

Educational Effectiveness Assessment Year-End Report, AY 2024-2025

Draft prepared by Dr. Andrew Wilson, Chair of the HJI Educational Effectiveness
Assessment Committee, October 7, 2025

Reviewed by the Educational Effectiveness Assessment Committee

The HJI Educational Effectiveness Assessment Committee

- Andrew Wilson, Professor of Scriptural Studies (chair)
- Keisuke Noda, Associate Provost
- Steven Boyd, Dean of Enrollment Management and Student Life
- Ute Delaney, Senior Advisor for Institutional Research
- Drissa Kone, Director of the D.Min. Program
- Karen Mathew, Faculty Secretary

Summary

This was the first year of HJI's four-year Assessment Cycle (2024-2028); the previous cycle (2020-2024) concluded in Spring 2024. It was the third year of collecting program learning outcomes data for the Master of Arts in Peace Studies Program and the second year of qualitative assessment of program learning outcomes in the capstones, specifically for the MA in Religious Studies and D.Min. programs.

The term-by-term assessment activities mentioned in the 2024-2028 Educational Effectiveness Assessment Plan, including course-embedded assessments, course evaluations, faculty reports, mid-program reviews, capstone projects, field education supervisors' reports, continued through the 2024-2025 academic year. However, pursuant to HJI's development in the area of Peace Studies, the Entering Student Questionnaire and Graduating Student Questionnaire were extensively revised.

I. Quantitative program-level assessment of student learning in 2024-2025

A. First year of the 2024-2028 Assessment Cycle

The schedule of student learning assessments for the school's four programs (MA in Religious Studies, MA in Peace Studies, Master of Divinity and Doctor of Ministry) is listed on page 9 of the 2024-2028 Educational Effectiveness Assessment Plan. (Appendix A) Capstones—the MA project or thesis for the M.A. in Religious Studies, the Oral Comprehensive exam for the MA in Peace Studies (which is designed to encompass assessment of the Internship), the Integration Colloquy for M.Div. students, and the doctoral dissertation defense for D.Min. students—are assessed for all outcomes each year. Mastery is reckoned as a score of 3 or 4 on the 4-level rubrics.

All PLOs are assessed twice to provide more robust data. Therefore, data for the first year of the Assessment Cycle cannot be taken as yielding firm results.

Preparation of PLO workbooks for each course follows the procedure set in previous years. The workbooks display the appropriate PLOs for each course according to the Curricular Map, which is maintained by the Associate Provost. The Faculty Secretary populates the workbooks with the names of those Masters students who have completed at least 15 credits in the program and Doctoral students who have begun their second year of study, as they are eligible for this summative assessment. The Associate Provost and Faculty Secretary prepare the workbooks and collect the data.

Participation in data collection was 91percent overall, whether the percentage of PLO worksheets received was calculated by course, by faculty who returned worksheets, or by program:

By Course:

Term	Worksheets Received	Worksheets Sent out	Percentage
Fall 2024	14	17	82%
Spring 2025	17	17	100%
Annually	31	34	91%

By Faculty:

Term	Worksheets Received	Worksheets Sent out	Percentage
Fall 2024	9	11	82%
Spring 2025	11	11	100%
Annually	20	22	91%

By Program:

Term	Degree	Worksheets Received	Worksheets Sent out	Percentage
Fall 2024	DMin	2	4	50%
	MDiv	7	8	86%
	MA-RS	10	11	91%
	MA-PS	4	5	80%
		23	28	82%
Spring 2025	DMin	5	5	100%
	MDiv	5	5	100%
	MA-RS	8	8	100%
	MA-PS	5	5	100%
		23	23	100%
Annually		46	51	90%

Here are the results, as aggregated by the Chair of the EEAC. (Appendix B):

1. Doctor of Ministry Program (Table 1)

PLOs 1 and 2 were assessed this year. Data for PLOs 3-5 is limited to capstones (the dissertation defense). The results showed that percentage of students achieving mastery in all five outcomes was satisfactory. However, this data is provisional, since the outcomes will be assessed again for this cycle, in 2026-2027.

Table 1: D.Min. PLO Assessment

PLO*	Percent meeting PLO	# of student assessments
1: Use critical and analytical tools to effectively assess the ministerial leadership changes and needs within their ministry	88%	32
2: Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.	90%	31
3. Integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.	86%	7
4: Re-examine their ministry context through their personal theological and spiritual perspectives in a changing world	71%	7
5. Demonstrate effective leadership of their community of faith with a diverse and appropriate skill set	100%	7

* The wording of several of these outcomes was revised and approved by the Faculty Council, and the rubric to measure it was revised by the EEAC, in 2024-2025.

2. *Master of Divinity Program (Table 2)*

The four theological content (TC) PLOs were assessed for this first year of the assessment cycle. Again, since these PLOs will be assessed a second time in this cycle, in 2026-2027, this data is provisional. Capstone data from the Integration Colloquy was too insignificant to be counted.

Weakness in TC 3, “Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies,” is worth noting. Interestingly, this weakness was not seen among students in the MA in Religious Studies (below).

Table 2: M.Div. PLO Assessment

PLO	Percent meeting PLO	# of student assessments
TC 1: Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.	69%	16
TC 2: Students should be able to analyze issues impacting their church today using their knowledge of leading figures, events, and institutions of the Church.	79%	14
TC 3: Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	50%	16
TC 4: Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society.	82%	11
PSF 1: Students can demonstrate spiritual maturity necessary for pastoral leadership.		*
PSF 2: Students can examine and reflect upon their experiences in light of faith, theology, and tradition.		*
PSF 3: Students can describe their calling and demonstrate initiative to carry it out.		*
PR 1: Students can apply leadership and organizational skills for building a beloved community		*
PR 2: Students can use tools to plan and lead corporate worship		*
PR 3: Students can demonstrate a range of pastoral skills and techniques.		*
PR 4: Students can relate constructively to practitioners of diverse religious faiths		*

*Only one student completed the Integration Colloquy in 2024-25, where this outcome was assessed. Although s/he mastered all these outcomes, there was no statistical significance in this result.

3. *Master of Arts in Religious Studies Program (Table 3)*

The three Personal Spiritual Formation (PSF) outcomes were assessed through coursework in this first year of the assessment cycle. Added to this were capstone assessments of all PLOs from five completed Masters theses. A second assessment will be made in 2026-27. So far, data for the concentrations is statistically insignificant. It appears from the data that this is a class of spiritually mature students with a clear sense of calling.

Table 3: MA in Religious Studies PLO Assessment

PLO	Percent meeting PLO	# of student assessments
PSF 1: Students can demonstrate spiritual maturity	100%	28
PSF 2: Students can examine and reflect upon their experiences in light of their faith, theology, and tradition.	92%	36
PSF 3: Students can describe their calling and demonstrate initiative to carry it out.	95%	22
R&S 1: Students can explain and appraise Judeo-Christian tradition, including scripture, theology and history.	80%	5
R&S 2: Students can formulate and articulate their own theological perspective in conversation with historical and contemporary theologies.	80%	5
R&S 3: Students can explain the interplay between Christianity and world religions, as well as between religion and contemporary cultural realities and social issues.	100%	5
US 1: Students can explain the Unification faith, including its scripture, theology and history.		*
US 2: Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions.		*
IFPB 1: Students can demonstrate academic and/or practical competencies for peacebuilding		*
IFPB 2: Students can demonstrate academic and/or practical competencies for ecumenical and/or interfaith dialogue and collaboration.		*
NPL 1: Students can apply tools and skills for public leadership including managing a non-profit organization		*
NPL 2: Students can appraise their professional accountability in the workplace and in relating with other professionals		*
TS 1: Students can analyze and critique theologies, sacred texts, and religious history.		*
TS 2: Students can construct and defend their own critical theological viewpoint		*

*No students in these four concentrations completed capstones that could be assessed in 2024-25

4. *Master of Arts in Peace Studies Program (Table 4)*

The first two PLOs of this program were assessed through coursework, and all the PLOs through the capstone Oral Comprehensive Exam. These PLOs will be reassessed in 2026-27. Nevertheless, the larger number of assessments this year means the data for this program is more robust. It indicates mastery of all the PLOs.

Table 4: MA in Peace Studies PLO Assessment

PLO	Percent meeting PLO	# of student assessments
PS 1: Students can explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts.	95%	38
PS 2: Students can identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict.	98%	42
PS 3: Students can assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation.	100%	8
PS 4: Students can explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor.	100%	8

II. **Qualitative assessment of program learning outcomes based on capstones in 2024-25**

Last year, the EEAC conducted qualitative assessments of student learning for the MA in Religious Studies and the Doctor of Ministry. This year, Qualitative assessment for the MA in Peace Studies Program was added, after the EEAC at its October 30 2024 meeting (Appendix C) approved the Chair of the Peace Studies Program's plan for an Oral Comprehensive Exam with questions designed for this assessment, focusing on practical student learning in internships as the capstone experience (Appendix D). The EEAC, at the recommendation of the Chair of the Peace Studies Program, chose not to make the Written Comprehensive Exam a measure of summative assessment, because since it is a take-home exam where students can research the questions, it is more properly formative assessment. The Oral Comprehensive Exam was administered for the first time in Spring 2024, and the results of that assessment (Appendix E) were reported to the EEAC in the summer of 2025.

The EEAC will schedule a meeting in Fall 2025 of faculty responsible for the capstones in all HJI programs to review and analyze the data of qualitative assessment as collected in the forms filled out for these capstones in AY 2024-25:

- The Thesis/Project grade forms for the MA in Religious Studies containing instructors' remarks for each PLO,
- Comments collected for the Oral Comprehensive Exam for the MA in Peace Studies (see above),

- Data from the Integration Colloquy of the M.Div. Program, and
- The Doctoral Dissertation Oral Defense Approval Form for the D.Min. Program, containing instructors' remarks for each PLO.

III. Course-level assessment of student learning in 2024-25

A. Faculty Involvement in Course-Level Assessment through the Faculty Course Reports

Faculty Course Reports (FCRs) are the main means of course-level assessment of student learning. Faculty score the rubrics they created for the course and tabulate the results; they also offer comments and recommendations for improving outcomes. As such, assessment is both quantitative and qualitative.

Thus, a feature of the faculty course reports is space for faculty to comment on outcomes and present recommendations for improving outcomes. Questions on the FCR ask faculty to report on the results of new innovations that were implemented based on their action plan from the previous year's FCR as well as what they propose to change in the course going forward as the result of this assessment.

The Associate Provost prepared a report on the Course Level Learning Outcomes Report for the 2024-25 academic year which aggregated and analyzed data from the FCRs. (Appendix F) Faculty compliance with filling out FCRs for their classes, which include a scored rubric of course learning outcomes, was 90%, a good result and level with compliance last year which was 89%.

B. Findings

Master's level courses achieved an 88% success rate and Doctor of Ministry courses 91%, reflecting consistently strong performance across programs. This continues a five-year trend of steady improvement: 80% (2020–21), 81% (2021–22), 79% (2022–23), 84% (2023–24), and now 89% (all programs).

1. Faculty noted strong student engagement. The faculty reports highlight students as “engaged, conscientious, and stimulated by course content,” with many demonstrating strong commitment and active participation.
2. Faculty reported on innovative teaching practices, including flipped classrooms, experiential assignments, and integration of AI literacy. These enhanced learning and prepared students for emerging challenges.
3. Reported challenges included uneven preparedness, with some students entering without sufficient academic readiness or lacking in English proficiency.
4. Another reported challenge was the integration of special cohorts, drawn from missionary groups, into the broader learning community and the rigors of the HJI curriculum.
5. Faculty reported that they continued to refine their teaching strategies, introducing incremental changes to assignments, course design, and assessment practices. Adjustments often improved clarity, academic rigor, and student outcomes, while also highlighting the limits of standardized rubrics.

IV. Sharing assessment findings

A. *Sharing Assessment Findings with the HJI Faculty: Faculty Workshop on Assessment*

The annual Faculty Workshop on Educational Effectiveness Assessment was held during the Faculty Assembly of October 28, 2024. It was convened by the Chair of the EEAC, the Associate Provost being on sabbatical. Fifteen faculty members and administrators participated. (Appendix G)

This faculty assessment workshop provides one of the few opportunities where all faculty, both full-time and adjuncts, can get together, and share their knowledge and insights, with the common goal of improving the educational experience at HJI.

The opening session was a report by the President on new developments at HJI, including new enrollments, successful re-accreditation by MSCHE, the preparation of a new Strategic Plan, the founding of a new journal, the *International Journal for Peace and Public Leadership (IJPPL)* to which faculty are invited to contribute, and an upcoming conference in January 2025.

After the President's report, the Assessment Workshop began. The chair reported on beginning the new assessment cycle, which incorporates the new Peace Studies program into assessment. He also announced that the school was proceeding to revise the Entering Student Questionnaire and Graduating Student Questionnaire to encompass the students in that program who are preparing for careers outside of the areas of ministry and religion that was the traditional focus of an HJI education.

Next, he shared the Year-End Report for 2023-24, reporting on results at both the program level and the course level. He reported on the qualitative assessment of capstones as a new assessment initiative, both the collection of data and reviewed of that data by the faculty in the summer of 2024.

In the ensuing discussion, one topic was the efficacy of asynchronous courses, which reportedly had lower outcomes than synchronous courses where students interacted with faculty face to face. The higher drop-out rate in asynchronous courses was noted. The reasons for this were not readily apparent, and further research is needed, but one thing the faculty can do is improve online pedagogy. The member of the HJI faculty who is also a consultant on using CANVAS offered to hold a faculty workshop on online pedagogy.

Other topics of discussion included how to help Peace Studies students to get beyond their religious viewpoints when working in NGO or IGO contexts; the need for background in philosophical reasoning for understanding issues of interpretation; and weakness in bibliography, which led to a general discussion of student reading.

After the faculty assessment workshop, the third and final session of the Faculty Assembly consisted of faculty reports on their current research.

A recording of the Faculty Assembly was posted for viewing by faculty who missed the meeting.

B. Sharing Assessment Findings with the Administration

The Associate Provost, the Dean of Enrollment Management and Student Life, and the Senior Advisor for Institutional Research are regular members of the EEAC. The President of HJI often attends these meetings.

The EEAC reviewed the recommendations of the 2023-2024 Year-End Report at its meeting of September 18, 2024. (Appendix H) Dr. Walsh, the President of HJI, was in attendance.

V. Institutional-level assessment of student learning

The EEAC continues to correlate the PLOs in each program with the Institutional Learning Goals (ILGs) adopted by the EEAC in 2019-20[†]:

1. Personal Spiritual Formation
2. Sound Theological Knowledge
3. Application of Theology in a World of Diversity
4. Tools and Skills for Effectiveness in Ministry and Public Leadership
5. Leadership, Service, and Engagement with the World

2024-25 is the first year of the 2024-2028 cycle for assessment of student mastery of the program learning outcomes in the school's educational programs, which will build a complete picture of assessment at its conclusion in Spring 2028. Since institutional assessment of educational effectiveness builds on the PLO data from these programs, as PLO data for each program is added to the school's institutional matrix, this is also the first year of 2024-2028 assessment cycle for assessing student mastery of institutional learning goals, which likewise will be completed in Spring 2028.

Although the data is spotty at this point, indications are that student learning pertaining to these institutional goals is outstanding:

- 128 student assessments on the 8 PLOs pertaining to ILG1: Personal Spiritual Formation. 94% of student assessments met the target of mastery or above.
- 182 student assessments on 11 of the 12 PLOs that pertain to ILG2: Sound Theological Knowledge. 86% of student assessments met the target of mastery or above.
- 70 student assessments on the 7 PLOs pertaining to ILG3: Application of Theology in a World of Diversity. 94% of student assessments met the target of mastery or above.
- 55 student assessments on the 10 PLOs pertaining to ILG4: Tools and Skills for Effectiveness in Ministry and Public Leadership. 91% of student assessments met the target of mastery or above.

[†] A minor revision to the Personal Spiritual Formation goal, adopted in January 2024, is noted in the previous year's Year-End Report

- 69 student assessments on the 9 PLOs pertaining to ILG5: Leadership, Service and Engagement with the World. 97% of student assessments met the target of mastery or above.

This data (Appendix I) shows that students are in fact meeting the institutional learning goals, and with flying colors.

VI. Other assessment actions taken that were scheduled for 2024-25 in the Outcomes Assessment Plan

A. Prepare the schedule of assessment for the new Assessment Cycle.

The new schedule of program-level assessment for the 2024-2028 cycle was approved by the EEAC and included in the 2024-2028 Educational Effectiveness Assessment Plan, approved September 9, 2024 and amended March 5, 2025. (Appendix A)

B. Review rubrics for PLOs and revise as needed.

The EEAC and AAC reviewed the rubrics and Program Learning Outcomes for the Doctor of Ministry Program and considered several proposals for revisions. Those that passed through the committee process were approved by Faculty Council, for the Doctor of Ministry Program (Outcomes 1 and 4) on December 18, 2024, and for the MA in Religious Studies (R&S Outcome 3) on March 5, 2025. These changes were incorporated into the amended 2024-2028 Educational Effectiveness Assessment Plan.

C. Revise the Entering Student Questionnaire

The Dean of Enrollment Management and Student Life worked with the EEAC through Fall 2024 to prepare a new Entering Student Questionnaire (ESQ) (Appendix J). The ESQ was revised to focus on what will be helpful for recruitment and enrollment management. It bifurcates into different sections for students in the Religious Studies programs and in the Peace Studies program. Proposed revisions of the ESQ were reviewed by the EEAC, and the new questionnaire approved at its December 2, 2024 meeting.

The new ESQ was administered online using Google Forms, and was implemented for students who entered in Fall 2024 and Spring 2025. It was sent to 39 students and HJI received 24 responses, a 62% response rate. Data from these forms will be accumulated over three years and analyzed in the summer of 2027, according to the Plan.

D. Revise the Graduating Student Questionnaire

The Dean of Enrollment Management and Student Life worked with the EEAC through Spring 2024 to prepare a new Graduating Student Questionnaire (GSQ) (Appendix K), which was reviewed by the EEAC and approved at its April 30, 2025 meeting. Like the ESQ, the new GSQ bifurcates into different sections for students in the Religious Studies programs and in the Peace Studies program. It is administered online using Google Forms, and was implemented for students who graduated in Spring 2025.

In Spring 2025, the GSQ was sent to 21 students and HJI received 14 responses, a 67% response rate. Data from these forms will be accumulated over three years and analyzed in the summer of 2027, according to the Plan.

E. Prepare and Administer the 2025 Student Life Survey

The Dean of Enrollment Management and Student Life administered the 2025 Student Life Survey, in Spring 2025. It was basically unchanged from the 2023 survey; however, it was migrated to Google Forms and delivered to students electronically. The survey was sent to 130 students and we received 53 responses, a 41% response rate, an improvement from previous years. Data from the surveys was analyzed, and a report submitted in September 2025. (Appendix L)

Demographic analysis shows that since 2023 and again in 2025 the composition of the student body is roughly 60% male, with great diversity in age, from 20 to over 65 being well represented. As in 2023 it is heavily Unificationist, over 80%, with the shift towards the heavy denominational presence having taken place after 2019. The MA in Peace Studies is the most heavily enrolled degree program, at 42% of the student body, with the great bulk of learning (91%) taking place online.

The survey gave a picture of general satisfaction with the school, the education it provides, its services, and the student experience at HJI, with no serious complaints. The level of satisfaction was similar to that of the 2023 survey. Of the areas surveyed, helpfulness of student services, the admissions office, faculty availability, and the preference for online courses were standouts.

Weak points were typical of those in online educational environments: opportunities to develop relationships with other students, with faculty, and availability of counseling. The difference in time zones exacerbated these problems for students living in Europe, Africa and Asia.

The survey indicates that the library still has room for improvement, both in its collection and services. Decline in satisfaction with the Librarian may be due to a change in personnel.

Finally, the survey provided suggestions for student clubs that could be formed to enhance the learning experience at HJI.

F. Revise the Procedures for Field Education Assessment: the Peace Studies Internship

In consultation with the Director of the Peace Studies Program, a new Oral Comprehensive Exam was crafted to focus on the internship as the capstone activity of the Peace Studies Program. (Appendix D) The internship, frequently a placement in an NGO or government service, is an appropriate capstone, since the purpose of the program is to prepare students for careers in those fields. Hence, assessment of student learning in the internship integrates well with the program as a whole and is arguably the best summative measure of the program outcomes.

External organizations that supervise these internships have their own purposes and priorities, which are often distinct from the aim of the school to foster student learning. Hence, asking supervisors in those external organizations to conduct assessment of student learning keyed to HJI's stated program learning outcomes do not fit with their

organization's purposes or their job responsibilities, and would be seen as an unacceptable burden. There is also the question of untoward affiliation; organizations that take on HJI students to fill sensitive positions might regard a request to assess its interns based on HJI's criteria for learning to be excessive entanglement. This problem is completely avoided by locating assessment of the internship within the purview of HJI, through an Oral Comprehensive Exam designed to assess the internship experience based on the learning outcomes of the program.

VII. Assessment actions not taken that were scheduled for 2024-25 in the Outcomes Assessment Plan

A. Qualitative Assessment of Program Learning Outcomes

The faculty meeting to review the qualitative assessment data for 2024-25 was postponed to Fall 2025 (see above).

B. Review the Procedures for Field Education Assessment in the Other Programs

The Oral Comprehensive Exam adopted for the MA in Peace Studies Program, which assesses the internship as the capstone of that program, is a significant revision of the procedures for field education as called for in the Assessment Plan. As such, it is the first step towards reviewing assessment of field education in the other programs.

This review will continue in 2025-26, both for field education that serves as the program capstone and for field education that does not. For example, in the M.Div. Program, reflection on Clinical Pastoral Education is integrated into the Integration Colloquy, which is the capstone; however, the details of this integration and what it means for the procedures to assess educational effectiveness and student learning needs a follow-up review. A similar review might lead to improved procedures for assessment of student learning in the ministry setting in the D.Min. Program.

VIII. Other assessment actions taken but not scheduled in the OA Plan for 2024-2025

None

IX. Institutional support for assessment in 2024-25

A. Continued Support for Data Analysis

HJI continues to employ the services of the Adjunct Assistant Professor of Educational Assessment. In addition to teaching Research Design Strategies in the D.Min. Program, she analyzes survey data and prepares reports for the EEAC.

B. Student Consumer Information Page of the HJI Website

Educational Effectiveness Assessment Year-End Reports for the last three years continue to be posted on the student consumer information page of the HJI website.

X. Actions taken as a result of recommendations and findings in the 2023-24 Year-End Report

A. Persistence of weakness in foundational knowledge among some D.Min. students

The D.Min. Program Director, being also a member of the EEAC, has been addressing this problem through better selection of pathway courses (for students seeking to enter the D.Min. Program without the prerequisite of an M.Div. degree) and screening of applicants to the program.

B. Need for Revising the D.Min. PLO rubric

This was accomplished through the EEAC this year; see sec. IV.B. of this report.

C. Improved assessment of Field Education/Internships

The recommendation that assessment of student learning in external internships and Field Education placements should be carried out in HJI settings through the Integration Colloquy (for the M.Div. Program) and Comprehensive Exams (for the M.A. in Peace Studies Program) was implemented; see sec. II and VI.F of this report.

D. Assessment of student satisfaction with the Library's online collection

Although requested, this was not done in 2024-25 due to personnel changes in the Library and the institution's move to new quarters.

XI. Areas of Concern and Recommendations

A. Review of Assessment of Student Learning in Internships/Field Education

The school has made strides in providing in-house assessment of student learning in external Internships, particularly with the newly administered Oral Comprehensive Exam for Peace Studies students. This exam solved a persistent problem in assessment of student learning in external field education placements. As such, it can be a model for improving procedures for assessing student learning of field experience in other programs.

Given the professional orientation of HJI's programs, it is appropriate that assessment of student learning for the program as a whole, as measured in the capstone, is integrated with the field education/internship experience. Thus, the Oral Comprehensive Exam in the Peace Studies Program presents questions to assess the educational effectiveness of the student's internship experience. Likewise, the Integration Colloquy, as a capstone in the M.Div. Program, addresses the internship experience through student reflection on Clinical Pastoral Education.

This review will continue. We intend to look at the procedures for assessment of educational effectiveness of the CPE experience based on the program's learning outcomes within the parameters of M.Div. Integration Colloquy. A similar review of assessment in the Doctor of Ministry Program might lead to improved procedures within the capstone—the D.Min. Dissertation Defense—for assessment of student learning specifically in the ministry setting.

At this point, field education placements in the MA in Religious Studies, which are only required in two of its concentrations, are few and far between, and they are not integrated with the capstone (the MA Project or Thesis). Nevertheless, review of assessment in these placements is also warranted.

B. Weakness in assessment of the concentrations in the MA in Religious Studies

This continuing weakness, due to low enrollment in the concentrations and hence the paucity of data, was noted in last year's Year-End Report.

XII. List of Appendices

Appendix A: Educational Effectiveness Assessment Plan, 2024-2028

Appendix B: PLO Aggregation, AY 2024-2025

Appendix C: EEAC Minutes, October 30, 2024

Appendix D: Oral Comprehensive Exam for the MA in Peace Studies

Appendix E: MA in Peace Studies Quantitative and Qualitative Assessment Results based on the Oral Comprehensive Exam Administered Spring 2025.

Appendix F: Course Level Learning Outcomes Report AY 2024-25

Appendix G: HJI Faculty Assembly Report, October 28, 2024

Appendix H: EEAC Minutes, September 18, 2024

Appendix I: Institutional Learning Goals Aggregation AY 2024-2025

Appendix J: HJI Entering Student Questionnaire, Fall 2024

Appendix K: HJI Graduating Student Questionnaire, Spring 2025

Appendix L: Report on the 2025 Student Life Survey

HJ INTERNATIONAL GRADUATE SCHOOL FOR PEACE
AND PUBLIC LEADERSHIP

EDUCATIONAL EFFECTIVENESS ASSESSMENT PLAN

2024 – 2028

Revised March 5, 2025

SUBMITTED BY:

EDUCATIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

- Dr. Andrew Wilson, Professor of Scriptural Studies (Chair)
- Dr. Keisuke Noda, Associate Provost
- Steven Boyd, Dean of Enrollment Management and Student Life
- Ute Delaney, Senior Advisor for Institutional Research
- Dr. Drissa Kone, Director of the D.Min. Program

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INTRODUCTION

HJ International Graduate School for Peace and Public Leadership (HJI) is committed to excellence in theological, ministerial and professional education through its four graduate-level degree programs—the Master of Divinity, the Master of Arts in Religious Studies, the Master of Arts in Peace Studies, and the Doctor of Ministry.

The Educational Effectiveness Assessment Plan is a guide in scheduling and deploying instruments for assessing student learning and the effectiveness of HJI's programs. It includes a list of all on-going assessment efforts and activities, including a description of the tools used to measure student learning and the schedule of their administration.

The Plan is administered by the Educational Effectiveness Assessment Committee (EEAC), a subcommittee of the Academic Affairs Committee. The EEAC reports assessment findings and recommended action steps to the Faculty Council, after which the Provost shares them with the administration. The EEAC updates the OA Plan every four years, along with occasional revisions approved by the Faculty Council. See Appendix B for a full list of the Committee's responsibilities.

The period from Fall 2024 to Spring 2028 will be HJI's third four-year Assessment Cycle of direct assessment of student learning, based on the most current Program Learning Outcomes (PLOs) approved by the Faculty.

MISSION STATEMENT

HJ International Graduate School for Peace and Public Leadership provides advanced academic and professional education for current and future leaders of the Unification community and all faiths, that seeks to enhance their relationship with God, their effectiveness in ministry, public leadership, and inter-religious peace building. As a home of thought, we strive to foster deeper understanding, contextualization and application of the Unification worldview within a world of diverse faiths.

INSTITUTIONAL LEARNING GOALS¹

1. **Personal Spiritual Formation:** Students are expected to demonstrate spiritual maturity, commitment to their calling in ministry or public leadership, and the ability to engage in self-assessment.
2. **Sound Theological Knowledge:** Students are expected to acquire knowledge of scripture, theology, and the history of their faith community.
3. **Application of Theology in a World of Diversity:** Students are expected to understand issues in the application of the Unification worldview (or their own church's theology) in the context of a world of diverse faiths
4. **Equipped with Tools and Skills for Success in Ministry and Professional Life:** Students are expected to acquire the tools and skills to function professionally and work effectively and harmoniously with other professionals and laypersons.
5. **Leadership, Service, and Engagement with the World:** Students are expected to become effective leaders in ministry, public leadership, and/or interreligious peacebuilding

¹ Revised January 2024.

LEARNING OUTCOMES BY PROGRAM

A) DOCTOR OF MINISTRY (D.MIN.) PROGRAM ²

1. Students use critical and analytical tools to effectively assess their ministerial leadership for changes and needs in their ministry.
2. Students can assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.
3. Students integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.
4. Students re-examine their ministry context through their personal theological and spiritual perspectives in a changing world
5. Students demonstrate effective leadership of their community of faith with a diverse and appropriate skill set

² Revised by the faculty, December 18, 2024

B) MASTER OF DIVINITY (M.DIV.) PROGRAM ³

THEOLOGICAL CONTENT:

1. Students can interpret and integrate the Old and New Testament scriptures appropriately in ministry.
2. Students can analyze issues impacting their church today using their knowledge of leading figures, events, and institutions of their church.
3. Students can formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.
4. Students can analyze diverse issues in the interplay of religion(s) and the wider society.

PERSONAL SPIRITUAL FORMATION:

1. Students can demonstrate spiritual maturity necessary for pastoral leadership.
2. Students can examine and reflect upon their experiences in light of their faith, theology, and tradition.
3. Students can describe their calling and demonstrate initiative to carry it out.

PROFESSIONAL ROLES:

1. Students can apply leadership and organizational skills for building a beloved community.
2. Students can use tools to plan and lead corporate worship.
3. Students can demonstrate a range of pastoral skills and techniques.
4. Students can relate constructively to practitioners of diverse religious faiths.

³ Approved by the Faculty Council, February 24, 2016

C) MASTER OF ARTS IN RELIGIOUS STUDIES (M.A.) PROGRAM ⁴

RELIGION AND SOCIETY:

1. Students can explain and appraise Judeo-Christian tradition, including scripture, theology and history.
2. Students can formulate and articulate their own theological perspective in conversation with historical and contemporary theologies.
3. Students can explain the interplay between Christianity and world religions, and/or between religion and contemporary cultural realities and social issues

PERSONAL SPIRITUAL FORMATION:

1. Students can demonstrate spiritual maturity
2. Students can examine and reflect upon their experiences in light of their faith, theology, and tradition.
3. Students can describe their calling and demonstrate initiative to carry it out.

CONCENTRATION IN UNIFICATION STUDIES

1. Students can explain the Unification faith, including its scripture, theology and history
2. Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions

CONCENTRATION IN PUBLIC AND NON-PROFIT LEADERSHIP

1. Students can apply tools and skills for public leadership including managing a non-profit organization.
2. Students can appraise their professional accountability in the workplace and in relating with other professionals.

⁴ Revised by the Faculty Council, October 20, 2020 and March 5, 2025

CONCENTRATION IN INTERFAITH PEACEBUILDING

1. Students can demonstrate academic and/or practical competencies for peacebuilding.
2. Students can demonstrate academic and/or practical competencies for ecumenical and/or interfaith dialogue and collaboration.

CONCENTRATION IN THEOLOGICAL STUDIES

1. Students can analyze and critique theologies, sacred texts, and religious history.
2. Students can construct and defend their own critical theological viewpoint.

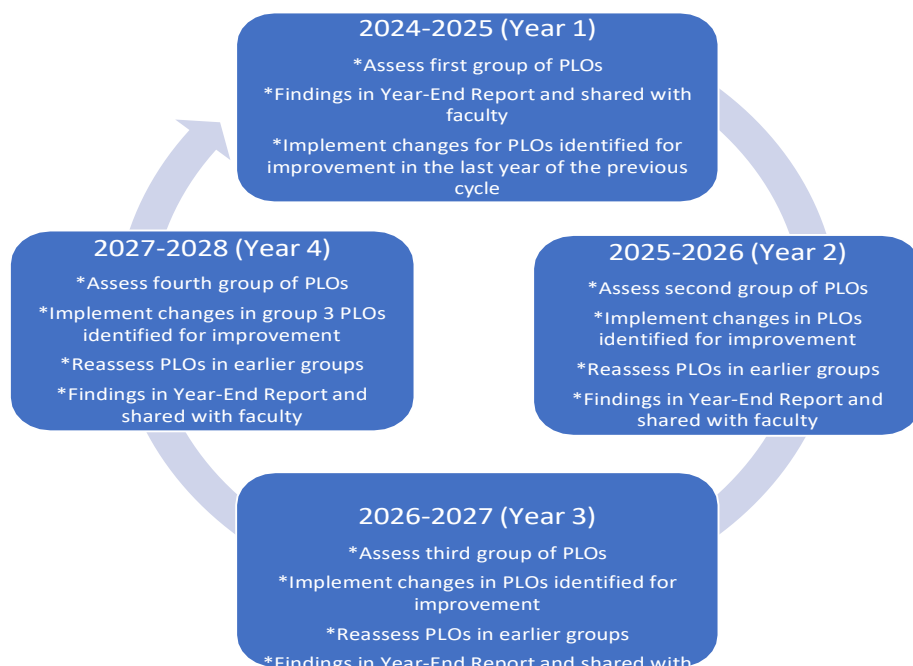
D) MASTER OF ARTS (M.A.) IN PEACE STUDIES⁵

1. Students can explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts.
2. Students can identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict.
3. Students can assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation.
4. Students can explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor.

⁵ Final approval of PLOs and rubric by the Faculty Council, May 11, 2022

THE ASSESSMENT CYCLE 2024-2028

This Plan implements a 2024-2028 Assessment Cycle which apportions the Program Learning Outcomes (PLOs) of the school's programs over four years and assesses them according to the following process:



PLOs in the M.A. in Religious Studies, MA in Peace Studies, M.Div. and D. Min. Programs are apportioned among the four years of the Assessment Cycle as follows.

MDIV PROGRAM

2024-2025	2025-2026	2026-2027	2027-2028
Theological Content PLOs (4)	Professional Roles PLOs (4) PSF PLOs (3)		
		Reassessment - Theological Content PLOs (4)	Reassessment - Professional Roles PLOs (4) PSF PLOs (3)

MA PROGRAM IN RELIGIOUS STUDIES

2024-2025	2025-2026	2026-2027	2027-2028
Personal Spiritual Formation PLOs (3)	Religion and Society PLOs (3)		
All Concentration PLOs (8)	All Concentration PLOs (8)	All Concentration PLOs (8)	All Concentration PLOs (8)
		Reassessment – PSF PLOs	Reassessment – Religion and Society PLOs

MA PROGRAM IN PEACE STUDIES

2024-2025	2025-2026	2026-2027	2027-2028
PS 1 and PS 2	PS 3 and PS 4		
		Reassessment – PS 1 and PS 2	Reassessment – PS 3 and PS 4

DMIN PROGRAM

2024-2025	2025-2026	2026-2027	2027-2028
Outcomes 1 and 2	Outcomes 3 and 4	Outcome 5	
		Reassessment – Outcomes 1 and 2	Reassessment – Outcomes 3, 4 and 5

Note: Reassessment is to collect additional data, as well as on an as-needed-basis based on interventions implemented/changes made for improvement.

ASSESSMENT TOOLS AND FORMATS UTILIZED BY HJI

Assessment of student learning affords faculty opportunities to determine whether and to what extent students are achieving institutional, program, and course level learning expectations. HJI uses multiple measures to assess student achievement at various points in time as they progress through their programs. Formative and summative assessment methods that rely on both direct and indirect evidence and result in qualitative and quantitative data are used to improve programs, courses, and the student learning experience.

TOOLS AND FORMATS FOR DIRECT ASSESSMENT OF STUDENT LEARNING

INSTITUTIONAL-LEVEL ASSESSMENT

- a) **Institutional learning goals (ILGs)** reflect the broad expectations of students at the institutional level. They are applicable to all students in all of the programs that HJI offers. The ILGs are mapped to the PLOs for each program. At the end of each year, data on student learning for the PLOs for each program are aggregated on an Excel spreadsheet to arrive at an assessment of the achievement of ILGs.

PROGRAM-LEVEL ASSESSMENT

- a) **Program learning outcomes (PLOs):** Program learning outcomes are prepared by the Faculty at the inception of a program and revised when the faculty revises a program. Rubrics to measure the PLOs for all programs are approved by the Faculty. They revised as needed to reflect program changes.
- b) **Curriculum Map:** The Curriculum Map links individual courses with that program's PLOs by indicating which PLOs are assessed in each course. The Associate Provost prepares a Curriculum Map at the inception or revision of a program in consultation with members of the faculty who are teaching those courses. The Curriculum Map helps assure that every PLO is adequately assessed.
- c) **Outcomes Map:** The Outcomes Map sets up the plan for program-level summative assessment by determining the particular courses to be assessed in a given year for each program. It is created annually based on the Curriculum Maps, the list of outcomes to be assessed in that year according to the Assessment Cycle, and the Master Course Schedule for the year.
- d) **Assessment of PLOs in Courses:** Evidence of student performance on the PLOs is collected from courses where students can reasonably be expected to demonstrate achievement of specific program-level outcomes. To ensure the summative nature of

the assessment, Masters students are assessed only if they have completed at least 12 credits in the program, and D.Min. students only once they have begun their second year of study. Assessment is based on selected course artifacts (assignments, papers, exams) that accurately convey the student's level for the PLOs assessed. The Associate Provost works with individual faculty members to support assessment.

- e) **Spreadsheet for Assessment of PLOs in Courses:** The Associate Provost prepares spreadsheets on which faculty members enter data on student achievement of PLOs in their courses. Faculty members receive spreadsheets tailored to their individual courses, with tabs for the specific PLOs that are scheduled for assessment in that course according to the Outcomes Map. Faculty members submit their filled-out spreadsheets to the Faculty Secretary, who collects them for the EEAC Chair, who collates them to arrive at the overall assessment of the PLOs. At the same time, faculty submit samples of the artifacts that were used for their assessment.
- f) **Mid-Program Review:** The Mid-Program Review (MPR), administered to all students in the Masters programs, is the major mid-program evaluation of individual student progress towards fulfilling their educational goals. It is also an opportunity to conduct a formative assessment of student progress towards achieving program learning outcomes.

The MPR utilizes a portfolio format whereby a student selects 3-4 items from a list of possible student-produced items and writes an MPR Essay in which the student reflects on his or her level of attainment in light of personal goals and objectives in undertaking a seminary/professional education. The student submits their portfolio to a review committee composed of the student's Faculty Advisor and two student peers. The faculty member and the student's peers look at the portfolio along with the student and discuss the degree to which the artifacts demonstrate the PLOs. The faculty advisor then scores the portfolio using the Program Outcomes Rubric to identify where the student is in terms of meeting the PLOs. The faculty advisor also submits a one-page reflection for inclusion in the student's permanent file, indicating the findings and suggestions of the committee for the student's continued growth and development.

- g) **Capstone Assessment:** The thesis advisor assesses the capstone on all the PLOs of the program, and of their chosen concentration if applicable. MA students prepare for and develop their capstone thesis or project in a two-semester-long Masters' Colloquium. The student's thesis advisor assesses the PLOs for the capstone qualitatively as well as by providing a quantitative rubric score.

M.Div. students participate in a year-long Senior Integration Colloquy, which requires a self-assessment of ministerial competence based on the student's performance in

clinical pastoral education (CPE). The instructor utilizes the CPE report in assessing the PLOs qualitatively as well as by providing a quantitative rubric score.

D.Min. students are assessed at the time of the defense of their dissertation. All the members of the Defense Committee provide qualitative comments when assessing the PLOs, and the Thesis Advisor scores the rubric in consultation with the other members of the defense committee.

h) Qualitative Assessment of Program Learning Outcomes: Qualitative assessment of PLOs occurs with the capstones. It operates by the following procedure:

First, faculty involved in Capstone activities (D.Min. Dissertation, MA in Religious Studies Thesis, Divinity Colloquium) prepare statements of qualitative assessment regarding the student's mastery of each of the PLOs. These statements, giving their insights and observations, are entered on the Grade Form in the space provided under each rubric, using additional space if required. The statements of qualitative assessment do not simply repeat the language of the rubric, but give observations about the specific points that the student is either mastering or not.

Second, faculty members who participated in assessing the students' capstones will meet together annually in the summer at a meeting chaired by the Chair of the EEAC to review all qualitative assessments entered on the grade forms. Those who attend this meeting include: (1) faculty who supervised doctoral dissertations or participated in a doctoral defense, (2) MA thesis/project advisors and the instructors in MA Colloquia A and B, (3) faculty who taught MIN 5803 Integration Colloquy and (4) the Director of Field Education. Field Education supervisors' reports, if available, are provided to the relevant faculty for this annual meeting. Materials discussed at the meeting are confidential. Electronic distribution will employ suitable security safeguards to prevent unauthorized access.

The purpose of the meeting is to identify areas of the program in need of improvement. It could lead to suggestions for program changes to better assure that students will master the outcome, or it could lead to refinement or changes in the outcomes themselves to better prepare students for work in the field. There can also be cross-fertilization of ideas for qualitative assessments across programs.

The chair of the EEAC will prepare a report for the EEAC, which will be shared with the whole faculty and discussed at the annual Faculty Assessment Workshop.

i) Field Education (FE) Assessment: At the completion of FE placements in churches or non-profits, the student's supervisor and the student jointly fill out the Field Education Internship Evaluation Form for direct assessment of student learning; this

form is submitted to the Field Education Director. During the course of the internship, the student's FE Supervisor submits monthly reports.

Formative assessment of interns in Clinical Pastoral Education (CPE) programs at area hospitals, hospices, prisons, and elder care facilities is extensive and according to accepted industry standards. Assessment includes supervised rounds, weekly meetings with trained supervisory staff, critiques of submitted verbatims of case work, and weekly group work. CPE sites submit a summative assessment to the Director of Field Education at the conclusion of the intern's CPE program.

COURSE-LEVEL ASSESSMENT

- a) **Rubrics for course learning outcomes:** Faculty members design and employ rubrics to assess student attainment of course learning outcomes. They submit their course rubrics in conjunction with the course syllabus to the Academic Dean, as mandated in the Faculty Handbook. The Academic Dean reviews syllabi and rubrics at the beginning of each semester and works with the faculty members to correct any deficiencies.
- b) **Assignment maps:** Faculty members are requested to map their course assignments to the course learning outcomes, to ensure that all learning outcomes listed for the course are appropriately assessed each term.
- c) **Faculty Reports:** The Faculty Report is the vehicle for reporting faculty efforts to assess student achievement of course learning outcomes for all courses. Faculty members submit their rubric scores with overall results for each course learning outcome. The Faculty Report asks the instructor to delineate findings from the assessment, to indicate action steps to improve student learning the next time he or she teaches the course, and to review the course improvements made following up on the previous year's action steps. These reports are reviewed by the Associate Provost, who may discuss the findings with the individual faculty member.
- d) **Rubrics for course assignments:** Faculty may design and employ rubrics, as appropriate, for major assignments (essays, final exams, research papers, projects, portfolios, case-studies, etc.). These rubrics give students clear expectations for a particular assignment, enable faculty to assess assignment-specific student learning, and provide students with feedback on their performance.

TOOLS AND FORMATS FOR INDIRECT ASSESSMENT OF EDUCATIONAL EFFECTIVENESS

- a) **Online Course and Faculty Evaluation Summaries**, produced by the SIS (Populi), are prepared each semester. Students evaluate the course on a Likert scale and can enter comments re. the course's strengths, the course's weaknesses, suggested changes, faculty strengths and weakness, and their experience of online delivery. The evaluations are summarized by Populi, stripping out the names of the individual students. These evaluations summaries are shared with the faculty member as feedback to improve teaching and placed in the faculty member's file they are considered by HJI as evidence of performance.
- b) **Entering Student Questionnaire and Graduating Student Questionnaire:** For its graduate programs, HJI administers two questionnaires developed by ATS but with minor modifications: The Entering Student Questionnaire and the Graduating Student Questionnaire. They are administered semi-annually, to students when they matriculate and when they graduate. The school emails the questionnaires to students in a fillable PDF format. Questionnaires aggregated over a period of three to five years are analyzed and the findings reported to the administration. They provide demographic data on students, their backgrounds, financial situation, etc., data on graduates' church commitments and likely first ministry placements, data on institutional effectiveness, point to areas of student dissatisfaction, and provide indirect evidence of student learning. A benefit of the ATS-designed instrument is the ability to obtain comparative data with peer institutions.
- c) **Mid-Term Course Assessments:** Faculty members are encouraged to collect feedback as to how the course is going and whether it is meeting the needs of students. They can use this feedback to implement mid-course adjustments to improve the quality of their courses.
- d) **Student Life Survey:** The Student Life Survey utilizes scaled and short response questions to assess all aspects of a student's experience at HJI including: physical facilities (classrooms, library, student lounge), student services (e.g. admissions, financial aid), student satisfaction with administrative personnel and procedures, and personal spiritual formation. Although some of the questions overlap those asked in the Graduating Student Questionnaire, most are more specific and many are tailored directly to matters of this institution. The Survey is distributed biannually by the Director of Student Life or the Chaplain. Findings are shared with the administration as the basis for budget allocations to improve the student experience.
- e) **Alumni Placement and Career Assessment:** The Dean of Enrollment Management monitors alumni self-reports on LinkedIn to determine their employment status and

reports this data to the administration and the EEAC.

- f) Faculty Periodic Review:** Assessment of faculty includes the Periodic Review, conducted by the Provost. Periodic reviews are conducted yearly for assistant professors and lecturers, bi-annually for associate professors, and every 3 years for professors. Faculty submit a written statement utilizing the categories and concepts put forth by Ernest Boyer in his books *Scholarship Assessed* and *Scholarship Reconsidered*, as well as sample syllabi and any materials that they deem valuable for the process. Periodic Reviews are used as evidence when evaluating the faculty member for promotion.
- g) Alumni Surveys:** The Alumni Survey is a quantitative and qualitative instrument that measures the degree of satisfaction graduates have with their HJI education/experience, the level of academic competency, and the relevancy of both individual courses and the degree program to their life and work. The survey provides data on the relevance of HJI to graduates' work and life, the value of the degree over time, and particular cohorts of students. In addition, the survey offers feedback as to the effectiveness of regional and local alumni associations—an institutional area of concern for advancement. The survey is administered by the EEAC every 5 years and is distributed electronically and through direct mailings. Results are reported to the administration as evidence for institutional effectiveness and for use in improving alumni relations.
- h) Student Self-Assessment:** Self-assessment is conducted during the Mid-Program Review, as students are expected to engage in critical self-assessment during that process.
- i) Syllabi Review:** Each term the syllabi are reviewed by the Associate Provost for completeness according to the elements specified for all syllabi in the Faculty Handbook. This review includes the examination of course learning outcomes to ensure clarity, alignment with program learning outcomes, and assessment of each course learning outcome within the course. Suggestions are made for strengthening outcomes and rubrics. These syllabi are used to update curricular maps as necessary.

SHARING OF ASSESSMENT RESULTS

Assessment results are shared with the faculty and administration for improving academic programs and institutional support for academic programs, student life, and the overall student experience. Assessment methodologies for student learning are shared with the faculty, who suggest improvements in assessment rubrics, instruments, and protocols.

- a) **Faculty Workshop on Assessment:** Each year of the assessment cycle produces findings on outcomes, and these are shared with the faculty and administration at the annual Faculty Workshop on Assessment. This may lead to revisions of components of the programs for continuous improvement. This may also lead to improvement in the assessment process, such as revisions of particular program learning outcomes and/or the rubric descriptors to measure them.
- b) **Review of Degree Programs:** Assessment findings are a major source of information at faculty review of degree programs, which can be the occasion for a major redesign of a program or just minor adjustments. Degree programs are reviewed by the faculty on a staggered 7-year cycle. Assessment data, benchmarking to similar programs in other theological schools, a survey of current students and recent graduates, and mapping of course learning outcomes to program learning outcomes, are utilized to provide the basis for proposed changes in the program, which may include revising goals, learning outcomes, program requirements and curriculum.

Program reviews are led by the Academic Affairs Committee, which may set up an ad hoc committee to conduct the program review. The EEAC prepares a report for the committee with data about student learning outcomes.

- c) **Strategic Planning:** The EEAC shares its findings on student learning outcomes with the Strategic Planning Committee in the years when it convenes to undertake strategic planning. Additional assessment findings coming from other committees of the administration.
- d) **Survey Results:** Data from the Student Life Survey, the Entering Student Questionnaire, the Graduating Student Questionnaire, the Alumni Survey and the other surveys are analyzed, and the findings, including recommendations, are submitted in reports to the EEAC. The EEAC evaluates these recommendations and shares them with the administration and the Faculty, which may develop action steps based upon them.
- e) **Course Grading and Completion Data:** The Registrar regularly provides the Provost and the Faculty Council with term-based reports and charts that indicate student enrollment together with data on course incompletes, grade distribution, and completion rates. Faculty have the opportunity to review the charts and graphs as a

means to evaluate overall student performance across the courses and to review HJI's grading and incomplete policies.

- f) Retention Data:** The Registrar regularly provides the HJI administration with data on admissions, enrollment, retention/attrition, and time-to-completion, for the purpose of enrollment management.
- g) Library Analyses and Reports:** The Director of Library Services provides an annual Library Report and Information Literacy Analysis to the Academic Affairs Committee and the Faculty Council. The report provides an analysis of the library including acquisitions, circulation, on-line usage and accessibility, library programs for information literacy, and strengths and limitations of the collection as it relates to each of the degree programs. It provides the faculty with feedback on collection development and information on student utilization of resources.
- h) Course Evaluation Summaries:** The aggregate results of course evaluations are given to the faculty member near the beginning of the following semester. Course evaluation summaries are reviewed and analyzed by the Associate Provost, who will discuss the findings with individual faculty members when warranted. They are included in individual faculty members' files. The summaries also provide useful data to the administration during the periodic review and promotion assessment.

OUTCOMES ASSESSMENT FIVE-YEAR SCHEDULE

Outcomes Assessment is a continuous process that requires regular review and evaluation. Assessments and activities that are done annually, including conducting PLO Assessment and Faculty Reports, preparing Outcomes Maps, administering Course Evaluations, administering the Entering Student Questionnaire, the Graduating Student Questionnaire, and preparing the Year-End Report are not included in the year-by-year format below. Neither are annual actions to share assessment results, including holding the annual Faculty Workshop on Assessment and sharing assessment results with the faculty and administration. This schedule covers only activities that are done on a less frequent basis.

ACADEMIC YEAR: 2024-2025

- This is the first year of the 2024-2028 Assessment Cycle. For outcomes to be assessed, see p. 9.
- Prepare the schedule of assessment for the new Assessment Cycle.
- Review rubrics for PLOs and revise as needed.
- Revise the Entering Student Questionnaire
- Revise the Graduating Student Questionnaire to be in line with changes in the ATS instrument and HJI programs
- Prepare and administer the 2025 Student Life Survey
- Revise the procedures for Field Education assessment
- Analyze three years of data from the Graduating Student Questionnaire from 2022 to 2024
- Analyze 5 years of data from the Entering Student Questionnaire from Fall 2020-Spring 2024

ACADEMIC YEAR: 2025-2026

- This is the second year of the 2024-2028 Assessment Cycle. For outcomes to be assessed, see p. 9.
- Analyze 5 years of data from the Entering Student Questionnaire 2021-2024

ACADEMIC YEAR: 2026-2027

- This is the third year of the 2024-2028 Assessment Cycle. For outcomes to be assessed, see p. 9.
- Administer the 2027 Student Life Survey
- Analyze 3 years of data from the Graduating Student Questionnaire (2025-2027) in the summer of 2027

ACADEMIC YEAR: 2027-2028

- This is the fourth year of the 2024-2028 Assessment Cycle. For outcomes to be assessed, see p. 9.
- Administer the 2028 Alumni Survey
- Analyze 4 years of data from the Entering Student Questionnaire (Fall 2024-Spring 2028)

ACADEMIC YEAR: 2028-2029

- This is the first year of the 2028-2032 Assessment Cycle.
- Revise the schedule of assessment for the 2028-2032 Assessment Cycle as needed
- Revise PLOs and rubrics for the 2028-2032 Assessment Cycle as needed
- Analyze four years of data from the Graduating Student Questionnaires of 2024-2028
- Administer the 2029 Student Life Survey
- Analyze 5 years of data from the Entering Student Questionnaire 2025-2029

APPENDIX A: PROGRAM LEARNING OUTCOMES RUBRICS

M.DIV. PROGRAM LEARNING OUTCOMES RUBRIC

Category	<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
Theological Content	Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.	State basics of the Old and New Testament within own tradition	Identify points of scripture applicable to ministry; recognize basic elements of interpretation, and begin to employ them in exegesis of scriptural texts	Elucidate points of scripture applicable to a variety of ministerial contexts; employ elements of interpretation correctly in exegesis of scriptural texts	Elucidate points of scripture applicable to a variety of ministerial contexts; demonstrate facility at interpretation and exegesis; discriminate between and assess various interpretations of texts
	Students should be able to analyze issues impacting their church today using their knowledge of leading figures, events, and institutions of their church.	Identify major figures and events in church history	Explain the theological viewpoint of a major figure and the issues at stake in a major event in church history	Analyze a contemporary issue of the Church using theological viewpoints of a major figure and/or the issues of a major event in church history	Analyze a contemporary issue of the Church using the theological viewpoints of several major figures and the issues of major events in church history
	Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	Describe their own theological perspective in general terms, from their tradition	Discuss historical, biblical and/or contemporary theologies	Discuss their own theological perspective, comparing and contrasting with historical, biblical and/or contemporary theologies	Explain a well-developed theological perspective that integrates insights from historical, biblical and/or contemporary theologies
	Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society	Identify elements of secular culture and religious diversity as threats	Describe a benefit of religion to society; describe a secular challenge to religion from society; describe the beliefs, texts and practices of another religion	Discuss what religion can do to meet the challenges of culture, society, and other religions; articulate sound apologetic arguments for religion	Discuss what religion can do to meet the challenges of culture, society, and other religions; articulate sound apologetic arguments for religion; explain the complexity of religion's role in a changing society

Category	Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
Personal Spiritual Formation	Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.	Show little evidence of personal holiness, sacrifice, prayer and worship, or service to others; little attention the internal problems of self or others	Demonstrate an active prayer and worship life and attention to the needs of others	Demonstrate an active prayer and worship life, and attention to the internal needs of self and others; show acceptance and compassion; demonstrate personal integrity	Demonstrate an active prayer and worship life, and attention to the internal needs of self and others; show acceptance, compassion, and a wide circle of care; demonstrate personal integrity; recognize personal shortcomings
	Students should be able to examine their experiences in light of their faith, theology, and tradition.	Discuss their experiences in light of faith, without reference to theology or tradition	Discuss their experiences in light of faith, theology and tradition	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith in light of experience	Discuss their experiences in light of faith, theology and tradition, employ self-reflection to appraise their faith, and use experience to evaluate the adequacy of theology and tradition
	Students should be able to describe their calling and demonstrate initiative to carry it out.	Describe their calling in general terms and/or inconsistently	Describe their calling; explain what is needed for the mission	Describe their calling, explain what is needed for the mission, and demonstrate their calling in works and activities	Describe their calling and what is needed for the mission, demonstrate their calling in works and activities, and demonstrate initiative to carry it out
Professional Roles	Students should be able to apply leadership and organizational skills for building a beloved community.	Identify goals of congregational development, raising new members, and stewardship of church resources	Discuss what is involved in growing a congregation, raising new members, and stewardship of church resources. Identify diverse ministry needs within the congregation and/or in the community	Demonstrate leadership and organizational skills in growing a congregation, raising new members, stewardship of church resources, and dealing with diverse ministry needs within the congregation and/or in the community	Demonstrate leadership and organizational skills in growing a congregation, raising new members, stewardship of church resources, dealing with diverse ministry needs within the congregation and/or in the community, and assessing the results

Educational Effectiveness Assessment Plan 2024-2028

Category	<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
	Students should be able to use tools to plan and lead corporate worship.	Preaching is undisciplined and lacks focus, little attention to liturgy.	Demonstrate preaching according to a plan and for purpose; explains some principles of liturgy	Demonstrate preaching that is exegetically based; apply liturgics to design a worship experience	Demonstrate preaching that is exegetically based and inspirational; design a powerful worship experience with purpose in every liturgical element
	Students should be able to demonstrate a range of pastoral skills and techniques.	Define pastoral counseling as mainly guidance based on theology and encouraging prayer	Recognize several pastoral counseling skills (e.g., attending, listening, empathetic reflection, clarification of goals and relationships, confrontation, and conflict resolution) and describe at least one accepted model of therapy	Employ several pastoral counseling skills (e.g., attending, listening, empathetic reflection, clarification of goals and relationships, confrontation, and conflict resolution) and explain their use within the framework of an accepted model of therapy	Employ a complete range of pastoral skills and techniques, and explain their use with reference to two or more accepted models of therapy
	Students should be able to relate constructively to practitioners of diverse religious faiths.	View other faiths mainly from own faith perspective	Explain ways of relating constructively with practitioners of other faiths	Demonstrate constructive relationships with practitioners of diverse faiths	Demonstrate facility in interfaith dialogue and collaboration with practitioners of diverse faiths; practice sympathetically crossing over into the perspectives and thought-world of faiths not their own

MA IN RELIGIOUS STUDIES LEARNING OUTCOMES RUBRIC¹

	Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
Religion and Society	Students can explain and appraise the Judeo-Christian tradition, including scripture, theology and history	Characterize the Judeo-Christian tradition entirely from the perspective of their own faith	Demonstrate basic knowledge of the Bible, elements of theology and events and persons in biblical and Christian history	Demonstrate familiarity with the Bible, with elements of theology and events and persons in biblical and Christian history; appraise these elements in relation to their own faith	Demonstrate familiarity with the Bible, theology and events and persons in biblical and Christian history; discuss diversity and nuances within these elements of the tradition as they relate to their own faith
	Students can formulate and articulate their own theological perspective in conversation with historical and contemporary theologies.	Describe their theological perspective without much reflection in general and dogmatic terms	Discuss historical and contemporary theologies articulated by individuals and in sacred texts	Articulate their own theological perspective with reference to historical and contemporary theologies and sacred texts	Articulate their theological perspective and critically assess it against the background of major theologies
	Students can explain the interplay between Christianity and world religions, and/or between religion and contemporary cultural realities and social issues	Discuss other religions, cultural realities and/or social issues in general terms	Identify issues that divide religions and/or issues that social-cultural realities present to religion	Discuss and appraise issues of conflict and common ground between Christianity and other religions, and/or between religion and contemporary social and cultural realities, with reference to history and specific beliefs.	Discuss and appraise theological historical and cultural issues of conflict and common ground between Christianity and other religions, and/or between religion and contemporary social and cultural realities; discuss efforts towards resolving these issues.

¹ Revised by the Faculty, March 5, 2025

Educational Effectiveness Assessment Plan 2024-2028

Personal Spiritual Formation	Students can demonstrate spiritual maturity	Show little evidence of personal holiness, prayer and worship, or service to others; little attention the internal problems of self or others	Demonstrate an active prayer and worship life; pHJI the needs of others before self	Demonstrate an active prayer and worship life, attention to the internal needs of self and others; show acceptance and compassion; demonstrate personal integrity	Demonstrate an active prayer and worship life, and attention to the needs of self and others; show acceptance, compassion, and a wide circle of care; demonstrate personal integrity and recognition of shortcomings
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	Students can examine and reflect upon their experiences in light of their faith, theology, and tradition.	Discuss their experiences in light of faith, without reference to theology or tradition	Discuss their experiences in light of faith, theology and tradition	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith in light of experience	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith and the adequacy of theology and tradition
	Students can describe their calling and demonstrate initiative to carry it out.	Describe their calling in general terms and/or inconsistently	Describe their calling; identify their needs for the mission	Describe their calling, discuss their needs for the mission, and demonstrate their calling in works and activities	Describe their calling and needs for the mission, demonstrate their calling in works and activities, and show initiative
Concentration in Unification Studies	Students can explain the Unification faith, including its scripture, theology and history	Discuss some basic concepts of the Divine Principle and True Parents' life	Explain the basic elements of Unification theology, history and core texts	Explain the fundamentals of Unification theology; discuss its history and core texts; explain the value of Unificationism to personal life and society	Articulate the fundamentals and distinctive elements of Unification theology, philosophy, history and core texts; explain the value and significance of Unificationism; and appraise its application to personal life and society
	Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions	Describe Christianity and the major world religions mainly from the standpoint of how they are conventionally explained in Unificationism	Identify issues that arise in the encounter between Unificationism and Christianity and the major world religions	Discuss and defend Unificationism in relating to classical Christianity and the major world religions, demonstrating knowledge of the issues—theological, cultural and historical—that typically arise	Articulate, appraise and defend the Unification theological position with sound arguments and critical analysis in relating to classical Christianity and the major world religions.

Concentration in Public and Non-Profit Leadership	Students can apply tools and skills for public leadership, including managing a non-profit organization	Discuss the goals of public leadership	Identify tools and skills required for public leadership and for managing a non-profit organization	Describe tools and skills for public leadership and managing a non-profit organization, and discuss their application	Demonstrate application of tools and skills for public leadership and managing a non-profit organization; assess competency and identify areas for improvement
	Students can appraise their professional accountability in the workplace and in relating with other professionals.	Discuss the meaning of professional accountability in the workplace	Explain and discuss several standards and expectations of professionals in their vocation	Demonstrate that they can meet the standards and expectations of professionals in their vocation	Demonstrate accountability in carrying out assignments according to the standards and expectations of professionals in their vocation
Concentration in Interfaith Peace-building	Students can demonstrate academic and/or practical competencies for peacebuilding	Identify some skills and techniques for peacebuilding	Explain skills and techniques for peacebuilding	Demonstrate competencies for peacebuilding	Demonstrate well-developed competencies for peacebuilding
	Students can demonstrate academic and/or practical competencies for ecumenical and/or interfaith dialogue and collaboration	Explain what is interfaith dialogue	Engage in moments of ecumenical or interfaith dialogue; recognize the difference between dialogue and outreach	Demonstrate competencies for ecumenical or interfaith dialogue and/or collaboration	Demonstrate well-developed competencies for ecumenical and/or interfaith dialogue and collaboration
Concentration in Theological Studies	Students should be able to analyze and critique theologies, sacred texts, and religious history.	Identify the basic elements of theology, the primary texts, and the people and events in religious history	Discuss issues in theology, in understanding passages from sacred texts, and in religious history	Analyze and critique points of theology, interpretations of sacred texts, and people and events in religious history	Analyze and critique a wide variety of points of theology, interpretations of sacred texts, and people and events in religious history
	Students should be able to construct and defend their own critical theological viewpoint.	Describe their theological perspective without any critical analysis	Discuss the elements of critical analysis, including contextual, cultural and philosophical, that can be employed when reflecting upon their theology	Articulate and defend their theological position with sound arguments and critical analysis, drawing upon several thinkers	Articulate and defend their theological position with sound arguments and critical analysis; demonstrate critical assessment of their own reasoning and interpretive framework

M.A. IN PEACE STUDIES PROGRAM LEARNING OUTCOMES RUBRIC

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
Explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Define conflict analysis and conflict transformation	Explain principles of conflict analysis and/or conflict transformation	Explain principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Explain principles of conflict analysis and conflict transformation, discuss their application in specific contexts, and critically evaluate their effectiveness
Identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict	Discuss religion's role in promoting or mitigating conflict	Explain elements of religious teachings that promote or mitigate conflict	Discuss elements of religious teachings that promote or mitigate conflict in particular instances	Discuss elements of religious teachings that promote or mitigate conflict in particular instances, and explain the role of the social and political context
Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards ripeness and transformation
Explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor	Little awareness of the role that the demeanor and self-control of actors play in conflict situations	Discuss the role of demeanor and self-control for actors in conflict situations.	Explain the role of demeanor and self-control for actors in conflict situations and reflect on one's own ability to be such an actor	Explain the role of demeanor and self-control for actors in conflict situations, illustrating with examples, and demonstrate one's own ability to be such an actor.

D.MIN. PROGRAM LEARNING OUTCOMES RUBRIC²

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4
Use critical and analytical tools to effectively assess their ministerial leadership for changes and needs in their ministry.	Describe their ministerial leadership and identify the changes they are striving to make in their ministry	Employ analytical tools to assess changes they are striving to make in their ministry	Use analytical tools effectively, identifying outcomes and assessing the effectiveness of their leadership for realizing them	Use analytical tools effectively, identifying outcomes and assessing the effectiveness of their leadership for realizing them; explain the rationale for using these tools and critically evaluate their strengths and weaknesses
Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.	Describe the value of their spiritual journey, outline the theological gifts that they bring to ministry	Explain their theological commitments; discuss their strengths and limitations in ministry; describe means of self-care and strengthening spiritual life	Explain how they apply their theological commitments in the practice of ministry, utilize their strengths and manage their limitations for ministerial competency, and practice self-care and ways to strengthen spiritual life	Regularly practice critical reflection on their theological commitments and personal gifts, and implement insights for greater ministerial competency
Integrate mastery of scripture, tradition and reason within the practice of ministry for ministerial effectiveness.	Describe the scriptural basis of their ministry, discuss the traditions their ministry follows, and identify one or two other rationales for their ministry	Discuss how their ministry strives to incorporate scripture, tradition and reason	Demonstrate integration of scripture, tradition and reason in the practice of ministry	Recognize the hallmarks of ministerial effectiveness in the integration of scripture, tradition and reason in the practice of ministry
Re-examine their ministry context through their personal theological and spiritual perspectives in a changing world	Identify the context of their ministry and recognize the need to minister in a changing world	Discuss the role of context and its impact on their ministry	Demonstrate effectiveness in analyzing their specific and wider ministry context in a changing world	Develop a ministry plan for an ongoing ministry that features contextualization based on a critical analysis and assessment of a wider society.
Demonstrate effective leadership of their community of faith with a diverse and appropriate skill set	Discuss the needs of their community of faith and the leadership they bring to meet their needs	Explain their diverse leadership roles; identify skills they need to improve in order to better meet the needs of their community of faith	Demonstrate improved effectiveness and diversification of their skill set to address shortcomings in leading their community of faith	Demonstrate improved effectiveness and diversification of their skill set that addresses shortcomings with consistent assessment, collaboration, and continual development of new skills and resources

² Revised by the faculty, December 18, 2024

APPENDIX B:

RESPONSIBILITIES OF THE EDUCATIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

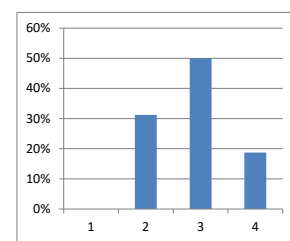
1. The responsibilities of the EEAC as reflected in its plans, recommendations and reports, are focused on assessment of student learning.
2. Provides training for faculty, staff, and students in assessment
3. Evaluates assessment tools/formats currently in use,
4. Researches and recommends the use of professional assessment tools
5. Works with the Associate Provost for the distribution of assessment tools
6. Works with the Associate Provost to analyze data, evaluate and summarize assessment results
7. Determines recommendations based upon assessment findings
8. Conveys recommendations to the Academic Affairs Committee for consideration by the full faculty
9. Follows through on implementation of reports and recommendations and assesses effectiveness of those actions
10. Generates a Year-End Report that outlines all assessment activities conducted in the academic year just ending as well as assessment actions not taken
11. Monitors the schedule of assessment in the Educational Effectiveness Assessment Plan and keeps the Plan current
12. Supports an institution-wide culture of evidence
13. Keeps up-to-date with current assessment standards and methodologies
14. Sends its members to seminars for on-going training in assessment by the Middle States Commission on Higher Education (MSCHE), The Association of Theological Schools (ATS), Assessment Network of New York (ANNY), and other relevant organizations

PROGRAM LEVEL LEARNING OUTCOMES (PLO) FALL 2024 - SPRING 2025

M.Div. Program

TC1 Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.

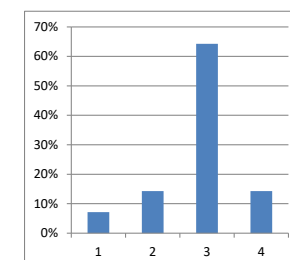
SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2024	LTR 5141 World Religions and Christianity		1	2		3
	LTR 5402 Jewish-Christian Relations		1			1
	MIN 5104 Homiletics		1	3		4
	PST 5141 Diplomacy and Faith Based Diplomacy			1		1
	SCR 5131 Hebrew Bible				1	1
	THE 5601 Unification Theology				1	1
Spring 2025	MIN 5106 Ecumenism and Interfaith		1	1		2
	MIN 5803 Integration Colloquy			1		1
	PST 5152 Formation and Self Care for Peace Professionals		1			1
	THE 5141 Ethics and Social Justice in Age of Globalization					0
	SCR 5421 The Gospel of Matthew				1	1
						0
						0
						0
	TOTAL	0	5	8	3	16
		0%	31%	50%	19%	



% attained Mastery 69%

TC 2 Students should be able to analyze issues impacting their church today using their knowledge of leading figures, events, and institutions of the Church.

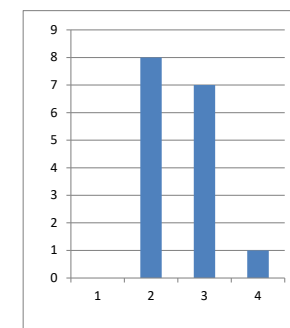
Semester	SOURCE	PLO Achievement Level (from each course assessment form)				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2024	LTR 5141 World Religions and Christianity		1	1	1	3
	LTR 5402 Jewish-Christian Relations	1				1
	MIN 5104 Homiletics			4		4
	PST 5141 Diplomacy and Faith Based Diplomacy				1	1
Spring 2025	MIN 5106 Ecumenism and Interfaith		1	1		2
	MIN 5803 Integration Colloquy			1		1
	PST 5152 Formation and Self Care for Peace Professionals			1		1
	THE 5141 Ethics and Social Justice in Age of Globalization					0
	SCR 5421 The Gospel of Matthew			1		1
						0
						0
						0
	TOTAL	1	2	9	2	14
		7%	14%	64%	14%	



% attained Mastery 79%

TC3 Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.

Semester	SOURCE	PLO Achievement Level (from each course assessment form)				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2024	LTR 5141 World Religions and Christianity		1	2		3
	LTR 5402 Jewish-Christian Relations		1			1
	LTR 5503 Unification Worldview & Society			1		1
	MIN 5104 Homiletics		3	1		4
	SCR 5131 Hebrew Bible			1		1
	THE 5601 Unification Theology				1	1
Spring 2025	MIN 5106 Ecumenism and Interfaith		1	1		2
	MIN 5803 Integration Colloquy		1			1
	PST 5152 Formation and Self Care for Peace Professionals		1			1
	THE 5141 Ethics and Social Justice in Age of Globalization					0
	SCR 5421 The Gospel of Matthew			1		1
						0
						0
						0
						0
	TOTAL	0	8	7	1	16
		0%	50%	44%	6%	



% attained Mastery 50%

TC4 Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society.

2025						0
						0
						0
						0
	TOTAL	0	1	0	0	1
		0%	100%	0%	0%	

% attained Mastery 0%

PR2 Students can use tools to plan and lead corporate worship.

Spring	MIN 5803 Integration Colloquy			1		1
2025						0
						0
						0
						0
						0
						0
						0
	TOTAL	0	0	1	0	1
		0%	0%	100%	0%	

% attained Mastery 100%

PR3 Students can demonstrate a range of pastoral skills and techniques.

Spring	MIN 5803 Integration Colloquy			1		1
2025						0
						0
						0
						0
						0
						0
						0
	TOTAL	0	0	1	0	1
		0%	0%	100%	0%	

% attained Mastery 100%

PR4 Students can relate constructively to practitioners of diverse religious faiths.

Spring	MIN 5803 Integration Colloquy			1		1
2025						0
						0
						0
						0
						0
						0
	TOTAL	0	0	1	0	1
		0%	0%	100%	0%	

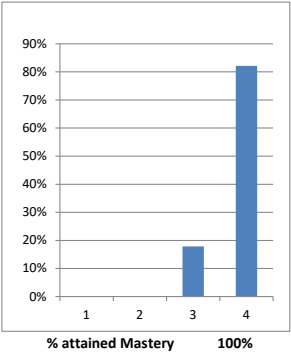
% attained Mastery 100%

PROGRAM LEVEL LEARNING OUTCOMES (PLO) FALL 2024 - SPRING 2025

MA Program in Religious Studies

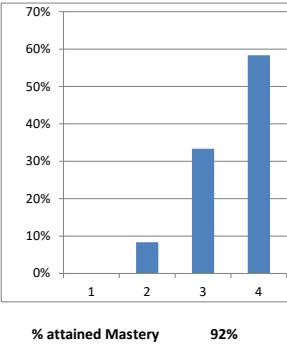
PSF1 Students can demonstrate spiritual maturity

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 5107 Leadership & Congregational Development			3	2	5
2024	LTR 5141 World Religions and Christianity				5	5
	MIN 5804 B Masters Colloquium B			1		1
	THE 5601 Unification Theology				1	1
	MA Thesis				2	2
Spring	MIN 5106 Ecumenism and Interfaith				2	2
2025	MIN 5804A Masters Colloquium A			1	1	2
	MIN 5804B Masters Colloquium B				2	2
	THE 5131 Systematic Theology				2	2
	THE 5141 Ethics and Social Justice in Age of Globalization				2	2
	THE 5635 Introduction to the Divine Principle				2	2
	MA Thesis				2	2
						0
						0
	TOTAL	0	0	5	23	28
		0%	0%	18%	82%	



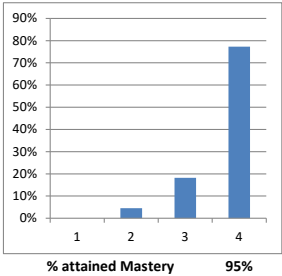
PSF2 Students can examine and reflect upon their experiences in light of their faith, theology, and tradition.

SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 5107 Leadership & Congregational Development			3	2	5
2024	LTR 5141 World Religions and Christianity		1	1	3	5
	LTR 5503 Unification Worldview & Society		1			1
	MIN 5104 Homiletics			2		2
	MIN 5804 A Masters Colloquium A			1	1	2
	MIN 5804 B Masters Colloquium B			1		1
	SCR 5131 Hebrew Bible			1		1
	SCR 5141 New Testament Foundations			2		2
	THE 5601 Unification Theology				2	2
	MA Thesis				1	
Spring	MIN 5106 Ecumenism and Interfaith				2	2
2025	MIN 5804A Masters Colloquium A		1		1	2
	MIN 5804B Masters Colloquium B				2	2
	THE 5131 Systematic Theology				2	2
	THE 5141 Ethics and Social Justice in Age of Globalization				2	2
	THE 5635 Introduction to the Divine Principle				2	2
	MA Thesis			1	1	2
	TOTAL	0	3	12	21	36
		0%	8%	33%	58%	



PSF3 Students can describe their calling and demonstrate initiative to carry it out.

SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall			0	0	0	0
2024	LTR 5141 World Religions and Christianity		1	1	3	5
	MIN 5804 A Masters Colloquium A			1	1	2
	MA Thesis				1	1
Spring	MIN 5106 Ecumenism and Interfaith			1	1	2
2025	MIN 5804A Masters Colloquium A			1	1	2
	MIN 5804B Masters Colloquium B				2	2
	THE 5131 Systematic Theology				2	2
	THE 5141 Ethics and Social Justice in Age of Globalization				2	2
	THE 5635 Introduction to the Divine Principle				2	2
	MA Thesis				2	2
						0
						0
	TOTAL	0	1	4	17	22
		0%	5%	18%	77%	

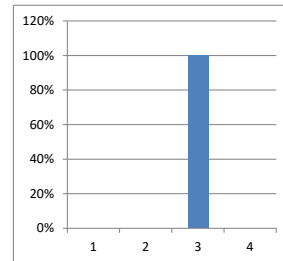


R&S 1 : Students can explain and appraise Judeo-Christian tradition, including scripture, theology and history.

PLO Achievement Level

US 2 Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions.

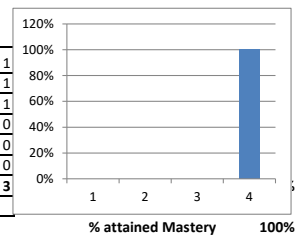
		PLO Achievement Level Percentages				# of students assessed
SEMESTER	SOURCE	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring	MIN 5804A Masters Colloquium A			1		1
2025	MA Thesis			1		1
						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
	TOTAL	0	0	2	0	2
		0%	0%	100%	0%	



% attained Mastery	100%
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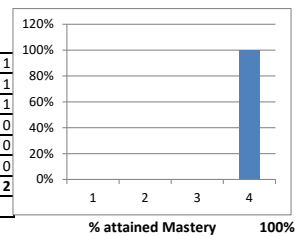
IFPB1 Students can demonstrate academic and/or practical competencies for peacebuilding

Fall 2024	MA Thesis				1	1
Spring	MIN 5106 Ecumenism and Interfaith				1	1
2025	THE 5131 Systematic Theology				1	1
						0
						0
						0
	TOTAL	0	0	0	3	3
		0%	0%	0%	100%	



IFPB2 Students can demonstrate academic and/or practical competencies for ecumenical and/or interfaith dialogue and collaboration.

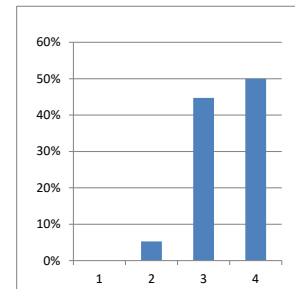
Fall 2024	MA Thesis			1		1
Spring	MIN 5106 Ecumenism and Interfaith				1	1
2025	THE 5131 Systematic Theology				1	1
						0
						0
						0
	TOTAL	0	0	0	2	2
		0%	0%	0%	100%	



TS 1

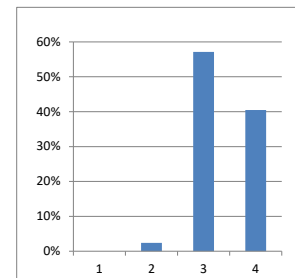
MA Program in Peace Studies

		PLO Achievement Level Percentages				# of students assessed
SEMESTER	SOURCE	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2024	LTR 5141 World Religions and Christianity		1	0	1	2
	LTR 5503 Unification Worldview & Society		0	0	0	0
	PST 5141 Diplomacy and Faith Based Diplomacy			4	8	12
	THE 5601 Unification Theology				1	1
Spring 2025	MIN 5106 Ecumenism and Interfaith		1	1		2
	PST 5101 Conflict Analysis and Transformation			1	2	3
	PST 5152 Formation and Self Care for Peace Professionals			8	2	10
	SCR 5151 World Scriptures & World Peace			0		0
	Oral Comprehensive exam			3	5	8
						0
						0
					0	
					0	
					0	
					0	
					0	
		0	2	17	19	38
		0%	5%	45%	50%	



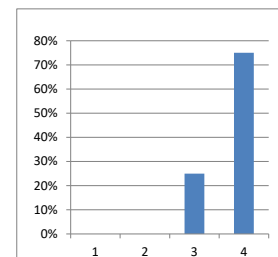
% attained Mastery **95%**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2024	LTR 5141 World Religions and Christianity			1	1	2
	LTR 5503 Unification Worldview & Society			4		4
	PST 5141 Diplomacy and Faith Based Diplomacy			8	4	12
	THE 5601 Unification Theology				1	1
						0
Spring 2025	MIN 5106 Ecumenism and Interfaith		1	1		2
	PST 5101 Conflict Analysis and Transformation			3		3
	PST 5152 Formation and Self Care for Peace Professionals			5	5	10
	SCR 5151 World Scriptures & World Peace			0		
	Oral Comprehensive exam			2	6	8
						0
						0
						0
		0	1	24	17	42
		0%	2%	57%	40%	



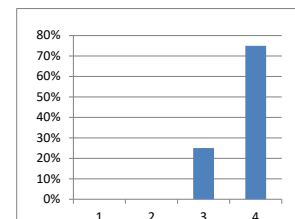
% attained Mastery **98%**

		PLO Achievement Level Percentages				# of students assessed
SEMESTER	SOURCE	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring 2025	Oral Comprehensive exam			2	6	8
						0
						0
						0
						0
						0
						0
						0
						0
						0
		0	0	2	6	8
		0%	0%	25%	75%	



% attained Mastery **100%**

		PLO Achievement Level Percentages				# of students assessed
SEMESTER	SOURCE	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring 2025	Oral Comprehensive exam			2	6	8
						0
						0
						0
						0
						0
						0
						0
		0	0	2	6	8
		0%	0%	25%	75%	



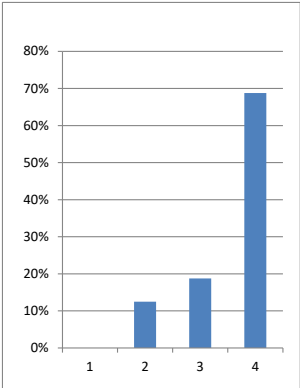
% attained Mastery **100%**

PROGRAM LEVEL LEARNING OUTCOMES (PLO) FALL 2024 - SPRING 2025

DMin

1 Use critical and analytical tools to effectively assess the ministerial leadership changes and needs within their ministry

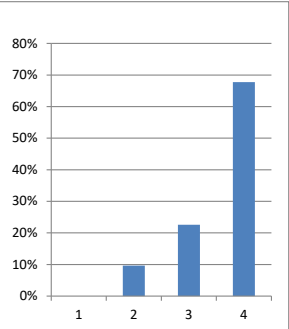
SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 8104 Faith Leadership in Today's World				6	6
2024	MIN 8803 Research Design Strategies				6	6
Spring	MIN 8503: Challenges & Possib. of the Emerging Global Family				2	2
2025	MIN 8504 Faith Formation, Spirituality & Counseling in Contemp. Family		3			3
	MIN 8804 Designing the Project Proposal				2	2
	MIN 8701 Multicult., Diversity and Non-violent Conflict Resolution			2	1	3
	MIN 8801 Bibliogr. Research & Overview of the DMin Dissertation			1	2	3
	Dissertation defense		1	3	3	7
						0
						0
						0
						0
						0
						0
	Total	0	4	6	22	32
		0%	13%	19%	69%	



% attained Mastery 88%

2 Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.

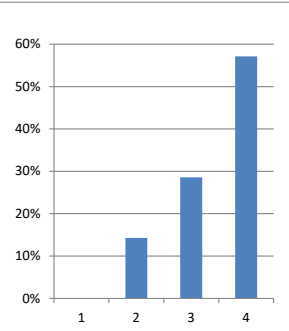
SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 8104 Faith Leadership in Today's World				6	6
2024	MIN 8803 Research Design Strategies				6	6
Spring	MIN 8503: Challenges & Possib. of the Emerging Global Family				2	2
2025	MIN 8504 Faith Formation, Spirituality & Counseling in Contemp Family		3			3
	MIN 8804 Designing the Project Proposal			1	1	2
	MIN 8701 Multicult., Diversity and Non-violent Conflict Resolution			1	2	3
	MIN 8801 Bibliogr. Research & Overview of the DMin Dissertation				2	2
	Dissertation defense			5	2	7
						0
						0
						0
						0
						0
	Total	0	3	7	21	31
		0%	10%	23%	68%	



% attained Mastery 90%

3 Integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.

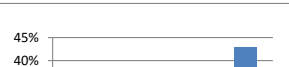
SEMESTER	SOURCE	PLO Achievement Level				students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring	Dissertation defense		1	2	4	7
2025						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
						0
	Total	0	1	2	4	7
		0%	14%	29%	57%	



% attained Mastery 86%

4 Re-examine their ministry context through their personal theological and spiritual perspectives in a changing world

SEMESTER	SOURCE	PLO Achievement Level				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring	Dissertation defense		2	2	3	7



HJ International Graduate School for Peace and Public Leadership
Educational Effectiveness Assessment Committee
October 30, 2024, Via Zoom

Minutes

Present: Dr. Wilson (Chair), Dean Boyd, Mrs. Delaney, Mr. Delaney, Dr. Kone, Dr. Noda and Dr. Walsh

The meeting was called to order at 9:05 a.m.

Dr. Wilson briefly reported on the Faculty Assembly attendance and updates.

I. Approval of Minutes of October 09, 2024

Dr. Wilson moved and Dr. Walsh seconded to approve the minutes of September 18, 2024 as amended. The minutes were approved unanimously.

II. Oral Comprehensives for the Master of Arts in Peace Studies (Attachment)

Dr. Ward presented the PowerPoint presentation of an oral comprehensive exam for the MA in Peace Studies that will provide quantitative and qualitative assessment of student learning in at the capstone level. The exam questions require students to discuss the matters related to each program outcomes in the context of their internship experience as well as their coursework. Dr. Walsh suggested a small wording change for outcome #3, that 'Faith-based Organizations' be used instead of 'Church-related organizations.'

The ensuing discussion covered the suitability of combining internship/field education assessment with a program's capstone assessment; also whether if this is done for Peace Studies, whether the same should be done for all programs. Dr. Ward discussed the difficulty in asking supervisors within the internship/field education placements to do an HJI assessment, since every organization has its own rules and restrictions. Hence, working assessment of internships into the capstones was a reasonable measure. Dr. Wilson agreed, and noted that assessing student learning through the internship/field education experience within the capstone is already a feature of assessment in the M.Div. program with its Integration Colloquy.

Following discussion, Dr. Wilson moved and Dr. Kone seconded to approve **the Oral Comprehensive exam as the Field Education Assessment for Master of Arts in Peace Studies**. The motion passed.

Dr. Wilson noted that this field education assessment will be described in the MA in Peace Studies Program Handbook.

III. Proposal for Revision of D.Min. Program Outcomes Rubric (Attachment)

Dr. Wilson in consultation with Dr. Kone presented and explained the proposed revisions of D.Min. Program outcomes and rubric for outcomes 1, 4 and 5. Dr. Wilson moved and Dr. Noda seconded to approve **the proposed revisions of D.Min. Program Outcomes and Rubric**. The motion passed unanimously.

IV. Entering Student Questionnaire

Dean Boyd presented the modified draft proposal for a revised Entering Student Questionnaire (ESQ) based on suggestions from the last EEAC meeting. His modified proposal focuses on what will be helpful for requirement and enrollment management. The Committee discussed proposal, looking at the ESQ from several angles including from the perspective of its purpose. Dean Boyd agreed that questions about students' career trajectories, including previous and current positions and future plans, should be added to the questionnaire. Also, the question about what motivated the student to apply to HJI should be expanded to include requests from church leaders and recommendations from NGO supervisors. He will consult further with Mrs. Delaney and present the revised Entering Student Questionnaire at the next EEAC meeting.

V. MPR Guidelines

Mrs. Delaney informed the committee that all handbooks have been sent for review to various administrators. Dr. Ward changed the MPR guidelines for the Peace Studies students, while Dr. Walsh proposed edits for the MPR guidelines in the MA in Religious Studies Handbook. Dean Delaney noted that there are different guidelines for different programs, as this was not the case before. She asked whether revisions of the MPR guidelines should be reviewed by the faculty or by the EEAC. Dr. Wilson responded that changes in the MPR should properly be taken up by the AAC and the Faculty Council, not the EEAC. They noted that the MPR is a program requirement for the degree and is not currently being utilized for program assessment but rather for student advisement and self-assessment. Dr. Noda agreed, also noted that it is appropriate for different programs to have different MPRs with different guidelines. Dean Delaney asked whether detailed descriptions of the MPR and its guidelines for each program need to be in the Catalog. Dr. Wilson replied that in his view, this is appropriate for the program handbooks but not the Catalog.

VI. Goals and Objectives, Program Outcomes, Rubrics for the MA in Religious Studies program

Dean Delaney said that Dr. Walsh made several suggestions for the wording for the goals and objectives of the program, as well as for the rubric and for the program outcomes. Dean Delaney inquired if this matter is for EEAC to discuss, as it is rubric related. Dr. Wilson agreed that any changes to rubrics have to be addressed in the EEAC, but that proposed changes in the program outcomes first need to be reviewed by the AAC and the Faculty Council. There was also some discussion about whether certain hypothetical program changes would require informing NYSED.

VII. Amending the Course Evaluation to include a question regarding "convenience" of class meeting times, as mentioned by Dr. Mickler at the Faculty Assembly on Monday; other changes to the Course Evaluations

Mrs. Delaney raised the issue of revising the Course Evaluations, coming off of Dr. Mickler's suggestion at the Faculty Assembly that we should add a question regarding the convenience of the class meeting times. She brought up other revisions to remove obsolete questions pertaining to online courses. She asked if this matter needs to be addressed in the EEAC or by the academic administration. Dr. Noda suggested that this can be dealt as part of the academic unit of Institutional Assessment. Dr. Wilson agreed that since Course Evaluations do not deal with assessment of student learning, they are

outside the purview of this committee and can be dealt with by the academic administration.

VIII. Official documents where to be stored

Mrs. Delaney inquired as to who should be responsible to collect, store and preserve documents relating to educational effectiveness assessment and the work of this Committee. Dr. Wilson stated that it is the administration's responsibility to keep official records. Mrs. Delaney brought up the issue of access to the server where documents used to be stored, but Dr. Wilson said that the EEAC is not the place to discuss this issue.

Dr. Wilson said that he will schedule the next EEAC meeting in November or December, whenever the revision of the ESQ is complete.

There being no further business, the meeting adjourned at 10:27 am.

Minutes prepared by Karen Mathew, reviewed by Dr. Wilson

Oral Comprehensives for the Master of Arts in Peace Studies

Preliminary Questions

- Where did you do your internship?
- What was the purpose of the organization where you worked?
- Whom did they serve?
- Who was your superior? Background, Age, Career Path, Greatest Achievement...
- Do you have photos of yourself with your superior?
- Do you have photo of yourself working in your internship?
- Have you added this internship to your resume?
- Would you recommend a future HJI Peace Studies student to go to that internship as well?

Question for Learning Outcome #1

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Define conflict analysis and conflict transformation	Explain principles of conflict analysis and/or conflict transformation	Explain principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Explain principles of conflict analysis and conflict transformation, discuss their application in specific contexts, and critically evaluate their effectiveness	

1. Describe the dimensions of conflict analysis that you used to assess and build your relationships with co-workers, your superiors and those whom you served?
2. Were there cliques in your workplace?
3. Were you integrated into one of the cliques or were you able to navigate amongst them?
4. If you were able to navigate why so?
5. Assess the leverage each of the cliques vis-à-vis the overall organizational dynamic?
6. Did you identify any spoilers in the tension or conflict in the workplace?
7. In what ways did you seek to further ripeness between yourself and other co-workers and any cliques in the organization?
8. How did your superior handle such cliques?
9. In your daily work how did you understand and apply conflict transformation and explain how you related to those whom you worked closely with based on this principle, even if only in hindsight??

Question for Learning Outcome #2 for those interning in a governmental, IGO or NGO involved in Conflict Management in conflict not characterized by a deep-seeded religious divide

Identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict	Discuss religion's role in promoting or mitigating conflict	Explain elements of religious teachings that promote or mitigate conflict	Discuss elements of religious teachings that promote or mitigate conflict in particular instances	Discuss elements of religious teachings that promote or mitigate conflict in particular instances, and explain the role of the social and political context	
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1. If there was not a religious divide in the organization where you looked, was there another type of divide that was quasi-religious?
2. What is the origin of that conflict?
3. How does each side see that origin? Is there a shared narrative?
4. What dimensions or teachings in your own faith are designed to address conflict?
5. How did you use your own faith to address conflict?
6. Give one example of how your faith informed your decision in addressing or navigating through contentious issues?

Question for Learning Outcome #2 for those interning in a governmental, IGO or NGO involved in Conflict Management in a conflict characterized by a deep-seeded religious divide

Identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict	Discuss religion's role in promoting or mitigating conflict	Explain elements of religious teachings that promote or mitigate conflict	Discuss elements of religious teachings that promote or mitigate conflict in particular instances	Discuss elements of religious teachings that promote or mitigate conflict in particular instances, and explain the role of the social and political context	
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1. Is there a religious or a quasi-religious dimension to the conflict that you were involved in helping to address?
2. What is the origin of that conflict?
3. How does each side see that origin? Is there a shared narrative?
4. What are ways in which you could see that religious views in the case of your internship served as an obstacle to peace?
5. In what ways do you believe that the religions involved in the conflict could find a way to better communicate and validate the legitimacy of the other and the dimensions of faith that they shared?
6. What did you learn from how your superior navigated the religious divide?

Question for Learning Outcome #3

Case of NGO including Church-related Organization

Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards transformation	
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1. Were there problems in relationships (with co-workers, between the leader and co-workers)?
2. How were they mishandled?
3. How were they properly handled?
4. What traits or habits in your leader impressed you in addressing such issues?
5. Which did not?

Question for Learning Outcome #3

Case of a Government or Intergovernmental Organization or NGO involved in Conflict Management

Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards transformation	
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1. Which conflict were you involved in addressing in your NGO, IGO or government office?
2. Why, based on your examination, has the conflict not been settled?
3. Assess the leverage of each side of the conflict?
4. Could you identify spoilers in the conflict? How are they handled?
5. What steps are being taken to ripen the conflict?
6. What traits or habits in your leader impressed you in his/her approach to conflict management and peacebuilding?
7. What traits or habits in your leader struck you as needing improvement based on your experience and academic study of peace?

Question for Learning Outcome #4

Explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor	Little awareness of the role that the demeanor and self-control of actors play in conflict situations	Discuss the role of demeanor and self-control for actors in conflict situations.	Explain the role of demeanor and self-control for actors in conflict situations and reflect on one's own ability to be such an actor	Explain the role of demeanor and self-control for actors in conflict situations, illustrating with examples, and demonstrate one's own ability to be such an actor.	
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1. Why do you feel that keeping a calm, embracing demeanor and maintaining self-control are important in corporate, governmental or NGO relations?
2. During your internship, you most likely encountered situations where you experienced tension with your associates, your boss, or your clients. Honestly reflect on those experiences. How did you handle them? Did you approach them based upon your Peace Studies curriculum and experience? Did you find that helpful?
3. What did you learn from how your superiors handled such situations?

MA in Peace Studies Oral Comprehensive Exam with Qualitative Assessment Spring 2025

PLO Rubric Approved by Faculty Council 5/11/2022

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Define conflict analysis and conflict transformation	Explain principles of conflict analysis and/or conflict transformation	Explain principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Explain principles of conflict analysis and conflict transformation, discuss their application in specific contexts, and critically evaluate their effectiveness	
	COMMENT: Student A: [Competency Level 3] Observation: The student is able to elaborate on the principles of conflict analysis with detail and critical insight. However, his internship, which focused primarily on editing and writing, did not provide opportunities for hands-on application of these principles.				
	Student B: [Competency Level 4] Observation: The student demonstrated ease and confidence in applying the principles of conflict analysis. Her internship experience, combined with a long history of employment in the hospitality industry, reinforced her ability to analyze conflict critically and practically.				
	Student C: [Competency Level 4] Observation: The student demonstrated a considerable understanding of key concepts, reinforced by his internship, which focused on researching conflict through the lens of the longstanding Northern Ireland conflict. This provided him with a prism for analyzing and comparing developments in other global conflicts.				
	Student D: [Competency Level 4] Observation: The student was able to convincingly analyze the complex set of problems that she encountered during her internship, which involved organizing and implementing trade fairs among companies and EU member states.				
	Student E: [Competency Level 4] Observation: The student gave clear and concise responses regarding how he applied core principles of conflict analysis during his internship in a high-level government ministry.				
	Student F: [Competency Level 3] Observation: The student demonstrated a good understanding of conflict dynamics and transformation. However, his internship did not offer hands-on experience in this area, as it focused more on editing and writing reports for a website.				
	Student G: [Competency Level 3] Observation: The student has a solid grasp of conflict analysis. His internship with the Ministry of Health gave him opportunities to apply conflict management competencies				

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	in real-life situations, particularly in a setting where, as a physician specializing in women's health, had clients that required a gender-informed approach to gain and strengthen trust. Student H: [Competency Level 4] Observation: The student displayed excellent mastery of the complex issues she encountered during her internship that required numerous meetings and electronic communications with high-ranking African officials. She successfully navigated serious challenges and earned the support of her peers through her professionalism and sensitivity.				
Identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict	Discuss religion's role in promoting or mitigating conflict	Explain elements of religious teachings that promote or mitigate conflict	Discuss elements of religious teachings that promote or mitigate conflict in particular instances	Discuss elements of religious teachings that promote or mitigate conflict in particular instances, and explain the role of the social and political context	
	COMMENT: Student A: [Competency Level 4] Observation: Through his internship, which involved preparing conferences for audiences of diverse faiths, the student was able to apply his understanding of how contrasting religious worldviews influence conflict. He demonstrated insight into how one's approach to interreligious dialogue and cooperation can either exacerbate or help to mitigate these tensions. Student B: [Competency Level 4] Observation: The student demonstrates a clear understanding of how religion can both positively and negatively influence conflict. This insight is informed not only by her internship and studies in world religions but also by her extensive hospitality experience with a large US-based international corporation prior to attending HJI. Student C: [Competency Level 4] Observation: The student displayed an advanced capacity to identify and address the subtle and at times preponderant influence of religion in conflict. His internship allowed him to monitor developments in the longstanding Catholic–Anglican/Protestant divide in Northern Ireland. Student D: [Competency Level 4] Observation: The student's internship in Italy exposed her to the Catholic–Unificationist divide, which remains pronounced in some places due to Vatican monitoring of new religious movements (NRMs), including the Family Federation. She faced suspicion and even disdain from some co-workers due to her affiliation with what was perceived as a "cult." However, her perseverance, patience, and professionalism gradually shifted the attitudes of her colleagues. Student E: [Competency Level 3] Observation: The student demonstrated a strong awareness of interfaith diplomacy and its role in managing sensitive issues. During his internship with his nation's foreign ministry, he participated in meetings with representatives from the former Commonwealth of Independent States.				

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	These engagements required sensitivity to the religious dimensions of diplomacy and shaped how discussion points were approached. Student F: [Competency Level 4] Observation: During his internship in Africa, the student demonstrated an understanding of how religion can influence conflict. He was able to offer insights into the role played by religion in previous and current conflicts on the continent. Student G: [Competency Level 3] Observation: While interning at the Ministry of Health in a country with a long history of Hindu-Buddhist and Muslim-Hindu tensions, the student demonstrated an appreciation for the role of religious differences in contributing to volatility in the relations among these faith in his country. He also has developed an appreciation of the ways in which recognition of the shared ideals and values among the world's major religions can help prevent such conflict. Student H: [Competency Level 4] Observation: The student demonstrated an outstanding ability to identify the role of religion in conflict and skillfully integrated this understanding into her interactions with heads of state and their staff in her role as acting Chief of Communication for UPF Africa.				
Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards ripeness and transformation	
	Comments: Student A [Competency Level 3] Observation: The student's application of peace strategies to real-life situations was compelling. While his intellectual abilities are notable, he would benefit from supplementing this strength with practical workplace experience. Unfortunately, his internship choice did not provide an opportunity to move beyond his comfort zone. Student B: [Competency Level 4] Observation: The student offered creative solutions to real-world issues she had previously encountered in both academic and professional contexts. Her decade-long experience as a customer relations expert in the U.S. corporate sector, along with her role as an HSA-UWC human resources professional, informed her practical and innovative approach in navigating destabilizing issues that came up during her internship. Student C: [Competency Level 4] Observation: The student demonstrated the ability to distinguish between effective and ineffective approaches to conflict resolution. His internship at a major Belfast-based academic institution, which focused on researching the conflict between the United Kingdom and Irish				

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	Protestants and Irish nationalist movements, allowed him to critically analyze centuries of conflict and peace efforts. These experiences enabled him to develop a sophisticated framework for future work as a peace professional.				
	Student D: [Competency Level 4] Observation: The student demonstrated perseverance and dedication in navigating a challenging conflict situation during her internship at a major corporation involved in international trade fairs. Despite key actors trying to undermine her, she completed the internship and contributed positively through holistic, values-based agency—contrasting with others who prioritized self-interest.				
	Student E: [Competency Level 4] Observation: The student provided a clear and insightful analysis of how elements of traditional society can either escalate or transform conflicts. His internship at the Ministry of Foreign Affairs gave him exposure to high-level diplomatic preparations and negotiations. These experiences deepened his understanding of his country’s historical and geopolitical challenges and helped him appreciate the importance of enhancing a young nation’s credibility on the global stage.				
	Student F: [Competency Level 4] Observation: The student demonstrated a working knowledge of the factors that contribute to conflict and rivalries among African heads of state and government. He explored pathways to foster dialogue and promote progress in complex political environments.				
	Student G: [Competency Level 3] Observation: In his role with the Ministry of Health, the student worked with underserved communities, which required him to convince those whom he served of the government’s commitment and ability to meet public needs. He showed an understanding of the attitude and communication strategies necessary to gain the trust of individuals who had previously felt deceived or underserved by public institutions.				
	Student H: [Competency Level 4] Observation: Through her work with African Heads of State and Government, the student expanded the acceptance of UPF initiatives and deepened her understanding of the historical issues that lead to divisions between countries on the African continent.				

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor	Little awareness of the role that the demeanor and self-control of actors play in conflict situations	Discuss the role of demeanor and self-control for actors in conflict situations.	Explain the role of demeanor and self-control for actors in conflict situations and reflect on one's own ability to be such an actor	Explain the role of demeanor and self-control for actors in conflict situations, illustrating with examples, and demonstrate one's own ability to be such an actor.	
	COMMENT: Student A: [Competency Level 3] Observation: The student demonstrated an advanced ability to use introspection as a tool for peaceful cooperation. However, because most of his work was conducted behind the scenes, he had limited opportunities to apply these insights in direct interactions with others besides his supervisor. Student B: [Competency Level 4] Observation: The student demonstrated a high level of self-awareness regarding her limitations and areas in need of improvement. Her internship, combined with extensive experience in the hospitality industry, has allowed her to master a demeanor that projects positivity and inspires trust. Student C: [Competency Level 4] Observation: The student demonstrated an impressive willingness and ability to conduct himself professionally and to engage effectively with leading peace scholars and professionals in both the United States and the United Kingdom during his internship with the Queen's University Senator George J. Mitchell Institute for Global Peace, Security, and Justice. Student D: [Competency Level 4] Observation: Despite facing significant mistreatment by her internship supervisor—including a months-long delay in confirming her internship completion—the student maintained professionalism and self-control. Ultimately, she earned the supervisor's approval and a formal apology, exemplifying strong personal integrity and emotional discipline. Student E: [Competency Level 4] Observation: The student operated in a high-stakes environment, where each negotiation of the foreign ministry with neighboring and partner states carried significant consequences. He earned the respect of his colleagues and conducted himself with professionalism, ultimately securing a continued role in the organization following his internship. Student F: [Competency Level 4] Observation: The student showed a clear understanding of the importance of demeanor and self-control in peace initiatives. However, his internship activities did not include sufficient opportunities for direct, experiential learning in real-world peacebuilding contexts.				

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	Student G: [Competency Level 3] Observation: As both a government official and a medical doctor, the student occupies a role that requires careful control of behavior and demeanor. However, further reflection on his performance in this area is needed, as his professional standing may shield him from certain levels of accountability vis-a-vis the marginalized community that he serves. Student H: [Competency Level 4] Observation: Her reflection on her internship confirmed that she had mastered a tactful and constructive demeanor in engaging with heads of state and public officials, whose cooperation was essential to advancing the mission of the non-governmental organization she represented.				

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
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Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
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	These engagements required sensitivity to the religious dimensions of diplomacy and shaped how discussion points were approached. Student F: [Competency Level 4] Observation: During his internship in Africa, the student demonstrated an understanding of how religion can influence conflict. He was able to offer insights into the role played by religion in previous and current conflicts on the continent. Student G: [Competency Level 3] Observation: While interning at the Ministry of Health in a country with a long history of Hindu-Buddhist and Muslim-Hindu tensions, the student demonstrated an appreciation for the role of religious differences in contributing to volatility in the relations among these faith in his country. He also has developed an appreciation of the ways in which recognition of the shared ideals and values among the world's major religions can help prevent such conflict. Student H: [Competency Level 4] Observation: The student demonstrated an outstanding ability to identify the role of religion in conflict and skillfully integrated this understanding into her interactions with heads of state and their staff in her role as acting Chief of Communication for UPF Africa.				
Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards ripeness and transformation	
	Comments: Student A [Competency Level 3] Observation: The student's application of peace strategies to real-life situations was compelling. While his intellectual abilities are notable, he would benefit from supplementing this strength with practical workplace experience. Unfortunately, his internship choice did not provide an opportunity to move beyond his comfort zone. Student B:[Competency Level 4] Observation: The student offered creative solutions to real-world issues she had previously encountered in both academic and professional contexts. Her decade-long experience as a customer relations expert in the U.S. corporate sector, along with her role as an HSA-UWC human resources professional, informed her practical and innovative approach in navigating destabilizing issues that came up during her internship. Student C: [Competency Level 4] Observation: The student demonstrated the ability to distinguish between effective and ineffective approaches to conflict resolution. His internship at a major Belfast-based academic institution, which focused on researching the conflict between the United Kingdom and Irish				

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	Protestants and Irish nationalist movements, allowed him to critically analyze centuries of conflict and peace efforts. These experiences enabled him to develop a sophisticated framework for future work as a peace professional.				
	Student D: [Competency Level 4] Observation: The student demonstrated perseverance and dedication in navigating a challenging conflict situation during her internship at a major corporation involved in international trade fairs. Despite key actors trying to undermine her, she completed the internship and contributed positively through holistic, values-based agency—contrasting with others who prioritized self-interest.				
	Student E: [Competency Level 4] Observation: The student provided a clear and insightful analysis of how elements of traditional society can either escalate or transform conflicts. His internship at the Ministry of Foreign Affairs gave him exposure to high-level diplomatic preparations and negotiations. These experiences deepened his understanding of his country’s historical and geopolitical challenges and helped him appreciate the importance of enhancing a young nation’s credibility on the global stage.				
	Student F: [Competency Level 4] Observation: The student demonstrated a working knowledge of the factors that contribute to conflict and rivalries among African heads of state and government. He explored pathways to foster dialogue and promote progress in complex political environments.				
	Student G: [Competency Level 3] Observation: In his role with the Ministry of Health, the student worked with underserved communities, which required him to convince those whom he served of the government’s commitment and ability to meet public needs. He showed an understanding of the attitude and communication strategies necessary to gain the trust of individuals who had previously felt deceived or underserved by public institutions.				
	Student H: [Competency Level 4] Observation: Through her work with African Heads of State and Government, the student expanded the acceptance of UPF initiatives and deepened her understanding of the historical issues that lead to divisions between countries on the African continent.				

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor	Little awareness of the role that the demeanor and self-control of actors play in conflict situations	Discuss the role of demeanor and self-control for actors in conflict situations.	Explain the role of demeanor and self-control for actors in conflict situations and reflect on one's own ability to be such an actor	Explain the role of demeanor and self-control for actors in conflict situations, illustrating with examples, and demonstrate one's own ability to be such an actor.	
	COMMENT: Student A: [Competency Level 3] Observation: The student demonstrated an advanced ability to use introspection as a tool for peaceful cooperation. However, because most of his work was conducted behind the scenes, he had limited opportunities to apply these insights in direct interactions with others besides his supervisor. Student B: [Competency Level 4] Observation: The student demonstrated a high level of self-awareness regarding her limitations and areas in need of improvement. Her internship, combined with extensive experience in the hospitality industry, has allowed her to master a demeanor that projects positivity and inspires trust. Student C: [Competency Level 4] Observation: The student demonstrated an impressive willingness and ability to conduct himself professionally and to engage effectively with leading peace scholars and professionals in both the United States and the United Kingdom during his internship with the Queen's University Senator George J. Mitchell Institute for Global Peace, Security, and Justice. Student D: [Competency Level 4] Observation: Despite facing significant mistreatment by her internship supervisor—including a months-long delay in confirming her internship completion—the student maintained professionalism and self-control. Ultimately, she earned the supervisor's approval and a formal apology, exemplifying strong personal integrity and emotional discipline. Student E: [Competency Level 4] Observation: The student operated in a high-stakes environment, where each negotiation of the foreign ministry with neighboring and partner states carried significant consequences. He earned the respect of his colleagues and conducted himself with professionalism, ultimately securing a continued role in the organization following his internship. Student F: [Competency Level 4] Observation: The student showed a clear understanding of the importance of demeanor and self-control in peace initiatives. However, his internship activities did not include sufficient opportunities for direct, experiential learning in real-world peacebuilding contexts.				

<i>Outcome</i>	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	Student G: [Competency Level 3] Observation: As both a government official and a medical doctor, the student occupies a role that requires careful control of behavior and demeanor. However, further reflection on his performance in this area is needed, as his professional standing may shield him from certain levels of accountability vis-a-vis the marginalized community that he serves. Student H: [Competency Level 4] Observation: Her reflection on her internship confirmed that she had mastered a tactful and constructive demeanor in engaging with heads of state and public officials, whose cooperation was essential to advancing the mission of the non-governmental organization she represented.				

Course Level Learning Outcome Report AY 2024-25

Educational Effectiveness Committee

Return Rate: 90% (37/41; # of returned FCR / # of courses offered)

I. Summary

In 2024–25, overall success reached 89%, the highest in five years and a steady improvement from prior results (79–84%). Faculty noted strong student engagement and innovative teaching practices, including AI literacy, while also identifying challenges with uneven preparedness, English proficiency, and the integration of special cohorts. At the degree level, Master’s courses achieved an 88% success rate and Doctor of Ministry courses 91%, reflecting consistently strong performance across programs.

1. **Strong Overall Performance:** The assessment shows an **89% success rate** in AY2024–25, continuing a five-year trend of steady improvement: 80% (2020–21), 81% (2021–22), 79% (2022–23), 84% (2023–24), and now 89%.
2. **Student Engagement:** Faculty reports highlight students as “engaged, conscientious, and stimulated by course content,” with many demonstrating strong commitment and active participation.
3. **Innovative Teaching:** Faculty increasingly experimented with **flipped classrooms, experiential assignments, and integration of AI literacy**, enhancing learning outcomes and preparing students for emerging challenges.
4. **Key Challenges:**
 - a. **Uneven student preparedness**, with some students entering without sufficient academic readiness.
 - b. **Varied English proficiency**, which impacts participation and performance.
 - c. **Special student cohorts** (e.g., missionary groups) that sometimes struggled with integration into the broader learning community.

II. All Courses

Fall 2024

Course	# of outcomes	# of outcomes reached 70% or above	# of outcomes below 70%	% of outcomes reaching 70% or above (# of outcomes reached 70% or more/ total # of outcomes)
Synchronous Online Courses				
LTR 5132 History of Christianity II	4	4	0	100%
LTR 5141 World Religions & Christianity	4	4	0	100%

LTR 5402 Jewish-Christ Rel	5	0	5 (50, 50, 50, 50, 50)	0%
MIN 5104 Homiletics	5	5	0	100%
MIN 5107 Lead & Cong Develop.	6	6	0	100%
MIN 5804 A Masters Coll A	4	4	0	100%
MIN 5804 B Masters Coll B	4	4	0	100%
SCR 5131 Hebrew Bible	6	6	0	100%
SCR 5141 NT Foundations	5	5	0	100%
THE 5651 Uni Studies Seminar	4	4	0	100%
DMin Courses				
MIN 8101 Spiritual Form.	5	5	0	100%
MIN 8102 Theol Persp. On Min Leadership	5	5	0	100%
MIN 8103 Divers & Its Impact	8	8	0	100%
MIN 8104 Faith, Leadership in TW	7	7	0	100%
MIN 8802 Form the Question	4	4	0	100%
MIN 8803 Res Design Strat.	4	4	0	100%
Sub-total	80	75	5	94%
Asynchronous Online Courses				
LTR 5503 Uni. Worldview	5	5	0	100%
PST 5131 Peace & Conflict	4	4	0	100%
PST 5141 Diplomacy & FBD	5	5	0	100%
PST 5151 Res Methods	5	5	0	100%
THE 5601 Uni. Theology	5	5	0	100%
Sub-total	24	24	0	100%
Total	104	99	5	95%

Spring 2025

Course	# of outcomes	# of outcomes reached 70% or above	# of outcomes below 70%	% of outcomes reaching 70% or above (# of outcomes reached 70% or more/ total # of outcomes)
Synchronous Online Courses				
MIN 5106 Ecumenism & Interfaith	4	1 (82)	3 (73, 73, 73)	25%
MIN 5804 A Masters Coll A	4	3 (100, 100, 100)	1 (50)	75%
MIN 5804 B Masters Coll B	4	4	0	100%
SCR 5421 Gospel of Matthew	4	4	0	100%
DMin Courses				
MIN 8503 Chall & Possibilities of EGF	5	5	0	100%
MIN 8504 Faith Formation, Spirituality	5	5	0	100%
MIN 8701 Multicult., Diversity	5	5	0	100%
MIN 8801 Bibliogr. Research &	4	4	0	100%
MIN 8804 Designing Project Prop	4	3 (84, 100, 84)	1 (52)	75%
Sub-total	39	34	5	87%
Asynchronous Online Courses				
PST 5101 Conflict Analyti	6	6	0	100%
PST 5143 Uni. Approaches	4	4	0	100%
PST 5152 Formation & Self-care	5	5	0	100%

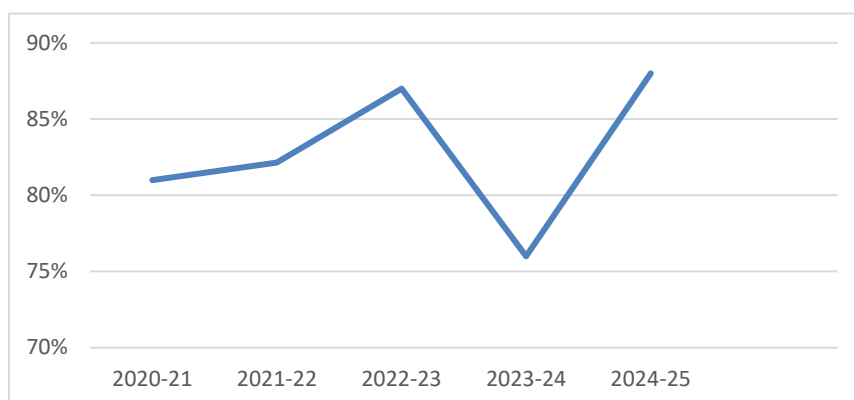
SCR 5151 World Scriptures	5	5	0	100%
THE 5151 Syst. Theology	5	5	0	100%
THE 5141 Ethics & Social Justice	4	4	0	100%
THE 5635 Intro to the Divine Principle	5	5	0	100%
Sub-total	34	34	0	100%
Total	73	68	5	93%

III. By Degree Level

Master's Courses

AY2024-25	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)
	26	23	88%

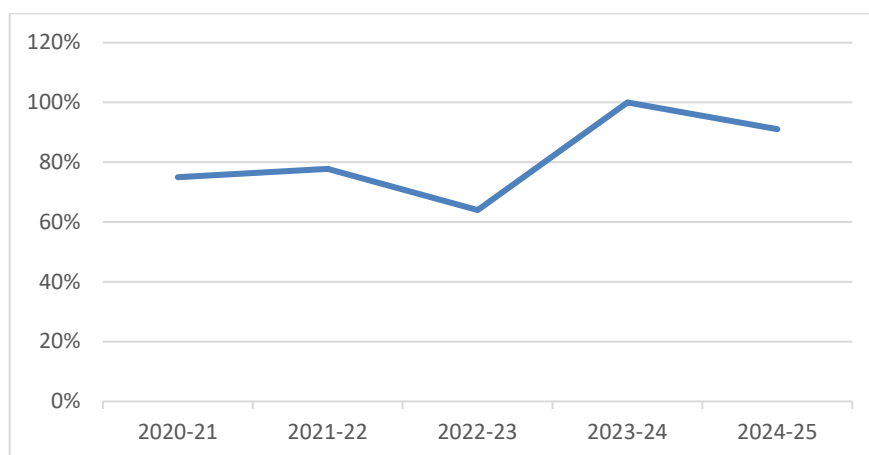
AY	2020-21	2021-2022	2022-23	2023-24	2024-25
	81%	82.14%	87%	76%	88%



DMin Courses

AY2024-25	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)
	11	10	91%

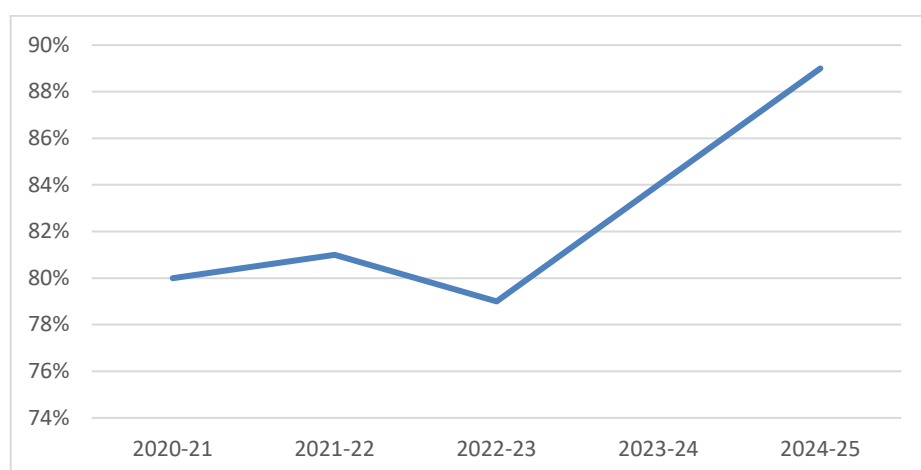
AY	2020-21	2021-2022	2022-23	2023-24	2024-25
	75%	77.77%	64%	100%	91%

**IV. Grand Total**

	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)
Fall 2024			
Synchronous online:	16	15	94%
Asynchronous online:	5	5	100%
Total:	21	20	95%
Spring 2025			
Synchronous online:	9	6	67%
Asynchronous online:	7	7	100

Total	15	13	87%
Synchronous online:	25	21	94%
Asynchronous Online	12	12	69%
Grand Total	37	33	89%

AY	2020-21	2021-2022	2022-23	2023-24	2024-25
Grand Total	80%	81%	79%	84%	89%



V. Notable Points from the Faculty Course Report (with selective quotes)

Faculty reflections during 2024–25 highlighted strong student engagement, innovative course design, and the relevance of ministry training in diverse contexts. Many courses benefited from new assignments and pedagogical refinements that improved clarity and outcomes, while also exposing the limits of standardized assessment. At the same time, challenges persisted in working with special student cohorts, particularly around English proficiency and academic preparedness, which limited integration into the broader learning community. Finally, faculty increasingly emphasized the integration of AI literacy and updated assessment approaches, underscoring both the opportunities and responsibilities of teaching in a rapidly changing educational environment.

1. Strengths in Student Engagement and Course Design

Faculty emphasized high levels of student engagement and innovative approaches to course design. Assignments that encouraged reflection, presentations, and organizational applications contributed to strong participation and positive learning outcomes.

- **LTR 5141 World Religions & Christianity**
“This was the first time I taught this course... Rather than a course exclusively focused on introducing the World Religions, it was focused on the ways in which Christianity has understood, theologized about, or acted toward other religions.”
“The data tell me that the students found the topic and reading assignments very engaging and relevant...”
- **LTR 5503 Unification Worldview and Society**
“This cohort largely contributed positively throughout and achieved the expected course outcomes. I replaced the normal research paper with a recorded oral presentation. Students responded well to that.”
- **MIN 5107 Leadership & Congregational Development**
“Action plan consisted of including aspects of organizational development and professional plan in the student learning experience... Differentiate spiritual leadership and secular leadership.”

2. Diversity and Relevance in Ministry Training

Courses that addressed diversity and ministry contexts were particularly impactful. Students responded with enthusiasm to discussions of cultural and social diversity, underscoring the relevance of these themes to contemporary ministry.

- **MIN 8103 Diversity & Its Impact on Ministry**
“The discussion on diversity was energetic and encouraging. The class was fascinated by the various aspects of diversity.”
“The course on diversity is necessary for our changing world... Diversity is here to stay whether we want to accept it or not.”

3. Ongoing Adjustments and Pedagogical Refinement

Faculty continued to refine their teaching strategies, introducing incremental changes to assignments, course design, and assessment practices. Adjustments often improved clarity, academic rigor, and student outcomes, while also highlighting the limits of standardized rubrics.

- **MIN 8803 Research Design Strategies**
“No more pre-assignments... worked better for the current course schedule.”
“All students completed all assignments satisfactorily – they learned skills needed to carry out research for their dissertations.”
- **PST 5131 Peace and Conflict Studies**
“Last time I taught this course, I had updated some of the content and reached what I perceived to be a very satisfactory course structure... This time I was planning to make incremental improvements and small adjustments.”
“Not surprisingly, the assessment of students’ performance based on the rubrics does not offer a full or accurate evaluation of the students’ overall performance.”
- **PST 5151 Research Methods and Analysis**
“Included more information about plagiarism and proper citation at the beginning of the course, and shared related educational library resources with students early in the semester.”

“Because the assessment data is only based on 4 students, as with last year, looking at the raw numbers rather than percentages will be more helpful.”

4. Challenges with Special Cohorts and Preparedness

Courses enrolling special student groups revealed challenges in preparedness, English proficiency, and integration into the wider academic community. These factors limited participation and highlighted the need for better student screening and support.

- **THE 5651 Unification Studies Seminar**
“These students were unique in being primarily if not exclusively Korean or Japanese... some were surely better [in English] than others.”
“I also came to be less favorable to having students take courses of study as special groups. It seems that this prevents fuller integration with learning and with the HJI community.”
- **MIN 5106 Ecumenism and Interfaith**
“There was a rather strong gap between the better students and the students who lacked strong English language capacity and/or lacked a general background in religion and theology.”

5. Integration of AI Literacy and New Assessment Approaches

Faculty increasingly recognized the importance of AI literacy and adjusted course design accordingly. Expanded policies, ethical guidelines, and creative assignments helped students engage responsibly with AI tools while supporting deeper learning.

- **MIN 5804 B Masters Colloquium B**
“I plan to do two things: 1) connect students with the librarian; 2) add an AI literacy session so that students can use it ethically.”
- **MIN 8801 Bibliographic Research & Overview of the DMin Dissertation**
“The introduction to the literature review at the beginning, middle, and end was effective... I plan to add an AI literacy session and connect students with the librarian.”
- **THE 5141 Ethics & Social Justice**
“I used Journal (weekly, mid-term, and the end) as one of assignments beside Discussion Board (DB) and presentation. Students seemed to integrate the contents into their life contexts and wrote about them. In DB, I encouraged them to write based on their own professional life experiences. Some students relied more on AI tools, but the above assignment worked well.”

HJ INTERNATIONAL GRADUATE SCHOOL FOR PEACE AND PUBLIC LEADERSHIP

FACULTY ASSEMBLY

October 28, 2024

Draft Minutes

Via Zoom

Present: Dr. Wilson (Chair), Ms. Alexander, Dr. Brown, Dr. Carolina, Dr. Curry, Mr. Delaney, Mrs. Delaney, Dr. Hendricks, Dr. Kone, Dr. Mickler, Dr. Perrottet, Mr. Wagner, Dr. Walsh, Mrs. Walsh and Dr. Ward

The meeting was called to order at 10:05 AM with prayer by Dr. Hendricks.

As Dr. Noda is on sabbatical term, Dr. Wilson is chairing this event. Dr. Wilson welcomed the Faculty to the HJI Faculty Assembly, noting that that it is one of the few opportunities where all faculty both full-time and adjuncts can get together, share their knowledge and insights and work with a unity to help improve education at HJI.

I. Provost's Report

a) Enrollment Numbers

Dr. Walsh briefly reported on the enrollment for Spring 2024: 164 students have enrolled for Spring 2024 including a cohort of 29 missionary students from the Family Fed USA, who are informally called Top Gun Missionaries. This is 69 full time equivalent (FTE). Dr. Walsh noted that a memo sent from Family Federation Korea that they are expanding the group of Top Gun Missionaries to all regions will create a situation where the Top Gun Missionaries becomes a regular pipeline for enrollment. Dr. Walsh expressed his gratitude to Dean Boyd for his efforts for enrollment, and noted that Dean Boyd reported these developments to the HJI Board of trustees at their October 17 meeting.

b) Re-accreditation by MSCHE

HJI successfully passed the Self Study with flying colors. HJI was asked for supplementary information report on a couple of issues. MSCHE encouraged HJI to have an institution-wide conflict of interest policy, which has been implemented.

c) HJI Strategic Plan

The HJI Administration is working in the development of the new strategic plan that will be sent out to faculty by early next year. Dr. Walsh requested that the faculty review the new strategic plan and offer their feedback.

d) Two-Week Spring Break to accommodate April Developments

The Academic administration is revising the calendar for the Spring Term to allow for a two-week Spring Break (from Palm Sunday to the week after Easter), which will allow a space for staff and students who will need to visit Korea for the events centering on April 13 with the opening of the new Cheon Il Sanctum temple, and that will move the Graduation tentatively to May 31, 2025.

e) Updating Handbooks

The academic administration is reviewing all handbooks, including the program handbooks, and would bring recommendations to the respective committees and to the Faculty Council.

f) IJPPL and HJI Press

HJI is moving forward to establish a new journal named *International Journal for Peace and Public Leadership (IJPPL)* and invited authors to submit articles related to Peace and Conflict Studies and Public Leadership. The first issue will be published by 2025. There are currently two publications being prepared by the HJI Press: a book by Dr. Shimmyo and selection of JUS articles edited by Dr. Wilson.

g) HJI Conference

Dr. Walsh is in discussion with Rev. Dunkley and Mr. Jares with regard to the upcoming HJI Conference in late January. The conference will focus on the recent developments in the Unification movement since the passing of Father Moon.

h) Status of the 4 West 43rd Street Campus

The 4 West 43rd Street building is on the market for sale, and it is probable that the campus will move to New Yorker Hotel, although it is not official. NYSED and Middle States have been informed.

i) Annual MSCHE Meeting in December in Philadelphia

Dr. Walsh and Dr. Ward will be attending the Annual MSCHE meeting in December in Philadelphia. Mr. Sean McKittrick, our former liaison, is no longer with MSCHE and Dr. Walsh will be meeting the new liaison during the Annual MSCHE meeting.

Dr. Wilson thanked Dr. Walsh and remarked that the Administration is open to inviting professors, especially professors of religion, for the conference in January. Faculty members who are interested in attending should contact Dr. Wilson.

Dr. Wilson congratulated all faculty on their support for the self-study process that led to our successful reaccreditation.

II. Faculty Workshop on Educational Effectiveness Assessment

a) General Remarks

Dr. Wilson reported that this year HJI will begin a new four-year Assessment cycle 2024 – 2028. The four-year cycle allows PLOs to be assessed on a biannual or even quadrennial basis, which cuts down on faculty workload for assessment.

Dr. Wilson remarked that one of the big challenges in assessment this year is to broaden our scope to include not only programs in religion but also the new peace studies area which is more secular, although it is religiously based.

For example, Dean Boyd is working with Dr. Ward to redesign the Entering Student Questionnaire and Graduating Student Questionnaire to take into account the school's broader purposes that include preparing students for careers beyond the areas of ministry and religion, such as careers in the public sector, in the NGO sector, government, etc.

b) EEA Year-End Report and Recommendations

Reviewing the data from the EEA Year-End Report, Dr. Wilson pointed out the following:

- A perennial weakness in the area of biblical studies in the religion programs, especially the M.Div. persists.
- A paucity of data for the concentrations in the MA Religious Studies Program, because hardly any students take these concentrations. Dr. Wilson noted that EEAC even suggested dropping the concentrations, but Dean Boyd pushed back, as listing concentrations has been helpful for recruitment. Another reason for the lack of data is that students may sign up for a concentration but then drop it halfway through the program.
- A positive development of this year's assessment was the qualitative assessment of capstones, which was done for four masters students' theses and five doctoral student's dissertation defense grade reports. The grade reports were then discussed over at a meeting during the summer break. The meeting brought out fruitful discussion, including a recommendation about revising the learning outcomes rubric for the D.Min. Program. Dr. Wilson encouraged faculty who fill out these grade forms to provide detailed comments about the students' work pertaining to each PLO, and not simply to comment on the student's work generally, as such comments will be most valuable for qualitative assessment. He shared a few examples.

c) Course-level Learning Outcomes Report

Turning to the course-level report, Dr. Wilson pointed out that the data indicated a lower result with asynchronous vs. synchronous courses in terms of meeting course level outcomes. This same issue was brought to light in the course grade summaries for last semester that were shared in the AAC and Faculty Council. evaluations. Both instruments indicated that for students who take CANVAS courses asynchronously, there are more failures, withdrawals and more incompletes, whereas students who took a synchronous course which had a face-to-face component through Zoom meetings did better.

This led to a rich discussion. Dr. Mickler suggested adding a question in the Course Evaluations about how they did in terms of managing the time for taking synchronous courses, which could be at inconvenient hours.

Another question that came up was why the data on the weakness in asynchronous courses was not reflected in the EEA Year-End Report. Dr. Wilson explained that the PLO assessment in the Year-End Report does not include students who withdraw from a course, which can explain why this issue is missed on that instrument.

Another recommendation from both the EEA Year-End Report and the Faculty Course Report is to strengthen the MDiv Program curriculum for better coverage of Professional Roles, more emphasis on how to do ministry in practical settings. Dr. Wilson remarked that as a growing church, we should be graduating leaders who know how to minister and how to grow their congregations.

d) Discussion on assessment and pedagogy

Dr. Mickler commended the EEAC team effort for producing an excellent report. He said that thanks to Dr. Wilson and Dr. Noda's great job in these annual reports, it was very easy to write Self-Study chapters, and he hopes that this level of reporting and analysis expands to all the aspects of our school. He pointed out that it would be helpful to have a glossary along with the report.

On the pedagogy side, Dr. Mickler raised the question of whether students in the asynchronous courses are actually doing all the readings and watching all the videos, especially when they can write well and get away with writing fluent essays. Dr. Perrottet pointed out that these matters can only be assessed quantitative manner by assignment questions that are specific to the presentations and readings.

Dr. Ward recommended that regarding asynchronous courses, it may be worthwhile to do a little deeper digging as to the reasons that students failed or withdrew from the classes. He suspects that they may not be devoting enough time to the courses, and they need to understand the expectations of the course. He remarked that he monitors how many hours are spent by each student inside the course, and he can see the difference in their performance.

Dr. Perrottet pointed out that students who take online courses without properly understanding what's involved may end up dropping out. He offered to do research about the standard expectation in the industry regarding drop-out rates for asynchronous compared to synchronous courses.

The assembly discussed on the possible reasons why students drop out from courses and how to improve the class assignments for students to submit in timely manner. This led to a discussion about faculty responsibility to improve pedagogy in asynchronous courses. Dr. Mickler noted that courses where the faculty member organizes the material well and builds in accountability step by step will have better retention. With that Dr. Perrottet, whose job at the University of Bridgeport was helping online students and professors with online pedagogy, would be happy to teach faculty in HJI the same. He offered to provide a faculty workshop on online pedagogy as well as offer faculty members one-on-one sessions to review their courses. The assembly agreed that it would be a good idea to have a faculty workshop on online pedagogy at the next Faculty Assembly.

e) Faculty Comments in the Course-level Learning Outcomes Report

Returning to the Course-level Learning Outcomes Report, Dr. Wilson reviewed some of the faculty comments on their courses. Some of the comments raised were:

- The issue of unqualified students admitted to the D.Min. This launched a brief discussion of whether admissions should come back into the purview of the faculty.
- How to help peace studies students get beyond their religious viewpoints when working in NGO or IGO contexts.
- The need for background in philosophical reasoning for understanding issues of interpretation and hermeneutics, in order to get beyond a doctrinaire view of scripture.
- Weakness in bibliography, which led to a general discussion of student reading.

Dr. Wilson said that the recorded link for the Faculty assembly will be sent out and welcomed any comments, suggestions or recommendations and will be shared with the faculty and administrators. He thanked all faculty for their participation in the Assessment Workshop.

III. Faculty Updates on Current Research

Dr. Walsh reported on his experience in teaching the cohort so-called Top Gun Missionaries and there's also a gradual learning process. By attending these meetings, he is getting better handle on the responsibility of the Provost, and it has been a very rich experience. Dr. Walsh wrote a paper for the HJ Academy conference in Korea on theology of Religions, which connects with the course he has been teaching on World Religions and the Encounter with Christianity.

Dr. Perrottet is working on the IJPPL as the editor-in-chief. He is active in the Research Institute for the Integration of World Thought, which was founded by Father Moon in 1999. He is working on a book on perspectives about God's existence, which he hopes to submit to HJI Press for publication.

Dr. Wilson presented a paper on the HJ Academy conference on the topic of creation and evolution, which stemmed from his two presentations on religion and science at the Faculty Roundtable last year organized by the Higher Purpose Forum. He is working with Hee Hun Standard in Korea to provide suggestions for the unfinished text of the *Chambumoron*, which has already encountered a storm of criticism. Besides his academic pursuits, Dr. Wilson is working with a group that is supporting the providence in the spirit world for healing and peace based on gender balance.

Dr. Kone has been contacted by the General Council of the Ivory Coast to work with leaders in Islamic and Christian communities. They want him to prepare a memorandum on the African diaspora contribution to peace and development in Ivory Coast for a conference organized by the senate of Ivory Coast. Dr. Kone is writing a book on the Ivory Coast conflict in French. He forwarded the finished manuscript to a professor in France and is waiting for his feedback. He is also working on Carl Jung's theory of collective shadow as it can be applied to prevent violent conflict.

Dr. Ward reported on challenges in teaching the Unification Worldview this term. He presented a paper on the Comfort Women and Japanese-Korean tensions at the HJ Academy. He is also working on an academic article that deals with a controversy about CAUSA that was spawned by a hit piece written more than 40 years ago.

Dr. Hendricks is currently working on Only Begotten Daughter Theology. He is also working with *Chambumoron* and is lecturing locally for “Peace Starts with Me” seminars.

Dr. Mickler is working on an historical dictionary of the Unification movement. His goal is to set Unification historiographical tradition on a solid base and to have a solid narrative of the Unification movement, tradition and history, and he has submitted a proposal to Roman-Littlefield publishers. In honor of HJI’s fiftieth anniversary next year, Dr. Mickler hopes to write a short history of HJI. Further, having been teaching History of Christianity for nearly 30 years, he would like to come up with a book that would summarize his reflections on the Christian tradition viewed through a Unification lens.

Mr. Wagner is working with Dr. Mickler on a bibliography of Unification resources from 1987 to the present day. He will be conducting workshops and seminars on intellectual property rights and similar topics. He is also presenting an online workshop on information literacy, how to avoid plagiarism, etc.

Mrs. Walsh is conducting research on factors influencing family size preference. She continues to work with UN through NGO Committee on the Family.

Ms. Alexander shared some reflections on teaching Research Methods as an asynchronous online course this semester.

The Faculty Assembly ended at 12:07 pm.

Respectfully submitted,

Karen Mathew, edited by Dr. Wilson

HJ International Graduate School for Peace and Public Leadership
Educational Effectiveness Assessment Committee
September 18, 2024, Via Zoom
Draft Minutes

Present: Dr. Wilson (Chair), Dean Boyd, Mrs. Delaney, Mr. Delaney, Dr. Kone, Dr. Noda and Dr. Walsh

The meeting was called to order at 10 a.m. with prayer by Dr. Wilson.

I. Review the recommendations of the OA Year-End report 2023 – 2024

Dr. Wilson presented the draft Outcomes Assessment Year End Report 2023 – 2024. He reported that since creating the draft he received some materials from the Librarian, Mr. Wagner which will be added to the report.

Mrs. Delaney made some editorial comments, which were noted and will be implemented by Dr. Wilson.

Committee discussion focused on the six recommendations at the conclusion of the report:

1. *Weakness in foundational knowledge and ministry experience among some D.Min. students... are issues that the D.Min. Program Director needs to address. This may require changes in academic policies regarding pathway courses and/or better screening of applicants to the D.Min. program.*

The issue of weakness in foundational knowledge was acknowledged by the committee. As to ministry experience, Dr. Kone noted that most students have a variety of different ministry experiences, yet find it difficult to focus on a particular area of ministry in order to craft a ministry project. Dr. Wilson suggested that there be further discussion between Dean Boyd and Dr. Kone to address this recommendation.

2. *Revise the first D.Min. PLO rubric for better clarity, specifically to indicate that the focus of this outcome should be to measure the student's use of critical and analytical tools for self-assessing his/her leadership, and not simply to measure the quality of leadership itself.*

This issue came up especially in the qualitative assessment discussion over the summer. Dr. Wilson presented a draft proposal for revising the D.Min PLO rubric (see below)

3. *Weakness in student mastery of the M.Div. Program's Professional Roles PLOs bears attention, especially PR 2: **using tools to plan and lead corporate worship** and PR4: **relate constructively to practitioners of diverse religious faiths**. This leads to the recommendation that the curriculum supporting these PLOs of the M.Div. Program needs to be strengthened.*

Moreover, in comparison to the other PLOs in the M.Div. Program, there are relatively few places curriculum where these Professional Roles PLOs are assessed. It is

recommended that the Curriculum Map for the M.Div. Program be revisited and the curriculum adjusted to increase the number of courses that can incorporate both instruction and assessments for these PLOs. This could be achieved, in part, by better assessment of Field Education experiences.

Dr. Wilson suggested that Dr. Noda, in cooperation with Dr. Kone and other faculty, work on a revision of the Curriculum Map to address this issue, and Dr. Noda agreed to do so. This can lead to both strengthening curriculum relating to these outcomes and to better assessment.

Mrs. Delaney pointed out issues in assessment of Field Education: First, CPE, which is required in the Divinity Program, is conducted by people who are not members of our faculty, and the only way to assess it for HJI's program outcomes is through the Integration Colloquy. Otherwise, Field Education in the M.Div. program is an optional elective. Dr. Wilson pointed out that CPE does not touch outcome PR2: "using tools to plan and lead corporate worship." He recommended that all M.Div. students lead corporate worship services at HJI, which can be more formalized with a rubric developed by the ministry faculty.

4. *Several of the concentrations in the MA in Religious Studies Program: Interfaith Peacebuilding, Non-Profit Leadership, and Theological Studies, do not have sufficient enrollment to yield data for assessment. If a concentration cannot be assessed, there can be no assurance that it is providing adequate education. Therefore, we recommend that these concentrations be dropped.*

Dean Boyd and others questioned this recommendation; they spoke of the value of having concentrations even if few students completed them. After discussion, the recommendation to drop the concentrations was deleted. Discussion turned to communicating with students about the concentration options at orientation, during academic advisement and at the mid-program review in order to increase enrollment in the concentrations. Leaving enrollment aside, an amended recommendation to deal just with assessment was approved, namely to assess concentration outcomes every year instead of once or twice in the assessment cycle.

5. *Monitoring of library usage of online resources and assessment of student satisfaction with accessibility and support for e-learning, which was recommended in the 2022-23 Year-End Report, should be implemented in 2024-25.*

Dr. Wilson noted that in the last few days he received a report from the Library Director, Mr. Wagner, which shows that support for e-learning and monitoring of usage of online resources is taking place. This recommendation is withdrawn.

6. *The scheduled assessment of Field Education, which was not carried out in 2022-23 as noted in that Year-End Report, needs to be attended to in 2024-25. The Report's recommendation that FE supervisors' reports be incorporated into Qualitative Assessment*

was included in the policies and procedures for qualitative assessment developed in 2023-24. This procedure should be implemented.

Mrs. Delaney pointed out that all Field Education assessment is done by Dr. Ward. Dr. Noda reported that Dr. Ward is mindful of the need to have HJI outcomes assessed by HJI faculty, and hence for students in the Peace Studies Program he intends to assess their Field Education experiences by a section of the Comprehensive Exam.

Dr. Wilson thanked the committee and stated that he will revise the OA Year-End Report according to its recommendations.

II. 2024 – 2028 Assessment Cycle Preparation

A new four-year program level Assessment Cycle 2024–2028 is beginning from this term. Dr. Wilson noted that to increase the pool of assessment data for Professional Roles in the M.Div. Program and concentrations in the M.A. in Religious Studies Program, it would be better to assess these outcomes every year instead of once or twice in the Assessment Cycle. The Committee agreed to this.

Further, Dr. Wilson suggested that because since the last Assessment Cycle the credit requirements of the MA in Religious Studies Program has been reduced from 48 to 42 credit hours, and the credit requirement for the MA in Peace Studies is likewise 42 credit-hours, the floor from which students in all Masters programs are assessed could be reduced from 15 credits to 12 credits. This will increase the available assessment data. The Committee agreed with this suggestion. Dr. Wilson will bring this as a motion to the AAC.

There was a discussion on assessing the Certificate program, which was then tabled.

III. D.Min Program Outcomes Rubric – Proposed Revision

At the Qualitative Assessment Meeting, the issue of confusing language in the rubric came up, especially for assessing Outcome 1. Accordingly, Dr. Wilson presented his proposed revision of the rubric, saying that more work needs to be done. He requested that Dr. Kone and other D.Min. faculty members look at the draft proposal and send him suggestions, to be reviewed at the next EEAC meeting.

IV. Field Education Assessment

See above, I.6

V. Guidelines for Qualitative Assessment

Dr. Wilson will work on developing these over the course of the year.

VI. Other agenda items:

Entering Student Questionnaire: progress in implementation;

Graduating Student Questionnaire: update to be in accord with ATS instrument;

2025 Student Life Survey

As Dean Boyd left the meeting, these are tabled for the next EEAC meeting.

There being no further business, the meeting adjourned at 11:08 am.

Minutes prepared by Karen Mathew

Reviewed by Dr. Andrew Wilson

Institutional Learning Goals Aggregation Spreadsheet

Instructions for Completing this Workbook

Description	This workbook permits the recording and analysis of data for each Institutional Learning Goal based on the results of assessing Program Learning Outcomes in each program that has been assessed using a rubric.
Purpose	Use this workbook to compile data from the four Program Learning Outcome spreadsheets, based upon the map of PLOs to Institutional Learning Goals.
Contents	This workbook contains tabs that correspond to each Institutional Learning Goal. Individual rows are assigned according to the mapping of the PLOs to this ILG. Data from the PLO worksheet aggregated to the whole program should be entered here.
Procedure	Transfer the percentage data and number of students assessed for each goal from the Program Assessment Spreadsheets to the appropriate rows indicated in tab. The final results representing performance across all programs is summarized in the tables in each tab.
Color code	Black = assessed for 2 years Blue = assessed for 1 year Red = not assessed

ILG Achievement Level Percentages
(enter from each program assessment spreadsheet)

Institutional Learning Goal

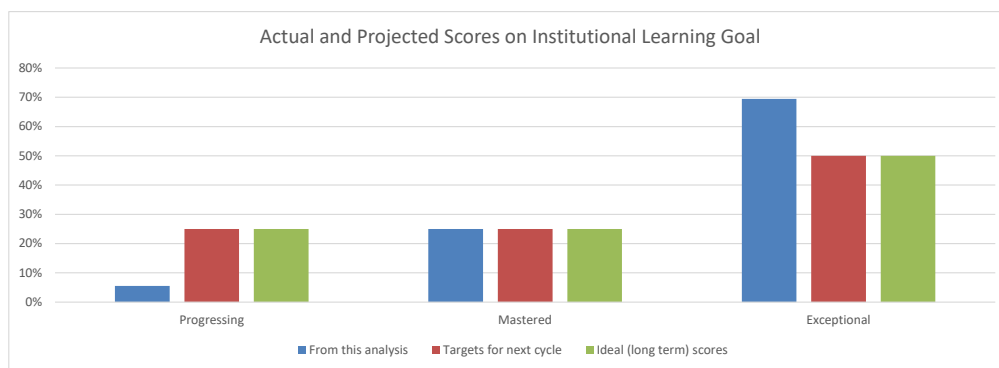
Personal Spiritual Formation

Students are expected to demonstrate spiritual maturity, commitment to God's calling for them, and the ability to engage in self-assessment.

ILG Achievement Level Percentages (enter from each program assessment spreadsheet)							
Source	PLO	Academic Year	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	# of assessments
MDiv worksheet	PSF1. Spiritual maturity	2024-25	0%	0%	100%	0%	1
	PSF2. Reflection on experience	2024-25	0%	0%	100%	0%	1
	PSF3. Calling	2024-25	0%	0%	0%	100%	1
MDiv subtotal			0%	0%	67%	33%	3
MA-RS worksheet	PSF1. Spiritual maturity	2024-25	0%	0%	18%	82%	28
MA-RS worksheet	PSF2. Reflection on experience in light of faith, theology and tradition	2024-25	0%	8%	33%	58%	36
MA-RS worksheet	PSF3. Calling	2024-25	0%	5%	18%	77%	22
MA-PS worksheet	PS4 Demeanor and self-control	2024-25	0%	0%	25%	75%	8
MA subtotal			0%	4%	24%	71%	94
DMin worksheet	2. Assess ministry and gifts	2024-25	0%	10%	23%	68%	31
DMin subtotal			0%	10%	23%	68%	31
ILG Total	Percentage of Students scoring on PLOs aligned with the ILG		0%	6%	25%	69%	128
	Percentage of Students meeting the target on PLOs aligned with the ILG					94%	
	Average Score			2.5			

	Progressing	Mastered	Exceptional
From this analysis	6%	25%	69%
Targets for next cycle	25%	25%	50%
Ideal (long term) scores	25%	25%	50%

ChkSum
100%
100%
100%



NOTE: Box I25 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times.

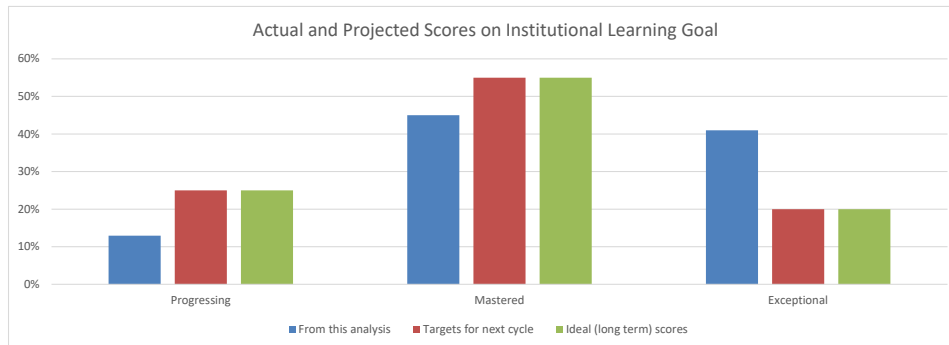
Institutional Learning Goal

Sound Theological Knowledge

Students are expected to acquire knowledge of scripture, theology, and the history of their faith community.

ILG Achievement Level Percentages (enter from each program assessment spreadsheet)							
Source	PLO	Academic Year	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	# of assessments
M.Div. worksheet	TC1. Knowledge of Scripture	2024-2025	0%	31%	50%	19%	16
M.Div. worksheet	TC2. Knowledge of Church Hist.	2024-2025	7%	14%	64%	14%	14
M.Div. worksheet	TC3. Articulate own beliefs	2024-2025	0%	50%	44%	6%	16
M.Div. worksheet	PSF2. Reflection on experience in light of faith, theology and tradition	2024-2025	0%	0%	100%	0%	1
M.Div. subtotal			2%	32%	51%	13%	47
MA RS worksheet	RS1. Judeo-Christian Tradition	2024-2025	0%	20%	0%	80%	5
	PSF2. Reflection on experience in light of faith, theology and tradition	2024-2025	0%	8%	33%	58%	36
MA RS worksheet	RS2 Formulate theological perspect.	2024-2025	0%	20%	40%	40%	5
MA RS worksheet	US1. Explain Unification faith	2024-2025	0%	0%	0%	100%	2
MA RS worksheet	TS1. Analyze and critique						
MA-PS worksheet	PS1: Principles of Conflict Analysis	2024-2025	0%	5%	45%	50%	38
MA-PS worksheet	PS2: Peace-enhancing and violence-inducing elements w/in religious traditions	2024-2025	0%	2%	57%	40%	42
MA subtotal			0%	6%	43%	51%	128
D.Min. worksheet	3. Integrate mastery of scripture, tradition and reason	2024-2025	0%	14%	29%	57%	7
D.Min. subtotal			0%	14%	29%	57%	7
ILG Totals	Percentage of Students scoring on PLOs aligned with the ILG		1%	13%	45%	41%	182
	Percentage of Students meeting the target on PLOs aligned with the ILG					86%	
	Average Score		1.1				

	Progressing	Mastered	Exceptional	ChkSum
From this analysis	13%	45%	41%	99%
Targets for next cycle	25%	55%	20%	100%
Ideal (long term) scores	25%	55%	20%	100%



NOTE: Box I25 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times.

Institutional Learning Goal

Application of Theology in a World of Diversity

Students are expected to understand issues in the application of the Unification worldview (or their own church's theology) in the context of a world of diverse faiths

ILG Achievement Level Percentages (enter from each program assessment spreadsheet)							
Source	PLO	Academic Year	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	# of assessments
M.Div. worksheet	TC4. Interplay of religions, society	2024-2025	0%	18%	64%	18%	11
	PR4 Relate to practitioners of diverse faiths	2024-2025	0%	0%	100%	0%	1
M.Div. subtotal			0%	17%	67%	17%	12
MA-RS worksheet	RS3. World religions and social issues	2024-2025	0%	0%	60%	40%	5
MA-RS worksheet	IPB2: Interfaith Dialogue	2024-2025	0%	0%	0%	100%	2
MA-RS worksheet	US2. Encounter with Christianity and religions	2024-2025	0%	0%	100%	0%	2
MA-PS worksheet	PS2: Peace-enhancing and violence-inducing elements w/in religious traditions	2024-2025	0%	2%	57%	40%	42
MA subtotal			0%	2%	57%	41%	51
D.Min. worksheet	4. Ministry context	2024-2025	0%	14%	29%	57%	7
D.Min. subtotal			0%	14%	29%	57%	7

*Temporary analysis; correct in next round

Percentage of Students scoring on PLOs aligned with the ILG

0% 5% 56% 38%

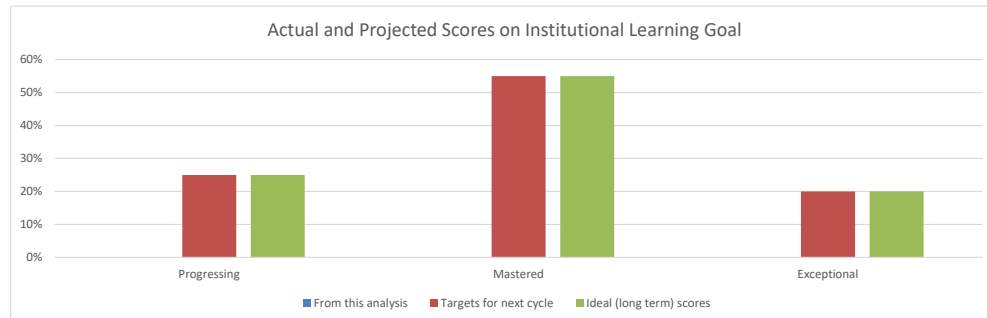
Percentage of Students meeting the target on PLOs aligned with the ILG

94%

Average Score 1.3

	Progressing	Mastered	Exceptional
From this analysis	0%	0%	0%
Targets for next cycle	25%	55%	20%
Ideal (long term) scores	25%	55%	20%

ChkSum
0%
100%
100%



NOTE: Box I23 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times.

Institutional Learning Goal

Tools and Skills for Effectiveness in Ministry and Public Leadership

Students are expected to acquire the tools and skills to function professionally and work effectively and harmoniously with other professionals and laypersons.

ILG Achievement Level Percentages (enter from each program assessment spreadsheet)							
Source	PLO	Academic Year	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	# of assessments
M.Div. worksheet	PR1. Leadership skills for community	2024-2025	0%	100%	0%	0%	1
M.Div. worksheet	PR2. Tools for worship	2024-2025	0%	0%	100%	0%	1
M.Div. worksheet	PR3. Pastoral Skills	2024-2025	0%	0%	100%	0%	1
M.Div. subtotal			0%	33%	67%	0%	3
MA-RS worksheet	IFPB1. Skills for peacebuilding	2024-2025	0%	0%	0%	100%	3
MA-RS worksheet	IFPB2. Skills for interfaith	2024-2025	0%	0%	0%	100%	2
MA-RS worksheet	NPL1. Tools for managing non-profits	2024-2025				0%	0
MA-RS worksheet	NPL2. Appraise prof. accountability	2024-2025				0%	0
MA-PS worksheet	PS3. Assess peace efforts	2024-2025	0%	0%	25%	75%	8
MA subtotal			0%	0%	15%	85%	13
D.Min. worksheet	1. Use analytical tools to assess	2024-2025	0%	13%	19%	69%	32
D.Min. worksheet	5. Leadership with diversity of skills	2024-2025	0%	0%	86%	14%	7
D.Min. subtotal			0%	11%	31%	59%	39
ILG Totals			0%	9%	29%	62%	55
Percentage of Students scoring on PLOs aligned with the ILG							
Percentage of Students meeting the target on PLOs aligned with the ILG						91%	
Average Score				2.8			

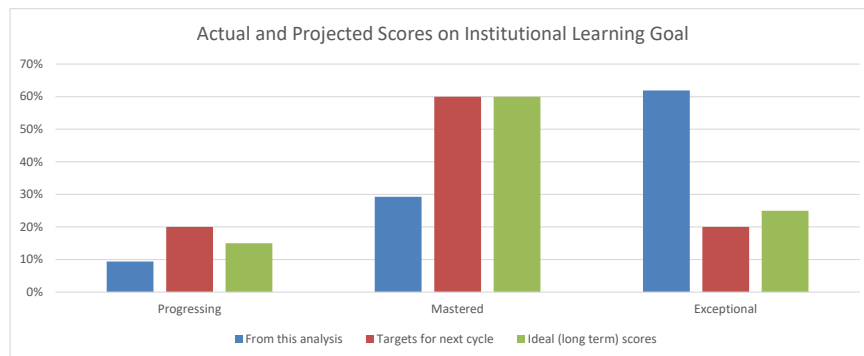
	Progressing	Mastered	Exceptional
From this analysis	9%	29%	62%
Targets for next cycle	20%	60%	20%
Ideal (long term) scores	15%	60%	25%

ChkSum

101%

100%

100%



NOTE: Box I24 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times.

Institutional Learning Goal

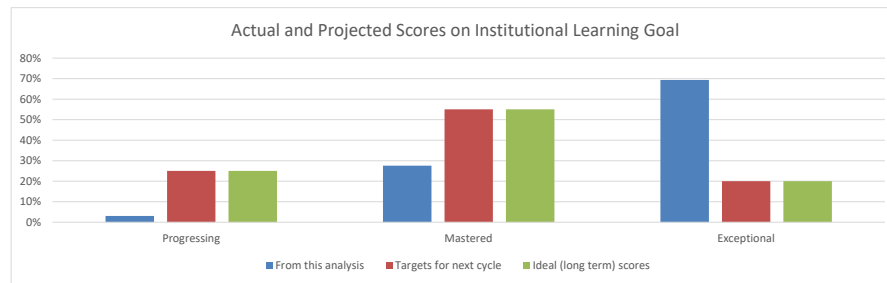
**Leadership, Service and Engagement
with the World**

Students are expected to become effective leaders in service to the human family

ILG Achievement Level Percentages (enter from each program assessment spreadsheet)							
Source	PLO	Academic Year	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	# of assessments
M.Div. worksheet	PSF1 Spiritual maturity for leadership	2024-2025	0%	0%	100%	0%	1
M.Div. worksheet	PSF3. Calling	2024-2025	0%	0%	0%	100%	1
M.Div. worksheet	PR1. Leadership skills for community	2024-2025	0%	100%	0%	0%	1
M.Div. worksheet	PR4. Relate to other practitioners	2024-2025	0%	0%	100%	0%	1
M.Div. subtotal			0%	25%	50%	25%	4
MA-RS worksheet	PSF1 Spiritual maturity	2024-2025	0%	0%	18%	82%	28
MA-RS worksheet	PSF3. Calling	2024-2025	0%	5%	18%	77%	22
MA-RS worksheet	NPL2: Professional accountability	2024-2025	0%	0%	0%	0%	0
MA-PS worksheet	4. Demeanor and self-control	2024-2025	0%	0%	25%	75%	8
MA subtotal			0%	2%	19%	79%	58
D.Min. worksheet	5. Leadership of communities of faith	2024-2025	0%	0%	86%	14%	7
D.Min. subtotal			0%	0%	86%	14%	7
Percentage of Students scoring on PLOs aligned with the ILG			0%	3%	28%	69%	69
Percentage of Students meeting the target on PLOs aligned with the ILG							97%

	Progressing	Mastered	Exceptional
From this analysis	3%	28%	69%
Targets for next cycle	25%	55%	20%
Ideal (long term) scores	25%	55%	20%

ChkSum
100%
100%
100%



NOTE: Box I23 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times.

HJ International Entering Student Questionnaire Fall 2024

* Indicates required question

1. Entering Semester (e.g. Fall 2024) *

2. Enrollment Status *

⌵ Dropdown

Mark only one oval.

☐ Full time

☐ Part time

3. Gender *

⌵ Dropdown

Mark only one oval.

☐ Male

☐ Female

4. Age *

⌵ Dropdown

Mark only one oval.

☐ 21-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ 61+

5. Country of Citizenship *

6. With which of the following do you most identify? *

⌵ Dropdown

Mark only one oval.

- ☐ Native North American/First Nation
- ☐ Asian or Pacific Islander
- ☐ Hispanic/Latino(a)
- ☐ Black
- ☐ White Non-Hispanic
- ☐ Two or more races
- ☐ Prefer not to disclose

7. Are you *

⌵ Dropdown

Mark only one oval.

- ☐ Single
- ☐ Married

8. Do you have a bachelor's degree? *

Mark only one oval.

- ☐ Yes
- ☐ No

9. If yes, in which country did you earn your undergraduate degree?

10. If you have a bachelor's degree, what was/were your area(s) of study? (Check all that apply.)

Check all that apply.

- ☐ Education
- ☐ Fine Arts
- ☐ Humanities (e.g. classics, English, history, languages)
- ☐ Natural/physical sciences (e.g. chemistry, mathematics, physics)
- ☐ Philosophy/Theology
- ☐ Religion
- ☐ Social/behavioral sciences (e.g. economics, political science, psychology, sociology)
- ☐ Technical studies (e.g. business, communications, computers, engineering)

11. Current denomination or religious tradition *

 Dropdown

Mark only one oval.

- ☐ Unificationist - First Generation
- ☐ Unificationist - Second/Third Generation
- ☐ Other denomination or religious tradition

12. If you entered "Other denomination or religious tradition" above, please specify.

13. Are you currently engaged in ministerial / non-profit work? *

 Dropdown

Mark only one oval.

- ☐ Yes
- ☐ No

14. If yes, do you intend to continue working in the same position while pursuing your degree?

⌵ Dropdown

Mark only one oval.

- ☐ Yes
☐ No
☐ Unsure

Section 2

How interested are you in taking courses via the following formats? (Please respond according to the following scale.)

1 = Not at all interested

2 = Somewhat interested

3 = Very interested

15. Traditional academic term/weekday classes in person on campus *

Mark only one oval.

	1	2	3	
Not	☐	☐	☐	Very interested

16. Evening/weekend classes in person on campus *

Mark only one oval.

	1	2	3	
Not	☐	☐	☐	Very interested

17. Intensive courses either in person on campus or online *

Mark only one oval.

1 2 3

Not ☐ ☐ ☐ Very interested

18. Synchronous online courses via Zoom *

Mark only one oval.

1 2 3

Not ☐ ☐ ☐ Very interested

19. Asynchronous online courses *

Mark only one oval.

1 2 3

Not ☐ ☐ ☐ Very interested

Section 3

How important were the following in your decision to attend this institution? (Select the answer most closely approximating the importance of each factor.)

1 = Of no importance

2 = Of little importance

3 = Somewhat important

4 = Important

5 = Very important

20. *

Faculty

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

21. Curriculum *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

22. Academic reputation of the school *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

23. Availability of distance learning *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

24. Flexible class schedule *

Mark only one oval.

	1	2	3	4	5	
Of n	☐	☐	☐	☐	☐	Very important

25. Recommended by a graduate/current student *

Mark only one oval.

	1	2	3	4	5	
Of n	☐	☐	☐	☐	☐	Very important

26. Relative/friend who attended the school *

Mark only one oval.

	1	2	3	4	5	
Of n	☐	☐	☐	☐	☐	Very important

27. Good scholarship/financial aid assistance *

Mark only one oval.

	1	2	3	4	5	
Of n	☐	☐	☐	☐	☐	Very important

Section 4

28. After hearing about our school, how did you gain more information about it? *
(Check all that apply.)

Check all that apply.

- ☐ School website
- ☐ Requested information via the school website
- ☐ Social media (Facebook, Instagram, LinkedIn, etc.)
- ☐ School staff
- ☐ Current student or alumni
- ☐ Faculty
- ☐ Email to the school
- ☐ Telephoned the school
- ☐ Visited the school

Section 5

29. Indicate the Program in which you are enrolled *

 Dropdown

Mark only one oval.

- ☐ Doctor of Ministry *Skip to question 30*
- ☐ Master of Divinity *Skip to question 30*
- ☐ Master of Arts in Religious Studies *Skip to question 30*
- ☐ Master of Arts in Peace Studies *Skip to question 37*
- ☐ Certificate in Unification Leadership *Skip to question 30*

Section 6

How important were the following in your decision to pursue your education at HJI? (Select the answer most closely approximating the importance of each factor.)

- 1 = Of no importance
- 2 = Of little importance
- 3 = Somewhat important
- 4 = Important
- 5 = Very important

30. Encouragement of pastor/minister/mentor *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

31. Encouragement of Non Governmental Organization or Faith Based Organization (FBO) leader *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

32. Career or ministry advancement *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

33. Intellectual interest in religious/theological studies *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

34. Opportunity for study and personal enrichment *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

35. Interest in pursuing peace and public leadership *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

36. Change of career *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

Skip to question 43

Section 7 Peace Studies Cont'd

How important were the following in your decision to pursue your education at HJI? (Select the answer most closely approximating the importance of each factor.)

1 = Of no importance

2 = Of little importance

3 = Somewhat important

4 = Important

5 = Very important

37. Encouragement of leadership of FFWPU, UPF, WFWP, or other affiliated organization

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

38. Recommendation of NGO, IGO, or similar organization leader/director *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

39. Career advancement *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

40. Change of career *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

41. Opportunity for study and personal enrichment *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

42. Interest in peace and public leadership *

Mark only one oval.

1 2 3 4 5

Of n ☐ ☐ ☐ ☐ ☐ Very important

Skip to question 46

Section 8 Religious Studies Cont'd

43. In the past five years, have you held, been elected to or appointed to a leadership position in: (check all that apply) *

Check all that apply.

- ☐ Your local church
- ☐ Other church body or religious organization
- ☐ School or college organization
- ☐ Civic or fraternal organization
- ☐ Non-profit organization / NGO
- ☐ Other leadership position
- ☐ No recent leadership position

44. Upon graduating from our school, what specific ministry or area of public leadership do you anticipate having?

*  Dropdown

Mark only one oval.

- ☐ Pastor, priest, minister of a congregation
- ☐ Associate or assistant pastor, priest or minister
- ☐ Youth ministry leader
- ☐ Minister or director of Christian/religious education
- ☐ Non-profit organization / NGO
- ☐ Other
- ☐ None

45. If other, what position do you anticipate having?

Peace Studies Cont'd

46. In the past five years, have you held, been elected to or appointed to a position in: *
(check all that apply)

Check all that apply.

- ☐ FFWPU or other church position
- ☐ Universal Peace Federation, Women's Federation, or other Unification related NGO
- ☐ Government agency or intergovernmental organization (IGO)
- ☐ Non-governmental Organization (NGO) or Not For Profit Organization (NPO)
- ☐ International Non-governmental Organization (INGO)
- ☐ Academic (Research & Teaching)
- ☐ None
- ☐ Other

47. Upon graduating from our school, what type of position do you anticipate having? *
(check all that apply)

Check all that apply.

- ☐ FFWPU or other church position
- ☐ UPF or other Unification related NGO
- ☐ Government agency or intergovernmental organization (IGO)
- ☐ Non-governmental Organization (NGO) or Not For Profit Organization (NPO)
- ☐ International Non-governmental Organization (INGO)
- ☐ Academic (Research & Teaching)
- ☐ None
- ☐ Other

48. If other, what position do you anticipate having?

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Google Forms

HJI Graduating Student Questionnaire 2025

Congratulations on the completion of your recent HJI degree! Your hard work and effort have truly culminated into something meaningful and applicable in the great work ahead of you. We wish you the greatest blessing and prosperity in all of your future endeavors going forward! If you could please fill out the following form as one final contribution to our institution, it would mean so much to us and allow us to better serve our students and improve our programs going forward. Thank you!

* Indicates required question

1. Year of Graduation *

2. Gender *

Mark only one oval.

☐ Male

☐ Female

3. Your age *

Mark only one oval.

☐ 21-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ 61+

4. Citizenship *

Check all that apply.

- ☐ U.S.
☐ Other

5. If other, please specify

6. Which of the following do you most identify with? *

Mark only one oval.

- ☐ Visa or Nonresident Alien
☐ Black Non-Hispanic
☐ Native North American / First Nation
☐ Asian or Pacific Islander
☐ Hispanic / Latino(a)
☐ White Non-Hispanic
☐ Multiracial
☐ Prefer not to disclose

7. Are you *

Check all that apply.

- ☐ Single (includes widowed/divorced)
☐ Married

8. How many dependents do you have? *

Mark only one oval.

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four or more

9. Were you primarily a full-time or part-time student? *

Check all that apply.

- ☐ Full-time
- ☐ Part-time

10. Did you take a leave of absence for one academic term or more during your graduate program? *

Mark only one oval.

- ☐ Yes
- ☐ No *Skip to question 14*

11. If yes, were your reasons primarily:

Mark only one oval.

- ☐ Financial
- ☐ Personal
- ☐ Faith-related
- ☐ Other

12. If faith-related, please explain.

13. If other, please explain.

Financial / Work Related

14. How many hours a week did you work at a paying job during the months when school was in session this year? *

Mark only one oval.

- ☐ No paying job
- ☐ Fewer than 10 hours a week
- ☐ 10-15 hours
- ☐ 16-20 hours
- ☐ More than 20 hours

15. How important were the following sources of income or financial support covering * the cost of your graduate studies?

1 = Of no importance / 2 = Of little importance / 3 = Somewhat important / 4 = Important / 5 = Very important

Mark only one oval per row.

	1	2	3	4	5
On-campus work	☐	☐	☐	☐	☐
HJI scholarship	☐	☐	☐	☐	☐
Spouse's work	☐	☐	☐	☐	☐
Savings	☐	☐	☐	☐	☐
Parent/family support	☐	☐	☐	☐	☐
Denominational support	☐	☐	☐	☐	☐
Support from non-profit agency	☐	☐	☐	☐	☐
Government loan or grant	☐	☐	☐	☐	☐
Other loan	☐	☐	☐	☐	☐
Credit card	☐	☐	☐	☐	☐
Fundraising for educational purposes	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

16. How much educational debt from studies at previous institutions did you bring with you? *

Mark only one oval.

- ☐ None
- ☐ Less than \$10,000
- ☐ \$10,000 to \$19,999
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$59,999
- ☐ \$60,000 or more

17. How much educational debt did you incur during your time of study at HJI? *

Mark only one oval.

- ☐ None
- ☐ Less than \$10,000
- ☐ \$10,000 to \$19,999
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$59,999
- ☐ \$60,000 or more

18. Approximately how much will your monthly educational debt payments be after graduation? *

Mark only one oval.

- ☐ None
- ☐ Less than \$200
- ☐ \$200 to \$349
- ☐ \$350 to \$499
- ☐ \$500 to \$1,000
- ☐ More than \$1,000
- ☐ Do not know

19. Do you intend to participate in an income-based loan repayment program (for government loans)? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Unsure

Work, Career, Ministry

20. Current denomination or religious tradition (Fill in one only.) *

Mark only one oval.

- ☐ Unificationist First Generation
- ☐ Unificationist Second / Third Generation
- ☐ Pentecostal
- ☐ Evangelical
- ☐ Mainline Protestant
- ☐ Roman Catholic
- ☐ Jewish
- ☐ Muslim
- ☐ Other

21. Current denomination or religious tradition (Fill in one only.) *

Mark only one oval.

- ☐ Unificationist First Generation
- ☐ Unificationist Second / Third Generation
- ☐ Pentecostal
- ☐ Evangelical
- ☐ Mainline Protestant
- ☐ Roman Catholic
- ☐ Jewish
- ☐ Muslim
- ☐ Other

22. If other, please specify

23. Upon graduating from HJI, what job, career, or ministry position do you anticipate having?

Mark only one oval.

- ☐ Ministry in the same congregation where I served previously
- ☐ Another position in my church
- ☐ Position in government, NGO, educational institution or related service company
- ☐ Position in the private sector unrelated to my degree
- ☐ Other

24. If other, please specify.

25. Do you expect your position to be... *

Mark only one oval.

- ☐ Full-time
- ☐ Part-time

26. Have you been offered a position yet? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Not yet
- ☐ I will continue to work at my current position
- ☐ I earned the degree for personal enrichment and do not plan to seek employment related to my education
- ☐ I plan to pursue further study after completing the degree

27. Do you anticipate holding another paid position in addition to your ministry or peacebuilding work after graduation (bivocational)? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Unsure about being bivocational
- ☐ No plans to do ministry or peacebuilding

Services and Academic Resources

How satisfied have you been with the following services and academic resources?

1 = Very dissatisfied / 2 = Somewhat dissatisfied / 3 = Neutral / 4 = Satisfied / 5 = Very satisfied / N/A

28. *

Mark only one oval per row.

	1	2	3	4	5	N?/A
Accessibility of faculty	☐	☐	☐	☐	☐	☐
Quality of teaching	☐	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐	☐
Ease in scheduling required courses	☐	☐	☐	☐	☐	☐
Distance education	☐	☐	☐	☐	☐	☐
School website, email services, online class registration, etc.	☐	☐	☐	☐	☐	☐
Access to library collection	☐	☐	☐	☐	☐	☐
Adequacy of library collection	☐	☐	☐	☐	☐	☐
Adequacy of library services/support	☐	☐	☐	☐	☐	☐
Writing and research support	☐	☐	☐	☐	☐	☐
Accessibility of administrative/staff support	☐	☐	☐	☐	☐	☐
Helpfulness of administrative/staff support	☐	☐	☐	☐	☐	☐
Academic advising	☐	☐	☐	☐	☐	☐
Courses using Canvas (synchronous or asynchronous)	☐	☐	☐	☐	☐	☐
Courses using Populi	☐	☐	☐	☐	☐	☐

Courses using Zoom	☐	☐	☐	☐	☐	☐
Career/vocational counseling	☐	☐	☐	☐	☐	☐
Counseling and Pastoral care	☐	☐	☐	☐	☐	☐
Financial aid	☐	☐	☐	☐	☐	☐
Student debt and finance counseling	☐	☐	☐	☐	☐	☐
Extracurricular/cultural activities	☐	☐	☐	☐	☐	☐

Program of Study

29. Program of Study (Check one option only) *

Mark only one oval.

- ☐ MDiv
- ☐ MA in Religious Studies
- ☐ MA in Peace Studies *Skip to question 44*
- ☐ DMin
- ☐ Certificate

Untitled Section

30. What year did you enroll in HJI for this program? *

31. Did you change degree programs after enrolling? *

Mark only one oval.

☐ Yes

☐ No *Skip to question 34*

32. If yes, what was your original program? (Check one option only)

Mark only one oval.

☐ MDiv

☐ MA in Religious Studies

☐ MA in Peace Studies

☐ DMin

☐ Certificate

33. If you changed your degree program, please explain briefly why.

Personal Growth

How effective was your education in facilitating the following areas of personal growth?

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 = Effective / 5 = Very effective

34.

*

Mark only one oval per row.

	1	2	3	4	5
Spiritual Life	☐	☐	☐	☐	☐
Relationship with God	☐	☐	☐	☐	☐
Feeling the presence of God in my life	☐	☐	☐	☐	☐
Connection to God's created world, the environment	☐	☐	☐	☐	☐
Attendance to my church and its activities	☐	☐	☐	☐	☐
Respect for other religious traditions	☐	☐	☐	☐	☐
Respect for my own religious tradition	☐	☐	☐	☐	☐
Ability to live one's faith/values in daily life	☐	☐	☐	☐	☐
Acceptance of and love for others	☐	☐	☐	☐	☐
Insight into the challenges of life faced by others	☐	☐	☐	☐	☐

Self-confidence	☐	☐	☐	☐	☐
Self-knowledge	☐	☐	☐	☐	☐
Ability to self-access and self-care	☐	☐	☐	☐	☐
Clarity of vocational goals	☐	☐	☐	☐	☐
Self-discipline and focus	☐	☐	☐	☐	☐
Enthusiam for learning	☐	☐	☐	☐	☐
Sense of calling and mission	☐	☐	☐	☐	☐
Desire to become an authority in my field	☐	☐	☐	☐	☐

Skill Areas

How effective was your education in facilitating the following skill areas? (Mark N/A the items that do not relate to your program.)

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 =Effective/ 5 = Very effective/ N/A

35.

*

Mark only one oval per row.

	1	2	3	4	5	N/A
Ability to preach well	☐	☐	☐	☐	☐	☐
Ability to use and interpret Scripture	☐	☐	☐	☐	☐	☐
Knowledge of church polity	☐	☐	☐	☐	☐	☐
Ability to give spiritual direction	☐	☐	☐	☐	☐	☐
Ability to teach well	☐	☐	☐	☐	☐	☐
Knowledge of church doctrine and history	☐	☐	☐	☐	☐	☐
Ability to lead others	☐	☐	☐	☐	☐	☐
Ability to conduct worship/liturgy	☐	☐	☐	☐	☐	☐
Ability to interact effectively with those of religious traditions other than my own	☐	☐	☐	☐	☐	☐
Ability to work effectively within my own religious tradition	☐	☐	☐	☐	☐	☐

Ability to interact effectively
with those from other
cultural and racial/ethnic
contexts other
than my own

☐☐☐☐☐☐

Awareness and appreciation
of the context in
which your ministry
is practiced

☐☐☐☐☐☐

Ability to work effectively
with both women
and men

☐☐☐☐☐☐

Ability to relate my faith
to social issues

☐☐☐☐☐☐

Ability in pastoral counseling

☐☐☐☐☐☐

Ability to administer a church
or other place of
worship

☐☐☐☐☐☐

Knowledge of Christian
philosophy and ethics

☐☐☐☐☐☐

Ability to think
theologically

☐☐☐☐☐☐

Ability to integrate insights

from science into

☐☐☐☐☐☐

theology and ministry

Ability to integrate ecological concerns into

theology and ministry

☐☐☐☐☐☐

Appreciation for the providential

course of history and its effect on

life of faith

Areas of Study Related to Ministerial Life and Work

How important were the following areas of study to your intended ministerial life and work?
Select N/A if you did not take courses in that particular area.

1 = Very important/ 2 = Somewhat important/ 3 = Not important/ N/A = Not applicable

36.

*

Mark only one oval per row.

	1	2	3	N/A
Biblical Studies	☐	☐	☐	☐
Theology	☐	☐	☐	☐
Philosophy	☐	☐	☐	☐
Ethics and moral theology	☐	☐	☐	☐
Church History	☐	☐	☐	☐
World Religions	☐	☐	☐	☐
Preaching	☐	☐	☐	☐
Pastoral Counseling	☐	☐	☐	☐
Congregational administration	☐	☐	☐	☐
Field education (CPE) or internship	☐	☐	☐	☐
Ecumenism and interfaith	☐	☐	☐	☐
Christian/religious education	☐	☐	☐	☐
Church and society	☐	☐	☐	☐
Missions, evangelism	☐	☐	☐	☐
Liturgics/worship/music ministry	☐	☐	☐	☐

37. Was there an area of ministry education you need that felt was weak or absent at HJI? *

Mark only one oval.

☐ Yes

☐ No

38. If yes, please describe.

Influences on Education Experience

39. Other than course work, which three of the following had the most important influence on your education experience at this institution? (Please choose only three.) *

Check all that apply.

- ☐ Experiences in ministry while at HJI
- ☐ Experiences in the work of NGOs or similar work while at HJI
- ☐ Personal life experiences while at HJI
- ☐ Spiritual direction/formation or other faith-building events/activities
- ☐ Friendships with other students
- ☐ Clinical Pastoral Education (CPE)
- ☐ Chapel/worship
- ☐ Interreligious/ecumenical interaction
- ☐ Diversity of faculty and students
- ☐ Personal interaction with faculty
- ☐ Knowledge and professionalism of faculty

Field Education (CPE) / Internship

40. Did you complete field education (CPE)/internship during your program of study? *

Mark only one oval.

☐ Yes

☐ No *Skip to question 43*

41. How important was field education (CPE)/internship to your education?

Mark only one oval.

☐ Of no importance

☐ Of little importance

☐ Somewhat important

☐ Important

☐ Very important

42. Rate the effectiveness of your field education (CPE)/internship in developing the following capacities:

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 = Effective / 5 = Very effective

Mark only one oval per row.

	1	2	3	4	5
Greater vocational clarity	☐	☐	☐	☐	☐
Improved pastoral skills	☐	☐	☐	☐	☐
Greater interest in future ministry	☐	☐	☐	☐	☐
More self-confidence	☐	☐	☐	☐	☐
Greater sense of people's needs	☐	☐	☐	☐	☐
Better idea of my strengths and weaknesses	☐	☐	☐	☐	☐
Greater self-understanding	☐	☐	☐	☐	☐

Overall Experience in your Graduate Program

Please mark the response that corresponds to your overall experience during your graduate program.

1 = Strongly disagree / 2 = Disagree / 3 = Neutral / 4 = Agree / 5 = Strongly Agree (Choose N/A if not applicable.)

43.

*

Mark only one oval per row.

	1	2	3	4	5	N/A
I have been satisfied with my academic experience here.	☐	☐	☐	☐	☐	☐
Faculty were supportive and understanding.	☐	☐	☐	☐	☐	☐
I have felt accepted within this school community.	☐	☐	☐	☐	☐	☐
I have grown spiritually.	☐	☐	☐	☐	☐	☐
My faith is stronger than when I began my studies.	☐	☐	☐	☐	☐	☐
My commitment to my denomination or religion is stronger than when I began my studies.	☐	☐	☐	☐	☐	☐
My understanding of the Divine Principle and True Parents' words is stronger than when I began my studies.	☐	☐	☐	☐	☐	☐

My personal faith ☐ ☐ ☐ ☐ ☐ ☐
has been respected

Individuals of
other faith ☐ ☐ ☐ ☐ ☐ ☐
traditions have
been respected

I know at least
one faculty ☐ ☐ ☐ ☐ ☐ ☐
member well

I have been
able to
integrate ☐ ☐ ☐ ☐ ☐ ☐
theology and
the practice
of ministry

The school
has tried to
be a diverse ☐ ☐ ☐ ☐ ☐ ☐
and inclusive
community

I have come
to know
students from ☐ ☐ ☐ ☐ ☐ ☐
other racial,
ethnic, and
cultural
groups

I have made
good ☐ ☐ ☐ ☐ ☐ ☐
friends here

My spouse/
family were
supportive of ☐ ☐ ☐ ☐ ☐ ☐
my studies at
HJI

I have been able to ☐ ☐ ☐ ☐ ☐ ☐
manage financially

My education at HJI
has helped
in advancing my
career path

☐☐☐☐☐☐

If I had to do it over,
I would still come here

☐☐☐☐☐☐

Degree Program

44. What year did you enroll in HJI for this program? *

45. Did you change degree programs after enrolling? *

Mark only one oval.

☐ Yes

☐ No *Skip to question 48*

46. If yes, what was your original program? (Check one option only)

Mark only one oval.

☐ MDiv

☐ MA in Religious Studies

☐ MA in Peace Studies

☐ DMin

☐ Certificate

47. If you changed your degree program, please explain briefly why.

Skill Areas

How effective was your education in facilitating the following skill areas? (Mark N/A the items that do not relate to your program.)

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 = Effective / 5 = Very effective / N/A

48.

*

Mark only one oval per row.

	1	2	3	4	5	N/A
Effective Writing Skills	☐	☐	☐	☐	☐	☐
Oral Communication Skills	☐	☐	☐	☐	☐	☐
Effective presentation skills	☐	☐	☐	☐	☐	☐
Leadership skills	☐	☐	☐	☐	☐	☐
Critical Thinking Skills – ability to approach problems and think critically	☐	☐	☐	☐	☐	☐
I grew in empathy and emotional intelligence during my time in the program.	☐	☐	☐	☐	☐	☐
Ability to identify and assess the features of a conflict	☐	☐	☐	☐	☐	☐
Ability to explain and compare peace and conflict studies in relation to Unification Theory	☐	☐	☐	☐	☐	☐

Overall Experience in your Program of Study

Please mark the response that corresponds to your overall experience during your graduate program.

1 = Strongly disagree / 2 = Disagree / 3 = Neutral / 4 = Agree / 5 = Strongly Agree

49.

*

Mark only one oval per row.

	1	2	3	4	5
I gained a better understanding of the political and institutional structures in which activities to promote peace can or cannot be pursued.	☐	☐	☐	☐	☐
I am better able to assess my strengths and weaknesses as a peace professional.	☐	☐	☐	☐	☐
I gained more self-confidence to work in the field of peace building.	☐	☐	☐	☐	☐
I have a better understanding of the needs of others.	☐	☐	☐	☐	☐
I achieved better vocational clarity.	☐	☐	☐	☐	☐
I improved in ability to critically analyze conflicts from multiple perspectives.	☐	☐	☐	☐	☐

I gained cross-cultural communication skills relevant to peacebuilding work.

☐☐☐☐☐

I have increased confidence in applying peacebuilding concepts in real-world settings.

☐☐☐☐☐

I am able to design and evaluate peacebuilding initiatives.

☐☐☐☐☐

I have developed a deeper understanding of ethical issues in peace and conflict work.

☐☐☐☐☐

The program encouraged me to reflect on my personal values and worldview.

☐☐☐☐☐

The program prepared me well for a career in peacebuilding or a related field.

☐☐☐☐☐

I feel confident to pursue further studies in peace, conflict resolution, or a related area.

☐ ☐ ☐ ☐ ☐

I developed a professional network relevant to my future peace work.

☐ ☐ ☐ ☐ ☐

I have a clear vision of how I will apply my studies in the real world.

☐ ☐ ☐ ☐ ☐

Influences on Education Experience

50. Other than course work, which three of the following had the most important influence on your education experience at this institution? (Please choose only three.)

*

Check all that apply.

- ☐ Cross cultural engagement
- ☐ Diversity of faculty and students
- ☐ Internship
- ☐ Collaboration with professionals (in the context of your internship)
- ☐ Finding and learning from mentors in the field
- ☐ Personal interaction with faculty
- ☐ Knowledge and professionalism of faculty
- ☐ Friendships with other students
- ☐ Personal life experiences while at HJI

Internship

51. How important was your internship to your graduate education? *

Mark only one oval.

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important

52. Rate the effectiveness of your internship in developing the following capacities:

*

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 = Effective / 5 = Very effective

Mark only one oval per row.

	1	2	3	4	5
Greater vocational clarity	☐	☐	☐	☐	☐
Greater interest in future career	☐	☐	☐	☐	☐
More self-confidence	☐	☐	☐	☐	☐
Greater sense of people's needs	☐	☐	☐	☐	☐
Better idea of my strengths and weaknesses	☐	☐	☐	☐	☐
Improved management skills	☐	☐	☐	☐	☐
Strengthened leadership skillset	☐	☐	☐	☐	☐

53. Rate the effectiveness of your internship in developing the following: *

1 = Not at all effective / 2 = Not very effective / 3 = Somewhat effective / 4 = Effective / 5 = Very effective

Mark only one oval per row.

	1	2	3	4	5
Greater professional preparation	☐	☐	☐	☐	☐
More self-understanding	☐	☐	☐	☐	☐
Increased ability to identify and assess the interests of the actors in any conflict	☐	☐	☐	☐	☐
Ability to understand and articulate the mission and the operations of an organization	☐	☐	☐	☐	☐
Expanded my professional networking opportunities	☐	☐	☐	☐	☐
Helped me to identify gaps in my skills and education	☐	☐	☐	☐	☐

Helped me to appreciate
the foundation
I received at HJI.

☐☐☐☐☐

Opened the
doorway for
my future
career

☐☐☐☐☐

Overall Experience at HJI

Please mark the response that corresponds to your overall experience during your graduate program.

1 = Strongly disagree / 2 = Disagree / 3 = Neutral / 4 = Agree / 5 = Strongly Agree

54.

*

Mark only one oval per row.

	1	2	3	4	5
I have been satisfied with my academic experience here.	☐	☐	☐	☐	☐
Faculty were supportive and understanding.	☐	☐	☐	☐	☐
I have felt accepted within this school community.	☐	☐	☐	☐	☐
Individuals of other traditions have been respected.	☐	☐	☐	☐	☐
I have better critical awareness to assess the peacebuilding activities of the organization to which I belong..	☐	☐	☐	☐	☐
I know at least one faculty member well.	☐	☐	☐	☐	☐
I have made good friends here.	☐	☐	☐	☐	☐

If I had to do it
over, I would
still come here

☐☐☐☐☐

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Report on HJI Student Life Survey

2025

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Description of Survey

The Student Life Survey was designed to assess the various aspects of student life at UTS (now HJI). The survey is completed anonymously. However, respondents were asked to identify themselves according to several demographic categories.

The original survey was developed in 2008 and modified in 2011, after which it was given to students on a two-year cycle, except for 2021 which was during the COVID period. Some minor modifications were made to keep the items current each year. The 2023 survey was transferred to Google Forms and distributed via email. Several changes were made in the survey for 2023 to make the questions more relevant to the current student experience. Also, there was some reorganization of the various sections.

The 2025 survey is the same as the 2023 version, only with the change in name from UTS to HJI. This report contains data from 2025 as well as comparisons with the results obtained in 2023, and with some demographic data from earlier years where appropriate.

The questions in the current survey are organized into six sections: On-Campus Facilities, Student Services, Student Activities and Events, Admissions and Student Support, Academic Services, and General questions. Each section includes items to be rated using a five-point scale; some sections also include questions requiring a Yes or No answer, and/or questions asking for short written responses.

Demographics

This survey was completed by 53 students out of a total of 130 enrolled students (41%) in the in Spring 2025. This is a higher number of responses than in previous years (see Table 1 below). The number of responses and response rate is similar to 2023, when 49 students out of a total of 113 students (43%) completed the survey. This was a significant increase over previous years. For example, the 2019 surveys were completed by only 16 out of 59 students, a 27% response rate.

Table 1: Number of completed Surveys by Year

Year	2011	2013	2015	2017	2019	2023	2025
Respondents	25	17	10	24	16	49	53

Gender

The results from 2025 (Chart 1A) reveal that the majority of students who responded were male (60.4%), with only 39.6% female. This is similar to the average distribution in previous years (see Chart 1B) which reveals that the proportion of females at no time exceeded that of males.

Chart 1A: Gender

Gender
53 responses

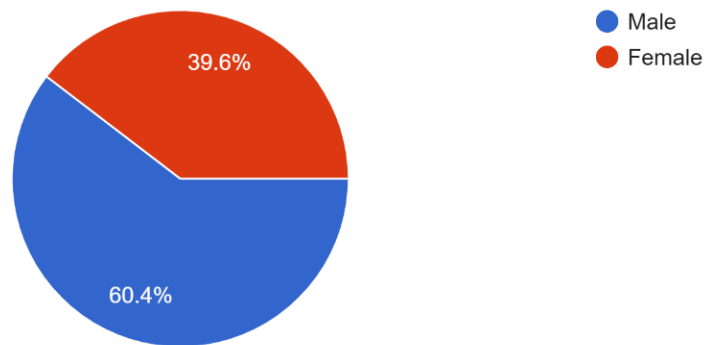
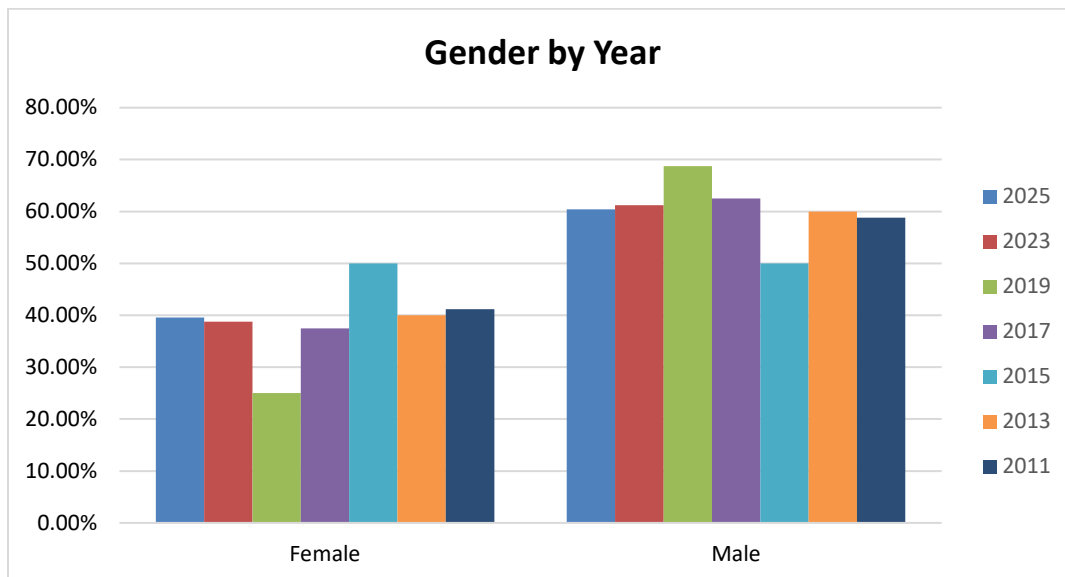


Chart 1B: Gender by Year



Age

Students in 2025 showed great diversity in age, with all age ranges from 20 to over 65 being well represented (see Chart 2A). The largest group were in the second youngest range, aged 36-50 (32.1%), while the smallest number were aged 51-65 (20.8%). When compared with the age demographics from 2023, which is when the age ranges were modified making comparisons with earlier years impossible, the 2025 respondents are shown to be older than those in 2023: There were fewer respondents in the youngest age range of 20-35, while the percentage of respondents in each of the older ranges showed small increases (see Chart 2B).

Chart 2A: Age

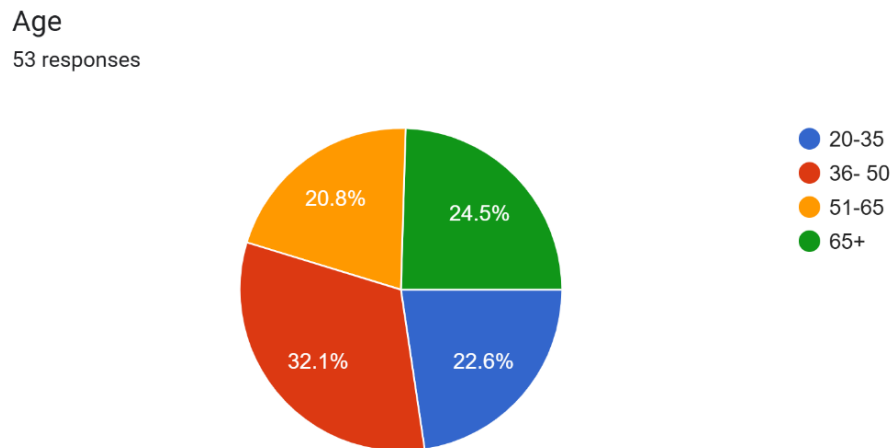
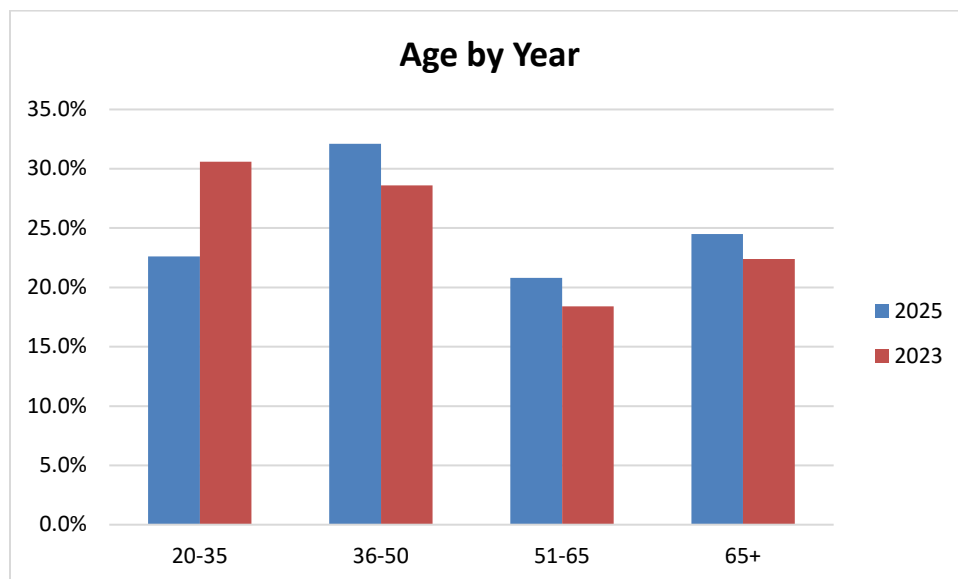


Chart 2B: Age by Year



Denominational/Religious Affiliation

The denominational or religious affiliations of all respondents in 2025 are presented in Chart 3A, and a comparison with previous years is presented in Chart 3B below. The majority (84.6%) were Unificationist, with the largest number being Unification 1st Generation (69.2%), and a much smaller number of Unificationist 2nd Generation (15.4%). In 2023, the proportion of Unificationist 1st Generation (55.1%) was somewhat lower, with a correspondingly higher proportion of Unificationist 2nd Generation (26.5%). This correlates with the reduction in number of younger students aged 20-35 in 2025.

Chart 3A: Denominational/Religious Affiliation

Current denomination or religious tradition (Fill in one only.)
52 responses

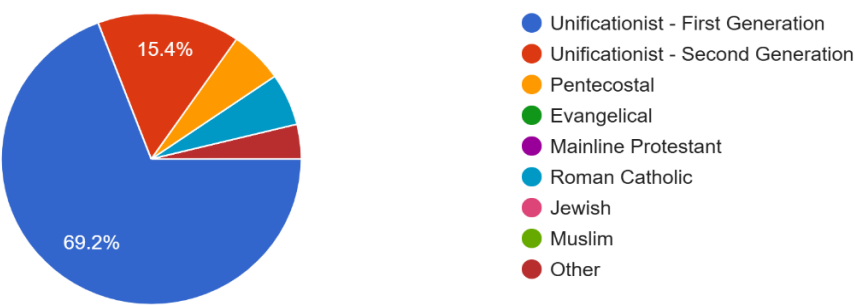


Chart 3B: Religious Affiliation by Year

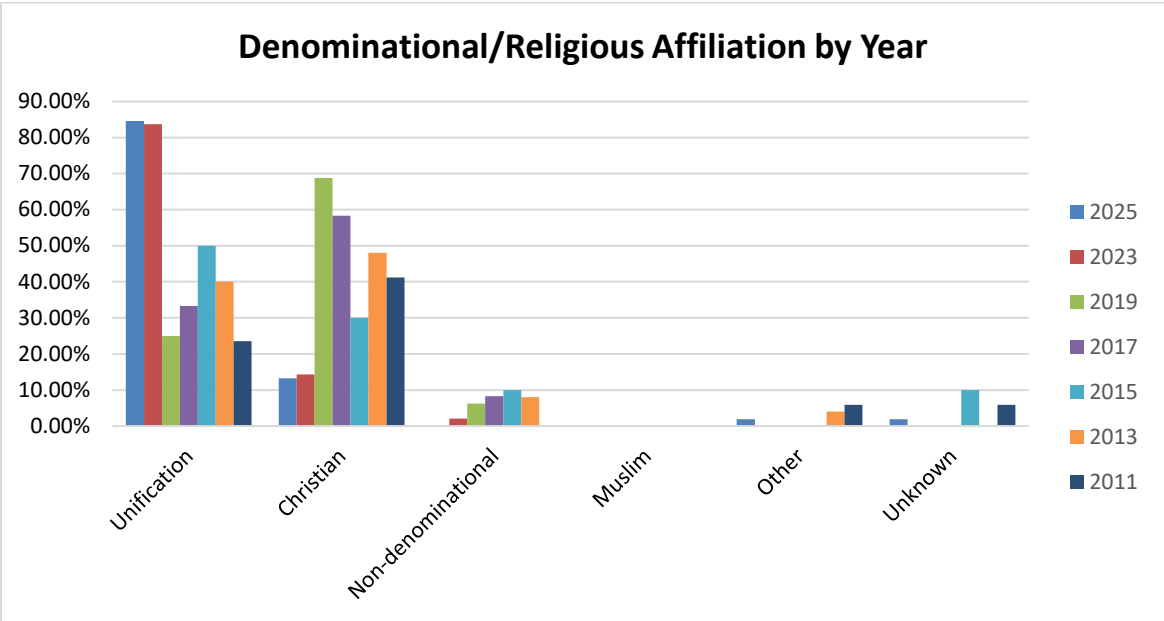


Chart 3B reveals how the proportion of respondents who were Unificationist remained at the high level of 2023 (although as noted above the proportions of 1st and 2nd Generation changed). The percentage of Unificationists had increased dramatically in 2023 compared to previous years, reducing religious diversity. In 2025, the majority of non-Unificationists were Christian (13.2%), with equal numbers of Pentecostal and Roman Catholic, plus one other Christian. One “Other” religion represented was Hindu.

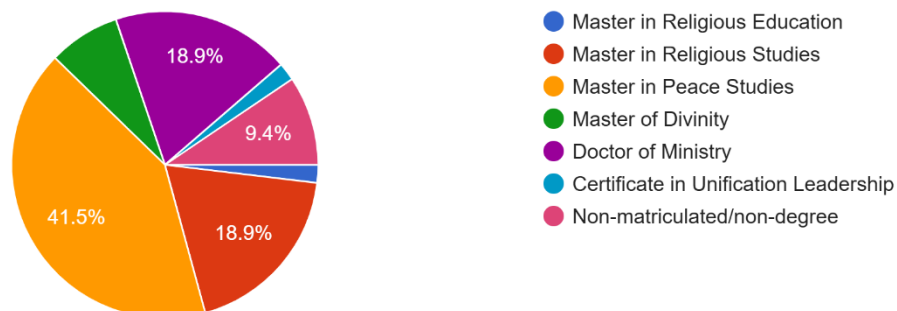
Degree Program

Respondents were enrolled in a variety of programs. These include the four Masters programs: Master in Religious Education (MRE), Master of Arts in Religious Studies (MA), Master in Peace Studies (MPS), and Master of Divinity (MDiv); the Doctor of Ministry program (DMin); and the Certificate in Unification Leadership (Cert). Additionally, students could be non-matriculated/non-degree (Non-M), i.e. not having been accepted into a particular degree program.

The data for 2025 are shown in Chart 4A below. These reveal that the largest number of students were enrolled in the Master in Peace Studies (41.5%) program. A smaller number (18.9%) were enrolled in each of the Master of Arts in Religious Studies and Doctor of Ministry programs. Several respondents were classified as non-matriculated/non-degree (9.4%). The remainder were distributed among the other two Masters programs and the Certificate program.

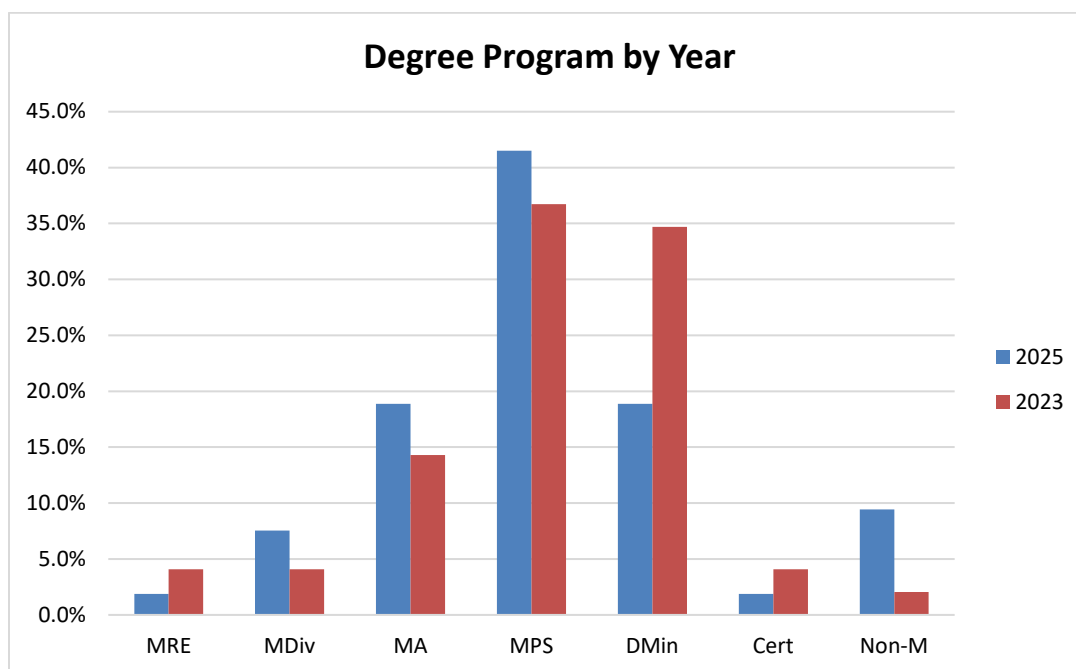
Chart 4A: Degree Program

Degree program at HJI
53 responses



Given that the program options had changed significantly in 2023, with the Masters program in Peace Studies and the Certificate program not offered in previous years, and students in the DMin program not receiving the surveys, Chart 4B below includes data from only 2023 and 2025.

Chart 4B: Degree Program by Year



The major difference is a significant decrease in enrollment in the DMin program, from 34.7% in 2023 to only 18.9% in 2025. This decrease was compensated by smaller increases in enrollment in the other programs with the exception of the MRE and Certificate programs. Of note is a more significant increase in non-matriculated/non-degree students from 2.0% (1 student) in 2023 to 9.4% (5 students) in 2025.

Style of Learning

In recent years many courses moved to an online style of learning. The percentages of respondents in 2025 enrolled in each learning style are presented in Chart 5A below, which reveals that a large majority (90.6%) take all their courses online.

Comparison with the 2023 results reveals a slight increase in fully online enrollment (see Chart 5B)

Chart 5A: Style of Learning

I am enrolled in
53 responses

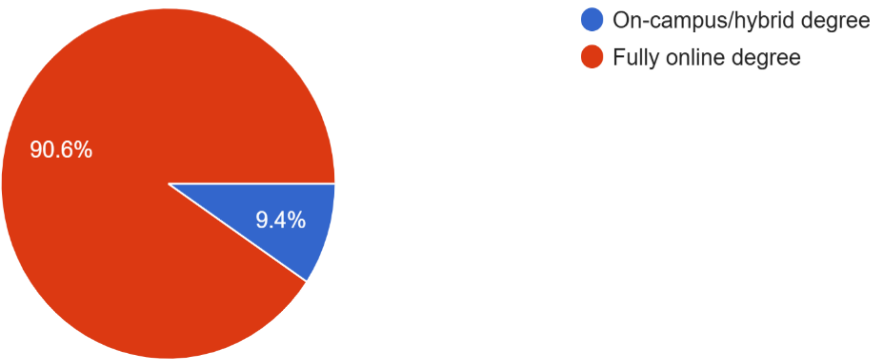
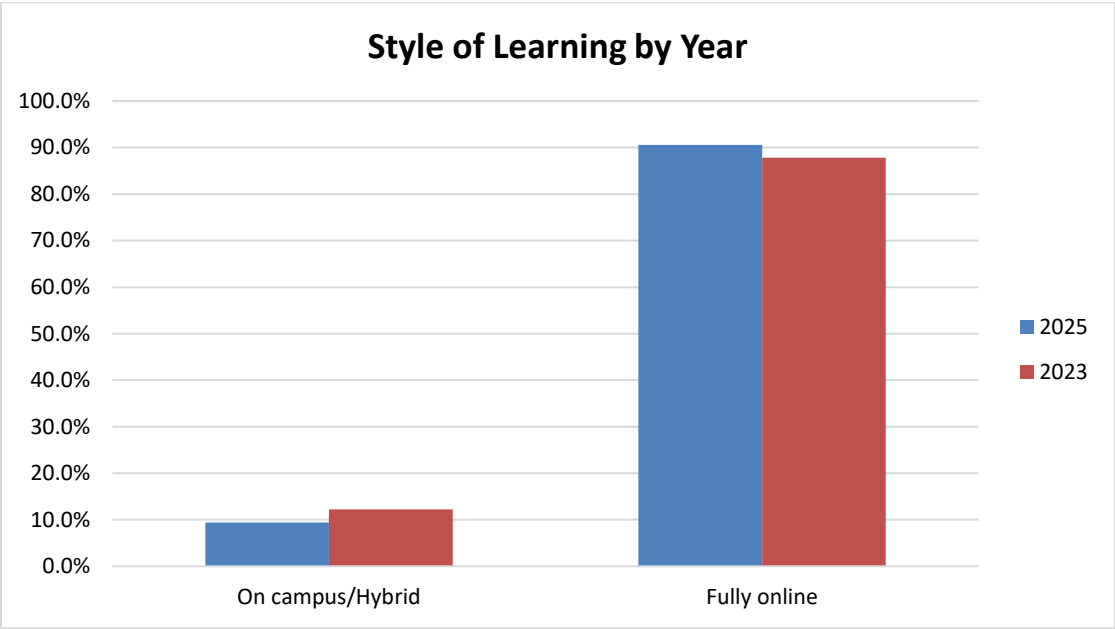


Chart 5B: Style of Learning by Year



Questionnaire Results

Following the demographic questions were six sections with questions using a rating scale, requiring yes/no answers, and/or short written responses. For the questions using the five-point rating scale, the scale is as follows: 1 = Very Poor, 2 = Poor, 3 = Satisfactory, 4 = Good, and 5 = Very Good. Students were instructed to leave the question blank if that item did not apply to them.

Although this survey was given to students in previous years, in 2023 there were many changes to the questions in these sections to make the items appropriate for the current situation. Thus, comparison of the average ratings for each item over these years is meaningful only for the data from 2023. The results from each of the six questionnaire sections, and for the survey overall, are presented in the following tables and graphs.

1. On-Campus Facilities

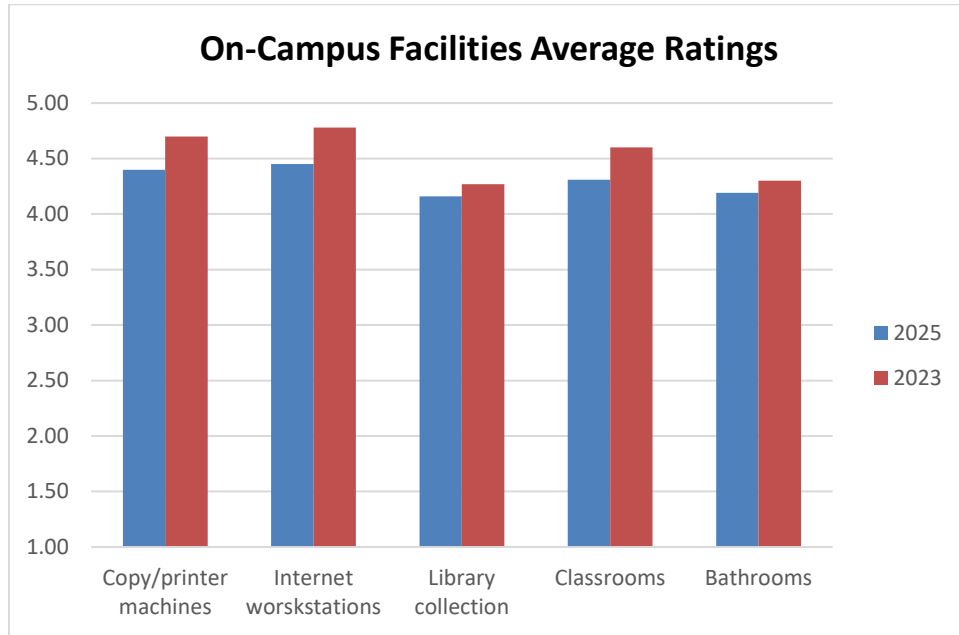
The first section of the survey concerns the on-campus facilities. It includes rating questions on the copy machines, internet workstations, library collection, classrooms, and bathrooms. Table 2 and Chart 6 show the average ratings for these five questions in this section for the two years 2025 and 2023. There was also a final item asking for short answers on how to improve the facilities at HJI.

The number of students who answered the questions in this section ranged from 15 to 25, which is a high response rate given that only 5 respondents indicated that they were enrolled in on-campus/hybrid learning, with the rest fully online. Therefore, the majority of those answering the questions in this section were not taking classes on campus.

Table 2: On-Campus Facilities

Facilities	Average Rating	
	2023	2025
Copy/printer machines	4.70	4.40
Internet workstations	4.78	4.45
Library collection	4.27	4.16
Classrooms	4.60	4.31
Bathrooms	4.30	4.19
Average for Section	4.53	4.30

Chart 6: On-Campus Facilities



The average rating for this section in 2025 is 4.30, with all five questions individually receiving average ratings above 4.00 (Good). The lowest rated items, Library collection (4.16) and Bathrooms (4.19), both had average ratings that are Good. The highest rated item, Internet workstations, was rated 4.45. Compared with the results from 2023, where three items were rated above 4.50, the average ratings in 2025 decreased somewhat for all items, although none scored below the Good level.

Finally in this section, the question “To improve the facilities at HJI, I suggest the following” received a total of five responses (see Appendix). No specific improvements were suggested. One student noted that they had never visited the facilities.

2. Student Services

The second section of the survey concerns Student Services. This section has ten rating questions on the Library, Finance Office, Dean of Student Life, and IT services. Table 3 shows the average ratings for these questions for the two years 2025 and 2023, and Chart 7 shows the results in graphical form.

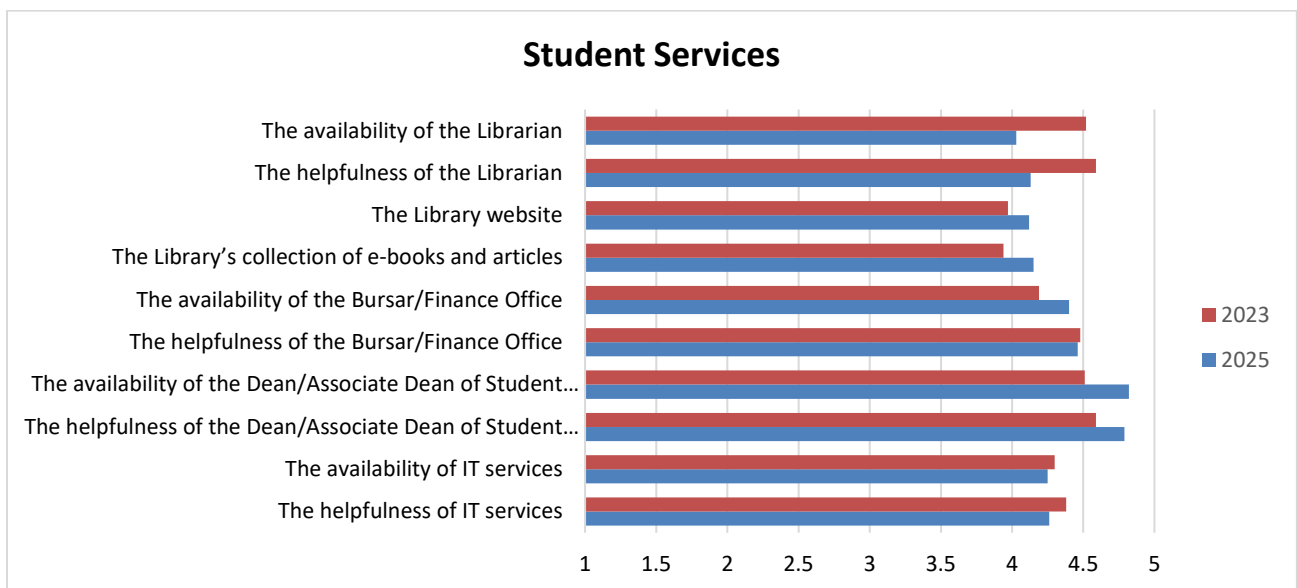
An average of 32 students (60% of the respondents) answered these questions in 2025. The average rating for this section is 4.34, better than Good, and almost identical to the average in 2023 (4.35). However, the distribution of higher and lower ratings changed across the items.

Table 3: Student Services

Student Services	Average Rating	
	2023	2025
The availability of the Librarian	4.52	4.03
The helpfulness of the Librarian	4.59	4.13
The Library website	3.97	4.12
The Library's collection of e-books and articles	3.94	4.15
The availability of the Bursar/Finance Office	4.19	4.40
The helpfulness of the Bursar/Finance Office	4.48	4.46
The availability of the Dean/Associate Dean of Student Life	4.51	4.82
The helpfulness of the Dean/Associate Dean of Student Life	4.59	4.79
The availability of IT services	4.30	4.25
The helpfulness of IT services	4.38	4.26
Average for Section	4.35	4.34

The lowest rated items in 2025 were all the items related to the Library (availability of the Librarian, helpfulness of the Librarian, Library website, and Library's collection of e-books and articles) which were all rated between 4.0 and 4.15. In 2023, the lowest ratings were for the library website (3.97) and Library's collection of e-books and articles (3.95), while the Librarian was rated higher on availability (4.52) and helpfulness (4.59), in fact receiving two of the four highest ratings (above 4.50) in this section. Thus, there was a very small improvement in the Library services but a larger decrease in ratings for the Librarian over the two years.

Chart 7: Student Services



For the questions on IT services, both availability (4.25) and helpfulness (4.26) received ratings below the average for this section. These ratings were somewhat lower in 2025 compared to 2023.

By contrast, the Dean/Associate Dean of Student Life received improved ratings in both availability (4.82) and helpfulness (4.79) in 2025, recording the highest ratings (close to Very Good) in this section. The Bursar/Finance Office received a slightly improved rating in terms of availability, from 4.19 to 4.40.

Finally in this section, the question “I would like to see the following Student Services offered at HJI” received a total of ten responses (see Appendix). Half of these related to challenges faced by online students. Three asked for improvements in the Library while the others requested general improved services and communication for online students.

3. Student Activities and Events

The third section of the survey concerns Student Activities and Events. This section includes four rating questions on the virtual chapel services, official HJI student events, special events, and presentations on career development. The number of respondents for these questions averaged 32 (63%). Table 4 and Chart 8 show the average ratings for these questions.

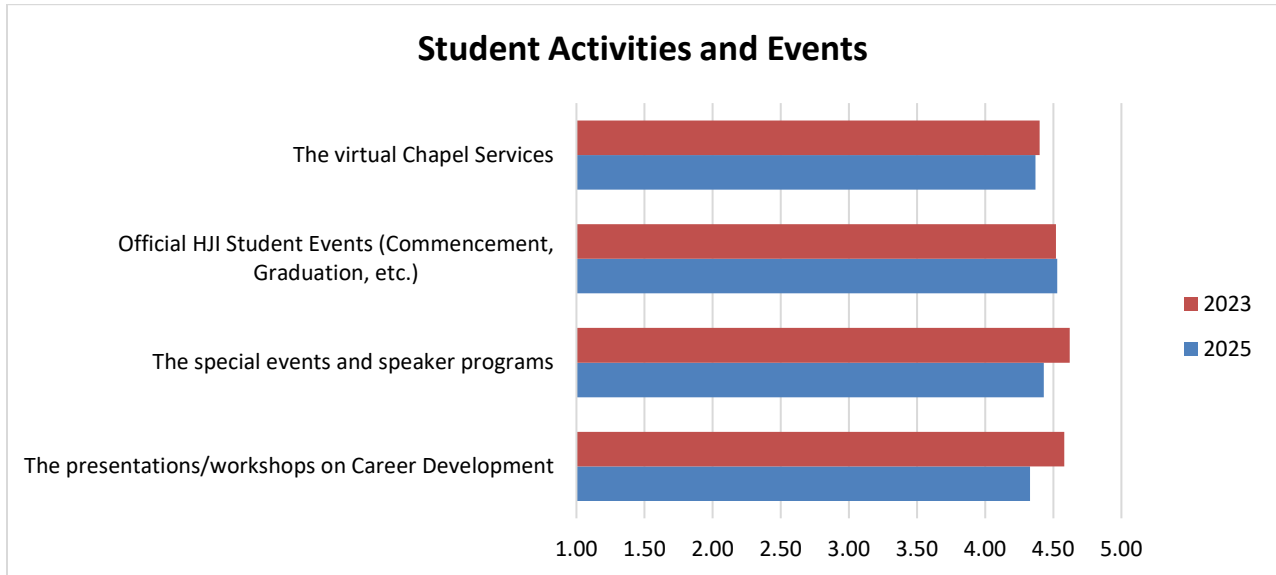
Table 4: Student Activities & Events

Student Activities and Events	Average Rating	
	2023	2025
The virtual Chapel Services	4.40	4.37
Official HJI Student Events (Commencement, Graduation, etc.)	4.52	4.53
The special events and speaker programs	4.62	4.43
The presentations/workshops on Career Development	4.58	4.33
Average for Section	4.53	4.42

The average rating in 2025 for this section is 4.42, between Good and Very Good. The range in ratings was very small, from 4.33 to 4.53; all items received average ratings better than Good.

Compared to the 2023 results there was little change. Two of the items which received the highest ratings in 2023 (Special events/Speaker programs and Presentations/workshops on Career Development) showed somewhat lower ratings in 2025, bringing the average for the section down slightly.

Chart 8: Student Activities & Events



Students were also asked if they participated in student events at HJI, and if not why not. Slightly more than half of the respondents (28, 53%) said they did not participate in student activities; the rest (25, 47%) responded affirmatively. The primary reasons students gave for not participating (see Appendix) were: as online students they could not attend in person and/or were in a different time zone (15), and they had no time due to their busy schedules (9). Two students commented that they did not receive information about student activities and events.

When asked to suggest special events they would like to see at HJI, a total of 11 responses were received (see Appendix). Suggestions included a lecture competition, news, and open mike nights.

When asked if they would like to see student clubs formed at HJI, 21 respondents (40%) answered Yes; only 4 said No, while the other 28 declined to answer. Sixteen suggestions for student clubs were received, covering a variety of clubs (see Appendix). Several students suggested online clubs, such as study groups, peace studies club, debate club, UN Circle, interfaith club, and other social clubs where students would be able to connect outside of class time.

4. Admissions and Student Support

The fourth section of the survey concerns Admissions and Student Support. It consists of five rating questions on the Admissions process, Orientation, visas, and Financial Aid.

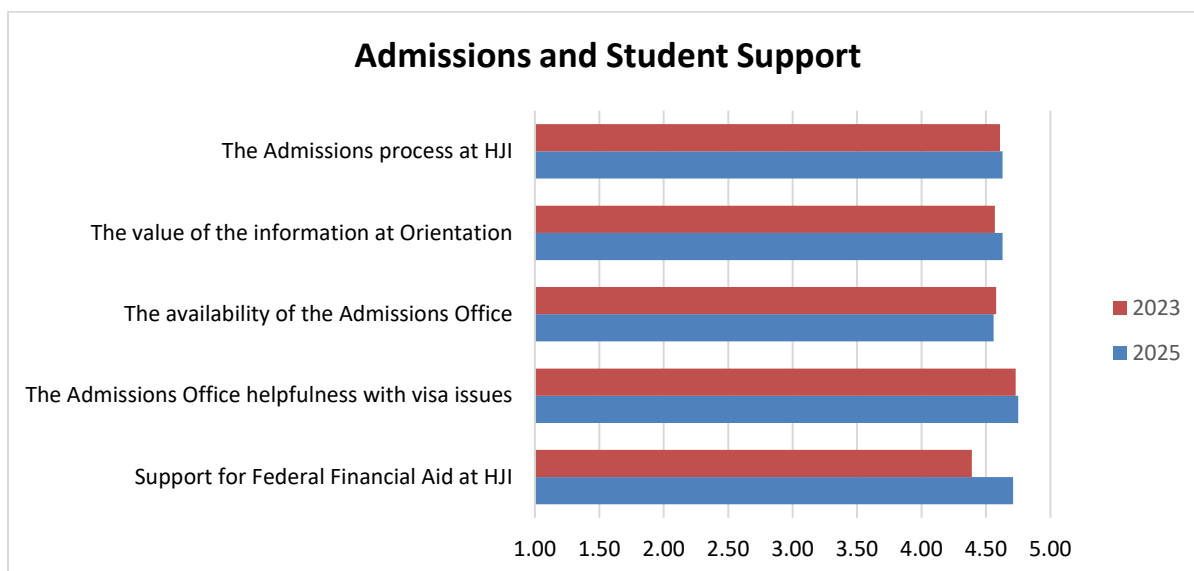
The number of respondents for these questions averaged 35 (66%). Questions on visa support and financial aid averaged fewer respondents (20, or 34%), presumably because these questions did not apply to all students. Table 5 and Chart 9 show the results for the questions in this section.

Table 5: Admissions and Student Support

Admissions and Student Support	Average Rating	
	2023	2025
The Admissions process at HJI	4.61	4.63
The value of the information at Orientation	4.57	4.63
The availability of the Admissions Office	4.58	4.56
The Admissions Office helpfulness with visa issues	4.73	4.75
Support for Federal Financial Aid at HJI	4.39	4.71
Average for Section	4.58	4.66

The average rating for this section is 4.66, between Good and Very Good, with no item rated below 4.50. The highest rated items in this section were Admissions Office helpfulness with visa issues (4.75) and Support for Federal Financial Aid at HJI (4.71). The rating for Support for Federal Financial Aid is an improvement compared to 2023 when this item was rated 4.39, and was the lowest rated item in this section.

Chart 9: Admissions and Student Support



5. Academic Services

The fifth section of the survey concerns Academic Services. It consists of sixteen rating questions on course registration, advisement, program goals, the course schedule, the availability of faculty and administration, style of learning, and delivery systems.

The average number of respondents for each question was 45 (85%), a much higher response rate than for the four previous sections. Two questions concerning Field Education received only half that number of responses, presumably because those items did not apply to all students.

Table 6 and Chart 10 show the results for the questions for this section. The average rating for these questions in 2025 is 4.46, which is between Good and Very Good. The lowest rated item was My preference for non-traditional formats (intensives) which was rated 3.70, somewhat below Good. This was the only item to be rated below 4.00 in this section.

The highest rated items were Faculty availability at HJI (4.73), Availability of online courses (4.72), and My preference for online courses (4.71), all rated close to Very Good. Several others were also rated above 4.50, slightly closer to Very Good than Good.

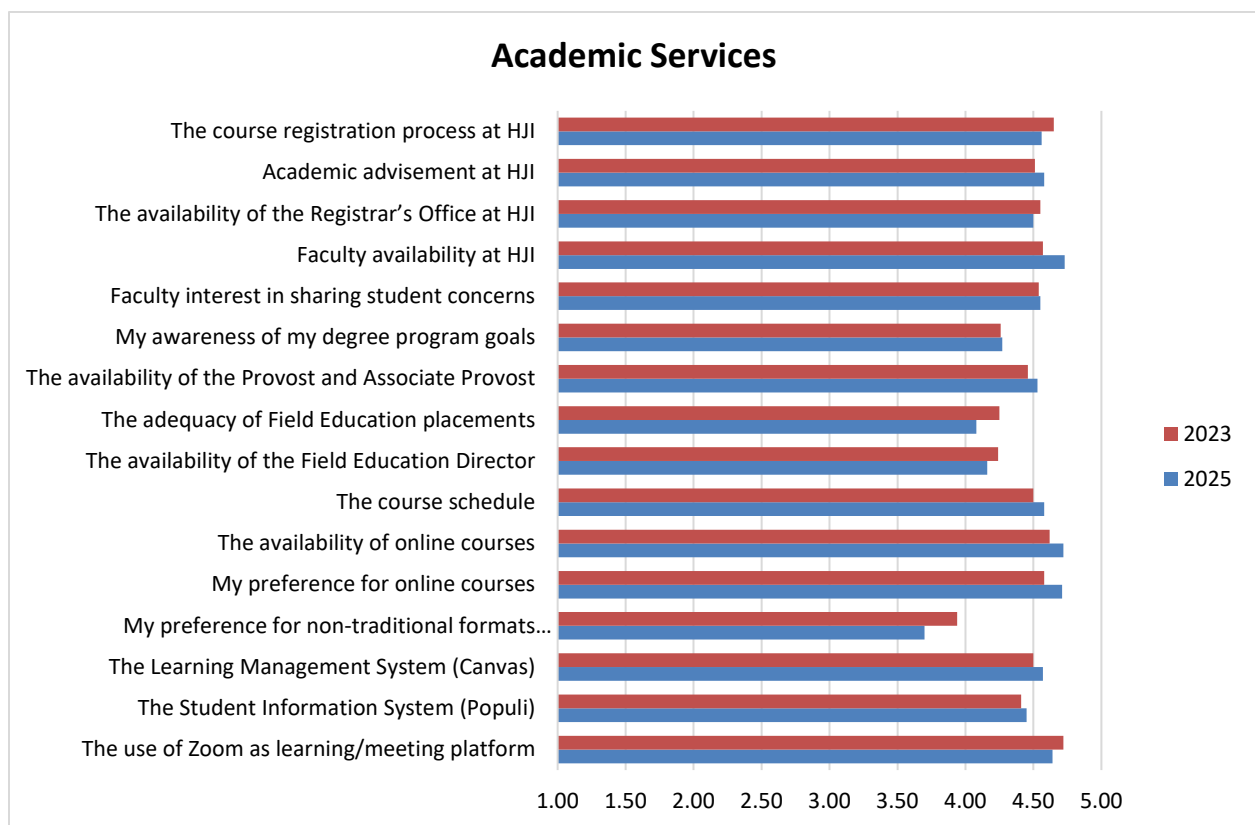
Table 6: Academic Services

Academic Services	Average Rating	
	2023	2025
The course registration process at HJI	4.65	4.56
Academic advisement at HJI	4.51	4.58
The availability of the Registrar's Office at HJI	4.55	4.50
Faculty availability at HJI	4.57	4.73
Faculty interest in sharing student concerns	4.54	4.55
My awareness of my degree program goals	4.26	4.27
The availability of the Provost and Associate Provost	4.46	4.53
The adequacy of Field Education placements	4.25	4.08
The availability of the Field Education Director	4.24	4.16
The course schedule	4.50	4.58
The availability of online courses	4.62	4.72
My preference for online courses	4.58	4.71
My preference for non-traditional formats (intensives)	3.94	3.70
The Learning Management System (Canvas)	4.50	4.57
The Student Information System (Populi)	4.41	4.45
The use of Zoom as learning/meeting platform	4.72	4.64
Average for Section	4.46	4.46

When compared with the results from 2023, although the average for the section is the same (4.46), the pattern of ratings for the items differed. Several items improved, becoming the highest rated items as noted above. The highest rating in 2023, The use of Zoom as learning/meeting platform, showed a small decrease in rating from 4.72 to 4.64, but was still among the highest rated items in 2025.

The three items that received the lowest ratings in 2023 continued to do so, receiving even lower ratings in 2025: The availability of the Field Education Director (4.16), The adequacy of Field Education placements (4.08), and My preference for non-traditional formats (intensives) (3.70).

Chart 10: Academic Services



Finally in this section, students were asked what they thought HJI could do to improve any of these academic services. A total of 19 responses were received (see Appendix). Several commented on challenges related to online learning, including poor internet connection, difficulties with Populi, suggesting better use of Canvas and different videoconferencing software;

one student noted that in-person learning in class is better than online. Several respondents gave positive responses indicating satisfaction with all services.

6. General

The final section of the survey contains 14 rating questions, on general topics such as opportunities to develop relationships, ecumenical and other sensitivities, counseling, and spiritual growth. Table 7 and Chart 11 show the results for the rating questions for this section. An average of 45 (85%) students answered these questions in 2025, equaling the high response rate for the questions on Academic Services. Two questions, on concern for female students and personal counseling, received fewer responses, because these items did not apply to all respondents.

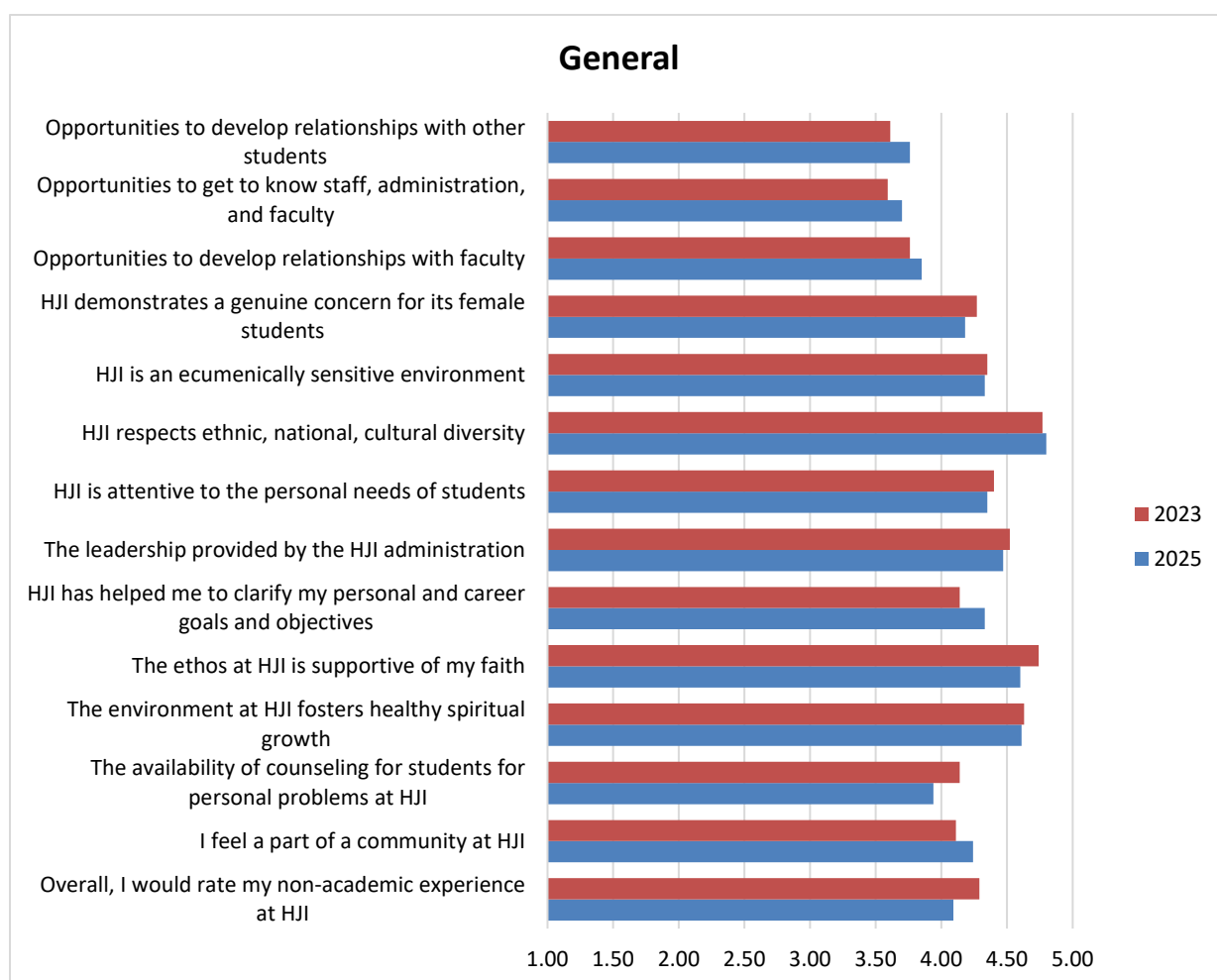
The average rating for this section is 4.23, somewhat better than Good. Four items (Opportunities to develop relationships with other students, Opportunities to get to know staff, administration, and faculty, Opportunities to develop relationships with faculty, and The availability of counseling for students with personal problems at HJI) received the lowest ratings, all below 4.00. Still, they were above 3.5, and so the ratings indicate that these items were somewhat better than satisfactory.

Table 7: General

General	Average Rating	
	2023	2025
Opportunities to develop relationships with other students	3.61	3.75
Opportunities to get to know staff, administration, and faculty	3.59	3.70
Opportunities to develop relationships with faculty	3.76	3.85
HJI demonstrates a genuine concern for its female students	4.27	4.18
HJI is an ecumenically sensitive environment	4.35	4.33
HJI respects ethnic, national, cultural diversity	4.77	4.80
HJI is attentive to the personal needs of students	4.40	4.35
The leadership provided by the HJI administration	4.52	4.47
HJI has helped me to clarify my personal and career goals and objectives	4.14	4.33
The ethos at HJI is supportive of my faith	4.74	4.60
The environment at HJI fosters healthy spiritual growth	4.63	4.61
The availability of counseling for students for personal problems at HJI	4.14	3.94
I feel a part of a community at HJI	4.11	4.24
Overall, I would rate my non-academic experience at HJI	4.29	4.09
Average for Section	4.24	4.23

The highest rated item was HJI respects ethnic, national, cultural diversity, which received an average rating of 4.80 (closer to Very Good than Good). Also receiving ratings above 4.50 were two items: the environment at HJF fosters healthy spiritual growth (4.61), and the ethos at HJI is supportive of my faith (4.60).

Chart 11: General



In comparison with the 2023 results, the average rating for this section was almost the same. However, some items received slightly improved ratings while others had lower ratings, although none of these increases or decreases were substantial. The largest increase for the 2025 ratings was for HJI has helped me to clarify my personal and career goals and objectives. Two items had the largest decreases in rating: The availability of counseling for students with personal problems at HJI, and Overall, I would rate my non-academic experience at HJI.

In this section, the question “What do you think HJI could do to improve any of the areas listed above” received 19 responses (see Appendix). Several students suggested developing ways for interaction as a community, some mentioned academic areas, and 2 noted the challenges of online study especially poor internet connections.

The question “I would recommend HJI to others for the following reasons” received the largest number (30) of written responses (see Appendix). Students mentioned the convenience of online study, courses with valuable content, the quality of the professors, and the academic and spiritual environment.

The question “I would not recommend HJI to others for the following reasons” received 10 responses (see Appendix), of which only one gave a clear reason not to recommend, namely the tuition cost for some countries. The others noted that they had no reason not to recommend HJI and several actively recommend it.

Survey Overall

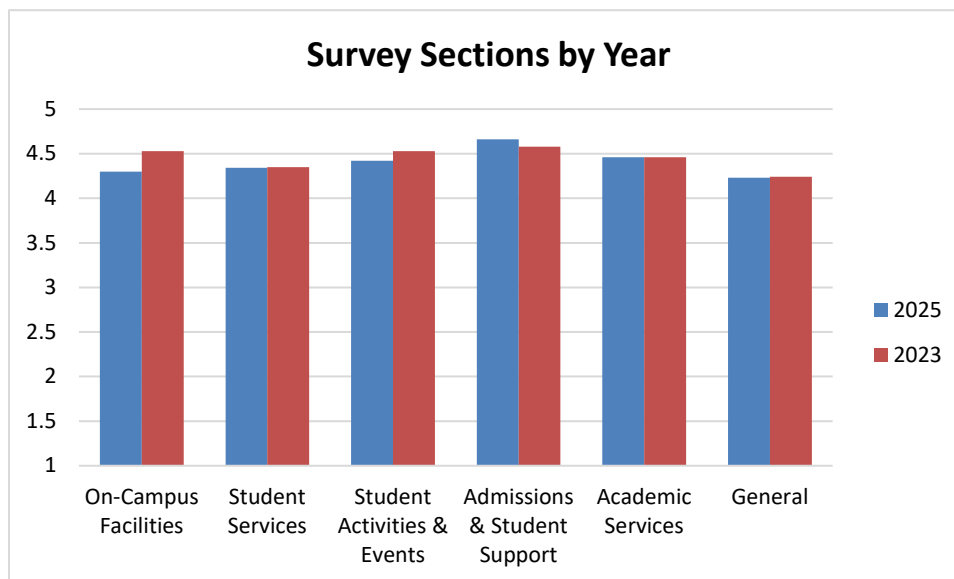
When the average ratings for each of the five sections of the survey were compared, it was found that the ratings in 2025 were slightly lower overall than in 2023. Only one section, Admissions and Student Support, showed a slight increase in ratings compared to 2023.

The largest decrease in ratings was recorded for the section On-Campus Facilities. The ratings in this section are based on a much smaller number of respondents, as most did not answer the questions in this section. Since the majority of students (48 or 91%) reported that they were enrolled in only online courses, they would have little use for on-campus facilities.

Table 8: Average Ratings for Sections

	2023	2025
On-Campus Facilities	4.53	4.30
Student Services	4.35	4.34
Student Activities & Events	4.53	4.42
Admissions & Student Support	4.58	4.66
Academic Services	4.46	4.46
General	4.24	4.23
Average Section Ratings	4.45	4.40

Chart 12: Average Ratings for Sections



Discussion

In 2025, 53 students (41% of the enrolled students) completed this survey, a similar response rate to 2023. Nevertheless, the response rate is less than 50%. Given that these students were all enrolled in the spring term when the invitations to complete the survey were sent out, it would be reasonable to expect a rather higher response rate since these students were actively engaged in their program and so would be expected to respond to official requests.

The ratings in 2025 were generally similar to those in 2023, indicating no significant improvement overall. The average ratings for five of the six sections were between 4.00 and 4.50, with only one section, Admissions and Student Support, rated above 4.50. This was also the only section where the average rating was higher than in 2023, albeit only slightly. Overall, the results indicate a fairly high level of satisfaction in all areas, above Good, among the students who completed the survey.

The data reveal a number of important results. For example, an item receiving an average rating of 2.00 (Poor) would be considered seriously problematic, and below 2.50 to be cause for concern; whereas items receiving average ratings of 4.00 (Good) or above can be considered strengths. Out of the 54 rating scale items in the 2025 survey, 49 items received ratings of 4.00 (Good) or above; of these 48, 22 were rated 4.50 or above. Of the 5 items rated below 4.00, none

were rated below 3.50 (between Satisfactory and Good). Thus, the results from 2025 show that most areas were rated 4.00 or above, somewhat better than Good; a substantial number of items (22 or 41%) were rated 4.50 or above, closer to Very Good; and there were no areas of serious concern.

1. On-Campus Facilities

The ratings for the items in the On-Campus Facilities section were all above 4.00 (Good), ranging from 4.16 to 4.45, with the average for the section 4.30. Overall, the results suggest that students were satisfied with the Facilities.

It should be noted, however, that this section received the smallest number of responses. This is expected since most students take all or many of their courses online and thus do not use the on-campus facilities. Therefore, while this section was one of the lowest rated sections and was rated lower than in 2023, for the majority of students these items were not relevant to their experience at HJI.

2. Student Services

The ratings in the section on Student Services ranged from 4.03 to 4.82, with the average rating for the section 4.34. Thus, the lowest items were still considered Good (4.00). The four lowest rated items all related to the Library, and those items concerning the Librarian received lower ratings than in 2023. The items on the website and collection of e-books and articles showed some improvement over 2023, although these were still rated lower than other items in this section. It is also of note that the Library was the lowest rated item in the section on On-Campus Facilities, Given how important the Library is to an educational institution, and in particular the website and electronic collection to HJI students of whom the vast majority study online, this is an area that warrants careful consideration and a plan for improvement.

Other items this section dealing with human services (availability and helpfulness of staff in various offices) were rated more highly. In particular, the Dean/Associate Dean of Student Life received ratings over 4.50, in fact receiving among the highest ratings in the whole survey, 4.82 for availability and 4.79 for helpfulness. These ratings are an improvement over 2023, where the ratings were already above 4.50. The availability of the Bursar/Finance Office also received a slightly improved rating over 2023, while the availability and helpfulness of IT services received slightly lower ratings, albeit still above 4.00. These data indicate that personnel in the offices

included in this area do a good job in fulfilling their responsibilities. However, there is room for improvement in IT services, which is an important service for online students.

3. Student Activities and Events

The Student Activities and Events section received ratings for individual items ranging from 4.33 to 4.53, with an average of 4.42 in 2025. This is slightly lower than in 2023. Nevertheless, it remains one of the higher rated sections, with all items rated close to 4.50 (between Good and Very Good).

Slightly more than half of the respondents (53%) stated that they did not participate in student activities, a slightly lower proportion of respondents than in 2023. A number of those who did not participate said they had no time due to other commitments, similar to those in 2023. A larger number mentioned that as online students they could not participate in person and that due to their different time zones many events were at inconvenient times. This brings out the problem of remote learning where students participate virtually from different time zones, with the result that students are not able to participate in physical activities in person and may not be sufficiently motivated to attend online events beyond their classes if their time zone is very different.

Two students commented that they were not informed about student activities and events, with one noting that they were unaware of the existence of the online Chapel Services. Again, given that most students are not physically on campus, effective communication about online activities and events is essential to allow them to participate. Several students suggested the formation of online clubs, including study groups as well as social clubs where students would be able to connect outside of class time.

4. Admissions and Student Support

The average rating for items in the section on Admissions and Student Support is 4.66 (between Good and Very Good), with the ratings for individual items ranging from 4.53 to 4.75. This is the only section where all items were rated above 4.50.

The Admissions Office helpfulness with visa issues (4.75) and Support for Federal Financial Aid (4.71) received very high ratings, among the top ratings in the whole survey, indicating that the students were very satisfied with the support they received in these areas. In particular, Support for Federal Financial Aid at HJI showed an improved rating compared to 2023, when it was the lowest rated item in this section.

5. Academic Services

The average rating for the section on Academic Services is 4.46, with a range from 3.70 to 4.73. The lowest rated item, preference for non-traditional formats (intensives), was rated somewhat lower than in 2023. It was noted that fewer students responded to this item, 37 compared to most other items which received at least 40 responses, with many receiving over 50 responses. Therefore, like the items on Field Education which also received fewer responses, in their case less than 30, for many students the intensive format was not applicable.

The questions on Field Education (adequacy of Field Education placements and availability of Field Education Director) received lower than average ratings, 4.08 and 4.16 respectively. Again, these items were rated slightly lower than in 2023. Although not applicable to all students, nonetheless for those students in programs that includes a Field Education component their satisfaction was rated somewhat lower than the other items. This was also the case in 2023, indicating that improvement is needed in this area. The fact that the 2025 ratings were slightly lower than in 2023 makes this a more urgent area to work on.

Another item which received a slightly lower rating (4.27) was awareness of my degree program goals. This important item applies to all students, and was answered by almost all respondents (51 out of 53). The 2025 rating did not show substantial improvement over the 2023 rating. Therefore, attention should be paid to improving this aspect of Academic Services.

On the other hand, the online delivery systems (Canvas and Zoom) received high ratings (above 4.50). This means that students were very satisfied with the virtual learning environment.

The highest rated items in this section were Faculty availability (4.73) and availability (4.72) and preference (4.71) for online courses. All these items showed higher ratings than in 2023, indicating that students appreciate the chance to study online and do not experience a lack of interaction with the faculty. However, several students continue to comment on the challenges with online learning.

6. General

The items in this final section received an average rating of 4.23, with ratings ranging from 3.70 to 4.80. This section received the lowest average rating in 2025, and had the highest number of items rated below 4.00. These four items with low ratings relate to opportunities to develop relationships, with other students, with staff and administration, with faculty, and to receive

counseling. The first three items received answers from most respondents (48 to 51 out of 53) as they apply to all students. While the ratings were still above 3.50 (between Satisfactory and Good), there is clear room for improvement.

The most likely reason for their lack of opportunities to relate with others at HJI is the virtual environment. Most of these students were studying fully online, and therefore did not need to visit the physical campus and so had little to no opportunity to meet in person. While many were able to adjust to the virtual learning environment, as shown by their high ratings of the online delivery systems particularly Zoom, these results suggest that social engagement and development of relationships suffered when all their interactions were online. This point was emphasized in the written answers, with many students noting the limitations of virtual study, especially for those in different time zones with limited internet access, and suggesting developing social aspects of the online community for those who live far from campus.

The item on availability of counseling services was answered by fewer students (31 out of 53), indicating that it was not relevant to all students. However, given that over 50% responded and rated it slightly lower than in 2023, it merits further study.

On the other hand, items relating to diversity and support for one's faith and spiritual growth received high ratings, similar to 2023. This indicates that students found HJI to be welcoming of diverse ethnicities, nationalities, cultures, and faiths, supporting its mission of educating for leadership in the wider society and world.

As their final assessment, students gave a large number of positive reasons for recommending HJI to others. Thus, the overall results indicate that students were happy with their experience.

Recommendations

The Student Life Survey continues to produce useful findings. Most significantly, the overall picture from the 2025 respondents is one of general satisfaction with no serious complaints. Following are recommendations on action steps to be taken.

Acknowledge strengths

Overall, the survey showed that students were well satisfied with almost all aspects of their experience at HJI, at a similar level to the previous time the survey was administered in 2023. The

majority of items received ratings of 4.00 (Good) or above, and a substantial number were rated at 4.50 or above.

Eight items received average ratings of 4.70 or above, (close to Very Good). These were: in Student Services – availability (4.82) and helpfulness (4.79) of the Dean/Associate Dean of Student Life; in Admissions and Student Support, Admissions Office helpfulness with visa issues (4.75) and support for Federal Financial Aid (4.71); in Academic Services – Faculty availability (4.73), availability of online courses (4.72), and preference for online courses (4.71); and in General – HJI respects ethnic, national, cultural diversity (4.80). These areas should be acknowledged as strengths, and the appropriate personnel commended for their good work.

Improve areas of least satisfaction

Several items received average ratings below 4.00 (Good). Although none were below, or even close to, 3.00 (Satisfactory), these are areas which could be improved.

In Academic Services – Preference for non-traditional formats (3.70); and in General – Opportunities to develop relationships with other students (3.75), Opportunities to get to know staff, administration, and faculty (3.70), Opportunities to develop relationships with faculty (3.85), and availability of counseling (3.94).

These items are all important for the student experience at HJI, and efforts should be made to monitor them and make efforts to improve them. A number of suggestions were made by the respondents (see Appendix), which could be helpful in these areas.

It is also noteworthy that although the five items related to the Library were not below 4.00, they were only slightly above it: in On-Campus Facilities – Library collection (4.16); and in Student Services – Availability of the Librarian (4.03), Helpfulness of the Librarian (4.13), Library website (4.12), and the Library's collection of e-books and articles (4.12). While the ratings for the website and digital collection showed some improvement over the 2023 ratings, which were below 4.00, there is still much room for improvement. Additionally, the ratings for the Librarian fell from over 4.50 in 2023 to just over 4.00 in 2025. This may have been due to a change in personnel, as suggested by some respondents. The Library being such an essential part of student services, a well-qualified staff is of paramount importance.

Improve the survey and response rate

Although the 2025 Student Life Survey continued to receive substantially more responses than in the earlier years prior to 2023, the response rate was only 41% of the enrolled students. The use of online delivery, and the inclusion of DMin students, can be assumed to have contributed to this increase in response rate in 2023. However, given that the response rate is less than 50%, and slightly lower than in 2023, greater effort could be made to inform students about the importance of the survey and encourage them to complete it.

The questions in two sections, Academic Services and General, were responded to by substantially more students than those in the other sections, 45 out of 53 respondents (85%) compared to compared to the other sections where 32 to 35 students responded (60-66%) and even fewer for questions on On-Campus Facilities. While it is reasonable that not all questions apply to all students, and perhaps the Academic and General sections contained questions that were relevant to the majority of students, it does mean that the actual response rate for each question in the survey was below 40%, and for many questions below 30%, of the enrolled students.

It was noted that two questions in the Academic Services section, “My preference for online courses,” and “My preference for non-traditional formats (intensives),” were worded differently from the other items and in a way that was not congruent with the rating scale (from Very Poor through Satisfactory to Very Good). If the intent of these items was to have students rate their experiences with online courses and intensives, the questions should be worded that way. If the questions are intended to determine whether students would prefer online courses and intensives over traditional in-person classes, these items should be fixed answer questions (Yes, No, Sometimes) rather than using the rating scale.

Appendix: Written Responses

1. On-Campus Facilities

To improve the facilities at HJI, I suggest the following (5)

- I have never accessed the HJI facilities. I would love to visit one day!
- Short of perfection, means there is always room for improvement
- No comments
- One or two in person class!
- all good for me

2. Student Services

I would like to see the following Student Service(s) offered at HJI (10)

- One of the most difficult aspects of my online studies has been purchasing the necessary books for my courses. The reason being that many of the e-books/physical copies are difficult to purchase in Korea (Amazon and other sites do not work as well here). If there is availability for some or any of the required reading books at the HJI online library, this would be extremely helpful (and also save my shipping costs and time). Thank you.
- Doing the years online with these services were good
- I do not understand the question
- No Comment
- Update on services to the online students
- We need improvement
- I faced limitations to reach some recommended resources and materials due to internet problems in my case. It would great if school could help students in such situation to have equal access to materials by other means. Likewise, I couldn't access HJI library and librarian did not reply to my request for help which I sent through email. I couldn't use library and I don't know if my problem could be solved
- Prior Details about Syllabus for choosing and discussion time for further possible attending class.
- Expand library books and online
- LinkedIn and Facebook interactive response, guidance and new!

3. Student Activities and Events

I actively participate in Student Activities at HJI. If you answered “No,” please briefly state why you do not participate. (29)

Online Student/in Different Time Zone (15)

- Not on campus.
- Out of campus student
- events in USA are often in the middle of the night in Europe.
- I am online student
- I am an online student living on the other side of the globe. Usually the time is not comfortable for me to join
- Online course, no possibility to actively participate in activities
- Online auditing student
- I am living in Europe.
- I am an online student
- Liberia Internet system is poor that's my major problem.
- Find it difficult to join through the virtual meetings, but succeeded to watching the 2025 graduation live through Facebook, and most often it is easier to attend Cheonshim Won Virgil prayers from Korea via YouTube.
- Online
- Often the time zone means events are in the middle of the night my time, so I have sometimes watched or asked for recording of events.
- time differences as online study
- I once joined a session where the speaker's English was difficult to understand, and the audio quality was poor, which discouraged me from continuing. To keep participants engaged, it might help to streamline the format and ensure better audio clarity and accessibility for a wider audience.

Time Constraints (9)

- No time
- Mostly timing and my own availability
- Time
- Because I have a heavy schedule in my mission and cant afford to spend that time,
- I'm busy.
- I was just busy with missionary activities.
- I have been too busy to participate in the Student Events.

- Due to time restraints and challenges in my time management, I have a bit of trouble participating with the student events.
- Online roundtables can sometimes run quite long. In today's fast-paced world, it's important to convey messages as clearly and concisely as possible. I've noticed that, at times, speaker introductions take as much—or even more—time than the actual content being shared.

Insufficient Information (2)

- I'd love to participate, but I'm not sure where to find information about it. There hasn't really been any initiative from the student group to encourage involvement. A short video or update from the students explaining the event would be really helpful.
- I did not know at all that there were virtual chapel services at HJI.

Other (3)

- Yes
- Sang and joined open Mike night.
- I do participate in online events

I would like to see the following special events take place at HJI: (11)

- Fairly evaluate students letter to include in HJI newsletters
- I do not know the answer
- Lecture competition, essay on some topic or free style and so on.
- Students interaction events should exist
- Online students can be one as a resource speaker
- NA
- Sure
- Big Associating program worldwide could be informed.
- More student connection that's for fun
- sometimes Zoom live classes.
- More news and open Mike nights.

I would like to see student clubs formed at HJI

What club(s) in particular? (16)

- Online student study groups! These would be group chats where students could relay to each other when or what they are studying every week, how much they have read etc. These student peer review based group chats would help students managing deadlines and encourage each other in an isolated online student environment.
- i would like to know what kind of club you have
- Interfaith clubs that value diverse faiths

- Online club that we can gather junior and senior students together.
- Camping
- I would like to see online clubs like a Peace Studies Club or an HJI Students Club where we can discuss what we're learning, share experiences, support each other, and stay connected even after the program ends.
- Yes, I'd love to see a UN Careers Circle formed. It would be a great platform for students interested in international development, diplomacy, and peacebuilding to explore career pathways, connect with professionals, and prepare for opportunities within the UN system.
- International Peace Club
- Social and religious clubs
- Debate club n students exchange programmes
- I have never been in the student club but I like to meet to hear about exchange ideas with people from different countries. What about an online student club to share and exchange experience and ideas on peace building
- HJI Students Club
- I don't know if i would join but it seems cool
- student peace club
- Management of church group and finance including non profit groups.
- related to our degree

4. Academic Services

What do you think HJI could do to improve any of the services listed above? (19)

- I hardly use populi and don't understand fully it's purpose to assist my studies. It would be nice to hear from Professors at the beginning of their course how it aligns with the goals of the peace studies masters course on the whole. Thanks!
- Arrange placements
- The librarian was not available when I needed her but I understand she had that position for a short time.
- I had the experience of poor internet connection, I think it would be best if the material could be posted on Canvas so that students can work in advance
- Well they could refuse some of their on less important things n focus more on the students well being that is to make sure we have all the book in our library.
- HJI should schedule three courses in the summer intensive for the students to choose one. It happens that the student covered the Summer course the previous year and the following year does not have a course in summer to take, thus missing out the summer intensive period.
- Learning Direct in class is 1000% better than Online.
- Just more clarity with classes to take.
- Earlier information will help us to improve prepare well.
- I am comfortable with the structure and functionality of HJI.

- Webex and Microsoft teams videoconferencing for those without memory and weak internet students. An alternative way is messenger shanging by fb messenger.
- That is good already and increase more subjects/major as the demand of market and government.
- I think HJI could improve by using a better online platform like Canvas. I personally had a hard time using Populi, so shifting more courses to a user-friendly system would help students learn more easily and stay organized.
- I have been doing well. I wouldn't know what to add.
- Always room for improvements
- No Comment
- Updates on any developments
- Excellent
- Good all the services

5. General

What do you think HJI could do to improve any of the areas listed above? (19)

- Improve the online student community. Maybe a community forum for students would help (where students could share their thoughts on classes or useful sites etc. without their professor's direct supervision)
- More interaction with students by organizing events and meetings
- making strong family relationship with class mate
- I'd wish to have more opportunities to meet with professors and classmates online even in case of asynchronous courses.
- More Time sharing with frequent follow ups in between Student and faculty members.
- Honestly, last semester I took up History of Christianity 2 (Dr. Mickler) and when our class were almost finish we were ask to do book report. I was scared that time because for almost 16 years I go back to school and I thought I couldn't make it. However, Dr. Mickler's presence from beginning to end was there to all his students. I mean choosing a topic for book report, he made easier for us. I choose my topic and gave advices and since its quite challenging for me to get the book, one of my classmate (Resfred) who has always a helping hand to all of us, finds e-book and shared. I think as a community its very important to understand students situation because this will empower other students in a different country. Thank you!
- teaching
- Management classes and little about finance and church practicum.
- more help in finding internships
- Self-care formation course to include the art of Mediation and mindfulness
- information system in populi (probably due to the late information i received from the admin dept.)
- I had experience with poor internet connection, I think it would be best if the material could be posted on Canvas so that students can work in advance.

- I need to be actively involved and give honest attention to next week's assignment.
- Value and encourage cross-religious and diverse denominational traditions
- As I have also said before, I am unable to evaluate it.
- Please go ahead and make initiatives more and promote HJI to the bigger community by giving more scholarship with the outstanding students outsiders and government.
- Prepare survey for students feedback
- I had a great online study experience with HJI. The faculty, deans, and professors were always very helpful and supportive. Even though I'm in Pakistan, I always felt connected and well-informed. For me, joining HJI was like a dream come true. The system is easy to follow, and everyone is so kind and ready to help. I'm especially grateful to Dr. Thomas Ward, Dr. Thomas Walsh, and Dean Boyd, who supported me throughout my journey. Because of their help, I was able to come this far, and I'm looking forward to continuing my studies and promoting HJI to others.
- Putting the students first in everything because without the students there will be no HJI

I would recommend HJI to others for the following reasons: (30)

- It's available at whichever pace or region of the world you live in. The scholarships available are indeed generous. The Professors offer great insights in their respective fields.
- Teaching is professional, and grow the habit to read books.
- It's a school of global vision and mission cultivating public and peace oriented leaders, scholars and contributing to the aim of one unified world under God. It has a unique integration of theology, ethics, and leadership with such ecumenical, multicultural environment.
- A great pure love giving group
- It offers great possibilities
- I think that Peace Studies is good major and we should increase more other majors so that other students can attend more.
- their ability to grow students affiliation by respecting their Faith tradition
- As Unificationist, I would recommend it to members to further gain knowledge. In General, I would also recommend HJI due to the prominent and respectable faculty who are very generous in sharing their knowledge and skills to the students.
- Professional career in peace studies
- I would recommend HJI to others because it helped me grow closer to God, understand True Parents' heart, and meet many good friends from different countries. It was a life changing experience that gave me hope and a clear purpose to be a good Leader.
- Online classes, Asynchronous classes
- prestigious institution with a great education content
- Effective and can learn full course through online. all the system in very well.
- The Leadership Training
- Convenience of online classes, teachers from different backgrounds and expertise, professors respect the students

- Mediation and mindfulness help stable mood and emotions, and practice is a skill that require time and efforts
- Skills training and development
- Place to build skills to become a peacebuilder, have a broader worldview for conflict, resolution, transformation, build dialogue and reconciliation, interfaith harmony and deepen faith and understanding of True Parents and their vision of Unificationism.
- It is providing very good, interesting and useful education and amazing educators
- Quality education, a place to discover your intellectual and career potential, spiritual growth.
- mine was online course so it was just lectures and homework, little interactions, but I enjoyed discussions on canvas and I felt I was part as if I was in a real class room together with my classmates. The best is to attend all the courses in presence
- Very Good for raising distinct intellectual people equally from ecumenical perspectives.
- Expand your understanding of religious development.
- HJI is a society, a school that Heavenly Parent and True Parents established to educate members world wide in different areas and who are willing to live for the sake of others.
- For religious studies, peace studies, chaplaincy
- Efficiency of online course, useful content of courses,
- Quality education, spiritual quality education.
- Knowledge empowers a person's confidence in his/her faith.
- Assignment as Pastors and assistant pastors. Church council and deacons.
- HJI provides interesting and educational courses, many of which are unique to HJI. HJI has the best professors. The online option works really well and provides the opportunity for those who don't live in the area to study. HJI also has additional programs on various significant topics, which are conducted on line for participants from nations around the world. HJI is contributing to peace building through these programs and also through the courses offered.

I would not recommend HJI to others for the following reasons: (10)

- It's difficult to pay the tuition if your country has a lower salary cap to the US. (Scholarships are unfortunately not dependent on region - i.e. the same scholarship is available to someone working in a high level company in Europe to someone working in South East Asia)
- i recommend
- No answer
- I always feel good to introduce to others for HJI.
- UTS is a peaceful Institution which accept diversity. It's a best and practical learning and Spiritual growth Institution, I highly recommend to students or individuals, I meet.
- I would not say there's any reason to not recommend UTS. My experience was positive overall, and I believe others can also benefit if they are serious about learning and growing in their faith.
- I am always recommend UTS to others,
- NA

- I think this is time to Proclaim the events what particularly HJI did held and participate until in different time and period for Nation and world.
- Everything so far so good. No Sportsfest yet. Although not recommend indoor games be organized in the future.