



Academic Assessment Plan

SPST Mission Statement: Centered in Christ and rooted in the Wesleyan tradition, Saint Paul School of Theology is a seminary of intentional relationships committed to the formation of people for innovative, creative ministry through rigorous academic life; the exploration of Scripture, tradition, and ministry practices; and diverse, contextual experience.

The educational programs of Saint Paul are grounded in the school's purpose, mission and values. Each degree and graduate certificate program has its purpose, goals, and student learning outcomes clearly articulated. Co-curricular programs and processes for supporting students also contribute significantly to student learning.*

Graduate Degree Programs

Master of Divinity (MDIV)
Master of Arts in Christian Ministry (MACM)
Master of Arts (Theological Studies) (MATS)
Doctor of Ministry (DMIN)

Graduate Certificate Programs: Certificate in Theological Formation

Co-Curricular Programs: Chapel, Lectures, Student Organizations, Forums

Student Support: Writing Tutors, Student Support Team, Counseling, Advising, Library, Technology

Academic Assessment of degree and certificate programs includes direct and indirect assessment of student learning outcome achievement and educational effectiveness. As demonstrated in the chart below, a variety of sources provide quantitative and qualitative data for assessing student learning and program review. The Academic Assessment Committee, a committee of the Faculty that includes administrators and staff, is responsible for planning and implementing all curricular and co-curricular academic assessment plans.

* *Assessment plans are being developed for these additional programs.*

Degree Purposes, Goals and Student Learning Outcomes
(revision approved by Faculty Council March 2017)

Master of Divinity (MDIV)

Purpose: To prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings.

Goal: The Master of Divinity degree forms persons for innovative, creative ministry through rigorous academic life; the exploration of Scripture, tradition, and ministry practices; and diverse, contextual experience.

Student Learning Outcomes (SLOs):

1. Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church. (ATS Content Area: Religious Heritage)

In each of the areas (biblical, historical, and doctrinal), students will demonstrate comprehension of significant strands of historical and contemporary thought, including major scholars, movements, events, themes and methods; be able to point to nuanced differences and similarities between approaches, and articulate a rationale for evaluating those approaches for their contributions, values and significance.

Direct Assessment from Course Embedded Artifacts:

- ASR 401 Mid-degree Seminar
- ASR 431 Summative Seminar
- HBS 4** Upper Level Hebrew Bible
- NTS 4** Upper Level New Testament
- THL 4** Upper Level Theology
- HST 4** Upper Level History

2. Exhibit competence in integrating theory and practice related to skills for ministry. (ATS Content Area: Capacity for Ministerial and Public Leadership)

Students will demonstrate competency in skills for ministry practices, including preaching, leading worship, providing pastoral care, teaching, and leadership, enhanced by comprehension of major theories, including theologies, of practice in each area, that shape or interpret practice, the logical practical outcomes of theoretical/theological claims and points of consistency and dissonance between stated theoretical positions and demonstrated practices.

Direct Assessment from Course Embedded Artifacts:

- ASR 401 Mid-degree Seminar
- ASR 431 Summative Seminar
- CRE 3** Christian Religious Education
- PCR 301 Intro. to Pastoral Theology and Care
- PRE 301 Intro. to Preaching
- WOR 301 Intro. to Worship
- CTX 431 Ministry Collaboration Groups

3: Analyze critically diverse cultural contexts and social issues and their significance for ministry. (ATS content area: Cultural Context)

Students will gather data, describe historical and contemporary contexts and social problems, with attention to differences such as racial or sexual identity, class, culture or place, using a variety of sources of knowledge, synthesizing the data and perspectives into a coherent interpretation of the context, and with awareness of one's own embedded assumptions.

Direct Assessment from Course Embedded Artifacts:

ASR 401 Mid-degree Seminar
ASR 431 Summative Seminar
ETH 301 Intro. to Ethics
CHS 3** Church and Society
CHL 3** Church Leadership
EVN 3** Evangelism

4: Demonstrate emotional and spiritual maturity and moral integrity for sustaining ministerial leadership. (ATS content area: Personal and Spiritual Formation)

Sustaining leadership in ministry requires emotional maturity, including such characteristics as empathy, self-awareness, respect for others, responsibility, and flexibility; spiritual maturity, including regular practices of piety, expressed love of God, self and others; and moral integrity demonstrated by behavior that is consistent with one's stated values and beliefs.

Direct Assessment from Course Embedded Artifacts:

ASR 401 Mid-degree Seminar
ASR 431 Summative Seminar
MIN 301 Intro. to Ministry
SFR 301 Spiritual Formation Retreat
PCM 3** Ministry Practicum
CTX 4** Ministry Collaboration Group

MDIV CURRICULUM MAP	SLO 1	SLO 2	SLO 3	SLO 4
Level of engagement with each SLO, Strong, Moderate, Minimal, None	Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church	Exhibit competence in integrating theory and practice related to skills for ministry.	Analyze critically diverse cultural contexts and social issues and their significance for ministry.	Demonstrate emotional and spiritual maturity and moral integrity for sustaining ministerial leadership.
Introduction to Ministry	Moderate	Strong	Strong	Strong A
Spiritual Formation Retreat	Minimal	Moderate	Moderate	Strong A
Ministry Practicum	Minimal	Strong A	Moderate	Minimal
Ministry Collaboration Group	Minimal	Strong A	Moderate	Strong A
Mid-Degree Seminar	Strong A	Strong A	Strong A	Strong A
Summative Seminar	Strong A	Strong A	Strong A	Strong A
Preparing for Local Ministry	Minimal	Strong	Moderate	Moderate
Introduction to the Hebrew Bible	Strong	Minimal	Strong	Minimal
Upper Level Hebrew Bible	Strong A	Minimal	Strong	Moderate
Introduction to the New Testament	Strong	Strong A	Strong	Moderate
Upper Level New Testament	Strong A	Strong A	Strong	Strong
Introduction to Christian Ethics	Moderate	Moderate	Strong A	Moderate
Christian Religious Education	Minimal	Strong A	Moderate	Moderate
Traditions I	Strong	Minimal	Strong	Minimal
Traditions II	Strong	Moderate	Minimal	Minimal
Introduction to Systematic Theology	Strong	Minimal	Moderate	Minimal
Upper Level Theology	Strong A	Moderate	Moderate	Minimal
Upper Level History or Upper Level Theology	Strong A (HST)	Moderate	Moderate	Minimal
Church and Society or Upper Level Ethics	Strong	Strong	Strong A	Minimal
Introduction to Pastoral Theology and Care	Minimal	Strong A	Moderate	Moderate
Church Leadership	Minimal	Strong	Strong A	Moderate
Introduction to Preaching	Strong	Strong A	Moderate	Moderate
Worship	Strong	Strong A	Moderate	Minimal
Engaging World Religions	Strong	Moderate	Strong A	Minimal
Evangelism	Strong	Strong A	Moderate	Moderate

A = artifact may be pulled for assessment of this SLO

Master of Arts in Christian Ministry (MACM)

Purpose: To provide theologically informed and competent lay and ordained leaders in specialized ministry for the local church and the church at large. May also provide the academic requirements for ordination as Deacon in the United Methodist Church.

Goal: The Master of Arts in Christian Ministry degree forms persons for an innovative, creative specialized ministry in the church and/or the world through rigorous academic life; the exploration of Scripture, tradition, and ministry practices; and diverse, contextual experience.

Student Learning Outcomes (SLOs):

1. Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church.

In each of the areas (biblical, historical, and doctrinal), students will demonstrate comprehension of significant strands of historical and contemporary thought, including major scholars, movements, events, themes and methods; be able to point to nuanced differences and similarities between approaches, and articulate a rationale for evaluating those approaches for their contributions, values and significance.

Direct Assessment through Course-embedded Artifacts

HBS 4** Upper Level Hebrew Bible
NTS 4** Upper Level New Testament
THL 4** Upper Level Theology
MACM 402 Praxis Project Proposal

2. Exhibit competence in integrating theory and practice in the area of specialization.

Students will demonstrate competency in skills for ministry practices in the area of specialization, enhanced by comprehension of major theories, including theologies, that shape or interpret practice, the logical practical outcomes of theoretical/theological claims and points of consistency and dissonance between stated theoretical positions and demonstrated practices.

Direct Assessment through Course-embedded Artifacts

PCM 3** Practicum
CTX 431 Ministry Collaboration
MACM 402 Praxis project

3. Articulate vocational identity in the area of specialization.

Students will demonstrate coherence in the exploration and articulation of their calling to ministry (vocational identity) and their chosen specialization to include the aptness of their particular gifts and skills.

Direct Assessment through Course-embedded Artifacts

CTX 4** Ministry Collaboration Group
MACM 402 Praxis Project

4. Analyze critically diverse cultural contexts and social issues and their significance for the ministry specialization

Students will gather data, describe historical and contemporary contexts and social problems, with attention to differences such as race, sexual identity, class, culture or place, using a variety of sources of knowledge, synthesizing the data and perspectives into a coherent interpretation of the context, and with awareness of one's own embedded assumptions, for ministry in the area of specialization.

Direct Assessment through Course-embedded Artifacts

ETH 301 Intro. to Ethics
MACM 402 Praxis Project
MIN 301 Introduction to Ministry

5. Demonstrate emotional and spiritual maturity, and moral integrity for sustaining ministry in the specialization

Sustaining ministry in the area of specialization requires emotional maturity, including such characteristics as empathy, self-awareness, respect for others, responsibility, and flexibility; spiritual maturity, including regular practices of piety, expressed love of God, self and others; and moral integrity demonstrated by behavior that is consistent with one's stated values and beliefs.

Direct Assessment through Course-embedded Artifacts

MIN 301 Intro. to Ministry
SFR 301 Spiritual Formation Retreat
PCM 3** Ministry Practicum
CTX 3** Preparing for Local Ministry
MACM Praxis Project

MACM CURRICULAR MAP	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Rate the level of engagement with each SLO, Strong, Moderate, Minimal, None	Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church	Exhibit competence in integrating theory and practice in the area of specialization	Articulate vocational identity in the area of specialization.	Analyze critically diverse cultural contexts and social issues and their significance for the ministry specialization	Demonstrate emotional and spiritual maturity, and moral integrity for sustaining ministry in the specialization
Introduction to Ministry	Moderate	Strong	Strong	Strong	Strong A
Spiritual Formation Retreat	Minimal	Moderate	Minimal	Moderate	Strong A
Ministry Practicum	Minimal	Strong A	Minimal	Moderate	Strong
Ministry Collaboration Group	Minimal	Strong	Strong A	Moderate	Strong
Preparing for Local Ministry	Minimal	Moderate	Moderate	Moderate	Strong A
Introduction to the Hebrew Bible	Strong	Minimal	Minimal	Strong	Minimal
Upper Level Hebrew Bible	Strong A	Minimal	Minimal	Strong	Moderate
Introduction to the New Testament	Strong	Strong	Minimal	Strong	Moderate
Upper Level New Testament	Strong A	Strong	Minimal	Strong	Strong
Introduction to Christian Ethics	Moderate	Moderate	Minimal	Strong	Moderate
Traditions I	Strong	Minimal	Minimal	Moderate	Moderate
Traditions II	Strong	Minimal	Minimal	Strong	Minimal
Introduction to Systematic Theology	Strong	Moderate	Minimal	Minimal	Minimal
Upper Level Theology	Strong A	Minimal	Minimal	Moderate	Minimal
Praxis Project	Strong A	Strong A	Strong A	Strong A	Strong A

A = artifact may be pulled for assessment of this SLO

Master of Arts (Theological Studies) [MA(TS)]

Purpose: To provide a basic understanding of theological disciplines for further graduate study or for rigorous general educational purposes.

Goal: The Master of Arts (Theological Studies) degree educates people for disciplinary understanding of Scripture, tradition, or theology through rigorous academic life.

Student Learning Outcomes (SLOs):

1. Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church within a defined field of study.

In the area of study, students will demonstrate comprehension of significant strands of historical and contemporary thought, including major scholars, movements, events, themes and methods; be able to point to nuanced differences and similarities between approaches, and articulate a rationale for evaluating those approaches for their contributions, values and significance.

Direct Assessment through Course-embedded Artifacts

HBS 4** Upper Level Hebrew Bible
NTS 4** Upper Level New Testament
THL 4** Upper Level Theology
HST 4** Upper Level History
MATS 402 Thesis

2. Exhibit scholarly competence within a defined field of study.

Students will demonstrate the ability to articulate and make use of methods in the field of study related to the concentration, which show the ability to move beyond reporting information to practicing biblical, historical, and/or theological scholarship. The thesis process provides both written and oral evidence of contributions to the field of study.

Direct Assessment through Course-embedded Artifacts

MIN 231 Information Literacy
MATS 402 Thesis

MATS CURRICULAR MAP	SLO 1	SLO 2
Rate the level of engagement with each SLO, Strong, Moderate, Minimal, None	Demonstrate a critical and informed understanding of the biblical, historical, and doctrinal traditions of the Church within a defined field of study	Exhibit scholarly competence within a defined field of study.
Introduction to the Hebrew Bible	Strong	Moderate
Upper Level Hebrew Bible	Strong A	Moderate
Introduction to the New Testament	Strong	Moderate
Upper Level New Testament	Strong A	Moderate
Introduction to Christian Ethics	Moderate	Moderate
Traditions I	Strong	Moderate
Traditions II	Strong	Moderate
Introduction to Systematic Theology	Strong	Moderate
Upper Level Theology	Strong A	Moderate
Upper Level History or Upper Level Theology	Strong A (HST)	Moderate
Information Literacy	Moderate	Strong A
Thesis	Strong A	Strong A

A = artifact may be pulled for assessment of this SLO

Doctor of Ministry (DMin)

Purpose: To enhance this practice of ministry for persons who hold the MDiv or its educational equivalent and who have engaged in substantial ministerial leadership.

Goal: The Doctor of Ministry degree provides leaders with an advanced understanding of ministry through rigorous academic life; the exploration of Scripture, tradition, and ministry practices; and diverse, contextual experience.

Student Learning Outcomes (SLOs):

1. Exhibit advanced competency in integrating theory and practice in service of ministry.
Students will demonstrate advanced competency in skills for ministry practices, enhanced by knowledge of major theories, including theologies, of practice in each area, that shape or interpret practice, the logical practical outcomes of theoretical/theological claims and points of consistency and dissonance between stated theoretical positions and demonstrated practices.

Direct Assessment through Course-embedded Artifacts

HST 514 Spiritual Traditions and Ministry
Focus Specific Courses
DMIN 555 Praxis Thesis

2. Demonstrate advanced methodological competence for the study of the Church and practice of ministry.
Students will exhibit advanced competency in the understanding and use of methods of study, particularly in the development of their praxis theses. This methodological ability will be appropriate to the kind of praxis thesis the student is pursuing and will be shown by an apt choice of design for the praxis thesis. Methods appropriate to a particular praxis thesis may include academic and/or ethnographic approaches as they fit its goals for learning.

Direct Assessment through Course-embedded Artifacts

THL 512 Theology and the Church's ministry
DMIN 550 Praxis Thesis proposal
DMIN 555 Praxis Thesis

3. Analyze critically diverse cultural contexts and social issues, develop creative ministry practices informed by that analysis.
Students will gather data, describe historical and contemporary contexts and social problems, with attention to differences such as racial or sexual identity, class, culture or place, using a variety of sources of knowledge, synthesizing the data and perspectives into a coherent interpretation of the context, and with awareness of one's own embedded assumptions.

Direct Assessment through Course-embedded Artifacts

CHS 515 Prophetic Ministry

DMIN 554 Pre-Praxis Evaluation

DMIN 555 Praxis Thesis

4. Demonstrate spiritual and vocational maturity and moral integrity for faithful and innovative leadership in ministry.

Sustaining leadership in ministry requires emotional maturity, including such characteristics as empathy, self-awareness, respect for others, responsibility, and flexibility; spiritual maturity, including regular practices of piety, expressed love of God, self and others; and moral integrity demonstrated by behavior that is consistent with one's stated values and beliefs.

Direct Assessment through Course-embedded Artifacts

Focus Specific Course

DMIN 555 Praxis Thesis

DMIN CURRICULAR MAP				
Rate the level of engagement with each SLO, Strong, Moderate, Minimal, None	Exhibit advanced competency in integrating theory and practice in service of ministry.	Demonstrate advanced methodological competence for the study of the Church and practice of ministry.	Analyze critically diverse cultural contexts and social issues, develop creative ministry practices informed by that analysis	Demonstrate spiritual and vocational maturity and moral integrity for faithful and innovative leadership in ministry
DMIn Orienting Seminar	Moderate	Strong	Minimal	Strong
Prophetic Ministry	Strong	Minimal	Strong A	Minimal
Spiritual Traditions and Ministry	Strong A	Moderate	Moderate	Moderate
Theology and the Church's Ministry	Strong	Strong	Moderate	Minimal
Foci Specific Course	Strong	Minimal	Moderate	Strong A
Pre-Praxis Thesis Evaluation	Strong A	Strong A	Strong A	Strong A
Praxis Thesis Seminar	Minimal	Strong A	Moderate	Minimal
Praxis Thesis Proposal	Strong	Strong	Moderate	Moderate
Praxis Thesis	Strong A	Strong A	Strong A	Strong A

A = artifact may be pulled for assessment of this SLO

Certificate in Theological Formation (CTF)

Purpose: To provide graduate-level learning opportunities for persons interested in lay Christian leadership, personal spiritual growth, or faith-based community service. Courses completed in the Certificate program may be eligible for transfer credit in a degree program.

Goal: The Certificate in Theological Formation forms persons for ministry through academic study in the exploration of Scripture, tradition, and ministry practices.

Student Learning Outcomes (SLOs):

1. Demonstrate an academically informed basic knowledge of the biblical, historical and doctrinal traditions of the church.

In each of the areas (biblical, historical, and doctrinal), students will demonstrate comprehension of significant strands of historical and contemporary thought, including major scholars, movements, events, themes and methods.

Direct Assessment through Course-embedded Artifacts

HBS 301 Introduction to Hebrew Bible
NTS 301 Introduction to New Testament
HST 391 Introduction to Traditions II
DST 311 United Methodist Doctrine
DST 320 United Methodist History

2. Demonstrate a basic comprehension of the practice of ministry

Students will demonstrate comprehension of major theories, including theologies, of practice that shape or interpret the practice of ministry.

Direct Assessment through Course-embedded Artifacts

ETH 301 Introduction to Ethics
DST 330 UM Polity
CHS 3** Church and Society
EVN 3** Evangelism
PCR 301 Introduction to Pastoral Theology and Care
WOR 4** Worship

CERT CURRICULAR MAP	SLO 1	SLO 2
Rate the level of engagement with each SLO, Strong, Moderate, Minimal, None	Demonstrate an academically informed basic knowledge of the biblical, historical and doctrinal traditions of the church.	Demonstrate a basic comprehension of the practice of ministry
Introduction to the Hebrew Bible	Strong A	Minimal
Introduction to the New Testament	Strong A	Minimal
Introduction to Christian Ethics	Moderate	Strong A
Intro. to Christian Traditions I	Strong	Moderate
Intro. to Christian Traditions II	Strong A	Moderate
Introduction to Systematic Theology	Strong A	Moderate
Church and Society	Moderate	Strong A
Evangelism	Moderate	Strong A
Intro. to Pastoral Theology and Care	Minimal	Strong A
Worship	Moderate	Strong A
UM Doctrine	Strong A	Moderate
UM History	Strong A	Moderate
UM Polity		Strong A

A = artifact may be pulled for assessment of this SLO

Assessment Processes

Data Sources	Timeline	Description	Purpose
Course Embedded Artifact Ratings	Reviewed: Annually Summer	Review of SLO achievement data collected at the annual summer artifact assessment gathering. Data will be analyzed for trends within and across degree and graduate certificate programs. Benchmarks: Each SLO should receive no more than 10% of all ratings at “Minimally Satisfactory” or less; and greater than 20% at “Exemplary.” Any results outside this range will be reviewed for outliers, trends, and/or related causes.	Direct assessment of SLO achievement
Student course evaluations	Given: All courses Reviewed: Semi-annually October and March	Review course evaluation results of non-instructional data. Data will be analyzed for trends within and across terms and degree and graduate certificate programs. <i>Satisfaction rate = # positive responses (“somewhat satisfied” + “very satisfied”) / (total responses – “not applicable” responses)</i> Benchmarks: Satisfaction rate \geq 80%; Response rate \geq 70% (per course and per term).	Indirect assessment of SLO achievement Direct assessment of student satisfaction
Academic Assessment Committee Report	Annually, Summer	The Academic Assessment Committee report summarizes findings from all assessment processes, including program reviews; makes recommendations for improvements in teaching, programs and in the assessment plan; and indicates budget implications of those recommendations. The report is distributed across the institution.	Documentation and communication of assessment findings
Faculty Curriculum Discussion	Annually in Fall	Faculty meet once per year to discuss the curriculum of all degree and graduate certificate programs offered. Discussion will be organized around the findings of the SLO assessment and program reviews and result in concrete plans for improving student learning and program effectiveness. Academic Assessment Committee will facilitate this discussion.	Indirect assessment of teaching and learning Implementation of recommendations and findings
Retention and persistence rates	Annually in Oct.	Review of student retention and persistence from admission to continued enrollment. Retention is measured as continued enrollment or an approved leave of absence (LOA) one year from the primary term of admission for the academic year (fall-to-fall	Indirect assessment of educational effectiveness

		<p>for all current students, historically winter-to-winter for doctoral students).</p> <p>Persistence is measured as continued enrollment or an approved LOA in both primary terms within an academic year, demonstrating that the student is still persisting toward degree completion.</p> <p>Data will be tracked by cohort (academic year admitted) and program.</p> <p><i>Retention rate = (# students enrolled or on LOA) / (# students admitted in prior academic year)</i></p> <p><i>Persistence rate = (# students currently enrolled or on LOA) / (# students admitted in cohort)</i></p> <p>Benchmarks: Retention rate $\geq 85\%$; Persistence rate for cohort's first year $\geq 85\%$; Persistence rate for entire cohort (final) $\geq 60\%$.</p>	
Student Satisfaction	Annually, June	<p>Survey to be sent to current students in May of each year. (under development)</p> <p>Benchmarks: to be established after first run</p>	Direct assessment of Student Satisfaction
ATS Entering Student Questionnaire	Distributed Annually in August	Pre-packaged survey from ATS.	
ATS Graduating Student Questionnaire	Distributed Annually in May	Pre-packaged survey from ATS.	
Completion rate	<p>Calculate: Annually in May</p> <p>Publish: Annually by July 1st</p> <p>Review: Annually in October</p>	<p>Review of student persistence from admission to program completion. Completion rate is measured by the number of students who have completed all program requirements within 150% of normal completion time for the program:</p> <ul style="list-style-type: none"> • MACM – 4.5 years • MA(TS) – 4.5 years • MDIV – 6 years • DMIN – 6 years • CTF – 3 years <p>Data will be tracked by cohort (academic year admitted) and program.</p> <p><i>Completion rate = (# students in cohort who graduated within 150% of normal completion time) / (# students admitted in same cohort)</i></p> <p>Benchmarks: Completion rate $\geq 60\%$.</p>	Direct assessment of educational effectiveness
Employment rate	Semiannually in October	Review of employment data for students within 6-12 months post-graduation. Data will be tracked by the	Indirect assessment of

	(12-month) and March (6-month)	<p>following categories: In-field employment, out-of-field employment, further study, unemployed, or unknown.</p> <p><i>Employment rate = [(# students with known employment) + (# students enrolled in further study)] / [(# students who graduated in previous academic year) – (# students whose employment status is unknown)]</i></p> <p>Benchmarks: Employment rate = 100%; In-field employment rate (+ further study) ≥ 90%.</p>	educational effectiveness
Employer feedback	Annually, for the program review scheduled for the upcoming year	<p>Collection/review of feedback from employers of graduates over the previous 3 yea. Data may be collected via survey, group discussion, email, or other methods.</p> <p>Benchmarks: Satisfaction rate ≥ 80%; Response rate ≥ 25%.</p>	Indirect assessment of educational effectiveness
Alumni feedback	Annually, for the program review scheduled for the upcoming year	<p>Collection/review of feedback from alumni who graduated 3-5 years previously. Data may be collected via survey, group discussion, email, or other methods.</p> <p>Benchmarks: Satisfaction rate ≥ 80%; Response rate ≥ 50%.</p>	Indirect assessment of educational effectiveness
Curriculum Mapping	Reviewed every sixth year as part of the program review	Review of degree program curriculum to map courses offered in previous 3 academic years against SLOs, degree goals, and ATS program content categories. Data will be used to assess whether the degree program curriculum is aligned with the institution's mission.	Direct assessment of degree program SLOs, degree goals, and curriculum content

Schedule for Assessment of Student Learning Outcome Achievement

Year 1	MDIV SLO 1	MACM SLO 1	MATS SLO 1	DMIN SLO 1	CERT SLO 1
	MDIV SLO 2	MACM SLO 2	MATS SLO 2	DMIN SLO 2	CERT SLO 2
Year 2	MDIV SLO 3	MACM SLO 3		DMIN SLO 3	
	MDIV SLO 4	MACM SLO 4		DMIN SLO 4	
		MACM SLO 5			

Year 1 – AY 2017/18; 2019/20

Year 2 – AY 2018/19; 2020/21

Schedule for Degree and Graduate Certificate Program Reviews

Year 1 MDIV AY2017/18 Year 4 DMIN AY2019/20

Year 2 MACM AY2017/18 Year 5 CERT AY2020/21

Year 3 MATS AY2018/19

Academic Assessment Schedule by Academic Year

AY2017/2018	AY2018/2019	AY2019/2020	AY2020/2021	AY2021/2022
MDIV SLO 1	MDIV SLO 3	MDIV SLO 1	MDIV SLO 3	MDIV SLO 1
MDIV SLO 2	MDIV SLO 4	MDIV SLO 2	MDIV SLO 4	MDIV SLO 2
MACM SLO 1	MACM SLO 3	MACM SLO 1	MACM SLO 3	MACM SLO 1
MACM SLO 2	MACM SLO 4	MACM SLO 2	MACM SLO 4	MACM SLO 2
MATS SLO 1	MACM SLO 5	MATS SLO 1	MACM SLO 5	MATS SLO 1
MATS SLO 2	DMIN SLO 3	MATS SLO 2	DMIN SLO 3	MATS SLO 2
DMIN SLO 1	DMIN SLO 4	DMIN SLO 1	DMIN SLO 4	DMIN SLO 1
DMIN SLO 2		DMIN SLO 2		DMIN SLO 2
CERT SLO 1		CERT SLO 1		CERT SLO 1
CERT SLO 2		CERT SLO 2		CERT SLO 2
Program Review MDIV& MACM	Program Review MATS	Program Review DMIN	Program Review CERT	Program Review MDIV

Note: HLC comprehensive evaluation – AY2018/2019

ATS comprehensive evaluation – AY2021/2022

Course-embedded Artifact Assessment

Assignments in the listed courses are designated by the instructor of the course. The Director of Institutional Effectiveness pulls a sample of artifacts, removes identifying factors and provides the artifacts to the summer assessment group appointed by the Academic Dean in consultation with the Assessment Committee. The group calibrates the ratings on a few initial artifacts, then proceeds to rate each artifact based on the appropriate rubrics. After all artifacts have been rated the group analyzes the results and makes recommendations to improve teaching and learning and the assessment process itself based on that analysis. The chairperson of the Academic Assessment Committee, or a designee, writes up the findings and recommendations to be included in the annual Academic Assessment Report. In the Fall faculty will review the recommendations and take action to improve student learning and program effectiveness.