

UNIT REPORT

**School of Divinity - Academic  
Assessment Report (Phase 2)**

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# D.Min.

## 1 Practical Theology

### Learning Outcome Description:

The formulation of a comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other and interact with other disciplines.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

### Assessments:

1.1 Curriculum plan grading rubric will be used in the Theory and Practice of Ministry and Leadership course to assess student's ability to evaluate ministry systems and health, research, theological reflection, praxis, and implementation of ministry enhancements.

1.2 Curriculum plan grading rubric will be used in the Leader and Organizational Health course addressing means of diagnosing the health of churches and other ministry organizations. Students interact with models designed to restore and improve organizational health and designed to shift the culture of an organization to improve ministry effectiveness.

1.3 Curriculum plan grading rubric will be used in the Culture, Context and Mission course addressing how to discover and evaluate the culture and context of a church or other ministries to determine effective ways to accomplish the mission of God. Students will complete readings and homework assignments demonstrating theological reflection and knowledge of ministry practice.

| <b>Assessment Thesis:</b><br>"What is the role of the church in communicating the message of the gospel in the 21 <sup>st</sup> Century context of North America?" | <b>Total Percentage Points</b> | <b>Average Percentage Points</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|
| <b>Integration of key ideas:</b> RE the nature of Gospel and its relation to culture                                                                               | 10                             | 10                               |
| <b>Integration of course:</b> material, lectures and readings                                                                                                      | 10                             | 9.5                              |
| <b>Biblical Integration:</b> with OT & NT texts                                                                                                                    | 10                             | 10                               |
| <b>Development of a missional strategy</b>                                                                                                                         | 30                             | 28.5                             |
| <b>Personal reflection and constructive suggestions:</b> related to specific implications of a missional paradigm for holistic ministry.                           | 30                             | 29                               |
| <b>Mechanics/Grammar</b>                                                                                                                                           | 10                             | 8.5                              |
| <b>TOTAL</b>                                                                                                                                                       | <b>100</b>                     | <b>95.5</b>                      |

### Analysis of Assessment Data:

1.3.1 DMin students scored well in areas of analysis of ministry and culture, however there seemed to be a lower scoring in their implementation of ministry.

### Recommendation(s) for Improvement:

1.3.1 A clearer and more supervised interaction between faculty-student may be needed to guide the student in the development of intervention.

### Results of Action:

Assessment measurements have not been gathered prior to this year, as this is a new program.

## 2 Ministry Skills

### Learning Outcome Description:

The development and acquisition of skills and competencies, including methods of research that are required for ministerial leadership at its most mature and effective level.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

### Assessments:

2.1 Curriculum plan grading rubric will be used in the Ministry Development & Research course addressing the values and methods for integrating research into ministry praxis.

2.2 Curriculum plan grading rubric will be used in The Leader and Organizational Health course addressing means of diagnosing the health of churches and other ministry organizations. Students interact with models designed to restore and improve organizational health and designed to shift the culture of an organization to improve ministry effectiveness.

Two personalized courses entitled, Contextual Engagement (I & II) incorporate individualized instruction on an issue related to the student's ministry context. The professor and student work together to devise a plan based upon praxis research to develop a solution for a ministry challenge or dilemma. Students complete a project in which they apply their learning to solve an actual ministry problem they are facing.

*Contextual Engagement I*

| Assessment: "Contextual Engagement Project Paper" (CEI)         | Total Percentage Points | Average Percentage Points |
|-----------------------------------------------------------------|-------------------------|---------------------------|
| Identified Potential Challenge                                  | 10                      | 10                        |
| Established the Purpose for Addressing the Challenge            | 15                      | 14                        |
| Conducted a Contextual Study of the Challenge                   | 20                      | 18                        |
| Set Goals and Objectives to Address the Challenge               | 10                      | 10                        |
| Presented Methodology and Approach for Addressing the Challenge | 15                      | 15                        |
| Evaluation of and Conclusions drawn after Implementing the Plan | 20                      | 19                        |
| Mechanics/Grammar                                               | 10                      | 7                         |
| <b>TOTAL</b>                                                    | <b>100</b>              | <b>93</b>                 |

*Contextual Engagement II*

| Assessment: "Contextual Engagement Project Paper" (CEII)        | Total Percentage Points | Average Percentage Points |
|-----------------------------------------------------------------|-------------------------|---------------------------|
| Identified Potential Challenge                                  | 10                      | 9                         |
| Established the Purpose for Addressing the Challenge            | 15                      | 15                        |
| Conducted a Contextual Study of the Challenge                   | 20                      | 18                        |
| Set Goals and Objectives to Address the Challenge               | 10                      | 9                         |
| Presented Methodology and Approach for Addressing the Challenge | 15                      | 14                        |
| Evaluation of and Conclusions drawn after Implementing the Plan | 20                      | 18.5                      |
| Mechanics/Grammar                                               | 10                      | 8                         |
| <b>TOTAL</b>                                                    | <b>100</b>              | <b>91.5</b>               |

2.3 Curriculum plan grading rubric will be used in the Culture, Context and Mission course, addressing how to discover and evaluate the culture and context of a church or other ministries to determine effective ways to accomplish the mission of God.

**Analysis of Assessment Data:**

2.2.1 In each course DMin students scored lower in their theological and literary research of the ministry projects. This appears to be a new and deeper academic paradigm for how many of these students interact with their ministry situations. This is a healthy tension as students mature in their discipline of analysis. However, improvement should be noticed as they progress through to each course.

**Recommendation(s) for Improvement:**

2.2.1 A stronger emphasis on the part of the course instructor may be needed in articulating the depth and quality of the expected research.

**Results of Action:**

\*Assessment measurements have not been gathered prior to this year, as this is a new program.

**3 Doctoral Project**

**Learning Outcome Description:**

A contribution to the understanding and practice of ministry through the completion of a doctoral-level project that contributes new knowledge and understanding of the practice of ministry.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Assessments:**

3.1 Within DMIN 7043 Ministry Development & Research course assessment of the student's efficacy in research and development of a ministry research project and its dissertation. Students develop a 15 to 20-page project proposal describing a ministry challenge, the biblical and theological principles on which it is built, and the research methodology with which they propose to assess the suitability of their proposed solution. They are evaluated by their project dissertation committee.

3.2 Within DMIN 9013 Doctoral Project I, students submit the first two chapters of a doctoral project describing the implementation and evaluation of a solution to a ministry challenge. They are evaluated by their project dissertation committee. Data not yet available.

3.3 Within DMIN 9023 Doctoral Project II, students submit a final 150 to 250-page doctoral project describing the implementation and evaluation of a solution to a ministry challenge. The student conducts an oral presentation of the results of the project. They are evaluated by their project dissertation committee. Data not yet available.

**Analysis of Assessment Data:**

Data not yet available. Delayed to Next Cycle

**Recommendation(s) for Improvement:**

Data not yet available. Delayed to Next Cycle

**Results of Action:**

Data not yet available. Delayed to Next Cycle

## 4 Values and Practices

**Learning Outcome Description:**

The fostering of spiritual, professional, and vocational competencies that enable maturing of appropriate values and practices for the minister's faith and life.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Assessments:**

4.1 Curriculum plan grading rubric will be used in the Spiritual Formation and Health of the Leader course to assess student's ability to evaluate ministry systems and health, research, theological reflection, praxis and implementation of ministry enhancement.

4.2

Two personalized courses entitled, Contextual Engagement (I & II) incorporate individualized instruction on an issue related to the student's ministry context. The professor and student work together to devise a plan based upon praxis research to develop a solution for a ministry challenge or dilemma. Students complete a project in which they apply their learning to solve an actual ministry problem they are facing.

*Contextual Engagement I*

| Assessment: "Contextual Engagement Project Paper" (CEI)         | Total Percentage Points | Average Percentage Points |
|-----------------------------------------------------------------|-------------------------|---------------------------|
| Identified Potential Challenge                                  | 10                      | 10                        |
| Established the Purpose for Addressing the Challenge            | 15                      | 14                        |
| Conducted a Contextual Study of the Challenge                   | 20                      | 18                        |
| Set Goals and Objectives to Address the Challenge               | 10                      | 10                        |
| Presented Methodology and Approach for Addressing the Challenge | 15                      | 15                        |
| Evaluation of and Conclusions drawn after Implementing the Plan | 20                      | 19                        |
| Mechanics/Grammar                                               | 10                      | 7                         |
| <b>TOTAL</b>                                                    | <b>100</b>              | <b>93</b>                 |

*Contextual Engagement II*

| <b>Assessment: “Contextual Engagement Project Paper” (CEII)</b>        | <b>Total Percentage Points</b> | <b>Average Percentage Points</b> |
|------------------------------------------------------------------------|--------------------------------|----------------------------------|
| <b>Identified Potential Challenge</b>                                  | 10                             | 9                                |
| <b>Established the Purpose for Addressing the Challenge</b>            | 15                             | 15                               |
| <b>Conducted a Contextual Study of the Challenge</b>                   | 20                             | 18                               |
| <b>Set Goals and Objectives to Address the Challenge</b>               | 10                             | 9                                |
| <b>Presented Methodology and Approach for Addressing the Challenge</b> | 15                             | 14                               |
| <b>Evaluation of and Conclusions drawn after Implementing the Plan</b> | 20                             | 18.5                             |
| <b>Mechanics/Grammar</b>                                               | 10                             | 8                                |
| <b>TOTAL</b>                                                           | <b>100</b>                     | <b>91.5</b>                      |

**Analysis of Assessment Data:**

4.2.1 DMin students demonstrated a strong professional and personal engagement within their individual ministry projects.

**Recommendation(s) for Improvement:**

4.2.1 Continued affirmation of connecting the academic pursuit and rigor with the student’s personal calling and context. The tighter this connection the stronger the motivation for ministry and academic efficacy.

**Results of Action:**

\*Assessment measurements have not been gathered prior to this year, as this is a new program.

# M.A. Ministerial Leadership

## 1.0 Biblically Informed Values

### Learning Outcome Description:

Graduates in the MA in Ministerial Leadership will integrate the practice of leadership with biblically informed values, which include self-control, trustworthiness, conscientiousness, adaptability, initiative, empathy, and service toward others.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

### Assessments:

1.1 Emotional Intelligence Appraisal (EIA)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### Analysis of Assessment Data:

1.1.1 Due to limited distribution early in the program, a limited number of students had pre- and post-EIA assessments available. Those that were able to be accessed ( $n=8$ ) showed an overall 10% increase in EIA competencies.

1.2.1 A majority of MAML students ( $n=28$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.30 average for the 17 quantitative questions was received while a 4.57 average was received for question 17 (How would you rate the overall program?). Five poignant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

### Attached Files

[14-15 MAML Exit Interviews](#)

[14-15 Comprehensive Assessments](#)

[14-15 Table - Averages](#)

### Recommendation(s) for Improvement:

1.1.1 The program proposes the use of the EIA which provides both pre and post-tests on these outcomes along with an online report to enhance understanding of the student's emotional intelligence. This instrument proved to be beneficial though a limited number of students had both pre and post-tests available for this academic year.

1.1.2 Careful administrative oversight should be exercised to assure all students complete both the pre and post-tests for the EIA.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 New administrative measures were implemented in 14-15 to assure that incoming students received pre-testing and students completing the program were required to receive post-testing as a graduation requirement.

1.2.3 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.4 The two major qualitative considerations (4.30 comprehensive average and 4.57 question #17 average) will be further discussed and assessed for potential improvement.

1.2.5 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.6 The following poignant suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) Greater systemic communication (financial aid, student services, etc); (b) Greater focus on leadership principles throughout curriculum without significant redundancy; (c) More emphasis on mentoring for thesis; (d) Greater use of Pentecostal authors for course text; and (e) Consideration of better spacing of major assignments.

### Results of Action:

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Developed tracking system for pre and post-testing and interview completion.

\* Have worked with the registrar to create registration and graduation hold to ensure assessment completion.

\* Both Emotional Intelligence Appraisal (EIA) and Exit Interview assessments were reviewed and reinstated for PLO assessment in 14-15 year.

## 1.0 Biblically Informed Values

### Learning Outcome Description:

Graduates in the MA in Ministerial Leadership will integrate the practice of leadership with biblically informed values, which include self-control, trustworthiness, conscientiousness, adaptability, initiative, empathy, and service toward others.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

### Assessments:

1.1 Emotional Intelligence Appraisal (EIA)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### Analysis of Assessment Data:

1.1.1 Pre- and post-EIA assessments were received from 4 MAML graduates (n=4). An average individual increase of 1.02 is represented by these scores. Restructuring of the College of Christian Ministries & Religion occurred in the 16-17 school year. The previous graduate department has now become the School of Divinity. Accompanying this has been a reconsideration of appropriate assessment pieces that will more strongly be represented in the 17-18 report. 16-17 numbers of participants in certain assessments has been influenced by the restructuring decision made in the spring of 2017.

1.2.1 MAML graduates (n=21) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.25 average for the 17 quantitative questions was received while a 4.68 average was received for question 17 (How would you rate the overall program?). Four significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

### Attached Files

[16-17 Comprehensive Assessments](#)

[16-17 MAML Exit Interviews](#)

[16-17 Table - Averages](#)

### Recommendation(s) for Improvement:

1.1.1 The EIA will no longer be used as of the 17-18 year.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.3 The two major qualitative considerations (4.25 comprehensive average and 4.68 question #17 average) will be further discussed and assessed for potential improvement.

1.2.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) include more videos in online classes; (b) continue to track students' post-program personal and professional progress; (c) continue to discuss assignments, reading requirements, and session time and lengths; and (d) leadership courses should be careful not to include too much overlap of material.

### Results of Action:

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses should be reviewed in both online and traditional delivery models to compare ILO's and course content.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## **1.0 Biblically Informed Values**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will integrate the practice of leadership with biblically informed values, which include self-control, trustworthiness, conscientiousness, adaptability, initiative, empathy, and service toward others.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

### **Assessments:**

1.1 Emotional Intelligence Appraisal (EIA)

1.2 Exit Interview

### **Analysis of Assessment Data:**

1.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This assessment will be reinstated for the following 2014-2015 academic year.

1.2.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This assessment will be reinstated for the following 2014-2015 academic year.

### **Recommendation(s) for Improvement:**

1.1.1 Recommendations will be determined as received instrument is implemented and results calculated.

1.1.2 The program proposes the use of the EIA which provides both pre and post-tests on these outcomes along with an online report to enhance understanding of the student's emotional intelligence.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 Faculty should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

## **1.0 Biblically Informed Values**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will integrate the practice of leadership with biblically informed values, which include self-control, trustworthiness, conscientiousness, adaptability, initiative, empathy, and service toward others.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016



**Assessments:**

## 1.1 Emotional Intelligence Appraisal (EIA)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

**Analysis of Assessment Data:**

1.1.1 Pre- and post-EIA assessments were received from 63% of MAML graduates (n=19). Group scores increased from 1470 to 1516, representing an average individual increase of 2.63 and an overall average of 3% increase in scores.

1.2.1 All MAML graduates (n=30) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.29 average for the 17 quantitative questions was received while a 4.63 average was received for question 17 (How would you rate the overall program?). Four significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

Attached Files

[Comprehensive Assessments 5.3.16](#)

[15-16 MAML Exit Interviews](#)

[15-16 Table - Averages](#)

**Recommendation(s) for Improvement:**

1.1.1 The program should continue to utilize the use of the EIA which provides both pre- and post-tests on these outcomes along with an online report to enhance understanding of the student's emotional intelligence. This instrument proved to be beneficial, allowing insight into average scores for graduates of this academic year.

1.1.2 Careful administrative oversight should be exercised to assure all students complete both the pre- and post-tests for the EIA.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.3 The two major qualitative considerations (4.29 comprehensive average and 4.63 question #17 average) will be further discussed and assessed for potential improvement.

1.2.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) more in-depth study of biblical texts associated with subject matter; (b) up-to-date texts and careful collaboration in order to minimize repetition of material from undergrad courses or between graduate courses; (c) more opportunity for students to share findings from research papers and projects done for various classes; and (d) more attention to multi-faceted approaches including video for online courses, hands-on practical opportunities, and interaction with local churches and leadership.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* The MAML program has been reconstructed and no longer requires a thesis.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

## 1.0 Leadership Development

### Learning Outcome Description:

Graduates in the MA in Ministerial Leadership will evaluate and apply principles of effective development in self-leadership as well as in the spiritual and vocational development of others.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** Off-Track

### Assessments:

1.1 Grading rubric for PMIN 5633 Leadership Development: The final project for PMIN 5633 involves the display of comprehension of leadership development principles and demonstrates the ability to apply those principles to a one-year leadership development plan geared towards students' local ministry context.

Course Average

| Mechanics/Sources | Self-Leadership | Development Plan | Final Grade   |
|-------------------|-----------------|------------------|---------------|
| 7.3               | 8.6             | 9.1              | 25.04 (83.38) |

### Analysis of Assessment Data:

1.1.1 MAML students (n=12) submitted a final project for PMIN 5633 Leadership Development, a required course in the MAML core. A standard rubric was utilized for all course sections

1.1.2 The rubric (attached) includes 3 categories (Mechanics/Sources, Self-Leadership, and Development Plan), each worth 10 points, for a total of 30 possible points in the assignment.

1.1.3 Overall rubric scores display strong student learning and skill development in the prescribed areas (25.04/30 - 83.38%). Overall scores indicate an assignment that is rigorous enough to justify inclusion in School of Divinity assessment plan.

1.1.4 Students scored well in substantive categories of the project. Class average for Self-Leadership category was 8.6/10. Class average for Development Plan category was 9.1/10.

1.1.5 Mechanics/Sources category contained lowest class average scores. Overall class average was 7.3/10. 3 students received Mechanics/Sourcing scores lower than 5/10.

### Recommendation(s) for Improvement:

1.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings. Decision to include Leadership Development rubric in School of Divinity assessment plan was made halfway through the academic year, after one section of the course had already been completed. Thus, data collection reflects only one section of the course for the 17-18 academic year.

1.1.2 Adjust online course design to include newly developed Leadership Development final project rubric.

1.1.3 Instruct faculty to include link to SmartThinking portal in all sections of course offerings.

**Action Classification(s):** Modification of Pedagogical Strategies (Classroom)

Administration of Assessment Activities (Assessment)

### Results of Action:

\* Data for PMIN 5633 Leadership Development final project was not collected for FY 16-17

## 2.0 Multifaceted Leadership Skills and Organizational Effectiveness

### Learning Outcome Description:

Graduates in the MA in Ministerial Leadership will demonstrate a multidisciplinary, skillful approach to collaborative problem-solving and planning processes that are necessary for organizational progress and effectiveness.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** On-Track

### Assessments:

2.1 Final Project for PMIN 5343 Strategic Missional Leadership

*PMIN 5343 EX GR - Executive Cohort Section Averages*

| Mission | Vision | Core Values | Strategy | Team | Ministry Setting | Finances | Organization | Evaluation | Format | Final Grade |
|---------|--------|-------------|----------|------|------------------|----------|--------------|------------|--------|-------------|
| 4       | 4      | 4           | 3.93     | 4    | 4                | 3.93     | 3.93         | 3.87       | 3.47   | 3.91        |

*PMIN 5343 70/71 OL - Online Section Averages*

**Analysis of Assessment Data:**

2.1.1 Historical Data is unavailable for this assessment, as 17-18 is the first year that the Final Project for PMIN 5343 Strategic Missional Leadership has been included in the School of Divinity Assessment Plan.

2.1.2 Students scored high overall on this assessment, demonstrating a grasp of materials and concepts taught by the course.

2.1.3 Format was the lowest scoring category (3.47).

**Recommendation(s) for Improvement:**

- Develop a standardized rubric for use in all sections of the course. Course is being re-developed in Summer 18, so new rubric will be included in all sections in 18-19 academic year.
- Improve mechanics/formatting by including link to SmartThinking portal in all sections of the course.

**Action Classification(s):** Modification of Pedagogical Strategies (Classroom)  
Administration of Assessment Activities (Assessment)  
Revision of Measurement Approach (Assessment)

**Results of Action:**

\* No data was collected for this PLO in 16-17 academic year.

**2.0 Utilize Multidisciplinary Approaches to Problem-Solving**

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, and facilitating teamwork and collaboration.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

2.1 Leadership Practices Inventory (LPI)

2.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

**Analysis of Assessment Data:**

2.1.1 Pre- and post-LPI assessments were received from 57% of MAML graduates (n=17). Group scores increased from 3965 to 4105, representing an average individual increase of 8.23 and an overall average of 3.5% increase in scores.

2.2.1 A majority of MAML students (n=30) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.29 average for the 17 quantitative questions was received while a 4.63 average was received for question 17 (How would you rate the overall program?). Four significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

Attached Files

[Comprehensive Assessments 5.3.16](#)

[15-16 Table - Averages](#)

[15-16 MAML Exit Interviews](#)

**Recommendation(s) for Improvement:**

2.1.1 The program should continue to utilize the use of the LPI which provides both pre- and post-tests on these outcomes along with an online report to enhance understanding of the student's emotional intelligence. This instrument proved to be beneficial, allowing insight into average scores for graduates of this academic year.

2.1.2 Careful administrative oversight should be exercised to assure all students complete both the pre- and post-tests for the LPI.

2.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to

be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.2.3 The two major qualitative considerations (4.29 comprehensive average and 4.63 question #17 average) will be further discussed and assessed for potential improvement.

2.2.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

2.2.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) more in-depth study of biblical texts associated with subject matter; (b) up-to-date texts and careful collaboration in order to minimize repetition of material from undergrad courses or between graduate courses; (c) more opportunity for students to share findings from research papers and projects done for various classes; and (d) more attention to multi-faceted approaches including video for online courses, hands-on practical opportunities, and interaction with local churches and leadership.

#### **Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* The MAML program has been reconstructed and no longer requires a thesis.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

## **2.0 Utilize Multidisciplinary Approaches to Problem-Solving**

#### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, and facilitating teamwork and collaboration.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

#### **Assessments:**

2.1 Leadership Practices Inventory (LPI)

2.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

#### **Analysis of Assessment Data:**

2.1.1 Pre- and post-LPI assessments were received from 6 MAML graduates (n=6). An average individual increase of 4.4. Restructuring of the College of Christian Ministries & Religion occurred in the 16-17 school year. The previous graduate department has now become the School of Divinity. Accompanying this has been a reconsideration of appropriate assessment pieces that will more strongly be represented in the 17-18 report. 16-17 numbers of participants in certain assessments has been influenced by the restructuring decision made in the spring of 2017.

2.2.1 MAML graduates (n=21) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.25 average for the 17 quantitative questions was received while a 4.68 average was received for question 17 (How would you rate the overall program?). Four significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

- [16-17 Comprehensive Assessments](#)
- [16-17 MAML Exit Interviews](#)
- [16-17 Table - Averages](#)

#### Attached Files

[16-17 Comprehensive Assessments](#)

[16-17 MAML Exit Interviews](#)

[16-17 Table - Averages](#)

#### **Recommendation(s) for Improvement:**

2.1.1 The LPI will no longer be utilized as of the 17-18 year.

2.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.2.3 The two major qualitative considerations (4.25 comprehensive average and 4.68 question #17 average) will be further discussed and assessed for potential improvement.

2.2.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

2.2.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) more in-depth study of biblical texts associated with subject matter; (b) up-to-date texts and careful collaboration in order to minimize repetition of material from undergrad courses or between graduate courses; (c) more opportunity for students to share findings from research papers and projects done for various classes; and (d) more attention to multi-faceted approaches including video for online courses, hands-on practical opportunities, and interaction with local churches and leadership.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses should be reviewed in both online and traditional delivery models to compare ILO's and course content.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## **2.0 Utilize Multidisciplinary Approaches to Problem-Solving**

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, and facilitating teamwork and collaboration.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

**Assessments:**

2.1 Leadership Practices Inventory (LPI)

2.2 Exit Interview

**Analysis of Assessment Data:**

2.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

2.2.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

**Recommendation(s) for Improvement:**

2.1.1 A system for gaining this data online upon entrance to the program is being implemented.

2.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.2.2 Faculty should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

## **2.0 Utilize Multidisciplinary Approaches to Problem-Solving**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, and facilitating teamwork and collaboration.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

### **Assessments:**

2.1 Leadership Practices Inventory (LPI)

2.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### **Analysis of Assessment Data:**

2.1.1 Due to the lack of distribution of the Leadership Practices Inventory to prior classes, no graduating students in the 14-15 year had pre/post-test available for this assessment. This has been corrected for incoming classes starting fall 14-15.

2.2.1 A majority of MAML students ( $n=28$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.30 average for the 17 quantitative questions was received while a 4.57 average was received for question 17 (How would you rate the overall program?). Five poignant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

Attached Files

[14-15 MAML Exit Interviews](#)

[14-15 Comprehensive Assessments](#)

[14-15 Table - Averages](#)

### **Recommendation(s) for Improvement:**

2.1.1 Continue to diligently reinforce the pre and post-testing system for the LPI.

2.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.2.2 New administrative measures were implemented in 14-15 to assure that incoming students received pre-testing and students completing the program were required to receive post-testing as a graduation requirement.

2.2.3 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.2.4 The two major qualitative considerations (4.30 comprehensive average and 4.57 question #17 average) will be further discussed and assessed for potential improvement.

2.2.5 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

2.2.6 The following poignant suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) Greater systemic communication (financial aid, student services, etc); (b) Greater focus on leadership principles throughout curriculum without significant redundancy; (c) More emphasis on mentoring for thesis; (d) Greater use of Pentecostal authors for course text; and (e) Consideration of better spacing of major assignments.

**Results of Action:**

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Developed tracking system for pre and post-testing and interview completion.

\* Have worked with the registrar to create registration and graduation hold to ensure assessment completion.

**3.0 Communicating Vision****Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze, synthesize, and communicate knowledge from a strong biblical and theological foundation for the purpose of personal and corporate practical application.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** On-Track

**Assessments:****3.1 Grading rubric for PMIN 5213 Homiletics: Methods of Biblical Preaching and Teaching***PMIN 5213 Historical Course Averages*

|               | AY 14-15 | AY 15-16 | AY 16-17 | AY 17-18 |
|---------------|----------|----------|----------|----------|
| Content       | 4.6      | 4.09     | 4.88     | 4.84     |
| Relevance     | 4.45     | 3.81     | 4.38     | 4.49     |
| Reasoning     | 4.8      | 3.97     | 4.48     | 4.48     |
| Illustrations | 4.58     | 3.99     | 4.65     | 4.58     |
| Delivery      | 4.73     | 4.03     | 4.56     | 4.71     |
| Authenticity  | 5        | 4.78     | 5        | 4.92     |
| Overall Grade | 4.69     | 4.11     | 4.66     | 4.68     |

*FY 17-18 PMIN 5213 Online Offering Average Scores*

| Content | Relevance | Reasoning | Illustrations | Delivery | Authenticity | Overall Grade |
|---------|-----------|-----------|---------------|----------|--------------|---------------|
| 4.8     | 4.38      | 4.4       | 4.42          | 4.61     | 4.85         | 4.58          |

*FY 17-18 PMIN 5213 Face to Face Offering Average Scores*

| Content | Relevance | Reasoning | Illustrations | Delivery | Authenticity | Overall Grade |
|---------|-----------|-----------|---------------|----------|--------------|---------------|
| 4.89    | 4.61      | 4.56      | 4.73          | 4.79     | 5            | 4.77          |

**3.2 Grading rubric for BIBL 5223 Biblical Exposition and Faith Integration***FY 17-18 BIBL 5223 Overall Average Scores*

| Introduction/5 | Historical Background/15 | Literary Info/20 | Theological Pericope Analysis/30 | Contemporary Application/10 | Mechanics/10 | Bibliography/10 | Final Grade/100 |
|----------------|--------------------------|------------------|----------------------------------|-----------------------------|--------------|-----------------|-----------------|
| 3.89           | 12.78                    | 16.69            | 24.66                            | 8.14                        | 7.23         | 7.66            | 81.04           |

*FY 17-18 BIBL 5223 Online Offering Average Scores*

| Introduction | Historical Background | Literary Info | Theological Pericope Analysis | Contemporary Application | Mechanics | Bibliography | Final Grade |
|--------------|-----------------------|---------------|-------------------------------|--------------------------|-----------|--------------|-------------|
| 3.88         | 11.41                 | 15.29         | 23.82                         | 7.76                     | 6.71      | 7.35         | 76.24       |



FY 17-18 BIBL 5223 Face to Face Offering Average Scores

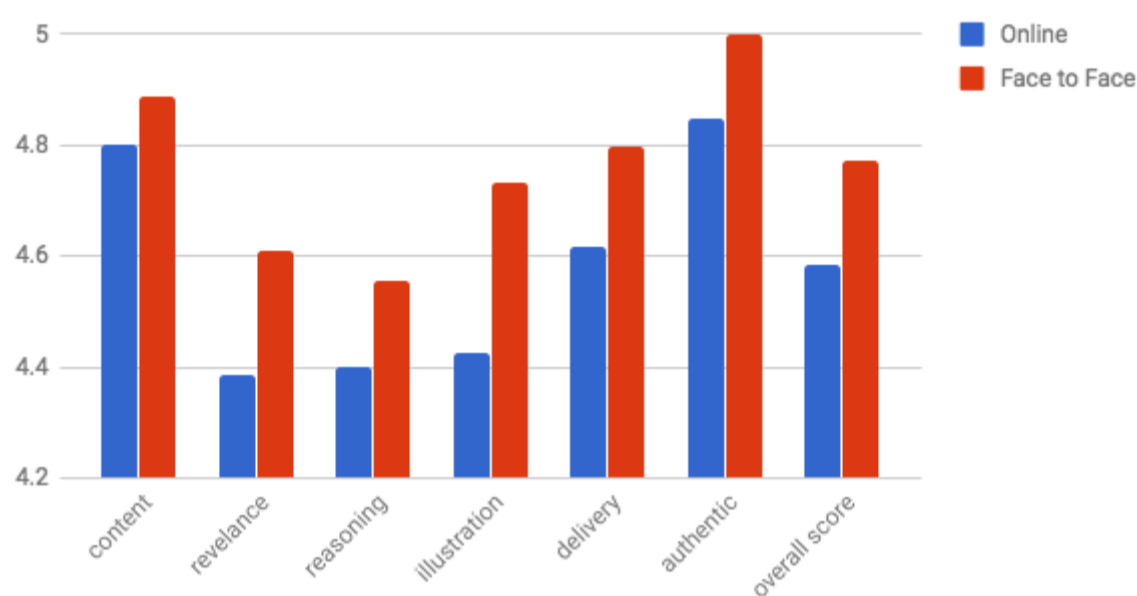
| Introduction | Historical Background | Literary Info | Theological Pericope Analysis | Contemporary Application | Mechanics | Bibliography | Final Grade |
|--------------|-----------------------|---------------|-------------------------------|--------------------------|-----------|--------------|-------------|
| 3.86         | 14                    | 17.43         | 24.57                         | 8                        | 7.57      | 7.29         | 82.71       |

FY 17-18 BIBL 5223 Executive Cohort Offering Average Scores

| Introduction | Historical Background | Literary Info | Theological Pericope Analysis | Contemporary Application | Mechanics | Bibliography | Final Grade |
|--------------|-----------------------|---------------|-------------------------------|--------------------------|-----------|--------------|-------------|
| 3.92         | 12.92                 | 17.33         | 25.58                         | 8.67                     | 7.42      | 8.33         | 84.17       |

Analysis of Assessment Data:

PMIN 5213 Homiletics: Methods of Biblical Preaching & Teaching - MAML

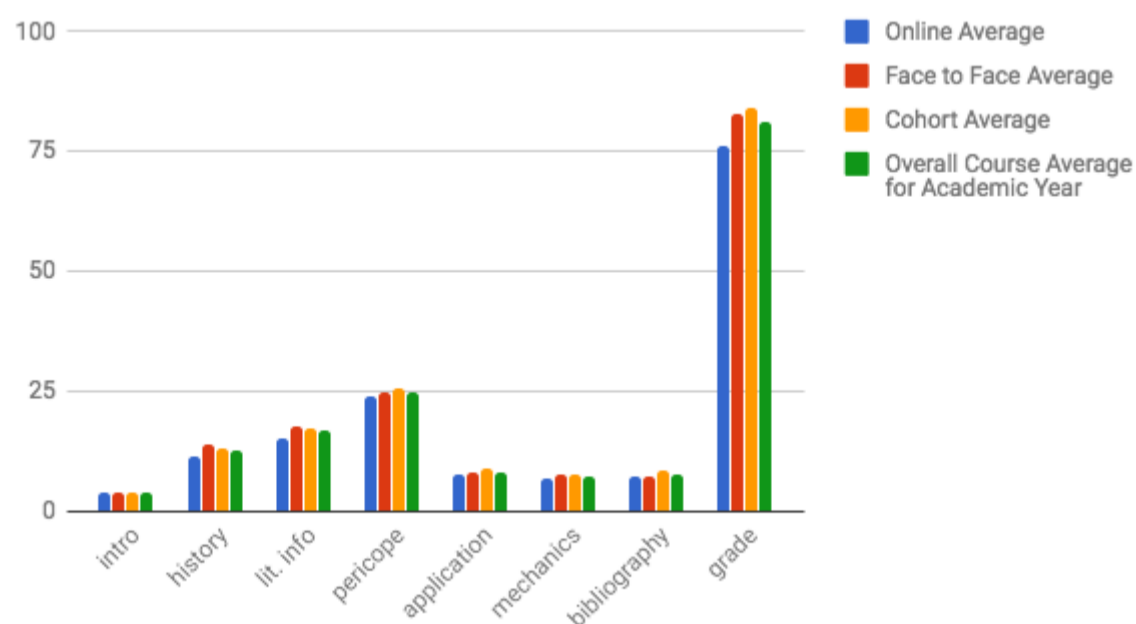


3.1.1 34 MAML students completed the course in the 17-18 academic year with a class average of 4.68/5.

3.1.2 The lowest average score was in the category of reasoning (4.48) although relevance scores were only slightly higher (4.49). The highest average score was in the category of authenticity (4.92).

3.1.3 Online course averages were consistently approximately .2 points lower across all categories than Face to face course averages. The largest discrepancy was in the category of illustration (online: 4.42/face to face: 4.73). Scores in the content category were relatively consistent, with only a .1 difference between online and face to face averages.

BIBL 5223 Biblical Exposition & Faith Integration - MAML



3.2.1 37 MAML students completed the course in the 17-18 academic year with a class average of 81.04 across all sections.

3.2.2 Average scores in substantive categories (historical information, literary information, pericope analysis) were strong.

3.2.3 Mechanics and bibliography scores were low, especially in the online sections of the course.



3.2.4 Scores were consistent across all categories for online, face to face, and executive cohort sections of the course when adjusted for an outlier in the online section.

**Recommendation(s) for Improvement:**

3.1.1. Assess rubric and make any necessary changes

3.1.2. Consult with faculty about pedagogical changes to address discrepancies in scores between online and face to face offerings of the course

3.2.1. Include link to SmartThinking portal in all sections of the course to improve mechanics and style

3.2.2 Develop communication plan to better inform students (particularly online/distance students) about library resources that are available for use

**Action Classification(s):** Modification of Pedagogical Strategies (Classroom)

Modification of Curriculum Design (Departmental)

**Results of Action:**

- Standardized rubric for Homiletics has worked well and will continue to be utilized.
- Data for BIBL 5223 was not collected for MAML students in past years.

### 3.0 Multifaceted Leadership Skills

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will apply acquired multidisciplinary concepts, skills, and principles to actual leadership situations, which will include accurate self-assessment, self-confidence, and the spiritual and emotional development of others.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

3.1 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

**Analysis of Assessment Data:**

3.1.1 A majority of MAML students ( $n=28$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.29 average for the 17 quantitative questions was received while a 4.63 average was received for question 17 (How would you rate the overall program?). Five poignant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

Attached Files

[15-16 MAML Exit Interviews](#)

[15-16 Table - Averages](#)

[Comprehensive Assessments 5.3.16](#)

**Recommendation(s) for Improvement:**

3.1.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.1.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.1.3 The two major qualitative considerations (4.29 comprehensive average and 4.63 question #17 average) will be further discussed and assessed for potential improvement.

3.1.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.1.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) more in-depth study of biblical texts associated with subject matter; (b) up-to-date texts and careful collaboration in order to minimize repetition of material from undergrad courses or between graduate courses; (c) more opportunity for students to share findings from research papers and projects done for various classes; and (d) more attention to multi-faceted approaches including video for online courses, hands-on practical opportunities, and interaction with local churches and leadership.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* The MAML program has been reconstructed and no longer requires a thesis.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

### **3.0 Multifaceted Leadership Skills**

#### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will apply acquired multidisciplinary concepts, skills, and principles to actual leadership situations, which will include accurate self-assessment, self-confidence, and the spiritual and emotional development of others.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

#### **Assessments:**

3.1 Exit Interview

3.2 Alumni Survey - This survey will be discontinued as an annual assessment, but may be utilized on a periodic basis to supplement regularly administered assessments.

#### **Analysis of Assessment Data:**

3.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

#### **Recommendation(s) for Improvement:**

3.1.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.1.2 Faculty should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.1.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.1.4 An extensive Employer Survey should be developed and administered for the purpose of collecting data regarding this program outcome. This data also needs to be assessed regularly by faculty and administrative personnel in the program to adjust curriculum and course content accordingly.

### **3.0 Multifaceted Leadership Skills**

#### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will apply acquired multidisciplinary concepts, skills, and principles to actual leadership situations, which will include accurate self-assessment, self-confidence, and the spiritual and emotional development of others.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

#### **Assessments:**

3.1 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

#### **Analysis of Assessment Data:**

3.1.1 MAML graduates ( $n=21$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.25 average for the 17 quantitative questions was received while a 4.68 average was received for question 17 (How would you rate the overall program?). Four significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

Attached Files

[16-17 Comprehensive Assessments](#)

[16-17 Table - Averages](#)

[16-17 MAML Exit Interviews](#)

**Recommendation(s) for Improvement:**

3.1.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.1.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.1.3 The two major qualitative considerations (4.25 comprehensive average and 4.68 question #17 average) will be further discussed and assessed for potential improvement.

3.1.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.1.5 The following suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) more in-depth study of biblical texts associated with subject matter; (b) up-to-date texts and careful collaboration in order to minimize repetition of material from undergrad courses or between graduate courses; (c) more opportunity for students to share findings from research papers and projects done for various classes; and (d) more attention to multi-faceted approaches including video for online courses, hands-on practical opportunities, and interaction with local churches and leadership.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses should be reviewed in both online and traditional delivery models to compare ILO's and course content.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

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**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

**Assessments:**

3.1 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

3.2 Alumni Survey - This survey will be discontinued as an annual assessment, but may be utilized on a periodic basis to supplement regularly administered assessments.

**Analysis of Assessment Data:**

3.1.1 A majority of MAML students ( $n=28$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.30 average for the 17 quantitative questions was received while a 4.57 average was

received for question 17 (How would you rate the overall program?). Five poignant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

3.2.1 Because this survey is no longer an annual survey, it was not administered during the 14-15 year.

Attached Files

[14-15 MAML Exit Interviews](#)

[14-15 Comprehensive Assessments](#)

[14-15 Table - Averages](#)

**Recommendation(s) for Improvement:**

3.1.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.1.2 New administrative measures were implemented in 14-15 to assure that incoming students received pre-testing and students completing the program were required to receive post-testing as a graduation requirement.

3.1.3 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.1.4 The two major qualitative considerations (4.30 comprehensive average and 4.57 question #17 average) will be further discussed and assessed for potential improvement.

3.1.5 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.1.6 The following poignant suggestions from qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) Greater systemic communication (financial aid, student services, etc); (b) Greater focus on leadership principles throughout curriculum without significant redundancy; (c) More emphasis on mentoring for thesis; (d) Greater use of Pentecostal authors for course text; and (e) Consideration of better spacing of major assignments.

**Results of Action:**

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Have worked with the registrar to create registration and graduation hold to ensure assessment completion.

\* Review and prepare for future administration of the Alumni Survey.

\* Feasibility of Employee Survey still under consideration for potential future use.

## 4.0 Communicating Vision

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze and synthesize knowledge of leadership theories, human development theories, and communication theories, which will include inspiring a shared vision, enabling others to act, encouraging the heart, and modeling the way for others so that they are not afraid to challenge the process when necessary.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

4.1 Leadership Practices Inventory (LPI)

**Analysis of Assessment Data:**

4.1.1 Pre- and post-LPI assessments were received from 57% of MAML graduates (n=17). Group scores increased from 3965 to 4105, representing an average individual increase of 8.23 and an overall average of 3.5% increase in scores.

Attached Files

[Comprehensive Assessments 5.3.16](#)

**Recommendation(s) for Improvement:**

4.1.1 The program should continue to utilize the use of the LPI which provides both pre- and post-tests on these outcomes along with an online report to enhance understanding of the student's emotional intelligence. This instrument proved to be beneficial, allowing insight into average scores for graduates of this academic year.

4.1.2 Careful administrative oversight should be exercised to assure all students complete both the pre- and post-tests for the LPI.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* The MAML program has been reconstructed and no longer requires a thesis.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

## 4.0 Communicating Vision

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze and synthesize knowledge of leadership theories, human development theories, and communication theories, which will include inspiring a shared vision, enabling others to act, encouraging the heart, and modeling the way for others so that they are not afraid to challenge the process when necessary.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

**Assessments:**

4.1 Leadership Practices Inventory (LPI)

**Analysis of Assessment Data:**

4.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

**Recommendation(s) for Improvement:**

4.1.1 A system for gaining this data online upon entrance to the program is being implemented.

4.1.2 Recommendations will be determined as received instrument is implemented and results calculated.

## 4.0 Communicating Vision

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze and synthesize knowledge of leadership theories, human development theories, and communication theories, which will include inspiring a shared vision, enabling others to act, encouraging the heart, and modeling the way for others so that they are not afraid to challenge the process when necessary.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

4.1 Leadership Practices Inventory (LPI)

**Analysis of Assessment Data:**

4.1.1 Pre- and post-LPI assessments were received from 6 MAML graduates (n=6). An average individual increase of 4.4. Restructuring of the College of Christian Ministries & Religion occurred in the 16-17 school year. The previous graduate department has now become the School of Divinity. Accompanying this has been a reconsideration of appropriate assessment pieces that will more strongly be represented in the 17-18 report. 16-17 numbers of participants in certain assessments has been influenced by the restructuring decision made in the spring of 2017

Attached Files

 [16-17 Comprehensive Assessments](#)

**Recommendation(s) for Improvement:**

4.1.1 The LPI will no be utilized in the 17-18 year.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses should be reviewed in both online and traditional delivery models to compare ILO's and course content.

\* Revisit an earlier attempt to construct an up-to-date bibliography of Pentecostal authors for various disciplines.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## **4.0 Communicating Vision**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze and synthesize knowledge of leadership theories, human development theories, and communication theories, which will include inspiring a shared vision, enabling others to act, encouraging the heart, and modeling the way for others so that they are not afraid to challenge the process when necessary.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

### **Assessments:**

4.1 Leadership Practices Inventory (LPI)

### **Analysis of Assessment Data:**

4.1.1 Due to the lack of distribution of the Leadership Practices Inventory to prior classes, no graduating students in the 14-15 year had pre/post-test available for this assessment. This has been corrected for incoming classes starting fall 14-15.

### **Recommendation(s) for Improvement:**

4.1.1 Continue to diligently reinforce the pre and post-testing system for the LPI.

### **Results of Action:**

\* Developed tracking system for pre and post-testing of the Leadership Practices Inventory.

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

## **4.0 REMOVE - Communicating Vision**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will analyze and synthesize knowledge of leadership theories, human development theories, and communication theories, which will include inspiring a shared vision, enabling others to act, encouraging the heart, and modeling the way for others so that they are not afraid to challenge the process when necessary.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

### **Assessments:**

4.1 Leadership Practices Inventory (LPI)

### **Analysis of Assessment Data:**

4.1 - In the Fall of the 2017-18 Academic Year, the School of Divinity faculty agreed to revisit existing PLOs for the MA in Ministerial Leadership. As a result of these revisions, faculty agreed that the assessment measure used for this PLO was logistically difficult to manage and was not providing data that was helpful to assessing academic progress in this PLO. New PLOs were written, and PLO 4.0 was removed, with PLO 1.0 absorbing the Leadership Development aspects of the PLO.

## **5.0 Leadership Research**

### **Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will research contemporary issues in organizational leadership to provide practical solutions, communicate results through clear, concise, and appropriate media, which will raise levels of organizational awareness and inform methods for greater effectiveness.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

### **Assessments:**



While the PLO will remain the same, the emphasis will shift to communicating effectively primarily through the venues of preaching and teaching in the church/organizational contexts.

5.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

**Analysis of Assessment Data:**

5.1.1 Standardized Homiletics rubric utilized for all course sections.

5.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

5.1.3 Eighteen students completed the online homiletics course in summer 15-16 semester with a class average of 4.11. Thirteen students completed the evening homiletics course in spring 15-16 semester with a class average of 4.7. Grades were a compilation of both peer and professor observation scores.

5.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

5.1.5 There is significant disparity between the online (4.11) and face-to-face (4.7) categorical scores.

Attached Files

[15-16 Grad Homiletics Assessment](#)

**Recommendation(s) for Improvement:**

5.1.1 Continue to assess rubric models for standardization between course delivery formats.

5.1.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

5.1.3 Closely monitor the categorical and overall scores from the two delivery models in the 16-17 year to further assess potential reasons for disparity in scores.

**Results of Action:**

\* Meeting has been scheduled with the newly formed graduate department to discuss assessment recommendations. Because of various responsibilities of committee members and faculty, the meeting has been scheduled for October 2016

\* Developed tracking system for rubric scores is in place and will be further monitored for improvement in its 2nd year of utilization.

\* Homiletics professors utilize a standardized rubric for face-to-face and online delivery models. This will continue to be utilized for a 2nd year for observation and improvement.

## 5.0 Leadership Research

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will research contemporary issues in organizational leadership to provide practical solutions, communicate results through clear, concise, and appropriate media, which will raise levels of organizational awareness and inform methods for greater effectiveness.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

**Assessments:**

\* While the PLO will remain the same, the emphasis will shift to communicating effectively primarily through the venues of preaching and teaching in the church/organizational contexts.

5.1 Rubric scores for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching). Rubric and scores for one homiletics class ( $n=10$ ) can be accessed via the attachment below.

Attached Files

[14-15 Grad Homiletics Assessment](#)

**Analysis of Assessment Data:**

5.1.1 Standardization of Homiletics rubric in progress as one possible model was utilized in the 14-15 year.

5.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

5.1.3 Ten students completed this homiletics course in spring 14-15 semester with a class average of 4.69. Grades were a compilation of both peer and professor observation scores.

5.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

5.1.5 One rubric category was observed as showing strong, but slightly lower score than the other five categories (relevance: 4.45).

**Recommendation(s) for Improvement:**

5.1.1 Continue to assess rubric models for standardization between course delivery formats.

5.1.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Developed tracking system for rubric scores.

\* Consultation with Homiletics professors resulted in standardized rubric for PLO evaluations.

## 5.0 Leadership Research

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will research contemporary issues in organizational leadership to provide practical solutions, communicate results through clear, concise, and appropriate media, which will raise levels of organizational awareness and inform methods for greater effectiveness. \* This PLO is under review and will be replaced in the 2014-2015 academic year with emphasis on homiletics.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

**Assessments:**

5.1 New assessments will be developed to reflect new PLO under review.

**Analysis of Assessment Data:**

5.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

**Recommendation(s) for Improvement:**

5.1.1 Recommendations will be determined as received instrument is implemented and results calculated.

5.1.2 New assessments will be developed to reflect new PLO under review.

## 5.0 Leadership Research

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will research contemporary issues in organizational leadership to provide practical solutions, communicate results through clear, concise, and appropriate media, which will raise levels of organizational awareness and inform methods for greater effectiveness.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

5.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

**Analysis of Assessment Data:**

5.1.1 Standardized Homiletics rubric utilized for all course sections.



5.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

5.1.3 55 students completed the homiletics course in the 16-17 academic year with a class average of 4.51. Grades were a compilation of both peer and professor observation scores.

5.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

5.1.5 The lowest average score was in the category of relevance (4.23) while the highest score was in the category of authenticity (4.94).

Attached Files

[16-17 MAML Homiletics Assessments](#)

**Recommendation(s) for Improvement:**

5.1.1 Continue to assess rubric models for standardization between course delivery formats.

5.1.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

5.1.3 Closely monitor the categorical and overall scores from the two delivery models in the 17-18 year to further assess potential reasons for disparity in scores.

**Results of Action:**

\* Continual monitoring of the tracking system for rubric scores.

\* Homiletics professors continued to utilize a standardized rubric for face-to-face and online delivery models.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## **5.0 REMOVE - Leadership Research**

**Learning Outcome Description:**

Graduates in the MA in Ministerial Leadership will research contemporary issues in organizational leadership to provide practical solutions, communicate results through clear, concise, and appropriate media, which will raise levels of organizational awareness and inform methods for greater effectiveness.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Assessments:**

5.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.



|   |    |    |    |   |   |   |    |
|---|----|----|----|---|---|---|----|
| 5 | 14 | 19 | 28 | 8 | 5 | 6 | 85 |
|---|----|----|----|---|---|---|----|

FY 17-18 BIBL 5223 Face to Face Average Scores

| Intro | Historical Info | Literary Info | Pericope | Contemporary Application | Mechanics | Bibliography | Final Grade |
|-------|-----------------|---------------|----------|--------------------------|-----------|--------------|-------------|
| 4     | 11.8            | 16.6          | 23.8     | 8.4                      | 8         | 7.6          | 80.2        |

**Analysis of Assessment Data:**

1.1.1 - MA(TS) Students (n=3) completed PMIN 5213, with strong scores across all categories, indicating that students are successfully applying intended learning outcomes of the course.

1.1.2 - The lowest scoring category for MA(TS) students across all categories was *Reasoning* (4.33/5)

1.1.3 - The highest scoring categories for MA(TS) students across all categories were *Content* (5/5) and *Relevance* (5/5)

1.1.4 - Delivery methods of the course had similar scores across all categories, with the exception of *Reasoning* and *Illustration* categories. The difference in the *Reasoning* category can be attributed to the fact that only one MA(TS) student completed the course in the face to face offering. A greater number of MA(TS) students enrolled in the course would lead to a more robust data analysis in this respect. The difference in the *Illustration* may indicate that online students find it difficult to provide effective illustrations when preaching primarily to a camera without an audience.

1.2.1 - MA(TS) students (n=6) completed BIBL 5223. There is a negative trend in scores across delivery options in all categories except *Bibliography* and *Literary Information*.

1.2.2 - Lower scores may be the result of one student in the course receiving a 41/100 as a final score, with low scores across all categories of the rubric. When this outlier is removed, scores increase significantly and indicate a positive trend from the 16-17 academic year. The student who received the lowest grade is an ESL student.

1.2.3 - Scores in *Mechanics* and *Bibliography* categories, historically categories with the most room for improvement were high in the 17-18 academic year when adjusted to take the outlier score into account. There was a discrepancy in the scores in these categories between Online and Face-to-Face students.

1.2.4 - Student scores decreased from the 16-17 academic year in the substantive categories of *Historical Information*, *Literary Information*, and *Theological Pericope Analysis* (even when adjusted for the outlier score).

**Recommendation(s) for Improvement:**

1.1.1 - Student scores are high, indicating that ILOs are being met for the course. Still, improving the lower scoring categories should become a priority. Special attention in course lesson should be given to the importance of reasoning in a sermon.

1.1.2 - Attention should be given to *Illustration* category for online students who may not be preaching to an audience.

1.2.1 - Mechanics and Bibliography scores were lower for online students than face-to-face students. Online students should be directed to the new SmartThinking proofreading application and informed of their access to library resources (i.e. e-books, scanning of reference materials, etc.).

1.2.2 - In order to address lower scores in the substantive categories of *Historical Information*, *Literary Information*, and *Theological Pericope Analysis*, instructors may want to attempt providing clear examples of what is expected of each section or require students to turn in portions of the final paper incrementally, so that feedback can be given to improve final scores on these sections. An incremental submission process was utilized in the 15-16 academic year for the face to face sections of the course. The efficacy of this process for increasing scores is evident in the fact that scores in the 15-16 academic year were significantly higher than scores in the following two academic years.

**Action Classification(s):** Modification of Pedagogical Strategies (Classroom)  
Modification of Curriculum Design (Departmental)

**Results of Action:**

\* Standardized rubric has worked well for tracking data historically in PMIN 5213 Homiletics

\* Standardized rubric has worked well for tracking data historically in BIBL 5223 Biblical Exposition

**1.0 Preparation for Further Study**

**Learning Outcome Description:**

Graduates in the MA in Theological Studies will have a comprehensive level of understanding of the systematic, historical, biblical, ethical, and practical theologies for the purpose of preparing students for further doctoral level theological reflection and articulation and/or teaching at an undergraduate level in the academic field of theology.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

**Assessments:**

1.1 Theological Knowledge Exam (pre and post test)

1.2 Exit Interview (under development)

1.3 Grading rubric (under development) for Methods of Biblical Preaching and Teaching.

1.4 Grading rubric (under development) for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

1.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

1.2.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

1.3.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

1.4.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

## **1.0 Preparation for Further Study**

**Learning Outcome Description:**

Graduates in the MA in Theological Studies will have a comprehensive level of understanding of the systematic, historical, biblical, ethical, and practical theologies for the purpose of preparing students for further doctoral level theological reflection and articulation and/or teaching at an undergraduate level in the academic field of theology.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

1.1 Theological Knowledge Exam (pre and post test)

1.2 Exit Interview

1.3 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching

1.4 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

1.1.1 The Theological Knowledge Exam includes 77 multiple-choice questions designed to measure the student's knowledge of various fields of theological study. Pre- and post-Theological Knowledge Exam were received from 100% of MATS graduates (n=4). Group scores increased from 247 to 271, representing an average individual increase of 24 and an overall average increase of 10%.

1.2.1 All MATS graduates (n=4) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.42 average for the 17 quantitative questions was received while a 4.75 average was received for question 17 (How would you rate the overall program?). One suggestion for the program reoccurred several times in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

1.3.1 Standardized Homiletics rubric utilized for all course sections.

1.3.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

1.3.3 Eighteen students completed the online homiletics course in summer 15-16 semester with a class average of 4.11. Thirteen students completed the evening homiletics course in spring 15-16 semester with a class average of 4.7. Grades were a compilation of both peer and professor observation scores.

1.3.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

1.3.5 There is significant disparity between the online (4.11) and face-to-face (4.7) categorical scores.

1.4.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 10 MATS students completed the Biblical Exposition course offered in 3 different sections (2 online and 1 evening). The final average rubric score was 89% (B+), indicating a very strong group score. The lowest category score was 83% in the Mechanics section.

Attached Files

[Comprehensive Assessments 5.3.16](#)

[15-16 MATS Exit Interviews](#)

[15-16 Table - Averages](#)

[15-16 Biblical Exposition Comprehensive Scores](#)

[15-16 Grad Homiletics Assessment](#)

**Recommendation(s) for Improvement:**

1.1.1 Continue to diligently reinforce the pre- and post-testing system for the Theological Knowledge Exam.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually.

1.2.2 The two major qualitative considerations (4.42 comprehensive average and 4.75 question #17 average) will be further discussed and assessed for potential improvement.

1.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Graduate Chair, Coordinator, and graduate department faculty to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.4 The following suggestion from the qualitative question compilation will be discussed by appropriate parties for potential improvement: "Attempt to provide more intentional guidance for students who desire to matriculate into PhD programs. This can be done via workshops, school specific interaction (e.g., University of Birmingham, etc), and professorial advisement as pursued by students through student-professor interaction."

1.3.1 Diligently retrieve and record pertinent scores from various professors and course offerings. Closely monitor the categorical and overall scores from the two delivery models in the 16-17 year to further assess potential reasons for disparity in scores.

1.4.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in October of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* A standardized rubric for Homiletics: Methods of Biblical Preaching and Teaching was adopted and instituted in all sections of the course for the 15-16 academic year. This will continue to be utilized for the second year and monitored for potential improvements.

\* A standardized rubric for Biblical Exposition and Faith Integration was adopted and instituted in all sections of the course for the 15-16 academic year.

\* Certain courses are under review to improve the flow and quality of the MATS program.

## **1.0 Preparation for Further Study**

### **Learning Outcome Description:**

Graduates in the MA in Theological Studies will have a comprehensive level of understanding of the systematic, historical, biblical, ethical, and practical theologies for the purpose of preparing students for further doctoral level theological reflection and articulation and/or teaching at an undergraduate level in the academic field of theology.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

### **Assessments:**

1.1 Theological Knowledge Exam (pre and post test)

1.2 Exit Interview

1.3 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching

1.4 Grading rubric for Biblical Exposition and Faith Integration

### **Analysis of Assessment Data:**

1.1.1 The Theological Knowledge Exam includes 77 multiple-choice questions designed to measure the student's knowledge of various fields of theological study. Pre- and post-Theological Knowledge Exam were received from 100% of MATS graduates (n=5). Group scores increased from 293 to 315, representing an average individual increase of 22 and an overall average increase of 7.5%.

1.2.1 All MATS graduates (n=5) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.08 average for the 17 quantitative questions was received while a 4.40 average was received for question 17 (How would you rate the overall program?). Three suggestions for the program were found in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

1.3.1 Standardized Homiletics rubric utilized for all course sections.

1.3.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

1.3.3 5 students completed the homiletics course in 16-17 semester with a class average of 4.68. Grades were a compilation of both peer and professor observation scores.

1.3.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

1.3.5 The lowest average score was in the category of illustration (4.33) while the highest score was in the categories of authenticity (5) and content (5).

1.4.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 5 MATS students completed the Biblical Exposition course offered in 3 different sections (2 online and 1 evening). The final average rubric score was 84% (B), indicating a very strong group score. The lowest category score was 68% in the Bibliography section.

Attached Files

[16-17 MATS Homiletics Assessments](#)

[16-17 MATS Exit Interviews](#)

[16-17 Biblical Exposition Comprehensive Scores](#)

[16-17 Table - Averages](#)

**Recommendation(s) for Improvement:**

1.1.1 Continue to diligently reinforce the pre- and post-testing system for the Theological Knowledge Exam.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually.

1.2.2 The two major qualitative considerations (4.8 comprehensive average and 4.4 question #17 average) will be further discussed and assessed for potential improvement.

1.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by School of Divinity Chair, Coordinator, and faculty (formerly the graduate department) to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.4 The following three suggestion from the qualitative question compilation will be discussed by appropriate parties for potential improvement: (a) perceived disparity between theological and practical courses; (b) reinforce opportunities for Turabian training; and (c) consider possibilities of adding additional language studies.

1.3.1 Diligently retrieve and record pertinent scores from various professors and course offerings. Closely monitor the categorical and overall scores from the two delivery models in the 17-18 year to further assess potential reasons for disparity in scores.

1.4.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity.

\* A standardized rubric for Homiletics: Methods of Biblical Preaching and Teaching is working well, and will continue to be utilized in the program.

\* A standardized rubric for Biblical Exposition and Faith Integration is working well, and will continue to be utilized in the program.

## **1.0 Preparation for Further Study**

**Learning Outcome Description:**

Graduates in the MA in Theological Studies will have a comprehensive level of understanding of the systematic, historical, biblical, ethical, and practical theologies for the purpose of preparing students for further doctoral level theological reflection and articulation and/or teaching at an undergraduate level in the academic field of theology.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

**Assessments:**

1.1 Theological Knowledge Exam (pre and post test)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

1.3 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching).

1.4 Grading rubric for Biblical Exposition and Faith Integration

#### **Analysis of Assessment Data:**

1.1.1 Due to the lack of distribution of the Theological Knowledge Exam in prior classes, no graduating students in the 14-15 year had pre/post-test available for this assessment. This has been corrected for incoming classes starting fall 14-15

1.2.1 A majority of MATS students ( $n=4$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.30 average for the 17 quantitative questions was received while a 4.66 average was received for question 17 (How would you rate the overall program?). One poignant suggestion was recognized in the compilation of qualitative responses and will be addressed in the Recommendations section. Interviews and tables can be accessed via the attachments below.

1.3.1 Rubric scores for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching). No MATS student took Homiletics during the spring 14-15 semester. (Sample rubric attached)

1.4.1 A standardized rubric for the Biblical Exposition and Faith Integration course was developed by professors and administrator in April 2015 to be utilized beginning in 15-16 school year. (Rubric attached)

#### Attached Files

[14-15 MATS Exit Interviews](#)

[14-15 Comprehensive Assessments](#)

[14-15 Table - Averages](#)

[14-15 Grad Homiletics Rubric](#)

[Biblical Exposition Rubric](#)

#### **Recommendation(s) for Improvement:**

1.1.1 Continue to diligently reinforce the pre and post-testing system for the Theological Knowledge Exam.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 New administrative measures were implemented in 14-15 to assure that incoming students received pre-testing and students completing the program were required to receive post-testing as a graduation requirement.

1.2.3 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.4 The two major qualitative considerations (4.30 comprehensive average and 4.66 question #17 average) will be further discussed and assessed for potential improvement.

1.2.5 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

1.2.6 The following poignant suggestion from the qualitative question compilation will be discussed by appropriate parties for potential improvement: "Assignments and course load needs to be consistent among the program. Some classes were so easy that I felt it wasn't graduate level and others were so hard that it was unrealistic for an eight week course."

1.3.1 Continue to assess rubric models for standardization between course delivery formats.

1.3.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

1.4.1 Implement standardized rubric for all course delivery formats.

1.4.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

#### **Results of Action:**



\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Developed tracking system for pre and post-testing and interview completion.

\* Have worked with the registrar to create registration and graduation hold to ensure assessment completion.

\* Consultation with Homiletics and Biblical Exposition professors resulted in standardized rubric for PLO evaluations.

## 2.0 Critical Evaluation

### Learning Outcome Description:

Graduates in the MA in Theological Studies Program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

### Assessments:

2.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching).

2.2 Grading rubric for Biblical Exposition and Faith Integration

### Analysis of Assessment Data:

2.1.1 Rubric scores for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching). No MATS student took Homiletics during the spring 14-15 semester. (Sample rubric attached)

2.2.1 A standardized rubric for the Biblical Exposition and Faith Integration course was developed by professors and administrator in April 2015 to be utilized beginning in 15-16 school year. (Rubric attached)

Attached Files

[14-15 Grad Homiletics Rubric](#)

[Biblical Exposition Rubric](#)

### Recommendation(s) for Improvement:

2.1.1 Continue to assess rubric models for standardization between course delivery formats.

2.1.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

2.2.1 Implement standardized rubric for all course delivery formats.

2.2.2 Diligently retrieve and record pertinent scores from various professors and course offerings.

### Results of Action:

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Consultation with Homiletics and Biblical Exposition professors resulted in standardized rubric for PLO evaluations.

## 2.0 Critical Evaluation

### Learning Outcome Description:

Graduates in the MA in Theological Studies Program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

### Assessments:

2.1 Grading rubric (under development) for Methods of Biblical Preaching and Teaching

2.2 Grading rubric (under development) for Biblical Exposition and Faith Integration

### Analysis of Assessment Data:

2.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

2.2.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

**Recommendation(s) for Improvement:**

2.1.1 All measures are under development and will be implemented within the program for the 2014-2015 academic year.

2.2.1 All measures are under development and will be implemented within the program for the 2014-2015 academic year.

**Action Classification(s):** Administration of Assessment Activities (Assessment)

Restructure Outcome Statement (Assessment)

Revision of Measurement Approach (Assessment)

## 2.0 Critical Evaluation

**Learning Outcome Description:**

Graduates in the MA (Theological Studies) Program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

2.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

2.2 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

2.1.1 Standardized Homiletics rubric utilized for all course sections.

2.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

2.1.3 5 students completed the homiletics course in 16-17 semester with a class average of 4.68. Grades were a compilation of both peer and professor observation scores.

2.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

2.1.5 The lowest average score was in the category of illustration (4.33) while the highest score was in the categories of authenticity (5) and content (5).

2.2.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 5 MATS students completed the Biblical Exposition course offered in 3 different sections (2 online and 1 evening). The final average rubric score was 84% (B), indicating a very strong group score. The lowest category score was 68% in the Bibliography section.

Attached Files

[16-17 MATS Homiletics Assessments](#)

[16-17 Biblical Exposition Comprehensive Scores](#)

**Recommendation(s) for Improvement:**

2.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings. Closely monitor the categorical and overall scores from the two delivery models in the 17-18 year to further assess potential reasons for disparity in scores.

2.2.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity.

\* A standardized rubric for Homiletics: Methods of Biblical Preaching and Teaching is working well, and will continue to be utilized in the program.

\* A standardized rubric for Biblical Exposition and Faith Integration is working well, and will continue to be utilized in the program.

## 2.0 Critical Evaluation

**Learning Outcome Description:**

Graduates in the MA (Theological Studies) Program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** Delayed to Next Cycle

**Assessments:**

2.1 Theological Exam

**Analysis of Assessment Data:**

2.1.1 At a Fall meeting of the faculty assigned to the School of Divinity, a decision was made to create a new Theological Knowledge Exam. At this point, no updated exam has been created. Therefore, there is no data available for the 17-18 Academic Year

**Recommendation(s) for Improvement:**

- Improve administrative follow-through with assessment decisions made in faculty meetings.
- Professors of Theology in the School of Divinity were consulted to create a plan for implementing a Theological Knowledge Exam in the 18-19 academic year. It was determined that the best way to ensure robust data collection would be to develop 2 separate theological exams, to be administered in a pre-/post-test format in THEO 5533 and THEO 5543, respectively. Thus far, a theological exam has been developed for THEO 5533, and development of a second exam is in progress for THEO 5543. The exam for THEO 5533 will be administered in the Fall 2018 online offering of the course.

**Action Classification(s):** Administration of Assessment Activities (Assessment)

Integration of Assessment Activities (Assessment)

Revision of Measurement Approach (Assessment)

**Results of Action:**

- Due to restructuring of PLOs, School of Divinity faculty determined the need for a new Theological Knowledge exam that includes both quantitative and qualitative assessment. Faculty approved creation of this new exam, but exam was not finalized in 17-18 Academic Year.

## 2.0 Critical Evaluation

**Learning Outcome Description:**

Graduates in the MA in Theological Studies Program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

2.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

2.2 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

2.1.1 Standardized Homiletics rubric utilized for all course sections.

2.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

2.1.3 Eighteen students completed the online homiletics course in summer 15-16 semester with a class average of 4.11. Thirteen students completed the evening homiletics course in spring 15-16 semester with a class average of 4.7. Grades were a compilation of both peer and professor observation scores.

2.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

2.1.5 There is significant disparity between the online (4.11) and face-to-face (4.7) categorical scores.

2.2.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 10 MATS students completed the Biblical Exposition course offered in 3 different sections (2 online and 1 evening). The final average rubric score was 89% (B+), indicating a very strong group score. The lowest category score was 83% in the Mechanics section.

Attached Files

[15-16 Biblical Exposition Comprehensive Scores](#)

[15-16 Grad Homiletics Assessment](#)

**Recommendation(s) for Improvement:**

2.1.1 Diligently retrieve and record pertinent scores from Homiletics rubric. Closely monitor the categorical and overall scores from the two delivery models in the 16-17 year to further assess potential reasons for disparity in scores.

2.2.1 Diligently retrieve and record pertinent scores from Biblical Exposition rubric.

**Results of Action:**

\* Schedule meeting in October of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* A standardized rubric for Homiletics: Methods of Biblical Preaching and Teaching was adopted and instituted in all sections of the course for the 15-16 academic year. This will continue to be utilized for the second year and monitored for potential improvements.

\* A standardized rubric for Biblical Exposition and Faith Integration was adopted and instituted in all sections of the course for the 15-16 academic year.

### 3.0 Master's Thesis

**Learning Outcome Description:**

Students in the MA in Theological Studies will also contribute to the general knowledge and theological insight in the field by producing a master's thesis and developing the necessary skills to successfully complete doctoral studies if so desired.

**Learning Outcome: Start:** 07/01/2014

**Learning Outcome: End:** 06/30/2015

**Assessments:**

3.1 Grading rubric (under development) for Thesis/Contextual Education Project

**Analysis of Assessment Data:**

3.1.1 Due to program and professorial changes, this assessment will be reviewed and standardized during the 15-16 academic year.

**Recommendation(s) for Improvement:**

3.1.1 Recommendations will be determined as assessment is developed and implemented.

### 3.0 Master's Thesis

**Learning Outcome Description:**

Students in the MA (Theological Studies) will also contribute to the general knowledge and theological insight in the field by producing a master's thesis and developing the necessary skills to successfully complete doctoral studies if so desired.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** Delayed to Next Cycle

**Assessments:**

3.1 Grading rubric for Thesis/Contextual Education Project

**Analysis of Assessment Data:**

3.1.1 No data was available for FY 17-18, as no MA Theses were completed. 16-17 was the first year that the MA Thesis was a graduation requirement, and many of those students who entered the program in the 16-17 academic year have not yet reached the end of the MA(TS) program.

**Recommendation(s) for Improvement:**

While no quantitative rubric data is available for completed MA(TS) theses is available, students in the Master of Divinity program who elected to complete theses mentioned that better administrative procedures would have been helpful in the thesis writing process. Thus, the following recommendations for improvement to administrative processes are made:

- Modification to Thesis registration process to ensure clear communication between students and advisors.
- Edit thesis manual/style guide to be more concise and accessible to MA(TS) students
- Distribute standardized thesis rubric to School of Divinity faculty who will be supervisors.

**Action Classification(s):** Integration of Assessment Activities (Assessment)

**Results of Action:**

\*Based on recommendations from 16-17 Academic Year Assessment Report, a standardized rubric for MA Thesis has been developed. This rubric will be continually improved by the input of thesis supervisors.

**3.0 Master's Thesis****Learning Outcome Description:**

Students in the MA in Theological Studies will also contribute to the general knowledge and theological insight in the field by producing a master's thesis and developing the necessary skills to successfully complete doctoral studies if so desired.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

3.1 Grading rubric (under development) for Thesis/Contextual Education Project

**Analysis of Assessment Data:**

3.1.1 Grad professors involved in thesis supervision are submitting, reviewing, and discussing various models of thesis rubrics in order to create a standardized rubric within the 16-17 academic year.

**Recommendation(s) for Improvement:**

3.1.1 Recommendations will be determined as assessment is developed and implemented.

**3.0 Master's Thesis****Learning Outcome Description:**

Students in the MA (Theological Studies) will also contribute to the general knowledge and theological insight in the field by producing a master's thesis and developing the necessary skills to successfully complete doctoral studies if so desired.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

3.1 Grading rubric for Thesis/Contextual Education Project

**Analysis of Assessment Data:**

3.1.1 Grad professors involved in thesis supervision are submitting, reviewing, and discussing various models of thesis rubrics. Finalized rubric to be determined by the School of Divinity in fall 2017.

**Recommendation(s) for Improvement:**

3.1.1 Recommendations will be determined as assessment is developed and implemented.

**3.0 Master's Thesis****Learning Outcome Description:**

Students in the MA in Theological Studies will also contribute to the general knowledge and theological insight in the field by producing a master's thesis and developing the necessary skills to successfully complete doctoral studies if so desired.

**Learning Outcome: Start:** 07/01/2013

**Learning Outcome: End:** 06/30/2014

**Assessments:**

3.1 Grading rubric (under development) for Thesis/Contextual Education Project

**Analysis of Assessment Data:**

3.1.1 Due to administrative transitions with the Director and Coordinator of Graduate Studies positions, this assessment was under review for the designated program year. This or similar assessment will be reinstated for the following 2014-2015 academic year.

**Recommendation(s) for Improvement:**

3.1.1 Recommendations will be determined as received instrument is implemented and results calculated.

# M.Div.

## 1.0 Multifaceted Leadership Skills and Organizational Effectiveness

### Learning Outcome Description:

Graduates will demonstrate a multidisciplinary and skillful approach to collaborative problem-solving and planning processes necessary for organizational progress and effectiveness

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** On-Track

### Assessments:

1.1 Final Project for PMIN 5343 Strategic Missional Leadership

\*Only 2 MDiv Students completed the online offering of PMIN 5343. Therefore below scores are not averaged.

|           | Key Elements | Depth/Reflection | Mechanics | Sources | Discussion | Final Grade |
|-----------|--------------|------------------|-----------|---------|------------|-------------|
| Student 1 | 27           | 23               | 18        | 12      | 8          | 88          |
| Student 2 | 27           | 23               | 14        | 13      | 8          | 85          |

### Analysis of Assessment Data:

1.1.1 MDiv students scored nearly identically on the final project. With the primary difference being in the category of mechanics.

1.1.2 Scores were strong across all categories, with room for improvement most significantly in the categories of Mechanics, Sources, and Discussion.

### Recommendation(s) for Improvement:

1.1.1 Develop a standardized rubric for PMIN 5343 Strategic Missional Leadership to ensure consistency of data across course offerings and delivery methods. This will also allow for analysis of historical data.

**Action Classification(s):** Administration of Assessment Activities (Assessment)  
Revision of Measurement Approach (Assessment)

### Results of Action:

\* Assessment piece has been changed since 16-17 academic year

## 1.0 Utilize Multidisciplinary Approaches to Problem-Solving

### Learning Outcome Description:

Graduates will demonstrate collaborative problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, & facilitating teamwork & collaboration.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

### Assessments:

1.1 Leadership Practices Inventory (LPI)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### Analysis of Assessment Data:

1.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

1.2.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

### Recommendation(s) for Improvement:

1.1.1 Continue to diligently reinforce the pre and post-testing system for the LPI.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

1.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

## **1.0 Utilize Multidisciplinary Approaches to Problem-Solving**

**Learning Outcome Description:**

Graduates will demonstrate collaborative problem-solving skills using multidisciplinary approaches, which deal with conflict management, building bonds, & facilitating teamwork & collaboration.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

1.1 Leadership Practices Inventory (LPI)

1.2 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

**Analysis of Assessment Data:**

1.1.1 Pre- and post-LPI assessments were received from 1 MDiv graduate (n=1). An individual increase of 2. Restructuring of the College of Christian Ministries & Religion occurred in the 16-17 school year. The previous graduate department has now become the School of Divinity. Accompanying this has been a reconsideration of appropriate assessment pieces that will more strongly be represented in the 17-18 report. 16-17 numbers of participants in certain assessments has been influenced by the restructuring decision made in the spring of 2017. Limited data is the result of this being a new program.

1.2.1 MDiv graduates (n=2) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.67 average for the 17 quantitative questions was received while a 5.0 average was received for question 17 (How would you rate the overall program?). Three significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Results of Action section. Interviews and tables can be accessed via the attachments below. Limited data is the result of this being a new program.

Attached Files

[16-17 Comprehensive Assessments](#)

[16-17 MDiv Exit Interviews](#)

[16-17 Table - Averages](#)

**Recommendation(s) for Improvement:**

1.1.1 The LPI will no longer be utilized as of the 17-18 year.

1.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

1.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.



1.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses were reviewed in both online and traditional delivery models for ILO text and overlap.

\* The following three actions are being taken as a result of recommendations in the Exit Interview.

1) Restructuring options are being considered to ensure courses with Turabian style emphasis is completed early in the program.

2) More opportunities for biblical language courses are being incorporated.

3) Discussing the disparity between theology and practical ministry classes.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## 2.0 Critical Evaluation

**Learning Outcome Description:**

Graduates will demonstrate the ability to draw from various theologies, including Pentecostal theologies, and interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** Delayed to Next Cycle

**Assessments:**

2.1 Theological Exam

**Analysis of Assessment Data:**

2.1.1 At a Fall meeting of the faculty assigned to the School of Divinity, a decision was made to create a new Theological Knowledge Exam. At this point, no updated exam has been created. Therefore, there is no data available for the 17-18 Academic Year

**Recommendation(s) for Improvement:**

- Improve administrative follow-through with assessment decisions made in faculty meetings.
- Professors of Theology in the School of Divinity were consulted to create a plan for implementing a Theological Knowledge Exam in the 18-19 academic year. It was determined that the best way to ensure robust data collection would be to develop 2 separate theological exams, to be administered in a pre-/post-test format in THEO 5533 and THEO 5543, respectively. Thus far, a theological exam has been developed for THEO 5533, and development of a second exam is in progress for THEO 5543. The exam for THEO 5533 will be administered in the Fall 2018 online offering of the course.

**Action Classification(s):** Administration of Assessment Activities (Assessment)

Integration of Assessment Activities (Assessment)

Revision of Measurement Approach (Assessment)

**Results of Action:**

- Due to restructuring of PLOs, School of Divinity faculty determined the need for a new Theological Knowledge exam that includes both quantitative and qualitative assessment. Faculty approved creation of this new exam, but exam was not finalized in 17-18 Academic Year.

## 2.0 Multifaceted Leadership Skills

**Learning Outcome Description:**

Graduates will apply acquired multidisciplinary concepts, skills, & principles to actual leadership situations, which include accurate self-assessment, self-confidence, & the spiritual and emotional development of others.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

2.1 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### **Analysis of Assessment Data:**

2.1.1 MDiv graduates ( $n=2$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.67 average for the 17 quantitative questions was received while a 5.0 average was received for question 17 (How would you rate the overall program?). Three significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Results of Action section. Interviews and tables can be accessed via the attachments below. Limited data is the result of this being a new program.

Attached Files

[16-17 Table - Averages](#)

[16-17 MDiv Exit Interviews](#)

[16-17 Comprehensive Assessments](#)

### **Recommendation(s) for Improvement:**

2.1.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.1.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.1.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

### **Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Leadership courses were reviewed in both online and traditional delivery models for ILO text and overlap.

\* The following three actions are being taken as a result of recommendations in the Exit Interview.

1) Restructuring options are being considered to ensure courses with Turabian style emphasis is completed early in the program.

2) More opportunities for biblical language courses are being incorporated.

3) Discussing the disparity between theology and practical ministry classes.

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## **2.0 Multifaceted Leadership Skills**

### **Learning Outcome Description:**

Graduates will apply acquired multidisciplinary concepts, skills, & principles to actual leadership situations, which include accurate self-assessment, self-confidence, & the spiritual and emotional development of others.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

### **Assessments:**

2.1 Exit Interview: The exit interview is designed to measure overall program user-friendliness and effectiveness. Exit interview questions 19-22 are qualitative and more PLO specific.

### **Analysis of Assessment Data:**

2.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

### **Recommendation(s) for Improvement:**

2.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

2.1.2 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

2.1.3 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

2.1.4 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Several leadership courses are under review and are being reconstructed for both online and traditional delivery models for the 16-17 academic year.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

### **3.0 Preparation for Further Study**

**Learning Outcome Description:**

Comprehensive understanding of the systematic, historical, biblical, ethical, and practical theologies, preparing students for further doctoral level theological reflection and articulation and/or teaching.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

3.1 Theological Knowledge Exam (pre and post test)

3.2 Exit Interview

3.3 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

3.4 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

3.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

3.2.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

3.3.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

3.4.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

**Recommendation(s) for Improvement:**

3.1.1 Continue to diligently reinforce the pre and post-testing system for the Theological Knowledge Exam.

3.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.3.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

3.4.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early fall of 16-17 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established CCMR graduate department.

\* Ongoing conversations in progress between grad professors relative to timing, length, and research rigor of projects required.

### **3.0 Preparation for Further Study**

**Learning Outcome Description:**

Graduates of the Master of Divinity program will demonstrate a developed knowledge of biblical, theological, ethical, and practical theological issues, preparing students for further doctoral level study and vocational application.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** On-Track

**Assessments:**

3.1 Overall Program Grade Point Average

3.72, 3.92, 3.73, 3.81, 3.85, 3.48

Average GPA of 17-18 MDiv Grads: 3.75

3.2 Students Enrolled in Doctoral Programs

1 student from the 17-18 MDiv graduating class has matriculated into a PhD program in Theology and Religion at the University of Birmingham (UK).

1 student from the 16-17 MDiv graduating class has matriculated into a PhD program in Biblical Studies at the University of Bangor (Wales).

1 student from the 16-17 MDiv graduating class has matriculated into a DMin program at Southeastern University.

**Analysis of Assessment Data:**

3.1.1 Although all graduates of the School of Divinity are required to maintain a 3.0 GPA to qualify for graduation, the GPAs for 17-18 M.Div graduates are strong, with the lowest overall program GPA being 3.48. Graduates of the M.Div program are successfully completing the curriculum of the M.Div program.

**Recommendation(s) for Improvement:**

3.1.1 Include additional assessment pieces for this PLO in future years (i.e. Job placement, acceptance into DMin, PhD, or ThM programs) in order to provide a more robust assessment of the efficacy of the MDiv program in regards to Outcome 3.0.

**Action Classification(s):** Addition of Data Collection & Analysis (Assessment)

**Results of Action:**

\* Assessment Measure changed from previous year, therefore no previous recommendations for action apply to this academic year.

### **3.0 Preparation for Further Study**

**Learning Outcome Description:**

Comprehensive understanding of the systematic, historical, biblical, ethical, and practical theologies, preparing students for further doctoral level theological reflection and articulation and/or teaching.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End: 06/30/2017**

**Assessments:**

3.1 Theological Knowledge Exam (pre and post test)

3.2 Exit Interview

3.3 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching.

3.4 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

3.1.1 This assessment is no longer being used.

3.2.1 MDiv graduates ( $n=2$ ) submitted an exit interview. This exit interview includes 17 quantitative questions and 9 qualitative, open-ended responses. A five-point Likert scale was used for the quantitative analysis (1. Not at all favorable, 2. Unfavorable, 3. Neither unfavorable nor favorable, 4. Favorable, 5. Very favorable). A 4.67 average for the 17 quantitative questions was received while a 5.0 average was received for question 17 (How would you rate the overall program?). Three significant suggestions were recognized in the compilation of qualitative responses and will be addressed in the Results of Action section. Interviews and tables can be accessed via the attachments below. Limited data is the result of this being a new program.

3.3.1 Standardized Homiletics rubric utilized for all course sections.

3.3.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

3.3.3 2 students completed the homiletics course in 16-17 semester with a class average of 4.58. Grades were a compilation of both peer and professor observation scores.

3.3.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

3.3.5 The lowest average score was in the category of relevance (4.33) while the highest score was in the category of content (4.83).

3.4.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 2 MDiv students completed the Biblical Exposition course. The final average rubric score was 87.5% (B+). The lowest category score was 66.6% in contemporary application section.

**Attached Files**

[16-17 MDiv Exit Interviews](#)

[16-17 Biblical Exposition Comprehensive Scores](#)

[16-17 MDiv Homiletics Assessments](#)

**Recommendation(s) for Improvement:**

3.1.1 The Theological Knowledge Exam is no longer being utilized.

3.2.1 Care should be given to continue to complete both qualitative and quantitative Exit Interviews for all program participants and analyze this data annually in regard to the outcomes stated here.

3.2.2 Faculty representatives along with Program Administration should make some determination as to what might be a standardized benchmark to be anticipated in overall improvement in the quantitative measures of the Exit Interview and then implement a program for increasing the scores of each individual to those benchmarks accordingly.

3.2.3 Qualitative responses from open-ended questions in the Exit Interview should continue to be reviewed by Faculty and Program Administrative personnel to glean important suggestions and observations from students for continual program improvement in regard to this outcome.

3.3.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

3.4.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## 4.0 Critical Evaluation

**Learning Outcome Description:**

Graduates in the MDiv program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

4.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching).

4.2 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

4.1.1 Standardized Homiletics rubric utilized for all course sections.

4.1.2 The rubric consisted of the following six categories and was graded with a 5 point Likert scale: (a) Content; (b) Relevance; (c) Reasoning; (d) Illustrations; (e) Delivery; and (f) Authenticity.

4.1.3 2 students completed the homiletics course in 16-17 semester with a class average of 4.58. Grades were a compilation of both peer and professor observation scores.

4.1.4 Overall rubric scores display strong student learning and skill development in the prescribed areas.

4.1.5 The lowest average score was in the category of relevance (4.33) while the highest score was in the category of content (4.83).

4.2.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 2 MDiv students completed the Biblical Exposition course. The final average rubric score was 87.5% (B+). The lowest category score was 66.6% in contemporary application section.

Attached Files

[16-17 MDiv Homiletics Assessments](#)

[16-17 Biblical Exposition Comprehensive Scores](#)

**Recommendation(s) for Improvement:**

4.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

4.2.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

\* School of Divinity is in the process of evaluating PLOs and assessments overall.

## 4.0 Critical Evaluation

**Learning Outcome Description:**

Graduates in the MDiv program will demonstrate the ability to draw from various theologies from a Pentecostal perspective and to interact critically with affirming and opposing theoretical constructs.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

**Assessments:**

4.1 Grading rubric for Homiletics: Methods of Biblical Preaching and Teaching (formerly Methods of Biblical Preaching and Teaching).

4.2 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

4.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

**Recommendation(s) for Improvement:**

4.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

4.2.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Consultation with Homiletics and Biblical Exposition professors resulted in standardized rubric for PLO evaluations.

## 4.0 Ministry Competencies

**Learning Outcome Description:**

Graduates in the MDiv program will master various competencies as defined and measured through a personally designed practicum experience and completed in the specific context of ministry/vocational interest

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** Delayed to Next Cycle

**Assessments:**

4.1 Practicum Assessment

**Analysis of Assessment Data:**

4.1.1 No MDiv students completed a Graduate Practicum this year. Therefore, no data was available for the 17-18 academic year.

**Recommendation(s) for Improvement:**

\* Develop a rubric for assessing practicum experience for graduate students

**Action Classification(s):** Administration of Assessment Activities (Assessment)

Integration of Assessment Activities (Assessment)

Revision of Measurement Approach (Assessment)

Addition of Data Collection & Analysis (Assessment)

**Results of Action:**

- This is a new PLO for the 17-18 Academic Year. Therefore, no historical data has been recorded for this PLO.



## 5.0 Biblical Knowledge

### Learning Outcome Description:

Study the development and expression of biblical exegesis and hermeneutics in relation to the social, cultural, family, and faith issues confronting Christians and the Church in the 21st century. Understand both Old Testament and New Testament theology in light of major themes found in biblical texts relevant to their historical backgrounds and social environments.

**Learning Outcome: Start:** 07/01/2015

**Learning Outcome: End:** 06/30/2016

### Assessments:

5.1 Grading rubric for Biblical Exposition and Faith Integration

### Analysis of Assessment Data:

5.1.1 This was a brand new program in 15-16. There was not enough data available to provide a significant research sample. Assessments are continuing to be reevaluated in order that significant and useful data can be obtained, discussed, and utilized within the next academic year.

### Recommendation(s) for Improvement:

5.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

### Results of Action:

\* Scheduled meeting before 15-16 academic year for designated faculty and administration to discuss assessment recommendation. Because of various responsibilities of committee members and faculty, the scheduled meeting for review and recommendation was postponed until early November 2015.

\* Consultation with Homiletics and Biblical Exposition professors resulted in standardized rubric for PLO evaluations.

## 5.0 Biblical Knowledge

### Learning Outcome Description:

Study the development and expression of biblical exegesis and hermeneutics in relation to the social, cultural, family, and faith issues confronting Christians and the Church in the 21st century. Understand both Old Testament and New Testament theology in light of major themes found in biblical texts relevant to their historical backgrounds and social environments.

**Learning Outcome: Start:** 07/01/2017

**Learning Outcome: End:** 06/30/2018

**Learning Outcome: Overall Progress:** On-Track

### Assessments:

5.1 Grading rubric for Biblical Exposition and Faith Integration

*BIBL 5223 Historical Overall Comprehensive Score Averages for all offerings:*

|                                 | FY 15-16 | FY 16-17 | FY 17-18 |
|---------------------------------|----------|----------|----------|
| <b>Introduction</b>             | 5        | 5        | 4.83     |
| <b>Historical Information</b>   | 14       | 13       | 12.33    |
| <b>Literary Information</b>     | 19       | 18       | 14.83    |
| <b>Pericope</b>                 | 28.5     | 25.5     | 22       |
| <b>Contemporary Application</b> | 10       | 10       | 6.5      |
| <b>Mechanics</b>                | 8.5      | 8        | 7.5      |
| <b>Bibliography</b>             | 9.5      | 8        | 7.5      |
| <b>Grade</b>                    | 94.5     | 87.5     | 75.5     |

*BIBL 5223 FY 17-18 Online Offering Average Scores:*

| Introduction | Historical Information | Literary Information | Pericope | Contemporary Application | Mechanics | Bibliography | Grade |
|--------------|------------------------|----------------------|----------|--------------------------|-----------|--------------|-------|
| 4.75         | 12                     | 13.25                | 19.5     | 6.5                      | 7.25      | 7.5          | 70.75 |

*BIBL 5223 FY 17-18 Face to Face Offering Average Scores:*

| Introduction | Historical Information | Literary Information | Pericope | Contemporary Application | Mechanics | Bibliography | Grade |
|--------------|------------------------|----------------------|----------|--------------------------|-----------|--------------|-------|
| 5            | 13                     | 18                   | 27       | 6.5                      | 8         | 7.5          | 85    |



**Analysis of Assessment Data:**

5.1.1 Overall average scores decreased across all categories from previous academic year.

5.1.2 One student in the online offering earned a 35 final grade, having earned 0 points for three of the rubric categories (Literary Information, Theological Pericope Analysis, and Contemporary Application). This student's grade drastically decreased the overall average for the course. However, even when adjusting for the outlier, overall scores were significantly lower than previous years (Overall average = 83.6).

5.1.3 Mechanics and Bibliography scores have decreased from recent years. A possible explanation is that two non-native English speakers were enrolled in the course in this academic year.

**Recommendation(s) for Improvement:**

5.1.1 Ensure that online students are aware of their access to tools such as SmartThinking proofreading portal and access to library resources, including ability to check-out print and e-books and access to reference materials through scanning services.

5.1.2 Review example papers used for online course to determine if expectations are clear for substantive sections of paper (Literary Information, Theological Pericope Analysis, and Historical Information).

**Action Classification(s):** Modification of Pedagogical Strategies (Classroom)

**Results of Action:**

\* Standardized rubric has worked well for measuring student learning and allowing for collection and analysis of historical data

**5.0 Biblical Knowledge****Learning Outcome Description:**

Study the development and expression of biblical exegesis and hermeneutics in relation to the social, cultural, family, and faith issues confronting Christians and the Church in the 21st century. Understand both Old Testament and New Testament theology in light of major themes found in biblical texts relevant to their historical backgrounds and social environments.

**Learning Outcome: Start:** 07/01/2016

**Learning Outcome: End:** 06/30/2017

**Assessments:**

5.1 Grading rubric for Biblical Exposition and Faith Integration

**Analysis of Assessment Data:**

5.1.1 A standardized rubric for the Biblical Exposition and Faith Integration course was utilized by all professors teaching the course. The rubric includes 7 categories of evaluation (See attached rubric). 2 MDiv students completed the Biblical Exposition course. The final average rubric score was 87.5% (B+). The lowest category score was 66.6% in contemporary application section.

Attached Files

[16-17 Biblical Exposition Comprehensive Scores](#)

**Recommendation(s) for Improvement:**

5.1.1 Diligently retrieve and record pertinent scores from various professors and course offerings.

**Results of Action:**

\* Schedule meeting in early fall of 17-18 academic year for designated faculty and administration to discuss assessment recommendations. This group will now be comprised of members of the newly established School of Divinity (formerly called CCMR grad department).

\* Ongoing conversations in progress relative to timing, length, and various forms of content in courses.

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