



Lutheran Brethren  
**Seminary**

**INSTITUTIONAL  
ASSESSMENT PLAN  
Revised/Updated  
2018 - 2019**

# Introduction

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# Introduction

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Through assessment, each department of the Lutheran Brethren Seminary (LBS) is linked, promoting self-analysis and growth. The assessments are designed to evaluate the effectiveness of programs, courses, faculty, and staff; basically, to evaluate the effectiveness of LBS in achieving its mission. Analysis of the data is not enough; there must be an intentional application of the knowledge gained in order to facilitate positive change. This lays the foundation for collaborative decision-making within LBS.

In order for assessment to be successful it is imperative that all constituents understand the purpose and potential impact of assessment on the successful ministry of LBS. The Institutional Assessment Plan incorporates assessment points throughout the learning process. It requires teamwork, must be seen in the context of fulfilling the mission given by the Lord, and implemented at multiple stages of the learning process.

The LBS Institutional Assessment Plan is in written form and is shared with LBS Board, Administration, faculty, and constituents. It can be found in hard copy in the main offices and digitally on the LBS website. Minutes of the RAPT meetings indicate the use of assessment data for revising the IAP and also to make sure LBS is moving forward in achieving its goals.

## **Mission/Purpose of the Seminary**

Lutheran Brethren Seminary serves the church and the world by preparing servants of Christ for a life of ministry in God's mission and for equipping His people to serve in His mission.

Jesus said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely, I am with you always, to the very end of the age." (Matthew 28:18-20).

Called by the Church of the Lutheran Brethren, the Seminary serves the church and world by living in and preparing others to live in the Gospel of Jesus Christ and his call to participate in his mission of grace to bless all nations.

LBS prepares people to enter the diverse cultural contexts of the world through particular ministries as Christ's servants shaped by his words and wounds, speaking his gospel in word and deed. The seminary approaches its ministry in dependence on the Triune God who speaks truth through his inspired scriptures.

## **Institutional Objectives**

Graduates of Lutheran Brethren Seminary will:

- Embrace a Christ-centered understanding of Scripture
- Exhibit skills for leading God's people in serving His local and global mission.
- Demonstrate gospel-shaped skills that correspond to the doing of ministry
- Model Christ-like character in life and in ministry

The Seminary fulfills its mission in partnership with and by the support of the Church of the Lutheran Brethren.

## **CLB Mission (Church of the Lutheran Brethren)**

In response to God's person and grace, we worship Him with everything we are in Christ, serve one another in Christian love and share the Gospel of Jesus Christ with all people. This church lives out its passions in the following core values:

- The Bible is central in our congregations and in our households.
- The Gospel is our treasure and our joy.
- We revere God's Law.
- The Word and the Sacraments are God's precious means of grace.
- We cherish the love and fellowship of God's people.
- We long for people to trust in Jesus Christ as Savior and Lord, to come to know Him in a personal way.
- We seek to be people of prayer.

## **Academic Philosophy**

The Seminary is committed to the concept that we are spiritual, mental, emotional, social, and physical beings. Therefore, the educational process must include the development of each of these dimensions. The educational process is not limited to the classroom, but includes the entire range of interactions within the student's environment.

The Bible holds a primary and central place in the curriculum. It is recognized that the Bible is God's special revelation and that it is the source and norm for our view of God, creation by the word of God, and humanity created in the image of God. The Seminary also reserves the right to pursue its search for truth through diligent study of humanity and other elements of God's creation that constitute general revelation.

The pursuit of truth, in the context suggested above, should be approached with vigor and reverence. The basis of our teaching and learning should be that the source of our truth about God and His relationship with humanity is located in the Scriptures.

## **Assessment Philosophy**

We aim to develop an on-going culture of assessment as we endeavor to prepare pastors and missionaries for the Church of Lutheran Brethren. This assessment of our institutional effectiveness is a reflection of our commitment to Christ and desire to be good stewards of the resources entrusted to us.

The Board of LBS evaluates itself each year setting a positive model for assessment in all levels of the seminary. Collected data is analyzed, presented, and then applied with all diligence to promote positive change and growth.

## **Assessment Guiding Principles**

All we do in the pursuit of our established mission will be subjected to the following four questions:

1. Mission & Learning goals: What is the Lutheran Brethren Seminary trying to accomplish through what it provides educationally?
2. Measurement: How do we evaluate whether or not we are attaining our learning goals?
3. Outcomes: What did we find?

4. Closing the loop: How will we use the information we gathered and analyzed in order to improve our regular operations?

As we address these four assessment questions, we will utilize the following principles as guidance for assessment initiatives and activities:

1. Assessment activities should be understood to be a systematic, on-going process that regularly involves the gathering, interpreting and use of the gathered assessment information for continuous improvement.
2. Assessment should be shaped and guided by faculty, students and staff, with administration and the administrative processes providing support.
3. Assessment should flow from the LBS mission which flows from the mission of the Church of the Lutheran Brethren. The seminary represents the educational arm of the CLBA/CLBC.
4. Assessment tools should provide the flexibility which permits the exercise of professional judgment within the LBS context for effective assessment.
5. Assessment should be based on multiple measures, both quantitative and qualitative, which may include locally developed instruments, surveys, nationally normed exams, external reviews, exit interviews, and performance evaluations.
6. Assessment measurements should be minimally intrusive for faculty, staff and students.
7. This Assessment Plan and the on-going assessment activities need to be continually monitored and themselves assessed for continuous improvement.

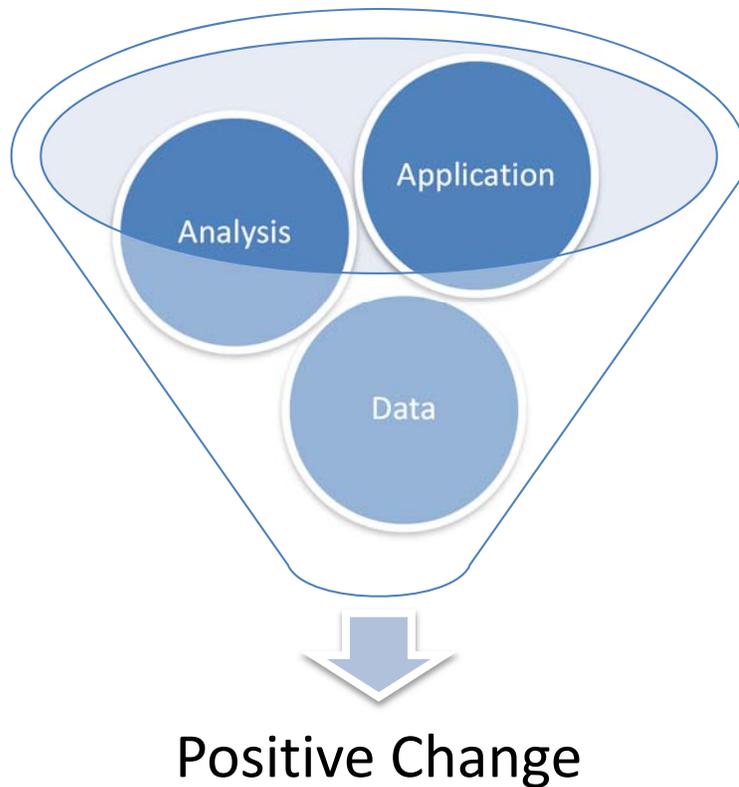
### **Objectives of LBS Assessment Plan**

1. To ensure that our daily LBS experiences for students-faculty-staff are consistent with our stated Mission, Purpose and Institutional Objectives,
2. To offer our constituents verifiable evidence of the progress and achievement of our mission and goals, by
  - The use of quantitative methods of assessment
  - The use of qualitative methods of assessment
3. To provide the Seminary Administration and Faculty a means of accountability to ensure ongoing assessment
  - Through appropriate organizational accountability processes
  - Through meeting the guidelines of the Transnational Association of Christian Colleges and Schools. (TRACS)
  - Through the development of a seminary-wide ethos of assessment
4. To gather, interpret and use assessment data for the institutional decision-making processes of instructional program improvement, strategic planning and resource allocation under the direction of the Board of LBS, LBS President, Dean, Registrar and others as deemed necessary.
5. To provide regular reports to the seminary's internal and external constituents
  - Reporting the work of assessment, demonstrating a total commitment to constituent involvement
  - Providing feedback for curricular development
  - Informing logistic and strategic decision-making
  - Developing a seminary-wide ethos of assessment

The goal of assessment at LBS is not to merely collect data for the purpose of analysis but to utilize the generated data to produce change that will strengthen the effectiveness of all areas of the seminary.

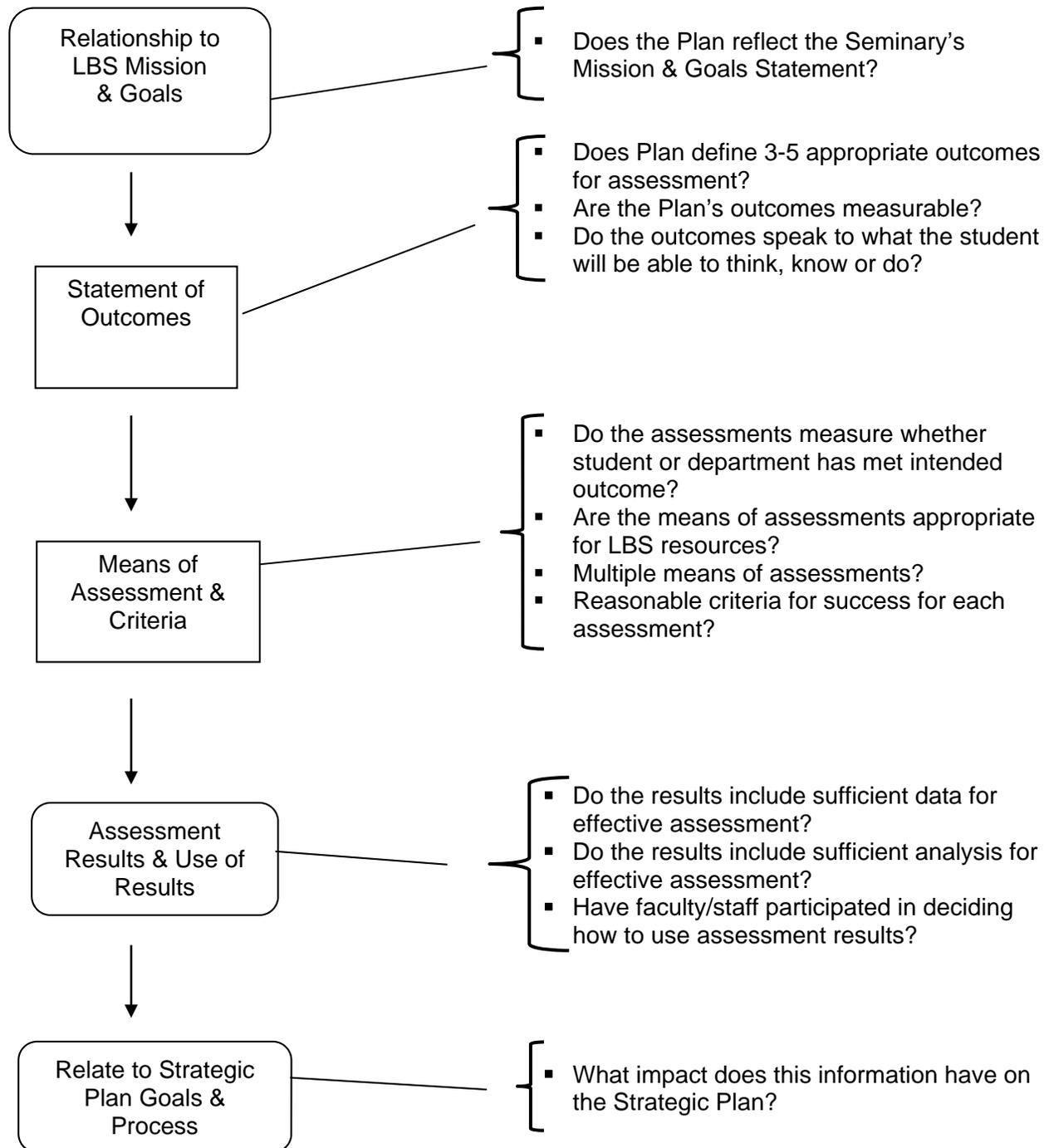
## Conclusion:

An assessment plan is an example of good educational practice, making sure an institution is accomplishing what it claims as goals and purposes. Assessment, reflection on generated data, and dissemination/application of the results are major components in measuring the effectiveness of any institution of learning. But, aside from all of the practical reasons for assessment there is a spiritual side to this as well. As a Christian institution, we are responsible to God to reflect His character, which includes truth and integrity. We are accountable to TRACS and then the DOE. An Institutional Assessment Plan is a tool to make sure that accountability is in place. It is our desire to grow along this journey in our ability to accurately assess LBS, to use the data to implement positive change, and to honor God in all things.



## Checklist/Flowchart for Assessment Plans & Results

LUTHERAN BRETHERN SEMINARY



# Assessment Plan

## Standards and Evaluative Criteria

- 19.1 Institution has developed and implemented a comprehensive *Assessment Plan* which includes all aspects of the institution.
- The *Assessment Plan* is in writing, shared widely, and posted on the institution's website.
  - Minutes of meetings indicate the institution is using the assessment data for revising its *Assessment Plan*.
  - The *Assessment Plan* is annually reviewed and approved by the board.

## Assessment of the Institutional Assessment Plan

The CAO and DIE annually evaluate the IAP and its effectiveness. Input from faculty and administration help them to judge its efficacy over the past year. The CAO and DIE use a checklist to look at the IAP as a whole and to evaluate its compliance with TRACS standards. The IAP is in writing, shared widely, board-approved, and is posted on the LBS website. Notes from the RAPT workshop in May/June, minutes from Strategic Planning Committee meetings, and minutes from Board meetings show that assessment data is used for revising the *Assessment Plan*.

Forms:

Institutional Assessment Plan Review  
Strategic Planning Committee Minutes Binder (8/27/2018)  
Board Minutes Binder (8/27/2018)  
RAPT Notes: see Data Section

- 19.2 *Assessment Plan* contains a process for the evaluation of all policies on a regular basis.

## Assessment of Policy

LBS has developed policies for administrative operations, financial practices, academic procedures, and student development, which are consistent with the seminary's mission. The Policy Manual is thoroughly reviewed every three years by the Director of Institutional Effectiveness followed by approval of the LBS Board. However, if it is discovered in their application that a policy or procedure needs revision it is acted upon in a timely manner. Each year the LBS Board approves any revisions to existing policies or the addition of new policies.

Forms:

Policy & Procedure Manual Review

- 19.3 *Assessment Plan* provides a procedure for evaluating, revising and approving all institutional publications.

## Assessment of Institutional Publications

The official publications of LBS are: LBS Academic Catalog, Student Handbook, Faculty Handbook, Board Manual, Policies Manual, and promotional materials. Each publication is reviewed by the appropriate administrative personnel and approved by the LBS Board. The faculty review the Academic Catalog, Student Handbook, Faculty Handbook, and promotional

materials, making recommendations as appropriate to the full faculty and then the board. The board reviews the Board Manual and the DIE reviews the Policies and Procedures Manual, making recommendations to the CAO and Board as appropriate. LBS makes every effort to ensure that information presented in these publications is current, accurate, and consistent.

Forms:

Institutional Publications Review  
Board Handbook Review

## **Administration**

The administration of LBS is responsible for identifying and bringing together the various resources of the seminary and allocating them effectively in order to accomplish its mission.

### **Standards and Evaluative Criteria**

19.4 Institution conducts regular evaluations of its employees against the responsibilities in the approved job description.

All administrative personnel have job descriptions and performance criteria that are appropriate to their position. Regular evaluations are conducted of all employees against the responsibilities in the approved job description. The ISL is reviewed annually and updated.

### **Review/Evaluation Procedure for Non-Faculty**

Step 1: The Supervisor will meet with non-faculty members at the beginning of the school year to discuss and clarify the procedures and forms.

Step 2: The Dean will provide Non-Faculty members with the Self-Evaluation forms to be completed prior to their face-to-face meeting. (Also, Administrative Role Self-Evaluation forms as applicable.)

Step 3: The Supervisor and Non-Faculty member will schedule their face-to-face annual meeting. Copies of the completed forms are to be submitted one week prior to the scheduled meeting:

- a. Non-Faculty Self-Evaluation Form
- b. Administrative Role Self-Evaluation if applicable

Step 4: The Supervisor and Non-Faculty member meet to discuss the evaluation forms completed by the Non-Faculty member and the job description.

Step 5: The Supervisor will prepare and sign the Supervisor's Evaluation. The report will be given to the Non-Faculty member for signature and then added to the personnel file, along with supporting documents.

Forms

Non-Faculty Self-Evaluation (NFSE)  
Supervisor's Evaluation (SE)  
Non-Faculty Evaluation Schedule  
Management Personnel Evaluation Schedule  
Job Descriptions Binder  
Non-Faculty Evaluation Agenda

## Academic and Student Learning

LBS has the responsibility of ensuring that its students achieve the Institutional Objectives and Program Outcomes as established by the administration, faculty, and board. Multiple measures, direct and indirect, are utilized to assess the strengths and areas needing growth within LBS. The data generated provides evidence to all constituents of student and institutional achievement, and become the basis for on-going, data-driven, decision making within the seminary.

The Director of Institutional Effectiveness oversees the implementation of assessments, collects all results, and makes a brief initial analysis. Each year at the RAPT workshops (Review, Analyze, Plan, Transfer) held in May/June, the faculty and administration review all the data generated over the course of the previous school year and conduct a more in-depth analysis. The scheduling of the RAPT workshop in May/June makes it possible to suggest changes/revisions and to get them approved and implemented in time for the next school year.

Academic assessment can occur on various levels and change can be effected at any of these levels.

1. Student Level: At the end of each semester students complete Course Evaluation Surveys for each course they complete. The resulting data provides information on the student, the course, and the professor. Capstone assignments allow LBS to determine if students have achieved each of the Program Outcomes.
2. Faculty Level: Each professor has established learning outcomes for each individual course they teach.
  - a. Course embedded assessments, such as presentations, quizzes, exams, papers, and discussion posts evaluate the success of students in achieving the course outcomes. All course assignments are aligned with the Program Outcomes they are intended to measure, making the assignments more targeted and the data obtained more valuable.
  - b. At the end of each semester faculty members receive the results of the student course evaluations and discuss the resulting data and implications (if any) with their supervisor.
3. Administrative Level: Due to the relatively small size of the seminary the faculty often operates as a committee of the whole. Decisions are made with faculty and administration in attendance. All collected data, data analysis, proposed action, and recommended changes go to the Administrative Committee who then forwards the information on to the board and/or other committees as deemed appropriate.
4. Board Level: The Board of Lutheran Brethren Seminary completes an assessment of its activities at its annual fall meeting.

### Standards and Evaluative Criteria

19.5 Institution provides a systematic evaluation of whether the student learning and program outcomes are appropriate to its educational mission.

Program and student learning outcomes are evaluated annually by faculty and administration at RAPT workshops in May/June. They decide if the outcomes are appropriate to the educational mission of LBS and evaluate if they are being accomplished by reviewing student work. (Capstone Assignments)

Forms:

What Does the Data Say?  
 Rubric for Examining Student Work  
 RAPT Notes: see Data Section

- 19.6 Institution's approach to understanding student learning focuses on the institutional, program and course levels and includes:
- a. The analysis of retention rates, completion rates, graduation rates, job placement rates, and student success rates on state and other licensing exams.
  - b. Assessment of student learning outcomes at the institution, program, and course levels.
  - c. Utilization of multiple approaches (qualitative and quantitative methods and direct and indirect measures) for assessing student learning, including information both internal and external to the institution.

The analysis of retention rates, graduation rates, and placement rates takes place during the discussions at RAPT when reviewing Program Outcomes and student learning.

The numbers for the analysis table are determined in the following manner:

- Enrollment: The total number of students enrolled in one course during the Fall or Spring Semester.
- Retention Rate: Percentage of first time, graduate degree-seeking students enrolled in the previous fall who re-enrolled.
- Graduation Rate: The percentage of students who started as first-time, graduate degree-seeking, graduate degree completers who did so within the normal or expected time limits for completion as indicated below. (Policy and Procedures Manual, Policy #5.22)
  - MDiv: 3-8 years
  - DCM: 3-8 years
  - MTS: 2-5 years
  - CTS: 1-3 years
- Job Placement: Percentage of graduates who find field of study related employment within 12 months of graduation, excluding graduates that enrolled in additional higher education

Sample Table (Data is found at <http://www.lbs.edu/accreditation> and in the IAP data documents)

<b>Academic Year</b>	<b>Enrollment</b>	<b>Retention</b>	<b>Graduation</b>	<b>Job Placement</b>
2016-2017				
2015-2016				
2014-2015				

Program Outcomes are evaluated on a regular basis. They were derived from the Mission Statement of the seminary and so are appropriate to its mission.

### **Assessment of Program Outcomes**

The assessment of Program Outcomes has five components. 1) The Director of Institutional Effectiveness evaluates the outcomes using a matrix with six required descriptors. 2) The D.I.E. evaluates course syllabi on a five-year rotating basis to ensure that course content and assessment are aligned to the outcomes. 3) The faculty evaluates the achievement of the program outcomes by creating capstone assignments and setting benchmarks for student achievement of each one. 4) Two faculty readers evaluate completed capstone assignments, using a rubric, to look for evidence of students having achieved the indicated outcomes. 5) Students self-evaluate their achievement of Program Outcomes in various surveys. 6) The faculty conducts an overview of data derived from surveys and course evaluations to determine the institution's success in achieving Program Outcomes. All of the collected data is then reviewed by faculty at the end-of-year meetings, RAPT. The following provides an overview of how it all comes together in a 5-year program review at the institution.

### **Program Review**

Program review provides LBS with a foundation for planning and continuous institutional improvement. Through the review process, LBS is able to recognize its strengths, past achievements, current challenges, and set goals and plan for the future. Evaluation of the seminary program contributes to the assessment of institutional goals and provides information valuable to strategic planning and the improvement of academic programs. LBS employs multiple measures in its program review to ensure an accurate and complete reporting. The data accumulated will also be included in reporting to its accrediting agency, TRACS.

Program review will be completed regularly over a five-year period in order to ensure that LBS is accomplishing its mission and is meeting the needs of seminary students and CLB congregations.

1. Review Program Outcomes – Faculty
  - a. Do they reflect the mission of LBS? Institutional Objectives?  
Do they reflect the needs of congregations? (See Congregational Needs Survey)  
Do the sub-points clarify the outcomes?  
Make recommendations
  - b. Review syllabi to track coverage of Program Outcomes (POs) and Program Learning Outcomes (PLOs). Form
  - c. Create matrix linking courses to POs and PLOs. form
  - d. Create matrix linking pastoral skills to POs. form
  - e. Capstone Assignments: Examine student work to ascertain whether or not students have achieved each of the POs.. Capstone Grid, form
    - i. Two POs evaluated each year, two readers. Assessment Plan
  - f. Achievement of POs: Benchmarks. Form
2. Comparability of Degree Program
  - a. Compare LBS to three other institutions
  - b. Present results to faculty for discussion and evaluation, RAPT. form
  - c. Make recommendations
3. Curriculum Review Summary
  - a. Review of course sequencing, faculty
  - b. Review prerequisites, faculty

- c. Look for overlap or duplication, faculty
- d. Course Mapping. (see matrix)
- e. Review Course Evaluation Surveys, faculty
- f. Does curriculum reflect Institutional Objectives and Mission?
- g. Alumni Survey/Student Experience Survey/One Year into Ministry Survey
  - i. Review surveys for satisfaction
  - ii. Review surveys for student self-evaluation
- h. Congregational Needs Survey
- 4. Distance Education
  - a. Evaluate opportunities for success.
    - i. End of Course Data Analysis: comparing grades for DE & on-campus
    - ii. Comparison of Opportunities Grid
    - iii. DE Surveys
- 5. Surveys: Student Experience, Graduate Exit Interview, One Year into Ministry, Alumni, Student Services Survey
  - a. Review data related to program
  - b. Review students' reflections on program
  - c. Discussion with faculty
- 6. Adequacy of Facilities & Resources: faculty
  - a. Library Survey
  - b. Student Experience Survey
  - c. Student Services Survey
  - d. Assessment Plan
- 7. Review retention, graduation and placement rates, faculty
  - a. What does the data say about the effectiveness of the program?
  - b. Make recommendations
- 8. Summarize all data and recommendations

Forms:

Assessment Calendar  
 Measuring Achievement of Program Outcomes Form  
 Program Outcome Rubric for student work  
 Assessment of Student Learning  
 Graduating Student Interview  
 First Year into Ministry Survey  
 Alumni Survey  
 Distance Education Review, Student  
 Elder Survey, Review of 1<sup>st</sup> Year Pastor  
 Course Syllabus Review: see Data Section  
 RAPT Notes, see Data Section

- 19.7 Results of the evaluation of student learning is provided to stakeholders and made available to the public in an easy to understand format.

Assessment data is collected by the DIE who presents it to the faculty and administration at RAPT Workshops each May/June. All data is forwarded to the Board of LBS and Strategic Planning Committee via a final report sent to the President. A summary statement of educational effectiveness is posted on the LBS website.

Forms:

Statement of Educational Effectiveness  
Board Minutes Binder  
Strategic Planning Committee Minutes Binder

- 19.8 Institution regularly reviews curriculum in order to ensure that the content is consistent with national norms.

Every five years the institution completes a Comparability of Degree Program project where it compares itself to three other seminaries. In order to ensure that the content is consistent with similar institutions it compares the following: Mission, Program Outcomes, Required Courses, Pre-Requisites, Required Course Hours, Electives, total number of hours to complete the degree. The information is then added to the RAPT agenda for that year for analysis of results.

Forms:

Comparability of Degree Program  
Year-in-Review

### **Curriculum Review/Assessment: Degree Programs**

The Lutheran Brethren Seminary presently offers the Master of Divinity and Master of Theological Studies degrees in its program. It also offers a non-degree Diploma in Christian Ministry and a Certificate of Theological Studies. All current programs are conducted on the Masters level. (See Lutheran Brethren Seminary Catalog for details of the offerings.)

#### **Master of Divinity Program**

Program Outcomes:

1. Interpret the Bible in its parts and in its whole through use of its original languages and appropriate exegetical and hermeneutical methods
2. Articulate and apply the doctrinal teachings as set forth in the Scriptures and confessed in the CLB Statement of Faith.
3. Proclaim God's saving work in Jesus Christ through the public and private ministries of the Word and Sacraments
4. Demonstrate knowledge and skills for leading congregations
5. Develop opportunities for broader involvement in God's mission
6. Demonstrate a personal love for God, His Church, and the world

#### **Master of Theological Studies**

Program Outcomes

1. Interpret the Bible in its parts and in its whole through use appropriate exegetical and hermeneutical methods.
2. Articulate and apply the doctrinal teachings as set forth in the Scriptures and confessed in the CLB Statement of Faith
3. Communicate God's saving work in Jesus Christ through the public and private ministries of the Word
4. Demonstrate and apply skills for leadership
5. Develop opportunities for broader involvement in God's mission

6. Demonstrate a personal love for God, His Church, and the world

### **Diploma in Christian Ministry**

Program Outcomes:

1. Interpret the Bible in its parts and in its whole through use of its original languages and appropriate exegetical and hermeneutical methods
2. Articulate and apply the doctrinal teachings as set forth in the Scriptures and confessed in the CLB Statement of Faith.
3. Proclaim God's saving work in Jesus Christ through the public and private ministries of the Word and Sacraments
4. Demonstrate knowledge and skills for leading congregations
5. Develop opportunities for broader involvement in God's mission
6. Demonstrate a personal love for God, His Church, and the world

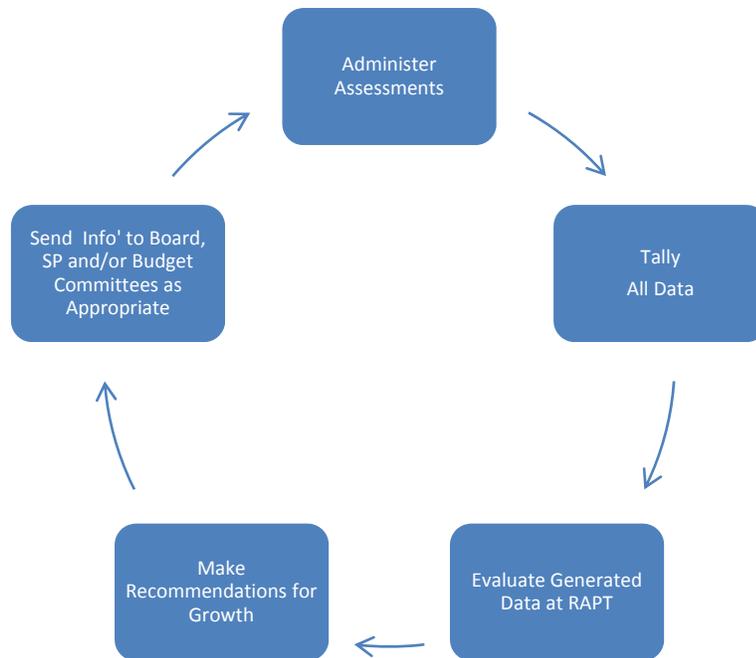
### **Certificate of Theological Studies**

Program Outcomes:

1. Interpret and apply the Bible with a Christ-centered focus
2. Demonstrate skills for the doing of ministry in a chosen emphasis (Lay Ministry, Bible & Theology, or Mission)
3. Exhibit attitudes characteristic of servant leaders in local and global mission

The assessment of Program and Course Outcomes in the Master of Theological Studies and Diploma in Christian Ministry programs will follow the same procedures as for the Master of Divinity program.

The Institutional Objectives, Program Outcomes, Course Outcomes, Courses, and Ministry Skills have all been aligned to make evident the connections between them and to ensure that each outcome is being addressed in the seminary program. This not only assists the faculty and administration in seeing the big picture but it helps the student to see that there is reason and purpose behind each item included. The assessment process can be visualized as follows:



## Forms

### Program Outcomes Review

Alignment of Institutional Objectives, Program, Course Outcomes, Ministry Skills  
6-Year Assessment Cycle

LBS faculty develop and assess the academic courses for the degrees, diploma, and certificate of the seminary to assure that they conform to the seminary's Mission, Institutional Objectives, Program Outcomes, and Doctrinal Statement of Faith.

Although all of the areas within LBS are important, the classroom is where most instruction takes place as we prepare pastors and missionaries for fruitful ministry in the Church of the Lutheran Brethren churches, thus the importance of continual review of academic courses.

The LBS faculty has primary responsibility for the development of the curriculum, its content, and methods of instruction. For evaluation of the curriculum the LBS faculty will work with the Director of Institutional Effectiveness in accomplishing the following:

### Curriculum Review

1. Curriculum Review Summary
  - a. Review of course sequencing, faculty
  - b. Review prerequisites, faculty
    - i. Faculty discussion on current requirements
    - ii. Make recommendations
  - c. Look for overlap or duplication, faculty
  - d. Course Mapping. (see matrix)
  - e. Review Course Evaluation Surveys, faculty
  - f. Does curriculum reflect Institutional Objectives and Mission?
  - g. Alumni Survey/Student Experience Survey/One Year into Ministry Survey

- i. Review surveys for satisfaction
  - ii. Review surveys for student self-evaluation
- h. Congregational Needs Survey
  - i. Rank congregational needs in order of importance, taking into account the importance given to each one and its place in the rankings
  - ii. Match needs to current course offerings
  - iii. Determine if all needs are covered
- i. Evaluation of syllabi: PO & PLO coverage
- j. Alumni Survey/Student Experience Survey/One Year into Ministry Survey
  - a. Review surveys for student satisfaction and challenges
  - b. Make recommendations
  - c. Does the curriculum reflect the Institutional Objectives?
  - d. Summarize all data and recommendations

The faculty engages in regular review and assessment of seminary courses through student Course Evaluation Surveys, Graduating Student Interviews. However, if a need for revision of the curriculum arises it is handled in a timely manner.

Forms:

- Curriculum Review 5-Year Matrix
- Syllabus Review Form
- Course Evaluation Survey, Student
- Review of Syllabi: PO & PLO coverage

## Revisions to Curriculum

For revisions to the curriculum, the LBS Faculty will serve as the Curriculum Review Committee (CRC). The chair of the committee will be the Dean. The CRC will meet as needed to review program proposals and curricular changes. This may include changes needed in the curriculum as revealed by the assessment of courses and a three-year summary assessment of the curriculum. Revisions may also be required because of changes in the needed outcomes of the program.

The Curriculum Review Committee shall follow the following process:

1. Publish timelines and deadlines for the curriculum review process.
2. Proposals for changes may be initiated by a faculty member and submitted to the CRC chair to be put on the agenda of the CRC.
3. The proposal shall be complete.
4. The proposal shall show that the change is in agreement with the mission of the program and the school.
5. The proposal shall contain the rationale for the change.
6. The proposal shall give consideration to the implications of the change for the entire curriculum/program, for its impact on students, and other programs.
7. The approved proposals will be submitted to the LBS Seminary Executive committee who shall in turn submit them to the Board of LBS for their approval.
8. Upon approval of the Board of LBS, the proposal shall be incorporated in all appropriate documents.

## **Distance Education:**

Distance education provides educational opportunities for individuals who are unable to participate in an on-campus program, to acquire the same levels of knowledge, skills, attitudes and character as those students enrolled in on-campus programs.

The Distance Education Program goals include:

- a. Compliance with state and federal regulations,
- b. Sufficient training for students and faculty,
- c. A successful experience for all distance students.

At LBS, distance education is conducted in a distributed learning format—students experience both synchronous and asynchronous learning. Distributed learning is a multi-media method of instructional delivery, involving practices such as on-campus intensive courses, web-based instruction, video conferencing, and video streaming.

In synchronous online learning, students enroll in courses and attend them in real time, at the same time as on-campus students. This format facilitates close communication with fellow students and faculty, and also fosters a sense of community. Both distance students and on-campus students benefit by seeing and hearing one another.

In asynchronous online learning students view recorded lectures and complete assignments without real-time contact with a class of fellow students.

Students at LBS enroll in online courses in the same sequence as on-campus students. Most will attend live classes via Adobe Connect and view recorded lectures when their schedules prohibit live participation. Other students, due to time zone issues, will only view recorded classes. However, all will participate in writing and responding to posts which include the professor. Distance students will be able to ask questions and discuss course content with the professor in an “Adobe Connect Office Hour” (See Student Handbook).

Distance students will have the same professors as on-campus students attending the same courses.

To ensure a higher level of success in graduate level work, all new students are required to take PT 900 Introduction to Seminary Education. This course is an overview of skills and aptitudes necessary for effectiveness in seminary. Topics to be covered include seminary program outcomes; managing time effectively; reading, researching and writing at a master’s level; and thinking critically and theologically. Orientation for the technology required for success in the program is accomplished on a one-on-one basis. This orientation will demonstrate how to access the administrative and educational support infrastructure at LBS.

While most residential students are enrolled full-time while working part-time, LBS expects that most distance students will maintain full or nearly full-time employment while pursuing their academic program part-time. To complete a part-time distance degree program successfully requires a strong commitment to very careful and disciplined time and priority management. Distance students should expect to spend about 2.5 hours outside of class for each hour spent in class. The “in class” time will be either participating in a class using video conferencing technology or watching a recording online of a class that the student is unable to attend.

Courses are supported by the use of Adobe Connect and Populi. These programs make it possible to have regular and substantive interaction between students and instructors.

Instructors can see when synchronous students log on during a class. They are able to see and hear distance students, drawing them into live classroom discussions and providing opportunities to ask questions. When a student is unable to attend the live class, he is able to view a recording of the class and thereby keep up with content and assignments.

Distance Education students regularly interact with each course and instructor through the use of Populi, the institution's learning management system, and through Adobe Connect, the platform for synchronous and asynchronous attendance. In Populi students will find links to class presentations and discussion boards. Quizzes, assignments, and readings are posted on Populi. Instructors interact with students in the synchronous classroom, on the discussion boards, and communications on reviewing student work. The Director of Institutional Effectiveness performs an End-of-Course Data Analysis, comparing academic achievement of distance and on-campus students.

Forms:

- Distance Education Program Student Survey
- Distance Education Program Faculty Survey
- Distance Education Program Review, Director DE
- End-of-Course Data Analysis

### **Capstone Assignments:**

The institution has chosen to evaluate the achievement of program outcomes using capstone assignments. Faculty members initially worked as a group to determine the best way to assess each outcome and then to design the assignments accordingly. Benchmarks are set as the assignments are created and then tracked at the end of each school year, the resulting data enables informed decision-making in regards to continuation or revision. Two faculty members will be selected to read each completed assignment. Using a rubric, they will look for evidence of achievement of the selected outcomes in the student work. Their findings are shared with the whole faculty and administration during RAPT meetings.

Forms:

- Achievement of Program Outcomes—blank
- Rubric for Student Work, Program Outcomes
- Program Success, Benchmarks

### **Mentoring Program:**

See Student Services.

### **New Course Design**

The procedure for proposing and designing a new course for the seminary will follow a different track than proposing a change.

1. The instructor will complete the *Course Design* template. The questions asked on this template will provide the Dean and other faculty with basic information about the course.

2. Submit the template to the Dean for review and placement on the agenda of the next faculty meeting.
3. Discuss the need for the course at a faculty meeting for peer review. The instructor should be prepared to tie the proposal to assessment data. (What specific assessment data shows the need for this new course?)
4. If approved, the instructor may move ahead with course design. He will set course goals, identifying the desired results. (Knowledge, abilities) Next, he will describe the types of evidence of student learning to show student progress. What types of assessments will enable students to demonstrate progress towards course goals? Do assessments actually measure the attainment of the learning goals? What learning experiences will provide students with opportunities to engage the material and to apply it? Does it make connections to previous learning?
5. The instructor will submit the completed course to the Dean for review and scheduling for the agenda at the next faculty meeting.
6. The faculty will conduct a peer review, making recommendations.
7. Once approved, the course will be inserted into the proper location in the curriculum cycle and added to the catalog and web site.

Forms:

Course Design Procedure, Template

- 19.9 Assessment results are reviewed, analyzed and possible new goals are discussed to implement changes.
- a. Revision of the curriculum is based on assessment results.

The results of proposals for change and/or additions to the curriculum of LBS will be discussed at regular faculty meetings and/or RAPT workshops in May/June. Each change or addition should be linked to data demonstrating the need for the change.

Forms:

Achievement of Program Outcomes, Benchmarks

RAPT Recommendations, see data section

- 19.10 Institution provides an established process for the regular evaluation of all faculty.
- a. Process evaluates faculty performance with the goal of improving instructional delivery.

In order to assure equity in evaluating members of the faculty being reviewed in consideration of reappointment until the granting of tenure and the pursuit of excellence, the faculty, in cooperation with the administration (President and Dean) and the Board of LBS, have adopted the following Evaluation Criteria and Procedures. In its efforts to promote and maintain the highest possible standards among the faculty, the Seminary will be guided solely by these criteria and procedures in the evaluation of faculty members. The main purpose for faculty evaluation is to help ensure teaching excellence among LBS faculty. LBS exists to provide effective instruction for future pastors and missionaries, who are our key communicators in carrying out the Great Commission, thus the seminary must not accept mediocrity in its classrooms.

## **Review/Evaluation Procedure for Faculty—Full-Time, Part-Time, Adjunct**

- Step 1: The Dean will meet with faculty members at the beginning of the school year, preferably at a Faculty meeting, to discuss and clarify the procedures and forms.
- Step 2: The Faculty member will select which course they wish for the formal evaluation, either Fall or Spring semester, at least 2 months prior to the beginning of the review process.
- Step 3: The Faculty member will select the type of peer review that best suits their objective, either a general or directed peer review. Then the Faculty member will request that another faculty member, the Director of Distance Education or the Director of Institutional Effectiveness conduct the review for the selected course. The Faculty member and reviewer will conference together after the class. The completed form should be submitted to the Dean one week prior to the scheduled annual review meeting.
- Step 4: The Student Course Evaluation Survey link (Survey Monkey) will be distributed to the students via Populi. Faculty member will request that the Director of Institutional Effectiveness send the summary reports to the Dean prior to their scheduled meeting.
- Step 5: The Dean will provide Faculty members with the Course Self-Evaluation and Performance Self-Evaluation forms to be completed prior to their face-to-face meeting. (Also, Administrative Role Self-Evaluation forms as applicable.)
- Step 6: The Dean and Faculty member will schedule their face-to-face annual meeting. Copies of the completed forms are to be submitted to the Dean one week prior to the scheduled meeting:
- a. Faculty Course Self-Evaluation
  - b. Faculty Performance Self-Evaluation
  - c. Peer Review
  - d. Administrative Role Self-Evaluation, if applicable
- Step 7: The Dean will review the Student Course Evaluation Summary relative to the course selected.
- Step 8: The Dean and Faculty member meet and discuss the evaluation forms completed by the Faculty member, the Peer Review for the course, the Student Course Evaluation Summary for the selected course, and the job description.
- Step 9: The Dean will prepare and sign the Supervisor's Review/Report. The report will be given to the Faculty member for signature and then added to the personnel file, along with supporting documents.

### Forms:

Course Evaluation Survey (CES)  
Faculty Course Self-Evaluation (FCSE)  
Faculty Performance Self-Evaluation (FPSE)  
Administrative Role Self-Evaluation  
Supervisor's Annual Review and Report of Instructor (SARRI)  
Faculty Evaluation Schedule

## Student Services

### Standards and Evaluative Criteria

- 19.11 Institution regularly evaluates its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to meet the institutional mission.
- a. Information obtained through the evaluation is used to improve achievement of student services program goals.

LBS regularly evaluates its effectiveness in student services through a Student Experience Survey, End of 1<sup>st</sup> Year Student Interviews, and a Student Services Evaluation Survey. The information obtained is analyzed at the RAPT workshops in June and any recommendations for change take place at that time. Also during RAPT the faculty examines the admission process and retention and graduation rates. Should any problems be identified the faculty will devise possible solutions.

#### Forms:

Student Experience Survey  
End of 1<sup>st</sup> Year Student Interviews  
Student Services Survey

The mission of LBS is to “serve the church and world by preparing servants of Christ for a life of ministry in God’s mission and for equipping God’s people to serve in God’s mission.” LBS is committed to providing any and all student services necessary and feasible to support the student body both spiritually and academically. LBS educates and disciples the *whole* student. Students who enroll in seminary come in a variety of age, educational, and economic brackets; some married with families and some single. The result of this mix is a group with very divergent needs. Meeting those needs is both a challenge and a blessing.

LBS administers its services for student development in two ways: through the Administrative Assistant and through the Director of Student Life. The Administrative Assistant administers services in admissions, housing, financial aid, internet access, keys to the building, scheduling and various other student needs. The Director of Student Life is charged with oversight of the student government and spiritual development, housing and employment needs, orientation, testing, advising, chapel, Spiritual Formation Groups, opportunities for ministry, and assistance with the call/placement process. All faculty and staff seek to assist students as they become leaders for mission.

The Administrative Assistant and Director of Student Life serve a student body of around 40 students, both men and women, helping them with registration issues, Veterans information, immigration, etc. Qualified psychologists and counselors are available to consult with students as needed.

The Seminary Catalog and Student Handbook outline a range of student services as do Orientation sessions which occur prior to the beginning of each semester. As new opportunities arise, students are notified via chapel announcements, bulletin boards, email, student information system announcements, and/or campus mail. Efficacy of the program is determined by the Student Experiences Survey, the Student Services Evaluation Survey, through personal interviews with students finishing their first year of study and with graduating students. Personal interviews incorporate questions to the student regarding how the seminary might make a student's time at the seminary more beneficial.

## **Student Orientation**

New student orientation is incorporated into the required course: PT900 Introduction to Seminary Education.

Orientation for the use of technology is accomplished on a one-on-one basis so students will be able to:

- Describe all the administrative and academic support services available to both traditional and distance students at LBS.
- Use Populi as the LBS student information system to access the administrative services available to LBS students.
- Use Populi as the LBS learning management system to access class materials, recorded lectures, chat rooms, and to submit assignments.
- Use Adobe Connect as a distance student, or as a traditional student unable to attend class, to enter the virtual classrooms, listen to lectures and interact with their professor and their classmates.
- Use the online LBS library services to find the resources needed for course work.

## **Advising and Spiritual Formation Groups**

Each academic year, students are assigned to individual faculty members for academic advisement and spiritual nurture. Students assigned in their first year at seminary will continue with that faculty advisor through their graduation. Advising and Spiritual Formation Groups meet with their faculty advisor on Wednesdays for a time of reading devotional literature and praying together. All faculty members are encouraged to establish relationships with students and encourage them in their ongoing growth in Christian character. In addition, faculty advisors assume the following academic objectives for each student in their Advising and Spiritual Formation Group:

- Assist in orienting students to seminary life and LBS community
- Assist students in developing educational goals
- Assist students in determining the way to reach educational goals through program planning
- Provide accurate information regarding academic programs, procedures and policies
- Provide students with or direct the student to career information
- Be an example to students of a Godly professional educator

The Registrar provides leadership in the admissions policies, processes and practices. He advises students throughout the process and coordinates the dissemination of information on courses offered and needed for graduation. He supervises the coordination, evaluation, and certification of all graduation applications and prepares the commencement list.

The Director of Student Life and Congregational Ministries coordinates and assists in providing ministry and community service opportunities such as pulpit supply for area churches, call/placement coordination, and alerting students to needs of community service organizations.

## **Supervised Ministry Education**

The LBS Supervised Ministry Education (SME) prepares LBS students for a life of ministry in God's mission via a supervised experience-based approach to their education. Each student seeking the M.Div. degree or DCM will complete 280 hours of ministry practice, curriculum, and supervision in practical theology courses PT 912 - PT 915, and PT 965.

Using an adult-learner model, a student's personal and ministry experiences will be assessed with a developmental focus on their spiritual maturity, emotional maturity, leadership, communication, and conflict management. Institutional Objectives (2), (3), and (4) and Program Outcomes (D) and (F) will be addressed through the following in the program:

*Educational Modules:* Educational modules will be didactic in nature with value placed on giving and receiving feedback for personal awareness, personal care, and professional development.

*Processing Groups:* Students will participate in supervised local and online groups in which they will demonstrate personal, group, and ministry related leadership and management skills.

*Personal Development Plan:* The personal development plan is a living document that identifies a student's specific learning goals as well as strategies for accomplishing them through the processes of Christ-centered formation, developing pastoral competence, & seeking & receiving pastoral evaluation.

*Psychological Education:* Students and their spouses will complete two series of psychological inventories during pre-course introductions, have corresponding sessions with a psychologist, and participate in two educational workshops pertaining to the inventory series.

*Ministry Site Experience:* Students will identify a ministry to serve for a minimum of 100 hours the course of the program and will reflect on their experience with the program director, faculty, and their ministry site mentor.

*Ministry Site Mentor:* Students will identify a mentor familiar with their ministry setting that meets the SME guidelines and initiate monthly meetings throughout the program with this mentor to address their learning and development.

LBS contracts with an organization called LeaderWise who provides inventories, consultations, and workshops for cohorts of students and their spouses in the Supervised Ministry Education (SME) Program. Education provided by LeaderWise has a developmental focus on students' personal and professional awareness and learning. Waivers are also signed so that the results and recommendations from students' inventories can be utilized for development purposes by the LBS director of SME.

Students, and their spouses if they are married, participate in this educational process with LeaderWise toward the beginning of seminary and again toward the end of their seminary experience. The first series of inventories includes a personality inventory and an emotional intelligence inventory. The second series includes a leadership and conflict management inventory.

Students and spouses then participate in consultations with a LeaderWise psychologist after the first and second series of inventories. Residential students' inventory consults are conducted on campus. Distance students' inventory consults are coordinated with LeaderWise and take place via a secure video connection.

Students and spouses also participate in educational workshops on the themes of the inventory series with LeaderWise psychologists, their classmates, a LBS faculty member, and the director of SME. Residential students and spouses are expected to be present for the LeaderWise workshops and distance students and spouses are expected to be synchronous.

Forms:

Supervised Ministry Education Evaluation

Supervised Ministry Education Handbook

### **Student Government**

There is an "organized and functioning student government." Officers: President, Secretary/Treasurer, are elected in the spring of the year as the end of second semester. The student government elects one student to become the Deacon to handle requests for assistance for students facing special circumstances, i.e. financial emergencies.

### **Student Financial Assistance**

The seminary is not under the Title IV, Federal Student Aid requirements. Student financial assistance service is provided at the direction of a Scholarship Committee. This committee oversees the distribution of institutional financial aid and scholarship funds through an application process approved by the Board of LBS.

Congregations and individuals affiliated with the CLB support the seminary by providing two-thirds of the school's operating costs. In this way, the amount of financial responsibility to the student is significantly reduced. The remaining one-third of the seminary cost is covered through student tuition for which the student is responsible. Financial aid is available to assist some students with these tuition costs. No financial aid is available for Open Studies students.

### **Student Health**

The student health and safety programs are detailed in the Student Handbook. The information provided there covers the topics of health, security, safety, emergency procedures, and suspicious behavior. The Office Administrator of the seminary serves as the Security Coordinator during business hours. This staff member is tasked with providing coordination and direction during emergency situations. In addition, an Emergency Plan is posted at strategic locations throughout the seminary building.

### **Practical Theology**

Incoming students take a series of personality inventories, meet with the Practical Theology instructor, and create their Personal Development Plan (PDP).

Additionally, in Fergus Falls and in nearby locations there are a number of Christian counseling services available to deal with a variety of relationship and mental health issues. If needed, the seminary will assist with necessary funds to make this possible.

- Lakeland Mental Health Center, Fergus Falls, MN  
Nate Larsen, Ph.D., Licensed Psychologist  
218-736-6987
- Valley Christian Counseling Center, Fargo, ND  
(701) 232-6224

Other psychological and psychiatric services:

- Bridgeway Care Unit, Lake Region Health Care (Inpatient Psychiatric Unit)  
Fergus Falls, MN  
#1-218-736-8000
- Lake Region Health Care (Psychiatry)  
(218) 739-2221
- Generations Inc., Fergus Falls, MN  
(218) 998-3123
- Lakeland Mental Health Center, Fergus Falls, MN  
(218)-736-0740  
24-hour crisis line #1-800-223-4512
- Lutheran Social Services, Fergus Falls, MN  
(218)736-5431

[Focus on the Family's Christian Counselors Network.](#)

## **Career Counseling**

The Synodical Regional Pastors, the Director of Student Life, and the seminary faculty work with seminary students on call and placement. In addition, a number of churches in the area provide students with part-time student pastor or youth pastor employment. These positions may involve some or all of the following: pulpit preaching, confirmation instruction, visitation and youth ministry. Arrangements and supervision for this type of part-time ministry are made through the seminary Director of Student Life.

## **Food Services**

While the size and nature of the seminary does not warrant full food service, facilities are provided for students wishing to bring meals and eat on campus. Tables, chairs, vending, a microwave, a toaster, and coffee are all provided in a space designated and appropriate for food consumption.

## **Textbooks**

Obtaining textbooks is the responsibility of the student. Instructors utilize Populi, email, and syllabi to communicate the required textbooks prior to or at the beginning of each semester.

## **Postal Services**

Mail is received by the Office Administrator and is distributed to the students' mailboxes. Each student has his/her own box. Administrative correspondence and graded coursework that is not mailed or e-mailed to the student is placed in the student's box. Any communication or document, whether in a sealed envelope or not, is directed to and meant for the exclusive use of the person to whom the item is addressed. There is a mail basket in the Office Administrator's office where the students and faculty may post their first-class, stamped, outgoing mail.

## **Computer Availability**

Two computers with Internet access are provided in the library for student use. The seminary offers a secure wireless Internet connection so students may use their personal computers for research. At the beginning of each semester IT personnel come and help students establish their wireless connections. The library computers are regularly checked and maintained by a computer technician.

## **Student Records**

Student record/transcript requests are handled in a timely manner by the Seminary Registrar. Official transcripts are issued only upon written authorization by the student. Official transcripts will be sent only to the institution or agency requiring them. Unofficial transcripts will be issued to the students for personal evaluation. Hard copies of student records are stored in a locked file while digital copies are kept in a safe. Students at LBS have continual access to their grades and progress via Populi.

All student service functions, as described in the Seminary Catalog and the Student Handbook, are approved by the governing board.

Form:

- Student Experience Survey
- Student Services Survey

## **Finances**

### **Standards and Evaluative Criteria**

- 19.12 Institution systematically evaluates its fiscal condition and financial management of the financial operation including appropriate internal and external mechanisms which ensure financial stability.
- 19.13 Institution utilizes the results of these activities for financial planning.

The financial resources of LBS are sufficient to support student learning programs and services. Resources are distributed in such a way as to support the development, maintenance, and growth of programs and services. Finances are managed with integrity in a manner that ensures financial stability. A yearly audit evaluates the financial condition of LBS. The CFO completes a Financial Operations Review form each year to ensure alignment with TRACS standards. The information gained is then utilized in strategic planning.

Form:

- Strategic Plan Review
- Financial Operations Review Form
- External Audit Binder

## **Facilities and Equipment**

### **Standards and Evaluative Criteria**

- 19.14 Institution regularly evaluates the adequacy of facilities and equipment (including technology).

Students and faculty have the opportunity to evaluate the equipment and materials available to them at LBS and make suggestions for changes or additions. This information is evaluated at the RAPT workshop in June, where the faculty can make recommendations for action.

Forms:

- Faculty Satisfaction Survey
- Staff Satisfaction Survey
- Student Experience Survey
- Library Survey

19.15 Institution regularly evaluates the adequacy of its library materials and learning resources.

The library staff administers a survey every year to determine how effective the library has been in meeting the needs of seminary students and faculty. It asks about frequency of use, resources deemed most valuable to research, and availability of technology.

Form:

- Library Survey
- Student Experience Survey