

Learning Outcomes Assessment Overview

The King's Seminary utilizes an academic assessment program that maintains a systematic, documented, and sustained evaluation process of student learning outcomes. The academic assessment process involves both formative and summative evaluations utilizing direct and indirect measures of assessing student learning outcomes and is designed to facilitate a data informed decision-making process for improvement and institutional effectiveness. Assessment data, rubrics, scores, and samples are located in the office of Institutional Effectiveness.

I. Graduating Student Inventory - This section presents summary data of indirect measures of institutional learning outcomes as indicated in the **Graduating Student Inventory**. The stem for this section reads, "Are these areas of personal growth stronger or weaker than when you began your education?" (*Much weaker* =1; *Much stronger* =5) The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Measures of Personal Growth and Educational Outcomes

Ability to interpret scripture	4.40
Ability to preach/teach	4.50
Ability to evangelize	4.00
Ability to minister to the needs of others	4.30
Ability to lead effectively	4.55
Empathy for the poor and oppressed	4.15
Ability to pray	4.06
Enthusiasm for learning	4.35
Insight into the troubles of others	4.05
Desire to become an authority in my field	4.45
Trust in God	4.65
Self-discipline and focus	4.45
Ability to live one's faith in daily life	4.30
Clarity of vocational or ministry goals	4.30
Self-confidence	4.39
Critical thinking	4.45
Self-knowledge	4.45
Strength of spiritual life	<u>4.45</u>
Average Score for All Measures	4.39

II. Student Retention and Completion

The following compilation of data by Degree Program includes the following:

- Fall enrollment in each program
- Retention Rates (unique student, Fall-to-Fall enrollment, excluding graduates leaving the program and excluding new fall enrollees)
- Degrees conferred (including December 2019 and spring 2020 graduates) & graduation rates (using the fall cohort of each program dependent upon length of program).

Degree Program	Enrollment FALL 2020	Retention Rate Fall 19-Fall 20	Degrees Conferred	Graduation Rate
Master of Practical Theology	93	76.5%	12	57.9%
Master of Divinity	116	74.5%	13	25%
Master of Organizational Leadership	29	84.6%	11	n/a ¹
Doctor of Ministry	62	79.2%	0	n/a ²
TOTAL	300	78.7%	36	41.5%

III. Program Assessment of Outcomes

This tables presents a composite assessment of Doctor of Ministry learning outcomes based on both direct and indirect assessments. In the cases of direct assessment, course assignments are mapped to program outcomes for assessing student achievement.

Aggregate Table of Indirect and Direct Assessment of DMin Program Learning Outcomes						
DMin Program Outcomes	Indirect Assessment			Direct Assessment		Aggregate
	Survey #3	Research Specific outcomes on Survey 2 & 3	CoursEval Scores from courses mapped to program outcomes	Selected ³ assignments from courses mapped to program outcomes	BIBM 8301 Paper (Written at the end of the first course)	
1. Engage in Spirit-focused theological reflection and application of scriptural truth to ministry;	4.60 (93.0)		4.60 (92.0)	4.60 (92.0)	3.90	4.40 (88.0)
2. Develop and practice Spirit-empowered approaches to spiritual formation and leadership development;	4.60 (91.0)		4.90 (98.0)	4.70 (94.0)	4.20	4.60 (91.0)
3. Demonstrate the ability to foster Spirit-	4.30 (85.0)		4.50 (90.0)	4.60 (92.0)		4.50 (89.0)

¹ The MOL degree began in 2017 and therefore will not have a graduation rate until 2021.

² We stopped enrolling students in the DMin program when we moved the main campus to Southlake and began in February 2017 enrolling the first cohort with the revised curriculum. The first graduates from that cohort will graduate in May 2021.

³ The selected assignments are based on the total score for the designated paper or test.

guided communities worldwide and to engage culture and contemporary worldviews;						
4. Assess ministry effectiveness by utilizing research methodologies and skills; and	4.20 (84.0)	3.90 (78.0) 4.10 (82.0) 4.20 (84.0)	4.30 (86.0)	4.60 (92.0)	4.20 (84.0)	4.20 (84.0)
5. Evaluate organizational culture in order to bring health and alignment for the accomplishment of mission.	4.40 (88.0)		4.40 (88.0)	4.50 (95.0)		4.40 (88.0)
Composite						4.40 (88.0)

IV. Seminary Assessment of Outcomes

This table presents a composite assessment of educational effectiveness related to the Seminary learning outcomes. The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent"). According to these indirect (student perceived) and direct (faculty or supervisor assessed) measures, seminary students are effectively achieving the seminary learning outcomes.

Seminary Learning Outcomes ⁴	Indirect Measures			Direct Measures		Aggregate Score
	GSS ⁵	SES ⁶	CE ⁷	PCC SLO ⁸	PS SLO ^{9,10}	
1. Demonstrate the ability to interpret Scripture utilizing academically and spiritually informed exegetical principles and methods;	4.48	4.43	4.62	4.57	4.40	4.50
2. Formulate an extensive understanding of the Spirit-empowered traditions and practices of the historic Christian faith and community;	4.32	4.21	4.64	4.57	4.39	4.43
3. Apply effective leadership skills in various contemporary ministry contexts according to their God-given vocation;	4.56	4.25	4.58	4.53	4.46	4.48
4. Integrate biblical principles and theological knowledge with the process of personal development and spiritual transformation;	4.43	4.38	4.61	4.46	4.49	4.47
5. Implement sound academic research principles in order to expand knowledge and formulate solutions to real-world issues.	4.31	4.39	4.75	4.71	4.41	4.51
Composite Score						4.48

⁴ Selected core courses share common objectives that develop and assess learning competencies related to the specific degree program.

⁵ Graduating Student Survey Data

⁶ Student Experience Survey Data

⁷ CoursEval Data

⁸ Scores of Program Core Courses mapped to Program and Seminary outcomes for direct measures

⁹ Panel Scored Student papers mapped to Program and Seminary Outcomes

¹⁰ The Master's Capstone papers were the only Seminary papers scored by the panel this year, so the rubric criteria are mapped to the Seminary learning outcomes.