

EVANGELICAL SEMINARY OF PUERTO RICO

ASSESSMENT PLAN FOR STUDENT LEARNING OUTCOMES AND THE EFFECTIVENESS OF INSTITUTIONAL SERVICES

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2019-2022



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Table

Chapter 1: Culture of Assessment..... 1
 Mission, goals and values..... 1
 Educational effectiveness declaration..... 2
 Definitions..... 3
 Assessment Approach..... 6
 Assessment culture..... 7
 History of Comprehensive Assessment Plan Development at the
 Evangelical Seminary..... 7
 Publication of the Results of the Learning Assessment Plan..... 8

Chapter 2: Assessment of the Master of Divinity Program..... 9
 Introduction..... 9
 Competencies and Objectives for the M.Div. Program..... 9
 Assessment Venues..... 11
 Assessment Cycle and Timetable..... 13
 Learning Objectives and Curricular Alignment..... 14

Chapter 3: Assessment of the Master of Arts in Religion Program..... 16
 Introduction..... 16
 Competencies and goals..... 17
 Assessment Venues..... 17
 Assessment Cycle..... 18
 Learning Objectives and Curricular Alignment..... 18

Chapter 4: Assessment of the Doctor of Ministry Program..... 20
 Introduction..... 20
 Competencies and Goals..... 21
 Assessment Venues..... 21
 Assessment Cycle..... 23
 Learning Objectives and Curricular Alignment..... 24

Chapter 5: Assessment of the effectiveness of institutional services..... 26
 Introduction..... 26
 Alignment between Strategic Plan and Institutional Assessment Plan..... 26
 Use the results..... 28

Appendices..... 29

CHAPTER 1

CULTURE OF ASSESSMENT

Mission, goals and values

The Evangelical Seminary of Puerto Rico's mission is to contribute to the integral formation of pastoral and lay leadership to serve in Christian ministries and participate in the mission of the people of God in Puerto Rico, the Caribbean, the United States of America, the Americas and the world in an ecumenical, inter religious and social context. To pursue this purpose the seminary attempts, through its academic program, curricular offer, and pedagogical practices, to develop the skills of reflection, interpretation, and critical thought that are needed to exercise effectively the functions of the Christian vocation in all the contexts where students find themselves working professionally. Consequently, the Master of Divinity, Master of Arts, and Doctor of Ministry Programs prepare individuals for the professional execution of their ministry as pastors of faith communities, religious educators, church administrators and social activists among other endeavors pertaining the Church's mission in the world. This finality is framed within the shared ecclesial and public values of the seminary's constitutive groups articulated the following way:

- ***WITH THE COMMUNITY:*** wisdom, credibility, sensitivity, Christian commitment, administrative excellence, respect towards life and nature, promoting the inclusion and passion for justice and peace.
- ***WITH STUDENTS AND THE CHURCH:*** academic and ministerial leadership, professionalism, relevance, consecration spirit of service, and good testimony.
- ***WITH THE STAFF AND COLLABORATORS:*** Respect, integrity, partnership, motivation, participation, professionalism, transparency, dialogue, comprehension, understanding and loyalty.
- ***WITH EVERYONE:*** Prophetic commitment, solidarity, vocation of service, pastoral care, respect for the dignity, quality and spirit of faith, love and hope; promote ecumenical and interreligious dialogue.

These values point to the ethical formation the seminary expects to model as the central component of communal learning. The behavioral dimensions of learning should reflect the integration of these values in a way that yields both knowledge and practices for Christian ministry.

In order to fulfill its institutional mission, the Seminary has an academic curriculum structured around four areas of scholarly competence: biblical studies, theology and history, practical theology, and interdisciplinary studies. It is expected for every student to take a number of required courses in each area. This provides a minimum of competence in understanding and managing the particular disciplines of each area. The student gives indication of their learning achievement whereas she/he accomplishes the minimum standard of competence as established by the rubrics created for this purpose. Faculty evaluate, frequently, the pertinence of the curriculum and the academic offer to guarantee that the seminary is providing a teaching process and learning process that is deploying enough resources for the student to accomplish and exceed the minimum of established competences.

The Seminary's assessment plan is predicated upon the understanding that the function of establishing learning goals and developing criteria to measure the accomplishment of these goals, is the collective enterprise of the faculty. Given the size of the seminary's faculty and the importance of having each discipline represented in the process of developing learning goals, the faculty, constitutes the working group for the implementation and follow up of the assessment plan under the supervision of the Director of Institutional Assessment's Office. The Academic Dean is responsible to oversee that the stages delineated in the plan and the respective calendar for assessment is fulfilled. The Dean guarantees that the collections of assessment data are properly and timely quantified, measured, and interpreted.

Educational effectiveness declaration

Through its web page (<http://www.se-pr.edu/avaluo/>), the ESPR makes the statement regarding its educational effectiveness and assessment processes.

«One of the most relevant academic areas for compliance with the guidelines of the 2017-2022 Strategic Plan is the assessment of student learning and institutional assessment.

Beginning in 2008, as reviewed, the ESPR designed an Appraisal Plan that systematically and continuously collects the necessary information to assess whether the students' academic development is in accordance with the competencies described in the graduate's profile and aligned to the goals of each program, to the institutional mission and vision and to the ministerial quality standards of the sponsoring denominations.»

At the institutional level, the Board of Directors and President Dr. Doris García-Rivera established the priority of the assessment processes to guarantee the fulfillment of the mission, the improvement of the services and guaranteeing the educational quality. The 2017-2022 Strategic Plan clearly establishes that administrative and teaching efforts must be aligned with the purpose of:

«Upgrading the assessment system to allow for a closer look to the Institution's effectiveness, academic programs rigor, evidence student learning and fostering communication, analysis and assertive decision-making.» (Goal 4, SP 2017-2022).

«Nurture and assessment culture allow for the systematic and continuous collection of necessary information to explore whether the students' academic development is aligned with the described competencies in the graduate profile as well as aligned with each program's goals, institutional mission and vision and ministerial quality standards of the sponsoring denominations» (Strategy 4.1, SP 2017-2022).

Definitions

The Seminary understands the *Assessment* as process of collecting, organizing, summarizing and interpreting the information about students' knowledge, skills and disposition towards a course, academic discipline or field of studies in order to make inferences of the evidence to make better decisions. The *Students Learning Assessment* to be the main evaluative process for institutional educational excellence. The process is designed and established to gain evidence and feedback to identify where students are in their learning development, what they need to do next, and how best to achieve the expected learning outcomes. In practice, this means obtaining clear evidence about how to drive up individual attainment, understanding between faculty and students on what they need to improve, and agreement on the steps needed to

promote sound learning and academic performance. *Institutional assessment* is the process which the Seminary uses to determine the effectiveness of the services that offered to the students, churches and community with the purpose to improve them and foster a culture of service.

Assessment is the continuous process that allows the Seminary:¹

- To set clear and measurable expectations about the outcome of student learning.
- To ensure that students have enough opportunities to achieve those results.
- To systematize the collection, analysis and interpretation of the evidence to determine if the student's learning matches with the proposed expectations of the academic's programs, graduate profile and the ESPR's mission.
- To use the information obtained to understand the student outcomes and improve student learning.

The assessment process involves making our expectations explicit, setting appropriate criteria for evaluation, and high standards for learning quality. The seminary systematically gathers, analyze, and interpret the data of assessment to determine how well student performance matches established expectations. Based on the work of Linda A. Suskie, the Seminary establishes the following assessment cycles for the student learning and the institutional services:

¹ Linda A. Suskie, *Assessing Student Learning a common-sense guide*, 3rd ed. (San Francisco, CA: Jossey-Bass. 2018).

Figure 1: ESPR's Assessment of Students Learning Outcomes

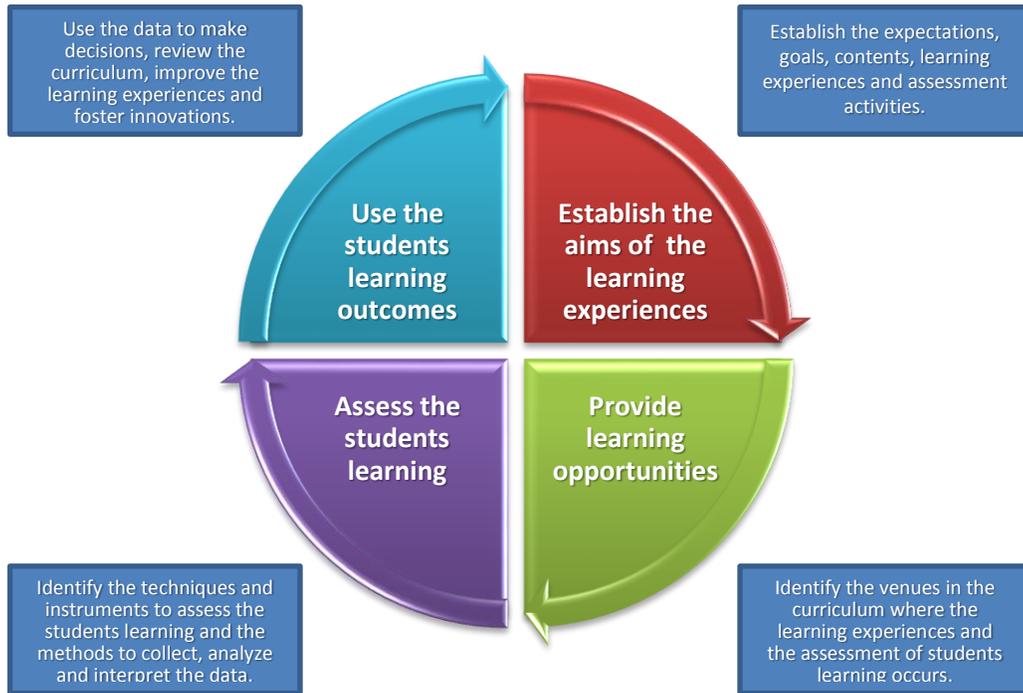
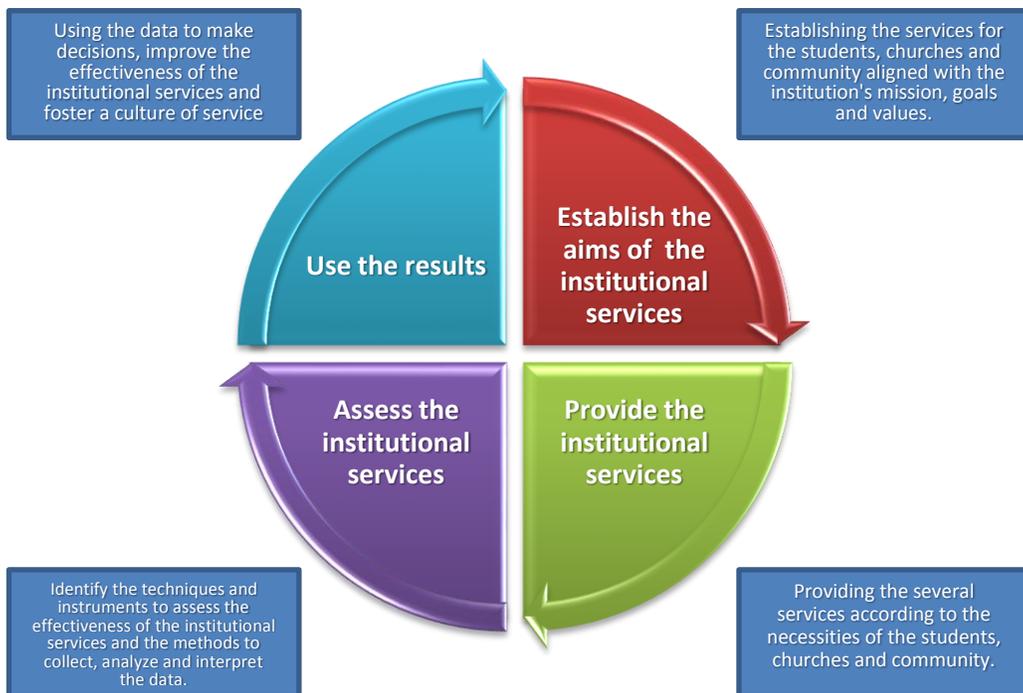


Figure 2: ESPR's Assessment Institutional Services



For the completion of this plan, the seminary identifies *assessment venues*, defined as formal places where evidence is gathered, and *assessment tools*, defined as the instruments provided to the evaluators to conduct the assessment with a relative degree of objectivity and consistency.

Assessment Approach

The most significant change since the last Periodic Review Report of the MSCHE has been the implementation of the Institutional Assessment Plan and the creation of the Institutional Assessment Office. In the 2012 the Seminary started taking steps toward the creation of the Institutional Assessment Office. This office will be responsible for monitoring all processes related to institutional and student learning assessment. The Executive Order states:

«The Institutional Assessment Office (IAO) will be responsible to oversee the assessment plan and calendar. The office responds to the Academic Dean. The Director of IAO, in coordination with the Dean, will be responsible to guarantee that the collections of assessment data are properly and timely quantified, measured, interpreted and disseminated to the Seminary community. Results of the learning assessment process will be made public through a yearly report to students, denominational officers, and constitutive publics, to be published and distributed by the Office of Academic Affairs. A record of these annual reports will be maintained and compared yearly in order to trace both a narrative and graphic history of development (increase and decrease) in relation to learning achievement in each of the stated goals.»

As of January 2013, the following actions have been completed:

- Review and Implementation of the Institutional Assessment Plan for 2019-2022.
- Appointment of the Director of the Institutional Assessment Office.
- Implementation of a culture of assessment. Efforts have been made to educate the community on assessment. The Board of Directors now receives periodic reports on institutional and student learning assessment. The Faculty and the Academic Dean also receives periodic reports on institutional and student learning assessment.
- Development of assessment timetable.

- Design and publication of statistical reports.
- Redesign the website to communicate the results of the institutional assessment.
- Integrate the discussion of the outcome of the assessment in the faculty, staff and Board of Directors meetings and other scenarios.
- Use the results to make a good decision to improve the learning experiences, institutional services and assessment process itself.
- Use the Student Learning outcomes to inform the students about their strengths, opportunities and growth areas.
- Provide information to new students, the churches and community about the effectiveness of teaching and learning process, the use of the learning outcomes and the quality of the institutional services.

Assessment culture

Based on the received recommendations on the past reaccreditation process regarding the need to more effectively demonstrate the activities related to the institutional assessment (Standard 7) and the evaluation of the students' learning outcomes, the Board of Directors approved the establishment of the Office of Institutional Assessment. This office is currently coordinated by Dr. Juan R. Mejías Ortiz, professor of practical theology. The coordinator, together with the Assessment Committee with members of regular Faculty, are responsible for establishing the logistics to increase the development of an assessment culture in the Institution. Both agencies are under the supervision of the Academic Dean's Office.

History of Comprehensive Assessment Plan Development at the Evangelical Seminary

- Learning assessment initial training- Academic years 2004-2005, 2005-2006, 2006-2007.
- M.Div. Learning Objectives Refinement- 2006 Faculty and Board President Retreat.
- M.Div Assessment Plan- Academic year 2006-2007.
- M.Div assessment implementation- Academic years 2007-2008, 2008-2009.

- D.Min. Assessment Plan- Submitted to faculty for approval on academic year 2008-2009.
- D.Min. Assessment implementation (first cycle)- Academic year 2009-2010.
- M.A.R Assessment Plan- Submitted to faculty for approval on year 2009-2010.
- M.A.R Assessment implementation (first cycle)- Academic year 2010-2011.
- MSCHE requested to Seminary a letter to describe the progress report on this recommendation - On June 24, 2012.
- The letter was sent to Dr. Michael F. Middaugh on September 1, 2012
- Institutional Assessment Office and appointment of the director – Academic year 2012-2013.
- MSHCE’s Periodic Review Report – Academic year 2013-2014.
- MDIV assessment venues were reviewed, the faculty changed the integrative essay for an integrative monograph to encourage the research and the integration of the program's competencies. Institutional Assessment Plan Review – Academic year 2013-2014.
- MSCHE and ATS’ Self Studies – 2017-2019.
- Reviewed the Assessment Plan for student learning outcomes and the effectiveness of institutional services – Academic years 2018-2019.

Publication of the Results of the Learning Assessment Plan

The year-by-year binders are accessible to the seminary community.

CHAPTER 2

ASSESSMENT OF THE MASTER OF DIVINITY PROGRAM

Introduction

The Master of Divinity is the main academic program. Its objective is to contribute to the formation and development of academic and ministerial leadership of men and women to serve and participate in the mission of the people of God in Puerto Rico, in the Americas and globally. The curriculum currently consists of 83 credits distributed in three programmatic areas: Biblical Studies, Theology and History and Church Ministry Studies (Practical Theology).

The faculty understands that the various competencies expected from a seminary graduate can be categorized under three major learning skills; skills related to knowledge acquisition and critical thought, skills related to the application of knowledge, and skills related to personal development and on-going learning. Consequently, the learning assessment encompasses all areas touched by the educational experience- intellectual, practical, and behavioral dimensions. Aligned with the mission of the Evangelical Seminary of Puerto Rico the Master of Divinity Program establishes as its goals (overarching expectations) and respective objectives (measurable outcomes) the following statements.

Competencies and Objectives for the M.Div. Program

The Evangelical Seminary student in the M.Div. Program has demonstrated an adequate level of learning achievement when he or she can:

I. Think critically and constructively about his or her approaches to the Christian tradition and the Church's ministry.

1.1 The student articulates a basic understanding of the Christian tradition from an historical and global perspective.

1.2 The student can formulate a logical and coherent theological argument as a result of a reflection process of the Christian tradition and the Church's ministry.

1.3 The student manages well the critical and hermeneutical apparatus for the analysis of Scripture, historical texts and theological documents.

II. Apply theological knowledge to the interpretation of contextual realities and to the discernment of pastoral strategies to confront the exigencies of those realities.

2.1 The student can identify prominent characters of his or her ministerial context and how those affect pastoral work.

2.2 The student demonstrates adequate understanding of the challenges and possibilities of the socio-ecclesial interactions in the Puerto Rican reality.

2.3 The student articulates a clear position of his or her ministerial role in the different levels of pastoral action: congregational, local, national, global.

III. To demonstrate skills of pastoral expertise in the service of the church and the church's mission in the world

3.1 The student demonstrates capacities for pastoral leadership whereas he or she has participated actively in the life of a local congregation or the seminary community demonstrating the skills of personal initiative, cooperative spirit and affinity for collaborative work.

3.2 The student exercises the fundamental functions of the pastoral practice efficiently: preaching, faith formation, liturgical leadership, pastoral care and administration.

3.3 The student promotes the principles of a pastoral vision informed by Gospel values which are promoted by the educational mission of the seminary: justice, peace, the value of diversity, and solidarity with the poor and with creation.

IV. Establish goals of personal development that allow the student to self-evaluate his or her vocation and strengthen the foundational elements of an integrated personality (mind, body, and spirit)

4.1 The student maintains a spiritual discipline supported by the resources provided by the educational process.

4.2 The student invests time and energy in research and readings not related to courses and demonstrates interest for on-going learning.

Assessment Venues

The learning assessment for the Master of Divinity Program includes evaluative exercises in three venues; the integrative monograph's oral presentation, pastoral experiences colloquies and the structured congregational interview. In each venue, assessment tools address students' accomplishment of six learning objectives. Each objective is measured in, at least, two of the venues in order to acquire better validity of data through comparative analysis.

The venues were selected for various reasons. First, the integrative monograph and the pastoral experiences colloquies allow a direct assessment of academic performance from the disciplinary perspectives represented in the faculty panel. The assessment sought through this venue focuses on narrative articulation, knowledge acquisition, critical reflection, and communication. Secondly, the congregational interview allows the seminary to receive external input about students' achievements in learning areas that are measured by the direct observation of practical skills and behavior. For each venue the seminary has developed an assessment tool and the corresponding rubric used to guide people conducting the assessment exercise. More concretely the assessment process in each venue is described as follows:

- ***Student learning outcomes assessment in the courses*** – Faculty members describe in their syllabi their evaluation criteria including book reviews, bibliographical research, partial tests, short tests, reading analysis, case discussion, laboratories, fieldwork experiences, monographs and argumentative, exegetical or theological essays and their respective rubrics, among others.
- ***Integrative monograph*** – The students demonstrate their learning competencies by articulating and writing a research paper. The process requires an oral presentation to a faculty panel, who will evaluate the student's performance and competencies. The faculty evaluates the student's academic performance utilizing a learning assessment

instrument. The assessment of the monograph focuses on narrative articulation, knowledge acquisition, critical reflection, and communication. For this purpose, two new assessment instruments were designed: Rubrics for assessing the integrative monograph and Rubrics for assessing the oral defense. Both rubrics are aligned with the program's goals and the competencies of the alumni profile.

- **Congregational Interview** – A set of questions were developed to assess students' performance in areas of pastoral competence that are not easily observable in the context of the classroom but that certainly reflect the learning acquired in school. Each year, the seminary selects a random sample of congregations where our students exercise pastoral leadership, both as actual students and as recent graduates. The questions are complex enough to get back feedback that illuminates more than one aspect of the learning objective. On the other side, that complexity requires questions to be interpreted rather than just answered on paper. Therefore, the assessment is conducted through a scheduled interview with a selected group of congregational leaders. Faculty members conduct from two to three interviews to keep some quality control on the adequacy of responses. Each faculty member uses a rubric to attribute value to congregational responses with an evaluative scale similar to that of the other two assessment exercises. The complete assessment profile is shared with the respondents to secure accuracy.
- **Pastoral Experiences Colloquies** – Students in the Master of Divinity Program should participate in a series of four colloquies (*Colloquy I: The Pastor and his/her Leadership; Colloquy II: The pastor in their missionary work; Colloquy III: The pastor in their evangelic work; and Colloquy IV: Integrative monograph*). Colloquy IV was reviewed by the faculty. A thorough evaluation of Colloquy IV was scheduled and performed based on the results of the assessment instrument. In 2014, the faculty revised the purpose, goals and requirements of the course. The syllabus was revised and redone. The course requirements were change into a more academic and systematic profile along the lines of a research paper. These changes aim to address the weaknesses found in the student learning process and to provide the institution with a more comprehensive exit learning assessment checkpoint. The faculty noted improvements in both the methodology and

content of the papers. As a result of student's learning outcomes, the faculty decided to change the evaluation criteria of the Colloquy IV.

- ***Comprehensive Test*** – The Faculty will design a comprehensive test to be administered beginning in August of 2019. The test will be aligned to the competencies of the alumni profile and the goals of the program. The test consists of multiple-choice questions in the areas of Biblical Studies, History and Theology, Practical Theology and Interdisciplinary studies. It also entails two open questions in the areas of Biblical Studies and Theology. The test will be administered in three stages during the student's seminary experience: 1) upon admittance to the program 2) after completing 40 credit hours of study 3) when all the requirements for the degree have been fulfilled. This last stage runs parallel to the writing and defense of the Final Research Paper. The results of this process will provide documented evidence of the student's learning process before, during and upon completion of the program's requirements.

Assessment Cycle and Timetable

The Master of Divinity Assessment is conducted every year within the following cycle:

A. First Semester

- Distribution and collection of faculty forms for the identification of learning objectives addressed in each course – August
- Comprehensive Test – August
- Faculty receives and discusses report on assessment for Congregational Interviews. (previous years) – September - October

B. Second Semester

- Assessment of Integrative monograph – Mid May
- Faculty receives and discusses report on assessment for implementation steps – May
- Administer a Questionnaire of Congregational interviews – April and May
- Collection and interpretation of interview data – Summer

C. Summer

- Comprehensive Assessment Report with recommendations prepared
- XII. Faculty Retreat – Learning assessment implementation steps and revision of assessment plan and tools – Early August

Learning Objectives and Curricular Alignment

Program: Master of Divinity

OBJECTIVE	COURSES WITH PARTICULAR EMPHASIS ON THE DEVELOPMENT OF THE EXPECTED COMPETENCY
1.1 The student articulates a basic understanding of the Christian tradition from an historical and global perspective.	EBTE 6001, EBAT 6010, EBAT 6011, EBNT 6031, EBNT 6032, ETHT 6161, ETHT 6162, ETHT 6163, ETHT 6164, ETHA 6109, ETHA 6110, ETHA 6111, ETHA 6115, ETHA 6124, ETHA 6125, ETHA 6128, ETHA 6133, ETHA 6138, EMIG 6207, EMIG 6221, EMIG 6229, EMIG 6241
1.2 The student can formulate a logical and coherent theological argument as a result of a reflection process of the Christian tradition and the Church's ministry	EBAT 6010, EBAT 6011, EBNT6031, EBNT 6032, EBTE 6045, EBTE 6055, EBTE 6044, ETHT 6161, ETHT 6162, ETHT 6163, ETHT 6164, ETHA 6125, TLLR 6601, EMIG 6201, EMIG 6202, EMIG 6231, COLQ 0001, COLQ 0002, COLQ 0003, COLQ 0004
1.3 The student manages well the critical and hermeneutical apparatus for the analysis of Scripture, historical texts and theological documents.	EBAT 6010, EBAT 6011, EBAT 6007, EBAT 6012 to EBAT 6028, EBNT 6031, EBNT 6032, EBNT 6033 to 6053, EBTE 6044, EBTE 6045, EBTE 6055, ETHA 6109, ETHA 6113, ETHA 6115, ETHA 6137, ETHA 6138, ETHA 6150, ETHA 6151
2.1 The student can identify prominent characters of his or her ministerial context and how those affect pastoral work.	ETHA 6132, ETHA 6136, ETHA 6145, EIEM 6302, EIEM 6304, EIEM 6308, EIEM 6311, EIEM 6312, EIEM 6317, EIHU 6348, EMIG 6207, EMIG 6208, EMIG 6221, EMIG 6228, EMIG 6232, EMIG 6233
2.2 The student demonstrates adequate understanding of the challenges and possibilities of the socio-ecclesial interactions in the Puerto Rican reality.	ETHA 6108, ETHA 6128, ETHA 6132, ETHA 6136, EIEM 6310, EIEM 6312, EIEM 6314, EIEM 6332, ETHA 6110
2.3 The student articulates a clear position of his or her ministerial role in the different levels of pastoral action: congregational, local, national, global.	ETHT 6115, ETHA 6108, ETHA 6124, ETHA 6129, ETHA 6130, EIEM 6311, EIEM 6312, EIEM 6317, EIEM 6318, EIEM 6324, EIHU 6321, EISI 6512, EISI 6502, EMIG 6207, EMIG 6210 to EMIG 6227, EMIG 6231, EMIG 6233, EMIG 6242
3.1 The student demonstrates capacities for pastoral leadership whereas he or she has participated actively in the life of a local congregation or the seminary community demonstrating the skills of personal initiative, cooperative spirit and affinity for collaborative work.	COLQ 0001, COLQ 0002, COLQ 0003, COLQ 0004, EMIG 6213, EMIG 6214, EMIG 6228, EMIG 6241, EMIG 6202, Extracurricular events and chapel
3.2 The student exercises the fundamental functions of the pastoral practice efficiently: preaching, faith formation, liturgical leadership, pastoral care and administration.	EMIG 6201, EMIG 6202, EMIG 6203, EMIG 6208, EMIG 6210, EMIG 6212, EMIG 6215, EMIG 6216, EMIG 6221 to 6227, EMIG 6231, EMIG 6240, EMIG 6243
3.3 The student promotes the principles of a pastoral vision informed by Gospel values which are promoted by the educational mission of the seminary: justice, peace, the value of diversity, and solidarity with the poor and with creation	EBAT 6010, EBAT 6011, EBNT 6031, EBNT 6032, ETHT 6115, ETHA 6108, ETHA 6115, ETHA 6124, ETHA 6128, ETHA 6129, ETHA 6131, ETHA 6139, EIEM 6311, EIEM 6312, EIEM 6318, EIHU 6330, EMIG 6203, EMIG 6216, EMIG 6229, EMIG 6253
4.1 The student maintains a spiritual discipline supported by the resources provided by the educational process	ETHA 6133, EIEM 6304, EIHU 6328, EIHU 6340, EISI 6503, EISI 6501, EMIG 6211, EMIG 6240, COLQ 0001, COLQ 0002, COLQ 0003, Chaplaincy and Community Worship

4.2 The student invests time and energy in research and readings not related to courses and demonstrates interest for on-going learning

TLLR 6601, EBTE 6001, COLQ 0004, EBTE 6044, EBTE 6045, EBTE 6055, ETHA 6125, Independent Study course in all areas.

CHAPTER 3

ASSESSMENT OF THE MASTER OF ARTS IN RELIGION

Introduction

The Master of Arts program at the Evangelical Seminary of Puerto Rico promotes the scholarly study of the religious phenomenon in general and of the Christian tradition. Its distinctive focus is the study of religion from an interdisciplinary and comparative perspective with special attention to the critical, historical and systematic study of Christianity. This program attends to three basic needs; 1.) the study and comprehension of the various interfaces of the religious phenomenon and culture, 2.) the challenge of globalization and the exigencies of this reality to religious organizations, and 3.) the formation of religion scholars who can teach this subject at schools, colleges and Universities in Puerto Rico.

The main foci of the M.A.R. program defining the nature and shape of learning expectations are stated as follows:

1. Multi and Interdisciplinary studies. Students examine the contribution of diverse disciplines in the study of the religious phenomenon. To this effect, the curriculum contains courses categorized as: Biblical Studies, Theological Studies, Historical Studies, Humanistic Studies, Integrative Health Studies, and Socio-Scientific Studies.
2. World Religions. The Judeo-Christian tradition Christianity is studied amply within a comparative dialogue with other world religions. These world religions are studied from a historic-critical and multidisciplinary perspective. Students are required to take 12 credits in religions other than Christianity and are examined in one of them at the end of their program.
3. Professional Development. The program's curriculum provides for developing skills for research and for analyzing vocational dimensions of religious knowledge and teaching. Students write an integrative research paper at the end of their program to attest to their learning in this area.

Competencies and goals

In light of these clear expectations for the program, the faculty has established the following learning objectives as representations of both expectations on learning and the capacity of the curricular offering to support this learning.

The Evangelical Seminary student in the M.A.R. Program has demonstrated an adequate level of learning achievement when he or she can:

1. Demonstrate a general comprehension of the religious phenomenon in its multiple expressions and its impact at the national and global levels. (Focus 1)
2. Convey a foundational knowledge of the diverse disciplines that study the religious phenomenon. (Focus 1)
3. Demonstrate skills for research and critical analysis evidenced in the coherent articulation of ideas and sound thought processes represented in written projects. (Foci 1 and 3)
4. Appreciate and respect the religious diversity represented in the various Christian denominations and other world religions (Focus 2)
5. Demonstrate a fundamental knowledge of Biblical, theological and historical dimensions of the Christian tradition. (Focus 1 and 3)
6. Convey a vocational understanding of his or her role as a teacher and researcher of religion represented in his or her commitment with institutional values such as service, respect for the other, and ethical conduct.

Assessment Venues

Since the M.A.R program assumes a vocational understanding of the religious teacher's role (this is assumed in the other two programs due to the leadership role students already exercise in the context of Christian congregations), the program approach learning assessment from a developmental perspective and evaluate the student performance at the end of the program (post-assessment) in relation to preliminary background and skills of the student at the beginning of the program as represented by their autobiographical essay (pre-assessment). The post assessment data is collected from the student performance at the comprehensive exams and the final integration essay.

- **Biographical Essay** – The biographical essay is required for admission and it is used to evaluate the capacity of the student to engage the program and the possibility of achieving success in relation to learning objectives. While vocational in character, the student should demonstrate sensitivity to, and interest in, the three foci of the program; rigorous academic work, religious diversity and personal commitment and development. A rubric is used during the admissions interview with the student to assess the learning needs of the student in relation to program objectives.
- **Evaluation of the student learning outcomes assessment in the courses** – Faculty members state in their syllabi their evaluation criteria that include book reviews, critical analysis of readings or research articles, oral reports, reflections, bibliographic research, partial tests, case discussions, monographs and argumentative essays and their respective rubrics, among others.
- **Comprehensive Exams** – Students take four examinations during their last semester of study in the program. Each student decides what four areas they prefer to be examined in to proof learning achievement. However, each exam should cover a distinctive disciplinary area (Focus 1 and 2). The exam receives a grade of “pass or fail” against rubrics associated to learning goals for the program. Faculty members, who taught the course to be examined during the years the student was in the program, conduct the assessment of the comprehensive exams.
- **Integration Essay** – At the last semester of studies the student writes, guided by an academic advisor, an integration essay that attest to their capacity for conducting interdisciplinary research and to use that research to convey personal convictions on the study and teaching of religion. A Faculty Committee reviews the essays and applies the appropriate assessment tool created for this purpose. The Committee of Academic Affairs of the faculty reviews the pre-assessment and post-assessment to analyze learning development in each program objective.

Assessment Cycle

- March and November: Pre-Assessment as part of the admissions interview. Interviewers complete the assessment form.
- March: Comprehensive Exams assessment for students at the final semester of the program by faculty in the field area of the exam.
- April: Integration Essay post-assessment by Faculty Committee for graduating students of the program.
- October: Comparative review of pre-assessment and post-assessment data by Faculty Committee of Academic Affairs. Recommendations to the faculty are submitted and discussed in the December ordinary meeting of the faculty.

Learning Objectives and Curricular Alignment

Program: Master of Arts in Religion

OBJECTIVE	COURSES WITH PARTICULAR EMPHASIS ON THE DEVELOPMENT OF THE EXPECTED COMPETENCY
1. Demonstrate a general comprehension of the religious phenomenon in its multiple expressions and its impact at the national and global levels. (Focus 1)	EBTE 6001, EBTE 6044, ETHA 6110, ETHA 6129, ETHA 6131, EIEM 6302, EIEM 6304, EIEM 6307, EIEM 6310, EIEM 6311, EIEM 6317, EIEM 6318, EIHU 6305, EIHU 6306, EIHU 6316, EIHU 6319
1. Convey a foundational knowledge of the diverse disciplines that study the religious phenomenon. (Focus 1)	EBTE 6001, EBTE 6044, ETHA 6110, ETHA 6129, ETHA 6131, EIEM 6302, EIEM 6304, EIEM 6307, EIEM 6310, EIEM 6311, EIEM 6317, EIEM 6318, EIHU 6305, EIHU 6306, EIHU 6316, EIHU 6319
2. Demonstrate skills for research and critical analysis evidenced in the coherent articulation of ideas and sound thought processes represented in written projects. (Foci 1 and 3)	TLLR 6601, EBTE 6001, EBTE 6045, EBTE 6055, ETHA 6108, ETHA 6125, EIHU 6305, EIHU 6306, EIEM 6325, Independent Study courses in all areas
3. Appreciate and respect the religious diversity represented in the various Christian denominations and other world religions (Focus 2)	ETHA 6111, ETHA 6110, ETHA 6109, ETHA 6113, ETHA 6124, ETHA 6128, ETHA 6132, ETHA 6136, ETHA 6137, ETHA 6150, ETHA 6151, EIEM 6310, EIHU 6305, EIHU 6328, RMUN 6400 to RMUN 6406
4. Demonstrate a fundamental knowledge of Biblical, theological and historical dimensions of the Christian tradition. (Focus 1 and 3)	EBTE 6001, EHTT 6161, EHTT 6162, EHTT 6163, EHTT 6164, ETHA 6109, ETHA 6110, ETHA 6111, ETHA 6115, ETHA 6124, ETHA 6125, ETHA 6128, ETHA 6133, ETHA 6138, EMIG 6207, EMIG 6221, EMIG 6229, EMIG 6241EBAT 6010, EBAT 6011, EBNT 6031, EBNT 6032
5. Convey a vocational understanding of his or her role as a teacher and researcher of religion represented in his or her commitment with institutional values such as service, respect for the other, and ethical conduct.	EBAT 6010, EBAT 6011, EBNT 6031, EBNT 6032, EHTT 6115, ETHA 6108, ETHA 6115, ETHA 6124, ETHA 6128, ETHA 6129, ETHA 6131, ETHA 6139, EIEM 6311, EIEM 6312, EIEM 6318, EIHU 6330, EMIG 6203, EMIG 6216, EMIG 6229, EMIG 6253

CHAPTER 4

ASSESSMENT OF THE DOCTOR OF MINISTRY PROGRAM

Introduction

The Doctor of Ministry Program at the Evangelical Seminary of Puerto Rico is a professional program for clergy that seeks to strengthen their pastoral skills in the area of pastoral care within a systemic approach centered in the family. The program has a multidisciplinary faculty with expertise in the areas of psychology, psychiatry, sexology, social work, theology and biblical studies. Interdisciplinary subjectivity is the key component of knowledge and the learning expectation for its students. To that end, the program provides opportunities within its curriculum to study, critically reflect and experiment with the integration of theological knowledge and human sciences. This makes learners more apt to address the increasingly complex pastoral issues of the 21st century within the Puerto Rican and global contexts.

The Doctor of Ministry Program's curriculum is conceptualized around three areas of competencies that are represented in courses and course sequence. These areas are *theoretical* frameworks to understand faculty dynamics, *methodological* approaches to the study and analysis of family counseling issues, and *practices* of family counseling. Informal assessment of competencies in these areas is collected through evaluations and interviews during the methodology sections and after the six semesters of academic work is concluded. A more formal process of assessment with the appropriate alignment of learning objectives to curricular offerings and a system of rubrics was developed and implemented after the MSCHE/ATS joint accreditation visit and implemented immediately. Taking into consideration the nature of the professional program, the observable data required to demonstrate that learning is achieved should convey that the student has emerged from the program with capacities for self-analysis (vocational goal), capacities for understanding pastoral care for families as a field of inquiry (scholarly goal), and capacities for articulating and implementing a ministerial project that reflects the quality of learning (practical goal). Within this set of goals, the program objectives were organized.

Competencies and Goals

The Evangelical Seminary student in the D.Min. Program has demonstrated an adequate level of learning achievement when he or she can:

- I. Interpret his/her role as pastoral care giver for families in relation as part of his or her pastoral vocation by:
 - 1.1 Developing a basic understanding of him/her-self as integral part of a nuclear and extended family system.
 - 1.2 Affirming his or her pastoral, vocational, and professional identity to serve the church in its care for families in sound and articulated ways.

- II. Understand and apply theory and method to the practice of pastoral care with families by:
 - 2.1 Developing a basic understanding of the social basis of family systems in its various expressions.
 - 2.2 Developing a basic understanding of the family system from a biopsychosocial and spiritual perspective
 - 2.3 Developing an understanding of the major conflicts of family life within the Hispanic/Puerto Rican context.

- III. Implement a reflective and efficient practice of pastoral care with families in the congregational context by:
 - 3.1 Acquiring basic skills for pastoral care in general and with families in particular
 - 3.2 Acquiring basic skills in conflict management.
 - 3.3 Growing in their sensibility and their comprehension to serve in a social ministry.

Assessment Venues

Learning is formally and objectively assessed in the D.Min. Program by the evaluation of its two central projects; the Thesis Proposal and the D.Min Thesis. The D.Min. proposal is

submitted to the faculty in the six semesters of the program after having completed all coursework and the last methodology session.

- ***Evaluation of the student learning outcomes assessment in the courses*** – Faculty members state in their syllabi their evaluation criteria that include book reviews, critical analysis of readings or research articles, oral reports, reflections, bibliographic research, partial tests, case discussions, monographs and argumentative essays and their respective rubrics, among others.
- ***Research Project*** (Thesis) – The Thesis Proposal defines the pastoral context to be studied, the research problem to be analyzed and its importance, the theoretical framework for the research and the method to be employed. The integration of these pieces into a cohesive and viable proposal provides evidence of student preparation to engage the process of independent learning through the conduction and articulation of a research project. Faculty approving the proposal assess the student work in light of the stated learning objectives using a set of rubrics created for this purpose. Those rubrics grant a numerical value to the level of achievement in each objective on a scale of 1 to 5. The student should achieve a cumulative average of 32 in all objectives in order to be granted permission to move into the Thesis phase. The reason the assessment tool is used as a tool for calcification of student readiness is that the D.Min. Thesis stage assumes the ability of the student to assume responsibility for his/her own learning.

The D.Min. Thesis is the culminating project of the program and it is presented to the faculty for approval after a year (minimum) of guided research. An academic advisor is appointed to guide the student in the self-learning process of the research project. The thesis seeks the integration of pastoral concerns, scientific approaches to the study of ministry and theological and biblical reflection on the research problem. The rubric created for the Proposal phase is used again for assessing student learning by faculty present at the thesis defense. A cumulative average of 40 is required to approve the thesis a representation of expected student learning.

Assessment Cycle

- September – Doctoral level faculty receives the learning objectives and be required to indicate those that are accomplished by their unit or course. The alignment of courses and objectives is distributed to students to help them evaluate their courses considering these expectations and to seek resources to fulfill the objectives in the self-learning process.
- May and December – Students discuss degree of fulfillment of learning objectives as part of the methodology session at the end of each semester. The rationale for this approach is that methodology sessions are designed to serve the purpose of integration of preceding courses and units.
- April of the 6th semester – Faculty reviewing the thesis proposal receives and complete the assessment tool for evaluating fulfillment of program objectives as represented by the written proposal and its presentation by the student.
- March-April – During these months, students applying to receive the D.Min. degree on the May commencement ceremonies, establish a date for the public presentation of their thesis. Faculty present at the thesis defense receives the assessment tool to evaluate fulfillment of program learning goals.
- September – Doctoral faculty reviews assessment information and give feedback to the seminary's regular faculty to address learning issues and to suggest policy or programmatic changes when, and if, needed.
- February – Faculty, during ordinarily scheduled meeting, discusses D.Min. assessment results and recommend policy and programmatic changes when and if needed.

Learning Objectives and Curricular Alignment

Program: Doctor of Ministry

Objective	Courses with Particular Emphasis on the Development of the Expected Competency
1.3 Developing a basic understanding of him/her-self as integral part of a nuclear and extended family system.	DMIN 7101, DMIN 7104, DMIN 7106, DMIN 7404 to 7407
1.4 Affirming his or her pastoral, vocational, and professional identity to serve the church in its care for families in sound and articulated ways.	DMIN 7404 to 7407, DMIN 7107, DMIN 7108, DMIN 7208, DMIN 7303, DMIN 7306, DMIN 7307, DMIN 7308, DMIN 7408
2.1 Developing a basic understanding of the social basis of family systems in its various expressions.	DMIN 7201, DMIN 7207, DMIN 7301, DMIN 7303, DMIN 7504, DMIN 7507
2.2 Developing a basic understanding of the family system from a bio-psycho-social and spiritual perspective	DMIN 7101, DMIN 7102, DMIN 7104, DMIN 7106, DMIN 7201, DMIN 7202, DMIN 7203, DMIN 7302, DMIN 7401 to 7408, DMIN 7505
2.3 Developing an understanding of the major conflicts of family life within Puerto Rican/Hispanic Context	DMIN 7301, DMIN 7303, DMIN 7305, DMIN 7306, DMIN 7504, DMIN 7203
3.1 Acquiring basic skills for pastoral care in general and with families in particular	DMIN 7108, DMIN 7208, DMIN 7308, DMIN 7408 and DMIN 7605 (Thesis Research)
3.2 Acquiring basic skills in conflict Management	DMIN 7101, DMIN 7106, DMIN 7201, DMIN 7301, DMIN 7302, DMIN 7303, DMIN 7308
3.3 Growing in their sensibility and their comprehension to serve in social ministry	DMIN 7108, DMIN 7208, DMIN 7308, DMIN 7408 and DMIN 7605 (Thesis Research)

Objective	Average Rate on a 1 to 5 scale	Value Interpretation	Implementation Step
1.1 Developing a basic understanding of him/her-self as integral part of a nuclear and extended family system.			
1.2 Affirming his or her pastoral, vocational, and professional identity to serve the church in its care for families in sound and articulated ways.			
2.1 Developing a basic understanding of the social basis of family systems in its various expressions.			
2.2 Developing a basic understanding of the family system from a biopscho-social and spiritual perspective			
2.3 Developing an understanding of the major conflicts of family life within Puerto Rican/Hispanic Context			
3.1 Acquiring basic skills for pastoral care in general and with families in particular			
3.2 Acquiring basic skills in conflict management			
3.3 Growing in their sensibility and			

their comprehension to serve in social ministry			
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3.5-4.00= Expectations met at a level of excellence

3.0-3.50= Expectations met at proper level

2.5-3.00= Expectations met but can be improved

2.00-2.5= Expectations met at an average level and needs improvement

1.5- 2.0= Expectations not met, needs educational implementation

1.00-1.5= Expectations not met, requires full revision and remedial action

CHAPTER 5

ASSESSMENT OF EFFECTIVENESS OF THE INSTITUTIONAL SERVICES

Introduction

The service areas and administration offices are evaluated with some regularity. The assessing of the effectiveness of institutional services is very important to determinate if the services offered to the students, churches and community responds with the institution's mission, goals and values. The data obtained is used to establish an administrative culture centered on the service.

Alignment between Strategic Plan and Institutional Assessment Plan

The following table shows the alignment between the 2017-2022 Strategic Plan and the Institutional Assessment Plan.

Area 4; Institutional Goal 4: Update assessment system that allows auscultation of institutional effectiveness, the rigor of academic programs, evidence of student learning and encourage communication, reflection and assertive decision-making. (Strategic Plan 2017-2022)			
Area	Evaluator	Frequency	Instrument
Course and/or syllabi revision	Faculty	At the end of each course	Faculty evaluation of courses instrument
Effectiveness of the Academic Programs	Student candidates for graduation	When finishing study plan	Survey for students and alumni of the MAR program Survey for students and alumni of the MDiv program
Teaching, research and service (Appendix I, Faculty Manual)	Students	At the end of each course	Student course evaluation instrument
	Faculty (Peers)	Every time it is required for	Classroom visiting instrument

		promotion in rank or renewal of contract.	
	Academic dean	Every time it is required for promotion in rank or renewal of contract.	Survey about service satisfaction
Graduate profile	Interviews with leaders of the sponsoring churches	Annually	Denominational leader Interview Instrument
Juan de Valdés Library	Students and community	Annually	Instrument for the evaluation of Library services, resources and facilities
Academic Services Offices (Dean's Office, Admissions, Registrar)	Students	Annually	Instrument for assessment of services offered by the Registrar's Office
Administrative Offices (Presidency, Administration, Finances, Financial Aid)	Students	Annually	Satisfaction Questionnaire of received services from the staff of President's Office, Administration, Academic Dean and Library
Student and Community Services Areas (Pastoral Counseling, Chaplaincy, Student Counseling, Cafeteria)	Students and community	Annually	Assessment of orientation activity for new students Service Satisfaction Survey
Board of Directors Meetings	Members of Board of Directors	End of meetings	Instrument for Assessment of Board of Directors Meetings

Special or continuing education activities	Participants	At the end of each activity	Assessment of Continuing Education Workshop
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Use the results

The results of assessment offer direction for administrative and academic decisions for the use of resources and to guaranteed quality of services offered to the community and the administrators make decisions to improve the effectiveness of the services. The surveys and feedback received from students, faculty and visitors are used to establish an administrative culture of service centered by the students. The results of the assessment will be used to:

- Assess of the effectiveness of the courses' syllabus.
- Academic Programs reviews.
- Projections budgets and student's retention plan.
- Assess of the effectiveness of the institution's dependencies or offices (Presidency, Administration, Academic Deanship and Library).
- Interviews with leadership of the sponsoring churches to review the competence of graduate profile.
- Faculty scholarship and academic performance, including an analysis of student's teacher evaluations.

APPENDIX A INSTRUMENTS