

**Evangel University**  
**Bible and Theology Department Assessment System**  
**Academic Year: 2015–2016**

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for review this academic year</i>	<i>Date follow-up completed</i>
<b>Biblical Studies</b>						
Exegesis paper	1. Biblical interpretation	BIBL 337 Hermeneutics	Common rubric	80% in “Developed” category or above	Late April 2016	
Exegesis paper	2. Biblical language	BIBL 337 Hermeneutics	Common rubric	90% in “Emerging” category or above	Late April 2016	
Research paper	3. Theological concepts	THEO 360, 445, 446	Common rubric	80% in “Developed” category or above	December 2016	
Research paper	4. Church history	THEO 334, 335, 336, or 337	Common rubric	80% in “Developed” category or above	December 2016	
Reflection/application paper	5. Philosophy	At end of upper-division philosophy course	Common rubric	80% in “Developed” category or above	Spring 2017	
<b>Biblical Studies—Language Track</b>						
Exegesis paper	1. Biblical interpretation	At end of HEBR or GREK 315–316	Common rubric	80% in “Developed” category or above	Spring 2017	
Final exam	2. Biblical language	At end of HEBR or GREK 315–316	Common rubric	80% in “Developed” category or above	Spring 2017	
<b>Philosophy</b>						
Upper Division Paper	1. Inductive and deductive logic	Upper Division Course Jr or Sr year	Common rubric	80% in “Developed” category or above	December 2016	
Upper Division Paper	2. Clarity in Philosophical Writing	Upper Division Course Jr or Sr year	Common rubric	80% in “Developed” category or above	Spring 2017	
Upper Division Paper	3. History and problems of philosophy	Upper Division Course Jr or Sr year	Common rubric	80% in “Developed” category or above	Spring 2017	
Upper Division Paper	4. Philosophical Concepts	Upper Division Course Jr or Sr year	Common rubric	80% in “Developed” category or above	Spring 2017	

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**Biblical Studies Major**

1. Competence in Biblical Interpretation - Biblical studies majors will be able to interpret texts of the Hebrew or Greek Bible and produce scholarly exegetical presentations in written or oral formats.
2. Competence in Basic Theological Concepts - Majors will develop a knowledge base of the discipline of theology and be able to express theological ideas in a cogent manner that is in keeping with academic study.
3. Competence in Philosophy - Students will be able to express philosophical ideas in a cogent manner that is in keeping with academic study. Moreover, students will demonstrate critical thinking skills that will enable them to dedicate themselves to the Christian way of life in their chosen vocation.
4. Competence in Church History - Majors will develop a knowledge base of church history within a given period, be able to assess and discuss the development of Pentecostalism, and write a scholarly research paper in the field of church history.

**Biblical Language Track**

1. Competence in Biblical Languages - Students will be able to translate biblical and ancillary texts in a manner that is in keeping with academic language study. They will demonstrate competence in advanced-level vocabulary, grammar, morphology, syntax, parsing, and text-critical analysis.

**Philosophy Major:**

1. Graduates have both the knowledge and skill of logic.
2. Graduates can express a philosophical argument, written and verbal.
3. Graduates have an understanding in the history and basic problems of philosophy.
4. Graduates understand some of the main problems in epistemology.
5. Graduates have an understanding of some basic arguments regarding interpersonal relationships. (ethics or politics)

**Objectives**

1. Graduates will demonstrate knowledge and skill of inductive and deductive logic.
2. Graduates can express a philosophical argument, written and verbal.
3. Graduates demonstrate understanding in the history and basic problems of philosophy.
4. Graduates demonstrate and understanding some of the main problems in epistemology.
5. Graduates demonstrate understanding of some basic arguments regarding interpersonal relationships. (ethics or politics)

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What is evaluated		INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
<b>Biblical Languages Track- Exegesis Paper &amp; Final Exam</b>	0	1	2	3	4
A. Facility in Intermediate Greek or Hebrew (Exegesis Paper)	Lacks knowledge base to translate biblical passages	Demonstrates entry-level lexical competence by translating the basic meaning of words and phrases	Demonstrates competence with increased sensitivity to semantic range and accurate translation based on grammatical and syntactical principles	Demonstrates competence with lexicographical research and accurate assessment of grammatical nuance	Demonstrates competence by providing an accurate translation; able to defend translation decisions when compared to alternate, possible translations
B. Facility in Intermediate Greek or Hebrew (Final Exam)	Lacks knowledge base for lexical, syntactical, and grammatical analysis; unable to parse verb forms	Demonstrates entry-level lexical competence by translating basic meaning of words and phrases; able to parse some forms	Demonstrates some facility in lexical competence by translating the meaning of words, phrases, and less complex sentences; able to parse indicative verbs	Demonstrates facility in lexical competence by translating complex sentences; able to parse participles, subjunctives, and infinitives	Demonstrates high skill in lexicographical research, syntactical and grammatical analysis; parses irregular forms and translates complex sentences with competence

<b>The assessment standard:</b>	<b>80% of the students will have average score above 2.5 according to the 4 point scale.</b>
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<b>What is evaluated</b>		<b>INITIAL</b>	<b>EMERGING</b>	<b>DEVELOPED</b>	<b>HIGHLY DEVELOPED</b>
<b>Biblical Studies Church History Exegesis Paper</b>	0	1	2	3	4
A. Facility in Historical Knowledge	Lacks knowledge base to translate biblical passages	Demonstrates entry-level, lexical competence by translating the basic meaning of words and phrases	Demonstrates competence with increased sensitivity to semantic range and accurate translation based on grammatical and syntactical principles	Demonstrates competence with lexicographical research and accurate assessment of grammatical nuance	Demonstrates competence by providing an accurate translation; able to defend translation decisions when compared to alternate, possible translations
B. Facility in Historical Research	Lacks knowledge base for lexical, syntactical, and grammatical analysis; unable to parse verb forms	Demonstrates entry-level, lexical competence by translating basic meaning of words and phrases; able to parse some forms	Demonstrates some facility in lexical competence by translating the meaning of words, phrases, and less complex sentences; able to parse indicative verbs	Demonstrates facility in lexical competence by translating complex sentences; able to parse indicative forms, participles, subjunctives, and infinitives	Demonstrates high skill in lexicographical research, syntactical and grammatical analysis; parses irregular forms and translates complex sentences with competence
<b>The assessment standard:</b>	<b>80% of the students will have average score above 2.5 according to the 4 point scale.</b>				

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<b>Student:</b>		<b>Score:</b> _____			
<b>What is evaluated</b>		<b>INITIAL</b>	<b>EMERGING</b>	<b>DEVELOPED</b>	<b>HIGHLY DEVELOPED</b>
<b>Biblical Interpretation-Exegesis</b>	0	1	2	3	4
A. Facility in Greek or Hebrew	Lacks knowledge base to translate biblical passages	Demonstrates entry-level competence by translating the basic meaning of words	Demonstrates competence with increased sensitivity to semantic range and accurate translation based on grammatical principles	Demonstrates competence with sensitivity to semantic range and accurate assessment of grammatical nuance	Demonstrates competence by providing an accurate translation; able to defend translation decisions when compared to alternate, possible translations
B. Contextual Analysis: historical, cultural, and social	Fails to see relevance of historical, cultural, and social contexts for biblical interpretation	Articulates relevance of historical, cultural, and social contexts for biblical interpretation	Demonstrates entry-level knowledge of resources which provide historical, cultural, and social information for the passage	Explains how historical, cultural, and social contexts inform an interpretation of the passage	Integrates contextual knowledge; provides a contextually informed interpretation of the passage
C. Contextual Analysis: Literary	Fails to see relevance of literary context for biblical interpretation	Demonstrates entry-level awareness of connections between the assigned text and passages that precede and follow	Describes key connections between text and preceding and following passages	Explains impact of preceding and following passages on meaning of text, and impact of text on surrounding passages as well as the author's flow of thought	Integrates literary context into a contextually informed interpretation that situates the passage in relationship to surrounding material and the biblical book while tracing the author's flow of thought
D. Theological Application	Lacks knowledge base to formulate theological principles	Demonstrates a knowledge base for discovering theological principles	Describes what the passage meant to the biblical audience and what key theological principle(s) the author addresses to the biblical audience	Delineates a central theological principle drawn from the passage and explains how this principle fits with the rest of Scripture	Describes how this theological principle relates to the contemporary context and demonstrates how one can apply this principle to a specific situation

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# Assessment Plan: Church Ministries: Leadership, Preaching & Children & Family Tracks

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	Analysis of fairness, consistency and accuracy	<i>Criteria</i>	<i>Schedule for review this academic year</i>	<i>Date follow-up completed</i>
<b>Church Ministries Leadership Track</b>						
Capstone Project	Sermon Topic/Text Learning objectives 1-5	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
Capstone Project	Small Group Monthly Topic/Themes Learning objectives 1-5	CHMN 411	Common rubric	90% in "emerging" category or above	Late April 2017	
Capstone Project	Outreaches/activities for Church and Community Learning objective 4	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
Capstone Project	Special groups/ Speakers Learning objectives 1-5	CHMN 411	Common rubric	Church Ministries Leadership Track	Late April 2017	
Capstone Project	Leaders/worker-training/appreciation activities Learning objectives 1-4	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
Capstone Project	Missions services/ Activities Learning objectives 2-4	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
<b>Church Ministries Preaching Track</b>						
Capstone Project	Sermon Title Learning objectives 1-3	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
Capstone Project	Biblical Text Learning objectives 2-4	CHMN 411	Common rubric	80% in "emerging" category or above	Late April 2017	
Capstone Project	Exegetical Idea Learning objectives 2-4	CHMN 411	Common rubric	80% in "emerging" or above	Late April 2017	
Capstone Project	Universal Theological Principle Learning objectives 2-5	CHMN 411	Common rubric	80% in "emerging" or above	Late April 2017	
Capstone Project	Homiletical Idea Learning objectives 2-5	CHMN 411	Common rubric	80% in "emerging" or above	Late April 2017	

# Assessment Plan: Church Ministries: Leadership, Preaching & Children & Family Tracks

## Church Ministries Children/Family Track

Capstone Project	Overview & goals Learning objectives 1-6	CHMN 411	Common rubric	80% in “emerging” category or above	Late April 2017	
Capstone Project	Topic & biblical text Learning objective 3	CHMN 411	Common rubric	80% in “emerging” category or above	Late April 2017	
Capstone Project	Dates/emphases planned activities Learning objectives 2-6	CHMN 411	Common rubric	80% in “emerging” or above	Late April 2017	
Capstone Project	Dates/emphases planned series/events 2-6	CHMN 411	Common rubric	80% in “emerging” or above	Late April 2017	
Capstone Project	Coordination with other church activities Learning objective 5	CHMN 411	Common rubric	80% in “emerging” or above	Late April 2017	
Capstone Project	Reflection on importance of requirements 2-5 Learning objectives 2-5	CHMN 411	Common rubric	80% in “emerging” or above	Late April 2017	

## Learning Outcomes Leadership Track

The outcomes for the Church Leadership major are:

1. Demonstrate ability to assist people to become authentic worshipers of God.
2. Create effective means to evangelize locally, nationally, and internationally.
3. Provide holistic Bible-based Christian discipleship programs.
4. Model the compassion of Christ to the needy, sick, and oppressed.
5. Lead the ministries of the church in Pentecostal distinctives.

## Learning Outcomes Preaching Track

1. Prepare biblical sermons that are exegetically sound and culturally relevant
2. Deliver biblical sermons that are exegetically sound and culturally relevant
3. Construct a theology of preaching which is biblically sound and marketplace oriented
4. Apply principles of sermon preparation and delivery to effectively communicate the gospel within the requirements of a given ministry context
5. Develop important related skill sets to achieve best practices in given ministry Contexts



# Assessment Plan: Church Ministries: Leadership, Preaching & Children & Family Tracks

## Learning Outcomes Children & Family Track

1. Demonstrate an understanding of the special educational and ministerial needs of Children
2. Provide leadership for the whole spectrum of children's ministries within a local Church
3. Develop and conduct biblical, Pentecostal, ministry for children and families in a local church
4. Practice good ministry habits in working with people, budgeting and coordinating Children and family ministry in a local church
5. Interact with the broad spectrum of church leadership within a local congregation
6. Apprehend critical biblical and theological concepts critical to local church ministry

## Assessment Plan: Youth Ministry

Youth Ministry Capstone Project	Biblical Foundation Learning objective 1	CHMN 412	Common rubric	80% scores 3 or above	Late April 2017
Youth Ministry Capstone Project	Comparative Philosophies Learning objective 2-4	CHMN 412	Common rubric	80% scores 3 or above	Late April 2017
Youth Ministry Capstone Project	Personal Philosophies Learning objectives 2-4	CHMN 412	Common rubric	80% scores 3 or above	Late April 2017
Youth Ministry Capstone Project	Strategy Learning objectives 2-4	CHMN 412	Common rubric	80 % scores 3 or above	Late April 2017

**Commented [CS1]:** The rubric should be included in this plan immediately following this chart.

### Learning Outcomes Children & Family Track

1. Demonstrate an understanding of the biblical mandates of evangelism, discipleship and equipping/mobilizing students for ministry, establishing a balanced foundation for ministering to young people.
2. Utilize foundational knowledge to develop a holistic, and intentional strategy for effective ministry to young people.
3. Implement determined core knowledge regarding the Biblical mandates and ministry strategies specific to the needs of young people.
4. Determine the extent to which young people have progressed on their spiritual journey.