

School of Theology & Christian Ministry
Christian Ministry Assessment
2015-2016

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Christian Ministry PLO #1	Students will apply the interpretation of biblical literature to ministry in local Christian congregations.

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
Christian Ministry PLO #1	CMI300 Preaching will be assessed alternating years. Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
Christian Ministry PLO #1	Minimum Standard of Success for Each Measure = 2 Minimum Standard of Success for Individual Student Total = 6

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge**
- 2. Broad Integrative Knowledge**
- 3. Intellectual Skills/Core Competencies**
- 4. Applied and Collaborative Learning**
- 5. Civic and Global Learning**

Longitudinal Data:

AY	N	Biblical Reading	Local Church Setting	Coherence	Comments
15-16	N/A	N/A	N/A	N/A	No evidence assessed or reported.
14-15	N/A	N/A	N/A	N/A	No evidence assessed or reported.
13-14	16	100% (32/32)	100% (32/32)	97% (31/32)	Minimum Standard of Success for Each Measure = 2 Two assessors.
			100% (32/32)		Minimum Standard of Success for Individual Student Total = 6 Two assessors.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Christian Ministry PLO #3	The vast majority of students exceeded the minimum standard of success for each of 3 measures (2 on a scale of 4), and all the students (100%) exceeded the minimum standard of success for each individual student's total (6 out of 12).

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Christian Ministry PLO #3	No changes to be made at this time.

Rubric Used:

	Biblical Reading	Local Church Setting	Coherence
Superior (4)	The sermon demonstrates thorough engagement with the biblical text.	The sermon communicates effectively with the local church and is easy to follow.	Sermon flows smoothly. Sermon seamlessly connects biblical text to local setting.
Good (3)	The sermon engages relatively comprehensively with the biblical text.	The sermon communicates well with the local church and demonstrates a logical order in expression.	Sermon flows smoothly. The connections between the biblical text and local setting vary in appropriateness.
Poor (2)	The sermon engages the biblical text selectively.	The sermon is abstracted from the local church context, yet communicates a message understandably.	Sermon demonstrates a disjunction in flow. Connections between biblical text and local setting are artificial; or one is privileged at the expense of the other.
Inferior (1)	The sermon is disconnected from the biblical text.	The sermon is abstracted from the local context and fails to communicate clearly.	Sermon is incoherent. There is no connection between biblical text and local setting.

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Christian Ministry PLO #2	Students will apply philosophy and Christian theology to issues bearing on the church and human society.

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
Christian Ministry PLO #2	<p>THE450 Doctrine of Holiness will be assessed annually.</p> <p>Assignment: Final exam question: Write an essay in which you describe the doctrine of holiness for the church and its life today. Be sure to make specific reference to the teachings of the Bible and historical figures that we have discussed this semester.</p>

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
Christian Ministry PLO #2	Minimum standard of success for each score = 2

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge**
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

Semester	N	Data	Comments
15-16	N/A	N/A	Evidence not available or reported.
14-15	N/A	N/A	Evidence not available or reported.
13-14	11	Percent of students with both reviewers indicating minimum standard of success=64%	Two assessors.
		Percent of students with at least one reviewer indicating minimum standard=77%	
12-13	N/A	N/A	Evidence not available or reported.
11-12	N/A	N/A	Evidence not available or reported.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Christian Ministry PLO #2	The majority of students (64%) met the or exceeded the criteria for success, a minimum score of 2. Additionally, an even higher percentage (77%) of students met or exceeded the criteria for success with at least one reviewer indicating the minimum standard. In conclusion, the data shows that the majority of students are meeting or exceeding the criteria for success.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Christian Ministry PLO #2	No changes are planned at this time.

Rubric Used:

- 3 The student's application of philosophy and/or Christian theology to the assigned issue(s) was outstanding.
- 2 The student's application of philosophy and/or Christian theology to the assigned issue(s) was adequate.
- 1 The student's application of philosophy and/or Christian theology to the assigned issue(s) was weak.
- 0 The student was not able to apply philosophy and/or Christian theology to the assigned issue(s).

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Christian Ministry PLO #3	Students will apply core Christian leadership practices for ministry for the whole church.

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
Christian Ministry PLO #3	At least one of the following courses will be assessed annually: CMI160, CMI210, or CMI350. In 2015-2016, (CMI 652) Christian Tradition Course Description: A survey of the history of Christian thought.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
Christian Ministry PLO #3	Minimum Measure of Success = 6

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge**
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning**
- 5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Sub-Categories Assessed	Percentage of Students Meeting or Exceeding Success Criteria	Signature Assignment
15-16	CMI160 Intro to Christian Education	15	(a) General Understanding of the History of Christian Thought (b) History and Theology of the Doctrine of the Trinity (c) Christian Ethics and Application to Contemporary Ministry	Assessor #1: 100% Assessor #2: 100%	Signature Assignment: The student will write a 5-page paper (minimum) reviewing the doctrine of the Trinity. Updated Signature Assignment (1/2014): Why is this doctrine important for the faith and practice of the church? Describe how faith and practice would be different without this doctrine. What are the relevant historical controversies surrounding this doctrine? What is the biblical basis of this doctrine?

14-15	CMI350 Evangelism and Cross Cultural Ministry	7	(a) Ecclesiology (b) Wesleyan Perspective (c) Missional Church Literature	Assessor #1: 57% Assessor #2: 71%	Signature Assignment: The student will write a five-page research paper on the nature and mission of the Church, especially as it relates to the Wesleyan theological heritage and the Missional Church literature.
13-14	CMI160 Intro to Christian Education	12	(a) Knowledge / Understanding (b) Thinking and Inquiring (c) Communication and Writing (d) Teaching Strategies (e) Individual Contribution and Team Work	Assessor #1: 100% Assessor #2: 100%	<p>Signature assignment: Group Final Project.</p> <p>You will work in "multi-staff teams" of four with one person focusing on family/children ministries, another student ministries, and one adult ed ministries. Together you will develop an intergenerational educational program for Lent 2014 in a local. You will need to 1) describe your theological approach and educational goals 2) plan a volunteer cultivation and recruitment plan, 2) design a marketing/communication plan, 3) describe the age-appropriate strategies you will take for each group, and 4) provide one lesson plan for each age group and one intergenerational lesson plan and 5) determine how you will assess learning.</p>
12-13	N/A	N/A	N/A	N/A	Evidence not assessed or reported.
11-12	CMI350 Evangelism and Cross Cultural Ministry	15	(a) Ecclesiology (b) Wesleyan Perspective (c) Missional Church Literature	Two assessors. (a) Mean Scores: 2.12, 2.13 (b) Mean Scores: 2.04, 2.00 (c) Mean Scores: 2.12, 2.40	Signature Assignment: The student will write a five-page research paper on the nature and mission of the Church, especially as it relates to the Wesleyan theological heritage and the Missional Church literature.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Christian Ministry PLO #3	All the students (100%) met or exceeded the criteria score = 6.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Christian Ministry PLO #3	No changes to be made at this time.

Rubrics Used: 2011-2016**2015-2016, CMI160****0 = Poor****1 = Fair****2 = Proficient****3 = Distinguished****General Understanding of the History of Christian Thought**

- 0 The paper did not demonstrate any significant knowledge of the history of Christian thought.
- 1 The paper demonstrated limited knowledge of the history of Christian thought.
- 2 The paper demonstrated adequate knowledge of the history of Christian thought.
- 3 The paper demonstrated superior knowledge of the history of Christian thought that was clearly exceptional.

History and Theology of the Doctrine of the Trinity

- 0 The paper did not demonstrate any significant knowledge of the history or theology of the doctrine of the Trinity.
- 1 The paper demonstrated limited knowledge of the history and theology of the doctrine of the Trinity.
- 2 The paper demonstrated adequate knowledge of the history and theology of the doctrine of the Trinity.
- 3 The paper demonstrated superior knowledge of the history and theology of the doctrine of the Trinity that was clearly exceptional.

Christian Ethics and Application to Contemporary Ministry

- 0 The paper did not demonstrate any significant knowledge of Christian ethics or of the application of Christian thought/practice to contemporary ministry.
 - 1 The paper demonstrated limited knowledge of Christian ethics and/or of the application of Christian thought/practice to contemporary ministry.
 - 2 The paper demonstrated proficiency of knowledge of Christian ethics and of the application of Christian thought/practice to contemporary ministry.
 - 3 The paper demonstrated superior knowledge of Christian ethics and of the application of Christian thought/practice to contemporary ministry.
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2014-2015, CMI350**0 = Poor****1 = Fair****2 = Proficient****3 = Distinguished****Ecclesiology**

- 0 The student does not have a theological understanding of ecclesiology.
- 1 The student exhibits a basic understanding of ecclesiology.
- 2 The student exhibits an understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits an understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key theological thinkers with regard to ecclesiology.

Wesleyan Perspective

- 0 The student does not have a Wesleyan understanding of ecclesiology.
- 1 The student exhibits a basic Wesleyan understanding of ecclesiology.
- 2 The student exhibits a Wesleyan understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits a Wesleyan understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Wesleyan thinkers with regard to ecclesiology.

Missional Church Literature

- 0 The student does not have a Missional understanding of ecclesiology.
- 1 The student exhibits a basic Missional understanding of ecclesiology.
- 2 The student exhibits a Missional understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits a Missional understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Missional thinkers with regard to ecclesiology.

2013-2014, CMI160

	Excellent	Competent	Needs Improvement	Unsatisfactory
<u>Knowledge/Understanding</u> The project shows understanding of the mission of the local church, and the scope and function of educational and formational ministries and this knowledge is applied to the teaching plan.	<input type="checkbox"/> The project demonstrates a depth of understanding by using relevant and accurate research for course reading s to support the teaching plan.	<input type="checkbox"/> The project uses knowledge that is generally accurate and research from course reading is generally relevant to the teaching plan	<input type="checkbox"/> The project uses little relevant or accurate information Little or no research is apparent to support the teaching plan.	<input type="checkbox"/> The project does not show an understanding of educational and formational ministries. There is no research to support the teaching plan.
<u>Thinking and Inquiry</u> The project shows a clear sense of developmental theory and utilizes this awareness in the teaching plan.	<input type="checkbox"/> The project demonstrates clear awareness of developmental theory and integrates this awareness into the student's teaching plan.	<input type="checkbox"/> The project uses general knowledge about developmental theory and applies these general ideas in the student teaching plan.	<input type="checkbox"/> The project uses little relevant or accurate information on developmental theory and does not apply this information to the student teaching plan.	<input type="checkbox"/> The project does not show an understanding of developmental theory and
<u>Communication and Note: Text missing in original document posted to wheel.</u>	<input type="checkbox"/> The project <i>Note: Text missing in original document posted to wheel.</i>	<input type="checkbox"/> The project <i>Note: Text missing in original document posted to wheel.</i>	<input type="checkbox"/> The project <i>Note: Text missing in original document posted to wheel.</i>	<input type="checkbox"/> The project <i>Note: Text missing in original document posted to wheel.</i>
<u>Writing</u> The project is written clearly and concisely and is structured in an effective way to convey complex themes and would be easily explained and promoted to a local congregation.	<input type="checkbox"/> is effective in conveying complex ideas and teaching materials clearly and concisely	<input type="checkbox"/> is adequate in conveying main ideas but lacks clarity at points or is not always concise.	<input type="checkbox"/> identifies some important ideas but the project is unfocused and is not clear or concise	<input type="checkbox"/> is not effective in conveying main ideas and is not clear or concise
<u>Teaching Strategies</u> The project shows knowledge of volunteer recruitment and is teachable and the teaching strategies are appropriate and can be implemented by volunteers trained according to the leadership development plan.	<input type="checkbox"/> The project is teachable and highly appropriate for an intergenerational educational program in the local church.	<input type="checkbox"/> The project is mostly teachable and generally appropriate for an intergenerational educational program.	<input type="checkbox"/> The project has teachable parts but it does not hang together well or is unrelated to the volunteer development plan.	<input type="checkbox"/> The project does not seem teachable or appropriate for an international education program.
<u>Individual Contribution and Team Work</u> Each team member shows how each individual contributed time, talents and gifts to the group project.	<input type="checkbox"/> The individual contribution and team work was considerable and is highly evident in the overall project	<input type="checkbox"/> The individual contribution and team work was average and contributed to the overall project.	<input type="checkbox"/> The individual contribution and team work was less than average and is hard to gauge in the overall project	<input type="checkbox"/> The individual contribution and team work was not obvious and little or no contribution to the project is apparent

2011-2012 CMI350

0 = Poor

1 = Fair

2 = Proficient

3 = Distinguished

Ecclesiology

- 0 The student does not have a theological understanding of ecclesiology.
- 4 The student exhibits a basic understanding of ecclesiology.
- 5 The student exhibits an understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 6 The student exhibits an understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key theological thinkers with regard to ecclesiology.

Wesleyan Perspective

- 0 The student does not have a Wesleyan understanding of ecclesiology.
- 4 The student exhibits a basic Wesleyan understanding of ecclesiology.
- 5 The student exhibits a Wesleyan understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 6 The student exhibits a Wesleyan understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Wesleyan thinkers with regard to ecclesiology.

Missional Church Literature

- 0 The student does not have a Missional understanding of ecclesiology.
- 4 The student exhibits a basic Missional understanding of ecclesiology.
- 5 The student exhibits a Missional understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 6 The student exhibits a Missional understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Missional thinkers with regard to ecclesiology.

School of Theology & Christian Ministry
Biblical Studies Assessment
2015-2016

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Christian Ministry PLO #4	Students will identify trends in contemporary youth culture and adolescent faith development.

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
Christian Ministry PLO #4	CMI210 Introduction to Youth Ministry will be assessed alternating years.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
Christian Ministry PLO #4	None available at this time.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
15-16	CMI210	N/A	N/A	No data assessed or available.
14-15	CMI210	N/A	N/A	N/A
13-14	CMI210	N/A	N/A	N/A
12-13	CMI210	N/A	N/A	N/A
11-12	CMI210	N/A	N/A	N/A

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Christian Ministry PLO #4	No conclusions at this time.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Christian Ministry PLO #4	No data assessed or reported, no changes.

Rubric Used: No rubric available.