

Statement of Educational Effectiveness

Academic Year 2017-18

Educational Effectiveness

McCormick Theological Seminary evaluates its educational effectiveness through an annual review of its degree programs and analysis of how well students have met the learning outcomes that McCormick has established for each degree program. It also compiles student retention, graduation, and placement data for the institution. The Seminary's Academic Programs Committee oversees this review, which is then discussed by the Faculty and reported to the Board of Trustees.

In 2017 we were reaccredited by The Association of Theological Schools (ATS) and by The Higher Learning Commission (HLC) for a period of ten years. ATS noted our "thoughtful and effective educational assessment process that stimulates faculty curiosity and positively impacts curricular and educational practices."

Master of Divinity Degree

McCormick has established six learning outcomes for its Master of Divinity degree. The Seminary intends that each student will be able to do the following when she or he graduates with an MDiv:

1. Think critically.
2. Construct theological meaning using biblical and Christian traditions.
3. Communicate effectively.
4. Exhibit growth in cross-cultural engagement.
5. Exhibit pastoral imagination.
6. Lead just and sustainable communities.

The Seminary employs direct and indirect measures to evaluate its educational effectiveness in the MDiv program. Each graduating student is required to create an e-portfolio for our senior review process. They submit their e-portfolios to the Administrator for the Office of Student Academics, their faculty advisor, and another faculty member designated by the Dean for review. The Dean, faculty Director of Assessment, and Registrar also have access to the e-portfolios. The portfolios include documents that illustrate the students' abilities in the learning outcomes above. Faculty readers within the Seminary (and some of our

Experiential Education supervisors in 2018) read and evaluate the portfolios according to a nine-point scale for each learning outcome:

- Inadequate (Score 0)
- Beginner (Score 3, 2, 1)
- Competent (Score 6, 5, 4)
- Proficient (Score 9, 8, 7)

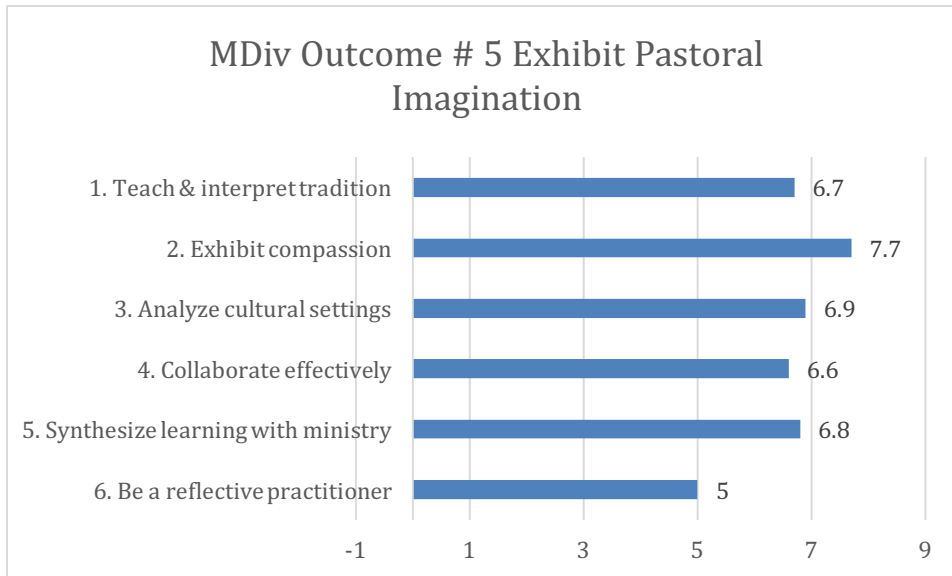
**Master of Divinity Portfolio Evaluations
McCormick Theological Seminary
Percentage of Students Who Meet or Exceed Program Learning Outcomes**

In academic year 2015 – 16, the Seminary’s assessment of Masters level programs was further developed with the goal of enhancing faculty participation and learning from the assessment process. In order to enhance the depth of analysis, this included a particular focus on one learning outcome for academic year 2017-18 (MDiv outcome # 5 Exhibit Pastoral Imagination). A Rubric was developed for this learning outcome with input from faculty. Artifacts from graduating student e-portfolios in the MDiv, MTS, and MAM degree programs were selected, names were removed, and faculty scored the artifacts using the new rubrics. This was the third year we involved the entire faculty in direct assessment of our learning outcomes and artifacts selected by graduating students (and the first year we involved some of our Experiential Education supervisors).

The score sheets used a scale of zero to 9 in which there were four categories (see above).

At our third annual Day of Assessment (13 April 2018), faculty worked in small groups comparing their scores on similar artifacts and improving the rubrics. A select panel of Experiential Education supervisors was also assembled to reflect with us on MDiv learning outcome # 5, and other learning outcomes.

Cumulative data from faculty score sheets show that for learning outcome # 5 for the total of all rubrics, the average faculty score was 6.7 (between competent and proficient). The chart below shows the average faculty scores for the six rubric standards used with learning outcome # 5, Exhibit pastoral imagination.



Only one MDiv outcome was measured in 2017-18.

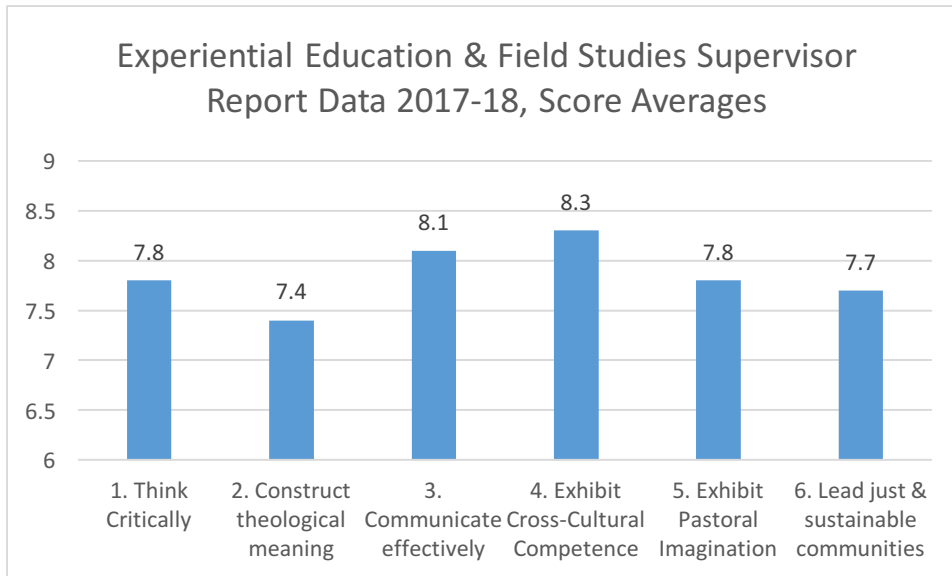
The results of this analysis in this learning outcome show McCormick masters-level students are evaluated by our faculty and some of our Experiential Education supervisors as competent approaching proficiency in exhibiting pastoral imagination.

EXPERIENTIAL EDUCATION & FIELD STUDIES

Students in the MDiv and MAM degree programs are placed for one academic year in experiential education sites in congregations, agencies, and Clinical Pastoral Education units. Supervisors evaluate them toward the end of the year based on the learning outcomes for each degree program. Evaluation forms define six learning outcomes and four to seven standards related to each. Supervisors score students under each of the standards related to the outcomes on a three-part scale:

Proficient
Competent
Beginner

In academic year 2017-18, 15 students in experiential education sites were scored on this three-part scale by their supervisors. Assigning the following point values (Beginner = 3; Competent = 6; Proficient = 9), when scores of all supervisor reports were averaged, the following chart shows comparative results. Note the average of all scores falls in the Proficient range (7 – 9 points):



The outcomes above refer to:

1. Think critically.
2. Construct theological meaning using biblical and Christian traditions.
3. Communicate effectively.
4. Exhibit growth in cross-cultural engagement.
5. Exhibit pastoral imagination.
6. Lead just and sustainable communities.

Based on data gathered in academic year 2017-18 and feedback from faculty and some of our Experiential Education supervisors on our annual Day of Assessment, the following projects to improve teaching and learning in academic year 2018 – 19 were recommended to the faculty:

RECOMMENDATIONS:

- 1) Design learning outcomes and assessment procedures for the certificate programs. Develop and share with faculty and staff a set of learning outcomes for each program and create first projects to assess teaching and learning in these programs.
- 2) Introduce our Learning Outcomes and the e-portfolio process in I-301 Pilgrimage in Faithfulness (or another required course in the first year) and begin to work with students on building their e-portfolios as an instrument for self-assessment and for work with their academic advisors, as well as the process we currently use in the final year of their studies.
- 3) Curriculum Review Process: Work with the faculty on their showing us how each of their courses teach for specific learning outcomes, esp. the specific assignments that address specific outcomes, and ask the Administrative

Assistant for Assessment to compile the data in a form we could use on the next Day of Assessment in April.

4) Require students as part of their e-portfolio process this year to explain why they selected certain papers in relation to specific learning outcomes, and to cite from their syllabi what the instructors' expectations for the assignments were.

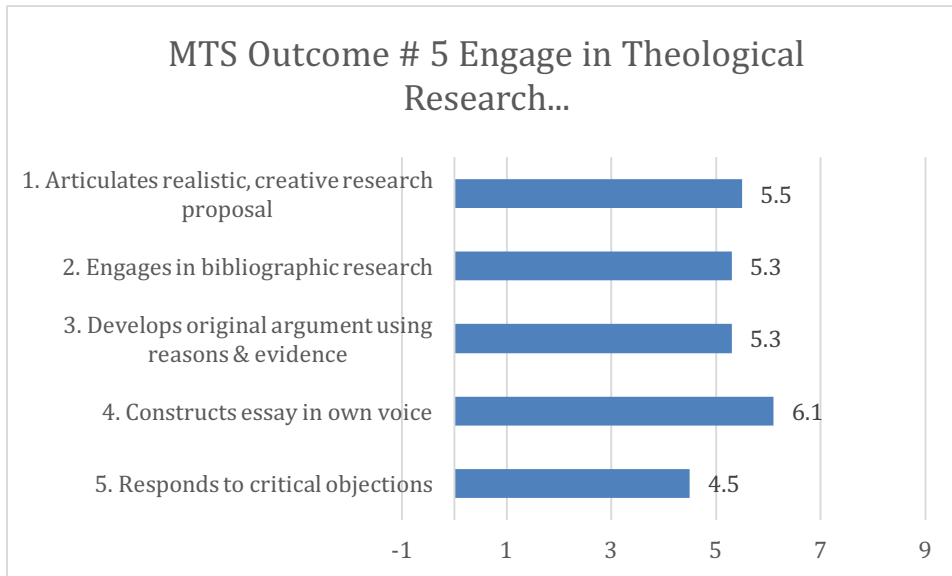
Master of Arts in Theological Studies Degree

McCormick has established five learning outcomes for its Master of Arts in Theological Studies degree. The Seminary intends that students who graduate with an MTS degree will be able to do the following:

1. Think critically.
2. Construct theological meaning using biblical and Christian traditions.
3. Communicate effectively.
4. Exhibit growth in cross-cultural engagement.
5. Engage in theological research and analysis based upon an argument and construct a theological essay or thesis article.

At our third Day of Assessment (13 April 2018), faculty worked in small groups comparing their scores on similar artifacts and improving the rubrics.

Cumulative data from faculty score sheets show that for learning outcome # 5 for the total of all rubrics, the average faculty score was 5.3 or Competent. The chart below shows the average faculty scores for the five rubric standards used with learning outcome # 5, Engage in theological research and analysis based upon an argument and construct a theological essay or thesis article.



The Seminary employs direct and indirect measures to evaluate its educational effectiveness in the MTS degree program. Each graduating student is required to submit her or his summative paper in an e-portfolio. The summative paper is either the Master's thesis or the paper written for the required Seminar in Research Methods. Readers from within the faculty (the thesis advisor and the student's faculty advisor) then read and evaluate the paper according to our nine-point scale for each learning outcome:

- Inadequate (Score 0)
- Beginner (Score 3, 2, 1)
- Competent (Score 6, 5, 4)
- Proficient (Score 9, 8, 7)

McCormick's goal is for 90% or more of students to be rated at the level of adequate – good or exemplary – excellent (note change in the scale used in the past compared to present). The chart below indicates the percentage of adequate – good and exemplary – excellent portfolio scores for MTS students in 2009 – 2013. Prior to academic year 2014 – 15, the Seminary used three learning outcomes for its MTS degree (these three outcomes are reflected in the chart below):

1. Exhibit the ability to interpret and teach Christian traditions, texts, and practices that nurture the life of faith and scholarship in themselves and the communities they serve.
2. Articulate a point of view effectively and coherently in spoken and written communication.
3. Engage in theological research and analysis based upon an argument and construct a theological essay or thesis article.

No portfolios were evaluated in 2014. As the chart indicates, the Seminary has consistently achieved its student learning goals at the level of 80% or higher. To improve the effectiveness of the MTS degree, McCormick has instituted two required courses in the MTS program, which are focused on analytical reading, research, and writing. In 2018, 5 students graduated from this degree program.

**Master of Arts in Theological Studies Portfolio Evaluations
McCormick Theological Seminary, 2009-2013
Percentage of Students Who Meet or Exceed Program Learning Outcomes**



Master of Arts in Ministry

Beginning in 2009, 2011, and 2012 the Seminary offered four additional masters degrees: the Master of Arts in Discipleship Development (MADD), Master of Arts in Urban Ministry (MAUM), Masters of Theology (ThM), and Master of Arts in Ministry (MAM). The first three degrees were offered briefly and have been discontinued based on assessment by the faculty. The last student in these programs graduated in 2017.

The Masters of Arts in Ministry emerged out of learning from assessment in the MADD and MAUM programs. It has five core learning outcomes:

1. Think critically.
2. Construct theological meaning using biblical and Christian traditions.

3. Communicate effectively.
4. Exhibit growth in cross-cultural engagement.
5. Serve effectively in congregational ministries.

Cumulative data from faculty score sheets in 2018 show that for learning outcome # 5 for the total of all rubrics, the average faculty score was 4.4 (the lower end of competent). The chart below shows the average faculty scores for the six rubric standards used with learning outcome # 5, Serve effectively in congregational ministries. The faculty discussed whether papers selected by students for their e-portfolios were ones that reflected growth in learning toward this outcome, and how we might better incorporate our learning outcomes and e-portfolio process earlier in students' course of studies.



The Seminary conducts an evaluation that employs direct measures of learning effectiveness; inside faculty readers evaluate degree candidates' summative papers submitted in e-portfolios according to the same nine-point scale used in the other master's degree programs. Because this is a new degree program, at this time the sample size of graduates is too small to draw conclusions about educational effectiveness. We graduated 2 students in this program in 2018.

Doctor of Ministry Degree

McCormick offers three options for its DMin program: the McCormick DMin, Association of Chicago Theological Schools (ACTS) DMin in Preaching (offered in conjunction with five other institutions), and Ecumenical DMin (offered in conjunction with two other schools). McCormick established five learning outcomes for its DMin degree and for its students in the ACTS DMin in

Preaching. The Seminary intends that students who graduate from McCormick with a DMin degree will be able to do the following: *

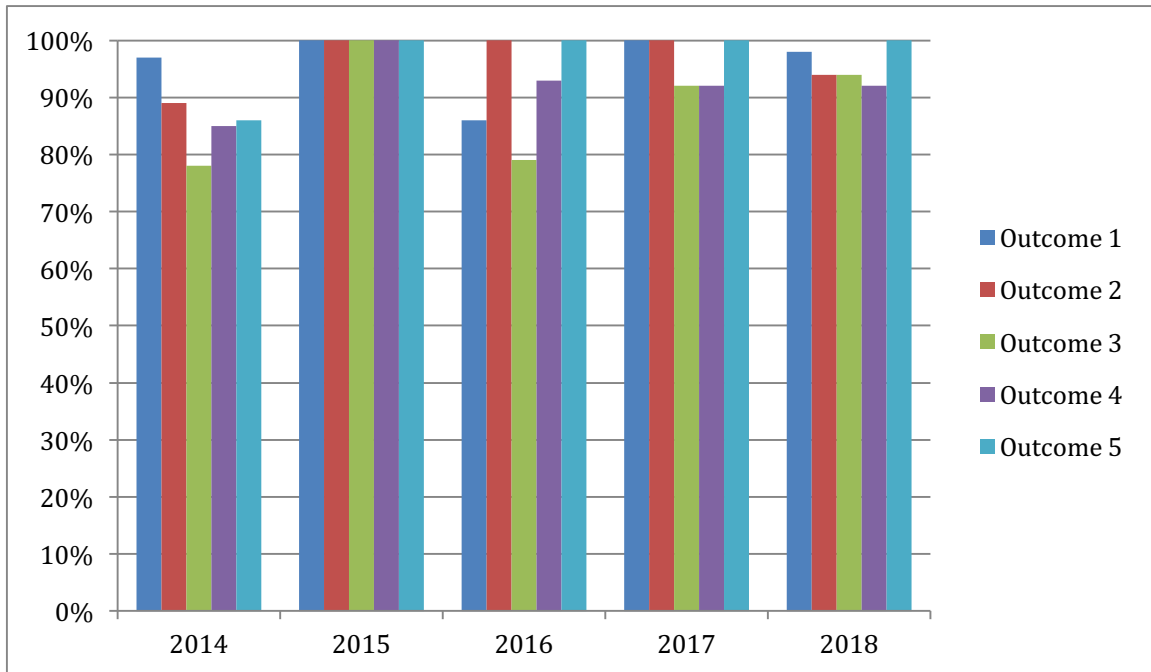
1. Analyze social and cultural factors impacting society in general and her or his own specific setting of ministry.
2. Use and integrate a variety of biblical, theological, and historical resources into her or his own specific practices of ministry.
3. Form clear objectives and strategies to address challenges and opportunities in her or his own specific settings of ministry.
4. Implement evaluative methods that encourage ongoing critical reflection on the practice of ministry in her or his own specific settings.
5. Nurture collegial relationships that strengthen her or his vocational sense of identity and the practice of ministry in her or his own settings.

The Seminary employs direct measures to evaluate its educational effectiveness in the McCormick and ACTS DMin programs. Each graduating student is required to submit her or his own doctoral thesis and defend it before a committee that includes the advisor, a faculty or alumna/us reviewer, and a peer reviewer (another DMin student). Committee members read and evaluate the DMin thesis according to a three-point scale for each learning outcome:

- Beginning - Developing
- Good – Accomplished
- Exemplary – Excellent
- N/A

McCormick's goal is for 90% or more of students to be rated at the level of Good -- Accomplished or Exemplary – Excellent. As the chart below indicates, McCormick has consistently achieved its student learning goals at the level of 78% or higher since 2014.

**Doctor of Ministry Thesis Evaluations
McCormick Theological Seminary, 2014, 2015, 2016, 2017, & 2018
Percentage of Students Who Meet or Exceed Program Learning Outcomes**

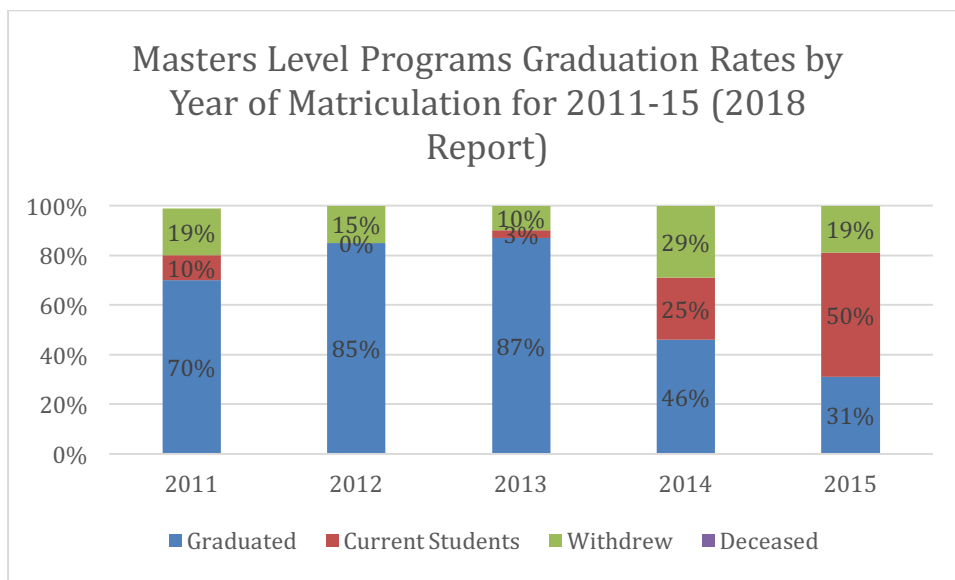


* The Ecumenical DMin program has a separate set of learning outcomes, which are available from the DMin office at McCormick. There was one Ecumenical DMin graduate from McCormick in 2009, one in 2012, one in 2013, two in 2017, and 0 in 2018.

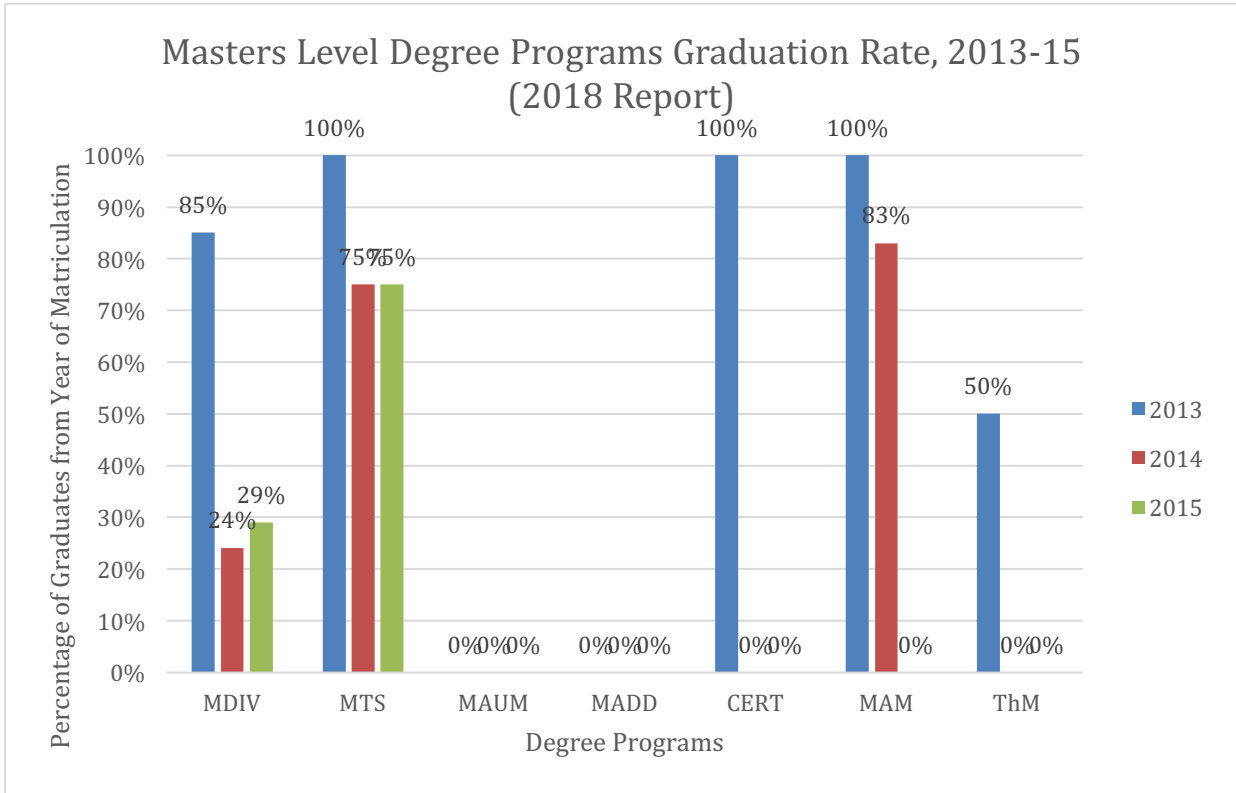
Graduation and Retention Rates

Masters Programs

Graduation rates for cohorts who matriculated into any master’s program at the Seminary from 2011 – 2015 are found on the chart below:

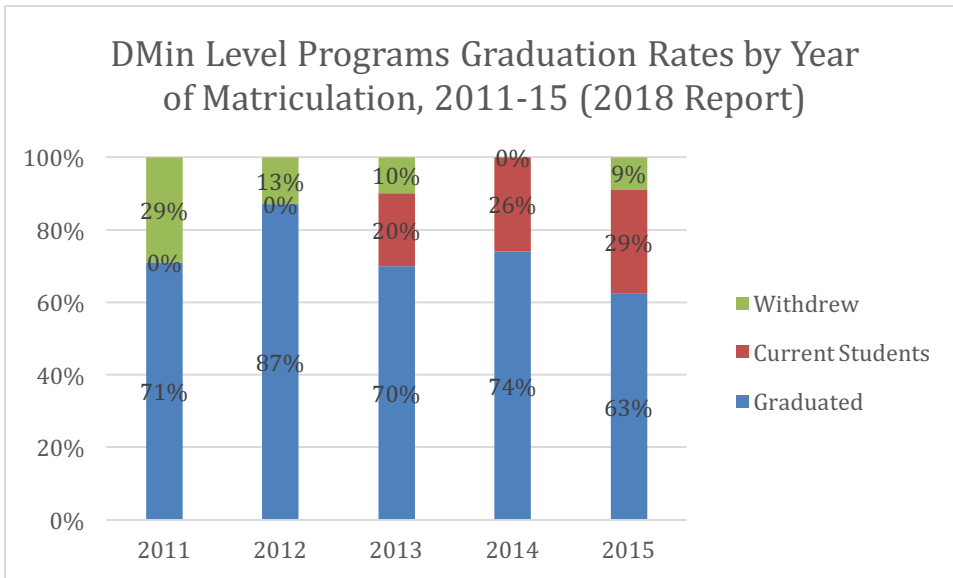


Graduation rates in the Masters of Divinity (MDiv), Masters of Theological Studies (MTS), two year Professional Degrees (MAUM, MADD, and MAM), certificate programs, and ThM for cohorts matriculating in 2013 – 2015 are indicated in the chart below.

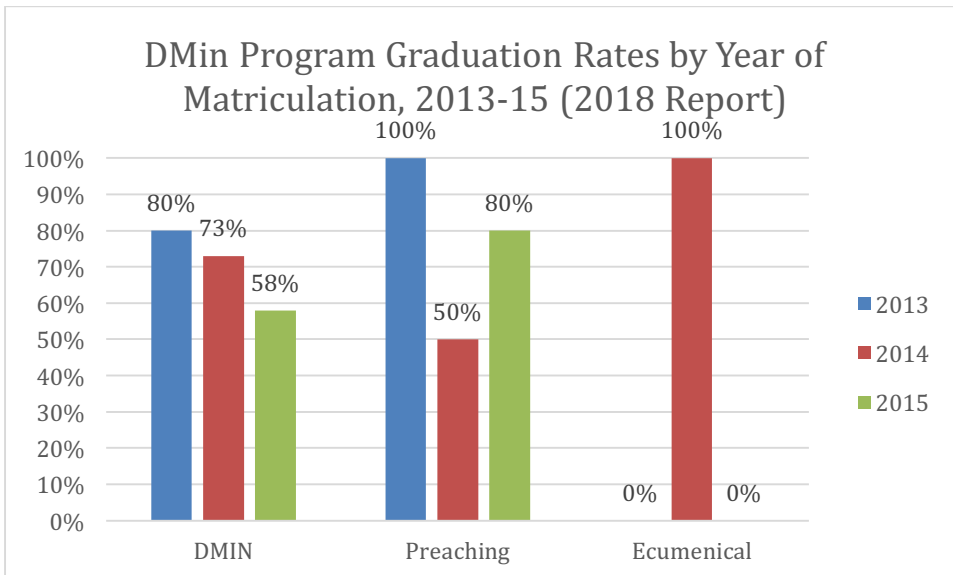


Doctor of Ministry Programs

Graduation rates for cohorts who entered the McCormick DMin Program, ACTS DMin in Preaching, and Ecumenical DMin Program in 2011 – 2015 are indicated in the chart below:



Comparative graduation rates for McCormick students in the McCormick DMin Program, ACTS DMin in Preaching, and Ecumenical DMin Program are represented in the chart below. The data represent findings from cohorts who matriculated in 2013-15.



Placement Rates

Placement rates for 2014 and 2015 graduates from the Seminary are below. The data indicates that high percentages of the MDiv (78% in 2014) and DMin graduates (100%) are employed vocationally within a year of graduating from McCormick. In the MTS program, high percentages of graduates pursue further studies (67% in 2015). Placement rates for the MADD and MAUM degrees are combined in the category “2 Year Professional MA.”

Placement Rates for 2014 and 2015 Graduates McCormick Theological Seminary

