

2016 SPRING SEMESTER COURSE EVALUATION REPORT

2016 Spring semester Course Evaluation and Outcome Assessment was performed on April 23 as pre-scheduled and announced by the faculty committee with guideline instructions and official form prepared and coordinated by the Office of Academic Affairs supervised by Dr. Soyounng Chung.

The form of the survey and the list of questionnaire have not been amended since the last course evaluation for Fall 2015; thus improvement in all academic areas were expected to be assessed in data comparison.

As in the approach previous evaluations were instructed and carried out, each faculty was instructed to hand out the form to each student at the beginning of their "Second-to-last" class for the semester, and a 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 immediately after the class.

Interpretation and translation service was provided in order for students to fully understand each questionnaire, and in order to insure thorough insight of the assessment result, the Director of Planning and the Director of Institutional Effectiveness were suggested to participate in the assessment outcome production process.

The purpose of the outcome assessment is to improve course contents, program curriculum, and instructor performance. General data was compared with the previous one for collecting information for improvement.

The assessment data is comprised of 4 separate sections of the following:

- (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. For each category the following questions were asked to each student to grade from 1 to 5 (5 being the highest) and the Office of Academic Affairs may retrieve general assessment from students per question, per class, and per faculty.

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

For Spring 2016 semester, Reformed University offered total of eight classes, which constituted 4 classes for each degree programs of BATS and M.Div. All courses were separated for graduate level and undergraduate level both in curriculum and in physical locations as well to provide more appropriate and adjusted lecture contents and pedagogy.

For all courses offered in Spring 2016, no identical course had been available for comparison in previous academic course evaluation assessments; 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 outcome depends on the sampling size and the participants' willingness and intention to reflect individual opinion to institutional operation and planning; however, 2016 Spring semester course evaluation did not involve enough number of student sampling, though enlarged compared with the previous term; 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.

The Office of Academic Affairs has incorporated all relevant aspects of the 2016 Spring Semester course evaluation and its student responses, 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 strongly suggested prior to the first day of Fall semester in 2016 after the general report may be presented to the Faculty/Staff meeting for overall consensus from all constituencies of the institution.

Previously Addressed Assessment Outcomes (2015 Fall Semester):

(1) Need to improve BATS student satisfaction - It is strongly recommended that the Office of General Education and the Office of Theological Studies may have to spend enough time and look into other assessment data to initiate planning process to increase satisfaction ratings among BA students. The planning is suggested to be presented prior to the 2016 Spring semester, and each faculty member for classes be provided with orientation on how to incorporate with the current findings and future planning.

(2) Need to increase Class Activities - Students must be more eagerly asked to participate in the class activities to engage in thinking about difficult questions and instructors need to offer help in offering useful strategies to complex questions.

(3) Need to establish Linkage between course material with the real life ministry - Instructors need to spend time enough with students to discuss the linkage between course material with the real life ministry. Students showed that they were not able to apply their own objectives to the course material and contents, resulting in that students claim that they have not learned to be focused in the subject area.

(4) Need to support 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.

Actions and Improvements in response to Assessment Outcomes (2015 Fall Semester):

(1) Need to improve BATS student satisfaction -

Reformed University Office of Academic Affairs formed two independent Curriculum Development Committee to accommodate student needs and academic program improvement, especially on General Education program which requires at least 45 credit hours for graduation. The discussion to improve GE is still underway, and the final outcome is expected to be implemented as early as Fall of 2016 semester, and this effort has been promoted and shared with students for their inputs and participations.

During 2016 Spring Semester, the assessment ratings for BATS classes have demonstrated overall improvement of student satisfaction of 4.64 for OT320 / 4.63 for NT306 / 4.79 for TRU100 and 4.34 for ENGL201. Except ENGL201 the ratings were above average and higher than M.Div courses provided at the same period.

(2) Need to increase Class Activities -

For the identical question asked to students, " In this course I seldom found myself actively engaged in thinking about difficult questions for which we still need to find answers." students rated 4.02 for Fall 2015, and for " The instructor encouraged useful participation through discussion and other activities." at 4.31 for Fall 2015. These questions have been provided to the student group for Spring 2016 for comparison and the assessment for improvement, the ratings were 4.68 and 4.50 respectively. The changes were positive and the effort to involve and participate students in class discussion and course teaching have proven to be more effective.

(3) Need to establish Linkage between course material with the real life ministry -

Office of Academic Affairs, based on the 2015 fall semester outcomes, encouraged all instructors to use practical examples and discussion pedagogy to reflect practical ministries to classroom teaching. Understanding the distance between the theory and practice, all instructors are advised to utilize personal experience and case studies published from professional journals. As Reformed University Library has been empowered by various E-book resources and Proquest which allow students and faculties to unlimited access toward all religious publications on approximately 290 various professional journals and publications.

(4) Need to support Student attitude in course evaluation -

Office of Academic Affairs has presented orientation sessions for students on course evaluation prior to or during each semester both in English and Korean Language. However, the resentment from student body has still been detected which demises the authenticity and efficacy of the assessment. Therefore, Reformed University Office of Academic Affairs is planning to offer course evaluation and assistance with onsite help at the evaluation involving 3-rd party and independent proctor for translation and help.

Office of Academic Affairs is also in process of developing Direct method of assessment on student learning in addition to the indirect method of course evaluation to assess student learning outcomes with more subtle and objective tools.

NEW FINDINGS AND OUTCOMES

2016 Spring semester course evaluation is designed to assess the following three areas of academia for each course offered during the semester:

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

I. Course Evaluation Rating Changes

Comprehensive course evaluation outcome for	<u>2016 Spring</u>	↔	<u>2015 Fall (2015 Sp.)</u>
1) Self-Assessment Average	4.69	↔	4.22 (4.94) (11% 📉)
2) Instructor Evaluation Average	4.49	↔	4.45 (4.57) (0.8% 📈)
3) Course Evaluation Average	4.65	↔	4.40 (4.58) (5.7% 📈)

Compared with the last-term statistics and findings, it was generally accepted that that each of the evaluation categories show the positive changes in the ratings; where in 2015 Fall evaluation, the outcome of self-assessment had shown the biggest fall of by 14% compared with the previous term.

During the course of the term, the institution and the Office of Academic Affairs emphasized the importance of the assessment and the evaluation along with the learning outcomes and objectives to students. And throughout this course of effort, students are assessed to be more acceptable both in how to assess themselves and how to measure their improvement in evaluating new information and analyze the central ideas of this subject area.

Continuous and systematic application of course evaluation have increased the awareness of the importance of student learning and student satisfaction in every facet of college administration.

II. Course Evaluation Rating by Course

The Office of Academic Affairs compiled the statistical data from the assessment result to vividly present each faculty member and administrator the course satisfaction as follows:

Comprehensive course evaluation outcome for each course (in average ratings)

OT520	OT320	NT506	NT306	TRU500	TRU100	PT502	ENGL201
4.57	4.64	4.55	4.63	4.74	4.79	4.52	4.34

From the data compilation, the Office found that the TRU100 "Introduction to Reformed Theology" conducted by ██████████ ranked the highest in rating, and ENGL201 "Biblical English" conducted by ██████████ ranked the lowest among all classes during 2016 Spring semester.

It is notable to find both TRU500 and TRU100 courses have reflected higher student satisfaction than any other courses. As those courses been designed to instruct denominational pastoral

candidates to fundamental theological aspects of the Institution and Denomination, students must have presented higher anticipation and interests than other academic course works. The success of the newly implemented courses reflect students' interests on their professional application and job placement as well.

Another notable findings from the rating evaluation per course is that [redacted] who instructed ENGL201 for 2016 Spring -4.34 and HUM205 "Multicultural Leadership in Education" during 2015 - 4.23 Fall semester received the lowest ratings from students.

For 2015 Fall semester outcomes, The Office of Academic Affairs evaluated the overall course evaluation outcomes as the students' dissatisfaction in the BATS curriculum generally; however, it appears that student satisfaction is lowest for specific instructors based on the current data collected where BATS satisfaction rating is slightly higher than M.Div. This issue has been addressed to the Director of Academic Affairs and the Program Director of BATS for instructor interview for improvement.

It is requested that the supervisor of the instructor be engaged in providing interview session with the instructor and supervise her substantial improvement based on the future plan devised by the instructor and her supervisor.

III. Course Evaluation Rating by Questions

The Office of Academic Affairs listed each questions on the assessment tool to indicate with specific question presented highest and lowest rating scores as follows:

Items with the highest ratings (in the scale of 5.0)

Questions	Ratings
In this course I improved my ability to evaluate new information and analyze the central ideas of this subject area.	4.79
In this course I learned useful strategies for approaching complex questions in a variety of reasonable ways.	4.73
In this course I improved my ability to give sound reasons for my beliefs and opinions regarding issues in this subject area.	4.81
The content of this course was organized and logically to meet the course's stated learning goals.	4.75
Course syllabus was provided at the beginning of the course as the complete and useful guide for the course.	4.82

Items with the lowest ratings (in the scale of 5.0)

Questions	Ratings
The instructor has been punctual all throughout this semester.	4.37
The instructor was accessible to students during office hours or after class.	4.34

It is generally accepted from the assessment that

- (1) Students evaluate themselves as more advanced and improved after their course works.
- (2) Instructor and Instruction quality have been seriously questioned among students giving lowest ratings for punctuality and office hour of faculties. Overall Instructor evaluation was 4.49 where other two categories raked higher than 4.60

IV. Action Plan for Improvement

The Office of Academic Affairs has thoroughly and objectively evaluated the outcomes of 2016 Student Course Evaluation data as above, and concluded as follows:

- Students are generally satisfied with course contents and curriculum.
- Students demand higher instructor / instruction quality.

Therefore, the Office of Academic Affairs recommends periodic faculty gathering and faculty improvement opportunities at least once every semester. Through those pre-planned and well-organized faculty improvement including teaching pedagogy, instructor integrity, abidance to institutional policies and regulations, student assessment, and all the other aspects of quality education.