

**Evaluation Report for the Assessment Plan
of Pacific Lutheran Theological Seminary of California Lutheran University**

1 October 2022

On 1 April 2020, Pacific Lutheran Theological Seminary of California Lutheran University (PLTS) submitted an assessment plan report for the Master of Divinity (MDiv) degree program that had undergone significant changes beginning in the fall of 2018 (*see Appendix A for this report*). That report stated that “PLTS of Cal Lutheran is ready to launch into assessment at the program and seminary levels, and the seminary looks forward to ‘demonstrating continued progress’ in a report due October 1, 2022.” This report seeks to fulfill that goal by evaluating the assessment plan laid out in the April 2020 report to show where it met the stated goals for assessment of the program and what adaptations or corrections will be needed in the future.

In April and May of 2022, the Academic Committee of the faculty of PLTS met to review the proposed timeline for the assessment work as well as to analyze the proposed measures and actions, and the data that those produced to evaluate the effectiveness of the assessment plan presented in the report of April 2020. To date, the PLTS faculty has engaged in the assessment plan as outlined in that report.

The Academic Committee’s evaluative work surfaced three successful elements from the assessment process. Those are, (1) the identification of key assignments as direct measures of the educational effectiveness of the MDiv degree program; (2) regularized listening posts with students led by the Academic Committee Student Representative to gather feedback about the academic program; and, (3) faculty review of the data guided by the Academic Committee (*see Appendix B for this data*). In addition to these elements, the faculty also engaged in additional assessment work both for the curriculum as a whole as well as for individual courses.

Examples of such work include the use of a graded rubric to assess student proficiency of the program learning outcomes, soliciting and incorporating feedback from students regarding individual courses and course sequencing, as well as reflections on school and program learning objectives; discussing student feedback with the wider faculty during regular faculty meetings;

and, meetings with the staff of the Office of Educational Effectiveness and Institutional Research (EEIR) to discuss how the program is meeting the school and program outcomes PLTS has espoused.

The Academic Committee's evaluative work also surfaced gaps and areas in need of revision. In the Assessment Plan of April 2020, the details of the measurement tools and benchmarks for judging effectiveness were clearly stated for the direct measure. For a number of indirect measures in the report, details regarding the descriptions of measurement tools and benchmarks for judging effectiveness were to be determined (TBD). Since the submission of the plan in 2020, PLTS has made significant progress in defining the indirect measure of assessment by defining the measurement tools to be used. However, work remains to be done in determining benchmarks for these measurement tools to demonstrate educational effectiveness.

For example, the Academic Committee with the help of the Student Association representative developed questions and prompts for the listening posts with the whole student body (*see Appendix C for example of the questions asked during one such listening post*). Additionally, the Associate Dean for Academic and Student Affairs participated in the alumni survey committee for the whole university to develop a Graduating Student Exit Survey instrument. This survey, incorporated many questions posed by the graduate survey offered by the Association of Theological Schools. PLTS continues to collaborate with the university alumni survey committee on developing one, three, and five years post-graduation surveys. Once the surveys are administered and analyzed, PLTS faculty will discuss the results to determine how best to incorporate lessons learned into the assessment work.

An area of need that surfaced from the Academic Committee's work is that of updating the key assignments used as direct measures for the various school and program outcomes. Many are still relevant and offer good feedback on these outcomes but some assignments are no longer used due to a change in instructors for the courses or updates to the courses that were made following feedback from student evaluations. The Academic Committee has charged the faculty with updating the key assignments to be used for assessment during the 2022-23 academic year. That work has already begun and will continue throughout the year.

PLTS was able to complete the majority of the steps identified in the timeline as demonstrated by the document in Appendix C. One major step that PLTS has not been able to accomplish is updating the Educational Effectiveness Statement (EES). This is due to a change in personnel and missing documents for this step. The Associate Dean's Office will work with EEIR during the fall of 2022 to update the EES.

Another major step documented in the Assessment Plan Report of 2020 is the curriculum revision, due to the University Graduate Committee by March 2023. However, the need to move to remote work during the first year and a half of the COVID pandemic delayed the faculty's capacity to get an accurate view of the whole of the new curriculum. As a result, PLTS faculty rescheduled plans to engage in a thorough curriculum review to begin in Fall 2024 with the hope of bringing the report to the University Graduate Committee by March 2025.

At the time of submission of the Assessment Plan Report of 2020, the Master of Divinity degree program at PLTS was in its first year of being offered in both residential (RL) and distributed (DL) modalities. Currently, PLTS applies the same measures and actions for both modalities since the learning outcomes are the same. Over the course of the 2022-23 academic year, the Academic Committee will determine if this is sufficient or if there is a need for other assessment tools for the distributed learning courses.

In conclusion, the overall assessment process for the Master of Divinity program seems to be meeting the desired expectations. This conclusion is based on the numerous changes that the faculty have implemented based on feedback garnered through the process laid out in the original report. Such changes included adjustments to course sequencing to aid the students in both acquiring and integrating content from across the curriculum. The faculty decided to make these changes because they offered opportunities for improvement not only to individual courses but also to the overall teaching and learning environment at PLTS.

Appendix A

**Pacific Lutheran Theological Seminary
of California Lutheran University**

Assessment Plan

1 April 2020

Part One: Introduction

Since 2013, Pacific Lutheran Theological Seminary of California Lutheran University (PLTS of Cal Lutheran) continues to make strides in assessment. Today, the seminary embodies a sustainable culture of assessment at the individual and course level. During visits from The Association of Theological Schools (ATS), including the accreditation visit in October 2018, it was discussed and noted that PLTS of Cal Lutheran needs to apply this culture of assessment to the program and seminary levels. The plan on file to measure educational effectiveness at the program and seminary levels was not sustainable; and therefore, has not been put into action. PLTS of Cal Lutheran has work to do in this area, and this report addresses that need for the Master of Divinity Degree Program (MDiv) as well as for any future degree programs.

This report outlines the “simple and sustainable”¹ assessment plan of PLTS of Cal Lutheran. The PLTS of Cal Lutheran assessment plan addresses the report requirement and areas in need of improvement and growth recommended by ATS. To address this programmatic and institutional need, the previous assessment plan was reviewed, borrowed from, and set aside as appropriate. As this report outlines, PLTS of Cal Lutheran is ready to launch into assessment at the program and seminary levels, and the seminary looks forward to “demonstrating continued progress”² in a report due October 1, 2022. This report supersedes previous reports to ATS.³

I. Report Requirement

“To require a report by April 1, 2020, regarding the school’s plan for educational assessment.”⁴

A. Areas in Need of Improvement and Growth

“While the school has done good work to develop a culture of assessment (including an elaborate plan for course-level evaluation as well as thoughtful work in the development of the new MDiv curriculum), this report should demonstrate that the seminary has revised its assessment plan to ensure that it is as simple and sustainable as possible while adequate to answer fundamental questions about educational effectiveness. This report should demonstrate that the assessment plan is aligned with the school’s new curriculum and attends to degree program outcomes (not just individual courses or individual learners) and should show how the seminary has (1) refined the learning outcomes at the degree program level and (2) simplified and honed the assessment tools used to measure these degree learning outcomes (Educational Standard, section ES.6).”⁵

B. Standards and Resources

¹ ATS Committee Recommendations Letter (25 October 2018).

² ATS Committee Recommendations Letter (25 October 2018).

³ *Toward Faculty Reforming IV: All Degree Programs Assessment Pilot Plan for Learning and Development Outcomes: A Report to The Association of Theological Schools* (1 November 2011); *A Comprehensive, Systematic, and Sustainable Assessment of Student Learning Outcomes for All Degree Programs with Differentiation of Degree Outcomes for Each Program: A Report to The Association of Theological Schools* (1 April 2013).

⁴ ATS Committee Recommendations Letter (25 October 2018).

⁵ ATS Committee Recommendations Letter (25 October 2018).

The following resources were reviewed in preparation for this revision: *ATS Educational Standard; Degree Program Standards: Standard A*; and *ATS Self-Study Handbook Chapter Seven: A Reflective Guide to Effective Assessment of Student Learning*. Survey of plans online or shared with the Assessment Subcommittee from other theological education institutions as well as reviewing online Educational Effectiveness Statements (EES) was invaluable in helping the Assessment Subcommittee rethink and revise this report. Assessment plans and EES and surveyed include: Graduate Theological Union, Southern California Seminary, Union Theological Seminary, and Church Divinity School of the Pacific. This review sparked the recognition of the critical component missing in previous reports, namely an assessment key for assessing outcomes that includes a benchmark for each measure of an outcome.

C. Ongoing Role of the Academic Committee

Revision of PLTS of Cal Lutheran assessment was directed by an Assessment Subcommittee of the seminary Academic Committee. This subcommittee provided regular updates to the Academic Committee as this plan developed. Because maintaining a shared culture of and institutional continuity for assessment is important to the faculty and seminary, the Academic Committee will oversee the collecting, reviewing, and reporting of data in making annual updates of the Educational Effectiveness Statement (EES) and providing assessment reports. The Academic Committee will also oversee the addressing of results in the EES and assessment reports.

Part Two: Assessment

The PLTS of Cal Lutheran assessment plan is structured using the three-fold approach of *Assessment Clear and Simple*: “Outcomes, Measures, Actions.”⁶ While this plan currently addresses only the MDiv in its Residential Learning (RL) and Distance Learning (DL) iterations, it is understood that the application for any new degree programs and their delivery modalities will have to address assessment using this plan.

I. Outcomes

In 2018, PLTS of Cal Lutheran launched a new MDiv curriculum. The curriculum requirements of the university graduate programs committee require that graduate schools outline school outcomes for all degree programs and program outcomes for each degree program. Both sets of outcomes are vital to the preparation of ministry leaders, and both are addressed in this report in relation to the MDiv.⁷ The outcomes reflect the intricacies as well as the breadth required to prepare ministry leaders, and require multiple measures to demonstrate educational effectiveness. Starting in 2020, PLTS of Cal Lutheran will be launching an asynchronous DL delivery modality

⁶ Walvoord uses “Goals, Information, Action” noting “Outcomes” and “Measures” as alternative terms often found in assessment resources. For consistency, this report uses “Outcomes” and “Measures” exclusively. Walvoord, 2, 3-4.

⁷ It is understood that any new degree programs would have to address the seminary outcomes and be developed around program outcomes.

toward completing the MDiv. This report addresses how PLTS of Cal Lutheran will demonstrate equivalent educational effectiveness of the RL and DL MDiv delivery modalities.

A. School Outcomes

The outcomes that all PLTS of Cal Lutheran programs are required to address and fulfill are:

1. Life-Giving Relationship with God: All graduates of Pacific Lutheran Theological Seminary of California Lutheran University learn how to celebrate, nourish and deepen not only their own life-giving relationship with God; but also how to empower individuals and communities of faith to deepen and nourish their own such relationships.

2. Intellectual Engagement with Scripture, Faith Traditions and the World:

All graduates of Pacific Lutheran Theological Seminary of California Lutheran University have engaged Scriptures, faith traditions and contexts with intellectual rigor and curiosity, utilizing a triple hermeneutic—critical, appreciative and constructive—in both the classroom and in contextualized ministry experiences and settings.

3. Practices of Social Transformation and Liberation:

All graduates of Pacific Lutheran Theological Seminary of California Lutheran University have explored and learned to employ theologies of liberation and advocacy in their present and future ministries, including collaboration with ecumenical, interfaith and secular partners in the work of congregational, ecclesial and social transformation.

4. Race-Class-Gender-Earth Nexus:

All graduates of Pacific Lutheran Theological Seminary of California Lutheran University have learned to seek out and recognize the race-class-gender-Earth nexus as they engage the work of contextual analyses and in their critique, retrieval and reconstruction of Christian beliefs and practices.

B. Program Outcomes

The specific outcomes that the MDiv program is required to address and fulfill are:

1. Spirituality and Vocation:

Graduates with a Master of Divinity degree are capable of articulating their experience and understanding of who God is; of facilitating faithful conversations among people with varied perspectives; of appreciating a variety of ways to engage God's presence; and of using biblical and theological tools for building vibrant faith communities.

2. Hermeneutics and Interpretation:

Graduates with a Master of Divinity degree can make normative use of critical, intersectional and constructive theological theories; recognizing and utilizing hermeneutical approaches other than those of one's own cultural/social group. They can demonstrate how these tools of interpretation ground their preaching, teaching, worship leadership and pastoral care.

3. Contextual Analysis:

Graduates with a Master of Divinity degree have learned to identify privilege and oppressions; to articulate the root causes of systemic inequity and environmental degradation in their specific ministry context; to teach and preach from various biblical and theological bases for the work of social transformation toward restorative justice. They can lead worship that integrates each Christian's baptismal call to "seek justice and peace in all the Earth" with core strategies to engage self and communities in the work of dismantling "isms."

4. Pastoral Leadership Skills:

Graduates with a Master of Divinity degree have developed skills in teaching, preaching, pastoral care, worship leadership and planning, outreach, conflict resolution and congregational fiscal responsibility. They understand how denominational identity [Lutheran and others] informs one's understanding of God and celebrate how multicultural, ecumenical and interfaith perspectives deepen, challenge and animate each spiritual journey.

II. Measures

Identifying direct and indirect measures of outcomes fulfillment and educational effectiveness for the new MDiv curriculum required a review of how each course prepares students as well as determining what information would be helpful post-graduation to determine educational effectiveness.

A. Direct Measures

1. Reviewing Courses, School Outcomes, and Program Outcomes

An initial step taken to orient this assessment plan was to review all courses in the MDiv as well as school and program outcomes. This review helped clarify the need to identify key assignments that demonstrate fulfillment of school and program outcomes.

2. Identifying Key Assignments in Relation to Outcomes

Key assignments scored using syllabi rubrics were identified as direct measures of educational effectiveness. The scores from these key assignments are direct data for measuring educational effectiveness. **See Part Three: Assessment Key for the RL and DL MDiv.**

3. Developing Benchmarks for Demonstrating Effectiveness

A vital piece that was missing in previous assessment reports, and that changed the direction of this report in relation to previous reports is providing clear baselines or benchmarks for measures of school and program outcomes effectiveness. A benchmark was developed for each key assignment identified as a measure. This baseline clarifies what direct measurable assessment toward meeting an outcome looks like. This was done for each outcome, and an assessment key was developed for the MDiv program that orients and guides the assessment work of the Academic Committee. **See Part Three: Assessment Key for the RL and DL MDiv.**

B. Indirect Measures

1. Identifying Surveys Used and Needed

In addition to the ATS graduates survey, the subcommittee identified the current practice of semesterly Listening Posts used to review how the new curriculum is working for students as a form of survey that will continue to provide indirect data. To ensure regular and uniform data, a portion of the Listening Posts will be devoted to completing a written survey.

The subcommittee also identified the need for a seminary survey to indirectly assess graduate readiness and effectiveness. This survey will be distributed at graduation and at three years in ministry.

2. Designing Survey Questions

The questions for the Listening Posts will be reviewed with the university Office of Educational Effectiveness and Institutional Research (EEIR) to better align them with measuring school and program outcomes. The questions for the graduate survey will be focused on how the graduate self-report of readiness and effectiveness related to school and program outcomes. The questions for this survey will be developed with and then distributed by EEIR. **See Part Three: Assessment Key for the RL and DL MDiv.**

3. Developing Benchmarks for Demonstrating Effectiveness

Similar to direct measures, developing clear baselines or benchmarks for indirect measures is necessary to assess school and program outcomes effectiveness. A benchmark will be developed for Listening Post survey questions and for graduate survey questions identified as a measure. These benchmarks clarify what indirect measurable assessment toward meeting an outcome looks like. These are included as blank for now in the assessment key developed for the MDiv program that will orient and guide the assessment work of the Academic Committee. **See Part Three: Assessment Key for the RL and DL MDiv.**

III. Actions

The actions outlined here identify a cycle of assessment:

A. Collecting Data

Scored key assignments with scoring rubric will be stored in Moodle as a repository. To maintain student privacy, only scores from key assignments will be reported to the Dean's Office using a spreadsheet report form. The scores from these forms will be input into a spreadsheet Assessment Database. Written survey responses will be stored in Qualtrix as a repository. Survey scores will be input into a spreadsheet Assessment Database.

B. Reviewing Data

The Dean's Office will provide the Academic Committee with an semesterly copy of Assessment Database information as the initial step of review. The Academic Committee will review data, develop an EES, and write a report that includes findings and analysis. RL and DL findings will be identified separately in the EES for comparison purposes. RL and DL findings and analysis will be identified separately, and these will be compared in the written report as a means to determine equivalent effectiveness of the two delivery modalities.

C. Reporting Findings

The Academic Committee will provide an annual report of educational effectiveness to the Faculty Meeting for discussion about findings and analysis.

D. Addressing Findings

The Faculty Meeting will discuss the report of the Academic Committee and make recommendations for curriculum revision, which is vital to closing the assessment loop.⁸

E. Reviewing Assessment

The Academic Committee will review if the assessment plan is working as part of annual reports to and discussions in the Faculty Meeting. The report due October 1, 2022 gives the Academic Committee and Faculty Meeting necessary time to determine if this assessment plan is working simply, sustainably, and sufficiently⁹ to address findings and demonstrate educational effectiveness.

F. Working Timeline

The timeline intends to jumpstart institutional and programmatic assessment. The October 1, 2022 report is auspicious as it will give PLTS of Cal Lutheran a full two-year cycle of data for assessing the MDiv via direct measures and evaluating the assessment plan.

⁸ *ATS Self-Study Handbook Chapter Seven: A Reflective Guide to Effective Assessment of Student Learning*, 21-22. <https://www.ats.edu/uploads/accrediting/documents/self-study-handbook-chapter-7.pdf>

⁹ *ATS Self-Study Handbook Chapter Seven: A Reflective Guide to Effective Assessment of Student Learning*, 21. <https://www.ats.edu/uploads/accrediting/documents/self-study-handbook-chapter-7.pdf>

April 1, 2020	Assessment Plan Report to ATS
August 2020	Updated EES [using current format]
September 2020	Assessment Plan in Effect
December 2020	Key Assignment Data Collected [Fall Semester]
January 2020	Key Assignment Data Collected [January Session]
April 2021	Initial contact with EEIR to review Listening Posts and develop a written survey portion and to develop a graduate survey
May 2021	Key Assignment Data Collected [Spring Semester]
May-August 2021	Assessment Data Reviewed for EES and Assessment Report
May-August 2021	Initial work to develop new EES using this Assessment Plan
August 2021	Updated EES [using current format]
September 2021	Initial work with EEIR to develop Listening Post survey
September 2021	Initial work with EEIR to develop graduate survey
September 2021	Assessment Report to the Faculty [includes assessment progress and plan evaluation]
October 2021	Listening Posts written survey portion ready
November 2021	Listening Post survey
October 2021- September 2022	Ongoing Conversations about Curriculum Revision
December 2021	Key Assignment Data Collected [Fall Semester]
January 2022	Key Assignment Data Collected [January Session]
March 2022	Assessment Report to the Faculty [includes assessment progress and plan evaluation]
April 2022	Listening Post survey
April 2022	Graduate survey ready

May 2022	Key Assignment Data Collected [Spring Semester]
May-August 2022	Assessment Data Reviewed for EES and Assessment Report
August 2022	Survey distributed to graduates prior to release of diploma
August 2022	Updated EES [using format based on this Assessment Plan]
September 2022	Assessment Report to the Faculty [includes assessment progress and plan evaluation]
October 1, 2022	Assessment Progress and Evaluation of Assessment Plan Report to ATS
March 2023	Curriculum Revision to University Graduate Committee

This cycle of data collection, review, report, and address continues *ad infinitum*.

Part Three: Assessment Key for the RL and DL MDiv

School Outcome 1: Life-Giving Relationship with God

All graduates of Pacific Lutheran Theological Seminary learn how to celebrate, nourish and deepen not only their own life-giving relationship with God; but also how to empower individuals and communities of faith to deepen and nourish their own such relationships.

Direct Measure: *Credo* Essay

Course: ST-2225/8225 Constructive Theology

Measure Description: In this essay, students thoughtfully engage in the work of constructive theology by giving voice to their own *credo*.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Final Project

Course: SP-1125/8100 Foundations in Christian Spirituality

Measure Description: In either a paper or video presentation, students re-examine their understanding of the terms Christian spirituality, prayer, discipleship, and spiritual practices.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Personal Lutheran Handbook

Course: HSST-1125/8190 Lutheran Theology: Sources and Hermeneutics

Measure Description: Articulate the basic tenets and emphases, as well as growing edges of Lutheran theology with the historical confessional texts (esp. AC and LC) and with a demonstrated ecumenical and interfaith attentiveness. Critically engage Lutheran sources vis-à-vis contemporary theological concerns, historical and ecumenical considerations, and practical ministry situations.

Benchmark: 80% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

School Outcome 2: Intellectual Engagement with Scripture, Faith Traditions, and the World

All graduates of Pacific Lutheran Theological Seminary have engaged Scriptures, faith traditions and contexts with intellectual rigor and curiosity, utilizing a triple hermeneutic—critical, appreciative and constructive—in both the classroom and in contextualized ministry experiences and settings.

Direct Measure: Moral Deliberation Paper

Course: CE-1125/8125 Christian Ethics: Radical Love Embodied

Measure Description: The purpose of this paper is to become more self-aware, methodological, and adept at moral deliberation and at guiding others in it. Students develop and practice a process for moral deliberation grounded in tools of Christian ethics. They choose and work with a moral dilemma selected from a detailed case study text. It must be a difficult and potentially divisive moral dilemma significant to the student or to some “community” of which they are a part. The paper describes the process of moral deliberation to be employed and then employs it to arrive at a tentative or definitive response to the dilemma. Students must demonstrate understanding of key concepts, methods, and theories learned in class.

Benchmark: At least 80% of students receive a B- or higher grade on the paper.

Direct Measure: Final Portfolio or Thesis Paper

Course: OT-1076/8175 Introduction to Old Testament

Measure Description: The portfolio is to show your investigation of the impact of biblical texts upon contemporary life (how the Bible is interpreted, used, and appropriated by modern readers). As an alternative, students can write an academic paper in which they establish a critical conversation related to any interpretive issue(s) discussed during the semester in a response to “What is Biblical Authority?”

Benchmark: At least 80% of students meets expectations/meets standards or exceeds expectations/above standards.

Direct Measure: Final Paper/Project

Course: NT-1002/8103 Introduction to New Testament

Measure Description: Students have the option of writing a paper or doing a creative project. Paper: The focus of the paper should be *The Political and Ideological World of the Gospels' Interpreter*: Select a passage from the Gospels and explore the ways it conceptualizes a specific area of the human experience: gender, sexuality, race, class, nationality, etc. Relate your findings to the contemporary situation of the same human experience. This paper should provide a clear presentation of the interpretative strategies you deploy in your analysis. Extension: 3500-4000 words. Project: Students may choose to do a project that relates a Gospel passage or theme to a particular aspect of ministry. Project proposals should be discussed with the professor. Benchmark: 80% of students will complete the paper/project with above average (grade range of 80-89%) to outstanding (grade range of 90-100%).

Indirect Measure: Listening Posts
Description of survey questions TBD
Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation
Description of survey questions TBD
Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year
Description of survey questions TBD
Benchmark: TBD

School Outcome 3: Practices of Social Transformation and Liberation

All graduates of Pacific Lutheran Theological Seminary have explored and learned to employ theologies of liberation and advocacy in their present and future ministries, including collaboration with ecumenical, interfaith and secular partners in the work of congregational, ecclesial and social transformation.

Direct Measure: Interrupting Injustice Project
Course: CE-1125/8125 Christian Ethics: Radical Love Embodied
Measure Description: In this project students practice and theorize the art of challenging privilege. Working in teams, they design a way to challenge one form of privilege in which they are on the “advantaged” side, not the oppressed side.
Benchmark: At least 80% of students receive a B- or higher.

Direct Measure: Final Paper
Course: RSFT-1300 Introduction to Faith-Rooted Social Transformation
Measure Description: Students have three options for completing this paper. Options include: 1) Designing a plan for cultivating a commitment to racial and/or economic justice in a first call congregation; 2) designing a toolkit for a Christian community that seeks to contribute to social transformation toward a more just, compassionate, and ecological world; and 3) elaborating the student’s evolving theology of faith-rooted social transformation.

Benchmark: At least 80% of students receive a B- or higher on the paper.

Direct Measure: Final Project

Course: HMRS-3000 Preaching Toward Social Transformation

Measure Description: Students can choose from 5 options for their final project, including: outline a plan for a sermon series related to a social issue, rework a sermon they've already preached that would more effectively lead to social transformation, engage in a close "reading" of at least 3 sermons and offer a sermon analysis, prepare a congregational study series focusing on why and how they will address social issues in their preaching, or conduct interviews of at least 3 pastors and summarize findings in a paper or PowerPoint presentation.

Benchmark: 80% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

School Outcome 4: Race-Class-Gender-Earth Nexus

All graduates of Pacific Lutheran Theological Seminary have learned to seek out and recognize the race-class-gender-Earth nexus as they engage the work of contextual analyses and in their critique, retrieval and reconstruction of Christian beliefs and practices.

Direct Measure: Final Paper

Course: RSFT-2550/8250 Ministry Across Cultures

Measure Description: An essay on the conjunction of racism and other oppressions (sexual, class, gender, etc.) in churches offering a diagnosis about a specific problem and tentative ways to practically address that problem.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Essay

Course: NT-2225/8271 Paul Ancient Contexts, Present Consequences

Measure Description: *The Political and Ideological World of Paul and Paul's Interpreters* Select a passage from the Epistles and explore its connections with its socio-political context. Then explore the ways the passage conceptualizes a specific area of the human experience: gender, sexuality, race, class, nationality, etc. Relate your findings to the contemporary situation of the same human experience. This essay should provide a

clear presentation of the interpretative strategies you deploy in your analysis. This essay should focus on the historical context and use a historical-critical or literary approach. Benchmark: 80% of students will complete the paper/project with above average (grade range of 80-89%) to outstanding (grade range of 90-100%).

Direct Measure: Intersectional Autobiography

Course: RSFT-1120/8119, RSFT-1121/8121 Methods and Hermeneutics I/II

Measure Description: An essay in which students address the following questions: What is your social location? Where do your gender, race/ethnicity, sexual identity, social class, ability, age, nation of origin, and religion intersect and situate you within structures of social, political, economic and religious power? How does your social location affect the ways you do theology? How can this awareness help you be attentive to the theologies of people who are differently located and allow those theologies to be in dialogue with your own beliefs?

Benchmark: 80% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

Program Outcome 1: Spirituality and Vocation

In addition, all graduates with a Master of Divinity degree are capable of articulating their experience and understanding of who God is; of facilitating faithful conversations among people with varied perspectives; of appreciating a variety of ways to engage God's presence; and of using biblical and theological tools for building vibrant faith communities.

Direct Measure: Contextual Curriculum Project

Course: ED-8226 Christian Faith Formation: Contextual Curriculum Project

Measure Description: In consultation with your Internship/Field Education supervisor, you will design, teach, and evaluate a Christian faith formation event for members of your site.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Final Paper

Course: HM-2245/8245 Biblical Preaching

Measure Description: In this two-part final paper students will 1) propose the collaborative preaching process they hope to engage for their upcoming preaching opportunities, and 2) articulate their theology of proclamation, which exhibits their understanding of God's role in preaching preparation, during the preaching event and in the effects of preaching.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Caregiving and Careseeking Pastoral Care and Contemplative Reflection

Course: PS-1146/8146 Pastoral Care II

Measure Description: Students will engage in two (2) praxis sessions to include a written contemplative reflection using format provided. In one session the student will provide pastoral care, and in another session the student will receive pastoral care.

Benchmark: At least 80% of students receive a B- or higher on the paper.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

Program Outcome 2: Hermeneutics and Interpretation

In addition, all graduates with a Master of Divinity degree can make normative use of critical, intersectional and constructive theological theories; recognizing and utilizing hermeneutical approaches other than those of one's own cultural/social group. They can demonstrate how these tools of interpretation ground their preaching, teaching, worship leadership and pastoral care.

Direct Measure: Intersectional Theological Method Presentation

Course: RSFT-1120/8119, RSFT-1121/8121 Methods and Hermeneutics I/II

Measure Description: Final class presentation of at least 20 minutes in which students explicate and explore the intersectional theological method they have chosen to study in depth over the course of the semester.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Research Essay

Course: HSST-4450/8450 Freedom Theology with Martin Luther

Measure Description: With this assignment the student is invited to focus on the concept of freedom. The student will develop an interdisciplinary and creative approach in connecting Luther study to a contemporary issue pertaining to freedom, testing how Luther's theology provides stimulus and sources for theological work contributing to social and spiritual transformation.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Research Essay

Course: RSFT-2550/8250 Ministry Across Cultures

Measure Description: Students write an essay on how the "history" about the diversity in the USA affects (or does not) the religious history of your denomination broadly understood.

Benchmark: 80% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

Program Outcome 3: Contextual Analysis

In addition, all graduates with a Master of Divinity degree have learned to identify privilege and oppressions; to articulate the root causes of systemic inequity and environmental degradation in their specific ministry context; to teach and preach from various biblical and theological bases for the work of social transformation toward restorative justice. They can lead worship that integrates each Christian's baptismal call to "seek justice and peace in all the Earth" with core strategies to engage self and communities in the work of dismantling "isms."

Direct Measure: Congregational Study

Course: RSFT-8120 Reading Congregations in Context

Measure Description: Students prepare an in-depth study of their immersion congregation including membership numbers, physical plant and building use patterns; demographic findings [both census and denominational] and their reflections on how these findings affect the mission and vision of the study congregation; observations about the congregation at worship: creating sacred space, leadership and participation in worship, theological language in worship; and understanding of the congregation's community and religious ecology.

Benchmark: 95% of students will meet or exceed expectations.

Direct Measure: Exegeting the Congregation Paper

Course: HM-2245/8245 Biblical Preaching

Measure Description: In preparation for preaching sermon 3 in congregations, students will engage in a process of exegeting that congregation using the KWL chart model. The will respond to questions such as: What do you know about the congregation that directly affects this sermon? What theological convictions do the congregation members hold that directly affect this sermon? What assumptions have you made about the congregation that you desire to confirm? What (and how) did you find out? How will this new information affect the sermon?

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Evaluations

Course: FE-1145/FE-1146/FE-1147 Ministry in Context I/I/III

Measure Description: Complete the Final Evaluation Form which asks students, supervisors, and a community committee to reflect on the students' time with a ministry site in the following areas: strengths for ministry, areas for further growth, professional demeanor, and openness to learning.

Benchmark: 95% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation

Description of survey questions TBD

Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year

Description of survey questions TBD

Benchmark: TBD

Program Outcome 4: Pastoral Leadership Skills

In addition, all graduates with a Master of Divinity degree have developed skills in teaching, preaching, pastoral care, worship leadership and planning, outreach, conflict resolution and congregational fiscal responsibility. They understand how denominational identity [Lutheran

and others] informs one's understanding of God and celebrate how multicultural, ecumenical and interfaith perspectives deepen, challenge and animate each spiritual journey.

Direct Measure: Worship Leadership: A Culminating Project

Course: LS-2226/8226 Living Worship B

Description: The student prepares a Sunday morning Holy Communion worship service, including everything needed for presider and congregation, practices the role of presider in this service with a small group of at least two other persons of their choosing, schedules a date/time to practice with instructor in preparation for presiding while being videoed, schedules a time to preside at the service with their group, and arranges with someone to video their leading this service.

Benchmark: 80% of students will meet or exceed expectations.

Direct Measure: Final Evaluations

Course: FE-2250 Clinical Pastoral Education

Measure Description: Complete the Final Evaluation Form which asks students and supervisors to reflect on the students' time with a ministry site in the following areas: pastoral formation – personal, theological, and spiritual development; pastoral competence – relating to patients, families, and staff; and, pastoral competence – relating to peers and supervisor.

Benchmark: 95% of students will meet or exceed expectations.

Direct Measure: Final Evaluations

Course: FE-4450 Internship

Measure Description: Complete the Final Evaluation Form which asks students, supervisors, and a community committee to reflect on the students' time with a ministry site in the following areas: strengths for ministry, areas for further growth, healthy relationships with self and others, worship leadership, teaching, preaching, pastoral care, public ministry, and administration.

Benchmark: 95% of students will meet or exceed expectations.

Direct Measure: Final Integrative Project

Course: FT-2255/FT-8255 Church Leadership

Measure Description: The student will create a visual presentation that reflects on the following questions: How were you challenged? What did you learn? How do you now understand and utilize your leadership gifts? How have your ideas changed? How might this apply to your ministry setting? When viewed as a whole, how will the themes from this course come together to help you provide good church leadership in future ministry? How will the topics presented in this course help you to provide leadership in response to issues of need and justice in the community? What questions are left unanswered that you want to pursue?

Benchmark: 80% of students will meet or exceed expectations.

Indirect Measure: Listening Posts

Description of survey questions TBD
Benchmark: TBD

Indirect Measure: Graduate Survey Post-Graduation
Description of survey questions TBD
Benchmark: TBD

Indirect Measure: Graduate Survey 3-Year
Description of survey questions TBD
Benchmark: TBD

Appendix B

Benchmark Data Gathered during Academic Years 2020-21 and 2021-22

Fall 2020 Assessment Measurement Assignments

School Outcome 1

1. *Credo* Essay from ST-2225 + ST-8225 – **MET**
2. Final Project from SP-8100 – **MET**

School Outcome 2

1. Moral Deliberation Paper from CE-1125 + CE-8125 – **MET**
2. Final Portfolio or Thesis Paper from OT-1076 + OT-8175 – **MET**

School Outcome 3

1. Interrupting Injustice Project from CE-1125 + CE-8125 – **MET**

School Outcome 4

1. Essay from NT-2225 + NT-8271 – **MET**

Program Outcome 1

1. Final Paper from HM-2245 + HM-8245 – **MET**

Program Outcome 2

None from fall courses

Program Outcome 3

1. Congregational Study from RSFT-8120 – **MET**
2. Exegeting the Congregation Paper from HM-2245 + HM-8245 – **MET**
3. Evaluations from FE-1146 – **MET**

Program Outcome 4

1. Final Evaluations from FE-4450 – **MET**

Intersession + Summer 2021 Assessment Measurement Assignments

School Outcome 3

2. Final Paper from RSFT-1300 – **MET**

Program Outcome 4

2. Final Evaluations from FE-4450 – **MET**
3. Final Evaluations from FE-2250 – **MET**

Spring 2021 Assessment Measurement Assignments

School Outcome 1

3. Personal Lutheran Handbook from HSST-1125 + ST-8190 – **MET**

School Outcome 2

3. Final Paper/Project from NT-1002 + NT-8103 – **MET**

School Outcome 3

3. Final Project from HMRS-3000 – **MET**

School Outcome 4

2. Final Paper from RSFT-2250 + RSFT-8250 – **MET**
3. Intersectional Autobiography from RSFT-1120/1121 + RSFT-8119/8121 – **MET**

Program Outcome 1

2. Contextual Curriculum Project from ED-8226 – **MET**
3. Caregiving + Careseeking Pastoral Care + Contemplative Reflections PS-1146 + PS-8146 – **MET**

Program Outcome 2

1. Intersectional Theological Method Presentation from RSFT-1120/1121 + RSFT-8119/8121 – **MET**
2. Research Essay from HSST-4450 + HSST-8450 – **MET**
3. Research Essay from RSFT-2550 + RST-8250 – **MET**

Program Outcome 3

4. Evaluations from FE-1145 – **MET**
5. Evaluations from FE-1147 – **MET**

Program Outcome 4

4. Worship Leadership: A Culminating Project from LS-2226 + LS-8226 – **MET**
5. Final Evaluations from FE-4450 – **MET**
6. Final Integrative Project from FT-2255 + FT-8255 – **MET**

Fall 2021 Assessment Measurement Assignments

School Outcome 1

4. *Credo* Essay from ST-2225 + ST-8225 – **MET**
5. Final Project from SP-8100 – **MET**

School Outcome 2

4. Moral Deliberation Paper from CE-1125 + CE-8125 – **MET**
5. Final Portfolio or Thesis Paper from OT-1076 + OT-8175 – **MET**

School Outcome 3

4. Interrupting Injustice Project from CE-1125 + CE-8125 – **MET**

School Outcome 4

4. Essay from NT-2225 + NT-8271 – **MET**

Program Outcome 1

4. Final Paper from HM-2245 + HM-8245 – **MET**

Program Outcome 2

None from fall courses

Program Outcome 3

6. Congregational Study from RSFT-8120 – **MET**
7. Exegeting the Congregation Paper from HM-2245 + HM-8245 – **MET**
8. Evaluations from FE-1146 – **MET**

Program Outcome 4

7. Final Evaluations from FE-4450 – **MET**

Intersession 2022

School Outcome 3

5. Final Paper from RSFT-1300 – **MET**

Spring 2022 Assessment Measurement Assignments

School Outcome 1

6. Personal Lutheran Handbook from HSST-1125 + ST-8190 – **MET**

School Outcome 2

6. Final Paper/Project from NT-1002 + NT-8103 – **MET**

School Outcome 3

6. Final Project from HMRS-3000 – **MET**

School Outcome 4

5. Final Paper from RSFT-2250 + RSFT-8250 – **MET**
6. Intersectional Autobiography from RSFT-1120/1121 + RSFT-8119/8121 – **MET**

Program Outcome 1

5. Contextual Curriculum Project from ED-8226 – **MET**

6. Caregiving + Careseeking Pastoral Care + Contemplative Reflections PS-1146 + PS-8146 – **MET**

Program Outcome 2

4. Intersectional Theological Method Presentation from RSFT-1120/1121 + RSFT-8119/8121 – **MET**
5. Research Essay from HSST-4450 + HSST-8450 – **MET**
6. Research Essay from RSFT-2550 + RST-8250 – **MET**

Program Outcome 3

9. Evaluations from FE-1145 – **MET**
10. Evaluations from FE-1147 – **MET**

Program Outcome 4

8. Worship Leadership: A Culminating Project from LS-2226 + LS-8226 – **MET**
9. Final Evaluations from FE-4450 – **MET**
10. Final Integrative Project from FT-2255 + FT-8255 – **MET**

Appendix C

Listening Post Questions

Classroom Experience

- What types of in-class and out-of-class assignments — including what platforms— do you find most useful?
- What might help you feel more supported academically?
- What kind of academic support might help you manage the workload?

Curriculum and Sequencing

- How have you experienced the sequencing so far?
- Where have you found helpful resonances between courses?
- Are there any courses you wish you would have had before other courses, and why?
- How well prepared have you felt by your courses so far to participate in the contextual education components you have experienced?

In-Person and Distance Learning

- For Residential Learners: With the move back to in-person courses after a year fully online, how has the in-person modality and Covid regulations surrounding that been for you? What has worked well, what could be improved?
- For Distance Learners: Are you satisfied with the overall DL experiences. What would help to make it more beneficial for you? What have you seen that makes an asynchronous class engaging? What is working well and what is still challenging?

Additional Comments

- Is there anything else you'd like to share?