A Guide to Using the Old (2013) Student Questionnaires with the New (2020) Standards in the Self-Study Process



September 2021

The ATS Student Questionnaires help a school engage its student constituents in the evaluation of educational and institutional outcomes. It provides broad feedback from students on the functions, personnel, and programs of the school and, when combined with other direct and indirect measures, can be a part of a simple, systemic, and sustained process to engage student stakeholders, reflect on the evidence gathered, and analyze those reflections for educational and institutional improvement (Standard 2.6).

The following guide walks through each section of the 2020 ATS Standards of Accreditation suggesting ways in which each of the ATS Student Questionnaires (2013 versions) might be used as part of your self-study process. Included are references to specific tables and charts in the ATS standardized reports for each questionnaire (Entering Student, Graduating Student, and Alum) as well as to specific questions that may be used to address the standard.

The Tables and Charts (T/C) are located in standardized reports provided to all schools who use the student questionnaires. The Questions (Q) are useful for those who analyze the raw data provided to all participating schools along with their reports.

Standard	Possible Questions to Explore	Questions (Q) and Tables/Charts (T/C)		
1. Mission and Integrity		ESQ	GSQ	AQ
1.1 to 1.3 Mission				
Pair key phrases in your mission statement with matching questions in the student Questionnaires Add custom questions specific to your mission	Are the professional plans/formation goals of our students consistent with the mission and purpose of our educational programming?	Q20, 30-32 T/C15, 21-23	Q14-15 T/C22-26	Q10,14-24 T/C4,8,10, 13-18
	Does our mission align with the religious affiliations of our current students? Are our students' religious affiliations well-served by our institution?	Q18,19,21 T/C13,14	Q14 T/C12	Q8-9,11 T/C7,9
1.4 to 1.7 Integrity				
Explore how your school attends to global engagement and diversity	Refer to your institution's definition of diversity and your approach to global engagement to guide this section. Diversities to consider may include gender, race/ethnicity, and international student status.	Q4,6,7 T/C1-5	Q5,7,8 T/C1,3-6	Q2,4,5 T/C1-3
Add custom questions related to your statements on diversity and global engagement	How do the experiences of services and programming compare across various diversities at our institution? Consider questions on outcomes related to personal growth and skills as well as satisfaction with services.	Q25-29 T/C11	Q17-23 T/C18,19	Q25,28-32 T/C19,22
Note: Standards 1.4 and 1.5 refer to overall institutional integrity. For curricular	What impact does diversity have on a student's experience of our institution? Consider influences on students and overall experience.		Q20,23 T/C17, 21	Q29b,30 31 T/C21-23
attention to diversity and global engagement, refer to Standards 3.3 and 3.4.	Are placement rates, job histories, and attrition rates in ministry comparable across various diversities? Consider the vocational goals of graduates and job histories of alums.		Q15 T/C22-25	Q10,12-22 T/C8,10, 11,13-18

3. Student Learning and Formation					
3.1 to 3.5 Components of S	Student Learning and Formation				
Evaluate the effectiveness of school-wide holistic goals for student learning	How do graduates and alums rate the effectiveness of our institution in meeting learning outcomes related to personal growth?		Q17 T/C14	Q28c,29c, 30 T/C21,22	
and formation as definedby the schoolFocus on goals related to	How do graduates and alums rate the effectiveness of our institution in meeting learning outcomes related to skills?		Q18,19 T/C15,16	Q25,28-32 T/C19, 21-24	
intercultural competency, global awareness and engagement, and lifelong learning	How do graduates and alums rate the effectiveness of our institution in developing intercultural competencies?		Q17,18, 20,23 T/C14,15, 17,21	Q30e,I,m T/C22	
	How do graduates and alums rate the effectiveness of our institution in developing global awareness? How do our graduates rate the effectiveness of our		Q18I,Q19I T/C15,16 Q17d	Q31I T/C23 Q37a,39	
2.6 to 2.10 Educational Ma	institution in developing an enthusiasm for learning?	ion	T/C14	T/C29	
Compare experiences and	dalities Supporting Student Learning and Format Do students from various modalities rate their programs	IUII	Q16-19		
outcomes of students from various learning modalities	as equally effective in meeting outcomes for learning and formation?		T/C14,15, 17,21	Q25,27-32	
Add custom questions about educational modalities at your institution	How do students from various modalities rate their satisfaction with access to resources and student services?	Q2,3,26-29	Q16, 22	Q35	
4. Master's Degrees					
4.1 to 4.5 Master of Divinit	:y				
Evaluate learning and formation goals related to religious leadership or service in congregations or other settings as well as preparation for advanced degrees	How do MDiv students rate the effectiveness of our institution in meeting learning outcomes for the MDiv degree? Religious heritage Cultural context Personal and spiritual formation Religious and public leadership		Q1,17-19 T/C14-17	Q1,28-32 T/C21-24	
Focus on the four areas specific to the MDiv	How do MDiv students rate the effectiveness of supervised ministry?		Q1,21 T/C18,19	Q1,30,31j T/C22,23	
 degree Evaluate supervised practical experiences required for the degree 	What are the vocational/formation goals of our MDiv students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,20, 30-32 T/C15,23	Q1,14-15 T/C22-25	Q1,10, 14-24 T/C8,10a, 11,13a,14, 16a	
4.6 to 4.9 Master of Arts					
Includes two categories of MAs: Academic and Professional. You may have degrees that address one or both categories.	How do MA students rate the effectiveness of our institution in meeting learning outcomes for the MA degree? • Academic Preparation (MA Academic) • Personal Enrichment (MA Academic) • Religious Leadership or Service (MA Professional)		Q1,17-19 T/C14-17	Q1,28-32 T/C21-24	
Add a custom question using nomenclature from your degrees to provide more targeted data.	What are the vocational/formation goals of our MA students? Do they align with the intended outcomes of the program? Where do they work after completing their degree?	Q1,20, 30-32 T/C15,23	Q1,14-15 T/C22-25	Q1,10, 14-24 T/C8,10b,c 11,13b,c, 14,16a	

4.10 to 4.12 Master of The	ology			
	How do our Master of Theology students rate the			
 Demonstrate effectiveness 	effectiveness of our institution in meeting learning		Q1,18,19	Q1,28-32
of the degree in meeting	outcomes related to academic preparation?			
learning outcomes and	What are the vocational/formation goals of our Master	Q1,20,		
preparing for doctoral	of Theology students? Do they align with the intended	30-32	Q1,14-15	Q1,10,
studies	outcomes of the program? Where do they work after	T/C15,23	Q1,17 13	14-24
	completing their degree?			
5. Doctoral Degrees				
5.1 to 5.6 Doctor of Minist	ry			
 Evaluate learning and 	How do our DMin students rate the effectiveness of our			
formation goals related to	institution in meeting learning outcomes for the DMin			
degree program	degree?			
	 Religious leadership, service in congregations or 		Q1,17-19	Q1,28-32
	other settings, or teaching		T/C15	Q1,26-32
	 Theological integration 			
	Contextual competency			
	 Personal/spiritual maturity 			
	Do our students demonstrate a clear understanding of	Q1,20,	Q1,14-15	Q1,10,
	their own ministerial identity? Where do they work after	30-32	Q1,14 13	14-24
	completing their degree?	30 32		
5.7 to 5.10 Other Profession	-			
These degrees are indicated by	How do our professional doctoral students rate the			
"Doctor of (e.g.	effectiveness of our institution in meeting learning goals			
EdD/DMiss/DMA)"	related to religious leadership, service, teaching, or		Q1,18,19	Q1,28-32
	intercultural studies?			
Evaluate learning and				
formation goals related to	What are the vocational/formation goals of our	Q1,20,		Q1,10,
the degree program	professional doctoral students? Do they align with the	30-32	Q1,14-15	14-24
	intended outcomes of the program? Where do they			
F 44 to F 46 Doctor of Phil	work after completing their degree?			
5.11 to 5.16 Doctor of Phil			T	
Demonstrate that students	How do our Doctor of Philosophy students rate the			
a prepared for	effectiveness of our institution in meeting learning goals related to these degrees?		Q1,17-19	Q1,28-32
theologically related	related to these degrees?			
vocations of teaching and research	What are the vocational/formation goals of our Doctor			
i escai cii	of Philosophy/Theology students? Do they align with the	Q1,20,		Q1,10,
	intended outcomes of the program? Where do they	30-32	Q1,14-15	14-24
	work after completing their degree?	30 32		1.2.
6. Library and Information				
6.6 to 6.10 Library Services				
5.5 to 5.15 Libidity Scivices	How do our students rate the effectiveness and		Q22i, 22j	

P. Demonstrate that recruiting efforts align with the school's mission Demonstrate that incoming classes reflect an adequate community of learning for each degree Possibility of the properties that we institution has adequate and appropriate student subject to foster an environment of learning for your context and appropriate student subject to foster an environment of learning for each degree Possibility of learning for formation? Possibility of learning for such that impact of actually have on students returning for to foster an environment of learning and formation? Do student support services and activities align with our institutional mission and the intended outcomes of our graduates of the effectiveness of institution in these areas? Do our students take leaves of absence? For what reasons? Do they have the resources they need to remain in and complete their programs? Possibility of the formation of the institution of	7.	Student Services				
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engaged by faculty?		interactions with faculty	-	T/C16,17	T/C20,21	T/C22,26
			engaged by faculty?			

10. Institutional Resources (Demonstrate that the resources below foster an adequate learning environment for students)				
10.3 to 10.7 Financial Resources	How important was financial aid to our students? Were they able to manage financially? Are alums able to manage financially?	Q25r,29 T/C11,19	Q12,23p T/C10,21	Q45 T/C6
	Do the work hours of our students reflect our expectations for an appropriate learning environment?	Q10,30 T/C12,21	Q11 T/C11	
10.8 Physical Resources	How satisfied are students with the physical resources of our institution?		Q22x,y T/C20	
10.9 Technological Resources	How satisfied are students with the technological resources of our institution?		Q22g,h T/C20	
10.10 Shared Resources	Focus here on those resources mentioned above that are shared with other organizations or entities.			