

EVANGELICAL SEMINARY OF PUERTO RICO

INSTITUTIONAL LEARNING ASSESSMENT PLAN



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LEARNING ASSESSMENT PLAN

Statement of Purpose

The Evangelical Seminary of Puerto Rico's fundamental purpose is to form men and women for Christian witness and service and for the leadership of the church. 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, Christian commitment, administrative excellence, respect towards life and nature, and passion for justice and peace.

With students and the church: academic and ministerial leadership, professionalism, spirit of service, and positive witness.

With staff and collaborators: respect, integrity, partnership, participation and loyalty.

With all: prophetic commitment, priestly vocation, human quality, faithfulness, and a spirit of faith, love, and hope.

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: theology and history, biblical studies, ministerial arts, 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 sufficient 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 as a whole, constitutes the working group for the implementation and follow up of the assessment plan. 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.

Definitions

The Seminary understands the *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.

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.

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

Historically, the Seminary has been attentive to student learning and has documented various narrative accounts of outcomes in the educational process. This documentation has helped the academic administration and faculty to make programmatic changes and reevaluate its academic offer. Those processes of evaluation were already inserted in the curriculum. Students in the Master of Divinity Program should participate in a series of colloquies leading to the articulation of an integrative essay, evaluated by a faculty panel as a requirement for graduation. Master of Arts students demonstrate their learning by articulating and writing a thesis or taking a battery of four comprehensive exams. Doctor of Ministry students evaluate their learning in reflection sessions incorporated into required courses and in the final Doctoral Thesis. Although these established processes render important information on each students learning achievement, the results were not systematically collected to have a more comprehensive and general view of learning of the student body as a whole. In order to

maximize the institutional and pedagogical use of the information acquired from these processes, the seminary has taken steps for the establishment of an assessment plan and has already implemented the instruments developed to materialize the plan in the Master of Divinity Program.

In the process itself, the faculty participated on a series of training events geared toward acculturating faculty into the educational modality of learning assessment. The first movement of this acculturation process, started with each individual faculty developing learning rubrics for each one of their courses. Those rubrics are been used to convey course objectives and learning expectations to students and to increase objectivity in evaluating course assignments. In order to forge a climate of shared learning, syllabi across the various disciplines were systematized with similar formats and with detailed information about course objectives, including a clear distinction between instructional goals and terminal goals.

During the academic years 2005 to 2007, faculty considered common objectives for each discipline which concluded in the adoption of a general list of learning objectives for the Master of Divinity Program. The faculty followed up by participating on a retreat where the rubrics to be used as criteria to measure the shared objectives were established.

During the last semester of the 2007-2008 academic year, the first rubric was utilized to evaluate learning achievement during the oral defense of the integration essay. The relative level of objectivity this assessment can provide is secured by evaluating a paper produced out of a context of a traditional course and by faculty members not associated to the production of the essay.

The Seminary considers that the interpretation of these and other evaluative instruments should be located under the responsibility of the Curriculum Revision Committee. The Curriculum Committee maintain the faculty informed about the results of assessment and make recommendations on adjustments in areas of teaching, courses, sequence, and assessment instruments per se. Implementation and adequate recording of implementation measures close the loop of assessment.

Assessment of the Master of Divinity Program

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. As a consequence, the learning assessment encompasses all areas touched by the educational experience- intellectual, practical, and behavioral dimensions. Therefore, the Master of Divinity Program establishes as its goals (overarching expectations) and respective objectives (measurable outcomes) the following way:

Goals 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 particular 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 allow 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:

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 instruments. 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 utilized during the 2010-2011 academic year. On September 2011, 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 designed a comprehensive test to be administered beginning in August of 2014. 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 50 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

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

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

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

Summer

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

ASSESSMENT OF THE MASTER OF ARTS IN RELIGION (M.A.R.) PROGRAM

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 in particular. 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.

Goals and Objectives for the M.A.R Program

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.

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 write, 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.

ASSESSMENT OF THE DOCTOR OF MINISTRY PROGRAM

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 particular 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 semester 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.

Goals and Objectives for the D.Min. Program

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

1. 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.

2. 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.

3. 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 semester of the program after having completed all coursework and the last methodology session.

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 in light of 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.

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 – Academic year 2012
 Institutional Assessment Plan Review – Academic year 2012

Publication of the Results of the Learning Assessment Plan

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

Adjustments to the Learning Assessment Plan

According to the findings of this progress report the following adjustments to the Learning Assessment Plan will be carry out:

Action	Schedule
<i>General</i>	
Update the 2011-2012 academic year Learning Assessment Plan binder	2012-2013 Academic Year
Incorporate assessment as a regular item in the Faculty Meetings	First Semester 2012-2013 Academic Year
Create a permanent Assessment Committee	First Semester 2012-2013 Academic Year
Implement a policy of publication of results of the Learning Assessment Program	2012-2013 Academic Year

<p>Action</p> <p><i>M.A.R. Program</i></p> <p>Submit the M.A.R. Learning Assessment Plan for Approval to the faculty</p>	<p>Schedule</p> <p>Second Semester</p> <p>2012-2013 Academic Year</p>
<p>Gathering and analysis of the learning assessment cycle for the 2009-2010 and 2010-2011 academic years.</p>	<p>2012-2014 Academic Year</p>
<p>Complete the Learning Assessment Plan cycle for the M.A.R Program</p>	<p>2013-2014 Academic Year</p>
<p><i>M. Div. Program</i></p>	
<p>Create a new learning assessment instrument for Colloquy IV</p>	<p>First Semester</p> <p>2012-2013 Academic Year</p>
<p>Complete the Learning Assessment Plan cycle for the M. Div Program</p>	<p>2012-2013 Academic Year</p>
<p><i>D. Min. Program</i></p>	
<p>Develop a Learning Assessment Plan and schedule for the D. Min. Program</p>	<p>2012-2013 Academic Year</p>
<p>Submit the D. Min. Learning Assessment Plan for approval to the faculty</p>	<p>2012-2013 Academic Year</p>
<p>Complete the Learning Assessment Plan cycle for the D. Min. Program</p>	<p>2013-2014 Academic Year</p>

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, ETHE 6161, ETHE 6162, ETHE 6163, ETHE 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
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, ETHE 6161, ETHE 6162, ETHE 6163, ETHE 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, Para-curricular 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.

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
2. 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
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)	TLLR 6601, EBTE 6001, EBTE 6045, EBTE 6055, ETHA 6108, ETHA 6125, EIHU 6305, EIHU 6306, EIEM 6325, Independent Study courses in all areas
4. 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
5. Demonstrate a fundamental knowledge of Biblical,	EBTE 6001, ETHT 6161, ETHT 6162, ETHT 6163, ETHT 6164,

theological and historical dimensions of the Christian tradition. (Focus 1 and 3)	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
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.	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

Learning Objectives and Curricular Alignment

Program: Doctor of Ministry

Objective	Courses with Particular Emphasis on the Development of the Expected Competency
1.1 Developing a basic understanding of him/herself as integral part of a nuclear and extended family system.	DMIN 7101, DMIN 7104, DMIN 7106, DMIN 7404 to 7407
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.	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, DMIN7401 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, DMIN7208, 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, DMIN7208, DMIN 7308, DMIN 7408 and DMIN 7605 (Thesis Research)

Learning Assessment

Analysis and Recommendations

(Closing the Loop)

Program: M.Div.

Academic Year 2008-2009, 2010-2011

Objective	Average Rate on a 1 to 4 Scale	Value Interpretation	Implementation Step
1.1 The student articulates a basic	2.3	Expectation met	Issue Referred to the Curriculum Review

understanding of the Christian tradition from an historical and global perspective		at average level	Committee by the Faculty in the Fall of 2009 to consider a different distribution of courses on history and theology. These fields were combined under the rubric of Historical Theology in 2000 and a separation should be considered. The President approves a search for a faculty position in History of the Church and Missions in January 2010.
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	2.4	Expectation met at average level	The Faculty approves for the course on Research Methods to be taught each semester. The Faculty approves the inclusion of a refreshing session on Research Method and Theological Reflection during Colloquy IV for graduating seniors. This was incorporated in the 2011 Colloquy. Faculty are required, from Spring 2009 and forward to include rubrics and course requirements on theological argumentation and to grade this component. The Office of Academic Affairs establishes three awards at graduation starting in 2010 (The Dean's Medal, The Faculty's Medal and the President's Medal) to encourage and commend excellence in theological argumentation and writing.
1.3 The student manages well the critical and hermeneutical apparatus for the analysis of Scripture, historical texts and theological documents.	2.63	Expectation met but can be improved	The Academic Affairs Committee approved in the Fall of 2010 to send a "Memo for Academic Advising" before each semester's registration reminding faculty advisors to be deliberate in helping students to distribute properly their bible and exegesis courses.
2.1 The student can identify prominent characters of his or her ministerial context and how those affect pastoral work.	2.70	Expectation met but can be improved	A Committee of the Faculty formed in 2008, worked to redefine the content of the M.Div. Colloquies to focus on the understanding on the person of the pastor and its relation to the communities he/she serves. As a result, colloquies have included more intentional guidance on the topics and substance of student's dialogue. New adjunct faculty who are active in ministry were hired since 2009 to teach the colloquies.
2.2 The student demonstrates adequate understanding of the challenges and possibilities of the socio-ecclesial interactions in the Puerto Rican reality.	2.5	Expectation met at average level, can be improved.	The Theology IV Course be revisited to include a larger portion on the study of Puerto Rican Theology. Since September of 2009, the seminary, through the President's Office and the Dean's Office is co-sponsoring conferences with other organizations. Students are granted practicum credits for completing work related to the conferences as a way of contextualizing ministry issues to 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.	2.90	Expectation met but can be improved	The Committee on Admissions revisited the expectations for the Entrance Biographical Essay for getting better information on the students understanding of vocation in relation to these levels of ecclesial engagement. A more detailed explanation of what should be included be published in the new academic catalog. Students are reminded during Colloquy IV to address all these levels at the Integration Essay.
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	3.30	Expectation met properly	

work.			
3.2 The student exercises the fundamental functions of the pastoral practice efficiently: preaching, faith formation, liturgical leadership, pastoral care and administration.	3.20	Expectation met properly	
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	2.90	Expectation met but can be improved	Referred by the Faculty to the Curriculum Review Committee to ponder the availability of courses in these areas and their place in the curriculum. The Office of Academic Affairs is in the process of studying the possibility of including service learning as a component of the new curriculum and of identifying fund sources for developing this learning approach.
4.1 The student maintains a spiritual discipline supported by the resources provided by the educational process	3.0	Expectation met but can be improved	The Office of Administration, in conjunction with a group of students, worked together to establish a "Chapel Hour" to meet before evening classes Monday to Thursday and enhance the spiritual life of the community. A policy for the use of the Chapel was immediately developed by the Dean's Office and the "Chapel Hour" was made available to members of the community since May 2010. The Documents Revision Committee of the Faculty included a section in the revised document on the opportunities available to students for spiritual development. This Committee suggested the hiring of an institutional Chaplain to attend the spiritual and caring needs of students. The President's Office contracted a part-time Chaplain in January 2011.
4.2 The student invests time and energy in research and readings not related to courses and demonstrates interest for on-going learning	3.10	Expectation met at proper level	It is recommended to revisit the articulation of this objective to distinguish interest for on-going learning and investment in research and learning. On-going learning rates high on Congregational Interviews but Research and Writing beyond course requirements rates lower in Student Portfolio. Refinement of assessment tool be considered by faculty in June as per Dashboard for Assessment Process. Implementations to encourage reading beyond course requirements be considered in the faculty ordinary meeting in requirements be discussed in ordinary meeting of the faculty in December 2011 as per Dashboard.

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

Program: M.A.R.

Academic Year 2009-2010, 2010-2011

Objective	Average Rate on a 1 to 4 Scale	Value Interpretation	Implementation Step
1. Demonstrate a general comprehension of the religious phenomenon in its multiple expressions and its impact at the national and global levels. (Focus 1)	3.2	Expectation met at proper level	The Faculty approves the Fall of 2009 to revisit the "Bible and Religion Course" for the upcoming curriculum review and to include more than one section on the phenomenology of religion in the current offering of the course. The course is been taught by two professors since Spring of 2010, and more sections on phenomenology and the interdisciplinary study of religion has been included.
2. Convey a foundational knowledge of the diverse disciplines that study the religious phenomenon. (Focus 1)	3.4	Expectation met at proper level	The Committee of Academic Affairs recommends the faculty in its January Retreat 2010 to encourage students to take more courses in theology and to advise students to do a better distribution of elective courses to achieve a broader exposure to disciplines beyond biblical studies and ministerial studies.
3. Demonstrate skills for research and critical analysis evidenced in the coherent articulation of ideas and sound though processes represented in written projects. (Foci 1 and 3)	2.8	Expectation met but can be improved	The Faculty approves for the course on Research Methods to be taught each semester. The Faculty approves the inclusion of a refreshing session on Research Methods during the Integrative Research Seminar for graduating seniors. Faculty are required, from Spring 2009 and forward to include rubrics and course requirements on theological argumentation and to grade this The Office of Academic Affairs establishes three awards at graduation starting in 2010 (The Dean's Medal, The Faculty's Medal and the President's Medal) to encourage and commend excellence in theological argumentation and writing.
4. Appreciate and respect the religious diversity represented in the various Christian denominations and other world religions (Focus 2)	2.45	Expectation met at average level and needs to be improved	The Office of Academic Affairs begins to organize annual symposia to bring communities of other world religious to campus for dialogue. In June 2010 the seminary offered a

			<p>Conference by Islamic leaders. The Office also facilitated the initiative of a group of students to invite members of the Puerto Rican Black community to offer a series of conferences on afro-Caribbean religions and race. A policy was established in 2007 that all faculty hired to teach world religions, when possible, be practitioners of that religion. In 2009, the comprehensive exams on Islam and Afro-Caribbean religions were revised to include language more appropriate to the tradition under examination.</p>
<p>5. Demonstrate a fundamental knowledge of Biblical, theological and historical dimensions of the Christian tradition. (Focus 1 and 3)</p>	2.56	Expectation met but can be improved	<p>The Committee of Academic Affairs recommends the faculty in its January Retreat 2010 to encourage students to take more courses in theology. It was decided in an ordinary meeting of the faculty in the Fall 2010 that students be strongly encouraged to take at least one of the 4 foundational courses in theology offered in the curriculum. It was also decided to petition the Curriculum Review Committee to consider making this a program requirement.</p>
<p>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.</p>	2.25	Expectation met at average level and needs to be improved	<p>The implementation of the Biographical Essay and Interview Pre-Assessment allow us to get better data to assess this objective and to improve rate on learning. This be implemented in November 2011 as per Dashboard of Assessment Process.</p>

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

Program: D.Min. *
Academic Year 2010-2011

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.	4	Satisfactory	
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.	5	Outstanding	
2.1 Developing a basic understanding of the social basis of family systems in its various expressions.	4	Satisfactory	
2.2 Developing a basic understanding of the family system from a biopsychosocial and spiritual perspective	4	Satisfactory	
2.3 Developing an understanding of the major conflicts of family life within Puerto Rican/Hispanic Context	5	Outstanding	
3.1 Acquiring basic skills for pastoral care in general and with families in particular	4	Satisfactory	
3.2 Acquiring basic skills in conflict management	3.5	Satisfactory with concerns	
3.3 Growing in their sensibility and their comprehension to serve in social ministry	4	Satisfactory	

* According to the proposed Assessment Plan, the first cycle of data collection and analysis for the D.Min. Program was 2009-2010. During that year, a programmatic pause was declared for the program due to lack of registration in courses by newly admitted group. The assessment was done retrospectively with a random selection of doctoral thesis and proposals.

In a meeting of the Doctoral Committee the data was analyzed and it was realized that objectives established initially for the program converge directly with course offerings. The level of achievement attests to the quality of teaching and the pertinence of course content. However, two important areas surfaced as less than satisfactory on the assessment venues (proposals and thesis) that are not considered as program objectives; the integration methodological, practical and theoretical and interdisciplinary components of the program and, the level of exegetical and theological sophistication represented in the written work. To that effect it was decided to re-formulate the objectives to group course related objectives under an academic rubric and add integration and exegetical/theological expertise as program objectives.

In addition, the Committee considered, recommended and was approved by the faculty, to change the format in which courses were taught (by independent units) to full courses that attempt the integration of interdisciplinary work. This requires the Seminary to consider a different scheduling for courses. The full courses allow also major participation from faculty in the areas of biblical studies and theology to improve learning in this new objective.