

I. Learning Outcomes Assessment Overview

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

A. Graduating Student Inventory - This section presents summary data of indirect measures of institutional learning outcomes as indicated in the **Graduating Student Inventory**. The stem for this section reads, "Are these areas of personal growth stronger or weaker than when you began your education?" (*Much weaker* =1; *Much stronger* =5)

Measures of Personal Growth and Educational Outcomes*

Ability to interpret scripture	4.8
Ability to preach/teach	4.3
Ability to evangelize	4.0
Ability to minister to the needs of others	4.4
Ability to lead effectively	4.4
Empathy for the poor and oppressed	4.3
Ability to pray	4.1
Enthusiasm for learning	4.4
Insight into the troubles of others	4.3
Desire to become an authority in my field	4.3
Trust in God	4.5
Self-discipline and focus	4.3
Ability to live one's faith in daily life	4.4
Clarity of vocational or ministry goals	4.2
Self-confidence	4.3
Critical thinking	4.3
Self-knowledge	4.4
Strength of spiritual life	<u>4.3</u>
Average Score for All Measures	4.3

* Rated on a 5-Point Scale The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

B. Measures of Effectiveness

Student Learning Outcomes Scorecard. This is a scorecard of the aggregated results from all measures of student learning outcomes. Course assignments are evaluated by faculty to assess educational effectiveness in all seminary degree Program programs. The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Measures of Student Learning Outcomes*	Minimum for "Success"	Minimum Value for "Excellent"	Current Score*
Indirect Measures			
Graduating Student Inventory	4.0	4.5	4.3
Student Experience Inventory	4.0	4.5	4.5
Course Evaluations	4.0	4.5	4.6
MDiv Focus Group Outcomes	4.0	4.5	4.0
MPT Focus Group Outcomes	4.0	4.5	4.4
MOL Focus Group Outcomes	4.0	4.5	4.1
DMin Focus Survey Results	4.0	4.5	4.4
Direct Measures			
Capstone Reflection Paper/Project	4.0	4.5	4.4
Practicum Evaluations	4.0	4.5	4.7
MDiv courses mapped to program outcomes**	4.0	4.5	4.5
MPT courses mapped to program outcomes**	4.0	4.5	4.5
Mapped DMin courses**	4.0	4.5	4.1
Panel Scored Representative Papers	4.0	4.5	4.1

* All scores converted to or based on a 5-point scale in order to normalize the measures.

** Mapped core courses share common objectives that develop and assess learning competencies related to the learning outcomes of each specific degree program.

C. Educational Effectiveness Assessment

This table presents a composite assessment of educational effectiveness related to the Seminary learning outcomes. The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Seminary Learning Outcomes	Indirect Measures*			Direct Measures*	Composite Score*
	GSI	SEI	CE	SLO	
1. Demonstrate the ability to interpret Scripture utilizing academically and spiritually informed exegetical principles and methods;	4.8	4.5	4.6	4.4	4.6
2. Formulate an extensive understanding of the Spirit-empowered traditions and practices of the historic Christian faith and community;	-	-	4.2	4.5	4.4
3. Apply effective leadership skills in various contemporary ministry contexts according to their God-given vocation;	4.4	4.5	4.7	4.6	4.6
4. Integrate biblical principles and theological knowledge with the process of personal development and spiritual transformation;	4.3	4.5	4.7	4.6	4.5
5. Implement sound academic research principles in order to expand knowledge and formulate solutions to real-world issues.	4.3	4.5	4.6	4.6	4.5
Composite Score					4.5

* Rated on a 5-Point Scale

II. Student Retention and Completion

- A. The following compilation of Institutional Effectiveness Data by Degree Program includes the following: Fall enrollment in each program for Fall 2019, retention rates (unique student, Fall-to-Fall enrollment, excluding graduates leaving the program and excluding new fall enrollees), and number of degrees conferred throughout the 2018-2019 academic year.

Degree Program	Enrollment FALL 2019	Retention Rate Fall 18-Fall 19	Degrees Conferred 2018-2019
Master of Practical Theology	62	56.1%	28
Master of Divinity	115	72.4%	23
Master of Organizational Leadership*	24	86.7%	0
Doctor of Ministry**	48	83%	0
TOTAL/AVERAGE	249	69%	51

* Indicates new program. There have not been any graduates yet from this program.

**No doctoral students have graduated since the updated program began re-enrolling students in spring of 2017.

B. Trends of Job Placement Rates, Graduation Rates and Degrees Conferred

Job Placement and Graduation Data 2016-20												
	Placement Rates				Grad. Rate				Degrees Conferred			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
MDiv	40%	40%	67%	31%	60%	55%	25%	32%	16	16	19	23
MPT	40%	40%	71%	60%	42%	57%	40%	7%	11	14	12	28
MOL	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DMin	**	**	**	**	0	17%	0	0	0	2	0	N/A

**The MOL degree began in 2017 and therefore will be graduating its first cohort in December 2019.

***In order to review and update the curriculum, we stopped enrolling students in the DMin program when we moved the main campus to Southlake in January 2014 and began in February 2017 enrolling the first cohort with the revised curriculum. The first graduates from that cohort will be graduating in May 2020.