

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

August 2020



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 (Standard 2.6).

The following guide walks through each section of the 2020 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)		
		ESQ	GSQ	AQ
1. Mission and Integrity				
1.1 to 1.3 Mission				
<ul style="list-style-type: none"> Pair key phrases in your mission statement with matching questions in the student Questionnaires <p><i>Add custom questions specific to your mission</i></p>	Are the professional plans/formation goals of our students consistent with the mission and purpose of our educational programming?	Q18,20,30-32 T/C15,21-23	Q14-16 T/C22-25	Q10,14-24 T/C4,8,10,13-18
	Does our mission align with the religious affiliations of our current students? Are our students' religious affiliations well-served by our institution?	Q18,19,21 T/C13,14	Q14 T/C12	Q8-9,11 T/C7,9
1.4 to 1.7 Integrity				
<ul style="list-style-type: none"> Explore how your school attends to global engagement and diversity <p><i>Add custom questions related to your statements on diversity and global engagement</i></p> <p><i>Note: Standards 1.4 and 1.5 refer to overall institutional integrity. For curricular attention to diversity and global engagement, refer to Standards 3.3 and 3.4.</i></p>	<i>Refer to your institution's definition of diversity and your approach to global engagement to guide this section.</i> Diversities to consider may include gender, race/ethnicity, and international student status.	Q4,6,7 T/C1-5	Q5,7,8 T/C1,3-6	Q2,4,5 T/C1-3
	How do the experiences of services and programming compare across various diversities at our institution? <i>Consider questions on outcomes related to personal growth and skills as well as satisfaction with services.</i>	Q25-29 T/C11	Q17-23 T/C18,19	Q25,28-32 T/C19,22
	What impact does diversity have on a student's experience of our institution? <i>Consider influences on students and overall experience.</i>		Q20,23 T/C17, 21	Q29b,30 31 T/C21-23
	Are placement rates, job histories, and attrition rates in ministry comparable across various diversities? <i>Consider the vocational goals of graduates and job histories of alums.</i>		Q15,16 T/C22,23,25	Q10,12-22 T/C8,10,11,13-18

3. Student Learning and Formation

3.1 to 3.5 Components of Student Learning and Formation

<ul style="list-style-type: none"> Evaluate the effectiveness of school-wide holistic goals for student learning and formation as defined by the school Focus on goals related to intercultural competency, global awareness and engagement, and lifelong learning 	How do graduates and alums rate the effectiveness of our institution in meeting learning outcomes related to personal growth?		Q17 T/C14	Q28c,29c, 30 T/C21,22
	How do graduates and alums rate the effectiveness of our institution in meeting learning outcomes related to skills?		Q18,19 T/C15,16	Q25,28-32 T/C19, 21-24
	How do graduates and alums rate the effectiveness of our institution in developing intercultural competencies?		Q17,18, 20,23 T/C14,15, 17,21	Q30e,l,m T/C22
	How do graduates and alums rate the effectiveness of our institution in developing global awareness?		Q18l,Q19l T/C15,16	Q31l T/C23
	How do our graduates rate the effectiveness of our institution in developing an enthusiasm for learning?		Q17d T/C14	Q37a,39 T/C29

3.6 to 3.10 Educational Modalities Supporting Student Learning and Formation

<ul style="list-style-type: none"> Compare experiences and outcomes of students from various learning modalities <p><i>Add custom questions about educational modalities at your institution</i></p>	Do students from various modalities rate their programs as equally effective in meeting outcomes for learning and formation?		Q17-19, 24-26 T/C14,15, 17,21	Q25,27-32
	How do students from various modalities rate their satisfaction with access to resources and student services?	Q2,3,26-29	Q22,24-26	Q35

4. Master's Degrees

4.1 to 4.5 Master of Divinity

<ul style="list-style-type: none"> Evaluate learning and formation goals related to religious leadership or service in congregations or other settings as well as preparation for advanced degrees Focus on the four areas specific to the MDiv degree Evaluate supervised practical experiences required for the degree 	How do MDiv students rate the effectiveness of our institution in meeting learning outcomes for the MDiv degree? <ul style="list-style-type: none"> Religious heritage Cultural context Personal and spiritual formation Religious and public leadership 		Q1,17-19 T/C14-17	Q1,28-32 T/C21-24
	How do MDiv students rate the effectiveness of supervised ministry?		Q1,21 T/C18,19	Q1,30,31j T/C22,23
	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?	Q1,18,20, 30-32 T/C15,23	Q1,14-16 T/C22-25	Q1,10, 14-24 T/C8,10a, 11,13a,14, 16a

4.6 to 4.9 Master of Arts

<p>Includes two categories of MAs: Academic and Professional. You may have degrees that address one or both categories.</p> <p><i>Add a custom question using nomenclature from your degrees to provide more targeted data.</i></p>	How do MA students rate the effectiveness of our institution in meeting learning outcomes for the MA degree? <ul style="list-style-type: none"> Academic Preparation (MA Academic) Personal Enrichment (MA Academic) Religious Leadership or Service (MA Professional) 		Q1,17-19 T/C14-17	Q1,28-32 T/C21-24
	What are the vocational/formation goals of our MA students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18,20, 30-32 T/C15,23	Q1,14-16 T/C22-25	Q1,10, 14-24 T/C8,10b,c 11,13b,c, 14,16a

4.10 to 4.12 Master of Theology				
<ul style="list-style-type: none"> Demonstrate effectiveness of the degree in meeting learning outcomes and preparing for doctoral studies 	How do our Master of Theology students rate the effectiveness of our institution in meeting learning outcomes related to academic preparation?		Q1,18,19	Q1,28-32
	What are the vocational/formation goals of our Master of Theology students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18,20,30-32 T/C15,23	Q1,14-16	Q1,10,14-24
5. Doctoral Degrees				
5.1 to 5.6 Doctor of Ministry				
<ul style="list-style-type: none"> Evaluate learning and formation goals related to degree program 	How do our DMin students rate the effectiveness of our institution in meeting learning outcomes for the DMin degree? <ul style="list-style-type: none"> Religious leadership, service in congregations or other settings, or teaching Theological integration Contextual competency Personal/spiritual maturity 		Q1,17-19 T/C15	Q1,28-32
	Do our students demonstrate a clear understanding of their own ministerial identity? Where do they work after completing their degree?	Q1,18,20,30-32	Q1,14-16	Q1,10,14-24
5.7 to 5.10 Other Professional Doctoral Degrees				
<i>These degrees are indicated by "Doctor of... (e.g. EdD/DMiss/DMA)"</i> <ul style="list-style-type: none"> Evaluate learning and formation goals related to the degree program 	How do our professional doctoral students rate the effectiveness of our institution in meeting learning goals related to religious leadership, service, teaching, or intercultural studies?		Q1,18,19	Q1,28-32
	What are the vocational/formation goals of our professional doctoral students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18,20,30-32	Q1,14-16	Q1,10,14-24
5.11 to 5.16 Doctor of Philosophy				
<ul style="list-style-type: none"> Demonstrate that students are prepared for theologically related vocations of teaching and research 	How do our Doctor of Philosophy students rate the effectiveness of our institution in meeting learning goals related to these degrees?		Q1,17-19	Q1,28-32
	What are the vocational/formation goals of our Doctor of Philosophy/Theology students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,18,20,30-32	Q1,14-16	Q1,10,14-24
6. Library and Information Services				
6.6 to 6.10 Library Services and Resources				
	How do our students rate the effectiveness and availability of library resources?		Q22i, 22j T/C20	

7. Student Services					
7.2 to 7.4 Recruitment and Admissions					
<ul style="list-style-type: none"> Demonstrate that recruiting efforts align with the school's mission Demonstrate that incoming classes reflect an adequate community of learning for each degree 	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 T/C18,19	Q23q T/C21	Q37-39 T/C27-29	
	What degrees or experiences do our students bring with them to our institution?	Q12-15,17 20,30 T/C6,7,14, 15,21			
	How do students find out about the school? Are our recruiting efforts appropriately targeted and effective?	Q26,27 T/C16,17			
	What impact do faculty have on student recruitment?	Q25a-c,26 T/C16,19			
7.5 to 7.7 Student Support Services					
<ul style="list-style-type: none"> Demonstrate that your institution has adequate and appropriate student services for your context 	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?		Q22,23 T/C20,21		
	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?		Q17,20,22 T/C14,17, 20		
	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		
7.8 to 7.9 Student Financial Aid and Borrowing					
<ul style="list-style-type: none"> Demonstrate that financial aid processes are equitable, non-discriminatory, and align with the mission of the institution Demonstrate that the institution develops strategies to address educational debt and funding for students 	What are the educational debt levels of our graduates and alums? Our incoming students?	Q16 T/C8-10	Q13a-c T/C7,8	Q40-42 T/C5,6	
	What are the overall debt levels of our graduates and alums? Do debt levels impact the ability of our students to fulfill their vocational goals? Or fulfill our institutional mission?		Q13a-f T/C7-9,21	Q40,43,45 T/C5,6	
	How satisfied are our students with the financial aid provided by our institution? Is it equitably distributed?	Q25r, 29 T/C11,19	Q12o T/C10		
	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?	Q10,30 T/C12,21	Q12,22r T/C10,20		Q44-45 T/C6
7.10 to 7.11 Student Career and Placement Services					
<ul style="list-style-type: none"> Demonstrate that the school has appropriate career/placement services for its context and degrees 	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?		Q15h-j T/C22	Q13 T/C12	
	What are the placement rates of our graduates? How long does it take our graduates to find placement?		Q15f T/C23	Q12 T/C11	
8. Faculty					
8.8 to 8.11 Faculty Roles in Teaching and Learning, Scholarship and Service					
<ul style="list-style-type: none"> Evaluate student satisfaction with their interactions with faculty 	How do students rate the availability of faculty? Do they indicate significant engagement with all students? Do students of various diversities feel respected and engaged by faculty?	Q26,27 T/C16,17	Q22,23 T/C20,21	Q30,35 T/C22,26	

10. Institutional Resources (<i>Demonstrate that the resources below foster an adequate learning environment for students</i>)				
10.3 to 10.7 Financial Resources	How important was financial aid to our students? Were they able to manage financially? Are alums able to manage financially?	Q25r,29 T/C11,19	Q12,23p T/C10,21	Q45 T/C6
	Do the work hours of our students reflect our expectations for an appropriate learning environment?	Q10,30 T/C12,21	Q11 T/C11	
10.8 Physical Resources	How satisfied are students with the physical resources of our institution?		Q22x,y T/C20	
10.9 Technological Resources	How satisfied are students with the technological resources of our institution?		Q22g,h T/C20	
10.10 Shared Resources	<i>Focus here on those resources mentioned above that are shared with other organizations or entities.</i>			