

Performance and perceptions: A guide to using student questionnaire data in the self-study process

Standard	Section	How to use Student Information Questionnaires
1. Purpose, planning, and evaluation	1.2.2.1 Institutional evaluation 1.2.3 Comprehensive evaluation	Using the instruments, analyzing the data, and reporting data-driven changes and enhancements all demonstrate the use of information gained in evaluation processes for administrative and educational planning.
	1.2.2.2 Degree program evaluation	Standard 1.2.2.2 deals with degree programs and student learning outcomes. Cross-reference this to Standard 3, which addresses the curriculum, and the degree program standards A through L.
2. Institutional integrity	2.3 Accurate representation of institution to constituencies	<p>Are the professional plans of your students consistent with the mission and purpose of your educational programming? See the Professional Plans tables and charts:</p> <p>ESQ—22 GSQ—20, 21, 22 AQ—10, 13, 24</p> <p>Is there congruence between your students' perception of the theological position of the school and their own? Between their position and your institution's self-understanding? See the Theological Positions table and charts:</p> <p>ESQ—17</p>
	2.5, 2.6 Promotion of awareness and inclusion of racial and gender diversity	<p>How diverse is your student body? Are your graduation rates for racial/ethnic and gender minorities tracking with your enrollment of these students? Check the tables and charts that report Demographics:</p> <p>ESQ—1 through 5 GSQ—1 through 6</p> <p>Are the satisfaction rates for experience, services, placement, and programming comparable between your male and female students? How comparable are the job histories and attrition rates in ministry? One of the two primary variables used in reporting data is gender. (The other is degree program.) See the Growth and Satisfaction tables and charts:</p> <p>GSQ—12, 13, 18 through 21 AQ—10 through 16 (job history); 19, 24, 27 through 29 (satisfaction)</p>

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3. The theological curriculum: learning, teaching, and research	3.1 Goals of the theological curriculum 3.2 Learning, teaching, and research	The goals of each of the degree programs include the development of “theological understanding”—the integrated and mature capacity for reflection and wisdom in a life of faith. Although this should not be the only measure you use to see if your school is successful, how well do your students think you prepared them for this? See the tables and charts related to Growth, Skills, Influences, and Impact : GSQ—12 (personal growth) and 13 (progress in skills) GSQ—15 (most important influences on education) GSQ—16 (importance of field education), 17 (effects of field education) AQ—19 (satisfaction with skills), 21 through 23 (effectiveness)
	3.2.2 Teaching	How important were the Faculty to the students’ educational experiences? See the perspectives of both entering and graduating students: ESQ—20, 21 (influences on decision to attend seminary) GSQ—15, 18 (experience with faculty)
	3.3 Characteristics of theological scholarship	Two of the standards in 3.3 address the students’ Engagement with Diverse Publics and Global Awareness as necessary components of their education. The ESQ and GSQ have a number of tables and charts that address these issues: ESQ—21 (reasons for choosing institution) GSQ—12, 13 (growth and skills); 15 (influences); 16, 17 (field education) Pay attention to the measures that consider multicultural and ecumenical experiences.
4. Reserved		
5. Library and information resources	5.1 Library collections 5.2 Contribution to learning, teaching, and research	Look at the level of satisfaction with the school’s Services and Academic Resources , which lists two criteria in this area: GSQ 18—adequacy of library collection, writing and research support
6. Faculty	6.2 Faculty role in teaching	Once again, look at the GSQ satisfaction measures that refer to the Faculty ; 6.2.2 encourages the integration of the disciplines and the primary degree program goals. The AQ can help you determine if that integration holds over time: GSQ—12, 13, 15, 16, 19 AQ—19, 21, 22 through 24

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<p>7. Student recruitment, admission, services, and placement</p> <p><i>Both the ESQ and the GSQ contain a wealth of information concerning student services.</i></p>	7.1 Recruitment	<p>Who is being recruited, how are they being recruited, and why are they choosing your school? Look at the tables and charts that Profile the entering student body: ESQ—13 (denomination), 17 (perception of self/institution), 18 (how they learned about school), 19 (first contact), 21 (factors in choosing institution), 22 (professional plans)</p>
	7.2 Admissions	<p>Are you accepting students who will be well served by your institution's resources and able to do graduate level work? How diverse is your student body? View Demographics tables and charts: ESQ—1 through 5; plus 7 (undergraduate degree) and 8 (highest degree earned by parents)</p>
	7.3 Student services	<p>Look at the GSQ table and chart that reports student satisfaction with twenty-three areas of Service and Academic Resources. If your school has extension sites/distance education programs, compare the data for the various groups to ensure that all students are adequately served. GSQ—18</p>
	7.4 Student borrowing	<p>In the revised standards, student borrowing now has its own standard. The ESQ, GSQ, and AQ all contain a number of tables and charts that address student finances; schools must “review student educational debt” and “develop strategies” to mitigate the impact of that debt; heavy debt will impact their ministerial plans. ESQ—9 through 12 How much debt are they entering school with? How do they plan to support themselves? How important was financial aid in their decision to attend? GSQ—7 through 10; 21, 22 What will be their debt upon graduation? How did they support themselves? Will their professional plans adequately support them? AQ—5, 6 What are their loan payments, and are their finances adequate?</p>
	7.5 Placement	<p>Historically, vocational discernment and career placement have been the most poorly rated student services. Schools have a responsibility to provide “appropriate assistance” to students seeking employment and to adjust programming in light of current market trends. See reports of student expectations and experiences: ESQ—22 (professional plans) GSQ—18 (rating of services); 21, 22 (professional plans) Are their professional plans realistic? Are they graduating with offers of employment?</p> <p>The AQ looks at the number of jobs they have had, what those jobs have been, how long it took to find placement in their first jobs, and their attrition rates in ministry. Consider comparing as well the experiences of graduates by gender and degree program: AQ—10, 11, 12 (first job, length of time to find job, helpfulness of placement services); 13 through 18 (subsequent jobs, future plans)</p>

Standard	Section	How to use Student Information Questionnaires
8. Authority and governance		Not applicable
9. Institutional resources		Not applicable
10. Multiple locations and distance education		Standard 10 is currently under revision. However, if your institution has multiple sites or you use distance education delivery methods, compare the experiences of your students in the different programs to ensure that their educational experience is comparable across the board and that the degree program goals are all being adequately met for all students.

For more information, visit the ATS website, www.ats.edu. See in particular the ESQ/GSQ/AQ pages within the Student Information section under Resources or the Assessment Resources page under Commission on Accrediting.

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