

California Prestige University

including Presbyterian Theological Seminary in America of California Prestige University (PTSA of CPU)

Public Statement of Educational Effectiveness

Last updated: October 2026 / Reviewed and updated annually

Our Mission and Our Accountability

Our Mission is to equip men and women for missional living by training them to grow in the knowledge and character of Christ, to live a Christ-centered life, and to lead others to do the same, in any setting God places them, whether it is multigenerational, multiracial, or multiethnic. We seek to accomplish this both in the narrow context of the parent denomination, the Korean Presbyterian Church Abroad (KPCA), and the wider context of the global kingdom of God.

We hold ourselves accountable to our students, our churches, and the public for how well each degree program achieves what it promises. This statement summarizes the evidence we collect and what we do with it; the underlying data is published in full at the links given throughout. We review and update this statement annually and report its web address to the Commission on Accrediting of the Association of Theological Schools.

Our Programs and Accreditation

Graduate theological education is offered through **Presbyterian Theological Seminary in America of California Prestige University (PTSA of CPU)**, the graduate school of the University. **The Commission on Accrediting of the Association of Theological Schools accredits four PTSA of CPU degree programs: the Master of Divinity (M.Div.), the Master of Arts in Counseling Psychology (MACP), the Master of Arts in Intercultural Studies (MAICS), and the Doctor of Ministry (D.Min.).** Our remaining degree programs are approved by the California Bureau for Private Postsecondary Education and accredited by the Association for Biblical Higher Education. We report on all programs in this statement because our students and churches are served by all of them.

The full list of approved programs appears in our Academic Catalog. The learning assessment reported here covers the 14 degree programs that enrolled students and offered courses in 2025-2026; programs with no enrolled students in the reporting year are not included.

Our programs are taught in Korean, English, and Chinese, and serve Korean- and Chinese-speaking churches and immigrant communities in the United States and abroad. Most students are bivocational — pastors, church workers, missionaries, and professionals who study part time while serving congregations. Enrollment in any single program is small, so one student can change a percentage substantially. For that reason every figure we publish is accompanied by the underlying counts.

Student Learning: Direct Evidence

Each degree program defines program learning outcomes and assigns specific courses, practica, and field placements to measure each one. Faculty assess student work against a stated benchmark — a class average above B (86 percent) in the bachelor's and master's programs, above A— in the doctoral programs — and record both the class average and the number of students who reached it, so that a strong average cannot conceal a weak distribution. Assessment charts are published for every program for the 2023-2024, 2024-2025, and 2025-2026 academic years.

In 2025-2026, across fourteen degree programs, 173 measurement points were defined and 102 produced results; of those, 88 met or exceeded the benchmark (86 percent). Doctoral and graduate programs met nearly every benchmark. The two weakest results — Hermeneutics in the B.A. in Theology and Curriculum and Evaluation in the B.A. in Education, where no student reached the benchmark — occurred in bachelor's programs, and the faculty response to each is recorded at the end of that program's assessment chart. Course availability limited measurement: 71 points were not assessed because the assigned course was not offered this year, and in several programs an entire outcome went unmeasured for that reason. This is most visible in our newer tracks — the English-language M.Div. and the two Chinese-language programs — where the course rotation is still filling out. Aligning the course rotation with the assessment plan is a priority for the coming year.

Program-by-program results and the action plan for each: <https://cpu.edu/video-home/mission-and-vision/slo-assessment-chart/>

Completion and Graduate Outcomes

At our forty-sixth commencement in June 2026, 43 students received degrees across our programs: 8 bachelor's degrees, 10 Master of Divinity, 1 M.A. in Counseling Psychology, 4 M.A. in Intercultural Studies, 1 M.A. in Professional Coaching, 4 Doctor of Ministry, 5 Doctor of Intercultural Studies, and 9 Ph.D. in Contextual Studies.

Completion is also reported to the State of California as an on-time completion rate — the share of an entering cohort that finishes within the standard program length, calculated on a calendar-year basis. Because most of our students are bivocational and study part time, completion within that window is the exception rather than the norm, and the on-time rate understates how many of our students ultimately earn their degrees. Program-level completion and placement figures as filed with the state are published in our School Performance Fact Sheets and BPPE Annual Reports: <https://cpu.edu/video-home/mission-and-vision/institutional-effectiveness/>

Our most reliable evidence on where graduates go comes from our own alumni survey rather than from state reporting. In the most recent survey, 70 percent of responding alumni were employed full time and 57 percent were serving as pastors, with others in chaplaincy, counseling, missions, teaching, and further graduate study. The placement categories used in state reporting are built around salaried employment and do not capture

bivocational or congregational ministry well: a graduate serving a congregation part time while working in another field may not appear as placed in the field of study. We are developing a more systematic way to follow graduates into ministry and employment so that this section can rest on our own tracking.

Student Retention

We track fall-to-fall retention by degree program and publish the full six-year series, 2021 through 2026, with the underlying counts. Retention in our two largest programs has been consistently strong: the Master of Divinity between 60 and 90 percent, and the Ph.D. in Contextual Studies between 60 and 100 percent. In the smaller programs the rate moves sharply from year to year because a single student changes it. Read together with the assessment results, the pattern is of students who enter and persist, with a small number leaving in the first year — the group our new-student support work is aimed at.

Retention rates by program and year: <https://cpu.edu/video-home/mission-and-vision/retention-rates/>

Student and Alumni Feedback: Indirect Evidence

We gather feedback at three points: from currently enrolled students twice a year, from graduating students through the ATS Graduating Student Questionnaire, and from alumni through a periodic alumni survey. In the most recent cycle, enrolled students rated overall program satisfaction at 4.19 on a five-point scale (84 of 206 responding); graduating students averaged 4.2 on satisfaction with their academic experience, 4.3 on faculty support, and 4.3 on spiritual growth, with M.Div. graduates at 4.7; and among alumni, 70 percent were employed full time, 57 percent were serving as pastors, and 84 percent said they would recommend the program.

The three instruments agree with one another. Teaching, faculty relationships, and spiritual formation are consistently our strongest areas. The same three weaknesses recur in all three: the adequacy of the library collection, vocational and career guidance, and the experience of community for students studying online. These are the areas we are working on.

Full survey reports: <https://cpu.edu/video-home/mission-and-vision/student-satisfaction-survey-result/>

How We Use These Results

Assessment results and institutional data are reviewed by the faculty and the Academic Affairs meeting, reported to the President, and used to set priorities for the following year. Our response operates at three levels.

Institutional. We have established the **CPU Center for Formation and Learning** as the home for student success work, bringing academic support and spiritual formation support together in one place rather than leaving them to individual courses. The Center gives the school a single point of accountability for acting on

what the assessment and survey evidence shows, and it is where the support described below is delivered. The Center opened with the start of the Fall 2026 semester on August 25, 2026.

Individual students. A Student Success advisor within the Center works one to one with students whose coursework or formation indicates they need support. Each term the advisor reviews assessment results, identifies students who did not reach benchmark, and meets with them individually to arrange tutoring, writing support, advising, or formation mentoring. The same advisor carries out first-semester settlement support for new students, follow-up with students on academic warning or probation, and re-enrollment outreach to students returning from a leave of absence. This role was created in 2026 in direct response to the retention and completion patterns described above.

Courses and programs. Faculty have confirmed course-level changes for the courses with the weakest 2025-2026 results. In Academic Research Writing, where scores were affected by the limits our policy places on the use of artificial intelligence, three changes took effect in Fall 2026: the syllabus now states explicitly what use of AI is permitted, the final assessment has moved to an oral examination so that faculty can follow a student's thinking rather than only the finished text, and students now submit an idea notebook recording their reading and note-taking as they develop a paper. The action taken for each course is recorded at the end of that program's assessment chart, so the response can be read alongside the result that prompted it. We are also aligning the course rotation with the assessment plan so that every program outcome is measured each year rather than lapsing when an assigned course is not offered.

Reporting and data. We revised administrative job descriptions in 2026 to place ownership of external academic reporting and official enrollment statistics under a single office, with the Chief Academic Officer accountable for them. This followed our own review of inconsistencies in previously reported completion data.

Survey findings. Expanded e-book holdings for students studying at a distance, post-graduation vocational guidance, and opening school events to online students respond to the three weaknesses that recur across our student and alumni surveys.

Course-by-course results and the action taken for each: <https://cpu.edu/video-home/mission-and-vision/slo-assessment-chart/>

Supporting Documents

- [Program Learning Outcomes assessment charts and action plans, by program and year](#)
- [Retention rates, by program and year](#)
- [Student satisfaction, graduating student, and alumni survey reports](#)
- [Catalog](#)
- [BPPE Annual Reports and School Performance Fact Sheets, by degree program](#)

Contact

Questions about this statement may be directed to the Office of Academic Affairs: academic@cpu.edu | (562) 926-1023 ext. 303.