



Educational Effectiveness Report 2023

This report analyzes the findings of and makes recommendations based on several key indicators of effectiveness in our educational programs in relation to student learning. Following the findings are recommendations for improvement in multiple program areas of student learning and overall educational experience. Saint Paul uses all of these measures to evaluate and improve academic programs and student learning.

A. Student Satisfaction SPST Student Satisfaction Survey (see Appendix A) This 18-question survey is developed by SPST and administered to all students each Spring semester and administered in the Spring, 2023.

Benchmarks: ≥ 90% satisfied

Overall Satisfaction	2019	2020	2021	2022	2023
Saint Paul			96%	95%	94%
Degree Program			88%	91%	93%

Benchmark Met	Benchmark Not Met
Meals	Chapel Worship 77%
Space and Facilities	Course Scheduling 75%
Faculty	Advising 69%
Staff	Registration 89%
Information and Communication	
Financial Aid	
Billing	
Library	
Classroom Technology	
Moodle	
Security	
Student Support	

Black-same as last year; green-satisfaction increase; purple- small decrease



Findings

- 1) Overall satisfaction remains strong, though all areas decreased slightly, except community meals, billing, classroom technology, and Moodle remained the same or increased.
- 2) The following areas did not meet the benchmark by more than 5% points;
 - a. **Chapel** – Of the 36 total respondents, 14 of them reported Not Applicable (NA), 1 in OK and 13 from KS, which suggests they did not attend chapel. Of those that did answer, only 6 KS students were Very Satisfied, and 5 (3 KS and 2 OK) were either dissatisfied or very dissatisfied.

The low percentage of attendance and the dissatisfaction of those who do attend raises concerns. It is hard to interpret these numbers without more information about what's behind them. Conversations with student groups and other anecdotal feedback could provide more direction for improvement. A thorough evaluation of chapel worship may be called for. Comments in the survey may indicate beginning directions for broader exploration.
 - b. **Course scheduling and advising** report the lowest satisfaction ratings and is concentrated in the MDiv students. These may be related if students are having difficulty with course scheduling, they may turn to advisors for help and feel frustrated if they do not get the help they need. Forty percent of the MDiv students who responded reported dissatisfaction with advising. Advising and course scheduling are significant aspects of student learning and overall experience. Further exploration may include conversations with students and faculty, developing protocols, and improving communication. There were not many comments however they give us some direction for interpreting data.
- 3) **Registration** – After several years of improvement satisfaction decreased slightly but was very near benchmark.
- 4) **Community Meals** – While those who responded to the question about community meals were satisfied with them, approximately one third of the respondents did reported NA (37% of KS students and only one of the six respondents in OK). Conversation about community meals may be needed.

Recommendations

- Develop and implement a plan to explore the meaning of the data and make improvements in Chapel, Course Scheduling, and Advising.
- Analyze the number of students who answered, “does not apply.”



- Hold department meetings to discuss the finding and identify ways for improvement.
- Review SPST Student Satisfaction Survey for any needed revisions

Graduating Student Questionnaire (see Appendix B)

From Table 21	Overall Satisfaction (average score)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	N=11	N=20	N=17	N=30	N=22
I have been satisfied with my academic experience here.	4.1	4.3	4.4	4.4	4.5
If I had to do it over, I would still come here.		4.2	4.2	4.2	4.5

Findings:

Overall satisfaction of our graduates remains solidly satisfactory to very satisfactory.

The highest ranked items (4.7 or above) were class size, campus technology, campus upkeep, spiritual growth, stronger faith, respect for personal faith, respect for other religious traditions, and coming to know students of other racial, ethnic, or cultural groups.

No items were ranked below neutral (3). Items ranked 3 – 4 were: writing and research support, career/vocational counseling, pastoral care, access to library collection, academic advising, and the experience of spouse/family. It is notable that the “all others” degree, which may include DMin students, gave lowest rankings to the library related items and writing and research support.

A comparison to the GSQ’s from other United Methodist seminaries shows similar rankings between SPST and those schools. This is likewise true for the “total school” profile.

Recommendations:

- Explore the positive rankings of spiritual growth and increased faith for what they indicate related to how students meet degree outcomes in spiritual formation.
- The advising ranking in the GSQ aligns with the SPST Student Satisfaction Survey, indicating a need for attention to this concern.
- Review programs for writing and research instruction.
- Consider the library data, especially for DMin students, in the library program review.

D. Completion Rates, Completion Time and Placement

(see ATS Strategic Information Report 2022)

Completion Rates are based on the number of students who graduate in ≤ two times the normal length of time for a degree (MDiv. 6 years; MACM 4 years; MA[TS] 4 years; DMin 6 years)

Benchmarks: Completion Rates ≥ 60%

Completion Rates	2018	2019	2020	2021	2022
	71%	100%	48%	70%	89%

Green highlights indicate benchmark met

Rates for all ATS Schools for MDiv, 61%; for professional MA, 53%; for Academic MA, 53% for DMin, 50%.

Saint Paul’s rates were 100% for MDiv. The rate for MA’s (MACM and MATS combined) was 80%, which demonstrates continued improvement and is significantly better than other ATS schools.

Completion Time is the average number of years it took graduates to complete the degree.

Benchmarks: MDIV ≤ 4.0; MATS ≤ 3.0; MACM ≤ 3.00

Completion Time	2018	2019	2020	2021	2022
MDIV	3.88 years	4.67	5.06	4.04	4.60
MACM	5.50	4.5	4.00	4.50	na
MA[TS]	5.17	na	3.5	na	na
MA					2.83**
DMIN*	na	na	na	na	na

*DMIN is not reported in ATS data

**ATS began combining all MA's in the 2022 report

Findings:

Completion times in 2022 may still be affected by COVID.

Recommendations 2023:

None

Placement Rates

Measures employment or further study one year after graduation

Benchmark: $\geq 90\%$

Placement Rates	2018	2019	2020	2021	2022
	93%	95%	88%	100%	93%

Findings:

- a) The Benchmark was met.
- b) Placement continues to be above that of other schools. All ATS school average was 91%.

Recommendations:

None.

E. Retention Rates, Persistence Rates and Attrition (see Appendix D)



Retention rates are based on the number of new students in the Fall who completed the program or returned in the following Fall.

Persistence rates are based on the number of students who were enrolled, on leave of absence, or on suspension in one academic year and completed their program or persisted to the next academic year.

Benchmarks: Retention rate \geq 85%
 Persistence \geq 85%

	2019	2020	2021	2022	2023
Retention	90%	87%*	67%	79%	65%
Persistence	87%	91%	86%*	93%	80%

Findings:

Retention of new students has dropped to the lowest rate in five years, with a very low 44% in the DMin program.

Persistence has dropped below the benchmark for the first time in five years.

Recommendations:

Develop an overall retention strategy that

- 1) reviews New Student Orientation (NSO);
- 2) prepares students for realities of on-line (asynchronous and hybrid) learning;
- 3) improves new student advising;
- 4) emphasizes community building for all students
- 5) reviews recruiting strategies and communication with prospective students about degree expectations, especially in the DMin program.

Prior Recommendations	Fall 2023 Progress Report
Develop a means of getting more student input on weekly worship experiences	
Monitor Classroom Technology data in OKC to see if it improves next year.	Increased satisfaction reported in the SPST Student Survey of OK students
Continue to monitor MACM rates to determine if program adjustments are needed based upon the program review.	Program Review recommendations are being tracked. Satisfaction rates improved slightly
Take the following steps to address retention number: 1) review New Student Orientation (NSO); 2) Prepare students for realities of asynchronous and hybrid learning; 3) new student advising; 4) community building	Retention numbers continued to decline This recommendation has been repeated in this report

Summary of Recommendations for 2023

1. Develop and implement a plan to explore the meaning of the data and make improvements in
 - a. Chapel,
 - b. Course Scheduling,
 - c. and Advising.
2. Hold department meetings to discuss the findings in the SPST survey and identify ways for improvement.
3. Review SPST Student Satisfaction Survey for any needed revisions
4. Explore the positive rankings of spiritual growth and increased faith in the GSQ for what they indicate related to how students meet degree outcomes in spiritual formation.
5. The ranking on advising in the GSQ aligns with the SPST Student Satisfaction Survey, indicating a need for attention to this concern.
6. Review programs for writing and research instruction.
7. Consider the library data in the GSQ, especially for DMin students, in the library program review.
8. Develop an overall retention strategy that
 - a. reviews New Student Orientation (NSO);
 - b. prepares students for realities of on-line (asynchronous and hybrid) learning;



- c. improves new student advising;
- d. emphasizes community building for all students
- e. reviews recruiting strategies and communication with prospective students about degree expectations, especially in the DMin program.

APPENDICES

- A. Student Satisfaction Survey
- B. ATS Graduating Student Questionnaire (GSQ)
- C. Completion and Placement from ATS Strategic Information Report 2021-2022
- D. Retention, Persistence, and Attrition

2023 Student Satisfaction Survey Report

Survey Parameters

2023 Student Satisfaction Survey 18 Questions 7 Demographic total 25 Questions

Target audience: 92 total students Campus totals KS: 68 OK: 24

Response Rates: 36/92 (39%) KS:30 (83%) OK:6 (17%)

Survey start-close date: March 21, 2023- April 10, 2023

Survey mode: Survey Monkey, anonymous entry, blocked multiple entry

Scoring options: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, Not Applicable

Survey Areas:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Overall satisfaction with your experience at Saint Paul School of Theology 2. Chapel 3. Community Meal 4. Space and Facilities 5. Course Scheduling 6. Advising 7. Faculty 8. Staff 9. Information and communication 10. Financial aid | <ol style="list-style-type: none"> 11. Billing 12. Registration 13. Library 14. Classroom technology 15. Moodle 16. Campus security 17. Support for students 18. Overall satisfaction with your degree program 19. (Opportunity for comments) |
|--|--|

Number of Respondents by Degree Program

Degree	2021			2022			2023		
	Total	KS	OK	Total	KS	OK	Total	KS	OK
All respondents	25	20	3	41	34	7	36	30	6
MDiv	16	14	2	29	23	6	9	21	5
MATS	0	0	0	1	1	0	0	1	0
MACM	4	3	1	5	4	1	1	4	0
DMin	1	1	0	4	4	0	5	4	1
Non-Degree	2	2	0	2	2	0	0	0	0

Overall Satisfaction with Saint Paul

Percent of those who answered the question,

	2021			2022			2023		
	Total	KS	OK	Total	KS	OK	Total	KS	OK
% Very Satisfied	40%	35%	100%	49%	56%	14%	44%	43%	50%
% Satisfied	56%	65%	0%	46%	38%	86%	50%	53%	33%
% Dissatisfied	4%	0%	0%	2%	3%	0%	6%	3%	17%
% Very Dissatisfied	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Does Not Apply	0%	0%	0%	2%	3%	0%	0%	0%	0%

Overall Satisfaction with Degree Programs

Percent of those who answered the question,

	2021	2022	2023
Very Satisfied	46%	59%	40%
Satisfied	42%	32%	53%
Dissatisfied	8%	5%	7%
Very Dissatisfied	0%	0%	0%
Does Not Apply	4%	5%	0%

MDiv	2021	2022	2023
Very Satisfied	38%	59%	35%
Satisfied	56%	31%	58%
Dissatisfied	6%	7%	8%
Very Dissatisfied	0%	0%	0%
Does Not Apply	0%	3%	0%

MACM	2021	2022	2023
Very Satisfied	100%	40%	42%
Satisfied	0%	60%	50%
Dissatisfied	0%	0%	8%
Very Dissatisfied	0%	0%	0%
Does Not Apply	0%	0%	0%

MATS	2021	2022	2023
Very Satisfied	0%	100%	0%
Satisfied	0%	0%	0%
Dissatisfied	0%	0%	100%
Very Dissatisfied	0%	0%	0%
Does Not Apply	0%	0%	0%

DMin	2021	2022	2023
Very Satisfied	100%	75%	42%
Satisfied	0%	25%	50%
Dissatisfied	0%	0%	8%
Very Dissatisfied	0%	0%	0%
Does Not Apply	0%	0%	0%

Five Year Comparison

Benchmark Goal: Satisfied and Very Satisfied $\geq 90\%$ Dissatisfied and Very Dissatisfied $\leq 10\%$

Percent of those who answered the question,

Question Category	2019	2020	2021	2022	2023
	N=21 Satisfaction	N=51 Satisfaction	N=24 Satisfaction	N=41 Satisfaction	N=36 Satisfaction
Overall	90%	92%	96%	98%	94%
Chapel	92%	97%	86%	100%	77%
Meal	88%	98%	100%	100%	100%
Space & Facility	100%	98%	100%	97%	94%
Course Sched.	75%	81%	75%	90%	75%
Advising	79%	96%	83%	92%	69%
Faculty	86%	96%	100%	98%	94%
Staff	90%	94%	100%	100%	94%
Info&Comm	90%	94%	88%	98%	92%
Financial Aid	84%	85%	90%	92%	91%
Billing	100%	88%	87%	97%	97%
Registration	86%	85%	88%	95%	89%
Library	86%	93%	89%	97%	91%
Classroom Tech.	100%	98%	100%	95%	100%
Moodle	95%	98%	Xxxxxxxx*	98%	100%
Security	100%	94%	89%	100%	95%
Student Support	89%	96%	100%	100%	91%
Degree Program	90%	96%	91%	95%	92%

*Moodle data was not collected

Did not meet the benchmark

Analysis of 2023 Results

- 1) Overall satisfaction remains strong, though all areas decreased slightly, except community meals, billing, classroom technology, and Moodle remained the same or increased.
- 2) The following areas did not meet the benchmark by more than 5% points :
 - a. **Chapel** – Of the 36 total respondents, 14 of them reported Not Applicable (NA), 1 in OK and 13 from KS, which suggests they did not attend chapel. Of those that did answer, only 6 KS students were Very Satisfied, and 5 (3 KS and 2 OK) were either dissatisfied or very dissatisfied.

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Recommendations

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- Analyze the number of students who answered, “does not apply.”
- Hold department meetings to discuss the finding and identify ways for improvement.
- Review survey for improvement

2023 All		VS	Dissatisfied				Total	+	-
			Satisfied	Dis	VD	NA			
Q1	Overall	16	18	2	0	0	36	94%	6%
Q2	Chapel	6	11	4	1	14	36	77%	23%
Q3	Meal	11	13	0	0	12	36	100%	0%
Q4	Sp&Fac	19	11	1	1	4	36	94%	6%
Q5	Crs.Sched.	10	17	9	0	0	36	75%	25%
Q6	Advising	12	12	9	2	1	36	69%	31%
Q7	Faculty	15	19	2	0	0	36	94%	6%
Q8	Staff	16	18	2	0	0	36	94%	6%
Q8	Info&Comm	18	15	2	1	0	36	92%	8%
Q10	Fin.Aid	22	9	2	1	2	36	91%	9%
Q11	Billing	18	16	0	1	1	36	97%	3%
Q12	Registr.	15	17	4	0	0	36	89%	11%
Q13	Library	15	16	3	0	2	36	91%	9%
Q14	Cl.Tech.	18	15	0	0	3	36	100%	0%
Q15	Moodle	15	21	0	0	0	36	100%	0%
Q16	Security	9	9	1	0	17	36	95%	5%
Q17	Std.Supp. Degree	13	18	3	0	2	36	91%	9%
Q18	Program	15	18	3	0	0	36	92%	8%

Data by Campus

KANSAS		VS	SATISFIED	DISS.	VD	NA	TOTAL
Q1	Overall	13	16	1	0	0	30
Q2	Chapel	6	8	3	0	13	30
Q3	Meal	8	11	0	0	11	30
Q4	Sp&Fac	16	9	1	0	4	30
Q5	Crs.Sched.	8	15	7	0	0	30
Q6	Advising	10	11	6	2	1	30
Q7	Faculty	12	17	1	0	0	30
Q8	Staff	13	16	1	0	0	30
Q9	Info&Comm	14	14	1	1	0	30
Q10	Fin.Aid	18	9	1	0	2	30
Q11	Billing	14	15	0	0	1	30
Q12	Registr.	11	16	3	0	0	30
Q13	Library	11	15	2	0	2	30
Q14	Cl.Tech.	15	12	0	0	3	30
Q15	Moodle	13	17	0	0	0	30
Q16	Security	5	8	1	0	16	30
Q17	Std.Supp.	9	17	2	0	2	30
Q18	Degree Program	12	16	2	0	0	30
OKLAHOMA		VS	Sat.	Dissat.	VD	NA	Total
Q1	Overall	3	2	1	0	0	6
Q2	Chapel	0	3	1	1	1	6
Q3	Meal	3	2	0	0	1	6
Q4	Sp&Fac	3	2	0	1	0	6
Q5	Crs.Sched.	2	2	2	0	0	6
Q6	Advising	2	1	3	0	0	6
Q7	Faculty	3	2	1	0	0	6
Q8	Staff	3	2	1	0	0	6
Q9	Info&Comm	4	1	1	0	0	6
Q10	Fin.Aid	4	0	1	1	0	6
Q11	Billing	4	1	0	1	0	6
Q12	Registr.	4	1	1	0	0	6
Q13	Library	4	1	1	0	0	6
Q14	Cl.Tech.	3	3	0	0	0	6
Q15	Moodle	2	4	0	0	0	6
Q16	Security	4	1	0	0	1	6
Q17	Std.Supp.	4	1	1	0	0	6
Q18	Degree Program	3	2	1	0	0	6

Student Comments (9 KS and 3 OK)

Comments (12)

-I am really concerned that SPST doesn't offer more online live classes. Given the University Senates decision, I would have expected that many more classes would have opened up for live lecture. Was the school caught flat footed on this?

-I personally am completely satisfied, but I have heard of students who are struggling with the preaching class and that worries me some as I am taking that soon. And I feel for my fellow students as this is a big part of our lives.

-I hope they will offer more online classes. Some classes are also only available certain semesters. It would be great if the advisors mentioned that when we are close to graduating

-SPST needs Womanist theology classes-- desperately. We need more professors of color. Also, Intro to preaching needs to be offered every semester and all of the prerequisites s/b offered each semester as well. Thanks!

-It would be helpful to have more one on one check-ins with students as they journey through their degree program. I know faculty are very busy as well, but I think these one on ones would help alleviate much stress, help communication, and solve future issues down the road.

-I very much appreciate the accommodations for vegetarians at the KS campus. Consistent labeling of vegetarian food would be helpful.

-I have had some difficulty with one class. Part of it is the online forum, the language (or dialect) barrier mixed with poor audio technology, and some cultural dynamics of professor-student interaction. I do not believe this is a problem of character or competence, just the dynamics of all the above mentioned factors. I will try to avoid classes in the future that combine all of the above mentioned factors.

-Hybrid chapel is really not working out. This is evidenced by the fact that few students other than the worship class and faculty/staff participate. If we continue to do chapel as a single body, I believe that we need to do a brief service together via zoom, then break into three groups for a response to the word. Each campus could close zoom and be together as a body and dispersed students could stay on zoom without the background noise from the two campuses, enabling them to interact more. I also think if we planned ahead, we could send care packages with items needed for chapel to those who will be participating via zoom, such as candles, communion elements, art supplies, etc. The same is happening with spiritual formation. 2. Community meals are a great time to interact with those we will be doing ministry with in the same or nearby communities. 3. Facilities are great, as are classroom technology and Moodle, especially when both campuses are intentional about engaging with the other campus. Sometimes when fewer students are on one campus and the professor is with the majority of the class on another campus, students on the smaller campus can be ignored or not engaged with well. Some instructors are very intentional in preventing this and others are not. 4. There were a few classes that were not offered while I was getting my MDiv that will be offered the semester after I graduate. I wish some options were offered more frequently to prevent this from happening. 5. My advisor pretty much refused to meet with me in person. I filled out my forms and sent them in, but there were times when it would have been nice to sit down in person to have a conversation. 6. Registration is often confusing, especially when the schedule changes multiple times, misinformation is sent out then corrected, and how we enroll in populi

changes. Enrollment staff are often not responsive, directing students to submit a help request rather than answering a simple question. 7. Supports such as therapy and spiritual direction have been amazing! 8. If faculty are ineffective, why can nothing be done about it? Students often complain about the same instructors repeatedly and are told there is nothing that can be done. It's frustrating to sacrifice so much in terms of time, money, stress, etc. and feel like we haven't learned well because of ineffective teaching. Most faculty are incredible, but there are a few that the vast majority of students are struggling with. 9. We have three subgroups of students with different needs-OK on-campus students, Leawood on-campus students, and dispersed students. There may be times for all three to come together, but there may be times that they need to be separated to best meet their needs; for example, for chapel and spiritual formation (or at least a portion of them). Trying to bring everyone together for everything isn't working. The noise from campuses on zoom mean that dispersed students can't interact, music often is mistimed when it's coming through a zoom connection to so many locations, students "squares" are so small we really can't see one and other to interact across zoom, etc. It's awkward and frustrating and not really working well. We are taught about being contextual, but is the seminary being contextual in this instance? 10. There were several library resources that I didn't know about until pretty late in the game and I did go to NSO. Wish I would have known about them sooner. 11. It would be lovely to see more faculty engage in campus life, at spiritual formation, chapel, lunch, etc.

-Excellent work, St. Paul! In a world where I could have selected any number of seminaries, I am grateful God led me here.

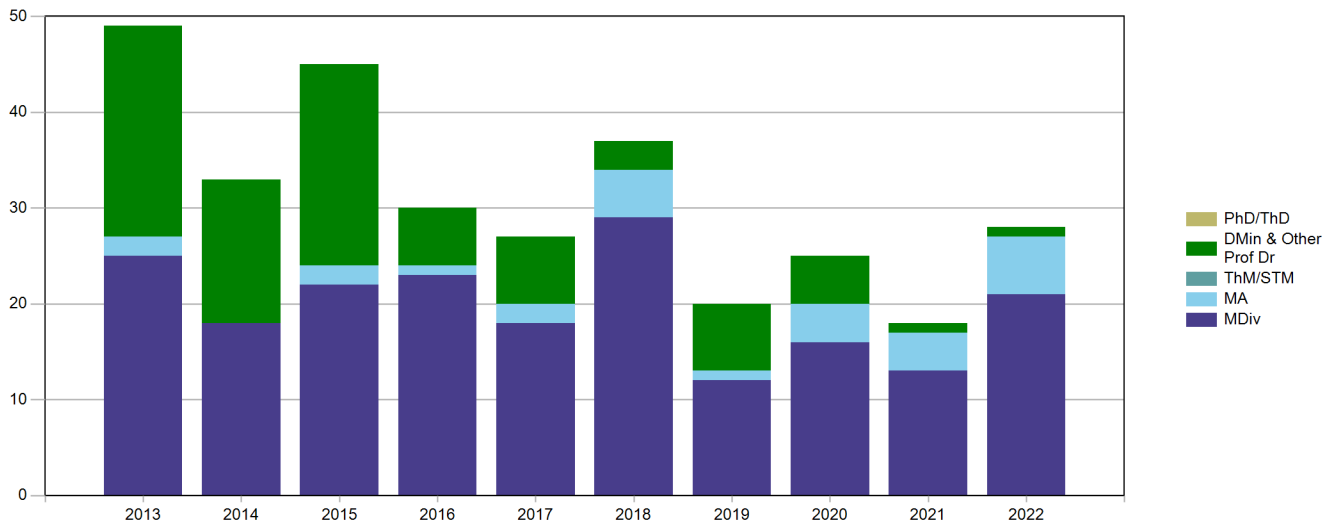
-THE LACK OF CONSISTENT GRADING AND THE FEELING THAT AS A STUDENT I DON'T CONTROL MY NARRATIVE EDUCATIONALLY MAKES THE PLACE HARD TO CONNECT TO. MANY FACULTY NEED TO LEARN HOW NOT TO BE DEFENSIVE TO STUDENT CONCERNS AND THERE ARE PROBLEMS WITH SOME RETALIATING AGAINST STUDENTS. I WAS MORE IMPRESSED WITH THIS PLACE WHEN I CAME IN THAN AS I LEFT.

-The only negative thing I tell friends I know who apply here is that the financial aid office does almost nothing to help with applying for scholarships. A central list of scholarships maybe? I honestly don't know what would be better but doing nothing besides sending unvetted emails and scholarship opportunities isn't particularly helpful. A little more personalization in helping find scholarships would have felt in line with the ideal of no seminary student here leaving with dept.

-I appreciate a counseling support offered by SP.

Figure 4-1: Degrees Awarded

Figure 4-1a - Total Degrees Awarded



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
MDiv	25	18	22	23	18	29	12	16	13	21
MA	2	0	2	1	2	5	1	4	4	6
THM/STM	0	0	0	0	0	0	0	0	0	0
DMin & Other Prof Dr	22	15	21	6	7	3	7	5	1	1
PhD/ThD	0	0	0	0	0	0	0	0	0	0

Figure 4-1a shows the number of students who were awarded degrees in the last decade.

Figure 4-1b - Total New Enrollments and Total Degrees Awarded

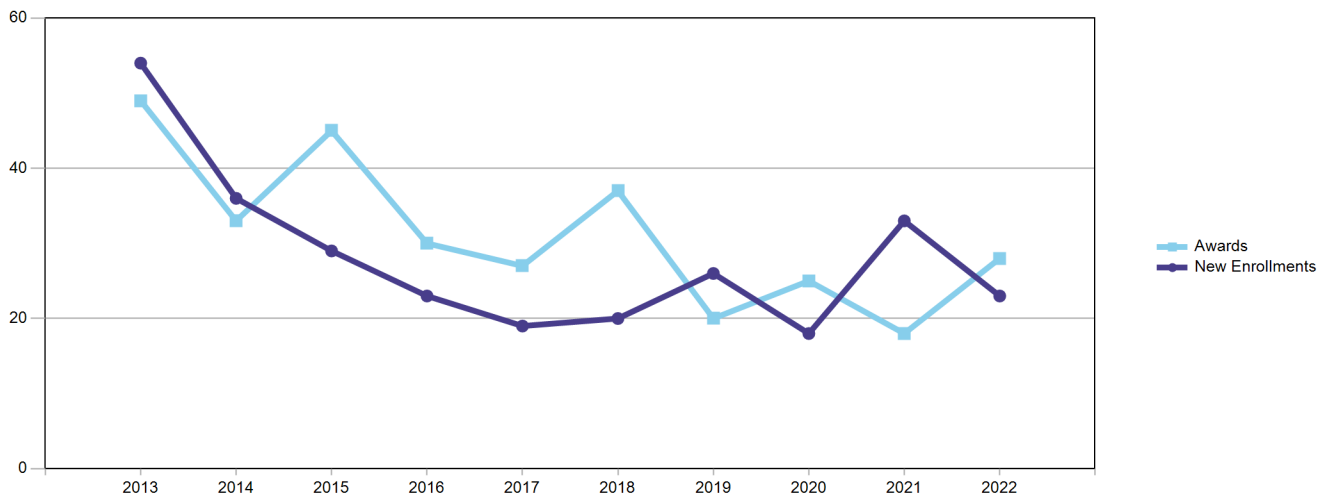


Figure 4-1b compares new enrollments for each year with the number of graduations in those years. Gaps between new enrollments and graduations help to explain changes in total enrollment over time.

For FY2022, your Total Degrees Awarded were

28

Rank among all ATS schools (1=highest)

138 out of 280 schools.

Rank among all ATS schools with FTE Enrollment < 75

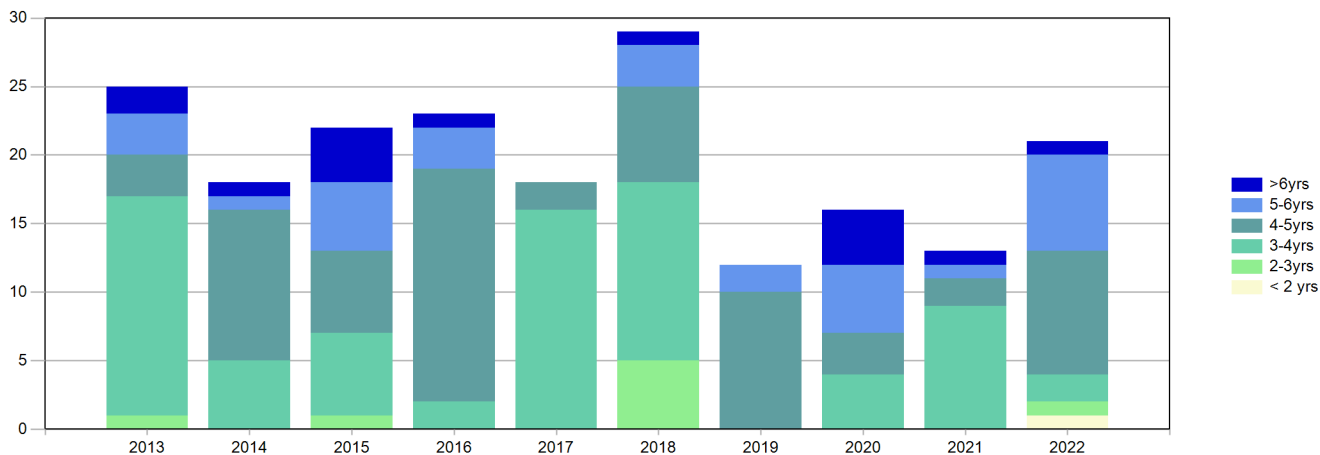
13 out of 121 schools.

Rank among all Mainline Protestant ATS schools

46 out of 93 schools.

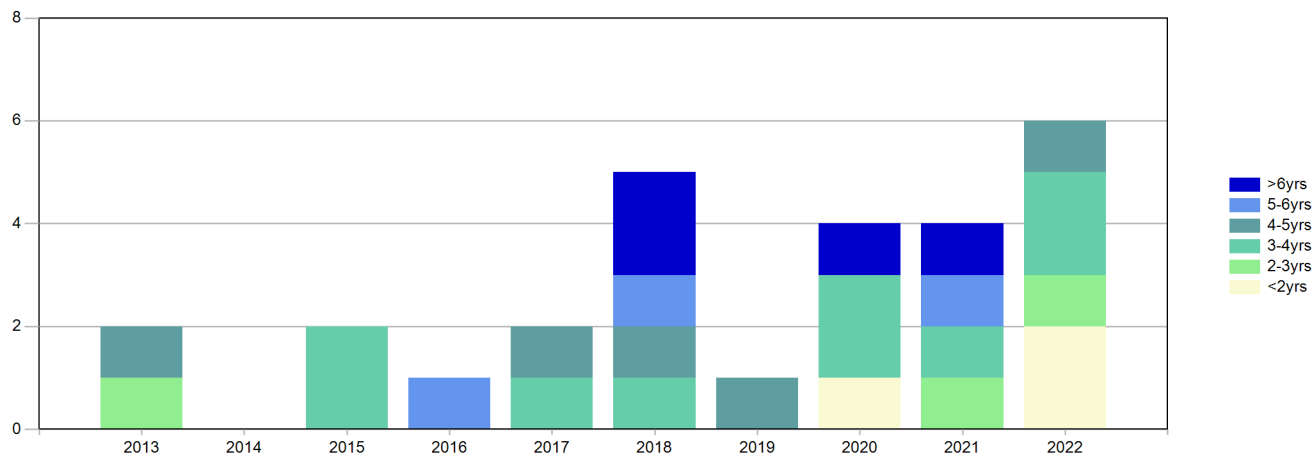
Figure 4-2: Completions by Time to Degree

**Figure 4-2a - Completions by Time to Degree
MDiv**



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
< 2 yrs	0	0	0	0	0	0	0	0	0	1
2-3 yrs	1	0	1	0	0	5	0	0	0	1
3-4 yrs	16	5	6	2	16	13	0	4	9	2
4-5 yrs	3	11	6	17	2	7	10	3	2	9
5-6 yrs	3	1	5	3	0	3	2	5	1	7
> 6 yrs	2	1	4	1	0	1	0	4	1	1

**Figure 4-2b - Completions by Time to Degree
MA**



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
< 2 yrs	0	0	0	0	0	0	0	1	0	2
2-3 yrs	1	0	0	0	0	0	0	0	1	1
3-4 yrs	0	0	2	0	1	1	0	2	1	2
4-5 yrs	1	0	0	0	1	1	1	0	0	1
5-6 yrs	0	0	0	1	0	1	0	0	1	0
> 6 yrs	0	0	0	0	0	2	0	1	1	0

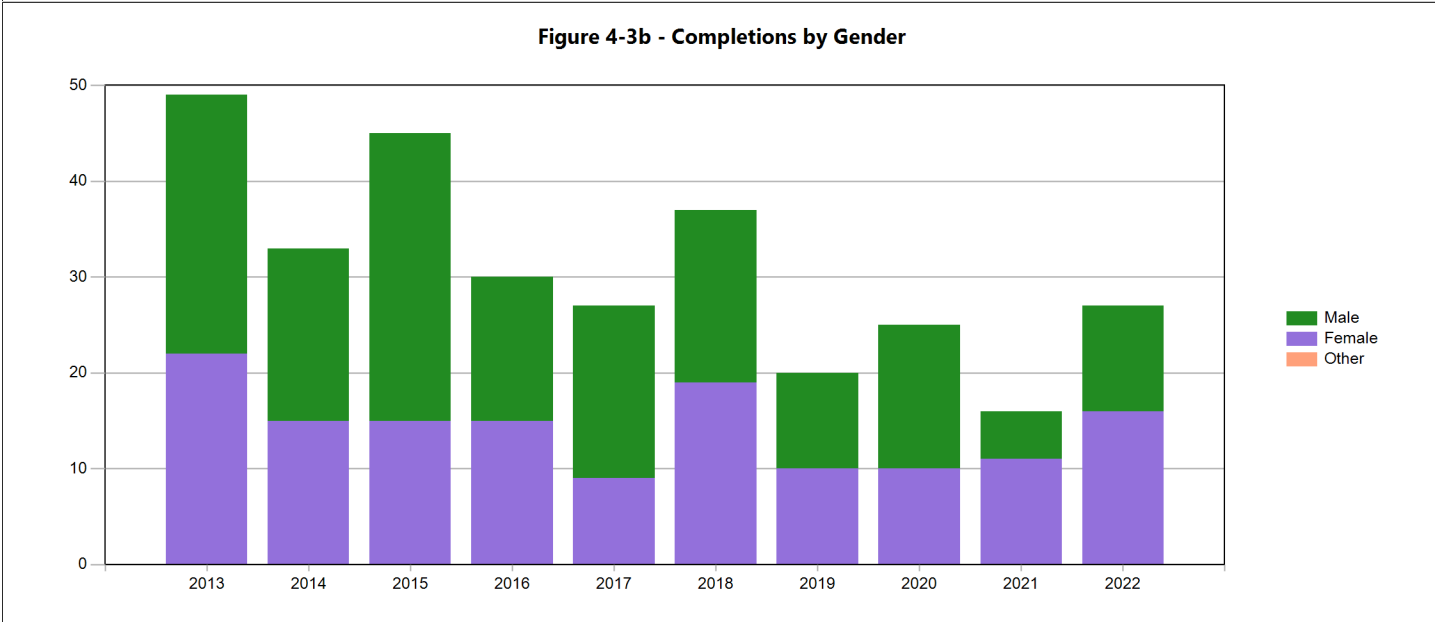
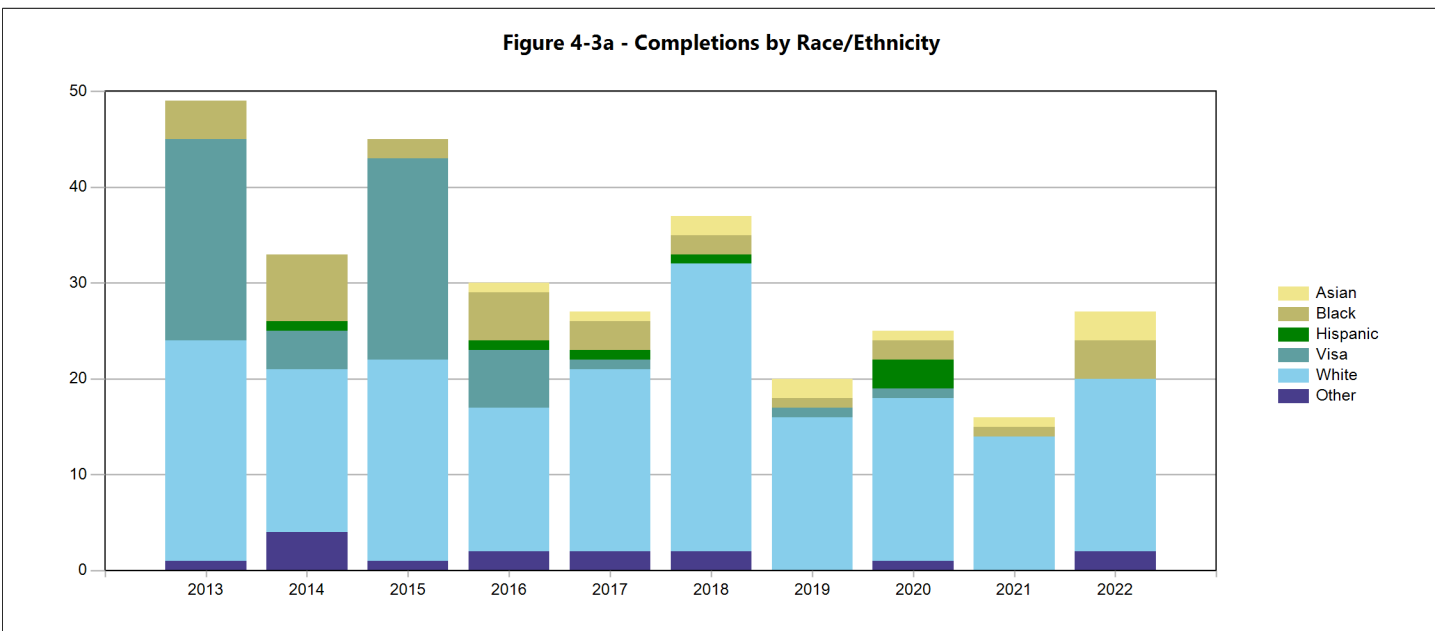
Figures 4-2a and 4-2b stratify completions by the number of years it took students to earn their degree. The charts above show completions by time to degree for the Master of Divinity as well as other Master's degree. This data was first collected in 2009.

Based upon the data from the most recent year, the estimated years to complete were:

MDiv 4.60

MA 2.83

Figure 4-3: Completions by Race/Ethnicity and Gender



Figures 4-3a and 4-3b show completions by race/ethnicity and gender over the last ten years. These totals may not correspond to those shown on enrollment charts because of reporting complexities.

Below is a comparison of the institution's enrollment and completions by race/ethnicity and by gender for the last decade.

	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Visa</u>	<u>White</u>	<u>Other</u>	<u>Male</u>	<u>Female</u>	<u>Other</u>
Enrollments	5%	11%	3%	7%	68%	6%	51%	49%	0%
Completions	4%	10%	2%	18%	61%	5%	54%	46%	0%

Figure 4-4: Placement Rates by Degree Categories

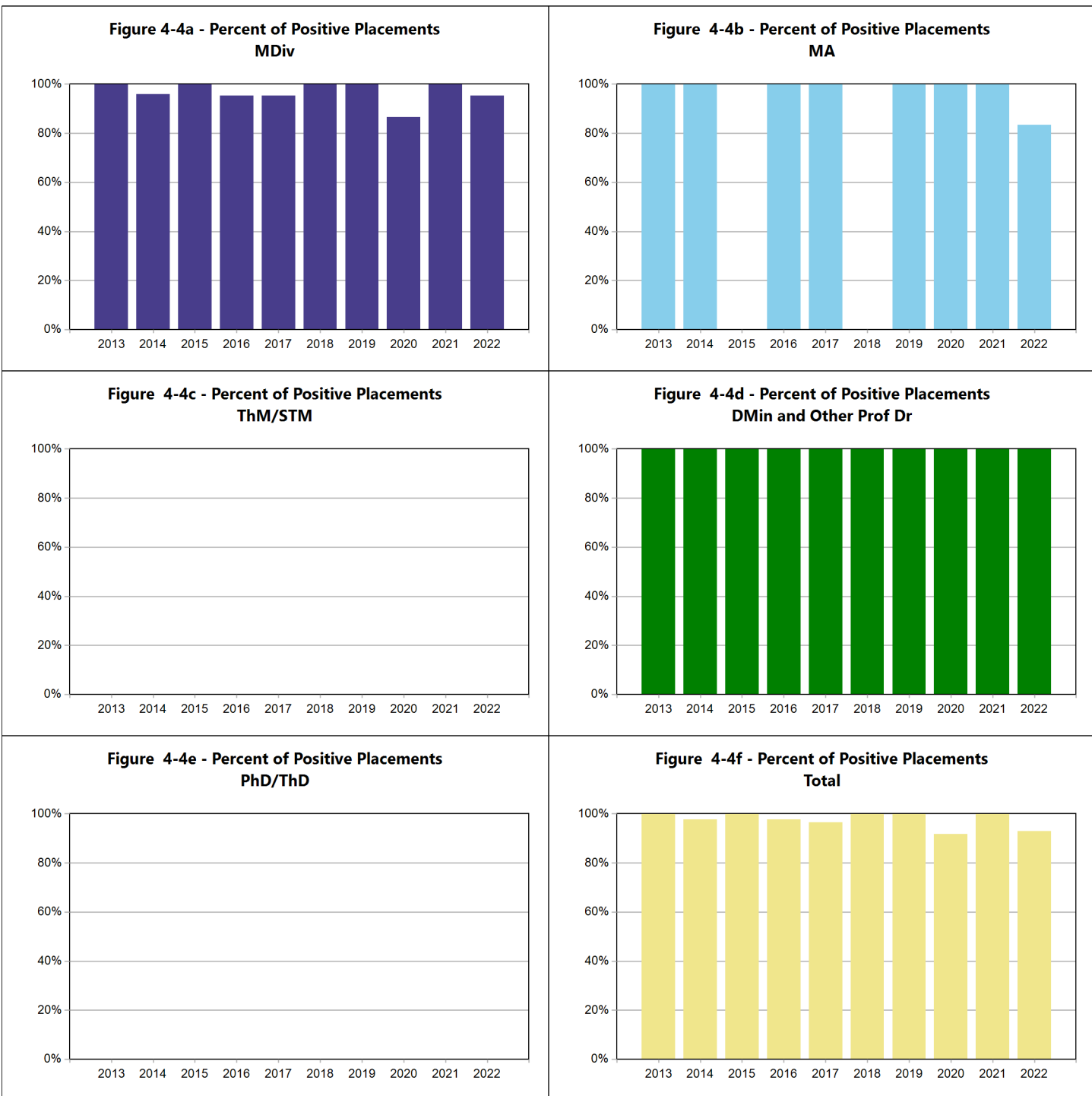


Figure 4-4a through 4-4f show the percentage of graduates that *within one year of graduation* either received a vocational placement, received a non-vocational placement, or went on for further study. Positive rates can be an important measure of your school's mission because they reflect the percentage of your graduates actually using their degrees in ministry, non-ministerial work, or further study. This data was first collected in 2012.

Your overall placement rate for 2022 was 93%

Your placement rate compares to the following:

All ATS Schools	91%	Evangelical Schools	90%	Mainline Schools	89%	Roman Catholic/Orthodox Schools	94%
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Figure 4-5: Graduation Rates by Degree Categories

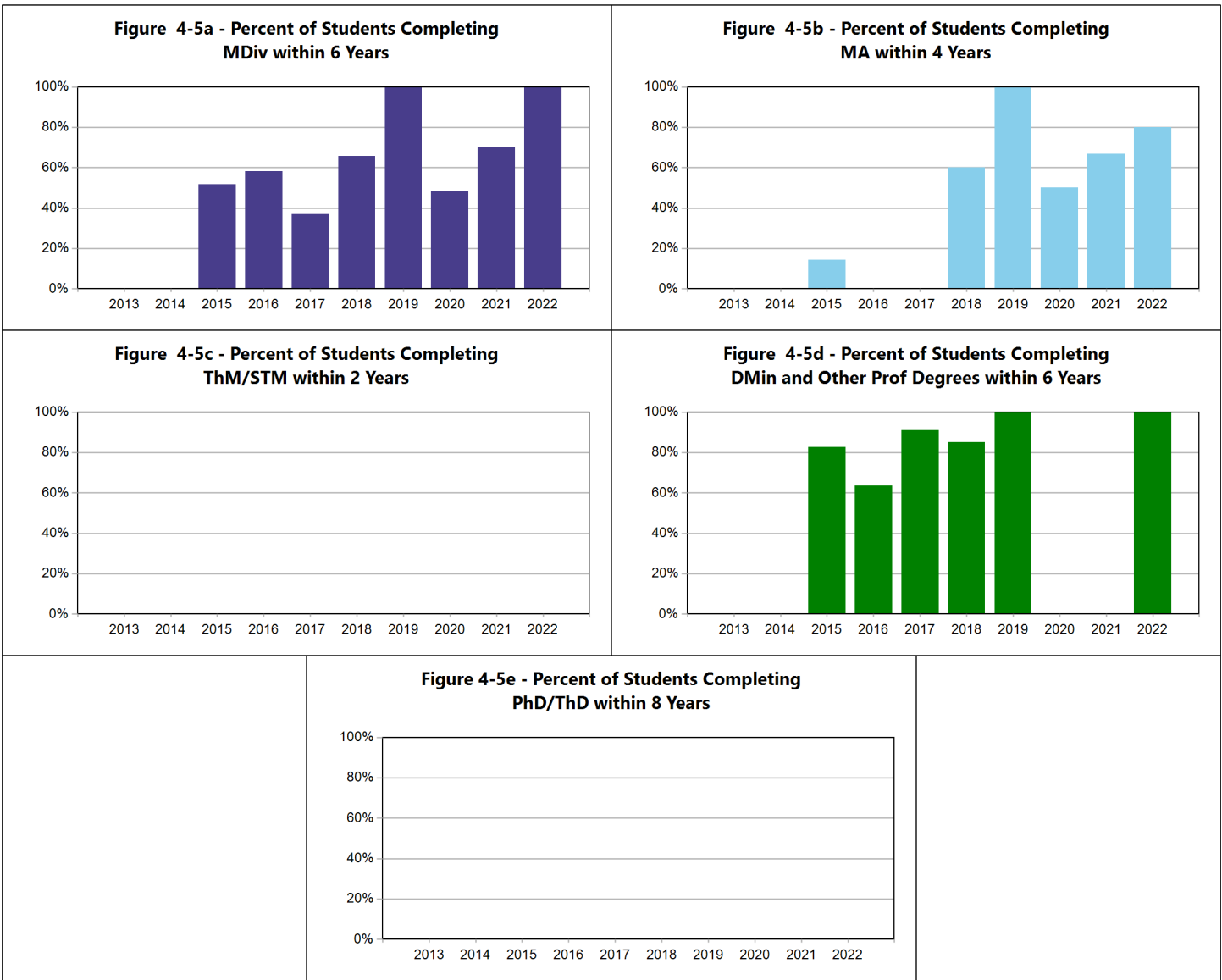


Figure 4-5a through 4-5e show the percent of students who were able to complete their chosen degree within a specified period of time which approximates two times the normal length of the degree. Please note that each chart has a different length in years that is being measured. 2015 is the first year this data was collected. Graduation rates are a helpful measure of the percentage of your students who graduate in a timely manner. It can be useful to compare your graduation rates with all other ATS schools and with those in same ecclesial family.

The Table below shows the percent of students in degrees that graduate within two times the normal length of those degrees (see the various degree lengths above). This figure also shows your school compared to the overall graduation rates of ATS schools and ecclesial families.

GRADUATION RATES BY DEGREE AND ECCLESIAL FAMILY FOR 2022					
	Your Institution	All ATS Schools	Evangelical Protestant	Mainline Protestant	Roman Catholic / Orthodox
Master's Degrees (MDiv)	100%	61%	53%	72%	61%
Master's Degrees (MA)	80%	53%	49%	60%	55%
Master's Degrees (ThM/STM)	0%	46%	37%	58%	49%
Doctoral Degrees (DMin and Other Prof Dr)	100%	50%	44%	58%	59%
Doctoral Degrees (PhD/ThD)	0%	52%	48%	64%	35%
Overall	89%				

TABLE 20: Level of Satisfaction with School's Services and Academic Resources

GRADUATING STUDENTS, BATCH=All, YEAR=2022 - 2023, TERM=Spring

SCHOOL: Saint Paul School of Theology

By Degree Program										
Level of Satisfaction	MDiv N = 15		Prof MA N = 4		Acad MA N = 0		All Others N = 3		Total N = 22	
	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.
Accessibility of faculty	4.3	1.1	4.5	0.5	0.0	0.0	4.3	0.9	4.4	1.0
Quality of teaching	4.3	0.7	4.5	0.5	0.0	0.0	5.0	0.0	4.4	0.7
Class size	4.5	0.7	5.0	0.0	0.0	0.0	5.0	0.0	4.7	0.6
Ease in scheduling required courses	4.2	0.9	4.5	0.9	0.0	0.0	4.0	1.4	4.2	1.0
School website and internet-based resources	4.3	0.6	4.5	0.9	0.0	0.0	4.3	0.9	4.4	0.7
School's technology (IT) infrastructure	4.5	0.7	4.8	0.4	0.0	0.0	4.0	1.4	4.5	0.8
Access to library collection	4.1	0.8	4.3	0.8	0.0	0.0	3.0	2.0	4.0	1.0
Adequacy of library collection	4.3	0.8	4.3	0.8	0.0	0.0	3.0	2.0	4.1	1.0
Writing and research support	4.0	0.9	3.7	0.5	0.0	0.0	3.5	0.5	3.9	0.8
Accessibility of administrative/staff support	4.4	0.7	4.5	0.9	0.0	0.0	4.3	0.5	4.4	0.7
Academic advising	3.9	1.1	4.5	0.9	0.0	0.0	4.0	0.8	4.0	1.0
Spiritual formation	4.3	0.7	4.5	0.5	0.0	0.0	0.0	0.0	4.4	0.7
Career/vocational counseling	3.2	1.3	4.0	1.0	0.0	0.0	0.0	0.0	3.4	1.3
Pastoral care	3.9	1.1	4.3	0.5	0.0	0.0	4.0	0.0	4.0	1.0
Student debt and/or finance counseling	4.1	1.0	0.0	0.0	0.0	0.0	0.0	0.0	4.1	1.0
Extracurricular/cultural activities	4.1	0.9	0.0	0.0	0.0	0.0	5.0	0.0	4.2	0.9
Health and wellness program	4.4	0.9	0.0	0.0	0.0	0.0	0.0	0.0	4.4	0.9
Food service	4.3	0.8	4.0	1.0	0.0	0.0	0.0	0.0	4.3	0.9
Upkeep of campus	4.6	0.5	4.8	0.4	0.0	0.0	5.0	0.0	4.7	0.5
Campus security	4.5	0.5	5.0	0.0	0.0	0.0	0.0	0.0	4.6	0.5
Mental health resources	4.4	0.7	5.0	0.0	0.0	0.0	0.0	0.0	4.4	0.7

1 - Very dissatisfied 2 - Somewhat dissatisfied 3 - Neutral 4 - Satisfied 5 - Very satisfied

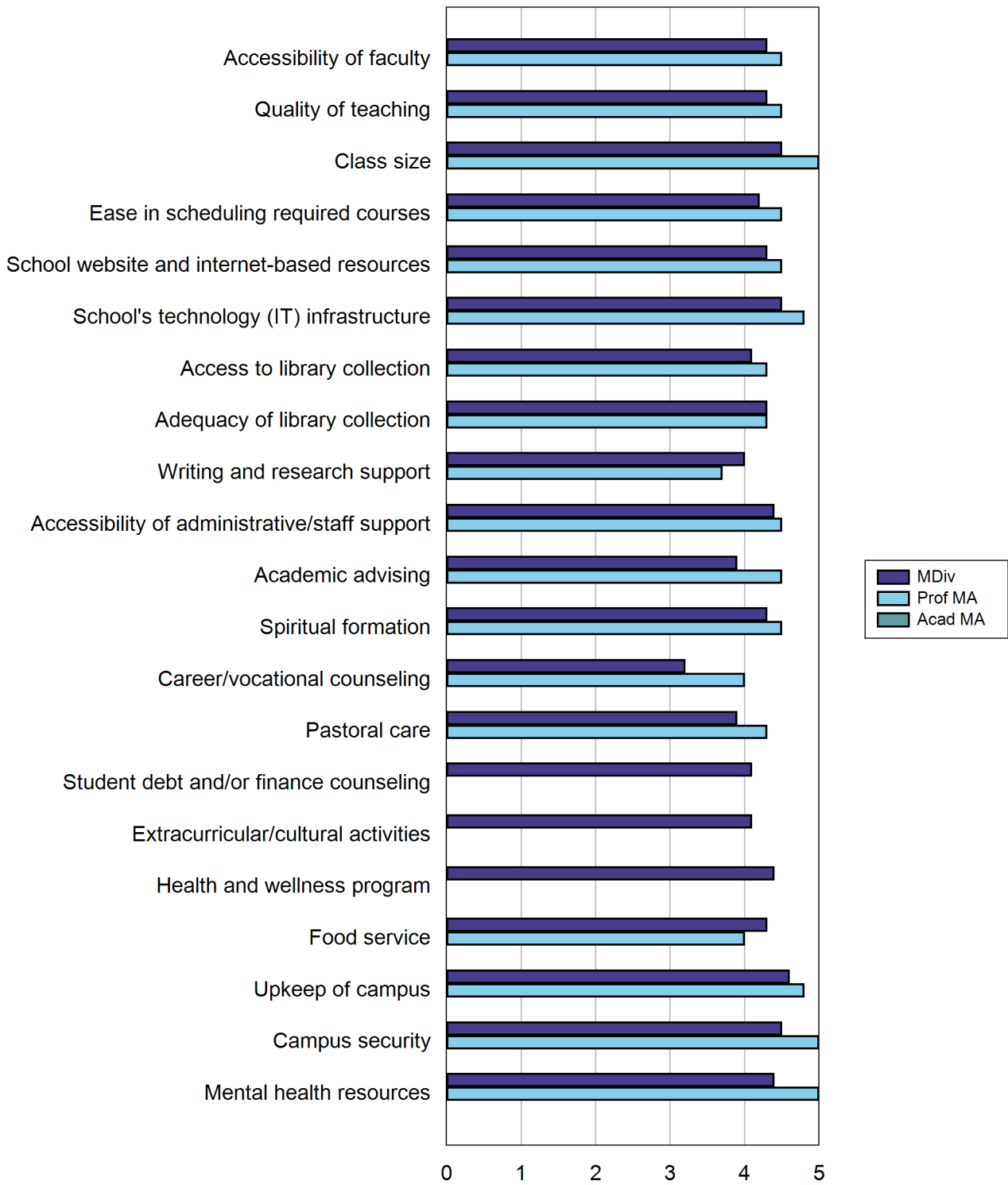
By Full-Time/Part-Time Status				
Level of Satisfaction	Part-time N = 4		Full-time N = 18	
	Avg	S.D.	Avg	S.D.
Accessibility of faculty	3.8	1.1	4.5	0.9
Quality of teaching	4.0	0.7	4.5	0.6
Class size	4.8	0.4	4.7	0.7
Ease in scheduling required courses	3.3	1.1	4.4	0.8
School website and internet-based resources	3.8	0.8	4.5	0.6
School's technology (IT) infrastructure	4.0	0.7	4.6	0.8
Access to library collection	2.8	1.1	4.3	0.7
Adequacy of library collection	2.8	1.1	4.5	0.7
Writing and research support	3.3	0.5	4.0	0.8
Accessibility of administrative/staff support	3.8	0.4	4.6	0.7
Academic advising	3.5	0.5	4.2	1.1
Spiritual formation	4.3	0.5	4.4	0.7
Career/vocational counseling	3.0	0.0	3.4	1.4
Pastoral care	4.0	0.0	4.0	1.0
Student debt and/or finance counseling	3.0	0.0	4.3	1.0
Extracurricular/cultural activities	4.0	0.0	4.2	0.9
Health and wellness program	0.0	0.0	4.4	0.9
Food service	3.0	0.0	4.4	0.8
Upkeep of campus	4.5	0.5	4.7	0.4
Campus security	4.0	0.0	4.7	0.5
Mental health resources	3.0	0.0	4.5	0.6

1 - Very dissatisfied 2 - Somewhat dissatisfied 3 - Neutral 4 - Satisfied 5 - Very satisfied

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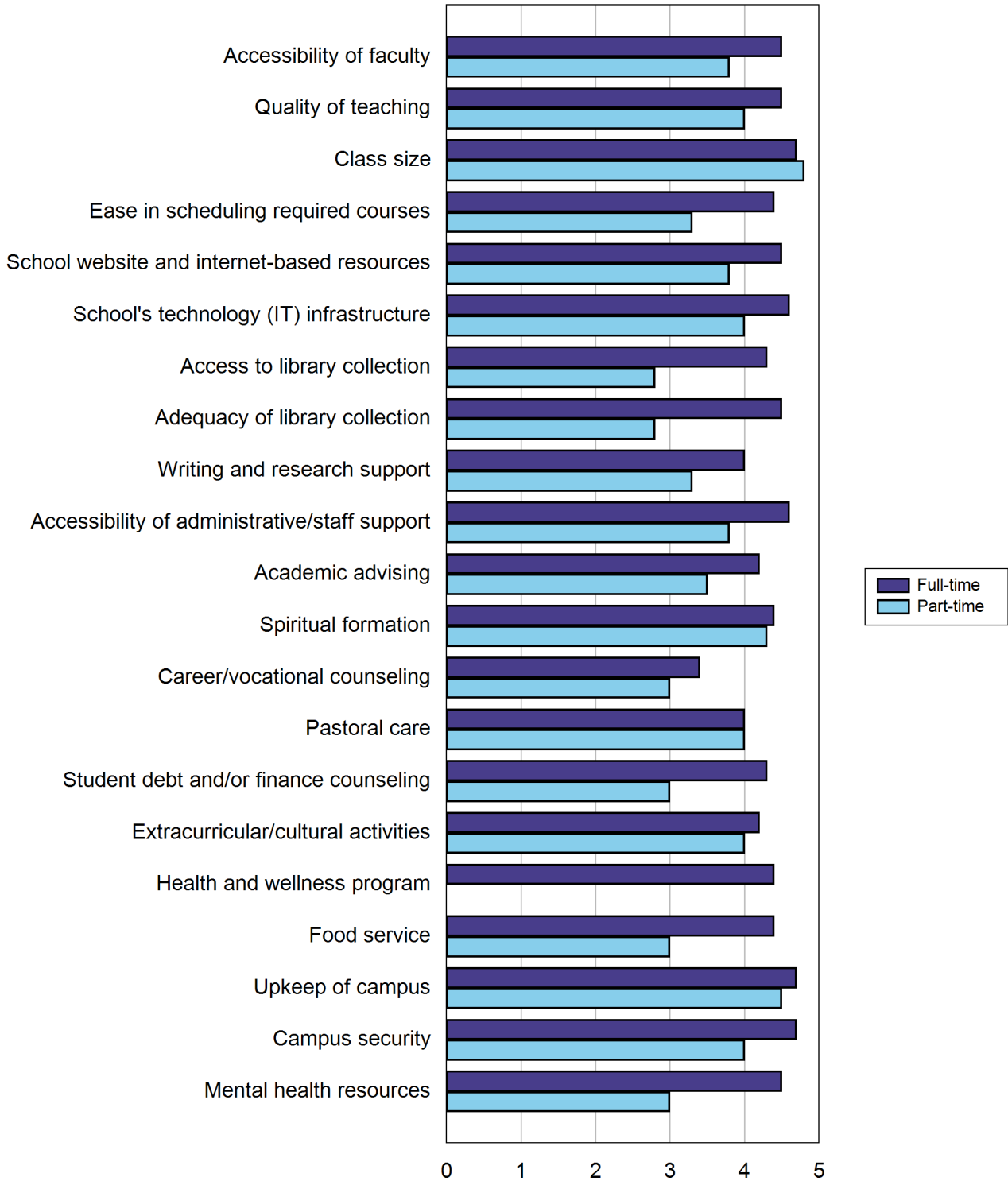
CHART 20: Level of Satisfaction with School's Services and Academic Resources

By Degree



(1-Very dissatisfied 2-Somewhat dissatisfied 3-Neutral 4-Satisfied 5-Very satisfied)

By Full-Time/Part-Time Status



(1-Very dissatisfied 2-Somewhat dissatisfied 3-Neutral 4-Satisfied 5-Very satisfied)

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TABLE 21: Overall Experience during Theological Program

GRADUATING STUDENTS, BATCH=All, YEAR=2022 - 2023, TERM=Spring

SCHOOL: Saint Paul School of Theology

By Degree Program	MDiv N = 15		Prof MA N = 4		Acad MA N = 0		All Others N = 3		Total N = 22	
	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.
I have been satisfied with my academic experience here.	4.5	0.6	4.8	0.4	0.0	0.0	4.3	0.5	4.5	0.6
Faculty were supportive and understanding.	4.7	0.5	4.5	0.5	0.0	0.0	4.7	0.5	4.6	0.5
I have felt accepted within this school community.	4.2	0.9	5.0	0.0	0.0	0.0	5.0	0.0	4.4	0.8
I have grown spiritually.	4.7	0.5	5.0	0.0	0.0	0.0	5.0	0.0	4.8	0.4
My faith is stronger than when I came.	4.5	0.8	5.0	0.0	0.0	0.0	5.0	0.0	4.7	0.7
My personal faith has been respected.	4.6	0.6	5.0	0.0	0.0	0.0	4.5	0.5	4.7	0.6
Individuals of other faith traditions have been respected.	4.7	0.6	5.0	0.0	0.0	0.0	5.0	0.0	4.8	0.5
I know at least one faculty member well.	4.4	1.0	4.3	0.8	0.0	0.0	3.7	1.9	4.2	1.2
I have been able to integrate the theology and practice of ministry.	4.6	0.8	5.0	0.0	0.0	0.0	4.5	0.5	4.7	0.7
The school community was diverse and inclusive.	4.1	0.9	5.0	0.0	0.0	0.0	5.0	0.0	4.3	0.9
I have come to know students from other racial, ethnic, and cultural groups.	4.7	0.6	4.8	0.4	0.0	0.0	5.0	0.0	4.7	0.5
I have made good friends here.	4.4	1.0	4.0	0.7	0.0	0.0	4.3	0.9	4.3	0.9
This program was a good experience for my spouse/family.	3.7	1.1	4.7	0.5	0.0	0.0	3.5	1.5	3.9	1.2
I have been able to manage financially.	4.1	0.9	4.5	0.5	0.0	0.0	5.0	0.0	4.3	0.8
If I had to do it over, I would still come here.	4.5	0.9	5.0	0.0	0.0	0.0	4.3	0.9	4.5	0.8
I gained greater vocational clarity while in my program.	4.3	1.2	4.8	0.4	0.0	0.0	5.0	0.0	4.4	1.1

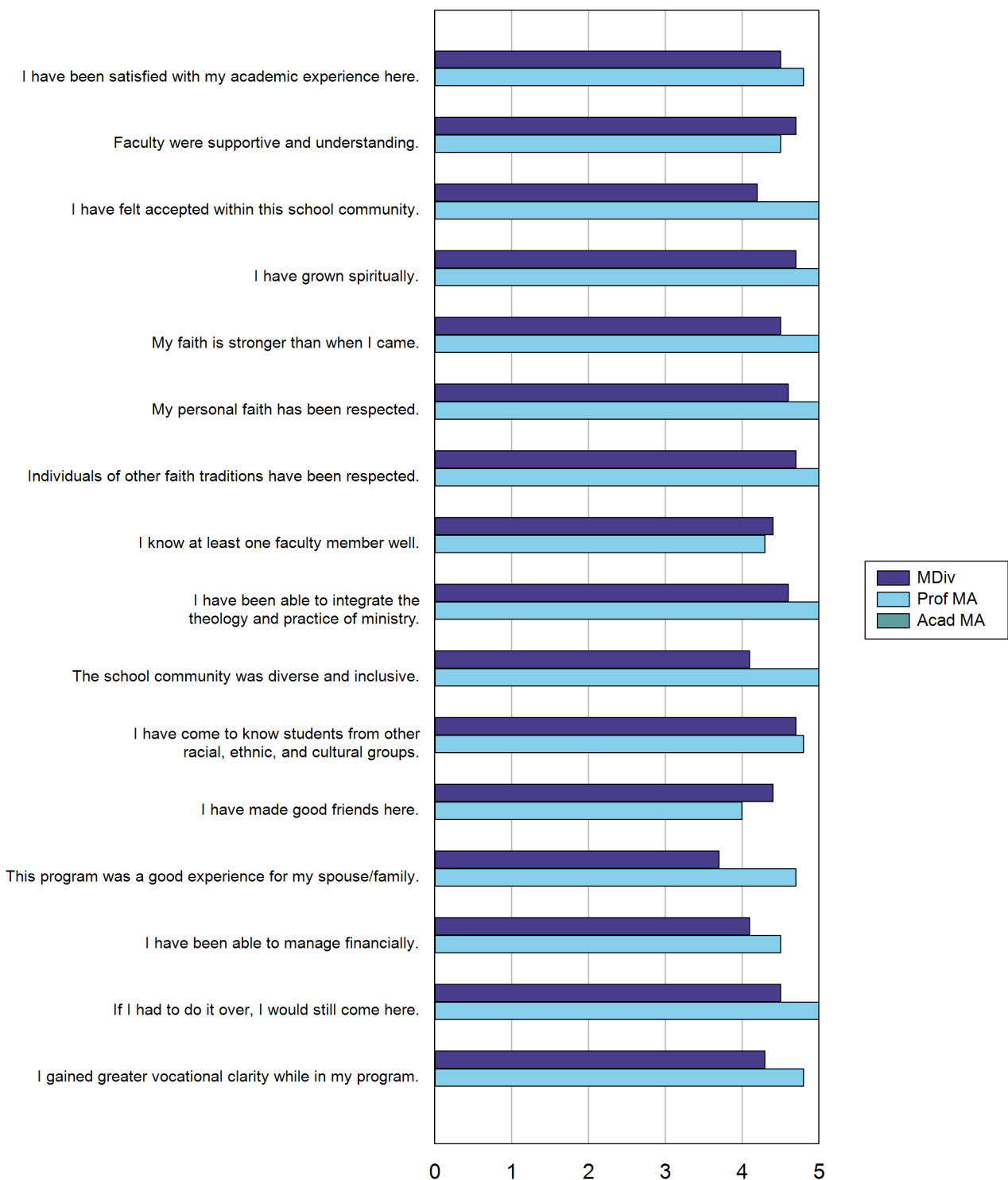
1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly agree

	Campus / Extension		Online Only	
	N = 19		N = 3	
By Educational Context	Avg	S.D.	Avg	S.D.
I have been satisfied with my academic experience here.	4.6	0.6	4.0	0.0
Faculty were supportive and understanding.	4.6	0.5	4.7	0.5
I have felt accepted within this school community.	4.4	0.9	4.5	0.5
I have grown spiritually.	4.7	0.4	5.0	0.0
My faith is stronger than when I came.	4.6	0.8	5.0	0.0
My personal faith has been respected.	4.6	0.6	5.0	0.0
Individuals of other faith traditions have been respected.	4.7	0.6	5.0	0.0
I know at least one faculty member well.	4.5	0.8	2.7	1.7
I have been able to integrate the theology and practice of ministry.	4.8	0.4	3.7	1.2
The school community was diverse and inclusive.	4.3	0.9	4.7	0.5
I have come to know students from other racial, ethnic, and cultural groups.	4.7	0.5	4.7	0.5
I have made good friends here.	4.5	0.8	3.3	1.2
This program was a good experience for my spouse/family.	3.9	1.1	3.5	1.5
I have been able to manage financially.	4.3	0.8	4.7	0.5
If I had to do it over, I would still come here.	4.7	0.5	3.3	1.2
I gained greater vocational clarity while in my program.	4.3	1.2	5.0	0.0

1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly agree

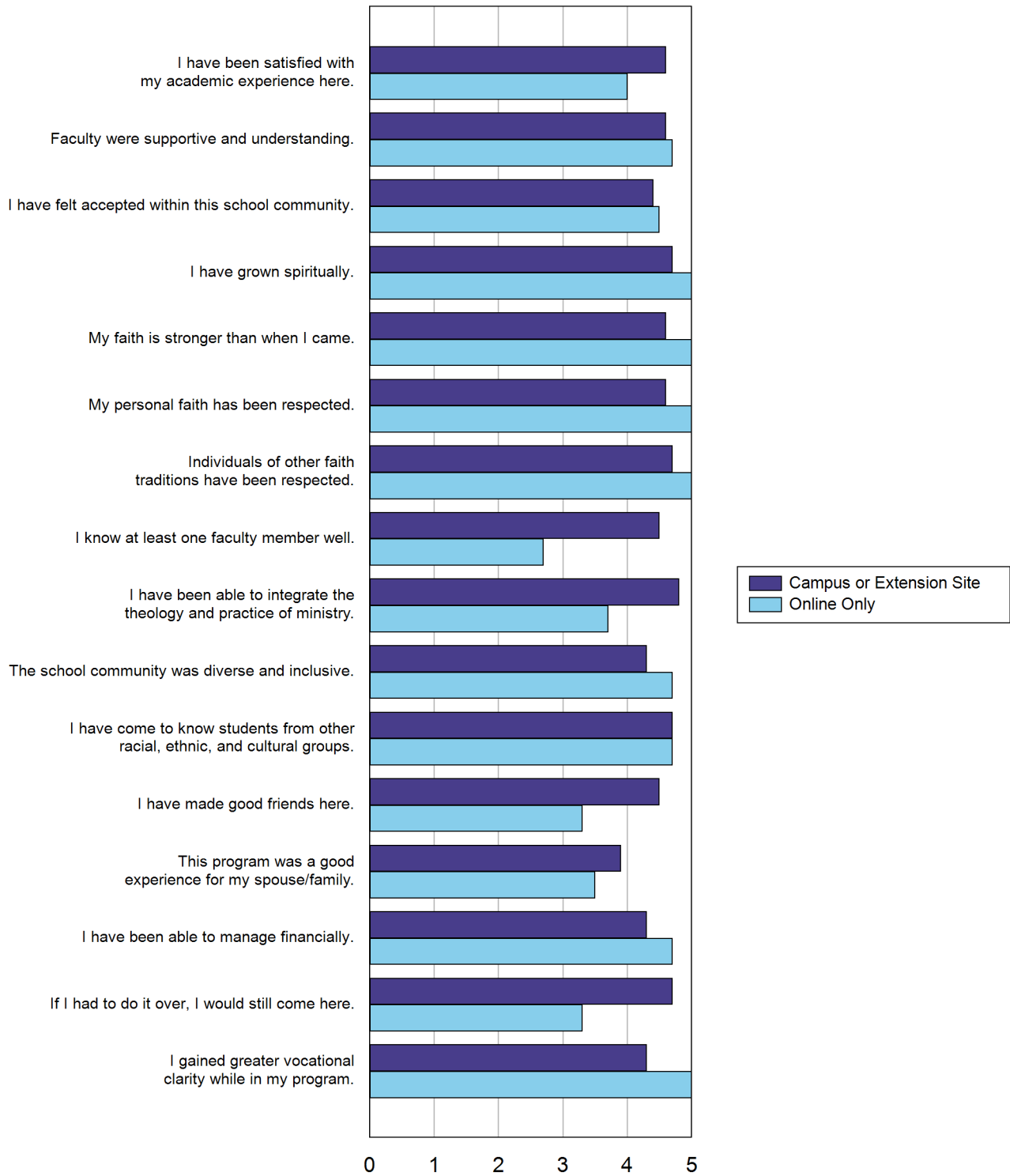
CHART 21: Overall Experience during Theological Program

By Degree Program



(1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly agree)

By Educational Context



(1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly agree)

5- Year Student Internal Reporting (FA2018-FA2023)

Retention

The percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
(based on IPEDS definition)

	2018/2019	2019-2020	2020-2021	2021-2022	2022-2023
Retention	90%	87%	67%	79%	65%

Degree	FA 18/19	FA19/20	FA 20/21	FA 21/22	FA 22/23
DMIN	0%	86%	0%	0%	44%
MACM	100%	100%	50%	100%	100%
MATS	100%	0%	0%	0%	0%
MDIV	86%	89%	71%	91%	78%
All Degrees	90%	87%	67%	79%	65%

5- Year Student Internal Reporting (FA2018-FA2023)

FA2022 to FA2023 Retention Rate*			
Degree	Enrolled FA22	Retained FA23	Retention Rate
DMIN	9	4	44%
MACM	4	4	100%
MATS	1	0	0%
MDIV	9	7	78%
Total	23	15	65%

FA2021 to FA2022 Retention Rate			
Degree	Enrolled FA21	Retained FA22	Retention Rate
DMIN	4	3	75%
MACM	4	2	75%
MATS	2	1	50%
MDIV	23	20	83 %
Total	33	26	79%

FA2020 to FA2021 Retention Rate			
Degree	Enrolled FA20	Retained FA21	Retention Rate
DMIN	0	0	0%
MACM	4	2	50%
MATS	0	0	0%
MDIV	14	10	71%
Total	18	12	67%

FA2019 to FA2020 Retention Rate			
Degree	Enrolled FA19	Retained FA20	Retention Rate
DMIN	7	6	86%
MACM	3	3	100%
MATS	1	0	0%
MDIV	19	17	89%
Total	30	26	87%

FA2018 to FA2019 Retention Rate			
Degree	Enrolled FA18	Retained FA19	Retention Rate
DMIN	0	0	0%
MACM	4	4	100%
MATS	2	2	100%
MDIV	14	12	86%
Total	20	18	90%

5- Year Student Internal Reporting (FA2018-FA2023)

Persistence

Persistence rates are based on the number of degree or certificate program students from the previous Fall who were enrolled, on leave of absence, or on suspension in one academic year and completed their program or re-enrolled in Fall of the next academic year.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Persistence	87%	91%	86%	93 %	80%

Degree	Enrolled FA22		LOA 2022/2023		Suspension 2022/2023		Total	Completions 2022/2023		Enrolled FA 2023		Total	Percentage Rate
	KS	OK	KS	OK	KS	OK		KS	OK	KS	OK		
DMIN	14	3	2	0	0	0	19	2	0	8	2	12	63%
MACM	8	3	1	0	0	0	12	4	1	2	2	9	75%
MATS	4	0	0	0	0	0	4	0	0	3	0	3	75%
MDIV	50	18	1	0	0	0	69	9	5	36	9	59	86%
Total	76	24	4	0	0	0	104	15	6	49	13	83	80%

5- Year Student Internal Reporting (FA2018-FA2023)

Degree	Enrolled		LOA		Suspension		Total	Completions		Enrolled		Total	Percentage Rate
	FA21		2021/2022		2021/2022			2021/2022		FA 2022			
	KS	OK	KS	OK	KS	OK		KS	OK	KS	OK		
DMIN	10	1	0	0	0	0	11	0	1	7	1	9	82%
MACM	9	1	0	0	0	0	10	4	0	5	1	10	100%
MATS	3	1	0	0	0	0	4	1	1	2	0	4	100%
MDIV	56	18	0	0	0	0	74	17	4	36	13	70	95%
CERT	1						1						0
Total	79	21	0	0	0	0	100	22	6	50	15	93	93%

Degree	Enrolled		LOA		Suspension		Total	Completions		Enrolled		Total	Percentage Rate
	FA20		2020/2021		2020/2021			2020/2021		FA 2021			
	KS	OK	KS	OK	KS	OK		KS	OK	KS	OK		
DMIN	6	1	0	0	0	0	7	1	0	5	1	7	100%
MACM	11	2	0	0	0	0	13	2	1	7	1	11	85%
MATS	4	0	0	0	0	0	4	1	0	2	0	3	75%
MDIV	51	18	3	2	0	0	74	11	2	37	13	63	85%
CERT	1	0	0	0	0	0	1	0	0	1	0	1	100%
Total	72	21	3	2	0	0	99	15	3	52	15	85	86%

5- Year Student Internal Reporting (FA2018-FA2023)

Degree	Enrolled		LOA		Suspension		Total	Completions		Enrolled		Total	Percentage
	FA 2019		2019/2020		2019/2020			2019/2020		FA 2020			Rate
	KS	OK	KS	OK	KS	OK		KS	OK	KS	OK		
DMIN	11	2	0	0	0	0	13	5	0	6	1	12	92%
MACM	6	3	1	0	0	0	10	1	1	5	2	9	90%
MATS	5	1	1	0	0	0	7	1	1	4	0	6	86%
MDIV	53	15	2	4	0	0	74	12	2	45	10	69	93%
CERT	2	0	1	0	0	0	3	0	0	1	0	1	33%
Total	75	21	5	4	0	0	107	19	4	61	13	97	91%

Degree	Enrolled		LOA		Suspension		Total	Completions		Enrolled		Total	Percentage
	FA 2018		2018/2019		2018/2019			2018/2019		FA 2019			Rate
	KS	OK	KS	OK	KS	OK		KS	OK	KS	OK		
DMIN	12	2	0	0	0	0	14	7	1	5	1	14	100%
MACM	7	2	0	0	0	0	9	1	0	4	2	7	78%
MATS	4	1	0	0	0	0	5	0	0	4	1	5	100%
MDIV	55	15	1	0	0	0	71	8	3	38	11	60	85%
CERT	2	0	0	0	0	0	2	0	0	2	0	2	0
Total	78	20	1	0	0	0	101	16	4	51	15	88	86%

5- Year Student Internal Reporting (FA2018-FA2023)

Transfer to Another Degree		
Academic Year	MDiv to MACM	MACM to MDiv
2022-2023	5	2

(These students were enrolled but later changed degrees at SPST.)

Attrition

Attrition rates are calculated as the number of students who Withdrew or were Terminated.

WITHDREW											
Academic Year	MDIV		MACM		MATS		DMIN				Total
	KS	OK	KS	OK	KS	OK	KS	OK			
2018-2019	0	0	0	0	0	0	0	0			0
2019-2020	1	0	1	0	0	0	0	0			2
2020-2021	3	0	1	0	0	0	0	0			4
2021-2022	1	0	1	0	0	0	0	0			2
2022-2023	3	1	1	0	0	0	3	0			8

*2022-2023 Withdrawal reasons:

- (1) MACM - New ministry pursuit – 10/4/22
- (1) MDIV - completed Fall/did not return in Spring
- (1) MDIV - Fall [probation] -did not return in Spring
- (1) MDIV - decided the degree was not necessary – 10/5/22
- (3) DMIN - changed mind/decided not to continue – 9/14/22, 10/17/22, 9/14/22
- (1) Deceased – 2/17/23

5- Year Student Internal Reporting (FA2018-FA2023)

TERMINATED											
Academic Year	MDIV		MACM		MATS		DMIN				Total
	KS	OK	KS	OK	KS	OK	KS	OK			
2018-2019	1	0	0	0	0	0	0	0			1
2019-2020	0	0	0	0	0	0	0	0			0
2020-2021	1	0	0	0	0	0	0	0			1
2021-2022	0	0	0	0	0	0	0	0			0
2022-2023	0	0	0	0	0	0	0	0			0