

Evangel University
AGTS
Assessment System
Master of Arts in Theological Studies
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative projects	1) Revelation through OT & NT in light of mission of God 2) Biblical text & the contemporary world 3) Biblical-theological analysis and doctrinal formulation 8) Biblical-theological foundations, critique and application to ministry contexts	Throughout each course which uses summative projects to evaluate student learning	Use of summative project rubrics. Faculty trained in use of rubrics. BTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department
Research papers	1) Revelation through OT & NT in light of mission of God 2) Biblical text & contemporary world 3) Biblical-theological analysis and doctrinal formulation 4) Contemporary challenges to historic Christian faith 5) 5) Major issue and figures in Church History & theology in light of the mission of God 6) Historical trends and doctrine within Pentecostalism 7) Evaluate methods and approaches to biblical interpretation 8) Biblical-theological foundations, critique and application to ministry contexts	Throughout each course which uses research papers to evaluate student learning	Use of research paper rubrics. Faculty trained in use of rubrics. BTH faculty members review samples of student work to assess whether the program goals and are being met in order to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department
Course exams	(1-8)	Throughout each course which uses exams to evaluate student learning	BTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department

Course discussions and student-peer critiques	<ol style="list-style-type: none"> 1) Revelation through OT and NT in light of the mission of God. 2) Biblical text & contemporary world 3) Biblical-theological analysis and doctrinal formulation 	Throughout each course which uses discussions and peer critiques to evaluate student learning	Use of critique rubrics. Faculty trained in use of rubrics. BTH faculty members review the results of student/peer critiques to assess weaknesses and strengths in the evaluation process...	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department
Theological Studies Seminar and Paper	<ol style="list-style-type: none"> 1) Revelation through OT & NT in light of mission of God 2) Biblical text & contemporary world 3) Biblical-theological analysis and doctrinal formulation 4) Contemporary challenges to historic Christian faith 5) Major Issues and key figures in Church History & theology in light of the mission of God 6) historical trends and doctrine within Pentecostalism 7) Evaluate methods and approaches to biblical interpretation 8) Biblical-theological foundations, critique and application to ministry contexts 	In the summative seminar course which uses a masters-level thesis to evaluate student learning	Use of grading rubric for the Theological Studies Seminar Paper. BTH Faculty trained in use of evaluation rubric for the Theological Studies seminar paper. BTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department
MATS Program Portfolio	<ol style="list-style-type: none"> 1) Revelation through OT & NT in light of mission of God 2) Biblical text & contemporary world 3) Biblical-theological analysis and doctrinal formulation 	At the end of the MATS program to evaluate student learning	BTH Faculty are responsible for the design of the MATS Program Manual, its contents and rubrics for assessing achievement of MATS Program goals and learning outcomes. The cumulative results of the evaluation is presented and discussed in the department at the beginning of each year with insights and recommendations	Performance at the 84 percentile or above.	Reviewed annually by the BTH Department

Upon completion of the program, students will:

1. Discuss the flow of biblical revelation through the Old and New Testaments, especially as it relates to the redemptive mission of God's people throughout the world.
2. Construct an interpretive paradigm for bridging the horizons between the ancient biblical text and the contemporary world.
3. Demonstrate an ability extract and construct the biblical teaching on a given topic or doctrine that respects the progress of revelation within the biblical canon and employs sound principles of biblical interpretation.
4. Analyze contemporary socio-cultural challenges from society and construct biblically informed, relevant responses to those challenges that are faithful to historic Christian faith.
5. Identify and discuss the major issues and key figures in church history, biblical interpretation and theology in light of the mission of God.
6. Explain the historical trends and doctrines of Pentecostalism, and assess their contribution to theological developments both past and present.
7. Critique the various methods and critical approaches to biblical interpretation of both the Old and New Testaments and assess their positive contributions and limitations for biblical exegesis.
8. Seek to apply biblical/theological foundations and critique to current ministry practices within specific ministry contexts.

Evangel University
AGTS
Assessment System
PhD in Biblical Interpretation & Theology
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Core Seminar Research Papers	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages	In each of the five core courses in the program	Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
Elective Course Research Papers	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages	In each of the five electives courses in the program	Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
NT and OT Readings Courses: Exams and Interaction with Readings	1. Knowledge base	In each of the two readings courses in the program	The professor of record grades these exams. Where there is a question concerning the quality of the examination, other faculty members review the student's examination and provide feedback to the professor of record.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
Comprehensive Examinations	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages	Upon completion of the 48 credits of seminars offered in the program	Juried by the faculty members of the Ph.D. committee	Performance at the "Pass with Stipulations" level or above	Annually as scheduled in October and February
Dissertation Proposal	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages 4. Research in the literature of a modern language	Subsequent to successfully sustaining the comprehensive exams	Juried by the faculty members of the Ph.D. committee.	Performance at the "Accepted with minor revisions" level or above	As completed and scheduled by student and Ph.D. committee. Throughout academic year.
Dissertation and Oral Defense	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages 4. Research in the literature of a modern language	Upon submission of dissertation to the academic team	Juried by the faculty members of the Ph.D. committee.	Approval of the Ph.D. committee	As completed and scheduled by student and Ph.D. committee. Throughout academic year.

Upon completion of the program, students will be able to demonstrate

1. A knowledge base of the scholarly issues inherent in biblical interpretation and theological studies
2. Original scholarly research
3. Exegesis in the original languages
4. Research in the literature of a modern language

Evangel University
AGTS
Assessment System
Master of Theology (ThM)
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Core Seminar Research Papers	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages	In each of the five core courses in the program	Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
Elective Course Research Papers	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages	In each of the five electives courses in the program	Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
NT and OT Readings Courses: Exams and Interaction with Readings	1. Knowledge base	In each of the two readings courses in the program	The professor of record grades these exams. Where there is a question concerning the quality of the examination, other faculty members review the student's examination and provide feedback to the professor of record.	Performance at a letter grade of B or higher	Reviewed annually. Analyzed every 4 years.
Thesis Proposal	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages 4. Research in the literature of a modern language	Subsequent to successfully completing all other coursework	Juried by the faculty members of the Ph.D. committee.	Performance at the "Accepted with minor revisions" level or above	As completed and scheduled by student and Ph.D. committee. Throughout academic year.
Thesis and Oral Defense	1. Knowledge base 2. Original scholarly research 3. Exegesis in the original languages 4. Research in the literature of a modern language	Upon submission of thesis to the academic team	Juried by the faculty members of the Ph.D. committee.	Approval of the Ph.D. committee	As completed and scheduled by student and Ph.D. committee. Throughout academic year.

Upon completion of the program, students will be able to demonstrate

1. A knowledge base of the scholarly issues inherent in biblical interpretation and theological studies
2. Original scholarly research
3. Exegesis in the original languages
4. Research in the literature of a modern language

Evangel University
AGTS
Assessment System
Doctor of Applied Intercultural Studies
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative course projects	<ol style="list-style-type: none"> 1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research 	At the end of each course which uses summative projects to evaluate student learning,	Use of summative project rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the Intercultural Doctoral Studies Committee (IDS)
Course research papers	<ol style="list-style-type: none"> 1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research 	Throughout each course which uses research papers to evaluate student learning	Use of research paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Course exams	<ol style="list-style-type: none"> 1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research 	Throughout each course which uses exams to evaluate student learning	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Qualifying exams	<ol style="list-style-type: none"> 1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research 	Exams taken within first three years of the program upon satisfactorily completing Courses MSS 901 Leaders in a Global Context, MHT 902 Missio Dei and the Contemporary World, MCC 903 Intercultural Comm. and Missions Anthropology, and MCS 904 Theo. Issues, Contextualization and Area Studies. Reviewed upon completion.	Use of qualifying exam rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency	Satisfactory or above.	Reviewed annually by the IDS
Course discussions	<ol style="list-style-type: none"> 1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 	Throughout each course which uses course discussions to evaluate student learning	Use of discussion rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo	Performance at the 89 percentile or higher	Reviewed annually by the IDS

	4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research		samples of student work to maintain consistency.		
Course reflection papers	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Throughout each course which uses reflection papers to evaluate student learning	Use of reflection paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Original Research Project and Oral Defense	1) Missions Theology 2) Pentecostal Intercultural Ministry 3) Missional History 4) Contextualization 5) Strategic AGWM Pillars 6) Spiritual Formation 7) Missional Ecclesiology 8) Missional Research	Reviewed upon completion.	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Project: Performance at the 89 percentile or higher Defense: Satisfactory or above.	Reviewed annually by the IDS

Upon completion of the DAIS program the student will be able to:

- 1) express a deepening biblical and theological understanding of Missio Dei and the kingdom of God (Missions Theology)
- 2) articulate a distinctively Pentecostal theology of intercultural ministry (Pentecostal Intercultural Ministry)
- 3) describe the historical development of the Christian movement and the participant's role in the contemporary world (Missional History)
- 4) discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel (Contextualization)
- 5) establish priorities of evangelism, church planting, leadership formation, and compassion ministries (Strategic AGWM Pillars)
- 6) model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people (Spiritual Formation)
- 7) illustrate the close relationship between the local church and missions (Missional Ecclesiology); and
- 8) make a scholarly contribution to the understanding and practice of intercultural ministry. (Missional Research)

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Assessment System
Master of Arts in Intercultural Studies
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative projects	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	At the end of each course which uses summative projects to evaluate student learning and upon completion of the Field Education Research Project (FERP) and student portfolio,	Use of summative project rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Research papers	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses research papers to evaluate student learning	Use of research paper rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Course exams	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses exams to evaluate student learning	GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Sermons	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses sermons to evaluate student learning	Use of sermon rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Course discussions	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses course discussions to evaluate student learning	Use of discussion rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Reflection papers	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses reflection papers to evaluate student learning	Use of reflection paper rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD
Ministry action plans	<ol style="list-style-type: none"> 1) Obedience 2) Missions Theology 3) Intercultural Communication 4) Contextualization 5) Missiology 6) Leadership 	Throughout each course which uses ministry action plans to evaluate student learning	Use of ministry action plan rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Reviewed annually by GMD

Upon completion of the MAIS program the student will be able to:

- 1) make decisions, live and serve according to revealed truth and the will of God. (Obedience)
- 2) develop biblical theology of missions which addresses the contemporary missional context (Missions Theology)
- 3) utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture. (Intercultural Communication)
- 4) facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings. (Contextualization)
- 5) articulate a Spirit driven missiology and praxis. (Missiology)
- 6) identify, exemplify and foment biblical leadership. (Leadership)

Evangel University
AGTS
Assessment System
Doctor of Philosophy in Intercultural Studies
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative course projects	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	At the end of each course which uses summative projects to evaluate student learning,	Use of summative project rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the Intercultural Doctoral Studies Committee (IDS)
Course research papers	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Throughout each course which uses research papers to evaluate student learning	Use of research paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Course exams	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Throughout each course which uses exams to evaluate student learning	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Qualifying exams	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Exams taken within first three years of the program upon satisfactorily completing: MS 901 Leaders in a Global Context, MH 902 Missio Dei and the Contemporary World, MC 903 Intercultural Comm. and Missions Anthropology, MC 904 Theo. Issues, Contextualization and Area Studies. Reviewed upon completion.	Use of qualifying exam rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency	Satisfactory or above.	Reviewed annually by the IDS
Course discussions	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Throughout each course which uses course discussions to evaluate student learning	Use of discussion rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS

Course reflection papers	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Throughout each course which uses reflection papers to evaluate student learning	Use of reflection paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 89 percentile or higher	Reviewed annually by the IDS
Comprehensive exams	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Exams taken at upon satisfactory completion: MC 907, MC908, and MC909 Dissertation Research. Reviewed upon completion.	IDS faculty members review hi/mid/lo samples of student work to maintain consistency	Satisfactory or above.	Reviewed annually by the IDS
Original Research Dissertation and Oral Defense	<ol style="list-style-type: none"> 1) Missiological/ Intercultural Disciplines 2) Missional Scholarship 3) Intercultural Missional Research 4) Spiritual Formation 5) Contextualization 6) Personal Scholarship 	Reviewed upon completion.	IDS faculty members review hi/mid/lo samples of student work to maintain consistency.	Dissertation: Performance at the 89 percentile or higher Defense: Satisfactory or above.	Reviewed annually by the IDS

Upon completion of the Ph.D./ICS program the student will be able to:

- 1) demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies (Missiological/Intercultural Disciplines)
- 2) competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith (Missional Scholarship)
- 3) demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church and the academy (Intercultural Missional Research)
- 4) make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth (Spiritual Formation)
- 5) demonstrate the ability to utilize research and theological/missiological reflection in specific contexts (Contextualization)
- 6) commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning, and research (Personal Scholarship)

Evangel University
AGTS
Assessment System
Doctor of Ministry
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Doctoral project outside reader rubric reports	<ul style="list-style-type: none"> 2) Demonstrate leadership competence 3) Exhibit scholarly integration 	Sporadically, throughout the year as the outside reader report are submitted	Each year the D.Min. Project Coordinator evaluates the outside reader's rubric for each graduate. (We use a variety of qualified outside readers to reduce bias and strengthen the assessment.) The outside reader evaluates the project content using both a Likert Scale rubric as well as writing a narrative on the project's specific strengths and weaknesses.	Subsequent to the Likert scale analysis and written narrative, the outside reader rates the project from 5 (Acceptable without change) down to 0 (Not acceptable with rewriting impermissible). An ideal assessment would be 4 or higher.	Reviewed annually, each spring.
Doctoral Project Prospecti	<ul style="list-style-type: none"> 1) Demonstrate leadership competence 2) Exhibit scholarly integration 	During the doctoral project course two to three times per year	Each participant prepares and submits a detailed prospectus of their proposed final project. The prospectus is emailed to a committee of 6-8 faculty for review, and one faculty is appointed "lead critiquer." The faculty team then meets with each student to go over the prospectus, ensuring quality planning, methodology and strategy for execution.	The faculty team will determine by consensus the status of the prospectus. Based on this recommendation, the lead critiquer will rate the prospectus from 5 (approved without changes) down to 1 (not approved, needs a rewrite). An acceptable assessment would be 3 or higher.	Reviewed bi-annually by faculty committee (every June and October).
Student/Alumni publications	<ul style="list-style-type: none"> 1) Grow in spiritual maturity 2) Demonstrate leadership competence 3) Exhibit scholarly integration 4) Utilize ministry networks 	As these publications become available	We maintain an ongoing list of all Doctor of Ministry participants and graduates who have published books and articles. Not only is this directly tied to outcome #3, but we also evaluate the list to correlate which outcome(s) their published writing reflects.	Acceptance by publisher of book, chapter or article	Maintained throughout the year and reviewed annually.
Reflection papers	<ul style="list-style-type: none"> 1) Grow in spiritual maturity 3) Exhibit scholarly integration 4) Utilize ministry networks 	During the first core course of the Doctor of Ministry program	Each Doctor of Ministry Participant is required to write a personal reflection paper in the first core class and send these papers to an outside editor, designated by the Doctor of Ministry Department. This editor reviews the participants' writing samples and screens to verify participants' ability to complete doctoral-level reflection and integration. The editor alerts the department if any incoming	Performance at the 90 percentile or higher	Reviewed each December, six-weeks following the first class.

			students require remedial writing assistance (outside writing course, writing style books, etc.). The assignment further requires each student to meet with others for accountability, thus we are able to confirm that they are expanding their ministry networks.		
Research papers	<ol style="list-style-type: none"> 1) Grow in spiritual maturity 2) Demonstrate leadership competence 3) Exhibit scholarly integration 4) Utilize ministry networks 	In each of the four core courses of the Doctor of Ministry program	We ask the faculty of each core course to submit samples of high, middle, and low-quality research papers. We then analyze them in light of the four learning outcomes. Not only is this directly tied to outcome #3, but all outcomes could be evidenced in any given paper. (Core 1 focuses closely on outcome #1 and core 4 highlights outcome #2.)	Performance at the 90 percentile or higher	Reviewed annually.

Upon completion of the program, students will

1. Grow in Spiritual Maturity
 - a. Deepen their historical and theological appreciation of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality
 - b. Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader
 - c. Communicate the role of Spirit-empowered ministry for effective leadership
 - d. Integrate Pentecostal spirituality into the practice of the leadership arts
2. Demonstrate Leadership Competency
 - a. Exercise missional leadership through strategically implementing purpose, vision, and values
 - b. Acquire and effectively apply new knowledge and skills to the practice of ministry
 - c. Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities
 - d. Expand awareness of the implications of globalization within the overall ministry of the Church
3. Exhibit Scholarly Integration
 - a. Reflect upon and utilize the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context
 - b. Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry
 - c. Develop professional research and writing skills in order to provide an enduring service to the larger Church through the publication of a Professional Project, and further written contributions to the scholarly world
4. Utilize Ministry Networks
 - a. Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact
 - b. Connect with resources for ongoing ministry enhancement

Evangel University
AGTS
Assessment System
Master of Arts in Christian Ministries
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Reflection papers	1) Spiritual/emotional growth 3) Application to ministry contexts 4) Revelation through OT & NT in light of the mission of God	Throughout the courses scheduled each semester that use reflection papers to assess student learning.	Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department.
Sermons	2) Relevant sermons 3) Application to ministry contexts	Throughout the preaching courses scheduled each semester to assess student learning.	Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department
Summative projects	1) Spiritual/emotional growth 3) Application to ministry contexts 4) Revelation through OT & NT in light of the mission of God	At the end of each course which uses a summative project to evaluate student learning	Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department

Upon completion of the MACM program students will:

1. Construct individual and corporate methods for spiritual and emotional growth.
2. Demonstrate biblically sound and culturally relevant sermons.
3. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.
4. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world

Evangel University
AGTS
Assessment System
Master of Divinity
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative projects	2) Biblical text & contemporary world 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	At the end of each course which uses summative projects to evaluate student learning
Research papers	1) Revelation through OT & NT in light of mission of God 2) Biblical text & contemporary world 4) History & theology in light of the mission of God 5)	Reviewed annually by PTH Department	Use of research paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses research papers to evaluate student learning
Course exams	1) Biblical text & contemporary world 3) History of Pentecostalism 4) History & theology in light of the mission of God	Reviewed annually by PTH Department	PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses exams to evaluate student learning
Sermons	2) Biblical text & contemporary world 8) Relevant sermons	Reviewed annually by PTH Department	Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses sermons to evaluate student learning
Course discussions	7) Spiritual/emotional growth 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of discussion rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses course discussions to evaluate student learning
Reflection papers	6) Cultural distinctives 7) Spiritual/emotional growth 9) Application to ministry contexts	Reviewed annually by PTH Department	Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses reflection papers to evaluate student learning
Ministry action plans	9) Application to ministry contexts	Reviewed annually by PTH Department	Use of ministry action plan rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or higher	Throughout each course which uses ministry action plans to evaluate student learning

Upon completion of the program, students will

1. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world
2. Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world
3. Explain the historical trends and doctrines of Pentecostalism
4. Discuss the major issues and key figures in church history and biblical and systematic theology in light of the mission of God
5. Construct approaches to the challenges in ministry presented by the multiple social cultural issues in contemporary society
6. Compare their own cultural distinctives in relation to the multi-cultural contexts in which ministry occurs
7. Construct individual and corporate methods for spiritual and emotional growth.
8. Demonstrate biblically sound and culturally relevant sermons.
9. Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.

Evangel University
AGTS
Assessment System
Master of Pastoral Leadership
March 2016

<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Summative projects	1) Leadership 2) Communication 3) Mission	At the end of each course which uses a summative project to evaluate student learning	Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department.
Sermons	1) Leadership 2) Communication 3) Mission	Throughout the preaching courses scheduled each semester to assess student learning.	Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department
Reflection papers	1) Leadership 2) Communication 3) Mission	Throughout the courses scheduled each semester that use reflection papers to assess student learning.	Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department
Ministry action plans	1) Leadership 2) Communication 3) Mission	Throughout the courses scheduled each semester that use ministry action plans to assess student learning	Use of ministry action plan rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department

Upon completion of the program students will:

1. Demonstrate effective leadership for the churches and ministries they serve through:
 - a. Constructing individual and corporate methods for emotional and spiritual growth.
 - b. Constructing a pastoral care program for those whom they serve in ministry.
 - c. Articulating the essential elements of congregational health and development.
2. Demonstrate enhanced communication through:
 - a. Creating biblically sound and culturally relevant sermons from the various Old Testament and New Testament genres.
 - b. Adapting their communication skills and resources for specific ministry contexts and audiences.
 - c. Designing methods to strengthen the Christian education programs of their churches.
3. Demonstrate an increasing missional awareness through:
 - a. Developing their practices of ministry guided by the mission of God.
 - b. Aligning the evangelism and discipleship ministries of their church with God's mission.
 - c. Evaluating the ethical and social concerns of their ministry contexts in light of God's mission.