

Hood Theological Seminary’s mission is “to prepare women and men for bold and creative leadership for the Christian church in a diverse world.” An essential component of this mission is an educationally effective curriculum that prepares graduates to do the important work described above. Below are two indicators of our curriculum’s educational effectiveness: (1) data from an online exit survey taken by the HTS class of 2017 (indirect measure) and (2) assessment data compiled by faculty based on student performance on selected course tasks, which function as direct measures of the extent to which students have met curricular goals.

I. The Class of 2017’s Evaluation of Hood Theological Seminary’s Educational Effectiveness (Indirect Measure)

How satisfied are you with the education you received at Hood?

#	Answer	%	Count
1	Very Satisfied	75.00%	15
2	Satisfied	20.00%	4
3	Somewhat Satisfied	0.00%	0
4	Neutral	5.00%	1
5	Somewhat Dissatisfied	0.00%	0
6	Dissatisfied	0.00%	0
7	Very Dissatisfied	0.00%	0
	Total	100%	20

Hood’s mission is "to prepare women and men for bold and creative leadership for the Christian church for a diverse world." How well do you think the Seminary fulfilled its mission in your particular case?

#	Answer	%	Count
1	Very Effectively	50.00%	10
2	Effectively	45.00%	9
3	Somewhat Effectively	5.00%	1
4	Neither Effectively nor Ineffectively	0.00%	0
5	Somewhat Ineffectively	0.00%	0
6	Ineffectively	0.00%	0
7	Very Ineffectively	0.00%	0
	Total	100%	20

As a result of your completed courses in Area One (Biblical Studies—OT and NT), rate how well you think you interpret the biblical texts within their literary, historical, and cultural contexts?

#	Answer	%	Count
1	Extremely well	15.79%	3
2	Very well	57.89%	11
3	Moderately well	26.32%	5
4	Slightly well	0.00%	0
5	Not well at all	0.00%	0
	Total	100%	19

How confident are you in your ability to use appropriate methods to interpret the biblical texts?

#	Answer	%	Count
1	Extremely confident	15.79%	3
2	Very confident	68.42%	13
3	Moderately confident	15.79%	3
4	Slightly confident	0.00%	0
5	Not confident at all	0.00%	0
	Total	100%	19

How confident are you in engaging others in critical conversations concerning the biblical texts?

#	Answer	%	Count
1	Extremely confident	31.58%	6
2	Very confident	52.63%	10
3	Moderately confident	15.79%	3
4	Slightly confident	0.00%	0
5	Not confident at all	0.00%	0
	Total	100%	19

How confident are you in your ability to apply biblical texts to your contexts of ministry?

#	Answer	%	Count
1	Extremely confident	31.58%	6
2	Very confident	57.89%	11
3	Moderately confident	10.53%	2
4	Slightly confident	0.00%	0
5	Not confident at all	0.00%	0
	Total	100%	19

I adequately learned about Church History during my time at Hood Theological Seminary.

#	Answer	%	Count
25	Strongly agree	84.21%	16
26	Somewhat agree	15.79%	3
27	Neither agree nor disagree	0.00%	0
28	Somewhat disagree	0.00%	0
29	Strongly disagree	0.00%	0
	Total	100%	19

As a result of my theology and ethics courses, I have acquired new, effective tools for practicing ministry in ways that will contribute to the holistic transformation of self and society, including sensitivity to persons who are marginalized, oppressed, or emotionally hurting.

#	Answer	%	Count
1	Strongly Agree	68.42%	13
2	Agree	31.58%	6
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

As a result of my theology and ethics courses, I have acquired the resources necessary to apply the wisdom and insights of Christian theological traditions to the cultural contexts in which I will minister.

#	Answer	%	Count
1	Strongly Agree	57.89%	11
2	Agree	31.58%	6
3	Neither Agree nor Disagree	5.26%	1
4	Disagree	0.00%	0
5	Strongly Disagree	5.26%	1
	Total	100%	19

My theology and ethics courses have helped me to develop and deepen my spiritual life.

#	Answer	%	Count
1	Strongly Agree	57.89%	11
2	Agree	31.58%	6
3	Neither Agree nor Disagree	5.26%	1
4	Disagree	0.00%	0
5	Strongly Disagree	5.26%	1
	Total	100%	19

My theology and ethics courses have given me new resources for living an ethically responsible life in service to church and world.

#	Answer	%	Count
1	Strongly Agree	57.89%	11
2	Agree	31.58%	6
3	Neither Agree nor Disagree	5.26%	1
4	Disagree	0.00%	0
5	Strongly Disagree	5.26%	1
	Total	100%	19

My theology and ethics courses have given me new tools to lead faith communities in worship and caring ministries and to communicate the Christian faith and ethics through preaching, teaching, and other appropriate means.

#	Answer	%	Count
1	Strongly Agree	57.89%	11
2	Agree	36.84%	7
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	5.26%	1
	Total	100%	19

As a result of my Area Four coursework and experiences (Preaching and Worship I & II, Pastoral Care and Counseling, Supervised Ministry I and II), my spiritual life has been developed and deepened.

#	Answer	%	Count
16	Strongly agree	73.68%	14
17	Agree	21.05%	4
18	Somewhat agree	5.26%	1
19	Neither agree nor disagree	0.00%	0
20	Somewhat disagree	0.00%	0
21	Disagree	0.00%	0
22	Strongly disagree	0.00%	0
	Total	100%	19

Hood Theological Seminary is a community of worship that collaboratively listens, in the classroom, chapel, and refectory, to God’s word in order to discern God’s ways in a complex and resistant world.

#	Answer	%	Count
11	Strongly agree	60.00%	12
12	Agree	35.00%	7
13	Somewhat agree	0.00%	0
14	Neither agree nor disagree	0.00%	0
15	Somewhat disagree	5.00%	1
16	Disagree	0.00%	0
17	Strongly disagree	0.00%	0
	Total	100%	20

Hood Theological Seminary is a community of teaching and learning excellence that seeks to “love God with all the mind” and to grow in theological knowledge and in the implications of such knowing for being God’s people in the world.

#	Answer	%	Count
11	Strongly agree	57.89%	11
12	Agree	31.58%	6
13	Somewhat agree	5.26%	1
14	Neither agree nor disagree	5.26%	1
15	Somewhat disagree	0.00%	0
16	Disagree	0.00%	0
17	Strongly disagree	0.00%	0
	Total	100%	19

Hood Theological Seminary is a community of discernment and practical wisdom that engages in practices that promotes peace, justice, and mercy in all human relationships and institutions.

#	Answer	%	Count
11	Strongly agree	68.42%	13
12	Agree	26.32%	5
13	Somewhat agree	0.00%	0
14	Neither agree nor disagree	5.26%	1
15	Somewhat disagree	0.00%	0
16	Disagree	0.00%	0
17	Strongly disagree	0.00%	0
	Total	100%	19

II. Assessment data compiled by faculty based on student performance (Direct Measure)

A. Biblical Studies

Students demonstrate knowledge of biblical content, background, methods, and issues and ability to analyze the biblical text in its historical, literary and cultural contexts with particular attention to the issues of the marginalized, oppressed and emotionally hurting and to evaluate critically different viewpoints and perspectives on the biblical texts, assessing the relevance for their present context. Success is achieved when 80% of the students in the introductory courses score at least 80% on exams and on papers/essays.

2016-17 Results: 67.5% scored at least 80% (B-) or better.

Students demonstrate, in the context of an exegesis paper, the ability to analyze the biblical text in its historical, literary and cultural contexts; to evaluate critically different viewpoints and perspectives on the biblical texts; and to assess its relevance for their present contexts. Success is when 80% graduates have fulfilled the exegesis requirement by earning a B- or better on an Exegesis paper at some point in their Hood career.

2016-17 Results: 78% of the graduates scored at least 80% (B-) or better on an Exegesis Paper.

B. History of Christianity

The assessment goal set by the instructor was for 70% of the students in the introductory course History of Global Christianity to write a well-crafted paper with a grade of "B" that demonstrated an adequate grasp of the cultural identity and ethos of a selected congregation and an adequate understanding of the general socio-historical Christian context from which it emerged.

2016-17 Results: 22 of 25 students earned a "B" or above (88%).

The assessment target set by the instructor was for 60% of the class to achieve at least an 80% on the final examination in the introductory course History of Christianity in America. This exam assessed topics such as religious pluralism, Buddhism, Islam, colonialism, immigration, racial and gender inequity, Native American cultures in colonial America and the United States of America.

2016-17 Results: 12 of 14 students scored above 80% (85.71%).

C. Theology and Ethics

Students demonstrate the capacity to practice ministry in ways that contribute to the holistic transformation of society by constructing a theologically reflective strategic plan of communal action in response to a contestable issue or public controversy. Success = 80% of the class evaluated as either "excellent" or "adequate."

2016-17 Results: 22 of 34 students scored in the "excellent" range (64.7%) and 10 of 34 students scored in the "adequate range" (29.41%). Totals: 32 of 34 (94.11%).

D. Pastoral Theology

Over 75% of the students were able to communicate in excellent manners about their experiences with the poor, the sick, and the marginalized and how they attempted to communicate and apply the resources of the caring Christ to these people. The students descriptions were verbal and in their writings in the form of their reflection papers.

Over 80% of the students were able to write superb “care plans” for a variety of situations, like addiction, incarceration, homelessness, abusiveness. The students’ writings were in the forms of verbatims and ministry reflection reports.

Students who were assigned texts that pertained to persons hurting emotionally or physically demonstrated competence in connecting the messages of those texts in ways that ministered effectively to the pain and distress of the congregants 80% of the time. This was at the level of #3 on the rubric.

Over 90% of the students were able to describe an adequate amount of self-awareness in how their ministerial experiences are impacting the various components of their lives such as spiritual, physical, mental, etc. The students displayed their awareness through peer group reflection and conversations with the professor.