



Evangel University Due: September 14, 2016
Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Bible Theology Term: SP, SU, FA - 2015

Academic Program Evaluated:

Doctor of Philosophy in Biblical Interpretation and Theology

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. James Railey, Jr., D.Th.	Professor of Theology	Dean of the Seminary
2. James Hernando, Ph.D.	Professor of New Testament	Chair of the BTH Committee
3. Roger Cotton, Th.D.	Professor of Old Testament	BTH Committee member
4. Paul Lewis, Ph.D.	Professor of Historical Theology	Assc. Dean of the Seminary
5. Deborah Gill, Ph.D.	Professor of Biblical Studies and Exposition	BTH Committee member
6. Charles Self, Ph.D.	Professor of Church History	BTH Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 11

Instrument(s) used in assessment:

1. Core Seminar Papers
2. Elective Course Research Papers

Methodology:

Based upon a standard that doctoral level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the BTH Committee.

Results of Assessment (data in summary format):

80% of the 5 students completing a core course mastered the learning objective.
81.8% of the 11 students completing an elective course research paper mastered the learning objective.

Strengths:

Students showed competence in their research and writing performance; suggesting that the learning objectives of the PhD BTH program are being met.

Areas in need of improvement:

Despite students demonstrating a general level of competence in achieving program learning objectives, faculty recognize the need for a more focused course advising process, program development and comprehensive exam preparation.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Complete 2017 schedule	January 2016	Dr. James Railey, Dean
Hire a new program coordinator to assist with student advising	Fall 2016 for hiring program coordinator	Dr. James Railey, Dean

Improvements made:

2017 Schedule completed and distributed to the students in the Summer 2016 semester.
New program coordinator hired in October 2016.



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Number of students in sample:

Breakdown by year if known

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Instrument(s) used in assessment:

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Methodology:

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Results of Assessment (data in summary format):

80% of the 5 students completing a core course mastered the learning objective.
81.8% of the 11 students completing an elective course research paper mastered the learning objective.

Strengths:

Students showed competence in their research and writing performance; suggesting that the learning objectives of the PhD BTH program are being met.

Areas in need of improvement:

Despite students demonstrating a general level of competence in achieving program learning objectives, faculty recognize the need for a more focused course advising process, program development and comprehensive exam preparation.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Complete 2017 schedule	January 2016	Dr. James Railey, Dean
Hire a new program coordinator to assist with student advising	Fall 2016 for hiring program coordinator	Dr. James Railey, Dean

Improvements made:

2017 Schedule completed and distributed to the students in the Summer 2016 semester.
New program coordinator hired in October 2016.



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Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Bible Theology

Term: SP, SU, FA -- 2015

Academic Program Evaluated:

Masters of Arts in Theological Studies

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Roger Cotton, Th.D.	Professor of Old Testament	BTH Committee member
2. Deborah Gill, Ph.D.	Professor of Bible and Theology	BTH Committee member
3. James Hernando, Ph.D.	Professor of New Testament	Chair of BTH Committee ¹
4. Paul Lewis, Ph.D.	Professor of Historical Theology	BTH Committee member
5. Douglas Oss, Ph.D.	Professor of Biblical Theology	BTH Committee member ²
6. James Railey, Th.D.	Professor of Systematic Theology	BTH Committee member ³
7. Charlie Self, Ph.D.	Professor of Church History	BTH Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 14

Instrument(s) used in assessment:

1. Summative projects
2. Research papers
3. Course exams
4. Course discussions and student-peer critiques
5. Theological Studies Seminar and Paper
6. MATS program portfolio

Methodology:

Based upon a standard that graduate level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the BTH committee.

¹BTH Chair during the 2015-2016 school year. His chairmanship ended in August of 2016. The Chair of the BTH Department is now Dr. Deborah Gill.

²Dr. Oss participated in the assessment for the Graduate Program Review. He is now retired, but will continue to teach as an Adjunct Professor for the Department.

³Dr. Railey also served as the Dean of Faculty for the Assessment period.

Results of Assessment (data in summary format):

90% of the 21 students completing a Summative Project mastered the learning objective.
90.9% of the 11 students completing Course Discussions and Peer Critiques mastered the learning objective.

96.4% of the 28 students completing Research Papers mastered the learning objective.

85.7% of the 32 students completing Course Exams mastered the learning objective.

100% of the 2 students completing the Theological Studies Seminar and Paper mastered the learning objective.

100% of the 2 students completing a MATS Program Portfolio mastered the learning objective.

Strengths:

Students demonstrate competence in a variety of assessment instruments and express confidence that learning objectives of the MATS are being met.

Areas in need of improvement:

While students demonstrate an acceptable to high level of competence in achieving program learning objective, MATS faculty have noted that summative projects, research papers and the Theological Studies Seminar Paper reveal an inconsistent notion as to what constitutes good theological research methodology and writing. Departmental expectations need to be communicated, taught and reinforced to in-coming students.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Review syllabus of RES 531 (Theological Research and Writing) and see if requirements are sufficient to remedy any detected areas of weakness in theological research and writing.	Update course requirements after syllabi review in the Fall of 2016 by the BTH faculty. Submit suggested recommendations for changes to the curriculum in the Spring 2016 semester for the 16-17 academic catalog for new entering MATS students in the Fall 2016 semester.	All BTH faculty members who require papers and projects involving theological research and writing, especially the ated professor scheduled to teach the Theological Studies Seminar in the Fall 2017 semester.

Improvements made:

Recommendations formed from a review and analysis of data collected during the Spring

2015 Theological Studies Seminar (BNT/BOT//MHT/PCS 646 – Jim Railey, professor of record) were examined by the BTH faculty committee. Those suggestions were noted and marked for implementation by the committee and sent to the professor scheduled (P. Lewis) to teach RES 531 (Theological Research and Writing). The same recommendations were deemed relevant to all faculty teaching (TBA) the Theological Studies Seminar in the Spring of 2016.



Evangel University Due: September 14, 2016
Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Intercultural Studies Term: SP, SU, FA - 2015

Academic Program Evaluated:

Doctor of Applied Intercultural Studies
Doctor of Philosophy in Intercultural Studies

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. DeLonn Rance, Ph.D.	Professor of Intercultural Studies	ICS Program Director
2. Paul Lewis, Ph.D.	Professor of Intercultural Studies and Historical Theology	Assoc. Dean of Seminary
3. John Easter, Ph.D.	Assoc. Professor of Intercultural Studies	ICS Committee member
4. Beth Grant, Ph.D.	Assoc. Professor of Intercultural Education	ICS Committee member
5. A. Johnson, Ph.D.	Assoc, Professor of Anthropology	ICS Committee member
6. Anita Koeshall, Ph.D.	Assoc. Professor of Intercultural Studies	ICS Committee member
6. Johan Mostert, D.Phil.	Professor of Community Psych.	ICS Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 33

Instrument(s) used in assessment:

1. Core Course Research Papers
2. Elective Course Research Papers
3. Qualifying Exams
4. Comprehensive Exams
5. Dissertations

Methodology:

Based upon a standard that doctoral level students demonstrate mastery of a particular

learning objective when they perform at the 89 percentile or higher; student work, using the instruments above, was reviewed by the ICS Committee.

Results of Assessment (data in summary format):

92.3% of the 13 students completing the core research papers mastered the learning objective.

100% of the 18 students completing an elective course research paper mastered the learning objective.

88% of the 8 students taking the qualifying exams mastered the learning objective.

100% of the 4 students taking the comprehensive exams mastered the learning objective.

100% of the 4 students completing a dissertation mastered the learning objective.

Strengths:

Students showed competence in their research and writing performance; suggesting that the learning objectives of the IDS programs are being met.

Areas in need of improvement:

The ICS committee identified a weakness among student performance related to meeting the expectations of the required writing style manual. In order to address this issue, the faculty are designing a new orientation protocol with style guide templates and program outcomes to assist the students in meeting the program standards.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
New student orientation protocol	Fall 2016	ICS Committee

Improvements made:

Style guide in place for new students coming into the program in the 2017 calendar year.



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Academic Program Assessment Report

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Department: AGTS Intercultural Studies Term: SP, SU, FA - 2015

Academic Program Evaluated:

Master of Arts in Intercultural Studies

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. DeLonn Rance, Ph.D.	Professor of Intercultural Studies	ICS Program Director
2. Paul Lewis, Ph.D.	Professor of Intercultural Studies	Assoc. Dean of Seminary
3. John Easter, Ph.D.	Assoc. Professor of Intercultural Studies	ICS Committee member
4. Beth Grant, Ph.D.	Assoc. Professor of Intercultural Education	ICS Committee member
5. A. Johnson, Ph.D.	Assoc, Professor of Anthropology	ICS Committee member
6. Anita Koeshall, Ph.D.	Assoc. Professor of Intercultural Studies	ICS Committee member
6. Johan Mostert, D.Phil.	Professor of Community Psych.	ICS Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 12

Instrument(s) used in assessment:

1. Sermons
2. Research Papers
3. Exams
4. Reflection Papers

Methodology:

Based upon a standard that graduate level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the ICS Committee.

Results of Assessment (data in summary format):

100% of the 1 student completing a sermon mastered the learning objective.

75% of the 12 students completing a research paper mastered the learning objective.

50% of the 4students completing an exam mastered the learning objective.

50% of the 8 students completing a reflection paper mastered the learning objective.

Strengths:

Students showed competence in their research and writing performance; suggesting that the learning objectives of the IDS programs are being met.

Areas in need of improvement:

The ICS committee identified a weakness in student performance in regards to theological research and writing.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Add RES 531 Theological Research and Writing course to the MAIS degree program requirements	Spring 2016 in order to meet the new 16-17 catalog.	ICS Committee

Improvements made:

Added the RES 531 course to the MAIS curriculum for the 16-17 academic year catalog.



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Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Practical Theology Term: SP, SU, FA - 2015

Academic Program Evaluated:

Doctor of Ministry

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Cheryl Taylor, D.Min.	Associate Professor of Practical Theology	DMin Program Director
2. Lois Olena, D.Min.	Associate Professor of Practical Theology	DMin Project Coordinator
3. Ava Oleson, D.Min.	Associate Professor of Practical Theology	DMin Program Coordinator
4. Douglas Oss, Ph.D.	Professor of Biblical Exposition	DMin Committee member
5. Randy Walls, D.Min.	Associate Professor of Pastoral Leadership	DMin Committee member
6. Deborah Gill, Ph.D.	Professor of Biblical Exposition	DMin Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 96

Instrument(s) used in assessment:

1. Core One Reflection Papers
2. Other Core Research Papers
3. Elective Course Research Papers
4. Outside reader rubrics

Methodology:

Based upon a standard that doctoral level students demonstrate mastery of a particular learning objective when they perform at the 90 percentile or higher; student work, using the instruments above, was reviewed by the DMin Committee.

Results of Assessment (data in summary format):

72.2% of the 18 students completing the core one reflection paper mastered the learning objective.

67% of the 15 students completing another core course research paper mastered the learning objective.

77% of the 108 students completing an elective course research paper mastered the learning objective.

100% of the 17 students completing their doctoral projects mastered the learning objective.

Strengths:

Students showed basic competence in their research and writing performance; suggesting that the learning objectives of the DMin program are being met.

Areas in need of improvement:

- 1) Increased personal guidance needed to better equip students in completing the prospectus for their doctoral projects.
- 2) Enhanced biblical-theological research resources to better equip students in the research for their doctoral projects.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Phone interviews with students two months prior to the start of their project design course	Syllabus adjusted to include this component in the July 2016 course	Dr. Lois Olena, DMin Project Coordinator and instructor of the DMin Project Design Course
Enhance project design course syllabus to include more theological research components	Syllabus adjusted to include this component in the July 2016 course	Dr. Lois Olena, DMin Project Coordinator and instructor of the DMin Project Design Course

Improvements made:

Improvement plan initiated in the July 2016 project design course.



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Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Practical Theology Term: SP, SU, FA - 2015

Academic Program Evaluated:

Master of Arts in Christian Ministries

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Johan Mostert, D.Phil.	Professor of Community Psych.	PTH Committee member
2. Jay P. Taylor, D.Min.	Director of Spiritual Formation	Chair of PTH Committee
3. Randy C. Walls, D.Min.	Director of Continuing Education	PTH Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 22

Instrument(s) used in assessment:

1. Sermons
2. Reflection Papers
3. Summative Projects

Methodology:

Based upon a standard that graduate level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the PTH Committee.

Results of Assessment (data in summary format):

100% of the 4 students completing a sermon assignment mastered the learning objective.

91.29% of the 19 students completing a reflection paper assignment mastered the learning objective.

73.24% of the 33 students completing a summative project assignment mastered the learning objective.

Strengths:

Students showed competence in their performance in a variety of assessment instruments; suggesting that the learning objectives of the MACM program are being met.

Areas in need of improvement:

Despite students demonstrating a general level of competence in achieving program learning objectives, faculty continue to describe declining levels of theological research and writing.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Add a theological research and writing course to the MACM core curriculum	Update curriculum in the Spring 2016 semester for the 16-17 academic catalog for new entering MACM students in the Fall 2016 semester.	Dr. James Railey, Dean & Mrs. Connie Cross, AGTS Registrar

Improvements made:

Academic Catalog for the 2016-17 academic year was updated as noted above in the plans for improvement section.



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Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: AGTS Practical Theology Term: SP, SU, FA - 2015

Academic Program Evaluated:

Master of Divinity

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Johan Mostert, D.Phil.	Professor of Community Psych.	PTH Committee member
2. Jay P. Taylor, D.Min.	Director of Spiritual Formation	Chair of PTH Committee
3. Randy C. Walls, D.Min.	Director of Continuing Education	PTH Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 61

Instrument(s) used in assessment:

1. Sermons
2. Discussion Forums
3. Reflection Papers
4. Exams
5. Ministry Action Plans
6. Research Papers
7. Summative Projects

Methodology:

Based upon a standard that graduate level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the PTH Committee.

Results of Assessment (data in summary format):

94.44% of the 22 students completing a sermon assignment mastered the learning objective.

92.31% of the 20 students completing one or more discussion forum assignments mastered the learning objective.

90.33% of the 132 students completing a reflection paper assignment mastered the learning objective.

85.73% of the 112 students completing a research paper mastered the learning objective.

78.27% of the 59 students completing a summative project assignment mastered the learning objective.

72.93% of the 106 students completing an exam assignment mastered the learning objective.

70% of the 15 students completing a ministry action plan mastered the learning objective.

Strengths:

Students showed competence in their performance in a variety of assessment instruments; suggesting that the learning objectives of the MDiv program are being met.

Areas in need of improvement:

Despite students demonstrating a general level of competence in achieving program learning objectives, faculty continue to describe declining levels of theological research and writing.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Add a theological research and writing course to the MDiv core curriculum	Update curriculum in the Spring 2016 semester for the 16-17 academic catalog for new entering MDiv students in the Fall 2016 semester.	Dr. James Railey, Dean & Mrs. Connie Cross, AGTS Registrar

Improvements made:

Academic Catalog for the 2016-17 academic year was updated as noted above in the plans for improvement section.



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Academic Program Assessment Report

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Department: AGTS Practical Theology Term: SP, SU, FA - 2015

Academic Program Evaluated:

Master of Pastoral Leadership

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Johan Mostert, D.Phil.	Professor of Community Psych.	PTH Committee member
2. Jay P. Taylor, D.Min.	Director of Spiritual Formation	Chair of PTH Committee
3. Randy C. Walls, D.Min.	Director of Continuing Education	PTH Committee member

Number of students in sample:

Breakdown by year if known

1st year: 2nd year: 3rd year: 4th year: Total Students: 4

Instrument(s) used in assessment:

1. Sermons
2. Reflection Papers
3. Summative Projects
4. Ministry Action Plans

Methodology:

Based upon a standard that graduate level students demonstrate mastery of a particular learning objective when they perform at the 84 percentile or higher; student work, using the instruments above, was reviewed by the PTH Committee.

Results of Assessment (data in summary format):

100% of the 3 students completing a ministry action plan assignment mastered the learning objective.

92.84% of the 22 students completing a reflection paper assignment mastered the learning objective.

84.72% of the 8 students completing a sermon assignment mastered the learning objective.

72.22% of the 11 students completing a summative project assignment mastered the learning objective.

Strengths:

Students showed competence in their performance in a variety of assessment instruments; suggesting that the learning objectives of the MACM program are being met.

Areas in need of improvement:

Despite students demonstrating a general level of competence in achieving program learning objectives, faculty continue to describe declining levels of theological research and writing.

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
Add a theological research and writing course to the MPL core curriculum	Update curriculum in the Spring 2016 semester for the 16-17 academic catalog for new entering MPL students in the Fall 2016 semester.	Dr. James Railey, Dean & Mrs. Connie Cross, AGTS Registrar

Improvements made:

Academic Catalog for the 2016-17 academic year was updated as noted above in the plans for improvement section.