

# A Guide to Using Student Questionnaire Data in the Self-Study Process

## (2010-2012 Standards and 2020 Questionnaires)

May 2021



The ATS Student Questionnaires help a school engage its student constituents in the evaluation of educational and institutional outcomes. It provides broad feedback from students on the functions, personnel, and programs of the school and, when combined with other direct and indirect measures, can be a part of a simple, systemic, and sustained process to engage student stakeholders, reflect on the evidence gathered, and analyze those reflections for educational and institutional improvement.

The following guide walks through each section of the 2010-2012 ATS Standards of Accreditation suggesting ways in which each of the ATS Student Questionnaires (2020 versions) might be used as part of your self-study process. Included are references to specific tables and charts in the ATS standardized reports for each questionnaire (Entering Student, Graduating Student, and Alum) as well as to specific questions that may be used to address the standard.

The Tables and Charts (T/C) are located in standardized reports provided to all schools who use the student questionnaires. The Questions (Q) are useful for those who analyze the raw data provided to all participating schools along with their reports.

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
<b>GENERAL INSTITUTIONAL STANDARDS</b>				
<b>2. Institutional Integrity</b>		<b>ESQ</b>	<b>GSQ</b>	<b>AQ</b>
<b>2.3 Published Materials</b>				
Pair key phrases in your mission statement with matching questions in the student Questionnaires	Are the professional plans/formation goals of our students consistent with the mission and purpose of our educational programming?	Q18a,20a-c,30a-c,31a,32a-c T/C 15,21	Q14a,15a-e,k-n,16a-c T/C 22,23,25	Q10,10a,14-22,32 T/C 8,10a-e,13a-d,14,15,16a,b
<i>Add custom questions specific to your mission</i>	Does our mission align with the religious affiliations of our current students? Are our students' religious affiliations well-served by our institution?	Q18 T/C13	Q14,17i,j T/C12	Q8 T/C7
<b>2.5 Diversity of Race, Ethnicity, &amp; Culture</b>				
Explore how your school attends to diversity	How do the experiences of services and programming compare across various diversities at our institution?	Q6,7,25-29	Q7,8,15h-j,17,18,22 T/C7b	Q4,5,28,32
<i>Add custom questions related to your statements on diversity</i>	<i>Consider questions on outcomes related to personal growth and skills as well as satisfaction with services.</i>			
<i>Note: Standard 2.5 refers to overall institutional integrity. For attention to diversity in teaching, refer to Standards 3.2.2 and 3.3.1.3.</i>	What impact does diversity have on a student's experience of our institution?		Q7,8,20,23 T/C14,21	Q4,5,30,35,36 T/C22
	Are placement rates, job histories, and attrition rates in ministry comparable across genders?	Q6,7,18,20,30-32 T/C21,23a	Q7,8,15a-f,k-n,22o T/C22,23	Q4,5,12-22 T/C11a,16b
<b>2.6 Gender</b>				
Explore how your school attends to participation and leadership of women	How do the experiences of services and programming compare across genders at our institution?	Q4,25-29	Q5,17,18,22 T/C7b	Q2,28,32 T/C5,19,22
	<i>Consider questions on outcomes related to personal growth and skills as well as satisfaction with services.</i>			

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
	What impact does gender have on a student's experience of our institution? <i>Consider influences on students and overall experience.</i>		Q5,20 T18,19	Q2,30,35,36
	Are placement rates, job histories, and attrition rates in ministry comparable across various diversities? <i>Consider the vocational goals of students and job histories of alums.</i>	Q4,18,20, 30-32 T/C21, 23b	Q5,15a-f,k-n, 22o T/C22,23	Q2,12-22 T/C8,10a-d, 11a,14,15,17
<b>3. The Theological Curriculum</b>				
<b>3.1 Goals of the theological curriculum</b>				
Explore the effectiveness of curriculum in developing aptitude for theological reflection and wisdom pertaining to a life in faith  Focus on goals related to intercultural competencies and global awareness	How do students rate the effectiveness of our institution in meeting learning outcomes related to personal growth?		Q17 T/C14	Q28c T/C21
	How do students rate the effectiveness of our institution in meeting learning outcomes related to theological reflection skills?		Q18b,f,n, q-u T/C15	Q28a T/C21
	How do students rate the effectiveness of our institution in developing intercultural competencies?		Q18k,20 T/C15	Q28b T21
	How do students rate the effectiveness of our institution in developing global awareness?		Q18l T/C15	
<b>3.2.1 Learning</b>				
Evaluate the following: <ul style="list-style-type: none"> <li>ability of students to think critically and constructively</li> <li>ability of students to engage in practice of ministry</li> <li>capacity to understand one's tradition and identity and cultivate spiritual maturity</li> </ul>	How do students rate the effectiveness of our institution in meeting learning outcomes related to critical thinking?		Q18b,f,n, q-u T/C15	Q28a,b T/C21
	How do students rate the effectiveness of our institution in meeting learning outcomes related to the practice of ministry?		Q18a-e,g,h,o,p T/C15	Q28d T/C19,21
	How do students rate the effectiveness of our field education/contextual education programs?		Q21 T/C18,19	Q30 T/C22
	How do students rate the effectiveness of our institution in meeting learning outcomes related to understanding one's tradition and identity?		Q17i,j,18i, f T/C14,15	Q28a T/C21
	How do students rate the effectiveness of our institution in meeting learning outcomes related to spiritual growth?		Q17 T/C14	Q28c T/C21
<b>3.2.2 Teaching</b>				
Evaluate the learning environment at your institution. Are faculty and librarians engaged with students? Is it an environment of mutual learning and respect?	Are students satisfied with the accessibility of faculty and quality of teaching? Did they feel supported by and engaged with faculty?		Q22a,b,m, 23c,i T/C20,21	Q30,35 T/C22,30
	Did students feel that they were accepted and respected at our institution? That others were respected?		Q17i,j,22 T/C21	Q36 T/C26
Compare experience and outcomes of students from various diverse backgrounds.	Compare how students from various diverse backgrounds (ie. race/ethnicity, citizenship, gender, denomination, etc.) rate the effectiveness of the institution in meeting learning goals related to skill areas and personal growth.		Q7,8,17, 18	Q4,5,28

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
	How do students rate the effectiveness of our institution in developing intercultural competencies?		Q17i,18i,k, l,20 T/C15	Q28b,30 T/C22
<b>3.3.1 Scholarly collaboration</b>				
Evaluate whether diverse students feel respected in the classroom  Explore how scholarship at your institution engages diversity, gender, and global awareness	<i>See the questions above for 3.2.2 Teaching</i>			
<b>3.3.4 Global awareness and engagement</b>				
Explore how your school engages global awareness and engagement	How do students rate the effectiveness of our institution in meeting learning goals related to global engagement?		Q18l T/C15	
<b>4. Library and Information Resources</b>				
<b>4.5 Resources</b>				
Explore whether or not the library resources are adequate for all students			Q22i,j T/C20	
<b>5. Faculty</b>				
<b>5.3 Faculty role in student learning</b>				
Explore faculty engagement with students.	Are students satisfied with the accessibility of faculty and quality of teaching? Did they feel supported by and engaged with faculty?		Q22a,b,m, 23c,i T/C20,21	Q30 T/C22,26
Compare engagement faculty engagement with students from diverse populations.	Are students from diverse backgrounds equally satisfied with faculty engagement and teaching?		Q5,7,8, 22a,b	Q4,5,30,35
<b>6. Student Recruitment, Admission, Services, and Placement</b>				
<b>6.1 Recruitment</b>				
Demonstrate that recruiting efforts align with the school's mission	Why do students choose to come to our school? Are students satisfied with the choice they made to attend our institution? Would they recommend it to others?	Q24,25,26 T/C16,17	Q23a,q T/C21	Q37-39 T/C27-29
	Do the vocational goals of entering students match the mission of the institution? The learning goals of the various degree programs?	Q18a,20a-c,30a-c, 31a,32a-c T/C15,21, 23a		
<b>6.2 Admission</b>				
Demonstrate that admissions policies are appropriate for each degree program.	What degrees or experiences do our students bring with them to our institution?	Q12,13,14 a,b,30a T/C6,7		
Demonstrate that admissions processes encourage diversity  Demonstrate that students reflect a range of baccalaureate experiences	How do students find out about the school? Are our recruiting efforts appropriately targeted and effective?	Q26-28 T/C16,17		

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
<b>6.3 Student services</b>				
Evaluate the appropriateness and adequacy of student services  Demonstrate the adequacy of student services for various educational modalities	How satisfied are our graduates with student support services? Do our students have the resources they need to foster an environment of learning and formation regardless of their educational modality?		Q22 T/C20	Q27,30,36 T/C22
	Do student support services and activities align with our institutional mission and the intended outcomes of our degree programs? How do our students rate the effectiveness of institution in these areas?		Q22 T/C20	Q30 T/C22
	Do our students take leaves of absence? For what reasons? Do they have the resources they need to remain in and complete their programs?		Q4 T/C2	
<b>6.4 Student borrowing</b>				
Review the educational debt levels of students	What are the educational debt levels of our students? Our incoming students?	Q16a,b T/C8,9	Q13b T/C7b	Q40 T/C5
Demonstrate the adequacy of financial counseling	How satisfied are our students with the financial aid provided by our institution? Is it equitably distributed?	Q29 T/C11	Q12o,22r	
	What are the overall debt levels of our students? Do debt levels impact the ability of our students to fulfill their vocational goals? Or fulfill our institutional mission?		Q13a-f T/C7a,b	Q41-45 T/C5,6a
	What sources of income are important to our students? Do they align with our expectations of student financial support? Do we adequately support students in their efforts to access these means of support?	Q10,29 T/C11,12	Q11,12a-n,22r,23p T/C10	Q44 T/C6a,b
<b>6.5 Placement</b>				
Demonstrate the appropriateness of placement services for your institution	Were students satisfied with career/placement services at our institution? Do our student career and placement services adequately support the diversity of religious affiliations and vocational goals of our students?	Q18a,20a-c,30a-c,31a,32a-c T/C15,21,23a	Q15h-j,22o T20,22	Q8,10,12-14a T/C8,10a-e,13a-d,14,15,16a,b
Demonstrate that your school advocates for disadvantaged students in placement	What are the placement rates of our graduates? How long does it take our graduates to find placement?		Q15f T/C23	Q12-21 T/C11a,12
<b>8. Institutional Resources</b>				
<b>8.1 Personnel</b>	How satisfied are your students with the personnel at your institution? Were they adequate and accessible?		Q22l T/C20	
<b>8.2 Financial resources</b>	How important was financial aid to our students? Were they able to manage financially? Are alums able to manage financially?	Q29 T/C11	Q12o,13a-d T/C7b,9	Q40-42,44-45 T/C6a,b
	Do the work hours of our students reflect our expectations for an appropriate learning environment?	Q10 T/C12	Q11 T/C11	
<b>8.3 Physical resources</b>	How satisfied are students with the physical resources of our institution?		Q22,27 T/C20	
<b>8.6 Cooperative use of resources</b>	<i>Explore here those student services that are shared with other schools or institutions.</i>			

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
<b>8.8 Instructional technology resources</b>	How satisfied are students with the technological resources of our institution?		Q22g,h	
<b>EDUCATIONAL STANDARDS</b>				
<b>ES.1 Degree programs and nomenclature</b>				
<b>ES.1.2 Basic programs oriented toward ministerial leadership</b>				
Evaluate learning and formation goals related to degree program  <i>Add a custom question using nomenclature from your degrees to provide more targeted data.</i>	How do students in our MDiv and MA Professional programs rate the effectiveness of our institution in meeting the learning goals of their degrees? <ul style="list-style-type: none"> <li>Religious heritage of the community of faith</li> <li>Cultural and social contexts</li> <li>Personal and spiritual formation</li> <li>Practice of ministry?</li> </ul>		Q1.17,18,23j T/C14,15,21	Q1,28,32 T/C19,21,24
	What are the vocational goals of students in our MDiv and MA Professional programs? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18a,20a-c,30a-c,31a,32a-c T/C15,23a	Q1,14,a,15a-e,k-n,16a-c T/C22,23,25	Q1,10,14-21 T8,10a,b,13a,b,14
<b>ES.1.3 Basic programs oriented toward general theological studies</b>				
Evaluate learning and formation goals related to degree program  <i>Add a custom question using nomenclature from your degrees to provide more targeted data.</i>	How do students in our MA Academic programs rate the effectiveness of our institution in meeting the learning goals of their degrees? <ul style="list-style-type: none"> <li>Scripture, tradition, and theology</li> <li>Research and teaching</li> <li>Personal and spiritual formation</li> </ul>		Q1,17,18 T/C14,15	Q1,28a-c,32 T/C19,21,24
	What are the vocational goals of students in our MA Academic programs? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18a,20a-c,30a-c,31a,32a-c T/C15,23a	Q1,14a,15a-e,k-n,16a-c T/C22,23,25	Q1,10,14-21 T/C8,10c,13c,14,16a
<b>ES.1.4 Advanced programs oriented toward ministerial leadership</b>				
Evaluate learning and formation goals related to degree program  <i>Add a custom question using nomenclature from your degrees to provide more targeted data.</i>	How do students in our DMin programs rate the effectiveness of our institution in meeting the learning goals of their degrees? <ul style="list-style-type: none"> <li>Skills for ministry</li> </ul>		Q1,18a-e,g,h,o,p,23j T/C15	Q1,28d,32
	What are the vocational goals of students in our DMin programs? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q20a-c,30a-c,31a-c,32a-c	Q1,14a,15a-e,k-n,16a-c	Q1,10,14-21
<b>ES.1.5 Advanced programs primarily oriented toward theological research and teaching</b>				
Evaluate learning and formation goals related to degree program  <i>Add a custom question using nomenclature from your degrees to provide more targeted data.</i>	How do students in our advanced theological research and teaching programs rate the effectiveness of our institution in meeting the learning goals of their degrees? <ul style="list-style-type: none"> <li>Cultural contexts and social settings</li> <li>Personal and spiritual growth</li> <li>Teaching, writing, and research?</li> </ul>		Q1,17,18	Q1,28a-c,32

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
	What are the vocational goals of students in our advanced theological programs? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18a,20a-c,30a-c,31a-c,32a-c	Q1,14a,15a-e,k-n,16a-c	Q1,10,14-21
<b>ES.2 Campus-based education, ES.3 Extension education, ES.4 Distance Education</b>				
Do all programs attend to intellectual, spiritual, personal, and professional formation?	How do students in various educational modalities rate the effectiveness of the institution in meeting learning outcomes?		Q17,18,24-26 T/C14,15	Q27,28,32
Do students in all programs receive adequate resources and support services?	How do students in various educational modalities rate their satisfaction with support services?		Q15j,22,23,24-26 T/C21	Q2730,36
<b>DEGREE PROGRAM STANDARDS</b>				
<b>Standard A: Master of Divinity</b>				
Evaluate learning and formation goals related to religious leadership or service in congregations or other settings as well as preparation for advanced degrees	How do MDiv students rate the effectiveness of our institution in meeting learning outcomes for the MDiv degree? • Religious heritage (scripture and tradition) • Cultural context and global engagement • Personal and spiritual formation • Religious and public leadership		Q1,17,18,23j T/C14,15,21	Q1,28,32 T/C19,21,24
Focus on the four areas specific to the MDiv degree	How do MDiv students rate the effectiveness of supervised ministry?		Q1,21 T/C18,19	
Evaluate supervised practical experiences required for the degree	What are the vocational/formation goals of our MDiv students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q18a,20a-c,30,31,32a-c T/C15,23a	Q1,14a,15a-e,k-n,16a-c T/C22,23,25	Q1,10,14-21 T/C8,10a,13a,14,16a
<b>Standard B: Master of Arts or Master of specialized ministry</b>				
Evaluate learning and formation goals related to religious leadership or service in congregations or other settings <i>Focus on areas of specialization</i>	How do MA students rate the effectiveness of our institution in meeting learning outcomes for their degree? • Theological reflection and religious heritage • Cultural contexts • Personal and spiritual formation • Skills and disciplines related to specialization		Q1,17,18,23j T/C4,15,21	Q1,28,32 T/C19,21,24
Evaluate supervised practical experiences as required for various degree	How do these students rate the effectiveness of supervised ministry?		Q1,21 T/C18,19	
Demonstrate that students receive adequate support when seeking vocational placement related to their specific degree program.	What are the vocational/formation goals of these students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q20a-c,30,31,32a-c T/C15,23a	Q1,14a,15a-e,k-n,16a-c T/C22,23,25	Q1,10,14-21 T/C8,10b,13b,14,16a
<i>Consider adding custom questions related to specializations</i>	How do these students rate the effectiveness of career services?		Q1,a,5,20o T/C22	Q1,12-14a

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
<b>Standard C: Masters related to music</b>				
<p>Evaluate learning and formation goals related to service in congregations or other settings <i>Focus on areas of specialization</i></p> <p>Evaluate supervised practical experiences as required for various degree</p> <p>Demonstrate that students receive adequate support when seeking vocational placement related to their specific program.</p> <p><i>Consider adding custom questions related to music outcomes</i></p>	<p>How do MA students rate the effectiveness of our institution in meeting learning outcomes for their degree?</p> <ul style="list-style-type: none"> <li>• Theological reflection and religious heritage</li> <li>• Cultural context</li> <li>• Personal and spiritual formation</li> <li>• Degree specialization</li> </ul>		Q17,18	Q32 T/C19,21
	<p>What are the vocational/formation goals of these students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?</p>	Q1,18a,20 ac,30,31, 32a-c		Q10,14-21
<b>Standard D: MA Academic, MTS</b>				
<p>Evaluate learning and formation goals related to academic preparation and personal enrichment</p> <p>Demonstrate that students receive adequate support when seeking vocational placement related to their specific degree program.</p>	<p>How do MA students rate the effectiveness of our institution in meeting learning outcomes for their degree?</p> <ul style="list-style-type: none"> <li>• Academic preparation</li> </ul>		Q1,18 T/C15	Q1,28a,b T/C19
	<p>How do students rate the effectiveness of career services?</p>		Q1,15,22o T/C22,23	Q12-14a T/C8,10c, 13c,14,16a
<b>Standard E: Doctor of Ministry</b>				
<p>Evaluate learning and formation goals related to the degree program</p> <p><i>Consider adding custom questions related to specializations</i></p>	<p>How do DMin students rate the effectiveness of our institution in meeting learning outcomes for their degree?</p> <ul style="list-style-type: none"> <li>• Theological reflection</li> <li>• Religious leadership</li> <li>• Ministry skills</li> <li>• Personal/spiritual maturity</li> <li>• Cultural context including global awareness</li> </ul>		Q1,17,18 T/C15	Q1,28,32
	<p>Do our students demonstrate a clear understanding of their own ministerial identity? Where do they work after completing their degree?</p>	Q1,18a,20 a-c,30a- c,31,32a-c	Q1,14a, 15,15b-d, k-l,16a-c	Q1,10,14- 21,28d T/C14
<b>Standard F: Doctor of Education AND Standard H Doctor of (music)</b>				
<p>Evaluate learning and formation goals related to the degree program</p> <p><i>Consider adding custom questions related to specializations</i></p>	<p>How do doctoral students rate the effectiveness of our institution in meeting the learning outcomes for their degree?</p> <ul style="list-style-type: none"> <li>• Teaching and education (DofE)</li> <li>• Theological reflection</li> <li>• Their area of specialization</li> </ul>		Q1,17,18	Q1,28a,32
	<p>Do the vocational goals of the students align with the degree?</p>	Q1,18a,20 a-c,30,31, 32a-c	Q1,14a, 15,15b-d, 16a-c,k-l	Q10,14-21

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
<b>Standard G: Doctor of [area specialization]</b>				
Evaluate learning and formation goals related to the degree program	How do doctoral students rate the effectiveness of our institution in meeting the learning outcomes for their degree? <ul style="list-style-type: none"> <li>• Theological reflection</li> <li>• Ministry skills related to specialization</li> <li>• Cultural context</li> <li>• Personal and spiritual maturity</li> </ul>		Q1,17,18	Q1,28,32
	Do the vocational goals of the students align with the degree?	Q1,20a-c,30,31,32 a-c	Q1,14,15a-e,k-n,16a-c	Q1,10,14-21
<b>Standard I: Master of (Theology)/Master of Sacred Theology (STM)</b>				
Evaluate learning and formation goals related to the degree program	How do students rate the effectiveness of our institution in meeting the learning outcomes for their degree? <ul style="list-style-type: none"> <li>• Areas of specialization</li> </ul>		Q1,18	Q1,28a,b,32
Do the vocational goals of the students align with the degree?  <i>Consider adding custom questions related to specializations</i>	Do the vocational goals of the students align with the degree?	Q1,18a,20a-c,30,31,32a-c	Q1,14a,15a-e,k-n,16a-c	Q1,10,14-21
<b>Standard J: Doctor of Philosophy/Theology</b>				
Evaluate learning and formation goals related to the degree program	How do doctoral students rate the effectiveness of our institution in meeting the learning outcomes for their degree? <ul style="list-style-type: none"> <li>• Areas of specialization</li> <li>• Teaching</li> </ul>		Q1,18	Q1,28a-b,32
Do the vocational goals of the students align with the degree?  <i>Consider adding custom questions related to specializations</i>	Do the vocational goals of the students align with the degree?	Q1,18a,20a-c,30,31,32a-c	Q1,14a,15a-e,k-n,16a-c	Q1,10,14-21