



Learning Outcomes Assessment Report Fall 2019

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The King's Seminary

Learning Outcomes Assessment Report

I. Learning Outcomes Assessment Overview

The King's University/Gateway currently utilizes an academic assessment program that maintains a systematic, documented, and sustained evaluation process of student learning outcomes. The academic assessment process involves both formative and summative evaluations utilizing direct and indirect measures of assessing student learning outcomes and is designed to facilitate a data driven decision making process for improvement and institutional effectiveness. Assessment data, rubrics, scores, and samples are located in the office of Institutional Effectiveness.

Academic Calendar

Fall Semester	Spring Semester	Summer Semester
August - December	January - May	May - August

Assessment Outcomes Instruments and Measures

Assessment Objectives	Assessment Process (Means of Measurement)	Type of Assessment	Assessment Schedule (Annual Cycle)
Core Institutional Instruments: Indirect Measures of Institutional and Program Learning Outcomes	Student Experience Survey (SES)	Indirect/Formative	March 2019
	Graduating Student Survey(GSS)	Indirect/Summative	May 2019
	Course Evaluations	Indirect/Summative	Fall 2018/Spring 2019
Graduate Degrees: Direct Measures of Institutional and Program Learning Outcomes	Selected Graduate Core Courses	Formative/Direct	Fall 2018/Spring 2019
	Graduate Practicum	Summative/Direct	Summer 2019
	Graduate Capstone Course	Summative/Direct	Spring 2019

II. Indirect Assessment of Seminary Learning Outcomes

- A. This section presents summary data of indirect measures of institutional learning outcomes as indicated in the **Graduating Student Inventory**. The stem for this section reads, "Are these areas of personal growth stronger or weaker than when you began your education?" (*Much weaker* =1; *Much stronger* =5)

2018 Graduating Student Inventory

The top five areas of personal growth and educational outcomes*

1. Ability to interpret Scripture	4.8
2. Ability to preach/teach	4.3
3. Self-confidence	4.3

* Rated on a 5-Point Scale

2018 Graduating Student Inventory

Measures of Personal Growth and Educational Outcomes*

Ability to interpret scripture	4.8
Ability to preach/teach	4.3
Ability to evangelize	4.0
Ability to minister to the needs of others	4.4
Ability to lead effectively	4.4
Empathy for the poor and oppressed	4.3
Ability to pray	4.1
Enthusiasm for learning	4.4
Insight into the troubles of others	4.3
Desire to become an authority in my field	4.3
Trust in God	4.5
Self-discipline and focus	4.3
Ability to live one's faith in daily life	4.4
Clarity of vocational or ministry goals	4.2
Self-confidence	4.3
Critical thinking	4.3
Self-knowledge	4.4
Strength of spiritual life	4.3

Average Score for All Measures **4.3****

* Rated on a 5-Point Scale

**The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

- B. This section presents summary data of indirect measures of institutional learning outcomes as indicated in the **Student Experience Survey**.

2019 Student Experience Survey (student satisfaction with learning outcomes)

Line Item	Satisfaction*
11. Online courses provide a quality learning experience	4.1
18. Assignments are personally challenging and encourage critical thinking	4.5
20. I am learning valuable principles that apply to my chosen field	4.6
21. My educational experiences are relevant to my current ministry	4.4
23. I am developing a deeper spiritual life and faith commitment	4.5
24. My seminary experience has deepened my appreciation for diverse perspectives	4.3
25. My degree program provides an integration of theory, theology, and application	4.5
33. The internship/field study programs provide valuable learning and growth experiences.	4.2
Average Score (4.0 Minimum/4.5 Excellent)	4.4**

* Based on a 5-Point Scale

**The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

- C. The following section presents summary data of indirect measures of student learning outcomes as indicated in the course evaluations at the end of the fall or spring semester.

Self-Reported Progress Related to Course Learning Outcomes in CourseEval

Courses Mapped to Program Outcomes	Online	On Ground	Aggregate
BIBH-5302 Church History and Renewal II	4.6 (92%)	4.7 (94%)	4.7 (94%)
BIBM-5305 The Spirit-Formed Leader	4.8 (96%)	4.5 (90%)	4.7 (94%)
BIBD-5301 Old Testament Theology		4.7 (94%)	4.7 (94%)
BIBD-5302 New Testament Theology	4.4 (88%)	4.9 (98%)	4.7 (94%)
BIBM-6315 Master's Capstone Project	4.8 (96%)	4.3 (86%)	4.6 (92%)
BIBL-5304 Current Issues in Biblical Interpretation	4.5 (90%)	4.8 (96%)	4.7 (94%)
LEAD-6303 Organizational Development and Change	--	4.6 (92%)	4.6 (92%)
BIBD-6308 Renewal Theology and Leadership	--	4.7 (94%)	4.7 (94%)
BIBM-8301 Renewing the Spirit-Formed Leader	--	4.9 (98%)	4.9 (98%)
BGRK-5302 Greek II	4.2 (84%)	5.0 (100%)	4.6 (92%)
BHEB-5302 Hebrew II	4.6 (92%)	4.6 (92%)	4.6 (92%)
BIBL-5305 Life of Jesus in Historical Context	4.0 (80%)	4.6 (92%)	4.3 (86%)
BIBM 5307 Preaching That Connects	4.9 (98%)	4.5 (90%)	4.7 (94%)
BIBD 6302 Christian Theology	3.9 (78%)	4.4 (86%)	4.2 (82%)
BIBM 6301 Graduate Practicum	4.5 (90%)	4.8 (96%)	4.7 (94%)
Average Score for All Measures	4.5 (90%)**	4.7 (94%)**	4.6 (92%)**

* Based on a 5-Point Scale

**The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

D. This section presents summary data of indirect measures of the Seminary student learning as drawn from a focus group of current and graduate MDiv and MPT students. The students discussed and ranked on a Likert scale a consensus of achievement of each of the program outcomes. They then discussed courses and activities that helped them achieve the outcomes, discussed and ranked the strengths of the programs, and last, discussed and ranked suggestions for improving the programs.

1. MDiv Results: (Likert Scale of 5 with 1 being “not very well” and 5 being “extremely well.”)

Course Outcomes	Likert Scale Consensus	Comments
1. Demonstrate the ability to interpret and properly apply biblical texts using sound hermeneutical principles and exegetical methods;	3.5	*Desire to spend more time in the Scriptures *Not many classes devoted to hermeneutics/exegesis
2. Demonstrate a knowledge of the heritage, traditions, and practices of the Church;	3.5	*Not many courses on Church history *Could have better guidance on course selection
3. Articulate a biblically-based and Spirit-empowered theology of ministry based on knowledge of the nature and mission of the Church;	4	*Varies depending on interaction with professors and course selection from the electives
4. Apply biblical and theological knowledge with the practices of ministry;	4	*Application varies by instructor; not necessarily consistent throughout the program
5. Communicate God's truth clearly, accurately, and convincingly to a single individual or a community.	5	

MPT Results: (Likert Scale of 5 with 1 being “not very well” and 5 being “extremely well.”)

Course Outcomes	Likert Scale Consensus	Comments
1. Demonstrate knowledge of Scripture and the ability to properly use sound hermeneutical principles and exegetical principles to interpret and apply the Word of God in life and ministry;	4	*Great beginning *Could use more depth
2. Survey the heritage and traditions of the Church and the Pentecostal/Charismatic Movements;	4	*Good survey *More depth
3. Apply a biblically-based and Spirit-empowered theology of ministry based on knowledge of the nature and mission of the Church;	5	
4. Integrate biblical and theological knowledge in the specialized area of ministry;	4.5	*Great mentoring and application classes *Could help students specialize more fully
5. Communicate God's truth clearly, accurately, and convincingly to a single individual or a community.	4.5	*Wonderful amount of info *Could work on a clear and effective way.

MDiv Strengths:

Although the students also discussed the importance of proximity and community with the professors, the students ranked theology as the most important strength of the program, with the concept of Spirit-empowered being the second strongest element of the program, and the idea of ecumenical and reconciliation tying for third.

MPT Strengths:

The MPT students felt that the strongest aspect of their program was the mentoring of and connectivity with the professors in the program. The second strength was the immediate, practical use of the assigned projects, and the third strength was the provision of Spirit-empowered resources that they were exposed to during their program.

Areas of improvement for the MDiv program:

The area that students ranked as the most important area for improvement was in the delivery method. They strongly advocated for less hybrids and more on ground classes that would facilitate more class discussion and community. They also expressed a desire for classes focused/built for full-time students. Finally, they expressed a desire for the TKS MDiv to provide them with an opportunity for ordination.

Areas of improvement for the MPT program:

The main area of improvement for the MPT students was for the practicums to have more direction, more structure, and more accountability so that they could have more impact. Second, this particular group of students felt that the online experience is not consistent with and inferior to the on ground experience. Third, the students discussed that they would appreciate better communication, especially regarding changes. Last, the students felt that some faculty do not follow the syllabus, ignore assigned reading, and/or do not give regular feedback on submitted assignments.

2. MOL Results (Likert Scale of 5 with 1 being “not very well” and 5 being “extremely well.”)

Course Outcomes	Likert Scale Consensus	Comments
1. Demonstrate the ability to properly use hermeneutical and exegetical principles to interpret and apply the Word of God in life and ministry, integrating biblical and theological knowledge in specialized areas of leadership and ministry studies;	3.5	We don't yet feel like we can "properly" use hermeneutical skills to interpret Scripture.
2. Formulate and implement plans for spiritual development and self-care that are theologically grounded, and to develop long-term strategies that will help students succeed for the duration of their ministry.	4	The personal development class was minimal in this.
3. Develop healthy interpersonal and organizational relationships which demonstrate servanthood and transformation;	5	
4. Design and implement graduate level research and understand how to utilize data to solve real-world problems facing their ministries and organizations.	3	We wish there was a research only class. Organizational development was challenging and Dr. Markow's class was helpful
5. Evaluate and apply a variety of leadership and organizational concepts, from biblical examples, to contemporary theories, and apply these in to their own leadership development and the development of the ministries and organizations they lead.	5	

MOL Strengths:

Although the students also discussed the cohesiveness of the courses, they came to a consensus of the ranking of the following strengths of the program

- (1) Initial cohort model- They like the length and relational aspect of meeting as a cohort, the small classes that allow for caring for the students and cohesiveness, and "having others to do the program with me."
- (2) Length of the program- Students like the fact that the program is fast-paced and with a manageable workload and that there is a clear timeline from start to finish. One student said that the program has shown him that Christ is the center of everything he does with leadership.
- (3) Spirit-filled- Students talked about the fact that the courses are able to synthesize secular knowledge and biblical principles and how much they appreciated the spiritual development component and the Spirit-led professors.

Additionally, students discussed that the textbooks are relatable and aligned well and that the courses line up with the degree outcomes. They like both the diversity and complementarity of courses and had a lot to say about the practical application of the content, the assignments, and the ministry emphasis.

MOL areas of improvement:

The students came to a very clear consensus of the number one area for improvement, but second place had a tie, so there are four listed instead of just three.

- (1) Higher standard for residency material and structure – Students expressed that felt the need to make clearer why they were on campus for some classes and not for others; there didn't seem to be clarity or differentiation between the online and residency (residency content could be online and vice versa). One person specified that the second-year residency was not communicated as well and didn't seem to have a relationship moment as the first year had.
- (2) Allow for flexibility within the program – Here the students discussed the desire for options for possible 15-week courses (e.g. the research course) and the choice for regular on ground courses and electives.
- (2) Research foundation – Students expressed a desire for more of a foundation and then scaled research development.
- (3) Gifted instructors – The students were very complimentary of most of the faculty who have taught their classes (Dr. Moore and Dr. Markow's names were mentioned positively), but apparently there has been at least one professor that students felt was either not gifted in teaching or not able to model effective leadership.

Students also discussed the fact that content could be a little deeper in some areas and more rigorous in grading and application.

III. Direct Assessment of Student Learning Outcomes

A. This section presents summary data of direct measures of student learning outcomes as indicated in the selected course assignments for assessment.

Selected Graduate Program Core Courses	Papers/Projects Online*	Exams Online*	Papers/Projects On Ground*	Exams On Ground*	Composite Score
BIBL 5301 Old Testament Theology	4.0 (79%)	4.4 (87%)	--	4.7 (93%)	4.3 (86%)
BIBL 5302 New Testament Theology	--	4.3 (85%)	--	4.5 (89%)	4.4 (85%)
BIBD 5304 Current Issues in Biblical Interpretation	4.5 (90%)	4.8 (96%)	4.3 (85%)	3.8 (75%)	4.3 (87%)
BIBD 6301 Christian Theology II	3.9 (77%)	--	4.5 (89%)	4.0 (80%)	4.1 (82%)
BIBL 5305 Life of Jesus in Historical Context	5.0 (99%)	4.5 (91%)	4.6 (91%)	4.3 (86%)	4.6 (92%)
BIBH-5302 Christian History and Renewal	4.5 (89%)	4.4 (89%)	4.4 (87%)	4.5 (89%)	4.4 (89%)
BIBM-5305 The Spirit-Formed Leader	4.1 (83%)	4.3 (85%)	4.6 (92%)	4.6 (92%)	4.4 (88%)
BIBM-6315 Master Capstone Project	4.5 (89%)	--	4.7 (94%)	--	4.6 (92%)
LEAD-6303 Organizational Development and Change	--	--	4.6 (92%)	--	4.6 (92%)
BIBD-6308 Renewal and Theology Leadership	--	--	4.6 (91%)	--	4.6 (91%)
BIBM-8301 Renewing the Spirit-Formed Leader	--	--	4.7 (94%)	--	4.7 (94%)
BGRK-5301 Greek II	--	4.2 (84%)	--	--	4.2 (84%)
BHEB-5302 Hebrew II	--	4.6 (91%)	--	--	4.6 (91%)
Average Score for All Measures					4.4 (89%)**

* Scores converted to a 5-Point Scale

**The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

- B. This section presents summary data assessing select student learning outcomes. This is a direct measure of a representative sample of student work (six papers representing a broad spectrum of achievement), scored by faculty panels according to a learning outcomes rubric aligned with the corresponding degree program outcomes.

*NOTE: The following charts are **rated or converted to a 5-Point Scale**.

The performance standard for this learning outcome assessment is a total aggregate score of **4.0/80% (minimum score for “successful”) and **4.5/90% (minimum score for “excellent”)**.

Selected Course: BIBD 6301 Christian Theology II

Student Learning Outcomes Evaluative Criteria	MPT	MDiv	Aggregate Score*	Percent Score
1. Topics of the theological statement are identified and discussed and/or explained.	4.0	4.3	4.1	82%
2. Topics of the theological statement are supported by carefully interpreted Scripture.	4.0	4.5	4.3	85%
3. The topics of the theological statement reflect authentic, personal understanding and insight.	4.4	4.5	4.5	90%
4. The topics addressed in the theological statement are discussed in a coherent, logical manner and demonstrate clear methodology.	3.6	4.2	3.8	76%
5. The theological statement shows attention to detail of presentation, grammar, and documentation.	3.1	3.8	3.4	68%
TOTAL Learning Outcomes Scores	3.8	4.3	4.0	80%

Selected Course: BIBM 7315 Master’s Capstone Course Paper MDiv

Student Learning Outcomes Evaluative Criteria	Aggregate Scores*	Percent Score
1. Paper demonstrates self-awareness by recognizing the influence of others (peers, professors, staff) on spiritual, academic, and ministry experience at TKU.	4.5	90%
2. Paper demonstrates appreciation for spiritual growth by describing changes in biblical, theological, and ministry thinking and/or understanding, outlook on faith, and personal and ministry practice.	4.3	85%
3. Paper demonstrates understanding of the Church as the Spirit empowered agent of God’s mission through discussion of Christian doctrine in support of such mission/ministry.	4.0	80%
4. Paper demonstrates biblical and theological learning through the citation of books, lectures, podcasts and other media to demonstrate the learning.	4.3	85%
5. Paper demonstrates an understanding of calling in current and future ministry, as well as commitment to lifelong study.	4.5	90%
Total Learning Outcomes Scores	4.3	85%

Selected Course: BIBM 6315 Master's Capstone Course Paper MPT Sec. 1

Student Learning Outcomes Evaluative Criteria	Aggregate Scores*	Percent Score
1. Paper demonstrates self-awareness by recognizing the influence of others (peers, professors, staff) on spiritual, academic, and ministry experience at TKU.	4.3	85%
2. Paper demonstrates appreciation for spiritual growth by describing changes in biblical, theological, and ministry thinking and/or understanding, outlook on faith, and personal and ministry practice.	4.3	85%
3. Paper demonstrates understanding of the Church as the Spirit empowered agent of God's mission through discussion of Christian doctrine in support of such mission/ministry.	3.8	75%
4. Paper demonstrates biblical and theological learning through the citation of books, lectures, podcasts and other media to demonstrate the learning.	3.9	78%
5. Paper demonstrates an understanding of calling in current and future ministry, as well as commitment to lifelong study.	4.3	85%
Total Learning Outcomes Scores	4.1	82%

Selected Course: BIBM 6315 Master's Capstone Course Paper MPT sec. 2

Student Learning Outcomes Evaluative Criteria	Aggregate Scores*	Percent Score
1. Paper demonstrates self-awareness by recognizing the influence of others (peers, professors, staff) on spiritual, academic, and ministry experience at TKU.	3.8	77%
2. Paper demonstrates appreciation for spiritual growth by describing changes in biblical, theological, and ministry thinking and/or understanding, outlook on faith, and personal and ministry practice.	4.5	90%
3. Paper demonstrates understanding of the Church as the Spirit empowered agent of God's mission through discussion of Christian doctrine in support of such mission/ministry.	4.0	80%
4. Paper demonstrates biblical and theological learning through the citation of books, lectures, podcasts and other media to demonstrate the learning.	4.0	80%
5. Paper demonstrates an understanding of calling in current and future ministry, as well as commitment to lifelong study.	3.8	77%
Total Learning Outcomes Scores	4.0	80%

Selected Course: BIBM 8301 Renewing the Spirit-Formed Leader

Student Learning Outcomes Evaluative Criteria	Aggregate Scores*	Percent Score
1. Evidence of assessment of spiritual health based on course content, assignments, and writer's experience.	4.2	83%
2. Evidence of sound theological reflection.	3.7	73%
3. Growth Plan	4.0	80%
4. Depth of research investigation and methodologies.	4.2	83%
5. Demonstration of doctoral level writing and coherent presentation of material.	4.2	83%
Total Learning Outcomes Scores	4.1	80%

Selected Course: BIBD 6308 Renewal Theology & Leadership, MOL

Student Learning Outcomes Evaluative Criteria	Aggregate Scores*	Percent Score
1. Synthesis between course content and real-life needs and circumstances, specifically biblical and theological concepts from a Pentecostal perspective.	3.8	75%
2. Pentecostal perspective on personal spiritual formation, spiritual development, and sense of calling.	3.8	85%
3. Pentecostal perspectives drawn from Scripture and theology on leadership and ministry.	4.0	80%
4. Structure and organization (overall organization & within each paragraph).	4.0	80%
5. Mechanics (Grammar, spelling, typos, bibliography formatting).	4.3	85%
Total Learning Outcomes Scores	4.0	80%

Graduate Practicum Evaluations – This is an average of the practicum supervisors direct assessment of student work during practicums.

Individual Practicum Competencies	Average Score *
A. Ministry Development- Self management, self-awareness, character, cultural and personality differences, ability to apply spiritual knowledge, Servant leadership, administration, etiquette and deportment.	4.4 (88%)
B. Spiritual Development- Spiritual attunement, ministry vision and values, priority management	4.1 (82%)
C. Relational Development – Communication skills, teamwork, interpersonal skills, conflict resolution; spiritual confession.	4.3 (86%)
Competencies Average	4.3 (86%)

*Converted to a 5-pt. scale

The performance standard for this learning outcome assessment is a total aggregate score of **4.0/80%** (minimum score for “successful”) and **4.5/90%** (minimum score for “excellent”).

Themes of comments from faculty scoring papers (assessors from all 6 groups had similar responses for items 1-4; only one table contributed to item #5) :

1. "More reflective, as opposed to a capstone project of the learning experience at TKU." "Focus on theological reflection needs to be highlighted more...."
2. "Not academic tone; overly conversational approach." "...no evidence of critical thinking."
3. "Met the criteria of the rubric, but not well-written." "Not graduate level sourcing." "Improper footnotes, no bibliography or badly formatted bibliography." "...poor grammar."
4. "No reference to "Greater Church." "The papers, or perhaps the class as a whole, seemed to miss the mark on an understanding of the Church as God's/Spirit's empowered agent in the world."
5. "Clearly identified need for ESL support for students."

C. Program Review Learning Outcomes Composite Assessment

These tables present a composite assessment of MDiv/MPT learning outcomes based on both direct and indirect assessments. Course assignments are mapped to program outcomes for assessing student achievement.

Table A.1.4: 2018-2019 MDiv Program Assessment Plan Results

MDiv Program Outcomes	Directed Measures*					Indirect Measures*			
	Panel-Scored Papers**	Scores	Selected Courses	Average Scores	Aggregate Score	Focus Group	Course Evals.	GSS Items	Aggregate Score
1. Demonstrate the ability to interpret and properly apply biblical texts using sound hermeneutical principles and exegetical methods;	BIBD 6302 Christian Theology II	4.5	BIBL 5301 OT BIBL 5302 NT BIBL 5304 Current Issues in Bib. Int. BGRK 5302 Greek II BHEB 5302 Heb. II	4.4	4.4	3.5	4.6	4.8	4.3
2. Demonstrate a knowledge of the heritage, traditions and practices of the global Pentecostal/Charismatic Movements, including a vision for healing the schism between the Church and the Jewish people;	BIBM 7315 Master's Capstone	4.0	BIBH 5302 Christian Hist. & Renewal II	4.4	4.2	3.5	4.7	-	4.1
3. Articulate a biblically based and Spirit-empowered theology of ministry based on knowledge of the nature and mission of the Church;	BIBM 7315 Master's Capstone	4.3	BIBM 6301 Graduate Ministry Practicum BIBM 7312 Ministry of Reconciliation	4.3	4.3	5	4.7	4.6	4.8
4. Apply biblical and theological knowledge to one's personal spiritual formation and with the practices of ministry;	BIBM 7315 Master's Capstone	4.3	BIBM 5305 The Spirit Formed Leader BIBM 6301 Graduate Ministry Practicum	4.5	4.4	4.5	4.7	4.5	4.6
5. Communicate God's truth clearly, accurately, and convincingly to a single individual or a community.	BIBM 7315 Master's Capstone	4.3	BIBM 5305 The Spirit Formed Leader BIBM 5307 Preaching That Connects BIBM 6301 Graduate Ministry Practicum	4.3	4.3	4.5	4.7	4.3	4.5
Composite Scores					4.3***				4.5***

*All scores converted to a 5-point scale in order to normalize the measures.

**The Panel Scored Papers and the Ministry Practicum Supervisor Scores align each learning outcome with specific criteria from the scored rubrics. The Selected Courses scores are based on the total grade for the designated paper or test.

***The performance standard for these assessments is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

Table B.1.4: MPT Program Assessment Plan Results									
MPT Program Outcomes	Directed Measures*					Indirect Measures*			
	Panel-Scored Papers**	Scores	Selected Courses	Scores	Aggregate Score	Focus Group	Course Evals.	GSS Items	Aggregate Score
1. Demonstrate a knowledge of Scripture and the ability to use hermeneutical and exegetical principles to interpret and apply the Word of God in life and ministry;	BIBD 6302 Christian Theology II	4.0	BIBL 5301 OT Theology BIBL 5302 NT Theology BIBL 5304 Current Issues in Bib. Int.	4.4	4.3	4	4.6	4.6	4.4
2. Explain the heritage, traditions and practices of the global Pentecostal/Charismatic Movements, including a vision for healing the schism between the Church and the Jewish people;	BIBM 6315 Master's Capstone	3.9	BIBH 5302 Christian Hist. & Renewal II	4.4	4.2	4.0	4.7	-	4.4
3. Integrate biblical and theological knowledge in the student's specialized area of ministry;			BIBM 6301 Grad. Ministry Practicum	4.3	4.3	5.0	4.7	4.5	4.7
4. Apply biblical and theological knowledge to one's personal spiritual formation within the practices of ministry;	BIBM 6315 Master's Capstone	4.1	BIBM 5305 The Spirit Formed Leader BIBM 6301 Graduate Ministry Practicum	4.5	4.3	4.5	4.7	4.4	4.5
5. Communicate a biblically based and Spirit-empowered theology of ministry and leadership based on knowledge of the nature and mission of the Church.	BIBM 6315 Master's Capstone	4.0	BIBM 5305 The Spirit Formed Leader BIBM 5307 Preaching That Connects BIBM 6301 Graduate Ministry Practicum	4.3	4.2	4.5	4.7	4.3	4.5
Composite Scores***					4.3				4.5

*All scores converted to a 5-point scale in order to normalize the measures.

**The Panel Scored Papers and the Ministry Practicum Supervisor Scores align each learning outcome with specific criteria from the scored rubrics. The Selected Courses scores are based on the total grade for the designated paper or test.

***The performance standard for these assessments is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

IV. Seminary Learning Outcomes Composite Assessment

This table presents a composite assessment of seminary learning outcomes based on both direct and indirect measures of student learning outcomes.

Seminary Learning Outcomes	Indirect Measures*			Direct Measures*		Composite Score*
	GSI	SEI	CE	PCC SLO	PS SLO	
1. Demonstrate the ability to interpret Scripture utilizing academically and spiritually informed exegetical principles and methods;	4.8	4.5	4.6	4.4	4.3	4.5
2. Formulate an extensive understanding of the Spirit-empowered traditions and practices of the historic Christian faith and community;	-	-	4.7	4.5	4.0	4.4
3. Apply effective leadership skills in various contemporary ministry contexts according to their God-given vocation;	4.4	4.5	4.7	4.6	4.2	4.5
4. Integrate biblical principles and theological knowledge with the process of personal development and spiritual transformation;	4.3	4.5	4.7	4.6	4.2	4.5
5. Implement sound academic research principles in order to expand knowledge and formulate solutions to real-world issues.	4.3	4.5	4.7	4.6	4.2	4.5
Aggregate Score						4.5

GSS: Graduating Student Survey Data

SES: Student Experience Survey Data

CE: Course Evaluations

PCC SLO: Program Core Courses based on selected courses for direct measures.

PS SLO: Panel Scored Student papers mapped to Program and Seminary SLOs

* Rated to a 5-Point Scale to normalize the measures.

The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

V. Measures of Effectiveness

Student Learning Outcomes Scorecard. This is a scorecard of the aggregated results from all measures of student learning outcomes.

Measures of Student Learning Outcomes	Minimum Value for "Success"	Minimum Value for "Excellent"	Current Score*
Indirect Measures			
Graduating Student Survey	4.0	4.5	4.3
Student Experience Survey	4.0	4.5	4.4
Course Evaluations	4.0	4.5	4.6
MDiv Focus Group Outcomes	4.0	4.5	4.0
MPT Focus Group Outcomes	4.0	4.5	4.4
MOL Focus Group Outcomes	4.0	4.5	4.1
DMin Focus Survey Results	4.0	4.5	4.4
Direct Measures			
Capstone Reflection Paper/Project	4.0	4.5	4.1
Practicum Evaluations	4.0	4.5	4.3
Mapped MDiv courses	4.0	4.5	4.3
Mapped MPT courses	4.0	4.5	4.3
Mapped DMin courses	4.0	4.5	4.1
Panel Scored Representative Papers	4.0	4.5	4.1

* All scores converted to a 5-point scale in order to normalize the measures.

The performance standard for this learning outcome assessment is a total aggregate score of 4.0/80% (minimum score for "successful") and 4.5/90% (minimum score for "excellent").

V. Summary and Suggestions

A. Indirect Assessment of Seminary Outcomes

1. Institutional learning objective scores related to measures of personal growth and educational outcomes based on the results of the 2019 Graduating Student Survey indicated an aggregate score of 4.3 on a 5-point scale indicating “successful” performance. Noticeable improvement occurred in all of the low scoring items last year:

Measures of Personal Growth and Educational Outcomes

	2018	2019
Ability to evangelize	3.7	4.0
Ability to pray	3.9	4.1
Ability to live one’s faith in daily life	3.9	4.4
Empathy for the poor and oppressed	4.0	4.3
Self-discipline and focus	4.0	4.3
Ability to minister to the needs of others	4.1	4.4

The lowest scoring items indicate areas of curriculum review:

Ability to evangelize	4.0
Clarity of vocational goals	4.2

Suggestion:

1. Determine key areas of academic review based on the lowest performing scores on the 2019 Graduating Student Inventory and suggest curricular revisions to increase performance.

- B. The composite assessment of Seminary learning outcomes based on both direct and indirect measures of student learning outcomes indicated a strong score at 4.5. The lowest scoring items indicate areas of curriculum review.

Seminary Learning Outcomes Composite Assessment

Seminary Learning Outcomes	Indirect Measures*			Direct Measures*		Composite Score*
	GSI	SEI	CE	PCC SLO	PS SLO	
2. Formulate an extensive understanding of the Spirit-empowered traditions and practices of the historic Christian faith and community;	-	-	4.7	4.5	4.0	4.4

Suggestion:

1. Determine key areas of academic review based on the lowest performing scores on the composite assessment of Seminary learning outcomes assessment and determine curricular revisions to increase performance.

C. Program Learning Outcomes

The composite score of the panel assessed papers is 4.1 and the direct assessment of selected core courses is 4.4 (both scores are in the “successful” measures).

Suggestions:

1. Continue to develop and improve not only embedded assignments that can effectively assess program outcomes, but also rubrics to better evaluate student achievement of outcomes.
2. Consider the focus group results.
3. Consider the comments from faculty who participated in the direct Assessment Day scoring of papers (panel scored assessment of outcomes).