



# **Assessment Report**

**Fall 2021 – Spring 2022**

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# ASSESSMENT REPORT

FALL 2021



## Hudson Taylor University

# Fall 2021 Chapel Evaluation Survey

Office of Institutional Effectiveness January 2022

### Overview

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

- 90% of students agreed completely or somewhat that worship services are conducted in a flowing and coherent manner.
- 90% of students agreed completely or somewhat that worship services are powerful and graceful, and suited to the praising of God.
- 90% of students agreed completely or somewhat that sermons are inspiring and worth listening to.
- 90% of students agreed completely or somewhat that visiting preachers are inspiring and worth listening to.
- 90% of students agreed completely or somewhat that the worship services begin and end on time.
- 90% of students agreed completely or somewhat that the worship services begin and end on time.
- 90% of students agreed completely or somewhat that the worship services begin and end on time.
- 90% of students agreed completely or somewhat that the worship services cause me to reflect upon my faith and dedication.
- 90% of students agreed completely or somewhat that HTU's Chapel services strengthen my faith and dedication.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner.	4.5 (90%)
Worship services are powerful and graceful, and suited to the praising of God.	4.5 (90%)
Sermons are inspiring and worth listening to.	4.5 (90%)
Visiting preachers are inspiring and worth listening to.	4.5 (90%)
The worship services begin and end on time.	4.5 (90%)
The worship services cause me to reflect upon my faith and dedication.	4.5 (90%)
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%)
I regularly attend worship at HTU's Chapel or elsewhere.	4.5 (90%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Students have time following the service for fellowship.	4.0 (80%)
HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.0 (80%)

**\*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. Worship Order

**Average Score: 4.5 (90%)**

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

### B. Special Orders

**Average Score: 4.3 (86%)**

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.	4.0 (80%)
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.	4.5 (90%)
13. I am prepared to worship when I attend Chapel.	4.5 (90%)
14. My Chapel service as a student has been meaningful and challenging to me.	4.3 (85%)
15. I attend Sunday worship services at HTU's Chapel or elsewhere.	4.3 (85%)

**Reported on a 5-point scale (20 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, with an average score of 90%, 86%, and 88% for the three major areas surveyed (Worship Order, Special Orders, Other). Of special note, one of the lowest scored questions was number 10, stating that students have time following the worship for fellowship. While this is due in large measure to the overall class schedule, with most of our classes scheduled on one day, it is a concern that is worth considering. Perhaps there are ways that we could accommodate the need for fellowship.

### **RECOMMENDATIONS:**

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

## Hudson Taylor University

# Fall 2021 Course Learning Outcomes

Office of Institutional Effectiveness January 2022

### Overview

The following statements reflect a sample of some of the important information contained in the Fall 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 did not know very much about the subject at the beginning of the semester.
- 98% of students marked 3 or higher (on a five-point scale) that their knowledge of this subject improved during the 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 satisfied with what they learned regarding the subject throughout the semester.



## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
At the beginning of the semester, how much did you know about the subject?	5.0 (100%)
How much did your knowledge of this subject improve during this semester?	5.0 (100%)
Did you understand the objectives of this course early in the semester?	5.0 (100%)
Are you satisfied with what you learned regarding this subject throughout this semester?	5.0 (100%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Were you well-informed about library use and research for this course?	3.7 (74%)
How much did you use the library for research during this course?	3.7 (74%)

**\*Reported on a 5-point scale (25 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: 4.9 (98%)**

Line Item	Score*
1. At the beginning of the semester, how much did you know about the subject?	5.0 (100%)
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?	5.0 (100%)
4. Did you achieve the objectives of this course through this semester?	4.8 (96%)
5. Are you stratified with what you learned regarding this subject throughout this semester?	5.0 (100%)

### B. Library Use

**Average Score: 3.9 (78%)**

Line Item	Score*
6. Were you well-informed about library use and research for this course?	3.7 (74%)
7. How much did you use the library for research during this course?	3.7 (74%)
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 (25 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 very high, with an average score of 98%, up from 92% in Spring 2021. The lowest score under the Academics category was number four, pertaining to how well the students believed they achieved the objectives of the course. Even this, however, was a score of 4.8 out of 5 (96%).

The responses under the Library category reflect an insufficient use of the library, with an average score of 78%, down from 80% in Spring 2021. We believe that this is due in large part to the ongoing corona virus pandemic, as students are still not on campus with direct access to the school's physical library.

## **RECOMMENDATIONS:**

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

Second, in our previous report, we noted that questions 1 and 2 are oddly worded and do not allow for meaningful feedback. While these two questions were not changed in time for the end of the Fall 2021 semester, they have since been changed and will be reflected in the Spring 2022 report.

## Hudson Taylor University

# Fall 2021 Student Course Evaluation

Office of Institutional Effectiveness January 2022

### 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.

- 80% of students agreed completely or somewhat that the instructor follows the course syllabus.
- 80% of students agreed completely or somewhat that the instructor is well-prepared and gives organized presentations.
- 80% of students agreed completely or somewhat that the instructor is knowledgeable about the subject.
- 80% of students agreed completely or somewhat that the instructor encourages and challenges students to think independently and critically.
- 80% of students agreed completely or somewhat that the course assignments helped me achieve the stated course objectives and learning outcomes.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor follows the course syllabus.	4.0 (80%)
The instructor is well-prepared and gives organized presentations.	4.0 (80%)
The instructor is knowledgeable about the subject.	4.0 (80%)
The instructor encourages and challenges students to think independently and critically.	4.0 (80%)
Course assignments helped me achieve the stated course objectives and learning outcomes.	4.0 (80%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor is available outside of class (office hours, email, etc.)	3.4 (68%)

**\*Reported on a 5-point scale (25 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: 3.6 (72%)**

Line Item	Score*
1. The syllabus provides adequate descriptions of course content and expectations.	3.6 (72%)
2. The textbook and/or other materials used in this course were appropriate.er?	3.6 (72%)
3. The assessment method and requirements for the final course grade was clearly identified.	3.6 (72%)

### B. Instructor

**Average Score: 3.9 (78%)**

Line Item	Score*
4. The instructor follows the course syllabus.	4.0 (80%)
5. The instructor is well-prepared and gives organized presentations.	4.0 (80%)
6. The instructor is knowledgeable about the subject.	4.0 (80%)
7. The instructor encourages and challenges students to think independently and critically.	4.0 (80%)
8. The instructor clearly explains key terms and complex points and issues.	3.8 (76%)
9. The instructor provides helpful feedback on tests and/or assignments.	3.8 (76%)

### C. Faculty/Student Interaction

**Average Score: 3.5 (70%)**

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	3.4 (68%)
11. The instructor is fair in evaluation of student performance. .	3.6 (72%)
12. The instructor encourages students to ask questions, disagree, and express opinions.	3.6 (72%)
13. The instructor gives tests and assignments reflecting the material presented in class.	3.6 (72%)

### D. Course Content

**Average Score: 3.6 (72%)**

Line Item	Score*
14. This course helped me improve my critical thinking skills.	3.6 (72%)
15. The instructor related course content to daily life and real-world situations.	3.6 (72%)
16. This course seriously challenged me, and increased my knowledge and understanding of the subject matter.	3.6 (72%)

**E. Learning Outcomes**
**Average Score: 3.9 (78%)**

Line Item	Score*
17. The instructor explained the course objectives and learning outcomes in the first class session.	3.8 (76%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	3.8 (76%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	4.0 (80%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	3.8 (76%)

**F. Overall Evaluation**
**Average Score: 3.8 (76%)**

Line Item	Score*
21. This course contributed positively to my overall university learning experience.	3.8 (76%)
22. I would recommend this course to other students.	3.8 (76%)

**Reported on a 5-point scale (25 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, the scores for the Student Course Evaluation were down this semester from last, with an average overall score of 3.7 (74%), down from an overall score of 4.4 (88%) in Spring 2021. The highest scores this semester pertained to the Instructor and the Learning Outcomes, with an average score of 78%.

### RECOMMENDATIONS:

Based on the above analysis, we recommend that faculty meet to discuss why the scores may have been lower this semester than previous semesters. It may be that there is an anomalous variable that has not been considered.

## Hudson Taylor University

# Fall 2021 Student Satisfaction Inventory

Office of Institutional Effectiveness January 2022

### Overview

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

- 78% of students agreed completely or somewhat that they are learning valuable principles and information that apply to their chosen field.
- 78% of students agreed completely or somewhat that the education they are receiving at HTU is a valuable investment of their time.
- 78% of students agreed completely or somewhat that their educational experience at HTU has deepened their appreciation for diverse perspectives.
- 78% of students agreed completely or somewhat that they are able to track their degree program effectively.
- 78% of students agreed completely or somewhat that the financial cost of my education at HTU is a good investment.
- 78% of students agreed completely or somewhat that they use library resources frequently.
- 78% of students agreed completely or somewhat that the library resources at HTU are sufficient to support my education.



## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I am learning valuable principles and information that apply to my chosen field.	3.9 (78%)
The education I am receiving at HTU is a valuable investment of my time.	3.9 (78%)
My educational experience at HTU has deepened my appreciation for diverse perspectives.	3.9 (78%)
I am able to track my degree program effectively.	3.9 (78%)
The financial cost of my education at HTU is a good investment.	3.9 (78%)
I use library resources frequently.	3.9 (78%)
Library resources at HTU are sufficient to support my education.	3.9 (78%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
HTU provides adequate campus security.	2.6 (52%)
Campus facilities are well maintained.	2.6 (52%)
Study areas are adequate for my needs.	2.6 (52%)
Career counseling and placement services provide helpful assistance.	2.6 (52%)
Health and wellness services are readily available.	2.6 (52%)

**\*Reported on a 5-point scale (25 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: 3.7 (74%)**

Line Item	Score*
1. My academic advisor provides helpful assistance.	3.6 (72%)
2. My academic advisor cares about me personally.	3.6 (72%)
3. Course assignments are challenging and encourage critical thinking.	3.6 (72%)
4. Coursework and lectures provide multiple perspectives.	3.5 (70%)
5. I am learning valuable principles and information that apply to my chosen field.	3.9 (78%)
6. The education I am receiving at HTU is a valuable investment of my time.	3.9 (78%)
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	3.9 (78%)
8. I am able to track my degree program effectively.	3.9 (78%)
9. The financial cost of my education at HTU is a good investment.	3.9 (78%)

### B. Library and Computer Services

**Average Score: 2.8 (56%)**

Line Item	Score*
10. I use library resources frequently.	3.9 (78%)
11. Library resources at HTU are sufficient to support my education.	3.9 (78%)
12. Library materials are well organized.	2.0 (40%)
13. The library staff provides helpful assistance.	2.0 (40%)
14. Computer labs and services are readily available.	2.0 (40%)

### C. Faculty and Administration

**Average Score: 3.7 (74%)**

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	3.7 (74%)
16. Instructors are professional inside and outside the classroom.	3.7 (74%)
17. Instructors are respectful of the views of others.	3.7 (74%)
18. Instructors provide timely and valuable feedback on assignments.	3.7 (74%)
19. Instructors use multiple teaching methods and technologies effectively.	3.7 (74%)
20. I have developed valuable relationships with instructors.	3.7 (74%)
21. HTU administrative staff provides helpful assistance.	3.7 (74%)
22. HTU administration is competent and professional.	3.7 (74%)

**D. Student Services and Campus Life**
**Average Score: 2.7 (54%)**

Line Item	Score*
23. Registration procedures are clear and easy to follow.	3.4 (68%)
24. Financial aid options are explained clearly and thoroughly.	3.4 (68%)
25. Classes are offered at times that are convenient for me.	3.4 (68%)
26. HTU provides adequate campus security.	2.6 (52%)
27. Campus facilities are well maintained.	2.6 (52%)
28. Study areas are adequate for my needs.	2.6 (52%)
29. Career counseling and placement services provide helpful assistance.	2.6 (52%)
30. Health and wellness services are readily available.	2.6 (52%)
31. Health and wellness services are readily available.	2.6 (52%)
32. Personal counseling is readily available.	2.6 (52%)
33. Student billing and account services provide helpful assistance.	2.6 (52%)
34. Methods of filing student complaints are clear and easily understood.	2.6 (52%)
35. I feel that I am able to file a complaint without difficulty if necessary.	2.6 (52%)
36. Adequate student support is available to help me succeed in my degree program.	2.6 (52%)
37. I have developed valuable relationships with other students.	2.6 (52%)
38. There is an appreciation of diversity in HTU campus culture.	2.6 (52%)
39. There is a welcoming sense of community on campus.	2.6 (52%)

**E. Internship / Practica**
**Average Score: 3.4 (68%)**

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	3.4 (68%)
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	3.4 (68%)

**Reported on a 5-point scale (25 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, the scores for the Student Satisfaction Inventory were down this semester from last semester, with an average overall score of 3.3 (66%), down from an overall score of 4.4 (88%) in Spring 2021. Most concerning are the scores pertaining to Library and Computer Services (52%) and Student Services and Campus Life (54%). We suspect that this is due in large part to the ongoing corona virus pandemic. Students are still learning remotely, which means that they are not accessing the physical library or computer lab nor are they engage in student services and campus life. We suspect that as we return to in-person instruction, these scores will improve.

### **RECOMMENDATIONS:**

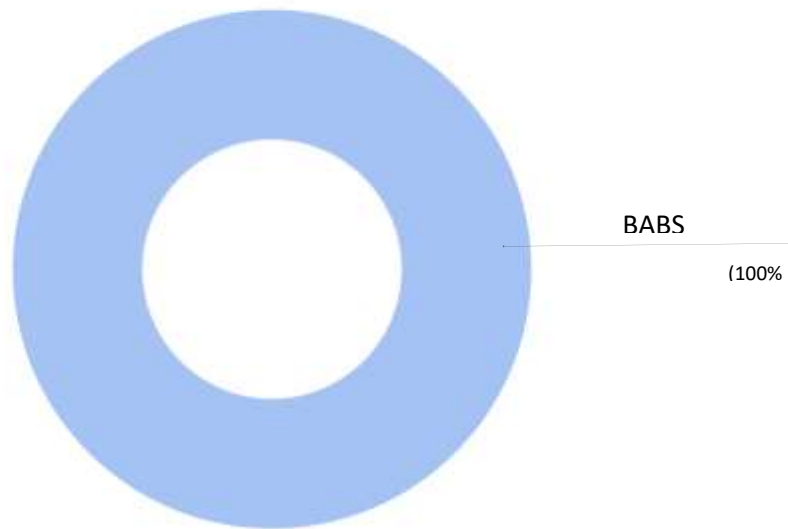
Based on the above analysis, we recommend that faculty continue to monitor these scores as we return to in-person instruction.

## Hudson Taylor University

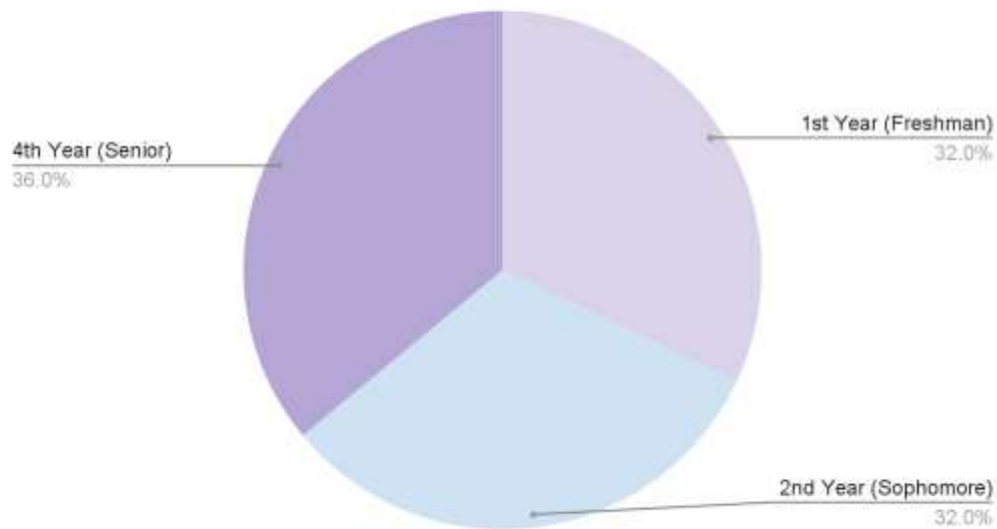
# Fall 2021 Student Demographics

Office of Institutional Effectiveness January 2022

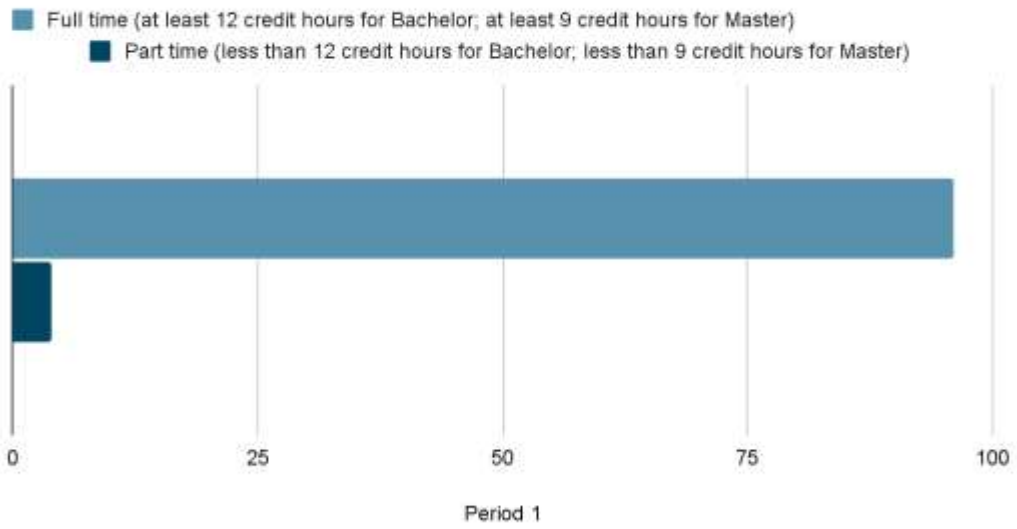
### 44. Degree Program



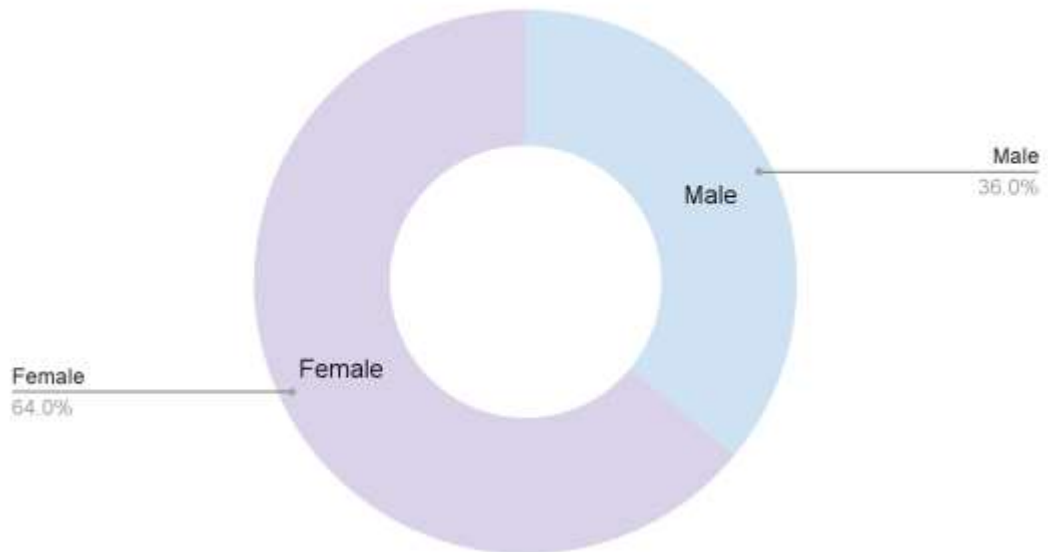
### 45. Year of Enrollment



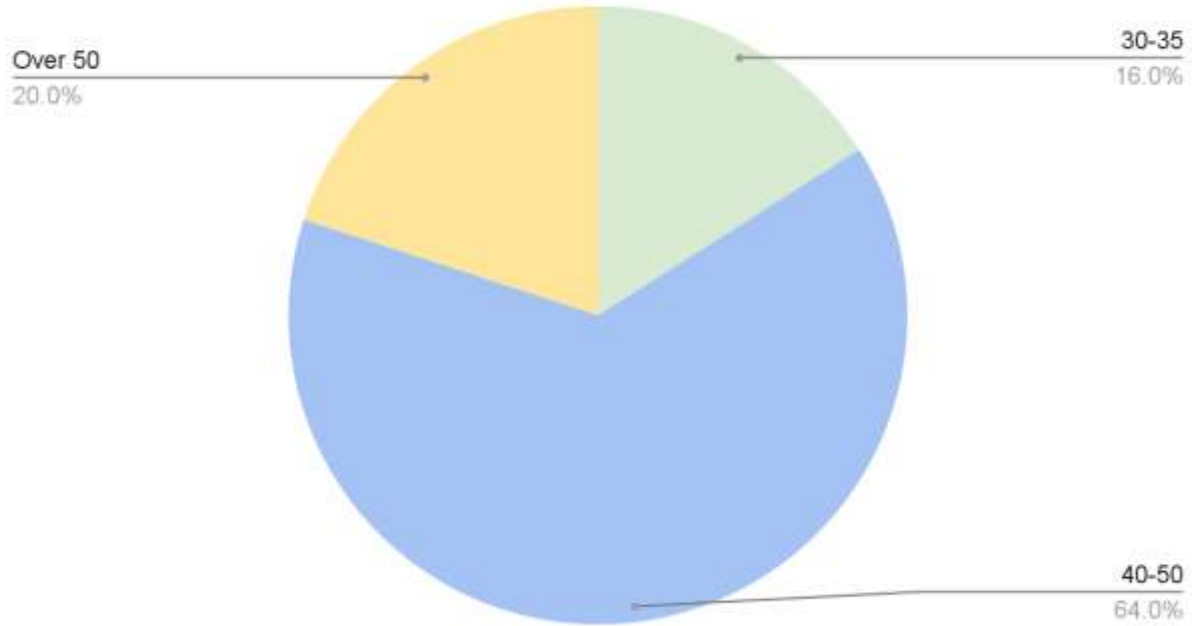
### 46. Present Course Load



### 47. Gender



## 48. Age



## Hudson Taylor University

# Fall 2021 Faculty Self-Evaluation

Office of Institutional Effectiveness January 2022

### Overview

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

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



## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
All my course syllabi have clearly-stated course objectives.	5.0 (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*
The instructional methods are varied and responsive to the needs of the learner.	2.5 (50%)

**\*Reported on a 5-point scale (4 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: 4.8 (96%)**

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.	2.5 (50%)
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 (4 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.

# ASSESSMENT REPORT

SPRING 2022



## Hudson Taylor University

# Spring 2022 Chapel Evaluation Survey

Office of Institutional Effectiveness May 2022

### Overview

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

- 86% of students agreed either somewhat or completely that visiting preachers are inspiring and worth listening to.
- 86% of students agreed either somewhat or completely that the worship services begin and end on time.
- 86% of students agreed either somewhat or completely that the worship services cause me to reflect upon my faith and dedication.
- 86% of students agreed either somewhat or completely that HTU's Chapel services strengthen my faith and dedication.
- 83% of students agreed either somewhat or completely that Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.
- 86% of students agreed either somewhat or completely that they enjoy it when students take part in the service through music and readings.
- 86% of students agreed either somewhat or completely that they have time following the service for fellowship.
- 86% of students agreed either somewhat or completely that they regularly attend worship at HTU's Chapel or elsewhere.
- 86% of students agreed either somewhat or completely that the Chapel service as a student has been meaningful and challenging to them.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Visiting preachers are inspiring and worth listening to.	4.6
The worship services begin and end on time.	4.6
The worship services cause me to reflect upon my faith and dedication.	4.6
HTU's Chapel services strengthen my faith and dedication.	4.6
Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.6
I enjoy it when students take part in the service through music and readings.	4.6
Students have time following the service for fellowship.	4.6
HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.6
I regularly attend worship at HTU's Chapel or elsewhere.	4.6
I am prepared to worship when I attend Chapel.	4.6
My Chapel service as a student has been meaningful and challenging to me.	4.6
I attend Sunday worship services at HTU's Chapel or elsewhere.	4.6

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Worship services are conducted in a flowing and coherent manner.	4.4
Worship services are powerful and graceful, and suited to the praising of God.	4.4
Sermons are inspiring and worth listening to.	4.4

**\*Reported on a 5-point scale (7 respondents).**

Each score is calculated by adding the numeric value of each response and dividing by the number of respondents. Each response is awarded a point value between 1 and 5, with “Strongly Agree” equaling five points (5 pts.) and “Strongly Disagree” equaling one point (1 pt).

## FACTOR ANALYSIS

### A. Worship Order

**Average Score: 4.5**

Line Item	Score*
1. Worship services are conducted in a flowing and coherent manner.	4.4
2. Worship services are powerful and graceful, and suited to the praising of God.	4.4
3. Sermons are inspiring and worth listening to.	4.4
4. Visiting preachers are inspiring and worth listening to.	4.6
5. The worship services begin and end on time.	4.6
6. The worship services cause me to reflect upon my faith and dedication.	4.6
7. HTU's Chapel services strengthen my faith and dedication.	4.6

### B. Special Orders

**Average Score: 4.6**

Line Item	Score*
8. Special orders (special songs, music, testimonies, etc.) are inspiring and meaningful.	4.6
9. I enjoy it when students take part in the service through music and readings.	4.6
10. Students have time following the service for fellowship.	4.6
11. HTU Chapel provides special seminars, academic debates, and school revival retreats.	4.6

### C. Others

**Average Score: 4.6**

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

**Reported on a 5-point scale (7 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:**

In summary, BABS students indicated that they were generally satisfied with their experience of HTU Chapel Services. Out of seven students, six (88%) marked “Agree Completely” or “Agree Somewhat” to the majority of statements, with only one student marking “Neutral” to all questions. Since we have been conducting chapel services remotely, due to Corona virus, along with the rest of our courses, it is understandable that the marks may not be as high as in the past.

### **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. We will also want to monitor the feedback as we transition back to in-person worship after the pandemic ends.



## Hudson Taylor University

# Spring 2022 Course Learning Outcomes

Office of Institutional Effectiveness May 2022

### Overview

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

- 78% of students agreed either somewhat or completely that they achieved the objectives of this course, 22% marked neutral.
- 78% of students agreed either somewhat or completely that they were satisfied with what they learned regarding this subject throughout the semester, 22% marked neutral.
- 78% of students agreed either somewhat or completely that at the start of the semester they felt they had a lot to learn about this subject, 22% marked neutral.
- 78% of students agreed either somewhat or completely that over the course of the semester, their knowledge of the subject increased, 22% marked neutral.
- 78% of students agreed either somewhat or completely that they understood the objectives of this course early in the semester, 22% marked neutral.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I achieve the objectives of this course through this semester.	4.4
I am satisfied with what learned regarding this subject throughout this semester.	4.4
At the start of the semester, I felt that I had a lot to learn about this subject.	4.3
Over the course of the semester, my knowledge of the subject increased.	4.3
I understood the objectives of this course early in the semester.	4.3

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
I was well-informed about library use and research for this course.	3.8
I maximized my use of the library for research during this course.	3.8

**\*Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).**

Each score is calculated by adding the numeric value of each response and dividing by the number of respondents. Each response is awarded a point value between 1 and 5, with “Strongly Agree” equaling five points (5 pts.) and “Strongly Disagree” equaling one point (1 pt.).

## FACTOR ANALYSIS

### A. Academics

**Average Score: 4.3**

Line Item	Score*
1. At the start of the semester, I felt that I had a lot to learn about this subject.	4.3
2. Over the course of the semester, my knowledge of the subject increased.	4.3
3. I understood the objectives of this course early in the semester.	4.3
4. I achieved the objectives of this course through this semester.	4.4
5. I am satisfied with what learned regarding this subject throughout this semester.	4.4

### B. Library Use

**Average Score: 3.8**

Line Item	Score*
6. I was well-informed about library use and research for this course.	3.8
7. I maximized my use of the library for research during this course.	3.8
8. I think the book and research resources of the HTU library are sufficient for this course.	3.9

Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).

## 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 4.3 out of 5. In the Academics category, 78% of the students agreed either somewhat or completely that they achieved the objectives of this course; that they were satisfied with what they learned regarding this subject throughout the semester; that at the start of the semester they felt they had a lot to learn about this subject; that over the course of the semester, their knowledge of the subject increased; and that they understood the objectives of this course early in the semester. Only 22% remained neutral.

These figures are considerably lower when considering the Library category. There, only 52% of the students agreed somewhat or completely that they were well-informed about

library use and research for this course; that they maximized their use of the library for research during the course; while 56% agreed somewhat or completely that the book and research resources of the of the HTU library were sufficient for this course. In this category, 40-44% remained neutral. We suspect that some of this is still due to the fact that our students are working remotely without access to the physical library on campus. We hope that as students return to in-person class sessions, students will become more aware of the library.

#### **RECOMMENDATIONS:**

Based on the above analysis, we make the following recommendations. We suggest that faculty continue to incorporate research into their courses and that they make the library resources known to the students. We also recommend that we continue to monitor this, especially as we eventually return to in-person study.

## Hudson Taylor University

# Spring 2022 Student Course Evaluation

Office of Institutional Effectiveness May 2022

### Overview

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

- 82% of students agreed either somewhat or completely that the textbook and/or other materials used in this course were appropriate.
- 82% of students agreed either somewhat or completely that the instructor is available outside of class.
- 82% of students agreed either somewhat or completely that the instructor is fair in evaluation of student performance.
- 82% of students agreed either somewhat or completely that the instructor gives tests and assignments reflecting the material presented in class.
- 78% of students agreed either somewhat or completely that the syllabus provides adequate descriptions of course content and expectations.
- 78% of students agreed either somewhat or completely that the assessment method and requirements for the final course grade was clearly identified.
- 78% of students agreed either somewhat or completely that the instructor follows the course syllabus.
- 78% of students agreed either somewhat or completely that the instructor is well-prepared and gives organized presentations.
- 78% of students agreed either somewhat or completely that the instructor is knowledgeable about the subject.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The textbook and/or other materials used in this course were appropriate.	4.4
The instructor is available outside of class (office hours, email, etc.)	4.4
The instructor is fair in evaluation of student performance.	4.4
The instructor gives tests and assignments reflecting the material presented in class.	4.4
The instructor is well-prepared and gives organized presentations.	4.4
The instructor is knowledgeable about the subject.	4.4
The instructor encourages and challenges students to think independently and critically.	4.4
The instructor clearly explains key terms and complex points and issues.	4.4
The instructor provides helpful feedback on tests and/or assignments.	4.4

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The instructor encourages students to ask questions, disagree, and express opinions.	4.3
Classroom activities helped me achieve the stated course objectives and learning outcomes.	4.3
This course contributed positively to my overall university learning experience.	4.3
I would recommend this course to other students.	4.3

**\*Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).**

Each score is calculated by adding the numeric value of each response and dividing by the number of respondents. Each response is awarded a point value between 1 and 5, with “Strongly Agree” equaling five points (5 pts.) and “Strongly Disagree” equaling one point (1 pt.).

## FACTOR ANALYSIS

### A. Lecture Organization and Planning

**Average Score: 4.4**

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

### B. Instructor

**Average Score: 4.4**

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

### C. Faculty/Student Interaction

**Average Score: 4.4**

Line Item	Score*
10. The instructor is available outside of class (office hours, email, etc.)	4.4
11. The instructor is fair in evaluation of student performance. .	4.4
12. The instructor encourages students to ask questions, disagree, and express opinions.	4.3
13. The instructor gives tests and assignments reflecting the material presented in class.	4.4

### D. Course Content

**Average Score: 4.4**

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

**E. Learning Outcomes**
**Average Score: 4.4**

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

**F. Overall Evaluation**
**Average Score: 4.3**

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

**\*Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).**

## 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, 82% of students agreed either somewhat or completely that the textbook and/or other materials used in this course were appropriate; that the instructor is available outside of class; that the instructor is fair in evaluation of student performance; and that the instructor gives tests and assignments reflecting the material presented in class. An average of 78–80% of the students agreed either somewhat or completely to most of the other survey questions, with an average score of 4.4 out of 5 on the Likert scale. The lowest score is reflected in category G. Overall Evaluation, where both questions received a score of 4.3 and where 74% of students agreed either somewhat or completely that the course contributed positively to the student’s overall university learning experience and that they would recommend the course to other students. This overall evaluation is odd in light of the generally favorable reviews provided in the preceding sections.



**RECOMMENDATIONS:**

Based on the above analysis, we make the following recommendations. First, we commend faculty on being available outside of class. This was a survey item that had received low marks in the past, but received a much higher assessment this time, indicating that there has been improvement in that area. Second, we recommend that the faculty continue to work on the areas that received the lowest assessment.

## Hudson Taylor University

# Spring 2022 Student Satisfaction Inventory

Office of Institutional Effectiveness May 2022

### Overview

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

- 87% of students agreed somewhat or completely that the education they are receiving at HTU is a valuable investment of their time.
- 86% of students agreed somewhat or completely that they are learning valuable principles and information that apply to their chosen field.
- 86% of students agreed somewhat or completely that their educational experience at HTU has deepened their appreciation for diverse perspectives.
- 86% of students agreed somewhat or completely that the financial cost of education at HTU is a good investment.
- 84% of students agreed somewhat or completely that coursework and lectures provide multiple perspectives.
- 84% of students agreed somewhat or completely that they are able to track their degree program effectively.
- 84% of students agreed somewhat or completely that instructors demonstrate expert knowledge and insight.
- 84% of students agreed somewhat or completely that instructors are respectful of the views of others.

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The education I am receiving at HTU is a valuable investment of my time.	4.5
I am learning valuable principles and information that apply to my chosen field.	4.5
My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.5
The financial cost of my education at HTU is a good investment.	4.5
Coursework and lectures provide multiple perspectives.	4.5
I am able to track my degree program effectively.	4.5
Instructors demonstrate expert knowledge and insight.	4.5
Instructors are respectful of the views of others.	4.5
Instructors provide timely and valuable feedback on assignments.	4.5
Instructors use multiple teaching methods and technologies effectively.	4.5
I have developed valuable relationships with instructors.	4.5
HTU administrative staff provides helpful assistance.	4.5
HTU administration is competent and professional.	4.5

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
HTU provides adequate campus security.	4.0
Campus facilities are well maintained.	4.0
Career counseling and placement services provide helpful assistance.	4.0
Health and wellness services are readily available.	4.0
Health and wellness services are readily available.	4.0

**\*Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).**

Each score is calculated by adding the numeric value of each response and dividing by the number of respondents. Each response is awarded a point value between 1 and 5, with “Strongly Agree” equaling five points (5 pts.) and “Strongly Disagree” equaling one point (1 pt.).

## FACTOR ANALYSIS

### A. Academics

**Average Score: 4.4**

Line Item	Score*
1. My academic advisor provides helpful assistance.	4.3
2. My academic advisor cares about me personally.	4.3
3. Course assignments are challenging and encourage critical thinking.	4.3
4. Coursework and lectures provide multiple perspectives.	4.5
5. I am learning valuable principles and information that apply to my chosen field.	4.5
6. The education I am receiving at HTU is a valuable investment of my time.	4.5
7. My educational experience at HTU has deepened my appreciation for diverse perspectives.	4.5
8. I am able to track my degree program effectively.	4.5
9. The financial cost of my education at HTU is a good investment.	4.5

### B. Library and Computer Services

**Average Score: 4.3**

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

### C. Faculty and Administration

**Average Score: 4.5**

Line Item	Score*
15. Instructors demonstrate expert knowledge and insight.	4.5
16. Instructors are professional inside and outside the classroom.	4.3
17. Instructors are respectful of the views of others.	4.5
18. Instructors provide timely and valuable feedback on assignments.	4.5
19. Instructors use multiple teaching methods and technologies effectively.	4.5
20. I have developed valuable relationships with instructors.	4.5
21. HTU administrative staff provides helpful assistance.	4.5
22. HTU administration is competent and professional.	4.5

**D. Student Services and Campus Life**
**Average Score: 4.0**

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

**E. Internship / Practica**
**Average Score: 4.2**

Line Item	Score*
40. HTU's internship / practica / field studies programs are well-organized and administered.	4.2
41. HTU's internship / practica / field studies programs provides valuable learning and growth experiences.	4.2

**\*Reported on a 5-point scale (27 responses; 7 respondents in multiple courses).**

## **SUMMARY AND RECOMMENDATIONS**

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

### **SUMMARY:**

Overall, the scores for the Student Satisfaction Inventory were positive, with an overall average score of 4.3 across all areas. The categories for Academics and Faculty & Administration ranked the highest with a 4.4 and 4.5 respectively. Library and Computer Services came in third at 4.3, which is higher than last semester. The most concerning scores continue to pertain to Student Services and Campus Life. We suspect that this is due in large part to the ongoing Corona virus pandemic. Students are still learning remotely, which means that they are not accessing the physical library or computer lab nor are they engage in student services and campus life. We suspect that as we return to in-person instruction, these scores will improve.

### **RECOMMENDATIONS:**

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

## Hudson Taylor University

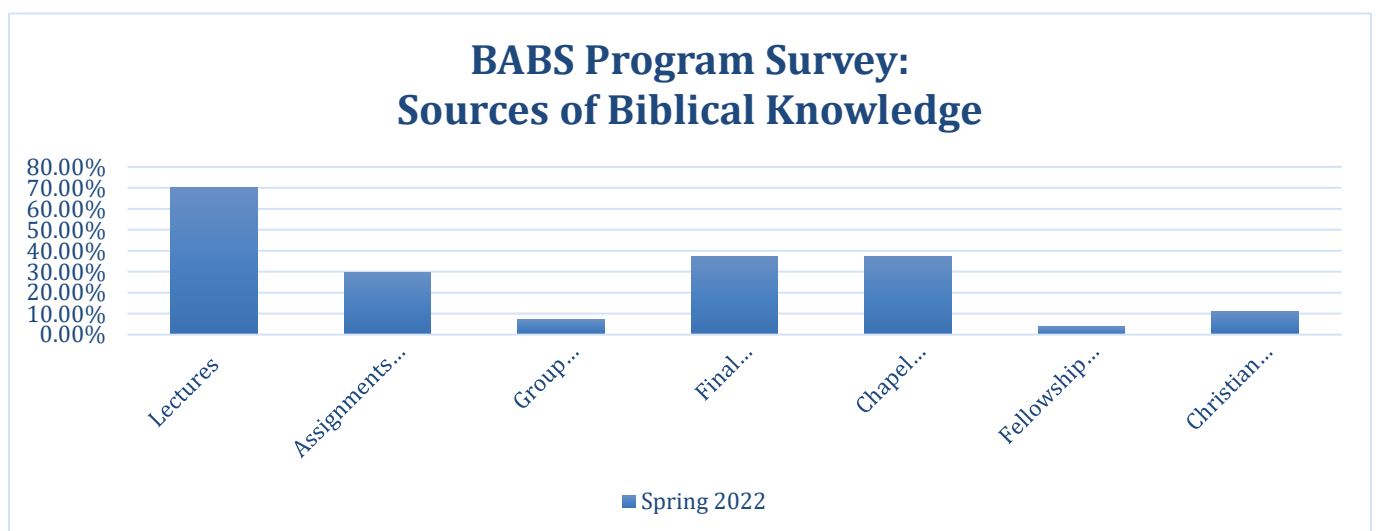
# Spring 2022 BABS Program Survey

Office of Institutional Effectiveness May 2022

The information below indicates which aspects of the BABS Program were most influential for students in a variety of different categories: Biblical knowledge, Christian worldview, spiritual formation, general knowledge, interpersonal skills, communication skills, etc. A quick glance at the percentages and the accompanying graphs will provide a good overview.

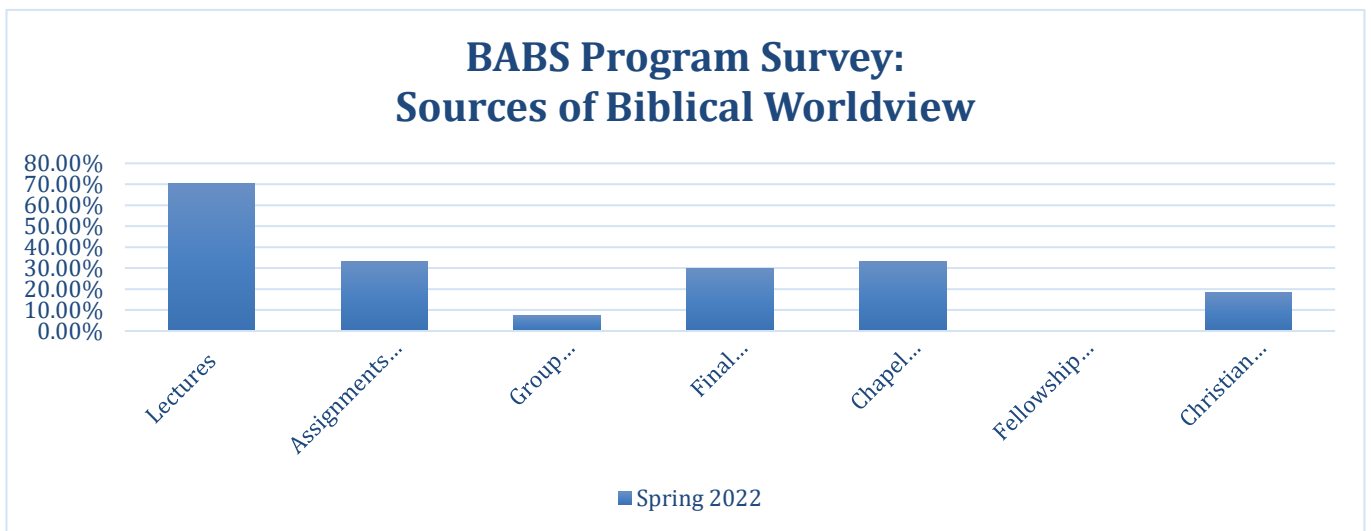
1) Where did you acquire most of your Biblical knowledge in this program?

Lectures	19	70.37%
Assignments and Readings	8	29.63%
Group Discussions	2	7.41%
Final Presentations/Projects/Papers	10	37.04%
Chapel Services/Sermons/Praise	10	37.04%
Fellowship with other classmates	1	3.7%
Christian Service Program	3	11.11%



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

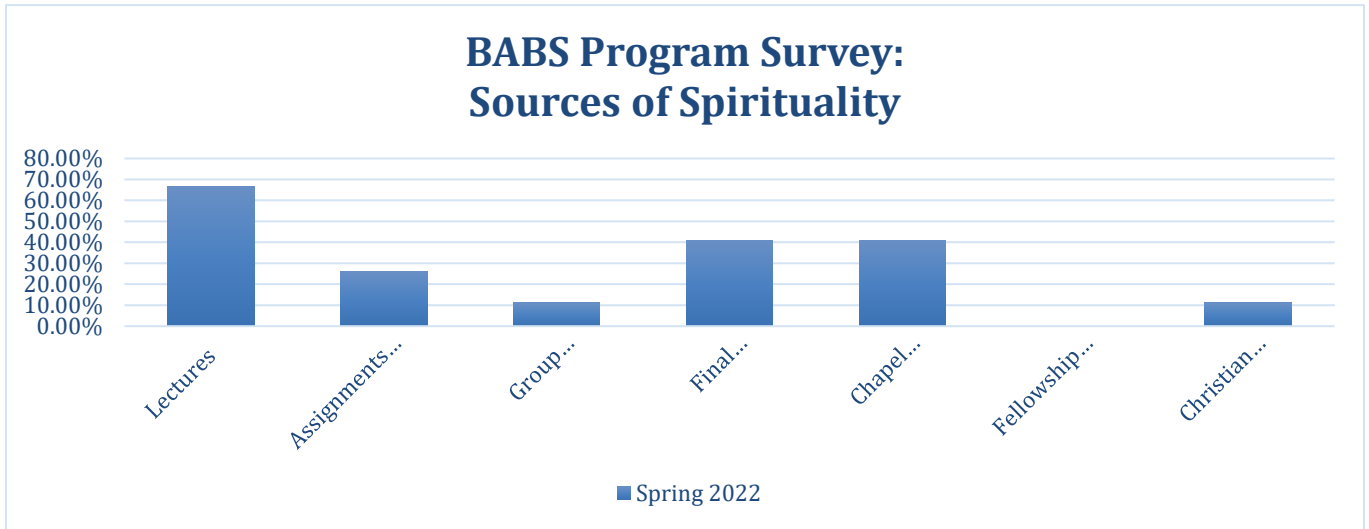
Lectures	19	70.37%
Assignments and Readings	9	33.33%
Group Discussions	2	7.41%
Final Presentations/Projects/Papers	8	29.63%
Chapel Services/Sermons/Praise	9	33.33%
Fellowship with other classmates	0	0%
Christian Service Program	5	18.52%



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

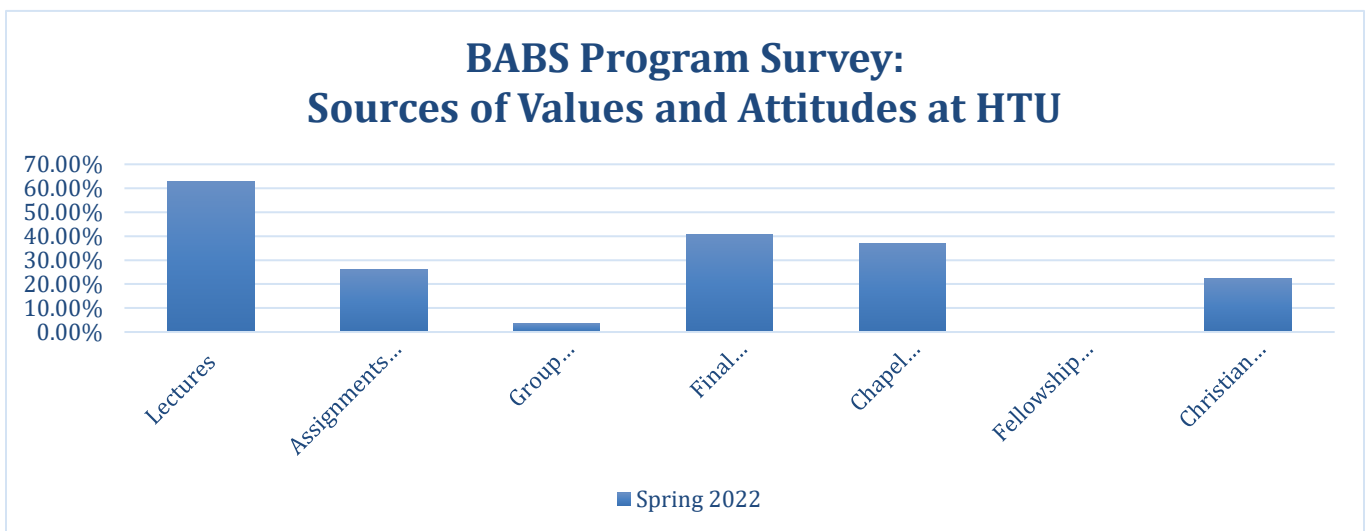
Lectures	18	66.67%
Assignments and Readings	7	25.93%
Group Discussions	3	11.11%
Final Presentations/Projects/Papers	11	40.74%
Chapel Services/Sermons/Praise	11	40.74%
Fellowship with other classmates	0	0%
Christian Service Program	3	11.11%





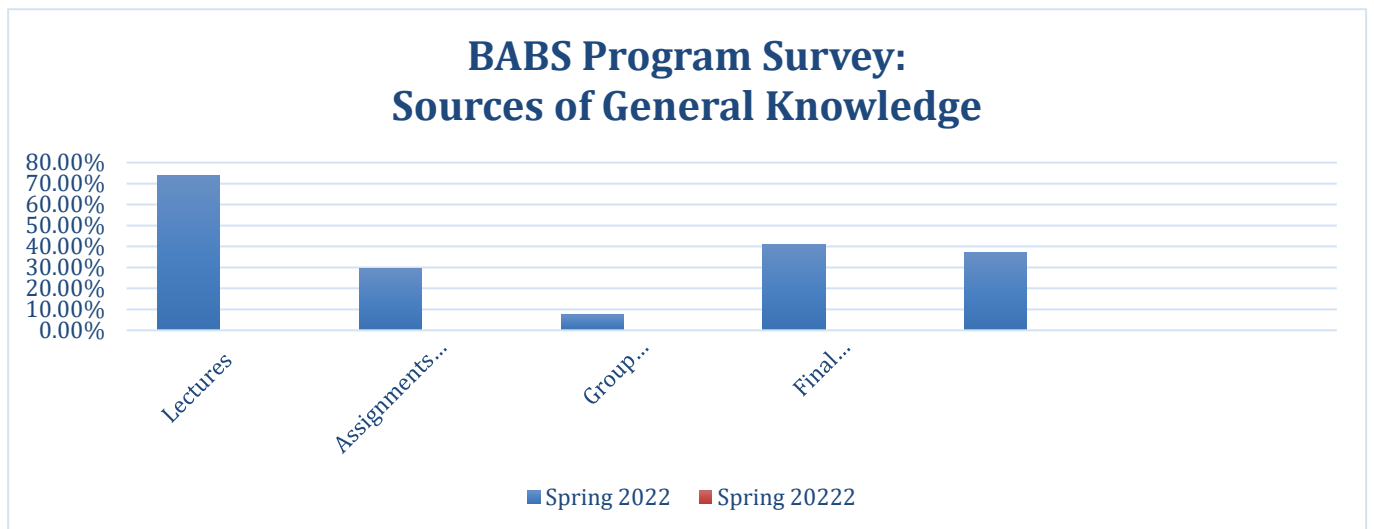
4) Which of the following mainly impacted your life values and attitudes in this program?

Lectures	17	62.96%
Assignments and Readings	7	25.93%
Group Discussions	1	3.7%
Final Presentations/Papers/Projects	11	40.74%
Chapel Services/Sermons/Praise	10	37.04%
Fellowship with other classmates	0	0%
Christian Service Program	6	22.22%



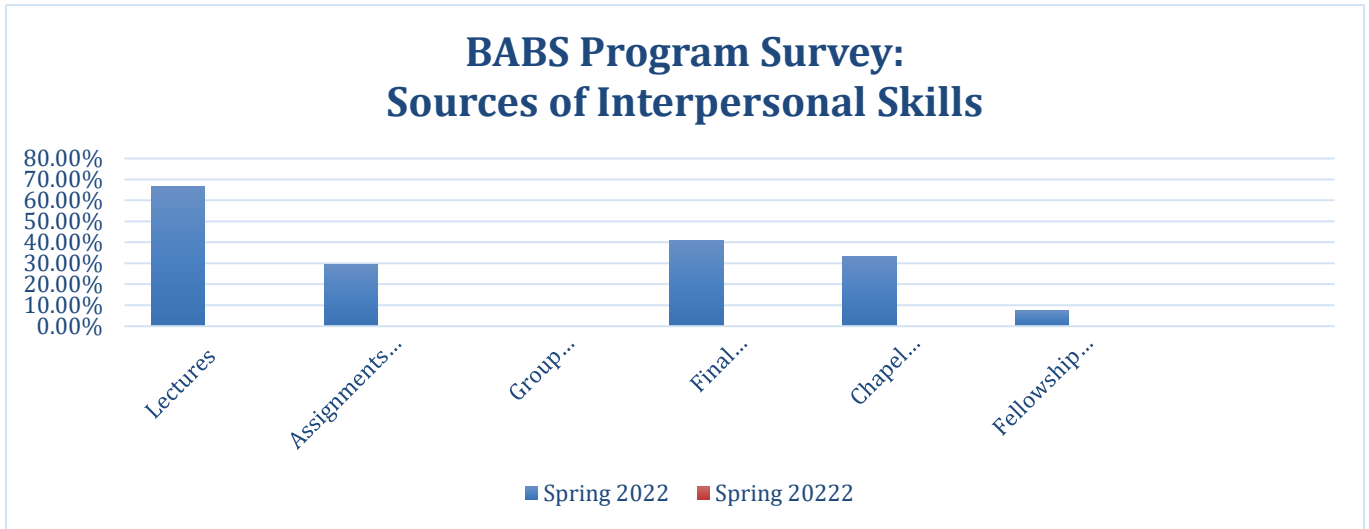
5) From where from do you mostly get general knowledge in this program?

Lectures	20	74.07%
Assignments and Readings	8	29.63%
Group Discussions	2	7.41%
Final Presentations/Papers/Projects	11	40.74%
Chapel Services/Sermons/Praise	10	37.04%
Fellowship with other classmates	0	0%
Christian Service Program	3	11.11%



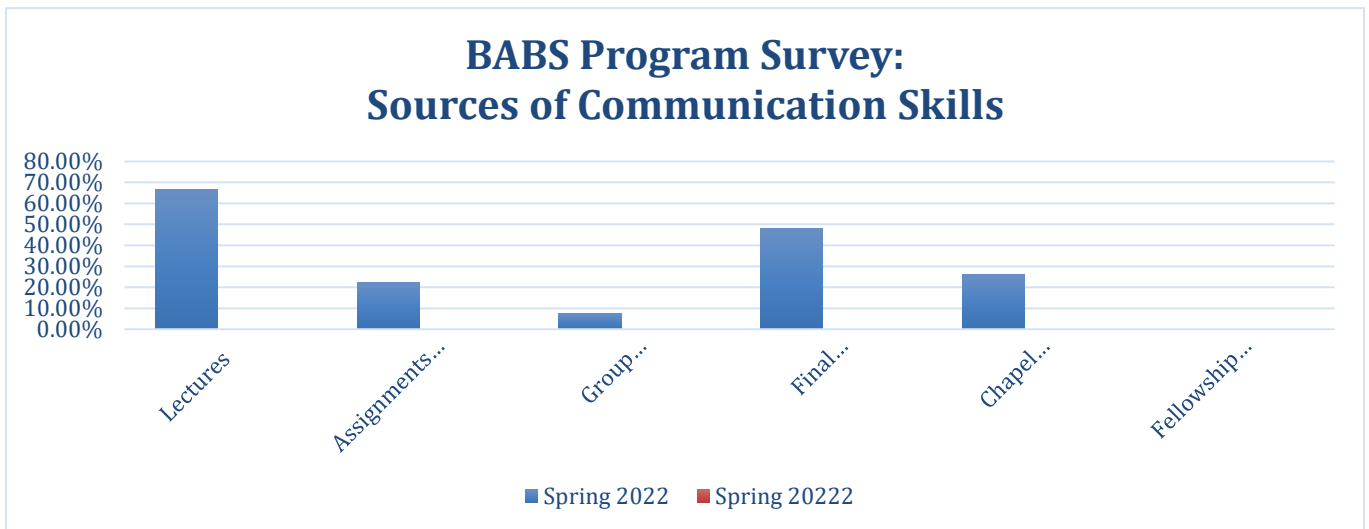
6) Which of the following played a major role in developing your interpersonal skills in the BABS program?

Lectures	18	66.67%
Assignments and Readings	8	29.63%
Group Discussions	0	0%
Final Presentations/Projects/Papers	11	40.74%
Chapel Services/Sermons/Praise	9	33.33%
Fellowship with other classmates	2	7.41%
Christian Service Program	2	7.41%



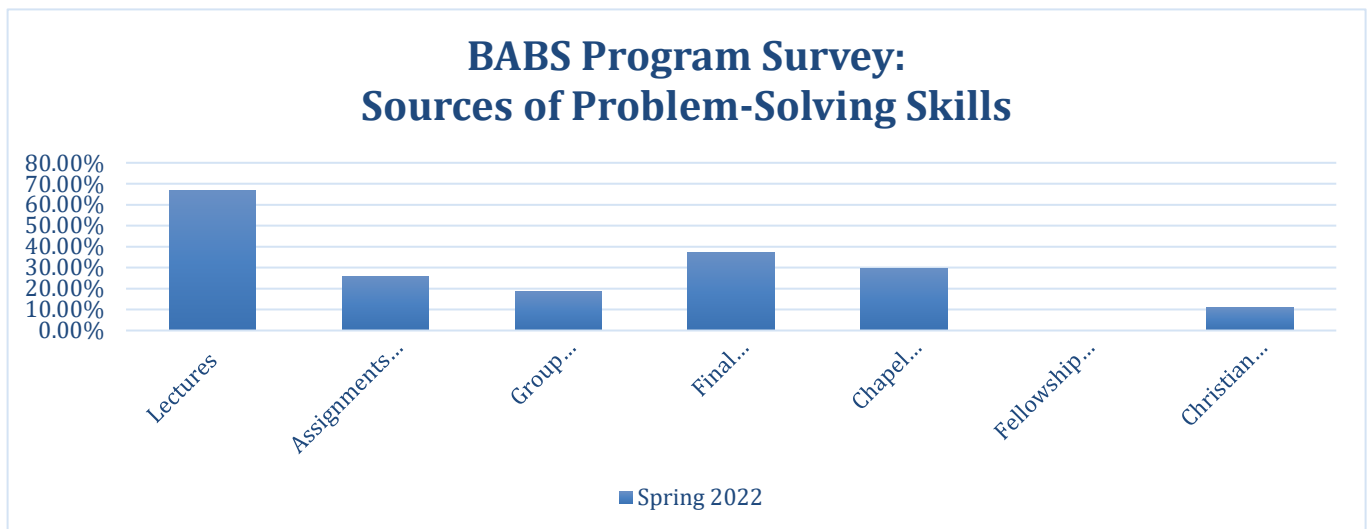
7) Which of the following played a major role in developing your communication skills in the BABS program?

Lectures	18	66.67%
Assignments and Readings	6	22.22%
Group Discussions	2	7.41%
Final Presentations/Projects/Papers	13	48.15%
Chapel Services/Sermons/Praise	7	25.93%
Fellowship with other classmates	0	0%
Christian Service Program	4	14.81%



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

Lectures	18	66.67%
Assignments and Readings	7	25.93%
Group Discussions	5	18.52%
Final Presentations/Projects/Papers	10	37.04%
Chapel Services/Sermons/Praise	8	29.63%
Fellowship with other classmates	0	0%
Christian Service Program	3	11.11%



9) HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to identify various approaches to interpreting Scripture

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly Agree</b> 5	<b>Total</b>	<b>Average</b>
0% 0	0% 0	29.6% 8	14.8% 4	55.6% 15	27	4.3

10) HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate an understanding of the historical contexts of the Old and New Testaments and of the early church

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly Agree</b> 5	<b>Total</b>	<b>Average</b>
0% 0	0% 0	29.6% 8	14.8% 4	55.6% 15	27	4.3

11) HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply a Christian worldview to personal and communal spiritual growth and development

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly Agree</b> 5	<b>Total</b>	<b>Average</b>
0% 0	0% 0	29.6% 8	14.8% 4	55.6% 15	27	4.3

12) HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to apply intercultural and missiological studies to a variety of ministry and missional contexts

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly Agree</b> 5	<b>Total</b>	<b>Average</b>
0% 0	0% 0	29.6% 8	14.8% 4	55.6% 15	27	4.3

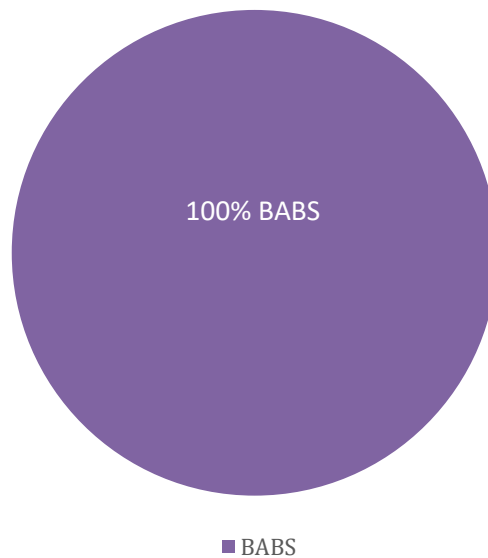
13) HTU provides adequate lectures, teaching materials, and the environments in order to achieve one of the BABS program objectives: to demonstrate Christ-like leadership through the application of Christian ethical and leadership models

<b>Strongly Disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly Agree</b> 5	<b>Total</b>	<b>Average</b>
0% 0	0% 0	29.6% 8	14.8% 4	55.6% 15	27	4.3

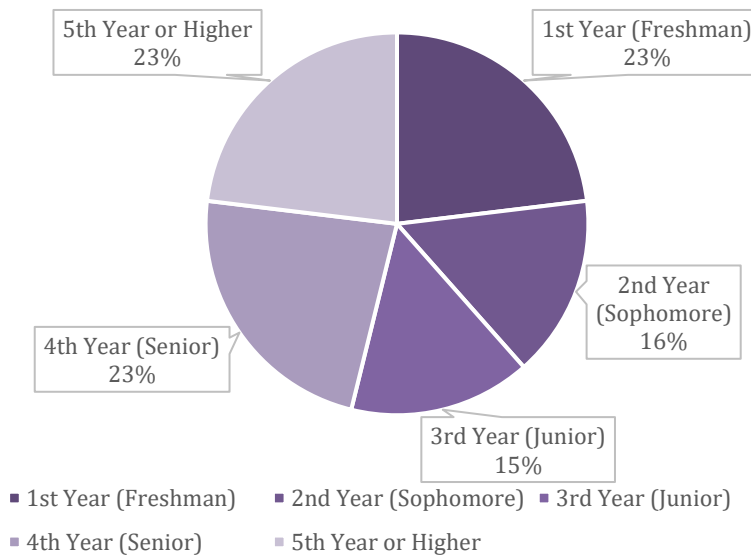
## Hudson Taylor University Spring 2022 Student Demographics

Office of Institutional Effectiveness May 2022

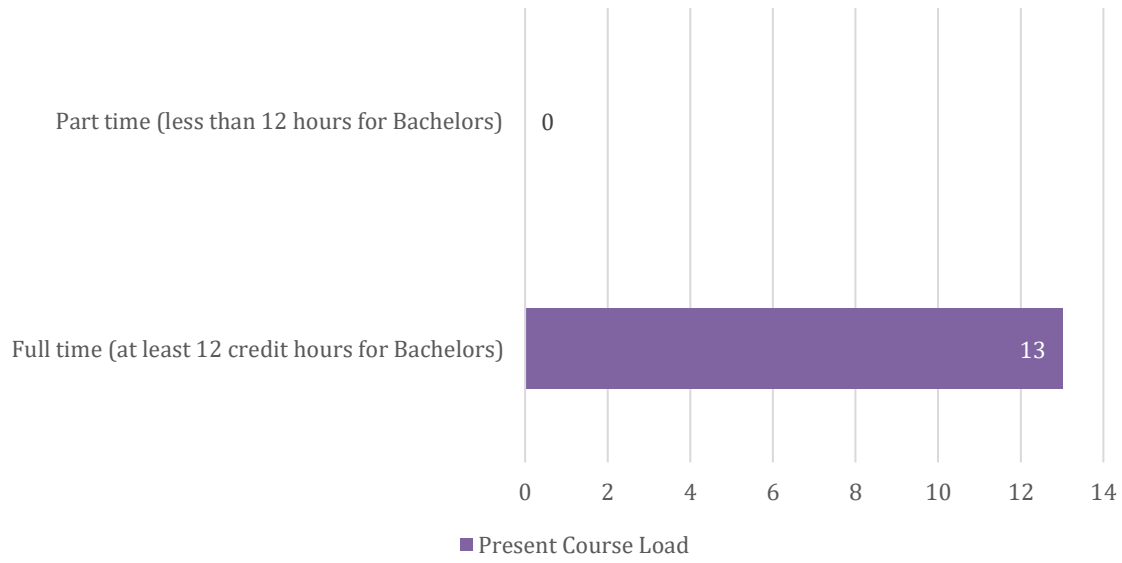
### Degree Program



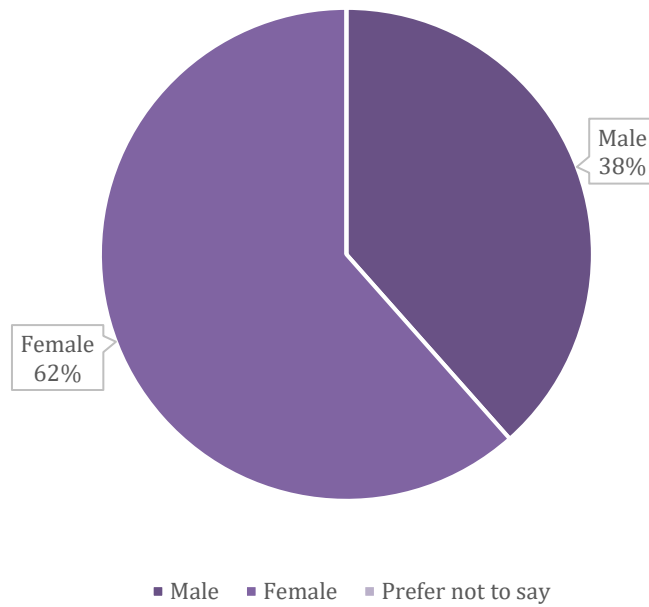
### Year of Enrollment

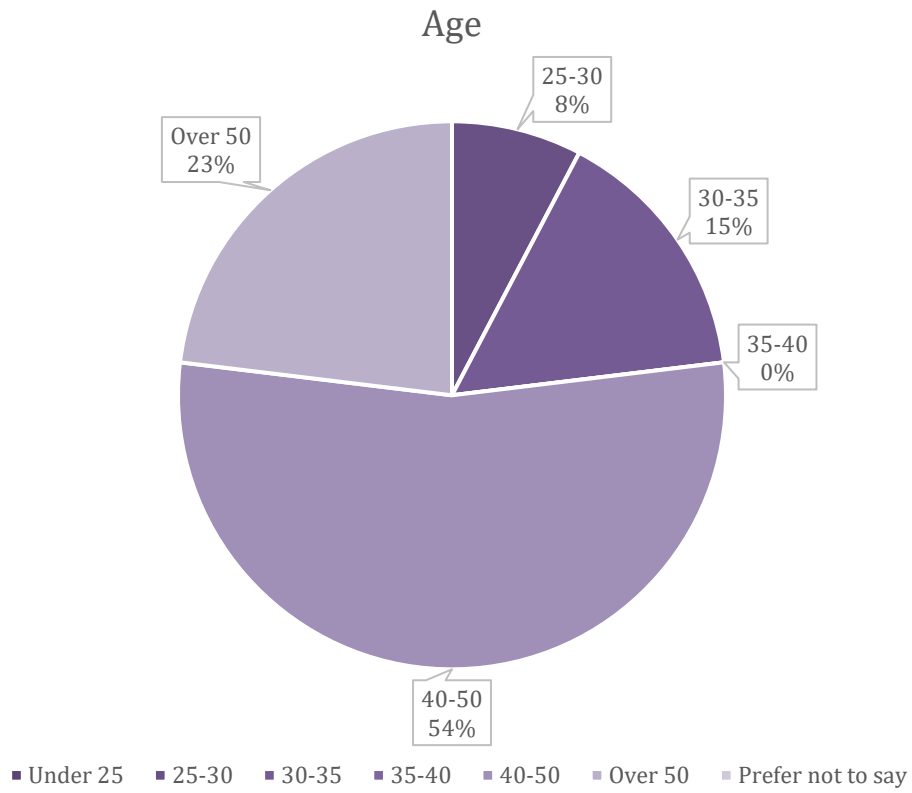


### Present Course Load



### Gender







## Hudson Taylor University

# 2022 Informal Student Feedback

Office of Institutional Effectiveness May 2022

On May 5, 2022, the faculty of Hudson Taylor hosted an end-of-year lunch with some of its 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. Students felt that the course load was appropriate for the undergraduate level; that it was challenging but allowed the students to learn more and to grow.
- b. Students expressed appreciation for the readings that were assigned, indicating that they helped the students to better understand the course content.
- c. Students were generally happy with the faculty and the knowledge they had to offer in the courses.
- d. Students were generally satisfied with content they were learning and the level of rigor that was expected.

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

- a. While the level of rigor at the school is good, it is not as rigorous as other schools. This is due in large part to the high percentage of non-traditional students who are older and for whom academic rigor can be more challenging. Thus, it does not allow the professors to push the students as much in class as they could.
- b. Students expressed interest in having more in-class discussion, using easier topics that everyone can engage in and then assigning more challenging questions for homework.
- c. Students also expressed concern over the fact that we are not yet accredited. They want to make sure that their credits will transfer to other universities, if needed, and that their degree will be accepted post-graduation.
- d. Finally, students expressed a desire to have the school better advertised so that more people will know about our institution and so that we can attract more students to our institution.

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

# Hudson Taylor University

## 2022 Alumni Satisfaction Survey

Office of Institutional Effectiveness May 2022

### Overview

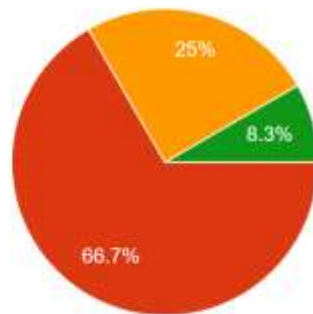
The following statements reflect a sample of some of the important information contained in the Spring 2022 Alumni Satisfaction Survey results. More detailed information can be found from a careful review of the survey results.

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

## Demographic Questions

### 1. Program of Study in which you were Enrolled:

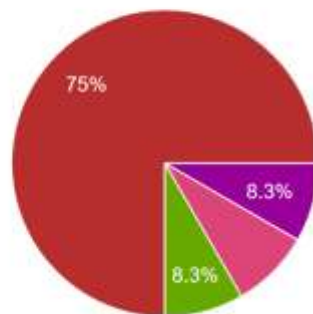
12 responses



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

### 2. Year in which you received your degree:

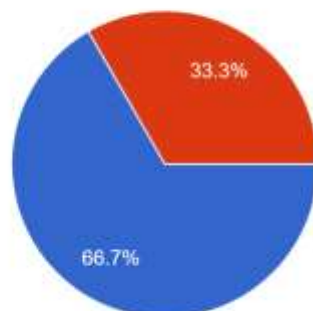
12 responses



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

### 3. Gender

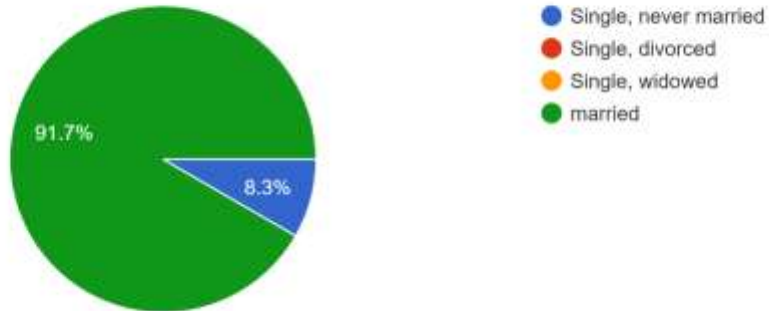
12 responses



- Male
- Female

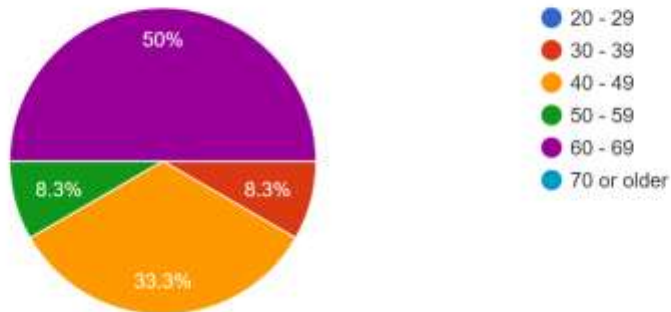
5. What is your marital status when you first attended Hudson Taylor University?

12 responses



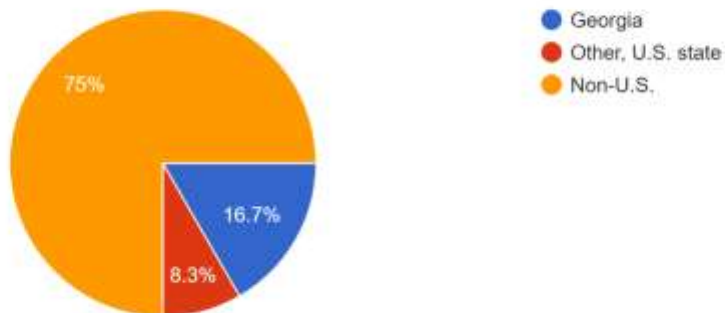
4. Age

12 responses



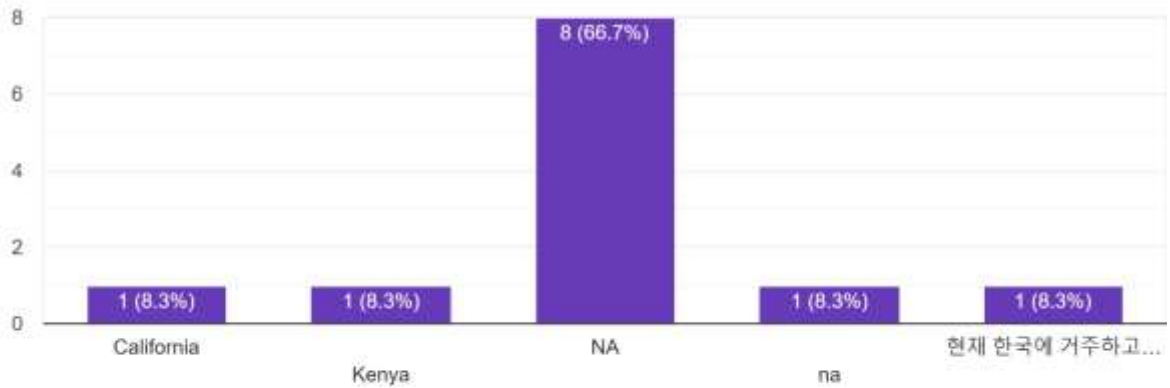
6. Current Residence

12 responses



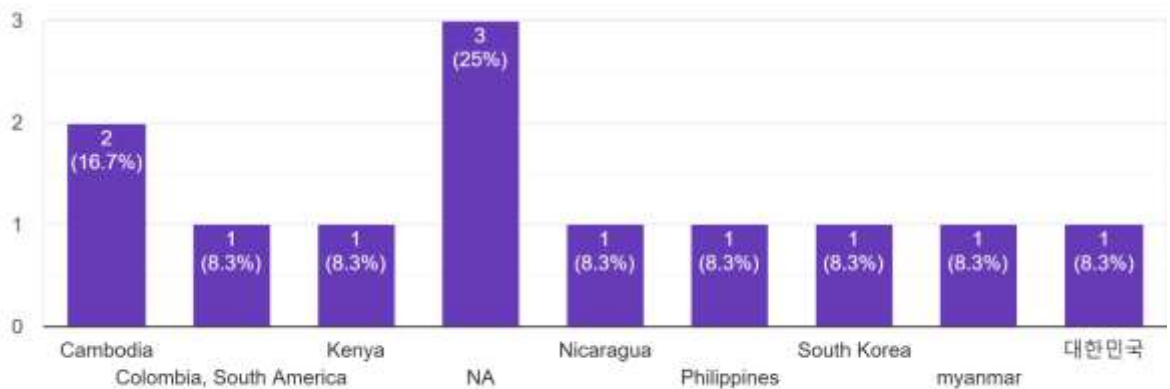
7. If you currently reside in another U.S. State, please tell us where. (Write NA if not applicable).

12 responses



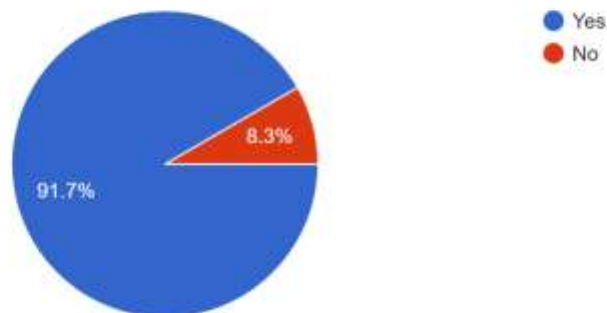
8. If you currently reside in another country, please tell us where. (Write NA if not applicable).

12 responses



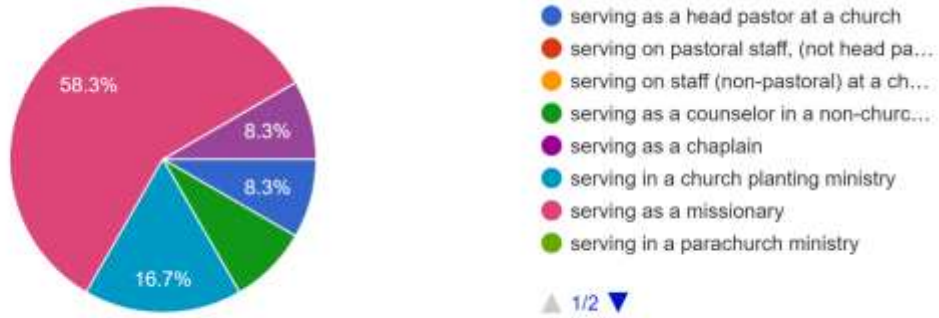
9. Are you currently working in a mission or ministry context?

12 responses



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

12 responses

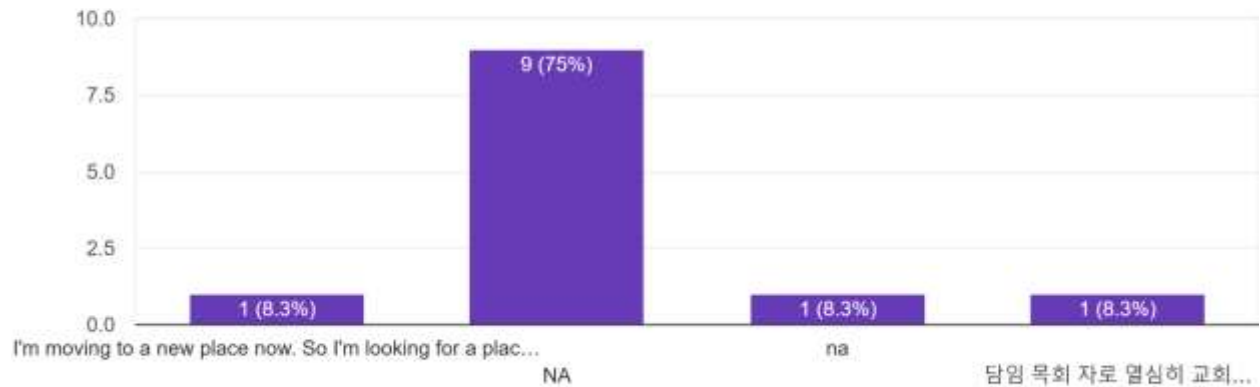


11. What is your title? 12 responses

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

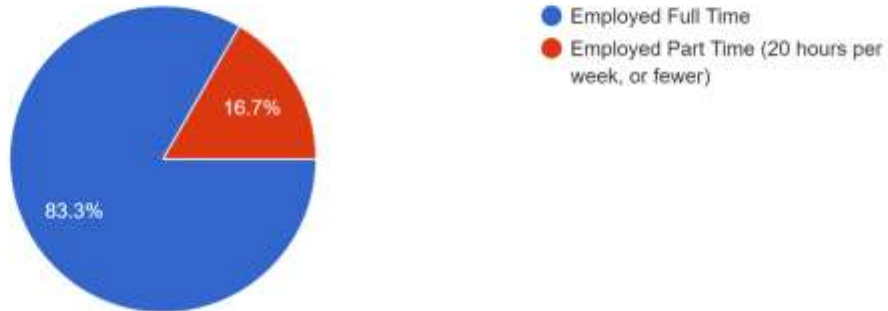
12. If you are not in a ministry context, please tell us what you are doing now. (Write NA if not applicable).

12 responses



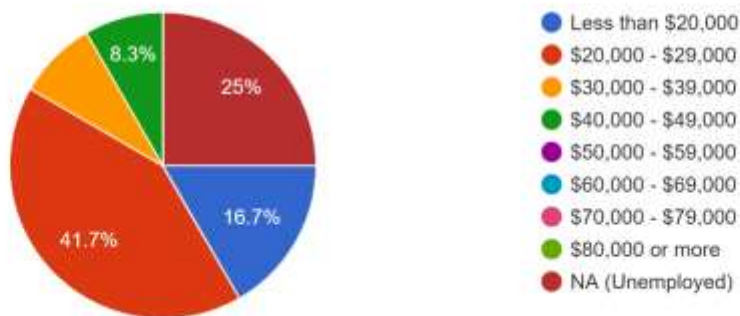
13. Are you employed full time or part time?

12 responses



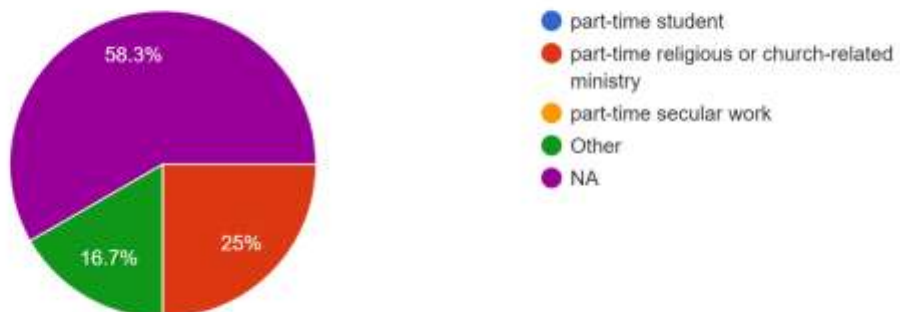
14. Annual Salary (if you are employed part time, indicate the full-time equivalent salary - for example, if you are working 20 hours/week and you...0,000, then your full-time equivalent is \$40,000)

12 responses



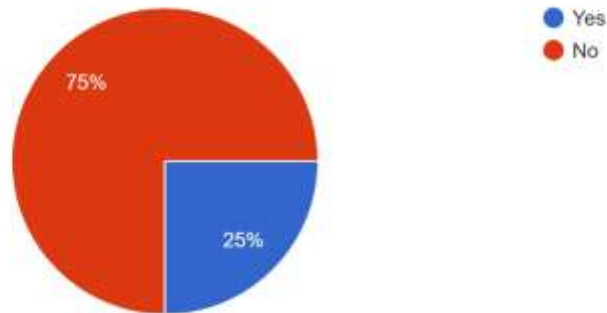
15. What are your part-time activities apart from work?

12 responses



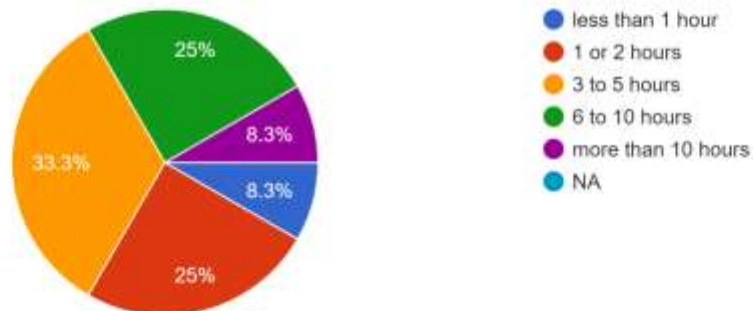
16. Did you go on to receive another degree after graduating from Hudson Taylor University?

12 responses



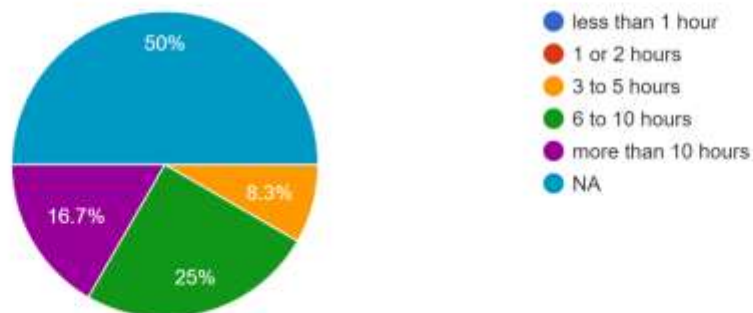
17. Each week, how many hours on average do you invest in in-depth Bible study (both personal and for teaching, preaching, or other ministry)?

12 responses



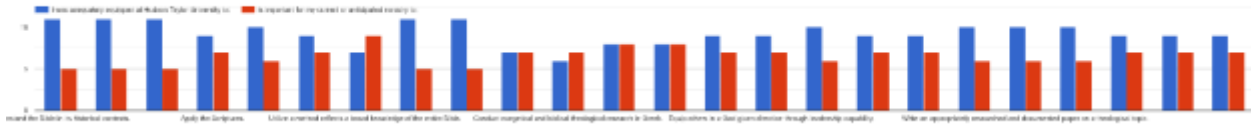
18. Each week, how many hours on average do you invest in preparation for each sermon? (select N/A if not in a preaching ministry)

12 responses





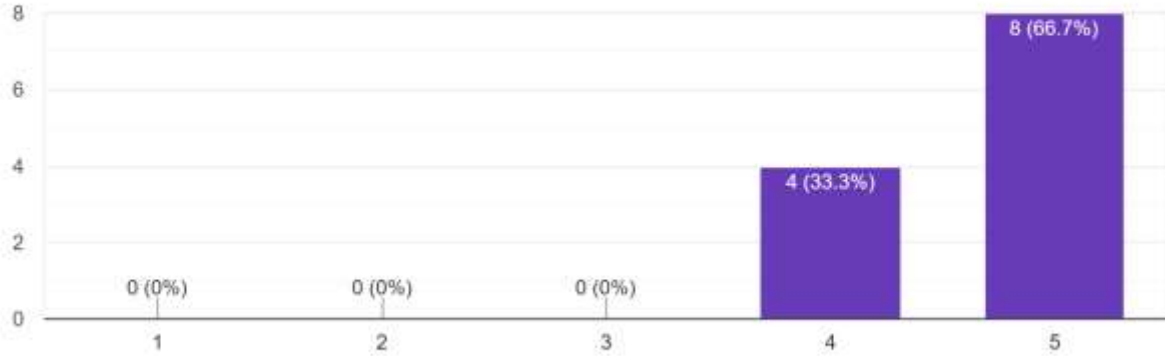
19. Please select the boxes in both columns where you agree with the following statements.



## Overall Satisfaction

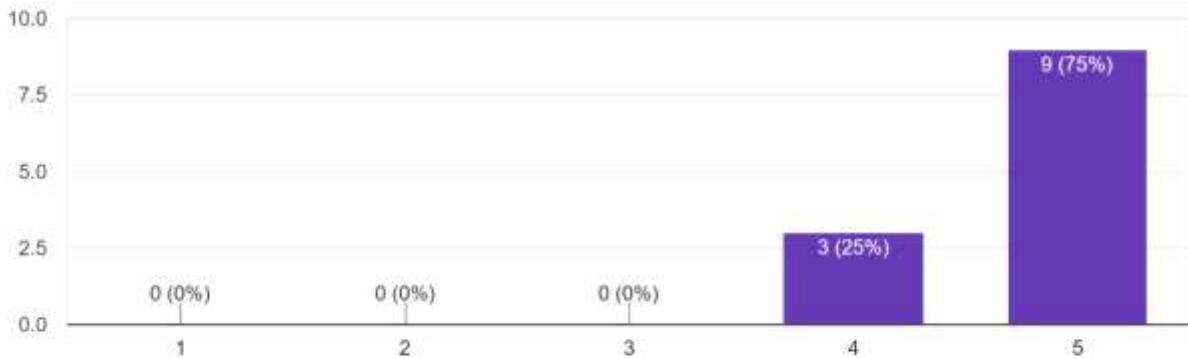
20. On a scale of 1 to 5, how satisfied are you with your current position? (1 = very dissatisfied; 5 = very satisfied)

12 responses



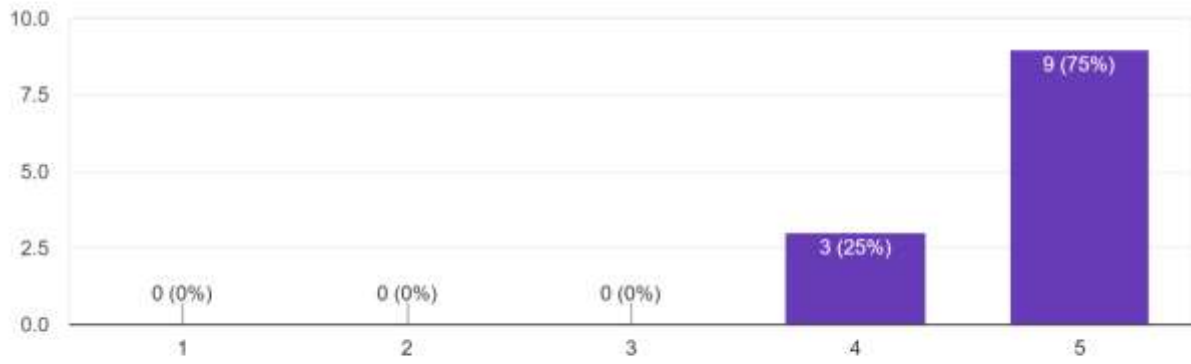
21. The overall quality of my educational experience

12 responses



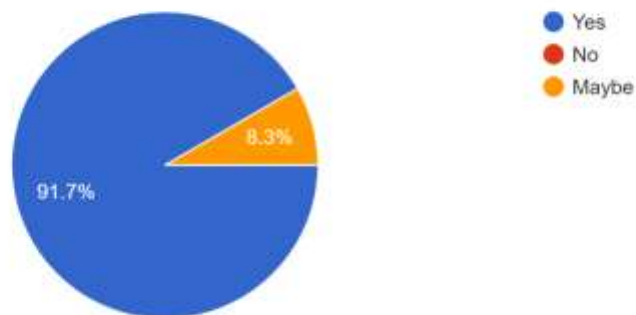
22. The overall preparation for mission and ministry

12 responses



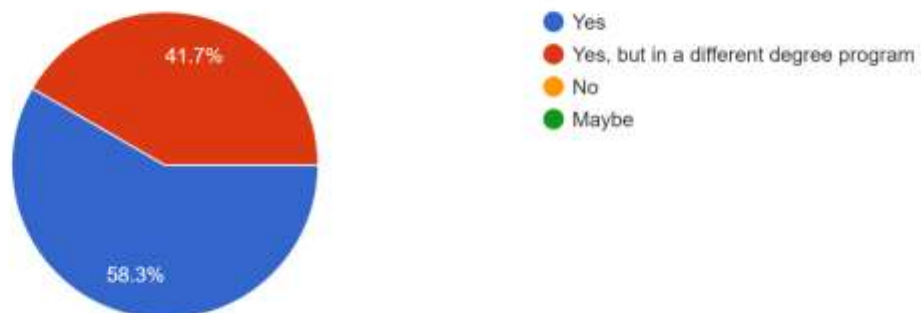
23. Would you recommend HTU to others?

12 responses



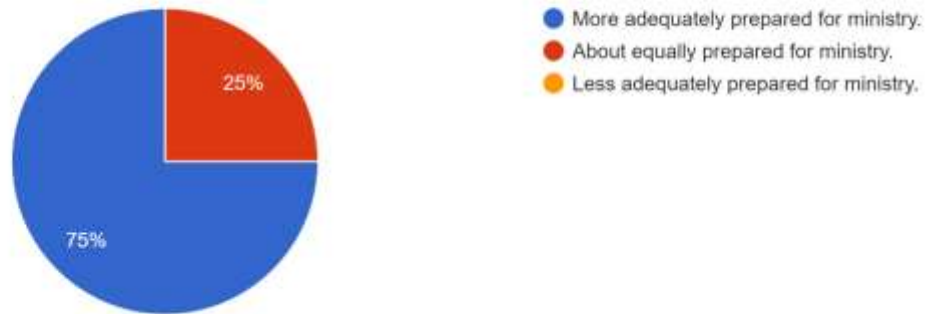
24. If you had to do it again, would you attend Hudson Taylor University?

12 responses



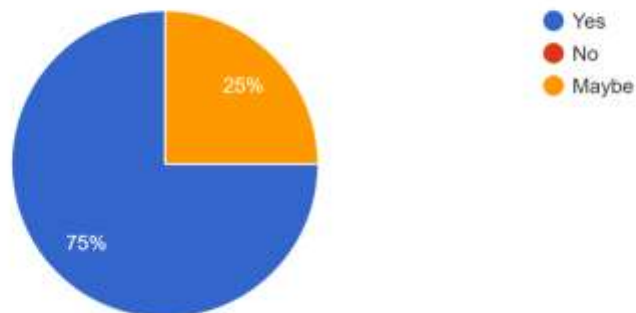
25. In your contact with other people in ministry who have graduated from other seminaries, how prepared for ministry do you consider yourself?

12 responses



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

12 responses



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

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

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

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

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

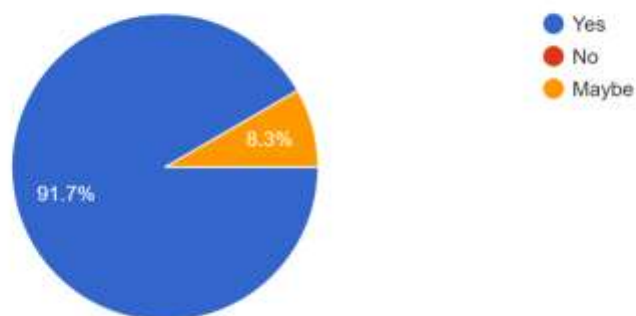
4 Helped to increase focus on missions  
3 Helped increase academic focus  
4 Improved spiritual life or ministry vitality  
1 NA

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

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

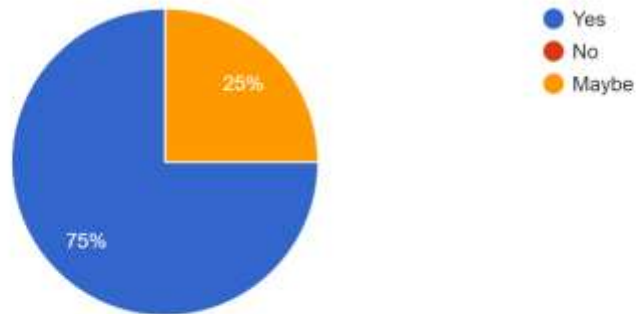
31. Would you be willing to join the Alumni Association at HTU?

12 responses



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

12 responses



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

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

## **SUMMARY AND RECOMMENDATIONS**

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

### **SUMMARY:**

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

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

### **RECOMMENDATIONS:**

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

## Hudson Taylor University

# Spring 2022 Faculty Self-Evaluation

Office of Institutional Effectiveness May 2022

### Overview

The following statements reflect a sample of some of the important information contained in the Spring 2022 Faculty Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

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

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
All my course syllabi have clearly-stated course objectives.	5.0 (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*
The instructional methods are varied and responsive to the needs of the learner.	2.5 (50%)

**\*Reported on a 5-point scale (4 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: 4.8 (96%)**

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.	2.5 (50%)
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 (4 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

# 2022 Faculty Performance Review (full-time)

Office of Institutional Effectiveness May 2022

### Overview

The following are the results of the Spring 2022 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 two members, one of which is the President, only one participant was reviewed. The president is evaluated by the Board of Directors (see below).

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

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

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Checks the syllabus that substantially reflects HTU's Mission Statement, Institutional Goals, Program Purposes and Objectives, and Catalog course descriptions.	5.0 (100%)
Encourages students to respect different viewpoints of others.	5.0 (100%)
Reads to be conversant with course-related textbooks, articles & references.	5.0 (100%)
Carefully organizes the syllabus in accordance with the plan and examines if it covers all the necessary items.	5.0 (100%)
Makes precise definitions and explanations of a concept.	5.0 (100%)
Gives challenging questions.	5.0 (100%)
Treats students with respect.	5.0 (100%)
Uses positive and gentle expressions with students.	5.0 (100%)
Provides opportunities for students to ask questions during lecture.	5.0 (100%)
Is ready to accept student's correction of misrepresented concepts or wrong information.	5.0 (100%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*

**\*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: 5.0 (100%)**

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

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

**B. PROFESSIONAL DEVELOPMENT**
**Average Score: 5.0 (100%)**

Line Item	Score*
<b>Research and Writing</b>	
1. Actively engages in reading professional articles, most recent books on issues, gathering resources to be conversant with most current scholarship.	5.0 (100%)
2. Members of professional/academic societies.	5.0 (100%)
3. Presents peer reviewed work through journal articles, book reviews to professional, public or academic audiences.	5.0 (100%)
4. Receives grants, awards, contracts or residencies that acknowledges your academic achievements, or that further research on the issues.	5.0 (100%)
5. Participates in professional societies and contributes to the field.	5.0 (100%)
6. Preparing books, articles, or papers for publishing.	5.0 (100%)

**C. SERVICE**
**Average Score: 5.0 (100%)**

Line Item	Score*
<b>School Community &amp; Collegiality</b>	
1. Participates in college and departmental activities.	5.0 (100%)
2. Participate in committee work.	5.0 (100%)
3. Maintains rapport with colleagues, staff and administrators.	5.0 (100%)
4. Effectively communicates and maintains good relationships with colleagues.	5.0 (100%)
<b>Wider Community, Churches, &amp; Mission Field</b>	
5. Participates in local churches.	5.0 (100%)
6. Participates in Christian organizations by providing lectures, insights, direction, and comments.	5.0 (100%)
7. Presents papers for community issues or urgent theological issues for Christians.	5.0 (100%)

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 positive of each other's performance. The Vice President, who is under review in this analysis, is outstanding and performs his job with utmost excellence.

**RECOMMENDATIONS:**

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

## Hudson Taylor University

# 2022 President Performance Self-Evaluation

Office of Institutional Effectiveness May 2022

### Overview

The following statements reflect a sample of some of the important information contained in the Spring 2022 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	4.0 (80%)
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: 4.8 (96%)**

Line Item	Score*
<b>Policies</b>	
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%)
<b>Roles and responsibilities</b>	
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	4.0 (80%)
5. The president of HTU participates in fund-raising efforts	3.0 (60%)
6. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0 (100%)
7. The president of HTU participates in new Board member orientations.	5.0 (100%)
<b>Planning</b>	
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.	5.0 (100%)
<b>Meetings</b>	
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.

## Hudson Taylor University

# 2022 Board Review of President's Performance

### Office of Institutional Effectiveness May 2022

#### Overview

The following statements reflect a sample of some of the important information contained in the Spring 2022 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	2.0 (50%)
The president of HTU participates in fund-raising efforts	3.8 (75%)

**\*Reported on a 5-point scale (4 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: 4.7 (95%)**

Line Item	Score*
<b>Policies</b>	
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%)
<b>Roles and responsibilities</b>	
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	2.0 (50%)
5. The president of HTU participates in fund-raising efforts	3.8 (75%)
6. The president of HTU clearly and consistently addresses Board needs, initiatives and decisions.	5.0 (100%)
7. The president of HTU participates in new Board member orientations.	5.0 (100%)
<b>Planning</b>	5.0 (100%)
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.	5.0 (100%)
<b>Meetings</b>	
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, HTU Board of Directors indicated that they were generally satisfied with the performance of the President. 100% of the Board Members marked either 5 out of 5 or 4 out of 5 to most fields. The only two categories that received a lower score pertained to contributing to the school financially and participating in fundraising. However, since the school currently does not depend on fundraising, this is a reflection more of the state of the university than it is of the president.

### **RECOMMENDATIONS:**

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

## Hudson Taylor University

# 2022 Board of Directors Self-Evaluation

Office of Institutional Effectiveness May 2022

### Overview

The following statements reflect a sample of some of the important information contained in the Spring 2022 Board of Directors Self-Evaluation results. More detailed information can be found from a careful review of the survey results.

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

## SATISFACTION SCORES

### HIGHEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
The Board addresses policy issues rather than management issues.	5.0 (100%)
The Board periodically reviews important institutional documents.	5.0 (100%)
Each Board member understands his or her position as given in the BoD Handbook	5.0 (100%)
New Board members are fully oriented as to Board policies and procedures.	5.0 (100%)
Board meetings follow parliamentary procedure.	5.0 (100%)
Board meetings follow stated agendas.	5.0 (100%)
Board meetings start and end on time.	5.0 (100%)
Board members arrive on time for meetings.	5.0 (100%)
Board members actively and thoughtfully participate in discussions at board meetings.	5.0 (100%)

### LOWEST RATED SATISFACTION SCORES

Satisfaction Item	Satisfaction Score*
Board members understand their legal responsibilities as Board members.	3.0 (75%)
Board members contribute financially to the institution.	3.0 (75%)
Board members participate in fund-raising efforts.	3.0 (75%)
Board members contribute extra time outside of regular meetings.	3.0 (75%)
Board members participate in annual self-evaluations.	3.0 (75%)
Board committees meet on a regularly scheduled basis	3.0 (75%)
The executive committee evaluates the President of the University annually.	3.0 (75%)
Board needs, initiatives and decisions are clearly communicated to the administration.	3.0 (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: 4.0 (80%)**

Line Item	Score*
<b>Policies</b>	
1. The Board addresses policy issues rather than management issues.	5.0 (100%)
2. The Board periodically reviews important institutional documents.	5.0 (100%)
3. Appropriate action is taken when a Board member misses scheduled meetings.	4.0 (75%)
<b>Roles and responsibilities</b>	
4. Each Board member understands his or her position as given in the BoD Handbook	5.0 (100%)
5. Board members understand their legal responsibilities as Board members.	3.0 (75%)
6. Board members contribute financially to the institution.	3.0 (75%)
7. Board members participate in fund-raising efforts.	3.0 (75%)
8. Board members contribute extra time outside of regular meetings.	3.0 (75%)
9. Board members participate in annual self-evaluations.	3.0 (75%)
10. Board committees meet on a regularly scheduled basis	3.0 (75%)
11. The executive committee evaluates the President of the University annually.	3.0 (75%)
12. Board needs, initiatives and decisions are clearly communicated to the administration.	3.0 (75%)
13. Vacancies on the Board are filled in a timely manner.	5.0 (100%)
14. Board members are recruited for their influence and ability to participate effectively and financially.	3.0 (75%)
15. New Board members are fully oriented as to Board policies and procedures.	5.0 (100%)
16. Board members communicate with the university through proper administrative channels.	3.0 (75%)
<b>Planning</b>	
17. The Board consistently focuses on the Mission Statement of the institution.	3.0 (75%)
18. The Board utilizes the Strategic Plan in making decisions.	3.0 (75%)
19. The current Board has demonstrated effectiveness and significant achievement.	3.0 (75%)
<b>Meetings</b>	
20. Board meetings follow parliamentary procedure.	5.0 (100%)
21. Board meetings follow stated agendas.	5.0 (100%)

22. Board meetings start and end on time.	5.0 (100%)
23. Board members arrive on time for meetings.	5.0 (100%)
24. Board members actively and thoughtfully participate in discussions at board meetings.	5.0 (100%)
<b>Board Member Self-Evaluation</b>	
25. Please check one of the following ratings related to your overall performance:	3.0 (75%)
26. I adequately prepare for Board meetings.	3.0 (75%)
27. I actively participate in Board meetings.	3.0 (75%)
28. I work cooperatively with the administration.	5.0 (100%)
29. I am able to make unpopular decisions when necessary	5.0 (100%)
30. I support majority decisions.	5.0 (100%)
31. I express willingness to make changes in the institution.	5.0 (100%)
32. I attend Board meetings regularly.	3.0 (75%)
33. I am involved in fundraising activities.	3.0 (75%)
34. I listen to all relevant information before making decisions.	5.0 (100%)
35. I respect those who differ in opinions and beliefs.	5.0 (100%)
36. I accept constructive criticism.	5.0 (100%)
37. 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, with an 80% overall approval rating. Nevertheless, there were some areas of concern. Only 75% of respondents believed that they understood their legal responsibilities as Board members; that the Board consistently focuses on the Mission Statement of the Institution; and that the Board utilizes the Strategic Plan in making decisions.

### 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.