

**PRIOR YEAR
ASSESSMENT
HISTORY**

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan

ACADEMIC PROGRAMS

Assessment Plans 2011-12

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan

Master of Divinity Program 2011-12

**Master of Divinity Core
Biblical Communication
Counseling and Family
Leadership Development**

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan



Master of Divinity Program Summary of Assessment 2011-12

Assessment Results

The results demonstrate that the Student Learning Outcomes (SLOs) in the Master of Divinity program are being met. In fact, there are significant strengths across a range of SLOs. Beginning with 2011-12, a number of direct assessment measures were added to each SLO. This resulted in more effective and accurate degree program assessment. Highlights of the results are as follows:

Strengths

- The students met the criteria for each relevant *Profile* attribute.
- The students demonstrate knowledge of Scripture and their ability to use and interpret it.
- The students demonstrate knowledge of and ability to communicate theological principles.
- The students demonstrate mature Christian character.
- The students demonstrate healthy, vital relationships.
- The students are able to articulate sound doctrine.
- Graduate feedback is consistently positive in all areas.
- Juried reviews of course-embedded assignments resulted in more precise and objective results for each SLO.
- Results in MDiv concentration areas are very positive though sample sizes are still quite small in Counseling and Family.
- Action Items are linked to the budget process as necessary (see below).
- Action Items are linked to the Strategic Priorities they support and fulfill.

Improvements to be Addressed

- SLO #2 *“The student should be able to apply Scripture according to proper hermeneutical principles.”* – For many students, applying Scripture to practical situations is still a challenge. Lecture content has been revised in BL501 Principles of Biblical Interpretation in 2011-12. More data is needed to see if this has helped students.
- SLO #3 *“The student should be able to articulate sound doctrine . . .”* – While students are generally able to articulate sound doctrine, a small number of students continue to struggle in articulating the work of the Holy Spirit in the oral exam. This will be addressed more specifically in TH504 and a question will be added to every exam to better assess students’ knowledge.
- SLO #4 *“The student should be able to shepherd God’s people with biblical wisdom, compassion and justice.”* Field education is an ideal setting to assess the application of this SLO though assessment within field education is not as strong as it needs to be. From last year: The Faculty recognize there is much information to be gained through the Field Education process. Indeed, the seminary’s Field Education consistently rates high among students and graduates. The Director of Assessment will work with the Field Education Director to create a direct assessment that doesn’t rely only on the supervisor’s evaluation.
- SLO #5 *“The student should be able to communicate Biblical and theological truths effectively.”* While students’ verbal abilities are strong, many students still struggle with writing. The juried reviews of course papers strongly supports this reality. A variety of training opportunities to improve writing skills need to be designed and implemented.
- SLO #6 *“The student should be able to demonstrate mature Christian character and purity of life.”* Due to the difficulty in quantitatively assessing character, consideration will be given in the upcoming revision of SLOs to removing all outcomes that specifically measure character. It may be more beneficial to

evaluate the effectiveness of the mentoring program. The 15-30-60 hour student reviews will continue to surface valuable assessment information on students' character.

For detailed information, see the individual Degree Program Assessment Charts.

Profile of a Graduate Assessment Results for this program

Profile of a Graduate objectives were assessed through student learning outcomes in the Master of Divinity program. This assessment includes the percentage of students who successfully accomplished each relevant *Profile* attribute. A criterion of 75% success rate was set by the Assessment Committee. Only direct measures were used in determining the percentage. The M.Div. students exceeded the 75% criterion for the *Profile* objectives with percentages ranging from 80 to 100%. (See *Profile of a Graduate Assessment Results for 2011-12*.) 2011-12 is the final year for *Profile of a Graduate* assessment.

Budget Implications

Students' inability to write at the graduate level has been an ongoing issue but has now risen to a significant level of concern through assessment. Consideration should be given to budgeting for a writing lab program. Also, there is a need for additional juried reviews for more objective assessment. These items will be considered for the 2013-14 budget.

Strategic Plan Implications

It is important to note that the Action Items from the degree program assessment plans have been **aligned** to specific Strategic Priorities to show the relationship between assessment and strategic planning and therefore the effectiveness of the institution itself.

Those Strategic Priorities most often aligned in degree program assessment are Strategic Priority #3 "Review and Develop the Seminary's Academic Programs" and Strategic Priority #7 "Continue to develop and enhance an institutional culture committed to continuous improvement through assessment."

It is our expectation that though the Strategic Priorities are well-developed and cover all aspects of the seminary, it is conceivable that results from degree program assessment could engender significant change or addition to the Strategic Priorities. In the meantime, the Action Items **support and fulfill** the Strategic Priorities (see M.Div. Assessment Charts).

Direct and Indirect Measures

Phoenix Seminary has worked diligently to improve Direct Measures in use by 1) facilitating greater objectivity through the use of various juried reviews and 2) developing additional direct measures; each SLO has approximately 4-8 direct measures. In 2011-12, many new measures were instituted. Most widely implemented was the juried review of course-embedded assignments and program requirements. The juried reviews include a direct correlation between the measure and the SLOs. Rubrics reflect this correlation. In addition, measures are used to evaluate multiple SLOs.

In the same way that we have increased the Direct Measures, we have also increased the use of Indirect Measures per SLO. Specifically, in the 2011-12 assessment year, there was a significant increase in the use of the ATS Graduating Student Questionnaire and the Annual Alumni Survey results.

We believe this combination of measures is producing a more accurate assessment of the degree program.

Assessment Process

The Director of Assessment collects all results from the Direct and Indirect Measures, making a brief, initial analysis. The degree program assessment data and this initial analysis is reviewed by Faculty in late August. The Faculty makes a comprehensive analysis and suggests change for the future. Revised plans are finalized by the Director of Assessment and presented to the Assessment Committee for final approval. Following

approval, the Director of Assessment creates an action list and follows through on all action items for the year. The timing of the current process doesn't allow for change resulting from assessment to be implemented in the next academic year, particularly the Fall semester. This concern will be alleviated when the seminary begins to evaluate student learning in multi-year cycles.

Conclusion

Assessment demonstrates the strength of the M.Div. program while allowing for continued improvement. The M.Div. program has benefited from the utilization of more numerous and quality direct measures, specifically the juried reviews. The linkage to the strategic plan and budget is important for overall institutional effectiveness. Sample sizes will grow as enrollment continues to increase and as assessment moves from an annual cycle to a multi-year cycle in 2013-14.



Assessment Plan and Record for Year: 2011-12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic/Administrative/Student Services Program: Master of Divinity Core

Program Purpose: The Master of Divinity degree is designed to equip students for professional, vocational ministry in church and para-church settings. This may include a broad range of occupations, including the pastorate, intercultural service, Christian leadership, pastoral counseling, chaplaincy, evangelism, and youth ministry. In many churches and denominations, the M.Div. degree has been recommended for those preparing for ordination. It can also provide the academic basis for the D.Min., Th.M. or Ph.D. degrees.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Strategic Planning and/or Budget Action	Responsible for Follow-up
1. The student should be able to know and interpret Scripture according to proper hermeneutical principles. (<i>Profile of a Graduate</i> Descriptors BU 1-2)	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Standardized Bible and Theology Test administered at <u>graduation</u>. Success will be achieved if 85% of students achieve a score of 84 or higher. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BL501 Final Exam (2 sections) • BC502 Sermon • OT503/NT503 Exegesis Paper • LD502 Paper <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – “I am satisfied with my ability to use and interpret the Scriptures.” Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 13 - Ability to use/interpret Scriptures – success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; • ATS AQ Table 23 - Importance of biblical studies in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 80% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score. - 65%</p> <p>Standardized Bible and Theology Test = 66% received 84 pts or higher Average score – 76.4 507% increase over incoming scores</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 88% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 88% • 60-Hour Review of Students-93% • Faculty Review of Graduates- 86% • BL501 Final Exam – 80% • BC502 Sermon – 83% • OT503/NT503 Exegesis Paper – 100% • LD502 Paper – 100% • MS501 Paper – 33% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey - Ability to use/interpret Scriptures - 100% • ATS GSQ Table 13 - Ability to use/interpret Scriptures – 4.4 • ATS AQ Table 21 Religious heritage - 3.2 • ATS AQ Table 23 Importance of biblical studies in professional work – 4.0 	<p>Results indicate the SLO was met overall but several measures results were not positive.</p> <p>Faculty Analysis:</p> <p>Indirect measures are very positive.</p> <p>Bible and Theology test – the result is well below 85% criteria</p> <p>Per the Faculty discussion, the SBTT will be reviewed by Bible and Theology professors to insure that the questions are relevant and appropriate.</p> <p>The Faculty also believe that greater participation in the SBTT would be helped by requiring the test prior to the theological oral exam</p> <p>Oral exam – the result is below 75% criteria but the Faculty is not concerned. However, they did discuss and agree that a “conditional” pass should count as a “pass” for assessment purposes. This will change the historical results.</p> <p><i>All</i> juried faculty review of students results achieved the “success” benchmark.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – The SBTT will be reviewed by Bible and Theology professors to I ensure that the questions are relevant and appropriate for each program.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: John DelHousaye Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer / Jenny Miller Follow-up Date: November 1, 2012</p>

<p>2. The student should be able to apply Scripture according to proper hermeneutical principles (<i>Profile of a Graduate</i> Descriptor BU 4)</p>	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BL501 Final Exam (2 sections) Juried Review • BC502 Sermon • OT503/NT503 Exegesis Paper • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper Juried Review. <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation – “In teaching/preaching, the student applies Scripture according to proper hermeneutical principles.” Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. • ATS AQ Table 21 – • Effectiveness in education: comprehensive understanding of religious heritage and providing for development in personal and spiritual formation • ATS AQ Table 23 - • Importance of biblical studies and spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 80% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score. - 65%</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 75% • Faculty Review of Graduates- 86% • BL501 Final Exam– 60% • BC502 Sermon – 71% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 88% • 60-Hour Review of Students-93% • OT503/NT503 Exegesis Paper – 100% • IS501 Cross-cultural & Diversity Competency Paper - Assignment, as it was created, didn’t relate to this SLO. • LD502 Paper – 100% • MS501 Paper – 100% <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation – 100% • ATS AQ Table 21 Religious heritage - 3.2 • ATS AQ Table 23 Personal & Spiritual formation – 3.0 • ATS AQ Table 23 Biblical studies – 4.0 • ATS AQ Table 23 Spiritual directions/faith practices – 3.4 	<p>Results indicate the SLO was met overall but several measures results were not positive.</p> <p>Faculty Analysis:</p> <p>Oral exam – the result is below 75% criteria but the Faculty is not concerned. However, they did discuss and agree that a “conditional” pass should count as a “pass” for assessment purposes. This will change the historical results.</p> <p><i>Most</i> juried faculty review of students results indicate that the SLO was met.</p> <p>Indirect measures are positive.</p> <p>Three of five course embedded juried reviews indicate that the SLO was met however the one juried review where the students should have done better is BL501 Final Exam since the course instructs in this skill.</p> <p>It has been generally acknowledged that students struggle with application of Scripture.</p> <p>In 2011-12, Dr. Chay amended his BL501 lecture on this topic and also brings in a guest lecturer (pastor) to address it.</p> <p>The Faculty believe that the BL501 Final exam juried review should not be changed but that more data should be collected.</p> <p>It is also too soon to tell whether or not the changes in BL501 are helping the outcome.</p> <p>The Faculty would like to see if the IS501 juried review can be changed to fit this SLO. If not, it should be removed from the list.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –It will be determined if IS501 assignment can be changed to address this SLO. If not it will be removed as a direct measure.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p> <p>ACTION: Strategic Priority #3 “Review and develop the seminary’s academic programs” –At the end of the academic year, review how changes to BL501 lecture on application has effected juried review results. During evaluation, consider using an application assignment in a Bible survey course.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer/Malcolm Hartnell Follow-up Date: November 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: May 1, 2013</p>
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<p>3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church (<i>Profile of a Graduate</i> Descriptor BU 3)</p>	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Standardized Bible and Theology Test (theology portion only) administered at <u>graduation</u>. New success measure using only theology portion will need to be determined. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • OT503/NT503 Exegesis Paper (For 12-13 NT503 won’t be used for this SLO) • IS501 Cross-cultural & Diversity Competency Assignment Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey – 1) As a result of my training, I’m able to identify key theological concepts; 2) My training in theology has given me confidence in understanding the theological issues o the day and their importance in ministry; Success will be achieved if 80% “strongly agree” or “agree.” • Student survey after oral exam; one question addresses this outcome. Success will be achieved if 90% “strongly agree” or “agree.” • ATS GSQ Table 13 - Knowledge of church doctrine; Ability to think theologically - success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage • ATS AQ Table 23 - Importance of biblical studies, theology and ethics and moral theology in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. </p>	<p>Direct Measure Summary - 81% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score. - 65%</p> <p>Standardized Bible and Theology Test = 66% received 84 pts or higher Average score – 76.4 507% increase over incoming scores Theology portion only is 2,000% increase over incoming scores.</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 75% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students-93% • Faculty Review of Graduates- 86% • BC502 Sermon – 100% • OT503/NT503 Exegesis Paper – 100% • IS501 Cross-cultural & Diversity Competency Paper - Assignment, as it was created, didn’t relate to this SLO. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – both questions – 100% • Student survey after oral exam - 100% • ATS GSQ Table 13 Knowledge of church doctrine – 4.6 Ability to think theologically – 4.8 • ATS AQ Table 21 Religious heritage - 3.2 • ATS AQ Table 23 Biblical studies – 4.0 Theology – 3.8 Ethics & Moral Theology – 3.6 	<p>Results indicate the SLO was met overall but several measure results were not positive.</p> <p>Faculty Analysis:</p> <p>Oral exam – the result is below 75% criteria but the Faculty is not concerned. However, they did discuss and agree that a “conditional” pass should count as a “pass” for assessment purposes. This will change the historical results.</p> <p>Bible and Theology test – the result is well below 85% criteria but increase is exponential.</p> <p>Per the Faculty discussion, the SBTT will be reviewed by Bible and Theology professors to insure that the questions are relevant and appropriate.</p> <p>The Faculty also believe that greater participation in the SBTT would be helped by requiring the test prior to the theological oral exam</p> <p><i>Most</i> juried faculty review of students results indicate that the SLO was met.</p> <p>Course embedded juried reviews indicate that the SLO was met.</p> <p>The Faculty believe that a juried review of doctrinal statements from the TH504 would be a better measure than IS501.</p> <p>Indirect measures are very positive.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – The SBTT will be reviewed by Bible and Theology professors to I ensure that the questions are relevant and appropriate for each program.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove IS501 as a direct measure.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” – Consider adding a juried review of 10-page doctrinal summation from TH504. The Assessment Budget will need to be increased.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p>	<p>Responsible Party: John DelHousaye Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer / Jenny Miller Follow-up Date: November 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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<p>4. The student should be able to shepherd God’s people with biblical wisdom, compassion and justice. (<i>Profile of a Graduate</i> Descriptors CD 1, 2; MS 1, 3, 4)</p>	<p>Direct Measures Evaluation from internship supervisor which includes a question addressing this outcome. Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – My training equipped me to shepherd God’s people with wisdom and compassion; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 12 - Empathy for poor and oppressed; Concern for social justice; Insight into troubles of others; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5. • ATS GSQ Table 13 – Ability to lead others; Ability to give spiritual direction; Ability in pastoral counseling; success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; understanding cultural context of religious work; development in personal & spiritual formation • ATS AQ Table 23 - Importance of spiritual directions/faith practices, pastoral counseling and ethics and moral theology in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 93% achieved benchmark or higher</p> <p>Evaluation from internship supervisor – 100% (8 students)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 89%; (44% of students not rated because raters felt it wasn’t applicable) • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students-93% • Faculty Review of Graduates – 100% • BC502 Sermon – SLO not addressed • IS501 Cross-cultural & Diversity Competency Paper – 67% • LD502 Paper – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 87% • ATS GSQ Table 12 – Empathy for poor and oppressed – 4.1 Concern for social justice –3.9 Insight into troubles of others – 4.1 • ATS GSQ Table 13 – Ability to lead others – 4.0 Ability to give spiritual direction – 4.3 Ability in pastoral counseling - 4.1 • ATS AQ Table 21 Religious heritage - 3.2 Cultural context – 2.8 Personal & spiritual formation – 3.0 • ATS AQ Table 23 Spiritual Directions/Faith practices – 3.4 Pastoral counseling – 3.4 Ethics & Moral Theology – 3.6 	<p>Results indicate that the SLO was met.</p> <p>Faculty Analysis:</p> <p>The evaluation from the internship supervisor is subjective. It should be shifted to an indirect measure.</p> <p>In the future, field education will develop an instrument to be used for more objective measurement. This has the potential to be very helpful for the student and the assessment process.</p> <p>Indirect measures are positive.</p> <p>This SLO should be removed from the juried review of the oral exam as raters felt it wasn’t applicable to exam.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Consideration should be given to adjustments to Field Education for the creation of a new objective assessment measure to replace the internship supervisor evaluation.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” –The Assessment Budget may need increase to accommodate a new measure in Field Education.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove the juried review of the oral exam for this SLO.</p>	<p>Responsible Party: Chip Moody Follow-up Date: March 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: January 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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<p>5. The student should be able to communicate Biblical and theological truths effectively. (<i>Profile of a Graduate</i> Descriptor MS 2)</p>	<p>Direct Measures Communication component of the Comprehensive Oral Exam - Success will be achieved if 90% of students have a score of 5 or higher. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • OT503/NT503 Exegesis Paper • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper • LD505 Teaching Assignment <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – question addressing this outcome; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 13 – Ability to preach well; Ability to teach well; Knowledge of church doctrine; Ability to think theologically; success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; understanding cultural context of religious work • ATS AQ Table 23 - Importance of biblical studies, theology, preaching, ethics and moral theology and missions and evangelism in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 85% achieved benchmark or higher</p> <p>Communication component of the Comprehensive Oral Exam – 75% received equivalent of B or better.</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 94% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students – 93% • Faculty Review of Graduates – 100% • BC502 Sermon – 78% • OT503/NT503 Exegesis Paper – 83% • IS501 Cross-cultural & Diversity Competency Paper – 67% • LD502 Paper – 100% • MS501 Paper – 67% • LD505 Teaching Assignment (now BC509; it was not taught this year) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 100% • ATS GSQ Table 13 – Ability to preach well – 4.1 Ability to teach well – 4.3 Knowledge of church doctrine – 4.6 Ability to think theologically – 4.8 • ATS AQ Table 21 Religious heritage - 3.2 Cultural context – 2.8 • ATS AQ Table 23 Biblical studies – 4.0 Theology – 3.8 Preaching – 3.8 Ethics & Moral Theology – 3.6 Missions & evangelism – 3.0 	<p>Results indicate that the SLO was met overall but several measure results were not positive.</p> <p>Faculty Analysis:</p> <p>It would be helpful to have another measure, besides the oral exam that includes verbal communication. BC509 Advanced Teaching Skills should be taped for use in assessment.</p> <p>Also, the Faculty believes that 90% criteria for oral exam is too high and should be lowered to 75% to be in keeping with other components of the oral exam.</p> <p>These results reflect, in part, students’ poor writing skills. (A complaint throughout the juried reviews.)</p> <p>Faculty suggests that lecture capture be used to make simple instruction videos by students who write well on how to write a paper.</p> <p>Also, serious consideration (and monetary consideration) should be given to a robust tutoring/lab program for inclusion in the 2013-14 budget.</p>	<p>ACTION: 2013-14 Budget and Strategic Priority #3 “Review and develop the seminary’s academic programs” – Consideration should be given to a robust tutoring/lab program for inclusion in the 2013-14 budget.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – oral exam communication component should be lowered to 75% to be in line with other components of the oral exam.</p> <p>ACTION: Strategic Priority #3 “Review and develop the seminary’s academic programs” – Consideration should be given to using the lecture capture for taping BC499 and for the creation of informal videos, available on Moodle, of excellent students instructing in how to write a paper.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – BC509 student teaching should be captured for assessment purposes this Fall 2012.</p>	<p>Responsible Party: Doug Olbert Follow-up Date: December 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Doug Olbert Follow-up Date: December 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: September 1, 2012</p>
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<p>6. The student should be able to demonstrate mature Christian character and purity of life (<i>Profile of a Graduate</i> Descriptors BU 1; CD 2-4)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • OT503/NT503 Exegesis Paper (For 12-13 OT503/NT503 won’t be used for this SLO) • IS501 Cross-cultural & Diversity Competency Assignment • MS501 <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation – Two specific questions: “The student possesses a mature ability to handle criticism (teachable, not defensive)” and “The student demonstrates mature Christian character and purity of life.” Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. • Annual Alumni Survey – question addressing this outcome; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 12 – Trust in God; Self-discipline and focus; Ability to live one’s faith in daily life; Self-knowledge; Strength of Spiritual life; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; development in personal & spiritual formation • ATS AQ Table 23 - Importance of ethics and moral theology and spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 97% achieved benchmark or higher</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% (44% of students not rated because raters felt it wasn’t applicable) • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 88% • 60-Hour Review of Students – 93% • Faculty Review of Graduates – 100% • BC502 Sermon – 100% (33% of students not rated because raters felt it wasn’t applicable) • OT503/NT503 Exegesis Paper – 100% • IS501 Cross-cultural & Diversity Competency Paper – 100% • MS501 Paper – 100% <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation –100% for both questions • Annual Alumni Survey – 75% • ATS GSQ Table 12 – Trust in God - 4.3 Self-discipline and focus – 3.9 Ability to live one’s faith in daily life – 4.1 Self-knowledge – 3.9 Strength of Spiritual life – 4.1 • ATS AQ Table 21 Religious heritage - 3.2 Personal & Spiritual formation – 3.0 • ATS AQ Table 23 Ethics & Moral Theology – 3.6 Spiritual directions/faith practices – 3.4 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>The Faculty believes that serious consideration should be given in the upcoming SLO Revision process to removing this SLO completely. It is much too difficult to measure accurately. Perhaps a SLO on mentoring would be more helpful.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – In upcoming SLO revision, consider the removal of this SLO from MDiv Core or consider the use of an assignment on purity in one of Dr. Tracy’s courses.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Faculty Follow-up Date: September 18, 2012</p>
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<p>7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status. (Profile of a Graduate Descriptors BU 4; CD 1-4; MS 4)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • OT503/NT503 Exegesis Paper (For 12-13 OT503/NT503 won’t be used for this SLO) • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper <p>Indirect Measure</p> <ul style="list-style-type: none"> • Annual Alumni Survey – My training has enabled me to demonstrate this outcome; My experience...has made me more aware of issues related to ministry among people of diverse gender/diverse ethnicity; diverse culture. Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 12 – Trust in God; Ability to live one’s faith in daily life; Strength of Spiritual life; Empathy for poor and oppressed; Concern for social justice; Insight into troubles of others; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5. • ATS GSQ Table 13 - Ability to relate social issues to faith; success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; understanding cultural context of religious work; development in personal & spiritual formation • ATS AQ Table 23 - Importance of spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 94% achieved benchmark or higher</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% (56% of students not rated because raters felt it wasn’t applicable) • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students – 93% • Faculty Review of Graduates – 100% • BC502 Sermon - (83% of students not rated because raters felt it wasn’t applicable) • OT503/NT503 Exegesis Paper – 100% • IS501 Cross-cultural & Diversity Competency– 100% • LD502 Paper – 33% <p>Indirect Measure</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Demonstrate this outcome – 100% More aware of issues related to: Diverse gender – 100% Diverse ethnicity – 85% Diverse culture – 88% • ATS GSQ Table 12 – Trust in God - 4.3 Strength of spiritual life – 4.1 Ability to live one’s faith in daily life – 4.1 Empathy for poor & oppressed – 4.1 Concern for social justice –3.9 Insight into troubles of others – 4.1 • ATS GSQ Table 13 – Ability to relate social issues to faith – 4.3 • ATS AQ Table 21 Religious heritage - 3.2 Cultural context – 2.8 Personal & Spiritual formation – 3.0 • ATS AQ Table 23 Spiritual directions/faith practices – 3.4 	<p>Results indicate the SLO was met overall but several measures didn’t apply to this SLO or results were not positive.</p> <p>Indirect measures are positive.</p> <p>Faculty Analysis:</p> <p>Field education will develop an instrument to be used for objective measurement of this SLO and applicable for the 2013-14 year. This has the potential to be very helpful for the student and the assessment process.</p> <p>Consideration should be given to whether the IS501 measure is as applicable for this SLO as we had hoped.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove the juried review of the oral exam and BC502 sermon for this SLO—not applicable to the measure.</p> <p>ACTION: Strategic Priority #3 “Review and develop the seminary’s academic programs” – Consideration should be given to adjustments to Field Education for the creation of a new objective assessment measure.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” –The Assessment Budget may need increase to accommodate a new measure in Field Education.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Consideration should be given to whether the IS501 measure is as applicable for this SLO as we had hoped.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Chip Moody Follow-up Date: March 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: January 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: December 1, 2012</p>
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Assessment Plan and Record for Year: 2011-2012

Approved by the Assessment Committee – 9/11/12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic Program: Master of Divinity – Biblical Communication Concentration

Program Purpose: The Biblical Communication concentration equips students for life-changing, expository preaching and teaching of the Old and New Testaments, and it can provide the basis for further academic study. In many churches and denominations, this degree has been recommended for those preparing for ordination. It can also provide the academic basis for the D.Min., Th.M., or Ph.D. degrees.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
In addition to the M.Div. outcomes 1-7 that apply to all M.Div. programs:					
8. The student should be able to use the original languages for accurately interpreting and applying Scripture. (<i>Profile of a Graduate</i> Descriptors BU 1-4; MS 2-3)	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon • OT503/NT503 Exegesis Paper <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – My training in Hebrew/Greek has given me confidence in my exegesis and proclamation of the OT/NT; Success will be achieved if 80% “strongly agree” or “agree.” • Student Course Evaluations from NT504 and OT503. Success will be achieved if 90% of the students mark “Strongly Agree” or “Agree” that all of the course outcomes were met in the course. 	<p>Direct Measure Summary - 89% achieved benchmark or higher</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 78% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome.- 100% (<i>67% of students haven’t taken languages and were not scored</i>) • 60-Hour Review of Students – 88% • Faculty Review of Graduates – 100% • BC502 Sermon – SLO was not used in juried review. • OT503/NT503 Exegesis Paper – 92% (OT only) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Hebrew – 100% Greek – 100% • Student Course Evaluations NT504 – not offered OT503 – 100% 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Indirect measure results are very positive.</p> <p>BC502 sermon wasn’t used to address this SLO and it should be removed as a measure.</p> <p>In addition, the 30-hour juried review should be dropped as a measure since so few students have taken enough language within their first 30 hours.</p> <p>The Faculty would like to see a standardized language test be created for measuring this SLO.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –BC502 sermon and 30-hour juried review should be removed as measures from this SLO.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –A standardized language test will be developed as an additional measure for this SLO.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: John DelHousaye/John Meade Follow-up Date: April 1, 2014</p>

<p>9. The student should be able to communicate Scriptures clearly according to proper homiletical principles. (<i>Profile of a Graduate</i> Descriptors BU 1-4; MS 2-3)</p>	<p><u>Direct Measures</u> Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students • Faculty Review of Graduates • BC502 Sermon <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Annual Alumni Survey – My training has provided me with 1) adequate sermon development skills 2) adequate training in skills of public communication; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 13 – Ability to preach well; (though this is not only BC students) – success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. 	<p>Direct Measure Summary - 91% achieved benchmark or higher</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 50% (<i>67% of students haven’t taken homiletics and were not scored</i>) • 60-Hour Review of Students – 100% • Faculty Review of Graduates – 100% • BC502 Sermon – 89% <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Annual Alumni Survey – Sermon development skills – 100% Public communication skills – 75% • ATS GSQ Table 13 – Ability to preach well – 4.1 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Indirect measures were mostly positive.</p> <p>BC502 sermon juried review was one of the most helpful juried reviews for addressing the SLO comprehensively.</p> <p>The 30-hour juried review should be dropped as a measure since so few students have taken homiletics within their first 30 hours.</p> <p>Consideration was given to adding BC509 as a measure but it is a “teaching” course that doesn’t necessarily instruct in homiletical skills. The faculty want to keep teaching and preaching separate.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –30-hour juried review should be removed as a measure from this SLO.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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Assessment Plan and Record for Year: 2011-12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic Program: Master of Divinity – Counseling & Family Concentration

Program Purpose: The Counseling and Family concentration prepares students to provide biblical guidance, sustenance, healing, and reconciliation to individuals, couples, and families in either the church or para-church settings.

PLEASE NOTE: It was noted in 2010-11 assessment that results for the last couple of years were positive but minimal due to low enrollment in this program. It was hoped that the 2011-12 results would reflect the larger enrollment in the program but it appears it will take more time for this group of students to be evaluated in these direct measures.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Intended Program Outcomes	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
In addition to the M.Div. outcomes 1-7 that apply to all M.Div. programs:					
8. The student should be able to articulate the church’s biblical mandate to care for persons. (<i>Profile of a Graduate</i> Descriptor BU 4)	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students Indirect Measures Student course grade of “B” in MI502 Principles for Biblical Counseling. Success is achieved if 90% of the students have a “B” grade or higher.</p>	<p>Direct Measure Summary - 100% achieved benchmark or higher but it must be noted that there are little to zero results.</p> <p>Juried Reviews <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% (1 student!) • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – No students to review. • 60-Hour Review of Students – Results not available Indirect Measures MS502 Principles for Biblical Counseling course grade – 100% (2 students)</p>	<p>Results indicate the SLO is not met because there are insufficient results.</p> <p>Faculty analysis:</p> <p>There are not enough results nor is there sufficient direct measures for this specific SLO.</p> <p>Indirect measure is positive but grades should likely be removed as indirect measures.</p> <p>The Faculty believe that this SLO should be modified or removed in the upcoming SLO revision process.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Review this SLO to modify or eliminate it.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Should the measure be kept, grades should be removed as an indirect measure and a survey question added to the alumni survey.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Faculty Follow-up Date: December 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>

<p>9. The student should be able to design programs for biblical counsel and care. (<i>Profile of a Graduate</i> Descriptors BU 4; CD 1; MS 1, 3)</p>	<p><u>Direct Measures</u> Site Evaluation in Family Ministry Module Project in CF507 Marriage and Family Ministry. Success is achieved if 90% of the students have a “B” grade or higher. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students <p><u>Indirect Measures</u> None at this time.</p>	<p>Direct Measure Summary - 100% achieved benchmark or higher but it must be noted that there are little to zero results.</p> <p>Site Evaluation in Family Ministry Module Project – 100% Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – No students to review. • 60-Hour Review of Students – Results not available 	<p>Results indicate the SLO is not met because there are insufficient results.</p> <p>Faculty analysis:</p> <p>There are not enough results nor is there sufficient direct measures for this specific SLO.</p> <p>Indirect measure is positive but grades should likely be removed as indirect measures. The Site evaluation of CF507 project can be used as an indirect measure.</p> <p>Consider as a direct measure doing a juried review of the CF507 project to design and implement a marriage and family ministry.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Grades should be removed as an indirect measure and replaced by moving the Site Evaluation of CF507 project (from direct measure) to indirect.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” – Consider as a direct measure doing a juried review of the CF507 project to design and implement a marriage and family ministry. The assessment budget may need to be increased.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer/Justin Smith Follow-up Date: December 1, 2012</p>
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Assessment Plan and Record for Year: 2011-2012

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic Program: Master of Divinity – Leadership Development Concentration

Program Purpose: The purpose of the Leadership Development concentration is to prepare for vocational ministry positions in church and para-church ministries, with the exception of preaching. This degree can provide the basis for further academic study.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
In addition to the M.Div. outcomes 1-7 that apply to all M.Div. programs:					
8. The student should be able to explain the aspects of leadership from the Bible. <i>(Profile of a Graduate Descriptors BU 1-4; CD 1; MS 1)</i>	<p>Direct Measures MS501 Pre/Post Test (questions addressing this outcome) Success is achieved if 90% of the students have a “B” grade or higher. (Pre/Post test questions that relate to this outcome: #3, 10, 21-22, 27) Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • MS501 Paper • LD502 Paper • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Student should be able to explain the aspects of leadership from the Bible; Success will be achieved if 80% “strongly agree” or “agree.” • MS501 Student course grade Success is achieved if 90% of the students have a “B” grade or higher. 	<p>Direct Measure Summary - 100% achieved benchmark or higher</p> <p>MS501 Pre/Post Test – 100%</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • MS501 Paper – 100% • LD502 Paper – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 100% • MS501 Student course grade – 100% 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Results are overwhelmingly positive.</p> <p>Indirect measure is positive but grades should likely be removed as an indirect measure.</p> <p>No further action is needed.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Remove grades as an indirect measure.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up: October 1, 2012</p>

<p>9. The student should be able to explain how to develop leadership in ministry. (<i>Profile of a Graduate</i> Descriptors CD 1; MS 2, 3)</p>	<p>Direct Measures LD502 Pre/Post Test Success is achieved if 90% of the students have a “B” grade or higher. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • LD502 Paper • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students Indirect Measures Annual Alumni Survey – Student should be able to explain how to develop leadership in ministry; Success will be achieved if 80% “strongly agree” or “agree.”</p>	<p>Direct Measure Summary - Less than 100% achieved benchmark or higher</p> <p>LD502 Pre/Post Test – Average score of 93 (out of 100) in post test</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • LD502 Paper – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 100% 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Results are very positive as are indirect measure results.</p> <p>No further action is needed.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Ensure that the correct criteria are used for the LD502 pre/post test the next time it’s offered.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: June 1, 2013</p>
<p>10. The student should be able to recruit workers using a Bible-based philosophy, vision, and strategy. (<i>Profile of a Graduate</i> Descriptors BU 3, 4; CD 3,4; MS 2,3)</p>	<p>Direct Measures MS501 Pre/Post Test (questions addressing this outcome) Success is achieved if 90% of the students have a “B” grade or higher. (Pre/Post test questions that relate to this outcome: #10, 13, 15-18, 21-22, 24-27, 30) Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • LD502 Paper • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • 60-Hour Review of Students Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – question addressing this outcome; Success will be achieved if 80% “strongly agree” or “agree.” • MS501 Student course grade • Success is achieved if 90% of the students have a “B” grade or higher. 	<p>Direct Measure Summary - 92% achieved benchmark or higher</p> <p>MS501 Pre/Post Test – 100% (3 students)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • LD502 Paper – 33% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • 60-Hour Review of Students – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – question not included in the survey • MS501 Student course grade – 100% 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Low results with LD502 paper are due to the fact that it didn’t seem to address this SLO according to the jury. LD502 Paper should be reviewed for adequacy for this SLO.</p> <p>Indirect measure is positive but grades should be removed as an indirect measure and question added to alumni survey.</p> <p>Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.</p> <p>Add IS503 pre/post test which is also being used as a direct measure in the MABL program.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove grade for indirect measure</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” - Add appropriate question to Alumni Survey.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – LD502 Paper should be reviewed for adequacy for this SLO before it’s offered again. Faculty would like to see it used for this SLO.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Add IS503 Pre/Post Test Success is achieved if 90% of the students have a “B” grade or higher. <i>Adjust the percentage for success based on the number of MABL students being assessed. If small numbers of students are involved, then the criteria should reflect this fact e.g. a reasonable success criteria when only four students are involved would be 75%.</i></p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: March 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>

**Master of Arts Programs
2011-12**

**Biblical Leadership
Professional Counseling**

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan



Master of Arts in Biblical Leadership Program (MABL) Summary of Assessment 2011-12

Assessment Results

The results demonstrate that the Student Learning Outcomes (SLOs) in the Master of Arts in Biblical Leadership are being met. In fact, there are significant strengths across a range of SLOs. Beginning with 2011-12, a number of direct assessment measures were added to each SLO. This resulted in more effective and accurate degree program assessment. Highlights of the results are as follows:

Strengths

- The students met the criteria for each relevant *Profile* attribute.
- The students demonstrate knowledge of Scripture and their ability to use and interpret it.
- The students are able to articulate sound doctrine. Impressively, 100% of the MABL students passed the comprehensive theological oral exam the first time.
- The students demonstrate the ability to understand leadership principles in the Bible, develop leadership, recruit workers and shepherd God's people.
- Graduate feedback is consistently positive in all areas.
- For 2012-13, SLOs were added to address the student's character and personal relationships and bring the MABL program into line with other degree programs.
- Juried reviews of course-embedded assignments resulted in more precise and objective results for each SLO.
- Action Items are linked to the budget process as necessary (see below).
- Action Items are linked to the Strategic Priorities they support and fulfill.

Improvements to be Addressed

- SLO #2 *"The student should be able to apply Scripture according to proper hermeneutical principles."* – For many students, applying Scripture to practical situations is still a challenge. Lecture content has been revised in BL501 Principles of Biblical Interpretation in 2011-12. More data is needed to see if this has helped students
- SLO #7 *"The student should be able to explain from Scripture how to be a Christian leader in a non-Christian world."* – This SLO will benefit from a more direct measure, namely a juried review of a course assignment from LD510 Christian Leadership in a Non-Christian World to be implemented in 2012-13.
- SLO #8 *"The student should be able to shepherd God's people with biblical wisdom, compassion and justice."* Field education is an ideal setting to assess the application of this SLO though assessment within field education is not as strong as it needs to be. From last year: The Faculty recognize there is much information to be gained through the Field Education process. Indeed, the seminary's Field Education consistently rates high among students and graduates. The Director of Assessment will work with the Field Education Director to create a direct assessment that doesn't rely only on the supervisor's evaluation.
- While students verbal ability is strong, many students still struggle with writing. The juried reviews of course papers strongly supports this reality. A variety of training opportunities to improve writing skills need to be designed and implemented.

For detailed information, see the individual Degree Program Assessment Charts.

Profile of a Graduate Assessment Results for this program

Profile of a Graduate objectives were assessed through student learning outcomes in the MABL program. This assessment includes the percentage of students who successfully accomplished each relevant *Profile* attribute. A criterion of 75% success rate was set by the Assessment Committee. Only direct measures were used in determining the percentage. The MABL students exceeded the 75% criterion for the applicable *Profile* objectives. (See *Profile of a Graduate Assessment Results* for 2011-12.) 2011-12 is the final year for *Profile of a Graduate* assessment.

Budget Implications

Students' inability to write at the graduate level has been an ongoing issue but has now risen to a significant level of concern through assessment. Consideration should be given to budgeting for a writing lab program. Also, there is a need for additional juried reviews for more objective assessment. These items will be considered for the 2013-14 budget.

Strategic Plan Implications

It is important to note that the Action Items from the degree program assessment plans have been **aligned** to specific Strategic Priorities to show the relationship between assessment and strategic planning and therefore the effectiveness of the institution itself.

Those Strategic Priorities most often aligned in degree program assessment are Strategic Priority #3 "Review and Develop the Seminary's Academic Programs" and Strategic Priority #7 "Continue to develop and enhance an institutional culture committed to continuous improvement through assessment."

It is our expectation that though the Strategic Priorities are well-developed and cover all aspects of the seminary, it is conceivable that results from degree program assessment could engender significant change or addition to the Strategic Priorities. In the meantime, the Action Items **support and fulfill** the Strategic Priorities (see MABL Assessment Chart).

Direct and Indirect Measures

Phoenix Seminary has worked diligently to improve Direct Measures in use by 1) facilitating greater objectivity through the use of various juried reviews and 2) developing additional direct measures; each SLO has approximately 4-5 direct measures. In 2011-12, many new measures were instituted. Most widely implemented was the juried review of course-embedded assignments and program requirements. The juried reviews include a direct correlation between the measure and the SLOs. Rubrics reflect this correlation. In addition, measures are used to evaluate multiple SLOs.

In the same way that we have increased the Direct Measures, we have also increased the use of Indirect Measures per SLO. Specifically, in the 2011-12 assessment year, there was a significant increase in the use of the ATS Graduating Student Questionnaire and the Annual Alumni Survey results.

We believe this combination of measures is producing a more accurate assessment of the degree program.

Assessment Process

In late summer, the Director of Assessment collects all results from the Direct and Indirect Measures, making a brief, initial analysis. The degree program assessment data and this initial analysis is reviewed by Faculty in late August. The Faculty makes a comprehensive analysis and suggests change for the future. Revised plans are finalized by the Director of Assessment and presented to the Assessment Committee for final approval. Following approval, the Director of Assessment creates an action list and follows through on all action items for the year. The timing of the current process doesn't allow for change resulting from assessment to be implemented in the next academic year, particularly the Fall semester. This concern will be alleviated when the seminary begins to evaluate student learning in multi-year cycles.

Conclusion

The Master of Arts in Biblical Leadership program is effectively accomplishing its goals. The MABL has benefited from the utilization of more numerous and quality direct measures, specifically the juried reviews. The addition of two student learning outcomes addressing character and personal relationships in 2012-13 will give an expanded assessment of MABL students. The linkage to the strategic plan and budget is important for overall institutional effectiveness. Sample sizes will grow as enrollment continues to increase and as assessment moves from an annual cycle to a multi-year cycle in 2013-14.



Assessment Plan and Record for Year: 2011-12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic/Administrative/Student Services Program: Master of Arts in Biblical Leadership

Program Purpose: The Master of Arts in Biblical Leadership prepares students for Christian leadership other than pulpit/preaching ministries. It specifically equips students for a variety of professional church and para-church ministries or as church lay leaders. It is expressly not designed to prepare students academically for doctoral studies or for ordination in those churches that require the Master of Divinity degree.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
<p>1. The student should be able to know and interpret Scripture according to proper hermeneutical principles. (Profile of a Graduate Descriptor BU 1, 2) (Outcome added for 2010-11 year as a result of 2009-10 assessment.)</p>	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Standardized Bible and Theology Test administered at graduation. Success will be achieved if 85% of students achieve a score of 84 or higher. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students • Faculty Review of Graduates • BL501 Final Exam (2 sections) • LD502 Paper • MS501 Paper <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – “I am satisfied with my ability to use and interpret the Scriptures” and “PS gave me the tools (analytical skills, hermeneutics, critical thinking) to do biblical/theological research.” Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 13 - Ability to use/interpret Scriptures – success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; • ATS AQ Table 23 - Importance of biblical studies in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. <p><i>Add LD502 Paper to Juried Review to the following outcomes since the course was added to MABL requirements beginning 2012-13: Outcomes #1, 2, 4, 5, 6, 8</i></p>	<p>Profile Direct Measure Summary - 88% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score. - 100%</p> <p>Standardized Bible and Theology Test = 0% received 84 pts or higher Average score – 74 (151% better than incoming score) (1 student)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • BL501 Final Exam – 33% • LD502 Paper – 67% • MS501 Paper – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Ability to use and interpret Scripture – 83% • PS gave me hermeneutic tools for research – 100% • ATS GSQ Table 13 - Ability to use/interpret Scriptures – 4. • ATS AQ Table 21 Religious heritage - 4 • ATS AQ Table 23 Importance of biblical studies in professional work – 4 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Three of eight direct measures did not meet criteria.</p> <p>Indirect measures are very positive.</p> <p>The results for the oral exam are extremely positive! See 8/28/12 Faculty discussion for more detailed evaluation of the oral exam.</p> <p>Per the Faculty discussion, the SBTT will be reviewed by Bible and Theology professors to insure that the questions are relevant and appropriate.</p> <p>The Faculty also believe that greater participation in the SBTT would be helped by requiring the test prior to the theological oral exam</p> <p>Oral exam – As a result of Faculty discussion in relation to MDiv results, they agreed that a “conditional” pass should count as a “pass” for assessment purposes.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – The SBTT will be reviewed by Bible and Theology professors to I ensure that the questions are relevant and appropriate for each program.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p> <p>ACTION: Strategic Priority #3 “Review and develop the seminary’s academic programs” – At the end of the academic year, review how changes to BL501 lecture on application has effected juried review results. During evaluation, consider using an application assignment in a Bible survey course.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: John DelHousaye Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer / Jenny Miller Follow-up Date: November 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: May 1, 2013</p>

<p>2. The student should be able to apply Scripture according to proper hermeneutical principles. (<i>Profile of a Graduate</i> Descriptor BU 4) (<i>Outcome added for 2010-11 year as a result of 2009-10 assessment.</i>)</p>	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students • Faculty Review of Graduates • BL501 Final Exam (2 sections) Juried Review • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper • MS501 paper <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation – “In teaching/preaching, the student applies Scripture according to proper hermeneutical principles.” Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage and providing for development in personal and spiritual formation ATS AQ Table 23 - Importance of biblical studies and spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 90% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score – 100%</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • BL501 Final Exam – 0% (small sample size - 2 students) • IS501 Cross-cultural & Diversity Competency Assignment – Assignment, as it was created, didn’t relate to this SLO. • LD502 Paper – 67% • MS501 Paper – 100% <p>Indirect Measure</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation (100%) • ATS AQ Table 21 Religious heritage - 4 Personal & Spiritual formation – 4 • ATS AQ Table 23 Biblical studies – 4 Spiritual directions/faith practices – 4 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Two of seven direct measures did not meet criteria.</p> <p>Indirect measures are very positive.</p> <p>The results from the BL501 exam are very poor. It has been generally acknowledged that students struggle with application of Scripture and is seen in other areas of the curriculum.</p> <p>In 2011-12, Dr. Chay amended his BL501 lecture on this topic and also brings in a guest lecturer (pastor) to address it.</p> <p>The Faculty believe that the BL501 Final exam juried review should not be changed but that more data should be collected. The sample size is too small.</p> <p>It is also too soon to tell whether or not the changes in BL501 are helping the outcome.</p> <p>The Faculty would like to see if the IS501 juried review can be changed to fit this SLO. If not, it should be removed from the list.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –It will be determined if IS501 assignment can be changed to address this SLO. If not it will be removed as a direct measure.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: November 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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<p>3. The student should be able to articulate sound doctrine consistent with the Phoenix Seminary Statement of Faith and the historic doctrines of the Christian church. (<i>Profile of a Graduate</i> Descriptor BU 3) (<i>Outcome added for 2010-11 year as a result of 2009-10 assessment.</i>)</p>	<p>Direct Measures Comprehensive Theology Oral Exam Score. Success will be achieved if 75% of students receive an unconditional pass on the oral exam the first time. Standardized Bible and Theology Test (theology portion only) administered at <u>graduation</u>. New success measure using only theology portion will need to be determined. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students • Faculty Review of Graduates • IS501 Cross-cultural & Diversity Competency Assignment <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 1) As a result of my training, I’m able to identify key theological concepts; 2) My training in theology has given me confidence in understanding the theological issues of the day and their importance in ministry; Success will be achieved if 80% “strongly agree” or “agree.” • Student survey after oral exam; one question addresses this outcome. Success will be achieved if 90% “strongly agree” or “agree.” • ATS GSQ Table 13 - Knowledge of church doctrine; Ability to think theologically - success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage • ATS AQ Table 23 - Importance of biblical studies, theology and ethics and moral theology in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>Direct Measure Summary - 96% achieved benchmark or higher</p> <p>Comprehensive Theology Oral Exam Score. - 100%</p> <p>Standardized Bible and Theology Test = 0% received 84 pts or higher Average score – 74% (1 student)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • IS501 Cross-cultural & Diversity Competency Assignment – Assignment, as it was created, didn’t relate to this SLO. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Identify theol. concepts – 100% Theological issues – 83% • Student survey after oral exam – 100% • ATS GSQ Table 13 Knowledge of church doctrine – 4.5 Ability to think theologically – 4.8 • ATS AQ Table 21 Religious heritage - 4 • ATS AQ Table 23 Biblical studies – 4 Theology – 4 Ethics & Moral Theology – 3 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Though the Bible/Theology test was at 0%, consideration must be given to the fact that it was only one student AND that the oral exam is a significant measure and it was passed at 100%.</p> <p>Indirect measures are very positive.</p> <p>(See 8/28/12 Faculty discussion for more detailed evaluation of the SBTT.)</p> <p>The Faculty believe that a juried review of doctrinal statements from the TH504 would be a better measure than IS501.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – The SBTT will be reviewed by Bible and Theology professors to I ensure that the questions are relevant and appropriate for each program.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove IS501 as a direct measure.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” – Consider adding a juried review of 10-page doctrinal summation from TH504. The Assessment Budget will need to be increased.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” –Change oral exam direct measure to include “conditional pass”; revise historical results based on this change.</p>	<p>Responsible Party: John DelHousaye Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer / Jenny Miller Follow-up Date: November 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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<p>4. The student should be able to explain the aspects of leadership from the Bible (<i>Profile of a Graduate</i> Descriptor BU 2-4; MS 1-3)</p>	<p>Direct Measures MS501 Pre/Post Test (questions addressing this outcome) Success is achieved if 90% of the students have a “B” grade or higher. (Pre/Post test questions that relate to this outcome: #3, 10, 21-22, 27) Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • 30-Hour Review of Students • Faculty Review of Graduates • MS501 Paper • LD502 Paper • IS501 Cross-cultural & Diversity Competency Assignment <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – Student should be able to explain the aspects of leadership from the Bible; Success will be achieved if 80% “strongly agree” or “agree.” 	<p>Direct Measure Summary - 81% achieved benchmark or higher</p> <p>MS501 Pre/Post Test – 67% (3 students)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • MS501 Paper – 50% • LD502 Paper – 67% • IS501 Cross-cultural & Diversity Competency Assignment – Assignment, as it was created, didn’t relate to this SLO. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 100% 	<p>Results indicate this SLO was met.</p> <p>Faculty Analysis:</p> <p>Three of five measures did not meet criteria due to relatively small sample sizes.</p> <p>More data needs to be gathered before any meaningful conclusion can be drawn.</p> <p>They would also like IS501 to be removed as a measure from this SLO.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove IS501 as a direct measure.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Review 2012-13 data to see if enough data has been generated. If not, consider changes that need to be made.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: June 1, 2013</p>
<p>5. The student should be able to develop leadership in ministry. (<i>Profile of a Graduate</i> Descriptor BU 2, 4; MS 1, 3)</p>	<p>Direct Measures LD502 Pre/Post Test Success is achieved if 90% of the students have a “B” grade or higher. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • 30-Hour Review of Students • Faculty Review of Graduates • LD502 Paper <p>Indirect Measures</p> <p>Annual Alumni Survey – Student should be able to explain how to develop leadership in ministry; Success will be achieved if 80% “strongly agree” or “agree.”</p>	<p>Direct Measure Summary - a little less than 100% achieved benchmark or higher</p> <p>LD502 Pre/Post Test – Average score of 95.7 (out of 100) in post test</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • LD502 Paper – 100% <p>Indirect Measures</p> <p>Annual Alumni Survey – 67%</p>	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Indirect measure was not positive but the Faculty is satisfied with the result and believe that no further action is necessary.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Ensure that the correct criteria are used for the LD502 pre/post test the next time it’s offered.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: June 1, 2013</p>

<p>6. The student should be able to recruit workers using a Bible-based philosophy, vision, and strategy. (<i>Profile of a Graduate</i> Descriptor BU 3-4; CD 3, 4; MS 2, 3)</p>	<p>Direct Measures MS501 Pre/Post Test (questions addressing this outcome) Success is achieved if 90% of the students have a “B” grade or higher. (Pre/Post test questions that relate to this outcome: #10, 13, 15-18, 21-22, 24-27, 30) IS503 Pre/Post Test Success is achieved if 90% of the students have a “B” grade or higher. <i>Adjust the percentage for success based on the number of MABL students being assessed. If small numbers of students are involved, then the criteria should reflect this fact e.g. a reasonable success criteria when only four students are involved would be 75%.</i> Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • 30-Hour Review of Students • Faculty Review of Graduates Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey – question addressing this outcome; Success will be achieved if 80% “strongly agree” or “agree.” • MS501 Student course grade Success is achieved if 90% of the students have a “B” grade or higher. </p>	<p>Direct Measure Summary - 82% achieved benchmark or higher</p> <p>MS501 Pre/Post Test – 67% (success not achieved; 3 students)</p> <p>IS503 Pre/Post Test – 86% (success not achieved—8 students—a good sample size)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • LD502 Paper – 33% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – question not included in the survey • MS501 Student course grade – 80% 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>Low results with LD502 paper are due to the fact that it didn’t seem to address this SLO according to the jury.</p> <p>Indirect measure is positive but grades should be removed as an indirect measure.</p> <p>With such a small sample size of MS501, the Faculty want to collect more data to see if this is a trend.</p> <p>LD502 Paper should be reviewed for adequacy for this SLO.</p> <p>Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.</p> <p>Add appropriate question to Alumni Survey for only indirect measure.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – In 2012-13 assessment, review MS501 pre/post data to see if this is a trend.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove grade for indirect measure</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Add appropriate question to Alumni Survey.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – LD502 Paper should be reviewed for adequacy for this SLO before it’s offered again.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: June 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: March 1, 2013</p>
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<p>7. The student should be able to explain from Scripture how to be a Christian leader in a non-Christian world. <i>(Profile of a Graduate</i> Descriptor BU 2, 4; CD 3; MS 2, 3)</p>	<p><u>Direct Measures</u> IS503 Life Transformation Group Evaluation Success is achieved if 90% of the students have a “B” grade or higher. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. • 30-Hour Review of Students • Faculty Review of Graduates</p> <p><u>Indirect Measures</u> • LD510 Student course grade Success is achieved if 90% of the students have a “B” grade or higher.</p>	<p>Direct Measure Summary - 93% achieved benchmark or higher</p> <p>IS503 Life Transformation Group Evaluation – 88% achieved a grade of A.</p> <p>Juried Reviews • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100%</p> <p><u>Indirect Measures</u> • LD510 Student course grade – course not taught in 2011-12 year.</p>	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>An additional direct measure should be added to better measure this SLO objectively: a juried review of a course assignment from LD510. This would be a teaching outline of a Biblical leader that addresses this SLO.</p> <p>The LD510 course grade will be removed and a question addressing this SLO added to the Alumni Survey.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Add a juried review of LD510 course assignment (teaching outline of Biblical leader) to better assess this SLO.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” –The Assessment Budget will need to be increased for the above juried review.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove LD510 course grade as an indirect measure.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Add a question to the Alumni Survey that addresses this outcome.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: January 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: March 1, 2013</p>
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<p>8. Shepherd God’s people with biblical wisdom, compassion and justice. (<i>Profile of a Graduate</i> Descriptor CD 1, 2; MS 1, 3, 4)</p>	<p>Direct Measures Evaluation from internship supervisor which includes a question addressing this outcome. Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students • Faculty Review of Graduates • IS501 Cross-cultural & Diversity Competency Assignment • LD502 Paper Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey – My training equipped me to shepherd God’s people with wisdom and compassion; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 12 - Empathy for poor and oppressed; Concern for social justice; Insight into troubles of others; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5. • ATS GSQ Table 13 - Knowledge of church doctrine; Ability to think theologically; Ability in pastoral counseling; success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; understanding cultural context of religious work; development in personal & spiritual formation • ATS AQ Table 23 - Importance of spiritual directions/faith practices, pastoral counseling and ethics and moral theology in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. </p>	<p>Direct Measure Summary - 94% achieved benchmark or higher</p> <p>Evaluation from internship supervisor (100%)</p> <p>Juried Reviews</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam – 100% (half of students not rated because raters felt it wasn’t applicable) • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. – 100% • Faculty Review of Graduates – 100% • IS501 Cross-cultural & Diversity Competency Assignment – 0% • LD502 Paper – 100% <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – 84% • ATS GSQ Table 12 – Empathy for poor and oppressed – 4.4 Concern for social justice –3.8 Insight into troubles of others – 4.0 • ATS GSQ Table 13 – Knowledge of church doctrine – 4.5 Ability to think theologically – 4.8 Ability in pastoral counseling - 4.0 • ATS AQ Table 21 Religious heritage - 4 Cultural context – 4 Personal & spiritual formation –4 • ATS AQ Table 23 Spiritual Directions/Faith practices – 4 Pastoral counseling – 4 Ethics & Moral Theology – 3 	<p>Results indicate the SLO was met.</p> <p>Faculty Analysis:</p> <p>The evaluation from the internship supervisor is subjective. It should be shifted to an indirect measure.</p> <p>In the future, field education will develop an instrument to be used for more objective measurement. This has the potential to be very helpful for the student and the assessment process.</p> <p>Indirect measures are positive.</p> <p>LD502 paper was 1 student –very small sample size. More data needs to be collected.</p> <p>This SLO should be removed from the juried review of the oral exam as raters felt it wasn’t applicable to exam.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Shift internship supervisor evaluation to an indirect measure.</p> <p>ACTION: 2013-14 Budget and Strategic Priority #7 “...continuous improvement through assessment” –The Assessment Budget may need increase to accommodate a new measure in Field Education.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – The next time LD502 is offered, evaluate the results in light of the small sample size this time.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove the juried review of the oral exam for this SLO.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: January 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: June 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
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<p>9. The student should be able to demonstrate mature Christian character and purity of life. (<i>Profile of a Graduate</i> Descriptor BU 1; CD 2, 3, 4; MS 2, 3)</p>	<p>DRAFT Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Comprehensive Theology Oral Exam • 30-Hour Review of Students Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome. • Faculty Review of Graduates • IS501 Cross-cultural & Diversity Competency Assignment <p>Indirect Measures</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation – Two specific questions: “The student possesses a mature ability to handle criticism (teachable, not defensive)” and “The student demonstrates mature Christian character and purity of life.” Success will be achieved if 80% of respondents choose “Strongly Agree” or “Agree”. • Annual Alumni Survey – question addressing this outcome; Success will be achieved if 80% “strongly agree” or “agree.” • ATS GSQ Table 12 – Trust in God; Self-discipline and focus; Ability to live one’s faith in daily life; Self-knowledge; Strength of Spiritual life; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5. • ATS AQ Table 21 – Effectiveness in education: comprehensive understanding of religious heritage; development in personal & spiritual formation • ATS AQ Table 23 - Importance of ethics and moral theology and spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4. 	<p>By Faculty vote this SLO was added to 2012-13 plan as well as the listed direct and indirect measures per Faculty analysis. In addition, the Faculty would like to consider the possibility of a juried review of a paper in TH510 Biblical Sexuality or TH506 Contemporary Moral Issues that might address this SLO.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Consider a juried review of a paper in TH510 or TH506 that addresses this SLO.</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>There are no budget implications at this time.</p>	
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10. The student should be demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status (*Profile of a Graduate* Descriptor BU 4; CD 1, 2, 3, 4; MS 4)

- Direct Measures**
Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.
- **Comprehensive Theology Oral Exam**
 - **30-Hour Review of Students** Success will be achieved if 60% of students receive a “meet” or “exceeds” for this outcome.
 - **Faculty Review of Graduates**
 - **IS501 Cross-cultural & Diversity Competency Assignment**
 - **LD502 Paper (not required for MABL)**
- Indirect Measure**
- **Annual Alumni Survey** – My training has enabled me to demonstrate this outcome; My experience...has made me more aware of issues related to ministry among people of diverse gender/diverse ethnicity; diverse culture. Success will be achieved if 80% “strongly agree” or “agree.”
 - **ATS GSQ Table 12** – Trust in God; Ability to live one’s faith in daily life; Strength of Spiritual life; Empathy for poor and oppressed; Concern for social justice; Insight into troubles of others; success will be achieved if the average score is a 4 (stronger) or higher. Maximum score is a 5.
 - **ATS GSQ Table 13** - Ability to relate social issues to faith; success will be achieved if the average score is a 4 (satisfied) or higher. Maximum score is a 5.
 - **ATS AQ Table 21** – Effectiveness in education: comprehensive understanding of religious heritage; understanding cultural context of religious work; development in personal & spiritual formation
 - **ATS AQ Table 23** - Importance of spiritual directions/faith practices in professional work - success for both AQ tables will be achieved if the average score is a 3 (effective/somewhat important) or higher. Maximum score is a 4.

Add this SLO to 2012-13 plan and discuss appropriate direct and indirect measures.
Proposed direct measures may not be sufficient.



Graduate Diploma in Christian Counseling (Phoenix Seminary)
 in cooperation with
Master of Arts in Professional Counseling (Ottawa University)

Summary of Assessment 2011-12

Assessment Results

The results demonstrate that several of the Student Learning Outcomes (SLOs) are being met. Of particular note, is the excellent performance of the students on the Counselor Preparation Comprehensive Exam conducted at Ottawa University which addresses SLO #5 and the consistent performance of students in the Pre-Practicum (SLO #7). Beginning with 2011-12, a number of direct assessment measures were added to each SLO. Due to small enrollment and in some cases unavailable results, there was not enough information to accurately assess a majority of SLOs. As was suggested last year, for the sake of the viability of the program and to enhance the community of learning, consideration should be given to increasing the marketing budget for the program and reducing the hours in the curriculum in order to make it more competitive (details below). Attention was given to these areas but funding was not raised to address these concerns. Highlights of the assessment results are as follows:

Strengths

- The students consistently perform well on Counselor Preparation Comprehensive Exam (SLO #5).
- Consistent good performance of students in the Pre-Practicum (SLO #7).
- Graduates consistently perform well on the National Counselor's Exam.
- Graduates are regularly accepted by the state as Licensed Associate Counselors.
- Juried reviews of course-embedded assignments resulted in more precise and objective results for several SLOs.
- Individual Action Items are linked to the Strategic Priorities they fulfill.
- Graduate feedback is consistently positive in all areas.

Improvements to be Addressed

- From last year: To make the degree more competitive and thereby boost enrollment, consider reduction of 12 hours of Bible and theology by incorporating this content into existing counseling courses, creating non-credit requirements, etc. *Strategic Priority #3 b. – Review and Develop the Seminary's Academic Programs*
- From last year: Attention should be given to marketing strategies and budget for the program *Strategic Priority #2 a. and c. – Increase our Full-time enrollment for all programs*
- While students verbal ability is strong, many students still struggle with writing. The juried reviews of course papers strongly supports this reality. A variety of training opportunities to improve writing skills need to be designed and implemented.
- Continued work needs to be done on the refinement of direct measures.

For a more detailed report, see the individual Degree Program Assessment Chart.

Profile of a Graduate Assessment Results for this program

Profile of a Graduate objectives were assessed through student learning outcomes. This assessment includes the percentage of students who successfully accomplished each relevant *Profile* attribute. A criterion of 75% success rate was set by the Assessment Committee. Only direct measures were used in determining the

percentage. The MAPC students exceeded the 75% criterion for all *Profile* objectives with available results. (See *Profile of a Graduate* Assessment Results for 2011-12.)

Budget Implications

As noted above, attention should be given to increasing the marketing budget for this program.

Also, students' inability to write at the graduate level has been an ongoing issue but has now risen to a significant level of concern through assessment. Consideration should be given to budgeting for a writing lab program. Also, there is a need for additional juried reviews for more objective assessment. These items will be considered for the 2013-14 budget.

Strategic Plan Implications

It is important to note that the Action Items from the degree program assessment plans have been **aligned** to specific Strategic Priorities to show the relationship between assessment and strategic planning and therefore the effectiveness of the institution itself.

Those Strategic Priorities most often aligned in degree program assessment are Strategic Priority #3 "Review and Develop the Seminary's Academic Programs" and Strategic Priority #7 "Continue to develop and enhance an institutional culture committed to continuous improvement through assessment."

It is our expectation that though the Strategic Priorities are well-developed and cover all aspects of the seminary, it is conceivable that results from degree program assessment could engender significant change or addition to the Strategic Priorities. In the meantime, the Action Items **support and fulfill** the Strategic Priorities (see MAPC Assessment Chart).

Direct and Indirect Measures

Phoenix Seminary has worked diligently to improve Direct Measures in use by 1) facilitating greater objectivity through the use of various juried reviews and 2) developing additional direct measures; each SLO has approximately 2-3 direct measures. In 2011-12, many new measures were instituted. Most widely implemented was the juried review of course-embedded assignments and program requirements. The juried reviews include a direct correlation between the measure and the SLOs. Rubrics reflect this correlation. In addition, measures are used to evaluate multiple SLOs.

Further consideration should be given to whether there are quality direct measures for each SLO. However, of greater importance is boosting the enrollment for the program.

Assessment Process

In late summer, the Director of Assessment collects all results from the Direct and Indirect Measures, making a brief, initial analysis. The degree program assessment data and this initial analysis is reviewed by Faculty in late August. The Faculty makes a comprehensive analysis and suggests change for the future. Revised plans are finalized by the Director of Assessment and presented to the Assessment Committee for final approval. Following approval, the Director of Assessment creates an action list and follows through on all action items for the year. The timing of the current process doesn't allow for change resulting from assessment to be implemented in the next academic year, particularly the Fall semester. This concern will be alleviated when the seminary begins to evaluate student learning in multi-year cycles.

Conclusion

In order for the MAPC program to succeed, attention must be given to making the degree more competitive and increasing the marketing strategies and budget for the program. Assessment results will be minimal until the enrollment grows, although sample sizes should increase slightly as assessment moves from an annual cycle to a multi-year cycle in 2013-14. The linkage to the strategic plan and budget is important for overall institutional effectiveness.



Assessment Plan and Record for Year: 2011-2012

Approved by the Assessment Committee – 9/11/12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic/Administrative/Student Services Program: Master of Arts in Professional Counseling (with Ottawa University) Graduate Diploma in Christian Counseling (Phx Seminary)

Program Purpose: The Master of Arts in Professional Counseling is designed to equip students for a professional vocation as licensed counselors. This may include employment in a range of settings including churches, para-church ministries, and in-patient, out-patient, and in-home mental health agencies. It can also provide the academic basis for doctoral training.

<p>FROM 2010-11 ASSESSMENT - Program enrollment is low and needs to be increased to enhance the community of learning and the viability of the program. Consideration to these concerns should be given at the Cabinet level.</p> <p>2011-12 ASSESSMENT – Commencing with Fall 2012, Fuller Seminary has inaugurated a MA in MFT that is going very well.</p> <p>In Fall 2012, Dr. Smith is presenting a proposal to faculty to 1) reduce total hours to increase enrollment and 2) require BL500 prior to courses such as CF509 or CF503.</p> <p>The Cabinet addressed monetary and marketing concerns on 2/1/12; Funds were targeted in the President’s Forum but were not raised. This should be brought to the Cabinet’s attention once again; the enrollment concerns haven’t changed. Assessment results demonstrate concern over the viability of the program.</p>	<p>ACTION: Strategic Priority #3 b. – Review and Develop the Seminary’s Academic Programs - To make the degree more competitive and thereby boost enrollment, consider reduction of 12 hours of Bible and theology by incorporating this content into existing counseling courses, creating non-credit requirements, etc.</p> <p>ACTION: Strategic Priority #2 a. and c. – Increase our Full-time enrollment for all programs - Attention should be given to marketing strategies for the program</p> <p>ACTION: 2013-14 Budget and Strategic Priority #2 a. and c. – Increase our Full-time enrollment for all programs – Consideration should be given to increasing funds for marketing strategies.</p>
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Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
1. The student should be able to know and interpret Scripture according to proper hermeneutical principles. (Profile of a Graduate Descriptors BU 1-2)	<p>Direct Measures Standardized Bible and Theology Test administered at graduation. Success will be achieved if 85% of students achieve a score of 84 or higher. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • BL500 Final Exam (2 sections) • 15-Hour Review of Students <p>Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey – “I am satisfied with my ability to use and interpret the Scriptures” and “PS gave me the tools (analytical skills, hermeneutics, critical thinking) to do biblical/theological research.” Success will be achieved if 80% “strongly agree” or “agree.” </p>	<p>Standardized Bible and Theology Test - The test was revised for MAPC students with the Spring 2012 incoming class. More data with the revised test is needed.</p> <p>Juried Reviews:</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • BL500 Final Exam (not offered in the 2011-12 academic year) • 15-Hour Review of Students – No reviews were conducted <p>Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey – 100% on both questions </p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>Faculty Analysis:</p> <p>Though the Faculty review of graduates and the indirect measure were positive, there is not enough data to assess this SLO.</p> <p>The Faculty are concerned that continuing low enrollment calls into question the viability of the program.</p> <p>Measuring results over several years, instead of annually, would be helpful but there still would be minimal data.</p> <p>See overarching concerns at the beginning of the assessment plan.</p> <p>The direct measures in place are sufficient to measure this SLO.</p>	<p>No further action is needed at this time.</p> <p>There are no budget implications at this time.</p>	

<p>2. The student should be able to apply Scripture according to proper hermeneutical principles. (<i>Profile of a Graduate</i> Descriptors BU 4)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • CF509 Paper • BL500 Final Exam • 15-Hour Review of Students <p>Indirect Measures</p> <ul style="list-style-type: none"> • BL505 Class Questions Grade. 	<p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • CF509 Paper – 0% (Paper didn’t fit the SLO) • BL500 Final Exam (not offered in the 2011-12 academic year) • 15-Hour Review of Students – No reviews were conducted <p>Indirect Measures</p> <ul style="list-style-type: none"> • BL505 Class Questions Grade – 83% of students received a grade of 96% or higher. 	<p>Results indicate there is not enough data to assess this SLO.</p> <p>Faculty Analysis:</p> <p>(For concern about minimal data, see above.)</p> <p>CF509 Paper – clarification will be gained with professor to see if assignment can/should meet this SLO.</p> <p>Propose that BL500 be offered in a format that allows it to be taken every year prior to CF509 (this will be part of reduction of hours plan mentioned at the beginning of the assessment plan).</p> <p>Grades should be removed as an indirect measure.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – It will be determined if CF509 paper be used to evaluate this SLO.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Propose BL500 be offered in a format that allows it to be taken every year prior to CF509.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove grades as a indirect measure.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up: October 1, 2012</p>
<p>3. The student should be able to demonstrate mature Christian character and purity of life. (<i>Profile of a Graduate</i> Descriptors CD 1-4)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • 15-Hour Review of Students <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey “My training equipped me with the knowledge and skills to cultivate mature Christian character and purity of life.”; Success will be achieved if 80% “strongly agree” or “agree.” 	<p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted <p>Indirect Measures</p> <p>Annual Alumni Survey – 100%</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>Faculty Analysis:</p> <p>(For concern about minimal data, see above.)</p>	<p>No further action is needed at this time</p> <p>There are no budget implications at this time.</p>	
<p>4. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status. (<i>Profile of a Graduate</i> Descriptors BU 4; CD 1-4; MS 4)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Faculty Review of Graduates • 15-Hour Review of Students <p>Indirect Measures</p> <ul style="list-style-type: none"> • Annual Alumni Survey – My training has enabled me to demonstrate this outcome; My experience...has made me more aware of issues related to ministry among people of diverse gender/diverse ethnicity; diverse culture. Success will be achieved if 80% “strongly agree” or “agree.” 	<p>Juried Reviews</p> <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted <p>Indirect Measure</p> <p>Annual Alumni Survey – Demonstrate this outcome – 100% More aware of issues related to: Diverse gender – 100% Diverse ethnicity – 100% neutral Diverse culture – 50%</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>Faculty Analysis:</p> <p>(For concern about minimal data, see above.)</p>	<p>No further action is needed at this time</p> <p>There are no budget implications at this time.</p>	

<p>5. The student should be able to articulate fundamental counseling principles and theories. (<i>Profile of a Graduate</i> Descriptors MS 3)</p>	<p><u>Direct Measures</u> Counselor Preparation Comprehensive Examination (CPCE administered at OU). Success will be achieved if 90% of the students pass the exam. When evaluating 2010-11, include results from past years to look for trends. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • CF509 Paper • Faculty Review of Graduates • 15-Hour Review of Students <u>No Indirect Measure</u></p>	<p>Direct Measure Summary - 90% achieved benchmark or higher</p> <p>Counselor Preparation Comprehensive Examination (CPCE administered at OU). 2011-12 - 100% of the students passed the exam the first time (2 students)</p> <p>Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • CF509 Paper – 75% • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted </p>	<p>Results indicate the SLO was met.</p> <p>CPCE past results</p> <p>2010-11 – 100% of the students passed the exam the first time. 2009-10 - 80% of students passed the first time. 2008-09 – 0% of students passed the first time (only one student took the exam and that person failed) 2007-08 – 100% of the students passed the first time.</p>	<p>No further action is needed at this time</p>	
<p>6. The student should be able to articulate an integration of psychology and Christian theology that is consistent with both empirically supported psychological interventions and orthodox Christian faith. (<i>Profile of a Graduate</i> Descriptors BU 2-4)</p>	<p><u>Direct Measures</u> Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • CF509 Paper • Faculty Review of Graduates • 15-Hour Review of Students <u>Indirect Measures</u> CF509 course grade - Success is achieved if 90% of the students have a “B” grade or higher.</p>	<p>Direct Measure Summary - 88% achieved benchmark or higher</p> <p>Juried Reviews <ul style="list-style-type: none"> • CF509 Paper – 75% • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted <u>Indirect Measures</u> CF509 course grade – 83% (1 student received a B-)</p>	<p>Results indicate the SLO was met.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove grades as a indirect measure</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
<p>7. The student should be able to apply counseling interventions with wisdom and compassion. (<i>Profile of a Graduate</i> Descriptors BU 4; CD 1, 3, 4; MS 2, 3)</p>	<p><u>Direct Measures</u> Rating of skills by CF593 Pre-Practicum Supervisor. Success will be achieved if all students have an average score of 3-5 (Basic Competence) for Skills Evaluation and Spiritual Integration on the Evaluation Form & Assessment Rubric. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • 15-Hour Review of Students <u>Indirect Measures</u> CF593 course grade - Success will be achieved if 95% of the students receive a grade of “Satisfactory”.</p>	<p>Direct Measure Summary - 100% achieved benchmark or higher</p> <p>Rating of skills by CF593 Pre-Practicum Supervisor – 100% (1 student)</p> <p>Juried Reviews <ul style="list-style-type: none"> • Faculty Review of Graduate – 100% • 15-Hour Review of Students – No reviews were conducted <u>Indirect Measures</u> CF593 course grade – 100%</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>Faculty Analysis:</p> <p>(For concern about minimal data, see above.)</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Change course grade indirect measure pass/fail.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: Roma Royer Follow-up: October 1, 2012</p>

<p>8. The student should be able to produce scholarly work utilizing current research. (<i>Profile of a Graduate</i> Descriptors MS 1, 3)</p>	<p>Direct Measures CF511 Capstone Project (<i>in development</i>) Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • 15-Hour Review of Students Indirect Measures <ul style="list-style-type: none"> • Annual Alumni Survey “Phoenix Seminary gave me the tools (analytical skills, hermeneutics, critical thinking) to do biblical/theological research.” Success will be achieved if 80% “strongly agree” or “agree.” </p>	<p>CF511 - not offered in 2011-12 academic year Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted Indirect Measures Annual Alumni Survey – 100%</p>	<p>Results indicate there is not enough data to assess this SLO. Faculty Analysis: (For concern about minimal data, see above.)</p>	<p>No further action is needed at this time There are no budget implications at this time.</p>	
<p>9. The student should be able to demonstrate knowledge of and compliance with legal and ethical standards. (<i>Profile of a Graduate</i> Descriptors CD 1, 3)</p>	<p>Direct Measures CF593 Ethics Exam grade Success will be achieved if 80% of students passed the exam. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates • 15-Hour Review of Students Indirect Measures PYF8012 course grade (at Ottawa) Success will be achieved if 90% of the students receive a grade of “B” or higher.</p>	<p>Direct Measure Summary - 100% achieved benchmark or higher CF593 Ethics Exam grade – 100% passed (1 student) Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Faculty Review of Graduates – 100% • 15-Hour Review of Students – No reviews were conducted Indirect Measures PYF8012 course grade – 100%</p>	<p>Results indicate there is not enough data to assess this SLO. Faculty Analysis: (For concern about minimal data, see above.) PYF8012 course grade should be removed as an indirect measure.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Consider what direct measure should be added. ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Remove PYF8012 course grade as an indirect measure. There are no budget implications at this time.</p>	<p>Responsible Party: Justin Smith Follow-up: October 1, 2012 Responsible Party: Roma Royer Follow-up: October 1, 2012</p>

Doctor of Ministry Program 2011-12

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan



Assessment Plan and Record for Year: 2011-2012

Approved by the Assessment Committee – 10/2/12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic/Administrative/Student Services Program: Doctor of Ministry

Program Purpose: The purpose of the Doctor of Ministry degree program is to prepare students currently in vocational ministry with the highest level of expertise in the biblical and theological application of God’s truth to their contextual ministry setting in the church and para-church. The Ph.D. degree, by comparison, purposes primarily to equip students to engage in scholarly research and teaching.

FACULTY ANALYSIS: Over the last few years, there have been minimal assessment results for the D.Min. program for the following reasons: low enrollment (small sample sizes) measures embedded in courses that are not offered regularly; professors inadvertently changed course-embedded measures thereby making them unusable.. In 2011-12, we did the first juried review of a course-embedded measure in DM738 for SLO #5. After the revision of SLOs in 2012-13, course-embedded measures will be chosen from courses that are required and therefore offered regularly and the dissertation will be used as an assessment instrument. In addition, the timeline for DMin assessment will be on a multi-year basis in order to gather more assessment data.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Intended Program Outcomes	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Planning and/or Budget Action	Responsible for Follow-up
1. The student should be able to construct biblical solutions to the student’s specific contextual cultural ministry problems. (<i>Profile of a Graduate</i> Descriptor s BU 4; MS 2)	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Dissertation <p>Indirect Measure <ul style="list-style-type: none"> • Exit Survey and Student Survey (every two years) that includes the question “The D.Min. program surfaced challenges in my ministry and gave me solutions for the challenges.” Success will be achieved if 80% of the graduates respond by “strongly agree” or “agree” to the statement. </p>	<p>Dissertation – there was only one dissertation and it was not evaluated</p> <p>The exit and student survey was not connected in this academic year.</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>There was only one dissertation and it was not evaluated.</p>	<p>See summary in blue at the top of the assessment chart.</p>	
2. The student should be able to demonstrate how to shepherd with biblical wisdom, compassion and justice. (<i>Profile of a Graduate</i> Descriptor s CD 3-4; MS 2-3)	<p>Direct Measures DM790 Conflict Management Pre/Post Test. Success will be achieved if 80% of the students receive a course grade of B or higher for the post test. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome.</p> <ul style="list-style-type: none"> • Case Study of Conflict Management and Research Paper in DM 790 Conflict Management • Dissertation <p>Indirect Measure <ul style="list-style-type: none"> • Exit Survey and Student Survey (every two years) that includes the question “Courses in the D.Min. program (including, but not limited to DM 790 Conflict Management) have helped me demonstrate the ability to speak the truth in love contextually to people.” Success will be achieved if 80% of the graduates respond by “strongly agree” or “agree” to the statement. </p>	<p>DM790 Pre/Post Test – 100% DM790 Case Study – This assignment doesn’t reflect any course-related learning. DM790 Research Paper – this was a pre-residency assignment and doesn’t reflect any course learning Dissertation – there was only one dissertation and it was not evaluated.</p> <p>The exit and student survey was not connected in this academic year.</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>The results that were available were very positive.</p> <p>There was only one dissertation and it was not evaluated.</p>	<p>See summary in blue at the top of the assessment chart.</p>	

<p>3. The student should be able to develop a biblical theology of spiritual maturity (<i>Profile of a Graduate</i> Descriptors BU 2, 3; CD 1, 2)</p>	<p>Direct Measures DM790 Conflict Management Pre/Post Test. Success will be achieved if 80% of the students receive a course grade of B or higher for the post test. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • DM790 Case Study of Conflict Management and Research Paper in DM 790 Conflict Management • Dissertation Indirect Measure <ul style="list-style-type: none"> • Exit Survey and Student that includes the question “My studies in the D.Min. program helped me develop a biblical theology of spiritual maturity.” Success will be achieved if 80% of the graduates respond by “strongly agree” or “agree” to the statement. </p>	<p>DM790 Pre/Post Test – 100% DM790 Case Study – This assignment doesn’t reflect any course-related learning. DM790 Research Paper – this was a pre-residency assignment and doesn’t reflect any course learning Dissertation – there was only one dissertation and it was not evaluated</p> <p>The exit and student survey was not connected in this academic year</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>There was only one dissertation and it was not evaluated.</p> <p>Does the DM790 pre/post test fit this SLO?</p>	<p>See summary in blue at the top of the assessment chart.</p>	
<p>4. The student should be able to come to a greater understanding of their leadership style as it pertains to their specific ministry. (<i>Profile of a Graduate</i> Descriptors CD 3, 4; MS 1-3)</p>	<p>Direct Measures Once student learning outcomes have been reviewed and evaluated, consider appropriate direct measures in light of changed outcomes.</p> <p>Indirect Measure Exit Survey and Student that includes the question “As a result of my D.Min. studies, I came to a greater understanding of my leadership style as it pertains to my specific ministry.” Success will be achieved if 80% of the graduates respond by “strongly agree” or “agree” to the statement</p>	<p>There is no direct measure.</p> <p>The exit and student survey was not connected in this academic year.</p>	<p>Results indicate there is not enough data to assess this SLO.</p>	<p>See summary in blue at the top of the assessment chart.</p>	
<p>5. The student should be able to explain biblical and theological truths effectively. (<i>Profile of a Graduate</i> Descriptors BU 2-4; MS 2, 3)</p>	<p>Direct Measures Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. <ul style="list-style-type: none"> • Dissertation • DM738 Written sermons Indirect Measure <ul style="list-style-type: none"> • Exit Survey and Student that includes the question “As a result of my D.Min. studies, I am able to explain biblical and theological truths effectively.” Success will be achieved if 80% of the graduates respond by “strongly agree” or “agree” to the statement. </p>	<p>Dissertation – there was only one dissertation and it was not evaluated</p> <p>DM738 Written sermons – 50% of students met or exceeded this outcome.</p> <p>The exit and student survey was not connected in this academic year.</p>	<p>Results indicate there is not enough data to assess this SLO.</p> <p>The sample size was small on the DM738 juried review but it was a good start to DM juried reviews.</p> <p>There was only one dissertation and it was not evaluated.</p>	<p>See summary in blue at the top of the assessment chart.</p>	

Graduate Diploma Program

Biblical & Theological Studies

2011-12

PHOENIX SEMINARY

2012-13 Comprehensive Assessment Plan



Graduate Diploma in Biblical & Theological Studies Program Summary of Assessment 2011-12

Assessment Results

The results demonstrate that two of the four Student Learning Outcomes (SLOs) in the Graduate Diploma program were met. Sample sizes are small making accurate assessment difficult. As was the case in 2010-11, assessment could benefit from better direct measures for SLOs #3 and 4. However, the Faculty believe that since human and financial resources are limited, efforts should continue to be applied toward the Masters programs at this time with a view to increasing Direct Measures for this program in the near future.

Strengths

- The students demonstrate the ability to identify key theological concepts and interpret Scripture.
- Action Items are linked to the budget process as necessary (see below).
- Action Items are linked to the Strategic Priorities they support and fulfill.
- Graduate feedback is consistently positive in all areas.

Improvements to be Addressed

- Due to changes in the Diploma curriculum, Faculty will assess core outcomes only. Electives vary according to concentration and therefore cannot be consistently measured with student learning outcomes.
- Continued work needs to be done on refining direct measures.
- From last year: The Standardized Bible and Theology Test will be amended to reflect only one theology course in the diploma curriculum.

For a more detailed report, see the individual Program Assessment Chart.

Budget Implications

As noted earlier, the Faculty believe it is best to focus our resources on Masters level assessment at this time. Changes to the Graduate Diploma assessment could be accomplished within a couple of years and would have effect on the budget, particularly in the funding of raters for juried reviews.

Strategic Plan Implications

It is important to note that the Action Items from the degree program assessment plans have been **aligned** to specific Strategic Priorities to show the relationship between assessment and strategic planning and therefore the effectiveness of the institution itself.

Those Strategic Priorities most often aligned in degree program assessment are Strategic Priority #3 “Review and Develop the Seminary’s Academic Programs” and Strategic Priority #7 “Continue to develop and enhance an institutional culture committed to continuous improvement through assessment.”

It is our expectation that though the Strategic Priorities are well-developed and cover all aspects of the seminary, it is conceivable that results from degree program assessment could engender significant change or addition to the Strategic Priorities. In the meantime, the Action Items **support and fulfill** the Strategic Priorities (see MAPC Assessment Chart).

Direct and Indirect Measures

In the 2011-12, the direct measures for the Graduate Diploma increased by one for each SLO. In the future, consideration will be given to utilizing a juried review of BL501 papers.

Assessment Process

In late summer, the Director of Assessment collects all results from the Direct and Indirect Measures, making a brief, initial analysis. The degree program assessment data and this initial analysis is reviewed by Faculty in late August. The Faculty makes a comprehensive analysis and suggests change for the future. Revised plans are finalized by the Director of Assessment and presented to the Assessment Committee for final approval. Following approval, the Director of Assessment creates an action list and follows through on all action items for the year. The timing of the current process doesn't allow for change resulting from assessment to be implemented in the next academic year, particularly the Fall semester. This concern will be alleviated when the seminary begins to evaluate student learning in multi-year cycles.

Conclusion

The Graduate Diploma is small and assessed well enough for its size and the fact that it is not a masters program. When resources permit, it will benefit from the addition of a better quality direct measures.



Assessment Plan and Record for Year: 2011-2012

Approved by the Assessment Committee – 9/11/12

Institutional Mission: To equip godly leaders to serve Jesus Christ effectively in a changing world by providing theological education, personal mentoring and ministry training in partnership with the local church.

Academic Program: Graduate Diploma in Biblical and Theological Studies

Program Purpose: This course of study provides students an opportunity to study the Bible in-depth, but also provides flexibility for additional studies in biblical studies, theology, or the biblical languages of Greek and Hebrew. The program is suitable for elders, lay ministry leaders, and Bible teachers who handle God’s Word regularly and are seeking to improve their understanding of Scripture.

PLEASE NOTE: 2012-13 begins a revised Diploma program (Graduate Diploma [30 hrs] and Diploma [12 hrs]) with multiple concentration choices; The Assessment Committee decided to assess the core curriculum of the Diploma and to wait and assess in two years.

Assessment Plan (“beginning the loop”)		Assessment Record (“closing the loop”)			
Student Learning Outcomes (SLO)	Criteria & Procedures	Assessment Results	Analysis and Use of Results	Action Items including Strategic Planning and/or Budget Items	Responsible for Follow-up
1. The student should be able to describe biblical themes. (Profile of a Graduate Descriptors BU 2; CD 1; MS 2)	<p>Direct Measures Standardized Bible and Theology Test administered at graduation. Success will be achieved if 85% of students achieve a score of 84 or higher. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. • Faculty Review of Graduates</p> <p>Indirect Measures • Annual Alumni Survey “As a result of my training, I am able to describe biblical themes.” Success will be achieved if 80% “strongly agree” or “agree.”</p>	<p>Standardized Bible and Theology Test 2011-12 – 0% received 84 or higher Average score – 53.5</p> <p>Juried Reviews • Faculty Review of Graduates – There were two GD BTS graduates but they were not reviewed</p> <p>Indirect Measures Annual Alumni Survey – 100%</p>	<p>Results indicate SLO was <u>not</u> met.</p> <p>Standardized Bible and Theology Test 2010-11 – 25% received 84 or higher (250% increase over incoming scores) Average score – 70.5 2009-10 – no graduating students took the test</p> <p>The Bible and Theology test was revised in 2011-12 to make it more realistic for Diploma students. It would be beneficial to wait for more results from this more accurate test. Further revision may also be warranted based on Faculty discussion.</p> <p>The Faculty agreed that the benchmarks for the test and juried reviews should be lowered to reflect lower expectations for Graduate Diploma students as compared to Masters students.</p> <p>As agreed in Faculty discussion, the test will be incentivized to gain more data. (Action item from last year that will be implemented in the Spring 2013.)</p> <p>See 8/28/12 Faculty discussion for more detailed evaluation of the above test.</p> <p>Indirect measure is positive.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower Standardized Bible & Theology test benchmark of success from 85% to 75%.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower Juried Review benchmark of success from 80% to 70%.</p> <p>ACTION: 2012-13 Budget and Strategic Priority #7 “...continuous improvement through assessment” – 2012-13 Assessment budget funds, increased as a result of 2010-11 assessment, will be used in the next year for gift card incentives to encourage students to take part in the assessment process through surveys, etc.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>

<p>2. The student should be able to identify key theological concepts. (<i>Profile of a Graduate</i> Descriptors BU 3-4; CD 1; MS 2)</p>	<p>Direct Measures Standardized Bible and Theology Test (theology portion only) administered at <u>graduation</u>. New success measure using only theology portion will need to be determined. Also evaluate improvement rate between entering and graduating. Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. • Faculty Review of Graduates</p> <p>Indirect Measures Annual Alumni Survey “As a result of my training, I am able to identify key theological concepts.” Success will be achieved if 80% “strongly agree” or “agree.”</p>	<p>Standardized Bible and Theology Test</p> <p>2011-12 – 0% received 84 or higher Average score – 53.5</p> <p>Juried Reviews Faculty Review of Graduates – There were two GD BTS graduates but they were not reviewed</p> <p>Indirect Measures Annual Alumni Survey – 100%</p>	<p>Results indicate SLO was not met.</p> <p>Faculty Analysis:</p> <p>Standardized Bible and Theology Test</p> <p>2010-11 – 25% received 84 or higher (250% increase over incoming scores) Average score – 70.5 2009-10 – no graduating students took the test</p> <p>The Bible and Theology test was revised in 2011-12 to make it more realistic for Diploma students. It would be beneficial to wait for more results from this more accurate test. Further revision may also be warranted based on Faculty discussion.</p> <p>The Faculty agreed that the benchmarks for the test and juried reviews should be lowered to reflect lower expectations for Graduate Diploma students as compared to Masters students.</p> <p>As agreed in Faculty discussion, the test will be incentivized to gain more data. (Action item from last year that will be implemented in the Spring 2013.)</p> <p>See 8/28/12 Faculty discussion for more detailed evaluation of the above test.</p> <p>Indirect measure is positive.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower Standardized Bible & Theology test benchmark of success from 85% to 75%.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Lower Juried Review benchmark of success from 80% to 70%.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Be sure that only theological portion of test is being measured for this outcome.</p> <p>ACTION: 2012-13 Budget and Strategic Priority #7 “...continuous improvement through assessment” – 2012-13 Assessment budget funds, increased as a result of 2010-11 assessment, will be used in the next year for gift card incentives to encourage students to take part in the assessment process through surveys, etc.</p>	<p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: October 1, 2012</p>
<p>3. The student should be able to interpret Scriptures according to proper hermeneutical principles. (<i>Profile of a Graduate</i> Descriptors BU 1-4; MS 2-3)</p>	<p>Direct Measures BL505 Gospels Teaching the Sermon on the Mount assignment Success will be achieved if 90% of the students receive a grade of “B” or higher.” Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. • Faculty Review of Graduates</p> <p>Indirect Measures Annual Alumni Survey “I am satisfied with my ability to use and interpret the Scriptures” and “PS gave me the tools (analytical skills, hermeneutics, critical thinking) to do biblical/theological research.” Success will be achieved if 80% “strongly agree” or “agree.”</p>	<p>BL505 Gospels Teaching the Sermon on the Mount assignment – 100%</p> <p>Juried Reviews Faculty Review of Graduates – There were two GD BTS graduates but they were not reviewed</p> <p>Indirect Measures Annual Alumni Survey – 100% for each question</p>	<p>Results indicate SLO was met.</p> <p>Faculty Analysis:</p> <p>Grades must be removed as any kind of direct measure.</p> <p>In the future, Faculty agreed that they need to be sure and do the Graduate Review of all Diploma students since there are so few.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Give consideration as to how this SLO can be best measured.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: John DelHousaye Follow-up Date: December 1, 2012</p>

<p>4. The student should be able to apply Scriptures according to proper hermeneutical principles. (<i>Profile of a Graduate</i> Descriptors BU 1-4; MS 2-3)</p>	<p><u>Direct Measures</u> BL505 Gospels Teaching the Sermon on the Mount assignment Success will be achieved if 90% of the students receive a grade of “B” or higher.” Juried Reviews Success will be achieved if 80% of students receive a “meet” or “exceeds” for this outcome. • Faculty Review of Graduates</p> <p><u>No Indirect Measures</u></p>	<p>BL505 Gospels Teaching the Sermon on the Mount assignment – 100%</p> <p>Juried Reviews Faculty Review of Graduates – There were two GD BTS graduates but they were not reviewed</p>	<p>Results indicate SLO was met.</p> <p>Faculty Analysis:</p> <p>Grades must be removed as any kind of direct measure.</p> <p>In the future, Faculty agreed that they need to be sure and do the Graduate Review of all Diploma students since there are so few.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Give consideration as to how this SLO can be best measured.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – For an indirect measure, add a question to the Alumni Survey that is based on the ATS AQ Table 21 and 23.</p> <p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” – Insure that Graduate Diploma students are evaluated during the Graduate Review.</p> <p>There are no budget implications at this time.</p>	<p>Responsible Party: John DelHousaye Follow-up Date: December 1, 2012</p> <p>Responsible Party: Roma Royer Follow-up Date: March 1, 2013</p> <p>Responsible Party: Roma Royer Follow-up Date: March 1, 2013</p>
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2011-12 Assessment Action Items

Degree Program Assessment and Comprehensive Plan Assessment ¹

Program	Outcome (The Student will . . .)	Assessment	Action Items	Person Responsible	Date Due
MAPC	9. The student should be able to demonstrate knowledge of and compliance with legal and ethical standards.	PYF 8012 course grade	Remove PYF8012 course grade as an indirect measure.	Royer	Complete
MAPC	2. Apply Scripture according to proper hermeneutical principles.	Indirect measure	Remove grades as an indirect measure.	Royer	Complete
MAPC	6. Articulate an integration of psychology and Christian theology that is consistent with both empirically supported psychological interventions and orthodox Christian faith.	Indirect measure	Remove grades as a indirect measure	Royer	Complete
MAPC	7. The student should be able to apply counseling interventions with wisdom and compassion.	CF593 course grade (indirect measure)	Change course grade indirect measure pass/fail.	Royer	Complete
MABL	9. Demonstrate mature Christian character and purity of life.	TH510 or TH506 paper	Consider a juried review of a paper in TH510 or TH506 that addresses this SLO.	Royer	Complete
MABL	8. Shepherd God's people with biblical wisdom, compassion and justice.	Oral Exam Juried Review	Remove the juried review of the oral exam for this SLO.	Royer	Complete
MABL	6. Recruit workers using a Bible-based philosophy, vision, and strategy.	MS501 and IS503 Pre/Post Tests	Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.	Royer	Complete
MABL	7. Explain from Scripture how to be a Christian leader in a non-Christian world.	LD510 course grade	Remove LD510 course grade as an indirect measure.	Royer	Complete
MABL	7. Explain from Scripture how to be a Christian leader in a non-Christian world.	LD510 course assignment	Add a juried review of LD510 course assignment (teaching outline of Biblical leader) to better assess this SLO.	Royer	Complete
MABL	4. Explain the aspects of leadership from the Bible.	IS501 Paper	Remove IS501 as a direct measure.	Royer	Complete
MABL	8. Shepherd God's people with biblical wisdom, compassion and justice.	Internship supervisor eval	Shift internship supervisor eval. to an indirect measure	Royer	Complete
MABL	10. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Comprehensive Theological Oral Exam	Remove the juried review of the oral exam for this SLO—not applicable to the measure.	Royer	Complete
MABL	6. Recruit workers using a Bible-based philosophy, vision, and strategy.		Remove grade for indirect measure	Royer	Complete
M.Div. LD	8. Explain the aspects of leadership from the Bible.	MS501 Grades	Remove grades as an indirect measure.	Royer	Complete
M.Div. LD	10. Recruit workers using a Bible-based philosophy, vision, and strategy.	MS501 and IS503 Pre/Post Tests	Lower the success benchmarks of MS501 and IS503 pre/post tests to 80% to match juried reviews.	Royer	Complete
M.Div. LD	10. Recruit workers using a Bible-based philosophy, vision, and strategy.	IS503 Pre/Post Test	Add IS503 Pre/Post Test Success is achieved if 90% of the students have a "B" grade or higher. <i>Adjust the percentage for success based on the number of MABL students being assessed. If small numbers of students are involved, then the criteria should reflect this fact e.g. a reasonable success criteria when only four students are involved would be 75%.</i>	Royer	Complete
M.Div. LD	10. Recruit workers using a Bible-based philosophy, vision, and strategy.	Indirect measure	Remove grade for indirect measure and add appropriate question to Alumni Survey.	Royer	Complete
M.Div. Core & MABL	1. Know and interpret Scripture according to proper hermeneutical principles.	Standardized Bible & Theology Test	The SBTT will be reviewed by Bible and Theology professors to ensure that the questions are relevant and appropriate for each program.	DelHousaye	Complete

Program	Outcome (The Student will . . .)	Assessment	Action Items	Person Responsible	Date Due
M.Div. Core & MABL	1. Know and interpret Scripture according to proper hermeneutical principles.	Comprehensive Theological Oral Exam	Change oral exam direct measure to include "conditional pass"; revise historical results based on this change.	Royer	Complete
M.Div. Core & MABL	2. Apply Scripture according to proper hermeneutical principles	Comprehensive Theological Oral Exam	Change oral exam direct measure to include "conditional pass"; revise historical results based on this change.	Royer	Complete
M.Div. Core & MABL	3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church	Standardized Bible & Theology Test	The SBTT will be reviewed by Bible and Theology professors to ensure that the questions are relevant and appropriate for each program.	DelHousaye	Complete
M.Div. Core	5. Communicate Biblical and theological truths effectively.	BC509 student teaching	BC509 student teaching should be captured for assessment purposes this Fall 2012.	Royer	Complete
M.Div. Core	6. Demonstrate mature Christian character and purity of life (Demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.		In upcoming SLO revision, consider the removal of this SLO from MDiv Core or consider the use of an assignment on purity in one of Dr. Tracy's courses.	Faculty	Complete
M.Div. Core MABL	3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church	IS501 Paper	Remove IS501 as a direct measure.	Royer	Complete
M.Div. Core	2. Apply Scripture according to proper hermeneutical principles	Comprehensive Theological Oral Exam	Change oral exam direct measure to include "conditional pass"; revise historical results based on this change.	Royer	Complete
M.Div. Core	4. Shepherd God's people with wisdom and compassion	Comprehensive Theological Oral Exam	Remove the juried review of the oral exam for this SLO.	Royer	Complete
M.Div. Core	5. Communicate Biblical and theological truths effectively.	Comprehensive Theological Oral Exam	Oral exam communication component should be lowered to 75% to be in line with other components of the oral exam.	Royer	Complete
M.Div. Core	7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Comprehensive Theological Oral Exam	Remove the juried review of the oral exam and BC502 sermon for this SLO—not applicable to the measure.	Royer	Complete
M.Div. CF	8. Articulate the church's biblical mandate to care for persons.	MS502 grades	Should the measure be kept, grades should be removed as an indirect measure and a survey question added to the alumni survey.	Royer	Complete
M.Div. CF	9. Design programs for biblical counsel and care.	Indirect measures	Grades should be removed as an indirect measure and replaced by moving the Site Evaluation of CF507 project (from direct measure) to indirect.	Royer	Complete
M.Div. BC	8. Use the original languages for accurately interpreting and applying Scripture.	BC502 sermon/30-hour review	BC502 sermon and 30-hour juried review should be removed as measures from this SLO.	Royer	Complete
M.Div. BC	9. Communicate Scriptures clearly according to proper homiletical principles.	30-hour review	30-hour juried review should be removed as a measure from this SLO.	Royer	Complete
Grad Dipl	Overall program		2012-13 begins a revised Diploma program (Graduate Diploma [30 hrs] and Diploma [12 hrs]) with multiple concentration choices; consideration should be given to the best way to assess this program in the next year. Perhaps only one concentration should be assessed – biblical studies	Royer	Complete
Grad Dipl	1. Describe biblical themes. 2. Identify key theological concepts.	Standardized Bible & Theology Test	Lower Standardized Bible & Theology test benchmark of success from 85% to 75%.	Royer	Complete
Grad Dipl	1. Describe biblical themes. 2. Identify key theological concepts.	Juried Reviews	Lower Juried Review benchmark of success from 80% to 70%.	Royer	Complete
D.Min.	After the revision of SLOs in 2012-13, course-embedded measures will be chosen from courses that are required and therefore offered regularly and the dissertation will be used as an assessment instrument. In addition, the timeline for DMin assessment will be on a multi-year basis in order to gather more assessment data.			Royer	5/1/13

Program	Outcome (The Student will . . .)	Assessment	Action Items	Person Responsible	Date Due
A.Div. Core & ABL	1. Know and interpret Scripture according to proper hermeneutical principles.	Standardized Bible & Theology Test	In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.	Royer/Miller	11/1/12
A.Div. Core & ABL	2. Apply Scripture according to proper hermeneutical principles	IS501 Paper	It will be determined if IS501 assignment can be changed to address this SLO. If not it will be removed as a direct measure.	Royer/Hartnell	11/1/12
A.Div. Core & ABL	3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church	Standardized Bible & Theology Test	In order to create greater participation, graduating students will be required to take the SBTT prior to the oral exam.	Royer/Miller	11/1/12
A.Div. Core & ABL	3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church	Comprehensive Theological Oral Exam	Change oral exam direct measure to include "conditional pass"; revise historical results based on this change.	Royer/Miller	11/1/12
Comprehensive Assessment Plan	Step 2 – Identify and enrich assessment instruments		Implement changes to juried reviews as suggested by the Assessment Committee.	Royer	11/30/12
MAPC	2. Apply Scripture according to proper hermeneutical principles.	BL500	Propose BL500 be offered in a format that allows it to be taken every year prior to CF509.	Royer	12/1/12
MAPC	9. The student should be able to demonstrate knowledge of and compliance with legal and ethical standards.		Consider what direct measure should be added.	Smith	12/1/12
MAPC	Overall program		Holdover from last year: To make the degree more competitive and thereby boost enrollment, consider reduction of 12 hours of Bible and theology by incorporating this content into existing counseling courses, creating non-credit requirements, etc.	Smith	12/1/12
MAPC	Overall program		As a result of 2010-11 assessment, the Cabinet addressed monetary and marketing concerns on 2/1/12; Funds were targeted in the President's Forum but were not raised. This should be brought to the Cabinet's attention once again; the enrollment concerns haven't changed. Assessment results demonstrate concern over the viability of the program. Consideration should be given to increasing funds for marketing strategies.	Hunter, Sellers	12/1/12
MAPC	Overall program		As a result of 2010-11 assessment, the Cabinet addressed monetary and marketing concerns on 2/1/12; Funds were targeted in the President's Forum but were not raised. This should be brought to the Cabinet's attention once again; the enrollment concerns haven't changed. Assessment results demonstrate concern over the viability of the program. Attention should be given to marketing strategies for the program	Hunter, Sellers, Moody	12/1/12
MABL	10. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	IS501 Paper	Consideration should be given to whether the IS501 measure is as applicable for this SLO as we had hoped.	Royer	12/1/12
M.Div. Core	7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	IS501 Paper	Consideration should be given to whether the IS501 measure is as applicable for this SLO as we had hoped.	Royer	12/1/12
M.Div. Core	5. Communicate Biblical and theological truths effectively.		Consideration should be given to a robust tutoring/lab program for inclusion in the 2013-14 budget.	Olbert	12/1/12
M.Div. Core	5. Communicate Biblical and theological truths effectively.		Consideration should be given to using the lecture capture for taping BC499 and for the creation of informal videos, available on Moodle, of excellent students instructing in how to write a paper.	Olbert	12/1/12
M.Div. CF	9. Design programs for biblical counsel and care.	CF507 Project – new measure	Consider as a direct measure doing a juried review of the CF507 project to design and implement a marriage and family ministry. The assessment budget may need to be increased.	Smith/Royer	12/1/12
M.Div. CF	8. Articulate the church's biblical mandate to care for		Review this SLO to modify or eliminate it.	Faculty	12/1/12

Program	Outcome (The Student will . . .)	Assessment	Action Items	Person Responsible	Date Due
	persons.				
irad Dipl	1. Describe biblical themes. 2. Identify key theological concepts.	Standardized Bible & Theology Test	2012-13 Assessment budget funds, increased as a result of 2010-11 assessment, will be used in the next year for gift card incentives to encourage students to take part in the assessment process through surveys, etc.	Royer	12/1/12
irad Dipl	1. Describe biblical themes. 2. Identify key theological concepts.	Standardized Bible & Theology Test	Be sure that only theological portion of test is being measured for this outcome.	Royer	12/1/12
irad Dipl	3. Interpret Scriptures according to proper hermeneutical principles.		Give consideration as to how this SLO can be best measured or wait until after SLOs are revised.	Royer	12/1/12
irad Dipl	4. Apply Scriptures according to proper hermeneutical principles.		Give consideration as to how this SLO can be best measured or wait until after SLOs are revised..	Royer	12/1/12
MAPC	2. Apply Scripture according to proper hermeneutical principles.	CF509 Paper	It will be determined if CF509 paper be used to evaluate this SLO.	Royer	1/1/13
MABL	10. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Field Education	The Assessment Budget may need increase to accommodate a new measure in Field Education.	Royer	1/1/13
MABL	8. Shepherd God's people with biblical wisdom, compassion and justice.	Field Education	The Assessment Budget may need to be increased to accommodate a new measure in Field Education.	Royer	1/1/13
MABL	7. Explain from Scripture how to be a Christian leader in a non-Christian world.		The Assessment Budget will need to be increased for the above juried review.	Royer	1/1/13
M.Div. Core MABL	3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church	New measure	Consider adding a juried review of 10-page doctrinal summation from TH504. The Assessment Budget will need to be increased.	Royer	1/1/13
M.Div. Core	4. Shepherd God's people with wisdom and compassion	Field Education	The Assessment Budget may need increase to accommodate a new measure in Field Education.	Royer	1/1/13
M.Div. Core	7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Field Education	The Assessment Budget may need increase to accommodate a new measure in Field Education.	Royer	1/1/13
MABL	6. Recruit workers using a Bible-based philosophy, vision, and strategy.	Alumni Survey	Add appropriate question to Alumni Survey.	Royer	3/1/13
MABL	6. Recruit workers using a Bible-based philosophy, vision, and strategy.	LD502 Paper	LD502 Paper should be reviewed for adequacy for this SLO before it's offered again.	Royer	3/1/13
MABL	10. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Field Education	Consideration should be given to adjustments to Field Education for the creation of a new objective assessment measure.	Moody	3/1/13
MABL	7. Explain from Scripture how to be a Christian leader in a non-Christian world.	Alumni Survey	Add a question to the Alumni Survey that addresses this outcome.	Royer	3/1/13
M.Div. LD	10. Recruit workers using a Bible-based philosophy, vision, and strategy.	LD502 Paper	LD502 Paper should be reviewed for adequacy for this SLO before it's offered again. Faculty would like to see it used for this SLO.	Royer	3/1/13
M.Div. Core	4. Shepherd God's people with wisdom and compassion	Field Education	Consideration should be given to adjustments to Field Education for the creation of a new objective assessment measure to replace the internship supervisor evaluation.	Moody	3/1/13
M.Div. Core	7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.	Field Education	Consideration should be given to adjustments to Field Education for the creation of a new objective assessment measure.	Moody	3/1/13

Program	Outcome (The Student will . . .)	Assessment	Action Items	Person Responsible	Date Due
Grad Dipl	4. Apply Scriptures according to proper hermeneutical principles.	Graduate Review	Insure that Graduate Diploma students are evaluated during the Graduate Review.	Royer	3/1/13
Grad Dipl	4. Apply Scriptures according to proper hermeneutical principles.	Alumni Survey	For an indirect measure, add a question to the Alumni Survey that is based on the ATS AQ Table 21 and 23.	Royer	3/1/13
M.Div. Core & MABL	2. Apply Scripture according to proper hermeneutical principles	BL501 Exam	At the end of the academic year, review how changes to BL501 lecture on application has effected juried review results. During evaluation, consider using an application assignment in a Bible survey course.	Royer	5/1/13
Comprehensive Assessment Plan	Step 1 – Determine and refine desired outcomes		Revision and reduction of degree program student learning outcomes for all programs to take place in the 2012-13 year.	Royer	5/1/13
Comprehensive Assessment Plan	Step 2 – Identify and enrich assessment instruments		Work with the Vice President of Student Development to address challenge of character assessment, as needed depending on SLO revision in 2012-13.	Royer & Moody	5/1/13
Comprehensive Assessment Plan	Step 4 – Review and interpret results		Plan for the training of the Director of Assessment or another Assessment Committee member in the interpretation of results. The Director of Assessment's conference budget can be used for this purpose.	Royer	5/1/13
Comprehensive Assessment Plan	Step 6 – Incorporate, as necessary, into Strategic Plan		In 2012-13, continue to monitor the connection between assessment and strategic planning.	Royer	5/1/13
Comprehensive Assessment Plan	Step 7 – Implement necessary budget change		In 2012-13, continue to monitor the connection between assessment and budget planning.	Royer	5/1/13
MABL	6. Recruit workers using a Bible-based philosophy, vision, and strategy.	MS501 Pre/Post Test	In 2012-13 assessment, review MS501 pre/post data to see if this is a trend.	Royer	6/1/13
MABL	5. The student should be able to develop leadership in ministry.	LD502 pre/post test	Ensure that the correct criteria are used for the LD502 pre/post test the next time it's offered.	Royer	6/1/13
MABL	8. Shepherd God's people with biblical wisdom, compassion and justice.	LD502 Paper	The next time LD502 is offered, evaluate the results in light o the small sample size this time.	Royer	6/1/13
MABL	4. Explain the aspects of leadership from the Bible.		Review 2012-13 data to see if enough data has been generated. If not, consider changes that need to be made.	Royer	6/1/13
M.Div. LD	9. Explain how to develop leadership in ministry.	LD502 Pre/Post Test	Ensure that the correct criteria are used for the LD502 pre/post test the next time it's offered.	Royer	6/1/13
M.Div. BC	8. Use the original languages for accurately interpreting and applying Scripture.	NT503/OT503 Exegesis Paper	A standardized language test will be developed as an additional measure for this SLO.	DelHousaye/Meade	4/1/14
Comprehensive Assessment Plan	Step 2 – Identify and enrich assessment instruments		In a few years, consider the use of a pastor in the juried review process.	Royer	1/1/15



Assessing the Phoenix Seminary 2011-12 Comprehensive Assessment Plan

Purpose: To ensure that the Phoenix Seminary Comprehensive Assessment Plan is effective in accomplishing its purpose.

Process: The Assessment Committee will review the assessment plan and process annually, usually early in the fall semester, and make recommendations to the faculty and administration for change as appropriate. Once approved, changes will be incorporated into the next year's comprehensive assessment plan.

Procedure: The steps of the Feedback Loop for Continuous Improvement, the essential element of the comprehensive assessment plan, will be evaluated along with the overall plan structure.

Areas of Assessment	Evidence of Assessment				
	STRENGTHS AND/OR WEAKNESS OF CURRENT PLAN			IMPROVEMENTS TO BE IMPLEMENTED	
	Effectiveness <i>Was each step accomplished effectively?</i>	Logic <i>Was each step logically rigorous?</i>	Comprehensiveness <i>Was each step addressed in a comprehensive way?</i>	Action Steps <i>Based on the foregoing outcomes, what change should be made?</i>	Person(s) Responsible to Implement Change <i>Who will take action?</i>
Step 1 – Determine and refine desired outcomes	Institutional outcomes shifted from the <i>Profile of a Graduate to Educational Values</i> (explained in the Comprehensive Assessment Plan) Based on input from the HLC visiting team, our ATS liaison, and our own growing awareness, it is clear that the student learning outcomes must be revised and reduced.	The institutional outcome revisions were minimal and informed by sound judgment and based on input from our consultant.	The institutional outcomes revision took place in the context of a review of all institutional statements.	ACTION: Strategic Priority #7 "...continuous improvement through assessment" - Revision and reduction of degree program student learning outcomes for all programs to take place in the 2012-13 year.	Responsible Party: Roma Royer and Faculty Follow-up Date: May 1, 2013
Step 2 – Identify and enrich assessment instruments	The number of quality direct measures was significantly increased for each program in 2011-12. For example, in the M.Div. Core there was an increase of 6-8 measures per outcome over the previous years. A major addition was blind juried reviews of course-embedded assignments. These instruments proved to be effective in gathering more objective assessment results. Character assessment is an ongoing challenge. Depending on the revision of student learning outcomes, it may be necessary for work to continue on identifying effective instruments.	Direct measures were appropriately aligned to degree program student learning outcomes. For the blind juried reviews, sub-points of each SLO were utilized to aid reviewers in a more specific focus.	The Assessment Committee evaluated the new juried reviews of assignments as well as the juries of Graduates, Oral Exam students and 15-30-60 hour review students. The consensus is that all of the juried reviews have been valuable in giving more objective assessment results. Fine-tuning of selected rubrics needs to take place in the next year. Also, it was suggested that in a couple of years it would be helpful to have a pastor join some of the juries in order to get an even more well-rounded evaluation of how the students are doing.	ACTION: Strategic Priority #7 "...continuous improvement through assessment" - Implement changes to juried reviews as suggested by the Assessment Committee.	Responsible Party: Roma Royer Follow-up Date: November 30, 2012
			The consensus is that all of the juried reviews have been valuable in giving more objective assessment results. Fine-tuning of selected rubrics needs to take place in the next year. Also, it was suggested that in a couple of years it would be helpful to have a pastor join some of the juries in order to get an even more well-rounded evaluation of how the students are doing.	ACTION: Strategic Priority #7 "...continuous improvement through assessment" - In a few years, consider the use of a pastor in the juried review process.	Responsible Party: Roma Royer Follow-up Date: January 1, 2015
			It was also observed that course-embedded assessment is more of a micro-view of learning; it doesn't necessarily show assessment of learning across a range of learning or curriculum. This is neither positive or negative.	ACTION: Strategic Priority #7 "...continuous improvement through assessment" - Work with the Vice President of Student Development to address challenge of character assessment, as needed depending on SLO revision in 2012-13.	Responsible Party: Roma Royer Follow-up Date: May 1, 2013
Step 3 – Implement data collection	Based on suggested improvements from last year, data collection was systematized to a greater degree and was therefore more effective.	Data collection was based on the Assessment Calendar for Degree Programs, which is a comprehensive list of all instruments used annually.	Data collection was comprehensive in scope. The Assessment Director has a basic system for collection that is working well.	No further action needed at this time.	
Step 4 – Review and interpret results	All results are reviewed by the Assessment Committee or Faculty and the Assessment Director. Pertinent revisions are recorded in the minutes and applied to the appropriate degree program assessment plan by the Assessment Director. In addition, results are applied to other areas not directly tied to the assessment plans themselves.	As was the case last year, the interpretation of results would benefit by more data, larger sample sizes. This will come with a multi-year assessment timeline. In addition, further training in this area for the Assessment Director will be increasingly important. The latter was mentioned in last year's assessment but the Assessment Director did not have the time to pursue such training.	Results were reviewed and interpreted by the Faculty, Assessment Committee or Faculty Subcommittee. More than one person is involved with each instrument and reviewers consist of Faculty related to the particular discipline as well as those who are not, in order to foster greater objectivity.	ACTION: Strategic Priority #7 "...continuous improvement through assessment" - Plan for the training of the Director of Assessment or another Assessment Committee member in the interpretation of results. The Director of Assessment's conference budget can be used for this purpose.	Responsible Party: Roma Royer Follow-up Date: May 1, 2013

<p>Step 5 – Determine change needed to improve outcomes</p>	<p>Faculty Subcommittees review plans and usually want additional data before recommending substantive change. The HLC reports confirm the need for more cycles and longitudinal data collection for enhanced assessment effectiveness. However, since HLC wanted more data in the short term, assessment has been conducted on an annual basis. Beginning with 2013-14, assessment will move to a multi-year cycle which will ultimately give us more meaningful results to analyze.</p>	<p>See previous column.</p>	<p>The instrument and its results were reviewed and considered in light of the specific outcome as well as the degree program as a whole.</p> <p>Change resulting from assessment is included in the Action Items document for follow-up as well in “Summary of Change Resulting from Assessment” which is included in the Comprehensive plan and presented to the Board.</p>	<p>No further action needed at this time.</p>	
<p>Step 6 – Incorporate, as necessary, into Strategic Plan</p>	<p>Implementing change to strategic planning is crucial to the assessment process. Therefore, in 2011 a specific plan was created to insure that changes resulting from assessment are linked directly to strategic planning. In addition, a master calendar was created in order to coordinate assessment, strategic planning, budget and board meetings.</p> <p>Since the Strategic Priorities are well-developed and cover all aspects of the seminary, it is less likely that results from degree program assessment will <u>regularly</u> engender <u>significant</u> change or addition to the Strategic Priorities.</p>	<p>Action Items from the degree program assessment plans have been aligned to specific Strategic Priorities to show the relationship between assessment and strategic planning and therefore the effectiveness of the institution itself. While there has not yet been significant change or addition to the Strategic Priorities through degree program assessment, the Action Items support and fulfill the Strategic Priorities.</p>	<p>See previous columns.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” - In 2012-13, continue to monitor the connection between assessment and strategic planning.</p>	<p>Responsible Party: Roma Royer Follow-up Date: May 1, 2013</p>
<p>Step 7 – Implement necessary budget change</p>	<p>Each step of assessment took into consideration any needed changes to the budget. In most cases, these changes were minimal.</p> <p>In 2011, a structured budget process was created that automatically requires an informed connection to assessment results.</p> <p>In addition, a master calendar was created in order to coordinate assessment, strategic planning, budget and board meetings.</p>	<p>See previous column.</p>	<p>See previous column.</p>	<p>ACTION: Strategic Priority #7 “...continuous improvement through assessment” - In 2012-13, continue to monitor the connection between assessment and budget planning.</p>	<p>Responsible Party: Roma Royer Follow-up Date: May 1, 2013</p>
<p>Step 8 – Implement improvements</p>	<p>Due to the size of the seminary and lack of bureaucracy, improvements are usually implemented quickly and effectively.</p> <p>A change to a multi-year timeline, as noted in the Comprehensive Assessment Plan will bring greater effectiveness to implementing improvements.</p>	<p>See previous column.</p>	<p>Further comprehensiveness will be addressed by acting upon the concerns mentioned in the effectiveness column.</p>	<p>No further action needed at this time.</p>	
<p>Step 9 – Evaluate assessment plan and process</p>	<p>Conducted annually by the Assessment Committee.</p>	<p>This assessment chart is a logical method of approach.</p>	<p>All assessment plans and processes are evaluated by the Assessment Committee.</p>	<p>No further action needed at this time.</p>	
<p>Overall structure of the comprehensive plan</p>	<p>The overall structure of the plan is sound and effective.</p>	<p>See previous column.</p>	<p>The structure of the plan is comprehensive in that it utilizes the Assessment Committee, Faculty, and Assessment Director to accomplish the requirements of the plan. It also addresses all areas of the seminary including academics and operations.</p>	<p>No further action needed at this time.</p>	