



## Grand Canyon 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 2015-16 cycle, GCTS assessed 43 direct measures of learning outcomes across all 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 41 improvement actions. In the 2016-17 cycle, 142 direct measures were assessed across 12 programs. In the 2017-18 cycle, 113 direct measures were assessed across all programs initiating 8 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 (Fall 2018)

Enrollment and Faculty Data*		
Enrollment	597	477 FTE
Faculty Full Time FTE	12	
Faculty Part Time FTE	37	

Total Faculty FTE	49
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*\*Source: Data derived from annual reports submitted to the Association of Theological Schools in 2018.*

### Completion and Graduation Data

Master of Arts Graduation Rate	
Number of students who entered this program in July, August, September of 2014	83
Number of students from that group who have graduated	42
Graduation rate for this program	51%

*\*Source: Data above is based upon individuals who have had 200% of the program length to complete the program (Fall 2014) as reported to the Association of Theological Schools in 2018.*

*\*\* MDiv data is unavailable. The Association of Theological Schools bases its cohort on 200% of program length. The MDiv program has not yet existed long enough to reach this timeframe.*

Time to Completion	
Number of Students Completing the Master of Arts Programs from 7/1/17 to 6/30/18*	143
% Completing the Master of Arts Programs within 3 years or less*	91%
Number of Students Completing the Master of Divinity Program from 7/1/17 to 6/30/18*	37
% Completing the Master of Divinity Program within 200% of Time to Completion*	100%

*\*Source: Data derived from annual reports submitted to the Association of Theological Schools in 2018.*

### 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	29%
Non-vocational placement	13%
Further study	18%
Seeking placement	21%
Other	19%

*\*Source: Data derived from annual reports submitted to the Association of Theological Schools in 2018.*

*\*\*Placement percentages calculated from total number of respondent graduates who completed a seminary degree between 7/1/17 and 6/30/18.*

## 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), End of Program Survey (EOPS), Alumni Survey, 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 three different surveys conducted among GCTS students: all 2017 EOCS, the fall 2017 Alumni survey, and 2017 EOPS survey.

<b>Survey*</b>	<b>I would recommend this program</b>	<b>My program met my expectations</b>	<b>Overall satisfaction</b>
2017 GCTS Alumni/ Impending Graduates	91%	89%	
2017 End of Program (GCTS students)	94%	94%	95%
2017 End of Course (GCTS students)			92%

*\*Source: Data derived from alumni and student surveys administered in 2017.*