

# Assessment Plan

Oikos University

2023-2024

(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.



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*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.*

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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 a completing a successful self-study and being evaluated by an on-site evaluation team.

2023 - Oikos University has granted an approval of newly proposed programs by the TRACS: MFA and PhD in Intercultural Studies.

2024 - Oikos University plans in place to submit a newly proposed program of MSAcHM.



## 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  
the Doctor of Business Administration  
the Master of Fine Arts  
and the Doctor of Philosophy in Intercultural Studies

### **Bachelor of Arts in Biblical Studies**

The educational objectives of the Bachelor Arts in Biblical Studies program are for preparing students to enter 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:

- PLO1 Apply ethical and legal principles to a business environment.
- PLO2 Conduct independent research relevant to business-related issues.
- PLO3 Demonstrate written and oral presentation skills expected of a business-school graduate.
- PLO4 Develop a global business perspective based on the knowledge of foreign business environments and cultures.
- PLO5 Integrate the knowledge acquired in the program within a life of Christian service to the local and global community.

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

The Master of Business Administration is designed for professionals whose career and management responsibilities exceed a single functional specialty, and who require higher levels of knowledge and skills in the field to sharpen their competency spectrum.

#### Objectives- Program Learning Outcomes

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

- PLO1 Demonstrate the ability to analyze the evolving nature of corporation.
- PLO2 Practice managerial leadership and organizational change.
- PLO3 Determine and measure an organization's intellectual assets.
- PLO4 Identify how product development merges with entrepreneurship.
- PLO5 Foster new approaches to measuring the economic performance of organizations.
- PLO6 Demonstrate the ability to manage and administer a business organization with a clear embodiment of ethics in his/her business practices.
- PLO7 Integrate Biblical and Theological Perspectives in Business and Administration.

### **Doctor of Business Administration (DBA)**

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

#### Objectives- Program Learning Outcomes

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

- PLO1. 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.
- PLO2. Articulate a philosophy of management based upon the integration of empirical, historical, and social science research.
- PLO3. Cultivate personal values, integrity, and ethical behavior and to develop a values-centered leadership perspectives and philosophies which cultivate a culture of continuous improvement.
- PLO4. 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.
- PLO5. 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.

PLO6. 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.

### **Master of Fine Arts (MFA)**

The MFA in Visual Art program at Oikos University is designed as a graduate level program providing students with advanced training in various artistic disciplines. The program takes at least two years to complete and is designed to educate students to refine their artistic skills and develop a strong artistic work and communicate its underlying ideas.

#### Objectives- Program Learning Outcomes

Upon completion of the MFA in Visual Arts, students will be able to:

PLO1. Demonstrate a critical knowledge of art, theory, artist, and history in various disciplines

PLO2. Demonstrate an advanced level of independent research skill and method

PLO3. Demonstrate an ability to produce creative art and articulate its underlying idea, concept, and philosophy

PLO4. Integrate a Christian faith and contribute to the field of visual arts and sever the community through artistic activities and/or professional works.

### **Doctor of Philosophy in Intercultural Studies (PhD)**

The PhD in Intercultural Studies represents the highest academic credential in the study of mission. PhD in Intercultural studies is designed to educate graduates for careers paths in a diverse cross-cultural setting and provide students with excellent opportunity to make a contribution to the field of missiology.

#### Objectives- Program Learning Outcomes

Upon completing the requirements for the PhD in Intercultural Studies, students will be able to:

PLO1. demonstrate a mastery of the major issues, theories, and literatures in the field of sociology, anthropology, and intercultural studies.

PLO2. demonstrate advanced and engaging knowledge in the field of intercultural studies to publish independent research and presentation.

PLO3. demonstrate superb knowledge of the Bible both critically and faithfully to communicate with culturally diverse communities.

PLO4. demonstrate an effective methodology or a study or research and contribute to the field of intercultural studies through scholarly activities and/or professional works.

### **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 | <b>Revision<br/>(Revision and Budgeting)</b>  | President, Deans, Faculty, Administrators,<br>Committees      |
| 5 | <b>Action Plan</b>                            | President, Deans, Faculty, Staff, and Students,<br>Committees |
| 6 | <b>Review/Feedback<br/>(Closing the Loop)</b> | 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   |
|--------------------------------------|--|---|
| <b>Academic and Student Learning</b> |  |   |
| <b>Institutional Level</b>           | <ul style="list-style-type: none"> <li>• Institutional Objective Evaluation</li> <li>• Institutional Learning Outcomes Assessment</li> <li>• Benchmarking TRACS Statistical Report</li> <li>• Exit Survey</li> <li>• Employer Survey</li> <li>• Student Success Indicators (retention, graduation, completion, and job placement rate)</li> <li>• GE Student Learning Outcomes Review</li> </ul> | <ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Peer Review</li> <li>• Mission Statement Survey</li> <li>• Student Satisfaction Inventory</li> </ul>  |
| <b>Program Level</b>                 | <ul style="list-style-type: none"> <li>• Data Based Academic Assessment</li> <li>• Program Review</li> <li>• Program Level Learning Outcome Assessment</li> <li>• Benchmarking TRACS Statistical Report</li> <li>• Bible and Theology Classes</li> <li>• Capstone Course</li> </ul>  | <ul style="list-style-type: none"> <li>• Course Evaluation</li> <li>• Annual Faculty Evaluation</li> <li>• Peer Review</li> <li>• Employer Survey</li> <li>• Community Service Survey</li> <li>• Alumni Survey</li> </ul> |



|                                 |  |  |
|---------------------------------|--|--|
| <b>Class Level</b>              | <ul style="list-style-type: none"> <li>• Class Level Learning Outcomes Assessment</li> <li>• “Business Ethics” Course Signature Assignment</li> <li>• Portfolio Checklist</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty Report on Graduating Students</li> </ul>  |
| <b>Co-Curricular</b>            | <ul style="list-style-type: none"> <li>• Chapel Survey</li> <li>• Faculty Advising Log</li> </ul>  | <ul style="list-style-type: none"> <li>• Community Service Survey</li> </ul>   |
| <b>Non-Academic</b>             |  |  |
| <b>Board</b>                    | <ul style="list-style-type: none"> <li>• Annual Board Evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |
| <b>President</b>                | <ul style="list-style-type: none"> <li>• Annual President Evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |
| <b>Faculty</b>                  | <ul style="list-style-type: none"> <li>• Annual Faculty Evaluation</li> <li>• Peer Review</li> <li>• Course Evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |
| <b>Staff</b>                    | <ul style="list-style-type: none"> <li>• Annual Staff Evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |
| <b>Covenantal</b>               | <ul style="list-style-type: none"> <li>• Conflict of Interest Policy</li> <li>• Mission Statement Policy</li> </ul>  | <ul style="list-style-type: none"> <li>• Annual Contract Review</li> </ul>   |
| <b>Events</b>                   | <ul style="list-style-type: none"> <li>• Community Survey</li> </ul>   | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |
| <b>Facilities and Equipment</b> | <ul style="list-style-type: none"> <li>• Inspection Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Drill Survey</li> <li>•</li> </ul>  |
| <b>Finances</b>                 | <ul style="list-style-type: none"> <li>• Audited Financial Statement</li> <li>• Debt to Asset Ratio</li> </ul>   | <ul style="list-style-type: none"> <li>• Income and Inspection Review</li> <li>• Annual Budget Review</li> </ul>   |
| <b>Policies</b>                 | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Policies Evaluation</li> </ul>  |
| <b>Publications</b>             | <ul style="list-style-type: none"> <li>• Annual Publication Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Board Handbook Review</li> <li>• Catalog Review</li> <li>• Faculty Handbook Review</li> <li>• Policy Manual Review</li> <li>• Student Handbook Review</li> <li>• Library Handbook Review</li> <li>• Administrative Handbook Review</li> </ul> |
| <b>Student Services</b>         | <ul style="list-style-type: none"> <li>• Student Satisfaction Inventory</li> </ul>   | <ul style="list-style-type: none"> <li>• Knowledge Survey</li> </ul>   |

## 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                              |
|-------------------------------------|------------------------------|-------------------------------|--|
| <b>I. Overall Assessment</b>        |                              |                               |  |
| Assessment Plan                     | 1. Administrative Review     | President                     | May-June                               |
|                                     | 1. Board Review and Approval | Board Chair                   | May-June                               |
| <b>II. Academic Assessment</b>      |                              |                               |  |
| 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                               |
| <b>III. Non-Academic Assessment</b> |                              |                               |  |
| 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 (2023-2024)

#### 1. Administrative Review

*Leader:* President

*Frequency:* May

*Format:* Private reviews, meetings

*Tools:* OU Assessment Plan, Email, Review Tools

Throughout the academic year of 2023-2024, Oikos University President, Board, and IR director had series of meeting and shared the previous assessment plan, 2022-2023 in preparation for the assessment plan, 2023-2024 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. Oikos University continues 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 2023 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 of 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-Sprinjng 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, 2023-2024, we have engaged total of 28 under-graduate classes (Fall 2023-14; Spring 2024-14) and total of 50 graduate classes we have offered. So, we collected, analyzed and disseminated analyzed SLOs of 78 classes we have offered. And we have engaged each of part-time faculty and full-time faculty to assess student learning using assessment tools and scoring rubrics that they stipulated in their syllabus and collected student learning at the end of the classes. Each of faculty in different degree program was deeply involved in the process. We have reviewed each of faculty's syllabus addressing their learning outcome at class level is aligned well 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 at all levels. 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 date 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 | Introduce Develop Master | Weight (%) | # of Obs | PLO1 |   |   |   | PLO2 |   |   |   | PLO3 |   |   |   |
|---------|-------------|--------------------------|------------|----------|------|---|---|---|------|---|---|---|------|---|---|---|
|         |             |                          |            |          | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| MATH101 | Project1    | I                        | 30         | 5        | 1    | 2 | 0 | 2 |      |   |   |   | 1    | 2 | 0 | 2 |
|         | Mid Exam    | I                        | 10         | 6        |      |   |   |   | 0    | 3 | 0 | 3 |      |   |   |   |
|         | Final Exam  | D                        | 25         | 6        | 2    | 2 | 1 | 1 |      |   |   |   |      |   |   |   |

**Figure 3:** The example shows the MATH101 class has three signature assignments which are Project1, Mid Exam, and Final Exam. The Project1 carries 30% weight in the class (the percentage is in the course syllabus) and 5 students submitted the project. The distribution of the score is one student earned a 1 score, two students earned a 2 score, and two students earned a 4 score.

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<br>L<br>O            | P<br>L<br>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 previous 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 2023-2024 and Observation of GE**

In the year fall 2023-spring 2024, we have collected total of 78 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 2023     | Spring 2024   | Fall 2023 | Spring 2024 |       |
| GE    | 5             | 4             |           |             | 9     |
| BABA  | 3             | 2             |           |             | 5     |
| BABS  | 6             | 7             |           |             | 13    |
| MDiv  |               |               | 8         | 7           | 15    |
| MM    |               |               | 5         | 1           | 6     |
| MBA   |               |               | 3         | 5           | 8     |
| DBA   |               |               | 12        | 10          | 22    |
| DMin  |               |               | 2         | 0           | 2     |
| Total | 14            | 13            | 30        | 23          | 80    |

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 |
|-------------------------------------|------------------------|--------------------------|--------------------|-----------------|--------------------------|---------------------------------|
| BS110 General Biology               |                        |                          |                    |                 |                          | 3.2                             |
| ENG101 English Composition          |                        |                          | 3.6                |                 |                          |                                 |
| ENG101 English Composition          |                        |                          | 3.3                |                 |                          |                                 |
| HUM101 Human Growth and Development |                        |                          |                    | 3.4             |                          |                                 |
| PHL212 Intro to Ethics              | 2.9                    |                          |                    |                 |                          |                                 |
| ENG102 English Literature           |                        |                          |                    | 3.8             |                          |                                 |
| ENG102 English Literature           |                        |                          |                    | 2.9             |                          |                                 |
| MATH101 College Mathematics         |                        | 3.4                      |                    |                 |                          |                                 |
| PSY205 Intro to Psychology          |                        |                          |                    |                 | 3.4                      |                                 |

Student enrolled in each of class range from 5 to 20 students for undergraduate classes. The average size of classes is 15 and large size class is student enrollment of 23 which is introduction to ethics. 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 entire ILOs that is 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 ILO1. 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, the past GE assessment shows that students perform well in the area of ILO2, ILO3, and ILO4 whereas ILO1 and ILO6 were relatively low. In the most recent 2023 and 2024 academic year, we

have offered a greater number of classes in communication and humanities. The majority of students are made up of international students whose language is other than English for their mother tongue. This may have been the reasons that we offer more classes in ILO3 and ILO4.

In order to improve the student performance in ILO1, some suggestion was made if faculty can allow different styles of learning or help with students at a risk. Also, suggestion was made if the faculty can offer summary or prep session prior to the mid-term and final. Dean of Academics agreed to monitor some of the class where student show relatively low performance in student learning outcome assessment. Yet, the assessment of entire GE SLOs shows that the SLO at GE class level shows that student perform is way above the baseline and their performance is well-rounded in each of area of student learning outcome.

However, one should note that ILO3 and ILO4 were offer more than all of the rest ILOs combined. So, we should allocate class in a more balanced manner in the year to come. 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.

### 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 |
|------------------------------|----------------------------------|----------------------------------|---|----------------------------------|------------------------|
| ACC103 Managerial Accounting | 3.6                              |                                  |   |                                  |                        |
| MUEN132 Chapel/Hymnody       |                                  |                                  |   |                                  | 2.7                    |
| OT101 Survey to OT           |                                  |                                  |   |                                  | 2.6                    |
| FIN201 Corporate Finance     |                                  | 3.7                              |   |                                  |                        |
| MUEN132 Chapel/Hymnody       |                                  |                                  |   |                                  | 3.7                    |

Compared to the 2022-2023 academic year, we ended up offering less core business course. This is due to the fact that we offered more core and elective courses previously year and students at BABA who just entered the program had to take more GE classes before they take core and elective business courses. Therefore, we did not offer the number of classes that may address each of PLOs of BABA program. Also, this is the area that we need to allocate more budget to offer classes in PLO3 and PLO4. Also, the large number of classes were offered in GE and graduate program like MBA. So, being a small institution, we should find a way to combine some classes of BABA and MBA whereas their core goal, objective and level are different, but the faculty can offer two classes in combined format. BABA students scores way above baseline in PLO1 and PPLO2. And PLO3 and PLO4 we did not offer classes. This will go to the action plan of this year's assessment so that we offer well-balanced classes in the next academic year and allocate the budget to do so. Given the availability of GE and theology classes, two classes of business may be sufficient for newly admitted students. But this is a growing edge, and we need to allocate budget.

#### 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 |
|------------|---|--|--|-----------------------------|-----------------------|
|            |   |  |  |                             |                       |

|                                   |      |     |     |     |     |
|-----------------------------------|------|-----|-----|-----|-----|
| CE301 Christian Education         |      |     |     |     | 3.6 |
| GK101 New Testament Greek I       | 3.3. |     |     |     |     |
| MUEN132 Chapel/Hymnody            |      |     |     | 3.8 |     |
| OT101 Survey to OT                | 3.4  |     |     |     |     |
| OT305 The Pentateuch              | 3.4  |     |     |     |     |
| PRS201 Christian Spirituality     |      |     | 3.5 |     |     |
| MUEN132                           |      |     |     | 3.4 |     |
| NT101 Survey to NT                | 3.3  |     |     |     |     |
| NT205 Life and Teaching of Christ |      | 3.6 |     |     |     |
| NT324 Galatians                   |      | 3.7 |     |     |     |
| OT305 The Pentateuch              | 3.7  |     |     |     |     |
| PSY206 Psychology of Religion     |      |     |     |     | 3.4 |
| THE301 Christian Doctrine I       |      | 3.4 |     |     |     |

BABS program is the flagship of our university. More number of students are enrolled in our BABS program. As always, students are very motivated. As such, students performed well in each of PLOs ranging from biblical study to doctrinal courses and spiritual program to Christian commitment and ethics. It's because a lot of students are already involved in their ministry. And we have reputation among Christian communities in the region. The most of our students in BABS's performance are way above the baseline of 2.0 out of 4.0 scales. They have shown well-rounded performances in each of PLO1-PLO5. We have to celebrate as this is the king of student performance. But one thing we need to think about is that we offer twice number of classes in PLO1 and PLOs compared to PLO3 through PLO5. Either we need to allocate more classes in PLO1-PLO5 or we need to adjust our class number in PLO1 and PLO2. Or it is not well-balanced in each of PLOs or number of allocation of classes

### 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 |
|---|--|---------------------------|-------------------------------------|-------------------------------------|---|
| ED415 Church Administration                   |  |                           |                                     |                                     | 3.9   |
| GK102 New Testament Greek II                  | 3.7  |                           |                                     |                                     |   |
| HIS415 History of Renaissance and Reformation |  | 3.4                       |                                     |                                     |   |
| MUCH380 Praise and Worship                    |  |                           |                                     | 3.4                                 |   |
| NT301 Intro to NT                             | 3.6  |                           |                                     |                                     |   |
| NT401 Pauline Theology                        | 3.8  |                           |                                     |                                     |   |
| THE402 Systematic Theology II                 |  | 3.6                       |                                     |                                     |   |
| THE426 Contemporary Theology II               |  |                           | 3.7                                 |                                     |   |
| ED415 Church Administration                   |  |                           |                                     |                                     | 3.8   |

|                                |     |     |  |     |     |
|--------------------------------|-----|-----|--|-----|-----|
| HIS402 Medieval Church History |     | 3.7 |  |     |     |
| MUCH380 Praise and Worship     |     |     |  | 3.8 |     |
| PRA410 Homiletics              | 3.7 |     |  |     |     |
| PRA415 Practical Counseling    |     |     |  |     | 3.7 |
| THE425 Contemporary Theology I |     | 3.8 |  |     |     |
| THE511 Biblical Theology I     | 3.4 |     |  |     |     |

Oikos University is a Christian institution that has started with theological program in seminary type in the beginning and we considered M.Div program as a flagship of our institution. According to the data analysis of our 2023-2024 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. Students perform well in each area of learning outcomes.

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, PLO3 was offered only 1 class compared to the other classes that are offered under different category of PLOs. PLO3 has to do with mission and cultural diversity. Faculty came together last year (2022-2023) to discuss why class in PLO3 was not offered enough and if PLO3 is essential part of M.Div program curriculum. So, we decided to offer a greater number of classes to be offered. But since the student number stays the same and we didn't do that. This is in part because we require some bible/theology class for other degree program. So, bible and theology are more required whereas mission and culture section is not required. However, since we have this issue for second year in a row, we put this as one of the action plans to acquire budget and offer well-balanced classes in each PLOs.

### A-3-4 Master of Business Administration

| class/PLO                        | PLO1 nature of corporation | PLO2 leadership and organization change | PLO3 organization's intellectual assets | PLO4 entrepreneurs hip | PLO5 economic performance of organization | PLO6 Business organization and ethics | PLO7 biblical and theological perspective |
|----------------------------------|----------------------------|---|---|------------------------|---|---------------------------------------|---|
| BUS530 Managerial Accounting     |                            |   |   |                        | 3.3                                       |                                       |   |
| BUS758 Copy Writing              |                            |   |   |                        |   | 3.3                                   |   |
| LNH511 Forest Recreation Seminar |                            |   | 3.6                                     |                        |   |                                       |   |
| LNH519 Sports Science Seminar    |                            |   |   |                        |   |                                       |   |
| BUS510 Fundamentals of MBA       | 3.4                        |   |   |                        |   |                                       |   |
| BUS573 International Management  |                            |   |   |                        |   | 3.7                                   |   |
| LNH515 Healing                   |                            |   |   | 3.7                    |   |                                       |   |

|   |  |     |  |  |  |     |     |
|---|--|-----|--|--|--|-----|-----|
| Agriculture Seminar                         |  |     |  |  |  |     |     |
| LNH517 Forest Management                    |  | 3.7 |  |  |  |     |     |
| LNH531 Sports Management Seminar            |  |     |  |  |  | 3.7 |     |
| LNH550 Arts and Cultural Management Seminar |  |     |  |  |  |     | 3.8 |

In comparison to our BABA program in business, MBA program level students are equally self-motivated and their student learning outcomes show that student perform well and it is way above base line. The average range of PLOs is between 3.4 and 3.8. Student's performance is well aligned with our institutional objective that is to educate local and global leadership. 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. In the academic year 2023-2024, more PLO6 classes were offered whereas other course offers barely 1 course per semester. We remind the faculty, registrar and dean's office that we should allocate more budget to make the list of classes offered in a balanced way or we need to adjust or consolidate program learning outcomes.

### 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 |
|-----------------------------|---|--|---|--|
| ADD511 Dissertation Seminar |   | 3.8  |   |  |
| ADF Field Work              |   |  |   | 4.0  |
|                             |   |  |   |  |
|                             |   |  |   |  |

We have offered classes in the fall of 2023 and majority of students graduated and we need to admit new student again. This is why the class was missing in D.Min in Spring 2024. D. Min. class was missing in the spring of 2024 in part because there was no student at that time. We need to note that Oikos University must offer classes during the academic year so that well-balanced curriculum is offered as planned. PLO1 and PLO3 were not covered. So, the next academic year, we need to recruit more students and offer classes consistently. If we offer classes, it has to offer in each of PLOs. Students show excellent performance, and their performance score are well above the baseline of 3.0 out of 4.0.

### A-3-6 Doctor of Business Administration

| class/PLO | PLO1 business entities and business operation | PLO2 a philosophy of management | PLO3 leadership | PLO4 organization, service and | PLO5 organizational behavior | PLO6 management skills and Christian value |
|-----------|---|---------------------------------|-----------------|--------------------------------|------------------------------|--|
|           |   |                                 |                 |                                |                              |  |

|  |     |     |     | product development |     |     |
|--|-----|-----|-----|---------------------|-----|-----|
| KDNT801 Korean Dance Nature Therapy        |     |     |     |                     |     | 3.8 |
| LNH609 Martial Arts Therapy 3              |     |     |     |                     | 3.2 |     |
| LNH719 Global Leadership                   |     |     | 3.8 |                     |     |     |
| LNH911 Advanced Thesis Design Research I   |     | 3.6 |     |                     |     |     |
| LNH911 Advanced Thesis Design Research II  |     | 3.6 |     |                     |     |     |
| LNH913 Advanced Thesis Design Research III |     | 3.6 |     |                     |     |     |
| NT701 Intro to the New Testament           |     |     |     |                     |     | 3.9 |
| OT701 Intro to the Old Testament           |     |     |     |                     |     | 3.9 |
| THE725 Contemporary Theology I             |     |     |     |                     | 3.9 |     |
| THE726 Contemporary Theology II            |     |     |     |                     | 3.9 |     |
| BUS703 Advanced Marketing Management       | 3.8 |     |     |                     |     |     |
| BUS710 Lesson learned from Strategy Guru   |     |     |     | 3.3                 |     |     |
| KDNT802 Korean Dance Forest Meditation     |     |     | 3.7 |                     |     |     |
| LNH608 Martial Arts Therapy 4              |     |     | 3.7 |                     |     |     |
| LNH615 Healing Botany                      |     |     | 3.7 |                     |     |     |
| LNH911 Advanced Thesis Design Research I   |     |     | 3.7 |                     |     |     |
| LNH912 Advanced Thesis Design Research II  |     |     |     |                     |     | 3.7 |
| LNH913 Advanced Thesis Design Research III |     |     |     |                     |     | 3.7 |
| NT701 Intro to the NT                      |     |     |     |                     |     | 3.8 |
| OT701 Intro to the OT                      |     |     |     |                     |     | 3.8 |
| THE716 Contemporary Theology II            |     |     |     |                     |     | 3.8 |

We have offered more classes in PLO3 and PLO4. And we need to consider offering more classes in other PLOs. As a small institution and we offer limited number of classes, and yet we need to make sure that we offer well-rounded class offering. Student performance is well above the baseline of 3.0 out of 4.0 scale. So, the next academic year, we need to recruit more students and offer classes to cover each PLO consistently.

### **A-3-7 Findings in Student Learning at Program and Class level in each program.**

1. We have offered the total of 80 classes for undergraduate and graduate program. In each of class, student enrollment was 8-20 students. It is sufficient to measure student performance.

2. In majority of the programs we offered. student learning outcome performance is well above the baseline of 3.0 out of 4.0 scale.

3. In GE, we offer many classes. However, we need to offer more classes in ILO1, ILO2, ILO5, and ILO6.

4. In BABA class offering, class was not offered in PLO3 and PLO4. The reason was that they need to take more GE classes before they take core courses. We need to allocate budget to offer more BABA classes in general and class in PLO3 and PLO4.

5. In BABS program, we offer more classes in PLO1 and PLO2 whereas PLO3 offers only one class. We need to make sure if we want to consolidate the PLOs or offer more well-rounded classes. Students' performance is not an issue.

6. In MDIV program, we have more courses offered in PLO1 and PLO2 and PLO3-PLO5 were less offered. Student performance is well above the baseline of 3.0 out of 4.0 scale.

7. In MBA program, we see well-balanced classes are offered in each of PLO. However, we need to offer more core class than elective class in order for students to complete the program in timely manner.

8. DMIN program needs attention as it offers only 2 classes and lack of students is a constant issue. We need to recruit more students so that the program can be more sustainable.

9. In DBA program, we see a lot of classes were offered. But it is not offered in a well-balanced format that covers each of PLOs. We must allocate budget or consolidate PLOs. We also need to think about offering core classes more so that students may graduate in timely manner.

## **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 2023-2024, 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:

#### 2023 - Fall Semester

|                              | Important Dates      | Check | Remarks  |
|------------------------------|----------------------|-------|--|
| Faculty Meeting              | 8/15/2023            | v     | This is being done at least once each semester |
| New Student Orientation      | 8/16/2023            | v     | This is being done in in-person format.        |
| Fall Classes Begin           | 8/21/2023            | v     |  |
| End of Add/Drop Period       | 8/25/2023            | v     |  |
| Thanksgiving                 | 11/20-24/2023        | v     |  |
| Last Day of Classes          | 12/15/2023           | v     |  |
| Final Exams                  | 12/4-8/2023          | v     |  |
| Winter Break                 | 12/16/2023-1/29/2024 | v     |  |
| Final Grades Due             | 12/19/2023           | v     |  |
| Registration for Spring 2024 | 1/9-11/2024          | v     |  |

#### 2024- Spring Semester

|                 | Important Dates | Checklist | Remarks                   |
|-----------------|-----------------|-----------|---------------------------|
| Faculty Meeting | 1/23/2024       | v         | This was done as planned. |

|                               |              |   |  |
|-------------------------------|--------------|---|--|
| New Student Orientation       | 1/24/2024    | v | More students came to new student orientation in the fall than spring. |
| Spring Classes Begin          | 1/29/2024    | v |  |
| End of Add/Drop Period        | 2/2/2024     | v |  |
| President's Day               | 2/19/2024    |   |  |
| Easter Break                  | 3/25-29/2024 | v |  |
| Last Day of Classes           | 5/24/2024    | v |  |
| Final Exams                   | 5/13-17/2024 | v |  |
| Registration for Fall Classes | 8/6-8/2024   | v |  |
| Final Grades Due              | 6/10/2024    | v |  |
| University Commencement       | 5/23/2024    | 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:

|  |
|--|
| <p><b>Student Time Investment Requirements and Assignment Weightage</b></p> <p>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&amp;A or graded), and to prepare for quizzes and exams. In addition, you are expected to work outside of classroom to</p> |
|--|

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)<br>Pre-recorded videos by the instructor   | Instructive | 1 hour per unit   | 45 hours                 | 45 hours  | Required                            |
| Reading<br>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<br>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<br>0.5 for the two interaction posts | 11 discussions           | 11 hours  | 10%                                 |
| Oral Presentation<br>By presenting their presentation, students will demonstrate their ability to present their knowledge               | Substantive | 0.5 hour per per chapter analysis                               | 10 chapter analysis      | 5 hours   | 25%                                 |
| Research<br>To construct the in-depth knowledge, and provide sufficient references, students are required to conduct research.          | Substantive | 1 hour per 1 peer-review article                                | 25 journals              | 25 hours  | Required                            |
| Practice Quizzes<br>Prepare for success in graded quizzes and exams   | Substantive | 1 hour per quiz   | 5 quizzes                | 5 hours   | 10%                                 |
| Mid-Term<br>Direct assessment of learning outcomes via graded quizzes and exams that consists of  | Substantive | 1 hour per quiz<br>2 hours per exam                             | 2 quizzes<br>2 Exams     | 6 hours minimum plus study time (varies for each student) | 25%                                 |

|  |                          |   |          |           |      |
|--|--------------------------|---|----------|-----------|------|
| multiple choice and essay questions.   |                          |   |          |           |      |
| Final or Paper<br><br>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. | Interactive, Instructive | 1 hour per<br><br>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 2023 and spring 2024) 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 enough classrooms, we have no particular issue regarding this availability of the classroom or availability of the class. Since Hymnodly 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 2023 Class Schedule*

| Program | Course   | Name  | Credits | PLO | # Enrolled | Primary Faculty First Name | Primary Faculty Last Name |
|---------|----------|---|---------|-----|------------|----------------------------|---------------------------|
| BABA    | ACC 103  | Managerial Accounting                                 | 3.00    | 1-I | 13         | Isaac                      | Santana                   |
| D.MIN   | ADD511   | Dissertation Seminar                                  | 6.00    | 2-M | 2          | Ki Wook                    | Min                       |
| D.MIN   | ADF      | Field Work  | 2.00    | 3-M | 2          | Jongin                     | Kim                       |
| GE      | BS 110   | General Biology                                       | 3.00    | 1-I | 21         | Jongin                     | Kim                       |
| MBA     | BUS 530  | Managerial Accounting                                 | 3.00    | 3-I | 11         | Paul                       | Jeong                     |
| DBA     | BUS 702  | Advanced Seminar in Managerial Finance and Accounting | 3.00    | 3-M | 17         | Paul                       | Jeong                     |
| DBA     | BUS 755  | Global Cash Management                                | 3.00    | 2-M | 21         | Hyung Chul                 | Kim                       |
| MBA     | BUS 758  | Copy Writing  | 3.00    | 3-M | 17         | Hyung Chul                 | Kim                       |
| BABS    | CE 301   | Christian Education                                   | 3.00    | 5-D | 20         | Zulunungsang               | Lemtur                    |
| M.DIV   | ED 415   | Church Administration                                 | 3.00    | 2-M | 2          | Jongin                     | Kim                       |
| GE      | ENG 101  | English Composition                                   | 3.00    | 1-I | 11         | Gianfranco                 | Gastelo                   |
| GE      | ENG 101  | English Composition                                   | 3.00    | 1-I | 5          | Gianfranco                 | Gastelo                   |
| BABS    | GK 101   | New Testament Greek I                                 | 3.00    | 1-I | 18         | Tae Woong                  | Lee                       |
| M.DIV   | GK 102   | New Testament Greek II                                | 3.00    | 1-D | 3          | Tae Woong                  | Lee                       |
| M.DIV   | HIS 415  | History of Renaissance and Reformation                | 3.00    | 4-M | 5          | Sunhee                     | Song                      |
| GE      | HUM 101  | Human Growth & Development                            | 3.00    | 1-I | 12         | Nuri                       | Park                      |
| DBA     | KDNT801  | Korean Dance Nature Therapy                           | 3.00    |     | 3          | Ryeong Gyeong              | Kim                       |
| MBA     | LNH 511  | Forest Recreation Seminar                             | 3.00    |     | 29         | Ryeong Gyeong              | Kim                       |
| MBA     | LNH 519  | Sports Science Seminar                                | 3.00    |     | 5          | Su Ju                      | Eo                        |
| DBA     | LNH 609  | Martial Arts Therapy 3                                | 3.00    |     | 4          | Seonghak                   | Byeon                     |
| DBA     | LNH 719  | Global Leadership                                     | 3.00    | 2-M | 11         | Paul                       | Jeong                     |
| DBA     | LNH 911  | Advanced Thesis Design Research I                     | 3.00    |     | 7          | Paul                       | Jeong                     |
| DBA     | LNH 912  | Advanced Thesis Design Research II                    | 3.00    |     | 3          | Paul                       | Jeong                     |
| DBA     | LNH 913  | Advanced Thesis Design Research III                   | 3.00    |     | 6          | Paul                       | Jeong                     |
| M.DIV   | MUCH 380 | Praise & Worship                                      | 1.00    | 2-I | 6          | Dongjin                    | Lee                       |
| BABS    | MUEN 132 | Chapel/Hymnody  | 1.00    | 2-I | 44         | Dongjin                    | Lee                       |
| BABA    | MUEN 132 | Chapel/Hymnody  | 1.00    | 2-I | 6          | Dongjin                    | Lee                       |

|       |         |                               |      |     |    |              |        |
|-------|---------|-------------------------------|------|-----|----|--------------|--------|
| M.DIV | NT 301  | Introduction to the N.T.      | 3.00 | 1-I | 4  | Seung Ku     | Jung   |
| M.DIV | NT 401  | Pauline Theology              | 3.00 | 1-M | 1  | Seung Ku     | Jung   |
| DBA   | NT 701  | Introduction to New Testament | 3.00 | 1-I | 8  | Jongin       | Kim    |
| BABS  | OT 101  | Survey to OT                  | 3.00 | 1-I | 18 | Tae Woong    | Lee    |
| BABA  | OT 101  | Survey to OT                  | 3.00 | 1-I | 7  | Tae Woong    | Lee    |
| BABS  | OT 305  | The Pentateuch                | 3.00 | 3-D | 17 | Zulunungsang | Lemtur |
| DBA   | OT 701  | Introduction to the OT        | 3.00 | 1-I | 7  | Jongin       | Kim    |
| GE    | PHL 212 | Introduction to Ethics        | 3.00 | 1-I | 23 | Nuri         | Park   |
| BABS  | PRS 201 | Christian Spirituality        | 3.00 | 2-D | 5  | Nuri         | Park   |
| M.DIV | THE 402 | Systematic Theology II        | 3.00 | 1-D | 5  | Zulunungsang | Lemtur |
| M.DIV | THE 426 | Contemporary Theology II      | 3.00 | 1-M | 1  | Ki Wook      | Min    |
| DBA   | THE 725 | Contemporary Theology I       | 3.00 | 1-D | 7  | Jongin       | Kim    |
| DBA   | THE 726 | Contemporary Theology II      | 3.00 | 1-M | 6  | Jongin       | Kim    |

### *Spring 2024 Class Schedule*

| Program | Course  | Name                               | Credits | PLO | # Enrolled | Primary Faculty First Name | Primary Faculty Last Name |
|---------|---------|------------------------------------|---------|-----|------------|----------------------------|---------------------------|
| MBA     | BUS 510 | Fundamentals of MBA                | 3.00    | 2-I | 20         | Hyung Chul                 | Kim                       |
| MBA     | BUS 573 | International Management           | 3.00    | 1-I | 14         | Paul                       | Jeong                     |
| DBA     | BUS 703 | Advanced Marketing Management      | 3.00    | 4-M | 12         | Paul                       | Jeong                     |
| DBA     | BUS 710 | Lessons Learned from Strategy Guru | 3.00    | 2-M | 23         | Hyung Chul                 | Kim                       |
| M.Div   | ED 415  | Church Administration              | 3.00    | 2-M | 6          | Jongin                     | Kim                       |
| GE      | ENG 102 | English Literature                 | 3.00    | 4-I | 8          | Gianfranco                 | Gastelo                   |
| GE      | ENG 102 | English Literature                 | 3.00    | 4-I | 5          | Gianfranco                 | Gastelo                   |
| BABA    | FIN 201 | Corporate Finance                  | 3.00    | 1-D | 21         | Isaac                      | Santana                   |
| GE      | HIS 101 | Western Civilization I             | 3.00    | 4-I | 10         | Sunhee                     | Song                      |
| M.Div   | HIS 402 | Medieval Church History            | 3.00    | 4-D | 6          | Sunhee                     | Song                      |
| DBA     | KDNT802 | Korean Dance Forest Meditation     | 3.00    |     | 18         | Ryeong Gyeong              | Kim                       |
| MBA     | LNH 515 | Healing Agriculture Seminar        | 3.00    |     | 9          | Kwang Min                  | An                        |
| MBA     | LNH 517 | Forest Management                  | 3.00    |     | 16         | Paul                       | Jeong                     |

|       |          |                                     |      |     |    |               |        |
|-------|----------|-------------------------------------|------|-----|----|---------------|--------|
| MBA   | LNH 531  | Sports Management Seminar           | 3.00 |     | 2  | Su Ju         | Eo     |
| MBA   | LNH 550  | Arts & Cultural Management Seminar  | 3.00 |     | 12 | Ryeong Gyeong | Kim    |
| DBA   | LNH 608  | Martial Arts Therapy 4              | 3.00 |     | 3  | Seonghak      | Byeon  |
| DBA   | LNH 615  | Healing Botany                      | 3.00 |     | 15 | Woong         | Kim    |
| DBA   | LNH 911  | Advanced Thesis Design Research I   | 3.00 |     | 2  | Paul          | Jeong  |
| DBA   | LNH 912  | Advanced Thesis Design Research II  | 3.00 |     | 7  | Paul          | Jeong  |
| DBA   | LNH 913  | Advanced Thesis Design Research III | 3.00 |     | 3  | Paul          | Jeong  |
| GE    | MATH 101 | College Mathematics                 | 3.00 | 2-I | 22 | Byungrin      | Han    |
| M.Div | MUCH 380 | Praise & Worship                    | 1.00 | 3-I | 7  | Dongjin       | Lee    |
| BABA  | MUEN 132 | Chapel/Hymnody                      | 1.00 | 3-I | 53 | Dongjin       | Lee    |
| BABS  | MUEN 132 | Chapel/Hymnody                      | 1.00 | 3-I | 5  | Dongjin       | Lee    |
| BABS  | NT 101   | Survey to NT                        | 3.00 | 1-I | 29 | Tae Woong     | Lee    |
| BABS  | NT 205   | Life & Teaching of Christ           | 3.00 | 4-D | 23 | Zulunungsang  | Lemtur |
| BABS  | NT 324   | Galatians                           | 3.00 | 1-D | 15 | Jongin        | Kim    |
| DBA   | NT 701   | Introduction to New Testament       | 3.00 | 1-I | 3  | Jongin        | Kim    |
| BABS  | OT 305   | The Pentateuch                      | 3.00 | 3-D | 1  | Ki Wook       | Min    |
| DBA   | OT 701   | Introduction to the OT              | 3.00 | 1-I | 3  | Jongin        | Kim    |
| M.Div | PRA 410  | Homiletics                          | 3.00 | 2-D | 5  | Seung Ku      | Jung   |
| M.Div | PRA 415  | Practical Counseling                | 3.00 | 4-M | 1  | Ki Wook       | Min    |
| GE    | PSY 205  | Introduction to Psychology          | 3.00 | 5-I | 13 | Nuri          | Park   |
| BABS  | PSY 206  | Psychology of Religion              | 3.00 | 1-I | 16 | Nuri          | Park   |
| BABS  | THE 301  | Christian Doctrine I                | 3.00 | 1-I | 18 | Zulunungsang  | Lemtur |
| M.Div | THE 425  | Contemporary Theology I             | 3.00 | 1-I | 4  | Jongin        | Kim    |
| M.Div | THE 511  | Biblical Theology I                 | 3.00 | 1-D | 7  | Tae Woong     | Lee    |
| DBA   | THE 726  | Contemporary Theology II            | 3.00 | 1-M | 3  | Jongin        | Kim    |

### 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: BABA

| Area  | Curriculum Alignment  |
|---|---|
| Course Title                                    | ACC103/BUS530 Managerial Accounting   |
| Semester and Year                               | Fall 2023   |
| Professor                                       | Isaac Santana   |
| Degree Program in which the course is belonging | BABA  |
| Course Description                              | This course is an overview of the use of financial accounting and cost data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers. A study of accounting concepts and reporting techniques applied in a managerial decision-making context. Students will analyze accounting data from real-world case studies and present their analyses, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations include cost accounting & the behavior of costs, budgeting, differential analysis, and responsibility accounting will be examined. Reporting techniques involving the use of current spreadsheets and graphic presentation technologies will also be presented. |
| Course Student Learning Outcomes (CLOs):        | CLO1: <b>Understand</b> the fundamental concepts and terminology of managerial accounting.  |



|                                      |  |
|--------------------------------------|--|
|                                      | <p>CLO2: Analyze cost behavior patterns and distinguish between various cost classifications.</p> <p>CLO3: Make informed decisions using managerial accounting information in diverse business scenarios.</p> <p>CLO4: <b>Interpret</b> financial statements and assess their relevance to managerial decision-making.</p>   |
| CLOs in Alignment with ILOs and PLOs | Students who complete the current course will fulfill to demonstrate critical thinking and problem solving in ILO, knowledge and professional skills in ILO, and effective communication.  |
| Proposed Revision(s)                 | <ol style="list-style-type: none"> <li>1. Course description must be matched with that of the catalog.</li> <li>2. There were no recommended books</li> <li>3. Course schedule and outline is topic based. It does not indicate the detail of topic and reading.</li> <li>4. Assignment needs a more clarification.</li> <li>5. 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. in preparing CLOs. Red ink needs revision.</li> <li>6. CLOs fulfill some of ILOs but does not have list of PLOs!!</li> </ol> |

#### Curriculum Alignment Review 2: BABS

| Area  | Curriculum Alignment  |
|---|---|
| Course Title                                    | OT101 Survey to OT  |
| Semester and Year                               | Fall 2023   |
| Professor                                       | Prof. Tae Woong Lee   |
| Degree Program in which the course is belonging | BABS  |
| Course Description                              | This course is designed to see the "big picture" of the Old Testament by examining critical narratives and themes. Students will explore several books of the Old Testament, considering their theological meanings and literary features related to their historical, social, and political backgrounds. In addition, this course will provide diverse image materials and discussion topics for students to be familiar with the Old Testament. |
| Course Student Learning Outcomes (CLOs):        | <p>PLO1: Explore significant events through OT books in the ancient society of Israel and examine theological themes for current theological studies</p> <p>PLO2: Outline the content of OT books with maps and images and explain fundamental concept and theme of OT</p> <p>PLO3: <b>Encourage</b> each other to understand OT themes and apply them to the important issues of this era.</p>   |
| 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) | <ol style="list-style-type: none"> <li>1. make sure that CLOs can be between 4 to 6 and to make one or two major signature assignment can come out of it.</li> <li>2. Use active verbs that can measure in PLOs. Red ink verb is not measurable.</li> <li>3. Class lesson and content is title only and needs more details in each week so that students can follow up.</li> </ol> |

### Curriculum Alignment Review 3: BABS/GE

| Area  | Curriculum Alignment   |
|---|--|
| Course Title                                    | PHL212 Intro to Ethics   |
| Semester and Year                               | Fall 2023  |
| Professor                                       | Prof. Nuri Park  |
| Degree Program in which the course is belonging | BABS/GE  |
| Course Description                              | <p>This course serves as an introductory exploration into the realm of ethics, encompassing key theories and prevalent modern-day subjects. Participants will delve into philosophical and theological foundations of moral deliberation, along with delving into contemporary ethical quandaries commonly encountered by individuals. The central objective of the course is not to provide absolute solutions to ethical inquiries, but rather to foster an environment of inquiry that encourages students to critically examine these questions, thereby enhancing their ability to make well-informed personal choices.</p>                         |
| Course Student Learning Outcomes (CLOs):        | <p>PLO1: Develop a comprehensive understanding of major ethical theories spanning historical and contemporary perspectives.</p> <p>PLO2: Demonstrate the ability to critically analyze complex ethical scenarios and dilemmas, considering diverse viewpoints and underlying assumptions.</p> <p>PLO3: Apply philosophical and theological moral frameworks to real-world ethical predicaments, recognizing the implications of different ethical perspectives.</p> <p>PLO4: Cultivate a reflective approach toward comments personal values and decision-making, utilizing the knowledge gained to inform ethical choices in various life contexts.</p> |
| CLOs in Alignment with ILOs and PLOs            | <p>The goals of this course are designed to match both what the institution aims for and the specific program objectives. By the end of the course, students will learn to express their views on ethical issues, sometimes using ideas from Scriptures and convince those who don't rely on Scriptures, as the institution desires (Institutional objectives). They will also understand how the church and society</p>   |

|                      |  |
|----------------------|--|
|                      | work together to deal with modern moral questions, which aligns with program objectives. (Program learning objective 2)  |
| Proposed Revision(s) | <ol style="list-style-type: none"> <li>1. Scoring rubrics of signature assignment is needed</li> <li>2. Weekly course content needs more than title of each subject</li> </ol> |

Curriculum Alignment Review 4: (BABA)

| Area  | Curriculum Alignment   |
|---|--|
| Course Title                                    | FIN120   |
| Semester and Year                               | Spring 2024  |
| Professor                                       | Isaac Santana  |
| Degree Program in which the course is belonging | BABA   |
| Course Description                              | FIN 120 Business Finance (3 units) This course deals with a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoint. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital. Prerequisite: None.              |
| Course Student Learning Outcomes (CLOs):        | <p>CLO1: <b>Understand</b> the fundamental concepts and terminology of Business &amp; Corporate Finance</p> <p>CLO2: <b>Understand</b> and apply financial statement analysis techniques to assess the financial health and performance of a company.</p> <p>CLO3: <b>Understanding</b> corporate governance and how organizational structures affect financial decision making</p> <p>CLO4: Calculate financial equations and understand how they relate to financial decision making</p> |
| CLOs in Alignment with ILOs and PLOs            | It fulfills critical thinking and problem solving in ILO1, ILO4 professional knowledge and ILO3 effective communication. However, it does not include how it fulfills PLOs.  |
| Proposed Revision(s)                            | <ol style="list-style-type: none"> <li>1. This class syllabus still approaches the class from instructor's point of view instead of student point of view.</li> <li>2. CLOs needs revision by using active verbs. (to understand and understanding is not active verb that can measure student performance)</li> <li>3. CLOs in alignment with PLOs d ILOs needs clarification. It fulfill all of ILOs and it is daunting job. It also lacks how to fulfill PLOs.</li> </ol>               |

Curriculum Alignment Review 5: BABS

| Area              | Curriculum Alignment              |
|-------------------|-----------------------------------|
| Course Title      | NT205 Life and Teaching of Christ |
| Semester and Year | Spring 2024                       |
| Professor         | Zulungsang Lemur                  |

|   |   |
|---|---|
| Degree Program in which the course is belonging | BABS  |
| Course Description                              | The course will examine the life, ministry, and the teaching of Jesus as presented in the biblical narratives. This course will not only equip the student to think critically about the person and work of Jesus but will also provide an opportunity to reflect on the teachings of Jesus for Church, faith and practice and its applications in our contemporary society.  |
| Course Student Learning Outcomes (CLOs):        | <p>PLO1: Describe the content of each of the synoptic gospels and their relation to faith and history</p> <p>PLO2: To interact critically with issues concerning the synoptic gospel</p> <p>PLO3: To demonstrate knowledge about the person and work of Christ</p> <p>PLO4: To demonstrate synoptic gospels' contribution to the life and ministry of the Church.</p>   |
| 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).</p> <p>By reflecting on the person and work of Jesus, 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> <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).</p> <p>They will learn to recognize the role Jesus' teachings and its implication for social change and also 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).</p> |
| Proposed Revision(s)                            | A very well written syllabus that contains everything right.  |

Dean of Academics conducted syllabus review prior to the approval of the syllabus for the assigned course. BABS and BABA made improvement. Still some area needs revision: using active verbs in CLOs, writing a good well alignment of CLOs with ILOs and PLOs, adding more detail weekly subject matter, and adding scoring rubrics for signature assignment whereby student know how the faculty measure their work. Since graduate faculty did a great job in the past year, we focus on undergraduate syllabus for review this year.

## **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.

Fall 2023 Course Evaluation

| Code   | Class                                  | Faculty             | Average Score | What is faculty good at  | Any suggestion to improve   |
|--------|--|---------------------|---------------|--|---|
| ACC103 | Managerial Accounting                  | Isaac Santana       | 4.76          | Clear information about the course. Perfect explanation that made students easy to understand. Well prepared. Lessons engaging students. Usage of contemporary events in the business world added an extra level of depth to the learning experience. The instructor respected students and was willing to listen to them. | none  |
| BUS755 | Global Cash Management                 | Hyunchul Kim        | 2.68          | Learned a lot of benefits of financial efficiency, improving banking conditions, reducing bank fees, rapid management of cash balances throughout the group. Well-organized lecture.   | More interactive discussions and lessons. Improve the design of lecture slides. The instructor needs to provide feedback on summaries. Far too much homework compared to other courses. |
| BUS758 | Copy Writing                           | Hyunchul Kim        | 3.16          | Well prepared class. Clear instruction   | The workload is overwhelming. The instructor needs to use more engaging teaching method.  |
| CE301  | Christian Education                    | Zulunungsang Lemtur | 4.83          | The instructor is really nice and kind. Informative and attentive.   | none  |
| ENG101 | English Composition                    | Gianfranco Gasterlo | 3.73          | The professor was very responsive and generous. Very detailed feedback for each of students' work which helped them to improve their writing skills. Well prepared class material.   | The content should be adjusted to be easier to understand.  |
| GK101  | Greek I                                | Tae Woong Lee       | 2.76          | none   | The course was hard to understand in a short period of time. This course should be offered as a regular weekly instruction, not as an intensive course.                                 |
| HIS415 | History of Renaissance and Reformation | Sunhee Song         | 5             | Well-organized classes. The instructor points out the main issue that the students should understand in each class. Interesting class.   | The instructor's first language is not English. If her English is more fluent, that would make the course more interesting to learn.  |
| HUM101 | Human Growth and Development           | Nuri Park           | 4.37          | The instructor is well-prepared and always provides easy-to-understand examples. Attentive and informative.  | So many things to memorize.   |

|        |                        |                      |      |   |                 |
|--------|------------------------|----------------------|------|---|-----------------|
| NT301  | Intro to NT            | Seung Ku Jung        | 5    | The professor is nice and kind. Learned a lot from the class.   | Nothing special |
| OT101  | Survey to OT           | Tae Woong Lee        | 4.67 | The professor keeps the lessons engaging, homework was right amount of preparation. Courses were clear to understand. Professor made students focus on the subject. | none            |
| OT305  | The Pentateuch         | Zulumnungsang Lemtur | 4.94 | Well organized and clear lecture. Nice and thoughtful.  | none            |
| PRS201 | Christian Spirituality | Nuri Park            | 4.9  | Attentive and informative   | none            |

### Spring 2024 Course Evaluation

| Code   | Class                             | Faculty            | Average Score | What is Faculty good at  | What needs to improve   |
|--------|-----------------------------------|--------------------|---------------|--|---|
| BUS510 | Fundamentals of MBA               | Hyun Chul Kim      | 2.13          | Clear and fair grading   | Needs to improve the contents of video lecture and give students some space to express their opinions. Too much homework and projects.  |
| BUS710 | Lesson learned from Strategy Guru | Hyun Chul Kim      | 2.24          | project and homework load  | Using old materials without updating power point information. Hard to stay motivated to learn because students hear the professor's voice only, cannot see him on video lectures. |
| BUS758 | Copy Writing                      | Hyun Chul Kim      | 3.16          | None   | none  |
| FIN201 | Corporate Finance                 | Isaac Santana      | 4.83          | The instructor gives clear explanation with an abundance of detail and tries his best to help students. Well prepared classes.   | none  |
| ENG102 | English Literature                | Gianfranco Gastelo | 4.6           | Very responsive and clarified all questions. Very patient, approachable, sympathetic and respectable instructor. Well prepared course.   | More effective time management. Should include long essay. Each week's course topics were clear but would like to see a few more examples to help students understand better.     |
| HIS101 | Western Civilization I            | Sunhee Song        | 4.35          | The instructor is willing to give students supplementary explanation. She is understanding, caring and respects students' ideas. She tried hard to communicate with the students all the time. | It would be helpful if the instructor could prepare some visual resources. Needs more chances for discussion.   |
| HIS402 | Medieval Church History           | Sunhee Song        | 4.95          | The instructor is kind and gives detailed  | Nothing special   |

|        |                        |                     |      |  |  |
|--------|------------------------|---------------------|------|--|--|
|        |                        |                     |      | explanation to help the students understand better. The materials are well prepared.   |  |
| NT101  | Survey to NT           | Tae Woong Lee       | 4.63 | The professor makes the content easy to understand. Well prepared materials. He is patient and enlightening to deliver what is important in the Bible. | none   |
| PRA410 | Homiletics             | Seung Ku Jung       | 5    | Well organized classes. Great teacher and pastor.  | none   |
| PSY206 | Psychology of Religion | Nuri Park           | 2.88 | The discussion session was very helpful.   | Instead of reading a book together in class, the instructor could make more interesting ways to explain or describe the subject by using media or power point presentations. |
| PSY205 | Intro to Psychology    | Nuri Park           | 4.51 | Well organized classes, easy to understand. The instructors very kind and responded to email very quickly.   | It might help the students understand better if she utilizes videos or short clips   |
| THE301 | Christian Doctrine I   | Zulunungsang Lemtur | 4.63 | Learned a lot through class discussions. Explained chapter materials well.   | Nothing special  |
| THE511 | Biblical Theology I    | Tae Woong Lee       | 4.82 | Helped to expand the students' viewpoints. Communicated with students well.  | none   |

Based on the course evaluation and peer review, majority of faculty has received an average score of 4.5 or higher out of 5.0 scale. However, in two cases, faculty has received relatively low scores. The reason was marked on the comment. When the class is demanding students tend to give low courses compared to other classes. However, Prof. Hyunchul Kim has received score that is less than other classes. Dean of Academic schedules to meet with him and kindly advised him and give construction advice. In the meantime, course evaluation must be checked and balanced by the peer evaluation as peer evaluation is evaluated by the peer and can be very neutral in giving scores as they do not have demanding work situation.

## **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*

| <b>Program/Year</b> | <b>2024-2025</b> | <b>2025-2026</b> | <b>2026-2027</b> | <b>2027-2028</b> | <b>2028-2029</b> |
|---------------------|------------------|------------------|------------------|------------------|------------------|
| BABS                | x                |                  |                  |                  |                  |
| MDIV                |                  | x                |                  |                  |                  |
| DMIN                |                  | x                |                  |                  |                  |
| BM                  |                  |                  | x                |                  |                  |
| MM                  |                  |                  | x                |                  |                  |
| DMA                 |                  |                  | x                |                  |                  |
| BABA                |                  |                  |                  | x                |                  |
| MBA                 |                  |                  |                  | x                |                  |
| DBA                 |                  |                  |                  |                  | x                |
| MFA/PHD             |                  |                  |                  |                  | x                |
| MSAHM               |                  |                  |                  |                  | 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 2023-2024 does not have any program review scheduled.

During the summer and fall of 2023, we have submitted applications to add "MFA in visual arts:

**Recommendation #1:**

**August 2023 Response:** Oikos University Faculty Committee, MFA Program Directors and Faculty were deeply involved in the syllabus designing process and have produced a set of complete syllabi in response to the team report.

**Evidence:**

Exhibit 1 through Exhibit 19 - A set of MFA in Visual Art Program Syllabi (Core and Electives)

Exhibit 20-22 Bible and Theology Syllabi

**Suggestion 1:**

**August 2023 Response:** Oikos University has hired a contractor to replace the carpet with linoleum tiles. Oikos University has also purchased two air purifiers for the studio.

**Evidence:**

Exhibit 23 Floor Painting Estimates

Exhibit 24 Air Purifier Purchase Receipt

Exhibit 25 Air Purifier Purchase Receipt 2

We have also submitted additional documentation that fulfilled the recommendation by implementing its policy and procedures and to substantiate the documentation to obtain approval of Ph.D. in intercultural studies.

**Finding 1:**

**August 2023 Response:** Oikos University has furnished the library and learning resources appropriate to support Oikos University's proposed Ph.D. Program. For instance, Oikos University has purchased subscription to multidisciplinary full-text databases of journal articles published by major Korean research institutions such as DBpia (Database Periodical Information Academic) give that most of the prospective students in the proposed program are Korean.

**Evidence:**

Exhibit 1 Oikos University License Agreement

Exhibit 2. Invoice Payment Nuri Media CO

Exhibit 3 DBpia Payment by Wire

Exhibit 4 DBPia Manual

Exhibit 5 DBPia Subscription Payment Receipt

**Suggestion 1:**

**August 2023 Response:** Oikos University Faculty Committee has made and published student handbook for PhD Intercultural Studies that contains curriculum, course sequence, dissertation guidelines, grading policies, and important information for students.

**Evidence:**

Exhibit 6: Student Handbook for PhD Intercultural Studies

Exhibit 7: PhD Dissertation Guidelines

**Suggestion 2:**

**August 2023 Response:** Oikos University Faculty Committee has approved the list of elective courses for PhD Intercultural Studies. This is in addition the core and concentration courses.

**Evidence:**

Exhibit 8: List of Concentration Courses for PhD Intercultural Studies

**Suggestion 3:**

**August 2023 Response:** Oikos University Faculty Committee, in consultation with IR, has published a proposed assessment plan that contains PhD in Intercultural Studies.

**Evidence:**

Exhibit 9: Assessment Plan, 2022-2023

**Suggestion 4:**

**August 2023 Response:** Oikos University has hired three additional part-time faculties who hold Ph.D. in intercultural studies and credential and spiritual qualification.

**Evidence:**

Exhibit 10: Admission par-time qualified faculty with PhD degree

Exhibit 10.1: Additional part-time qualified faculty with PhD degree

Exhibit 10.2: Additional part-time qualified faculty with PhD degree

## 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><b>Finding #1:</b> 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><b>Jan 2021 Response:</b><br/>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><b>Finding 1.1:</b> Board Meeting Minutes, January 16, 2021, addressing the approval of the updated Assessment Plan (#3)<br/><b>Finding 1.2:</b> Review of Financial Area, Assessment Plan.</p>  |
| <p><b>Recommendation #1:</b> The Evaluation Team recommends that the institution include a process to assess course completion rates. (8.10)</p>  | <p><b>Jan 2021 Response:</b><br/>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><b>Appendix 1.1:</b> Course Completion Rate Assessment Policy<br/><b>Appendix 1.2:</b> Course Completion Rate, 2019-2020<br/><b>Appendix 1.3:</b> Yearly Assessment Schedule<br/><b>Appendix 1.4:</b> Satisfactory Academic Policy (SAP)</p> |

| INSTITUTIONAL RESPONSE FROM EVALUATION TEAM DETERMINATIONS  |   |  |
|---|---|--|
| Evaluation Team Determinations (TRACS use only)   | Institutional Responses   | Supporting Documentation   |
| <b><u>Recommendation #2:</u></b> The Evaluation Team recommends that the institution ensure that all faculty teaching at the graduate level have the appropriate credentials. (9.2)   | <b>Jan 2021 Response:</b><br>In response to Team's recommendation, Oikos University has developed and implemented policy for the qualification of graduate level faculty. According to this policy, faculty with terminal degree are allowed to teach the graduate level courses.                             | <b>Appendix 2.1:</b> Faculty Meeting Minutes, January 13, 2021, containing policy for the qualification of graduate level faculty (#8)<br><b>Appendix 2.2:</b> Policy for the qualification of graduate level faculty<br><b>Appendix 2.3:</b> Updated ISL of graduate programs |
| <b><u>Recommendation #3:</u></b> 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)  | <b>Jan 2021 Response:</b><br>In response to Team's recommendation, Oikos University has formally established a faculty senate that is distinct from general faculty meeting.  | <b>Appendix 3.1:</b> Faculty Senate Bylaws<br><b>Appendix 3.2:</b> Faculty Senate Meeting, January 13, 2021 (#1)<br><b>Appendix 3.3:</b> Faculty Senate Officers<br><b>Appendix 3.4:</b> Faculty Senate's Annual Meeting Schedule  |
| <b><u>Recommendation #4:</u></b> The Evaluation Team recommends the institution hire competent staff led by a professionally qualified Chief Financial Officer (11.5)   | <b>Jan 2021 Response:</b><br>In response to Team's recommendation, Oikos University has hired a professionally qualified Chief Financial Officer who replaced the former CFO.   | <b>Appendix 4.1:</b> Board Meeting Minutes, January 16, 2021, addressing the appointment of a new CFO (#6 & #7)<br><b>Appendix 4.2:</b> Resume of a new CFO  |
| <b><u>Recommendation #5:</u></b> 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) | <b>Jan 2021 Response:</b><br>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. | <b>Appendix 5.1:</b> Board Meeting Minutes, January 16, 2021, that approved the updated five-year plan (#8)<br><b>Appendix 5.2:</b> Updated Five Year Plan, 2021-2025  |
| <b><u>Suggestion #1:</u></b> The Evaluation Team suggests   | <b>Jan 2021 Response:</b>   | <b>Exhibit 1.1:</b> Faculty Meeting Minutes,   |

| INSTITUTIONAL RESPONSE FROM EVALUATION TEAM DETERMINATIONS   |  |   |
|--|--|---|
| Evaluation Team Determinations (TRACS use only)  | Institutional Responses  | Supporting Documentation  |
| that the institution update the BPPE address on the website and in <i>The Student Handbook</i> and <i>Catalog</i> .                              | In response to the team's suggestion, the Faculty Committee has updated BPPE address on the Website, Student Handbook and Catalog. It is published and is readily accessible.                                | January 13, 2020, that contains approval of publication of corrected BPPE address<br><b>Exhibit 1.2:</b> Revised Website containing the updated BPPE address<br><b>Exhibit 1.3:</b> Revised Student Handbook containing corrected address of BPPE<br><b>Exhibit 1.4:</b> Revised Catalog containing the corrected address of BPPE |
| <b>Suggestion #2:</b> The Evaluation Team suggests departmental review and approval of invoices before being approved and processed for payment. | <b>Jan 2021 Response:</b> 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. | <b>Exhibit 2.1:</b> Stated Board Meeting, January 16, 2021, addressing the approval of a budget request policy<br><b>Exhibit 2.2:</b> A purchase request form.<br><b>Exhibit 2.3:</b> 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          |
| <b>Personal Bio</b>    | <b>No</b>  | <b>No</b>   | <b>No</b> | <b>No</b>  | <b>No</b> | <b>No</b> | <b>No</b>       | <b>No</b>    |
| <b>Photo</b>           | <b>No</b>  | <b>No</b>   | <b>No</b> | <b>No</b>  | <b>No</b> | <b>No</b> | <b>No</b>       | <b>No</b>    |
| 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        | Yes         | Yes       | Yes        | Yes       | Yes       | Yes             | Yes          |
| Transcripts            | Yes        | Yes         | Yes       | Yes        | Yes       | Yes       | Yes             | Yes          |
| Undergraduate          | Yes        | Yes         | Yes       | Yes        | Yes       | Yes       | Yes             | Yes          |

|  |           |           |           |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Graduate                               | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       |
| <b>Professional Development Record</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> |
| <b>Review Record</b>                   | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> | <b>No</b> |
| Updated Contract File                  | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       |
| Updated Resume                         | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       | Yes       |
| Annual Evaluation                      | No        | No        | No        | No        | No        | No        | No        | 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            |
| <b>Personal Bio</b>                    | <b>No</b>     | <b>No</b> | <b>No</b>  | <b>No</b>    | <b>No</b>   | <b>No</b>  | <b>No</b>           | <b>No</b>     | <b>No</b>      |
| <b>Photo</b>                           | <b>No</b>     | <b>No</b> | <b>No</b>  | <b>No</b>    | <b>No</b>   | <b>No</b>  | <b>No</b>           | <b>No</b>     | <b>No</b>      |
| 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            |
| <b>Professional Development Record</b> | <b>No</b>     | <b>No</b> | <b>No</b>  | <b>No</b>    | <b>No</b>   | <b>No</b>  | <b>No</b>           | <b>No</b>     | <b>No</b>      |
| <b>Review Record</b>                   | <b>No</b>     | <b>No</b> | <b>No</b>  | <b>No</b>    | <b>No</b>   | <b>No</b>  | <b>No</b>           | <b>No</b>     | <b>No</b>      |
| Updated Contract File                  | Yes           | Yes       | Yes        | Yes          | Yes         | Yes        | Yes                 | Yes           | Yes            |
| Updated Resume                         | Yes           | Yes       | Yes        | Yes          | Yes         | Yes        | Yes                 | Yes           | Yes            |
| <b>Annual Evaluation</b>               | <b>No</b>     | <b>No</b> | <b>No</b>  | <b>No</b>    | <b>No</b>   | <b>No</b>  | <b>No</b>           | <b>No</b>     | <b>No</b>      |

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, 2023 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. We have offered the total of 80 classes for undergraduate and graduate program. In each of class, student enrollment was 8-20 students. It is sufficient to measure student performance.
2. In majority of the programs we offered. student learning outcome performance is well above the baseline of 3.0 out of 4.0 scale.
3. In GE, we offer many classes. However, we need to offer more classes in ILO1, ILO2, ILO5, and ILO6.
4. In BABA class offering, class was not offered in PLO3 and PLO4. The reason was that they need to take more GE classes before they take core courses. We need to allocate budget to offer more BABA classes in general and class in PLO3 and PLO4.
5. In BABS program, we offer more classes in PLO1 and PLO2 whereas PLO3 offers only one class. We need to make sure if we want to consolidate the PLOs or offer more well-rounded classes. Student performance is not an issue.
6. In MDIV program, we have more courses offered in PLO1 and PLO2 and PLO3-PLO5 were less offered. Student performance is well above the baseline of 3.0 out of 4.0 scale.
7. In MBA program, we see well-balanced classes are offered in each of PLO. However, we need to offer more core class than elective class in order for students to complete the program in timely manner.
8. DMIN program needs attention as it offers only 2 classes and lack of students is a constant issue. We need to recruit more students so that the program can be more sustainable.
9. In DBA program, we see a lot of classes were offered. But it is not offered in a well-balanced format that covers each of PLOs. We must allocate budget or consolidate PLOs. We also need to think about offering core classes more so that students may graduate in timely manner.

### **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 past years. 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, 2023-2024**

|              | 2023-2024    |
|--------------|--------------|
| BABS         | 100% (9/9)   |
| BABA         | 100% (5/5)   |
| BM           | 0% (0/0)     |
| M.Div        | 100% (4/4)   |
| MBA          | 100% (6/6)   |
| MM           | 0% (0/0)     |
| D.Min        | 100% (2/2)   |
| DBA          | 100% (4/4)   |
| DMA          | 0% (0/0)     |
| Campus Total | 100% (30/30) |

Student Graduation Rate

|       | 2023-2024   |
|-------|-------------|
| BABS  | 54% (13/24) |
| BABA  | 100% (1/1)  |
| BM    | 0% (0/0)    |
| M.Div | 0% (0/2)    |
| MBA   | 0% (0/0)    |
| MM    | 0% (0/0)    |

|              |             |
|--------------|-------------|
| D.Min        | 50% (1/2)   |
| DBA          | 0% (0/0)    |
| DMA          | 0% (0/0)    |
| Campus Total | 52% (15/29) |

Job Placement Rate

|       | 2023-2024  |
|-------|------------|
| BABS  | 54% (7/13) |
| BABA  | 100% (1/1) |
| BM    | 0% (0/0)   |
| M.Div | 0% (0/0)   |

## 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 <sup>st</sup> year     | 2 <sup>nd</sup> year               | 3 <sup>rd</sup> year               | 4 <sup>th</sup> year     | Graduated                  |
| Marketing Brochure | Phone Call Email | Application Form | Student File: -Application Form | -Registration -Payment | -Continuing registration | -Continuing registration -Advising | -Continuing Registration -Advising | -Continuing Registration | -Alumni -Employment survey |

|   |        |              |  |  |   |   |   |  |   |
|---|--------|--------------|--|--|---|---|---|--|---|
| Social Media Website                                      |        |              | -Enrollment Agreement<br>-Letter of Rec<br>-Mission, faith and ILOs agreement<br>-Community Statement<br>-Official Transcript<br>-Accepted Letter<br>-Statement of Understanding<br>-Tuition and Refund Policy | -I-20 Transfer Form (International student)<br>-Transfer Credit Form<br>-I-20<br>-Passport<br>-I-94<br>-Bank Statement<br>-Affidavit of Support<br>-Utility Bill<br>-I-20 Request Form | -1 <sup>st</sup> year college experience survey<br>-Student orientation<br>-Advising<br>-Student progress report<br>-Student ministry<br>-Academic Grade<br>-co-curricular activity | -Student progress report<br>-Student ministry<br>-Field education<br>-Academic Grade<br>-co-curricular activity | -Student progress report<br>-Student ministry<br>-Field education<br>-Academic Grade<br>-co-curricular activity | -Intent to Graduate Form<br>-Exit Interview<br>-Career Development<br>-Resume Writing Workshop<br>-Academic Grade<br>-Co-curricular activity |   |
| 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.

According to the alumni survey we have done, we have collected the following evidence:

Alumni 1:

Program: BABA

Year of Graduation: 2024

What classes do you wish you would have taken? Or what experience do you wish you would have had during the program:

- I wish I made more friends at school
- I wish I could have taken more English classes
- I wish I could have taken more marketing classes

List some of your best experience during your time at Oikos University?

- meeting new people
- going on field trip with classmates
- having some group work with classmate in class

List some of your most challenging experiences during your time at Oikos University?

- Studying for exams
- keeping up with other students in class
- understanding hard lectures

If you have million dollars to donate to Oikos University, where do you want that to be used for? Why?

- improving their environment footprint to spend awareness
- adding academic advisors and counselors to help students
- scholarship for low-income students to make school more accessible

Alumni 2:

Program: MM

Year of Graduation: 2016

What classes do you think best prepared you for your career?

- music theory
- conducting
- piano

What class do you wish you would have taken?

- vocal lessons
- music history
- orchestration and arranging

List some of your best experience during your time at Oikos

- solo recital
- conducting experience
- collaborating with classmates and teachers

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

- time management
- critical feedback
- performance anxiety

If you have million dollars to donate to Oikos, where do you want that to be used and why?

- scholarship
- music program
- for better facility



Alumni 3:

Program: DMIN

Year graduated: 2023

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

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

-new testament

-knowledge of historical background of the bible

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

-lunch fellowship

-lake tahoe intensive class

-get closer to the diverse perspective and interpretation of the world through the Bible by the younger scholars and pastors

### 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 | 2022-2023 | 2023-2024 | 2024-2025 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Elizabeth Kim | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         |
| Jongin Kim    | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         |
| Myungsoon Ma  | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | x         | x         | x         | x         | X         | X         |
| Robert Choi   | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         |
| Sara Lim      | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         |
| Moolim Lee    | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         |
| Jungae Oh     | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | x         | x         | x         | x         | X         | X         |
| Namsoo Woo    | 1         | 2         | 3         | 1         | 2         | 3         | 1         | 2         | x         | x         | x         | x         | X         | X         |

|                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yongho Cho      | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | x | x | X | X |
| Yong Hui Kim    | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Youngsik Sung   | x | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 |
| Rae Weon Jang   | x | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | x | x | X |
| Soon Chang Baek | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | 3 | 1 | X | x |
| Dae Kun Joo     | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | 3 | 1 | X | x |
| Dae Yong Kim    | x | x | x | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | 3 |
| Jung Eun Song   | x | x | x | x | x | x | x | 1 | 2 | 3 | 1 | 2 | x | x |
| Jooman Lee      | x | x | x | x | x | x | x | x | x | x | x | x | x | 1 |
| Hwa Soo Lee     | x | x | x | x | x | x | x | x | x | x | x | x | x | 1 |
| Jae Hee Lee     | x | x | x | x | x | x | x | x | x | x | x | x | x | 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 previous year, Rev. Kim joined the board and we have used nomination scoring sheet before we selected him as below:

### **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 2023-2024, we have conducted board self-evaluation. The area that scores top is every

aspect with exception of #6 which is a fundraising part. The area that scores the low is understanding as the economic situation and hyperinflation after the COVID 19. So, the area that we need to work on is that area.

| No | Question  | 1 | 2 | 3 | 4  | 5 | average |
|----|---|---|---|---|----|---|---------|
| 1  | Understands and delivers a vision for the University effectively.                                 |   |   |   | 10 |   | 4.00    |
| 2  | Communicates with other members in a timely and responsive manner.                                |   |   |   | 10 |   | 4.00    |
| 3  | Attends and participates in all board meetings sincerely.   |   |   |   | 10 |   | 4.00    |
| 4  | Attends and participates in all committee meetings sincerely.                                     |   |   |   | 10 |   | 4.00    |
| 5  | Actively supports the chairman and the president's vision and plans.                              |   |   |   | 10 |   | 4.00    |
| 7  | Practices leadership that instills enthusiasm and increases morale.                               |   |   |   | 10 |   | 4.00    |
| 8  | Represents the University well to the community and beyond the campus.                            |   |   |   | 10 |   | 4.00    |
| 9  | Executes annual plans of the board sincerely and cooperatively.                                   |   |   |   | 10 |   | 4.00    |
| 10 | Does not exceed his authority nor ask the board to make decisions that he should make on his own. |   |   |   | 10 |   | 4.00    |
| 11 | Overall, performs his role in excellent manner.   |   |   |   | 10 |   | 4.00    |
| 6  | Actively involved with fundraising activities.  |   |   | 1 | 9  |   | 3.90    |
| 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 2023-2024, the board agreed that Dr. Kim has done superior job to stabilize and operate the school in the positive way. 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. The Board has owed so much to his leadership. As such, he has high score in his overall performance in every area with exception of the fundraising issue. This is matched by the board self-evaluation where they also hit the low score.

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

## President Evaluation 2023

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

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

| No | Question  | 1 | 2 | 3 | 4 | 5  | average |
|----|---|---|---|---|---|----|---------|
| 1  | Communicates a vision for the University effectively.   |   |   |   |   | 10 | 5.00    |
| 2  | Communicates with members in a responsive manner.   |   |   |   |   | 10 | 5.00    |
| 3  | Effectively appoints and manages the administrative cabinet.                                      |   |   |   |   | 10 | 5.00    |
| 4  | Is taking the right action to manage enrollments.   |   |   |   |   | 10 | 5.00    |
| 5  | Actively promotes scholarly development and excellence.   |   |   |   |   | 10 | 5.00    |
| 6  | Is an effective fundraiser  |   |   |   | 5 | 5  | 4.50    |
| 7  | Practices leadership that instills enthusiasm and increases morale.                               |   |   |   |   | 10 | 5.00    |
| 8  | Represents the University well to the community and beyond the campus.                            |   |   |   |   | 10 | 5.00    |
| 9  | Executes University's annual plans sincerely.   |   |   |   |   | 10 | 5.00    |
| 10 | Does not exceed his authority nor ask the board to make decisions that he should make on his own. |   |   |   | 1 | 9  | 4.90    |
| 11 | Overall, the president performs his role in excellent manner.                                     |   |   |   | 2 | 8  | 4.80    |
| 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.

Up to the last year, 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. Starting from 2022-2023, the board and president decided to assess their performance over against the job description of each position instead of assessing general category. So, we have used the new staff evaluation form. According to this new assessment tool, we have come up with the following results.

### **Jongin Kim - President**

Jongin Kim has performed superb performance in the year 2023-2024. He scored relatively high in working with constituency, fulfilling the mission and vision and serve as the liaison between the board and administration. But he performed superb in the rest of the area: appointment of full-time faculty and administrator, representing the university to internal and external constituencies, cultivating alumni, church and friends of university, developing financial resources, promoting cause of the university, receiving and receiving the report of deans, and performing any other duties. He loves the university and is successful in managing the school with creativity and a great vision.

### **Dongjin Lee - Director of Administration/Dean of Students**

Dr. Lee scores relative high in every area his job description includes. He is actively involved in daily school operation with dedication and maintains good relationship and harmonizing well with the staff.

### **Dongjin Lee – Dean of Students**

He is well above the baseline of staff performance in every area. He communicates effectively with students and guide them well in their faith journey and character. He takes the work as a form of ministry.

### **KiWook Min -Dean of Academics**

His performance is well above the baseline of staff performance: 4.0 out of 5.0 scales. Dr Min is actively involved in school matter, academic policy making, faculty management and daily operation of the school. He shows his humble and good character and has positive attitude, but he lacks proactive attitude. He needs to work on business, music, and art school so that they are sustainable.

### **Jooman Lee – CFO**

Dr. Lee scores relative high and his performance is way above the baseline of the staff evaluation: 4.0 out of 5.0 scale. As a CFO, Dr. Lee has fulfilled his responsibility excellently and his timely management and financial report is critical for the daily management of the University.

### **Meewon Sul - IR**

Ms Sul performance is well above the baseline of 5.0 out of 5.0 scale. She has continue to work diligently collecting data, analyze it and disseminate the analyzed data with relevant office, dean and staff. She guides well of faculty and students and orchestrate the annual assessment agenda and bring its tools to measure in timely manner. She collaborates with the faculty and staff. She put together annual assessment plan and strategic plan so that timely budget can be made. She knows how to present the assessment data to the multi stakeholders so that every of stakeholder share their input and share of government before they come up with action plan and come up with meaningful budget that reflect the strategic plan. Her office is the key to the success of the university. Each of office needs take the data more seriously and put it into business plan to develop in rolling five year in a more organized way.

### **Jihyun Ahn - Registrar**

Ms Ahn performance is well above the baseline. She is diligent and never delay supervising and evaluate the record, registration and admission. She is working in an organized manner, participate and serves as a part of academic affair team. She is evaluating all graduating applications, overseeing compete graduation process, providing leadership and developing appropriate recommendation of implementation of related technology in support of enhance services, administering the collective bargaining agreement for the support staff, etc. No further commended is provided.

### **Dongjin Lee - Chaplain**

Dr. Lee has double duty and yet is good at serving as the pastor to the university, maintaining a visible and active presence, overseeing the activities of the various small group, participating in university ceremonies, etc. He is doing his job at a superb level.

## **Duckyoung Won -Librarian**

Dr. Won has shown superb work. He scored 5.0 out of 5.0 scale. He has shown promising work ranging from student borrowing, online research and book selection, collection and purchase. We have subscribed the right online resources within our budget due to his diligent work. He also communicates well with other school staff and continue to do his work for benefit of the students and faculty.

### **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 2023-2024, we have conducted staff retreat during our preparation of new proposed programming process . At that time, the major focus was done on working on standardized assessment process and evidence-based university decision process. And all the staff were able to learn and how to use various assessment tools to use to collect analyzed data and use it to make informed decision. 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.

During the academic year 2023-2024, we have done student orientation both, Aug 16, 2023, and January 24, 2024. 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. It is a great opportunity to build community and relationship among various stakeholders.



## **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” in May 23, 2024 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 performed Oikos Orchestra by inviting family, friends and alumni. We make this event as a part of continuing education. It brings a lot of excitement, joy, passion and reward. Through this event, we built a very strong sense of 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

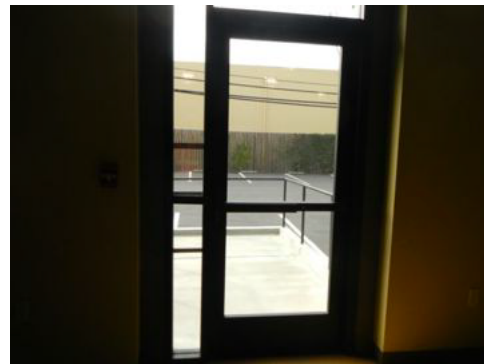
At roughly the beginning of each month, the Director of Administration or designee uses the OU Monthly Fire and Facility Inspection form to document the inspection of fire equipment, assembly areas, and general facility maintenance status. Items requiring action and actions taken are indicated on the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



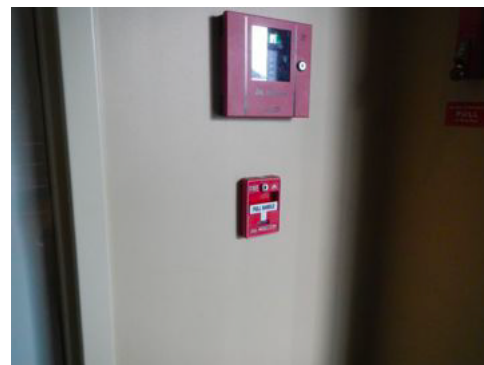
The building management has provided us with building inspection. We continued to do the building drills. We also have safety and security policy. The building management continue to check every day every area of the building to make sure that the building complies with city code, fire alarm check and 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 story. 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:



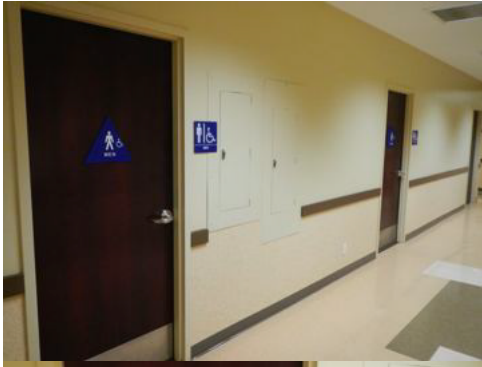
Additional hall is maintained by the management along with fire extinguisher:



Elevator is well maintained by the management office:

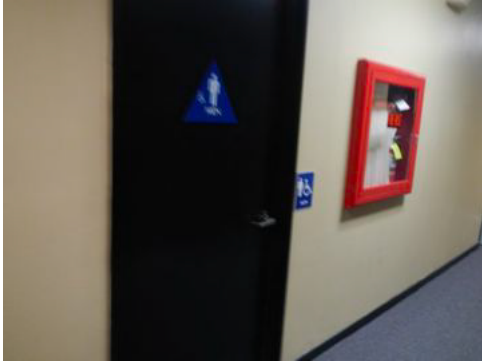
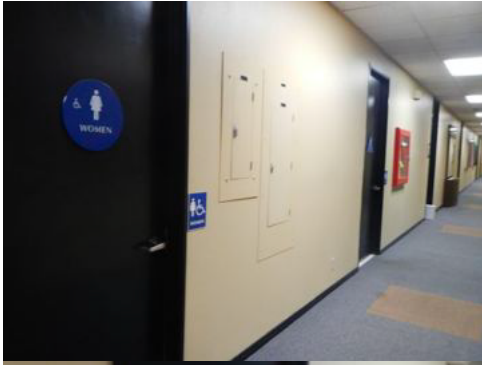


Also, the bathroom is regularly cleaned and maintained well each day:









## **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.

### **2023-2024 Assessment Methodology & Administration**

During the 2023-2024 academic years, the library conducted an active Library User Satisfaction Survey. The survey was available in the beginning of September and running through the middle of October.

This was an active survey, with a sample of 12 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 can 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 September 1 to the entire OIKOS community, i.e. students, faculty, administrators, staff, and alumni. This notes briefly detailed information about the survey and provided the URL to directly access the survey. An additional follow-up universal email was sent on September 18. Notification via email appears to be very effective, as our highest response levels were reached 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.

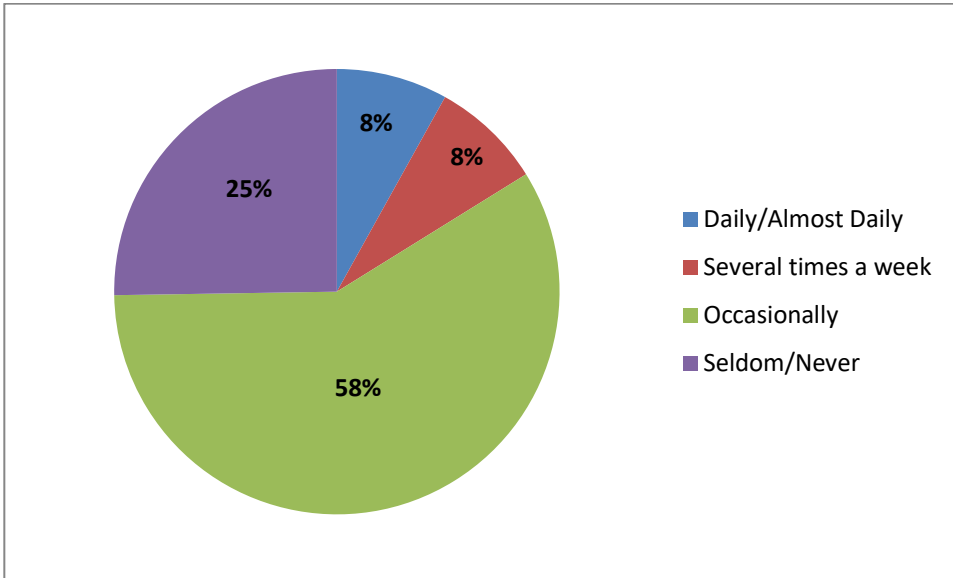
### **Findings of 2023-2024 Assessment**

Participant Status:  Student (50%)  Faculty (33%)  Staff (17%)  Other (0%)

1. How often do you use the library on weekdays, Monday through Friday?

- A. Daily/Almost Daily (8%)  
B. Several times a week (8%)  
C. Occasionally (58%)  
D. Seldom/Never (25%)

If you marked D in question 1,



2. Please, indicate the reason for infrequent use of the library.

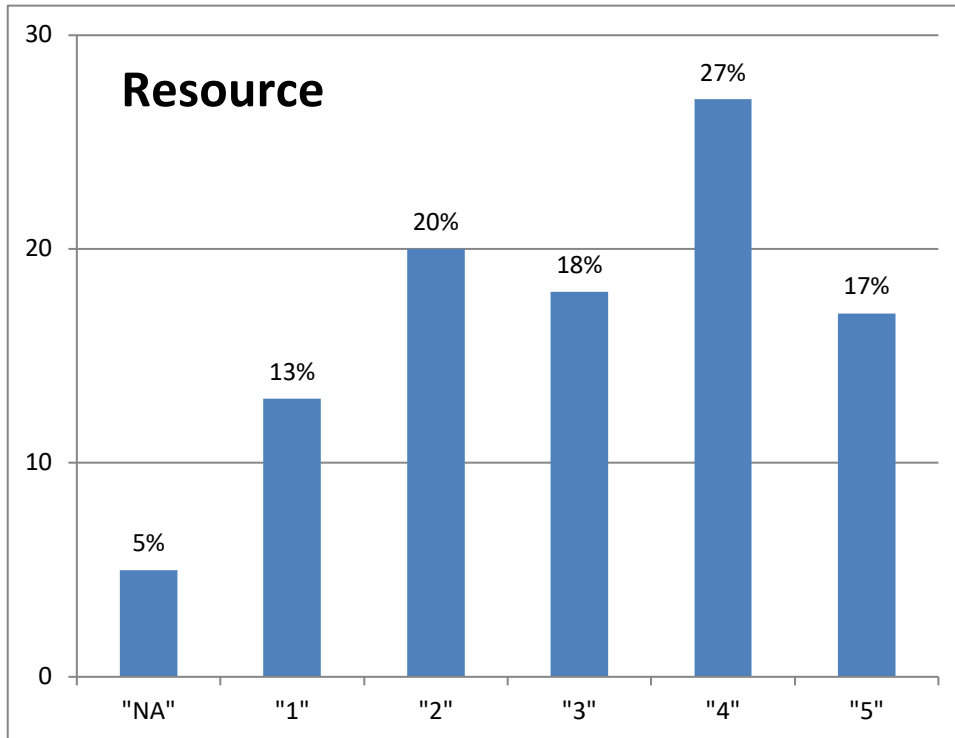
- A. My courses don't require library use. (0%)
- B. I don't understand how to use library resources. (0%)
- C. I obtain needed materials elsewhere. (75%)
- D. Other: (25%)

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

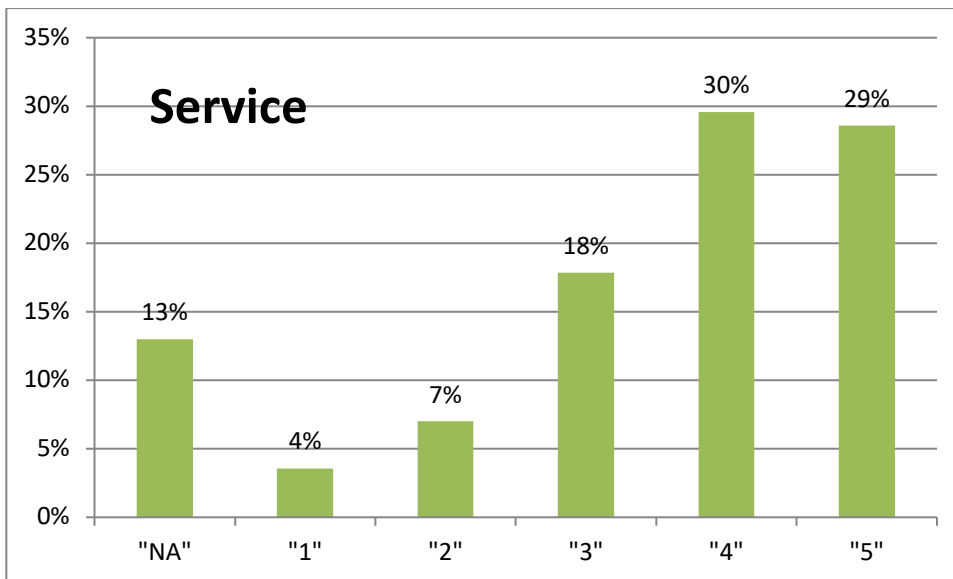
| (Resource)  | NA | 1   | 2   | 3   | 4   | 5   |      |
|---|----|-----|-----|-----|-----|-----|------|
| 3. I could find my course textbooks and required books from library collections.  | 0% | 8%  | 0%  | 17% | 42% | 33% | 100% |
| 4. The library holds an adequate range of books needed for my major/research.   | 8% | 8%  | 17% | 25% | 33% | 8%  | 100% |
| 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. | 8% | 25% | 25% | 8%  | 25% | 8%  | 100% |

|  |    |     |     |     |     |     |      |
|--|----|-----|-----|-----|-----|-----|------|
| 6. The library maintains an adequate range of online resources (E-journals and E-books) for my major/research. | 8% | 17% | 33% | 8%  | 17% | 17% | 100% |
| 7. The library maintains, and an adequate range of resources and services specifically needed for my research. | 0% | 8%  | 25% | 33% | 17% | 17% | 100% |



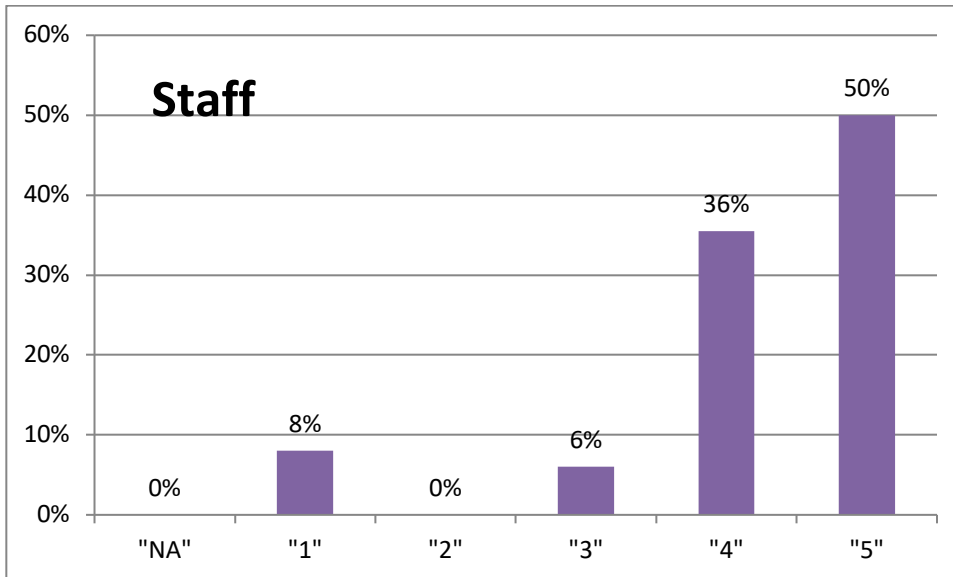
| (Services)  | NA | 1   | 2  | 3   | 4   | 5   |  |
|---|----|-----|----|-----|-----|-----|--|
| 8. The Library Online Catalog is easy to use.   | 0% | 8%  | 8% | 17% | 25% | 42% |  |
| 9. The Library Website is easy to access library services, research guides, catalog, and journal databases. | 8% | 0%  | 0% | 33% | 33% | 25% |  |
| 10. The check out process for library materials is easy.  | 8% | 17% | 0% | 8%  | 33% | 33% |  |

|   |     |    |     |     |     |     |  |
|---|-----|----|-----|-----|-----|-----|--|
| 11. The circulation period allows sufficient time for use.      | 8%  | 0% | 17% | 25% | 25% | 25% |  |
| 12. The library has an effective interlibrary loan system.      | 25% | 0% | 8%  | 8%  | 25% | 33% |  |
| 13. The library provides useful reference service.              | 25% | 0% | 8%  | 17% | 33% | 17% |  |
| 14. The library has helped me find information for my research. | 17% | 0% | 8%  | 17% | 33% | 25% |  |



Lowest ←-----→Highest

| (Staff)  | NA | 1  | 2  | 3  | 4   | 5   |      |
|--|----|----|----|----|-----|-----|------|
| 15. The library staff are approachable and welcoming.                                    | 0% | 8% | 0% | 8% | 33% | 50% | 100% |
| 16. The library staff are courteous and polite.  | 0% | 8% | 0% | 0% | 42% | 50% | 100% |
| 17. The library staff give accurate answers to my questions.                             | 0% | 8% | 0% | 8% | 42% | 42% | 100% |
| 18. The library staff encourage me to come back to ask for more assistance if I need it. | 0% | 8% | 0% | 8% | 25% | 58% | 100% |



19. Have you used the Interlibrary Loan service to obtain materials from other libraries?  
 A. Frequently (18%) B. Infrequently (18%) C. Never (64%)

If you have used Interlibrary Loan to request a book,

20. Were you satisfied with the results?  
 A. Yes (100%) B. No (0%)

21. If you have never used Interlibrary Loan, indicate your reason:  
 A. I obtain what I need from our library or online (33%)  
 B. I obtain what I need by going to other libraries (17%)  
 C. I did not know about Interlibrary Loan service (50%)  
 D. Other reasons: (0%)

### Conclusion & Recommendations:

Overall, the results of the Library User Satisfaction Survey, 2023-2024, indicate that the OIKOS Library is doing very well in satisfying the needs of its community of users.

The following are several recommendations to be taken into consideration by the director of the library. The library committee will discuss this survey result and report for additional discussion points. The committee will use this survey result for a five-year strategic plan as well.

1. The library's use frequency of patrons is somewhat low. We must plan to improve library use frequency by advertising, orientation, purchasing new book, and so on.

2. Not only the score of satisfaction for staff and service are excellent, but also the score for resources is great. We can positively evaluate our library's operation. We must preserve this level of library service and need to improve library service and resources by new and various resources and services.
3. The satisfaction of inter library loan result is 100%. We must serve an inter library loan service to continuously support our students and faculties with the materials out of our library collection.

### **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, and student services. The teaching site grows steadily with quality program and dedicated staff and faculty.

### **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 31<sup>st</sup>. By February 15<sup>th</sup>, 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         |
| <b>Total</b>                | <b>\$6240</b> |

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 15<sup>th</sup>, 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.

|  |    |
|--|----|
|  | \$ |
|  | \$ |

|              |    |
|--------------|----|
|              | \$ |
|              | \$ |
|              | \$ |
|              | \$ |
|              | \$ |
|              | \$ |
| <b>Total</b> | \$ |

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 15<sup>th</sup>. 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 \$850,000 (tuition and fee: \$750,000; Contributions: \$50,000; Board Membership: \$50,000) and Expense (Instruction: \$345,000; Teaching Site: \$30,000; Academic Support: \$51,000; Library Services: \$35,000; Administration: \$46,000; Institutional Support: \$38,000; Student Services: \$37,000; Scholarship: \$10,000; Public Services: \$5,000; Research: \$70,000; Operation and Maintenance: \$173,000; Other: \$10,000: Total: \$850,000).

|                             |
|-----------------------------|
| <b>OIKOS UNIVERSITY</b>     |
| <b>7/2024-6/2025 BUDGET</b> |
| <b>REVENUES</b>             |



|                                  |                      |
|----------------------------------|----------------------|
| Tuition & Fees                   | \$ 750,000.00        |
| Contributions                    | \$ 50,000.00         |
| Board Membership/other           | \$ 50,000.00         |
| <b>Total Revenues</b>            | <b>\$ 850,000.00</b> |
| <b>EXPENSES</b>                  |                      |
| <b>INSTRUCTION</b>               |                      |
| Full--time Faculty Salaries      | \$ 300,000.00        |
| Part--time Faculty Salaries      | \$ 40,000.00         |
| Instructional Expense            | \$ 5,000.00          |
| <b>Instruction Total</b>         | <b>\$ 345,000.00</b> |
| <b>Teaching site</b>             | <b>\$ 30,000.00</b>  |
| <b>ACADEMIC SUPPORT</b>          |                      |
| Academic Administrative Salaries | \$ 36,000.00         |
| Academic Support Expense         | \$ 5,000.00          |
| Conference & Meeting Expense     | \$ 10,000.00         |
| <b>Academic Support Total</b>    | <b>\$ 51,000.00</b>  |
| <b>LIBRARY SERVICES</b>          |                      |
| Library Salaries                 | \$ 30,000.00         |
| Library Resources                | \$ 3,000.00          |
| Library Expense                  | \$ 2,000.00          |
| <b>Library Services Total</b>    | <b>\$ 35,000.00</b>  |
| <b>ADMINISTRATION</b>            |                      |
| Administrative Salaries          | \$ 36,000.00         |
| Administrative Expense           | \$ 5,000.00          |
| Conference & Meeting Expense     | \$ 5,000.00          |
| <b>Administration Total</b>      | <b>\$ 46,000.00</b>  |
| <b>INSTITUTIONAL SUPPORT</b>     |                      |
| General Staff Salaries           | \$ 24,000.00         |
| Promotion                        | \$ 5,000.00          |
| Equipment                        | \$ 3,000.00          |
| Communication                    | \$ 3,000.00          |
| General Materials & Supplies     | \$ 2,000.00          |

|  |                      |
|--|----------------------|
| Other                                    | \$ 1,000.00          |
| <b>Institutional Support Total</b>       | <b>\$ 38,000.00</b>  |
| <b>STUDENT SERVICES</b>                  |                      |
| Student Services Salaries                | \$ 24,000.00         |
| Student Activities & Events              | \$ 5,000.00          |
| Student Services Expense                 | \$ 5,000.00          |
| Conference & Meeting Expense             | \$ 3,000.00          |
| <b>Student Services Total</b>            | <b>\$ 37,000.00</b>  |
| <b>SCHOLARSHIPS</b>                      | <b>\$ 10,000.00</b>  |
| <b>PUBLIC SERVICE</b>                    | <b>\$ 5,000.00</b>   |
| <b>RESEARCH</b>                          |                      |
| Research Salaries                        | \$ 30,000.00         |
| Membership & Other Fees                  | \$ 20,000.00         |
| Contractual Services                     | \$ 15,000.00         |
| Conference & Meeting Expense             | \$ 5,000.00          |
| <b>Research Total</b>                    | <b>\$ 70,000.00</b>  |
| <b>OPERATION &amp; MAINTENANCE</b>       |                      |
| Operation & Maintenance Salaries         | \$ 15,000.00         |
| Utilities                                | \$ 3,000.00          |
| Rent                                     | \$ 150,000.00        |
| Other                                    | \$ 5,000.00          |
| <b>Operation &amp; Maintenance Total</b> | <b>\$ 173,000.00</b> |
| <b>OTHER</b>                             | <b>\$ 10,000.00</b>  |
| <b>TOTAL EXPENSES</b>                    | <b>\$ 850,000.00</b> |

### **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, 2024:



## **WANGSEOCK SONG**

### **Certified Public Accountant**

3255 Wilshire Blvd, Suite 1717, Los Angeles, California 90010 Tel (323) 998-0314 Fax (213) 493-2115

To the Board of Directors of Oikos University  
Oakland, California

### **Management letter for the year ended June 30, 2024**

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, 2024. 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

**Wangseock Song, CPA**

A handwritten signature in black ink, appearing to read 'W Song', is positioned below the typed name.

### **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, 2024.

### **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.

### **Segregation of Duties**

#### Comment

During my prior year-end audit procedures, I noted a limited segregation of duties. Segregation of duties is one of the most integral components of an internal control system. Segregation of duties ensures that no one individual has access to resources if the individual also is responsible for processing, summarizing and reporting information or authorizing transactions. Certain functions, such as segregating cash receipts and cash disbursements from anyone with the ability and/or responsibility to record these transactions in the general ledger and/or reconcile accounts in the general ledger provides a mechanism for preventing or detecting on a timely bases any errors or irregularities. The Organization needed improvement in the segregation of duties due to the limited staffing of the accounting department.

#### Recommendation

I recommended that the organization of the accounting department and the functions assigned to the individual staff be reviewed and possibly modified to improve internal controls and the segregation of duties.

#### Management Response

The Organization improved and strengthened internal controls to the extent possible. However, The Organization is not too big to make reasonable segregation of duties. Some people still have a duplicated role.

### **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,<br>Board     | 6/30/2024   | Term of each board members it to be noted   |
|              | Policy Manual           | Board Chair,<br>President | 6/30/2024   | Match with academic catalog   |
|              | Faculty Handbook        | Dean of<br>Academics      | 6/30/2024   | Accepted as is  |
|              | Academic Catalog        | Dean of<br>Academics      | 6/30/2024   | update of academic schedule & add any newly proposed and approved programs                              |
|              | Student Handbook        | Dean of<br>Students       | 6/30/2024   | Accepted as is  |
|              | Administrative Handbook | President                 | 6/30/2024   | Accepted as is  |
|              | Library Handbook        | Librarian                 | 6/30/2024   | Accepted as is  |
|              | Website                 | IT Person                 | 6/30/2024   | update one click student achievement and make sure that it is matched with that is current and accurate |

### **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 2023-2024, we have collected at least 1 from a different stake holder. 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 board has agreed to work on the newly proposed programs and offer annual fundraising night. We are a small institution but have a great reputation and church network. Alumni come back to support the school. Staffs are friendly. Tuition is very affordable. We need to work on career development and have to use social media for marketing. The Board assigned additional budget to proactively work on increasing student enrollment in general and music and business in particular as well as newly proposed programs such as MFA and PhD in Intercultural Studies.





### SWOT Analysis (2023-2024)

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

Check (x)

Board ( x ) Staff ( ) Faculty ( ) Student ( ) Alumni ( ) Prospective Student ( )

|  |   |
|--|---|
| Strength   | Weakness  |
| <ol style="list-style-type: none"> <li>1. The University has a great and stable leadership such as CEO and Dean of Academics</li> <li>2. The School has a good reputation among the community</li> <li>3. The School has a long history that shows stability</li> <li>4. The board is very supportive of the school and once someone becomes the board, he or she continues to support.</li> </ol> | <ol style="list-style-type: none"> <li>1. The school may need additional program that helps students for job placement.</li> <li>2. New programs many be something that must be relevant for job market.</li> </ol> |
| Opportunity  | Threat  |

|   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. The School has a good church network</li> <li>2. President has a good church network as he was the chair of synod at one point.</li> <li>3. Dean of students is very active and bringing speakers for chapel so that they can be engaging though their church or individually.</li> <li>4. Alumni comes back to support school after many years.</li> </ol> | There is no visible threat that I am aware of. |
|---|--|

### SWOT Analysis (2024-2025)

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

Check (x)

Board ( ) Staff ( x ) Faculty ( ) Student ( ) Alumni ( ) Prospective Student ( )

| Strength  | Weakness   |
|---|--|
| <ol style="list-style-type: none"> <li>1. School has a good student management system that is at work</li> <li>2. The school has dedicated workforce with institutional knowledge</li> <li>3. The School can recruit international students annually.</li> <li>4. The school has a diversity of programs. And it is not focusing only one program.</li> <li>5. The school has a teaching site.</li> </ol> | <ol style="list-style-type: none"> <li>1. The school needs more staff that can support students.</li> <li>2. We need to grow the new programs such as MFA and Ph.D.</li> </ol> |
| Opportunity   | Threat   |
| <ol style="list-style-type: none"> <li>1. The School has a good team of organization that is at work</li> <li>2. Supervisor and leaders are in good communication with staff and students</li> </ol>  | none   |

### SWOT Analysis (2024-2025)

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

Check (x)

Board ( ) Staff ( ) Faculty ( x ) Student ( ) Alumni ( ) Prospective Student ( )

|  |   |
|--|---|
| Strength   | Weakness  |
| <ol style="list-style-type: none"> <li>1. The faculty are of academic expertise, who are committed to student success</li> <li>2. The school has a good system that supports faculty</li> <li>3. The university offers regular meetings for faculty and committee</li> <li>4. The university is supportive of faculty</li> </ol> | <ol style="list-style-type: none"> <li>1. The school needs to grow student body in every program</li> <li>2. The school needs to do social media marketing</li> </ol> |
| Opportunity  | Threat  |
| <ol style="list-style-type: none"> <li>1. Dean is actively supporting faculty</li> <li>2. Evaluation is at work</li> <li>3. New programs are under research and reviews for its feasibility and suitability.</li> </ol>  | none  |

#### SWOT Analysis (2024-2025)

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

Check (x)

Board ( ) Staff ( ) Faculty ( ) Student ( x ) Alumni ( ) Prospective Student ( )

|   |  |
|---|--|
| Strength  | Weakness   |
| <ol style="list-style-type: none"> <li>1. Diverse student body and potential for academic excellence</li> <li>2. Faculty members care for students' needs and are willing to help out</li> <li>3. faculty knows their area very well</li> <li>3. Faculty is knowledgeable and open for advising</li> <li>5. The school has a teaching site</li> </ol> | <ol style="list-style-type: none"> <li>1. The school needs to offer career development.</li> </ol> |
| Opportunity   | Threat   |
| <ol style="list-style-type: none"> <li>1. The School has a good reputation among the community</li> <li>2. Students have internship opportunities in which they can apply the knowledge learned in school in real-world setting.</li> <li>3. The school staff is kind and is very supportive</li> </ol>   | none   |

### SWOT Analysis (2024-2025)

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

Board ( ) Staff ( ) Faculty ( ) Student ( ) Alumni ( x ) Prospective Student ( )

|   |   |
|---|---|
| <b>Strength</b>   | <b>Weakness</b>   |
| <ol style="list-style-type: none"> <li>1. School has a great history, reputation, etc.</li> <li>2. Loyalty to the institution, potential for donations and mentorship</li> <li>3. Tuition is very affordable</li> <li>4. Staffs are always accommodating and friendly.</li> </ol> | <ol style="list-style-type: none"> <li>1. Engagement levels vary, and alumni network needs to be utilized more actively.</li> <li>2, The school needs staffs that can offer various languages.</li> <li>3. The school needs to work on social media actively to recruit students</li> </ol> |
| <b>Opportunity</b>  | <b>Threat</b>   |
| <ol style="list-style-type: none"> <li>1. The school has a good church network but needs to reach out more</li> <li>2. Alumni comes back to support school but needs regular fundraising night on a regular basis.</li> </ol>   | none  |



### H-3. Student Achievement

#### 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.

**Retention Rate, Graduation Rate, and Job Placement Rate, 2023-2024**

|              | 2023-2024    |
|--------------|--------------|
| BABS         | 100% (9/9)   |
| BABA         | 100% (5/5)   |
| BM           | 0% (0/0)     |
| M.Div        | 100% (4/4)   |
| MBA          | 100% (6/6)   |
| MM           | 0% (0/0)     |
| D.Min        | 100% (2/2)   |
| DBA          | 100% (4/4)   |
| DMA          | 0% (0/0)     |
| Campus Total | 100% (30/30) |

Student Graduation Rate

|              | 2023-2024   |
|--------------|-------------|
| BABS         | 54% (13/24) |
| BABA         | 100% (1/1)  |
| BM           | 0% (0/0)    |
| M.Div        | 0% (0/2)    |
| MBA          | 0% (0/0)    |
| MM           | 0% (0/0)    |
| D.Min        | 50% (1/2)   |
| DBA          | 0% (0/0)    |
| DMA          | 0% (0/0)    |
| Campus Total | 52% (15/29) |

Job Placement Rate

|       | 2023-2024  |
|-------|------------|
| BABS  | 54% (7/13) |
| BABA  | 100% (1/1) |
| BM    | 0% (0/0)   |
| M.Div | 0% (0/0)   |

**Oikos University**  
**Course Completion Rate**  
**Spring 2023 to Spring 2024**  
(Credit Earned/Credit Attempted)

| Program | Spring 2023          | Fall 2023            | Spring 2024         |
|---------|----------------------|----------------------|---------------------|
| BABS    | 90.5%<br>(354/391)   | 96.4%<br>(320/332)   | 100%<br>(443/443)   |
| BABA    | 100%<br>(120/120)    | 97.4%<br>(225/231)   | 100%<br>(170/170)   |
| M.Div   | 100%<br>(97/97)      | 90.3%<br>(84/93)     | 100%<br>(166/166)   |
| MM      | 17.6%<br>(3/17)      | N/A                  | N/A                 |
| MBA     | 100%<br>(45/45)      | 100%<br>(135/135)    | 100%<br>(237/237)   |
| D.Min   | 78.6%<br>(22/28)     | 100%<br>(16/16)      | 100%<br>(9/9)       |
| DBA     | 100%<br>(363/363)    | 100%<br>(330/330)    | 100%<br>(276/276)   |
| Total   | 94.6%<br>(1004/1061) | 97.6%<br>(1110/1137) | 100%<br>(1301/1301) |

### **Highlight of the changes made to the Strategic Plan through the Assessment Plan, 2023-2024:**

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 a newly proposed degree of Master of Science in Acupuncture and Herbal Medicine (MSAcHM) and obtain approval from the TRACS, CAB, and ACAHM and allocate budget.
2. To allocate a budget for a full-time faculty for a newly proposed program and part-time faculty and allocate budget.
3. To grow the student body at least 10 to 15 percent in each of the programs in both the main campus and Los Angeles teaching site.
4. To recruit at least 15 to 20 students for a newly proposed MSAcHM program.
5. To conduct program review in each of the programs in accordance with our program review cycle.
6. To allocate a budget and purchase a computer for library and copy machine.
7. To offer development seminars for both faculty and staff and allocate research budget.
8. To have the faculty senate continue to share governance and meet on a regular basis.
9. To make CPT available for qualifying non-immigrant international students from Day 1 for graduate students and after one year for undergraduate students.
10. To have faculty conduct advising sessions with the student at least once per semester and during, and after the class.



## Highlight of the summary of assessment activities and changes made as a result, 2023-2024:

1. We have decided to offer classes that fulfill institutional learning objectives: ILO1, ILO2 and ILO5 and ILO6.
2. We have decided to offer classes to fulfill PLO1 and PLO2 of the BABA program and PLO3 to PLO5 in the M.Div program.
3. We have decided to offer more classes for elective courses in the MBA program.
4. The Faculty Senate has decided to conduct a program review of at least two programs such as MBA and DBA in the next academic year.
5. The Dean of Academics agreed to sit down with some of the faculty members who have shown relatively low teaching performance and conduct a syllabus review at least two to three weeks prior to the academic semester.
6. Leadership at Oikos University agreed to offer Oikos Orchestra on a regular basis to build the sense of community and to earn a reputation among the community.
7. We have decided to prepare well for a newly proposed program MSAcHM to meet the needs of students and our mission and vision to reach out the world and bring healing in that MSAcHM offers a new vibrant vision to the university as well as community.

