

# Outcomes Assessment Activity Year-End Report AY 2019-2020

Reviewed by the Outcomes Assessment Committee, August 26, 2020

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This year UTS completed the 2016-2020 Assessment Cycle, whose parameters and processes were established during the 2015-16 academic year.

A major event at UTS during this year was the accession of a new president, Dr. Thomas Ward. The Board hired him to undertake the task of program prioritization. Over the past year, Dr. Ward has worked with administrators, faculty, and members of the Board of Trustees who represent the sponsoring denomination, to implement a new vision for UTS that more closely aligns with the needs of the sponsoring denomination. A new Mission Statement was adopted by the Board of Trustees in Fall 2019. This was the beginning of major activity to revise the curricula of all the degree programs.

In April the Faculty approved a new curriculum for the MA Program which will take effect in Fall 2020. It includes some revisions of the Program Learning Outcomes. At the same time, the Director of the Doctor of Ministry Program met with the doctoral faculty and offered a revamped D.Min. Program. Changes mainly concerned delivery of the program; it provides only two weeks of intensive per year and puts almost half the courses online; it was approved by the Faculty in May and will also take effect in Fall 2020. No revisions were made of the Program Learning Outcomes. The president is also in discussion with the faculty about revising the curriculum for the M.Div. Program. Finally, UTS decided to phase out the MRE Program.

It is serendipitous that all these changes in UTS's degree programs coincide with the end of the 2016-2020 Assessment Cycle. As a result, the 2016-2020 assessment results clearly mark the conclusion of an era, and the new Assessment Cycle (2020-2024) that begins this year will begin to record assessment data from the revamped degree programs that bear the imprint of the Ward administration and the result of his efforts at program prioritization.

The Covid-19 pandemic caused a certain amount of disruption to our outcomes assessment activities, as the normal summer Faculty Workshop where outcomes assessment results are communicated to the faculty was postponed. Also, the pandemic caused some disruption of survey activities, and pre-empted the time of the staff who had to deal with various emergent situations.

Nevertheless, assessment continues. In addition to program-level assessment to conclude the 2016-2020 Assessment Cycle and course-level assessment through faculty reports, the Entering Student Questionnaires of the past four years were tabulated and analyzed, and the biannual Student Life Survey was administered.

As in previous years, before the beginning of each term the Academic Dean prepared the outcomes map for the academic year, consulting with each faculty member individually to fine-tune the selection of PLOs to be assessed in each course. Spreadsheets were prepared for each course specifying the students who were eligible to be assessed for each program, and these were

distributed to the faculty at the end of the term. (Since this is a summative assessment, data was collected only from Masters students who had completed at least 15 credits and DMin students beginning in their second year.)

Collection of course-level outcomes data continued as in previous years, through submission of Faculty Course Reports and scored course-level rubrics. The Academic Dean prepared the Summary Report.

Unless otherwise mentioned, all of the term-by-term assessment activities mentioned in the OA Plan, including course-embedded assessments, Course Evaluations, Faculty Reports, Mid-Program Reviews, Capstone Projects, Field Education Supervisors' Reports, the Entering Student Questionnaire and Graduating Student Questionnaire, continued through the 2019-2020 academic year.

This Year-End Report discusses assessment activities under nine headings: (1) Program-level assessment of student learning in 2019-2020, (2) Course-level assessment of student learning in 2019-20, (3) Institutional-level assessment of student learning, (4) Other assessment activities taken that are scheduled for 2019-2020 in the OA Plan, (5) Assessment activities taken but not scheduled for 2019-20 in the OA Plan, (6) Assessment activities scheduled for 2019-2020 in the OA Plan but not taken, (7) Institutional support for assessment of student learning, (8) Follow-up on prior assessment findings, and (9) Recommendations.

## **I. Program-Level Assessment of Student Learning in 2019-2020**

### *A. Implementation of the fourth year of the 2016-2020 Assessment Cycle*

Preparation of the Outcomes Map and PLO booklets for each course followed the pattern set in the previous year. The Academic Dean, who formerly held the position of Director of Institutional Research and Assessment, took responsibility for this work. The Chair of the OAC aggregated the results.

Faculty participation in data collection was 86 percent (57 of 66 spreadsheets returned), thanks to the cooperation of the faculty and Academic Dean's efforts to mentor those who needed assistance.

The OAC continued the practice of reassessing all PLOs the following year to accumulate two years' worth of data. In addition, pursuant to a recommendation of the 2018-19 Year-End Report, the MA outcome RH2, *Students should be able to explain and appraise a faith tradition other than their own*, was reassessed.

### *B. Sharing of Results*

Due to the covid-19 pandemic, faculty meetings over the summer were cancelled. Findings of program-level assessment in 2019-202 will be shared with the Faculty at a meeting of the Faculty Council in the Fall term.

### *C. Findings for the entire 2016-2020 Assessment Cycle*

Since this was the final year of the assessment cycle, aggregated results for the entire 2016-2020 assessment cycle are presented here. (See Appendix A: PLO Aggregation All Programs 2016-2020 Assessment Cycle.xlsx)

## 1. Doctor of Ministry Program

The D.Min. Program has five PLOs that were assessed over the four years of the Assessment Cycle. Assessment was done for courses during the second year of the student's program and for the dissertation. In 2019-2020, outcome 4 was assessed for the first time and outcomes 1 and 5 were reassessed after first being assessed in 2018-19. In addition, to complete the Assessment Cycle, capstone assessments for the past four years were reviewed and PLOs for all outcomes were included. The table below lists the results aggregated over all four years of the Assessment Cycle.

**Table 1: D.Min. PLO Assessment**

PLOs	Percent meeting PLO	# of student assessments
1: Use critical and analytical tools to effectively assess the ministerial leadership changes and needs within their ministry.	79%	61
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.	71%	93
3. Integrate mastery of scripture, tradition and reason within their practice of ministry for ministerial effectiveness.	74%	72
4. Students will be able to re-examine their personal theological and spiritual perspectives in light of a global, prophetic understanding of the modern world	73%	30
5: Demonstrate effective leadership with diversity of skills appropriate to leading their communities of faith	83%	48

Data for the PLO #4 was only assessed for one year. Some weakness is noted for outcomes 2, 3 and 4, which are slightly below the target of 75% but still within the margin of error.<sup>1</sup>

The OAC puts forth the recommendation that the schedule for doctoral assessment be adjusted so that PLO #4, like the other PLOs, will be assessed for two years within the upcoming Assessment Cycle.

## 2. Master of Divinity Program

The M.Div. Program has eleven PLOs that were assessed over the four years of the Assessment Cycle. Assessment was done once students completed 15 credits in the program. Clinical Pastoral Education (CPE), which was supervised in hospital settings, was not included in the assessment. In 2019-2020 the Professional Roles (PR) outcomes were assessed for the second time after first being assessed in 2018-19. The table lists the results aggregated over all four years of the Assessment Cycle.

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<sup>1</sup> For Outcome 2, the margin of error calculated based on a confidence level of 90% is  $\pm 8\%$ , For outcome 4, it is  $\pm 14\%$ .

**Table 2: M.Div. PLO Assessment**

PLOs	Percent meeting PLO	# of student assessments
TC1: Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.	71%	28
TC2: Students should be able to analyze issues impacting the Church today using their knowledge of leading figures, events, and institutions of the Church.	89%	27
TC3: Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	72%	29
TC4: Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society.	84%	32
PSF 1: Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.	80%	45
PSF 2: Students should be able to examine their experiences in light of faith, theology, and tradition.	77%	69
PSF 3: Students should be able to describe their calling and demonstrate initiative to carry it out.	78%	46
PR 1: Students should be able to apply leadership and organizational skills for building a beloved community.	80%	25
PR 2: Students should be able to use tools to plan and lead corporate worship.	83%	24
PR 3: Students should be able to demonstrate a range of pastoral skills and techniques.	82%	34
PR 4: Students should be able to relate constructively to practitioners of diverse religious faiths.	84%	44

The data shows students meeting the 75% target in all but two outcomes, and those outcomes were still within the margin of error.<sup>2</sup> Overall, the M.Div. program is meeting its outcomes well in professional roles and personal spiritual formation, while less clearly successful in the theological areas of study.

The apparent weaknesses in outcomes TC1 and TC 3 lead to recommendations to the faculty: (1) Specify the biblical studies course that can count as exegetical courses; they should focus on a specific book of the Bible or a narrow topic in the Bible, and they should require exegetical assignments as a major portion of the grade; (2) Make SCR 5141 New Testament Foundations and SCR 5142 New Testament in Context mutually exclusive; (3) Set up course scheduling to require students to take THE 5131 Systematic Theology and LTR 5131 Church History I in the first year of study.

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<sup>2</sup> For outcome TC1, the margin of error is ±14%

### 3. Master of Arts in Religious Studies Program

The M.A. Program has seven PLOs, and the four concentrations have two PLOs each, for a total of 15 PLOs that were assessed over the four years of the Assessment Cycle. Assessment was applied for students who completed at least 15 credits in the program.

In 2019-2020 the outcomes of the Theological Studies concentration were assessed, and the outcomes for Personal Spiritual Formation, the Unification Studies concentration, and RH2, *Students should be able to explain and appraise a faith tradition other than their own*, were reassessed. In addition, to complete the Assessment Cycle, capstone assessments for the past four years were reviewed and PLOs for all outcomes were included. The table lists the results aggregated over all four years of the Assessment Cycle.

**Table 3: MA PLO Assessment**

PLOs	Percent meeting PLO	# of student assessments
RH 1: Students should be able to formulate their own theological perspective, in conversation with theologies, sacred texts and/or exemplary individuals of their own religious tradition and other faiths.	69%	42
RH 2: Students should be able to explain and appraise a faith tradition other than their own.	85%	93
CC 1: Students should be able to discuss and analyze issues— theological, cultural and historical--for bridging divides between religious communities.	84%	58
CC 2: Students should be able to analyze contemporary cultural realities and social issues for how they pertain to peacebuilding.	87%	47
PSF 1: Students should be able to demonstrate spiritual maturity appropriate for one invested in religious studies.	94%	113
PSF 2: Students should be able to examine their experiences in light of faith, theology, and tradition.	91%	149
PSF 3: Students should be able to describe their calling and demonstrate initiative to carry it out.	97%	63
<b>PLOs for the Concentrations</b>		
IFPB 1: Students should be able to apply skills and techniques for peacebuilding.	63%	19
IFPB 2: Students should be able to demonstrate skills for ecumenical and/or interfaith dialogue and collaboration	63%	16
NPL 1: Students should be able to apply tools and skills for leading and managing a non-profit organization.	83%	12
NPL 2: Students should be able to appraise their professional accountability in the workplace and in relating with other professionals.	88%	8

US 1: Students should be able to examine and evaluate the distinctive components of Unification theology and faith.	89%	9
US 2: Students should be able to use Unification concepts to analyze and interpret issues of ministry and society.	92%	13
TS 1: Students should be able to analyze and critique theologies, sacred texts and religious history.	89%	9
TS 2: Students should be able to construct and defend their own critical theologies.	100%	2

The weakness in RH 1, *Students should be able to formulate their own theological perspective in conversation with theologies, sacred texts and/or exemplary individuals of their own religious tradition and other faiths*, was unexpected; it had been 74% when assessed in 2017-18. The decline resulted from incorporating capstone assessment data. Nevertheless, the result of 69% was still within the margin of error.<sup>3</sup> Results for all the other program-wide PLOs met or exceeded the 75% target.

The apparent weakness in outcome RH1 should be remedied by the curriculum change in the MA Program effective Fall 2020, that adds Systematic Theology and Church History I or II to the core curriculum.

The data for the PLOs of the concentrations is sparse. Part of the reason for this is that when the concentrations became optional in 2018, most students who had signed up for concentrations dropped them. Nevertheless, the weak result for the Interfaith Peacebuilding Concentration needs consideration by the faculty as to possible remedies.

Few of the Unificationist students who took Unification-related courses enrolled in the Unification Studies Concentration. In the new MA program that begins in 2020-21, all Unificationist students will be required to take the concentration. This should give a robust data set for the 2020-2024 Assessment Cycle.

#### ***4. Master of Religious Education Program***

The MRE Program has nine PLOs, with two tracks having either three PLOs (Interfaith Peacebuilding) or one PLO (Religious Education). These thirteen PLOs were assessed over the four years of the Assessment Cycle. Assessment was applied for students who completed at least 15 credits in the program. 2019-20 saw reassessment of the PLOs in PLO for the Religious Education Concentration was assessed, while the PLOs for the Interfaith Peacebuilding Concentration that was assessed in 2017-18 were reassessed. The table lists the results aggregated over all four years of the Assessment Cycle.

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<sup>3</sup> For outcome RH1 with a sample size of 42, the margin of error is  $\pm 12\%$

**Table 4: MRE PLO Assessment**

<b>PLOs</b>	<b>Percent meeting PLO</b>	<b># of assessments</b>
TC 1: Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	76%	29
TC 2: Students should be able to interpret and integrate sacred texts appropriately in their educational ministry.	88%	34
TC 3: Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society.	89%	35
PSF 1: Students should be able to demonstrate spiritual maturity necessary for a religious educator.	89%	28
PSF 2: Students should be able to examine their experiences in light of faith, theology, and tradition.	90%	50
PSF 3: Students should be able to describe their calling and demonstrate initiative to carry it out.	92%	25
EPL 1: Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	95%	19
EPL 2: Students should be able to demonstrate a range of educational skills and techniques.	93%	14
EPL 3: Students should be able to demonstrate professionalism in teaching and organizing educational activities.	94%	18
<b>Interfaith Peacebuilding Track</b>		
IFPB 1: Students should be able to discuss and analyze issues— theological, historical and contextual—for bridging conflicts between religious communities.	87%	15
IFPB 2: Students should be able to practice effective religious education that contributes to peacebuilding.	91%	11
IFPB 3: Students should be able to explain and appraise a faith tradition other than their own.	80%	10
<b>Religious Education Track</b>		
RE 1: Students should be able to explain basic concepts of the Old and New Testaments, Christian theology, and the history of the Christian Church.	85%	20

The data shows students meeting the 75% target in all outcomes.

## **II. Course-Level Assessment of Student Learning in 2019-20**

### *A. Faculty Involvement in Course-Level Assessment through the Faculty Course Report*

Faculty compliance with filling out Faculty Course Reports for their classes, which include a scored rubric of course learning outcomes, was 90% (38 of 42). This continues an excellent compliance level, based on the work of the Academic Dean. For the third year, this assessment included online courses using the CANVAS platform.

63% of course reports (24 out of 38) indicated that at least 70% of students mastered all course outcomes. On the other hand, there were five courses where students failed to master more than half the measured outcomes. (See Appendix D: Course Level Learning Outcome Report AY 2019-20) The Faculty Course Reports upon which this summary is based asks faculty members to delineate efforts, including pedagogical changes, to reach better outcomes. These are reviewed by the Academic Dean and retained in his files.

### *B. Sharing of Assessment Results*

The Academic Dean holds the faculty reports and consults with individual faculty members about their planned steps to improve course outcomes. The Faculty Workshop where these plans would be shared among the faculty was postponed due to the Covid-19 pandemic and will be rescheduled for the Fall term.

## **III. Institutional-Level Assessment of Student Learning**

The Seminary has five institutional learning goals (ILGs): (1) Personal Spiritual Formation, (2) Sound Theological Knowledge, (3) Sound Intercultural and Interfaith Understanding, (4) Tools and Skills for Success in Ministry and Professional Life, and (5) Leadership, Service, and Engagement with the World. These are assessed by aggregating the appropriate PLOs (the correlation was set up in 2016-2017) throughout the 2016-2020 Assessment Cycle. With the Assessment Cycle now complete, there are from 150 to 430 data points from the assessment of the PLOs thus far for measuring how well the Seminary meets each ILG.

By Spring 2020, the end of the 2016-2020 Assessment Cycle, we collected:

- 711 student assessments on the 11 PLOs pertaining to ILG1: Personal Spiritual Formation. 86% of student assessments met the target of mastery or above.
- 301 student assessments on the 11 PLOs that pertain to ILG2: Sound Theological Knowledge. 78% of student assessments met the target of mastery or above.
- 342 student assessments on the 10 PLOs pertaining to ILG3: Sound Intercultural and Interfaith Understanding. 85% of student assessments met the target of mastery or above.
- 253 student assessments on the 11 PLOs pertaining to ILG4: Tools and Skills for Success in Ministry and Professional Life. 81% of student assessments met the target of mastery or above.



- 339 student assessments on the 11 PLOs pertaining to ILG5: Leadership, Service and Engagement with the World. 76% of student assessments met the target of mastery or above. (See Appendix E: ILG Aggregation 2016-2020)

In the context of our small school, this is good data showing strength across the board. With four years of data, discrepancies seen in earlier years have smoothed out and the percentage of students at mastery meets the target for all the ILGs.

#### **IV. Other assessment actions taken that are scheduled for 2019-2020 in the OA Plan**

##### *A. Faculty Review of the MA Program*

On April 1, 2020, the Faculty approved a new curriculum for the MA Program, which takes effect in Fall 2020. It includes some revisions of the Program Learning Outcomes for the main program and the concentrations in Non-Profit Leadership (renamed Public and Non-Profit Leadership) and Unification Studies. During the approval process and subsequent implementation, the chair of the OAC worked with the President, who led this initiative, to inform him of assessment issues and ensure some continuity with the existing PLOs.

The new MA Program requires all Unificationists in the program to take the Unification Studies concentration. The reason for this is primarily to ensure that graduates who take positions in the sponsoring church are well equipped theologically. In doing so, it addresses the issue of the paucity of assessment of Unification Studies that has been noted over the past few years, on account of the fact that although many Unificationists were enrolled in the program, few were enrolled in the concentration.

##### *B. Analysis of data from Entering Student Questionnaires*

Data from four years Entering Student Questionnaires from Fall 2016 through Spring 2020, was analyzed. It is based on the ATS-developed survey of entering students. It includes questions on demographics, finances, religious affiliation, reasons for pursuing theological education, reasons for choosing UTS, and more. 44 entering students completed the questionnaire out of 57 who entered during this period, an overall response rate of 77%. However, because some students filled out an older version of the questionnaire, returns on some questions were spotty. Only students who entered the New York City campus were surveyed.

The surveys indicated:

- The majority of students are US citizens, commute one-half to 2 hours to class, plan to work 16 or more hours per week, brought no debt, held a bachelor's degree, held a recent leadership position, were active in their worship community, and did not anticipate ordination.
- The majority of these students first considered theological education later in life and their most important reasons were a desire to serve others and to make a difference in the life of the church. Also important were spiritual growth (search for meaning in life,

- to discern God’s will, the opportunity for study and growth,) and a desire to contribute to the cause of social justice.
- The most important factor in their choosing to attend UTS was the flexible class schedule; other important factors included the curriculum and academic reputation of the school, and recommendation by a graduate. Considered unimportant were family reasons, being sent by a religious superior, and extension site of main campus.
  - Financial assistance was significant in their decision to attend UTS.
  - The most often selected reason for why they wanted to learn more about UTS was a friend; second was an alumnus/graduate or relative. They then learned more about UTS by viewing the UTS website, visiting the school, and communicating with school staff, current students/graduates and school faculty. Those who visited the school regarded that visit as important in their decision to enroll. Advertising, whether print or online (website or social media), played a minor to no role in their learning about UTS.
  - The career plans of entering students were varied, with a large number interested in areas that might not directly involve ministry: teaching, social work, non-profit agency, further study, professional career and self-employment. This might be related to the large number of students entering the MA and MRE programs, rather than study of ministry.

The analysis of the survey was presented to the Director of Enrollment Management for improving recruitment.

*C. Sharing of Assessment Results of the ESQ*

The President reviewed the report on the Entering Student Questionnaire and gave helpful comments. On May 4 at the invitation of the President, the chair of the OAC shared the results of the Entering Student Questionnaires with the Admissions Team.

*D. Analyze 2019-20 Student Life Survey*

The Student Life Survey was updated and administered in Spring 2020. Sixteen responses were received, which we regard as acceptable in light of the disruption caused by Covid-19. Analysis of the data will take place in Fall 2020.

*E. Administer the Employer Survey*

The 2020 Employer Survey was prepared and sent out to a limited number of employers of alumni in the sponsoring church. Only a few surveys were returned, which did not provide sufficient data for analysis.

**V. Other Assessment actions taken but not scheduled in the OA Plan for 2019-2020**

*A. Institutional Assessment*

Institutional Assessment is no longer the responsibility of this committee.

## **VI. Assessment actions scheduled in the OA Plan for 2019-2020 but not taken**

- A. *Conduct the annual Faculty Assessment workshop, discussing the assessment findings and possible action steps*

Due to the Covid-19 pandemic, this workshop normally scheduled for June 2020 was postponed to a Zoom meeting that will take place during the Fall semester.

- B. *Analysis of data from Graduating Student Questionnaires*

The Covid-19 pandemic disrupted plans to administer the GSQ to this year's graduates. Once those graduates have been surveyed, analysis of the GSQ will begin.

- C. *Revise rubrics and course maps for the MRE program based on program revisions made by the faculty*

The decision of the Board of Trustees to phase out the MRE Program beginning Fall 2020 canceled the need for this.

## **VII. Institutional Support for Assessment in 2019-2020**

- A. *Professional Development*

Dr. Kone attended the MSCHE 2019 Annual Conference from Dec 9 to 11 in Philadelphia. The main point of the conference was student success. He attended a session on assessing student activities.

- B. *Faculty Development*

The Faculty Workshop where the year's assessment results would be shared among the faculty was postponed due to the Covid-19 pandemic.

Faculty professional development is ongoing through individual meetings with the Academic Dean, where discussion of their syllabi helps them define course outcomes and the linkage between CLOs and PLOs, and supports them in the task of assessment through the use of rubrics. The Director of the Maryland Instructional Site met with the faculty there to discuss assessment issues. All new faculty members receive copies of the Assessment Faculty Guidebook.

## **VIII. Follow-up on Prior Assessment Findings**

- A. *Follow-up on recommendations of previous Year-End Reports*

1. *Continue the 4-year Assessment Cycle through 2020.*

This has been completed.

2. *Reassess the MA PLO RH2*

This recommendation of the 2018-19 Year-End Report was completed.

3. *Close the loop by reassessment of program changes*

Pursuant to the recommendation of the 2018-19 Year-End Report, the OAC has initiated a policy to reassess any learning outcome impacted by a curricular change. Serendipitously, the curricular changes in AY 2020 coincide with the beginning of the new four-year PLO Assessment Cycle.

4. *Close the loop in course-level assessments*

The recommendation of the 2018-19 Year-End Report to redesign the faculty course report to provide data on outcomes before and after the implementation of pedagogical changes decided upon the previous year has yet to be implemented.

5. *Weakness in career advancement*

The recommendation of the 2018-19 Year-End Report based on data from the Alumni Survey, that UTS should work with the sponsoring church so that UTS graduates can advance to higher positions in the denomination, was communicated to the President, who is actively working with the sponsoring church on this matter.

B. *Follow-up on recommendations from findings of PLO Assessments*

1. *Assess the Unificationist students in the MA Program for Unificationist-related learning outcomes regardless of their concentration*

The 2018-19 Year-End Report noted the paucity of students in the Unification Studies Concentration in the MA Program, despite the considerable number of students who are taking Unification-related courses, made for difficulty in assessing key denominational outcomes. It suggested that this curriculum component be assessed independently of program assessment.

The new MA Program addresses this very concern, but in a different way by requiring all Unificationists in the program to take the concentration.

## **IX. Recommendations**

1. *Recommendations for doctoral assessment*

- The assessment schedule for the D.Min. Program should be adjusted so that PLO #4, like the other PLOs, will be assessed for two years within the upcoming Assessment Cycle.

## **X. List of Appendices**

*Appendix A: PLO Aggregation All Programs 2016-2020*

*Appendix B: Faculty Course Report Summary, 2019-2020*

*Appendix C: ILG Aggregation 2016-2020*

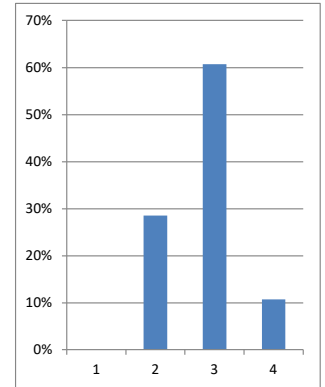
*Appendix D: Report on Entering Student Questionnaires, 2016-2020*

# PROGRAM LEARNING OUTCOMES (PLO) 2016-2020 ASSESSMENT CYCLE AGGREGATED

## 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 Percentages				assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2016	Field Education	0	1	0	0	1
	SCR 5311 Genesis	0	0	1	0	1
	SCR 5142 NT in Context	0	0	1	0	1
	SCR 5131 Hebrew Bible	0	0	2	0	2
Spring 2017	SCR 5312 Isaiah	0	0	2	1	3
	SCR 5432 Parables of Jesus	0	2	1	0	3
	THE 5141 Ethics	0	0	0	1	1
Fall 2017	PAS 5101 Pastoral Care		4	1		5
	PAS 5312 Theor & Techniques				1	1
	SCR 5425 Pastoral Epistles		1	2		3
Spring 2018	LTR 5622 Life and Thought			1		1
	MIN 5502 Marr & Fam Min			4		4
	SCR 5131 Hebrew Bible			1		1
2019	<i>Integration Seminar</i>			1		1
	<b>GRAND TOTAL</b>	<b>0</b>	<b>8</b>	<b>17</b>	<b>3</b>	<b>28</b>
		<b>0%</b>	<b>29%</b>	<b>61%</b>	<b>11%</b>	

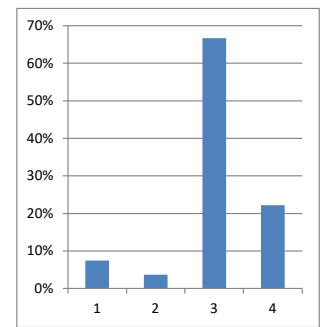


% attained Mastery **71%**

**TC 2**

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

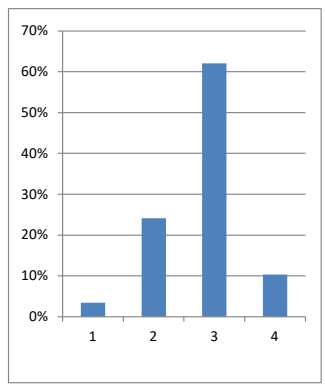
Semester	SOURCE	PLO Achievement Level Percentages				assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2016	Field Education	0	0	1	0	1
	MIN 5101 Ministerial Leadership	0	0	1	2	3
	LTR 5131 Church History I	1	0	0	0	1
Spring 2017	LTR 5131 Church History I	0	0	1	0	1
	LTR 5132 Church History II	0	0	1	1	2
Fall 2017	MIN 5105 Cong Devel		1	4		5
	PAS 5101 Pastoral Care		0	5		5
	PAS 5312 Theor & Techniques				1	1
Spring 2018	MIN 5101 Min Leadership	1			2	2
	MIN 5502 Marr & Fam Min			4		4
2019	<i>Integration Seminar</i>			1		1
	<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>18</b>	<b>6</b>	<b>27</b>
		<b>7%</b>	<b>4%</b>	<b>67%</b>	<b>22%</b>	



% attained Mastery **89%**

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

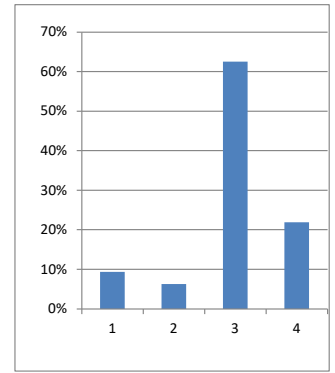
Semester	SOURCE	PLO Achievement Level Percentages				assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2016	Field Education	0	1	0	0	1
	MIN 5106 Ecumenism and Interfaith	0	1	0	0	1
Spring 2017	THE 5131 Systematic Theology	0	0	4	1	5
Fall 2017	MIN 5105 Cong Devel		1	4		5
	PAS 5101 Pastoral Care		3	2		5
	PAS 5312 Theor & Techniques			1		1
	THE 5132 Theol of Peacebldg		1	1		2
Spring 2018	MIN 5101 Min Leadership	1			2	3
	MIN 5502 Marr & Fam Min			4		4
	SCR 5131 Hebrew Bible			1		1
2019	<i>Integration Seminar</i>			1		1
	<b>TOTAL</b>	<b>1</b>	<b>7</b>	<b>18</b>	<b>3</b>	<b>29</b>
		<b>3%</b>	<b>24%</b>	<b>62%</b>	<b>10%</b>	



% attained Mastery **72%**

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

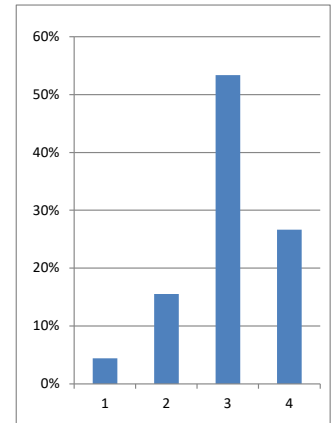
Semester	SOURCE	PLO Achievement Level Percentages				assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2016	Field Education	1	0	0	0	1
	MIN 5106 Ecumenism and Interfaith	0	1	0	0	1
Spring 2017	MIN 5103 Church Growth	0	0	1	0	1
	MIN 5722 Cultural Divers.	1	0	1	1	3
Fall 2017	MIN 5331 Clergy Assessment		1	3	3	7
	PAS 5101 Pastoral Care			5		5
	PAS 5312 Theor & Techniques			1		1
	THE 5132 Theol of Peacebldg			2		2
Spring 2018	LTR 5515 Interfaith... UN			1		1
	MIN 5101 Min Leadership	1			2	3
	MIN 5502 Marr & Fam Min			4		4
	THE 5141 Ethics & Soc Justice			2		2
2019	<i>Integration Seminar</i>				1	1
	<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>20</b>	<b>7</b>	<b>32</b>
		<b>9%</b>	<b>6%</b>	<b>63%</b>	<b>22%</b>	



% attained Mastery 84%

PSF1 Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.

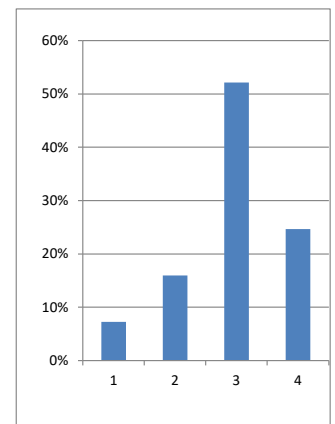
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	THE 5151 Apologetics			2	2	4
	PAS 5101 Pastoral Care & Counsel				1	1
Spring 2019	EDU 5111 Models				1	1
	MIN 5102 Worship & Liturgy		2			2
	SCR 5141 NT in Context	1	1	1	2	5
	EDU 5311 Spiritual Formation			1	2	3
	MIN 5722 Diversity & Conflict Trns			2		2
	<i>Integration Seminar</i>			1		1
Fall 2017	MIN 5105 Cong Devel		1	4		5
	PAS 5101 Pastoral Care			5		5
	PAS 5312 Theor & Techniques				1	1
	MIN 5331 Clergy Assessment		3	3	1	7
Spring 2018	LTR 5622 Life and Thought			1		1
	MIN 5101 Min Leadership	1			2	3
	MIN 5502 Marr & Fam Min			4		4
						0
	<b>TOTAL</b>	<b>2</b>	<b>7</b>	<b>24</b>	<b>12</b>	<b>45</b>
		<b>4%</b>	<b>16%</b>	<b>53%</b>	<b>27%</b>	



% attained Mastery 80%

PSF2 Students should be able to examine their experiences in light of faith, theology, and tradition.

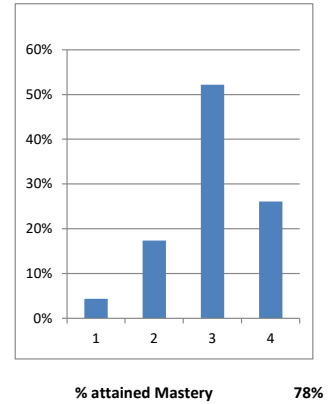
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	SCR 5311 Genesis			2	1	3
	THE 5631 Divine Principle				2	2
	MIN 5104 Homiletics			4		4
	LTR 5132 Church Hist II	1		2		3
	THE 5151 Apologetics			3	1	4
	PAS 5101 Pastoral Care & Counsel				1	1
Spring 2019	SCR 5435 Gender Issues	1	1			2
	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1	1	2
	MIN 5102 Worship & Liturgy		2			2
	THE 5521 Theories Human Nature		1	2		3
	THE 5131 Systematic Theology				2	2
	SCR 5141 NT in Context	1	1	1	2	5
	EDU 5311 Spiritual Formation		1		2	3
	<i>Integration Seminar</i>			1		1
Fall 2017	MIN 5105 Cong Devel		1	4		5
	PAS 5101 Pastoral Care			5		5
	PAS 5312 Theor & Techniques				1	1
	SCR 5425 Pastoral Epistles		1	2		3
	THE 5513 Philos of Religion			1		1
	MIN 5331 Clergy Assessment	1	2	3	1	7
Spring 2018	LTR 5515 Interfaith... UN			1		1
	MIN 5101 Min Leadership	1			2	3
	MIN 5502 Marr & Fam Min			4		4
	SCR 5141 NT Foundations		1			1
	<b>TOTAL</b>	<b>5</b>	<b>11</b>	<b>36</b>	<b>17</b>	<b>69</b>
		<b>7%</b>	<b>16%</b>	<b>52%</b>	<b>25%</b>	



% attained Mastery 77%

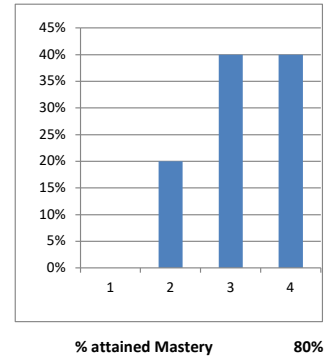
**PSF3 Students should be able to describe their calling and demonstrate initiative to carry it out.**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	MIN 5104 Homiletics			4		4
	THE 5151 Apologetics			1	3	4
Spring 2019	EDU 5111 Models				1	1
	MIN 5102 Worship & Liturgy		2			2
	SCR 5141 NT in Context	1	1	1	2	5
	EDU 5311 Spiritual Formation <i>Integration Seminar</i>		1	1	1	3
				1		1
Fall 2017	MIN 5105 Cong Devel		1	4		5
	PAS 5101 Pastoral Care			5		5
	PAS 5312 Theor & Techniques				1	1
	MIN 5331 Clergy Assessment		3	2	2	7
Spring 2018	LTR 5515 Interfaith... UN			1		1
	MIN 5101 Min Leadership	1			2	3
	MIN 5502 Marr & Fam Min			4		4
						0
	<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>24</b>	<b>12</b>	<b>46</b>
		<b>4%</b>	<b>17%</b>	<b>52%</b>	<b>26%</b>	



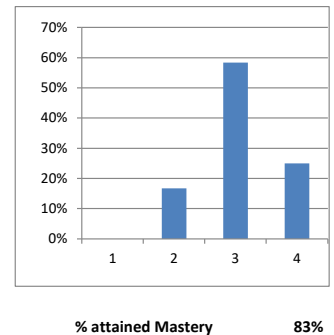
**PR1 Students should be able to apply leadership and organizational skills for building a beloved community.**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2019	EDU 5101 Foundations of RE				2	2
	LTR 5141 World Religions				3	3
Spring 2020	MIN 5104 Homiletics		2	1		3
	EDU 5313 Spiritual Mentoring			2	1	3
	MIN 5803 Integration Seminar			2	1	3
Fall 2018	MIN 5104 Homiletics			4		4
	PAS 5101 Pastoral Care & Counsel		1			1
Spring 2019	EDU 5111 Models				1	1
	Integration Seminar			1		1
	MIN 5722 Diversity & Conflict Trns				2	2
	MIN 5102 Worship & Liturgy		2			2
		<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>25</b>
		<b>0%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	



**PR2 Students should be able to use tools to plan and lead corporate worship.**

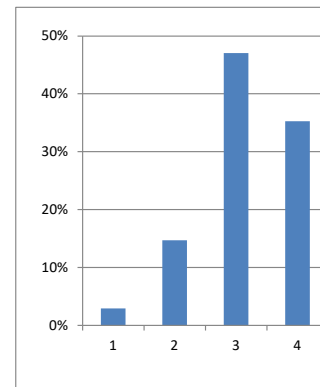
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2019	LTR 5141 World Religions			2	1	3
Spring 2020	MIN 5104 Homiletics		2	1		3
	EDU 5313 Spiritual Mentoring			2	1	3
	MIN 5803 Integration Seminar			1	2	3
	MIN 5104 Homiletics			1		1
Fall 2018	MIN 5104 Homiletics			4		4
	THE 5151 Apologetics			2	2	4
Spring 2019	Integration Seminar			1		1
	MIN 5102 Worship & Liturgy		2			2
	<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>14</b>	<b>6</b>	<b>24</b>
		<b>0%</b>	<b>17%</b>	<b>58%</b>	<b>25%</b>	





**PR3 PR3: Students should be able to demonstrate a range of pastoral skills and techniques.**

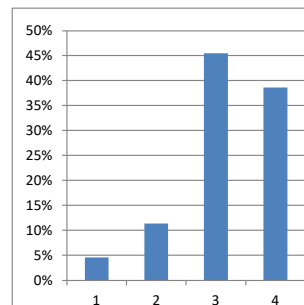
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5301 Ed Planning and Admin			2		2
2019	EDU 5101 Foundations of RE				2	2
	LTR 5141 World Religions				3	3
	EDU 5604 Unif Apologetics			1		1
Spring	EDU 5313 Spiritual Mentoring			2	1	3
2020	MIN 5803 Integration Seminar		1	1	1	3
	THE 5151 Apologetics			1	1	2
	EDU 5512 Marriage & Family Enrich		1			1
	MIN 5104 Homiletics			1		1
Fall	MIN 5104 Homiletics			4		4
2018	PAS 5101 Pastoral Care & Counsel			1		1
Spring	EDU 5111 Models				1	1
2019	Integration Seminar			1		1
	MIN 5722 Diversity & Conflict Trns			1	1	2
	MIN 5102 Worship & Liturgy		2			2
	SCR 5141 NT in Context	1	1	1	2	5
	<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>16</b>	<b>12</b>	<b>34</b>
		<b>3%</b>	<b>15%</b>	<b>47%</b>	<b>35%</b>	



**% attained Mastery 82%**

**PR4 PR4: Students should be able to relate constructively to practitioners of diverse religious faiths.**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5101 Foundations of RE				2	2
2019	LTR 5141 World Religions				3	3
	EDU 5604 Unif Apologetics			1		1
	MIN 5106 Ecumenism and Interfaith		1	2	3	6
	LTR 5402 Jewish-Christian Relations			3	0	3
Spring	MIN 5104 Homiletics		2	1		3
2020	EDU 5313 Spiritual Mentoring			3		3
	MIN 5803 Integration Seminar			1	2	3
	THE 5151 Apologetics			1	1	2
Fall	LTR 5132 Church Hist II	1		2		3
2018	THE 5151 Apologetics		1	1	2	4
Spring	EDU 5111 Models				1	1
2019	Integration Seminar			1		1
	MIN 5722 Diversity & Conflict Trns			2		2
	THE 5131 Systematic Theology			1	1	2
	SCR 5141 NT in Context	1	1	1	2	5
	<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>20</b>	<b>17</b>	<b>44</b>
		<b>5%</b>	<b>11%</b>	<b>45%</b>	<b>39%</b>	



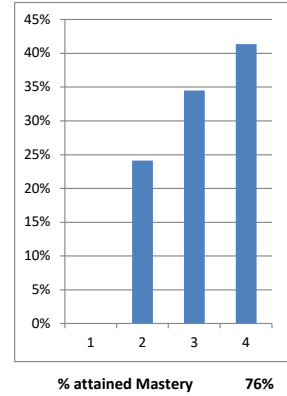
**% attained Mastery 84%**

# PROGRAM LEARNING OUTCOMES (PLO) 2016-2020 ASSESSMENT CYCLE AGGREGATED

## MRE PROGRAM

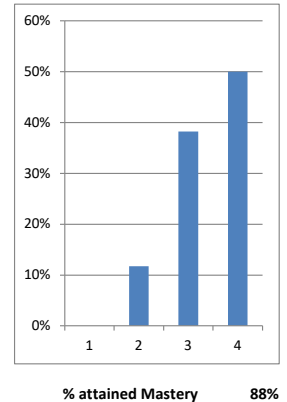
**TC1** Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Spring	THE 5131 Syst. Theology	0	2	2	0	4
	<b>TOTAL 2016-17</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>
Fall	EDU 5101 Found of RE	0	0	0	0	0
2017	EDU 5112 Models			2	1	3
	MIN 5190 Field Education		1			1
	SCR 5425 Pastoral Epistles		1			1
	THE 5132 Theol of Peacebldg			1	1	2
	THE 5631 DP in Depth			1		1
Spring	EDU 5101 Found of RE			2		2
2018	LTR 5141 World Religions			2	5	7
	EDU 5190 RE Colloquium				3	3
	SCR 5131 Hebrew Bible		1			1
	SCR 5151 WSWP		2			2
	<b>TOTAL 2017-18</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>23</b>
S 2019	EDU 5190 RE Colloquium				1	1
S 2020	EDU 5190 RE Colloquium				1	1
	<b>GRAND TOTAL</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>29</b>
		<b>0%</b>	<b>24%</b>	<b>34%</b>	<b>41%</b>	



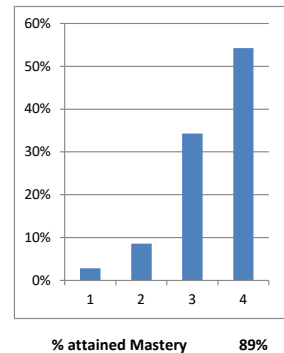
**TC2** Students should be able to interpret and integrate sacred texts appropriately in their educational ministry.

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	no course					0
Spring	EDU 5111 Models of Teaching: Children	0	1	3	0	4
2017	SCR 5151 World Scripture	0	1	1	0	2
	EDU 5190 MRE Project 1	0	0	0	1	1
	<b>TOTAL 2016-17</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>
Fall	EDU 5101 Found of RE				4	4
2017	EDU 5112 Models			2	1	3
	MIN 5190 Field Education		1			1
	SCR 5425 Pastoral Epistles		1			1
	THE 5631 DP in Depth			1		1
Spring	EDU 5101 Found of RE			2		2
2018	LTR 5141 World Religions			2	5	7
	EDU 5190 RE Colloquium				3	3
	SCR 5131 Hebrew Bible			1		1
	SCR 5151 WSWP			1	1	2
	<b>TOTAL 2017-18</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>14</b>	<b>25</b>
S 2019	EDU 5190 RE Colloquium				1	1
S 2020	EDU 5190 RE Colloquium				1	1
	<b>GRAND TOTAL</b>	<b>0</b>	<b>4</b>	<b>13</b>	<b>17</b>	<b>34</b>
		<b>0%</b>	<b>12%</b>	<b>38%</b>	<b>50%</b>	



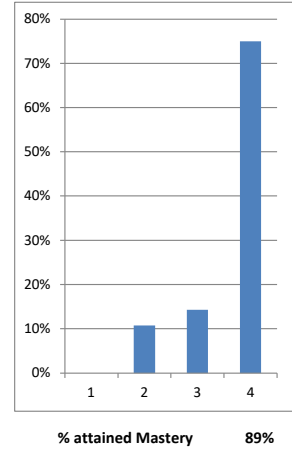
**TC3** Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 5502 Marriage and Family	0	0	1	0	1
Spring	MIN 5103 Church Growth	0	0	3	3	6
2017	EDU 5190 MRE Project 1	0	0	0	1	1
	<b>TOTAL 2016-17</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>8</b>
Fall	EDU 5101 Found of RE			1	3	4
2017	EDU 5112 Models			2	1	3
	MIN 5190 Field Education		1			1
	THE 5132 Theol of Peacebldg		1	1		2
Spring	EDU 5101 Found of RE			2		2
2018	LTR 5141 World Religions			2	5	7
	EDU 5190 RE Colloquium				3	3
	SCR 5151 WSWP	1	1			2
	THE 5141 Ethics & Soc Justice				1	1
	<b>TOTAL 2016-17</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>13</b>	<b>25</b>
S 2019	EDU 5190 RE Colloquium				1	1
S 2020	EDU 5190 RE Colloquium				1	1
	<b>GRAND TOTAL</b>	<b>1</b>	<b>3</b>	<b>12</b>	<b>19</b>	<b>35</b>
		<b>3%</b>	<b>9%</b>	<b>34%</b>	<b>54%</b>	



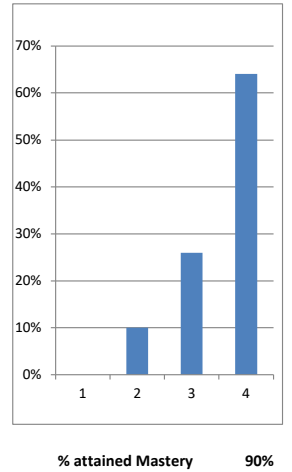
**PSF1: Students should be able to demonstrate spiritual maturity necessary for a religious educator**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	LTR 5513 WR & Glob Conf.		1	2	1	4
	MIN 5724 Interreligious Prayer				3	3
Spring 2019	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1	1	2
	EDU 5190 RE Colloquium			1		1
	SCR 5141 NT in Context		1			1
	EDU 5311 Spiritual Formation				1	1
Fall 2017	EDU 5101 Found of RE				4	4
	EDU 5112 Models				3	3
	EDU 5604 Unif Apologetics				1	1
	MIN 5190 Field Education		1			1
Spring 2018	EDU 5101 Found of RE				2	2
	EDU 5190 RE Colloquium				3	3
Spring 2020	EDU 5190 RE Colloquium				1	1
	<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>21</b>	<b>28</b>
		<b>0%</b>	<b>11%</b>	<b>14%</b>	<b>75%</b>	



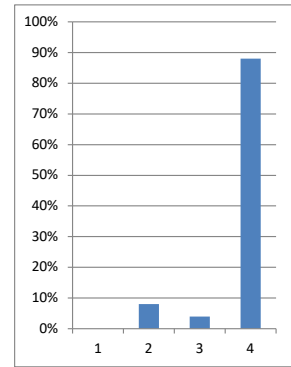
**PSF2: Students should be able to examine their experiences in light of faith, theology, and tradition.**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	THE 5631 Divine Principle				1	1
	LTR 5513 WR & Glob Conf.			1	3	4
	LTR 5411 Islam	0	1	2		3
	LTR 5132 Church Hist II			1		1
	MIN 5724 Interreligious Prayer				3	3
Spring 2019	SCR 5435 Gender Issues		1			1
	THE 5132 Theol Peacebuilding			1		1
	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1	1	2
	EDU 5190 RE Colloquium				1	1
	THE 5521 Theories Human Nature			1		1
	THE 5131 Sytematic Theology		1		2	3
	SCR 5141 NT in Context		1			1
	EDU 5311 Spiritual Formation				1	1
Fall 2017	EDU 5101 Found of RE				4	4
	EDU 5112 Models				3	3
	EDU 5604 Unif Apologetics				1	1
	THE 5513 Philos of Religion			2		2
	THE 5631 DP in Depth				1	1
Spring 2018	EDU 5101 Found of RE			1	1	2
	LTR 5141 World Religions			2	5	7
	EDU 5190 RE Colloquium				3	3
	LTR 5131 Church History 1		1	1		2
Spring 2020	EDU 5190 RE Colloquium				1	1
	<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>13</b>	<b>32</b>	<b>50</b>
		<b>0%</b>	<b>10%</b>	<b>26%</b>	<b>64%</b>	



**PSF3 Students should be able to describe their calling and demonstrate initiative to carry it out.**

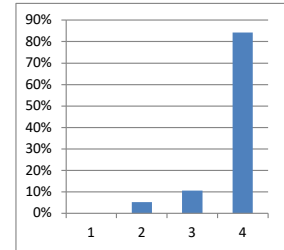
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	LTR 5513 WR & Glob Conf.				4	4
2018	MIN 5724 Interreligious Prayer				3	3
Spring	EDU 5111 Models				1	1
2019	EDU 5190 RE Colloquium				1	1
	SCR 5141 NT in Context		1			1
	EDU 5311 Spiritual Formation				1	1
						0
Fall	EDU 5101 Found of RE			1	3	4
2017	EDU 5112 Models				3	3
	MIN 5190 Field Education		1			1
Spring	EDU 5101 Found of RE				2	2
2018	EDU 5190 RE Colloquium				3	3
Spring	EDU 5190 RE Colloquium				1	1
2020						
	<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>22</b>	<b>25</b>
		<b>0%</b>	<b>8%</b>	<b>4%</b>	<b>88%</b>	



**% attained Mastery 92%**

**EPL1 Students should be able to apply sound educational theory and the insights of religious education as applied in diverse contexts**

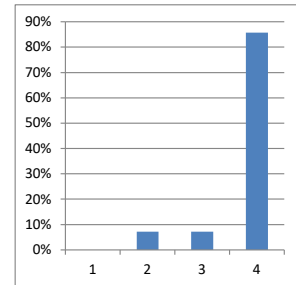
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5301 Ed Planning and Admin				2	2
2019	EDU 5101 Foundations of RE				3	3
	LTR 5141 World Religions				3	3
Spring	EDU 5190 RE Colloquium				1	1
2020						
Fall	LTR 5513 WR & Glob Conf.			2	2	4
2018	MIN 5724 Interreligious Prayer				3	3
Spring	EDU 5111 Models				1	1
2019	EDU 5190 RE Colloquium				1	1
	SCR 5141 NT in Context		1			1
Spring						
2020						
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>19</b>
		<b>0%</b>	<b>5%</b>	<b>11%</b>	<b>84%</b>	



**% attained Mastery 95%**

**EPL2 Students should be able to demonstrate a range of educational skills and techniques.**

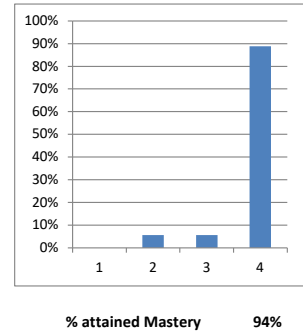
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5301 Ed Planning and Admin				2	2
2019	LTR 5141 World Religions				3	3
Spring	EDU 5190 RE Colloquium				1	1
2020						
Fall	MIN 5724 Interreligious Prayer				3	3
2018						0
Spring	EDU 5111 Models				1	1
2019	MIN 5722 Diversity & Conflict Trns			1	1	2
	EDU 5190 RE Colloquium				1	1
	SCR 5141 NT in Context		1			1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>
		<b>0%</b>	<b>7%</b>	<b>7%</b>	<b>86%</b>	



**% attained Mastery 93%**

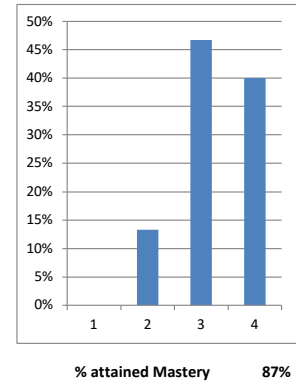
**EPL3 Students should be able to demonstrate professionalism in teaching and organizing educational activities**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2019	EDU 5301 Ed Planning and Admin				2	2
	LTR 5141 World Religions				3	3
Spring 2020	EDU 5190 RE Colloquium				1	1
Fall 2018	LTR 5513 WR & Glob Conf.				4	4
	MIN 5724 Interreligious Prayer				3	3
Spring 2019	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1	1	2
	EDU 5190 RE Colloquium				1	1
	SCR 5141 NT in Context		1		1	1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>18</b>
		<b>0%</b>	<b>6%</b>	<b>6%</b>	<b>89%</b>	



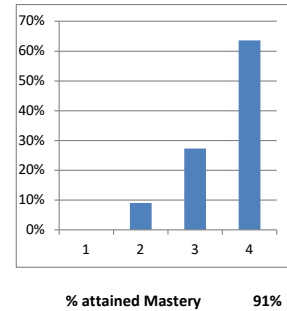
**IFPB1 Students should be able to discuss and analyze issues—theological, historical and contextual—for bridging conflicts between religious communities.**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	THE 5631 Divine Principle				0	0
	LTR 5513 WR & Glob Conf.			1	3	4
	LTR 5411 Islam	0	1			1
	LTR 5132 Church Hist II			1		1
	MIN 5724 Interreligious Prayer				1	1
Spring 2019	THE 5132 Theol Peacebuilding			1		1
	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1		1
Fall 2017	EDU 5101 Found of RE	0	0	0	0	0
	EDU 5112 Models			1	1	2
	THE 5132 Theol of Peacebldg		1	1		2
	THE 5513 Philos of Religion	0	0	0	0	0
Spring 2018	EDU 5101 Found of RE			1		1
	<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>15</b>
		<b>0%</b>	<b>13%</b>	<b>47%</b>	<b>40%</b>	



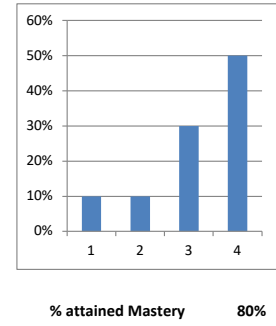
**IFPB2 Students should be able to practice effective religious education that contributes to peacebuilding**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	LTR 5513 WR & Glob Conf.				4	4
	MIN 5724 Interreligious Prayer				1	1
Spring 2019	EDU 5111 Models				1	1
	MIN 5722 Diversity & Conflict Trns			1		1
						0
Fall 2017	EDU 5101 Found of RE	0	0	0	0	0
	EDU 5112 Models			1	1	2
	MIN 5190 Field Education		1			1
Spring 2018	EDU 5101 Found of RE			1		1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>11</b>
		<b>0%</b>	<b>9%</b>	<b>27%</b>	<b>64%</b>	



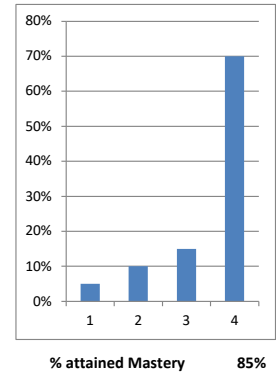
**IFPB3 Students should be able to explain and appraise a faith tradition other than their own**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	THE 5631 Divine Principle				0	0
2018	LTR 5513 WR & Glob Conf.				4	4
	LTR 5411 Islam		1			1
	MIN 5724 Interreligious Prayer				1	1
Spring	MIN 5722 Diversity & Conflict Trns			1		1
2019						0
Spring	EDU 5101 Found of RE			1		1
2018	SCR 5151 WSWP	1		1		2
	<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>10</b>
		<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>50%</b>	



**RE1 Students should be able to explain basic concepts of the Old and New Testaments, Christian theology, and the history of the Christian Church.**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5101 Foundations of RE				2	2
2019	LTR 5141 World Religions				2	2
	SCR 5131 Hebrew Bible				1	1
Spring	EDU 5190 RE Colloquium				1	1
2020						
Fall	THE 5631 Divine Principle				1	1
2018	LTR 5513 WR & Glob Conf.			2	2	4
	LTR 5132 Church Hist II			0		0
	MIN 5724 Interreligious Prayer				2	2
Spring	SCR 5435 Gender Issues		1			1
2019	MIN 5722 Diversity & Conflict Trns				1	1
	EDU 5190 RE Colloquium				1	1
	THE 5131 Sytematic Theology	1		1	1	3
	SCR 5141 NT in Context		1			1
	<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>20</b>
		<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>70%</b>	

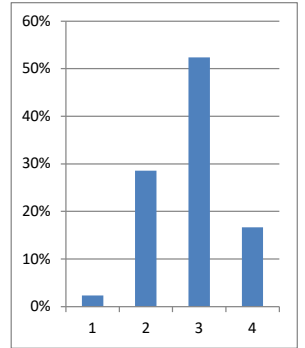


**PROGRAM LEARNING OUTCOMES (PLO) 2016-2020 ASSESSMENT CYCLE AGGREGATED**

**MA Program**

**RH1 Students should be able to formulate their own theological perspective, in conversation with theologies, sacred texts and/or exemplary individuals of their own religious tradition and other faiths.**

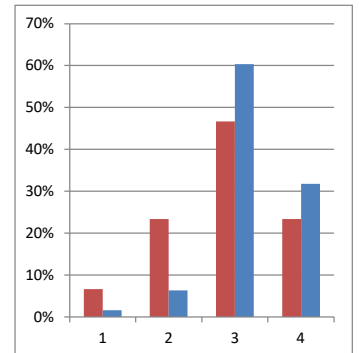
SEMESTER	SOURCE	PLO Achievement Level Percentages				students
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	THE 5631 Divine Principle	0	0	2	0	2
2016	SCR 5142 NT in Context	0	0	2	0	2
	LTR 5131 Church History 1	0	1	0	0	1
Spring	SCR 5151 World Scripture	0	2	2	0	4
2017	SCR 5432 Parables of Jesus	0	0	1	1	2
	THE 5131 Syst. Theology	1	1	2	0	4
Fall	THE 5132 Theol of Peacebldg			4		4
2017	THE 5631 DP in Depth			1		1
Spring	LTR 5515 Interfaith... UN		2	1		3
2018	LTR 5411 Islam		2			2
	SCR 5131 Hebrew Bible			1	2	3
	SCR 5151 WSWP			3		3
	LTR 6395 Thesis/Project				1	1
	<i>Thesis/Project</i>		1		3	4
F 2019	<i>Thesis/Project</i>		1	1		2
S 2020	MA Thesis		2	2		4
	<b>GRAND TOTAL</b>	<b>1</b>	<b>12</b>	<b>22</b>	<b>7</b>	<b>42</b>
		<b>2%</b>	<b>29%</b>	<b>52%</b>	<b>17%</b>	



**% attained Mastery 69%**

**RH2 Students should be able to explain and appraise a faith tradition other than their own.**

Semester	SOURCE	PLO Achievement Level Percentages				students
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	LTR 5402 Jewish-Christian Relations		1	6	1	8
2019	LTR 5390 Independent Study			1		1
	MIN 5804A MA Colloquium A			1		1
	LTR 5390 Independent Study			1		1
	LTR 5490 Independent Study				1	1
	LTR 5590 Independent Study			1		1
	MIN 5804A MA Colloquium A			2		2
	SCR 5131 Hebrew Bible	1	1	4		6
Spring	EDU 5313 Spiritual Mentoring		1	2	2	5
2020	MIN 5804B MA Colloquium B			1	3	4
	SCR 5151 World Scripture & World Peace			4	5	9
	LTR 5490 Independent Study			4	4	8
	MIN 5804B MA Colloquium B			8	2	10
	THE 5390 Independent Study			1	1	2
2020	MA Thesis			2	1	3
S 2019	LTR 6391 Thesis		1			1
	<b>TOTAL 2019-20</b>	<b>1</b>	<b>4</b>	<b>38</b>	<b>20</b>	<b>63</b>
		<b>2%</b>	<b>6%</b>	<b>60%</b>	<b>32%</b>	



Red = 2016-18  
Blue = 2019-2020

**TOTAL % ATTAINED MASTERY 85%**  
**2019-20 % attained Mastery 92%**  
**2016-18 % attained Mastery 70%**

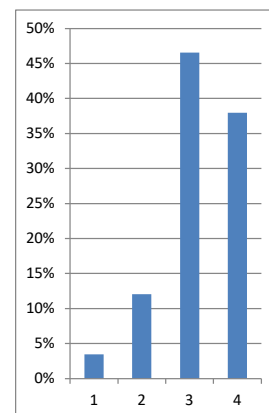
Semester	SOURCE	Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	students
Fall	THE 5631 Divine Principle	1	0	1	0	2
2016	SCR 5142 NT in Context	0	0	1	1	2
	SCR 5151 World Scripture	0	1	1	0	2
Spring	LTR 5132 Church History II	0	1	0	0	1
2017	SCR 5151 World Scripture	0	1	3	0	4
	SCR 5432 Parables of Jesus	0	0	1	1	2
	THE 5132 Syst. Theology	1	2	1	0	4
Spring	LTR 5411 Islam		2			2
2018	SCR 5131 Hebrew Bible			1	2	3
	SCR 5151 WSWP			3		3
	LTR 6395 Thesis/Project			1	1	2
	<i>Thesis/Project</i>			1	2	3
	<b>TOTAL 2016-18</b>	<b>2</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>30</b>
		<b>7%</b>	<b>23%</b>	<b>47%</b>	<b>23%</b>	
	<b>GRAND TOTAL</b>	<b>3</b>	<b>11</b>	<b>52</b>	<b>27</b>	<b>93</b>
		<b>3%</b>	<b>12%</b>	<b>56%</b>	<b>29%</b>	

Glass, Eaton  
Clay, Denis, Arul

CC1

Students should be able to discuss and analyze issues—theological, cultural and historical—for bridging divides between religious communities.

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	LTR 5411 Islam	2	3	5	2	12
2018	SCR 5412 Life & Teach of Jesus		1			1
	MIN 5724 Interreligious Prayer				2	2
Spring	MIN 5804 Masters Colloquium A			3		3
2019	SCR 5435 Gender Issues			2	2	4
	THE 5132 Theol Peacebuilding		1	5	1	7
	LTR 6391 Thesis		1			1
	MIN 5722 Diversity & Conflict Trns			2	1	3
	THE 5521 Theories Human Nature				3	3
	LTR 5622 Life of SMM and HJH				1	1
	MIN 5601 Unif Ritual and Trad			2	3	5
Spring	LTR 5515 Interfaith... UN		1		2	3
2018	SCR 5151 WSWP			3		3
	THE 5141 Ethics & Soc Justice					0
	LTR 6395 Thesis/Project			1		1
	Thesis/Project			1	3	4
F 2019	Thesis/Project			2		2
Capstone						
2020	MA Thesis			1	2	3
	<b>TOTAL</b>	<b>2</b>	<b>7</b>	<b>27</b>	<b>22</b>	<b>58</b>
		<b>3%</b>	<b>12%</b>	<b>47%</b>	<b>38%</b>	

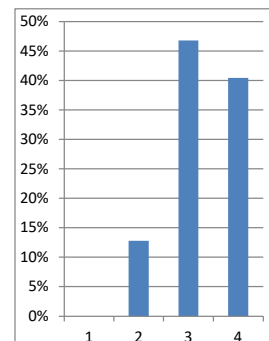


% attained Mastery 84%

CC2

Students should be able to analyze contemporary cultural realities and social issues for how they pertain to peacebuilding.

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	SCR 5412 Life & Teach of Jesus		1			1
2018	MIN 5724 Interreligious Prayer				2	2
Spring	MIN 5804 Masters Colloquium A			3		3
2019	SCR 5435 Gender Issues			2	2	4
	THE 5132 Theol Peacebuilding		0	7	0	7
	LTR 6391 Thesis		1			1
	MIN 5722 Diversity & Conflict Trns			3		3
	MIN 5601 Unif Ritual and Trad			2	3	5
Spring	LTR 5515 Interfaith... UN			2	1	3
2018	LTR 5411 Islam		2			2
	THE 5141 Ethics & Soc Justice		1		6	7
	LTR 6395 Thesis/Project				2	2
	Thesis/Project		1		2	3
F 2019	Thesis/Project			1	1	2
S 2020	MA Thesis			2		2
						0
	<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>22</b>	<b>19</b>	<b>47</b>
		<b>0%</b>	<b>13%</b>	<b>47%</b>	<b>40%</b>	

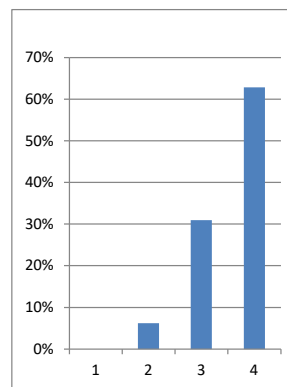


% attained Mastery 87%



**PSF1 Students should be able to demonstrate spiritual maturity appropriate for one invested in religious studies**

SEMESTER	SOURCE	PLO Achievement Level Percentages				assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5301 Ed Planning and Admin				1	1
2019	EDU 5101 Foundations of RE				3	3
	EDU 5604 Unif Apologetics				3	3
	LTR 5390 Independent Study			1		1
	MIN 5190 Field Education Internship				1	1
	MIN 5804A MA Colloquium A				10	10
	THE 5141 Ethics and Social Justice				2	2
	LTR 5402 Jewish-Christian Relations		1	5	2	8
	LTR 5490 Independent Study				1	1
	LTR 5590 Independent Study			1		1
	MIN 5804A MA Colloquium A			1	2	3
	Thesis/Project				2	2
Spring	EDU 5313 Spiritual Mentoring		1	2	2	5
2020	MIN 5804B Masters Colloquium B			0	4	4
	THE 5141 Ethics & Social Justice			1	10	11
	The 5151 Apologetics				1	1
	EDU 5512 Marriage & Family Enrich		3	1	1	5
	MIN 5804A Masters Colloquium A			8		8
	SCR 5151 World Scripture & World Peace			6	3	9
	MIN 5804B MA Colloquium B				10	10
S 2020	MA Thesis			1	3	4
Fall	PAS 5101 Pastoral Care & Counsel		1			1
2018	MIN 5724 Interreligious Prayer				2	2
	Thesis/Project			1	2	3
S 2018	Thesis/Project				1	1
Spring	MIN 5804 Masters Colloquium A			3		3
2019	LTR 6391 Thesis		1			1
	MIN 5722 Diversity & Conflict Trns			2	1	3
	LTR 5622 Life of SMM and HJH				1	1
	MIN 5601 Unif Ritual and Trad			2	3	5
	<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>35</b>	<b>71</b>	<b>113</b>
		<b>0%</b>	<b>6%</b>	<b>31%</b>	<b>63%</b>	

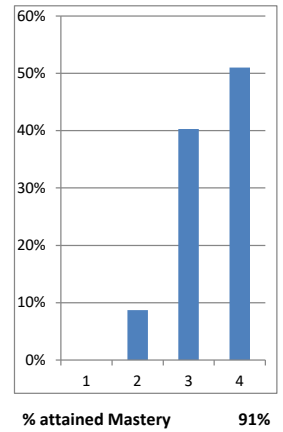


**% attained Mastery 94%**

**PSF2 Students should be able to examine their experiences in light of faith, theology, and tradition.**

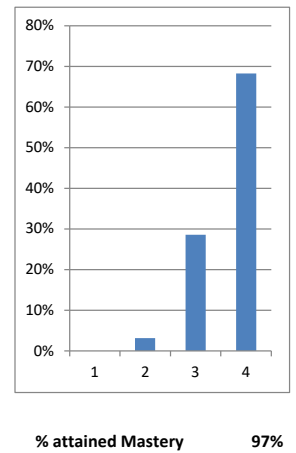
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5301 Ed Planning and Admin				1	1
2019	EDU 5101 Foundations of RE				3	3
	EDU 5604 Unif Apologetics		1		2	3
	LTR 5390 Independent Study			1		1
	MIN 5190 Field Education Internship			1		1
	MIN 5804A MA Colloquium A			10		10
	THE 5141 Ethics and Social Justice				2	2
	LTR 5490 Independent Study				1	1
	LTR 5590 Independent Study			1		1
	MIN 5804A MA Colloquium A			1	2	3
	Thesis/Project			1	1	2
Spring	SCR 5413 Life and Letters of Paul		3	1		4
2020	EDU 5313 Spiritual Mentoring			4	1	5
	MIN 5804B Masters Colloquium B			0	4	4
	THE 5141 Ethics & Social Justice			0	11	11
	ThE 5611 Unification Philosophy			1	11	12
	The 5151 Apologetics				1	1
	MIN 5804A Masters Colloquium A		1	6	1	8
	MIN 5804B MA Colloquium B			2	8	10
S 2020	MA Thesis			1	3	4

Fall	THE 5631 Divine Principle				1	1
2018	LTR 5513 WR & Glob Conf.			1	3	4
	LTR 5411 Islam	0	4	6	3	13
	SCR 5412 Life & Teach of Jesus		1			1
	THE 5611 Unification Philosophy			4	5	9
	LTR 5132 Church Hist II			1		1
	MIN 5724 Interreligious Prayer				2	2
S 2018	Thesis/Project			1	3	4
Spring	MIN 5804 Masters Colloquium A				3	3
2019	SCR 5435 Gender Issues		1	3		4
	THE 5132 Theol Peacebuilding		1	6		7
	LTR 6391 Thesis		1			1
	MIN 5722 Diversity & Conflict Trns			3		3
	THE 5521 Theories Human Nature				3	3
	LTR 5622 Life of SMM and HJH				1	2
	MIN 5601 Unif Ritual and Trad			2	3	5
	<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>60</b>	<b>76</b>	<b>149</b>
		<b>0%</b>	<b>9%</b>	<b>40%</b>	<b>51%</b>	



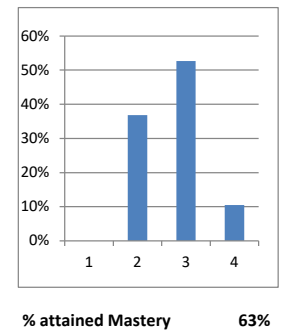
**PSF3 Students should be able to describe their calling and demonstrate initiative to carry it out.**

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	LTR 5390 Independent Study			1		1
2019	MIN 5190 Field Education Internship				1	1
	MIN 5804A MA Colloquium A				10	10
	LTR 5490 Independent Study				1	1
	LTR 5590 Independent Study			1		1
	MIN 5804A MA Colloquium A			2	1	3
	Thesis/project				2	2
Spring	EDU 5313 Spiritual Mentoring		2		3	5
2020	MIN 5804B Masters Colloquium B			0	4	4
	MIN 5804A Masters Colloquium A			5	3	8
	MIN 5804B MA Colloquium B			4	6	10
S 2020	MA Thesis				3	3
Fall	LTR 5513 WR & Glob Conf.				4	4
2018	MIN 5724 Interreligious Prayer				2	2
S 2018	Thesis/Project		1			4
Spring	MIN 5804 Masters Colloquium A			3		3
2019	LTR 6391 Thesis		1			1
	<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>43</b>	<b>63</b>
		<b>0%</b>	<b>3%</b>	<b>29%</b>	<b>68%</b>	



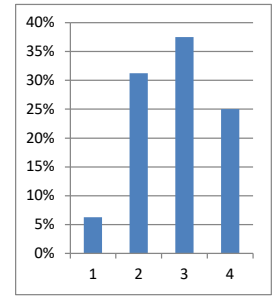
**IFPB1 Students should be able to apply skills and techniques for peacebuilding.**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
F 2016	THE 5321 Theology and Interfaith	0	1	1	0	2
	MIN 5106 Ecumenism and Interfaith	0	1	0	0	1
S 2017	MIN 5722 Cultural Diversity	0	1	1	1	3
F 2017	THE 5132 Theol of Peacebldg			3	1	4
S 2018	LTR 5515 Interfaith... UN			3		3
	LTR 5411 Islam		2			2
	LTR 6395 Thesis/Project		1	1		2
	LTR 6391 Thesis		1			1
2019-20	Thesis 2020			1		1
	<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>2</b>	<b>19</b>
		<b>0%</b>	<b>37%</b>	<b>53%</b>	<b>11%</b>	



**IFPB2 Students should be able to demonstrate skills for ecumenical and/or interfaith dialogue and collaboration**

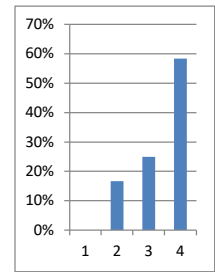
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
F 2016	THE 5321 Theology and Interfaith	0	1	1	0	2
	MIN 5106 Ecumenism and Interfaith	0	1	0	0	1
S 2017	MIN 5722 Cultural Diversity	1	0	1	1	3
S 2018	LTR 5411 Islam		2			2
	LTR 5515 Interfaith... UN			3		3
	LTR 6395 Thesis/Project			1	2	3
S 2019	LTR 6391 Thesis		1			1
S 2020	MA Thesis				1	1
	<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>16</b>
		<b>6%</b>	<b>31%</b>	<b>38%</b>	<b>25%</b>	



% attained Mastery 63%

**NPL1 Students should be able to apply tools and skills for leading and managing a non-profit organization**

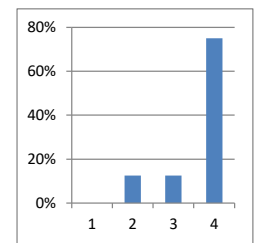
Semester	SOURCE	PLO Achievement Level Percentages				students
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2018	MGT 5311 Pr of Marketing				2	2
Fall 2017	MGT 5312 Entrepr. Ministry				3	3
Spring 2018	LTR 5622 Life and Thought				1	1
	LTR 5515 Interfaith... UN		2			2
	LTR 6395 Thesis/Project			1	1	2
2019	LTR 6391 Thesis		1	1		1
2020	MA Thesis			1		1
	<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>12</b>
		<b>0%</b>	<b>17%</b>	<b>25%</b>	<b>58%</b>	



% attained Mastery 83%

**NPL2 Students should be able to appraise their professional accountability in the workplace and in relating with other professionals.**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
F 2018	MGT 5311 Pr of Marketing				2	2
F 2017	MGT 5312 Entrepr. Ministry				3	3
S 2018	LTR 6395 Thesis/Project				1	1
2019	LTR 6391 Thesis		1			1
S 2020	MA Thesis			1		1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>8</b>
		<b>0%</b>	<b>13%</b>	<b>13%</b>	<b>75%</b>	

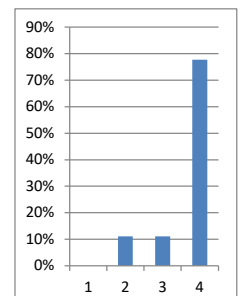


% attained Mastery 88%

**US1**

**Students should be able to examine and evaluate the distinctive components of Unification theology and faith**

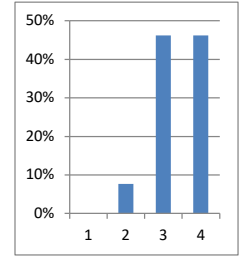
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2019						
S 2020	THE 5611 Unification Philosophy				4	4
	MIN 5804A Masters Colloquium A				3	3
F 2018	LTR 5411 Islam	0				0
	SCR 5412 Life & Teach of Jesus		0			0
	THE 5611 Unification Philosophy					0
S 2018	Thesis			1		1
S2020	MA Thesis		1			1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>9</b>
		<b>0%</b>	<b>11%</b>	<b>11%</b>	<b>78%</b>	



% attained Mastery 89%

**US2 Students should be able to use Unification concepts to analyze and interpret issues of ministry and society**

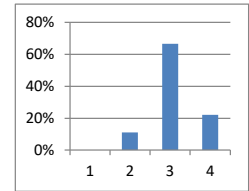
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
F 2018	LTR 5411 Islam					0
	THE 5611 Unification Philosophy					0
S 2018	Thesis			1		1
S 2020	THE 5611 Unification Philosophy				4	4
	MIN 5804A Masters Colloquium A		1	1	1	3
	SCR 5151 World Scripture & World Peace			4		4
S 2020	MA Thesis				1	1
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>13</b>
		<b>0%</b>	<b>8%</b>	<b>46%</b>	<b>46%</b>	



% attained Mastery 92%

**TS1 Students should be able to analyze and critique theologies, sacred texts and religious history**

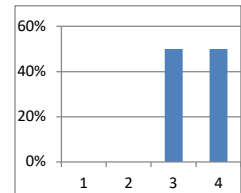
Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5101 Foundations of RE			1		1
2019	LTR 5402 Jewish-Christian Relations		1	5	2	8
	<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>9</b>
		<b>0%</b>	<b>11%</b>	<b>67%</b>	<b>22%</b>	



% attained Mastery 89%

**TS2 Students should be able to construct and defend their own critical theologies**

Semester	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	EDU 5101 Foundations of RE			1		1
2019						
Spring	The 5151 Apologetics				1	1
2020						
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>
		<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	



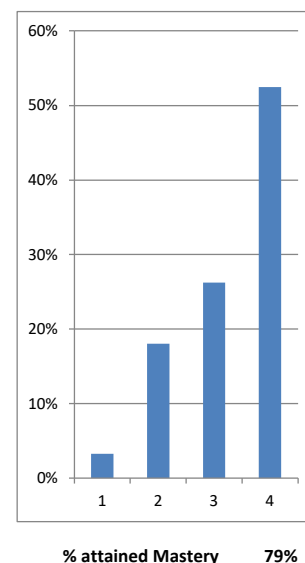
% attained Mastery 100%

## PROGRAM LEARNING OUTCOMES (PLO) 2016-2020 ASSESSMENT CYCLE AGGREGATED

### D.Min. Program

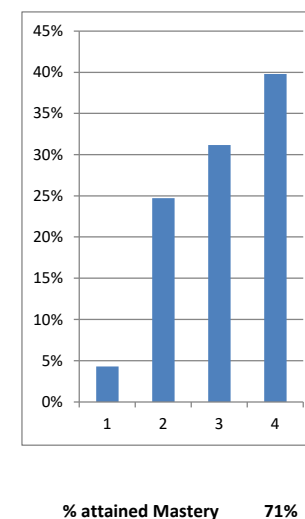
- 1 Students will be able to use critical and analytical tools to effectively assess the ministerial leadership changes and needs within their ministry.

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 8103 Diversity and Ministry			2	2	4
2019	MIN 8803 Research Design			2	1	3
Spring	MIN 8501 Ministry Diverse Lifestyles					0
2020	MIN 8804 Designing Proj Proposal		2	2	1	5
	MIN 8793 Creating Beloved Community			3	1	4
	MIN 8390 Dissertation				2	2
Fall	MIN 8803 Research Design Strategies			4	2	6
2018	MIN 8103 Diversity and Ministry			1	5	6
	Min 8104 Leadership Postmodern World				6	6
Spring	MIN 8690 Dissertation				1	1
2019	MIN 8504 Contemp Family	2	4			6
	MIN 8390 Dissertation		3			3
	MIN 8502 RE & Min PostModern Family				4	4
	MIN 8390 Dissertation				1	1
	MIN 8804 Res Proj Proposal		2	2	3	7
S 2018	Dissertation				3	3
	<b>TOTAL</b>	<b>2</b>	<b>11</b>	<b>16</b>	<b>32</b>	<b>61</b>
		<b>3%</b>	<b>18%</b>	<b>26%</b>	<b>52%</b>	



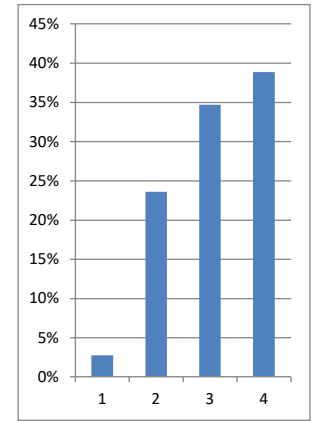
- 2 Assess their strengths and limitations in ministry and reflect on their theological and personal gifts that they bring to ministry so as to support effective self-care and greater ministerial competency.

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 8803 Research Design Strategies			5	1	6
2018	MIN 8103 Diversity and Ministry			1	5	6
	Min 8104 Leadership Postmodern World			5	1	6
Spring	MIN 8690 Dissertation				1	1
2019	MIN 8504 Contemp Family	2	5			7
	MIN 8390 Dissertation		3			3
	MIN 8502 RE & Min PostModern Family				4	4
	MIN 8390 Dissertation				1	1
	MIN 8804 Res Proj Proposal		1	4	2	7
S 2020	MIN 8390 Dissertation			1	1	2
Fall	MIN 8102 Theol & Ethic in Leadrship	1	4	3	1	9
2017	Min 8103 Diversity and Ministry		1		4	5
Spring	MIN 8701 Multicultural Diversity...		3	1		4
2018	MIN 8501 Min to Diverse Lifestyles		3	3		6
	Min 8503 Global Family				7	7
	MIN 8702 Ecumenical and Interfaith Rel		2	2		4
	MIN 8801 Bibliographic Res			3	5	8
	MIN 8804 Design Proposal	1	1	1	1	4
	Dissertation				3	3
	<b>TOTAL</b>	<b>4</b>	<b>23</b>	<b>29</b>	<b>37</b>	<b>93</b>
		<b>4%</b>	<b>25%</b>	<b>31%</b>	<b>40%</b>	



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

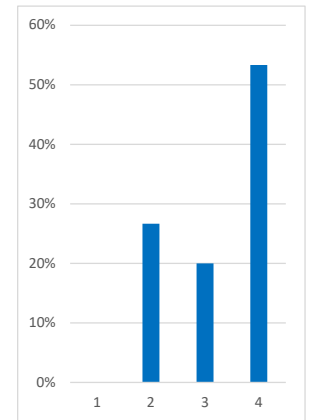
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2016	No course assessed					0
Spring 2017	MIN 8504 Faith Forma.	0	1	6	2	9
	MIN 8190 Dissertation 1	0	1	0	0	1
	MIN 8190 Dissertation 2	0	0	1	0	1
	MIN 8502 Rel. Ed. & Ministry Needs	0	1	3	5	9
	MIN 8190 Dissertation 3	0	0	0	1	1
Fall 2017	MIN 8102 Theol & Ethic in Leadrship	1	4	3	1	9
Spring 2017	Min 8103 Diversity and Ministry		1		4	5
Spring 2018	MIN 8701 Multicultural Diversity...		3	1		4
Spring 2018	Min 8503 Global Family				7	7
	MIN 8702 Ecumenical and Interfaith Rel		2	2		4
	MIN 8801 Bibliographic Res			3	5	8
	MIN 8804 Design Proposal	1	1	2		4
	Dissertation				3	3
S 2019	MIN 8690 Dissertation			1		1
	MIN 8690 Dissertation			1		1
S 2019	MIN 8390 Dissertation		3			3
S 2020	MIN 8390 Dissertation			2		2
	<b>TOTAL</b>	<b>2</b>	<b>17</b>	<b>25</b>	<b>28</b>	<b>72</b>
		<b>3%</b>	<b>24%</b>	<b>35%</b>	<b>39%</b>	



**% attained Mastery 74%**

**4 Students will be able to re-examine their personal theological and spiritual perspectives in light of a global, prophetic understanding of the modern world**

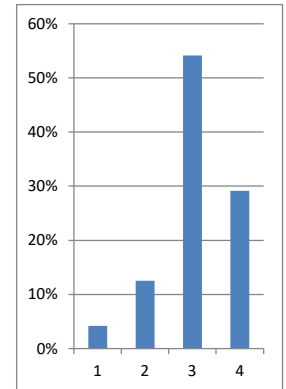
SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall 2019	MIN 8103 Diversity and Ministry			1	3	4
Spring 2019	MIN 8803 Research Design			2	1	3
Spring 2020	MIN 8501 Ministry Diverse Lifestyles		3	1		4
Spring 2020	MIN 8804 Designing Proj Proposal		2	1	2	5
	MIN 8793 Creating Beloved Community			0	4	4
	MIN 8390 Dissertation				2	2
S 2019	MIN 8690 Dissertation				1	1
	MIN 8390 Dissertation		3			3
S 2018	Dissertation				3	3
	Dissertation			1		1
	<b>TOTAL</b>		<b>8</b>	<b>6</b>	<b>16</b>	<b>30</b>
		<b>0%</b>	<b>27%</b>	<b>20%</b>	<b>53%</b>	



**% attained Mastery 73%**

5 Students will be able to demonstrate effective leadership with diversity of skills appropriate to leading their communities of faith

SEMESTER	SOURCE	PLO Achievement Level Percentages				# of students assessed
		Novice (1)	Progressing (2)	Mastered (3)	Exceptional (4)	
Fall	MIN 8103 Diversity and Ministry			2	2	4
2019	MIN 8803 Research Design			2	1	3
Spring	MIN 8501 Ministry Diverse Lifestyles		3	1		4
2020	MIN 8804 Designing Proj Proposal	2		2	1	5
	MIN 8793 Creating Beloved Community			4		4
	MIN 8390 Dissertation			1	1	2
Fall	MIN 8803 Research Design Strategies			6	0	6
2018	MIN 8103 Diversity and Ministry			1	5	6
	Min 8104 Leadership Postmodern World			6		6
Spring	MIN 8690 Dissertation				1	1
2019	MIN 8390 Dissertation		3			3
	MIN 8390 Dissertation			1		1
S 2018	Dissertation				3	3
		2	6	26	14	48
		4%	13%	54%	29%	



% attained Mastery 83%

**Course Level Learning Outcome Report AY 2019-20****Return Rate: 90% (38/42; # of returned FCR / # of courses offered)****I. All Programs****Fall 2019**

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)
<b>On-site Courses</b>				
EDU 5101 Foundations of RE	4	4	0	100%
EDU 5301 Ed. Planning	4	4	0	100%
EDU 5811 Research Meth	5	3	2	60%
LTR 5131 Church History I	4	4	0	100%
LTR 5141 World Religions	5	5	0	100%
LTR 5402 Jewish Christian Relations	5	5	0	100%
MIN 5106 Ecum. & Interfaith	6	0	6 (50, 66, 50, 50, 66, 50%)	0%
MIN 5804 Masters Coll A (AW)	5	1 (100%)	4 (67, 67, 67, 33%)	20%
MIN 5804 Masters Coll A (KW)	3	3	0	100%
MIN 5804 Masters Coll B	3	3	0	100%
SCR 5141 New Testament Foun.	5	5	0	100%
THE 5141 Ethics & Soc. Justice	4	4	0	100%



MIN 8103 Div. & Impact on Ministry	4	4	0	100%
MIN 8803 Research Design	4	4	0	100%
Sub-total	61	49	12	80%
Online Courses				
EDU 5604 Unification Apologetics	7	0	7 (50, 60, 40, 50, 60, 60, 30%)	0%
THE 5601 Unification Theology	5	5	0	100%
SCR 5131 Hebrew Bible	6	4 (86, 100, 75, 88%)	2 (63, 63%)	67%
Sub-total	18	9	9	50%
Total	79	58	21	73%

### Spring 2020

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)
On-site Courses				
EDU 5101 Foundations of RE	5	5	0	100%
EDU 5313 Spiritual Mentor	5	5	0	100%
EDU 5811 Research Meth	5	5	0	100%
LTR 5131 Church HistoryII	4	2 (80, 80%)	2 (60, 60%)	50%
LTR 5503 Uni. Worldview & So	5	2 (100, 100%)	3 (50, 50, 60%)	40%
MGT 5304 Pub Leadership & SS	9	8	1	89%
MIN 5104 Homilet (KW)	4	4	0	100%
MIN 5803 Integration Col	4	4	0	100%

MIN 5804 Masters Coll A (AW)	5	5	0	100%
MIN 5804 Masters Coll B (KW)	4	4	0	100%
MIN 5804 Masters Coll B	4	4	0	100%
SCR 5151 World Scripture	5	4	1	80%
THE 5151 Tops in Apologetics	3	2	1	67%
DMin				
MIN 8703 Cr Beloved Comm	5	5	0	100%
MIN 8802 Form Question	4	3	1	75%
MIN 8804 Designing Project Proposal	4	1 (80%)	3 (60, 60, 60%)	25%
Sub-total	75	63	12	84%
Online Courses				
EDU 5512 Mar & Fam Enrich	5	4	1	80%
SCR 5141 NT Foundations	5	4	1	80%
THE 5141 Ethics & SJ	4	4	0	100%
THE 5602 Begotten Daught	5	5	0	100%
THE 5611 Uni Philosophy	4	4	0	100%
Sub-total	23	21	2	91%
Total	98	84	14	85%

## II. By Degree Level

### Masters Courses

	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)	
	33	21	63%	

**DMin Courses**

	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)	
	5	3	60%	

**III. Grand Total**

	A. Total number of courses offered	B. All outcomes reached 70% or above (# of courses)	B/A x100 (percentage)	
Spring				
On-site:	16	9	56	
Online:	5	3	60	
Total:	21	12	57	
Fall				
On-site	14	11	79	
Online	3	1	33	
Total	17	12	71	
On-site	30	20	67	
Online	8	4	50	
Grand Total	38	24	63	

**IV. Interpretation & Notable Points****Overall**

At 67% of courses offered in AY2019-20, 70% or more students in the class scored 3 or 4 on all outcomes. It indicates that students at UTS generally realized proposed learning outcomes in each course.

Each FCR indicates faculty's efforts of helping students to realize the optimum learning outcomes; the efforts appeared in revising and adding pedagogical tools, methods, and platforms; all faculty used the leaning outcomes data in each course to improve teaching and learning; faculty's creative efforts are evident in all FCR.

**Teaching Methods: Discussions, case studies, and simulations.**

Faculty reported the values of discussions to hence student learnings both in Online (CANVAS) and on-site courses. Faculty adopted various methods such as "pair-share

discussion groups based on reflection papers” (Church History I); “flipped classroom” (Unification Philosophy); “group discussions” (NT Foundations); “dialogue” (Ecumenism & Interfaith).

Some reported the effectiveness of case studies (Spiritual Mentoring) and “simulations” (Pub. Leadership).

### **Use of Media: Lecture-video, TED Talk**

Some reported the effectiveness of PPT lecture-video with faculty’s picture over PPT-lecture without faculty’s picture (CANVAS: Marriage & Family Enrichment) and the use of TED-Talk as “an option for the House of Worship Observation” (World Religions).

### **Students: New Generation of Leaders**

Faculty who taught courses with new generation of UC leaders (Church History I & II; Unification Worldview; Unification Philosophy; Ethics and others) expressed their positive contributions to the quality of teaching/learning; those students generally reached 4 for the outcomes.

### **Assessment Mechanism**

The percentage of students scored 3 or 4 is relative to how the outcomes are set. Some faculty plan to revise the outcome to make it applicable to all students in different degrees (MA Colloquim A).

### **Online (CANVAS)**

Online (CANVAS) courses have a slightly lower rate of realizing outcomes than on-site courses. Faculty for CANVAS courses noted the needs of extra engagements/zoom-discussions beside Discussion Board (Apologetics; Ethics).

### **Degrees: Masters and Doctorate**

There is no significant difference for the general course level outcomes results.

### **Capstone: Dissertation, Thesis, and Project**

A point made at the last stage of studies often calls for the consideration on all courses in the program. A faculty on Dissertation design, the last course on Dissertation seminar, points out “a lack of clarity in understanding the field of ministry into which their project fits...In truth, these areas need to be addressed in earlier coursework” (DMin. Designing Project Proposal).

A faculty on MA thesis seminar reported that some students reported the benefits of Research Methods they took earlier at UTS (MA Colloquium A); another faculty also expressed the needs of research and writing skills as a prerequisite of course work (CANVAS, NT Foundations).

# 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

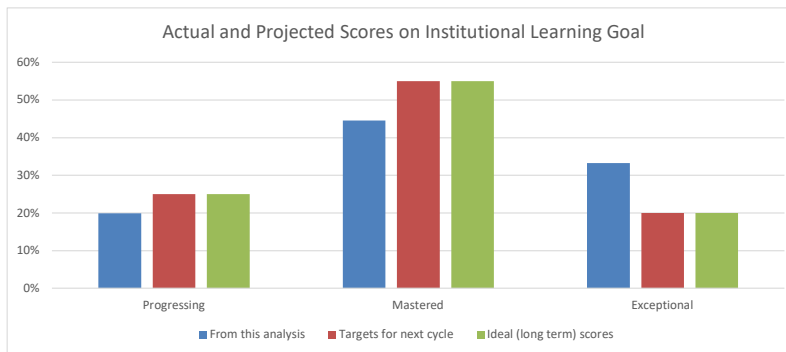
**Institutional Learning Goal**

**Theological Knowledge**

Students are expected to acquire knowledge of scripture, theology, and the history of their faith community and apply it in their chosen field.

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	2016-2020	0%	29%	61%	11%	28
M.Div. worksheet	TC2. Knowledge of Church Hist.	2016-2020	7%	4%	67%	22%	27
M.Div. worksheet	TC3. Articulate own beliefs	2016-2020	3%	24%	62%	10%	29
<b>M.Div. subtotal</b>			<b>4%</b>	<b>19%</b>	<b>63%</b>	<b>14%</b>	<b>84</b>
MA worksheet	RH1. Articulate beliefs	2016-2020	2%	29%	52%	17%	42
MA worksheet	US1. Examine Unification faith	2016-2020	0%	11%	11%	78%	9
MA worksheet	TS1. Analyze and critique		0%	11%	67%	22%	9
MA worksheet	TS2. Construct theology				50%	50%	2
<b>MA subtotal</b>			<b>2%</b>	<b>23%</b>	<b>48%</b>	<b>27%</b>	<b>62</b>
MRE worksheet	TC1. Articulate beliefs	2016-2020	0%	24%	34%	41%	29
MRE worksheet	TC2. Interpret Scripture	2016-2020	0%	12%	38%	50%	34
MRE worksheet	RE1. Explain Christian concepts	2016-2020	5%	10%	15%	70%	20
<b>MRE subtotal</b>			<b>1%</b>	<b>16%</b>	<b>31%</b>	<b>52%</b>	<b>83</b>
D.Min. worksheet	3. Integrate mastery of scripture, tradition and reason	2016-2020	3%	24%	35%	39%	72
<b>D.Min. subtotal</b>			<b>3%</b>	<b>24%</b>	<b>35%</b>	<b>39%</b>	<b>72</b>
<b>ILG Totals</b>	<b>Percentage of Students scoring on PLOs aligned with the ILG</b>		<b>2%</b>	<b>20%</b>	<b>45%</b>	<b>33%</b>	<b>301</b>
	<b>Percentage of Students meeting the target on PLOs aligned with the ILG</b>					<b>78%</b>	
	<b>Average Score</b>		<b>3.1</b>				

	Progressing	Mastered	Exceptional	ChkSum
From this analysis	20%	45%	33%	98%
Targets for next cycle	25%	55%	20%	100%
Ideal (long term) scores	25%	55%	20%	100%



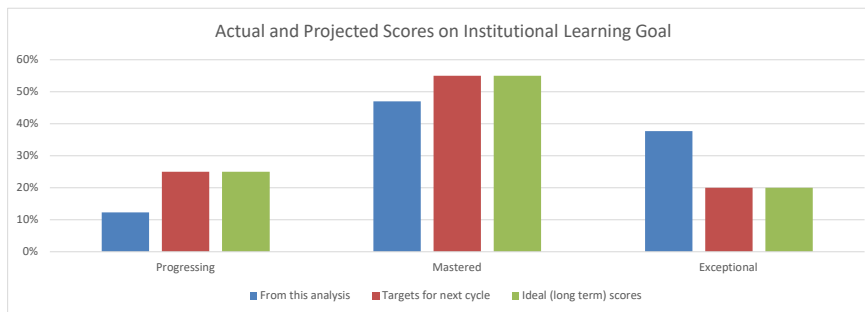
NOTE: Box I25 indicates the number of assessments, not the number of students assessed, since students were assessed for this goal multiple times

**Institutional Learning Goal**  
**Intercultural and Interfaith Understanding**

Students are expected to understand the beliefs and practices of the world's religions and be aware of issues at the intersection of religion and society.

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	2016-2020	9%	6%	63%	22%	32
<b>M.Div. subtotal</b>			<b>9%</b>	<b>6%</b>	<b>63%</b>	<b>22%</b>	<b>32</b>
MA worksheet	RH2. Other faith tradition	2016-2020	3%	12%	56%	29%	93
MA worksheet	CC1. Bridge religious divides	2016-2020	3%	12%	47%	38%	58
MA worksheet	CC2. Analyze culture and society	2016-2020	0%	13%	47%	40%	47
MA worksheet	US2. Issues of ministry and society	2016-2020	0%	8%	46%	46%	13
MA worksheet	TS1. Analyze and critique	2016-2020	0%	11%	67%	22%	9
<b>MA subtotal</b>			<b>2%</b>	<b>12%</b>	<b>51%</b>	<b>35%</b>	<b>220</b>
MRE worksheet	TC3. Religion and society	2016-2020	3%	9%	34%	54%	35
MRE worksheet	IFPB1. Bridging religious conflict	2016-2020	0%	13%	47%	40%	15
MRE worksheet	IFPB3. Explain another faith tradition	2016-2020	10%	10%	30%	50%	10
<b>MRE subtotal</b>			<b>3%</b>	<b>10%</b>	<b>37%</b>	<b>50%</b>	<b>60</b>
D.Min. worksheet	4. Global, prophetic perspective	2016-2020	0%	27%	20%	53%	30
<b>D.Min. subtotal</b>			<b>0%</b>	<b>27%</b>	<b>20%</b>	<b>53%</b>	<b>30</b>
<b>Percentage of Students scoring on PLOs aligned with the ILG</b>			<b>3%</b>	<b>12%</b>	<b>47%</b>	<b>38%</b>	<b>342</b>
<b>Percentage of Students meeting the target on PLOs aligned with the ILG</b>							<b>85%</b>
Average Score			3.2				

	Progressing	Mastered	Exceptional	ChkSum
<b>From this analysis</b>	12%	47%	38%	97%
<b>Targets for next cycle</b>	25%	55%	20%	100%
<b>Ideal (long term) scores</b>	25%	55%	20%	100%



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

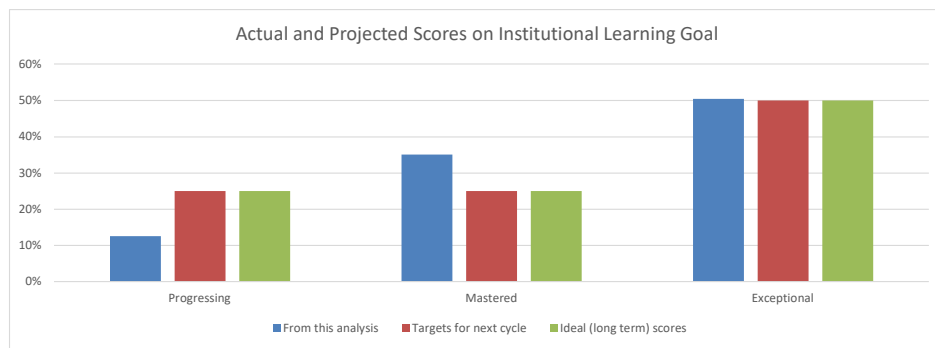
**Institutional Learning Goal**

**Personal Spiritual Formation**

Students will demonstrate spiritual maturity, commitment to God's will, to a life of holiness, sacrifice and service

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	2017-19	4%	16%	53%	27%	45
M.Div. worksheet	PSF2. Reflective practitioner of faith	2017-19	7%	16%	52%	25%	69
M.Div. worksheet	PSF3. Calling	2017-19	4%	17%	52%	26%	46
<b>M.Div. subtotal</b>			<b>6%</b>	<b>16%</b>	<b>53%</b>	<b>26%</b>	<b>160</b>
MA worksheet	PSF1. Spiritual maturity	2018-19	0%	6%	31%	63%	113
MA worksheet	PSF2. Reflection on experience	2018-19	0%	9%	40%	51%	149
MA worksheet	PSF3. Calling	2018-19	0%	3%	29%	68%	63
<b>MA subtotal</b>			<b>0%</b>	<b>7%</b>	<b>35%</b>	<b>58%</b>	<b>325</b>
MRE worksheet	PSF1. Spiritual maturity	2017-19	0%	11%	14%	75%	28
MRE worksheet	PSF2. Examine experiences	2017-19	0%	10%	26%	64%	50
MRE worksheet	PSF3. Calling	2017-19	0%	8%	4%	88%	25
<b>MRE subtotal</b>			<b>0%</b>	<b>10%</b>	<b>17%</b>	<b>73%</b>	<b>103</b>
DMin worksheet	2. Assess ministry and gifts	2017-19	4%	25%	31%	40%	93
DMin worksheet	4. Examine personal perspectives	2019-20	0%	27%	20%	53%	30
<b>DMin subtotal</b>			<b>3%</b>	<b>26%</b>	<b>28%</b>	<b>43%</b>	<b>123</b>
<b>ILG Total</b>	<b>Percentage of Students scoring on PLOs aligned with the ILG</b>		<b>2%</b>	<b>13%</b>	<b>35%</b>	<b>50%</b>	<b>711</b>
	<b>Percentage of Students meeting the target on PLOs aligned with the ILG</b>					<b>86%</b>	
	Average Score		2.9				

	Progressing	Mastered	Exceptional	ChkSum
<b>From this analysis</b>	13%	35%	50%	98%
<b>Targets for next cycle</b>	25%	25%	50%	100%
<b>Ideal (long term) scores</b>	25%	25%	50%	100%



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



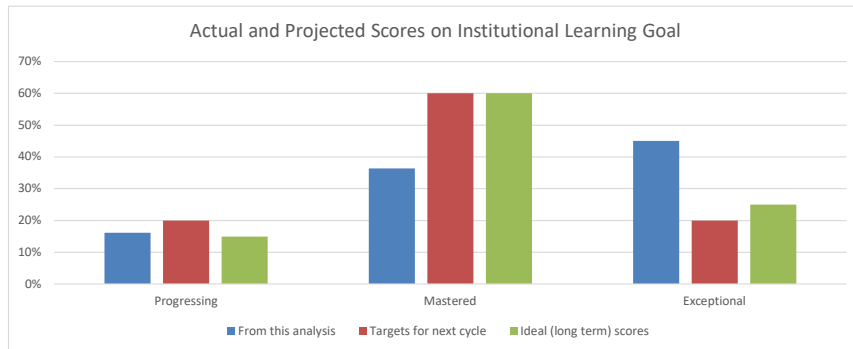
**Institutional Learning Goal**

**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.

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	PR2. Tools for worship	2018-19	0%	17%	58%	25%	24
M.Div. worksheet	PR3. Pastoral Skills	2018-19	3%	15%	47%	35%	34
<b>M.Div. subtotal</b>			<b>2%</b>	<b>16%</b>	<b>52%</b>	<b>31%</b>	<b>58</b>
MA worksheet	IFPB1. Skills for peacebuilding	2016-18	0%	37%	53%	11%	19
MA worksheet	IFPB2. Skills for interfaith	2016-18	6%	31%	38%	25%	16
MA worksheet	NPL1. Tools for managing non-profits	2017-19	0%	17%	25%	58%	12
MA worksheet	NPL2. Appraise prof. accountability	2017-19	0%	13%	13%	75%	8
<b>MA subtotal</b>			<b>3%</b>	<b>34%</b>	<b>46%</b>	<b>17%</b>	<b>35</b>
MRE worksheet	EPL 1. Apply educational theory	2018-19	0%	5%	11%	84%	19
MRE worksheet	EPL 2. Educational skills	2018-19	0%	7%	7%	86%	14
MRE worksheet	EPL 3. Professionalism in education	2018-19	0%	6%	6%	89%	18
<b>MRE subtotal</b>			<b>0%</b>	<b>6%</b>	<b>8%</b>	<b>86%</b>	<b>51</b>
D.Min. worksheet	1. Assess leadership changes and needs	2018-19	3%	18%	26%	52%	61
D.Min. worksheet	5. Leadership with diversity of skills	2018-19	4%	13%	54%	29%	48
<b>D.Min. subtotal</b>			<b>4%</b>	<b>16%</b>	<b>39%</b>	<b>42%</b>	<b>109</b>
<b>Percentage of Students scoring on PLOs aligned with the ILG</b>			<b>2%</b>	<b>16%</b>	<b>36%</b>	<b>45%</b>	<b>253</b>
<b>Percentage of Students meeting the target on PLOs aligned with the ILG</b>						<b>81%</b>	
Average Score			3.1				

	Progressing	Mastered	Exceptional	ChkSum
<b>From this analysis</b>	16%	36%	45%	98%
<b>Targets for next cycle</b>	20%	60%	20%	100%
<b>Ideal (long term) scores</b>	15%	60%	25%	100%



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

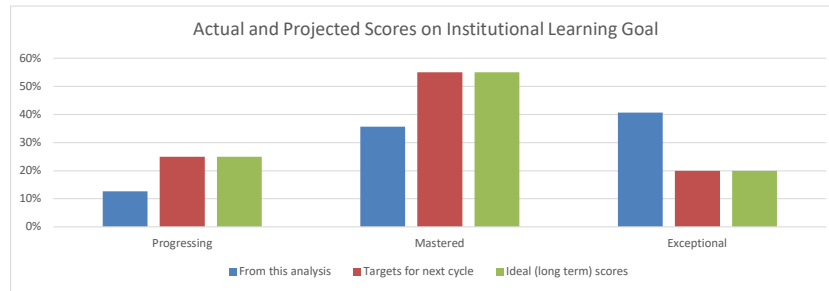
**Institutional Learning Goal**  
**Leadership, Service and**  
**Engagement**

Students are expected to become servant-leaders who promote the vision of one global family under God.

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	PSF3. Calling	2017-19	4%	17%	52%	26%	46
M.Div. worksheet	PR1. Leadership skills for community	2018-19	0%	20%	40%	40%	25
M.Div. worksheet	PR4. Relate to other practitioners	2018-19	5%	11%	45%	39%	44
<b>M.Div. subtotal</b>			<b>3%</b>	<b>16%</b>	<b>47%</b>	<b>34%</b>	<b>115</b>
MA worksheet	PSF3. Calling	2018-19	0%	3%	29%	68%	63
MA worksheet	IFPB1. Skills for peacebuilding	2016-18	0%	37%	53%	11%	19
MA worksheet	IFPB2. Skills for interfaith	2016-18	6%	31%	38%	25%	16
MA worksheet	NPL1. Tools for managing non-profits	2017-19	0%	17%	25%	58%	12
<b>MA subtotal</b>			<b>1%</b>	<b>15%</b>	<b>34%</b>	<b>51%</b>	<b>110</b>
MRE worksheet	PSF3. Calling	2017-19	0%	8%	4%	88%	25
MRE worksheet	IFPB2. Effective RE for peacebuilding	2017-19	0%	9%	27%	64%	11
<b>MRE subtotal</b>			<b>0%</b>	<b>9%</b>	<b>11%</b>	<b>80%</b>	<b>36</b>
D.Min. worksheet	4. Theol perspectives in light of global, prophetic understanding of world		0%	27%	20%	53%	30
D.Min. worksheet	5. Leadership of communities of faith	2018-19	4%	13%	54%	29%	48
<b>D.Min. subtotal</b>			<b>3%</b>	<b>8%</b>	<b>33%</b>	<b>18%</b>	<b>78</b>
Percentage of Students scoring on PLOs aligned with the ILG			2%	13%	36%	41%	339
Percentage of Students meeting the target on PLOs aligned with the ILG						76%	
Average Score			3.0				

	Progressing	Mastered	Exceptional
From this analysis	13%	36%	41%
Targets for next cycle	25%	55%	20%
Ideal (long term) scores	25%	55%	20%

ChkSum
89%
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

# **UTS Entering Student Questionnaire**

**Fall 2016 – Spring 2020**

The Entering Student Questionnaire is based on the Sample Entering Student Questionnaire prepared by the Association of Theological Schools (ATS), with appropriate modifications. It is a comprehensive instrument, including questions on demographics, financial situation, educational and religious background, reasons for pursuing theological education, factors influencing their decision to study at UTS, and career expectations after graduation. The questionnaire is to be completed by entering students at the beginning of their first semester.

This report contains the results for students who entered from Fall 2016 through Spring 2020. Only students attending the NYC campus were given the questionnaire. Students entering in Fall 2017 or Spring 2018 (AY 2017-18) did not complete questionnaires.

## **Questionnaire**

The questionnaire was given to entering students in previous years but was revised in May 2017, after the students entering in Fall 2016 and Spring 2017 (AY 2016-17) completed it, although some students entering in later semesters received the old version. Many of the questions remained unchanged. However, a number of important changes were made including: deleting some questions, adding new questions, changing the choice options, and simplifying the choice options for the questions on religious affiliation. The question numbers and choice options used in this report are from the revised version of the questionnaire.

In addition to the intended changes in the new version, a number of students received incomplete copies of the questionnaire with several questions missing.

## **Results**

A total of 44 entering students completed the questionnaire, out of 57 who entered during this period, an overall response rate of 77% (see Table 1). Generally, most respondents answered most of the questions. It should be noted, however, that due to a significant number of respondents receiving the old version and/or an incomplete copy of the questionnaire, the total number of possible respondents for many questions was less than 44.

**Table 1**

<b>Semester</b>	<b>No. of Questionnaires Completed</b>	<b>No. of Entering Students</b>	<b>% Completed</b>
Fall 2016	9	10	90%
Spring 2017	10	11	91%
Fall 2018	6	9	67%
Spring 2019	6	9	67%
Fall 2019	7	11	64%
Spring 2020	6	7	86%
<b>TOTAL</b>	<b>44</b>	<b>57</b>	<b>77%</b>

Demographics

Appendix 1 contains the detailed results of the demographic questions: Questions 1-9 and 11.

In summary, the respondents showed considerable variation on all demographic measures. The largest group of respondents 23 (52%) entered the MA program, 11 (25%) the MRE program, 7 (16%) the MDiv program, and 1 (2%) for the diploma/certificate; 2 (4%) were unknown. The majority 30 (68%) entered as full-time; 13 (30%) as part-time students; 1 (2%) was unknown. None used school-provided housing, except for 1 as commuter only.

Respondents were relatively evenly divided by gender, with 24 (54%) male and 20 (46%) female students. Their ages ranged from 20-25 to 56+, with the largest number 9 (20%) in each of the 26-30 and 41-45 age ranges, and between 3 (7%) and 5 (11%) in each of the other ranges.

The majority 31 (70%) were US citizens; 12 (27%) had other citizenship, and 1 (2%) was unknown. Their ethnicities were varied, with 22 (50%) Asian, 7 (16%) Black non-Hispanic, 4 (9%) White non-Hispanic, 2 (4%) Hispanic/Latino(a), 3 (7%) multiracial, and 5 (11%) classified as International/Visa or Nonresident Alien; 1 (2%) preferred not to disclose. Twenty (46%) were single and 13 (30%) married; 11 (25%)\* were unknown. The number of dependents varied, from none to four or more, with the largest number 13 (30%) having none; 12 (27%)\* were unknown.

Respondents reported a wide range of commute times to school: from none to more than 2 hours; the majority, 25 (59%), reported commutes of ½ to 2 hours; 12 (27%)\* were unknown.

\* Note: These questions were unintentionally not included in the questionnaires for 11 respondents, leading to a high proportion of “unknown” responses.

Financial

Questions 10 and 16 asked about financial matters. Appendix 2 contains the detailed results of these questions.

The largest group 13 (30%) planned to work more than 20 hours while another 7 (16%) planned to work for 16-20 hours per week; 4 (9%) said they had no paying job; 15 (34%) were unknown, this large number being due to this question unintentionally not being included in 11 respondents' questionnaires.

The majority reported that they brought no educational debt (28; 64%) and no other debt (25; 57%). The others reported a wide range of debt, with educational debt ranging from less than \$10,000 to \$40,000 - \$59,999, and other debt from less than \$10,000 to over \$60,000.

### Educational Background

Questions 12-15 asked about the entering students' educational background. Detailed results are presented in Appendix 3.

Thirty-three of the respondents reported that they had a bachelor's degree, which was 100% of those who were asked the question; the other 11 did not have the question included in their questionnaire. Of those who reported having an undergraduate degree, 7 (21%) received it from a public institution, 16 (48%) from a private institution, and 10 (30%) from religiously affiliated institutions. With regard to the countries in which they were awarded their degrees, the largest group were in the Philippines (15; 46%) followed by USA (8; 24%); others graduated from Burkina Faso, India, Nigeria, Sierra Leone, and Sudan. Two respondents did not report their country of study.

There was a wide range of undergraduate majors reported, with the highest number being Technical Studies (9; 27%), followed by Natural/Physical Sciences (6; 18%), Social/Behavioral Sciences (5; 15%), Philosophy/Theology (4; 12%), and Fine Arts (3; 9%). Of those who were asked the question, the majority (24; 73%) did not hold a degree beyond the bachelors. Four (12%) reported having a Master's and another 2 (6%) with an M.Div.

### Religious Background

Questions 17-21 asked about the entering students' religious background. Appendix 4 contains the detailed results of these questions.

The majority reported having held a recent leadership position, while 14 (32%) reported not having held such a position. The most commonly held leadership positions were in the local church (15; 34%) and other leadership position (9; 20%). Smaller numbers held positions in a school or college organization (7; 16%) or other church/religious organization (6; 14%); only 1 person (2%) reported a position in a civic or fraternal organization. A number of respondents reported holding 2 or 3 leadership positions in different organizations.

The largest number of respondents reported that they were currently affiliated with the Unification Church (14; 32%); 1 was Muslim and the others were affiliated with various Christian churches. A large number were not raised in their current religious tradition: the largest number were raised Catholic (17; 39%), with 8 (18%) Unification Church, 3 were raised Muslim, and the rest were raised in a variety of Christian churches.

The largest number were undecided about ordination (16; 36%), with 11 (25%) not anticipating ordination. Of the rest, 8 (18%) anticipated ordination, 5 (11%) were already ordained, and 4 (9%) did not respond.

The majority reported being either very active (18; 41%) or active (11; 25%) in their worship community, although several reported being less active. A large number of respondents did not report on the location or size of their local church (19; 43%). While the largest number of churches were urban (11; 25%), respondents reported their local churches in all locations: rural, small town, and suburban. Congregations ranged in size from under 100 members to 1,000 or more. Again, a large number of respondents (19; 43%) did not give the size of their local congregation.

*Interest in Pursuing Theological Education*

Questions 22 through 24 asked about the students’ interest in pursuing theological education.

When these students first considered theological education varied: The majority considered it after two or more years of work, or after graduating from college; although several considered it before or during college, or after graduate study (see Table 2).

**Table 2**

<b>Considered theological education</b>	<b># of Responses</b>	<b>% of Responses</b>
Before college	5	11.4%
During college	7	15.9%
After graduating from college	10	22.7%
After graduate study	5	11.4%
After two or more years of work	15	34.1%
Unknown	2	4.5%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 23 asked how interested they were in taking in courses via several formats. A three-point scale was used, where 1=not at all interested, 2=somewhat interested, 3=very interested.

This question was included in only 13 copies of the questionnaire, with the result that the number of students responding to each item ranged from 11 to 13. Table 3 gives both the average (arithmetic mean) and median (middle rating for the group) ratings for each item, and the same data are presented graphically in Charts 1a and 1b.

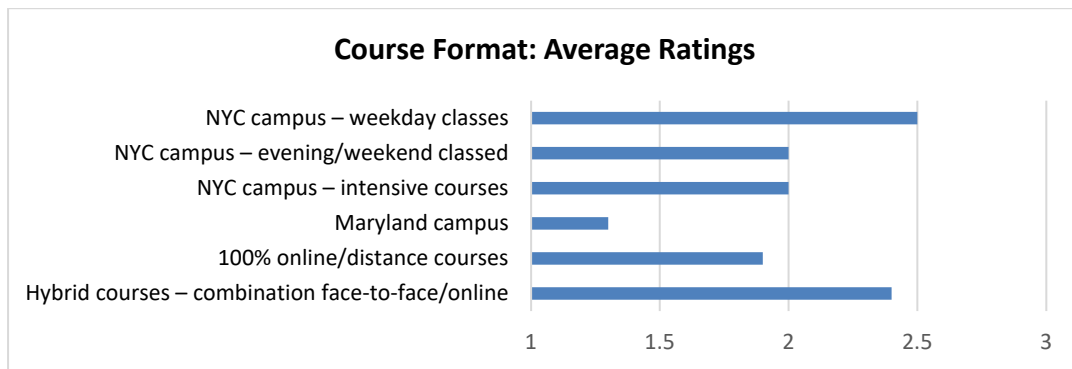
**Table 3 – Course Format**

<b>Format</b>	<b>Average Rating</b>	<b>Median Rating</b>
NYC campus – weekday classes	2.5	3.0
NYC campus – evening/weekend classed	2.0	2.0
NYC campus – intensive courses	2.0	2.0
Maryland campus	1.3	1.0
100% online/distance courses	1.9	2.0
Hybrid courses – combination face-to-face/online	2.4	2.0

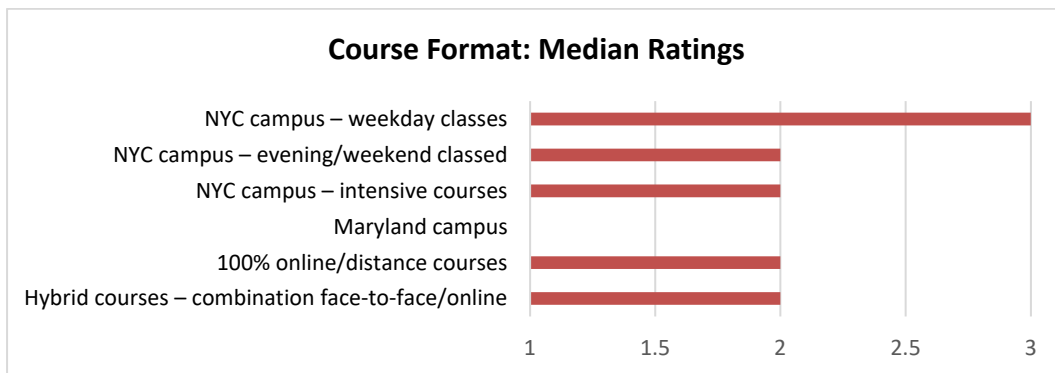
The highest rated item was NYC campus weekday classes, with an average rating of 2.5 and median of 3.0, which means the majority of respondents were very interested in this format. Hybrid courses also received a high average rating, 2.4, although the median rating was 2.0 indicating that half of those responding were not at all interested in this format or only somewhat interested.

The lowest rated item was Maryland campus with an average of 1.3 and median of 1.0, which means the majority of respondents were not at all interested in this format. Given that all the students who received the questionnaire had enrolled in the NYC campus, this is not surprising. This may also have contributed to the relatively low interest in 100% online courses.

**Chart 1a - Course Format: Average Ratings**



**Chart 1b - Course Format: Median Ratings**



Question 24 asked for ratings of 18 possible reasons for pursuing theological education. A five-point scale was used, where 1=of no importance, 2=of little importance, 3=somewhat important, 4=important, 5=very important.

The number of responses ranged from 30 to 40, reflecting the fact that several students received copies of the questionnaire that did not include some or all of the items in this question. Table 4 gives both the average (arithmetic mean) and median (middle rating for the group) ratings for each item, and the same data are presented graphically in Charts 2a and 2b.

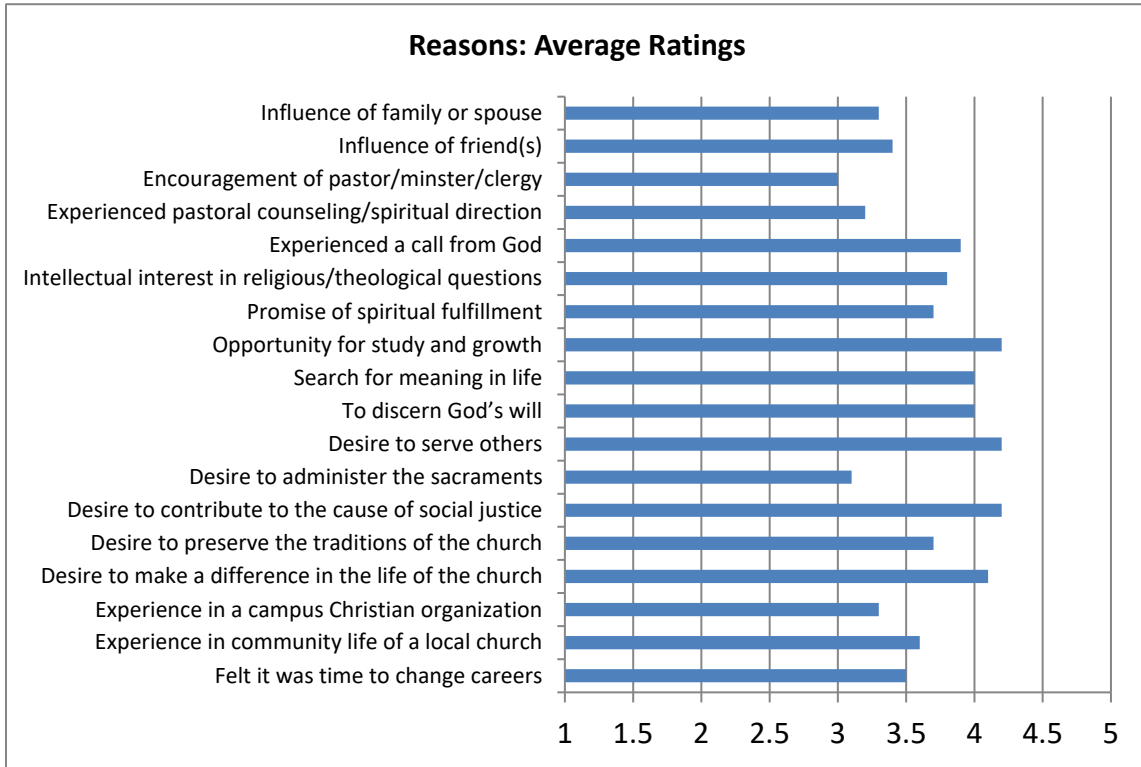
**Table 4 – Reasons for Pursuing Theological Education**

<b>Reasons</b>	<b>Average Rating</b>	<b>Median Rating</b>
Influence of family or spouse	3.3	3.5
Influence of friend(s)	3.4	4.0
Encouragement of pastor/minster/clergy	3.0	3.0
Experienced pastoral counseling/spiritual direction	3.2	3.0
Experienced a call from God	3.9	4.0
Intellectual interest in religious/theological questions	3.8	4.0
Promise of spiritual fulfillment	3.7	4.0
Opportunity for study and growth	4.2	4.0
Search for meaning in life	4.0	4.0
To discern God’s will	4.0	4.0
Desire to serve others	4.2	5.0
Desire to administer the sacraments	3.1	3.5
Desire to contribute to the cause of social justice	4.2	4.0
Desire to preserve the traditions of the church	3.7	4.0
Desire to make a difference in the life of the church	4.1	5.0
Experience in a campus Christian organization	3.3	4.0
Experience in community life of a local church	3.6	4.0
Felt it was time to change careers	3.5	4.0

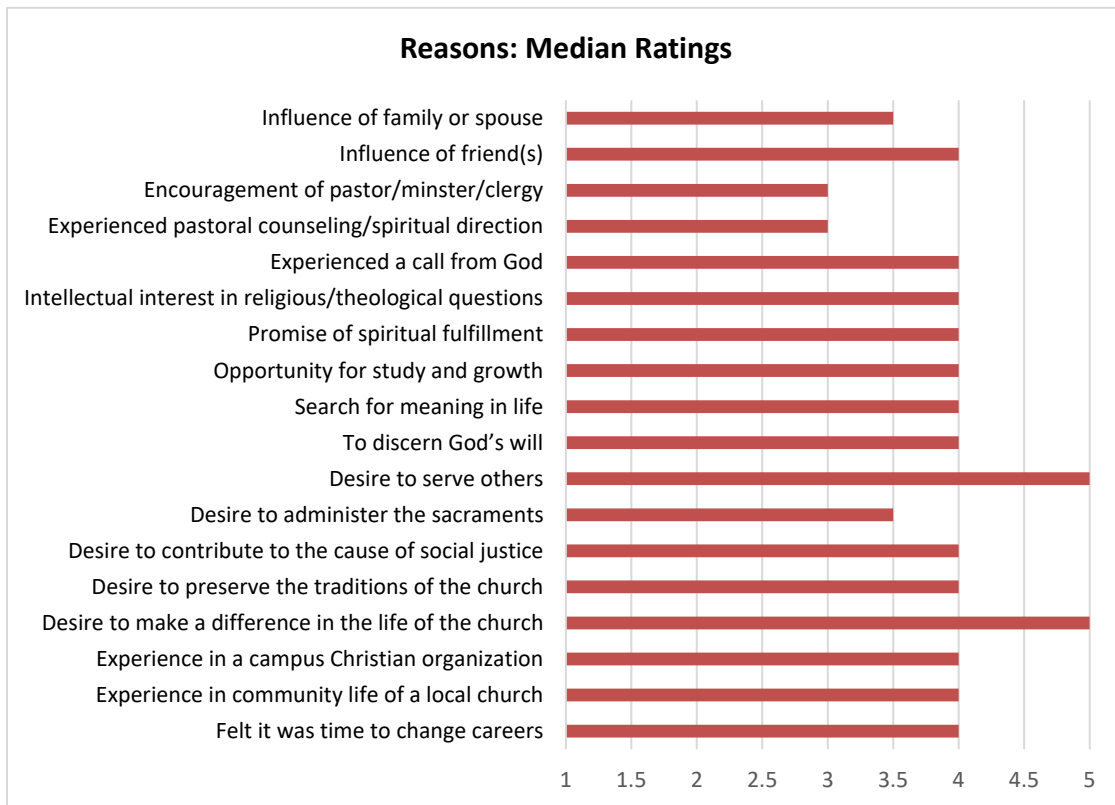
The respondents gave a variety of ratings on the importance of the various possible reasons for pursuing theological education, although all items averaged 3.0 (somewhat important) or above. The four highest rated reasons were “desire to serve others,” and “desire to make a difference in the life of the church,” which received average ratings just above 4.0 (important) and median ratings of 5.0 indicating that at least half of the respondents rated them very important. Other items that were rated 4.0 or above were: “opportunity for study and growth,” “search for meaning in life,” “to discern God’s will,” and “desire to contribute to the cause of social justice,” which both received median ratings of 4.0 indicating that at least half of the respondents found these reasons important or very important.



**Chart 2a – Reasons for Pursuing Theological Education: Average Ratings**



**Chart 2b – Reasons for Pursuing Theological Education: Median Ratings**



None of the reasons were rated of no importance or of little importance. The lowest rated reasons were “encouragement of pastor/minister/clergy,” “experienced pastoral counseling/spiritual direction,” and “desire to administer the sacraments” which received average ratings just above 3.0 (somewhat important). The first two received median ratings of 3.0, which indicates that at least half of the respondents found this reason somewhat important or above in deciding to pursue theological education. “Desire to administer the sacraments” received a median rating of 3.5 and closer inspection of the data revealed that, while a number of respondents indicated this was of no importance, a similar number rated this item as very important.

### Decision to Attend UTS

Questions 25–29 asked about factors involved in the decision to choose UTS for their theological education.

Question 25 asked entering students to rate 19 factors in choosing to attend UTS. A five-point scale was used, where 1=of no importance, 2=of little importance, 3=somewhat important, 4=important, 5=very important. The number of responses ranged from 12 to 43, reflecting the fact that a number of students received copies of the questionnaire that did not include some or all of the items in this question. Table 5 gives both the average and median ratings for each item, and the same data are presented graphically in Charts 3a and 3b.

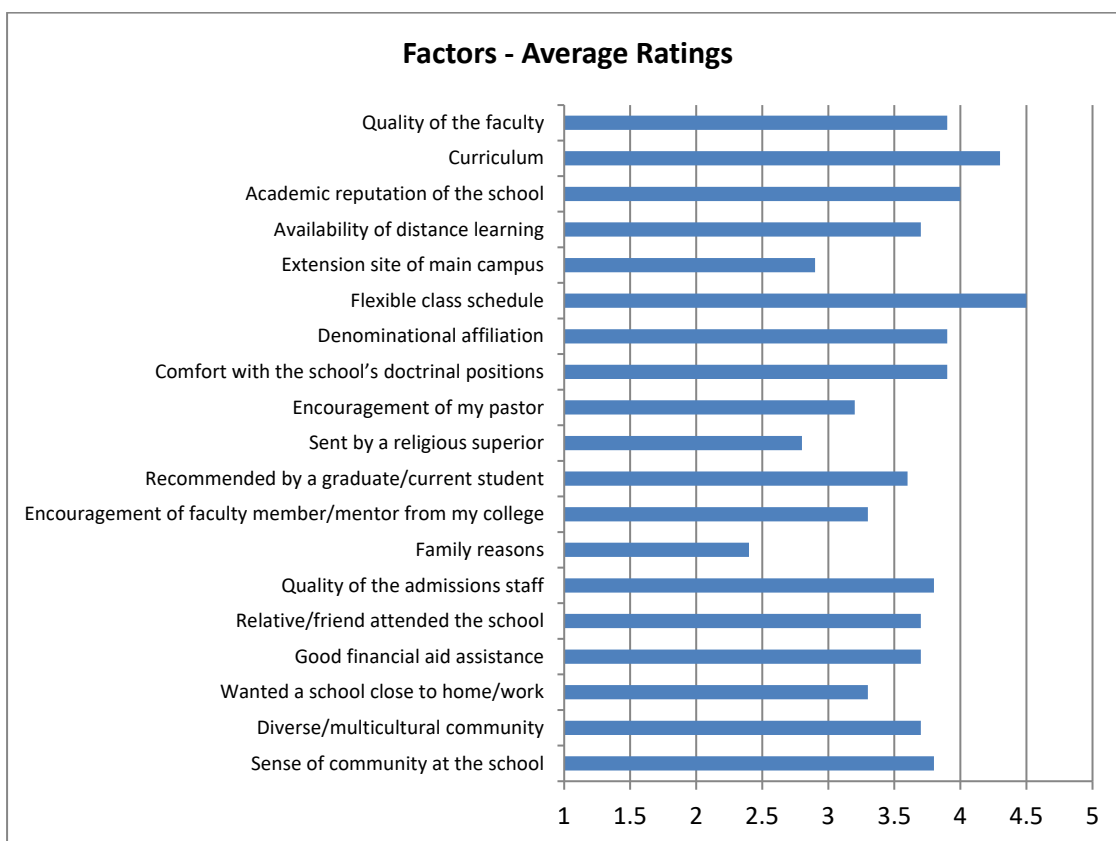
**Table 5 – Factors in Decision to Attend UTS**

<b>Factors</b>	<b>Average Rating</b>	<b>Median Rating</b>
Quality of the faculty	3.9	4.0
Curriculum	4.3	4.0
Academic reputation of the school	4.0	4.0
Availability of distance learning	3.7	4.0
Extension site of main campus	2.9	3.0
Flexible class schedule	4.5	5.0
Denominational affiliation	3.9	4.0
Comfort with the school’s doctrinal positions	3.9	4.0
Encouragement of my pastor	3.2	4.0
Sent by a religious superior	2.8	3.0
Recommended by a graduate/current student	3.6	4.0
Encouragement of faculty member/mentor from my college	3.3	4.0
Family reasons	2.4	2.0
Quality of the admissions staff	3.8	4.0
Relative/friend attended the school	3.7	4.0
Good financial aid assistance	3.7	4.0
Wanted a school close to home/work	3.3	4.0
Diverse/multicultural community	3.7	4.0
Sense of community at the school	3.8	4.0

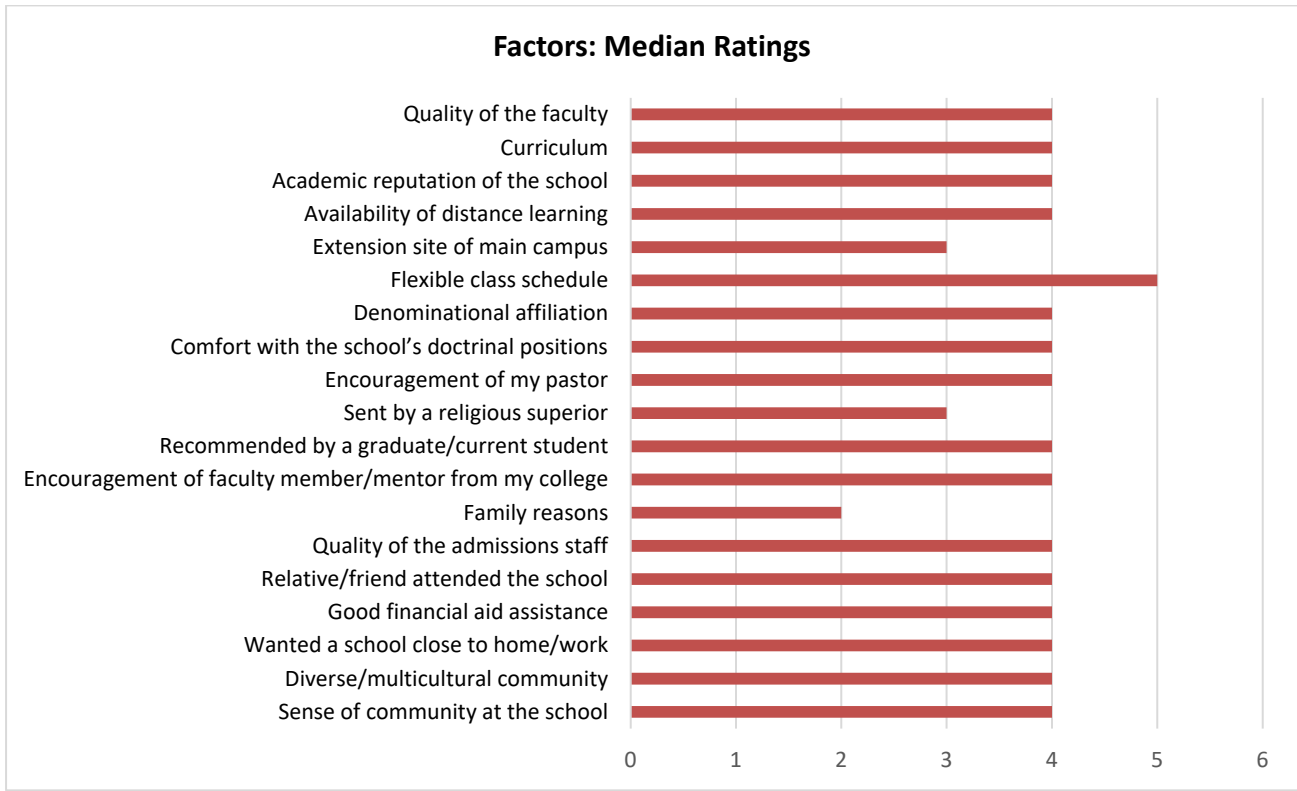
The ratings ranged from an average of 2.4 to 4.5. Three factors received average ratings of 4.0 (important) or above; one of these received a median rating of 5.0, indicating that more than half of the respondents considered it to be a very important factor in their decision to attend UTS: “flexible class schedule.” The other two factors rated important were: “curriculum,” and “academic reputation of the school,” which both received median ratings of 4.0 indicating that at least half of the respondents rated these as important or very important factors.

The factors receiving lowest average ratings, average below 3.0 (somewhat important) were “family reasons” (2.4), “sent by a religious superior” (2.8), and “extension site of main campus” (2.9). “Family reasons” received a median rating of 2.0, meaning that more than half of the respondents rated this factor of little or no importance. The factors “sent by a religious superior” and “extension site of main campus” received median ratings of 3.0, indicating that these factors were still somewhat important to the majority of entering students.

**Chart 3a – Factors in Decision to Attend UTS: Average Ratings**



**Chart 3b – Factors in Decision to Attend UTS: Median Ratings**



Question 26 asked students what most compelled them to find out more about UTS, from a total of 18 choices. Respondents were asked to select all that applied. The results are presented in Table 6.

**Table 6 – What compelled you to learn more about UTS**

Learn about institution	# of Responses	% of Respondents
Alumnus/graduate	7	21.9%
Relative	8	25.0%
Friend	22	68.8%
Pastor	4	12.5%
Religious superior	4	12.5%
Current student	5	15.6%
College chaplain, advisor or other college contact	1	3.1%
Seminary recruiter	2	6.2%
Know a particular seminary faculty member(s)	3	9.4%
Print ad	1	3.1%
Online ad	0	0
Print mailings/School publication	0	0
Theological school publications	1	3.1%
Conference or church event	1	3.1%
School Web site	4	12.5%
Web search	0	0
Social media search	0	0
Seminary initiated contact with me	1	3.1%
<b>TOTAL</b>	<b>64</b>	

Due to a number of respondents receiving incomplete copies of the questionnaire, the total number who were able to respond to this question was 32. Since respondents selected an average of 2 items, the total percentage of respondents for all questions is more than 100. A variety of items were selected by the entering students. One item was selected by over half of the respondents: “friend.” Other items selected by substantial numbers of respondents (over 20%) were “alumnus/graduate” and “relative.” Four options were not selected by any respondent: “online ad,” “print mailings/school publications,” “web search,” and “social media search.”

Question 27 asked students how they gained more information about UTS, from a total of 10 options. Due to incomplete copies of the questionnaire, only 27 students responded to this question. The results are presented in Table 7. Two options were checked by one third (9) of the respondents: “viewed school web site” and “visited the school.” Other options selected by a substantial number of respondents (over 20%) were: “communicated with school staff,” “communicated with current student/graduate,” and “communicated with school faculty.” Three options were not selected by any respondent: “requested information via school web site,” “social media,” and “returned a post card.”

**Table 7 – Learned more about UTS**

<b>Gained more information</b>	<b># of Responses</b>	<b>% of Respondents</b>
Viewed school Web site	9	33.3%
Requested information via school Web site	0	0
Social media (Facebook, Twitter, etc)	0	0
Communicated with school staff	8	29.6%
Communicated with current student/graduate	6	22.2%
Communicated with school faculty	6	22.2%
Wrote to the school	1	3.7%
Telephoned the school	5	18.5%
Visited the school	9	33.3%
Returned a post card	0	0
<b>TOTAL</b>	<b>44</b>	

Question 28 asked students if they visited the school how important that visit was to their decision to attend UTS. They rated the importance of their visit on a five-point rating scale: 1=of no importance, 2=slightly important, 3=somewhat important, 4=important, 5=very important.

They rated the visit at 3.7 (average), 4.0 (median), which means that the majority of entering students rated their visit as important or very important in their decision to attend UTS.

Question 29 asked students about the significance of financial assistance in their decision to attend UTS. Respondents rated financial assistance on a five-point rating scale: 1=of no significance, 2=of some

significance, 3=significant, 4=of great significance, 5=of greatest significance; the option “Did not apply for financial aid” was also included.

Financial aid was rated at 3.6 (average), 4.0 (median), which means that the majority of entering students regarded financial assistance as a factor of great significance in deciding to attend UTS. Only one respondent checked the response “Did not apply for financial aid.”

### Career Plans

Questions 30 through 32 asked students their career plans after graduation. Due to missing pages and the fact that the older version of the questionnaire did not include the first three questions, only 12 to 15 students answered these questions.

Question 30 asked if they were currently engaged in ministerial work, and if so did they intend to continue in the same position while pursuing their UTS studies. Fifteen students answered this question of which 8 (53%) reported that they were currently engaged in ministerial work. Of these, 6 planned to continue in this position while pursuing their degree, and 1 was unsure; the other student did not respond.

Question 31 asked about their interest in being bivocational after graduation. Twelve students answered this question, of which 6 (50%) anticipated holding another paid position in addition to their ministerial work; 2 (17%) reported that they were not interested in being bivocational; 3 (25%) were unsure, and 1 had no plans to do ministerial work.

Question 32 asked about what type of position they expected to hold following graduation. Question 32a asked whether they anticipated having a position in Congregational/Parish Ministry. Out of 13 respondents, 5 (38%) said they anticipated this type of ministry; the other 8 (62%) anticipated a different type of position.

Question 32b asked about the specific position students anticipated having following graduation, with a choice of 32 options. A total of 38 entering students responded, with many of them selecting more than one possibility. The results are shown in Table 8.

Two ministries were selected by substantial numbers of students: Social work/social services (39.5%) and Youth work or ministry (28.9%). Several options were not selected by any students: Associate or assistant pastor, priest, or minister, Supply/interim ministry, Prison ministry, and Clerical/office/sales. Three respondents were undecided.

**Table 8 – Expected Position after Graduation**

<b>Position</b>	<b># of Responses</b>	<b>% of Respondents</b>
Pastor, priest, minister of a congregation	4	10.5%
Associate or assistant pastor, priest, or minister	0	0
Minister or director of Christian/religious education	6	15.8%
Youth work or ministry	11	28.9%
Musician or liturgist	1	2.6%
Spiritual director	2	5.3%
Supply/interim ministry	0	0
New church development/church planting/evangelism	6	15.8%
Retreat or spiritual director (not in congregation/parish)	3	7.9%
Campus ministry or youth worker (not in congregation/parish)	2	5.3%
Hospital/hospice/healthcare chaplaincy	4	10.5%
Military chaplaincy	1	2.6%
Prison ministry	0	0
Other specialized ministry (not in congregation/parish)	1	2.6%
Missionary service (foreign/home)	6	15.8%
Denominational administrator or staff	1	2.6%
Teaching in primary or secondary education	5	13.2%
Teaching or administration in a seminary	5	13.2%
Other teaching or administration in higher education	3	7.9%
Religious or parachurch agency/organization	1	2.6%
Social work/social services	15	39.5%
Social justice ministry	1	2.6%
Pastoral counselor (not in congregation/parish)	4	10.5%
Executive/administrator in a non-profit agency	4	10.5%
Executive/administrator in a for-profit business	1	2.6%
Further graduate or professional studies	4	10.5%
Full-time homemaking or childcare	1	2.6%
Clerical/office/sales	0	0
Medicine/engineering/law	2	5.3%
Self-employed	2	5.3%
Other	1	2.6%
Undecided	3	7.9%
<b>TOTAL</b>	<b>100</b>	

## **Discussion**

The total number of respondents was substantial, representing 77% of those entering during the three academic years surveyed. However, a number of problems beset the administration of the questionnaire. First, the questionnaire was significantly revised during the period of data collection, with the result that approximately half of the students received the old version. Second, the questionnaires were given only to those entering the NYC campus, and thus data from those studying in Barrytown, Maryland, and online were not included. Finally, a number of the copies of the questionnaires were incomplete with numerous questions missing, again limiting the data collected and resultant analysis possibilities. With these limitations in mind, the findings are summarized as follows:

The majority of students enrolled in the MA or MRE programs, were US citizens, commute ½ to 2 hours to class, plan to work 16 or more hours per week, brought no debt, held a bachelor's degree, held a recent leadership position, were active in their worship community, and did not anticipate ordination.

The majority of these students first considered theological education later in life and their most important reasons were a desire to serve others and to make a difference in the life of the church. Also important were spiritual growth (search for meaning in life, to discern God's will, the opportunity for study and growth,) and a desire to contribute to the cause of social justice.

The most important factor in their choosing to attend UTS was the flexible class schedule; other important factors included the curriculum and academic reputation of the school, and recommendation by a graduate. Considered unimportant were family reasons, being sent by a religious superior, and extension site of main campus.

The most often selected reason for why they wanted to learn more about UTS was a friend; while an alumnus/graduate or relative were also influential. They learned more about UTS through viewing the UTS website, visiting the school, and communicating with school staff, current students/graduates and school faculty. Those who visited the school regarded that visit as important in their decision to enroll. Financial assistance was also considered significant in their decision to attend UTS. Advertising, whether print or online (website or social media), played a minor to no role in their learning about UTS.

The career plans of these entering students were varied, with a large number interested in areas that might not directly involve ministry: teaching, social work, non-profit agency, further study, professional career and self-employment. This might be related to the large number of students entering the MA and MRE programs, rather than study of ministry.

## **Recommendations**

The following recommendations can be made:

1. Given that personal contact with those connected with UTS was selected as an important reason to be interested in UTS and to find out more about UTS, consideration should be given to utilizing all those connected with UTS, including graduates, in efforts to recruit new students.

2. The website was viewed by a substantial number of students in the process of deciding to attend UTS, and therefore it should be kept up to date with information about the programs and admissions procedures.

3. Visits to the campus were important in deciding to attend UTS, and therefore efforts should be made to ensure that potential students are welcomed and given the opportunity to have their questions answered on such visits.



4. The questionnaire should be administered to all entering students, not only those taking classes at the NYC campus.

5. Greater effort should be made to ensure that complete copies of the same version of the questionnaire are given to all entering students.

## Appendix 1 - Demographics

Note: Questions with an asterisk\* were unintentionally not included in all questionnaires

### Question 1 – Degree Program

<b>Program</b>	<b># of Responses</b>	<b>% of Respondents</b>
MDiv	7	15.9%
MRE	11	25.0%
MA	23	52.3%
DMin	0	0
Diploma/certificate	1	2.3%
Non-degree special	0	0
Other	0	0
Unknown	2	4.5%
<b>TOTAL</b>	<b>44</b>	<b>100.0%</b>

### Question 2 – Full-time or part-time status

<b>Status</b>	<b># of Responses</b>	<b>% of Respondents</b>
Full-time	30	68.2%
Part-time	13	29.5%
Unknown	1	2.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

### Question 3 – Housing

<b>School Provided Housing</b>	<b># of Responses</b>	<b>% of Respondents</b>
Yes	0	0
No	43	97.7%
Yes, as a commuter only	1	2.3%
Unknown	0	0
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

### Question 4 – Gender

<b>Gender</b>	<b># of Responses</b>	<b>% of Respondents</b>
Male	24	54.5%
Female	20	45.5%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

### Question 5 – Age range

<b>Age range</b>	<b># of Responses</b>	<b>% of Respondents</b>
20-25	3	6.8%
26-30	9	20.4%
31-35	4	9.1%
36-40	5	11.4%
41-45	9	20.4%
46-50	5	11.4%
51-55	4	9.1%
56 or older	5	11.4%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 6 – Citizenship

<b>Citizenship</b>	<b># of Responses</b>	<b>% of Respondents</b>
US	31	70.4%
Canadian	0	0
Other	12	27.3%
Unknown	1	2.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 7 – Ethnicity

<b>Ethnicity</b>	<b># of Responses</b>	<b>% of Respondents</b>
International/Visa or Nonresident Alien	5	11.4%
Asian/Pacific Islander	22	50.0%
Black non-Hispanic	7	15.9%
Hispanic/Latino(a)	2	4.5%
Native North American	0	0
White non-Hispanic	4	9.1%
Multiracial	3	6.8%
Prefer not to disclose/Unknown	1	2.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 8 – Marital status\*

<b>Marital status</b>	<b># of Responses</b>	<b>% of Respondents</b>
Single	20	45.5%
Married	13	29.5%
Unknown	11	25.0%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 9 – Dependents\*

<b>Dependents</b>	<b># of Responses</b>	<b>% of Respondents</b>
None	13	29.6%
One	8	18.2%
Two	6	13.6%
Three	2	4.5%
Four or more	3	6.8%
Unknown	12	27.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 11 – Daily commute\*

<b>Daily commute</b>	<b># of Responses</b>	<b>% of Respondents</b>
No commute	3	6.8%
Less than ½ hour	1	2.3%
½ to 1 hour	11	25.0%
1-2 hours	15	34.1%
More than 2 hours	2	4.5%
Unknown	12	27.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

## Appendix 2 – Financial

Note: Questions with an asterisk\* were unintentionally not included in all questionnaires

### Question 10 – Hours of work\*

<b>Hours of work/week</b>	<b># of Responses</b>	<b>% of Respondents</b>
No paying job	4	9.1%
Less than 10	3	6.8%
10-15 hours	2	4.6%
16-20 hours	7	15.9%
More than 20 hours	13	29.5%
Unknown	15	34.1%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

### Question 16 – Debt

#### Question 16a – Educational debt brought

<b>Educational debt brought</b>	<b># of Responses</b>	<b>% of Respondents</b>
None	28	63.6%
Less than \$10,000	5	11.3%
\$10,000-\$19,999	2	4.6%
\$20,000-\$29,999	4	9.1%
\$30,000-\$39,999	1	2.3%
\$40,000-\$59,999	1	2.3%
More than \$60,000	0	0
Unknown	3	6.8%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

#### Question 16b –Other debt brought

<b>Other debt brought</b>	<b># of Responses</b>	<b>% of Respondents</b>
None	25	56.8%
Less than \$10,000	8	18.2%
\$10,000-\$19,999	3	6.8%
\$20,000-\$29,999	1	2.3%
\$30,000-\$39,999	1	2.3%
\$40,000-\$59,999	0	0
More than \$60,000	1	2.3%
Unknown	5	11.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

### **Appendix 3 – Educational Background**

Note: Questions with an asterisk\* were unintentionally not included questionnaires given to 11 students

Question 12 – Bachelor’s degree\*

<b>Bachelor’s degree</b>	<b># of Responses</b>	<b>% of Asked</b>
Yes	33	100.0%
No	0	0
Unknown	11	0
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 13 – Type of undergraduate institution\*

<b>Undergraduate institution</b>	<b># of Responses</b>	<b>% of Asked</b>
Public	7	21.2%
Private	16	48.5%
Religiously affiliated	10	30.3%
Unknown	11	0
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 14a – Undergraduate Country\*

<b>Undergraduate Country</b>	<b># of Responses</b>	<b>% of Asked</b>
Burkina Faso	1	3.0%
India	3	9.1%
Nigeria	2	6.1%
Philippines	15	45.5%
Sierra Leone	1	3.0%
Sudan	1	3.0%
USA	8	24.2%
Unknown	13	6.1%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 14b – Undergraduate major\*

<b>Undergraduate major</b>	<b># of Responses</b>	<b>% of Asked</b>
Education	1	3.0%
Fine Arts	3	9.1%
Humanities	1	3.0%
Natural/Physical Sciences	6	18.2%
Philosophy/Theology	4	12.1%
Religion	1	3.0%
Social/Behavioral Sciences	5	15.2%
Technical Studies	9	27.3%
Other	2	6.1%
Unknown	12	3.0%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 15 – Highest degree beyond bachelor’s\*

<b>Highest degree</b>	<b># of Responses</b>	<b>% of Asked</b>
None	24	72.7%
Ed.D.	0	0
J.D./L.L.B.	1	3.0%
Master’s	4	12.1%
MBA	0	0
M.D.	0	0
M.Div.	2	6.1%
M.S.W.	0	0
Ph.D.	1	3.0%
Other Degree	1	3.0%
Other Doctorate	0	0
Other Professional	0	0
Unknown	11	0
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

## Appendix 4 – Religious Background

Question 17a – Leadership position

<b>Leadership position</b>	<b># of Responses</b>	<b>% of Respondents</b>
Your local church	15	34.1%
Other church/religious organization	6	13.6%
School or college organization	7	15.9%
Civic or fraternal organization	1	2.3%
Other leadership position	9	20.5%
No recent leadership position	14	31.8%
<b>TOTAL</b>	<b>52</b>	

Question 18 – Current religious affiliation

<b>Current religious affiliation</b>	<b># of Responses</b>	<b>% of Respondents</b>
Baptist	2	4.6%
Catholic	7	15.9%
Church of Christ	2	4.6%
Church of God	2	4.6%
Methodist	2	4.6%
Muslim	1	2.3%
Nondenominational	2	4.6%
Orthodox	1	2.3%
Pentecostal	3	6.8%
Presbyterian	1	2.3%
UCC	3	6.8%
Unification	14	31.8%
Other	3	6.8%
Unknown	1	2.3%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 19 – Religious tradition raised

<b>Religious tradition raised</b>	<b># of Responses</b>	<b>% of Respondents</b>
Adventist	1	2.3%
Anglican	4	9.1%
Catholic	17	38.6%
Church of Christ	1	2.3%
Church of God	1	2.3%
Methodist	3	6.8%
Muslim	3	6.8%
Nondenominational	2	4.6%
Presbyterian	2	4.6%
UCC	2	4.6%
Unification	8	18.2%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 20 – Ordination anticipated

<b>Ordination anticipated</b>	<b># of Responses</b>	<b>% of Respondents</b>
Yes	8	18.2%
No	11	25.0%
Undecided	16	36.4%
Already ordained	5	11.4%
Unknown	4	9.1%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 21a – Worship participation

<b>Worship participation</b>	<b># of Responses</b>	<b>% of Respondents</b>
Very active	18	40.9%
Active	11	25.0%
Moderately active	7	15.9%
Not very active	3	6.8%
Inactive	3	6.8%
Unknown	2	4.6%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 21b – Local church location

<b>Local church location</b>	<b># of Responses</b>	<b>% of Respondents</b>
Rural	4	9.1%
Small town	4	9.1%
Suburban	6	13.6%
Urban	11	25.0%
Unknown	19	43.2%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Question 21c – Local church size

<b>Size of church</b>	<b># of Responses</b>	<b>% of Respondents</b>
Under 100 members	8	18.2%
100 to 249	6	13.6%
250 to 499	2	4.6%
500 to 999	1	2.3%
1,000 or more	8	18.2%
Unknown	19	43.2%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>