

Grand Canyon University Theological Seminary

STATEMENT OF EDUCATIONAL EFFECTIVENESS

As an embedded institution, Grand Canyon Theological Seminary (GCTS) depends on the shared services provided by Grand Canyon University (GCU). Thus, the seminary collaborates with GCU's Office of Institutional Effectiveness (IE) to oversee its academic programs and services. These programs and services play a key role in student experience and success, thereby enriching and providing the resources and opportunities students need to thrive during their time at GCTS.

At GCTS, assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. The analysis and interpretation of assessment data guide improvement action plans, inform curricular and instructional changes and further development to more effectively meet student needs. The ultimate goal of this effort is to improve student learning, students' overall university experience and their future success.

GCTS conducts and documents annual programmatic assessment through a collaborative process which enables faculty, academic leadership and curriculum designers to monitor and evaluate achievement of student learning outcomes. The annual assessment cycle for all programs includes Assessment Plans, Assessment Findings, Improvement Action Plans and Status Reports. Each phase of the annual cycle is documented in a data management system and assessed against a cycle-specific rubric. In the 2016-17 cycle, GCTS assessed 142 direct measures of learning outcomes across 12 programs. These measures are assessments that evaluate student performance, knowledge or skills relative to a defined, explicit set of learning outcomes or goals. The analysis of this evidence resulted in the creation of 40 improvement actions. In the 2017-18 cycle, 113 direct measures were assessed across 11 programs initiating eight improvement actions. In the 2018-19 cycle, 54 direct measures were assessed across five programs initiating six improvement actions. For the 2019-20 cycle, 96 direct measures were assessed across five programs initiating nine improvement actions.

The seminary has a rigorous and comprehensive program review process which evaluates each program as a whole. Program reviews are conducted according to an established Academic Program Lifecycle of three to five years. Program reviewers evaluate data gathered from multiple indicators appropriate to a program's mission and educational purposes, and concomitant with student success and external requirements. This model for effective evaluation and assessment focuses on a program's demonstration of well-defined student learning outcomes. GCTS completed three graduate program review documents in 2017 and made a series of revisions to its programs based on faculty and staff recommendations.

Enrollment and Faculty Data*

Enrollment	
Total Enrollment	567
Full Time Equivalent Enrollment	493
Total Faculty FTE	
Faculty Full Time FTE	12
Faculty Part Time FTE	33
Total Faculty FTE	45

*Source: Data derived from annual reports submitted to the Association of Theological Schools for 2020.

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Graduation and Completion Data

Master of Arts (MA) Graduation Rate	
Number of students who entered this program in the Fall of 2016	93
Number of students from that group who have graduated	50
Graduation rate for this program	54%
Master of Divinity (MDiv) Graduation Rate	
Number of students who entered this program in the Fall of 2014	39
Number of students from that group who have graduated	19
Graduation rate for this program	49%

*Source: Data above is based upon individuals who have had 200% of the program length to complete the program.

Time to Completion	
Number of Students Completing the Master of Arts Programs from 7/1/19 to 6/30/20	90
% Completing the Master of Arts Programs within 3 years	91%
Number of Students Completing the Master of Divinity Program from 7/1/19 to 6/30/20	37
% Completing the Master of Divinity Program within 6 years	100%

*Source: Data derived from annual reports submitted to the Association of Theological Schools for 2020.

Student Placement

Grand Canyon Theological Seminary is committed to providing a holistic education focused on connecting well-trained church leaders with local congregations and ministries committed to gospel-centered work. As part of evaluating this process, GCTS tracks the vocational placement of graduates in order to evaluate the ministry preparation of the GCTS seminary experience.

Student Placement Percentages	
Vocational placement	30%
Non-vocational placement	13%
Further study	15%
Seeking placement	14%
Other	28%

*Source: Data derived from annual reports submitted to the Association of Theological Schools for 2020.

**Placement percentages calculated from total number of respondent graduates who completed a seminary degree between 7/1/19 and 6/30/20.

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Student Satisfaction

The Office of Institutional Effectiveness has developed and implemented a systematic and robust approach to obtaining input from the institution's constituencies that include recurring faculty and student End of Course Surveys (EOCS) as well as the End of Program Survey (EOPS), and a wide variety of other discipline and area-specific surveys. The combined survey data serves in planning and implementing a range of instructional, curricular and service improvement actions. The chart below represents data from two different surveys conducted among GCTS students: all 2019-20 academic year EOCS and the 2019-20 academic year EOPS survey.

Survey*	I would recommend this program	My program met my expectations	Overall satisfaction
2019-20 End of Program (GCTS students)	90%	90%	93%
2019-20 End of Course (GCTS students)			91%

*Source: Data derived from alumni and student surveys administered in the 2019-20 academic year. Data used is derived from actual student responses.

