



Student Learning Assessment Report (SLAR)

Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year" and also submit the Academic Program Review (APR).

Department: AGTS

Academic Program Evaluated: Master of Pastoral Leadership

Program Review Year: FA18-SU19

	Year 1 Academic Year:	Year 2 Academic Year:	Year 3 Academic Year:	Year 4 Academic Year:
<p>Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)</p>	Heath Adamson, Ph.D. John Battaglia, D.Min. Tim Hager, D.Min. Michael Jaffe, D.Min. Paul Lewis, Ph.D. Chris McGough, M.A. Lois Olena, D.Min. Doug Oss, Ph.D. Brandon Schmidly, D.Min. Steve Smallwood, D.Min. Randy C. Walls, D.Min.			
<p>Number of students in sample: (If known, supply the number of students in each class/year who were used in the assessment)</p>	Graduate: 6	Graduate:	Graduate:	Graduate:

report.)				
Instrument(s) used in assessment: (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Course Projects Essays Research Projects Sermons Summative Projects			
<i>Additional Data:</i> (List any additional information/data that informed this report.)				
Methodology: (Explain the method of data collection and the data analysis process.)	The curriculum map for the MPL program identifies the program learning outcomes (PLO) for each course. Each course is set up in the EU Learning Management System (LMS), Canvas, with a rubric for summative or formative assignment in that course as noted in the “instrument(s) use in assessment” space above. The LMS collates this data into a sortable spreadsheet which identifies the level of student performance in each PLO associated with the course.			
Results of Assessment: (List the	The data shows that students performed at			

findings in summary format as narrative.)	mastery level or higher in every course offered in the 18-19 academic year.			
Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)	Excel spreadsheets were used to demonstrate the levels of student performance for each PLO associated with each course. No other charts or graphs were used to review the data.			
Strengths: (From the findings, list the areas of strengths that currently exist in the academic program.)	AGTS MLM students are performing at mastery or above levels in every course offered in the program curriculum for the 18-19 academic year.			
Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the academic program.)	No weaknesses demonstrated in the data of student learning			

Year 1:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
No improvements needed based on 18-19 data		

Year 1:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date
No changes to MPL curriculum in light of 18-19 data review	

Year 2:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 2:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 3:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 3:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 4:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 4:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date