



Assessment Report

Spring 2021

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Hudson Taylor University

2021 Chapel Evaluation Survey (BABS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 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.
- 92% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God.
- 92% of students agreed completely or somewhat that sermons are inspiring and worth listening to.
- 92% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to.
- 92% of students agreed completely or somewhat that worship services begin and end on time.
- 92% of students agreed completely or somewhat that worship services cause them to reflect upon their faith and dedication.
- 90% of students agreed completely or somewhat that HTU's chapel services strengthen their faith and dedication.
- 90% of students agreed completely or somewhat that special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.
- 90% of students agreed completely or somewhat that they enjoy it when students take part in the service through music and readings.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner	4.6 (92%)
Worship services are powerful and graceful, and suited to the praising of God.	4.6 (92%)
Sermons are inspiring and worth listening to.	4.6 (92%)
Visiting preachers are inspiring and worth listening to.	4.6 (92%)
The worship services begin and end on time.	4.6 (92%)
The worship services cause me to reflect upon my faith and dedication.	4.6 (92%)
HTU's Chapel services strengthen my faith and dedication.	4.5 (90%)
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.5 (90%)
I enjoy it when students take part in the service through music and readings.	4.5 (90%)
Students have time following the service for fellowship.	4.5 (90%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.0 (80%)

***Reported on a 5-point scale (8 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Worship Order

Average Score: 4.6 (92%)

Line Item	Score*
1. Worship services are conducted in a flowing and coherent manner.	4.6 (92%)
2. Worship services are powerful and graceful, and suited to the praising of God.	4.6 (92%)
3. Sermons are inspiring and worth listening to.	4.6 (92%)
4. Visiting preachers are inspiring and worth listening to.	4.6 (92%)
5. The worship services begin and end on time.	4.6 (92%)
6. The worship services cause me to reflect upon my faith and dedication.	4.6 (92%)
7. HTU's Chapel services strengthen my faith and dedication.	4.5 (90%)

B. Special Orders

Average Score: 4.4 (88%)

Line Item	Score*
8. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.5 (90%)
9. I enjoy it when students take part in the service through music and readings.	4.5 (90%)
10. Students have time following the service for fellowship.	4.5 (90%)
11. HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.0 (80%)

C. Others

Average Score: 4.4 (88%)

Line Item	Score*
12. I regularly attend worship at HTU's Chapel or elsewhere.	4.4 (88%)
13. I am prepared to worship when I attend Chapel.	4.4 (88%)
14. My Chapel service as a student has been meaningful and challenging to me.	4.4 (88%)
15. I attend Sunday worship services at HTU's Chapel or elsewhere.	4.4 (88%)

Reported on a 5-point scale (8 respondents). Scores reflect responses marked for Agree Completely and Agree Somewhat.

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. Out of eight students, seven (88%) marked “Agree Completely” or “Agree Somewhat” to the majority of statements. Only one student (12%) consistently provided low assessments, marking questions 1—6 as “Neutral,” questions 7—11 as “Disagree Somewhat,” and question 12—15 as “Disagree Completely.” Where this is most significant is on question 11, which, by consensus, was the lowest scored assessment. However, since we have been conducting chapel services remotely, due to coronavirus, along with the rest of our courses, it is understandable that we would not be in a position to host special seminars, academic debates, and school revival retreats.

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

2021 Course Learning Outcomes (BABS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 BABS Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 98% of students marked 3 or higher (on a five-point scale) that they achieved the course objectives through this semester.
- 96% of students marked 3 or higher (on a five-point scale) that their knowledge of this subject improved during this semester.
- 96% of students marked 3 or higher (on a five-point scale) that they were satisfied with what they learned regarding this subject throughout this semester.
- 94% of students marked 3 or higher (on a five-point scale) that they understood the course objectives early in the semester.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Did you achieve the objectives of this course through this semester?	4.9 (98%)
How much did your knowledge of this subject improve during this semester?	4.8 (96%)
Are you satisfied with what you learned regarding this subject throughout this semester?	4.8 (96%)
Did you understand the objectives of this course early in the semester?	4.7 (94%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
How much did you use the library for research during this course?	3.4 (68%)
At the beginning of the semester, how much did you know about the subject?	3.9 (78%)

***Reported on a 5-point scale (45 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked 3 and above.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.6 (92%)

Line Item	Score*
1. At the beginning of the semester, how much did you know about the subject?	3.9 (78%)
2. How much did your knowledge of this subject improve during this semester?	4.8 (96%)
3. Did you understand the objectives of this course early in the semester?	4.7 (94%)
4. Did you achieve the objectives of this course through this semester?	4.9 (98%)
5. Are you stratified with what you learned regarding this subject throughout this semester?	4.8 (96%)

B. Library Use

Average Score: 4.0 (80%)

Line Item	Score*
6. Were you well-informed about library use and research for this course?	4.3 (86%)
7. How much did you use the library for research during this course?	3.4 (68%)
8. Do you think the book and research resources of the HTU library are sufficient for this course?	4.3 (86%)

Reported on a 5-point scale (45 respondents). All scores reflect those who marked 3 and above.

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 responses to statements pertaining to Academics for BABS students were relatively high, with an average score of 92%. The lowest score under the Academics category was the first one regarding how much knowledge each student had at the beginning of the semester regarding the subject, with an average score of 78%. However, this is an odd question for at least two reasons. First, one would expect a student to have limited knowledge on a subject at the beginning of the semester, otherwise there is little reason to take the course. So one would expect most students to mark this accordingly, resulting in a lower average score. In this case, then, the lower score is the better one. The second problem with the question is its

wording. If the fuller question is: “Mark on a scale 1–5 how much knowledge one has on a subject,” how is one to answer this? Does five mean that one has a lot of knowledge? How much knowledge? Five knowledge? It’s unclear what is being asked of the student.

The responses under the Library category reflect an insufficient use of the library, with an average score of 80%. The most concerning assessment is #7: How much did you use the library for research during this course?, which only received 68%. Of course, a major contributing factor in this is the coronavirus, which has prevented students from using the library in person for the past year.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, the wording of question #1 needs to be reconsidered, not only in its wording but in its purpose. What are we trying to achieve in asking students this question? Second, 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.

Hudson Taylor University

2021 Student Course Evaluation (BABS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 BABS Student Course Evaluation results. More detailed information can be found from a careful review of the survey results.

- 92% of students agreed completely or somewhat that the instructor explained the course objectives and learning outcomes in the first class.
- 90% of students agreed completely or somewhat that the textbook and/or other materials used in this course were appropriate.
- 90% of students agreed completely or somewhat that the assessment method and requirements for the final course grade were clearly identified.
- 90% of students agreed completely or somewhat that the instructor follows the course syllabus.
- 90% of students agreed completely or somewhat that the instructor gives tests and assignments reflecting the material presented in class.
- 90% of students agreed completely or somewhat that the class lecture helped them achieve the stated course objectives and learning outcomes.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor explained the course objectives and learning outcomes in the first class session.	4.6 (92%)
The textbook and/or other materials used in this course were appropriate.	4.5 (90%)
The assessment method and requirements for the final course grade was clearly identified.	4.5 (90%)
The instructor follows the course syllabus.	4.5 (90%)
The instructor gives tests and assignments reflecting the material presented in class.	4.5 (90%)
Class lecture helped me achieve the stated course objectives and learning outcomes.	4.5 (90%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor provides helpful feedback on tests and/or assignments.	4.2 (84%)
The instructor is available outside of class (office hours, email, etc.)	4.2 (84%)
The instructor encourages students to ask questions, disagree, and express opinions.	4.2 (84%)

***Reported on a 5-point scale (45 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.4 (88%)

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	4.3 (86%)
2. The textbook and/or other materials used in this course were appropriate.	4.5 (90%)
3. The assessment method and requirements for the final course grade was clearly identified.	4.5 (90%)

B. Instructional Site

Average Score: 4.4 (88%)

Line Item	Score*
4. The instructor follows the course syllabus.	4.5 (90%)
5. The instructor is well-prepared and gives organized presentations.	4.4 (88%)
6. The instructor is knowledgeable about the subject.	4.4 (88%)
7. The instructor encourages and challenges students to think independently and critically.	4.3 (86%)
8. The instructor clearly explains key terms and complex points and issues.	4.4 (88%)
9. The instructor provides helpful feedback on tests and/or assignments.	4.2 (84%)

C. Faculty/Student Interaction

Average Score: 4.3 (86%)

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.2 (84%)
11. The instructor is fair in evaluation of student performance.	4.4 (88%)
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.2 (84%)
13. The instructor gives tests and assignments reflecting the material presented in class.	4.5 (90%)

D. Course Content

Average Score: 4.4 (88%)

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.4 (88%)
15. The instructor related course content to daily life and real-world situations.	4.4 (88%)
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.4 (88%)

**E. Learning Outcomes
(90%)**
Average Score: 4.5

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	4.6 (92%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	4.5 (90%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.4 (88%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.3 (86%)

F. Overall Evaluation
Average Score: 4.3 (86%)

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	4.3 (86%)
22. I would recommend this course to other students.	4.4 (86%)

Reported on a 5-point scale (45 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, 90—92% of students felt that the professor explained the course objectives and learning outcomes well; that the textbook and other materials were used appropriately; that the assessment method and requirements were clearly identified; that the instructor followed the syllabus; that the instructor gives tests and assignments reflective of what has been covered in class; and that the class lectures were helpful in meeting the course objectives.

The rest of the assessments were still fairly positive falling within a range of 84—88%. On the lower end of the scale, only 84% of students believed that instructors provided helpful feedback on tests and assignments; that instructors were available outside of class; and that instructors encourage students to ask questions and express opinions in class.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. We recommend that faculty continue to work on the three areas that received the lowest assessment, especially on being available outside of class. This has been recurring feedback from students and, thus, needs to be addressed. We also recommend that instructors consider ways that they can offer more constructive feedback on assignments.

Hudson Taylor University

2021 Student Satisfaction Inventory (BABS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 BABS Student Satisfaction Inventory results. More detailed information can be found from a careful review of the survey results.

- 88% of students agreed completely or somewhat that the coursework and lectures provide multiple perspectives.
- 88% of students agreed completely or somewhat that they are learning valuable principles and information that apply to my chosen field.
- 88% of students agreed completely or somewhat that the education they are receiving at HTU is a valuable investment of their time.
- 88% of students agreed completely or somewhat that their educational experience at HTU has deepened their appreciation for diverse perspectives.
- 88% of students agreed completely or somewhat that they are able to track their degree program effectively.
- 88% of students agreed completely or somewhat that the instructors are respectful of the views of others.
- 88% of students agreed completely or somewhat that the instructors use multiple teaching methods and technologies effectively.
- 88% of students agreed completely or somewhat that student billing and account services provide helpful assistance.
- 88% of students agreed completely or somewhat that adequate student support is available to help them succeed in my degree program.
- 88% of students agreed completely or somewhat that they have developed valuable relationships with other students.
- 88% of students agreed completely or somewhat that there is an appreciation of diversity in HTU campus culture.
- 88% of students agreed completely or somewhat that there is a welcoming sense of community on campus.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Coursework and lectures provide multiple perspectives.	4.4 (88%)
I am learning valuable principles and information that apply to my chosen field.	4.4 (88%)
The education I am receiving at HTU is a valuable investment of my time.	4.4 (88%)
My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.4 (88%)
I am able to track my degree program effectively.	4.4 (88%)
Instructors are respectful of the views of others.	4.4 (88%)
Instructors use multiple teaching methods and technologies effectively.	4.4 (88%)
Student billing and account services provide helpful assistance.	4.4 (88%)
Adequate student support is available to help me succeed in my degree program.	4.4 (88%)
I have developed valuable relationships with other students.	4.4 (88%)
There is an appreciation of diversity in HTU campus culture.	4.4 (88%)
There is a welcoming sense of community on campus.	4.4 (88%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I use library resources frequently.	3.7 (74%)
The library staff provides helpful assistance.	3.7 (74%)
Library resources at HTU are sufficient to support my education.	3.8 (76%)
Library materials are well organized.	3.8 (76%)
Computer labs and services are readily available.	3.8 (76%)

***Reported on a 5-point scale (45 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.4 (88%)

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.2 (84%)
2. My academic advisor cares about me personally.	4.1 (82%)
3. Course assignments are challenging and encourage critical thinking.	4.3 (86%)
4. Coursework and lectures provide multiple perspectives.	4.4 (88%)
5. I am learning valuable principles and information that apply to my chosen field.	4.4 (88%)
6. The education I am receiving at HTU is a valuable investment of my time.	4.4 (88%)
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.4 (88%)
8. I am able to track my degree program effectively.	4.4 (88%)
9. The financial cost of my education at HTU is a good investment.	4.3 (86%)

B. Library and Computer Services

Average Score: 4.4 (88%)

Line Item	Score*
10. I use library resources frequently.	3.7 (74%)
11. Library resources at HTU are sufficient to support my education.	3.8 (76%)
12. Library materials are well organized.	3.8 (76%)
13. The library staff provides helpful assistance.	3.7 (74%)
14. Computer labs and services are readily available.	3.8 (76%)

C. Faculty and Administration

Average Score: 4.3 (86%)

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.3 (86%)
16. Instructors are professional inside and outside the classroom.	4.3 (86%)
17. Instructors are respectful of the views of others.	4.4 (88%)
18. Instructors provide timely and valuable feedback on assignments.	4.2 (84%)
19. Instructors use multiple teaching methods and technologies effectively.	4.4 (88%)
20. I have developed valuable relationships with instructors.	4.2 (86%)
21. HTU administrative staff provides helpful assistance.	4.2 (84%)
22. HTU administration is competent and professional.	4.2 (84%)

D. Student Services and Campus Life
Average Score: 4.4 (88%)

Line Item	Score*
23. Registration procedures are clear and easy to follow.	4.2 (84%)
24. Financial aid options are explained clearly and thoroughly.	4.0 (80%)
25. Classes are offered at times that are convenient for me.	4.3 (86%)
26. HTU provides adequate campus security.	4.2 (84%)
27. Campus facilities are well maintained.	4.3 (86%)
28. Study areas are adequate for my needs.	4.2 (84%)
29. Career counseling and placement services provide helpful assistance.	4.1 (82%)
30. Health and wellness services are readily available.	4.0 (80%)
31. Health and wellness services are readily available.	4.1 (82%)
32. Personal counseling is readily available.	4.3 (86%)
33. Student billing and account services provide helpful assistance.	4.4 (88%)
34. Methods of filing student complaints are clear and easily understood.	4.3 (86%)
35. I feel that I am able to file a complaint without difficulty if necessary.	4.3 (86%)
36. Adequate student support is available to help me succeed in my degree program.	4.4 (88%)
37. I have developed valuable relationships with other students.	4.4 (88%)
38. There is an appreciation of diversity in HTU campus culture.	4.4 (88%)
39. There is a welcoming sense of community on campus.	4.4 (88%)

E. Internship / Practica
Average Score: 4.5 (90%)

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.1 (82%)
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.1 (82%)

Reported on a 5-point scale (45 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, student satisfaction was favorable, with most reviews being in the mid- to high-80th percentile. The area with the lowest rating pertained to the use of the library with a 74 to 76% rating, with the frequency of use receiving the lowest rating of 74%. Of course, a major contributing factor in this is the coronavirus, which has prevented students from using the library in person for the past year.

RECOMMENDATIONS:

Based on the above analysis, 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.

Hudson Taylor University

2021 Chapel Evaluation Survey (MATS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MATS Chapel Evaluation Survey results. More detailed information can be found from a careful review of the survey results.

- 100% of students agreed completely or somewhat that worship services are conducted in a flowing and coherent manner.
- 100% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God.
- 100% of students agreed completely or somewhat that sermons are inspiring and worth listening to.
- 100% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to.
- 100% of students agreed completely or somewhat that worship services begin and end on time.
- 100% of students agreed completely or somewhat that worship services cause them to reflect upon their faith and dedication.
- 100% of students agreed completely or somewhat that HTU's chapel services strengthen their faith and dedication.
- 100% of students agreed completely or somewhat that Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.
- 100% of students agreed completely or somewhat that they enjoy it when students take part in the service through music and readings.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner	5.0 (100%)
Worship services are powerful and graceful, and suited to the praising of God.	5.0 (100%)
Sermons are inspiring and worth listening to.	5.0 (100%)
Visiting preachers are inspiring and worth listening to.	5.0 (100%)
The worship services begin and end on time.	5.0 (100%)
The worship services cause me to reflect upon my faith and dedication.	5.0 (100%)
HTU's Chapel services strengthen my faith and dedication.	5.0 (100%)
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	5.0 (100%)
I enjoy it when students take part in the service through music and readings.	5.0 (100%)
Students have time following the service for fellowship.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
NA	NA

***Reported on a 5-point scale (11 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Worship Order

Average Score: 5.0 (100%)

Line Item	Score*
1. Worship services are conducted in a flowing and coherent manner.	5.0 (100%)
2. Worship services are powerful and graceful, and suited to the praising of God.	5.0 (100%)
3. Sermons are inspiring and worth listening to.	5.0 (100%)
4. Visiting preachers are inspiring and worth listening to.	5.0 (100%)
5. The worship services begin and end on time.	5.0 (100%)
6. The worship services cause me to reflect upon my faith and dedication.	5.0 (100%)
7. HTU's Chapel services strengthen my faith and dedication.	5.0 (100%)

B. Special Orders

Average Score: 5.0 (100%)

Line Item	Score*
8. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	5.0 (100%)
9. I enjoy it when students take part in the service through music and readings.	5.0 (100%)
10. Students have time following the service for fellowship.	5.0 (100%)
11. HTU Chapel provides special seminars, academic debates, and school revival retreats.	5.0 (100%)

C. Others

Average Score: 5.0 (100%)

Line Item	Score*
12. I regularly attend worship at HTU's Chapel or elsewhere.	5.0 (100%)
13. I am prepared to worship when I attend Chapel.	5.0 (100%)
14. My Chapel service as a student has been meaningful and challenging to me.	5.0 (100%)
15. I attend Sunday worship services at HTU's Chapel or elsewhere.	5.0 (100%)

Reported on a 5-point scale (8 respondents). Scores reflect responses marked for Agree Completely and Agree Somewhat.

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.

In summary, the Hudson Taylor students indicated that they were generally satisfied with their experience of HTU Chapel Services. Out of eight students, five marked “Agree Completely” for all relevant fields, and only one marked “Agree Somewhat” consistently throughout. Thus, 100% of the students Agreed or Strongly Agreed to all relevant fields.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide the quality chapel services that it has been. 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

2021 Course Learning Outcomes (MATS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MATS Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 100% of students marked 3 or higher (on a five-point scale) that their knowledge of this subject improved during this semester.
- 100% of students marked 3 or higher (on a five-point scale) that they achieved the objectives of this course through this semester.
- 100% of students marked 3 or higher (on a five-point scale) that they were satisfied with what you learned regarding this subject throughout this semester.
- 98% of students marked 3 or higher (on a five-point scale) that they understood the objectives of this course early in the semester.
- 98% of students marked 3 or higher (on a five-point scale) that they were well-informed about library use and research for this course.
- 98% of students marked 3 or higher (on a five-point scale) that they used the library for research during this course.
- 98% of students marked 3 or higher (on a five-point scale) that the book and research resources of the HTU library were sufficient for this course.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
How much did your knowledge of this subject improve during this semester?	5.0 (100%)
Did you achieve the objectives of this course through this semester?	5.0 (100%)
Are you satisfied with what you learned regarding this subject throughout this semester?	5.0 (100%)
Did you understand the objectives of this course early in the semester?	4.9 (98%)
Were you well-informed about library use and research for this course?	4.9 (98%)
How much did you use the library for research during this course?	4.9 (98%)
Do you think the book and research resources of the HTU library are sufficient for this course?	4.9 (98%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Were you well-informed about library use and research for this course?	4.9 (98%)

***Reported on a 5-point scale (34 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked 3 and above.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.7 (94%)

Line Item	Score*
1. At the beginning of the semester, how much did you know about the subject?	3.7 (74%)
2. How much did your knowledge of this subject improve during this semester?	5.0 (100%)
3. Did you understand the objectives of this course early in the semester?	4.9 (98%)
4. Did you achieve the objectives of this course through this semester?	5.0 (100%)
5. Are you satisfied with what you learned regarding this subject throughout this semester?	5.0 (100%)

B. Library Use

Average Score: 4.9 (98%)

Line Item	Score*
6. Were you well-informed about library use and research for this course?	4.9 (98%)
7. How much did you use the library for research during this course?	4.9 (98%)
8. Do you think the book and research resources of the HTU library are sufficient for this course?	4.9 (98%)

Reported on a 5-point scale (34 respondents). All scores reflect those who marked 3 and above.

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 responses to statements pertaining to Academics and Library Use for MATS students were relatively high, with an average score of 94% for the former and 98% for the latter. The lowest score under the Academics category was the first one regarding how much knowledge each student had at the beginning of the semester regarding the subject, with an average score of 74%. However, this is an odd question for at least two reasons. First, one would expect a student to have limited knowledge on a subject at the beginning of the semester, otherwise there is little reason to take the course. So one would expect most students to mark this accordingly, resulting in a lower average score. In this case, then, the

lower score is the better one. The second problem with the question is its wording. If the fuller question is: “Mark on a scale 1–5 how much knowledge one has on a subject,” how is one to answer this? Does five mean that one has a lot of knowledge? How much knowledge? Five knowledge? It’s unclear what is being asked of the student.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, the wording of question #1 needs to be reconsidered, not only in its wording but in its purpose. What are we trying to achieve in asking students this question?

Hudson Taylor University

2021 Student Course Evaluation (MATS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MATS Student 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 instructor follows the course syllabus.
- 88% of students agreed completely or somewhat that the syllabus provides adequate descriptions of course content and expectations.
- 88% of students agreed completely or somewhat that the textbook and/or other materials used in this course were appropriate.
- 88% of students agreed completely or somewhat that the assessment method and requirements for the final course grade was clearly identified.
- 88% of students agreed completely or somewhat that the instructor is well-prepared and gives organized presentations.
- 88% of students agreed completely or somewhat that the instructor is knowledgeable about the subject.
- 88% of students agreed completely or somewhat that the instructor encourages and challenges students to think independently and critically.
- 88% of students agreed completely or somewhat that the instructor clearly explains key terms and complex points and issues.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor follows the course syllabus.	4.5 (90%)
The syllabus provides adequate descriptions of course content and expectations.	4.4 (88%)
The textbook and/or other materials used in this course were appropriate.	4.4 (88%)
The assessment method and requirements for the final course grade was clearly identified.	4.4 (88%)
The instructor is well-prepared and gives organized presentations.	4.4 (88%)
The instructor is knowledgeable about the subject.	4.4 (88%)
The instructor encourages and challenges students to think independently and critically.	4.4 (88%)
The instructor clearly explains key terms and complex points and issues.	4.4 (88%)
The instructor provides helpful feedback on tests and/or assignments.	4.4 (88%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.3 (86%)

***Reported on a 5-point scale (34 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.4 (88%)

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	4.4 (88%)
2. The textbook and/or other materials used in this course were appropriate.	4.4 (88%)
3. The assessment method and requirements for the final course grade was clearly identified.	4.4 (88%)

B. Instructional Site

Average Score: 4.4 (88%)

Line Item	Score*
4. The instructor follows the course syllabus.	4.5 (90%)
5. The instructor is well-prepared and gives organized presentations.	4.4 (88%)
6. The instructor is knowledgeable about the subject.	4.4 (88%)
7. The instructor encourages and challenges students to think independently and critically.	4.4 (88%)
8. The instructor clearly explains key terms and complex points and issues.	4.4 (88%)
9. The instructor provides helpful feedback on tests and/or assignments.	4.4 (88%)

C. Faculty/Student Interaction

Average Score: 4.4 (88%)

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.4 (88%)
11. The instructor is fair in evaluation of student performance. .	4.4 (88%)
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.4 (88%)
13. The instructor gives tests and assignments reflecting the material presented in class.	4.4 (88%)

D. Course Content

Average Score: 4.4 (88%)

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.4 (88%)
15. The instructor related course content to daily life and real-world situations.	4.4 (88%)
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.4 (88%)

**E. Learning Outcomes
(88%)**
Average Score: 4.4

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	4.4 (88%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	4.4 (88%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.4 (88%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.3 (86%)

F. Overall Evaluation
Average Score: 4.4 (88%)

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	4.4 (88%)
22. I would recommend this course to other students.	4.4 (88%)

Reported on a 5-point scale (34 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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:

On average, 88% of students agreed with the statements in the Student Course Evaluation. This means, of course, that 12% of the students either disagreed completely or somewhat with the statements. This is a significant number of students to consider. It would be worth exploring ways that we could improve each of these categories.

The lowest score was related to question 20: "Classroom activities helped me achieve the stated course objectives and learning outcomes," which was rated at 86% approval. This is to be expected, since all courses were conducted online this semester, due to coronavirus.

RECOMMENDATIONS:

Based on the above analysis, we recommend that each professor select two or three areas to focus on for next semester. This will provide a manageable number of areas with achievable results, while also allowing some flexibility for each faculty to choose which areas they feel need the most improvement.

Hudson Taylor University

2021 Student Satisfaction Inventory (MATS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MATS 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 they are learning valuable principles and information that apply to their chosen field.
- 90% of students agreed completely or somewhat that they are able to track their degree program effectively.
- 90% of students agreed completely or somewhat that the financial cost of their education at HTU is a good investment.
- 90% of students agreed completely or somewhat that the instructors demonstrate expert knowledge and insight.
- 90% of students agreed completely or somewhat that the instructors are professional inside and outside the classroom.
- 90% of students agreed completely or somewhat that the instructors are respectful of the views of others.
- 90% of students agreed completely or somewhat that the instructors provide timely and valuable feedback on assignments.
- 90% of students agreed completely or somewhat that the instructors use multiple teaching methods and technologies effectively.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I am learning valuable principles and information that apply to my chosen field.	4.5 (90%)
I am able to track my degree program effectively.	4.5 (90%)
The financial cost of my education at HTU is a good investment.	4.5 (90%)
Instructors demonstrate expert knowledge and insight.	4.5 (90%)
Instructors are professional inside and outside the classroom.	4.5 (90%)
Instructors are respectful of the views of others.	4.5 (90%)
Instructors provide timely and valuable feedback on assignments.	4.5 (90%)
Instructors use multiple teaching methods and technologies effectively.	4.5 (90%)
I have developed valuable relationships with instructors.	4.5 (90%)
HTU administrative staff provides helpful assistance.	4.5 (90%)
HTU administration is competent and professional.	4.5 (90%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I use library resources frequently.	2.5 (50%)
Coursework and lectures provide multiple perspectives.	3.7 (74%)
The education I am receiving at HTU is a valuable investment of my time.	3.7 (74%)
My educational experience at HTU has deepened my appreciation for diverse perspectives.	3.7 (74%)
Library resources at HTU are sufficient to support my education.	3.7 (74%)
The library staff provides helpful assistance.	3.7 (74%)
Computer labs and services are readily available.	3.7 (74%)

***Reported on a 5-point scale (34 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.2 (84%)

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.4 (88%)
2. My academic advisor cares about me personally.	4.4 (88%)
3. Course assignments are challenging and encourage critical thinking.	4.4 (88%)
4. Coursework and lectures provide multiple perspectives.	3.7 (74%)
5. I am learning valuable principles and information that apply to my chosen field.	4.5 (90%)
6. The education I am receiving at HTU is a valuable investment of my time.	3.7 (74%)
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	3.7 (74%)
8. I am able to track my degree program effectively.	4.5 (90%)
9. The financial cost of my education at HTU is a good investment.	4.5 (90%)

B. Library and Computer Services

Average Score: 3.6 (72%)

Line Item	Score*
10. I use library resources frequently.	2.5 (50%)
11. Library resources at HTU are sufficient to support my education.	3.7 (74%)
12. Library materials are well organized.	4.2 (84%)
13. The library staff provides helpful assistance.	3.7 (74%)
14. Computer labs and services are readily available.	3.7 (74%)

C. Faculty and Administration

Average Score: 4.5 (90%)

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.5 (90%)
16. Instructors are professional inside and outside the classroom.	4.5 (90%)
17. Instructors are respectful of the views of others.	4.5 (90%)
18. Instructors provide timely and valuable feedback on assignments.	4.5 (90%)
19. Instructors use multiple teaching methods and technologies effectively.	4.5 (90%)
20. I have developed valuable relationships with instructors.	4.5 (90%)
21. HTU administrative staff provides helpful assistance.	4.5 (90%)
22. HTU administration is competent and professional.	4.5 (90%)

D. Student Services and Campus Life
Average Score: 4.2 (84%)

Line Item	Score*
23. Registration procedures are clear and easy to follow.	4.4 (88%)
24. Financial aid options are explained clearly and thoroughly.	4.4 (88%)
25. Classes are offered at times that are convenient for me.	4.3 (86%)
26. HTU provides adequate campus security.	4.3 (86%)
27. Campus facilities are well maintained.	4.3 (86%)
28. Study areas are adequate for my needs.	4.3 (86%)
29. Career counseling and placement services provide helpful assistance.	4.4 (88%)
30. Health and wellness services are readily available.	4.0 (80%)
31. Health and wellness services are readily available.	4.0 (80%)
32. Personal counseling is readily available.	4.4 (88%)
33. Student billing and account services provide helpful assistance.	4.3 (86%)
34. Methods of filing student complaints are clear and easily understood.	4.3 (86%)
35. I feel that I am able to file a complaint without difficulty if necessary.	4.1 (82%)
36. Adequate student support is available to help me succeed in my degree program.	4.3 (86%)
37. I have developed valuable relationships with other students.	4.1 (82%)
38. There is an appreciation of diversity in HTU campus culture.	4.3 (86%)
39. There is a welcoming sense of community on campus.	4.1 (82%)

E. Internship / Practica
Average Score: 4.2 (84%)

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.1 (82%)
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.3 (86%)

Reported on a 5-point scale (34 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, student satisfaction was favorable, with most reviews being in the mid- to high-80th percentile. The area with the lowest rating pertained to the use of the library with a 74 to 76% rating, with the frequency of use receiving the lowest rating of 74%. Of course, a major contributing factor in this is the coronavirus, which has prevented students from using the library in person for the past year.

RECOMMENDATIONS:

Based on the above analysis, 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.

Hudson Taylor University

2021 Chapel Evaluation Survey (MDIV)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MDIV Chapel Evaluation Survey results. More detailed information can be found from a careful review of the survey results.

- 100% of students agreed completely or somewhat that worship services are conducted in a flowing and coherent manner.
- 100% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God.
- 100% of students agreed completely or somewhat that sermons are inspiring and worth listening to.
- 100% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to.
- 100% of students agreed completely or somewhat that worship services begin and end on time.
- 100% of students agreed completely or somewhat that worship services cause them to reflect upon their faith and dedication.
- 100% of students agreed completely or somewhat that HTU's chapel services strengthen their faith and dedication.
- 100% of students agreed completely or somewhat that special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.
- 100% of students agreed completely or somewhat that they enjoy it when students take part in the service through music and readings.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner	5.0 (100%)
Worship services are powerful and graceful, and suited to the praising of God.	5.0 (100%)
Sermons are inspiring and worth listening to.	5.0 (100%)
Visiting preachers are inspiring and worth listening to.	5.0 (100%)
The worship services begin and end on time.	5.0 (100%)
The worship services cause me to reflect upon my faith and dedication.	5.0 (100%)
HTU's Chapel services strengthen my faith and dedication.	5.0 (100%)
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	5.0 (100%)
I enjoy it when students take part in the service through music and readings.	5.0 (100%)
Students have time following the service for fellowship.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
NA	NA

***Reported on a 5-point scale (2 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Worship Order

Average Score: 5.0 (100%)

Line Item	Score*
1. Worship services are conducted in a flowing and coherent manner.	5.0 (100%)
2. Worship services are powerful and graceful, and suited to the praising of God.	5.0 (100%)
3. Sermons are inspiring and worth listening to.	5.0 (100%)
4. Visiting preachers are inspiring and worth listening to.	5.0 (100%)
5. The worship services begin and end on time.	5.0 (100%)
6. The worship services cause me to reflect upon my faith and dedication.	5.0 (100%)
7. HTU's Chapel services strengthen my faith and dedication.	5.0 (100%)

B. Special Orders

Average Score: 5.0 (100%)

Line Item	Score*
8. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	5.0 (100%)
9. I enjoy it when students take part in the service through music and readings.	5.0 (100%)
10. Students have time following the service for fellowship.	5.0 (100%)
11. HTU Chapel provides special seminars, academic debates, and school revival retreats.	5.0 (100%)

C. Others

Average Score: 5.0 (100%)

Line Item	Score*
12. I regularly attend worship at HTU's Chapel or elsewhere.	5.0 (100%)
13. I am prepared to worship when I attend Chapel.	5.0 (100%)
14. My Chapel service as a student has been meaningful and challenging to me.	5.0 (100%)
15. I attend Sunday worship services at HTU's Chapel or elsewhere.	5.0 (100%)

Reported on a 5-point scale (2 respondents). Scores reflect responses marked for Agree Completely and Agree Somewhat.

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.

In summary, the Hudson Taylor students indicated they were generally satisfied with their experience of HTU Chapel Services. Out of eight students, five marked “Strongly Agree” for all relevant fields, and only one marked “Agree” consistently throughout. Thus, 100% of the students Agreed or Strongly Agreed to all relevant fields.

RECOMMENDATIONS:

Considering the above analysis, we recommend that Hudson Taylor continue to provide the quality chapel services that it has been. 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

2021 Course Learning Outcomes (MDIV)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MDIV Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 100% of students marked 3 or higher (on a five-point scale) that they achieved the objectives of this course through this semester.
- 94% of students marked 3 or higher (on a five-point scale) that they understood the objectives of this course early in the semester.
- 94% of students marked 3 or higher (on a five-point scale) that they were satisfied with what they learned regarding this subject throughout this semester.
- 94% of students marked 3 or higher (on a five-point scale) that they were well-informed about library use and research for this course.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Did you achieve the objectives of this course through this semester?	5.0 (100%)
Did you understand the objectives of this course early in the semester?	4.7 (94%)
Are you satisfied with what you learned regarding this subject throughout this semester?	4.7 (94%)
Were you well-informed about library use and research for this course?	4.7 (94%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
At the beginning of the semester, how much did you know about the subject?	3.8 (76%)
How much did you use the library for research during this course?	4.1 (82%)

***Reported on a 5-point scale (16 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked 3 and above.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.5 (90%)

Line Item	Score*
1. At the beginning of the semester, how much did you know about the subject?	3.8 (76%)
2. How much did your knowledge of this subject improve during this semester?	4.4 (88%)
3. Did you understand the objectives of this course early in the semester?	4.7 (94%)
4. Did you achieve the objectives of this course through this semester?	5.0 (100%)
5. Are you satisfied with what you learned regarding this subject throughout this semester?	4.7 (94%)

B. Library Use

Average Score: 4.4 (88%)

Line Item	Score*
6. Were you well-informed about library use and research for this course?	4.7 (94%)
7. How much did you use the library for research during this course?	4.1 (82%)
8. Do you think the book and research resources of the HTU library are sufficient for this course?	4.4 (88%)

Reported on a 5-point scale (16 respondents). All scores reflect those who marked 3 and above.

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:

Under the category of Academics, the lowest score is the first one regarding how much knowledge each student had at the beginning of the semester regarding the subject, with an average score of 74%. However, this is an odd question. One would expect a student to have limited knowledge on a subject at the beginning of the semester, otherwise there is little reason to take the course. So one would expect most students to mark this accordingly, resulting in a lower average score. In this case, then, the lower score is the better one.

Overall, the Library category was a bit lower (88%). This is due in large part to the coronavirus. However, we encourage professors to do a better job of integrating library research into their course syllabus.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, the wording of question #1 needs to be reconsidered, not only in its wording but in its purpose. What are we trying to achieve in asking students this question? Second, we encourage professors to find a way to integrate library use into their courses.

Hudson Taylor University

2021 Student Course Evaluation (MDIV)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MDIV Student Evaluation results. More detailed information can be found from a careful review of the survey results.

- 100% of students agreed completely or somewhat that the syllabus provides adequate descriptions of course content and expectations.
- 100% of students agreed completely or somewhat that the textbook and/or other materials used in this course were appropriate.
- 100% of students agreed completely or somewhat that the instructor follows the course syllabus.
- 100% of students agreed completely or somewhat that the instructor is well-prepared and gives organized presentations.
- 100% of students agreed completely or somewhat that the instructor is knowledgeable about the subject.
- 100% of students agreed completely or somewhat that the instructor encourages and challenges students to think independently and critically.
- 100% of students agreed completely or somewhat that the instructor clearly explains key terms and complex points and issues.
- 100% of students agreed completely or somewhat that the instructor provides helpful feedback on tests and/or assignments.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The syllabus provides adequate descriptions of course content and expectations.	5.0 (100%)
The textbook and/or other materials used in this course were appropriate.	5.0 (100%)
The instructor follows the course syllabus.	5.0 (100%)
The instructor is well-prepared and gives organized presentations.	5.0 (100%)
The instructor is knowledgeable about the subject.	5.0 (100%)
The instructor encourages and challenges students to think independently and critically.	5.0 (100%)
The instructor clearly explains key terms and complex points and issues.	5.0 (100%)
The instructor provides helpful feedback on tests and/or assignments.	5.0 (100%)
The instructor follows the course syllabus.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The assessment method and requirements for the final course grade was clearly identified.	4.7 (94%)
The instructor is available outside of class (office hours, email, etc.)	4.7 (94%)
The instructor is fair in evaluation of student performance. .	4.7 (94%)
The instructor encourages students to ask questions, disagree, and express opinions.	4.7 (94%)
The instructor gives tests and assignments reflecting the material presented in class.	4.7 (94%)

***Reported on a 5-point scale (16 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 5.0 (100%)

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	5.0 (100%)
2. The textbook and/or other materials used in this course were appropriate.	5.0 (100%)
3. The assessment method and requirements for the final course grade was clearly identified.	4.7 (94%)

B. Instructional Site

Average Score: 5.0 (100%)

Line Item	Score*
4. The instructor follows the course syllabus.	5.0 (100%)
5. The instructor is well-prepared and gives organized presentations.	5.0 (100%)
6. The instructor is knowledgeable about the subject.	5.0 (100%)
7. The instructor encourages and challenges students to think independently and critically.	5.0 (100%)
8. The instructor clearly explains key terms and complex points and issues.	5.0 (100%)
9. The instructor provides helpful feedback on tests and/or assignments.	5.0 (100%)

C. Faculty/Student Interaction

Average Score: 4.7 (94%)

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.7 (94%)
11. The instructor is fair in evaluation of student performance. .	4.7 (94%)
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.7 (94%)
13. The instructor gives tests and assignments reflecting the material presented in class.	4.7 (94%)

D. Course Content

Average Score: 4.8 (96%)

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.7 (94%)
15. The instructor related course content to daily life and real-world situations.	4.7 (94%)
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	5.0 (100%)

**E. Learning Outcomes
(100%)**
Average Score: 5.0

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	5.0 (100%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	5.0 (100%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	5.0 (100%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	5.0 (100%)

F. Overall Evaluation
Average Score: 5.0 (100%)

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	5.0 (100%)
22. I would recommend this course to other students.	5.0 (100%)

Reported on a 5-point scale (16 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, students were favorable in their responses, with an average score of 98% for all categories. The lowest responses were for section C. Faculty/Student Interactions, with an average score of 94%. While this is not an overly concerning number, it is worth taking into consideration.

RECOMMENDATIONS:

Based on the above analysis, we recommend that professors continue to work on their interactions with students inside and outside of the classroom, by being available by email, phone, etc.

Hudson Taylor University

2021 Student Satisfaction Inventory (MDIV)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 MDIV Student Satisfaction Inventory results. More detailed information can be found from a careful review of the survey results.

- 100% of students agreed completely or somewhat that the course assignments are challenging and encourage critical thinking.
- 100% of students agreed completely or somewhat that the coursework and lectures provide multiple perspectives.
- 100% of students agreed completely or somewhat that they learned valuable principles and information that apply to their chosen field.
- 100% of students agreed completely or somewhat that the education they are receiving at HTU is a valuable investment of my time.
- 100% of students agreed completely or somewhat that the educational experience at HTU has deepened their appreciation for diverse perspectives.
- 100% of students agreed completely or somewhat that they are able to track their degree program effectively.
- 100% of students agreed completely or somewhat that the financial cost of education at HTU is a good investment.
- 100% of students agreed completely or somewhat that the instructors are professional inside and outside the classroom.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Course assignments are challenging and encourage critical thinking.	5.0 (100%)
Coursework and lectures provide multiple perspectives.	5.0 (100%)
I am learning valuable principles and information that apply to my chosen field.	5.0 (100%)
The education I am receiving at HTU is a valuable investment of my time.	5.0 (100%)
My educational experience at HTU has deepened my appreciation for diverse perspectives.	5.0 (100%)
I am able to track my degree program effectively.	5.0 (100%)
The financial cost of my education at HTU is a good investment.	5.0 (100%)
Instructors are professional inside and outside the classroom.	5.0 (100%)
Registration procedures are clear and easy to follow.	5.0 (100%)
Financial aid options are explained clearly and thoroughly.	5.0 (100%)
Classes are offered at times that are convenient for me.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Health and wellness services are readily available.	3.5 (70%)
Computer labs and services are readily available.	3.8 (76%)
Health and wellness services are readily available.	3.8 (76%)

*Reported on a 5-point scale (16 respondents).

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.9 (98%)

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.7 (94%)
2. My academic advisor cares about me personally.	4.7 (94%)
3. Course assignments are challenging and encourage critical thinking.	5.0 (100%)
4. Coursework and lectures provide multiple perspectives.	5.0 (100%)
5. I am learning valuable principles and information that apply to my chosen field.	5.0 (100%)
6. The education I am receiving at HTU is a valuable investment of my time.	5.0 (100%)
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	5.0 (100%)
8. I am able to track my degree program effectively.	5.0 (100%)
9. The financial cost of my education at HTU is a good investment.	5.0 (100%)

B. Library and Computer Services

Average Score: 4.2 (84%)

Line Item	Score*
10. I use library resources frequently.	4.1 (82%)
11. Library resources at HTU are sufficient to support my education.	4.1 (82%)
12. Library materials are well organized.	4.4 (88%)
13. The library staff provides helpful assistance.	4.4 (88%)
14. Computer labs and services are readily available.	3.8 (76%)

C. Faculty and Administration

Average Score: 4.5 (90%)

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.7 (94%)
16. Instructors are professional inside and outside the classroom.	5.0 (100%)
17. Instructors are respectful of the views of others.	4.7 (94%)
18. Instructors provide timely and valuable feedback on assignments.	4.1 (82%)
19. Instructors use multiple teaching methods and technologies effectively.	4.4 (88%)
20. I have developed valuable relationships with instructors.	4.1 (82%)
21. HTU administrative staff provides helpful assistance.	4.4 (88%)
22. HTU administration is competent and professional.	4.4 (88%)

D. Student Services and Campus Life
Average Score: 4.6 (92%)

Line Item	Score*
23. Registration procedures are clear and easy to follow.	5.0 (100%)
24. Financial aid options are explained clearly and thoroughly.	5.0 (100%)
25. Classes are offered at times that are convenient for me.	5.0 (100%)
26. HTU provides adequate campus security.	5.0 (100%)
27. Campus facilities are well maintained.	5.0 (100%)
28. Study areas are adequate for my needs.	5.0 (100%)
29. Career counseling and placement services provide helpful assistance.	5.0 (100%)
30. Health and wellness services are readily available.	3.8 (76%)
31. Health and wellness services are readily available.	3.5 (70%)
32. Personal counseling is readily available.	4.4 (88%)
33. Student billing and account services provide helpful assistance.	4.7 (94%)
34. Methods of filing student complaints are clear and easily understood.	4.1 (82%)
35. I feel that I am able to file a complaint without difficulty if necessary.	4.4 (88%)
36. Adequate student support is available to help me succeed in my degree program.	4.7 (94%)
37. I have developed valuable relationships with other students.	4.7 (94%)
38. There is an appreciation of diversity in HTU campus culture.	4.7 (94%)
39. There is a welcoming sense of community on campus.	4.4 (88%)

E. Internship / Practica
Average Score: 4.1 (82%)

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.1 (82%)
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.1 (82%)

Reported on a 5-point scale (16 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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:

The highest scores were the category of Academics, with an average rating of 98%. The areas that were the weakest were Internship / Practica (82%), Library and Computer Services (84%). This is due in no small measure to the coronavirus pandemic which made it difficult for students to participate in their internships or to use in-person library and computer services at the school. In fact, for the category of Internship / Practica, the lowest ratings were Neutral (3), indicating that students had little positive or negative feedback to offer.

RECOMMENDATIONS:

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

Hudson Taylor University

2021 Course Learning Outcomes (PHDIS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 PHDIS Course Learning Outcomes results. More detailed information can be found from a careful review of the survey results.

- 96% of students marked 4 or higher (on a five-point scale) that their knowledge of this subject improved during this semester.
- 96% of students marked 4 or higher (on a five-point scale) that they achieved the objectives of this course through this semester.
- 96% of students marked 4 or higher (on a five-point scale) that they were satisfied with what they learned regarding this subject throughout this semester.
- 96% of students marked 4 or higher (on a five-point scale) that they were well-informed about library use and research for this course.
- 96% of students marked 4 or higher (on a five-point scale) that they used the library for research during this course.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
How much did your knowledge of this subject improve during this semester?	4.8 (96%)
Did you achieve the objectives of this course through this semester?	4.8 (96%)
Are you satisfied with what you learned regarding this subject throughout this semester?	4.8 (96%)
Were you well-informed about library use and research for this course?	4.8 (96%)
How much did you use the library for research during this course?	4.8 (96%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
At the beginning of the semester, how much did you know about the subject?	4.3 (86%)
Did you understand the objectives of this course early in the semester?	4.5 (90%)

***Reported on a 5-point scale (20 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked 3 and above.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.6 (92%)

Line Item	Score*
1. At the beginning of the semester, how much did you know about the subject?	4.3 (86%)
2. How much did your knowledge of this subject improve during this semester?	4.8 (96%)
3. Did you understand the objectives of this course early in the semester?	4.5 (90%)
4. Did you achieve the objectives of this course through this semester?	4.8 (96%)
5. Are you satisfied with what you learned regarding this subject throughout this semester?	4.8 (96%)

B. Library Use

Average Score: 4.7 (94%)

Line Item	Score*
6. Were you well-informed about library use and research for this course?	4.8 (96%)
7. How much did you use the library for research during this course?	4.8 (96%)
8. Do you think the book and research resources of the HTU library are sufficient for this course?	4.5 (90%)

Reported on a 5-point scale (20 respondents). All scores reflect those who marked 3 and above.

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 responses to statements pertaining to Academics and Library Use for PHDIS students were relatively high, with an average score of 92% for the former and 94% for the latter. The lowest score under the Academics category was the first one regarding how much knowledge each student had at the beginning of the semester regarding the subject, with an average score of 74%. However, this is an odd question for at least two reasons. First, one would expect a student to have limited knowledge on a subject at the beginning of the semester, otherwise there is little reason to take the course. So one would expect most students to mark this accordingly, resulting in a lower average score. In this case, then, the lower score is the better one. The second problem with the question is its wording. If the fuller question is: “Mark on a scale 1–5 how much knowledge one has on a subject,” how is one to answer this? Does five mean that one has a lot of knowledge? How much knowledge? Five knowledge? It’s unclear what is being asked of the student.

RECOMMENDATIONS:

Based on the above analysis, we make the following recommendations. First, the wording of question #1 needs to be reconsidered, not only in its wording but in its purpose. What are we trying to achieve in asking students this question?

Hudson Taylor University

2021 Student Course Evaluation (PHDIS)

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 PHDIS Student Evaluation results. More detailed information can be found from a careful review of the survey results.

- 100% of students agreed completely or somewhat that the instructor follows the course syllabus.
- 96% of students agreed completely or somewhat that the assessment method and requirements for the final course grade was clearly identified.
- 96% of students agreed completely or somewhat that the instructor is knowledgeable about the subject.
- 96% of students agreed completely or somewhat that the instructor is fair in evaluation of student performance.
- 96% of students agreed completely or somewhat that the course contributed positively to my overall university learning experience.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor follows the course syllabus.	5.0 (100%)
The assessment method and requirements for the final course grade was clearly identified.	4.8 (96%)
The instructor is knowledgeable about the subject.	4.8 (96%)
The instructor is fair in evaluation of student performance. .	4.8 (96%)
This course contributed positively to my overall university learning experience.	4.8 (96%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor encourages students to ask questions, disagree, and express opinions.	4.3 (86%)
The instructor gives tests and assignments reflecting the material presented in class.	4.3 (86%)
This course helped me improve my critical thinking skills.	4.3 (86%)
This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.3 (86%)
Class lecture helped me achieve the stated course objectives and learning outcomes.	4.3 (86%)

***Reported on a 5-point scale (20 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 4.6 (92%)

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	4.5 (90%)
2. The textbook and/or other materials used in this course were appropriate.	4.5 (90%)
3. The assessment method and requirements for the final course grade was clearly identified.	4.8 (96%)

B. Instructional Site

Average Score: 4.6 (92%)

Line Item	Score*
4. The instructor follows the course syllabus.	5.0 (100%)
5. The instructor is well-prepared and gives organized presentations.	4.5 (90%)
6. The instructor is knowledgeable about the subject.	4.8 (96%)
7. The instructor encourages and challenges students to think independently and critically.	4.5 (90%)
8. The instructor clearly explains key terms and complex points and issues.	4.5 (90%)
9. The instructor provides helpful feedback on tests and/or assignments.	4.5 (90%)

C. Faculty/Student Interaction

Average Score: 4.5 (90%)

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.5 (90%)
11. The instructor is fair in evaluation of student performance. .	4.8 (96%)
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.3 (86%)
13. The instructor gives tests and assignments reflecting the material presented in class.	4.3 (86%)

D. Course Content

Average Score: 4.4 (88%)

Line Item	Score*
14. This course helped me improve my critical thinking skills.	4.3 (86%)
15. The instructor related course content to daily life and real-world situations.	4.5 (90%)
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	4.3 (86%)

**E. Learning Outcomes
(90%)**
Average Score: 4.5

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	4.5 (90%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	4.3 (86%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.5 (90%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.5 (90%)

F. Overall Evaluation
Average Score: 4.7 (94%)

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	4.8 (96%)
22. I would recommend this course to other students.	4.5 (90%)

Reported on a 5-point scale (20 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, students were favorable in their responses, with an average score of 90% for all categories. The lowest responses were in 86%-range, and most of them pertained to the instructor such as the instructor encouraging students to ask questions, the instructor giving tests and assignments reflective of the material in class, and the instructor's lectures helped the student achieve the state course objectives and learning outcomes.

RECOMMENDATIONS:

We recommend that the Office of Institutional Effectiveness continue to monitor student feedback regarding the PHIDS faculty. Right now the ratings are not overly concerning, but it will be good to monitor it going forward. Also, it is worth noting that all courses were conducted online this semester due to Coronavirus, which may have had an adverse effect on the students, who are used to having in-person classes.

Hudson Taylor University**2021 Student Satisfaction Inventory (PHDIS)****Overview**

The following statements reflect a sample of some of the important information contained in the Spring 2021 MDIV Student Satisfaction Inventory results. More detailed information can be found from a careful review of the survey results.

- 100% of students scored a three or higher that the education I am receiving at HTU is a valuable investment of their time.
- 100% of students scored a three or higher that their educational experience at HTU has deepened their appreciation for diverse perspectives.
- 100% of students scored a three or higher that they are able to track their degree program effectively.
- 100% of students scored a three or higher that the financial cost of my education at HTU is a good investment.
- 100% of students scored a three or higher that the instructors demonstrate expert knowledge and insight
- 100% of students scored a three or higher that the instructors are professional inside and outside the classroom.
- 100% of students scored a three or higher that the instructors are respectful of the views of others.
- 100% of students scored a three or higher that the instructors provide timely and valuable feedback on assignments.
- 100% of students scored a three or higher that the registration procedures are clear and easy to follow.
- 100% of students scored a three or higher that the financial aid options are explained clearly and thoroughly.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The education I am receiving at HTU is a valuable investment of my time.	5.0 (100%)
My educational experience at HTU has deepened my appreciation for diverse perspectives.	5.0 (100%)
I am able to track my degree program effectively.	5.0 (100%)
The financial cost of my education at HTU is a good investment.	5.0 (100%)
Instructors demonstrate expert knowledge and insight.	5.0 (100%)
Instructors are professional inside and outside the classroom.	5.0 (100%)
Instructors are respectful of the views of others.	5.0 (100%)
Instructors provide timely and valuable feedback on assignments.	5.0 (100%)
Registration procedures are clear and easy to follow.	5.0 (100%)
Financial aid options are explained clearly and thoroughly.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
My academic advisor provides helpful assistance.	4.8 (96%)
Course assignments are challenging and encourage critical thinking.	4.8 (96%)
I am learning valuable principles and information that apply to my chosen field.	4.8 (96%)
I use library resources frequently.	4.8 (96%)
Instructors use multiple teaching methods and technologies effectively.	4.8 (96%)

***Reported on a 5-point scale (20 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked three (3) or higher.**

FACTOR ANALYSIS

A. Academics

Average Score: 4.9 (98%)

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.8 (96%)
2. My academic advisor cares about me personally.	5.0 (100%)
3. Course assignments are challenging and encourage critical thinking.	4.8 (96%)
4. Coursework and lectures provide multiple perspectives.	4.8 (96%)
5. I am learning valuable principles and information that apply to my chosen field.	4.8 (96%)
6. The education I am receiving at HTU is a valuable investment of my time.	5.0 (100%)
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	5.0 (100%)
8. I am able to track my degree program effectively.	5.0 (100%)
9. The financial cost of my education at HTU is a good investment.	5.0 (100%)

B. Library and Computer Services

Average Score: 5.0 (100%)

Line Item	Score*
10. I use library resources frequently.	4.8 (96%)
11. Library resources at HTU are sufficient to support my education.	5.0 (100%)
12. Library materials are well organized.	5.0 (100%)
13. The library staff provides helpful assistance.	5.0 (100%)
14. Computer labs and services are readily available.	5.0 (100%)

C. Faculty and Administration

Average Score: 5.0 (100%)

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	5.0 (100%)
16. Instructors are professional inside and outside the classroom.	5.0 (100%)
17. Instructors are respectful of the views of others.	5.0 (100%)
18. Instructors provide timely and valuable feedback on assignments.	5.0 (100%)
19. Instructors use multiple teaching methods and technologies effectively.	4.8 (96%)
20. I have developed valuable relationships with instructors.	5.0 (100%)
21. HTU administrative staff provides helpful assistance.	5.0 (100%)
22. HTU administration is competent and professional.	5.0 (100%)

D. Student Services and Campus Life
Average Score: 5.0 (100%)

Line Item	Score*
23. Registration procedures are clear and easy to follow.	5.0 (100%)
24. Financial aid options are explained clearly and thoroughly.	5.0 (100%)
25. Classes are offered at times that are convenient for me.	5.0 (100%)
26. HTU provides adequate campus security.	5.0 (100%)
27. Campus facilities are well maintained.	5.0 (100%)
28. Study areas are adequate for my needs.	5.0 (100%)
29. Career counseling and placement services provide helpful assistance.	5.0 (100%)
30. Health and wellness services are readily available.	5.0 (100%)
31. Health and wellness services are readily available.	5.0 (100%)
32. Personal counseling is readily available.	5.0 (100%)
33. Student billing and account services provide helpful assistance.	5.0 (100%)
34. Methods of filing student complaints are clear and easily understood.	5.0 (100%)
35. I feel that I am able to file a complaint without difficulty if necessary.	4.8 (96%)
36. Adequate student support is available to help me succeed in my degree program.	5.0 (100%)
37. I have developed valuable relationships with other students.	5.0 (100%)
38. There is an appreciation of diversity in HTU campus culture.	5.0 (100%)
39. There is a welcoming sense of community on campus.	5.0 (100%)

E. Internship / Practica
Average Score: 5.0 (100%)

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	5.0 (100%)
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	5.0 (100%)

Reported on a 5-point scale (20 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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, student satisfaction among PHDIS students is exceptionally high, with an overall average rating of 100%.

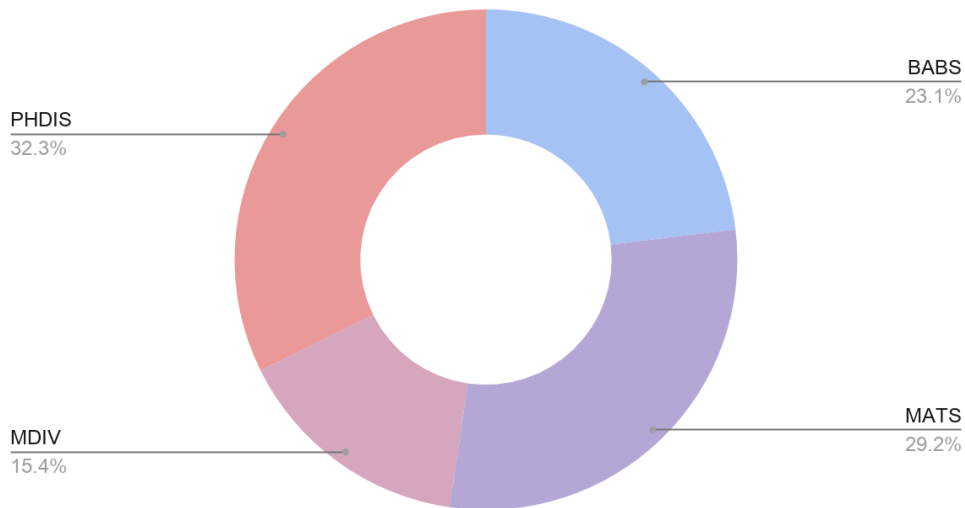
RECOMMENDATIONS:

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

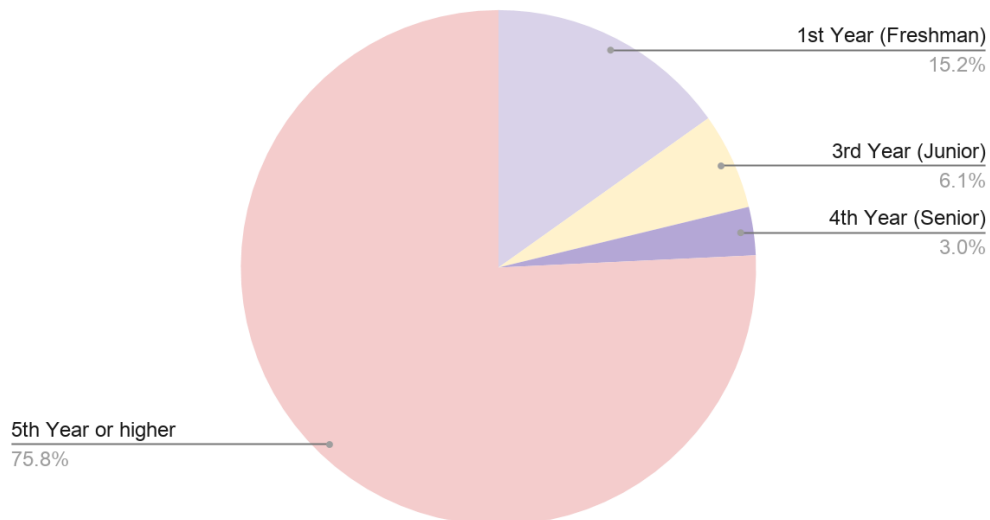
Hudson Taylor University 2021 Student Demographics

Office of Institutional Effectiveness May 2021

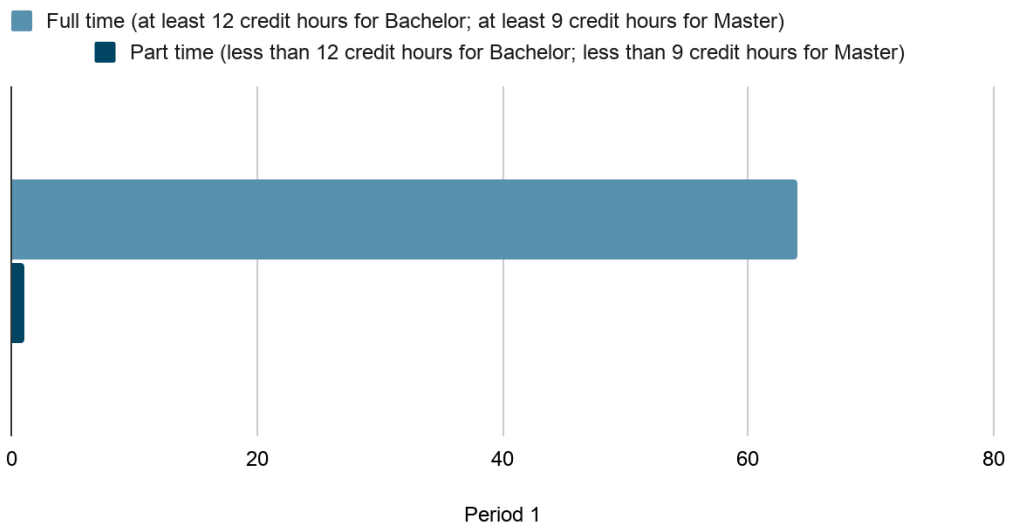
44. Degree Program



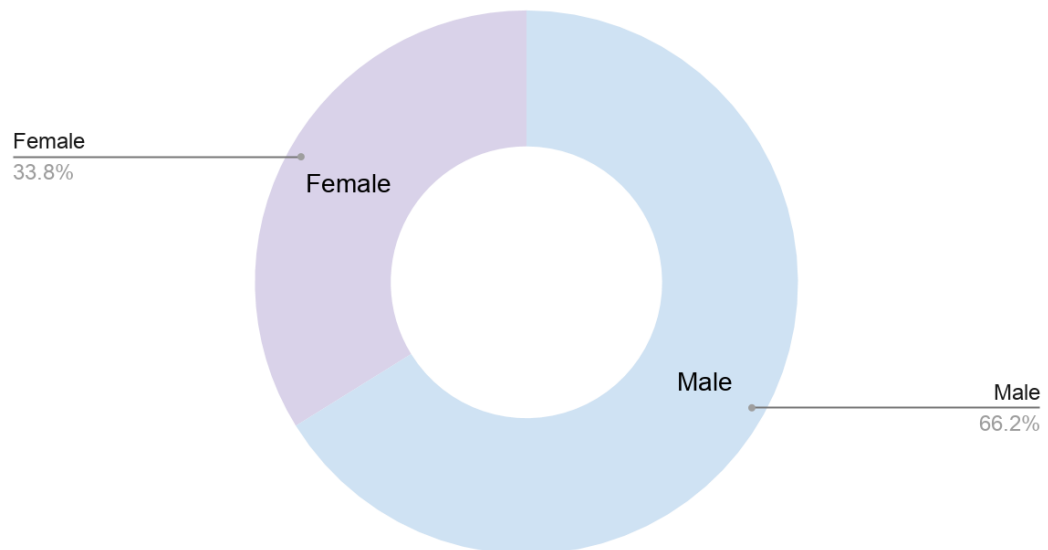
45. Year of Enrollment



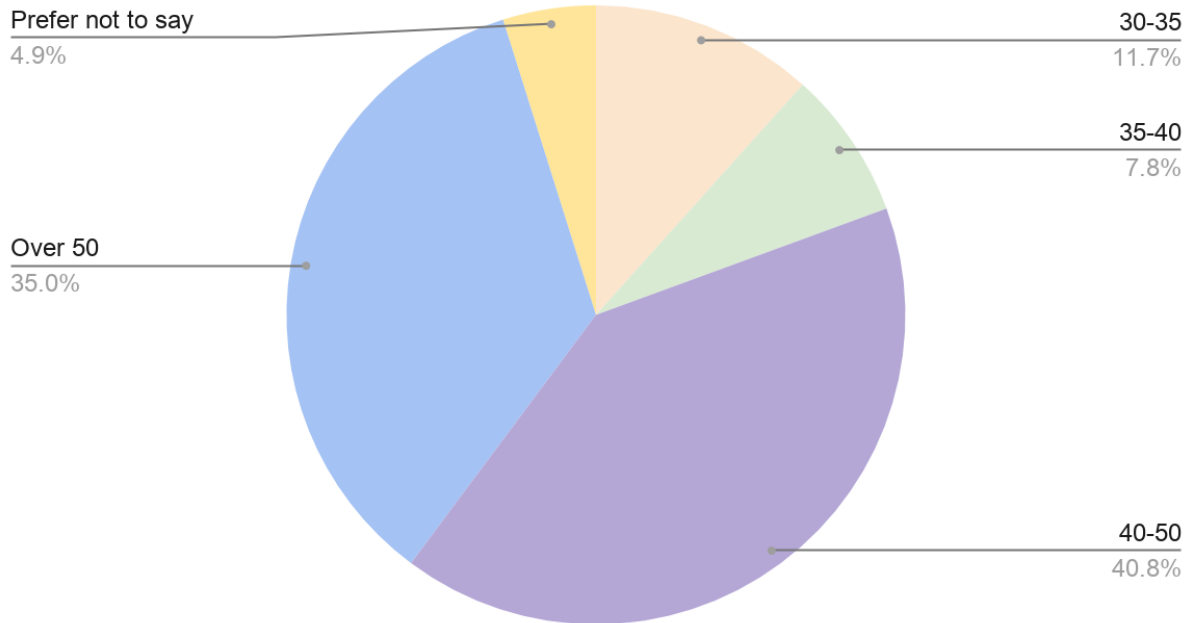
46. Present Course Load



47. Gender



48. Age



Hudson Taylor University

2021 Triennial Assessment: BABS & PHDIS

Office of Institutional Effectiveness May 2021

Please See **Exhibit 7: 2021 Triennial Assessment Report: BABS & PHDIS Programs.**

Hudson Taylor University

2021 Informal Student Feedback

Office of Institutional Effectiveness May 2021

On May 19, 2021, the faculty of Hudson Taylor hosted an end-of-year lunch with some of its graduating students. At lunch 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 financial support that HTU provided them.
- b. They appreciated the faculty, both in terms of their expertise and in terms of their support and encouragement.

In response to the second question, most of the students expressed interest in seeing the school grow its numbers. They were especially interested in the possibility of the school including non-Korean speaking students as well, expanding primarily to English-speaking students.

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

Hudson Taylor University

2021 Alumni Satisfaction Survey

Office of Institutional Effectiveness May 2021

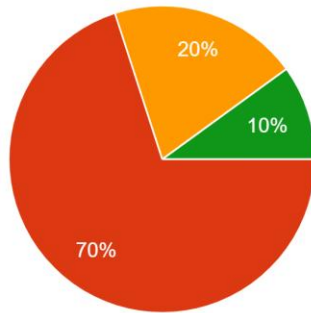
Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 Alumni Satisfaction Survey results. More detailed information can be found from a careful review of the survey results.

- 90% of alumni are currently working in a mission or ministry context.
- 70% of alumni are serving as full-time missionaries.
- 80% of alumni are employed full time.
- 80% of alumni did not go on to receive another degree after HTU.
- 60% of alumni spend 3 to 10 hours of bible study per week; 90% spend 1 to 10 hours per week.
- 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.
- 90% 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; 50% indicated that they would choose a different degree program.
- 70% of alumni indicated that they felt more adequately prepared for ministry than other people in their contact who graduated from other seminaries; 30% indicated that they felt equally prepared.

1. Program of Study in which you were Enrolled:

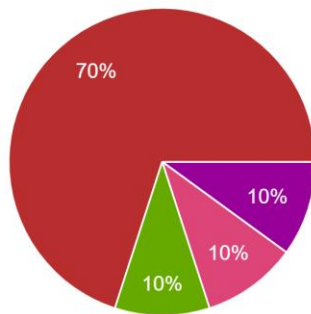
10 responses



- 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:

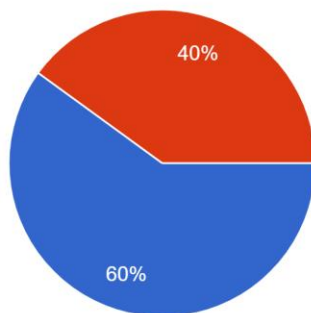
10 responses



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

3. Gender

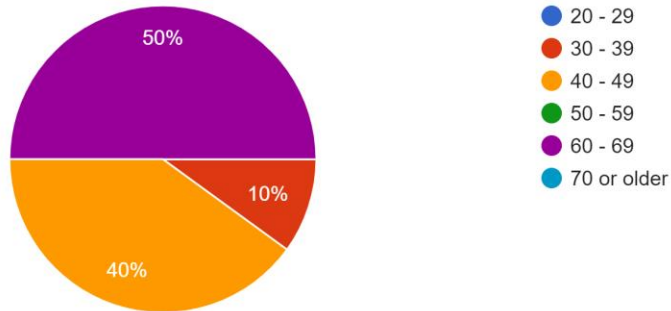
10 responses



- Male
- Female

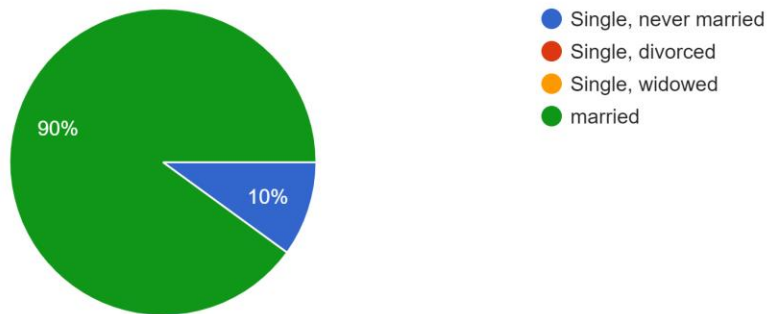
4. Age

10 responses



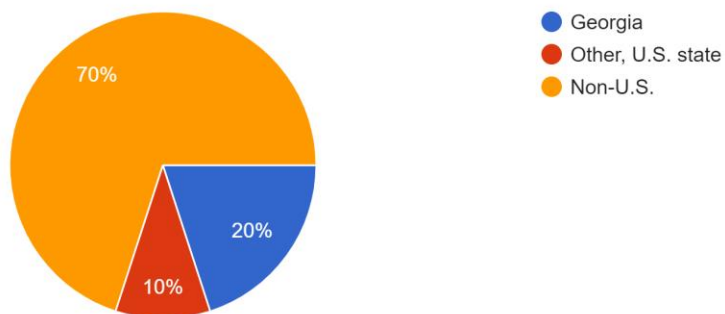
5. What is your marital status when you first attended Hudson Taylor University?

10 responses



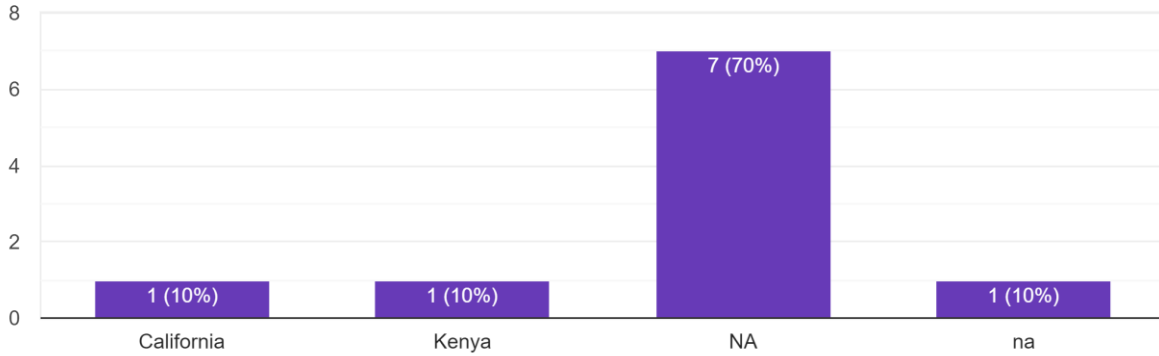
6. Current Residence

10 responses



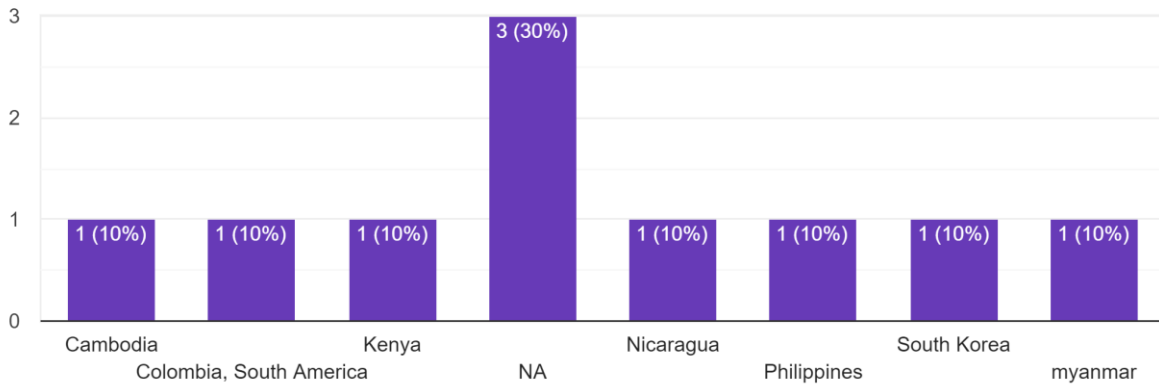
7. If you currently reside in another U.S. State, please tell us where. (Write NA if not applicable).

10 responses



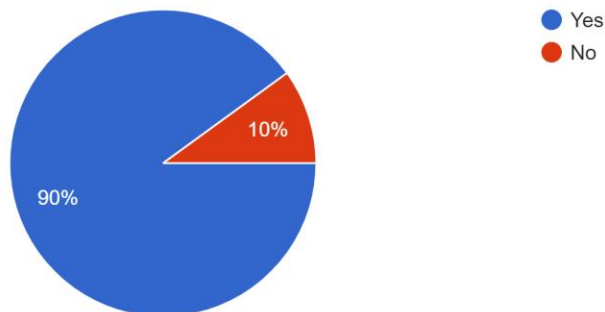
8. If you currently reside in another country, please tell us where. (Write NA if not applicable).

10 responses



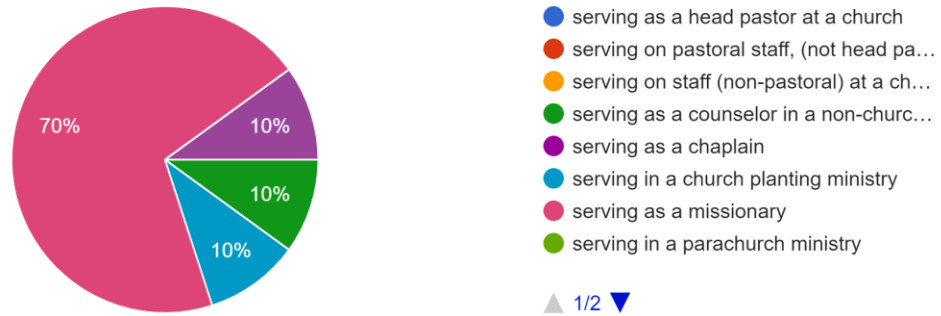
9. Are you currently working in a mission or ministry context?

10 responses

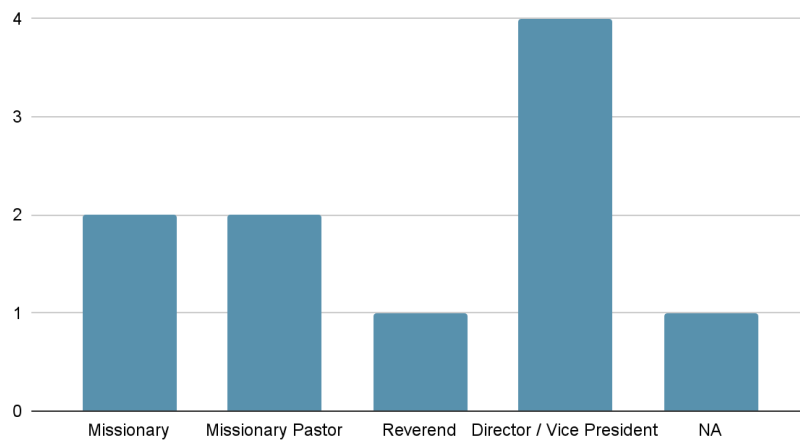


10. If you are engaged in a full-time position, please select the category that best describes it. (Note: If you are engaged in more than one ministry, indicate the one that takes most of your time.)

10 responses

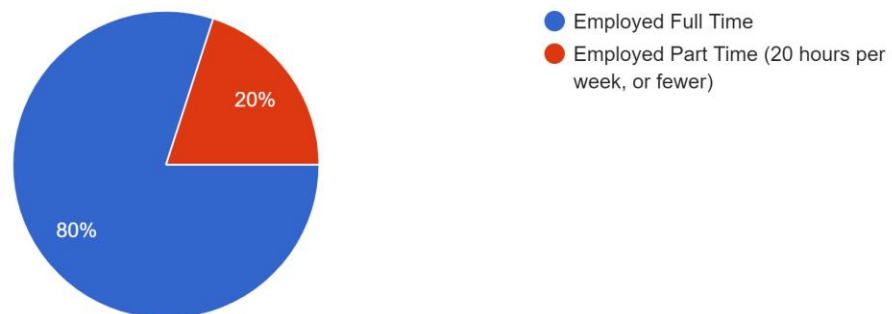


11. What is your title?



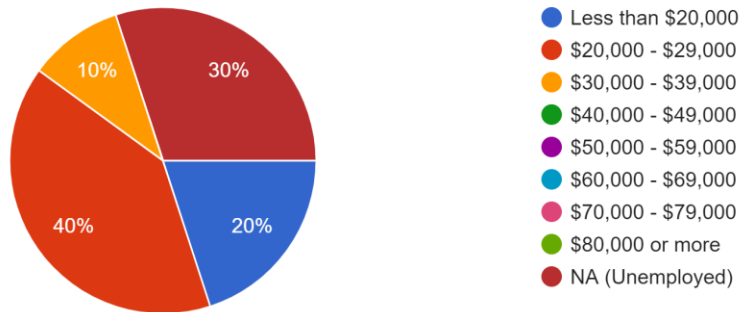
13. Are you employed full time or part time?

10 responses



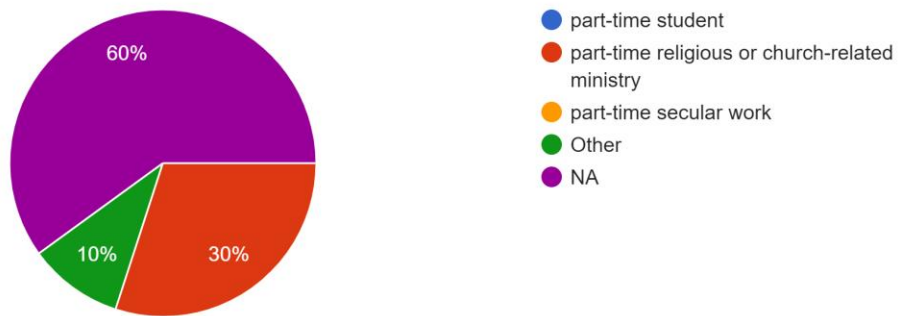
14. Annual Salary (if you are employed part time, indicate the full-time equivalent salary - for example, if you are working 20 hours/week and you...0,000, then your full-time equivalent is \$40,000)

10 responses



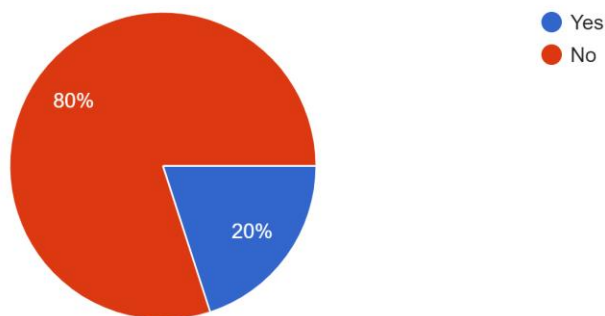
15. What are your part-time activities apart from work?

10 responses



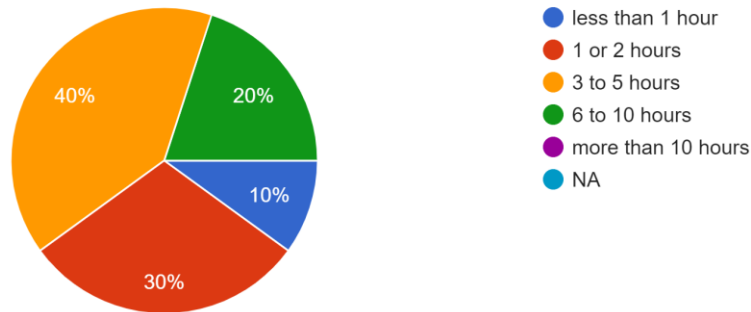
16. Did you go on to receive another degree after graduating from Hudson Taylor University?

10 responses



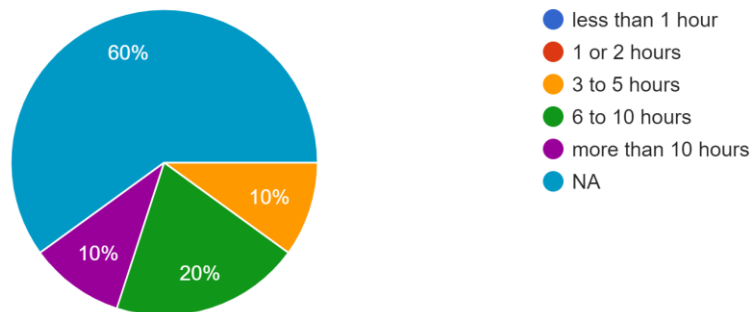
17. Each week, how many hours on average do you invest in in-depth Bible study (both personal and for teaching, preaching, or other ministry)?

10 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)

10 responses



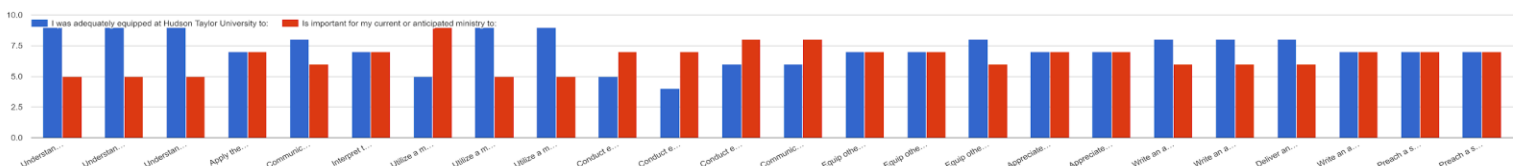
19. How Adequate Your Academic Training / How Relevant is it to Ministry Context?

A. Understand Bible in Historical Context

Line Item	Adequacy of HTU Training	Relevancy for Ministry
1. Understand the Bible in its Historical Context	4.5 (90%)	2.5 (50%)
2. Understand the Bible in its literary contexts.	4.5 (90%)	2.5 (50%)
3. Understand the Bible in its theological contexts	4.5 (90%)	2.5 (50%)
4. Apply the Scriptures.	3.5 (70%)	3.5 (70%)
5. Communicate the Scriptures.	4.0 (80%)	3.0 (60%)

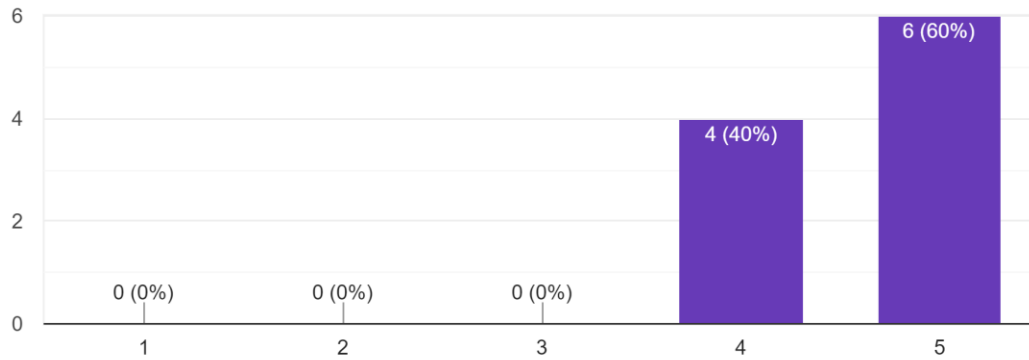
6. Interpret the Bible using a method that engages in	3.5 (70%)	3.5 (70%)
7. Utilize a method reflects a broad knowledge of the entire Bible.	2.5 (50%)	4.5 (90%)
8. Utilize a method reflects a knowledge of historical influences.	4.5 (90%)	2.5 (50%)
9. Utilize a method reflects a knowledge of theological influences.	4.5 (90%)	2.5 (50%)
10. Conduct exegetical and biblical theological research in Hebrew.	2.5 (50%)	3.5 (70%)
11. Conduct exegetical and biblical theological research in Greek.	2.0 (40%)	3.5 (70%)
12. Conduct exegetical and biblical theological research in multiple literary genres.	3.0 (60%)	4.0 (80%)
13. Communicate the significance of exegetical and biblical theological research leading to spiritual transformation.	3.0 (60%)	4.0 (80%)
14. Equip others in a God- given direction through Christlike character.	3.5 (70%)	3.5 (70%)
15. Equip others in a God-given direction through leadership capability.	3.5 (70%)	3.5 (70%)
16. Equip others in a God- given direction through love.	4.0 (80%)	3.0 (60%)
17. Appreciate other cultures.	3.5 (70%)	3.5 (70%)
18. Appreciate the many dimensions of ongoing public-square and global conversations related to social, cultural, religious, biblical, and theological concerns.	3.5 (70%)	3.5 (70%)
19. Write an appropriately researched and documented paper on a biblical topic.	4.0 (80%)	3.0 (60%)
20. Write an appropriately researched and documented paper on a theological topic.	4.0 (80%)	3.0 (60%)
21. Deliver an oral presentation designed to influence listeners towards change.	4.0 (80%)	3.0 (60%)
22. Write an acceptable summative research paper or thesis.	3.5 (70%)	3.5 (70%)
23. Preach a sermon that is audience focused in its structure, proofs, and application.	3.5 (70%)	3.5 (70%)
24. Preach a sermon with a delivery (voice and body) that is natural for me.	3.5 (70%)	3.5 (70%)

19. Please select the boxed in both columns where you agree with the following statements.



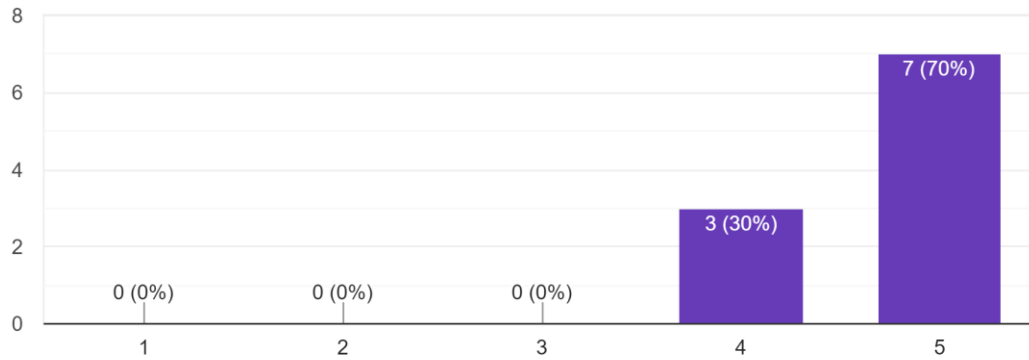
20. On a scale of 1 to 5, how satisfied are you with your current position? (1 = very dissatisfied; 5 = very satisfied)

10 responses



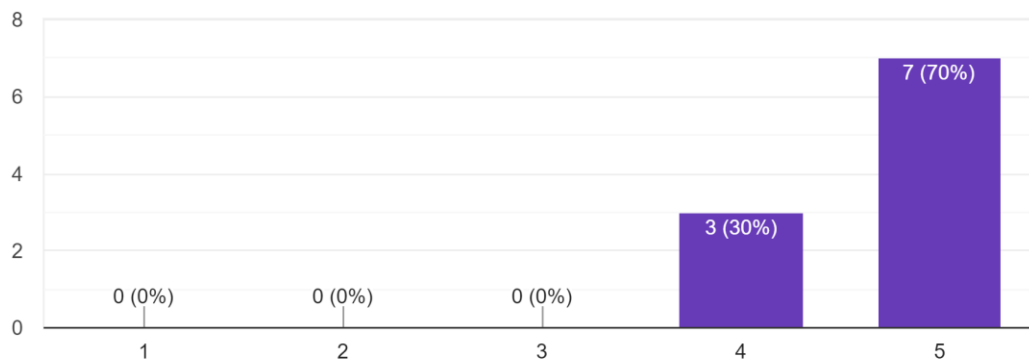
21. The overall quality of my educational experience

10 responses



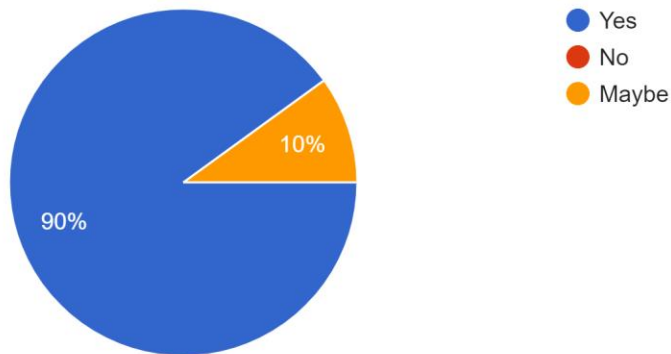
22. The overall preparation for mission and ministry

10 responses



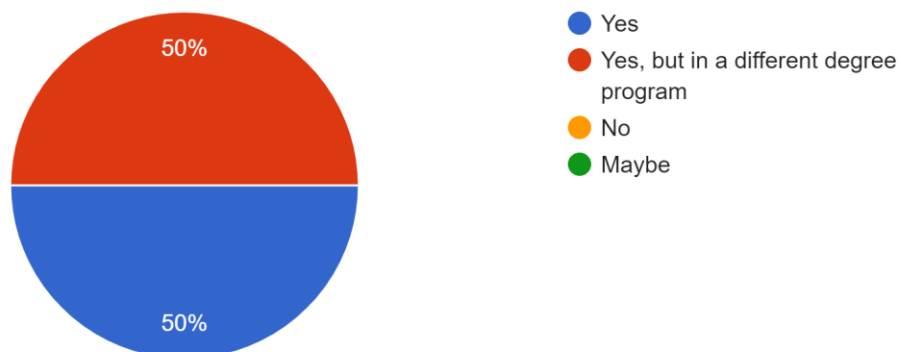
23. Would you recommend HTU to others?

10 responses



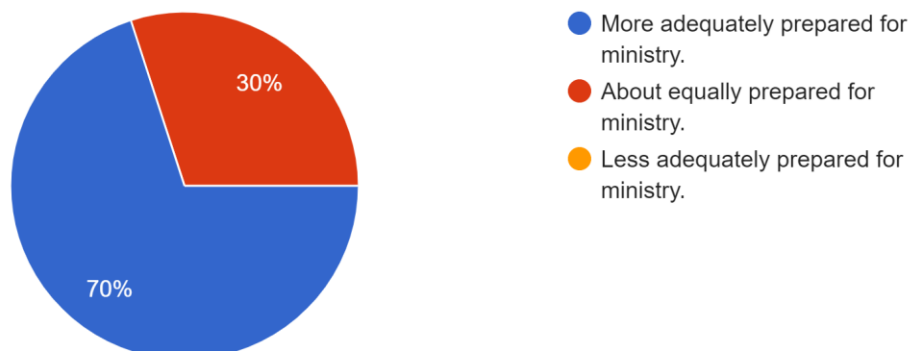
24. If you had to do it again, would you attend Hudson Taylor University?

10 responses



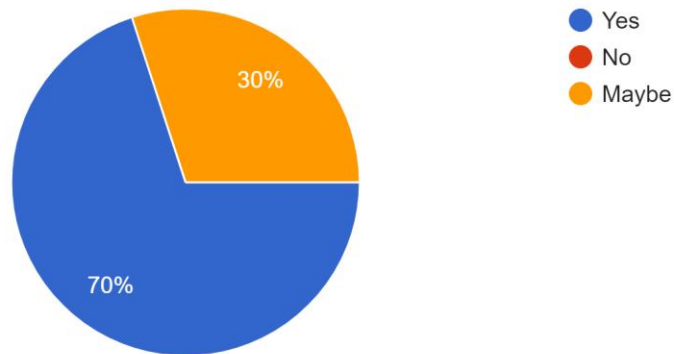
25. In your contact with other people in ministry who have graduated from other seminaries, how prepared for ministry do you consider yourself?

10 responses

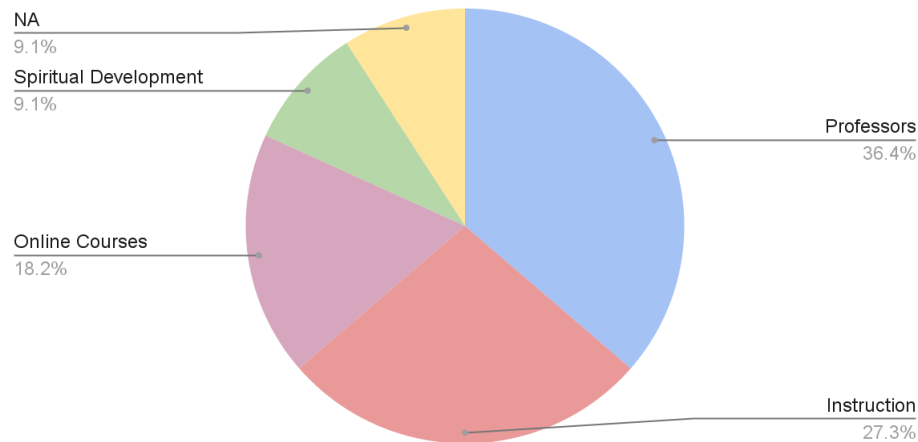


26. Would you be interested in an alumni gathering in your local area?

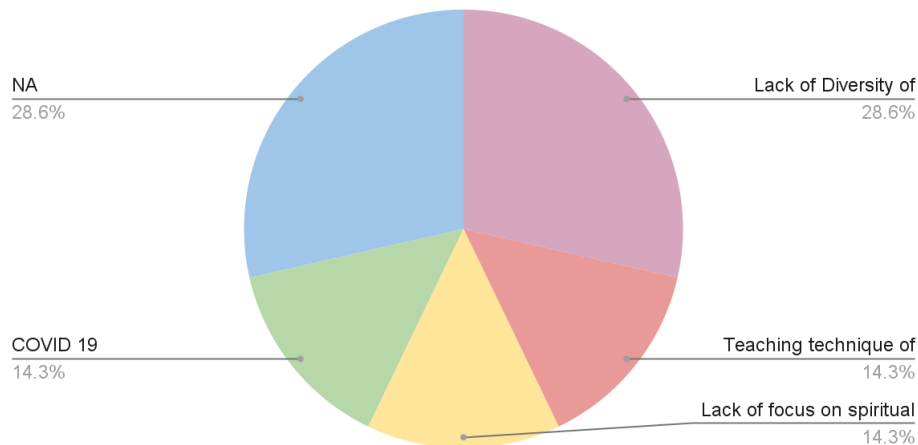
10 responses



27. Looking back on your experience at HTU what do you consider to be the major strengths of the program?



28. Looking back on your experience at HTU what do you consider to be the major weaknesses of the program?



29. How would you describe the impact Hudson Taylor University has had on your life?¹⁰
responses

I was able to put a clear focus on the missionary work

HTU is a place that keeps me motivated and keeps me motivated to study.

Turning point

I could live a life of participation in the Lord's plan.

I developed a deeper understanding of mission at Hudson Taylor University.

HTU has had an impact to make me continue to study and the made me know the joy of study.

NA

Changed and developed my life style.

It provided a process to prepare them to go to the field of missionary work.

so much upgrade myself in academical area.

30. What other comments do you have about Hudson Taylor University? (Write NA if not applicable).¹⁰ responses

NA

I would like to express my sincere gratitude to the Chairman, President, and various professors and staff.

Keep going

I was happy to attend Hudson Taylor University.

Prayers and Bible study for students' spirituality are needed.

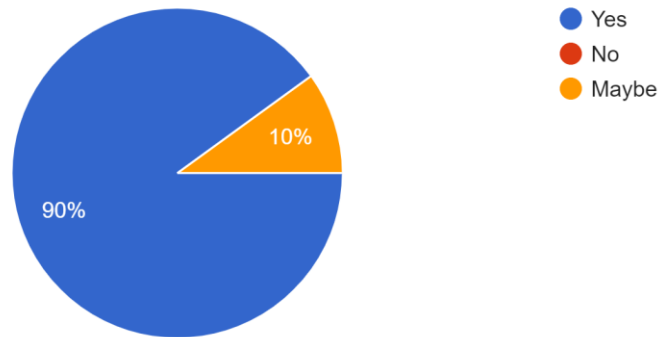
I saw serving leadership in HTU which made me desire to be a serving leader.

I am always grateful.

Thank you for HTU.

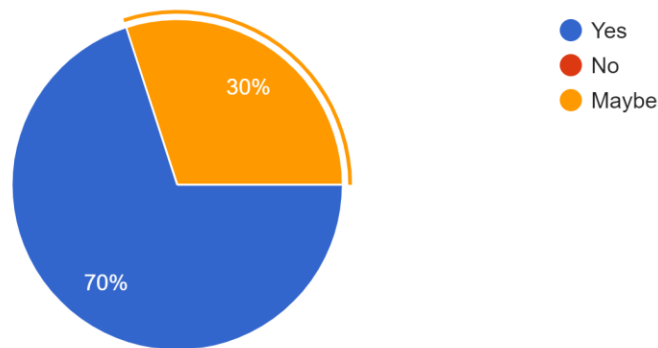
31. Would you be willing to join the Alumni Association at HTU?

10 responses



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

10 responses



33. If you answered "yes" to Q23, please let us know how you would be willing to contribute. (Write NA if not applicable).10 responses

It is a school optimized for student-centered education with a clear vision and purpose and most of all, I was touched by the dedication of the president and professors, as well as all the staff.

I will donate the time and talents God has given me to the school if it is needed.

na

I haven't thought about it yet.

I will brag and introduce Hudson Taylor University at various types of gatherings.

I would love to teach Spanish if necessary.

NA

scholarship fund

I will introduce HTU to students who want to study theology

some area if i am able to do . i will contribute

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 (70%) or equally prepared (30%) for ministry than other people in their contact who graduated from other seminaries; 90% indicating that they would recommend HTU to others; and 100% indicating that they would attend HTU if they had to do it again.

The most concerning area of the report pertains to Question 29, which asks alumni to evaluate several aspects of their education at HTU in relation both to their time here at HTU and in relation to their current ministry context. In several important areas, what they learned at HTU was less relevant for their ministry contexts. This requires some further analysis. On the one hand, a theological education is necessarily broad, offering tools that not every ministry context requires. On the other hand, however, we want to make sure that our students are receiving the specific educational tools that will equip them for the ministry contexts they are called to. Since most of our students are currently seeking mission-field ministries, we should make sure that we are adequately equipping them.

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

2021 Faculty Self-Evaluation

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 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 the instructional methods are varied and responsive to the needs of the learner.
- 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 (100%)
The course objectives agree with Departmental and Institutional Mission and Goals.	5.0 (100%)
The stated objectives reflect the course content and are current with recent developments within the discipline.	5.0 (100%)
The textbooks are current and they conform well with course objectives.	5.0 (100%)
Class sessions are designed to encourage critical thinking and interactive discussion.	5.0 (100%)
The instructional methods are varied and responsive to the needs of the learner.	5.0 (100%)
The specific needs of the academically advanced and the academically handicapped students are accommodated.	5.0 (100%)
Tests correlate well with the content of course assignments and class sessions.	5.0 (100%)
Course assignments include elements of writing and research appropriate to the level and nature of the course.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
NA	

***Reported on a 5-point scale (3 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, Agree Completely (4.1-5.0pts; 81-100%); Agree Somewhat (3.1-4.0pts; 61-80%); Neutral (2.1-3.0pts; 41-60%); Disagree Somewhat (1.1-2.0pts; 21-40%); Disagree Completely (0-1pt; 1-20%). **All scores reflect those who marked Agree Completely or Agree Somewhat.**

FACTOR ANALYSIS

A. Lecture Organization and Planning

Average Score: 5.0 (100%)

Line Item	Score*
1. All my course syllabi have clearly-stated course objectives.	5.0 (100%)
2. The course objectives agree with Departmental and Institutional Mission and Goals.	5.0 (100%)
3. The stated objectives reflect the course content and are current with recent developments within the discipline.	5.0 (100%)
4. The textbooks are current and they conform well with course objectives.	5.0 (100%)
5. Class sessions are designed to encourage critical thinking and interactive discussion.	5.0 (100%)
6. The instructional methods are varied and responsive to the needs of the learner.	5.0 (100%)
7. The specific needs of the academically advanced and the academically handicapped students are accommodated.	5.0 (100%)
8. Tests correlate well with the content of course assignments and class sessions.	5.0 (100%)
9. Course assignments include elements of writing and research appropriate to the level and nature of the course.	5.0 (100%)
10. The course requirements include sufficient reading assignments from the text and source documents	5.0 (100%)

Reported on a 5-point scale (3 respondents). All scores reflect those who marked Agree Completely or Agree Somewhat.

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.

Hudson Taylor University

2021 Faculty Performance Evaluation (full-time)

Office of Institutional Effectiveness May 2021

Overview

The following are the results of the Spring 2021 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 three members, only two participants are represented. The third full-time faculty is the president, who 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.
- 90% of faculty marked 4 out of 5 that their peers read to be conversant with course-related textbooks, articles & references.
- 90% of faculty marked 4 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 (100%)
Encourages students to respect different viewpoints of others.	5.0 (100%)
Reads to be conversant with course-related textbooks, articles & references.	4.5 (90%)
Carefully organizes the syllabus in accordance with the plan and examines if it covers all the necessary items.	4.5 (90%)
Makes precise definitions and explanations of a concept.	4.5 (90%)
Gives challenging questions.	4.5 (90%)
Treats students with respect.	4.5 (90%)
Uses positive and gentle expressions with students.	4.5 (90%)
Provides opportunities for students to ask questions during lecture.	4.5 (90%)
Is ready to accept student's correction of misrepresented concepts or wrong information.	4.5 (90%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Presents peer reviewed work through journal articles, book reviews to professional, public or academic audiences.	3.0 (60%)
Presents diverse views when they are relevant to the topics in discussion.	3.5 (70%)
Is ready to answer any questions or different views the students may bring up.	3.5 (70%)
Receives grants, awards, contracts or residencies that acknowledges your academic achievements, or that further research on the issues.	3.5 (70%)
Preparing books, articles, or papers for publishing.	3.5 (70%)

***Reported on a 5-point scale (2 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, 4.1–5.0pts is 81–100%; 3.1–4.0pts is 61–80%; 2.1–3.0pts is 41–60%; 1.1–2.0pts is 21–40%; and 0–1pt is 1–20%.

FACTOR ANALYSIS

A. TEACHING

Average Score: 4.3 (86%)

Line Item	Score*
Designing Courses	
1. Reads to be conversant with course-related textbooks, articles & references.	4.5 (90%)
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.	4.0 (80%)
3. Carefully organizes the syllabus in accordance with the plan and examines if it covers all the necessary items.	4.5 (90%)
4. Checks the syllabus that substantially reflects HTU's Mission Statement, Institutional Goals, Program Purposes and Objectives, and Catalog course descriptions.	5.0 (100%)
Instruction: Knowledge	
5. Makes precise definitions and explanations of a concept.	4.5 (90%)
6. Presents diverse views when they are relevant to the topics in discussion.	3.5 (70%)
7. Utilizes recent research developed in each field.	4.0 (80%)
8. Brings up new ideas or questions that may challenge familiar views.	4.0 (80%)
9. Presents how and why your own views are different from major or other views.	4.0 (80%)
10. Is ready to answer any questions or different views the students may bring up.	3.5 (70%)
Instruction: Teaching Method	
11. Uses interactive learning tools, group projects, classroom discussions, surveys if necessary.	4.0 (80%)
12. Elicits student's interest and stimulates to pose questions by turning to the other overlooked aspects.	4.0 (80%)
13. Gives challenging questions.	4.5 (90%)
14. Uses appropriate humor, movie or cartoon strips for better explanation.	4.0 (80%)
Instruction: Interaction with Students	
15. Treats students with respect.	4.5 (90%)
16. Uses positive and gentle expressions with students.	4.5 (90%)
17. Is respectfully attentive to student comments, questions, or differing views.	4.0 (80%)
18. Provides opportunities for students to ask questions during lecture.	4.5 (90%)
19. Is ready to accept student's correction of misrepresented concepts or wrong information.	4.5 (90%)
20. Responds to wrong answers constructively by asking different questions or explaining the original questions.	4.5 (90%)

21. Encourages students to respect different viewpoints of others.	5.0 (100%)
22. Is available to students for out of class assistance.	4.0 (80%)
Instruction: Management	
23. Begins and ends on time.	4.5 (90%)
24. Checks attendance accurately in each session.	4.5 (90%)
25. Completes every necessary subject according to the schedule.	4.5 (90%)
26. Briefly summarizes what was dealt with in the previous class session and presents an outline for the present session.	4.5 (90%)
27. Summarizes periodically and at the end of class.	4.5 (90%)
28. Responds wisely to conflicts and different views or interrupting comments or irrelevant questions.	4.5 (90%)
29. Returns with comments assignments to students in time.	4.0 (80%)
Instruction: Use of Technology	
30. Incorporates contemporary education technology—online materials, YouTube, film, video, PPT, blogs—to enhance learning.	4.0 (80%)
31. Uses HTU SIS (Populi) for assignments or contacting students, forum discussions, posting answers, uploading lecture notes.	4.0 (80%)
32. Utilizes supplementary open sources, google classroom for further discussion of the issues that cannot be fully addressed in class.	4.5 (90%)

B. PROFESSIONAL DEVELOPMENT
Average Score: 3.7 (74%)

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.	4.0 (80%)
2. Members of professional/academic societies.	4.0 (80%)
3. Presents peer reviewed work through journal articles, book reviews to professional, public or academic audiences.	3.0 (60%)
4. Receives grants, awards, contracts or residencies that acknowledges your academic achievements, or that further research on the issues.	3.5 (70%)
5. Participates in professional societies and contributes to the field.	4.0 (80%)
6. Preparing books, articles, or papers for publishing.	3.5 (70%)

C. SERVICE
Average Score: 4.5 (90%)

Line Item	Score*
School Community & Collegiality	
1. Participates in college and departmental activities.	4.5 (90%)
2. Participate in committee work.	4.5 (90%)
3. Maintains rapport with colleagues, staff and administrators.	4.5 (90%)
4. Effectively communicates and maintains good relationships with colleagues.	4.5 (90%)
Wider Community, Churches, & Mission Field	
5. Participates in local churches.	4.5 (90%)
6. Participates in Christian organizations by providing lectures, insights, direction, and comments.	4.5 (90%)
7. Presents papers for community issues or urgent theological issues for Christians.	4.5 (90%)

Reported on a 5-point scale (2 respondents).

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 critical of each other's performance, evaluating each other's teaching at an average of 86%, professional development at 74%, and service at 90%. The last category, of course, is the highest of the three.

Several things can be inferred from this assessment. First, in respect to teaching, I take these results to be confirmation of the high standards the full-time faculty set for themselves, knowing each of the faculty member and their standards of excellence. Second, in matters of professional development, it is to be expected that the results will be lower since our faculty are preoccupied with the administrative responsibilities of the school. Since we are such a small faculty, our attention is predominantly focused on teaching and administration.

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

2021 President Performance Self-Evaluation

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 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 (100%)
The president of HTU consistently reviews all appropriate institutional documents.	5.0 (100%)
The president of HTU fulfills the requirements as President based on the job description.	5.0 (100%)
The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0 (100%)
The president of HTU participates in new Board member orientations.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU contributes financially to the institution	3.0 (60%)
The president of HTU participates in fund-raising efforts	3.0 (60%)

***Reported on a 5-point scale (5 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, 4.1–5.0pts is 81–100%; 3.1–4.0pts is 61–80%; 2.1–3.0pts is 41–60%; 1.1–2.0pts is 21–40%; and 0–1pt is 1–20%.

FACTOR ANALYSIS

Board Function

Average Score: 4.3 (86%)

Line Item	Score*
Policies	
1. The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0 (100%)
2. The president of HTU consistently reviews all appropriate institutional documents.	5.0 (100%)
Roles and responsibilities	
3. The president of HTU fulfills the requirements as President based on the job description	5.0 (100%)
4. The president of HTU contributes financially to the institution	3.0 (60%)
5. The president of HTU participates in fund-raising efforts	4.0 (80%)
6. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	4.0 (80%)
7. The president of HTU participates in new Board member orientations.	3.0 (60%)
Planning	
8. The president of HTU focuses on the Mission Statement of the institution.	5.0 (100%)
9. The president of HTU utilizes the Strategic Plan in making decisions.	5.0 (100%)
10. The president of HTU has demonstrated effectiveness and significant achievement in leadership.	4.0 (80%)
Meetings	
11. The president of HTU respects parliamentary procedure.	5.0 (100%)
12. The president of HTU follows agendas and participates in Board meetings in a professional manner.	5.0 (100%)
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 (100%)
14. The president of HTU participates actively and thoughtfully in Board meetings	5.0 (100%)

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:

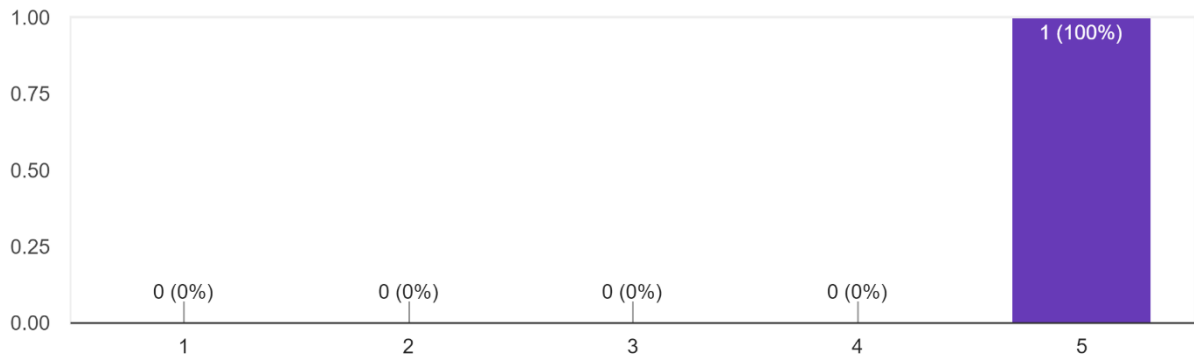
Considering the above analysis, we recommend that Hudson Taylor continue to monitor the progress of the President over time to see where he continues to grow.

Board Evaluation of President

Policies

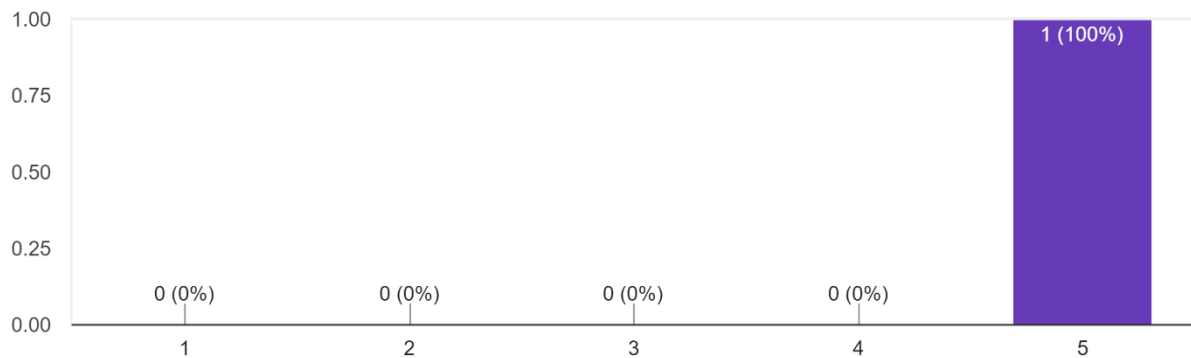
1. The president of HTU adheres to all institutional policies in overseeing the administration of the institution.

1 response



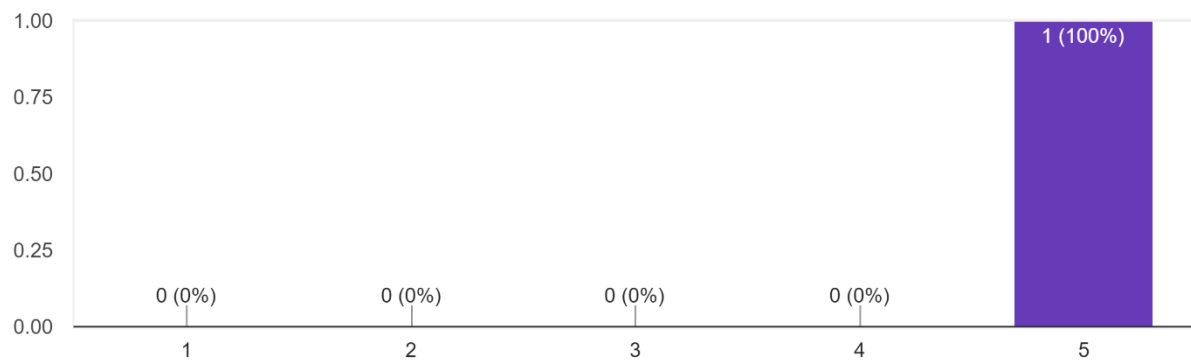
2. The president of HTU consistently reviews all appropriate institutional documents.

1 response



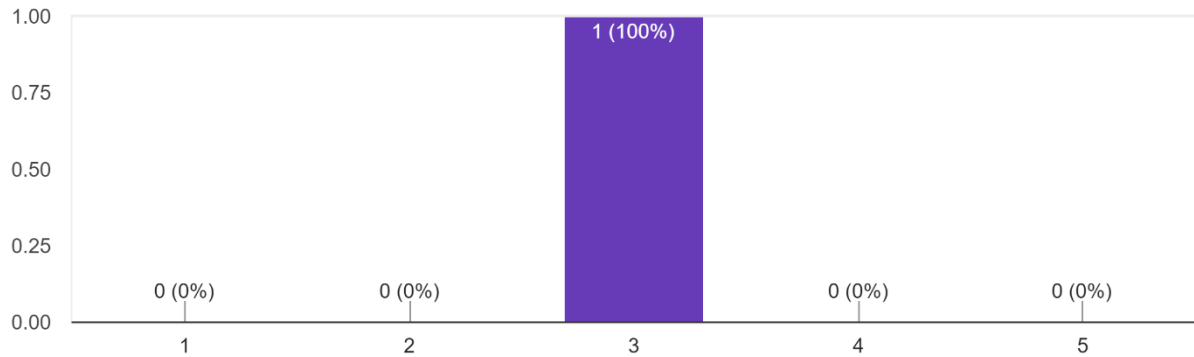
3. The president of HTU fulfills the requirements as President based on the job description

1 response



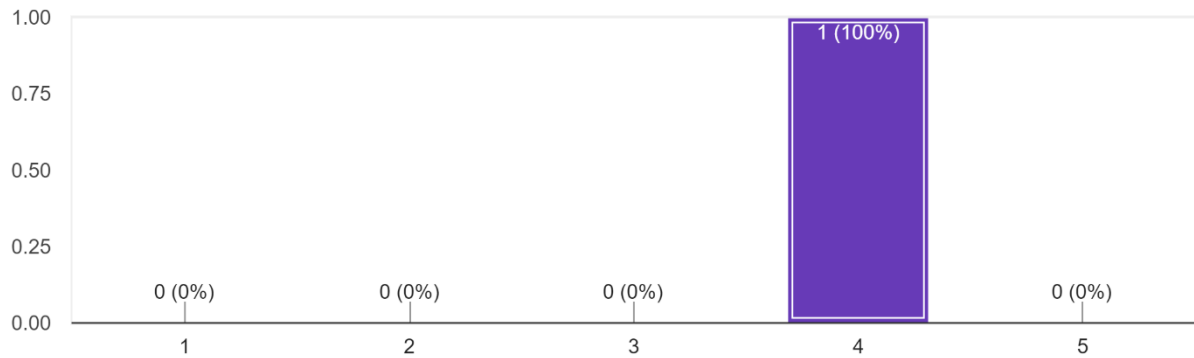
4. The president of HTU contributes financially to the institution.

1 response



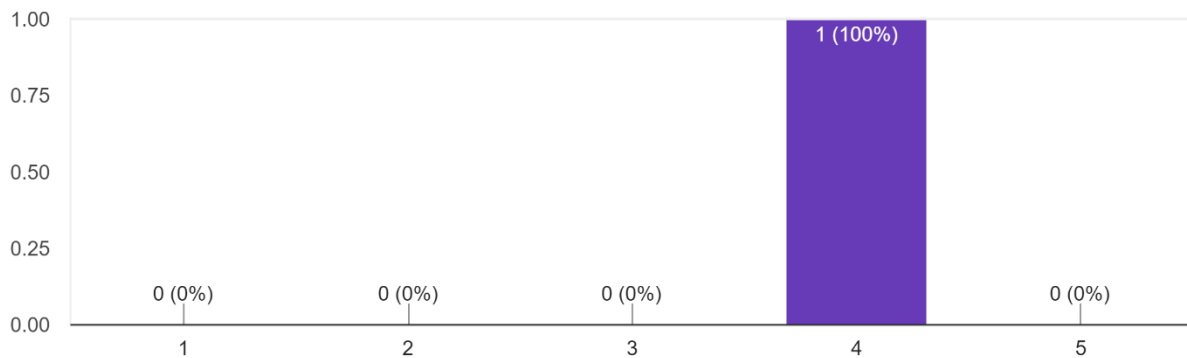
5. The president of HTU participates in fund-raising efforts.

1 response



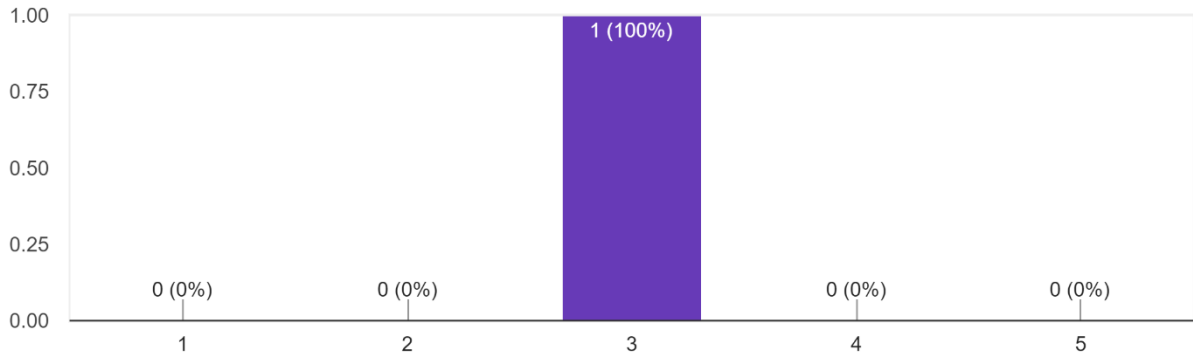
6. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.

1 response



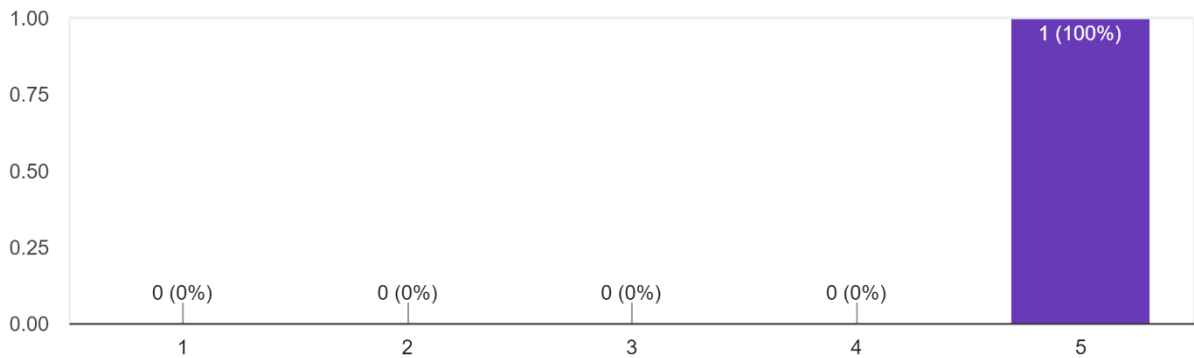
7. The president of HTU participates in new Board member orientations.

1 response



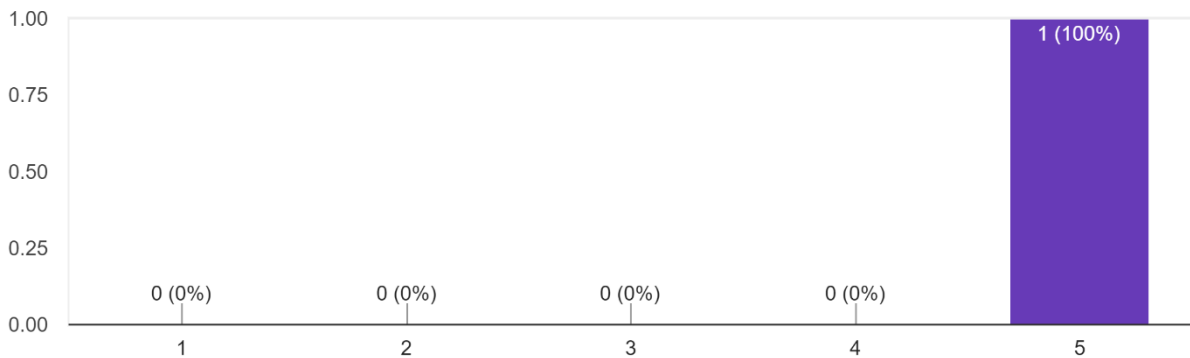
8. The president of HTU focuses on the Mission Statement of the institution.

1 response



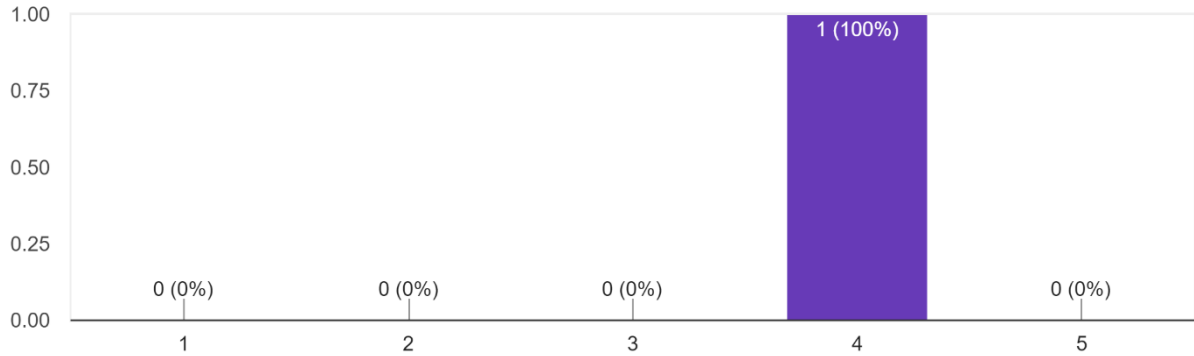
9. The president of HTU utilizes the Strategic Plan in making decisions.

1 response



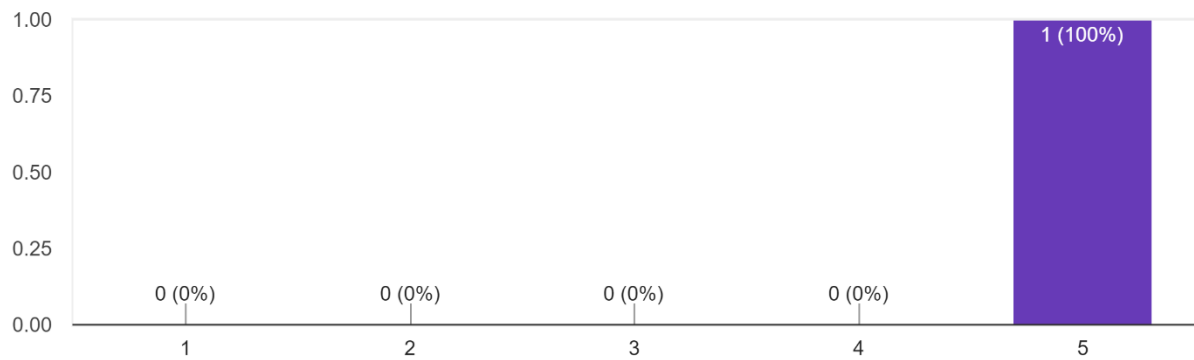
10. The president of HTU has demonstrated effectiveness and significant achievement in leadership.

1 response



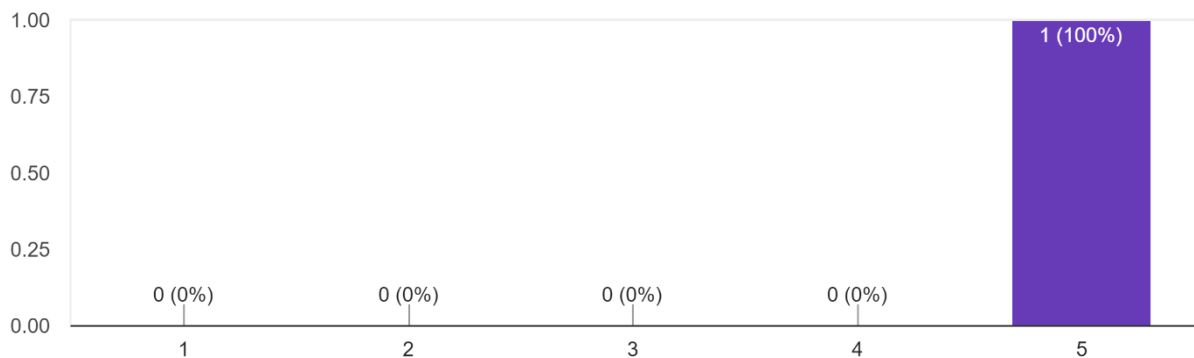
11. The president of HTU respects parliamentary procedure.

1 response



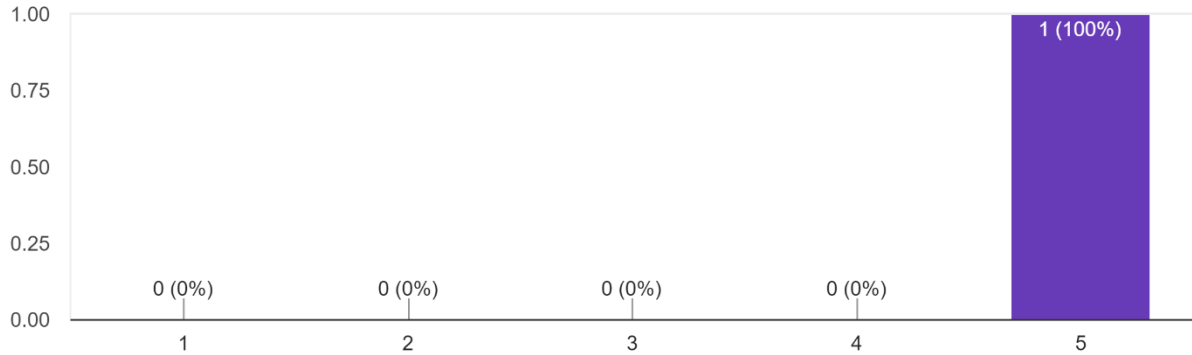
12. The president of HTU follows agendas and participates in Board meetings in a professional manner.

1 response



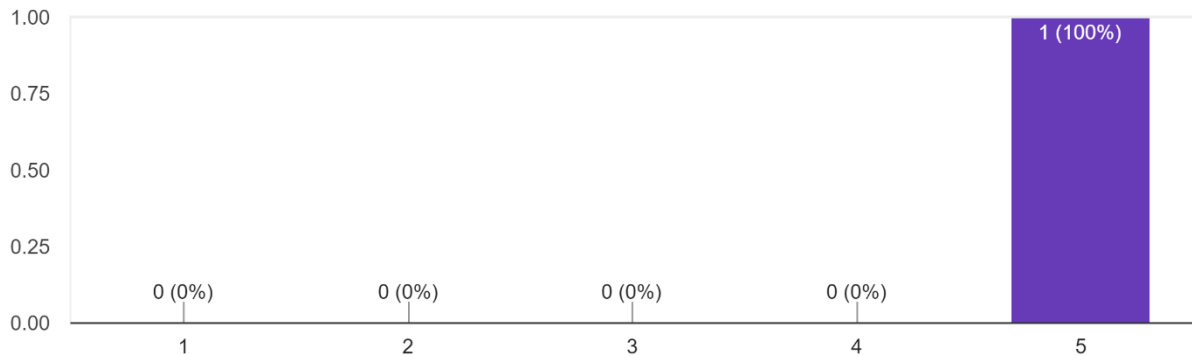
13. The president of HTU provides all relevant and related documents and information to the Board necessary for appropriate Board reviews, considerations, decisions and actions.

1 response



14. The president of HTU participates actively and thoughtfully in Board meetings.

1 response



Additional Comments: 0 responses

No responses yet for this question.

Signature: 1 response

David J. Brewer

Date: 1 response

May 31, 2021

Hudson Taylor University

2021 President Performance Board Evaluation

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 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 (100%)
The president of HTU consistently reviews all appropriate institutional documents.	5.0 (100%)
The president of HTU fulfills the requirements as President based on the job description.	5.0 (100%)
The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0 (100%)
The president of HTU participates in new Board member orientations.	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The president of HTU contributes financially to the institution	3.8 (75%)
The president of HTU participates in fund-raising efforts	3.8 (75%)

***Reported on a 5-point scale (5 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, 4.1–5.0pts is 81–100%; 3.1–4.0pts is 61–80%; 2.1–3.0pts is 41–60%; 1.1–2.0pts is 21–40%; and 0–1pt is 1–20%.

FACTOR ANALYSIS

Board Function

Average Score: 4.3 (86%)

Line Item	Score*
Policies	
15. The president of HTU adheres to all institutional policies in overseeing the administration of the institution.	5.0 (100%)
16. The president of HTU consistently reviews all appropriate institutional documents.	5.0 (100%)
Roles and responsibilities	
17. The president of HTU fulfills the requirements as President based on the job description	5.0 (100%)
18. The president of HTU contributes financially to the institution	3.8 (75%)
19. The president of HTU participates in fund-raising efforts	3.8 (75%)
20. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0 (100%)
21. The president of HTU participates in new Board member orientations.	5.0 (100%)
Planning	
22. The president of HTU focuses on the Mission Statement of the institution.	5.0 (100%)
23. The president of HTU utilizes the Strategic Plan in making decisions.	5.0 (100%)
24. The president of HTU has demonstrated effectiveness and significant achievement in leadership.	5.0 (100%)
Meetings	
25. The president of HTU respects parliamentary procedure.	5.0 (100%)
26. The president of HTU follows agendas and participates in Board meetings in a professional manner.	5.0 (100%)
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 (100%)
28. The president of HTU participates actively and thoughtfully in Board meetings	5.0 (100%)

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 (75%) 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

2021 Board of Directors Self-Evaluation

Office of Institutional Effectiveness May 2021

Overview

The following statements reflect a sample of some of the important information contained in the Spring 2021 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 on all items surveyed in the Board of Directors Self-Study.
- Please see below for fuller details.

SATISFACTION SCORES

HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The Board addresses policy issues rather than management issues.	5.0 (100%)
The Board periodically reviews important institutional documents.	5.0 (100%)
Appropriate action is taken when a Board member misses scheduled meetings.	5.0 (100%)
Each Board member understands his or her position as given in the BoD Handbook	5.0 (100%)
Board members understand their legal responsibilities as Board members.	5.0 (100%)
Board members contribute financially to the institution.	5.0 (100%)
Board members participate in fund-raising efforts.	5.0 (100%)
Board members contribute extra time outside of regular meetings.	5.0 (100%)
Board members participate in annual self-evaluations.	5.0 (100%)
Board committees meet on a regularly scheduled basis	5.0 (100%)

LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
NA	

***Reported on a 5-point scale (5 respondents).**

Each category is a one-point and twenty percent range. Every tenth of a point equals a two-percent range. Thus, 4.1–5.0pts is 81–100%; 3.1–4.0pts is 61–80%; 2.1–3.0pts is 41–60%; 1.1–2.0pts is 21–40%; and 0–1pt is 1–20%.

FACTOR ANALYSIS

Board Function

Average Score: 4.3 (86%)

Line Item	Score*
Policies	
29. The Board addresses policy issues rather than management issues.	5.0 (100%)
30. The Board periodically reviews important institutional documents.	5.0 (100%)
31. Appropriate action is taken when a Board member misses scheduled meetings.	5.0 (100%)
Roles and responsibilities	
32. Each Board member understands his or her position as given in the BoD Handbook	5.0 (100%)
33. Board members understand their legal responsibilities as Board members.	5.0 (100%)
34. Board members contribute financially to the institution.	5.0 (100%)
35. Board members participate in fund-raising efforts.	5.0 (100%)
36. Board members contribute extra time outside of regular meetings.	5.0 (100%)
37. Board members participate in annual self-evaluations.	5.0 (100%)
38. Board committees meet on a regularly scheduled basis	5.0 (100%)
39. The executive committee evaluates the President of the University annually.	5.0 (100%)
40. Board needs, initiatives and decisions are clearly communicated to the administration.	5.0 (100%)
41. Vacancies on the Board are filled in a timely manner.	5.0 (100%)
42. Board members are recruited for their influence and ability to participate effectively and financially.	5.0 (100%)
43. New Board members are fully oriented as to Board policies and procedures.	5.0 (100%)
44. Board members communicate with the university through proper administrative channels.	5.0 (100%)
Planning	
45. The Board consistently focuses on the Mission Statement of the institution.	5.0 (100%)
46. The Board utilizes the Strategic Plan in making decisions.	5.0 (100%)
47. The current Board has demonstrated effectiveness and significant achievement.	5.0 (100%)
Meetings	
48. Board meetings follow parliamentary procedure.	5.0 (100%)
49. Board meetings follow stated agendas.	5.0 (100%)

50. Board meetings start and end on time.	5.0 (100%)
51. Board members arrive on time for meetings.	5.0 (100%)
52. Board members actively and thoughtfully participate in discussions at board meetings.	5.0 (100%)
Board Member Self-Evaluation	
53. Please check one of the following ratings related to your overall performance:	5.0 (100%)
54. I adequately prepare for Board meetings.	5.0 (100%)
55. I actively participate in Board meetings.	5.0 (100%)
56. I work cooperatively with the administration.	5.0 (100%)
57. I am able to make unpopular decisions when necessary	5.0 (100%)
58. I support majority decisions.	5.0 (100%)
59. I express willingness to make changes in the institution.	5.0 (100%)
60. I attend Board meetings regularly.	5.0 (100%)
61. I am involved in fundraising activities.	5.0 (100%)
62. I listen to all relevant information before making decisions.	5.0 (100%)
63. I respect those who differ in opinions and beliefs.	5.0 (100%)
64. I accept constructive criticism.	5.0 (100%)
65. I ask appropriate questions and express appropriate opinions.	5.0 (100%)

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. 100% of the Board Members marked either 5 out of 5 or 4 out of 5 to all relevant fields.

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.