

McCormick Theological Seminary

Statement of Educational Effectiveness

Academic Year 2020-2021

EDUCATIONAL EFFECTIVENESS

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

MASTERS LEVEL PROGRAMS

LEARNING OUTCOMES FOR MASTERS LEVEL DEGREE PROGRAMS

The faculty established several learning outcomes for the masters level degree programs. These learning outcomes were established as part of the Curriculum Review process conducted in the academic year 2014-15.

Four of the core learning outcomes are shared by all Masters level degree programs:

1. Think critically
2. Construct theological meaning using biblical and Christian traditions
3. Communicate effectively
4. Exhibit growth in cross-cultural engagement

Additional MDiv Learning Outcomes:

5. Exhibit pastoral imagination
6. Lead just and sustainable communities

Additional MAM Learning Outcome:

7. Serve effectively in congregational ministries

Additional MTS Learning Outcome:

8. Engage in theological research and analysis based upon an argument and construct a theological essay or thesis article.

TYPICAL ASSESSMENT PROCESS FOR MASTERS LEVEL DEGREE PROGRAMS

In order to evaluate educational effectiveness in depth, the faculty have generally chosen two or three learning outcomes to be assessed each year with the intention to assess all eight Masters'

level learning outcomes over three years. The first cycle began in the academic year 2015-16 and ended in 2017-2018. We began the cycle again in 2018-2019. In 2019-2020, we took a comprehensive approach by reviewing all eight learning outcomes. In order to do this, faculty were divided into teams of four and each team was assigned the task of reviewing two learning outcomes. In 2020-2021, we began a new cycle of reimagining curriculum design and assessment practices.

REIMAGINING CURRICULUM DESIGN AND ASSESSMENT PRACTICES

Findings from the program learning outcomes indicated a review of the Master levels programs and Doctor of Ministry program. The academic year 2022-23 is the year of program review for all degree programs. The program review will incorporate improvements in increased points of assessment over the length of each program to track broad based formation in the learner, revised measures to increase evidence of learning as it reflects the MTS mission, vision and values and refine the composition and function of the student electronic portfolio to better articulate ministerial, community and academic assets acquired by the learner. The position of Associate Dean for Curriculum and Assessment has been filled to coordinate the reimagining

RECOMMENDATIONS

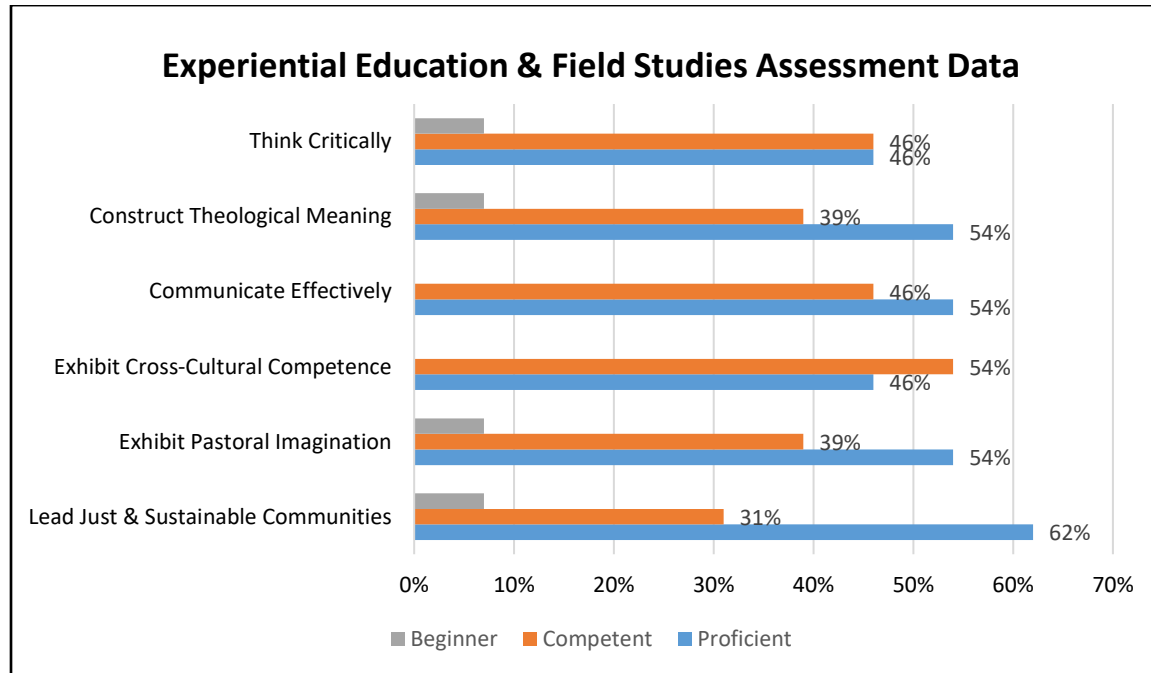
The primary recommendation is to conduct a comprehensive program review for all educational programs to inform policy revisions, teaching approach, modes in instructional delivery, faculty qualifications and program content. The comprehensive program review will result in significant changes given that consider the implications of blending classrooms, diverse learning modalities and student populations.

EXPERIENTIAL EDUCATION AND FIELD STUDIES ASSESSMENT

Students in the MDiv and MAM degree programs are placed in experiential education sites in congregations and agencies for one academic year. Supervisors evaluate them twice in an academic year, specifically at the end of each semester. Students are assessed based on the MDiv program learning outcomes and the EEFS program goals. The evaluation forms define the six (6) MDiv learning outcomes (four core and two additional) and four to seven standards related to each. MAM students are also assessed based on the six MDiv learning outcomes with the understanding that the two additional MDiv learning outcomes namely, “Exhibit pastoral imagination” and “Lead Just and Sustainable Communities,” essentially cover the one additional MAM learning outcome: “Serve effectively in congregational ministries.” Supervisors score students under each of the standards related to the outcomes on a three-part scale.

- Proficient (Score 9)
- Competent (Score 6)
- Beginner (Score 3)

In the 2019-20 academic year, due to the Covid 19 pandemic, assessments were made by the Experiential Education and Field Studies Teaching Team based on their observed level of development. In 2020-2021 we were able to engage supervisor-mentors at the field sites to collect data for 13 of the 18 students. The following chart is based on student success rates for each of the learning outcomes.



As the chart shows, the majority of students performed at the Competent (Score 6) and Proficient (Score 9) levels, with half or a majority of students performing at the Proficient level in four of the six learning outcomes. In four of the outcomes there was one student that performed at the Beginner level.

DMIN PROGRAMS

LEARNING OUTCOMES FOR DMIN PROGRAMS

McCormick offers three options for its Doctor of Ministry program: the McCormick DMin, Association of Chicago Theological Schools (ACTS) DMin in Preaching (offered in conjunction with five other institutions), and Ecumenical DMin (offered in conjunction with two other schools). McCormick’s faculty established five learning outcomes for its DMin degree and for its students in the ACTS DMin in Preaching. The Seminary intends that students who graduate from McCormick with a DMin degree will be able to do the following:

1. Analyze social and cultural factors impacting society in general and her or his own specific setting of ministry.

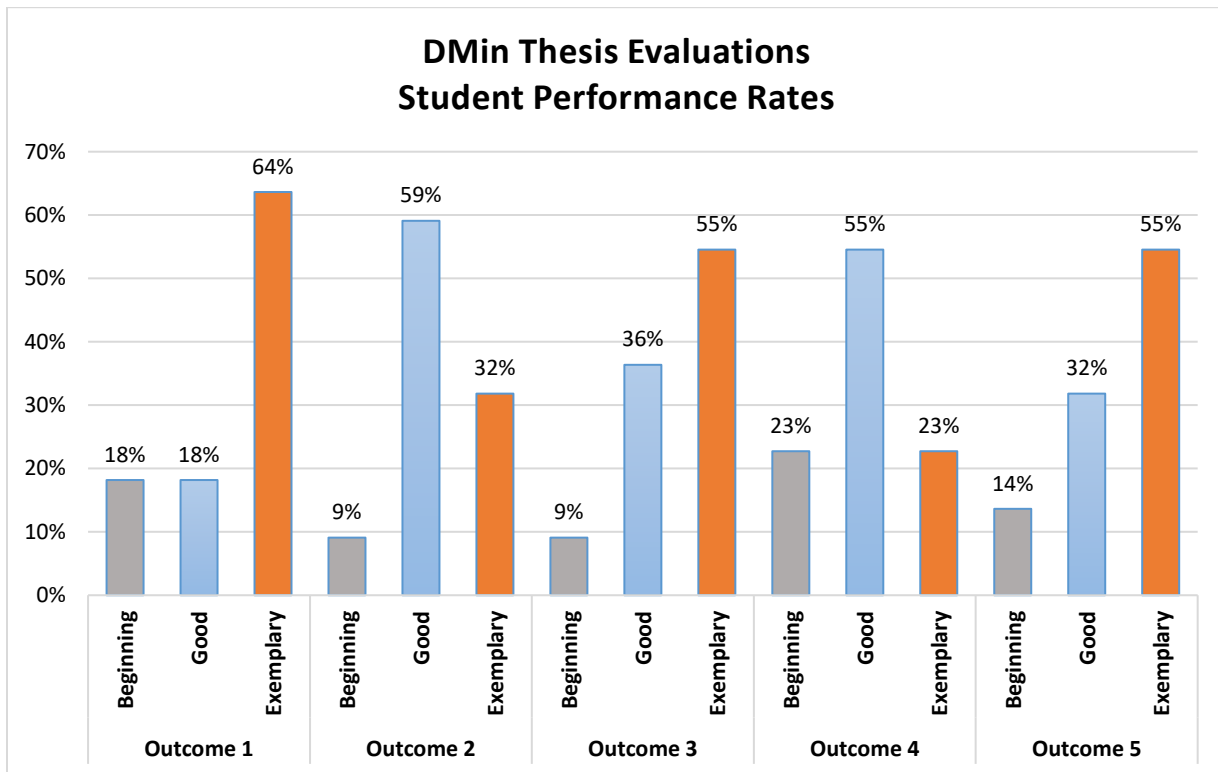
2. Use and integrate a variety of biblical, theological, and historical resources into her or his own specific practices of ministry.
3. Form clear objectives and strategies to address challenges and opportunities in her or his own specific settings.
4. Implement evaluative methods that encourage ongoing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

ASSESSMENT PROCESS FOR MCCORMICK DMIN AND ACTS DMIN PROGRAMS

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

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

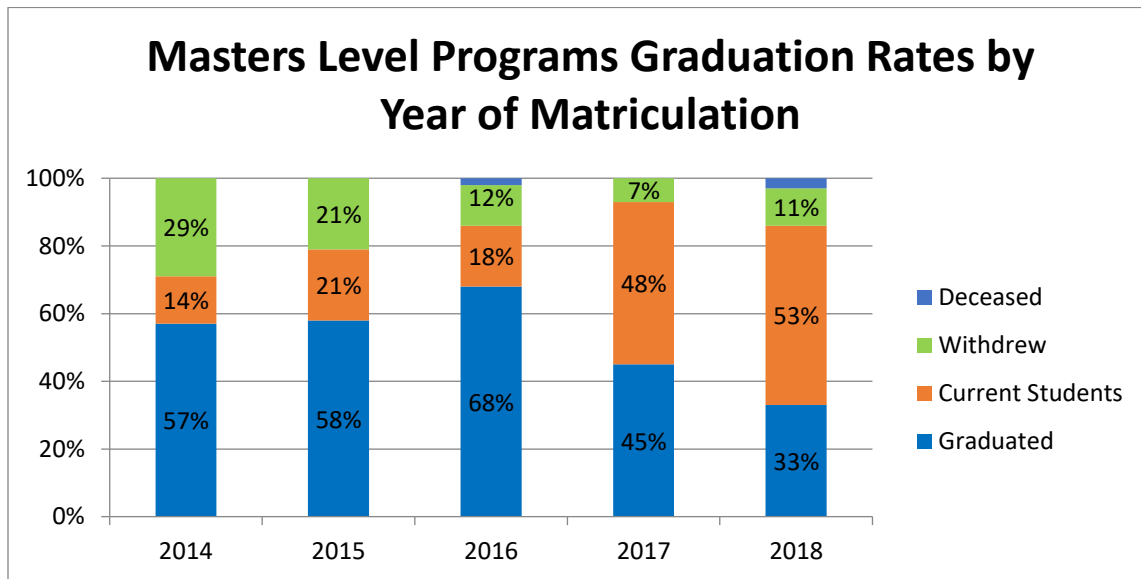
Thesis Evaluations for DMin programs



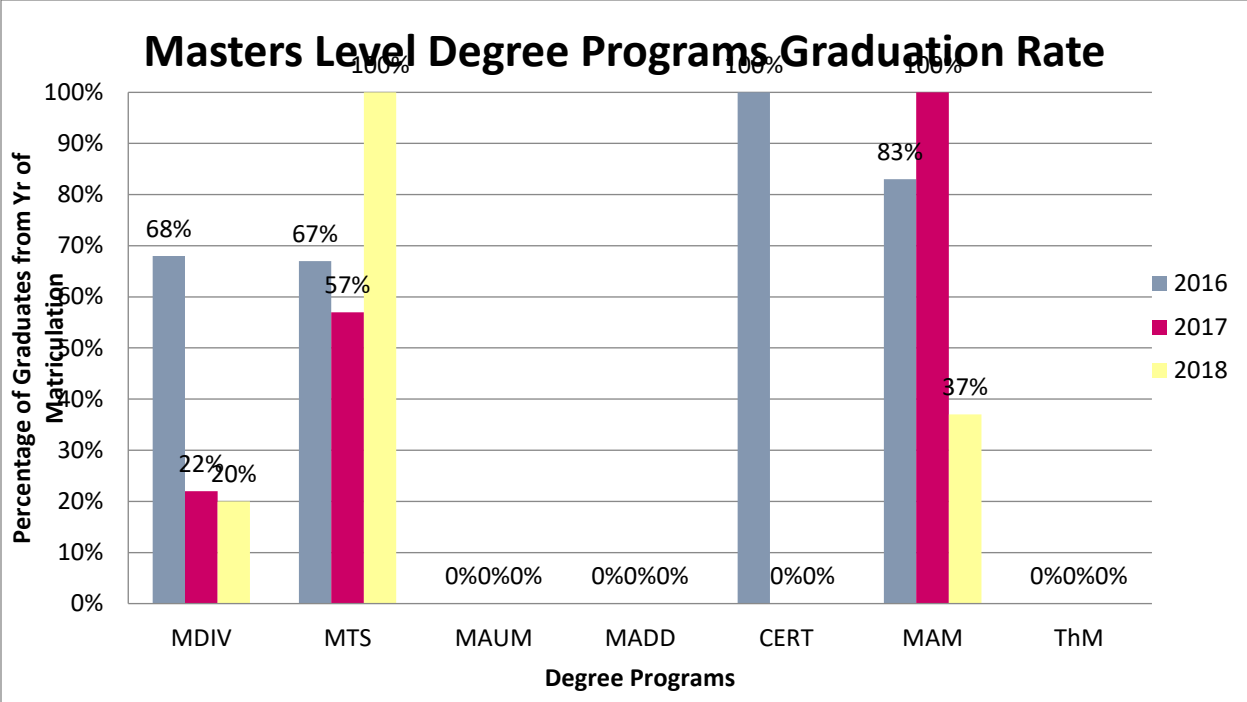
GRADUATION AND RETENTION RATES

Masters Level Programs

McCormick assesses the graduation and retention rates of the student body by assessing the current percentage of Masters level students who have since graduated, continue as students or have withdrawn or deceased. Graduation rates from cohorts who matriculated into any Masters level program at the Seminary from 2014-2018 are found on the chart below:

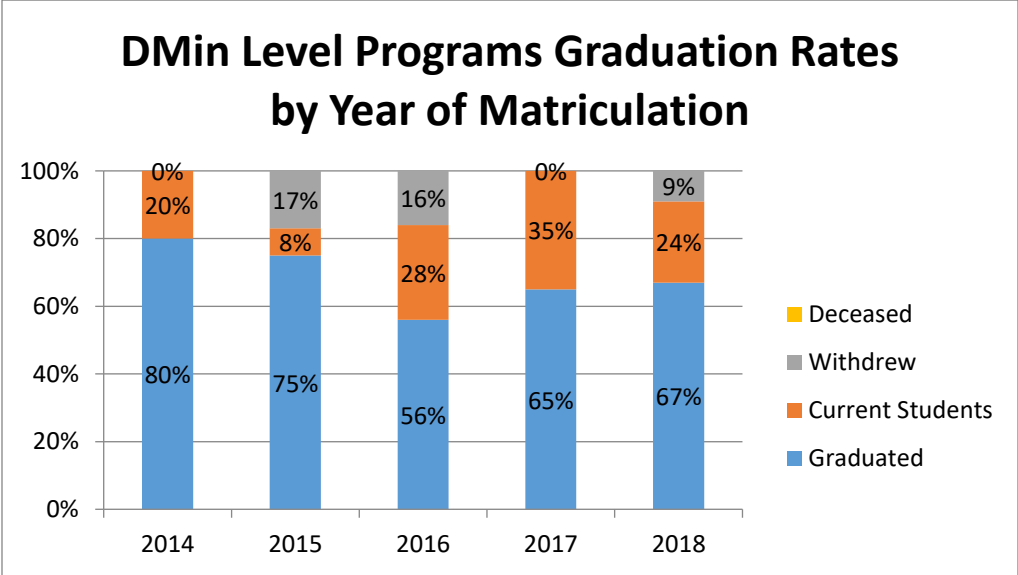


Comparative graduation rates by Masters level degree program (MDiv, MTS, MAM) for cohorts who matriculated from 2016-2018 are indicated in the chart below.

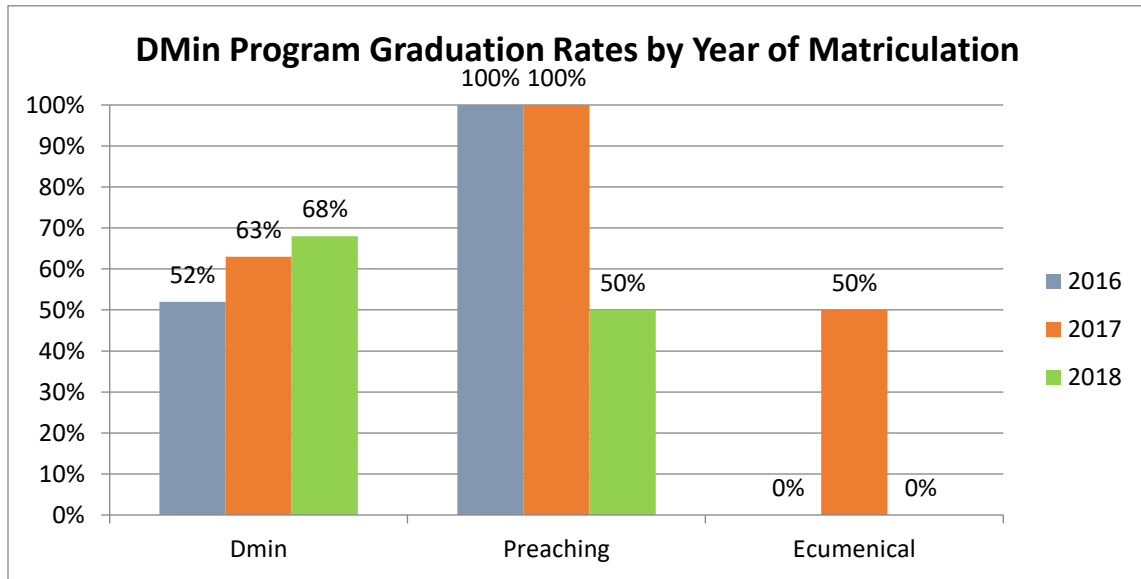


Doctor of Ministry Programs

McCormick assesses the graduation and retention rates of the student body by assessing the current percentage of DMin students who have since graduated, continue as students or have withdrawn. Graduation rates for cohorts who matriculated from 2014-2018 are indicated in the chart below.



Comparative Graduation rates for McCormick students in the McCormick DMin program, ACTS DMin in Preaching program and Ecumenical DMin program are represented in the chart below. The data represent findings from cohorts who matriculated from 2016-2018.



PLACEMENT RATES

Placement rates for 2021 graduates from masters level and DMin programs are displayed in the chart below. The data indicates that high percentages of the MDiv (73% in 2021), MAM (86% in 2021) and DMin graduates (100% in 2021) are employed vocationally within a year of graduating from McCormick. In the MTS program, high percentages of graduates pursue further studies (80% in 2021).

Placement Rates for 2021 Graduates

