessment of changes then follows standard assessment protocols.
18. Summary Report presented to Faculty Meeting and Board noting results of recommended changes.

Major and Program review records include research data and proposals. Faculty Meeting Minutes record approval votes and chronicle results. The data and summary of program review will be available next year as 2021-2022 does not have any program review scheduled.

B-6. Institutional

Leader: President in association with the accrediting agencies *Frequency:* Intermittent

Format: Self-study and Accreditor Reviews

Tools: Self-Study, Reports

OU had institutional reviews include outside reviews related to accreditation. The primary institutional reviews occur by the Transnational Association of Christian Colleges and Schools (TRACS). OU has been engaged in the accreditation process with TRACS since 2009 and will continue to comply with and follow TRACS standards outlined on their web site at TRACS.org. In our recent accreditation visit, December, 14-17, 2020, we have received the following finding, recommendation and suggestions. And we have completed our responses and have complied the matrix:

INSTITUTIONAL RESPONSE FROM EVALUATION TEAM DETERMINATIONS		
Evaluation Team Determinations (TRACS use only)	Institutional Responses	Supporting Documentation
<p>Finding #1: The Evaluation Team finds that the Institution develop and document a comprehensive Assessment Plan that includes documentation of an evaluation of the financial area on a regular basis. (IER 12.1)</p>	<p>Jan 2021 Response: In response to the Team's Finding, Oikos University has updated Assessment Plan by incorporating documentation of an evaluation of the financial area on a regular basis. At the January 2021 Stated Board meeting, the Board has approved the updated Assessment Plan containing evaluation of the financial area on a regular basis.</p>	<p>Finding 1.1: Board Meeting Minutes, January 16, 2021, addressing the approval of the updated Assessment Plan (#3)</p> <p>Finding 1.2: Review of Financial Area, Assessment Plan.</p>
<p>Recommendation #1: The Evaluation Team recommends that the institution include a process to assess course completion rates. (8.10)</p>	<p>Jan 2021 Response: In response to the Team's recommendation, Oikos University has included a policy to assess course completion rate. In consultation with Satisfactory Academic Policy (SAP), IR Office has added course completion rate policy in that IR measure course completion rate and notify its results. IR has included the yearly assessment schedule containing course completion rate that may affect student's financial aids.</p>	<p>Appendix 1.1: Course Completion Rate Assessment Policy</p> <p>Appendix 1.2: Course Completion Rate, 2019-2020</p> <p>Appendix 1.3: Yearly Assessment Schedule</p> <p>Appendix 1.4: Satisfactory Academic Policy (SAP)</p>
<p>Recommendation #2: The Evaluation Team recommends that the institution ensure that all faculty teaching at the</p>	<p>Jan 2021 Response: In response to Team's recommendation, Oikos University has developed and implemented policy for the qualification of</p>	<p>Appendix 2.1: Faculty Meeting Minutes, January 13, 2021, containing policy for the qualification of graduate level faculty (#8)</p>

INSTITUTIONAL RESPONSE FROM EVALUATION TEAM DETERMINATIONS		
Evaluation Team Determinations (TRACS use only)	Institutional Responses	Supporting Documentation
graduate level have the appropriate credentials. (9.2)	graduate level faculty. According to this policy, faculty with terminal degree are allowed to teach the graduate level courses.	Appendix 2.2: Policy for the qualification of graduate level faculty Appendix 2.3: Updated ISL of graduate programs
Recommendation #3: The Evaluation Team recommends that the institution maintain a functioning faculty organization which is guided by a set of regulations and is led by elected officers. (9.5)	Jan 2021 Response: In response to Team's recommendation, Oikos University has formally established a faculty senate that is distinct from general faculty meeting.	Appendix 3.1: Faculty Senate Bylaws Appendix 3.2: Faculty Senate Meeting, January 13, 2021 (#1) Appendix 3.3: Faculty Senate Officers Appendix 3.4: Faculty Senate's Annual Meeting Schedule
Recommendation #4: The Evaluation Team recommends the institution hire competent staff led by a professionally qualified Chief Financial Officer (11.5)	Jan 2021 Response: In response to Team's recommendation, Oikos University has hired a professionally qualified Chief Financial Officer who replaced the former CFO.	Appendix 4.1: Board Meeting Minutes, January 16, 2021, addressing the appointment of a new CFO (#6 & #7) Appendix 4.2: Resume of a new CFO
Recommendation #5: The Evaluation Team recommends that the Institution ensures that the five-year Strategic Plan prioritizes their goals and clarifies both the timing of the goals and the linkage between the five-year Strategic Plan and the related five-year budget. (13.2)	Jan 2021 Response: In Response to Team's recommendation, Oikos University has updated five-year strategic plan prioritizing goals and clarifying the time of the goals and linkage between plan and budget. At the stated Board meeting minutes, the Board has approved the updated five-year plan.	Appendix 5.1: Board Meeting Minutes, January 16, 2021, that approved the updated five-year plan (#8) Appendix 5.2: Updated Five Year Plan, 2021-2025
Suggestion #1: The Evaluation Team suggests that the institution update the BPPE	Jan 2021 Response: In response to the team's suggestion, the Faculty Committee	Exhibit 1.1: Faculty Meeting Minutes, January 13, 2020, that

INSTITUTIONAL RESPONSE FROM EVALUATION TEAM DETERMINATIONS		
Evaluation Team Determinations (TRACS use only)	Institutional Responses	Supporting Documentation
address on the website and in <i>The Student Handbook</i> and <i>Catalog</i> .	has updated BPPE address on the Website, Student Handbook and Catalog. It is published and is readily accessible.	contains approval of publication of corrected BPPE address Exhibit 1.2: Revised Website containing the updated BPPE address Exhibit 1.3: Revised Student Handbook containing corrected address of BPPE Exhibit 1.4: Revised Catalog containing the corrected address of BPPE
Suggestion #2: The Evaluation Team suggests departmental review and approval of invoices before being approved and processed for payment.	Jan 2021 Response: In response to Team's recommendation, Oikos University has developed and implemented a purchase request form to be used at all times and assess financial area on a regular basis.	Exhibit 2.1: Stated Board Meeting, January 16, 2021, addressing the approval of a budget request policy Exhibit 2.2: A purchase request form. Exhibit 2.3: Financial Review, Assessment Plan

Accordingly, we have updated our five-year plan and continued to work on even after we complied with TRACS team recommendation and suggestion in an effort to comply with each of TRACS standards substantially. WE have continued to update our assessment process policy, updated course completion rate of students, ISL of graduate program, any error or correction regarding the State address, etc.

B-7. Faculty

Leader: Dean of Academics

Frequency: End of Semesters

Format: Meetings, Surveys

Tools: Course Evaluations, Peer Review, Personnel files, and checklists

Contracts

Faculty are screened for appropriate educational qualifications, experiences, and teaching skills prior to employment. Contracts include a summary of “Academic/Professional or education Credentials” as part

of the contract. Individual contracts are discussed and negotiated prior to employment via communications with key university personnel. Discussions include faculty qualifications, experiences, and teaching skills relative to the program(s) and course(s) under negotiation. They also address course content, experiential components, and required student resources and tools. Full-time faculty contracts are negotiated annually, and adjunct faculty contracts are negotiated for each individual course each semester. Contracts are kept in personnel files in folders labeled “Contracts.”

Resumes

Faculty files contain personal information such as contact info, personal bio, resume, official transcripts, personal ID (such as Driver’s License or passport), Background Check permission and results, and sometimes letters of recommendation, notes from communications with references, and other information. Gathered data is summarized on a “Faculty File Checklist” (see Appendix) and kept in folders labeled “Resumes.”

Reviews

Faculty assessment occurs individually by the Dean of Academics and each faculty member using the “Peer Review” form following each semester or annually in which a faculty member teaches. Basis for assessment includes information gathered from students via course evaluations, as well as class session visit(s) by administration and other feedback. Aggregate feedback is shared with each professor individually by the Dean of Academics (or other designated academic leader) during the individual semester follow-up meeting, and this information is reviewed by the President. Records of course evaluations and meeting notes are kept in faculty files in folders labeled “Reviews.”

Item/Name	Jongin Kim	Ki Wook Min	Jin Kim	Jooman Lee	Sehee Kim	Jumi Kim	David Sylvester	Karen Peters
Contract Information	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Address	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Phone number	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Email	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Social Media	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Personal Bio	No	No	No	No	No	No	No	No
Photo	No	No	No	No	No	No	No	No
Resume	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Copy of Driver License	No	No	No	No	No	No	No	No
Copy of Passport	No	No	No	No	No	No	No	No
I-9	No	No	No	No	No	No	No	No

W-4	Yes							
Transcripts	Yes							
Undergraduate	Yes							
Graduate	Yes							
Professional Development Record	No							
Review Record	No							
Updated Contract File	Yes							
Updated Resume	Yes							
Annual Evaluation	No							

Item/Name	Seung Ku Jung	Nuri Park	August Lee	Kyungrae Kim	Sungrae Kim	Jihoon Lee	Zulunungsang Lemtur	Linna Gunawan	Carmelo Sorita
Contract Information	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Address	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Phone number	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Email	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Social Media	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Personal Bio	No	No	No	No	No	No	No	No	No
Photo	No	No	No	No	No	No	No	No	No
Resume	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Copy of Driver License	No	No	No	No	No	No	No	No	No
Copy of Passport	No	No	No	No	No	No	No	No	No
I-9	No	No	No	No	No	No	No	No	No
W-4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transcripts	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Undergraduate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Graduate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Professional Development Record	No								
Review Record	No								
Updated Contract File	Yes								
Updated Resume	Yes								
Annual Evaluation	No								

We have conducted the total of 17 faculty binder in that we reviewed each of category if we have kept the updated files. We have most of their files. However, during the Covid 19 Pandemic, we have not updated professional development record in that faculty updated their academic credentials, professional activity, publication and/or special lecture and membership. We had it until last year and therefore, we set the priority to add or update faculty professional development record in the years to come. We have faculty course evaluation and peer evaluation for part-time faculty. And for full-time faculty, we have conducted annual performance evaluation and kept it in the file. The review we had was May, 2022 and annual performance evaluation happened after the spring semester or summer annually. So, annual faculty evaluation of the full-time faculty will be added accordingly. Personal bio is redundant as it overlaps with resume. So, we will remove that section. We did not collect photo as it is redundant with passport copy.

B-8. Students

Leader: Dean of Academics/Faculty

Frequency: Ongoing

Format: Meetings, Observation, Portfolios, Projects, Reports, Surveys, Tests *Tools:* Course elements, Pre-tests/Post-tests

Measuring Learning Outcomes

Assessment of learning outcomes incorporates various methods:

- *Standard written exams* - used in most courses each semester
- *Oral exams* – several courses utilize extensive, individual oral exams as final exams.
- *Student portfolios* – developed in conjunction with the progression of some courses. Some of these result in top-tier resources (articles, audio productions, mixed media, photos, PowerPoint productions, videos, and other projects) shared with other students, as well as, in some cases, wider audiences in print and online.
- *Peer evaluation* – utilized in courses that involve some sort of student presentation, especially preaching courses. Feedback is provided to the presenter(s) by other students, as well as the professor and other leaders, usually in written and oral form.
- *Pre-Test and Post-Test assessments* – Students take identical exams at the beginning and end of each class each semester that measure course content, including the assigned book(s) for the course. Composite results of these exams are included in the semester, annual, and five-year reviews.

- *Capstone course* – OU added a capstone course designed to summarize student mastery of programmatic content and achievement of course and institutional objectives. This course is required for graduation for all graduate students.

Student Learning Outcomes

- *Interviews* – Graduate students participate in pre-admission and as well as a graduate interview as part of the Capstone course. Identified issues in these interviews are incorporated into staff and Board discussions, reviews, and planning.
- *Field Education or ministry service* – Graduate students participate in ministry service (paid, volunteer, or both) while attending the University. Feedback is solicited from their ministry leaders via conversations, official forms and documents included in courses (especially “Field Education” and “Ministry” courses).

Student Data

- The annual compilation and review of student data is utilized in various capacities. Data collected and reviewed includes Application statistics, Completion rates, Graduation rates, Job placement rates, and Retention rates, among others.
- Summary data, analysis, and resultant goals/plans are shared during the Faculty Meeting, as well as Administration reports during Staff meetings.

Student Learning Outcome Assessment

Student learning outcome was done at the academic and student learning section in the first part of this assessment plan. Here is the summary of its analysis:

1. The flagship programs like BABS and M.Div student learning outcome assessment show that the majority of student score way above the baseline. Their average score is above 3.3 out of 4.0 scales.
2. The student is not only good at GE ranging from PLO1 through PLO6, they are well-balanced in score in that students do not show only one particular class or PLOs at excellence, but they are achieving mission in building leader with well-rounded knowledge and skills.
3. Programs like BABA and MBA also show superb performance in professional discipline and each of program learning outcomes that are aligned with institutional and class level learning outcomes. Their score is even higher than that of BABS and M.Div. However, few remarks need to be made. The program like BABS show more classes are offered in PLO1 in comparison to other PLO2 through 5. This needs explanation or more allocation of budget or making into more PLOs out PLO1 is needed as it contains a lot of subjects to cover such as Bible and Theology in that those two make up Old Testament, New Testament and Systematic theology which cover more than half of the curriculum requirements.

4. In GE, more classes need to be offered in problem-solving PLO category in general and mathematical class in particular. This means more budget allocation or hiring part-time faculty or building up more curriculum in this area.

5. Going back to BABS, students show relative low performance in biblical language category. This should bring alert to the faculty or Dean of Academics that needs attention for peer review or improvement for pedagogy. Or one must ask if the subject itself is hard or assessment tools is one-sided.

6. Less classes were offered for music program and Doctor of Ministry. This is due to the less student enrollment or new students didn't come at a particular academic year. So, this require attention to the faculty and admission department whereby they can improve student recruitment and how they can recruit more students or offer more classes.

Student Satisfaction Inventory (SSI)

According to our assessment schedule, we conduct SSI survey once every two years in part because one year it is survey year, and in another year, it is working year. Also, it is in part because we do not want to do it every year without doing the action plan and improve it. So, we did the SSI last year in the 2020-2021 academic year. We had some low scores and were in need of improvement for additional parking for the students, greater communication of expectations pertaining to the degree requirements and plans for career and greater availability of faculty for counseling and guidance. Previously, at least 20 students participated in the SSI survey. That's more than 24% of the total student population at that time.

So, we had actions plan and implementation:

1. Negotiations are being pursued with neighboring facilities to borrow or rent additional parking from them. But this is already resolved as we moved to the newer facility that has plenty of parking space. This has become one of the greatest satisfactions for our students.

2. Students will be counseled by staff and faculty about their programmatic expectations and progress. This was resolved by the proactive faculty availability through zoom session and designated faculty office hours whereby students can access to faculty for their academic guidance and dean of student for career preparation and development. We have created academic advising log whereby students can access to their faculty throughout the semester.

3. Additional mentoring and counseling is needed for students. We have hired couple of faculties who are teaching marriage and counseling section curriculum and they are available for general counseling that are needed for students.

Additionally, the students are in need of IT support which was one of the greatest improvements we have made during the COVID 19 period: permission to offer distance education and online platform is available for all students including training and IT support throughout the semester.

Retention Rate, Graduation Rate, and Job Placement Rate, 2021-2022

Student Retention Rate

Program	2021-2022
BABS	100% (7/7)
BABA	N/A
BM	N/A
M.Div	75% (3/4)
MBA	N/A
MM	100% (1/1)
D.Min	N/A
DBA	N/A
DMA	N/A
Campus Total	91.7% (11/12)

Student Graduation Rate

Program	2021-2022
BABS	33% (3/9)
BABA	N/A
BM	N/A
M.Div	40% (2/5)
MBA	N/A
MM	0% (0/1)
D.Min	0% (0/2)
DBA	N/A

DMA	N/A
Campus Total	29.4% (5/17)

Job Placement Rate

Program	2021-2022
BABS	N/A
BABA	N/A
BM	N/A
M.Div	50% (1/2)
MBA	N/A
MM	N/A
D.Min	N/A
DBA	N/A
DMA	N/A
Campus Total	50% (1/2)

We have more female students who are enrolled in M.Div program. Previously, we have more Korean woman who was enrolled. And there is some limitation for woman pastor or ordination in Korean-American Church. I think that's one of the reasons why we have less job placement rate for M.Div and its number is yet not substantial enough. During the Covid 19 Pandemic, we have students who have not completed their program compared to the past years. The faculty has discussed how we can improve this. And many input was suggestion such as academic advising session that is available through online format, availability of career advising session, availability of scholarship for students, etc.

B-9. Alumni

Leader: President

Frequency: 1, 5 and 10 years after graduation *Format:* Meetings, Surveys

Tools: OU Alumni Survey

Strategic alumni assessment of the effectiveness of OU education occurs primarily through alumni surveys. These are scheduled to be conducted approximately five (5) and ten (10) years after graduation (see Appendix, “Alumni Survey”), with plans to also add a survey one (1) year after graduation. Shared results during staff meetings, the annual Board meeting, and during Faculty meeting. Major and Program Reviews will contribute to program and institutional improvements. Additional informal assessment occurs in association with communications, meetings, and site visits with alumni conducted by OU administrators, faculty, and staff.

We have continued to collect alumni survey addressing their program, the year they attended, career they are at, position, current employment, how Oikos University helped them prepare for the job, their experience at Oikos, best experience and challenging experience. While we previously collected, analyzed and disseminated the survey from employer with scores, we also began to collect, analyze and disseminate it what they personally experience and their own description. We have attached few samples here for the academic year 2021 and 2022. The students we have collected, and they have attended Oikos since 2017 through 2021 and their program of study was in BABS, M.Div., and D.Min.

Their employment ranges from counselor, teacher, and pastors. They think they learned the most in biblical, pastoral and practical studies. They appreciated various culture and religions study of Bible and Theology, cultivating souls with biblical studies. They had challenge in the area of language, various teaching assessment such as project, research, subject presentation, thesis writing, sermon practice, so and so forth. But they learned so much from professor, cherished the time, sharing experience with other students, understanding other culture and religions, cultural differences.

The faculty, staff and board shared these surveys and shared the importance of diversity of culture, difference of understanding and language whereby we can celebrate and enrich with each other through teaching and learning. The Board, faculty and staff decided to review college life in perspective and review how we can help improve college experience whereby we have some people, policy, and procedure to support. And we have developed the student at the college life cycle chart as below so that we can check on each stage at a time whereby faculty, dean, staff, executive staff and other student can help building the community together:

1	2	3	4	5	6	7	8	9	10
Spectator	Inquirer	Applicant	Enrollee	Student	1 st year	2 nd year	3 rd year	4 th year	Graduated
Marketing Brochure Social Media Website	Phone Call Email	Application Form	Student File: -Application Form -Enrollment Agreement -Letter of Rec -Mission, faith and ILOs agreement -Community Statement -Official Transcript -Accepted Letter -Statement of	-Registration -Payment -I-20 Transfer Form (International student) -Transfer Credit Form -I-20 -Passport -I-94 -Bank Statement -Affidavit of Support -Utility Bill -I-20 Request Form	-Continuing registration -1 st year college experience survey -Student orientation -Advising -Student progress report -Student ministry -Field education -Academic Grade -co- curricular activity	-Continuing registration -Advising -Student progress report -Student ministry -Field education -Academic Grade -co- curricular activity	-Continuing Registration -Advising -Student progress report -Student ministry -Field education -Academic Grade -co- curricular activity	-Continuing Registration -Intent to Graduate Form -Exit Interview -Career Development -Resume Writing Workshop -Academic Grade -Co-curricular activity	-Alumni -Employment survey

			Understanding -Tuition and Refund Policy						
Marketing staff, president, board, student, faculty, etc.	Staffs	Staff, Dean,	Registrar, Staff	Staff, Faculty, Registrar	Faculty, Librarian, Student Body, Dean, IR director, dean of student, staff IT, etc.	Faculty, Librarian, Student Body, Dean, IR director, dean of student, staff, IT, etc.	Faculty, Librarian, Student Body, Dean, IR director, dean of student, staff, IT, etc.	Faculty, Librarian, Student Body, Dean, IR director, dean of student, staff, IT, etc.	Alumni Association, Dean of Student, IR Director,

And we decided to review survey, policy, job description of each stage, office, faculty, staff, service and so and so forth, so that we can continue to improve and develop our service and student satisfaction. The chart basically assumes college experience for undergraduate program which is basically four years. Students at graduation program can be little bit simpler and shorter in stages such as 2 years or 3 years in maximum.

Alumni Survey

Last Name: You First Name: Bok

Year of Graduation: 2021 Degree received: M.Div

Describe your career journey after graduation:

I found a job at the church I was attending.

What is your current position? Title, organization, location?

Prayer Group Leader, The Korean Good Samaritan Methodist Church in Sunnyvale, CA

Is your current employment directly related to Oikos training? yes no somewhat

What category best describes your current employment?

- pastor
- educator
- administrator
- counselor
- teacher
- business person
- musician
- missionary
- other:

Explain how your feel oikos has prepared you for your career journey so far?

From my study at Oikos University, I have learned a lot. I feel that the learning made me to prepare to be a position at the church.

What did you learn during your oikos experience that has proven most helpful?

Oikos University offered me opportunities to experience other culture, religion and race.

List some of your best experience during your time at Oikos:

- Experience of various culture and religions
- Study of Bible and theology

List some of your most challenging experiences during your time at Oikos:

- language barrier
- cultural differences

Alumni Survey

Last Name: Hwang

First Name: Songhyang

Year of Graduation: 2019 Degree received: BABS

Describe your career journey after graduation:

I found a job at the church I was attending.

What is your current position? Title, organization, location?

Assistant teacher of Class AGAPE at Milal Mission in Northern California in San Jose, CA

Is your current employment directly related to Oikos training? yes no somewhat

What category best describes your current employment?

- pastor
- educator
- administrator
- counselor
- teacher
- business person
- musician
- missionary
- other:

Explain how you feel oikos has prepared you for your career journey so far?

I think I have prepared for the work of the Milal Mission that serves the disabled at Oikos University.

What did you learn during your oikos experience that has proven most helpful?

I learned Biblical, pastoral and practical studies that nourished me prepare to be a teacher.

List some of your best experience during your time at Oikos:

- learn about Bible and econo-socio-cultural studies
- sharing experiences from other students

List some of your most challenging experiences during your time at Oikos:

- understanding other religions
- understanding other cultures

Alumni Survey

Last Name: Kim First Name: Yong

Year of Graduation: 2017 Degree received: M.DIV

Describe your career journey after graduation: I've been serving as a Youth Pastor at my local church.

What is your current position? Title, organization, location?

Youth Pastor at Light of the Lord Community Church in Santa Clara, CA

Is your current employment directly related to Oikos training? yes no

_____ somewhat What category

best describes your current employment?

- pastor
- educator
- administrator
- counselor
- teacher
- business person
- musician
- missionary
- other:

Explain how you feel oikos has prepared you for your career journey so far? I've learned and received all the tools needed to help me serve my church.

What did you learn during your oikos experience that has proven most helpful? I was able to expand my knowledge in theology

List some of your best experience during your time at Oikos:

1. The people that I met during my time there
2. All the professors that I was able to learn from

List some of your most challenging experiences during your time at Oikos:

1. Being able to manage my time since I was working full time while also attending Oikos

Alumni Survey

Last Name: SEO

First Name: CHANGWON

Year of Graduation: 2018

Degree received: D. Min.

Describe your career journey after graduation: Ordained Pastor (May, 2018)
Church of the Word (June, 2018) - Aug. 2019. Woorither Church (Sep. 2019 - Present)

What is your current position? Title, organization, location?
Senior Pastor of the Woorither Church in San Jose, Present
(545 Hillsdale Ave, San Jose, CA 95136)

Is your current employment directly related to Oikos training? yes no somewhat

What category best describes your current employment?

- pastor
- educator
- administrator
- counselor
- teacher
- business person
- musician
- missionary
- other:

Explain how you feel oikos has prepared you for your career journey so far?

I think University is a very good educational institution for becoming a pastor. This is because the importance of people can be well understood through the study of theology and mutual relationships.

What did you learn during your oikos experience that has proven most helpful?

I have come to realize that a soul is more precious than the world.

List some of your best experience during your time at Oikos:

- Realization of the importance of theological study and interrelationships
- Improving logical thinking skills and teaching tips.

List some of your most challenging experiences during your time at Oikos:

- Sermon text writing and sermon practice.
- Project research and subject presentation, and thesis writing tips.

III. Non-Academic Assessment

A. Administrative

A-1. Board Meetings

Leader: Board Chair

Frequency: Winter and Summer

Format: Meetings

Tools: Board Agendas and Meeting Minutes, Administrative and Board reports

Oikos University Board of Directors meets at the conference room of the campus bi-annually according to the following academic year schedule:

Board Meeting - January and May; Executive Meeting or Sub-committee meeting in between the stated board meetings

Board meetings involve prayer, focus on the mission, reports from the administration (annual president report) and Board committees, and votes as needed. Reports, discussions, and recommendations generally include topics related to academics, accreditation, facilities, finances, personnel, programming, and any special initiatives. Minutes of each meeting are recorded and shared with Board members by the Board Secretary. Minutes from the Stated Board Meetings are voted on for approval at the following Board meeting. All meeting minutes are filed digitally and physically. Physical files include copies of report handouts, and digital files include copies of files relative to each meeting. The overall design of Board meetings and institutional flow serve as a mechanism for active, ongoing assessment of many OU activities. Individual Board meetings are typically assessed verbally between the Board Chair and President following each meeting and in preparation for ensuing meetings. More formal assessment occurs in conjunction with the annual Board surveys.

Board membership term:

Name/Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elizabeth Kim	1	2	3	1	2	3	1	2	3	1	2
Jongin Kim	1	2	3	1	2	3	1	2	3	1	2
Myungsoon Ma	1	2	3	1	2	3	1	2	x	x	x
Robert Choi	1	2	3	1	2	3	1	2	3	1	2
Sara Lim	1	2	3	1	2	3	1	2	3	1	2
Moolim Lee	1	2	3	1	2	3	1	2	3	1	2
Jungae Oh	1	2	3	1	2	3	1	2	x	x	x
Namsoo Woo	1	2	3	1	2	3	1	2	x	x	x

Yongho Cho	x	x	x	x	x	1	2	3	1	2	x
Yong Hui Kim	x	x	x	x	x	1	2	3	1	2	3
Youngsik Sung	x	x	x	x	x	x	1	2	3	1	2
Rae Weon Jang	x	x	x	x	x	x	1	2	3	1	2
Soon Chang Baek	x	x	x	x	x	1	2	3	1	2	3
Dae Kun Joo	x	x	x	x	x	1	2	3	1	2	3
Dae Yong Kim	x	x	x	x	x	x	x	x	1	2	3
Jung Eun Song	x	x	x	x	x	x	x	1	2	3	1

1= 1st term, 2=2nd term, 3=3rd term

A-2. Board Nominations

Leader: Board Chair

Frequency: Winter

Format: Meetings

Tools: OU Board Handbook, OU Board Development Committee Records, OU Board Nomination forms, Board Membership Terms

Oikos University Board of Directors generally consists of more than 7 and less than 15 members. Members agree to serve three-year terms and may serve two terms consecutively but must take at least one year off before they are eligible to serve a new term. But at specific circumstances, board may continue to serve. New members begin their new terms at the annual meeting in May. Led by the Board Chair, the Board Development Committee invites nominations for prospective Board members each Fall using the “OU Board Nomination” forms and following the "Board Membership Plan”. The process involves a review of current Board members as well as a review of Board member prospects. The committee shares the preliminary prospectus with the entire Board and an ask order is prepared. Designated persons then reach out to prospects for a face-to-face meeting, share the Board Packet, and, if appropriate, invite prospects to consider serving on the OU Board. Agreeable prospects are presented to Board for a vote at the Annual meeting in May. The Development Committee reviews this process annually, adjusts as warranted, and maintains records of annual activities. During the recent year, Rev. Kim joined the board and we have used nomination scoring sheet before we selected him as below:

Nomination Scoring (New Board) - scoring: 1 = weak, 10 = strong (check - x)

Candidate Name: **Dae Yong Kim**

Gender: **M**

Church Affiliation:

	1	2	3	4	5	6	7	8	9	10
belief/faith										✓
integrity										✓
reputation										✓
leadership									✓	
diversity									✓	
experience									✓	
skills									✓	
education									✓	
networking										✓
finance									✓	
recruiting									✓	
community									✓	
fundraising									✓	
interpersonal										✓
org skills										✓
visionary										✓
dedicated										✓
well-connected										✓
supportive									✓	

He was an excellent candidate for the board. He has shared the same vision, he has shown the promising vision. He is involved in local church ministry and display excellent integrity and reputation among the member of community. He has a great networking that can help the school. He has a great inter-personal skills, organizational skills and visionary person. And when he joined the board, he was actively involved,

supportive of the school and participated in every meeting. Since he joined the board, we decided to use the nomination scoring sheet before we selected the nomination and voted to approve as a member of the board.

A-3. Board Orientation

Leader: Board Chair

Frequency: Spring

Format: Meeting over a meal

Tools: OU Board Packet, OU Board Orientation Records

Annually, when the new board member or prospective board member joined the board, they received a “Board Packet” reviewed and updated annually by the President and Board Chair.

In conjunction with the Annual Board meeting in early spring, new Board members participate in a new Board member orientation – usually a one to two-hour session conducted by the Board Chair and President – either prior to or shortly after joining the Board. The orientation has involved a shared meal, introductions, sharing by the Board Chair and President, and opportunities for questions. All Board members were provided with access to the “Board Manual,” which includes powers, responsibilities, and duties of members, officers, and committees, and this document is reviewed by the Board on a regular basis.

Verbal assessment of the meetings typically has occurred at the end of the orientation with the new Board members, and between the President and Board Chair following orientation dinners and in preparation for upcoming orientations. Written assessment data is recorded in email exchanges, Board Orientation Records, and Board Meeting minutes. President Kim also participated and made an annual report and give orientation about the school's past, present and future along with report of program, enrollment, mission, vision and forthcoming strategic plan.

A-4. Board Strategic Plan Retreat Meeting

Leader: Board Chair

Frequency: January or June

Format: Saturday morning meal(s) and meeting

Tools: OU Strategic Plan (SP), OU Board Minutes, and enrollment, finance, and program data (often compiled into a single PowerPoint)

The Board convenes annually on a Saturday morning in January or June to review institutional data, vision, and plan. The meeting has included lunch as well as presentations by the President and others. The Board utilizes the Strategic Plan (SP) as the meeting outline to review OU past and present and discuss future options. Action plans and possibilities derived during the meeting are then shared with the

appropriate administrators and Board, and then integrated into a revised Strategic Plan that is then presented to the Board for approval later.

Preliminary preparation includes the following:

A review and update of the Strategic Plan by administrators and staff contributing review, research, and suggestions relative to their area(s) in particular, as well as in general.

Preparation of charts, graphs, and reports to present to the Board at the retreat. The retreat itself includes the following:

A summary report by the President, other administrators, and sometimes special guests, walking through the entire SP. The presentation includes the previous year's SP version with identified added updated information.

Discussion by the Board with the President and other key administrators about all areas of the institution.

Recommendations by the Board relative to items that require action, including updating documents and resources, issues needing further research, items requiring a vote, etc.

Retreat follow-up includes generation and dissemination of a summary report that includes attached records of all information presented and recorded, generation of an updated SP for approval at the next Board meeting, implementation of action items, and follow-up of action items throughout the year, most of which fall into identified sub-divided assessment areas, and all leading up to the annual planning retreat the next year. Verbal assessment typically occurs at the end of the retreat, and between the President and Board Chair following the retreat and in preparation for upcoming retreats. Written assessment data is recorded in email exchanges, and Board meetings Minutes. Upcoming plans include adding a written evaluation survey at the close of each retreat.

See the Strategic plan that has used outcome of assessment plan annually and is tied to the five year budget.

A-5. Board Survey and Evaluation

Leader: Board Chair *Frequency:* Spring

Format: Online survey

Tools: Board Self-Evaluation

Oikos University Board of Directors and select administrators annually participate in a "Board Assessment Survey" as part of the on-going process of determining institutional effectiveness. Board continues to use board self-evaluation to assess board effectiveness. Participants answer the questions selecting from the various questions. Results are collected, analyzed, and disseminated to the OU Board Chair for review. Analyzed results are presented to and discussed with the Board at the next Board meetings. Items that require actions plans are discussed, planned, and reviewed as agreed upon. Records of survey- related discussions and decisions are maintained in the Board meeting minutes.

Board leaders and the President have regularly reviewed the survey, and occasionally revised the contents and/or format. Results of the survey will be reviewed and discussed, as well as the survey questions and mechanism itself in an ongoing basis. For the academic year 2021-2022, we have conducted board self-evaluation. The area that scores the top is understanding the vision, supporting the president, representing the university to the community, executing annual plan, and overall performance. The area that scores the low is to participate and attend the meeting and committee during the academic year. It's because of economic downturn and in-person meeting. Therefore, we made the meeting possible through zoom session, so that in-person meeting is not always the only way to participate. During the COVID 19 pandemic, meeting through zoom was successful. The most of members are relatively old and needs to take care of themselves during the COVID. So, zoom session is also daunting. Some members prefer to come in person and some members are not familiar with the zoom. So, we decided to accommodate zoom session from the next time. .

Annual Board Member Self Evaluation

Date 06 / 30 / 20 20

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:					

Annual Board Member Self Evaluation

Date 06/30/2022

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

Annual Board Member Self Evaluation

Date 6 / 30 / 20 22

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:					

Annual Board Member Self Evaluation

Date 6 / 30 / 20 22

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.				0	
2	Communicates with other members in a timely and responsive manner.				0	
3	Attends and participates in all board meetings sincerely.				6	
4	Attends and participates in all committee meetings sincerely.				0	
5	Actively supports the chairman and the president's vision and plans.			0		
6	Actively involved with fundraising activities.				0	
7	Practices leadership that instills enthusiasm and increases morale.				0	
8	Represents the University well to the community and beyond the campus.				0	
9	Executes annual plans of the board sincerely and cooperatively.				0	
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.				0	
11	Overall, performs his role in excellent manner.				0	
12	Extra Comments:					

Annual Board Member Self Evaluation

Date 06 / 30 / 20 22

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.				6	
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:					

Annual Board Member Self Evaluation

Date 6 / 30 /2021

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:					

Annual Board Member Self Evaluation

Date 06 / 30 / 20 22

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

Annual Board Member Self Evaluation

Date 5/30/2022

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:					

Annual Board Member Self Evaluation

Date 06 / 30 / 2022

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:					

Annual Board Member Self Evaluation

Date 06/30/2022

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:					

A-6. President Annual Review

Leader: Board Chair

Frequency: May-June

Format: Meeting

Tools: Contract, Performance Review

The Board Chair typically conducts an annual review with the President in May-June meeting to review his performance in every area. Both parties complete a “Performance Review” prior to the meeting, the reviews are discussed during the meeting, and then signed and kept on record in the President’s “Review” file in the Business Office personnel records. The meeting also includes a review of the President’s job description as stated in the contract. Identified prospective changes are discussed and negotiated. Any substantive adjustments are reported and discussed with the Board prior to adjustment.

For the academic year 2021-2022, the board agreed that Dr. Kim has done superior job to stabilize and operate the school in the positive way during the aftermath of Covid 19 Pandemic. He has sacrificed his life to the school. He has become an example of what the CEO of school should be during the ups and down of the economy. Especially COVID 19 pandemic was a challenging time. The Board has owed so much to his leadership. As such, he has high score in his overall performance, managing the administrative cabinet and was an effective fundraiser and represent well of the school to the community and beyond the campus. However, he needs more effort to be made on communicating with each member, practice leadership that instills enthusiasm and increase morale, and execute university's plan annually.

The summary of board evaluation of president's review is attached here.

Annual Evaluation of the President by the Board

President Evaluation 2022

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.			1	5	4	4.30
2	Communicates with members in a responsive manner.				8	2	4.20
3	Effectively appoints and manages the administrative cabinet.				5	5	4.50
4	Is taking the right action to manage enrollments.				7	3	4.30
5	Actively promotes scholarly development and excellence.				7	3	4.30
6	Is an effective fundraiser.			1	4	5	4.40
7	Practices leadership that instills enthusiasm and increases morale.				8	2	4.20
8	Represents the University well to the community and beyond the campus.				6	4	4.40
9	Executes University's annual plans sincerely.			2	4	4	4.20
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.			1	5	4	4.30
11	Overall, the president performs his role in excellent manner.				4	6	4.60
12	Extra Comments :						

No	Question	1	2	3	4	5	average
11	Overall, the president performs his role in excellent manner.				4	6	4.60
3	Effectively appoints and manages the administrative cabinet.				5	5	4.50
6	Is an effective fundraiser.			1	4	5	4.40
8	Represents the University well to the community and beyond the campus.				6	4	4.40
1	Communicates a vision for the University effectively.			1	5	4	4.30
4	Is taking the right action to manage enrollments.				7	3	4.30
5	Actively promotes scholarly development and excellence.				7	3	4.30
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.			1	5	4	4.30
2	Communicates with members in a responsive manner.				8	2	4.20
7	Practices leadership that instills enthusiasm and increases morale.				8	2	4.20
9	Executes University's annual plans sincerely.			2	4	4	4.20
12	Extra Comments :						

Annual Evaluation of the President by the Board

President Evaluation 06/30/20 20

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 6 / 30 / 2022

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 6/30/2022

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.					0
2	Communicates with members in a responsive manner.				0	
3	Effectively appoints and manages the administrative cabinet.				0	
4	Is taking the right action to manage enrollments.				0	
5	Actively promotes scholarly development and excellence.					0
6	Is an effective fundraiser.				0	
7	Practices leadership that instills enthusiasm and increases morale.					0
8	Represents the University well to the community and beyond the campus.				0	
9	Executes University's annual plans sincerely.					0
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					0
11	Overall, the president performs his role in excellent manner.				0	
12	Extra Comments :					

Annual Evaluation of the President by the Board

President Evaluation 06/30/20 22

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.					0
2	Communicates with members in a responsive manner.					0
3	Effectively appoints and manages the administrative cabinet.					0
4	Is taking the right action to manage enrollments.				0	
5	Actively promotes scholarly development and excellence.					0
6	Is an effective fundraiser.					0
7	Practices leadership that instills enthusiasm and increases morale.				0	
8	Represents the University well to the community and beyond the campus.					0
9	Executes University's annual plans sincerely.					0
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.				0	
11	Overall, the president performs his role in excellent manner.					0
12	Extra Comments :					

Annual Evaluation of the President by the Board

President Evaluation 6/30/2022

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 6/30/2021

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.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 06 / 30/2020

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 06/30/20 22

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 06/30/2022

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

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

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

Annual Evaluation of the President by the Board

President Evaluation 6/30/2022

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.				0	
2	Communicates with members in a responsive manner.				0	
3	Effectively appoints and manages the administrative cabinet.					0
4	Is taking the right action to manage enrollments.				0	
5	Actively promotes scholarly development and excellence.				0	
6	Is an effective fundraiser.					0
7	Practices leadership that instills enthusiasm and increases morale.				0	
8	Represents the University well to the community and beyond the campus.					0
9	Executes University's annual plans sincerely.			0		
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.					0
11	Overall, the president performs his role in excellent manner.					0
12	Extra Comments :					

A-7. Staff Performance Reviews

Leader: Supervisor

Frequency: May-June

Format: Meeting

Tools: Contracts, Performance Review

Administrators and staff participated in regular performance reviews in every June as a part of annual evaluation. New staff typically have a six- month or so review, and most formal staff reviews occur in the spring in conjunction with the preparation of new contracts for the following fiscal year. For the academic year, 2021-2022, the annual staff performance evaluation was conducted with the supervisor and supervisee, and include a file review, performance review, and contract review.

File Review

- Supervisors audit personnel files, review contact information, credentials (CV/resume, transcripts), personal biography, and promotional photo(s), as well as copies of all job contracts, signed documents, background check reports, and annual performance reviews.
- A “Personnel File Checklist” kept in the front of each person’s individual record file that summarizes the documents in each person’s records.

Performance Review

- Reviews include distribution of a blank “Performance Review” (see Appendix) to the Direct Report supervisor and supervisee prior to the scheduled meeting time. The document provides areas to note strengths, growth areas, goals, and an overall performance evaluation.
- Both the supervisor and reviewee fill out their reviews prior to the meeting.
- During the meeting, the parties typically open with prayer, both share their respective

comments and perspectives, discuss the job performance in relation to the description, both sign the review, and close in prayer. A copy of each person’s review is given to the employee, and another copy is filed in the employee’s personnel file.

- Review results are shared and discussed with the President. Issues that require plans of action are assessed, planned, and reviewed as agreed upon.
- In some cases, performance reviews may be conducted more frequently as part of disciplinary actions, strategic growth plans, or other circumstances. In these cases, records will include the agreed upon plan, and track progress of the plan until completion or resolution. Copies of these reviews and progress updates are also kept on file. In cases of dismissal, the final Performance Review will generally serve as an exit review.

Contract Review

- Supervisors conduct annual Contract Reviews in conjunction with Performance Reviews, including a review of job descriptions, work parameters, salary, and remuneration.
- During the review, the supervisor and employee examine the job description, discuss terms, and negotiate prospective adjustments. If the contract is mutually acceptable, both parties sign and the contract is advanced to the appropriate administrator for final approval.

- If negotiations require Presidential or other approval, the contract is revised, distributed for review, signed by both parties, and advanced to the appropriate administrator for approval.
- Copies of contracts are given to the employee and filed in the employee's personnel file.
- Since OU contracts are exclusively limited to annual contracts, with all contracts for all employees up for review and consideration for renewal annually, anticipated non-renewal of a contract follows the same protocol excepting the process of negotiating and advancing a new contract. Other than immediate dismissal for cause or non-renewal for violation of contract, non-renewal notification and discussions typically occur prior to the official annual review.

We have used the general performance evaluation addressing administrative and organizational skills, organizational climate, communication, performance skills, leadership, mission orientation, along with supervisor's comment. A lot of communication and comment was done orally and face to face in such a way to make an edifying session whereby supervisee learned to adapt. President Kim scored highest points in every area. Dean of Academic Ki Wook Min has shown promising leadership in academic and administrative skills, passion and attitude. Dr. Jooman Lee was an excellent CFO and always came up with full of motivation and enthusiasm not to mention his professional knowledge and skills. Director of Administrator, Dongjin Lee always has committed to the school and heart to share and meet the needs of students. He also serves the Dean of Students and he is well allocating his time to serve both. Ms Sul, IR Director runs well of her office and has done the job continually with honesty and meticulous manner. Our Librarian is always dedicated and share information with student and faculty at the right time. He always work closely with the faculty to make improvement and update the learning resources. Other members of the staff were good at keeping their job done at the right time and always open to the comment.

As the board and president review the annual staff evaluation, they decided to assess their performance over against the job description of each position instead of assessing general category. So, they developed the new staff evaluation form which we will use from the academic year 2022-2023. The board has approved the new staff evaluation form to be used.

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Jongin Kim </u>
Position: <u> President </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

6. Mission Orientation

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

Supervisor's Comment:

Excellent!!

Signatures

Jun. 30. 2022 Elizabeth Lim
 DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Ki Wook Min </u>
Position: <u> Dean of Academic Affairs </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: Jooman Lee

Position: Chief Financial Officer

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

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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

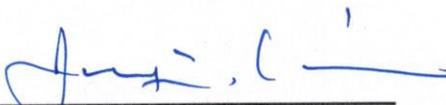
6. Mission Orientation

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

Supervisor's Comment:

Full of motivation and enthusiasm, but lacking in English proficiency.

Signatures

6 / 20 / 2022 

DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Dongjin Lee </u>
Position: <u> Director of Administration </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

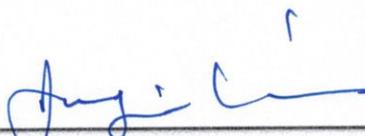
6. Mission Orientation

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

Supervisor's Comment:

Has a beautiful heart that cares for student.
Needs to complement counselling skills for student's future.

Signatures

6 / 30 / 2022 

DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Dongjin Lee </u>
Position: <u> Dean of Students </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

6. Mission Orientation

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

Supervisor's Comment:

Sincerity in the task. Slightly lacking awareness of the various components of the school.

Signatures

8 / mo / 2022

DATE



Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Meewon Sul </u>
Position: <u> Director of Institutional Research </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

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

6. Mission Orientation

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

Supervisor's Comment:

Meticulous and honest.

Signatures

6 / 270 / 2022

DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Duckyoung Won </u>
Position: <u> Director of Library </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

1. Administrative & Organizational Skills

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

2. Organizational Climate

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

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

3. Communication

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

4. Performance Skills

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

5. Leadership

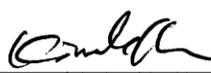
#	Questions	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.					✓	
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.					✓	
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse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

6. Mission Orientation

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

Supervisor's Comment: Duckyoung Won, director of library has worked with his exceptional expertise to focus on improvement, organization, and diversity of library, following the need of university professors and students. He has achieved excellent performance.

Signatures

6/30/2022 

 DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Jay Lee </u>
Position: <u> Director of International Student Services </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

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	Organization/Planning: Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.				0		
2	Follow-through & Thoroughness: Stays with a project to ensure its completion in a timely and thorough manner.				0		
3	Professional/ Technical Knowledge: Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department				0		
4	Crisis Management: Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.				0		

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	Loyalty: Supportive of University leadership in word and deed.				0		
6	Team Orientation: Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.				0		

7	Coaching Orientation: Builds employees skills and trust, through personal involvement in training and interest in employees progress				0		
8	Change Orientation: Welcomes new ideas, supports and promotes positive change.				0		

3. Communication

#	Questions	1	2	3	4	5	N/A
9	Listening Skills: Knows how to listen actively/ attentively, demonstrating effective clarification skills.			0			
10	Verbal/Written: Demonstrates an effective ability to communicate orally and in writing.				0		
11	Inter-Departmental Communication: Keeps others informed in and out of immediate department as appropriate.				0		

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	Fiscal Management: Understands financial reports; uses financial reports to measure department progress.			0			
13	Problem Resolution: Demonstrates effective problem resolution skills.				0		
14	Productivity: Pushes employees towards higher performance levels.				0		

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.				0		
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.				0		
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse groups of people.				0		
18	Delegation skills: Promotes distribution of work, responsibilities, recognition and rewards.				0		
19	Modelling: Serves as a role model for management, employees and the organization.				0		

6. Mission Orientation

#	Questions	1	2	3	4	5	N/A
20	Organizational Knowledge: Understands the University's business, mission and values.				0		
21	Commitment: Demonstrates support in word and deed for the University's goals and objectives.				0		
22	Trust Worthiness: Acts in a manner which engenders trust from employees and management.				0		
23	Organizational Courage: Demonstrates character, strength & appropriateness in addressing questionable business practices.				0		
24	Quality Focus: Emphasizes the highest quality performance as a way of meeting the University's mission and values.				0		

Supervisor's Comment:

Signatures

6-24-2022 

DATE **Supervisor's SIGNATURE**

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u>Meewon Sul</u>
Position: <u>Director of Student Accounts</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

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	Organization/Planning: Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.					0	
2	Follow-through & Thoroughness: Stays with a project to ensure its completion in a timely and thorough manner.				0		
3	Professional/ Technical Knowledge: Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department					0	
4	Crisis Management: Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.					0	

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	Loyalty: Supportive of University leadership in word and deed.					0	
6	Team Orientation: Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.					0	

7	Coaching Orientation: Builds employees skills and trust, through personal involvement in training and interest in employees progress					0	
8	Change Orientation: Welcomes new ideas, supports and promotes positive change.					0	

3. Communication

#	Questions	1	2	3	4	5	N/A
9	Listening Skills: Knows how to listen actively/ attentively, demonstrating effective clarification skills.					0	
10	Verbal/Written: Demonstrates an effective ability to communicate orally and in writing.				0		
11	Inter-Departmental Communication: Keeps others informed in and out of immediate department as appropriate.					0	

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	Fiscal Management: Understands financial reports; uses financial reports to measure department progress.					0	
13	Problem Resolution: Demonstrates effective problem resolution skills.				0		
14	Productivity: Pushes employees towards higher performance levels.					0	

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.					0	
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.					0	
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse groups of people.				0		
18	Delegation skills: Promotes distribution of work, responsibilities, recognition and rewards.				0		
19	Modeling: Serves as a role model for management, employees and the organization.				0		

6. Mission Orientation

#	Questions	1	2	3	4	5	N/A
20	Organizational Knowledge: Understands the University's business, mission and values.					0	
21	Commitment: Demonstrates support in word and deed for the University's goals and objectives.					0	
22	Trust Worthiness: Acts in a manner which engenders trust from employees and management.					0	
23	Organizational Courage: Demonstrates character, strength & appropriateness in addressing questionable business practices.					0	
24	Quality Focus: Emphasizes the highest quality performance as a way of meeting the University's mission and values.					0	

Supervisor's Comment:

Signatures

6-24-2022 

 DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u> Dong J. Lee </u>
Position: <u> Chaplain </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

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	Organization/Planning: Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.				0		
2	Follow-through & Thoroughness: Stays with a project to ensure its completion in a timely and thorough manner.				0		
3	Professional/ Technical Knowledge: Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department				0		
4	Crisis Management: Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.				0		

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	Loyalty: Supportive of University leadership in word and deed.				0		
6	Team Orientation: Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.				0		

7	Coaching Orientation: Builds employees skills and trust, through personal involvement in training and interest in employees progress				0	
8	Change Orientation: Welcomes new ideas, supports and promotes positive change.				0	

3. Communication

#	Questions	1	2	3	4	5	N/A
9	Listening Skills: Knows how to listen actively/ attentively, demonstrating effective clarification skills.				0		
10	Verbal/Written: Demonstrates an effective ability to communicate orally and in writing.				0		
11	Inter-Departmental Communication: Keeps others informed in and out of immediate department as appropriate.				0		

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	Fiscal Management: Understands financial reports; uses financial reports to measure department progress.				0		
13	Problem Resolution: Demonstrates effective problem resolution skills.				0		
14	Productivity: Pushes employees towards higher performance levels.				0		

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.				0		
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.				0		
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse groups of people.				0		
18	Delegation skills: Promotes distribution of work, responsibilities, recognition and rewards.				0		
19	Modeling: Serves as a role model for management, employees and the organization.				0		

6. Mission Orientation

#	Questions	1	2	3	4	5	N/A
20	Organizational Knowledge: Understands the University's business, mission and values.				0		
21	Commitment: Demonstrates support in word and deed for the University's goals and objectives.				0		
22	Trust Worthiness: Acts in a manner which engenders trust from employees and management.				0		
23	Organizational Courage: Demonstrates character, strength & appropriateness in addressing questionable business practices.				0		
24	Quality Focus: Emphasizes the highest quality performance as a way of meeting the University's mission and values.				0		

Supervisor's Comment:

Signatures

0-24-2022

 DATE Supervisor's SIGNATURE

Oikos University Staff Evaluation Form

Please fill out completely

Staff Name: <u>Meewon Sul</u>
Position: <u>Registrar</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

1. Administrative & Organizational Skills

#	Questions	1	2	3	4	5	N/A
1	Organization/Planning: Carries out functions in an organized and through manner from start to end. Orchestrates staff to accomplish the greatest productivity with the least effort.				0		
2	Follow-through & Thoroughness: Stays with a project to ensure its completion in a timely and thorough manner.					0	
3	Professional/ Technical Knowledge: Is knowledgeable and able to serve as internal consultant as appropriate. Stays current with professional field. Is able to analyze and use statistical reports to assist in planning and operating the department				0		
4	Crisis Management: Remains calm and responsive during times of crisis. Is able to demonstrate positive leadership and management skills when under stress. Knows how to systematically solve problems.				0		

2. Organizational Climate

#	Questions	1	2	3	4	5	N/A
5	Loyalty: Supportive of University leadership in word and deed.				0		
6	Team Orientation: Manager works cooperatively with other department leaders and encourages cross functional/ departmental cooperation.				0		

7	Coaching Orientation: Builds employees skills and trust, through personal involvement in training and interest in employees progress				0		
8	Change Orientation: Welcomes new ideas, supports and promotes positive change.				0		

3. Communication

#	Questions	1	2	3	4	5	N/A
9	Listening Skills: Knows how to listen actively/ attentively, demonstrating effective clarification skills.				0		
10	Verbal/Written: Demonstrates an effective ability to communicate orally and in writing.				0		
11	Inter-Departmental Communication: Keeps others informed in and out of immediate department as appropriate.				0		

4. Performance Skills

#	Questions	1	2	3	4	5	N/A
12	Fiscal Management: Understands financial reports; uses financial reports to measure department progress.				0		
13	Problem Resolution: Demonstrates effective problem resolution skills.				0		
14	Productivity: Pushes employees towards higher performance levels.				0		

5. Leadership

#	Questions	1	2	3	4	5	N/A
15	Initiative: Demonstrates an ability to convert ideas to action.				0		
16	Decision Making: Demonstrates ability and willingness to make tough business decisions in a timely manner.				0		
17	Diversity Management: Demonstrates openness, acceptance & fairness in managing diverse groups of people.				0		
18	Delegation skills: Promotes distribution of work, responsibilities, recognition and rewards.				0		
19	Modeling: Serves as a role model for management, employees and the organization.				0		

6. Mission Orientation

#	Questions	1	2	3	4	5	N/A
20	Organizational Knowledge: Understands the University's business, mission and values.				0		
21	Commitment: Demonstrates support in word and deed for the University's goals and objectives.				0		
22	Trust Worthiness: Acts in a manner which engenders trust from employees and management.				0		
23	Organizational Courage: Demonstrates character, strength & appropriateness in addressing questionable business practices.				0		
24	Quality Focus: Emphasizes the highest quality performance as a way of meeting the University's mission and values.				0		

Supervisor's Comment:

Signatures

6-24-2022

DATE
Supervisor's SIGNATURE

A-8. Staff Retreat for Development

Leader: President

Frequency: Summer

Format: Meeting

Tools: Strategic Plan (SP)

The administration and staff participate in ongoing review and planning, and formally launched an annual Staff development. Preparation includes a review of the SP, as well as AP data compiled from the most recent academic year (Fall, Spring, Summer semesters). The format includes the following components:

- *Where have we been?* – What have we accomplished since inception? Good? Challenges? Prayer time of celebration and supplication.
- *Where are we now?* – Year-end summary of facilities, finances, personnel, and programs.
- *Where are we going?* – Group visioning, dreaming of possibilities, and exploring potential.
- *How are going to get there?* – Group planning, including specially defining who, what, when,

where, and how during the upcoming academic year.

Actions items are followed up on and monitored by the President. Upcoming plans include adding a written evaluation survey at the close of each retreat.

During the 2021-2022, we have conducted staff retreat. At that time, the major focus was done on distance education and how we can improve. And all the staff were able to learn and how to use our platform and zoom for meeting. One of the other agenda was how to serve multi-ethnic group of students. Oikos University at the time of inception and when it was founded, the majority of our students were first and 2nd generation of Korean American. However, in the past years, our climate has changed. We became diverse community that the students are from diverse ethnic background, language, culture, religion, study interest, etc. Then, we began to hire diverse faculty, staff and service staff who are bilingual and open to diversity in culture. And as we continue to celebrate diversity and support students with array of services, we will continue to strengthen our service and bring the best service to our students. The meeting was encouraging and motivational as well.

A-9. Student Orientation

Leader: Dean of Academics

Frequency: Fall, Spring (as needed)

Format: Meeting

Tools: OU Orientation Agenda, Orientation records, Student Catalog, Student Handbook

New students participate in an orientation annually in the fall, and sometimes orientation is offered in the spring if needed. The Dean of Academics typically meets with new students as a group, and sometimes individually, to orient students to people, documents and policies, programs, resources, and available services relative to their educational experiences at OU. Student Services leaders provide input to OU leaders to evaluate and improve orientations.

The most recent student orientation was done, August 17, 2022. At that time, founding philosophy, mission, value, doctrinal statement, academic freedom, academic calendar, chapel services, disciplinary policy, library, tuition and fees, student right to cancel and refund, changing status for international students, final exam, grading system, grading policy, safety and security, earthquake drills, so and so forth was introduced. Staff and faculty were introduced. Distance education platform was introduced, and training was done with IT staff. The orientation was informative, and a lot of Q&A was done. Faculty advising session, some of the career development availability, scholarship information, etc. was also introduced. Complaint policy and procedure was also introduced. Catalog, student handbook and some of the sample zoom training was done. At the next student orientation session, we decided to conduct knowledge survey to address our student orientation effectiveness.

A-10. Student Retreats

Leader: Dean of Academics *Frequency:* Summer (May) *Format:* Retreat

Tools: Retreat records

Students have the opportunity to participate in various retreats. Particularly we have summer intensive courses and use it as student retreat. A standard, typically annual, retreat is the Summit Intensive Retreat sponsored by the University for area ministry leaders, including pastors, ministry staff, non-profit ministry leaders and staff, and OU administrators, Board members, faculty, staff, and students. The annual retreat includes a follow-up evaluation kept on file with the Dean of Students and Student Committee Activity. Other retreats have occurred in conjunction with orientation and individual classes. Assessment of these occurs in conjunction with the plans for those activities. We have done this almost annually but due to the COVID 19, we didn't do this couple of years to comply with CDC guideline. However, we plan to resume starting from next year.

B. Covenantal Documents

B-1. Board Review and Sign

Leader: Board Chair

Frequency: Annually

Format: Board meeting

Tools: OU Covenantal Documents, OU Board Meeting Minutes

During the annual Board meeting, Board members review and sign the “Mission Statement Agreement” and “Conflict of Interest Policy Disclosure and Acknowledgement Form.” The Board secretary keeps individual copies of these on file and the actions are record in Board meeting minutes.

B-2. Board Review of Contract of President, Faculty and Staff Review

Leader: Chair of Board

Frequency: Annually

Format: Meeting

Tools: Covenantal Documents, internal and external research, and survey feedback

The Board is responsible for annually assessing the biblical foundations documents included in the “Mission Statement Agreement,” specifically the “Purpose,” “Core Values,” and “Doctrine.” This review is generally conducted in conjunction with the annual Board meeting. Prior to the Board meeting, a committee reviews the purpose statement, core values, and doctrinal statement. The committee then recommends during the Board a status of the Covenantal Documents as either “Approved” or “Approved with recommendations for review.” In the case of “Approved with recommendations for review,” the Board initiates a formal process and timeline for research, reporting, review, and approval of any proposed revisions.

C. OU Events

C-1. Commencement

Leader: Dean of Academics

Frequency: Annually

Format: Service

Tools: Graduation program, email

OU hosts an annual “Commencement” to mark ending one academic year and starting another. Most recently, the event has been held in University Campus in May. Evaluation occurs among administration, Board, and staff following the event.

C-2. Community Concert Night

Leader: Dean of Academics

Frequency: Fall, Spring

Format: Meetings

Tools: institutional emails and letters, OU Grad Fair Reviews

OU staff and students attend Community Concert Night, usually during fall or spring semester, to seek prospective new students and build relationship with community. Assessment of individual events occurs under the direction of event team participants following each event and added to the OU Event Reviews Record.

C-3. Other Events on Campus such as Fundraising Night or Chapel

Leader, Frequency: Annually, *Format, Tools:* Various staff, Intermittent, meetings, during the semester

(Chapel is held regularly whereas OU occasionally hosts other community and educational groups on campus for other occasion like fundraising night.)

D. Facilities and Equipment

D-1. Inspection

Leader: Director of Administration

Frequency: Annually in June, and monthly

Format: Physical inspection

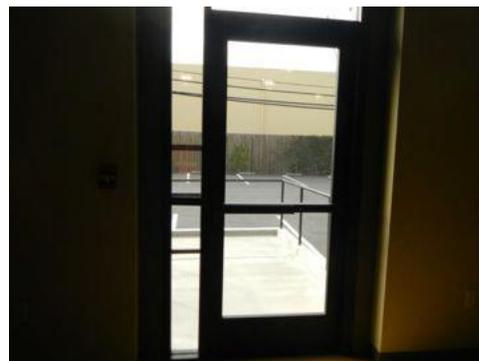
Tools: Monthly Fire and Facility Inspection, Facility Inspection Action Log

At roughly the beginning of each month, the Director of Administration or designee uses the OU Monthly Fire and Facility Inspection form to document the inspection of fire equipment, assembly areas, and general facility maintenance status. Items requiring action and actions taken are indicated on the form, and action items promptly remedied. The Facility Inspection Action Log is on file (Business Office, drawer cabinet).

The building management has provided us with building inspection. We continued to do the building drills. We also have safety and security policy. The building management continues to check every day every area of the building to make sure that the building complies with city code, fire alarm check and bathroom and hallway checkup. They also check-up elevator and it is current in inspection. There is plenty of light on the parking lot. There is total parking of 201 to 300. The building has two stories. Front lot is used by our students and staff for parking. We have handicap parking right in front of the hallway.



The front door is automatic door and is currently well-maintained by the building manager. We also have handicap access to the building:



There is additional door that is automatically locked. And we have fire alarm:



Inside hall is cleaned and maintained by the management and there is interior accessible route pictures:

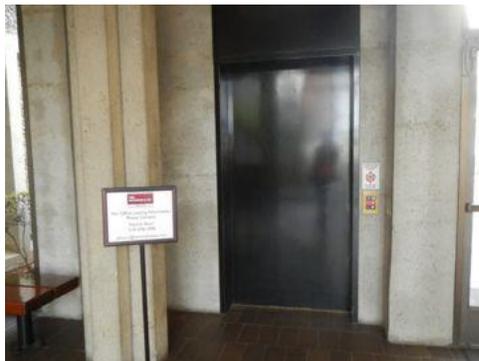


Additional hall is maintained by the management along with fire extinguisher:





Elevator is well maintained by the management office:



Also, the bathroom is regularly cleaned and maintained well each day:





D-2. Library Review

Leader: Librarian

Frequency: March-May

Format: Inspection

Tools: Course evaluations, course syllabi, Curriculum Alignment Reviews, Instructor Reviews, Library Handbook, Library materials and learning resources, and OU Library Reports.

The Librarian writes an annual report that includes a review of library materials and learning resources. The review process is conducted throughout the year and summarized in the report. Activities include physical inspection of materials and resources, inspection of digital library records and resources, and assessment of progress on securing, cataloging, and shelving newly acquired resources each year. Input from course evaluations, course syllabi, Curriculum Alignment Reviews, instructor reviews, and any additional requests receive consideration during the process. Needs and requests for consideration are passed along to the appropriate person(s) for action and/or consideration. New resources are typically added near the beginning of each semester in conjunction with preparation of course syllabi, and syllabus reviews include making sure copies of all required resources are available in the library on campus. Annual OU Library Reports are available in a folder in the main library beside the Library Handbook.

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 checkout 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.

2021-2022

Library User Satisfaction Survey 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 2021-2022 academic years, the librarian has conducted an active Library User Satisfaction Survey. The survey was available in the beginning of March and running through the middle of May.

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 March 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 25 responses to this question. The survey showed Print Journals and Audio/Visual Materials ranking highest in importance on library materials.

Print Journals ranked second in the Extremely Important category, with **10** responses, or **40%** of respondents.

Reference Materials

The type of material that was ranked as *Extremely Important* to the most respondents, **10** respondents, or **40%**, was **Reference Materials**.

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 15 responses, or 60% of respondents.

Less Satisfied

The numbers in the *Not at all satisfied* categories are consistently very low. The highest ranking in this category went to **Online Journals**, with 3 comments.

Question #3

Please rank according to your level of importance on services.

There were 25 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 **40%** or respondents.

Circulation Services

The type of material that was ranked as *Extremely Important* to the most respondents, **15** respondents, or **60%**, was **Circulation Services**.

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 5 responses, or 20% of respondents.

Question #5

Please rank according to your level of importance on technologies.

There were 25 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 **10** responses, or **40%** or respondents.

Internet Access & Copy Machines/Printing

The type of material that was ranked as *Extremely Important* to the most respondents, **15** respondents, or **60%**, was **Internet Access & Copy Machines/Printing**.

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 36% of respondents.

Question #7

Please rank according to your level of importance on facilities.

There were 25 responses to this question. The survey showed Lighting, Temperature, Noise level, Security ranking highest in importance on library facilities.

Noise Level ranked fourth in the *Extremely Important* category, with **12** responses, or 48% or respondents.

The type of material that was ranked as *Extremely Important* to the most respondents, **7** respondents, or **28%**, was **Noise Level**.

Lighting

Surprisingly, **Lighting** ranked highest in the *Important* category than in the *Extremely Important* category.

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 4 responses, or 16% of respondents. This was followed by **Study Areas/ Seating, Noise level, and Security**.

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.

Question #10

Overall, I am satisfied with the Library.

The overall satisfaction level was high.

Not at all satisfied	Less satisfied	Satisfied	Very satisfied	NA
1	3	10	10	8
5%	15%	40%	40%	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 25.

Strongly Agree or Agree

There were **20** respondents, or **80%** of respondents who find it easy to locate what they want in the library.

Strongly Disagree	Disagree	Agree	Strongly Agree	NA
3	2	8	12	6
12%	8%	32%	48%	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 25.

Strongly Agree or Agree

There were **13 (52%)** who stated that they *Agree* with the statement.

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.

Question # 14

How often do you visit the Oikos University Library?

Here is the patron's daily visit to library chart:

Daily	3	12.0%
More than 3 times a week	2	8.0%
More than 2 times a week	2	8.0%
Once a week	3	12.0%
Once a month	7	28.0%
Once a semester	5	20.0%
Once a year	0	0.0%
Never	2	8.0%
NA	1	4.0%

Question #15

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

Here is patron's daily visit to library website.

Daily	0	0.0%
-------	---	------

More than 3 times a week	2	8.0%
More than 2 times a week	2	8.0%
Once a week	4	16%
Once a month	2	8%
Once a semester	3	12%
Once a year	1	4%
Never	8	32%
NA	3	12%

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 were a couple of responses to this question about online journals and reference materials, with requesting more reference materials and online journals available to students.

Conclusion

Just like we have done it last year, 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 25 library users who responded to this survey. The survey demographic was undergraduate students, graduate students, and faculty. Out of 25, majority of responders agreed that, “The University Library is very important to me.”

Most of the respondents visit the library monthly. Similarly, most of the respondents visit the library’s website on a weekly basis, with many visiting monthly. Most find it easy to locate what they want both in the library.

When asked to rank material types by their level of importance, respondents felt that Reference Materials were extremely important to them, followed by Books and print Journals, Online Books and Online Journals.

Overall satisfaction levels are very high. They are satisfied with the University Library. Future surveys will provide further useful information as to trends in service quality.

The students asked the improvement about availability of extra computer and copy machine. This was after we began to offer in-person classes after COVID 19 Pandemic.

Recommendations

Following is 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 people who thought improving the computers would be the most important thing the library has to improve. In this case, “improve” meant several 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
- Open a discussion about making improvements to the library’s web site.

Copy Machines/ Printing

There were also 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.
- 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 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 5 patrons as important thing we have to do to improve.

- Continue to pursue sources for additional funding for the book collection
- Make a renewed effort to weed outdated materials from the book collection.
- 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.
- 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.

Library Workshops/Education

There were 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.
- 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 online that can be done each semester.
- Brainstorm other possibilities for library education.

Accordingly, the dean of academic, librarian and some of staff, and faculty met together to put some of recommendation into action plan. Dean of Academics agreed to ask allocation of the budget next year to make extra copy machine and computer available. Librarian agreed to be available not only physically but also through the zoom session if needed. At the time of student orientation, there will be ongoing library workshop.

D-3. Teaching Site Review

Leader: President

Frequency: Annually

Format: Form

Tools: "Remote Teaching Site"

OU has a teaching site in 3450 Wilshire Blvd. #1010, Los Angeles, CA 90010 that is away from the main campus location to offer educational opportunities at locations other than the OU main campus. Location is secured and managed by the director of teaching site. The Director works closely with the Dean of Academics and President of the main campus for making report and share the detail of each course that is held at teaching site location. The President reviews the location. The director of teaching site continues to work with the Dean of Academics to meet the needs of students in the facility, admission, enrollment, faculty review, course evaluation, student services,

E. Finances

OU administrators engage in routine and ongoing financial assessment in regard to all University, income, expenditures, and assets. Assessment team members include the President (CEO), CFO, Business Manager, Board members, and Auditor(s). The overall budgeting and assessment process occurs throughout the year as outlined in the "OU Forecast and Budget Process Guideline." Other regular assessments are outlined below (Administrative Handbook, pp. 26-29):

Budgeting Process is as follows:

Budgeting

The annual budgeting process begins in the second week of January when the CFO sends the following memo to all administrators who are authorized to manage OIKOS UNIVERSITY funds (i.e. Dean of Academics, librarian, Director of administration, Dean of Students, and CFO).

Preliminary Budget Request Worksheet

The following worksheet is provided in order to assist us in developing a budget for the upcoming year. Please complete and return this worksheet to the chief financial officer no later than January 31st. By February 15th, the Budget Committee will prepare a preliminary budget. After the preliminary budget is set, you will be informed of the proposed allotment for your department in the upcoming year. You will then have two weeks to comment on this allotment. A proposed budget will be submitted to the President (if the President delegated his/her authority and participation in this process) by the end of the second week of March. Unless the President requests further work on the budget, it will be submitted to the Board of Directors by the end of April. The board will approve a budget in June, but a revision will be approved (based on enrollment, changes to the three-year plan, etc.) in December.

- 1) Last year's amount budgeted for your department: _____
- 2) Were there any factors that made last year's allotment unusually large or small (i.e. purchasing expensive equipment, temporary suspension of a program, etc.)

- 3) Amount of funds from last year's budget still remaining (or over expended) at this time:
_____ Please indicate whether this represents a surplus or deficit by using a plus (+) or minus (-) sign.
- 4) Will there be any factors that will make next year's allotment unusually large or small (i.e. purchasing expensive equipment, temporary suspension of a program, etc.)

- 5) What could be done to save money in your department or other areas of Oikos University?

- 6) Amount requested for your department in the upcoming year (list subtotals in categories):

Sample:

Salaries of student workers	\$4800
Supplies & Phone	\$840
Professional Development	\$300
New scanner	\$300
Total	\$6240

After Preliminary Budget Request Worksheets are due, the budget committee (president, chief operating officer and chief financial officer) will have about two weeks to develop our preliminary budget. The preliminary budget will include proposed allotments to each department requesting funds. To develop the preliminary budget, these administrators will review prospective enrollment, revenue, key needs, major expenses and the total amount of funds requested through Preliminary Budget Request Worksheets. The total of funds for all departments cannot exceed 85% of the anticipated income from tuition, donations and other sources. By February 15th, the chief financial officer will send a Preliminary Budget Response Memo to each department that requested funds (see below).

Preliminary Budget Response Memo

After reviewing anticipated enrollments, donations, key needs, major upcoming expenses, and Preliminary Budget Request Worksheets from all departments, the budget committee has completed a proposed budget. Below you will note the amount you requested for the upcoming year, as well as the amount allotted in the preliminary budget. The budget committee will meet in mid-March to finalize the budget. Therefore, if you believe that in spite of our school's budget constraints, your department should receive more funds, please make an appointment with the chief financial officer in early March.

Amount requested	\$
Amount allotted	\$
Difference (indicate plus or minus)	\$

Please update your proposed amounts of funds in each subcategory and return this form by the end of the first week of March.

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
Total	\$

During mid-February, the budget committee will complete their final proposal for the upcoming year's budget. This budget will be submitted to the President (if the President delegated his or her authority and participation in this process) by the end of the second week of March. Unless the President requests further work on the budget, it will be submitted to the executive committee of the board of directors by March 15th. The board will vote on this proposed budget at their Stated meeting (May or June).

Purchasing

Any staff member who operates a budget may initiate a purchase if it is within his or her budget (i.e. is an item that has been budgeted for and if the budget has not been overspent). A purchase is initiated by submitting a Purchase Request Form (see below) to the business manager.

PURCHASE REQUEST FORM

Name _____ Date _____

A. Budget Code Number: _____

B. Budget Category: _____

C. Previous Balance for Category: _____

D. Amount Requested for Withdrawal: _____

E. Amount Available in Category (C minus D): _____

F. If the amount exceeds \$250 or if there is no money left in the category (i.e. line E is negative), then a signature from the business manager is required:

G. How money is to be distributed:

Cash
 Check payable to employee
 Check payable to _____

H. When purchase is scheduled, and product or service is to arrive: ___

The Budget committee has met together and submitted the budget for an approval at the stated board meeting for the total revenue of \$640,000 (tuition and fee: \$550,000; Contributions: \$45,000; Board Membership: \$45,000) and Expense (Instruction: 213,000; Teaching Site: \$30,000; Academic Support: \$46,000; Library Services: \$38,000; Administration: \$43,000; Institutional Support: \$37,000; Student Services: \$21,000; Scholarship: \$10,000; Public Services: \$2,000; Research: \$57,000; Operation and Maintenance: \$133,000; Other: \$10,000: Total: \$640,000).

7/2022-6/2023 BUDGET

REVENUES	
Tuition & Fees	\$ 550,000.00
Contributions	\$ 45,000.00
Board Membership/other	\$ 45,000.00
Total Revenues	\$ 640,000.00
EXPENSES	
INSTRUCTION	
Full--time Faculty Salaries	\$ 180,000.00
Part--time Faculty Salaries	\$ 30,000.00
Instructional Expense	\$ 3,000.00
Instruction Total	\$ 213,000.00
Teaching site	\$ 30,000.00
ACADEMIC SUPPORT	
Academic Administrative Salaries	\$ 36,000.00
Academic Support Expense	\$ 5,000.00
Conference & Meeting Expense	\$ 5,000.00
Academic Support Total	\$ 46,000.00
LIBRARY SERVICES	
Library Salaries	\$ 30,000.00
Library Resources	\$ 5,000.00
Library Expense	\$ 3,000.00
Library Services Total	\$ 38,000.00
ADMINISTRATION	
Administrative Salaries	\$ 36,000.00
Administrative Expense	\$ 5,000.00
Conference & Meeting Expense	\$ 2,000.00
Administration Total	\$ 43,000.00
INSTITUTIONAL SUPPORT	
General Staff Salaries	\$ 24,000.00
Promotion	\$ 5,000.00
Equipment	\$ 2,000.00
Communication	\$ 2,000.00
General Materials & Supplies	\$ 2,000.00
Other	\$ 2,000.00
Institutional Support Total	\$ 37,000.00
STUDENT SERVICES	
Student Services Salaries	\$ 15,000.00
Student Activities & Events	\$ 2,000.00
Student Services Expense	\$ 2,000.00
Conference & Meeting Expense	\$ 2,000.00
Student Services Total	\$ 21,000.00
SCHOLARSHIPS	
	\$ 10,000.00
PUBLIC SERVICE	
	\$ 2,000.00
RESEARCH	
Research Salaries	\$ 24,000.00
Membership & Other Fees	\$ 20,000.00
Contractual Services	\$ 10,000.00
Conference & Meeting Expense	\$ 3,000.00
Research Total	\$ 57,000.00
OPERATION & MAINTENANCE	
Operation & Maintenance Salaries	\$ 12,000.00
Utilities	\$ 1,000.00
Rent	\$ 115,000.00
Other	\$ 5,000.00
Operation & Maintenance Total	\$ 133,000.00
OTHER	
	\$ 10,000.00
TOTAL EXPENSES	
	\$ 640,000.00

E-1. Annual Audit

Leader: Business Manager

Frequency: Summer

Format: Meetings, Reports

Tools: OU Audits, OU Board Meeting Minutes, OU financial records

An annual audit is conducted by the selected independent auditor in June following the completion of each previous fiscal year (July 1 – June 30). Copies of each annual audit are provided to all Board members and approved by the Board, and copies of historical audits are on file and available for review upon request.

Here is the management letter that was received by the Board for the Financial Statement ending June 30, 2022:

WANGSEOCK SONG

Certified Public Accountant

3255 Wilshire Blvd, Suite 1717, Los Angeles, California 90010
Tel (213) 221-4113 Fax (213) 607-3202

October 17, 2022

To the Board of Directors of
Oikos University
Oakland, California

Management letter for the year ended June 30, 2022

I have recently completed my audit of Oikos University which I conducted in accordance with auditing standards generally accepted in the United States America. Those standards require that I plan and perform the audit to obtain reasonable assurance that the annual financial statements are free of material misstatements but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit is conducted to enable us to form and express an opinion on the financial statements that have been prepared by management with the oversight of the Executive Board. The audit of the financial statements does not relieve management or the Executive Board of their responsibilities.

However, in accordance with my normal practice, I write to draw your attention to certain matters which I identified during my audit of the financial statements of Oikos University for the year ended June 30, 2022. Those issues are set out in the attached report.

Management responses have been provided through the coordination of the Finance Department.

I would like to thank the management and staff of Oikos University for their assistance and co-operation during the audit.

I would be pleased to provide any clarification that you may require on the issues raised in this report.

Yours faithfully

A handwritten signature in black ink, appearing to read 'W Song', written in a cursive style.

Wangseock Song, CPA

Uncorrected Misstatements

My audit of the financial statements was designed to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by error or fraud. There were no uncorrected misstatements or disclosure items passed identified during my audit.

Material Corrected Misstatements

My audit of the financial statements was designed to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by error or fraud. There were no material misstatements that were brought to the attention of management as a result of my audit procedures.

Disagreements with Management

I have not had any disagreements with management related to matters that are material to Oikos University's financial statements for the periods ended June 30, 2022.

My Views about Significant Matters that were the Subject of Consultation with Other Accountants

I am not aware of any consultations that management may have had with other accountants about auditing and accounting matters during the period.

Significant Findings or Issues Discussed, or Subject of correspondence, with Management prior to my Initial Engagement or Retention

Throughout the year, routine discussions were held, or were the subject of correspondence, with management regarding the application of accounting principles or auditing standards in connection with transactions that have occurred, transactions that are contemplated, or reassessment of current circumstances. In my judgment, such discussions or correspondence were not held in connection with my retention as auditors.

Other Significant Findings or Issues Arising from the Audit Discussed, or Subject of Correspondence, with Management

Throughout the period, routine discussions were held, or were the subject of correspondence, with management. In my judgment, such discussions or correspondence did not involve significant findings or issues requiring communication to the board of directors.

Significant Difficulties Encountered in performing the Audit

In my judgment, I received the full cooperation of Oikos University's management and staff and had unrestricted access to Oikos University's senior management in the performance of my audit.

Bank Reconciliation

Comment

During my current year-end audit procedure, I noted that not all bank accounts are reconciled properly. I found several missing transactions posted on bank statement.

Recommendation

I recommend that the University reconcile all bank account by monthly to ensure all bank transactions are properly recorded on Journal.

Management Response

The University will reconcile all bank accounts by monthly.

Tuition Receivable

Comment

During my current year-end audit procedures, I noted that tuition receivable account for Oikos University's trial balance was not accurate correctly. Therefore, I needed to recalculate tuition receivable amount to get correct amount, by comparing students records with tuition received.

Recommendation

Tuition Receivable should be updated subsequent to adjusting journal entries in order to ensure that tuition receivable amount be accrued correctly. I recommend as a means of better control, that accrual of tuition receivable account be performed each month and any variances be investigated and adjusted immediately from last year.

Management Response

The University will update tuition receivable accrual and adjust journal entries every month.

Unearned Tuition

Comment

During my current year-end audit procedures, I noted that Unearned Tuition account for the University's trial balance was not accurate. Therefore, I needed to recalculate unearned tuition amount to get correct amount, by comparing students records with tuition received.

Recommendation

I recommend that the University review students' time record, tuition received and recorded, and unearned tuition balance, if any, each month.

Management Response

The University will update student's record and adjust journal entries every month.
The University will continue to assess and strengthen internal controls to the extent possible. Some changes had already been made.

Payroll

Comment

During my current year-end audit procedure, I noted that payroll accounts were not properly reconciled on the University's trial balance. Therefore, I needed to classify the payroll to two different functional expenses, educational program services and supporting services, and then recalculate wage, payroll tax expenses, and payroll tax payable, by reviewing the University's quarterly payroll tax returns.

Recommendation

I recommended that the University reconcile payroll related accounts at least every quarter after filing its quarterly payroll tax return.

Management Response

The University will reconcile payroll related accounts after filing quarterly payroll tax returns.

The University will continue to assess and strengthen internal controls to the extent possible. Some changes had already been made.

The matters raised in this report are only those which came to my attention during the course of my audit and are not necessarily a comprehensive statement of all the weaknesses that exist or all improvements that might be made. Recommendations for improvements should be assessed by you for their full commercial impact before they are implemented. This report has been prepared solely for your use as directors and should not be quoted in whole or in part without my prior written consent. No responsibility to any third party is accepted as the report has not been prepared, and is not intended, for any other purpose.

E-2. Annual Auditor Approval

Leader: Audit Committee

Frequency: Winter

Format: Meeting, Report

Tools: OU Board Meeting Agenda/Minutes, OU Auditor Search Records

An annual auditor is approved and commissioned by the Board, usually at the January meeting. Oikos University Board and staff assessment of auditors are conducted annually in conjunction with audit approval and prospective new auditors undergo an interview process documented in OU Auditor Search Records. After much interview, we have selected Mr. Wangseock Song, Certified Public Accountant for conducting Annual Audit of Oikos University.

E-3. Budget – Annual Approval

Leader: Finance Committee

Frequency: May

Format: Meetings

Tools: Financial records, historical budgets, proposed budget, OU Budget Process Guideline

Annual budgeting occurs through the systematic process outlined in the “OU Budget Process Guideline.” The process includes advancement of a proposed budget to the Finance Committee during the winter Board meeting, a preliminary review at the Board meeting and/or

Executive Committee Meeting prior to the annual meeting, and approval of the Budget for the next fiscal year by vote during the annual meeting each May.

Annually approved budget is as follows:

The Budget committee has met together and submitted the budget for an approval at the stated board meeting for the total revenue of \$640,000 (tuition and fee: \$550,000; Contributions: \$45,000; Board Membership: \$45,000) and Expense (Instruction: 213,000; Teaching Site: \$30,000; Academic Support: \$46,000; Library Services: \$38,000; Administration: \$43,000; Institutional Support: \$37,000; Student Services: \$21,000; Scholarship: \$10,000; Public Services: \$2,000; Research: \$57,000; Operation and Maintenance: \$133,000; Other: \$10,000; Total: \$640,000).

E-4. Budget – Annual Review

Leader: Vice-President of Finance and Administration

Frequency: September

Format: Meetings, Reports

Tools: Audit, budget/enrollment/financial records, “OU Budget Process Guideline”

Following the annual budget approval based on preliminary estimates at the Annual Board meeting each spring, a revised budget is regularly presented to the Board for review and approval following the commencement of classes each fall. Adjustments are typically recommended based on actual vs. projected enrollment or other factors.

E-5. Budget – Income/Expense Reviews

Leader: Business Manager

Frequency: Monthly

Format: Reports

Tools: Budget, Income/Expense Report, Balance Sheet, web site

- OU conducts regular, ongoing reviews of bills, payments, receipts, and statements relative to the budget and relative to access, balance, projections, and stability.
- Individual income is processed and reported in accordance with sound financial practice.
- Payments are acknowledged with receipts and processed internally.
- Individual expenditures are processed and approved via proprietary check and balance process that includes Board and independent auditor oversight, separation of duties, documented coordination of processing, monthly reporting, and annual auditing.
- The Business Manager and/or director of Administration provide the President, Board Chair, Finance Committee Chair with regular detailed reports of all income, expenditures, and a balance sheet.
- The Board is provided with summary financial updates by the Director of Administration (or Finance Chair or President) at every meeting, and the detailed books and files are open for inspection by Board members at any time.
- The overall financial status of the University is reported regularly and publicly to all constituents via e-mail, online, and print.

E-6. Financial Records Review

Leader: Director of Business Administration *Frequency:* Annually

Format: Financial records

Tools: Bank statements, invoices, receipts

The Director of Business Administration works with CFO to conduct a monthly review of reconciliations of bank and investment accounts. Records of all financial activities each month are collected in a folder by the Business Manager, reviewed after the month's end by the Director of BA, signed and dated by the Director of BA, and then filed by year and month in the Finance Office cabinet. According to the "OU File Guide," approximately four years of records are kept accessible in active files, and older files that all together span a total of 7 years are kept on site.

E-7. Fundraising Events

Leader: President/Board

Frequency: Intermittent

Format: Banquet, dinner meeting

Tools: OU Banquet Reviews, OU Strategic Plan (SP), OU Fundraising Plan

The President works with the Board and staff to conduct regular fundraising events. OU typically alternates between sponsoring a large event banquet one year and then smaller dinners the next year. Events often include teams that help plan and conduct the events, and the Board follows up with individual assessments, Board meeting discussion, and strategy retreat discussions.

E-8. Fundraising Plan Review

Leader: President

Frequency: Annually

Format: Written plan

Tools: Budget, Event data, financial records, fundraising records, Board Strategy Retreat, Comprehensive Strategic Plan (CSP)

The President works with the Board and staff to create and present an annual fundraising plan and reviews progress at each Board meeting throughout the year. More in-depth analysis and planning typically occurs during Board Strategic Retreats.

E-9. Tuition/Fees Review

Leader: Business Manager

Frequency: Winter

Format: Research, Reports

Tools: Budget resources, comparison research, historical analysis

The Board Finance Committee works with the President, Director of Business Administration, Dean of Academics, and Business Manager to review and recommend tuition and fees for the budget. Board and staff periodically review data and trends from other organizations to determine if adjustments may be warranted. If so, the administration makes a proposal to the Board as part of the budgeting process.

F. Policies

F-1. Annual Review

Leader: Director of Business Administration *Frequency:* Annually, typically during the summer *Format:* Inspection, Report(s)

Tools: OU Policy Manual

The Director of Business Administration oversees maintenance of the Policies Manual (kept in both paper and electronic file formats) and administers a comprehensive review of all policies annually.

- Administrative edits to approved documents that require a Board vote are recommended to the Board, reviewed, and voted on prior to changing as needed.

- Administrative edits to approved documents that require Administrative or other personnel approval are recommended to the appropriate person(s), reviewed, and approved prior to changing as needed.
- Newly approved policies filtered up from various departments or added due to Board actions are immediately added to the policies manual.
- Outdated policies no longer needed are deleted from the latest Policies Manual, although records of all enacted, approved, and deleted policies are kept on file indefinitely.
- In conjunction with accreditation procedures, policies are thoroughly reviewed against accreditation standards and in accord with their schedules.

G. Publications

Assessment of OU publications and events is managed by the administration, with input from Board, faculty, staff, and other constituents. Copies of historical documents are kept on file in both print and digital formats. Staff, and sometimes others, are typically provided with paper or electronic copies of proposed publications for review and comment. Finalized versions with incorporated accepted edits and/or suggestions are then submitted to the President for approval, and some are further submitted to the Board for official approval. Outside feedback is routed back to leaders and producers for future reference. All projects are reviewed and assessed in conjunction with regular staff meetings, and major projects are reviewed during the annual Board of Trustees Strategy Retreat. Included in these discussions is feedback and results derived from participants, recipients, and respondents – as well as staff and Board members – in person or by e-mail, phone, social media, writing, etc.

Oikos Publications Review Record

Category	Publication	Reviewer	Review Date	Suggestions
Publications	Board Handbook	Board Chair, Board	6/30/2022	nomination score sheet added
	Policy Manual	Board Chair, President	6/30/2022	accepted as is
	Faculty Handbook	Dean of Academics	6/30/2022	accepted as is
	Academic Catalog	Dean of Academics	6/30/2022	update of academic schedule
	Student Handbook	Dean of Students	6/30/2022	accepted as is
	Administrative Handbook	President	6/30/2022	job description of dean of student was updated
	Library Handbook	Librarian	6/30/2022	accepted as is
	Website	IT Person	6/30/2022	updated one click student achievement

G-1. Board Handbook

Leader: Board Chair

Frequency: Winter

Format: Reading, Meeting

Tools: OU Board Handbook, latest Board Meeting Calendar and Financial summaries

The President and Board Chair review the Board of Trustees Handbook each December or so in preparation for inviting new prospects to consider joining the Board. Suggested document changes are tracked and mutually agreed upon, and the documents with references to noted changes are presented to the Board for approval at the January meeting.

After much review, The Board has recommended to add nomination scoring sheet to the board handbook. The Board has approved it.

G-2. Assessment Plan (AP)

Leader: President

Frequency: Winter

Format: Plan, retreat

Tools: OU Assessment Plan (AP), Board Strategy Retreat, Email

The President, Faculty, Staff, and IR work together to review and update the Assessment Plan on a regular basis. The collected, analyzed and disseminated plan is shared with multiple stakeholders for improvement.

Up to this year, we have focused more on student learning outcome assessment and evaluation of the board, faculty, staff and student satisfaction. However, we have added more area to assess such as board, finance, facilities, policy, publication, etc. The updated assessment content is added here.

G-3. Strategic Plan (SP)

Leader: President

Frequency: Winter

Format: Plan, retreat

Tools: OU Strategic Plan, Board Retreat, institutional records

The President, key staff, and Board leadership work together to review and update the CSP on a regular basis, specifically in conjunction with the Board Retreat held in the winter months. The updated plan is shared with Board and used as the outline for each year's retreat. Assessment of the plan occurs throughout the process of administrative staff and Board use and reviews.

Based on the assessment plan, strategic plan for 5 years has been updated. This strategic plan is tied to the five-year budget. Any and all data derived from annual evaluation and assessment was used to improve strategic plan.

G-4. Faculty Handbook

Leader: Faculty Association *Frequency:* Summer
Format: Reading, Meeting *Tools:* OU Faculty Handbook

The President, Dean of Academics, and select Board members, faculty, and staff have historically reviewed the Faculty Handbook. With the formation of the OU Faculty Senate, going forward, the FA will solicit input and present suggested changes to the Dean of Academics for review during the summer prior to the fall semester. Revised Faculty Handbooks are periodically distributed to the Board for review and approved by the Board as part of the handbook review process. Faculty Handbooks are made available to faculty members by email, digitally on the OU website, and in print if requested.

We have added career development for student as a part of job description of the dean of students for the year 2021-2022.

G-5. Library Handbook

Leader: Library
Frequency: Annually
Format: Individual review and comment
Tools: OU Library Handbook, OU Library Reports

The OU Library Handbook is reviewed annually by the Librarian and a suggested revised copy is shared with the President. A physical copy of the handbook is available in the Library and a digital copy is posted under “About – Resources” online.

Our librarian has updated library handbook addressing the change and updated information about library holding.

G-6. Policy Manual

Leader: Vice-President of Finance and Administration *Frequency:* Summer
Format: Reading, Meeting
Tools: Policy Manual, Board meeting minutes

Policies are reviewed on annual basis, typically each summer. Suggested edits are shared with the President and Board as relevant, any required votes are conducted, approved revisions are incorporated into the latest Policy Manual, and then posted under “About – Resources” online.

The board has accepted policy manual as it is.

G-7. Academic Catalog

Leader: Dean of Academics *Frequency:* Summer *Format:* Reading, Meeting *Tools:* OU Student Catalog

In conjunction with OU staff, faculty, the President, the Dean of Academics leads a review of the Student Catalog in preparation for the upcoming academic year. Suggested changes are reviewed and approved by the President and Dean of Academics and made available to students by the Office Manager at the beginning of each semester. The updated documents are distributed to the Board for review and approved regularly. Any necessary mid-year adjustments are incorporated into the documents with the President’s

approval, and the most recent versions uploaded and available online under “Academics – Student Catalog” and “About – Resources.”

Faculty meeting has reviewed and submitted the updated catalog to the Board for an approval. The Board has approved it.

G-8. Student Handbook

Leader: Dean of Academics

Frequency: Summer

Format: Reading, Meeting *Tools:* OU Student Handbook

In conjunction with OU staff, faculty, the President, the Dean of Academics leads a review of the Student Handbook in preparation for the upcoming academic year. Suggested changes are reviewed and approved by the President and Dean of Academics and made available to students by the Office Manager at the beginning of each semester. The updated documents are distributed to the Board for review and approved regularly. Any necessary mid-year adjustments are incorporated into the documents with the President’s approval, and the most recent versions uploaded and available online under “Academics – Student Handbook.”

Dean of student has reviewed and submitted the updated student handbook to the Board for an approval. The Board has approved it.

G-9. Administrative Handbook

Leader: President

Frequency: Ongoing

Format: Reading, Meeting

Tools: Online content, email,

Administrative handbook contains policy and implementation policy regarding staff, faculty and other persons to follow. The content undergoes constant scrutiny and feedback from many OU constituents, and updates are regularly and ongoing. New updated policies are often previewed by staff as well as commented on by viewers before it is submitted to the Board for an approval.

Director of Administration has reviewed and submitted the updated administrative handbook to the Board for an approval. The Board has approved it.

G-10. Other Publication such as website

Leader: President and Board

Frequency: Ongoing

Format: Reading, Meeting

Tools: Previously published website

OU President review it before it is published on website. Also, the board is to review the website for its accuracy and adequacy before it is updated or published. Dean of Academics review its program section, Board reviews its policies and dean of students also review the list of services. Dean of Academics also check and review online link to verify its accuracy.

- Drafts are produced, previewed, reviewed, and further edited and refined with input from team members and OU leaders.
- The President provides administrative approval of OU productions and publications, and the Board affirms approval of key documents (catalog, handbooks, and manuals) before it is uploaded in our website.
- Post-publication reviews include student feedback from course content, and user and viewer feedback from other content.
- Summary feedback is shared with the communications team and provided to the Board during regular meetings and as part of the Strategy Retreat.
- Collective and specific assessments are factored into the development of future productions and publications.

H. Student Services

H-1. Survey

Leader: Dean of Academics

Frequency: Bi-annual

Format: Meetings, Staff Retreat *Tools:* OU Student survey

- OU students complete a bi-annual “OU Student Satisfaction Survey” (see Appendix). The survey includes questions related to OU academics, facilities and equipment, finances, personnel, learning resources, and student services.
- Aggregate results from the surveys are shared and discussed among appropriate constituencies, as well as with the Board and staff.
- Resultant action plans, goals, or revisions, as well as progress assessments, are noted in conjunction with the Staff and Board retreats each year.

Student Satisfaction Survey was conducted every other year. We have noted this in student section in the assessment plan which is the early part of this document.

H-2 SWOT Analysis

Leader: IR Director

Frequency: Annually

Format: Survey to faculty, student, board, staff and alumni

IR Office regularly conduct survey to multiple stakeholders asking strength, weakness, opportunity, and threat. Whereas student satisfaction survey asks about with designated question with limited area, surveyed with SWOT analysis can write about any subject of their interest. There is potential positivity and negativity. But SWOT can be very useful to collect, analysis and disseminate as a supplement to other assessment.

For the academic year 2021-2022, we have collected about 10 of them. We have shared that information to multiple offices such as faculty, staff, board and student whereby we can use it to change and improve anything. For the strength and opportunity, we can close the loop. But for weakness and threat, we can use it to give consideration and make some change or improvement.

Accordingly, the faculty agreed to review our scholarship policy and see if we can announce it every year to make sure that our policy is accurate and qualified students can apply. There is comparison between our institution and neighboring state college. We are small institution but with clear mission to reach out and educate students. We need to work on branding our school. There is request for elective courses and more option for students to take. We decided to bring this to our annual curriculum meeting to review. It seems that students and faculty struggle during COVID 19. Therefore, we applied for distance education and developed the platform. Now, students are very satisfied with it. Just as many students want career advising and some arrangement to develop that area. Dean of Students was appointed to help and prepare students career advising. International students struggle to get a job after the graduation. So, our international department and Dean of Students agreed to work together to help and support. We have some concern about declining student enrollment. Therefore, the Board assigned additional budget to proactively work on increasing student enrollment in general and music and business in particular.

SWOT Analysis
Oikos University (2021-2022)

SWOT is an acronym for institution's strength, weakness, opportunities, and threat. Completing a SWOT analysis regarding Oikos University provides insight into areas of focus during a strategic planning process. Write you honest opinion about strength, weakness, opportunities, and threat of Oikos University, its program, service, or anything.

Check (x)

Board Staff Faculty Student Alumni Prospective Student

<p>Strength</p> <ol style="list-style-type: none"> 1. School is under strong leadership by the president who continues to bring new bright ideas of ongoing development and expands upgrades the quality of the school. 2. Staff can assist the idea of the president and bring more resources from the outside of the school realm. 3: Board is consisted with members who had been faithfully stable for a long period of time and willing to dedicate to support the school in any circumstances. 4: Faculty & staff members are hardworking and willing to go extra miles in time of need. 	<p>Weakness</p> <p>No weakness observed.</p>
<p>Opportunity</p> <ol style="list-style-type: none"> 1. School Church has been brainstorming to help school in many ways such as scholarship program to boost recruiting students and creating activity to advertise school to the public. 2: School Alumni Association is sharing conversation through online. In the near future, we will be able to support school with Alumni Fund to help unfortunate students. 	<p>Threat</p> <p>No threat visible.</p>

SWOT Analysis

Oikos University (2021-2022)

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Check (x)

Board Staff Faculty Student Alumni Prospective Student

<p>Strength</p> <ol style="list-style-type: none"> 1. Reasonable school management 2. Overall plan and promotion for school development (planning and analysis) 3. Smooth cooperation and coordination with the board and school staff 	<p>Weakness</p> <ol style="list-style-type: none"> 1. Activities for financial support 2. Welfare of School staff and support of professors 3. Recruitment of new board members and fundraising
<p>Opportunity</p> <ol style="list-style-type: none"> 1. Rather than focusing on Theology department, we want to open new departments to expand the options for students (e.g., Music,Atrs, MBA, etc.) 2. Promote the school widely to provide quality education to many students and attract more prospective students 	<p>Threat</p> <ol style="list-style-type: none"> 1. Major universities that attract more candidates 2. Decreasing international/study abroad students due to global economic crisis

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Check (x)

Board ___ Staff x Faculty ___ Student ___ Alumni ___ Prospective Student ___

<p>Strength</p> <ol style="list-style-type: none"> 1. As Oikos is a Christian institution, the school can provide the foundation of Christian basics to all students regardless of their major. 2. Strong ties between faculty/staff and students. The faculty/staff is easy to access and ready to help the students. 3. Availability of online courses which can expand student population not limited to the US, but to worldwide. 4. Board members are dedicated to support the school. 	<p>Weakness</p> <ol style="list-style-type: none"> 1. As a small school, it is hard to provide courses of diverse discipline and introduce most current educational trends. 2. Small number of student enrollment. 3. Some cultural barrier between students, student-faculty and faculty-administration.
<p>Opportunity</p> <ol style="list-style-type: none"> 1. Online education to recruit students from all over the world. 2. Administration/management work is being more efficient and effective using online platform. 3. The school can provide an opportunity for missionary work to students from non-Christian background. 	<p>Threat</p> <ol style="list-style-type: none"> 1. Foreign students are hard to apply after the COVID-19 outbreak. 2. Limited campus space – it's not big enough to facilitate a big event, such as faculty concert, which can attract people from neighboring communities. The school must rent outside venues to hold such an event. 3. It's not easy for most international students to find a job in the US after finishing their study because of the visa status.

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Check (x)

Board ___ Staff x Faculty ___ Student ___ Alumni ___ Prospective Student ___

<p>Strength</p> <ol style="list-style-type: none"> 1. Oikos is an accredited school. 2. Dedicated board/faculty members who have been serving/working faithfully 3. Affordable tuition, comparing to other private institutions in the US 4. Willingness of faculty/staff to help students' needs 	<p>Weakness</p> <ol style="list-style-type: none"> 1. The school does not offer financial aids 2. Networking effort for current students, graduates and prospective students is not well built. 3. Number of student enrollment is still low.
<p>Opportunity</p> <ol style="list-style-type: none"> 1. Possibility of expanding student recruitment through online education 2. Availability of pursuing the next level of study as the school offers bachelor's, master's and doctorate degrees in all three departments 3. Development of social network using school website and other social media 	<p>Threat</p> <ol style="list-style-type: none"> 1. Social and economic issues around the world as well as in the US make it harder for international students to apply for higher education. 2. Maintaining high educational standard requires lots of work – in the areas of planning, faculty development, academic assessment and financial support.

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Check (x)

Board ___ Staff ___ Faculty x Student ___ Alumni ___ Prospective Student ___

<p>Strength</p> <ol style="list-style-type: none"> 1. Oikos University has various cultural values. 2. There is a strong relationship between professors and students. 3. Oikos University is located near the freeway. Therefore, transportation is convenient. 4. Online classes help overcome the limitations of in-person classes. 	<p>Weakness</p> <ol style="list-style-type: none"> 1. Interdisciplinary communication is required. 2. Students need advice on career after graduation. 3. Understanding is needed between students and professors from different cultures.
<p>Opportunity</p> <ol style="list-style-type: none"> 1. The intimacy between the professor and the students has an immediate response to the students' concerns. 2. Diverse cultures can harmonize to broaden the understanding of living togetherness. 3. Online programs can increase the effectiveness of classes. 	<p>Threat</p> <ol style="list-style-type: none"> 1. Conflicts can arise without an understanding of different cultures. 2. A decrease in the number of students can reduce the quality of instruction. 3. Students need facilities that can be used outside of class.

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Strength	Weakness
<p>1. Online. I will limit my response to our business program. One major strength of our business program is that it is taught online using Zoom and Populi. The two tools enable Oikos University's business program to reach anyone, anywhere in the world. Currently, there are two students who are in Japan, one student who is in Hawaii, and two who are in Sacramento, CA. If our program was limited to in-person classes, we would have five less students.</p> <p>2. Flexibility. Being online allows for flexibility. The students come from all sorts of backgrounds and situations. Although all students are required to attend classes at certain times, under certain special circumstances, we can offer flexibility.</p> <p>3. Value. I believe we offer an incredible economic value to our students. But even more importantly, we are able to incorporate our Christian values into our business teaching so that our students will be encouraged to turn to our Lord Jesus.</p>	<p>1. Campus. Unlike many larger universities, Oikos lacks a large campus that can accommodate hundreds of students at once. But at the same time, Oikos University is not burdened with such a heavy load.</p>
Opportunity	Threat
<p>1. Worldwide. By taking advantage of current technologies (Zoom, Populi), Oikos University can reach potential students residing in any country.</p> <p>2. Crossroads. By encouraging students from all backgrounds and experiences to incorporate Christian principles and values into our work, Oikos University has an important opportunity to change how we view and value work from the point of view of our Lord Jesus.</p>	<p>1. Provincialism. International students and students in general bring a variety of life experiences and viewpoints to the study and application of business administration. To place limits on the methods of study, the places of study, and the time of study is to limit the potential for learning. Instead of looking back to how things have been done, to be more effective and efficient in our mission to equip future business leaders with the mind and heart of our Lord Jesus, we must look forward and find new and better ways.</p>

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Check (x)

Board ___ Staff ___ Faculty X Student ___ Alumni ___ Prospective Student ___

Strength	Weakness
<ol style="list-style-type: none">1. Faith formation2. Committed faculty3. Accessibility of digital library resources	<ol style="list-style-type: none">1. Lack of academic motivation2. Lack of elective courses3. Lack of field education
Opportunity	Threat
<ol style="list-style-type: none">1. Availability of online flatform (Populi)2. Conducting data analysis3. Competitive tultion	<ol style="list-style-type: none">1. Declining enrollment2. Economic crisis3. Lack of reputation

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Check (x)

Board ___ Staff ___ Faculty ___ Student ___* Alumni ___ Prospective Student ___

<p>Strength</p> <ol style="list-style-type: none"> 1. There have a worship time 2. Professor explains well 3. Simultaneous online and offline classes 	<p>Weakness</p> <ol style="list-style-type: none"> 1. No variety of liberal arts subjects 2. Low number of students 3. No Korean class
<p>Opportunity</p> <ol style="list-style-type: none"> 1. Can focus on Christian studies 2. Worship time All A students participate 3. Graduation possible with 1 day a week class 	<p>Threat</p> <ol style="list-style-type: none"> 1. Needs more basic study of the Old and New Testaments 2. Lack of school facilities 3. Requires latest version of Christian books

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Check (x)

Board ___ Staff ___ Faculty ___ Student X Alumni ___ Prospective Student ___

Strength	Weakness
<ol style="list-style-type: none"> 1. The school consists of faculty members from various fields of theology. 2. Most faculty members speak more than one language. 3. All faculty members have excellent skills and have diverse experiences. 4. The school has built a well-established online platform to enable online and offline classes. 5. The school continues to strive to expand. (Local orchestra activities by professors of music colleges, etc.) 	<ol style="list-style-type: none"> 1. Compared to other universities, the number of students is not large, so the opportunities for various activities and experiences among students are insufficient. 2. Networks with graduates are not well formed.
Opportunity	Threat
<ol style="list-style-type: none"> 1. Some of the faculty are also involved in pastoral and other social activities, so students can learn real-world stories. 2. Faculty members have diverse social networks and can help students in various ways in their careers. 3. There are various departments such as theology, business administration, and music school within the school, so students can easily transfer to other programs according to their needs. 	<ol style="list-style-type: none"> 1. Compared to other universities, the financial portion of tuition fees seems to be higher. 2. In order for a school to grow, it requires a lot of investment, but securing financial resources does not seem easy.

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Check (x)

Board ___ Staff ___ Faculty ___ Student ___ Alumni v Prospective Student ___

<p>Strength</p> <ol style="list-style-type: none"> 1. The location: Oikos is conveniently located in the heart of Bay Area 2. The Curriculum: Students can complete their courses with well-planned class schedules and guidance from faculty and staff. 3. Instructors: They are very sincere, intellectual and willing to help the students. 	<p>Weakness</p> <ol style="list-style-type: none"> 1. Student government: They are not very active. 2. Alumni organization: There is one, but not very active in connecting and communicating with the graduates.
<p>Opportunity</p> <ol style="list-style-type: none"> 1. Students' diversity: Students from many different countries and ethnic backgrounds 2. Having chapel with all other students once a week 3. Online education: Students can take classes at home 	<p>Threat</p> <ol style="list-style-type: none"> 1. Small school: There are many prominent colleges, both public and private, in the area and it's hard to compete with them. 2. Some international students had to give up their study during the pandemic.

H-3. Retention, Graduation, Job Placement and Completion Rate

Leader: IR Director

Frequency: Annually

Format: Meetings Tools: Student Data

IR Continues to collect, analyze and disseminate student achievement data such as retention rate, graduation rate, job placement rate and completion rate.

Student Retention Rate

	2019-2020	2020-2021	2021-2022
BABS	92.3% (12/13)	100% (4/4)	100% (7/7)
BABA	100% (2/2)	66.7% (2/3)	N/A
BM	100% (1/1)	N/A	N/A
MDiv	100% (1/1)	100% (4/4)	75% (3/4)
MBA	N/A	66.7% (2/3)	N/A
MM	100% (2/2)	N/A	100%(1/1)
D.Min	100% (3/3)	33.3 % (1/3)	N/A
DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	95.5% (21/22)	77.8% (14/18)	91.7%(11/12)

Student Graduation Rate

	2019-2020	2020-2021	2021-2022
BABS	100% (5/5)	75% (6/8)	33%(3/9)
BABA	N/A	N/A	N/A
BM	N/A	N/A	N/A
MDiv	100% (1/1)	38.5% (5/13)	40%(2/5)
MBA	N/A	N/A	N/A
MM	100% (1/1)	100% (1/1)	N/A
D.Min	50% (1/2)	50% (1/2)	N/A
DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	89% (8/9)	54.2% (13/24)	29%(5/17)

Job Placement Rate

	2019-2020	2020-2021	2021-2022
BABS	80% (4/5)	83.3% (5/6)	N/A
BABA	N/A	N/A	N/A
BM	N/A	N/A	N/A
M.Div	100% (1/1)	100% (3/3)	50%(1/2)
MBA	N/A	N/A	N/A
MM	100% (1/1)	100% (1/1)	N/A
D.Min	50% (1/2)	100% (1/1)	N/A

DBA	N/A	N/A	N/A
DMA	N/A	N/A	N/A
Campus Total	77.8% (7/9)	90.9% (10/11)	50%(1/2)

Course Completion Rate
Spring 2021 to Spring 2022
(Credit Earned/Credit Attempted)

Program	Spring 2021	Fall 2021	Spring 2022
BABS	100% (735/735)	92.4% (451/488)	91.5% (433/473)
BABA	100% (60/60)	100% (72/72)	100% (45/45)
M.Div	100% (159.5/159.5)	80.8% (217/268.5)	97% (197/203)
MM	100% (10/10)	100% (3/3)	100% (3/3)
MBA	100% (18/18)	100% (18/18)	100% (18/18)
D.Min	100% (40/40)	100% (18/18)	100% (16/16)
Total	100% (1181.5/1181.5)	89.6% (761/849.5)	94.3% (712/755)

Highlight of the changes made to the Strategic Plan through the Assessment Plan, 2021-2022:

Using the analyzed result of annual assessment, Oikos University has suggested that changes in these areas are made. Accordingly, the Board has approved it and they are reflected in the strategic plan.

1. To offer annual board retreat for improving its effectiveness and allocated budget of \$1,500,
2. To hire GE faculty \$2,000 to fulfill GE PLO2,
3. To purchase computer and make copy machine available for library (\$2,500),
4. To conduct program review annually and allocated budget \$1,000 for each program,
5. To offer faculty retreat for faculty development and allocated \$1,500,
6. To offer career advising for students by the Dean of Students,
7. To offer training for faculty who is assigned to teach distance education courses.
8. To use social media and other means to grow student body in the program of music and business and allocated budget of \$2,500

Highlight of the summary of assessment activities and changes made as a result, 2021-2022:

1. We have required each faculty in GE and Degree Program indicate CLOs in alignment with ILOs and PLOs in Syllabus.
2. We have hired additional GE faculty to offer ILO2 (GE-PLO3) category in general and mathematic class in particular to fulfill institutional learning outcome level.
3. We have suggested that the faculty of biblical languages in M.Div program use multiple methods to assess student learning and allow difference learning style among students.
4. BABS program faculty review current PLOs and give more thought to reduce the number of classes in PLO1 or divide PLO1 into several PLO so that classes not are dominated in one PLO over against other PLO2 through PLO5.
5. Dean of Academics review faculty's prior teaching experience to screen their ability at the time of hiring and provide faculty with adequate training for online teaching.