

# **Student Learning Assessment Manual**

**THE  
LUTHERAN  
THEOLOGICAL  
SEMINARY  
AT PHILADELPHIA**

**Office of the Dean  
2011-2012**

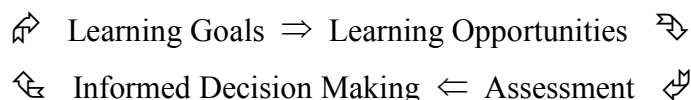
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## I. OVERVIEW OF ASSESSMENT OF STUDENT LEARNING

This manual is a guide to the assessment of student learning for the faculty, staff and students of The Lutheran Theological Seminary at Philadelphia (LTSP). It consists of a brief general overview of assessment of student learning and guidance for the assessment process at LTSP.

Assessment of student learning is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions about how to improve student learning. Presented below is a schema of the learning cycle.<sup>1</sup>



### MAR/MDIV ASSESSMENT OF STUDENT LEARNING AT LTSP

LTSP approaches MAR/MDiv student learning assessment from the progressive expansion of three reference points: the Seminary's mission statement, the strategic planning statement and the five objectives of the curriculum presented below. The Curriculum and Assessment Committee (CAC), under the leadership of the Dean, the faculty Chair of the CAC and the Director of Assessment guide and monitor the student learning and assessment process.

#### ***Mission Statement***

*Centered in the Gospel of Jesus Christ, the Lutheran Theological Seminary at Philadelphia seeks to educate and form public leaders who are committed to developing and nurturing individual believers and communities of faith for engagement in the world.*

#### ***General Curricular Objectives of the MAR and MDiv Degrees***

1. Deep grounding in the central symbols of the Christian faith, particularly the faithful reading of Scriptures in community; the practice of Word and Sacrament; and public confessing and proclaiming of the faith guided by the historic witness of the church.
2. Sensitivity to diverse contexts of ministry and to the opportunities for mission in these contexts.
3. Personal and professional integrity, including the integration of faith and theological exploration.
4. Commitment and skills to equip all the baptized for ministry.
5. Critical and self-critical engagement with society in the service of peace and justice, and lives of public witness to the Gospel in its wholeness.

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<sup>1</sup> Walvoord, Barbara E. *Assessment Clear and Simple* (John Wiley & Sons, Inc.: San Francisco, 2004) 2.

Through required and elective courses, our curriculum is comprised of three cumulative components of student learning: 1) acquiring foundational theological knowledge, 2) developing the ability to understand and critically analyze the context of Christian ministry, and, 3) expanding the capacity for integrating theology with the practice of ministry.

### **Student Learning Assessment**

The MAR/MDiv student learning assessment process is required of all MAR/MDiv students, i.e., full- and part-time students and students enrolled in the candidacy process of the Evangelical Lutheran Church in America (ELCA) and those that are not.

To minimize duplication, the process incorporates the student candidacy process of the ELCA and comparable areas to accommodate students not in the ELCA candidacy process and students of other denominations. LTSP's assessment process consists of student portfolios, course and program assessments.

### ***Student Portfolio***

The Director of Assessment develops, at scheduled times over the course of a student's matriculation, a portfolio of documents for each student. These documents will indicate the student's progress in theological understanding, analysis, contextualization and integration.

The student portfolio consists of:

- Student Learning Assessment Form(s)
- Student Transcript(s)
- Theological Essay 1 (MAR students complete one essay)
- Theological Essay 2
- Contextual Education Evaluations

Regular interaction between the student and his/her assigned faculty advisor is integral to the assessment process. The student's advisor guides and monitors the student's academic progress and spiritual and leadership formation throughout his/her matriculation. To facilitate this process, students and faculty advisors are encouraged to meet and discuss the student's progress as often as necessary, but not less than once per semester.

The advisor also guides and approves the course selections of the student and is responsible to represent and report the academic and professional development of the student at annual and semi-annual evaluations of the students at faculty meetings.

The student's faculty advisor will review the portfolio documents with the student noting any apparent strengths and weaknesses in the student's academic progress or spiritual and leadership formation, as well as any other concerns that may arise. The faculty advisor

completes a *Student Learning Assessment Form* at designated times and shares the results with the student. If the faculty identifies a student as needing help, faculty may appoint a panel to meet with the student to recommend appropriate action.

### **Program Assessment**

#### ***CAC “Typical Student” Review***

Each year, the CAC will take a blind sample of 20% of the completed *Student Learning Assessment Forms* of all senior students for review by a jury of the CAC. The collective results of this review will permit an assessment of a “typical” LTSP student and indicate any significant trends in the effectiveness of the degree program.

#### ***Courses and Curricular Assessments***

In the Fall and Spring semesters, the CAC will coordinate the selection of a core course for assessment within each of the three curricular areas. In addition, it will obtain assessment data from several required special and interdisciplinary courses.

#### ***Entering, Graduating and Alumni Surveys***

Surveys prepared and administered by the Association of Theological Schools (ATS) are also used. LTSP participates in ATS’s Entering and Graduating Student Questionnaires (ESQ and GSQ) annually conducted in the Fall and Spring, respectively. LTSP will also participate in the 5-year Alumni Questionnaire, initiated by ATS in 2009. Summaries of these questionnaires will assist LTSP in monitoring the effectiveness of its program.

The Dean will present an annual report of the aforementioned areas of assessment at the respective fall meetings of the faculty and LTSP Board of Trustees.

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## II. Instructions for Students

### OVERVIEW

The interaction between you and your faculty advisor is central to LTSP's student learning assessment process. Your advisor guides and monitors your academic progress and spiritual and leadership formation.

The Dean will assign you a faculty advisor at the beginning of your first (junior) year of study. You will retain this advisor throughout your matriculation (unless he/she takes a sabbatical leave and the Dean assigns you a substitute advisor). You are encouraged to meet and interact with your advisor on a regular basis, but not less than once a semester. You must obtain your advisor's signature each time you register for courses.

As indicated earlier in this manual, the MAR/MDiv student learning assessment process consists of student portfolios and course and program assessments. As a student, you will be involved in all aspects of assessment, personally and institutionally; however, your portfolio addresses your individual progress.

The Director of Assessment will prepare a portfolio for you that will remain in the files of the Office of Assessment; however, upon written request, you may review it in the Assessment Office.

Course instructors directly assess your individual learning progress through reading assignments, class participation, examinations, papers and other assignments as described in the course syllabus, resulting in a grade for the course. Your transcript reflects the grades you earn in each course, the instructor's assessment of your work in that course.

Similarly, we will place copies of evaluations by you and your contextual education supervisor in your portfolio.

At designated times, following completion of the specified number of course units, you will be required to prepare and submit a theological essay. We anticipate these essays, in keeping with the objectives of the curriculum, will provide assessment of your progress in acquiring theological knowledge, being able to analyze critically the context of Christian ministry and expanding your capacity for integrating theology with the practice of ministry. We strongly urge you to follow, as near as possible, the recommended chronology of program courses to facilitate your participation in the assessment process as scheduled.

Based on your discussions with your advisor and the documents in your portfolio, your advisor will complete a *Student Learning Assessment Form*.

## **MAR Students**

### *ELCA MAR Students*

If you are a MAR student enrolled in the ELCA candidacy process, you are required to prepare an *Endorsement Essay* and an *Approval Essay* at designated times in your theological preparation. At such times, as determined by you and your Candidacy Committee, you are to prepare these essays in accordance with the instructions in the appropriate annual ELCA essay brochure. Your *Endorsement Essay* and *Approval Essay* will function as Theological Essays 1 and 2 respectively, for purposes of student learning assessment.

### *ALL Other MAR Students*

MAR students not enrolled in the ELCA candidacy process (e.g. African Methodist Episcopal, Baptist, Episcopal, Lutheran, Methodist, Pentecostal, Presbyterian, United Church of Christ and other denominational students) are required to write one theological essay in accordance with the MAR brochure of instruction prepared by the LTSP faculty for this purpose.

As your matriculation progresses, your portfolio will include:

- Student Transcript
- Theological Essay (normally submitted following the completion of 12 course units).
- Student Learning Assessment Forms 1 and 2 (prepared by your advisor subsequent to the submission of your essay)
- Contextual Education Evaluations, as appropriate to the student.

## **MDiv Students**

### *ELCA MDiv Students*

If you are an MDiv student enrolled in the ELCA candidacy process, you are required to prepare an *Endorsement Essay* and an *Approval Essay* (i.e., herewith called Theological Essay 1 and 2, respectively) at designated times in your theological preparation. At such times, as determined by you and your Candidacy Committee, you are to prepare your essay in accordance with the instructions in the appropriate annual ELCA essay brochure. Your *Endorsement Essay* and *Approval Essay* will function as Theological Essays 1 and 2 respectively, for purposes of student learning assessment.

### *ALL Other MDiv Students*

MDiv students not enrolled in the ELCA candidacy process (e.g. African Methodist Episcopal, Baptist, Episcopal, Lutheran, Methodist, Pentecostal, Presbyterian, United Church of Christ and other denominational students) are required to write, at designated times, Theological Essays 1 and 2 in accordance with the brochures of instruction prepared by the LTSP faculty for this purpose.

As your matriculation progresses, your portfolio will include:

- Student Transcript (updated at least once each year)
- Theological Essay 1 (submitted following the completion of 8-12 course units)

- Theological Essay 2 (submitted following the completion of 18-24 course units)
- Student Learning Assessment Forms (prepared by your advisor subsequent to the submission of each essay)
- Student Evaluation Summary (prepared by your advisor subsequent to the submission of Theological Essay 2)
- Contextual Education Evaluations, as appropriate to the student.

### **Instructions for Theological Essays**

Theological Essays 1 and 2 (see above information applicable to MAR and MDiv students, respectively) are to assist you in assessing your progress as you prepare for ministry and the institution as it assesses its courses and programs. It does not affect your academic status or your candidacy for graduation.

#### ***Theological Essay 1***

After you have completed the recommended course units (12 for MARs and 8-12 for MDivs), you are to complete Theological Essay 1. For full-time students entering in the Fall semester, this will normally be after the completion of your first year of study. For most part-time students and those entering in terms other than the Fall, this should be after the Spring semester of the year in which you complete approximately 10 course units. Consult your Advisor and the Director of Assessment as to the timing appropriate to your circumstances.

#### **1. ELCA Students in the Candidacy Process**

Theological Essay 1 will be the “Endorsement Essay” required of students in the ELCA candidacy process. ELCA students not in the candidacy process are to prepare their essay based the separate set of questions developed by the LTSP faculty for this purpose.

#### **All Other Students Including Student not in the ELCA Candidacy Process <sup>2</sup>**

Students not in the ELCA candidacy process write Theological Essay 1 from questions prepared by the faculty for the purpose of assessment.

- 2. Essay questions will be available by June 30<sup>th</sup> of each year.** Obtain the essay questions appropriate to you from Enrollment Services or **download** them from the LTSP website.
- Prepare** Theological Essay 1 during the summer months. Be sure to allow yourself sufficient time as you participate in CPE, summer courses or personal activities.
- Submit** your essay **on or before September 1<sup>st</sup>.**

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<sup>2</sup> “All other students” are those of other denominations such as: African Methodist Episcopal, Baptist, Episcopal, Methodist, Pentecostal, Presbyterian, United Church of Christ, and others.

ELCA students at the endorsement stage of candidacy are to submit 3 hard copies to the Director of Student Services.

All other students are to submit 2 hard copies to the Director of Assessment.

Upon written request, you may be granted an extension up to, but not beyond, the add/drop deadline for the Fall semester.

**NOTE: If you have not submitted the essay by the add/drop deadline you will not be permitted to register for Fall semester courses.**

5. **Schedule** an appointment with your academic advisor to **review** and **discuss** your progress and your portfolio documents. At that time, you and your advisor will prepare and review your *Student Learning Assessment Form*.
6. **Use** the student section of the form to make any comments you may have. **Sign** and **date** the *Student Learning Assessment Form*. Your signature indicates that you have reviewed the form with your advisor.

You may request the assistance and counsel of another faculty in cases where you strongly disagree with your advisor's assessment of your progress.

### ***Theological Essay 2***

MDiv students who have completed at least 18-24 course units, are to complete Theological Essay 2. For full-time students entering in the Fall semester, this will normally be during the summer preceding your final year of study. For part-time students and those entering in terms other than the Fall, this should be during the summer after or during which you complete 18 course units.

#### **1. ELCA Students in the Candidacy Process**

For most ELCA students, Theological Essay 2 will be the "Approval Essay" required for the ELCA candidacy process. ELCA students not in the candidacy process are to prepare their essay based the separate set of questions developed by the LTSP faculty for this purpose.

#### **All Other Students, Including Students not in the ELCA Candidacy Process**

Students not in the ELCA candidacy process write Theological Essay 2 from questions prepared by the faculty for the purpose of assessment.

2. **Essay questions will be available June 30<sup>th</sup> each year.** **Obtain** the essay questions appropriate to you from Enrollment Services or download them from the LTSP website.
3. **Prepare** Theological Essay 2 over the summer months.
4. **Submit** your essay on or before **September 1<sup>st</sup>**.  
ELCA students at the approval stage of candidacy are to submit 3 hard copies to the Director of Student Services.  
All other students are to submit 2 hard copies to the Director of Assessment.

Upon written request, you may be granted an extension of up to, but not beyond, the add/drop deadline for the Fall semester.

**NOTE: If you have not submitted your essay by the add/drop deadline you will not be permitted to register for Fall semester courses.**

5. **Schedule** an appointment with your academic advisor to **review** and **discuss** your progress, your portfolio documents and the *Student Learning Assessment Form*.
6. **Use** the student section of the form to make any comments you may have. **Sign** and **date** the *Student Learning Assessment Form*. Your signature indicates that you have reviewed the form with your advisor.
7. **Review**, **discuss** and **sign** the *Student Summary Evaluation Form* prepared by your advisor. **Complete** the student waiver section.

You may request the assistance and counsel of another faculty in cases where you strongly disagree with your advisor's assessment of your progress.

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### III. Instructions for Faculty Advisors

#### OVERVIEW

As a faculty advisor, you have a pivotal role in your advisee's academic progress and spiritual and leadership formation, and LTSP's student learning assessment process. You are encouraged to interact regularly with your advisees, but in no case less than once per semester.

You will receive a list of your academic advisees, normally in the Fall semester (occasionally in the Spring semester for students admitted in the Spring), from the Director of Student Services. They will remain your advisees throughout their matriculation. The Director of Assessment will prepare and maintain a portfolio of documents for each student. A complete portfolio will include (See also Table 1, p. 16):

- Student Learning Assessment Form(s)  
1 for MAR students and 2 for MDiv students representing the stages of the student's program)
- Student Transcript (updated at least once each year, as appropriate)
- Theological Essay 1 (submitted following the completion of 12 course units for MAR students and 8-12 units for MDiv students (refer to Section II, pp. 8-9 regarding the ELCA candidacy process)
- Theological Essay 2 (submitted following the completion of 18-24 course units for MDiv students)
- Contextual Education Evaluations, as appropriate to the student

You are to review the documents in each advisee's portfolio noting any apparent strengths and weaknesses regarding the student's academic progress and spiritual and leadership development. Following your review, you are to complete a *Student Assessment Form* and share this information with the student. You may review the student portfolio in the Assessment Office.

If you identify a student needing help, bring the matter to the attention of the Dean or the faculty. A faculty panel may be appointed to meet with the student concerning the identified weaknesses and will recommend appropriate action, including remedial work.

#### Student Assessment Review

1. Following the Fall semester drop/add deadline, allow time to review the assessment portfolios of each of your MDiv, MAR and MDiv/MAR-track advisees.
  - New students: no documents available.
  - Full or part-time students who have completed 12 course units for MAR students and 8-12 course units for MDiv students): Documents may include: transcript,

Theological Essay 1, Student Learning Assessment Form, and contextual education evaluations.

- Full or part-time MDiv students who have completed at least 18-24 course units: transcript, Theological Essay 1, Theological Essay 2, prior Student Learning Assessment Form and contextual education evaluations.
2. Using the materials available in the portfolio, including the newly submitted theological essay, and your own knowledge of the student, prepare a *Student Learning Assessment Form* for each student.
  3. Schedule a meeting with each of your advisees. Normally, this would be your Spring registration advisory meeting (usually in November/December).
  4. Review, discuss and approve the course selections of each advisee. Encourage the student to follow the recommended course chronology in order to fulfill the timely requirements of the program and assessment process.
  5. Discuss with the student your review of his/her assessment portfolio and *the Student Assessment Form* you have prepared. Make any mutually agreed upon changes to the assessment form.
  6. Permit the student to add comments to the student section of the assessment form. Have the student sign and date the form. The student's signature indicates that he/she has reviewed the form with you.
  7. Sign and date the form, and submit it to the Director of Assessment for addition to the student's portfolio.
  8. Prepare a *Student Summary Evaluation Form*. Discuss this form with the student. Be sure to have the student complete the student waiver section and sign the form.
  9. Make a note of any concerns you have about the student, so that they may be reported at the next semi-annual review of students.
  10. Report immediately to the Dean any weaknesses or deficiencies that suggest more urgent need for a faculty panel for the student.

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## **IV. Completion of the Student Learning Assessment Cycle**

The reports of the review of class cohort, course assessments, along with entering, graduating students' and alumni surveys will complete the student learning assessment cycle.

### **REVIEW OF CLASS COHORT**

The Director of Assessment will take a blind sample of 20% of the completed Student Learning Assessment Forms of senior students, representing both Lutheran and non-Lutheran students, where possible, in both MDiv and MAR programs.

The Director of Assessment will compile a summary of the data for review by a jury of the CAC. From this data, the CAC will determine a "typical" LTSP student and note any significant trends in the effectiveness of the degree program.

The CAC will present a report to the faculty that will include recommendations as needed, thus completing the assessment cycle. The Director of Assessment places a copy of the CAC report in the assessment files.  
in the assessment files.

### **COURSE AND CURRICULAR ASSESSMENTS**

The faculty of each of the three curricular areas will select a core course for assessment each semester. The instructor of the course, with the assistance of the Director of Assessment as needed, will prepare a course evaluation form and distribute it to the students for completion during the last class period.

The instructor will return the complete evaluations to the Director of Assessment, who will compile and summarize the data. The Director will return the summarized data to the instructor for review.

Following review, the Director of Assessment submits the summary report to the instructor, the Area Director and the CAC for review. The Director of Assessment places a copy of the report in the assessment files.

### **ENTERING, GRADUATING AND ALUMNI SURVEYS**

Summary results of ATS's ESQ, GSQ and AQ will be reviewed and used to assist LTSP, where appropriate, in monitoring the effectiveness of its programs and serve as a comparative benchmark with other ELCA seminaries.

The Director of Assessment will forward the data to the Dean and faculty for review and appropriate action.

## **REPORTING TO THE BOARD OF TRUSTEES**

The Dean will submit a summary of the assessment data as reviewed by the faculty to the Board of Trustees for information and appropriate action. The reporting will be done annually at the October meeting of the Board.

## **V. Records Retention**

The Director of Assessment will retain student portfolios, course and CAC summary reports for a period of five years in a secured file of the Office of Assessment. At that time, the Seminary will destroy these files.

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**Table 1: Required Student Portfolio Documents**

<b>Document</b>	<b>MAR</b>		<b>MDiv</b>	
	<b>ELCA Candidacy</b>	<b>Other Students</b>	<b>ELCA Candidacy</b>	<b>Other Students</b>
<b>LTSP Transcript</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Theological Essay 1</b>	<b>Yes</b> 12 units completed ELCA “Endorse- ment” Essay	<b>Yes</b> 12 units completed LTSP Essay for MARs	<b>Yes</b> 8-12 units completed ELCA “Endorse- ment” Essay	<b>Yes</b> 8-12 units completed LTSP Essay for MDivs
<b>Student Learning Assessment Form</b> [Subsequent to submission of Essay 1]	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Theological Essay 2</b>	<b>Yes</b> Units completed as recommended by Candidacy Committee ELCA “Approval” Essay	<b>Not applicable</b>	<b>Yes</b> 18-24 units completed ELCA “Approval” Essay	<b>Yes</b> 18-24 units completed LTSP Essay for MDivs
<b>Student Learning Assessment Form</b> [Subsequent to submission of Essay 2]	<b>Yes</b> Complete ELCA Form D	<b>Not applicable</b>	<b>No</b> Complete ELCA Form D	<b>Yes</b>
<b>Student Evaluation Summary</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Contextual Education Evaluations</b> [Student’s and Supervisor’s]	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

## STUDENT LEARNING ASSESSMENT FORM

(To be used following the completion of 12 or more course units)

Name \_\_\_\_\_ Advisor \_\_\_\_\_

Degree \_\_\_\_\_  Part-time  Full-time Units Completed \_\_\_\_\_

Judicatory \_\_\_\_\_ Ordained?  Yes  No

*In the categories below, circle the number indicating level of competency.*

### OBJECTIVE 1: DEEP GROUNDING IN THE CENTRAL SYMBOLS OF THE CHRISTIAN FAITH [ATS AREA: RELIGIOUS HERITAGE]

1	2	3	4	5	6	7	8	9
Lacks clear grasp of essentials of the historical witness of the church <i>[errant chronology; anachronistic (context less); vague (no apparent awareness of key names, movements, turning points); unengaged with tradition; inappropriate use of key terms (God, Christ, Spirit, etc); culturally exclusive]</i>			Demonstrates a basic knowledge of the historical witness of the Christian tradition from a global perspective <i>[accurate chronology; contextually sensitive; demonstrates knowledge of key names, movements, turning points; critical appreciation of tradition; appropriate use of key terms; culturally inclusive]</i>			Creatively applies the historical witness of the church as it engages new contexts <i>[carefully constructed chronology; contextually rich; demonstrates extensive knowledge of key individuals, movements, turning points; constructive love for and critique of tradition; creative use of key terms (God, Christ, Spirit, etc); culturally pluralistic]</i>		

1	2	3	4	5	6	7	8	9
Does not understand and interpret scripture in ways that are responsible to both text and context, both biblical and contemporary <i>[misidentifies texts/context; confuses "literal" with allegorical (etc.) methods; shows contempt for text or historical scholarship; modern languages only]</i>			Understands and interprets scripture in ways that are responsible to both text and context, both biblical and contemporary <i>[accurately identifies texts in contexts; shows familiarity with and facility at different interpretive methods; shows critical appreciation for text and scholarship; uses original languages]</i>			Understands and interprets in ways that generate new insights into text and context, both biblical and contemporary <i>[accurately and creatively locates and applies texts in contexts; shows critical choices about methods; reveals critical delight in texts and constructive personal and socially-sensitive interpretation; expertise at original languages]</i>		

### OBJECTIVE 2: SENSITIVITY TO DIVERSE CONTEXTS [ATS AREA: CULTURAL CONTEXT]

1	2	3	4	5	6	7	8	9
Lacks appreciation for the cross-cultural and missional dimensions of the church's ministry <i>[evidence of non-gender inclusive language; rhetoric of force vs. persuasion; dualism (us vs. them); aversion to difference]</i>			Appreciates cross-cultural dimension of church's mission and ministry <i>[uses gender-inclusive language; accurate depictions of diverse faith traditions; rhetoric of persuasion; non-dualistic; openness to difference]</i>			Creatively engages our pluralistic context in interpreting the message of the Gospel <i>[creative use of gender inclusive language; rhetoric of invitation; pluralistic; embraces difference]</i>		

1	2	3	4	5	6	7	8	9
Demonstrates little awareness of the ecumenical and global dimensions of the church <i>[evidence of ethnocentricity/ethnic stereotypes; monocultural]</i>			Appreciates ecumenical and global engagement of the church <i>[evidence of awareness of Christian diversity; evidence of cross-cultural awareness; names diverse regions/contexts]</i>			Demonstrates a strong commitment to Christian ecumenism, inter-religious dialogue, and global engagement <i>[evidence of integration of Christian diversity; rich cross-cultural evidence; creative solutions to cultural problems; shows awareness of inter-religious potential]</i>		

**OBJECTIVE 3: PERSONAL AND PROFESSIONAL INTEGRITY, INCLUDING THE INTEGRATION OF FAITH AND THEOLOGICAL EXPLORATION  
[ATS AREA: PERSONAL AND SPIRITUAL FORMATION]**

1	2	3	4	5	6	7	8	9
Does not adopt a sound understanding of the role and responsibilities of the professional ministry for which s/he is preparing <i>[idiosyncratic or solipsistic--no boundaries between person/office; shows contempt for role or responsibilities of ministry]</i>			Draws upon a sound understanding of the role and responsibilities of the professional ministry for which s/he is preparing <i>[articulates clear boundaries between person/office; shows appreciation for role and responsibilities of ministry]</i>			Articulates clearly and embraces the roles and responsibilities of the professional ministry for which s/he is preparing <i>[clear yet flexible boundaries between person/office; shows enthusiasm for roles and responsibilities of ministry]</i>		

1	2	3	4	5	6	7	8	9
Does not move beyond theological abstraction; does not let theological understanding inform the practice of ministry <i>[magical thinking; appeal to privilege; evidence of theological imperialism/absolutism]</i>			Demonstrates clear ability to integrate theological understanding with issues of ministry <i>[second-order (social/scientific) thinking; incarnational/embodied theology; attention to suffering/injustice--personal and social]</i>			Habitually integrates theological insights into the practice of ministry <i>[creative integration of theology with social/scientific thinking; proposes remedies to suffering/injustice--personal and social]</i>		

**Objective 4: Commitment and skills to equip all the baptized for ministry  
[ATS Area: Ministerial and Public Leadership]**

1	2	3	4	5	6	7	8	9
Lacks basic formation and skills in the indicated ministry arts ⇒ <i>[inarticulate or disorganized; grammatical or other syntax errors; no evidence of requisite skills]</i>			Demonstrates basic formation and skills in preaching, worship leadership, teaching, pastoral care, evangelism, stewardship, administration, and social ministry and advocacy, as appropriate for her/his particular form of ministry <i>[stylistically accurate and grammatically clear; evidence of above skills]</i>			In addition to a sound base in the indicated ministry arts, excels in one or more of them ⇐ <i>[stylistically creative and metaphorically rich]</i>		

1	2	3	4	5	6	7	8	9
Does not appreciate the ministry gifts of others <i>[no names of other individuals; no evidence of involving others in ministry]</i>			Demonstrates appreciation for the ministry gifts of all and a capacity for cultivating those gifts <i>[names of other individuals; evidence of involving others in ministry]</i>			Welcomes the gifts of all as essential for the work of ministry and demonstrates skill in helping others recognize and develop their gifts <i>[names of many other individuals; evidence of and eagerness to recognize gifts of others in ministry]</i>		

**Objective 5: Critical and self-critical engagement with society**  
**[ATS Area: Ministerial and Public Leadership]**

1	2	3	4	5	6	7	8	9
Has difficulty articulating the social and ethical commitments of the church <i>[no evidence of Scriptural, traditional, or contemporary social awareness (poverty, injustice, etc.)]</i>			Articulates a clear understanding of ethical issues in church and society <i>[evidence of awareness of Scriptural, traditional, and contemporary social teachings (poverty, injustice, Social Statements, etc.)]</i>			Demonstrates a strong commitment to societal and ethical engagement <i>[evidence of awareness of and creative application of Scriptural, traditional, and contemporary social teachings]</i>		

<p><b>Summary Comments</b></p>
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**Signature of Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_



**STUDENT WAIVER**

Name \_\_\_\_\_

Program of Study \_\_\_\_\_

I give my permission for The Lutheran Seminary at Philadelphia to provide a copy of this document to my judicatory upon its request.

\_\_\_\_\_

*Student's Signature*

*Date*

I do not give my permission for The Lutheran Seminary at Philadelphia to provide a copy of this document to my judicatory upon its request.

\_\_\_\_\_

*Student's Signature*

*Date*

**STUDENT SUMMARY EVALUATION**

The following four sections are summary evaluations of the student's preparedness for ministry at The Lutheran Theological Seminary at Philadelphia. The student's faculty advisor/the faculty has approved this summary.

**Academic and Theological Competence**

**Call to Ministry and Ministry Gifts**

**Practical Readiness and Leadership Skills**

**Student Comments**

**Signature of Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_