

2015 SPRING SEMESTER COURSE EVALUATION REPORT

Course Evaluation and Outcome Assessment was conducted on May 23, 2015 as determined by the faculty committee with guideline instructions and official form prepared by the Office of Academic Affairs supervised by Dr. Soyoung Chung.

Each faculty was instructed to hand out the form to each student at the beginning of their last class for the term, and one representing student was nominated and elected to collect the course assessment forms from students to seal and return the package to the Office of Academic Affairs.

Interpretation and translation service was provided in order for students to fully understand each questionnaire.

The purpose of the outcome assessment is to improve course contents, program curriculum, and instructor performance. 2015 Spring Semester assessment was the second in the history of the institution, and general data was compared with the previous one for collecting information for improvement.

The assessment data is comprised of 4 different sections of the follows:

- (1) Self-Assessment
- (2) Instructor Evaluation
- (3) Course Evaluation
- (4) General Comments and Suggestions

Each student is asked to mark and respond to each question, and the Office of Academic Affairs performed assessment data compilation by adding all students' answer and provide average for each question to a percentage for comprehension.

After this report is drafted, the outcome will be analyzed and discussed with each faculty for his/her improvement in performing lectures and educational assistance to students. The data will be incorporated into the assessment planning and program assessment; however, Reformed University understands that the outcome of this assessment is not the only barometer of the faculty performance that may lead to faculty employment decision or it may not serve as the only input for program improvement.

General Statistics

Total of 6 courses were offered by the institution as the institutional requirement course was delayed due to instructor (president)'s absence for business travel to other nations. The course is to be offered during the summer term, and appropriate due process for the course assessment will be carried out at the end of term for consideration and data incorporation.

100% of class attendee participated the survey; however, the attendance rate was significantly less than appropriate since the survey was performed on the last day of the class due to delayed administrative decision.

No identical course was offered in Spring 2015 semester compared to Fall 2014 for which the first course evaluation was performed. Thus, significant comparison for improvement may not be assessed; however, faculty performance can be visible as some faculties have taught in both semesters. The information for faculty improvement will be discussed with each faculty member as the report be forwarded to President for his review and approval for publication.

The validity of the evaluation depends on the sampling size and the participants' intention to reflect individual opinion; however, 2015 spring semester course evaluation did not involve enough number of student sampling; thus it is the Office of Academic Affairs' responsibility to accept the outcomes in general term, and advises the institution leadership to be careful in formulating improvement plan strictly based on the evaluation.

Findings and Outcomes

The Office of Academic Affairs considered all relevant aspects of the 2015 Spring Semester course evaluation, and found the following points of issues and areas of improvement which may be applied to strategic planning and course design process. The individual faculty evaluation outcomes are discussed with the faculty member for privacy and appropriate action plan is requested prior to the first day of Fall semester in 2015.

1. Issues with delayed course evaluation schedule

The course evaluation for 2015 spring semester was conducted on the final day of the semester due to lack of administrative planning; thus creating burden on time management for students and faculties causing students failing a full understanding of each questionnaire. The course evaluation should provide enough ample time for students fully express their assessment on the effectiveness of offered courses, as well as faculties need to have enough time to assess students' advancement on given curriculum through sufficient time for final exam. It is the administrative determination that the Office of Academic Affairs need to schedule the **course evaluation session at least a week prior to the final day** for each term starting in Fall 2015 semester for better assessment.

2. Student attitude in course evaluation

Repeated and detailed orientation on the importance and the procedure of course evaluation must be provided to students leading to earnestness in participating in course evaluation. This process of course evaluation is not a mere bureaucratic event, but to improve the quality of education of the institution and a foundation for academic improvement for all constituencies. Therefore, the Office of Academic Affairs is determined to **present orientation sessions for students on course evaluation** prior to or during each semester.

3. Outcomes of each section of assessment:

- (1) Self-Assessment
- (2) Instructor Evaluation
- (3) Course Evaluation

Overall course evaluation outcome

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|--------------------------|----------------------------------|
| 1) Self-Assessment | Average 4.94 / Percentage 98.81% |
| 2) Instructor Evaluation | Average 4.57 / Percentage 91.34% |
| 3) Course Evaluation | Average 4.58 / Percentage 91.70% |

Among lowest grading, the following agenda need to be addressed for improvement:

- The instructor demonstrated a thorough knowledge of the subject matter. (4.66/5.00scale)
- The instructor was accessible to students during office hours or after class. (4.69/5.00Scale)

Most outstanding improvement compared with the previous course evaluation:

- The objectives for this course have been accomplished. (4.93/5.00Scale)
- The way the course was organized facilitated my achieving its learning goals. (4.98/5.00Scale)
- Assignments contributed to an understanding of course content. (4.98/5.00Scale)
- Course syllabus was provided at the beginning of the course as the complete and useful guide for the course. (4.98/5.00Scale)
- Feedback on examinations/papers/performance was valuable. (5.00/5.00Scale)
- In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area. (5.00/5.00Scale)

Summary

From the above outcomes, the Office of Academic Affairs summarizes the 2015 Spring semester course evaluation outcomes as follows:

- 1) Careful and thorough course designing and planning represented by the course syllabus has improved the quality of education. Thus the Office of Academic Affairs is determined to continue linking institutional learning outcomes with program objectives to course objective planned by each faculty.
- 2) Students have not been provided with sufficient help sessions or faculty counseling during the semester; thus the Office of Academic Affairs request the institution's

leadership to extend the office hours for teaching faculty for both before and after each class so students may engage in communication with faculties for academic advancement to meet course objectives.

Student Counseling and advisement planning has been submitted by the Office of Planning for further discussion and the institution's leadership is currently assessing the plan for immediate implementation.

- 3) Faculties have not fully expressed their knowledge in the field of their course works. The Reformed University may engage in offering faculty improvement to explore various teaching methods and delivery systems. The Office of Academic Affairs has already initiated faculty improvement sessions for Microsoft Office Software Use for faculties during the summer to reflect the determination.