



HUDSON TAYLOR UNIVERSITY

Assessment Report 2022–2023

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INTRODUCTION

The purpose of this Assessment Report is to assist with the Institutional Effectiveness of the school. Hudson Taylor University strives for excellence in its academic and programmatic offerings. The Office of Institutional Effectiveness (OIE) uses a variety of assessment methods to ensure that HTU achieves its stated goal of academic excellence. One of the methods that the OIE uses entails student and faculty surveys conducted every semester that evaluate the various aspects of the school including chapel, courses, course learning outcomes, and general student satisfaction. The data from these surveys is aggregated and summarized in this Assessment Report, also generated every semester. This report summarizes the salient facts from the raw data and makes recommendations to faculty and department heads about changes to improve courses and programs.

INSTITUTIONAL OVERVIEW

MISSION STATEMENT

Hudson Taylor University shall strive to glorify and love God in all its endeavors. As an institution of biblical higher education, it shall educate its students to serve Christ and fellow humankind toward the establishment of God's Kingdom. It shall equip those called to His service with the most relevant, culturally diverse, and up-to-date scholarship in biblical and mission studies. Hudson Taylor University shall foster the development of leaders who will bring the Gospel to the far corners of the world.

INSTITUTIONAL GOALS

1. To produce selfless leaders with missional focus who will dedicate their careers and lives to further our Lord's Great Commission.
2. To educate students who exhibit the theological competence and biblical understanding needed in a variety of contexts, whether ministerial or further graduate studies.
3. To provide a learning environment that is multilingual and culturally diverse.
4. To network, partner with and engage churches, citizens, and institutions, local and global.
5. To be an efficiently managed and financially ethical institution.

ETHICAL STANDARDS

Hudson Taylor University shall always strive to glorify and love God in all its endeavors. In furtherance of our stated Mission and Institutional Goals, the Board of Directors of Hudson Taylor University has resolved to adopt the following Ethical Standards which shall be applicable to and adhered to by all members of the University, including all full and part-time employees, faculty, officers, administrators and the Board of Directors.

Standard 1: Honesty

Hudson Taylor University recognizes that God is the ultimate judge of our intentions and actions. Worldly reputation and temporal recognition are mere derivatives of our earnest prayer to be judged by God with mercy and love. Therefore, as members of the University, we shall always be honest in our intentions and actions toward ourselves, students, and all those with whom we communicate. All records and data shall be created and maintained honestly and with the highest level of integrity and competence by the University.

Standard 2: Mercy

Hudson Taylor University recognizes that we are all sinners whose lives are redeemed solely by God's mercy and Christ's blood. Members of the University shall always look upon themselves and those around them with a merciful demeanor and be spiritually prepared to forgive others as God has forgiven them.

Standard 3: Financial Responsibility and Transparency

Hudson Taylor University recognizes that all material and financial resources are given to us by God's Providence and Grace. Therefore, every member of the University shall always be transparent in handling matters of finance and in the use of University resources.

Standard 4: Avoidance of Conflict of Interest

Hudson Taylor University recognizes that excessive personal profit and individual gain must be avoided in all affairs of the University. We exist to serve and to create servant leaders, not to gain wealth. All potential conflicts of interest Standard must therefore be fully disclosed to the Board of Directors. The Board must apply the strictest interpretation of applicable State and Federal laws in deciding matters involving conflict of interest.

Standard 5: Compliance with the Law

Hudson Taylor University recognizes that adherence to these Standards clearly must lead to full compliance with all Federal, State and local laws regarding governance, operation and financial filing requirements. The University shall therefore strive to continually update its knowledge of these laws and maintain the highest level of compliance with them.

Standard 6: Violation of Ethical Standards

Hudson Taylor University recognizes that we must be ever-vigilant regarding violations of these Ethical Standards. All violations must be reported to the office of the President. All final adjudication on violations shall be made by the Board of Directors.

TENETS OF FAITH

HTU subscribes to the Tenets of Faith mandated by the Association for Biblical Higher Education (ABHE):

1. We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
2. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal and visible return in power and glory.
4. We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.
5. We believe in the present ministry of the Holy Spirit by Whose indwelling the Christian is enabled to live a godly life, and by Whom the church is empowered to carry out Christ's great commission.
6. We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

ASSESSMENT REPORT

FALL 2022



Hudson Taylor University

Fall 2022 Chapel Evaluation Survey

Office of Institutional Effectiveness January 2023

Overview

The following statements reflect a sample of some of the important information contained in the Fall 2022 BABS Chapel Evaluation Survey results. More detailed information can be found from a careful review of the survey results.

- 92% of students agreed completely or somewhat that worship services are conducted in a flowing and coherent manner. 100% marked 3 or higher.
- 92% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God. 100% marked 3 or higher.
- 92% of students agreed completely or somewhat that sermons are inspiring and worth listening to. 100% marked 3 or higher.
- 92% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to. 100% marked 3 or higher.
- 92% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the worship services cause me to reflect upon my faith and dedication. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that HTU's Chapel services strengthen my faith and dedication. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that special orders (special songs, music, testimonies, etc.) are inspiring and meaningful. 100% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner.	4.6
Worship services are powerful and graceful, and suited to the praising of God.	4.6
Sermons are inspiring and worth listening to.	4.6
Visiting preachers are inspiring and worth listening to.	4.6
The worship services begin and end on time.	4.6
The worship services cause me to reflect upon my faith and dedication.	4.5
HTU's Chapel services strengthen my faith and dedication.	4.5
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.5
I enjoy it when students take part in the service through music and readings.	4.5
I regularly attend worship at HTU's Chapel or elsewhere.	4.5

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
	NA

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Worship Order

Average Score: 4.6

Line Item	Score*
1. Worship services are conducted in a flowing and coherent manner.	4.6
2. Worship services are powerful and graceful, and suited to the praising of God.	4.6
3. Sermons are inspiring and worth listening to.	4.6
4. Visiting preachers are inspiring and worth listening to.	4.6
5. The worship services begin and end on time.	4.6
6. The worship services cause me to reflect upon my faith and dedication.	4.5
7. HTU's Chapel services strengthen my faith and dedication.	4.5

B. Special Orders

Average Score: 4.5

Line Item	Score*
8. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.5
9. I enjoy it when students take part in the service through music and readings.	4.5
10. Students have time following the service for fellowship.	4.5
11. HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.5

C. Other

Average Score: 4.5

Line Item	Score*
12. I regularly attend worship at HTU's Chapel or elsewhere.	4.6
13. I am prepared to worship when I attend Chapel.	4.5
14. My Chapel service as a student has been meaningful and challenging to me.	4.5
15. I attend Sunday worship services at HTU's Chapel or elsewhere.	4.6

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

In summary, BABS students indicated that they were generally satisfied with their experience of HTU Chapel Services, with an average score of 4.6 for the three major areas surveyed (Worship Order, Special Orders, Other). Overall, students seem satisfied with the chapel services offered at HTU. We will continue to monitor feedback, especially as we return to in-person classes and worship in Fall 2023.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide quality chapel services. However, it will want to continue monitoring student feedback over the following years, especially as the student population grows and there is more statistical feedback.

Hudson Taylor University

Fall 2022 Course Learning Outcomes

Office of Institutional Effectiveness January 2023

Overview

The following statements reflect a sample of some of the important information contained in the Fall 2022 BABS Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 90% of students agreed completely or somewhat that they thought they had a lot to learn about this subject at the beginning of the semester. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that their knowledge of this subject improved during the semester. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that they understood the objectives of this course early in the semester. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that they achieved the objectives through the course of the semester. 98% marked 3 or higher.
- 89% of students agreed completely or somewhat that they were satisfied with what they learned regarding the subject throughout the semester. 98% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
At the start of the semester, I felt that I had a lot to learn about this subject.	4.5
Over the course of the semester, my knowledge of the subject increased.	4.4
I understood the objectives of this course early in the semester.	4.4
I achieve the objectives of this course through this semester.	4.4
I am satisfied with what learned regarding this subject throughout this semester.	4.4

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I was well-informed about library use and research for this course.	4.1
I maximized my use of the library for research during this course.	4.1
I think the book and research resources of the HTU library are sufficient for this course.	4.1

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.4

Line Item	Score*
1. At the start of the semester, I felt that I had a lot to learn about this subject.	4.5
2. Over the course of the semester, my knowledge of the subject increased.	4.4
3. I understood the objectives of this course early in the semester.	4.4
4. I achieve the objectives of this course through this semester.	4.4
5. I am satisfied with what learned regarding this subject throughout this semester.	4.4

B. Library Use

Average Score: 4.1 (82%)

Line Item	Score*
6. I was well-informed about library use and research for this course.	4.1
7. I maximized my use of the library for research during this course.	4.1
8. I think the book and research resources of the HTU library are sufficient for this course.	4.1

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

BABS students were generally favorable regarding the Academics category with an average approval rating of 4.4. This is consistent with the overall average for the past three semesters, which is 4.5. It is slightly down from Fall 2021 (4.9), but consistent with Fall 2020 (4.4), Spring 2021 (4.6), and Spring 2022 (4.3). The responses under the Library category was likewise favorable, with an average approval of 4.1. This is consistent with the overall average for the past three semesters, which is 4.0. See Longitudinal Assessment for information.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, we recommend that faculty continue to look for ways to integrate research into their courses in such a way that students are compelled to rely more on library resources, both physical resources and online resources. We will continue to monitor this as students eventually return to in-person instruction.

Hudson Taylor University

Fall 2022 Student Course Evaluation

Office of Institutional Effectiveness January 2023

The following statements reflect a sample of some of the important information contained in the Fall 2022 BABS Student Course Evaluation results. More detailed information can be found from a careful review of the survey results.

- 90% of students agreed completely or somewhat that the syllabus provides adequate descriptions of course content and expectations. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the textbook and/or other materials used in this course were appropriate. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the textbook and/or other materials used in this course were appropriate. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the instructor encourages and challenges students to think independently and critically. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the assessment method and requirements for the final course grade was clearly identified. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the instructor follows the course syllabus. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the instructor is well-prepared and gives organized presentations. 100% marked 3 or higher.
- 90% of students agreed completely or somewhat that the instructor is knowledgeable about the subject. 100% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The syllabus provides adequate descriptions of course content and expectations.	4.5
The textbook and/or other materials used in this course were appropriate.	4.5
The assessment method and requirements for the final course grade was clearly identified.	4.5
The instructor follows the course syllabus.	4.5
The instructor is well-prepared and gives organized presentations.	4.5
The instructor is knowledgeable about the subject.	4.5
The instructor encourages and challenges students to think independently and critically.	4.5
The instructor clearly explains key terms and complex points and issues.	4.5
The instructor provides helpful feedback on tests and/or assignments.	4.5

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Classroom activities helped me achieve the stated course objectives and learning outcomes	4.3

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.5

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	4.5
2. The textbook and/or other materials used in this course were appropriate.	4.5
3. The assessment method and requirements for the final course grade was clearly identified.	4.5

B. Instructor

Average Score: 4.5

Line Item	Score*
4. The instructor follows the course syllabus.	4.5
5. The instructor is well-prepared and gives organized presentations.	4.5
6. The instructor is knowledgeable about the subject.	4.5
7. The instructor encourages and challenges students to think independently and critically.	4.5
8. The instructor clearly explains key terms and complex points and issues.	4.5
9. The instructor provides helpful feedback on tests and/or assignments.	4.5

C. Faculty/Student Interaction

Average Score: 4.4

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.4
11. The instructor is fair in evaluation of student performance. .	4.4
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.4
13. The instructor gives tests and assignments reflecting the material presented in class.	4.4

D. Course Content

Average Score: 4.4

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.4
15. The instructor related course content to daily life and real-world situations.	4.4
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.4

E. Learning Outcomes
Average Score: 4.4

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	4.4
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	4.4
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.4
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.3

F. Overall Evaluation
Average Score: 4.4

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	4.4
22. I would recommend this course to other students.	4.4

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the scores for the Student Course Evaluation were favorable with an average overall score of 4.4 across all areas surveyed. This is consistent with the overall average of 4.4 for the past four semesters. There is some variance among these semesters, with the highest score being 4.9 for Fall 2020 and the lowest being 3.7 for Fall 2021. Nevertheless, this semester is in keeping with the overall average. This is a good sign in terms of our faculty.

RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty discuss the course content and learning outcomes for the courses and see if some revision is necessary.

Hudson Taylor University

Fall 2022 Student Satisfaction Inventory

Office of Institutional Effectiveness January 2023

Overview

The following statements reflect a sample of some of the important information contained in the Fall 2022 BABS Student Satisfaction Inventory results. More detailed information can be found from a careful review of the survey results.

- 89% of students agreed completely or somewhat that they are learning valuable principles that apply to their chosen field. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that the education they are receiving at HTU is a valuable investment of their time. 100% marked 3 or higher.
- 88% of students agreed completely or somewhat that they are able to track their degree program effectively. 100% marked 3 or higher.
- 87% of students agreed completely or somewhat that the financial cost of my education at HTU is a good investment. 100% marked 3 or higher.
- 87% of students agreed completely or somewhat that the academic advisor provides helpful assistance. 98% marked 3 or higher.
- 87% of students agreed completely or somewhat that their academic advisor cares about them personally. 100% marked 3 or higher.
- 87% of students agreed completely or somewhat course assignments are challenging and encourage critical thinking. 100% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
My academic advisor cares about me personally.	4.5
My academic advisor provides helpful assistance.	4.4
Course assignments are challenging and encourage critical thinking.	4.4
Coursework and lectures provide multiple perspectives.	4.4
I am learning valuable principles and information that apply to my chosen field.	4.4
The education I am receiving at HTU is a valuable investment of my time.	4.4
My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.4
I am able to track my degree program effectively.	4.4
The financial cost of my education at HTU is a good investment.	4.4

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Instructors demonstrate expert knowledge and insight.	4.0
Instructors are respectful of the views of others.	4.0
Library resources at HTU are sufficient to support my education.	4.2
Library materials are well organized.	4.2
The library staff provides helpful assistance.	4.2

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.4

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.4
2. My academic advisor cares about me personally.	4.4
3. Course assignments are challenging and encourage critical thinking.	4.4
4. Coursework and lectures provide multiple perspectives.	4.4
5. I am learning valuable principles and information that apply to my chosen field.	4.4
6. The education I am receiving at HTU is a valuable investment of my time.	4.4
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.4
8. I am able to track my degree program effectively.	4.4
9. The financial cost of my education at HTU is a good investment.	4.4

B. Library and Computer Services

Average Score: 4.2

Line Item	Score*
10. I use library resources frequently.	4.3
11. Library resources at HTU are sufficient to support my education.	4.2
12. Library materials are well organized.	4.2
13. The library staff provides helpful assistance.	4.2
14. Computer labs and services are readily available.	4.3

C. Faculty and Administration

Average Score: 4.4

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.0
16. Instructors are professional inside and outside the classroom.	4.4
17. Instructors are respectful of the views of others.	4.0
18. Instructors provide timely and valuable feedback on assignments.	4.4
19. Instructors use multiple teaching methods and technologies effectively.	4.4
20. I have developed valuable relationships with instructors.	4.4
21. HTU administrative staff provides helpful assistance.	4.4
22. HTU administration is competent and professional.	4.4

D. Student Services and Campus Life
Average Score: 4.3

Line Item	Score*
23. Registration procedures are clear and easy to follow.	4.3
24. Financial aid options are explained clearly and thoroughly.	4.3
25. Classes are offered at times that are convenient for me.	4.3
26. HTU provides adequate campus security.	4.3
27. Campus facilities are well maintained.	4.3
28. Study areas are adequate for my needs.	4.3
29. Career counseling and placement services provide helpful assistance.	4.3
30. Health and wellness services are readily available.	4.3
31. Health and wellness services are readily available.	4.3
32. Personal counseling is readily available.	4.3
33. Student billing and account services provide helpful assistance.	4.3
34. Methods of filing student complaints are clear and easily understood.	4.3
35. I feel that I am able to file a complaint without difficulty if necessary.	4.3
36. Adequate student support is available to help me succeed in my degree program.	4.4
37. I have developed valuable relationships with other students.	4.3
38. There is an appreciation of diversity in HTU campus culture.	4.3
39. There is a welcoming sense of community on campus.	4.3

E. Internship / Practica
Average Score: 4.4

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.4
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.4

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the scores for the Student Course Evaluation were favorable with an average overall score of 4.3 across all areas surveyed. This is consistent with the overall average of 4.2 for the past four semesters. There is some variance among these semesters, with the highest score being 5.0 for Fall 2020 and the lowest being 3.3 for Fall 2021. Nevertheless, this semester is in keeping with the overall average.

RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty continue to monitor these scores as we return to in-person instruction in Fall 2023.

Hudson Taylor University

Fall 2022 Program Survey

Office of Institutional Effectiveness January 2023

1) Where did you acquire most of your Biblical knowledge in this program?

Lectures	90.38%
Assignments and Readings	50%
Group Discussions	25%
Final Presentations/Projects/Papers	25%
Chapel Services/Sermons/Praise	26.92%
Fellowship with other classmates	25%
Christian Service Program	28.85%

2) Which of the following shaped your Christian worldview the most in this program?

Lectures	86.54%
Assignments and Readings	42.31%
Group Discussions	28.85%
Final Presentations/Projects/Papers	25%
Chapel Services/Sermons/Praise	26.92%
Fellowship with other classmates	28.85%
Christian Service Program	32.69%

3) Which of the following played a major role in forming your spirituality in your HTU education?

Lectures	86.54%
Assignments and Readings	48.08%
Group Discussions	25%
Final Presentations/Projects/Papers	26.92%
Chapel Services/Sermons/Praise	26.92%
Fellowship with other classmates	28.85%
Christian Service Program	32.69%

4) Which of the following mainly impacted your life values and attitudes in this program?

Lectures	90.38%
Assignments and Readings	44.23%
Group Discussions	30.77%
Final Presentations/Papers/Projects	28.85%
Chapel Services/Sermons/Praise	25%
Fellowship with other classmates	23.08%
Christian Service Program	25%

5) From where from do you mostly get general knowledge in this program?

Lectures	90.38%
Assignments and Readings	50%
Group Discussions	30.77%
Final Presentations/Papers/Projects	25%
Chapel Services/Sermons/Praise	25%
Fellowship with other classmates	25%
Christian Service Program	26.92%

6) Which of the following played a major role in developing your interpersonal skills in the BABS program?

Lectures	90.38%
Assignments and Readings	40.38%
Group Discussions	28.85%
Final Presentations/Projects/Papers	26.92%
Chapel Services/Sermons/Praise	26.92%
Fellowship with other classmates	26.92%
Christian Service Program	32.69%

7) Which of the following played a major role in developing your communication skills in the BABS program?

Lectures	88.46%
Assignments and Readings	46.15%
Group Discussions	28.85%
Final Presentations/Projects/Papers	21.15%
Chapel Services/Sermons/Praise	25%
Fellowship with other classmates	21.15%
Christian Service Program	28.85%

8) Which of the following played a major role in developing your problem-solving skills in the BABS program?

Lectures	88.46%
Assignments and Readings	46.15%
Group Discussions	28.85%
Final Presentations/Projects/Papers	26.92%
Chapel Services/Sermons/Praise	26.92%
Fellowship with other classmates	21.15%
Christian Service Program	28.85%

Line Item	Score*
9. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to identify various approaches to interpreting Scripture	4.4
10. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate an understanding of the historical contexts of the Old and New Testaments and of the early church.	4.4
11. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply a Christian worldview to personal and communal spiritual growth and development.	4.4
12. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply intercultural and missiological studies to a variety of ministry and missional contexts.	4.4
13. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate Christ-like leadership through the application of Christian ethical and leadership models.	4.4

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the BABS Program Surveys are generally positive. The primary source for most of the outcomes assessed in this survey comes from Lectures, although the other categories reflect a good distribution in the 25-30% range. Since we are an institution of higher learning, it is understandable that students would cite Class Lectures as one of the primary contributors of their growth and is in keeping with the goal of our institution. It is encouraging, however, to see the fairly even distribution of other categories.

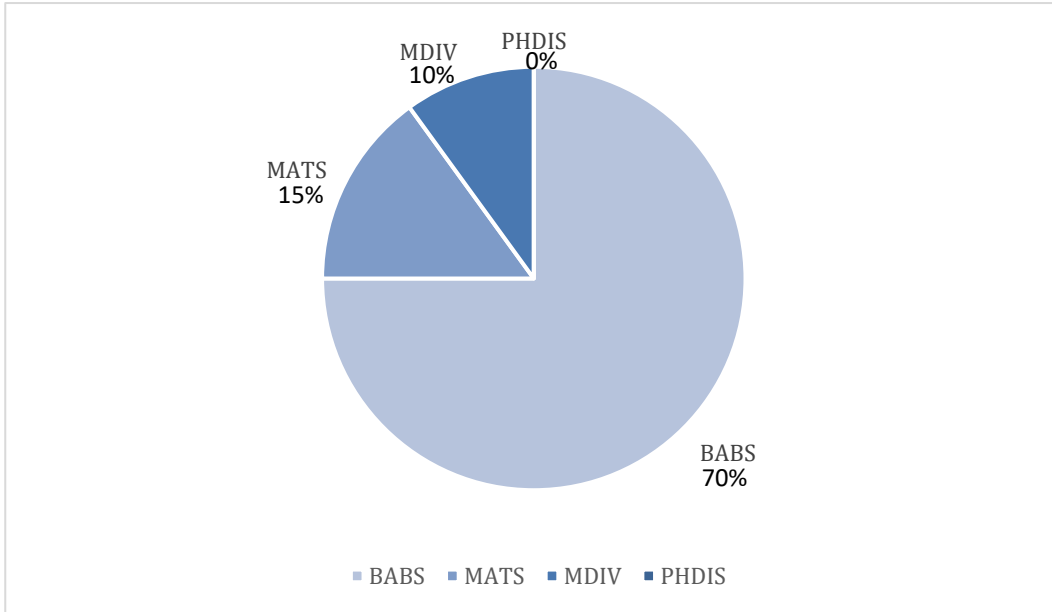
RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty discuss the course content and learning outcomes for the courses and see if some revision is necessary.

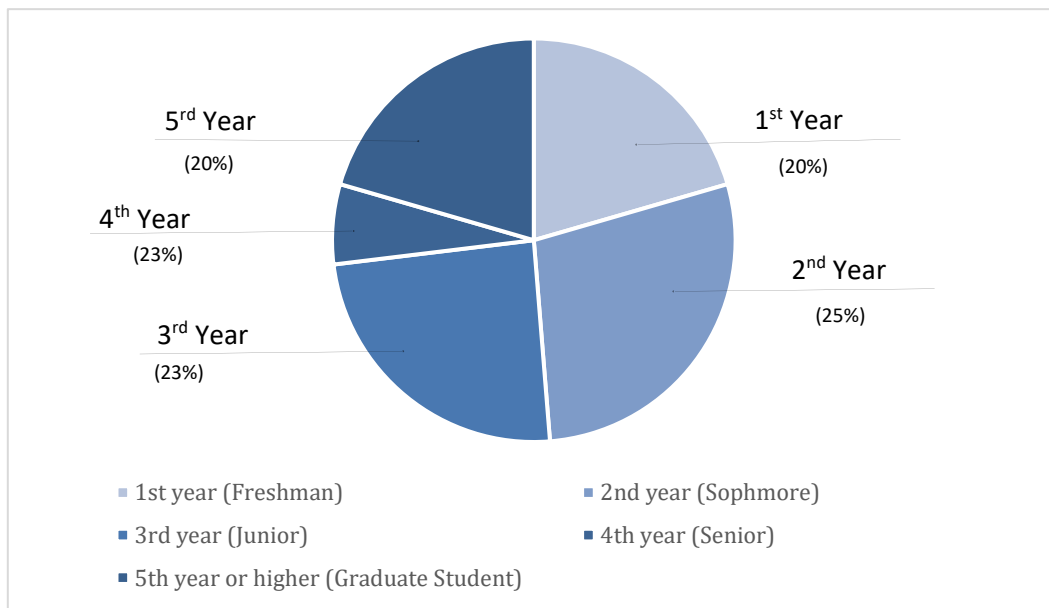
Hudson Taylor University Fall 2022 Student Demographics

Office of Institutional Effectiveness January 2023

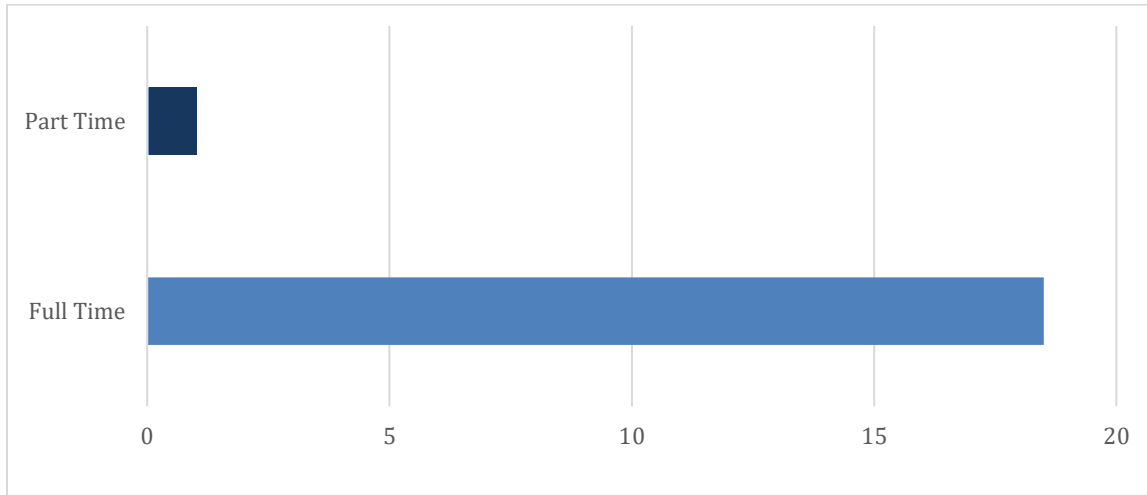
Degree Program



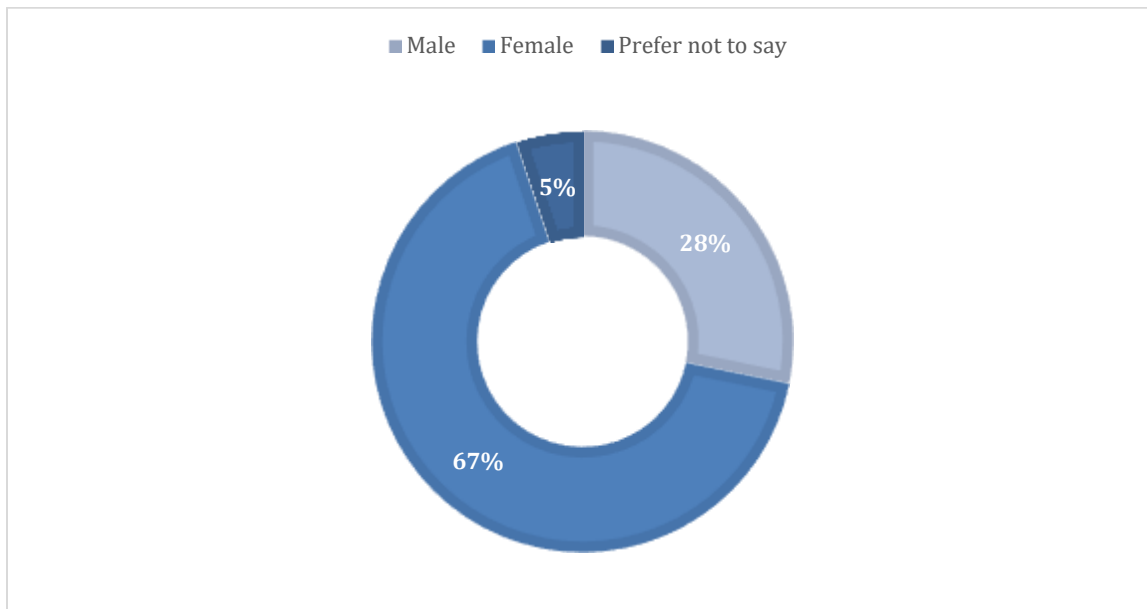
Year of Enrollment



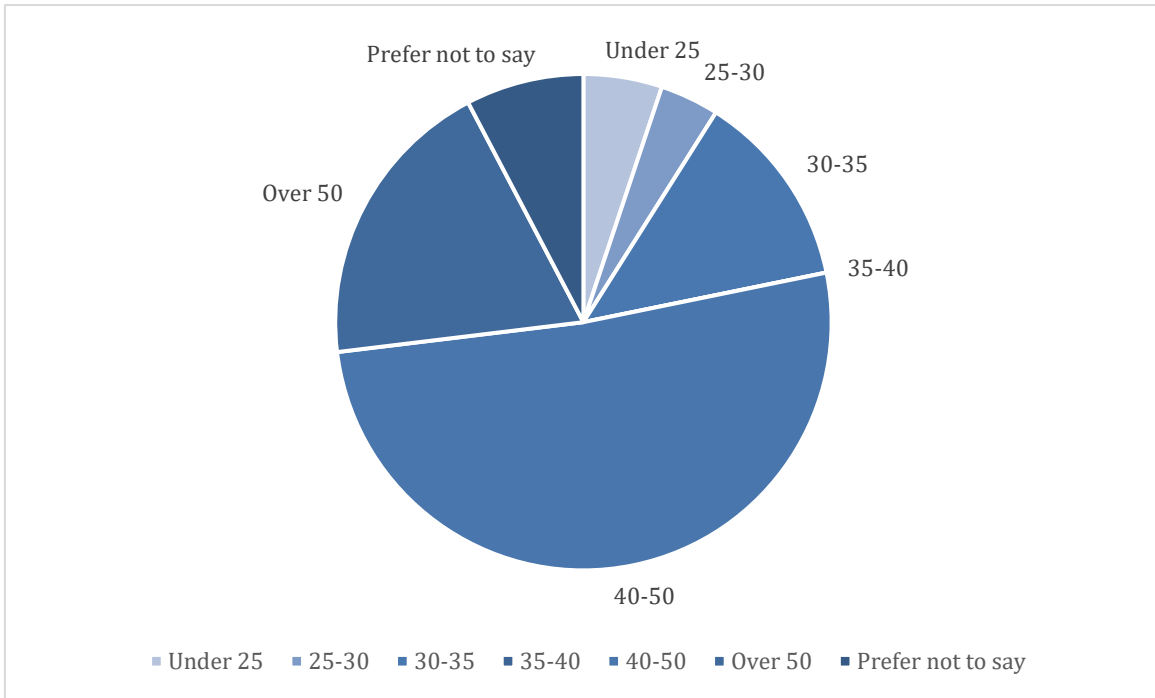
Present Course Load



Gender



Age



Hudson Taylor University

Fall 2022 Faculty Self-Evaluation

Institutional Effectiveness January 2023

Overview

The following statements reflect a sample of some of the important information contained in the Fall 2021 Faculty Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

- 100% of faculty agreed completely or somewhat that their syllabi have clearly-stated course objectives.
- 100% of faculty agreed completely or somewhat that the course objectives agree with Departmental and Institutional Mission and Goals.
- 100% of faculty agreed completely or somewhat that the stated objectives reflect the course content and are current with recent developments within the discipline.
- 100% of faculty agreed completely or somewhat that the textbooks are current and they conform well with course objectives.
- 100% of faculty agreed completely or somewhat that the class sessions are designed to encourage critical thinking and interactive discussion.
- 100% of faculty agreed completely or somewhat that tests correlate well with the content of course assignments and class sessions.
- 100% of faculty agreed completely or somewhat that the course assignments include elements of writing and research appropriate to the level and nature of the course.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
All my course syllabi have clearly-stated course objectives.	5.0
The course objectives agree with Departmental and Institutional Mission and Goals.	5.0
The stated objectives reflect the course content and are current with recent developments within the discipline.	5.0
The textbooks are current and they conform well with course objectives.	5.0
Class sessions are designed to encourage critical thinking and interactive discussion.	5.0
The instructional methods are varied and responsive to the needs of the learner.	5.0
The specific needs of the academically advanced and the academically handicapped students are accommodated.	5.0
Tests correlate well with the content of course assignments and class sessions.	5.0
Course assignments include elements of writing and research appropriate to the level and nature of the course.	5.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructional methods are varied and responsive to the needs of the learner.	2.5

***Reported on a 5-point scale (4 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.8

Line Item	Score*
1. All my course syllabi have clearly-stated course objectives.	5.0
2. The course objectives agree with Departmental and Institutional Mission and Goals.	5.0
3. The stated objectives reflect the course content and are current with recent developments within the discipline.	5.0
4. The textbooks are current and they conform well with course objectives.	5.0
5. Class sessions are designed to encourage critical thinking and interactive discussion.	5.0
6. The instructional methods are varied and responsive to the needs of the learner.	2.5
7. The specific needs of the academically advanced and the academically handicapped students are accommodated.	5.0
8. Tests correlate well with the content of course assignments and class sessions.	5.0
9. Course assignments include elements of writing and research appropriate to the level and nature of the course.	5.0
10. The course requirements include sufficient reading assignments from the text and source documents	5.0

***Reported on a 5-point scale (4 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, HTU faculty indicated that they were generally satisfied with their teaching performance. 100% of the faculty Agreed Completely or Somewhat to all relevant fields.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide the education that it has been. However, it will want to continue monitoring feedback over the following years, especially as the faculty and student population grows and there is more statistical feedback.

ASSESSMENT REPORT

SPRING 2023



Hudson Taylor University

Spring 2023 Chapel Evaluation Survey

Office of Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 BABS Chapel Evaluation Survey results. More detailed information can be found from a careful review of the survey results.

- 89% of students agreed completely or somewhat that worship services are conducted in a flowing and coherent manner. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that sermons are inspiring and worth listening to. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that the worship services begin and end on time. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that the worship services cause me to reflect upon my faith and dedication. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that HTU's Chapel services strengthen my faith and dedication. 100% marked 3 or higher.
- 89% of students agreed completely or somewhat that special orders (special songs, music, testimonies, etc.) are inspiring and meaningful. 100% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner.	4.2
Worship services are powerful and graceful, and suited to the praising of God.	4.2
Sermons are inspiring and worth listening to.	4.2
Visiting preachers are inspiring and worth listening to.	4.2
The worship services begin and end on time.	4.2
The worship services cause me to reflect upon my faith and dedication.	4.2
HTU's Chapel services strengthen my faith and dedication.	4.2
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.2
I enjoy it when students take part in the service through music and readings.	4.2
I regularly attend worship at HTU's Chapel or elsewhere.	4.2

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
	NA

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Worship Order

Average Score: 4.2

Line Item	Score*
16. Worship services are conducted in a flowing and coherent manner.	4.2
17. Worship services are powerful and graceful, and suited to the praising of God.	4.2
18. Sermons are inspiring and worth listening to.	4.2
19. Visiting preachers are inspiring and worth listening to.	4.2
20. The worship services begin and end on time.	4.2
21. The worship services cause me to reflect upon my faith and dedication.	4.2
22. HTU's Chapel services strengthen my faith and dedication.	4.2

B. Special Orders

Average Score: 4.2

Line Item	Score*
23. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.2
24. I enjoy it when students take part in the service through music and readings.	4.2
25. Students have time following the service for fellowship.	4.2
26. HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.2

C. Other

Average Score: 4.2

Line Item	Score*
27. I regularly attend worship at HTU's Chapel or elsewhere.	4.2
28. I am prepared to worship when I attend Chapel.	4.2
29. My Chapel service as a student has been meaningful and challenging to me.	4.2
30. I attend Sunday worship services at HTU's Chapel or elsewhere.	4.2

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

In summary, BABS students indicated that they were generally satisfied with their experience of HTU Chapel Services, with an average score of 4.2 across all areas surveyed (Worship Order, Special Orders, Other). This is slightly lower than the overall average of 4.5 for the past four semesters. Nevertheless, this semester is in keeping with the overall average.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide quality chapel services. However, it will want to continue monitoring student feedback over the following years, especially as the student population grows and there is more statistical feedback.

Hudson Taylor University

Spring 2023 Course Learning Outcomes

Office of Institutional Effectiveness June 2023

The following statements reflect a sample of some of the important information contained in the Spring 2023 BABS Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 80% of students agreed completely or somewhat that they achieved the objectives through the course of the semester. 97% marked 3 or higher.
- 80% of students agreed completely or somewhat that they were satisfied with what they learned regarding the subject throughout the semester. 97% marked 3 or higher.
- 77% of students agreed completely or somewhat that they thought they had a lot to learn about this subject at the beginning of the semester. 97% marked 3 or higher.
- 77% of students agreed completely or somewhat that their knowledge of this subject improved during the semester. 97% marked 3 or higher.
- 77% of students agreed completely or somewhat that they understood the objectives of this course early in the semester. 97% marked 3 or higher.
- 77% of students agreed completely or somewhat that they maximized their use of the library for research during this course. 97% marked 3 or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
At the start of the semester, I felt that I had a lot to learn about this subject.	4.1
Over the course of the semester, my knowledge of the subject increased.	4.1
I understood the objectives of this course early in the semester.	4.1
I achieve the objectives of this course through this semester.	4.2
I am satisfied with what learned regarding this subject throughout this semester.	4.0
I maximized my use of the library for research during this course.	4.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I was well-informed about library use and research for this course.	3.9
I think the book and research resources of the HTU library are sufficient for this course.	3.9

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.1

Line Item	Score*
9. At the start of the semester, I felt that I had a lot to learn about this subject.	4.1
10. Over the course of the semester, my knowledge of the subject increased.	4.1
11. I understood the objectives of this course early in the semester.	4.1
12. I achieve the objectives of this course through this semester.	4.2
13. I am satisfied with what learned regarding this subject throughout this semester.	4.0

B. Library Use

Average Score: 3.9

Line Item	Score*
14. I was well-informed about library use and research for this course.	3.9
15. I maximized my use of the library for research during this course.	4.0
16. I think the book and research resources of the HTU library are sufficient for this course.	3.9

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

BABS students were generally favorable regarding the Academics category with an average approval rating of 4.1. This is consistent with the overall average of 4.5 for the past five semesters. It is down almost an entire point from Fall 2021 (4.9), but consistent with Fall 2020 (4.4), Spring 2021 (4.6), and Spring 2022 (4.3). The responses under the Library category was likewise favorable, with an average approval of 3.9. This is consistent with the overall average of 3.9 for the past four semesters. See Longitudinal Assessment for information.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, we recommend that faculty continue to look for ways to integrate research into their courses in such a way that students are compelled to rely more on library resources, both physical resources and online resources. We will continue to monitor this as students eventually return to in-person instruction.

Hudson Taylor University

Spring 2023 Student Course Evaluation

Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 BABS Student Course Evaluation results. More detailed information can be found from a careful review of the survey results.

- 80% of students agreed completely or somewhat that the instructor clearly explains key terms and complex points and issues. 94% marked three or higher.
- 80% of students agreed completely or somewhat that class lectures helped them achieve the stated course objectives and learning outcomes. 94% marked three or higher.
- 77% of students agreed completely or somewhat that the syllabus provides adequate descriptions of course content and expectations. 97% marked three or higher.
- 77% of students agreed completely or somewhat that the assessment method and requirements for the final course grade was clearly identified. 97% marked three or higher.
- 77% of students agreed completely or somewhat that the instructor follows the course syllabus. 97% marked three or higher.
- 77% of students agreed completely or somewhat that the instructor is well-prepared and gives organized presentations. 97% marked three or higher.
- 77% of students agreed completely or somewhat that the instructor is knowledgeable about the subject. 97% marked three or higher.
- 77% of students agreed completely or somewhat that the instructor encourages and challenges students to think independently and critically. 97% marked three or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The syllabus provides adequate descriptions of course content and expectations.	4.1
The textbook and/or other materials used in this course were appropriate.	4.1
The assessment method and requirements for the final course grade was clearly identified.	4.1
The instructor follows the course syllabus.	4.1
The instructor is well-prepared and gives organized presentations.	4.1
The instructor is knowledgeable about the subject.	4.1
The instructor encourages and challenges students to think independently and critically.	4.1
The instructor clearly explains key terms and complex points and issues.	4.1
The instructor provides helpful feedback on tests and/or assignments.	4.1

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
	NA

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.1

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	4.1
2. The textbook and/or other materials used in this course were appropriate.	4.1
3. The assessment method and requirements for the final course grade was clearly identified.	4.1

B. Instructor

Average Score: 4.1

Line Item	Score*
4. The instructor follows the course syllabus.	4.1
5. The instructor is well-prepared and gives organized presentations.	4.1
6. The instructor is knowledgeable about the subject.	4.1
7. The instructor encourages and challenges students to think independently and critically.	4.1
8. The instructor clearly explains key terms and complex points and issues.	4.1
9. The instructor provides helpful feedback on tests and/or assignments.	4.1

C. Faculty/Student Interaction

Average Score: 4.1

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.1
11. The instructor is fair in evaluation of student performance. .	4.1
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.1
13. The instructor gives tests and assignments reflecting the material presented in class.	4.1

D. Course Content

Average Score: 4.1

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.1
15. The instructor related course content to daily life and real-world situations.	4.1
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.1

E. Learning Outcomes
Average Score: 4.1

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	4.1
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	4.1
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.1
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.1

F. Overall Evaluation
Average Score: 4.1

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	4.1
22. I would recommend this course to other students.	4.1

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the scores for the Student Course Evaluation were favorable with an average overall score of 4.1 across all areas surveyed. This is consistent with the overall average of 4.3 for the past five semesters. It is down almost an entire point from Fall 2021 (4.9), but consistent with Spring 2021 (4.4), Spring 2022 (4.4), and Fall 2022 (4.3).

RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty discuss the course content and learning outcomes for the courses and see if some revision is necessary.

Hudson Taylor University

Spring 2023 Student Satisfaction Inventory

Office of Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 BABS Student Satisfaction Inventory results. More detailed information can be found from a careful review of the survey results.

- 90% of students agreed completely or somewhat that coursework and lectures provide multiple perspectives. 99% Marked three or higher.
- 90% of students agreed completely or somewhat that the library staff provides helpful assistance. 99% Marked three or higher.
- 90% of students agreed completely or somewhat that HTU administration is competent and professional. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that their educational experience at HTU has deepened their appreciation for diverse perspectives. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that they are able to track their degree program effectively. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that library materials are well organized. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that computer labs and services are readily available. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that instructors demonstrate expert knowledge and insight. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that instructors are professional inside and outside the classroom. 99% Marked three or higher.
- 89% of students agreed completely or somewhat that instructors are respectful of the views of others. 99% Marked three or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I am able to track my degree program effectively.	4.4
The library staff provides helpful assistance.	4.4
Coursework and lectures provide multiple perspectives.	4.3
The education I am receiving at HTU is a valuable investment of my time.	4.3
My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.3
The financial cost of my education at HTU is a good investment.	4.3
Coursework and lectures provide multiple perspectives.	4.3
Instructors demonstrate expert knowledge and insight.	4.3
Instructors are professional inside and outside the classroom.	4.3
Instructors are respectful of the views of others.	4.3
Instructors provide timely and valuable feedback on assignments.	4.3

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Library resources at HTU are sufficient to support my education.	4.0

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.2

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.2
2. My academic advisor cares about me personally.	4.1
3. Course assignments are challenging and encourage critical thinking.	4.0
4. Coursework and lectures provide multiple perspectives.	4.3
5. I am learning valuable principles and information that apply to my chosen field.	4.2
6. The education I am receiving at HTU is a valuable investment of my time.	4.3
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.3
8. I am able to track my degree program effectively.	4.4
9. The financial cost of my education at HTU is a good investment.	4.3

B. Library and Computer Services

Average Score: 4.2

Line Item	Score*
10. I use library resources frequently.	4.2
11. Library resources at HTU are sufficient to support my education.	4.0
12. Library materials are well organized.	4.3
13. The library staff provides helpful assistance.	4.4
14. Computer labs and services are readily available.	4.3

C. Faculty and Administration

Average Score: 4.3

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.3
16. Instructors are professional inside and outside the classroom.	4.3
17. Instructors are respectful of the views of others.	4.3
18. Instructors provide timely and valuable feedback on assignments.	4.3
19. Instructors use multiple teaching methods and technologies effectively.	4.3
20. I have developed valuable relationships with instructors.	4.3
21. HTU administrative staff provides helpful assistance.	4.3
22. HTU administration is competent and professional.	4.3

D. Student Services and Campus Life
Average Score: 4.2

Line Item	Score*
23. Registration procedures are clear and easy to follow.	4.2
24. Financial aid options are explained clearly and thoroughly.	4.2
25. Classes are offered at times that are convenient for me.	4.2
26. HTU provides adequate campus security.	4.2
27. Campus facilities are well maintained.	4.2
28. Study areas are adequate for my needs.	4.2
29. Career counseling and placement services provide helpful assistance.	4.2
30. Health and wellness services are readily available.	4.2
31. Health and wellness services are readily available.	4.2
32. Personal counseling is readily available.	4.2
33. Student billing and account services provide helpful assistance.	4.2
34. Methods of filing student complaints are clear and easily understood.	4.2
35. I feel that I am able to file a complaint without difficulty if necessary.	4.1
36. Adequate student support is available to help me succeed in my degree program.	4.2
37. I have developed valuable relationships with other students.	4.2
38. There is an appreciation of diversity in HTU campus culture.	4.2
39. There is a welcoming sense of community on campus.	4.2

E. Internship / Practica
Average Score: 4.1

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.1
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.1

***Reported on a 5-point scale (9 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the scores for the Student Course Evaluation were favorable with an average overall score of 4.2 across all areas surveyed. This is consistent with the overall average of 4.2 for the past five semesters. It is down almost an entire point from Fall 2020 (5.0), but consistent with Spring 2021 (4.2), Spring 2022 (4.3), and Fall 2022 (4.3).

Library Services, while also holding an overall average of 4.2, reflects some of the lower assessments, with the statement, "The Library resources at HTU are sufficient to support my education," receiving a 4.0 approval rating. The faculty discussed this and concluded that since the ratings had been higher in earlier years, this drop was likely due to Corona virus, which has prevented students from using the library in person for the past couple of years. Nevertheless, the faculty has decided to continue monitoring this issue in light of student feedback.

RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty continue to monitor these scores as we return to in-person instruction in Fall 2023.

Hudson Taylor University

Spring 2023 Program Survey

Office of Institutional Effectiveness June 2023

1) Where did you acquire most of your Biblical knowledge in this program?

Lectures	61.29%
Assignments and Readings	32.26%
Group Discussions	9.68%
Final Presentations/Projects/Papers	3.23%
Chapel Services/Sermons/Praise	22.58%
Fellowship with other classmates	3.23%
Christian Service Program	0%

2) Which of the following shaped your Christian worldview the most in this program?

Lectures	61.29%
Assignments and Readings	32.26%
Group Discussions	0%
Final Presentations/Projects/Papers	12.9%
Chapel Services/Sermons/Praise	6.45%
Fellowship with other classmates	3.23%
Christian Service Program	6.45%

3) Which of the following played a major role in forming your spirituality in your HTU education?

Lectures	70.97%
Assignments and Readings	35.48%
Group Discussions	6.45%
Final Presentations/Projects/Papers	3.23%
Chapel Services/Sermons/Praise	16.13%
Fellowship with other classmates	3.23%
Christian Service Program	6.45%

9) Which of the following mainly impacted your life values and attitudes in this program?

Lectures	51.61%
Assignments and Readings	19.35%
Group Discussions	12.9%
Final Presentations/Papers/Projects	9.68%
Chapel Services/Sermons/Praise	9.68%
Fellowship with other classmates	9.68%
Christian Service Program	6.45%

10) From where from do you mostly get general knowledge in this program?

Lectures	67.74%
Assignments and Readings	35.48%
Group Discussions	0%
Final Presentations/Papers/Projects	6.45%
Chapel Services/Sermons/Praise	3.23%
Fellowship with other classmates	6.45%
Christian Service Program	0%

11) Which of the following played a major role in developing your interpersonal skills in the BABS program?

Lectures	58.06%
Assignments and Readings	22.58%
Group Discussions	6.45%
Final Presentations/Projects/Papers	6.45%
Chapel Services/Sermons/Praise	12.9%
Fellowship with other classmates	9.68%
Christian Service Program	9.68%

12) Which of the following played a major role in developing your communication skills in the BABS program?

Lectures	77.42%
Assignments and Readings	22.58%
Group Discussions	3.23%
Final Presentations/Projects/Papers	3.23%
Chapel Services/Sermons/Praise	9.68%
Fellowship with other classmates	12.9%
Christian Service Program	3.23%

13) Which of the following played a major role in developing your problem-solving skills in the BABS program?

Lectures	67.74%
Assignments and Readings	32.26%
Group Discussions	6.45%
Final Presentations/Projects/Papers	16.13%
Chapel Services/Sermons/Praise	0%
Fellowship with other classmates	3.23%
Christian Service Program	0%

Line Item	Score*
9. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to identify various approaches to interpreting Scripture	3.9
10. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate an understanding of the historical contexts of the Old and New Testaments and of the early church.	3.9
11. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply a Christian worldview to personal and communal spiritual growth and development.	3.9
12. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply intercultural and missiological studies to a variety of ministry and missional contexts.	3.9
13. HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate Christ-like leadership through the application of Christian ethical and leadership models.	3.9

***Reported on a 5-point scale (13 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the BABS Program Surveys are generally positive. The primary source for most of the outcomes assessed in this survey comes from Lectures, followed by Assignments, and Chapel Services. These three areas seem to offer the most for students in terms of their growth at the school. It would be worthwhile exploring what can be done to improve other areas, especially Fellowship and the Christian Service Program. These are areas that should be contributing to student growth as well. Nevertheless, since we are an institution of higher learning, it is understandable that students would cite Class Lectures and Assignments as one of the primary contributors of their growth. This is in keeping with the goal of our institution.

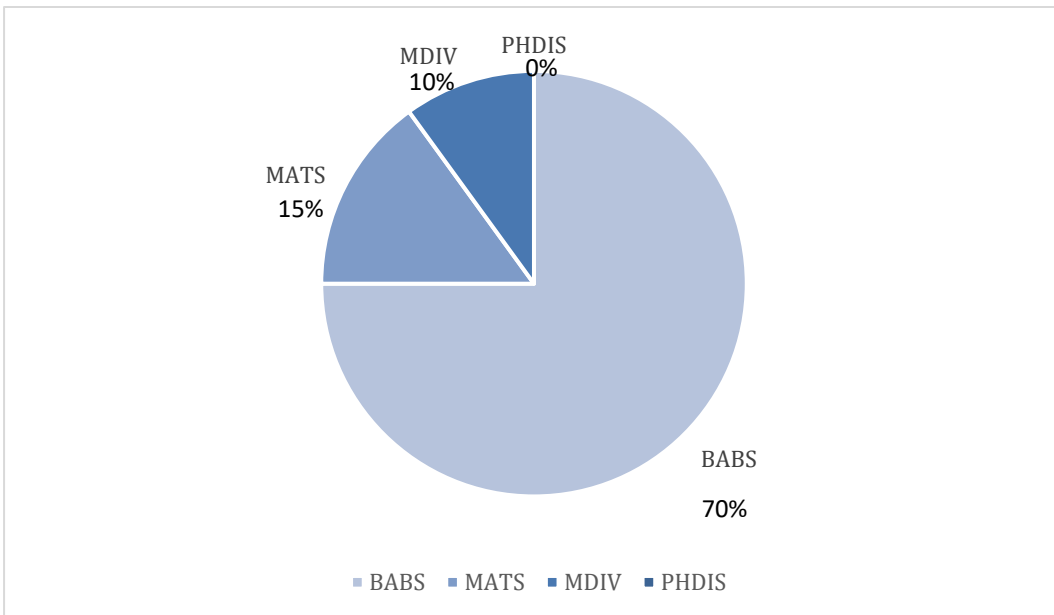
RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty discuss the course content and learning outcomes for the courses and see if some revision is necessary.

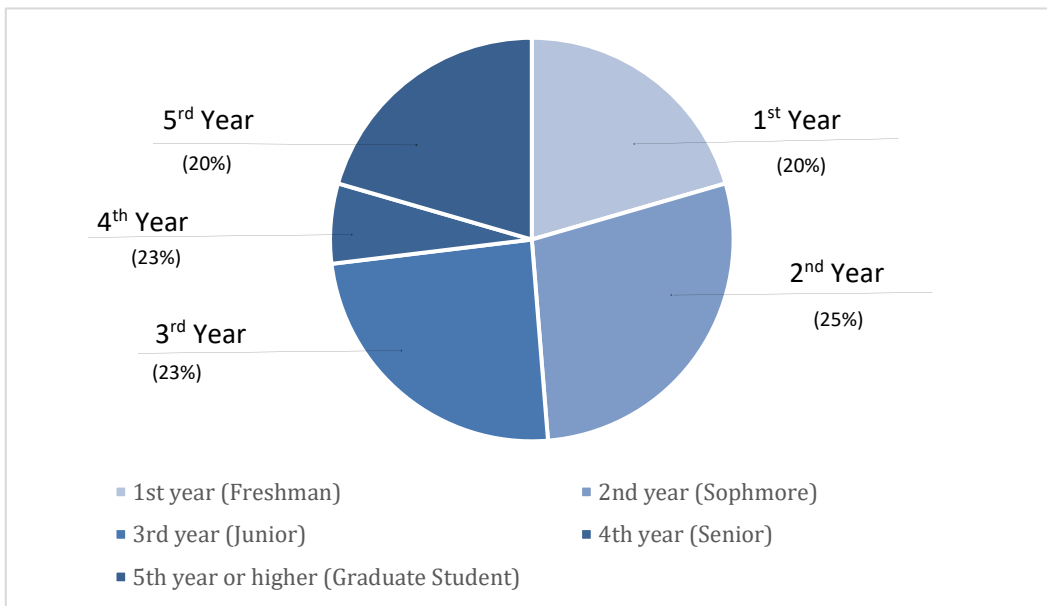
Hudson Taylor University
Spring 2023 Student Demographic Data

Office of Institutional Effectiveness June 2023

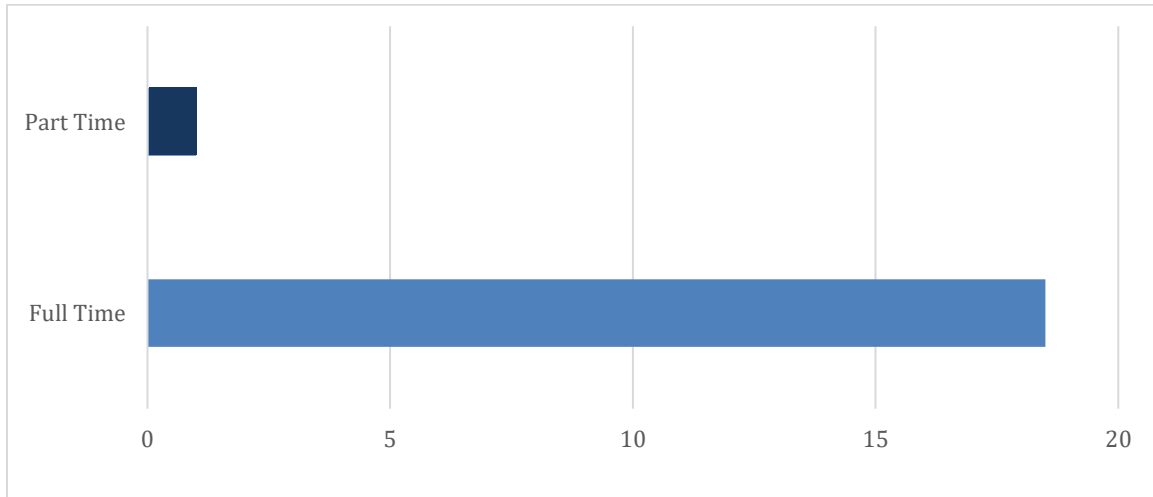
Degree Program



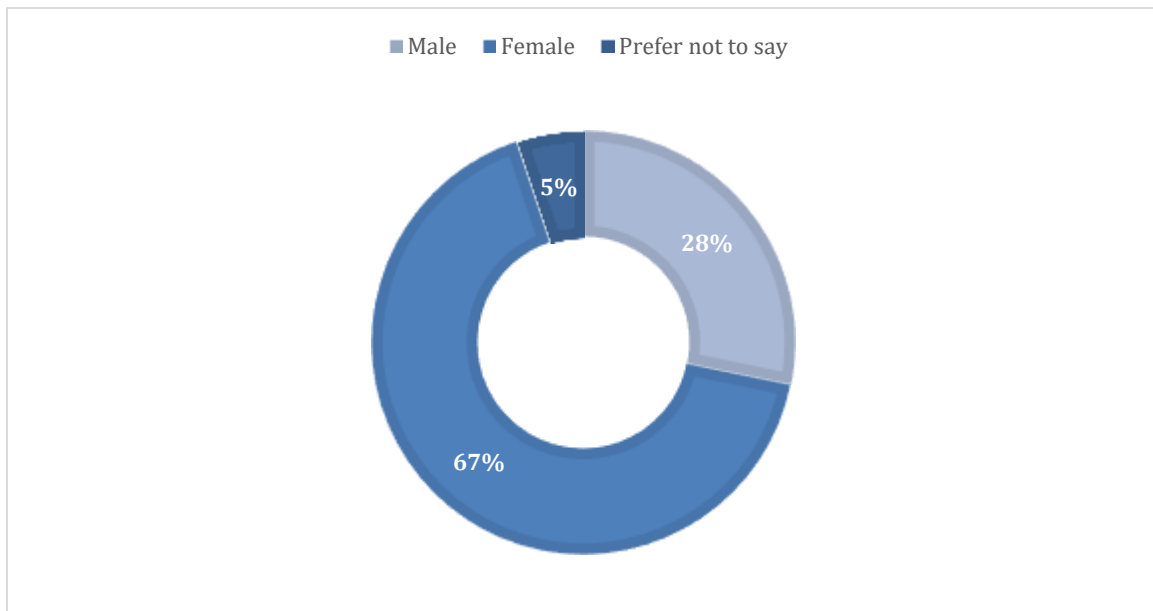
Year of Enrollment



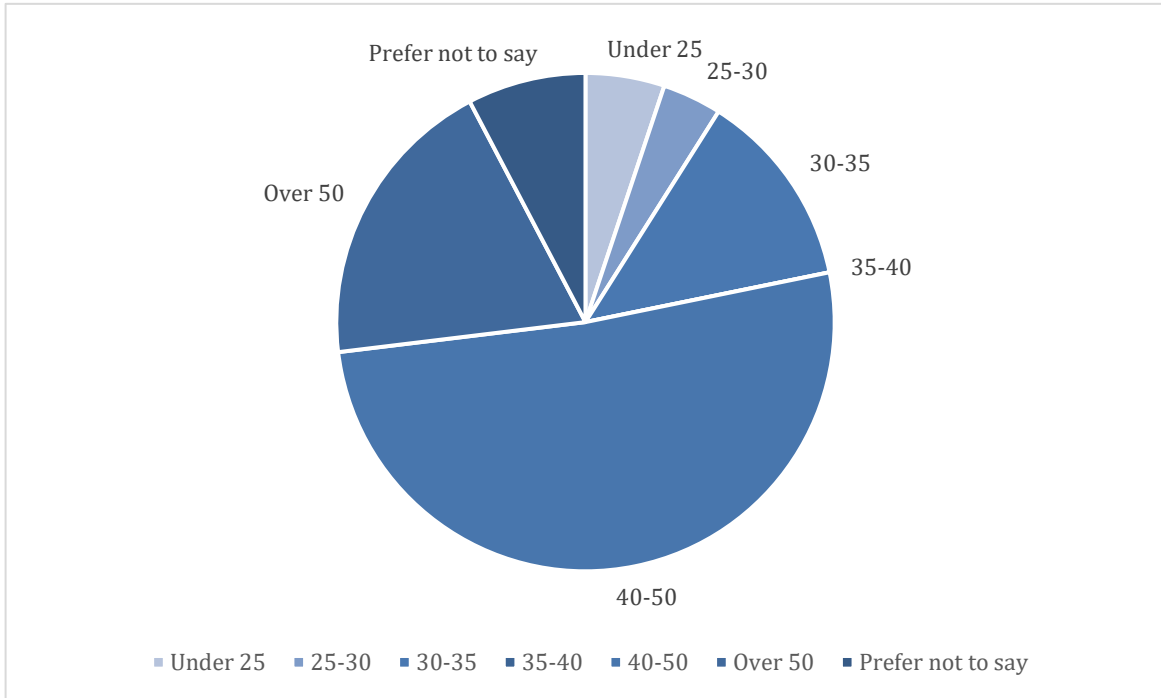
Present Course Load



Gender



Age



Hudson Taylor University

Spring 2023 Informal Student Feedback

Office of Institutional Effectiveness June 2023

On May 4, 2023, the faculty of Hudson Taylor hosted an end-of-year dinner with some of its graduating students. The faculty asked the students for feedback on the school. Two primary questions were asked of the students: (1) what do you appreciate most about your time at Hudson Taylor? and (2) what do you think could be improved?

In response to the first question, most of the students indicated the following:

- a. They appreciated the curriculum of the school.
- b. They appreciated the faculty, both in terms of their expertise and in terms of their support and encouragement.
- c. They appreciated the financial support that HTU provided them.

In response to the second question, most of the students made the following suggestions:

- a. They requested a student lounge/prayer room. The faculty noted that we had set up a student lounge for them right before the pandemic, but since the students had been studying remotely, they were not aware of it. We noted that we would make an announcement about the lounge, and make sure the students were aware of the it as they return to in-person study.
- b. The students also expressed a desire for more fellowship—opportunities to pray together in and out of class, to eat together throughout the day, and to create a family-style atmosphere.

The faculty took note of these comments and are including them in their ongoing assessment of the school and its progress.

Hudson Taylor University

Spring 2023 Alumni Satisfaction Survey

Office of Institutional Effectiveness June 2023

Overview

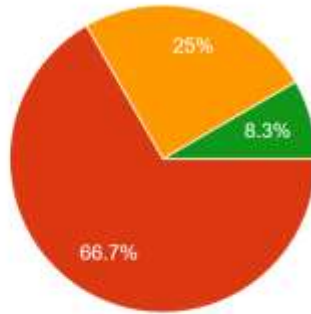
The following statements reflect a sample of some of the important information contained in the Spring 2023 Alumni Satisfaction Survey results. More detailed information can be found from a careful review of the survey results.

- 92% of alumni are currently working in a mission or ministry context.
- 58% of alumni are serving as full-time missionaries; 17% in a church-planting ministry; 8% as a senior pastor.
- 83% of alumni are employed full time.
- 25% of alumni did go on to receive another degree after HTU.
- 83% spend 1 to 10 hours per week in Bible study.
- 100% of alumni indicated that they were satisfied or very satisfied with their current position.
- 100% of alumni indicated that they were satisfied or very satisfied with the quality of their overall education at HTU.
- 100% of alumni indicated that they were satisfied or very satisfied with their overall preparation for ministry.
- 92% of alumni indicated that they would recommend HTU to others.
- 100% of alumni indicated that they would attend HTU if they had to do it again; 42% of them indicated that they would choose a different degree program.
- 100% of alumni indicated that they felt either more adequately prepared or equally prepared for ministry than other people in their contact who graduated from other seminaries.

Demographic Questions

1. Program of Study in which you were Enrolled:

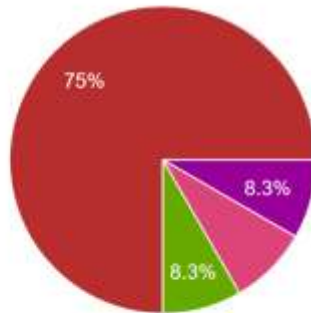
12 responses



- Bachelor of Arts in Biblical Studies (BABS)
- Master of Arts in Theological Studies (MATS)
- Master of Divinity (MDiv)
- PhD in Intercultural Studies (PhDIS)

2. Year in which you received your degree:

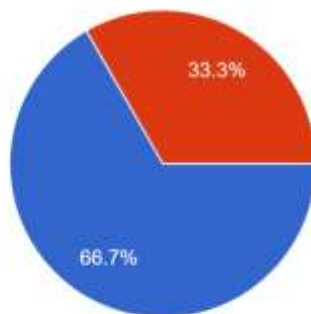
12 responses



- Spring 2017
- Fall 2017
- Spring 2018
- Fall 2018
- Spring 2019
- Fall 2019
- Spring 2020
- Fall 2020
- Spring 2021

3. Gender

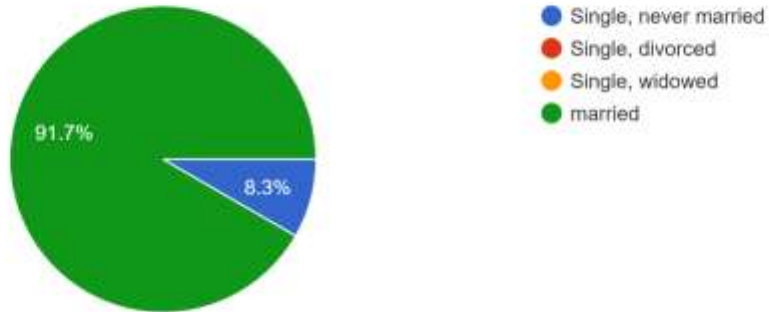
12 responses



- Male
- Female

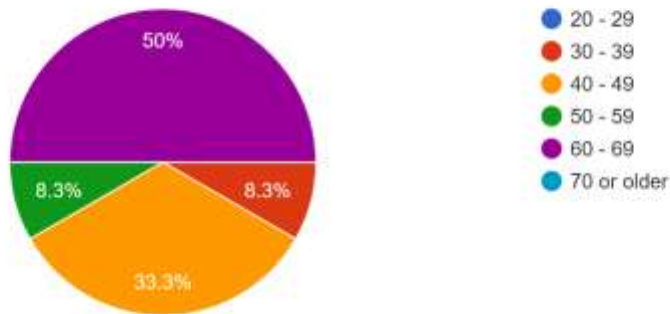
5. What is your marital status when you first attended Hudson Taylor University?

12 responses



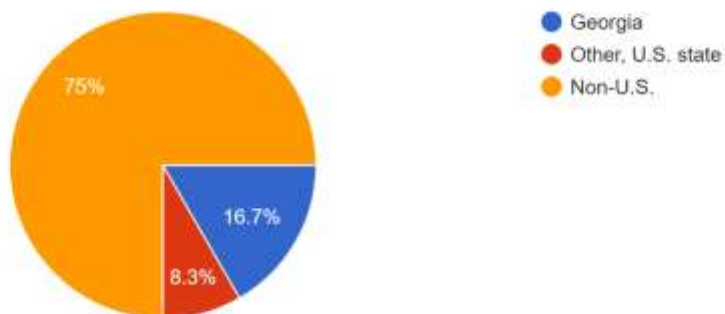
4. Age

12 responses



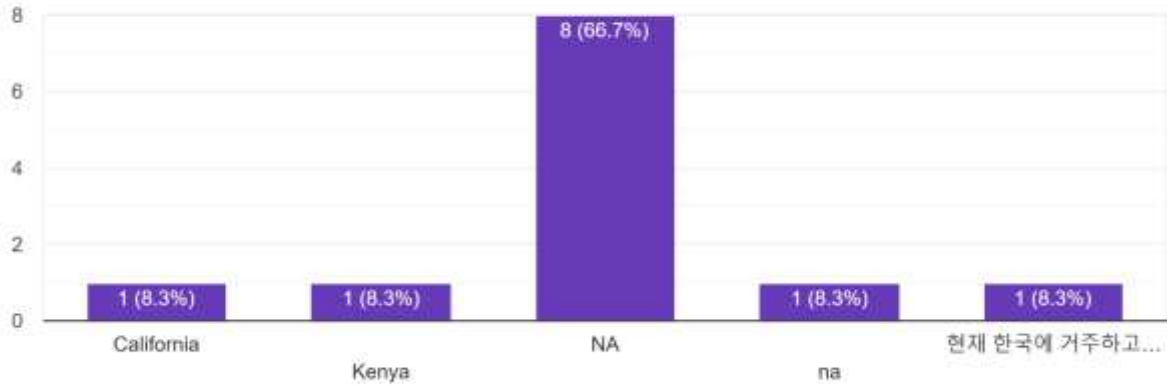
6. Current Residence

12 responses



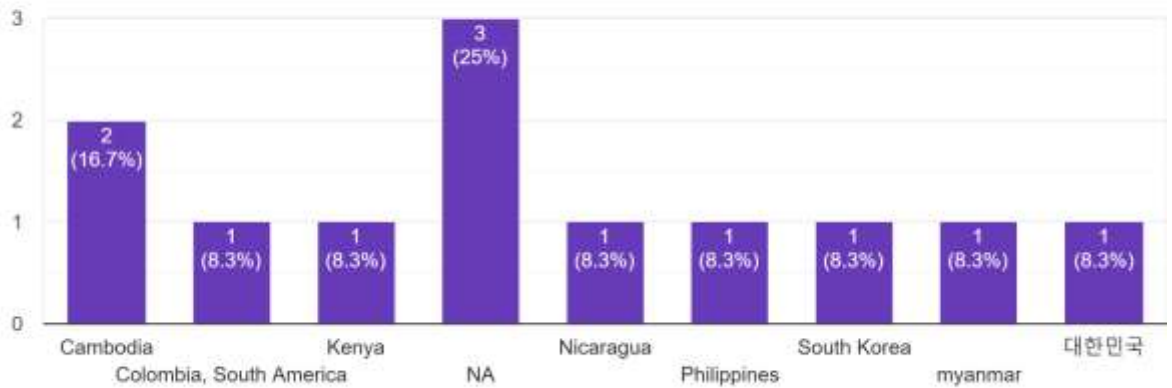
7. If you currently reside in another U.S. State, please tell us where. (Write NA if not applicable).

12 responses



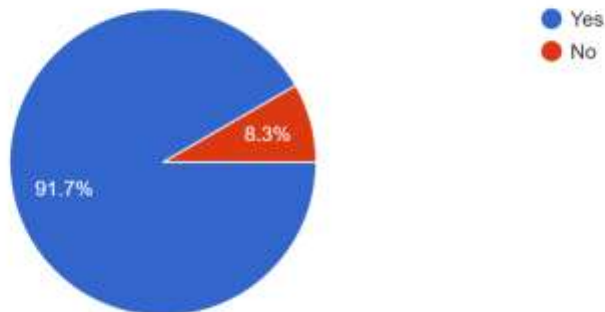
8. If you currently reside in another country, please tell us where. (Write NA if not applicable).

12 responses



9. Are you currently working in a mission or ministry context?

12 responses



10. If you are engaged in a full-time position, please select the category that best describes it. (Note: If you are engaged in more than one ministry, indicate the one that takes most of your time.)

12 responses

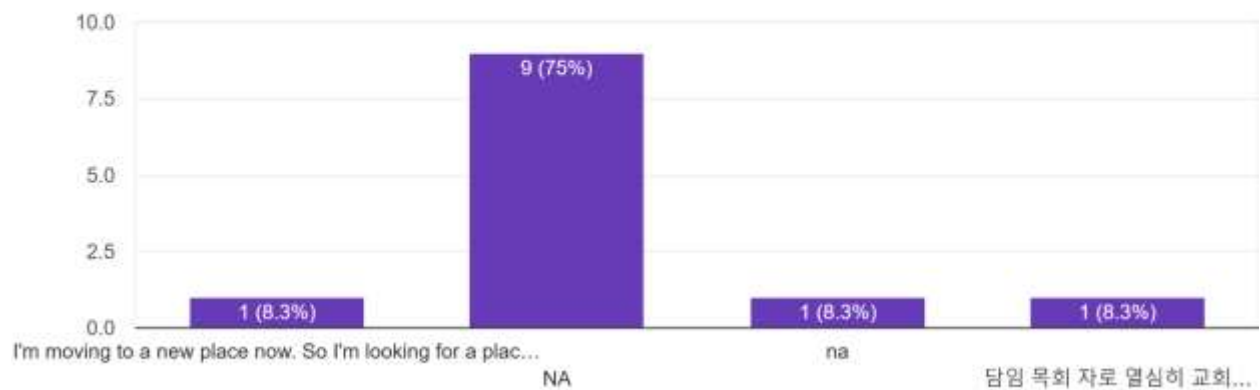


11. What is your title? 12 responses

- 4 Missionaries
- 3 Pastors / Reverends
- 3 Vice President / Director (Non-profit Organization)
- 1 Management
- 1 Not in a ministry context
- Pastor

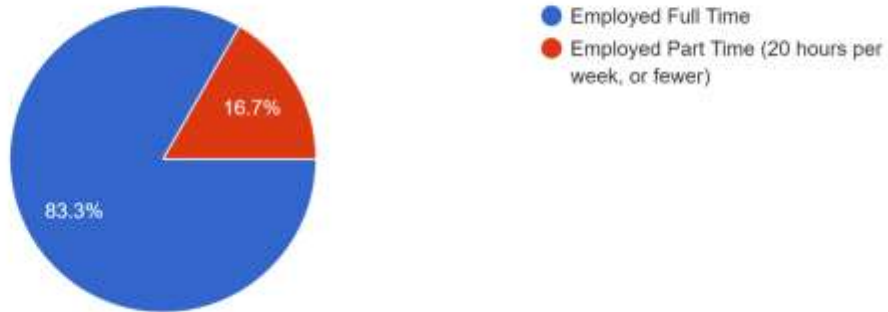
12. If you are not in a ministry context, please tell us what you are doing now. (Write NA if not applicable).

12 responses



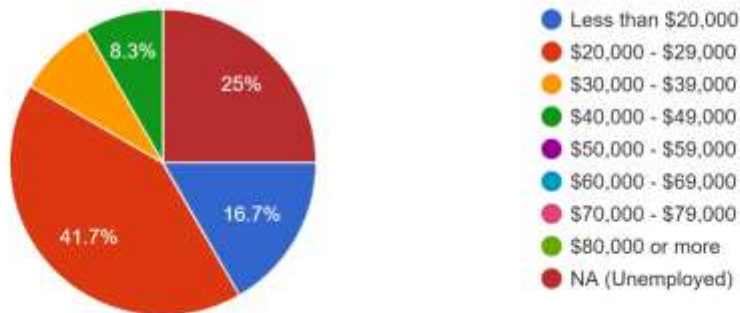
13. Are you employed full time or part time?

12 responses



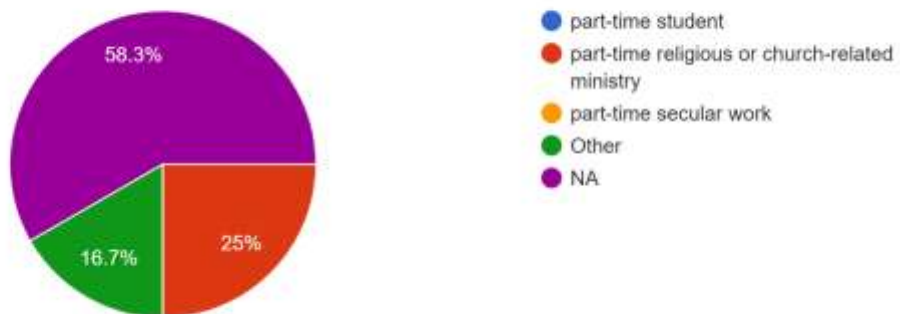
14. Annual Salary (if you are employed part time, indicate the full-time equivalent salary - for example, if you are working 20 hours/week and you...0,000, then your full-time equivalent is \$40,000)

12 responses



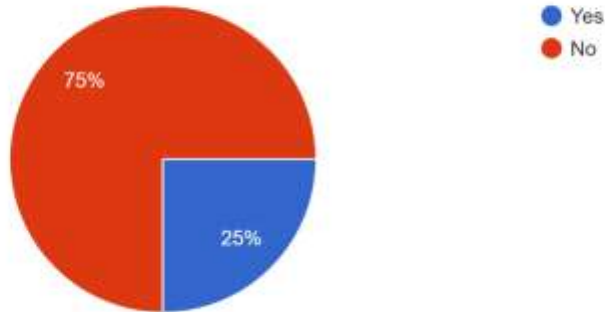
15. What are your part-time activities apart from work?

12 responses



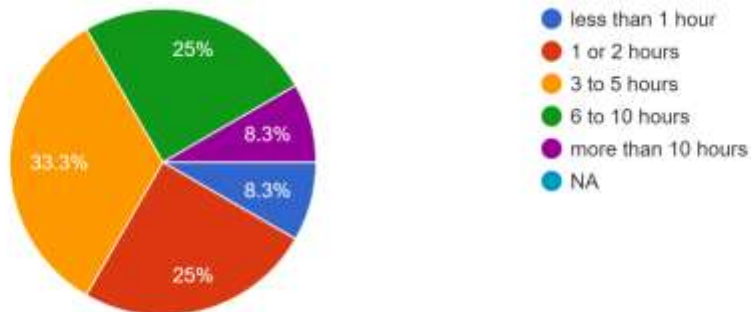
16. Did you go on to receive another degree after graduating from Hudson Taylor University?

12 responses



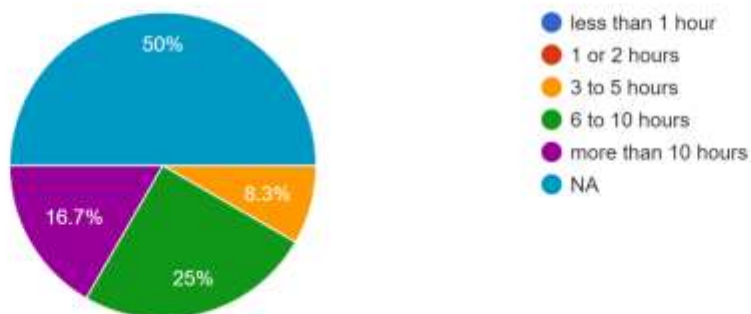
17. Each week, how many hours on average do you invest in in-depth Bible study (both personal and for teaching, preaching, or other ministry)?

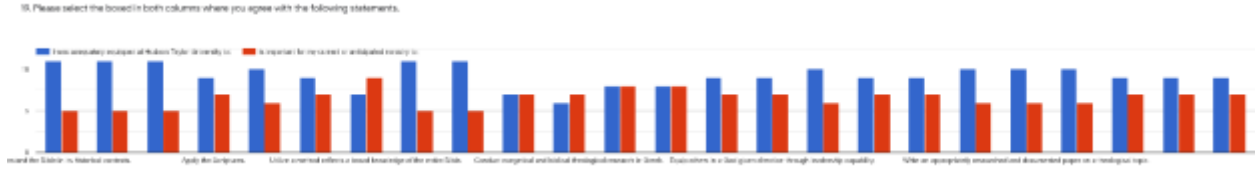
12 responses



18. Each week, how many hours on average do you invest in preparation for each sermon? (select N/A if not in a preaching ministry)

12 responses

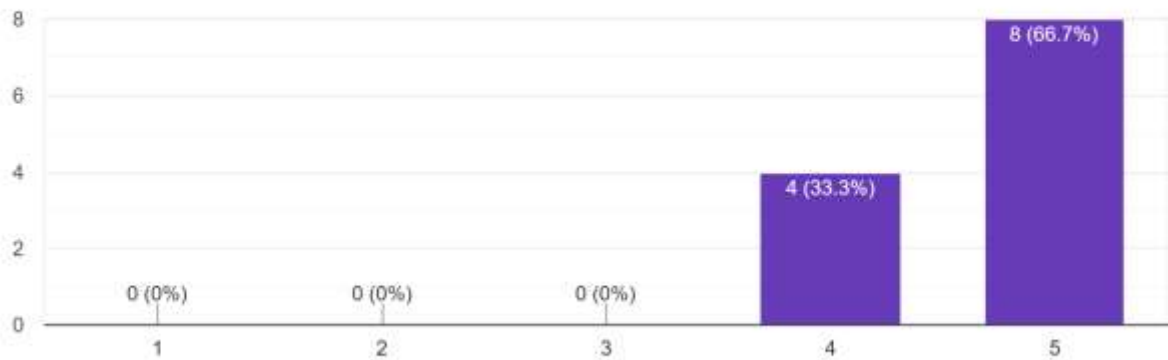




Overall Satisfaction

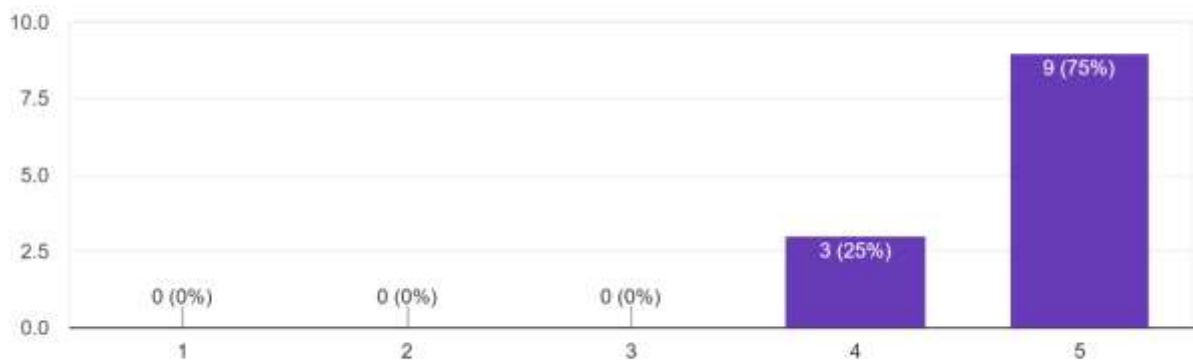
20. On a scale of 1 to 5, how satisfied are you with your current position? (1 = very dissatisfied; 5 = very satisfied)

12 responses



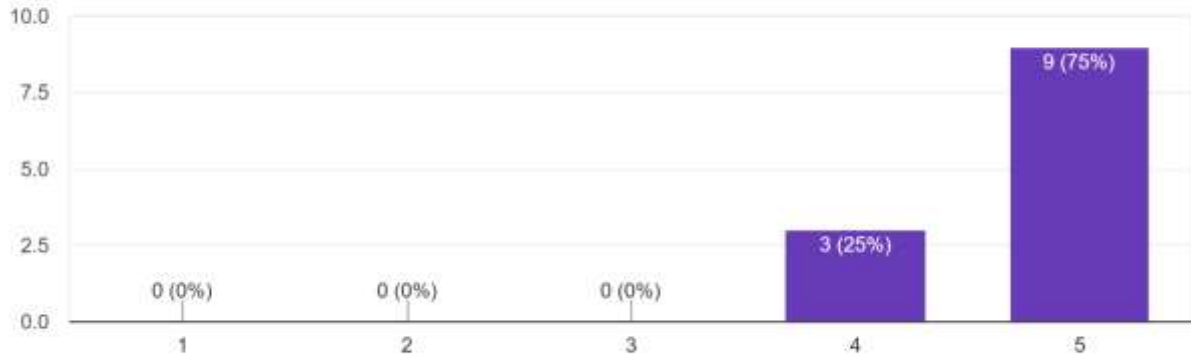
21. The overall quality of my educational experience

12 responses



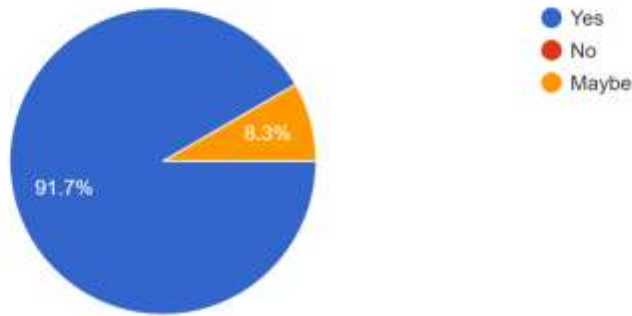
22. The overall preparation for mission and ministry

12 responses



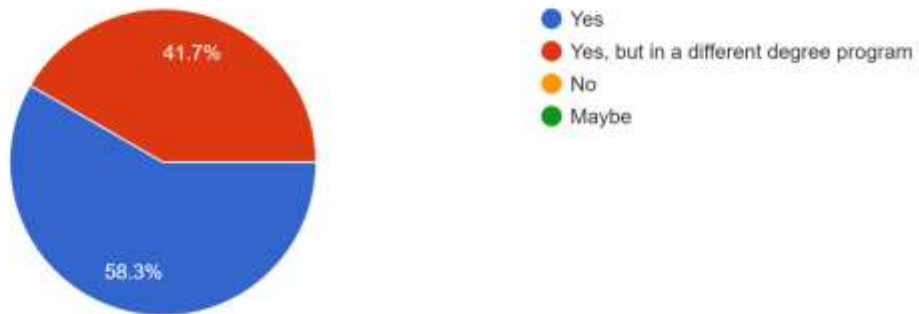
23. Would you recommend HTU to others?

12 responses



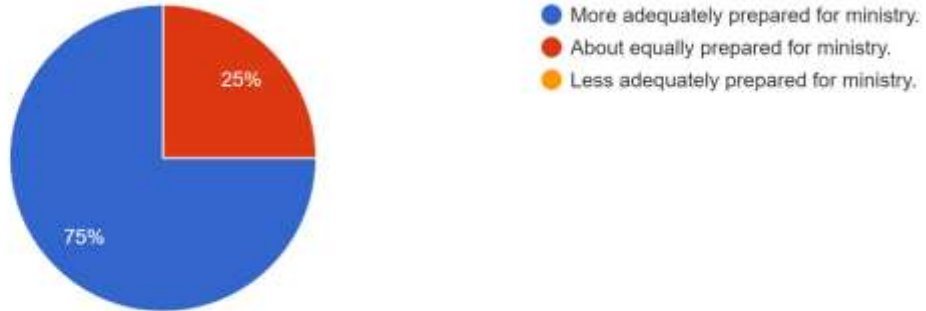
24. If you had to do it again, would you attend Hudson Taylor University?

12 responses



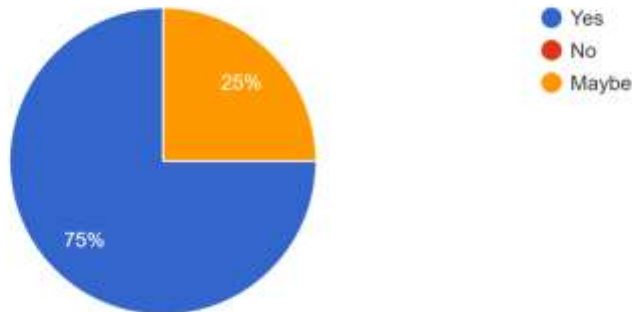
25. In your contact with other people in ministry who have graduated from other seminaries, how prepared for ministry do you consider yourself?

12 responses



26. Would you be interested in an alumni gathering in your local area?

12 responses



27. Looking back on your experience at HTU what do you consider to be the major strengths of the program? (Write NA if not applicable). 12 responses

- 5 Knowledgeable and challenging professors
- 3 Compassionate and godly Christian professors
- 3 Online courses during pandemic
- 1 NA

28. Looking back on your experience at HTU what do you consider to be the major weaknesses of the program? (Write NA if not applicable). 12 responses

- 2 Lack of diversity in subjects
- 1 More focus on spirituality in classes
- 1 More active student participation
- 1 Some professors were lack of teaching technique.
- 1 Current Pandemic (Covid-19)
- 6 NA

29. How would you describe the impact Hudson Taylor University has had on your life? 12 responses

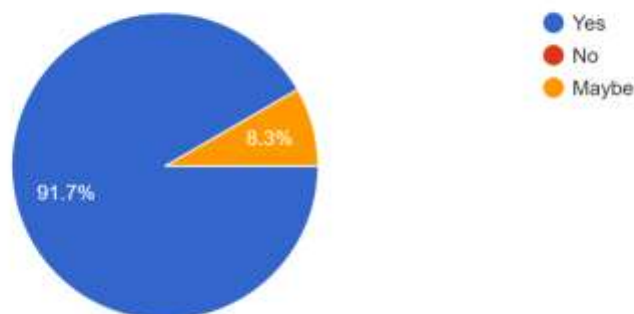
- 4 Helped to increase focus on missions
- 3 Helped increase academic focus
- 4 Improved spiritual life or ministry vitality
- 1 NA

30. What other comments do you have about Hudson Taylor University? (Write NA if not applicable). 12 responses

- 6 Gratitude to faculty and staff
- 1 Encouraged by Christian example set by faculty
- 1 Interest in having an active alumni community
- 1 Interest in more prayers and Bible study for students
- 3 NA

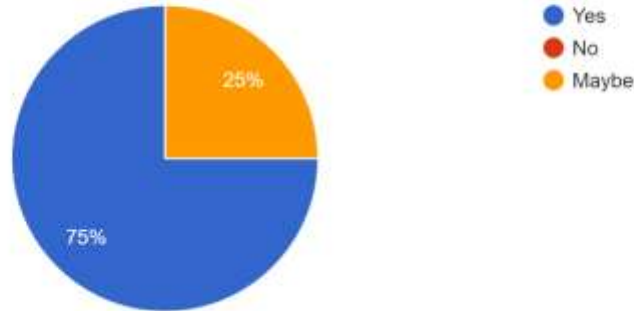
31. Would you be willing to join the Alumni Association at HTU?

12 responses



32. Would you be willing to contribute to HTU, either through the scholarship fund or through your time, gifts, and talents?

12 responses



33. If you answered "yes" to Q32, please let us know how you would be willing to contribute. (Write NA if not applicable). 12 responses

- 1 Time and talents as needed
- 2 Advertise the school through word of mouth
- 1 Interest in teaching at HTU
- 2 Contribute to scholarship fund
- 3 Still considering
- 3 Na

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, alumni satisfaction is exceptionally high, with 100% of alumni indicating that they were satisfied or very satisfied with the quality of their overall education at HTU; 100% indicating that they were satisfied or very satisfied with their overall preparation for ministry; 100% indicating that they felt more adequately prepared (75%) or equally prepared (25%) for ministry than other people in their contact who graduated from other seminaries; 92% indicating that they would recommend HTU to others; and 100% indicating that they would attend HTU if they had to do it again.

The concerns raised in Question 28 are worth noting. Several students expressed interest in having more diversity in the subjects offered. One student expressed interest in having more focus on spirituality in class, while another student expressed interest in having more active student participation. These are concerns that HTU could easily address and find ways to improve.

RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty continue to monitor these areas as we continue to grow as an institution.

Hudson Taylor University

Spring 2023 Faculty Self-Evaluation

Office of Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 Faculty Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

- 83% of faculty agreed completely or somewhat that their syllabi have clearly-stated course objectives. 100% marked three or higher.
- 83% of faculty agreed completely or somewhat that the course objectives agree with Departmental and Institutional Mission and Goals. 100% marked three or higher.
- 83% of faculty agreed completely or somewhat that the stated objectives reflect the course content and are current with recent developments within the discipline. 100% marked three or higher.
- 83% of faculty agreed completely or somewhat that tests correlate well with the content of the course assignments and class sessions. 100% marked three or higher.
- 83% of faculty agreed completely or somewhat that course requirements include sufficient reading assignments from the text and source documents. 100% marked three or higher.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
All my course syllabi have clearly-stated course objectives.	4.6
The course objectives agree with Departmental and Institutional Mission and Goals.	4.5
The stated objectives reflect the course content and are current with recent developments within the discipline.	4.5
Tests correlate well with the content of course assignments and class sessions.	4.5
Tests correlate well with the content of course assignments and class sessions.	4.5
The course requirements include sufficient reading assignments from the text and source documents	4.5
The textbooks are current and they conform well with course objectives.	4.4

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Class sessions are designed to encourage critical thinking and interactive discussion.	4.2
The instructional methods are varied and responsive to the needs of the learner.	4.2
The specific needs of the academically advanced and the academically handicapped students are accommodated.	4.2
Course assignments include elements of writing and research appropriate to the level and nature of the course.	4.2

***Reported on a 5-point scale (4 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.8

Line Item	Score*
1. All my course syllabi have clearly-stated course objectives.	4.6
2. The course objectives agree with Departmental and Institutional Mission and Goals.	4.5
3. The stated objectives reflect the course content and are current with recent developments within the discipline.	4.5
4. The textbooks are current and they conform well with course objectives.	4.4
5. Class sessions are designed to encourage critical thinking and interactive discussion.	4.2
6. The instructional methods are varied and responsive to the needs of the learner.	4.2
7. The specific needs of the academically advanced and the academically handicapped students are accommodated.	4.2
8. Tests correlate well with the content of course assignments and class sessions.	4.5
9. Course assignments include elements of writing and research appropriate to the level and nature of the course.	4.2
10. The course requirements include sufficient reading assignments from the text and source documents	4.5

***Reported on a 5-point scale (4 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, HTU faculty indicated that they were generally satisfied with their teaching performance. On average, 78% of the faculty agreed completely or somewhat to all relevant fields. This is significantly lower than past semesters, where 100% of faculty agreed completely or somewhat to all relevant areas surveyed.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide the education that it has been. However, it will want to continue monitoring feedback over the following years, especially as the faculty and student population grows and there is more statistical feedback.

Hudson Taylor University

Spring 2023 Faculty Performance Review (FT)

Office of Institutional Effectiveness June 2023

Overview

The following are the results of the Spring 2023 Faculty Performance Evaluation. This was a 360-degree peer-based evaluation, where each full-time faculty member evaluated the other. Since our full-time faculty consists of only one person, the Vice President, the President conducted the review. The President is evaluated by the Board of Directors (see below).

The following statements reflect a sample of some of the important information contained in the report.

- 100% of faculty marked 5 out of 5 that their peers check the syllabus that substantially reflects HTU's Mission Statement, Institutional Goals, Program Purposes and Objectives, and Catalog course descriptions.
- 100% of faculty marked 5 out of 5 that their peers encourage students to respect different viewpoints of others.
- 100% of faculty marked 5 out of 5 that their peers read to be conversant with course-related textbooks, articles & references.
- 100% of faculty marked 5 out of 5 that their peers carefully organize the syllabus in accordance with the plan and examines if it covers all the necessary items.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Checks the syllabus that substantially reflects HTU's Mission Statement, Institutional Goals, Program Purposes and Objectives, and Catalog course descriptions.	5.0
Encourages students to respect different viewpoints of others.	5.0
Reads to be conversant with course-related textbooks, articles & references.	5.0
Carefully organizes the syllabus in accordance with the plan and examines if it covers all the necessary items.	5.0
Makes precise definitions and explanations of a concept.	5.0
Gives challenging questions.	5.0
Treats students with respect.	5.0
Uses positive and gentle expressions with students.	5.0
Provides opportunities for students to ask questions during lecture.	5.0
Is ready to accept student's correction of misrepresented concepts or wrong information.	5.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
	NA

***Reported on a 5-point scale (1 respondent). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

FACTOR ANALYSIS

A. TEACHING

Average Score: 5.0

Line Item	Score*
Designing Courses	
1. Reads to be conversant with course-related textbooks, articles & references.	5.0
2. Has sufficient amount of time invested in the structure, the level of study, topics, recurring and contemporary issues, and lecture dates of the course.	5.0
3. Carefully organizes the syllabus in accordance with the plan and examines if it covers all the necessary items.	5.0
4. Checks the syllabus that substantially reflects HTU's Mission Statement, Institutional Goals, Program Purposes and Objectives, and Catalog course descriptions.	5.0
Instruction: Knowledge	
5. Makes precise definitions and explanations of a concept.	5.0
6. Presents diverse views when they are relevant to the topics in discussion.	5.0
7. Utilizes recent research developed in each field.	5.0
8. Brings up new ideas or questions that may challenge familiar views.	5.0
9. Presents how and why your own views are different from major or other views.	5.0
10. Is ready to answer any questions or different views the students may bring up.	5.0
Instruction: Teaching Method	
11. Uses interactive learning tools, group projects, classroom discussions, surveys if necessary.	5.0
12. Elicits student's interest and stimulates to pose questions by turning to the other overlooked aspects.	5.0
13. Gives challenging questions.	5.0
14. Uses appropriate humor, movie or cartoon strips for better explanation.	5.0
Instruction: Interaction with Students	5.0
15. Treats students with respect.	5.0
16. Uses positive and gentle expressions with students.	5.0
17. Is respectfully attentive to student comments, questions, or differing views.	5.0
18. Provides opportunities for students to ask questions during lecture.	5.0
19. Is ready to accept student's correction of misrepresented concepts or wrong information.	5.0
20. Responds to wrong answers constructively by asking different questions or explaining the original questions.	5.0
21. Encourages students to respect different viewpoints of others.	5.0

22. Is available to students for out of class assistance.	5.0
Instruction: Management	
23. Begins and ends on time.	5.0
24. Checks attendance accurately in each session.	5.0
25. Completes every necessary subject according to the schedule.	5.0
26. Briefly summarizes what was dealt with in the previous class session and presents an outline for the present session.	5.0
27. Summarizes periodically and at the end of class.	5.0
28. Responds wisely to conflicts and different views or interrupting comments or irrelevant questions.	5.0
29. Returns with comments assignments to students in time.	5.0
Instruction: Use of Technology	
30. Incorporates contemporary education technology—online materials, YouTube, film, video, PPT, blogs—to enhance learning.	5.0
31. Uses HTU SIS (Populi) for assignments or contacting students, forum discussions, posting answers, uploading lecture notes.	5.0
32. Utilizes supplementary open sources, google classroom for further discussion of the issues that cannot be fully addressed in class.	5.0

B. PROFESSIONAL DEVELOPMENT
Average Score: 5.0

Line Item	Score*
Research and Writing	
1. Actively engages in reading professional articles, most recent books on issues, gathering resources to be conversant with most current scholarship.	5.0
2. Members of professional/academic societies.	5.0
3. Presents peer reviewed work through journal articles, book reviews to professional, public or academic audiences.	5.0
4. Receives grants, awards, contracts or residencies that acknowledges your academic achievements, or that further research on the issues.	5.0
5. Participates in professional societies and contributes to the field.	5.0
6. Preparing books, articles, or papers for publishing.	5.0

C. SERVICE
Average Score: 5.0

Line Item	Score*
School Community & Collegiality	
1. Participates in college and departmental activities.	5.0
2. Participate in committee work.	5.0
3. Maintains rapport with colleagues, staff and administrators.	5.0
4. Effectively communicates and maintains good relationships with colleagues.	5.0
Wider Community, Churches, & Mission Field	5.0
5. Participates in local churches.	5.0
6. Participates in Christian organizations by providing lectures, insights, direction, and comments.	5.0
7. Presents papers for community issues or urgent theological issues for Christians.	5.0

***Reported on a 5-point scale (1 respondent). Scores reflect the average point value marked by the respondents. This average is generated by Google Forms, the program on which we conduct these surveys.**

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, HTU full-time faculty were positive of each other's performance. The Vice President, who is under review in this analysis, is outstanding and performs his job with utmost excellence.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to consider the hiring of additional faculty that can help balance the responsibilities of academics and administration.

Hudson Taylor University

Spring 2023 President Performance Self-Evaluation

Office of Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 President Performance Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

- The President of HTU marked 5 out of 5 that he adheres to all institutional policies in overseeing the administration of the institution.
- The President of HTU marked 5 out of 5 that he consistently reviews all appropriate institutional documents.
- The President of HTU marked 5 out of 5 that he fulfills the requirements as President based on the job description.
- The President of HTU marked 5 out of 5 that he clearly and consistently addresses Board needs, initiatives and decisions.
- The President of HTU marked 5 out of 5 that he participates in new Board member orientations.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0
The president of HTU consistently reviews all appropriate institutional documents.	5.0
The president of HTU fulfills the requirements as President based on the job description.	5.0
The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0
The president of HTU participates in new Board member orientations.	5.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU contributes financially to the institution	4.0
The president of HTU participates in fund-raising efforts	3.0

***Reported on a 5-point scale (1 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

Board Function

Average Score: 4.8

Line Item	Score*
Policies	
1. The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0
2. The president of HTU consistently reviews all appropriate institutional documents.	5.0
Roles and responsibilities	
3. The president of HTU fulfills the requirements as President based on the job description	5.0
4. The president of HTU contributes financially to the institution	4.0
5. The president of HTU participates in fund-raising efforts	3.0
6. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0
7. The president of HTU participates in new Board member orientations.	5.0
Planning	
8. The president of HTU focuses on the Mission Statement of the institution.	5.0
9. The president of HTU utilizes the Strategic Plan in making decisions.	5.0
10. The president of HTU has demonstrated effectiveness and significant achievement in leadership.	5.0
Meetings	
11. The president of HTU respects parliamentary procedure.	5.0
12. The president of HTU follows agendas and participates in Board meetings in a professional manner.	5.0
13. The president of HTU provides all relevant and related documents and information to the Board necessary for appropriate Board reviews, considerations, decisions and actions.	5.0
14. The president of HTU participates actively and thoughtfully in Board meetings	5.0

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, the President indicated that he was satisfied with his performance. The areas that require the most growth are related to fund-raising and interaction with the Board of Directors. Since the President is new, still within his first year, it is expected that he will continue to show improvement in certain areas.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to monitor the progress of the President over time to see where he continues to grow.

Hudson Taylor University

Spring 2023 President Performance Evaluation

Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 President Performance Evaluation results. More detailed information can be found from a careful review of the survey results.

- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the president of HTU adheres to all institutional policies in overseeing the administration of the institution.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the president of HTU consistently reviews all appropriate institutional documents.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the president of HTU fulfills the requirements as President based on the job description.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the president of HTU clearly and consistently addresses Board needs, initiatives and decisions.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the president of HTU participates in new Board member orientations.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0
The president of HTU consistently reviews all appropriate institutional documents.	5.0
The president of HTU fulfills the requirements as President based on the job description.	5.0
The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0
The president of HTU participates in new Board member orientations.	5.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU contributes financially to the institution	2.0
The president of HTU participates in fund-raising efforts	3.8

***Reported on a 5-point scale (4 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

Board Function

Average Score: 4.7

Line Item	Score*
Policies	
15. The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0
16. The president of HTU consistently reviews all appropriate institutional documents.	5.0
Roles and responsibilities	
17. The president of HTU fulfills the requirements as President based on the job description	5.0
18. The president of HTU contributes financially to the institution	2.0
19. The president of HTU participates in fund-raising efforts	3.8
20. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0
21. The president of HTU participates in new Board member orientations.	5.0
Planning	
22. The president of HTU focuses on the Mission Statement of the institution.	5.0
23. The president of HTU utilizes the Strategic Plan in making decisions.	5.0
24. The president of HTU has demonstrated effectiveness and significant achievement in leadership.	5.0
Meetings	
25. The president of HTU respects parliamentary procedure.	5.0
26. The president of HTU follows agendas and participates in Board meetings in a professional manner.	5.0
27. The president of HTU provides all relevant and related documents and information to the Board necessary for appropriate Board reviews, considerations, decisions and actions.	5.0
28. The president of HTU participates actively and thoughtfully in Board meetings	5.0

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, HTU Board of Directors indicated that they were generally satisfied with the performance of the President. 100% of the Board Members marked either 5 out of 5 or 4 out of 5 to most fields. The only two categories that received a lower score pertained to contributing to the school financially and participating in fundraising. However, since the school currently does not depend on fundraising, this is a reflection more of the state of the university than it is of the president.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to monitor feedback over the following years, especially as the faculty and student population grows and there is more statistical feedback.

Hudson Taylor University

Spring 2023 Board of Directors Self-Evaluation

Office of Institutional Effectiveness June 2023

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2023 Board of Directors Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the Board addresses policy issues rather than management issues.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that the Board periodically reviews important institutional documents.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that each Board member understands his or her position as given in the BoD Handbook
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that new Board members are fully oriented as to Board policies and procedures.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that Board meetings follow parliamentary procedure.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that Board meetings follow stated agendas.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that Board meetings start and end on time.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that Board members arrive on time for meetings.
- 100% of the board members marked either 5 out of 5 or 4 out of 5 that Board members actively and thoughtfully participate in discussions at board meetings.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The Board addresses policy issues rather than management issues.	5.0
The Board periodically reviews important institutional documents.	5.0
Each Board member understands his or her position as given in the BoD Handbook	5.0
New Board members are fully oriented as to Board policies and procedures.	5.0
Board meetings follow parliamentary procedure.	5.0
Board meetings follow stated agendas.	5.0
Board meetings start and end on time.	5.0
Board members arrive on time for meetings.	5.0
Board members actively and thoughtfully participate in discussions at board meetings.	5.0

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Board members understand their legal responsibilities as Board members.	3.0
Board members contribute financially to the institution.	3.0
Board members participate in fund-raising efforts.	3.0
Board members contribute extra time outside of regular meetings.	3.0
Board members participate in annual self-evaluations.	3.0
Board committees meet on a regularly scheduled basis	3.0
The executive committee evaluates the President of the University annually.	3.0
Board needs, initiatives and decisions are clearly communicated to the administration.	3.0

***Reported on a 5-point scale (5 respondents). Scores reflect the average point value marked by the respondents. This average is generated by Populi, the LMS system through which we conduct the surveys.**

FACTOR ANALYSIS

Board Function

Average Score: 4.0

Line Item	Score*
Policies	
1. The Board addresses policy issues rather than management issues.	5.0
2. The Board periodically reviews important institutional documents.	5.0
3. Appropriate action is taken when a Board member misses scheduled meetings.	4.0
Roles and responsibilities	
4. Each Board member understands his or her position as given in the BoD Handbook	5.0
5. Board members understand their legal responsibilities as Board members.	3.0
6. Board members contribute financially to the institution.	3.0
7. Board members participate in fund-raising efforts.	3.0
8. Board members contribute extra time outside of regular meetings.	3.0
9. Board members participate in annual self-evaluations.	3.0
10. Board committees meet on a regularly scheduled basis	3.0
11. The executive committee evaluates the President of the University annually.	3.0
12. Board needs, initiatives and decisions are clearly communicated to the administration.	3.0
13. Vacancies on the Board are filled in a timely manner.	5.0
14. Board members are recruited for their influence and ability to participate effectively and financially.	3.0
15. New Board members are fully oriented as to Board policies and procedures.	5.0
16. Board members communicate with the university through proper administrative channels.	3.0
Planning	
17. The Board consistently focuses on the Mission Statement of the institution.	3.0
18. The Board utilizes the Strategic Plan in making decisions.	3.0
19. The current Board has demonstrated effectiveness and significant achievement.	3.0
Meetings	
20. Board meetings follow parliamentary procedure.	5.0
21. Board meetings follow stated agendas.	5.0
22. Board meetings start and end on time.	5.0

23. Board members arrive on time for meetings.	5.0
24. Board members actively and thoughtfully participate in discussions at board meetings.	5.0
Board Member Self-Evaluation	
25. Please check one of the following ratings related to your overall performance:	3.0
26. I adequately prepare for Board meetings.	3.0
27. I actively participate in Board meetings.	3.0
28. I work cooperatively with the administration.	5.0
29. I am able to make unpopular decisions when necessary	5.0
30. I support majority decisions.	5.0
31. I express willingness to make changes in the institution.	5.0
32. I attend Board meetings regularly.	3.0
33. I am involved in fundraising activities.	3.0
34. I listen to all relevant information before making decisions.	5.0
35. I respect those who differ in opinions and beliefs.	5.0
36. I accept constructive criticism.	5.0
37. I ask appropriate questions and express appropriate opinions.	5.0

SUMMARY AND RECOMMENDATIONS

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

SUMMARY:

Overall, HTU Board of Directors indicated that they were generally satisfied with their performance, with an average overall score of 4.0 across all areas surveyed. This is consistent from previous semesters.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to monitor feedback over the following years, especially as the faculty and student population grows and there is more statistical feedback.