

ASSESSMENTS OF GOD THEOLOGICAL SEMINARY
Evangel University

2015 Program Review
for the
AGTS Doctor of Ministry Program

I. Program Mission

AGTS exists to equip servant leaders with the knowledge, skills, and passion to revitalize the church and evangelize the world in the power of the Holy Spirit. In fulfillment of this mission, the Doctor of Ministry Program is shaping the future of Pentecostal leadership by creating dynamic cohort experiences that foster biblically-driven, culturally relevant, and Spirit-empowered leaders; in short, leaders worth following.

II. Program Learning Outcomes and Goals/Objectives

A. D.Min. Learning Outcomes:

Following are the learning outcomes and goals/objectives for the D.Min. program.
Upon completion of the Doctor of Ministry, students will...

1. Grow in Spiritual Maturity

- Appreciate the historical and theological contributions of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality
- Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader
- Communicate the role of Spirit-empowered ministry for effective leadership
- Integrate Pentecostal spirituality into the practice of the leadership arts

2. Demonstrate Leadership Competency

- Integrate missional leadership into their ministries through strategically implementing purpose, vision, and values
- Acquire and effectively apply new knowledge and skills to the practice of ministry
- Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities
- Create an expanded awareness of the implications of globalization within the overall ministry of the Church

3. Exhibit Scholarly Integration

- Synthesize and integrate the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context
- Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry

- 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

- Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact
- Connect with resources for ongoing ministry enhancement

B. D.Min. Assessment System:

The following table provides the system for assessing the program's learning outcomes and goals/objectives:

AGTS Assessment System Doctor of Ministry					
<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	2) Demonstrate leadership competence 3) Exhibit scholarly integration	Sporadically, throughout the year as the outside reader reports 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	2) Demonstrate leadership competence 3) 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 0 (not approved, bar rewrite). An acceptable assessment would be 3 or higher.	Reviewed bi-annually by faculty committee (every June and October).
Student & Alumni publications	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.

<p>Reflection papers</p>	<ol style="list-style-type: none"> 1) Grow in spiritual maturity 3) Exhibit scholarly integration 4) Utilize ministry networks 	<p>During the first core course of the Doctor of Ministry program</p>	<p>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 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.</p>	<p>Performance at the 90th percentile or higher</p>	<p>Reviewed each December, six-weeks following the first class.</p>
<p>Research papers</p>	<ol style="list-style-type: none"> 1) Grow in spiritual maturity 2) Demonstrate leadership competence 3) Exhibit scholarly integration 4) Utilize ministry networks 	<p>In each of the four core courses of the Doctor of Ministry program</p>	<p>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; Core 4 highlights outcome #2.)</p>	<p>Performance at the 90th percentile or higher</p>	<p>Reviewed annually.</p>

III. Program Capacity and Description

A. Faculty

There were 6 regular faculty members and 6 adjunct faculty members who taught one or more courses in the D.Min. program in the 2015 calendar year.

Regular Faculty

1. Mark A. Hausfeld, D.Min.
2. Johan H. Mostert, D.Phil.
3. Lois E. Olena, D.Min.
4. Ava K. Oleson, D.Min.
5. Douglas Oss, Ph.D.
6. Charles E. Self, Ph.D.

Adjunct Faculty

1. Daniel H. Crabtree, D.Min.
2. Earl G. Creps, Ph.D., D.Min.
3. Donald A. Lichi, Ph.D.
4. J. Melvyn Ming, D.Min.
5. Lori S. O'Dea, D.Min.
6. Carolyn J. Tennant, Ph.D.

B. Students

In 2015 there were a total of 145 students taking one or more courses in the Doctor of Ministry program (114 Male and 31 female).

C. Degrees conferred

Seventeen of the 122 students enrolled in the Doctor of Ministry program graduated in the Spring 2015 graduating class (12 Male and 5 female).

D. Enrollment history (average class size)

- Twenty-seven distinct courses were offered in the D.Min. program in 2015 (6 core courses; 9 elective courses and 2 Project Design courses).
- Enrollment for the 6 core and 2 Project Design courses were as follows:

Course	Term	Students
PTH 902 (Cohort 33)	Spring '15	12
PTH 905 (Cohort 32)	Spring '15	10
PTH 911 (Cohort 33)	Summer '15	11
PTH 906 (Project Design)	Summer '15	11
PTH 901 (Cohort 34)	Fall '15	15
PTH 901 (Cohort 35)	Fall '15	14
PTH 905 (Cohort 33)	Fall '15	9
PTH 906 (Project Design)	Fall '15	9
Average Class Size:		11.38

E. Program Maps (3-year course rotations)

The D.Min. degree is typically a 30 credit-hour program. It should be noted that students who have completed doctoral work or CPE credits at another institution could transfer in up to 6 hours. Further, military chaplains may transfer in up to 12 hours. Also, students deficient in some area of M.Div. equivalency could be required additional coursework. However, 30 hours is the standard degree plan as outlined blow.

Semester	Year One	Year Two	Year Three
Fall	Core 1 (PTH 901)	Core 4 (PTH 905)	Elective 3
Spring	Core 2 (PTH 902)	Elective 1	Elective 4
Summer	Core 3 (PTH 902)	Elective 2	Project Design

F. Curriculum Maps (courses where learning outcomes are met)

The following chart highlights the core courses designed to address each student learning outcome. (Bolded outcomes numbers indicate significant emphasis is placed on this outcome.)

Course	Learning Outcome
Core 1 (PTH 901)	1 , 2, 3 and 4
Core 2 (PTH 902)	1, 2, 3 and 4
Core 3 (PTH 911)	1, 2 , 3 and 4
Core 4 (PTH 905)	1, 2 , 3 and 4
Elective 1	NA
Project Design	1, 2, 3 and 4

G. Advising

The Director of the D.Min. program serves as the official adviser for all D.Min. participants. That being said, because the program has well over 100 participants, the D.Min. Coordinator assists the Director in the advising role. The team works diligently to customize course selection to best meet the diverse needs of each participant.

While students are responsible to monitor their own degree programs in order to ensure that they select the appropriate courses for degree completion, all course registration requests must be approved by their adviser. The course registration process is done within an online registration portal that automates the communication between each student and the faculty adviser.

H. Facilities, labs, computers, library, other resources

1. Classrooms

- D.Min. classes are held primarily in one of five classrooms with an adult-learner seating arrangement around a conference table. The three rooms most utilized include:
 - Room 225 [in seminar style] with a seating capacity of 18 plus the professor.
 - Room 226 [in seminar style] with a seating capacity of 13 plus the professor.
 - Room 227 [in seminar style] with a seating capacity of 15 plus the professor.
- Occasionally as space requirements arise, the D.Min. utilizes one of the theater style lecture halls with a seating capacity of 65 plus the professor.

- All classrooms are equipped with a classroom desktop computer, projection capabilities, white or chalk boards, and access to the university's IT department to assist with any information technology needs.
- Cohorts enjoy brief refreshment breaks daily in an area adjacent to the classrooms and take part in community lunches in the balcony area of the seminary.
- A full description of the AGTS campus is available here with interactive options: <http://www.agts.edu/building/index.html>.

2. Computers

The library facility includes a computer center that provides access to productivity software, library resources and the Internet. The computer center is equipped with 16 personal computers and a printer. AGTS students may use the library's copy machine to scan and save copies of documents, either using USB drives or their personal email accounts, and for color printing. A wireless network is accessible throughout the facilities and students can send their laptop or home computer print jobs to the library's printer or copy machine.

3. Library & Research Support

The Cordas C. Burnett Library provides a physical resource center along with an increasingly vast array of digital resources that can be made available to students throughout the world. This two-level facility provides a wealth of resources for the pursuit of serious graduate study. The library includes materials representing a variety of viewpoints due to the nature and objectives of the seminary and doctoral work.

The library has a 135,000-volume capacity and its holdings currently consist of 126,051 bound volumes, 80,201 microforms, 5,557 audiovisuals, approximately 250 current periodical subscriptions, and a significant number of online databases that are collectively licensed by the Evangel University libraries. These collections include extensive biblical, theological and missiological materials, augmented by the Flower Pentecostal Heritage Center located at The Assemblies of God General Council headquarters in Springfield, as well as a collection of counseling resources. The AGTS Library is now part of the Evangel University Library System. Information concerning resources available from the Klaude Kendrick Library is available on the Evangel website.

4. Student Lounge

A student lounge is adjacent to the five main classrooms. Furnished with leather couches, love seats, chairs, and dining/study tables. The student lounge has a kitchen with refrigerators, coffeemakers, micro-wave oven, dishwasher, sink, storage, and vending machines are available.

5. Administrative Support Office Space

The D.Min. administrative office suite consists of four offices and an auxiliary room for storage of files and other pertinent departmental information.

I. Curriculum comparisons (benchmark institutions)

Comparison Institution	Total Credits	Core Credits	Elective Credits	Project Credits	Tracks of Study
AGTS	30	12	12	6	<ul style="list-style-type: none"> • Leadership • Biblical Preaching/Pastoral • Chaplaincy/Pastoral Care • Engaging Culture • Islamic Studies • Marriage & Family • Women in Leadership
Fuller Theological Seminary <i>(Note: Three program lengths based on type of master's degree)</i>	32 40 42		29 37 39	3 3 3	<ul style="list-style-type: none"> • Latino Ministry • Transformational American Church Ministry • Leadership & Ministry in NW Culture • Lifelong Leadership Formation • Spiritual Direction • Youth Family & Culture • Urban Ministry • Leadership & Ministry in Asian Contexts • Leading Change
Gordon-Conwell Theological Seminary	46	40		6	<ul style="list-style-type: none"> • Bible Translation • Church Planting & Multiplication • Global Christianity & Development • Global Pentecostalism • Leadership in a Changing Church Context • Marriage & Family Counseling • Military Ministry • Ministry to Emerging Generations • Missions & Cross Cultural Studies • Mission/Min LDRSP for the Chinese Church • Outreach and Discipleship • Pastoral Theology in Practice • Preaching from the Study to the Pulpit • Preaching the Literary Forms of the Bible • Preaching to Culture & Cultures • Redemptive Leadership & Org. Development • Spiritual Formation for Ministry Leaders • Transforming Congregations • Korean Pastoral Skills
Southwestern AG University <i>(Hybrid Program)</i>	30	24		6	<ul style="list-style-type: none"> • Leadership and Creative Communication
Trinity Evangelical Divinity School	36	12	18	6	<ul style="list-style-type: none"> • Pastoral Ministries • Preaching • Pastoral Care • Leadership & Ministry Management • Missions & Evangelism • Military Chaplaincy
ORU	38.5	24	5.5	9	<ul style="list-style-type: none"> • Church Ministry and Leadership • Pastoral Care and Counseling
Global University <i>(Online Program)</i>	30	9	12	9	<ul style="list-style-type: none"> • Biblical Studies • Church Ministries
Pentecostal Theological Seminary <i>(Hybrid Program; 24 hours online)</i>	36				<ul style="list-style-type: none"> • Leadership/Pastoring • Teaching Ministry • Counseling • Chaplaincy • Intercultural Church Development • Community Development

1. Department Review of Peer Institution Curricular Comparisons

Total Credit Hours

- There is a relatively broad variance in the total length of D.Min. programs, ranging from 30-46 hours.
- Four of the seven peer institutions require more credit hours in their D.Min. programs than AGTS (Gordon Conwell, ORU, TEDS, PTS) . (With allowances for Fuller's quarter-hour system, it is still roughly equivalent.)

Basic Curricular Composition

- A general review of the various programs demonstrates a relatively common curriculum with the majority of the peer institutions.
- One of the seven peer institutions had no core course component, it was entirely elective based (Fuller).
- Two of the seven peer institutions had no elective component, the curriculum was entirely prescribed (Gordon-Conwell, SAGU).
- Overall program comparison will be discussed in greater detail below, in Section V. Institutional/Peer Benchmarking.

J. Locations, sites, and modes of program delivery

1. Seated Classes at Springfield Campus

The D.Min. is an in-service degree designed for non-residential students. The program is designed to be completed primarily at the Springfield campus, in seated learning experiences in which the course instructors and students are located in the same classroom. The Springfield campus offers all of the courses needed to complete the D.Min. degree program.

A limited number of seated learning courses are offered on-site at other locations as the opportunity arises (Northwest University, Focus on the Family, etc.). Furthermore, participants may request a limited number (2) of directed studies or conference-based courses when they would like to specialize in a particular area of study. No more than two courses may be completed through directed studies.

2. Northwest University Branch Campus

Approximately one class per year is held on the campus of Northwest University, 5520 108th Ave. NE, Kirkland, WA 98033. This site was approved as an official D.Min. branch campus in 2007 so that the entire D.Min. could be completed at the NWU site. For the past five years, however, we have not run dedicated cohorts at this site. Rather, we simply offer occasional classes at NWU. We will not be re-applying for NWU to be a branch campus.

IV. Strengths, Weaknesses, Opportunities, Threats (SWOT Analysis)

A. D.Min. Strengths

- **Personal Transformation.** Data gleaned from students and alumni consistently confirm the personal and professional transformation students undergo through the course of the program. This is due to the educational model, which is not merely “information-based,” but “transformation-based.” Curricular design, cohort composition, faculty selection, screening of applicants, and Pentecostal emphasis are intentionally strategic to creating a unique learning experience designed to maximize personal transformation. The program seeks participants who are not simply jumping through academic hoops, but true life-long learners who desire to take their lives and ministries to greater levels of effectiveness for the Kingdom.
- **Customer Service.** Flowing from a culture of collegiality and mutual respect, the department operates from a high value of “extra-mile” customer service. Cultivating relationships with our participants, we get to know them and their ministry contexts, then work one-on-one with students to customize a learning experience to meet their unique learning needs. This is especially evident in the project phase, where the program resources its participants like few other institutions.
- **Pentecostal Distinctive.** AGTS is one of a handful of ATS accredited Pentecostal institutions offering a D.Min. degree, and the only one with a decades-long track record. More than lip-service, intentional emphasis is placed on incorporating Pentecostal distinctives into the entire educational experience.
- **Influencing the Influencers.** The D.Min. program is specifically focused on attracting top-level, Pentecostal church leaders and, consequently, the benefit of the program is valued by many of our Movement’s top leaders. Cohorts of influential church leaders bring a powerful networking component that is truly a value-added feature of the program. Not only does this component create a dynamic class experience, but it helps the institution. Sharp students and alumni result in positive PR among our constituencies and the referral of students to the school. (Sixty percent of the incoming D.Min. class for Fall 2015 were referred to the program by current participants and alumni.) Furthermore, our participants often become donors to the institution, and use their positions of influence to raise awareness for the institution.
- **Chaplain-Friendly.** The AGTS D.Min. program is one of only five D.Min. programs approved by the United States Army as an official partner school. Military Chaplains, of all branches, are able to incorporate their advanced military training as part of their D.Min. coursework.
- **Specialized Tracks.** Cohort-based education offers participants the value-added component of a dynamic peer-learning experience. From dedicated cohorts with an entirely prescribed track of study, to clustered elective tracks focused on a given ministry niche, participants can select the course that networks them with other like-minded ministers. Notably, AGTS was the first ATS school to offer a doctoral concentration in professional coaching. Currently, we are the only peer comparison school with a track in Women in Leadership.

- **Professional Appeal.** The Assemblies of God did not historically emphasize higher education. The D.Min. curriculum, heavily focused on Practical Theology, equips participants with better ministerial competencies, passions, and skills.
- **In-Service Degree.** The non-residential nature of the program enables participants to remain in their ministry context. Not having to relocate is a major appeal for many Christian leaders.
- **Relational Dynamic.** The cohort-based educational model significantly contributes to the overall educational experience. Opportunities for building enriching relational networks are built into the fabric of the program. From evening fellowship in team members' homes, to group lunches in the seminary atrium, to common break times so members of various cohorts can interact with each other, the program design is intentional to nurture healthy networking.
- **D.Min. leadership team.** The D.Min. department operates from a collaborative, team-based model. We have four highly qualified team members, three of whom are graduates of the D.Min. program—further enhancing what they bring to the table. We enjoy team longevity (the “newest” member joined us eight years ago). Team members know all of our participants personally, as well as have a collective history of the program and institution. The phenomenal success of the program is due in great part to this dedicated and talented team.

B. D.Min. Weaknesses

- **Master of Divinity Prerequisite.** ATS (our professional accrediting body) admission requirements include a M.Div. or its equivalent, then three years ministry following the first professional masters degree. Unlike many mainline denominations, the Assemblies of God has never required a M.Div. for ordination and historically did not emphasize the need for pastors to get M.Div. degrees. As a result, the majority of the AG constituency does not have a M.Div. degree, and thereby do not qualify for the program. While we understand and appreciate the rationale behind this requirement, we still have to work with ministers to complete the appropriate bridgework enabling them to qualify for admission—a substantial commitment on the part of the prospective student. For example, if a minister has a 36-hour MA, he or she will be required to complete 36 additional credits in order to qualify. That translates to the same as having to get another master's degree. This is often a “tough sell.”
- **Biblical and Theological Skillset of Participants.** By its very nature as a professional degree, the D.Min. program is grounded in a strong curriculum in practical theology. While the program attempts to integrate biblical interpretation and theological reflection into the coursework, some students still demonstrate less competency in biblical interpretation and theological reflection in the project phase.
- **Paper Feedback and Turn-around time.** A recurring theme in student feedback pertains to the time it takes for teachers to turn-around graded papers, and to provide quality feedback on those papers when they are returned. While we have a policy requiring a

60-day turn-around limit, we find some professors do not always meet this. (This is a recurring challenge with only a minority of professors.)

- **Physical Resources in Classrooms.** A glaring theme on student course evaluations has to do with the physical environment of the classroom. Rooms are either too hot or too cold (due to HVAC problems), and there is a critical need to upgrade the equipment in the classrooms (table/chairs/outlets, etc.). The D.Min. rooms need to be retro-fitted with contemporary equipment that includes outlets on the tables and functional chairs.
- **Technological Challenges.** A recurring complaint of students, and frustration among department staff, pertains to technological challenges that have resulted from merging AGTS systems with Evangel University's platforms (Canvas and Course Commons). At times we are trying to fit square pegs in round holes. One example: because doctoral students do not attend class in the same timeframes as the resident semester calendar system, they are often locked out of the system and are unable to register, pay, get online, etc. Not only is this a PR issue, but it requires staff time to manually manipulate the system.
- **Alumni Networking.** As typical in-service adult learners, D.Min. participants remain in their full-time ministry context throughout the duration of the program. Since their primary priority is not being a full-time student, some may not feel as immersed in the seminary community in the same manner as resident students. This tendency only increases upon graduation. To this end, the department is proactive to create a sense of relational networking with participants and alumni. Over the past three years we have increased our efforts in several areas including developing Facebook chat groups, sending personal notecards, inviting alumni to assist current participants, etc. We encourage alumni to take advantage of one free audit course per year, in order to keep them engaged in life-long learning and networking with other like-minded ministers. Having said that, it continues to be a growth area for us.

C. D.Min. Opportunities

While ATS data show overall seminary enrollment in decline, there are three areas of marked increase in seminary enrollment:

- **ATS Growing Edge: Professional Degrees.** Data from ATS demonstrate a marked preference for professional degree programs among prospective students seeking seminary education. This bodes well for the D.Min. degree. The professional nature of the D.Min. curriculum makes it ideally suited for AG vocational ministers.
- **ATS Growing Edge: Ethnic Students.** Enrollment growth is occurring among ethnic groups such as Latinos and Blacks. The D.Min. program faces great opportunity for expansion into ethnic-oriented cohorts, especially into the Hispanic arena, as this is the growing edge of the AG Movement.
- **ATS Growing Edge: Students Over 50.** People over fifty are returning to seminary. The vast majority of D.Min. participants already fall into the over fifty category, so students are in good company. This is convenient, since in 2015 the average age of all AG ministers was 54, and the average age for ordained ministers was 60.

Additional opportunities:

- **Military Chaplaincy:** AGTS enjoys a strong partnership with the national United States Army chaplaincy office. The AGTS D.Min. program is one of only five D.Min. programs approved by the United States Army as an official partner school. The partnership has the potential to expand, with current renewed discussions about how we can further partner together.
- **Specialized Tracks:** The department is on the constant look-out for maximizing current trends and market demands in ministerial training. We are currently studying possible tracks in Latino ministry, Church Planting, Community Transformation/Social Enterprise, and professional coaching.
- **Partnership with Evangel Opens New Potential.** As we move into the future, there will be new opportunities for cross-pollination in programs (degrees that integrate liberal arts with ministry preparation). For example, AGTS can partner with the Business Department to offer a Doctor of Strategic Leadership, or advanced degrees in Business as Mission.

D. Threats

There are current trends in society, technology, higher education (generally), and theological education (specifically) which potentially impact the D.Min. program. Some of these trends are briefly highlighted here:

- **Declining Seminary Enrollment.** Data from the Association of Theological Schools (ATS), the professional accrediting association for AGTS, demonstrate that enrollment in seminaries has been declining since a peak enrollment year in 2006. This is due to a variety of factors, but has a direct impact on the diminishing pool of potential D.Min. participants in the years to come.
- **Increasing D.Min. Competition within the Assemblies of God.** Three sister schools, Global University, Southeastern University, and Southwestern University, have all recently started D.Min. programs, and, inevitably, more will come (as well as a number of additional doctoral programs). This does impact the pool of potential D.Min. participants. We have used this opportunity to continue to refine and hone in on who we are as a program, and what we have to offer our constituency. An article in the Chronicle of Higher Education (October 17, 2014), highlighted that growing programs have three elements in common: (1) they know whom they serve; (2) they develop attractive, relevant niche market programs; and (3) they market themselves well. This is where we will continue to place our focus.
- **Increasing demand for (and availability of) online and hybrid programs.** As educational options for leaders continue to increase, naturally that will have a bearing on our numbers. For several years our team has wrestled with how to respond to this trend. We've incorporated many online elements into classes, and developed one completely online course, without sacrificing the cohort-based delivery model. In the 2015 national conference for ATS D.Min. directors (ADME), Dr. Dan Aleshire (President of ATS), helped bring clarity on this issue. He reiterated that ministerial programs that desire to be

- transformational, cannot do so with completely online programs—there must be that face-to-face component. Despite inherent challenges, we are on the right track.
- **Changing Denominational Demographics.** Adherence within the Assemblies of God denomination is in decline, with the exception of ethnic groups, particularly worldwide. This has a direct impact on the diminishing pool of potential D.Min. participants, at least within our Movement, in the years to come.
 - **Limited Financial Resources.** As with most institutions of higher education, there is an ever-present limit to the financial resources from which we can draw. One tangible extension of this limitation is the lack of scholarships that we are able to offer prospective participants.

V. Peer Institutions/Benchmarking

1. Peer Institutions (Benchmark Institutional Examples)

As noted above in the curriculum comparison Section III, the following institutions were selected by the D.Min. Department as good peer institution benchmark examples for the AGTS D.Min. program. When our constituents are deciding where to go, these are all schools that would be taken into consideration.

a. Aspirational Peer Institutions

The following schools were chosen because they have an established reputation as quality programs (a category in which we strive to be included):

- Fuller Theological Seminary; Pasadena, CA
- Gordon-Conwell Theological Seminary;
- Trinity Evangelical Divinity School; Deerfield, IL

b. Denominational/Pentecostal Peer Institutions

The following schools were chosen because of their close affinity as denominational/Pentecostal schools:

- Global University of the Assemblies of God; Springfield, MO
- Oral Roberts University, Tulsa, Oklahoma
- Southwestern University of the Assemblies of God; Waxahachie, TX
- Pentecostal Theological Seminary; Cleveland, TN

2. Comparative Evaluation

Total credits and curricular design were discussed above (see section I). Following is a more detailed analysis on these peer institutions in order to compare and contrast the content and quality of the AGTS D.Min. degree program.

a. Peer Comparison: Accreditation

- Two of the seven peer institutions, the two Assemblies of God schools, are not accredited by the Association of Theological Schools (ATS).
- This is a distinct advantage for us, especially in terms of recruiting military chaplains.

b. Peer Comparison: Program Length

- Historically, the industry standard has been 30-hour D.Min. programs.
- There is a current trend toward increasing total program hours among aspirational peer institutions, with many incorporating the extra hours into the project phase.
- The AGTS D.Min. is in the bottom third, in terms of number of hours required. While we want to retain a competitive edge, we also want to be taken seriously by the industry—being seen on par with the best programs. This will require ongoing study.

c. Peer Comparison: Program Tracks

- A general review of the peer programs demonstrates a relatively common curriculum among the majority of the institutions.
- As far as types of specialization tracks: most have tracks in leadership, pastoral ministry, chaplaincy/pastoral care, and some sort of missions emphasis.
- There were a few noteworthy distinctions in these programs' tracks:
 - AGTS was the only school to have a track in women in leadership.
 - Only one school had a track in Latino ministry.

d. Peer Comparison: Program Delivery Modes

- Two of the programs are a hybrid combination of online and seated courses and one program is completed entirely online.
- While AGTS D.Min. has developed one online course, the intentional programmatic design is for a cohort-based, seated class experience.

e. Peer Comparison: Student Enrollment

- While specific enrollment information is not published for each of these schools, the Association of Theological Schools' 2014/15 Institutional Peer Report provides enrollment data for all ATS peer institutions. AGTS is a leader in enrollment in the advanced ministerial leadership (D.Min.) category:

	<u>AGTS</u>	<u>ATS Peer Schools (average)</u>
Head Count:	138	85
FTE:	60	28

f. Peer Comparison: Program Track Record

- Two of the seven peer institutions, the two Assemblies of God schools, are in their very first years of existence. As of yet, they have no graduates.
- AGTS has twenty years of experience from which to draw, providing us a distinct advantage when it comes to resourcing and serving our participants well.

VI. Assessment Procedures

The following section highlights the various means used to assess program effectiveness in meeting student learning outcomes. Means include: (1) student course evaluations, (2) exit interviews, (3) alumni surveys, (4) graduate follow-up statistics, (5) Advisory Committee feedback, (6) Final Professional Projects, and (7) syllabi review.

A. Student Course Evaluations

1. Course Evaluations Designed to Measure Learning Outcomes

The D.Min. Department designed course evaluations that specifically assess how well student learning outcomes were achieved in each course. (It is understood that given courses will naturally emphasize some outcomes more than others, but, over time, it is still a helpful means to measure effectiveness in meeting each outcome.)

Students enrolled in the D.Min. program were provided an evaluation form at the end of each course to assess their perspectives on the value of their learning experiences. Evaluations were tabulated from the following eight core courses offered in this degree program in the 2015 calendar year. The total number of students who completed evaluations was 88.

Spring 2015	Summer 2015	Fall 2015
PTH 902 (Cohort 33) - 10 PTH 905 (Cohort 32) - 10	PTH 911 (Cohort 33) - 11 PTH 906 (Project Design) - 10	PTH 901 (Cohort 34) - 15 PTH 901 (Cohort 35-W) - 13 PTH 905 (Cohort 33) - 10 PTH 906 (Project Design) - 9

2. Core Course Evaluations

The evaluation form for the six **Core Courses** follows. The first section uses a 5-point Likert Scale assessment on the following statements. Highlights pertinent to student learning outcomes are below. Actual response totals are in green and averages are in blue:

D.Min. Core Values (Student Learning Outcomes)		<i>SP15 PTH 902</i>	<i>SP15 PTH 905</i>	<i>SU15 PTH 911</i>	<i>FA15 PTH 901</i>	<i>FA15 PTH 901-W)</i>	<i>FA15 PTH 905</i>	
<i>To what extent did this course help you:</i>								
	#1: Grow in Spiritual Maturity							
1.	Deepen your historical and theological appreciation of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality	4.80	3.30	4.82	4.60	4.77	4.10	
2.	Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader	4.90	4.50	4.73	4.93	5.00	4.70	
3.	Communicate the role of Spirit-empowered ministry for effective leadership	4.80	3.90	4.91	4.87	5.00	4.30	

		<i>SP15 PTH 902</i>	<i>SP15 PTH 905</i>	<i>SU15 PTH 911</i>	<i>FA15 PTH 901</i>	<i>FA15 PTH 901-W</i>	<i>FA15 PTH 905</i>	
4.	Integrate Pentecostal spirituality into the practice of the leadership arts	4.90	3.60	4.73	4.93	4.92	4.40	
	Learning Outcome #1 Average	4.85	3.83	4.80	4.83	4.92	4.38	Avg. 4.60
	#2: Demonstrate Leadership Competency							
5.	Exercise missional leadership through strategically implementing purpose, vision, and values	4.90	4.90	4.73	4.27	4.77	4.40	
6.	Acquire and effectively apply new knowledge and skills to the practice of ministry	4.90	4.80	4.73	4.33	4.77	4.60	
7.	Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities	4.70	4.90	4.73	4.60	4.92	4.70	
8.	Expand awareness of the implications of globalization within the overall ministry of the Church	4.60	4.20	4.91	4.00	4.69	4.10	
	Learning Outcome #2 Average	4.80	4.70	4.80	4.30	4.80	4.45	Avg. 4.64
	#3: Exhibit Scholarly Integration							
9.	Reflect upon and utilize the insights of both biblical and practical theology within your ministry context	4.80	4.40	4.91	4.73	4.69	4.70	
10.	Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry	5.00	4.60	4.55	4.80	4.54	4.70	
11.	Develop professional research and writing skills in order to provide an enduring service to the larger Church, and further written contributions to the scholarly world	4.90	4.40	4.73	4.47	4.23	5.00	
	Learning Outcome #3 Average	4.9	4.47	4.73	4.70	4.49	4.8	Avg. 4.68
	#4: Utilize Ministry Networks							
12.	Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact	4.70	4.60	4.46	4.67	4.92	4.50	
13.	Connect with resources for ongoing ministry enhancement	4.80	4.60	4.82	4.47	4.69	4.50	
	Learning Outcome #4 Average	4.75	4.60	4.64	4.57	4.81	4.50	Avg. 4.65
	TOTAL Average on all outcomes	4.82	4.36	4.75	4.59	4.76	4.52	Avg. 4.64

		SP15 PTH 902	SP15 PTH 905	SU15 PTH 911	FA15 PTH 901	FA15 PTH 901-W	FA15 PTH 905	
14.	How would you rate the overall classroom experience? -Class times/schedule -Facilities/room -Cohort interaction/dynamics	4.80 4.80 4.80	4.80 4.90 4.90	4.82 4.73 4.82	4.80 4.53 4.93	4.92 4.77 4.92	4.90 4.30 4.90	
	#14 Overall Average	4.80	4.83	4.79	4.75	4.87	4.70	Avg. 4.79
	Comments: PTH901 (35-W) – Room a little cold. Sometimes we missed course content due to ‘sharing’; I love my cohort! This group has been put together by God for this season & for a greater purpose.							
15.	Specific classroom experience: -clarity of presentation -scholarly in nature -practical in nature -teaching methodology -use of group interaction -clarity of assignments	5.00 5.00 4.90 4.90 4.70 5.00	5.00 5.0 5.00 4.80 4.60 4.89	5.00 5.00 4.73 4.64 4.73 4.91	4.87 4.93 4.93 4.93 5.00 4.93	5.00 5.00 5.00 5.00 4.92 5.00	4.90 5.00 4.90 4.80 4.60 4.90	
	#15 Overall Average	4.92	4.88	4.84	4.93	4.99	4.86	Avg. 4.90
	Comments: PTH 905 - Excellent blend of presentation & discussion. Very well led. PTH 911 - Group interaction was not a huge strength, but still good—average compared to other classroom environments. PTH 901 (35-W) - Dr. T., thank you for putting your gifts to use & letting God lead you in this special way! You are a great asset to this program.							

3. Project Design Course Evaluations

The evaluation for *PTH 906 Project Design* differs slightly from the other courses. Highlights of responses pertinent to student learning outcomes are as follows:

Please rate the following:

	Educational Aspects	SU15 PTH906	FA15 PTH906	
1	Clarity of course expectations	4.60	5.00	
2	Preparedness of professor	5.00	5.00	
3	Clarity of course presentations	4.50	5.00	
4	Variety of teaching methodologies	4.40	5.00	
5	Relevance of course	5.00	5.00	
6	Scholarly nature of course	4.80	5.00	
7	Practical nature of course	4.90	5.00	
	Relational Aspects			
8	Quality of interaction with group/cohort	4.40	4.89	
9	Quality of interaction with professor	4.80	5.00	
10	Quality of interaction with D.Min. dept. personnel	4.60	5.00	
	Logistical Aspects			
11	Class times/schedule	4.00	5.00	
12	Facilities/room	3.80	4.44	
13	Breaks/Lunches	4.10	4.89	
14	University/Seminary Resources	4.30	5.00	
	Combined Course Average	4.51	4.94	Avg. 4.72

Note: Items #15 and #16 of the Project Design Evaluation Form inquired as to the specific strengths and weaknesses of the course and are **combined** with the overall qualitative results, which follow all the quantitative results.

	Readiness for Professional Project	<i>SU15 PTH906</i>	<i>FA15 PTH906</i>	
17	To what extent do you feel ready, after taking this class, to proceed into the project phase of the D.Min. program?	3.90	4.50	Avg. 4.20

D.Min. Core Values (Learning Outcomes)		<i>SU15 PTH906</i>	<i>FA15 PTH 906</i>	
<i>To what extent did this course help you:</i>				
Core 1: Grow in Spiritual Maturity				
21.	Deepen your historical and theological appreciation of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality	4.30	4.11	
22.	Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader	4.70	4.78	
23.	Communicate the role of Spirit-empowered ministry for effective leadership	4.30	4.56	
24.	Integrate Pentecostal spirituality into the practice of the leadership arts	4.30	4.44	
	Combined Learning Outcome #1 Average	4.40	4.47	Avg. 4.44
Core 2: Demonstrate Leadership Competency				
25.	Exercise missional leadership through strategically implementing purpose, vision, and values	4.78	4.78	
26	Acquire and effectively apply new knowledge and skills to the practice of ministry	4.89	4.78	
27.	Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities	4.70	4.67	
28.	Expand awareness of the implications of globalization within the overall ministry of the Church	4.40	4.33	
	Combined Learning Outcome #2 Average	4.69	4.64	Avg. 4.67
Core 3: Exhibit Scholarly Integration				
29.	Reflect upon and utilize the insights of both biblical and practical theology within your ministry context	4.90	4.56	
30.	Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry	4.90	4.78	
31.	Develop professional research and writing skills in order to provide an enduring service to the larger Church, and further written contributions to the scholarly world	4.80	4.78	
	Combined Learning Outcome #3 Average	4.87	4.71	Avg. 4.79
Core 4: Utilize Ministry Networks				
32.	Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact	4.80	4.67	
33.	Connect with resources for ongoing ministry enhancement	4.90	4.78	
	Combined Learning Outcome #4 Average	4.85	4.73	Avg. 4.79
	OVERALL AVERAGE	4.67	4.62	Avg. 4.63

4. Qualitative Feedback (Core Course & Project Design Course Combined)

The following provides combined Core Course and Project Design Course qualitative feedback to the short answer narrative section assessment on strengths and weaknesses. Student comments have been grouped together in similar categories.

Strengths	Weaknesses
<p>Personnel and interaction</p> <p><u>AGTS staff</u> -attention to detail -care for each participant -organization of cores reflective of care for students’ spiritual life and development -gracious -helpful</p> <p><u>Student/peer group dynamics</u> -good group dynamics -varied backgrounds of students -healing -insightful -began process of transformation</p> <p><u>Professor</u> -approachable -knowledge, expertise -teaching style -person -spoke from experience; seasoned; role model -wise -patient -presentation -enthusiasm -clear -willing to learn alongside students -Pentecostal example -openness to moving, leadership, and ministry of the Holy Spirit -openness, transparency, vulnerability -made safe environment for exploring spiritual elements -personal interaction -see potential in students -one on one attention in project class -gave me eyes to see what I could not see -believe in us and that we will finish this race</p> <p>Class Interaction -Dynamic -conversation -good size of class</p>	<p>Lack of provided presentation notes</p> <p>Class Interaction -Would like more interaction -too much dialogue at times -would prefer more lecture and less interaction -one evening a week with cohort for fellowship would be nice -More than one has time to synthesize -Need more time to process -Would love a T-F structure -need more information on quantitative research and survey design -not all guest lectures were equally valuable</p>

Instruction

- organizational structure
- provided helpful plan for project
- class designed to set us up for success
- strong content
- useful information
- good knowledge base
- good Biblical-theological
- current
- eye-opening
- vast amount
- meaningful
- challenging
- exciting
- refreshing
- encouraging
- new lease on life
- enriching
- helpful
- good models
- scholarly
- practical for ministry
- integration of ideas (biblical-scholarly-academic/practical-spiritual)
- understanding contemporary currents
- writing clinic
- requirement of editors

Pentecostal Focus and Spiritual impact

- Appreciation of the past
- Expectation of the future
- Sensitivity to leading of Holy Spirit
- Challenged for honest and transparent work of the Holy Spirit to take place
- professor accepted and appreciated gifts and contributions of students to the Body of Christ
- anointed instruction
- set free from bondages
- will change my overall perspective about future ministry
- new way to see missions
- unforgettable
- transformational
- helped identify dysfunctions and potential dangers to my longevity in ministry
- I am not alone
- challenged me to the core
- “This class is definitely a must for every student that seeks to deepen their relationship with God & develop their calling.”
- focus on renewal of our spirits
- Core 1 as first class to focus on renewal
- devotions in chapel fostered group collegiality and spiritual formation

Assignments

- pre-assignments/not having to write during the week
- time to process during the week

Pentecostal Focus

Do less history

<p>Texts -strong</p> <p>Environment -break and lunches were awesome -meals provide time to bond -on campus meals helpful</p>	<p>Texts -Some readings were weak</p> <p>Environment -Room was cold -technological troubles at times -IT problems were disastrous -constant internet problems -computers configured to private domain will have problems -projector is terrible -invest in a 65" TV and mount it on the wall -sitting all day -wish all seats could face instructor -long classroom: difficult to see and hear at times -need plugs on tables</p>
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5. Summary Comments on Course Evaluations

In summary, the course evaluation data and narrative responses suggest that, on average, students were satisfied with the quality of their learning experiences in these courses and that D.Min. learning outcomes were met, as the following summary indicates:

Learning Outcome Summary		Cores	Project Design
Core 1: Grow in Spiritual Maturity		4.60	4.44
Core 2: Demonstrate Leadership Competency		4.64	4.67
Core 3: Exhibit Scholarly Integration		4.68	4.79
Core 4: Utilize Ministry Networks		4.65	4.79
Average		4.64	4.63

B. Exit Interviews

Every year we conduct exit interviews with the D.Min. graduates. We secure a third party to conduct the one-and-a-half hour group interview, in order to ensure an environment where participants feel safe to share anything they'd like to say. Following is a summary of the 2105 exit interview discussion, divided by category.

2015 D.Min. Graduation Exit Interviews Summary		
Strengths/Things we're doing well	Weaknesses/Things to Work on	Action Steps Taken
<p>Academics/Ministry Praxis:</p> <ul style="list-style-type: none"> • Anticipation of coming to class each time to share ideas from readings with cohort and put them into practice. • Immediate practicality/applicability of instruction • Ministry as an overflow of who we are • AGTS and Adjunct Professors – great! • Singapore trip – great! • Europe trip w/Klaus – great! • Rigorous academics • Academics are about developing people. • Courses strengthened my theological perspective. • Certain classes have defined my life and what I will do for decades. • Learned <i>how</i> to learn (research skills) • Mel Ming, the 'secret sauce' of the program • Best professor was Randy Walls (came, talked, challenged) • Placed me on a journey I did not anticipate. It's a starting point, not an ending point. • Academically rigorous. "You won't get a higher level of education anywhere..." 	<ul style="list-style-type: none"> • Some classes – months before grades would come back to me. • Always want more feedback on every level. • Would like a class on current issues (homosexuality, etc.). Need to learn how to communicate that theologically from the pulpit. • Need to improve use of technology. • Worried about how AGTS can replace Mel Ming. 	<p>Added 'Culture Crash' course w/Earl Creps</p> <p>Added "Hot Topics" class w/Glenda Plummer</p> <p>Mostert class on ethics dealt with gay marriage, life and death issues, abortion, world hunger, etc.</p>
<p>Administrative:</p> <ul style="list-style-type: none"> • Accessibility was excellent. • Affordability (wife was spending 3x on doctorate what this participant did) great for working pastors. "...the price is great because I've checked other places." 	<ul style="list-style-type: none"> • Registration, paying bills, portal, etc. were technologically complex. 	<p>Process w/EU has significantly improved. Also, Geneva has made instructional resources available.</p>
<p>Project:</p> <ul style="list-style-type: none"> • NW Cohort being at AGTS for Project Design was very meaningful and helpful. • NW Cohort taking classes locally in WA saved them a lot of money and time/travel. • Support/encouragement during project phase; quick response from coordinator • Though some wanted more info earlier, other participants commented that they got information and accessibility about the project from day one. • Some appreciated not having to think about the project until it was time. Appreciated the "journey" aspect that helped them discover their project. 	<ul style="list-style-type: none"> • NW Cohort would have liked more info at beginning about project. Perhaps 2nd course as project. • NW Cohort would have liked another visit later on in the program. • Would like to know more about the project <i>earlier</i>. Perhaps have participants meet with a life coach early on. • Would like more warning about how <i>intense</i> the project process is. • Had ministry transition and felt adrift for a while and that he lost time 	<p>Lois did do a 4-hr writing clinic for the NW Cohort on-site at NWU and discussed the project.</p> <p>We decided after Cohort 24 to not have any specialized cohorts fully off-site.</p> <p>In 2014 Lois instituted phone calls with each participant in project phase each Spring.</p>

<ul style="list-style-type: none"> Coordinator challenged even project adviser approval of certain things. "I think it's a better piece because of that." Encouraged by ability to bring life passion to a point of publication. Project process like drilling to an aquifer. 	<ul style="list-style-type: none"> Major changes needed by editor, adviser, coordinator were discouraging at times. (Felt later changes should have been caught at earlier levels.) 	<p>One problematic editor is no longer with us.</p>
<p><u>Relational Aspects</u></p> <ul style="list-style-type: none"> Solid relationally Friendship built with cohort Encouragement of cohort Relationships of cohort (and other students joining in with cohorts) – highlight! Project ideas chatted about w/in cohort Respect from AGTS "treated me like a doctor before I was one" (Gruber) Recommends doing program as a group with people they know. 		
<p><u>Spiritual/Personal components:</u></p> <ul style="list-style-type: none"> Core 1 with Dr. Tennant: <ul style="list-style-type: none"> call back to solitude and Scripture excellent reference point throughout the program produced transformation allowed for transparency opportunity for self-evaluation Sense of greater responsibility Church Life Cohort – began each morning with prayer Academics are about Spirit-filled people on a mission. AGTS is Pentecostal, distinctive to our roots. Solid doctrinally Credible theologically 		
<p><u>Environment</u></p>	<ul style="list-style-type: none"> Need for less expensive housing when coming for class 	<p>EU dorms and cafeteria plans are now available at nominal fee.</p>

C. Alumni Surveys

Every year the D.Min. department sends out a survey to the previous year's graduates. We began this practice in 2010, and continue because we acquire helpful feedback from alumni, who are able to step back and review the program through fresh lenses. The survey assesses several things, one of which is the program's effectiveness in fulfilling student learning outcomes. Following is an excerpt from the 2015 alumni survey pertinent to program effectiveness in fulfilling student learning outcomes.

2015 D.Min. Graduates – Alumni Survey

A TOTAL OF 17 OUT OF 17 SURVEYS WERE RETURNED	Not at all - 1	2	3	4	To a great extent - 5
# 1: Growing in Personal and Spiritual Maturity - To what extent did the D.Min. program...					
... deepen your historical and theological appreciation of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality?			1	6	10
... cultivate in you disciplines of self-leadership, producing holistic health and integrity as a leader?				4	13
... integrate Pentecostal spirituality and the role of Spirit-empowered ministry into the practice of the leadership arts?				8	9
...help your emotional and spiritual development?				5	12
Total average Score for student learning outcome #1:					Avg. 4.63
#2: Demonstrating Leadership Competency - To what extent did the D.Min. program...					
... help you exercise missional leadership through strategically implementing purpose, vision, and values?				10	7
... help you acquire and effectively apply new knowledge and skills to the practice of ministry?				5	12
...help you become catalyst for transformation in individuals, organizations, and communities?				7	10
...influence your desire to continue to grow and change as a leader—i.e., to be a 'lifelong learner'?				3	12
Total average Score for student learning outcome #2:					Avg. 4.49
# 3: Exhibiting Scholarly Integration - To what extent did the D.Min. program...					
...help your personal intellectual development in general?				4	13
... help you reflect upon and utilize the insights of both biblical and practical theology, as well as the social and behavioral sciences within your ministry context?			1	6	10
... provide opportunity for you to write high-quality academic papers that demonstrate the ability to integrate scholarship within the practice of ministry?				3	14
... help develop your professional research and writing skills?				6	11
... increase your desire to write for publication?			3	5	9
Total average Score for student learning outcome #3:					Avg. 4.62
#4: Utilizing Ministry Networks - To what extent did the D.Min. program...					
...help you develop relational health through personal connections with other ministry professionals?			1	8	8
...cohort experience help transform your life and ministry?			1	8	8
... help you connect with resources and networks for ongoing ministry enhancement?			2	10	5
Total average Score for student learning outcome #4:					Avg. 4.33

To what extent would you recommend the AGTS D.Min. program to other ministers?				1	15
<p>Two additional questions from the survey are pertinent to student learning outcomes:</p> <p>Please list all publications since completing your D.Min. degree: Of the 17 people in the 2015 graduating class, eight articles were written and published in the first six months following graduation.</p> <p>Thank you for taking the time to complete this survey! You can use the space below for any additional comments, questions, or suggestions: It'd be simpler to mark "straight 5s" across the board—as I think the areas that didn't receive a 5 likely reflect my weaknesses more than any weakness in the AGTS program. It might be more important to state that my experiences at AGTS fully met (and often exceeded) my expectations in every way. Pursuing my doctorate through AGTS was one of the best choices I ever made.</p> <p>Thank you for your investment in my life! I am forever grateful and excited to perpetuate the call to revitalize the church and evangelize the world endued with Pentecostal power and equipped with the skill and passion I received while growing within the AGTS environment.</p>					

Department Review on the Alumni Survey

- The alumni survey data clearly indicates the four student learning outcomes were met, as demonstrated in the composite score for each outcome.
- Alumni demonstrate a clear overall sense that they learned what the program promised by the fact that all would highly recommend the program to their peers.
- Outcome #3 (scholarly integration) is demonstrated by the fact that of the 17 people in the 2015 graduating class, eight articles were written and published in the first six months following graduation.
- Outcome #4 (utilizing ministry networks) received the lowest score, but several steps have been taken in the last two to three years to address this area. They will be discussed in the findings section below (see Section VII).

D. Graduate Follow-Up Statistics

100% of all 2015 D.Min. graduates responded to the survey, and 100% were actively involved in full-time vocational ministry. This did not come as a surprise, as being in full-time ministry is a prerequisite to being in the program, and a requirement for staying in the program.

E. Advisory Committee Member Feedback

In our ongoing effort to remain relevant to the needs of today (and tomorrow's) church leaders, an advisory committee was formed to solicit the feedback of professional and experts in the fields of church leadership and ministerial education.

1. Advisory Committee Members

The following people were invited to serve on the D.Min. curriculum advisory committee:

- **Dr. Ben Aker:** Professor Emeritus of New Testament Exegesis
- **Dr. Wayne Goodall:** Dean, College of Ministry at Northwest University; Founding President WorldwideFamily.org
- **Dr. J. Melvyn Ming:** Founding partner and church leadership coach-consultant with Leadership Development Resources LLC. Consultant for leading churches from multiple denominations
- **Dr. Lori O'Dea:** Sr. Pastor New Life Assembly of God; Grand Ledge, Michigan
- **Dr. Carolyn Tennant:** Retired Provost North Central University; 30-year tenure in AG Higher education; frequent speaker for AG District Councils

2. Advisory Committee Survey

Each of these people were sent: (1) a copy of the D.Min. student learning outcomes, (2) Outline of the program curriculum, and (3) syllabi for each core course. They were asked to review these documents with a view toward identifying pertaining to the relevance and quality of our program/curriculum in meeting the needs of ministers, then complete the following survey:

D.Min. Advisory Committee Survey

Respond to the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree).

Statement 1: The D.Min. student learning outcomes adequately reflect the core needs of contemporary Pentecostal ministers pursuing an advanced professional degree.

Statement 2: The D.Min. core curriculum adequately prepares ministers with the most crucial values and skillsets necessary for effective contemporary Pentecostal leadership.

Statement 3: The D.Min. core courses demand appropriate quality and quantity of requirements commensurate with an advanced professional degree.

Question 4: If there is a core area missing in which leaders need preparation it would be...

Question 5: My suggestions to strengthen the program curriculum would be:

At the time of this writing the survey results are still being tabulated. Initial responses are overwhelmingly positive. It is anticipated to be finalized by September 31, 2016.

F. Final Doctoral Projects

1. Professional Project

The professional project is the culmination of the D.Min. experience in which participants write a professional project integrating and applying significant program learning in a ministry context. This “applied dissertation” flows from a comprehensive Biblical-Theological review as well as a general literature review. Participants must write a minimum of 110-140 pages of narrative, excluding front matter, bibliography, and appendices, that demonstrates their grasp of the critical research and application issues for their project topics.

Participants are assigned a project team. The team includes a project adviser, a biblical adviser, an approved D.Min. project editor, and the AGTS D.Min. Project Coordinator. All project team members (except the editor) must have earned a CHEA/ATS doctorate. This project team provides the checks and balances to ensure participants complete quality, doctoral level work.

2. Outside Readers

The culminating professional project provides a means through which the student learning and application of the program are measured and evaluated. Evaluation is done through the use of outside readers to reduce bias and strengthen the assessment. Outside readers complete a standardized reader rubric. 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.

Final analysis is tabulated with a rating of 0 through 5, indicated as follows:

0	1	2	3	4	5
Not acceptable with rewriting impermissible	Not acceptable with rewriting permitted	Acceptable with specific major changes (big-picture, cognitive, structural, procedural changes)	Acceptable with specific moderate changes (significant editorial and/or some big-picture changes)	Acceptable with specific minor changes (for example, primarily editorial)	Acceptable without change

Outside Reader Rubric Summary for 2015 D.Min. Graduates					
Participant	Rubric Average	Approval (0-5)	Project Strengths	Project Weaknesses	
1	3.50	4	Well-organized	<p>Writing style not academic (wordy, awkward, preachy at times, extreme adjectives)</p> <p>Lack of reasons for conclusions in places.</p>	

2	4.50	5	Well-organized Efficient research and writing Thorough and meticulous Solid grasp and presentation of material	Theological and practical are a difficult fit. Needs to rethink practical implications.
3	4.97	4.5	Good scholarship along with reliance on the moving of the Holy Spirit.	
4	5.00	5	Experience, passion, and national leadership experience of writer and successful local church planting. Proven.	
5	4.73	5	Quantity and quality of sources. Lit review – relevant, contemporary, insightful; handled some brilliant literature deftly. Communicated key ideas in accessible ways. Well-written, well-organized Project intervention well designed and implemented	Take implications further Quantitative analysis weakest part
6	4.94	5	Experience Command of the subject Well-written Practical information yet scholarly Evaluation instrument was strong Recommendations were valuable	
7	4.85	4	Project will enhance the field Provides solid recommendations	
8	5.00	4	Relevant, comprehensive, targeted for effectiveness and success	
9	4.20	4	Good integration between chapters 2 and 3 Engaging material	Definitions conflicted in places, causing confusion.
10	5.00	5	Relevant material Strong theological section	Lacked multicultural approach
11	4.41	4	Clear, relevant, insightful for ministry Thorough handling of key issues, broad range of authors Quantity of sources good Broke new ground, tested new relational model Good qualitative field study, good qualitative data. Appendices were excellent. Useful insights into debated topic.	Reproducibility for other contexts seems limited Could use primary material more Sample size a bit small Need means to quantify results
12	5.00	5	Intention and purpose are clear Work was focused Well-written, fluent style	
13	4.94	4	Well-written Thorough research Highly relevant	Breadth challenged depth One crucial source missing
14	5.00	4	Research well done Presentation and analysis of topic well done Recommendations well done Strong practicality/reproducibility of material	
15	4.82	4	Timely/relevant/useful topic	Chapter 2 - more examples of Needed greater diversity of participants
16	5.00	5	Thoroughness of project Solid biblical and extra-biblical material supports Provides many resources	Needed to point out danger of overly detailing one's struggles.
17	4.76	4	Clear purpose Clear implementation Successful accomplishment of goal Informative insights Multicultural applicability	More personal context information related to point of project would have been helpful
	Avg. 4.74	Avg. 4.44		

G. Syllabi Review

The D.Min. department reviewed all syllabi from core courses offered in 2015 in order to provide student learning data in relation to the program's learning outcomes. The syllabi review focused on the course (1) descriptions, (2) objectives and (3) assignments in order to determine alignment with the program's desired outcomes.

D.Min. Learning Outcomes

1. Grow in Spiritual Maturity

- Appreciate the historical and theological contributions of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality
- Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader
- Communicate the role of Spirit-empowered ministry for effective leadership
- Integrate Pentecostal spirituality into the practice of the leadership arts

2. Demonstrate Leadership Competency

- Integrate missional leadership into their ministries through strategically implementing purpose, vision, and values
- Acquire and effectively apply new knowledge and skills to the practice of ministry
- Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities
- Create an expanded awareness of the implications of globalization within the overall ministry of the Church

3. Exhibit Scholarly Integration

- Synthesize and integrate the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context
- Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry
- 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

- Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact
- Connect with resources for ongoing ministry enhancement

The following section provides the details of this core course syllabi analysis:

1. Core Course 1: PTH 901 Renewing the Spiritual Leader

a. Course Description

Developing into a leader worth following is considered in the context of self-leadership, other-leadership and Pentecostal spirituality. A critical appraisal of leadership models is presented as the class develops a synthetic model of Christian leadership considered from a Pentecostal perspective and based on foundations of personal development and integrity.

b. Course Objectives

This course equips the participant to:

- Perceive the impact of integrating Pentecostal spirituality into the leadership arts
- Assess leadership attributes in both self and others
- Compose a statement of personal values and vision
- Develop a consistent program of leadership self-development based on course materials
- Evaluate the interior life for signs of growth and health and intervene to correct deficiencies
- Explain both the history and current understanding of major leadership theories and models
- Maximize the course content to ensure an optimal D.Min. experience by receiving a basic orientation to the program

c. Course Assignments

(1) Pre-Session Requirements

Read: Read ALL of the following to total 1800 + pages

- Do all of the common *Required Reading* of 1035 pages.
- Read one book of your choice from the *Spiritual and Leadership Discovery* listing and complete testing and exercises related to that book.
- Read at least one book from each of the other three lists: the *Other-Leadership* list, the *Self-Leadership* list, and the *Leadership Spirituality* list with a total of at least 750 pages read from those lists combined.
- Submit a reading report on the first day of class indicating how much of the reading has been completed. Full credit requires all reading be complete.

Write: Prepare a 5-page paper synthesizing the 3-5 ideas from the readings that made the greatest impact on you and how those ideas apply to your ministry context and submit on first day of class. You will do an oral presentation of your paper in summary form during one of the class sessions. It is preferable to use Turabian 8th edition to footnote as well as the AGTS D.Min. paper template (available on the AGTS website under Doctor of Ministry resources).

Assess: Two-part Assignment

- **Spiritual Assessment and Analysis:** On the web go to the following site and take all or most of the tests: <http://assess-yourself.org>. Score your own tests and study the results.
- **Additional Assessment:** Go to one of the following nine websites. Choose at least one of these sites and take the spiritual assessment tests provide. You will incorporate these various findings in the second post-session writing project (What Is It Like to Be Led by Me?). Also include in that writing project the insight and information you received from the book you selected and the assessment(s) you completed in the Spiritual and Leadership Discovery section. Be prepared to discuss your learning in class. Bring along the results of your findings to the class as well.

(2) In-Session Requirements

Attend: Attend all class sessions and activities.

Active Contribution: Active contribution to the peer learning environment, including discussion, integration of pre-reading, and relationship-building.

Writing Workshop: Dr. Lois Olena will deliver a two-hour writing workshop during class time. This session will provide you with resources, tools, and instruction that will position you for success in writing your papers throughout your academic journey. Bring along a piece of your writing for this session.

(3) Post-Session Requirements

Personal Retreat: Prior to beginning the second post-session writing project, each participant is required to take an individual spiritual retreat of at least one day (24 hours) in length. The purpose of the retreat is prayer, Scripture study and meditation, journaling, and reflection on the participant's life and ministry. This is to be a time of disconnection from the outside world, offering God an opportunity to speak to us about our leadership and our lives. Reflections developed during the personal retreat should be integrated into the Writing Project.

Accountability Partner: All course participants are required to maintain or begin a rigorous and regular accountability relationship (outside of their home) in order to pass the course. This relationship may be either with a trusted individual or with a group. The existence and effectiveness of the relationship will be reported in the second post-session writing project.

Pentecostal Spirituality Paper: This 10-page paper should deal with the question of what it means to lead "Pentecostal-ly." That is, to what extent, if any, does Pentecostalism contribute uniquely to the leadership arts for individuals and organizations? For example, do we "make it happen" or "let it happen?" [I am *not* looking for a repetition of our class discussion, a defense of Pentecostal doctrines, a spiritual autobiography, or a sermon recitation

of Pentecostal virtues. Rather, write a thoughtful and practical treatment of how Pentecostalism influences the art of leading.]

Writing Analysis: To further aid you in developing your writing skills and to acquaint you with the expectations of writing at the doctoral level, you are required to submit your “Pentecostal Spirituality” post-session paper for editing, at our current D.Min. editors’ rate. The department’s chosen editor will provide helpful evaluation and feedback of value for your future writing. See Writing Process: Coaching and Editing below on page 6 for more details.

Leadership Development Paper: This 20-page paper deals with the question, “What is it like to be led by me?” Evaluate your life as a leader in terms of the following:

Part I. *Leadership and Spirituality Self-evaluation:*

- A. Identify your major leadership strengths and skills
- B. Identify your dominant leadership style(s)
- C. Evaluate your present influence and effectiveness with relevant groups as they relate to your styles and strengths/weaknesses.
- D. Report on your learning from the Personal Retreat, especially with regard to issues of character and spirituality.
- E. Report your learning from the surveys and assessments you took online. Include your thinking regarding your spiritual wholeness and state of your soul as evidenced through your reflection in class and from readings. Also include the insight you received from the book you selected on the Spiritual and Leadership Discovery list and the assessment you completed in reading that book.
- F. Draw conclusions in a summarizing section regarding your leadership and spirituality self-evaluation. Areas of desired growth should be clearly identified.

[Use evaluations done in readings, in class, as well as those done prior. However, be sure to interpret the findings; that is, don’t just report scores from various evaluations; tell me what they mean, why, and whether you agree with them.]

Part II. *Leadership Self-Development Plan:* Prepare a three-month self-development plan that includes the following:

- A. A Personal Vision (or Hearing) Statement (with explanation)
- B. A Personal Values Statement (with explanation)
- C. Detailed Growth Plan for Leadership Self-Development. This should be a clear, well-forged-out, and thoughtful plan for enhancing your leadership strengths and improving on weaknesses. It should relate directly to what you learned in Part I, especially each of your areas of desired growth. Identify the resources to be used to support your Growth Plan. Explain how you will measure and evaluate your progress.
- D. Report on the nature and effectiveness of your accountability relationships.

d. Department Review

- The objectives and learning assignments of core course 1 are specifically targeted to align with the D.Min. program's learning outcomes #1 and 4. The course also, however, clearly aligns with outcomes 2 and 3 as well.
- Learning Outcome #1 (spiritual maturity) is enhanced by cohort dynamic which cannot be quantified in the course syllabus (regular allowance for, and encouragement of gifts of the Spirit, built-in time of introspection, corporate two-hour prayer time on Friday, etc.)
- Learning Outcome #3 (scholarly integration) is enhanced by the inclusion of a two-hour technical writing clinic as well as use of an editor to screen all first papers (ensure necessary skills) and provide writing coaching if needed.
- Learning Outcome #4 (ministry networks) is enhanced by the value-added cohort dynamic which cannot be quantified in the course syllabus (i.e. corporate lunches, evening fellowship times, accountability partner, Facebook groups, etc.)

2. Core Course 2: PTH 902 Biblical Theology of Ministry

a. Course Description

This course gives special attention to developing the skills and methods of biblical theology for the study of scripture and equips the student to successfully complete the biblical-theological component of the DMIN Project. The course also explores the role of biblical-theological reflection in leadership, ministry development and preaching.

b. Course Objectives

Successful completion of this course equips the participant to:

- Define, explain, and utilize biblical theology as a method.
- Explain the structure of biblical theology.
- Explain and evaluate the major presuppositions of biblical theology.
- Explain and evaluate the Christ-centered framework for biblical theology.
- Incorporate insights from biblical theology into sermon content.
- Synthesize biblical teaching on a motif or type.
- Incorporate biblical-theological insights into the core values and development of ministries in the local church.
- Formulate core values for leadership and vision in the light of biblical-theological interpretation of the Scriptures.

c. Course Assignments

(1) Pre-Session Requirements

Read: Prior to coming to the course, participants should complete all required reading (minimum 2000 pages; see required reading list). The

purpose of the pre-session reading is to acquaint the participant with the major paradigms and motifs in biblical theology. Participants must complete the reading no later than the last day of the course.

Write: Write a 5-page critical reflection essay on the readings. Describe how various aspects of the reading can help you develop core commitments in your ministry. The essay should capture your overall response to the readings, highlighting 3 major concepts which had the greatest impact on your thinking. (The essay does not require a book-by-book discussion.) Due week of class.

(2) In-Session Requirements

Attest to Reading: Submit a statement of completion for the required reading to the professor by the last day of class. Partial credit will not be given.

Attend: Attend all class sessions and activities.

Active Contribution: Take an active role in classroom interaction. Contribute to the peer learning environment.

Share: Be prepared to provide a brief (3-5 minutes) oral summary of your reflections in class.

(3) Post-Session Requirements

Biblical Theological Research Project: Write a 30-35-page research paper constructing, explaining, and synthesizing the unfolding of a motif in the progress of revelation. (If this vocabulary usage is new to you, it will become familiar through the readings and course content on the first day of class.) The paper will draw on the readings, class sessions, and the participant's own research. The finished paper should reflect a high level of academic excellence in research, exegesis, and biblical-theological method.

d. Department Review

- The objectives and learning assignments of core course 2 are specifically targeted to align with the D.Min. program's learning outcome #3. The course also, however, clearly aligns with outcomes 1, 2 and 4 as well.
- Learning Outcome #3 (scholarly integration) is enhanced by the inclusion of a one-hour theological writing clinic, taught by the D.Min. Project Coordinator.
- Learning Outcome #1 (spiritual maturity) is enhanced by cohort dynamic which cannot be quantified in the course syllabus.
- Learning Outcome #4 (ministry networks) is enhanced by the value-added cohort dynamic which cannot be quantified in the course syllabus (i.e. corporate lunches, evening fellowship times, accountability partner, Facebook groups, etc.)

3. Core Course 3: PTH 911 Pentecostal Ministry in the 21st Century

a. Course Description

Pentecostalism has reached the centenary mark, an event that would have been unimaginable to its first generation. In many respects the movement has changed. Not surprisingly, Pentecostals face major challenges related to theological, spiritual and liturgical distinctives that once uniquely identified them. This course examines and evaluates dynamics of the early movement, the nature of the crucial changes that have occurred and what Pentecostalism may look like in its second century of existence.

b. Course Objectives

Successful completion of this course equips the participant to:

- Understand the key issues – past and present – that confront Pentecostal and Charismatic ministries
- Integrate his or her understanding of key biblical and historical insights on Pentecostal ministry
- Appreciate some of the thought leaders currently writing about Pentecostal issues
- Gain a deepened appreciation for the increasing cultural, economic and social complexities and responsibilities of Pentecostal leaders
- Reflect a maturing acceptance that change is expected and that effective leaders anticipate change and learn to rely on the work of the Holy Spirit to lead them, and their organizations, into new ways of doing ministry
- Gain confidence in their ability as Pentecostal leaders to lead their organizations into a healthy future
- Acquire greater appreciation for the unity-in-diversity of Pentecostal-Charismatic
- Apply past events to current and future contexts
- Engage in the personal integration of community spirituality, theological reflection and leadership obligations
- Capably instruct and mentor others using the insights gained from the reading and reflections, especially the articulation of whole-life discipleship
- Cast vision for being a 21st-century, globally focused Pentecostal leader

c. Course Assignments

(1) Pre-Session Requirements

Read: Participants will read a total of 2000 pages of reading. Prior to class, read the four pre-session required books from the textbook list above (1,200 pages). Participants are expected to have a working knowledge of each book read and be prepared to dialogue in a meaningful and competent way on each.

Reflect & Write: After reading and reflecting about the pre-session reading, participant will submit one 8-10 (2-3 pages per book, but sent as one work) page double-spaced, reading reflection with the following:

- An affirmation that the books have been read;
- A summary statement of the author's main idea(s);
- Two key ideas/insights from each book;
- The value of the book for current and future ministry.

Apply & Write: Participants will submit a 5-7-page double-spaced, paper that comments on two serious challenges and two significant opportunities in your current ministry. How do the course readings inform your responses to these situations?

Assess & Write: Participants will complete and offer a 1-2-page reflection upon the report generated by the whole-life perspective of the Discipleship Dynamics web-based assessment. We will discuss this in class.

(2) In-Session Requirements

Attend: Attendance at all class sessions and activities.

Active Contribution to the peer learning environment: It is expected that all participants will engage in collaborative learning with others by actively participating in all class activities and discussions, including live and videoconference guests giving their perspectives on the future. You may feel free to converse with the professor and fellow-students concerning ideas for your research paper.

(3) Post-Session Requirements

Read: Read the two post-session required books from the textbook list above (800 pages). Participants are expected to have a working knowledge of each book.

Reading Reflection: After reading and thinking about the post-session reading, participant will submit one 6-8 page, double-spaced, paper following the four points spelled out for the pre-session reading reflection paper (see above).

Theme Paper: Using the class texts and at least five additional bibliographical resources to compose a 15-20-page double-spaced, paper around the theme: "Looking Ahead: Pentecostal Leadership in the 21st Century—Toward Integration." Comment on your understanding of holistic Pentecostal ministry that considers the whole person, the church, and the broader community/nation. *You have great freedom and the aim is a useful work that will inform your ministry decisions.* Please consult the professor personally any time for assistance on shaping this work.

d. Department Review

- The objectives and learning assignments of core course 3 are specifically targeted to align with the D.Min. program's learning outcomes #2 and 3. The course also, however, clearly aligns with outcomes 1 and 4 as well.
- As stated above, learning outcome #1 (spiritual maturity) and #4 (ministry networks) are enhanced by the value-added cohort dynamic which cannot be quantified in the course syllabus.

4. Core Course 4: PTH 905 Leading Christian Organizations

a. Course Description

This course covers leadership of the contemporary church or ministry with special consideration given to the integration of biblical values, contemporary leadership theory, contemporary organizational theory and the participant's context of ministry.

b. Course Objectives

Successful completion of this course equips the participant to:

- Assess the value of contemporary organizational theories.
- Analyze the role of system thinking, team leadership, empowerment strategies, and learning organizational approaches to ministry.
- Perceive the importance of integrity and credibility in leadership and relationships.
- Improve their personal understanding and appreciation of team approaches to ministry.
- Develop specific organizational development skills and strategies.
- Compose a project that demonstrates integration of contemporary research findings and biblical understandings into their present context of ministry.

c. Course Assignments

(1) Pre-Session Requirements

Read: Complete 2000 pages of reading from the required reading list. This course has an extensive reading requirement. This is necessary to acquaint you with key issues in Organizational Leadership. You will be expected to arrive at class sessions prepared with: 1) a high level of understanding of the text books and their concepts, 2) well-developed ideas about how these text books and their concepts relate to Scripture and how concepts from these texts can and should be integrated into Church leadership, and 3) be able to dialogue in a meaningful and competent way on each

Write: Complete a 2-3-page typed report for each text which includes:
- What is the author's thesis?

- What two to four insights from the book will be the most helpful to you in your personal ministry? Why?
- What two to four insights from the book would be the most helpful in training church leaders? Why?
- On a scale of 1 (low) to 5 (high) – What is your assessment of the book as it related to leading Christian organizations? Who would you recommend it to?

(NOTE: This is not a summary of the textbook, but your higher level analysis and synthesis.) All Reading reports are due at the beginning of the first session.

(2) In-Session Requirements

Attend: Attend all class sessions and activities.

Active Contribution: Students are expected to engage in collaborative learning with other participants.

Read: During the week of class each participant will be expected to quickly read all of the *Leadership Development Resources Church Development Process Workbook I*.

(3) Post-Session Requirements

Research Paper: Write a 20-25-page paper identifying current research and business insights in one of the following areas:

- Leading cultural change
- Building teams and collaboration in an organization
- Systems-thinking applied to a church or organization
- Creating a missional organization for the 21st century

Research paper must include and demonstrate:

- Significant contemporary organizational leadership reading and research. Must demonstrate exposure to at least twelve significant additional sources not used in the class
- Analysis and synthesis of works cited
- Correlation of research and analysis with Scripture
- Significant recommendations and conclusions

Professional Project: Select and complete one of the following:

Applied Project: Write a 10-15-page paper "integrating" and "applying" concepts from the course and reading to your ministry situation in one of the following areas:

- Leading a church or ministry through a major "shift in culture"
- Leading a church or ministry through a major "change in strategy"
- Leading a church to apply "systems thinking" to their operation
- Leading a church or ministry to develop their core values/culture.

Applied Project must include and demonstrate:

- Significant contemporary organizational leadership reading and research. Must demonstrate exposure to at least five significant additional sources not used in the class
- Comprehensive analysis of your ministry/organization context
- Correlation of research and analysis with Scripture
- Significant conclusions and recommendations that are consistent with biblical truth, current research and contextual analysis

Training Project: Prepare a three to four hour training curriculum on one of the following:

- Development of “teamwork skills” for multiple staffs of mid to large churches
- Helping mid-level church/ministry leaders develop and implement a ministry strategy.
- Preparing pastors with “cultural change skills” needed to bring about significant change in a local church

Project should include:

- Complete and comprehensive leader notes
- Complete participant’s notes
- Copies of all handouts, visuals, etc.
- Clearly stated measurable outcomes for each session

d. Department Review

- The objectives and learning assignments of core course 4 are specifically targeted to align with the D.Min. program’s learning outcomes #2. The course also, however, clearly aligns with outcomes 1, 3 and 4 as well.
- As stated above, learning outcome #1 (spiritual maturity) and #4 (ministry networks) are enhanced by the value-added cohort model which cannot be quantified in the course syllabus.

5. Core Course 5: PTH 906 Project Design

a. Course Description

A course designed to prepare the participant for presentation of an acceptable project prospectus to the DMIN Project Committee. Components of a prospectus, research methodologies and writing strategies are explored and applied.

b. Course Objectives

Successful completion of this course equips the participant to:

- Differentiate the roles of the doctoral project team: participant, editor, biblical adviser, project adviser, project coordinator, D.Min. Critique team, and outside reader.

- Analyze the required components of the project prospectus and final project.
- Identify a ministry problem or opportunity.
- Synthesize foundational research themes that will be developed to address the project's problem or opportunity. The biblical-theological and general literature themes should reflect the participant's depth of theological and professional insights in relation to ministry.
- Gain confidence in planning the work and working the plan: taking a large task and breaking it down into doable components to strategize for success.
- Articulate a deepened appreciation for the myriad skills needed for completion of the project: personal leadership, time management, critical thinking, doctoral-level writing, working with teams, clear communication, enhanced technology, etc.
- Expect the empowerment of the Holy Spirit for the task ahead, carried out with character reflecting the fruit of the Spirit.
- Design a project implementation that will seek to provide the most effective solution to the project's ministry problem or opportunity.
- Compose a detailed Description of the Proposed Project, including the necessary components of the project's *Scope* and *Timetable* for completing all phases of the project.
- Devise an evaluative tool for assessing the project's implementation.
- Compile a bibliography of appropriate resources that will support the research component of the project.
- Create an approved written project prospectus.

c. Course Assignments

(1) Pre-Session Requirements

Read: Participants will complete the following reading in preparation for class:

- Read the reference textbooks as well as introductory Bible and Theology texts.
- Read the AGTS Project Handbook. Read this *carefully*. It will be your Guide for the next year-and-a-half.
- Begin reading reference works pertinent to your chosen topic. Though these are reference works rather than cover-to-cover required reading for the course, familiarity with content prior to class will assist you in the production of your project prospectus due the end of Project Design week.
- Familiarize Yourself with the D.Min. Participant Resources Web page. Make a list of any questions you have relative to the documents.
- Download the draft prospectus template and read the posted sample prospectuses.

Schedule your Project Design phone interview. This will be a time to discuss your project idea, discuss adviser choices, and help set you up for success in writing your draft prospectus.

Confer with biblical adviser and project advisers. This must be an individual with a terminal degree who has competency in your specific area of study. It must also be an individual accessible and available to you during your project phase. You may query that individual to determine his or her availability and willingness to assist; however, the D.Min. office will provide final approval of your project adviser the week of Project Design. As soon as you have someone in mind, contact me to discuss that choice. Also confer with me about a biblical adviser to advise you on chapter 2. Ideally, you should be able to confer with your potential adviser(s)—biblical and project advisers—before Project Design about your research themes.

Submit draft prospectus of the project that you envision. Follow the *AGTS D.Min. Project Design Handbook* sections on writing your prospectus to know how to include the required elements in your prospectus. This draft (at least five pages double-spaced plus the single-spaced bibliography) is due one month prior to class. When I receive your draft, I will send it to one of our approved D.Min. editors. He or she will make changes, then I will add my critique to that document and return it to you for pre-class changes. The editor will send you an invoice directly.

(2) In-Session Requirements

Attend: Active participation in all class sessions and activities is expected.

Prospectus Revision: Your prospectus will be revised throughout the week of Project Design. The more you have prepared prior to class, however, the less stressful the week will be as you ready your prospectus for its approval on the last day of class—and the more time you will have in the AGTS library to find additional suitable sources. By 3 PM Thursday of the week of class, you will submit your revised draft to me, and I will send it on to the respective members of the Critique Team who will review it on Thursday evening in preparation for our Friday critique team session.

Participate in Critique Team Session

(3) Post-Session Requirements

If any changes are needed to the prospectus, you will have two weeks to make those changes and re-submit the prospectus to the professor.

d. Department Review

- The objectives and learning assignments of the Project Design course are specifically targeted to align with the D.Min. program's learning outcomes #3 and 4.
- Depending on the focus of the participant's project, it will also tie in with outcomes #1 and 2.

VII. Findings (organized by learning outcomes)

A. Student Learning Outcome #1: Grow in Spiritual Maturity

- *Appreciate the historical and theological contributions of the Pentecostal-Charismatic tradition, leading to a growing personal spirituality*
- *Cultivate disciplines of self-leadership, which produce holistic health and integrity as a leader*
- *Communicate the role of Spirit-empowered ministry for effective leadership*
- *Integrate Pentecostal spirituality into the practice of the leadership arts*

1. Outcome #1 is successfully addressed as demonstrated by the students' overall average rating of 4.60 (out of 5) from all core course evaluations.

- In 2015, 88 participants in the core course phase completed course evaluations specifically designed to assess student learning outcomes.
- The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.

2. Outcome #1 is successfully addressed as demonstrated by Alumni Survey data.

- It is noteworthy that alumni gave the highest score to learning outcome #1, 4.63.
- Upon completion of their academic courses, and with time to step back and reflect, this was the outcome that alumni rated the highest.

3. Outcome #1 is successfully addressed as demonstrated by a review of core syllabi.

- The review of core course syllabi conducted for this self-study reflected that student learning outcome #1 is addressed in all core courses.
- Special emphasis is intentionally designed in core 1 and the Project Design course.

4. Outcome #1 is successfully addressed as demonstrated by Core 1 reflection papers.

- Core 1 is designed to target the participant's personal spiritual growth, with specific course assignments toward this end.
- A review of all core 1 papers (done by an AGTS assigned reading coach) confirmed that spiritual growth has occurred.
- An annual review of sample core 1 papers is able to confirm that this outcome is being met.

5. Outcome #1 is successfully addressed as demonstrated by participant and alumni publications.

- The department maintains an ongoing list of all participant and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
- The list regularly reflects learning outcome #1 integrated in the publications.

6. Outcome #1 is successfully addressed as demonstrated by a review of participants' professional projects.

- The D.Min. department maintains a listing of all participants' professional projects, reviewing them in terms of learning outcomes.
- The list regularly reflects learning outcome #1 integrated in the projects.

B. Student Learning Outcome #2: Demonstrate Leadership Competency

- *Integrate missional leadership into their ministries through strategically implementing purpose, vision, and values*
- *Acquire and effectively apply new knowledge and skills to the practice of ministry*
- *Develop leaders worth following – catalysts for transformation in individuals, organizations, and communities*
- *Create an expanded awareness of the implications of globalization within the overall ministry of the Church*

1. Outcome #2 is successfully addressed as demonstrated by the students' overall average rating of 4.64 (out of 5) from all core course evaluations.

- The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.

2. Outcome #2 is successfully addressed as demonstrated by Alumni Survey data.

- Upon completion of their academic courses, and with time to step back and reflect on the program, alumni gave outcome #2 a score of 4.49 (out of 5).

3. Outcome #2 is successfully addressed as demonstrated by a review of core syllabi.

- The review of core course syllabi conducted for this self-study reflected that this student learning outcome is addressed in all core courses.
- Special emphasis is intentionally designed in cores 3 and 4.

4. Outcome #2 is successfully addressed as demonstrated by Core 4 final projects.

- Core course #4 is designed to target the participant's leadership skills, and the course assignments reflect this appropriately.
- An annual review of sample core 4 papers is able to confirm that this outcome is being met.

5. Outcome #2 is successfully addressed as demonstrated by participant and alumni publications.

- The department maintains an ongoing list of all participant and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
- The list regularly reflects learning outcome #1 integrated in the publications.

6. Outcome #2 is successfully addressed as demonstrated by participants' professional projects, as reviewed by outside readers.

- Each year the department evaluates an outside reader's rubric for each graduate.
- 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. The 2015 graduate average was 4.44.

C. Student Learning Outcome #3: Exhibit Scholarly Integration

- *Synthesize and integrate the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context*
- *Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry*
- *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*

1. Outcome #3 is successfully addressed as demonstrated by the students' overall average rating of 4.68 (out of 5) from all core course evaluations.

- The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
- This is the highest scoring of all four learning outcomes, which should not be surprising in a doctoral program of study.

2. Outcome #3 is successfully addressed as demonstrated by Alumni Survey data.

- Upon completion of their academic program, and with time to step back and reflect on the program, alumni gave outcome #3 a score of 4.62 (out of 5).

3. Outcome #3 is successfully addressed as demonstrated by a review of core syllabi.

- The review of core course syllabi conducted for this self-study reflected that this student learning outcome is addressed in all core courses.
- Special emphasis is intentionally designed in cores 2, 3 and Project Design.

4. Outcome #3 is successfully addressed as demonstrated by Core 2 research papers.

- Core course #2 is designed to target the participant's biblical-theological competency, integrated within their ministry context.
- An annual review of sample core 2 papers confirms that this outcome is being met.

5. Outcome #3 is successfully addressed as demonstrated by participants' professional projects, as reviewed and verified by outside readers.

- 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. The 2015 graduate average was 4.44.

6. Outcome #3 is successfully addressed as demonstrated by the report of the outside editor (required in core 1).

- Every participant is required to send his or her core 1 paper to an approved 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.

D. Student Learning Outcome #4: Utilize Ministry Networks

- *Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact*
 - *Connect with resources for ongoing ministry enhancement*
- 1. Outcome #4 is successfully addressed as demonstrated by the students' overall average rating of 4.65 (out of 5) from all core course evaluations.**
 - The course evaluation data and narrative responses suggest that, on average, students were very satisfied that this learning outcome was met.
 - 2. Outcome #4 is successfully addressed as demonstrated by Alumni Survey data.**
 - Upon completion of their academic courses, and with time to step back and reflect on the program, alumni gave outcome #4 a score of 4.33 (out of 5).
 - This was the lowest composite score for all learning outcomes.
 - 3. Outcome #4 is successfully addressed as demonstrated by a review of core syllabi.**
 - The review of core course syllabi conducted for this self-study reflected that this student learning outcome is addressed in all core courses.
 - Special emphasis is intentionally designed in core 1 and Project Design.
 - 4. Outcome #4 is successfully addressed as demonstrated by Core 1 reflection papers.**
 - In core 1, each participant is required to meet with others for accountability and include this in their reflection paper.
 - A review of all core 1 papers (done by an AGTS assigned reading coach) was able to confirm that this networking occurred.
 - An annual review of sample core 1 papers is further able to confirm that this outcome is being met.
 - 5. Outcome #4 is successfully addressed as demonstrated by participant and alumni publications.**
 - The department maintains an ongoing list of all participant and alumni professional publications, reviewing them in terms of learning outcomes reflected in the writing.
 - The list regularly reflects learning outcome #4 integrated in the publications.
 - 6. Outcome #4 is being strategically addressed by the D.Min. efforts.**
 - The cohort-based educational model contributes significantly to the overall educational experience, especially outcome #4.
 - Opportunities for building enriching relational networks are built into the fabric of the program (evening fellowship in homes, group lunches, common break times), the program design is intentional to nurture healthy networking.
 - While the program is large, our class size remains small. With an average class size of eleven students, it is large enough to facilitate healthy and diverse interaction among participants, yet small enough to be personal, allowing for one-on-one with professor and participants alike.

E. General Overall Findings

Overall findings indicate that the D.Min. program is experiencing success at fulfilling its mission.

- **High Enrollment Rate.** AGTS is a leader in enrollment in ATS's advanced ministerial leadership (D.Min.) category. The D.Min. is the largest degree program at AGTS, and one of the largest ATS D.Min. programs in the nation.

Headcount	
<u>AGTS</u>	<u>ATS Peer Schools (average)</u>
138	85

- **High Retention Rate.** The program enjoys an 87% retention/completion rate. (The national doctoral ABD average hovers around 50%).
- **High Customer Satisfaction.** One tangible way to ascertain customer satisfaction is participant willingness to refer friends, family, and colleagues to the program. Sixty percent of the incoming D.Min. class for Fall 2015 were referred to the program by current participants and alumni.
- **Adult-Learner Oriented.** The culture is relational, with high priority placed on unparalleled customer service and program customization. While providing participants with such an individualized approach takes extra time and energy, it makes the difference for busy professional who have many options. These professionals could vote with their feet and go elsewhere, if they did not feel they were getting what the program promised.

VIII. Recommendations based on findings

A. Curricular Recommendations

1. **Evaluate program length.** As noted above, several peer institutions have increased the length of their D.Min. programs from the industry standard of 30-hours. (This is possibly partially market-driven, as schools scramble for ways to bring in additional revenue.) Whatever the reason, it give the department reason to evaluate the composition of the program. We are currently in the bottom third, as far as number of hours required. While we want to retain a competitive edge, we also want to be taken seriously by the industry—being seen on par with the best programs.
2. **Capitalize on our areas of curricular distinctiveness and strength.**
 - **Proven track record as a Pentecostal program.** AGTS is one of a handful of ATS accredited Pentecostal institutions offering a D.Min. degree, and the only one with decades-long track record. While the other programs are still new, we need to take advantage of our role in the marketplace. We have strength and diversity of study options to present to our constituency. AGTS has twenty years of experience from which to draw, providing us with a distinct advantage when it comes to resourcing and serving our participants well.

- **Women in Leadership Track.** Currently, we are the only peer comparison school with a track in Women in Leadership. This addresses a clear need in our Movement.
3. **Study and propose future niche tracks of study.** Using market analysis, educational trends, and research put forth by ATS, the department must determine new areas of study to develop. For example, market research conducted by the Association of Theological Schools (ATS) in the past year reveals two growing edges in theological education: Hispanics, Blacks, and those 50 and older. Only one peer program had a track in Latino ministry. In light of the fact that this is a growing edge for ATS enrollment as well as the Assemblies of God, this is likely a good area to cultivate. Other specialized track ideas include: Community Transformation (Business as Mission), Spiritual Formation, and Church Planting
 4. **Study and propose new curriculum based on partnership potential with Evangel University.** As we move into the future, new opportunities for cross-pollination in programs (degrees that integrate liberal arts with ministry preparation) will continue to present themselves. For example, AGTS can partner with the Business Department to offer a Doctor of Strategic Leadership, or advanced degrees in Business as Mission. These require exploration.
 5. **Study future trends in ministerial leadership and adjust curriculum accordingly.** We must capitalize on the current interest in professional degrees to leverage the D.Min. curriculum, which is heavily focused on Practical Theology. We need to anticipate what tomorrow's leaders will need, then design curriculum that will equip ministers with the necessary competencies, passions, and skills.

B. Programmatic Recommendations

1. **Continue to differentiate our program from the competition.** In light of the decline in AG adherents combined with the increased competition of three new D.Min. programs in sister schools, we must continue to refine who we are as a program, and what we are best suited to offer our constituency. An article in the *Chronicle of Higher Education* (October 17, 2014), highlighted that growing programs have three elements in common: (1) they know who they serve; (2) they develop attractive, relevant niche market programs; and (3) they market themselves well. This is where we must continue to place our focus.
2. **Update old physical resources.** There is a great need to upgrade the equipment in the three primary D.Min. classrooms (tables with outlets, chairs, etc.).
3. **Maximize strategic marketing windows:**
 - **We are the only AG institution with an ATS accredited D.Min.** Three Assemblies of God schools have begun D.Min. programs, but none are accredited by the

Association of Theological Schools (ATS). This is a distinct advantage for us, especially in terms of recruiting military chaplains into the D.Min. program.

- **Military chaplains.** The AGTS D.Min. program is one of only five D.Min. programs approved by the United States Army as an official partner school. Military Chaplains are able to incorporate their advanced military training as part of their D.Min. coursework. This is clearly “low-hanging fruit.”

4. Address Paper Feedback and Turn-around time.

A recurring theme in student feedback pertains to the time it takes (a few) teachers to turn-around graded papers and to provide quality feedback on those papers. While we have a policy requiring a 60-day turn-around time, we find that some professors do not meet this.

5. Study ways to promote the professional development of the D.Min. leadership team.

Current fiscal realities necessitate creativity when it comes to accomplishing this.

6. Facilitate increased alumni networking. As typical in-service adult learners, D.Min. participants remain in their full-time ministry context throughout the duration of the program. Since their primary priority is not being a full-time student, some may not feel as immersed in the seminary community in the same manner as resident students. This tendency only increases upon graduation. To this end, the department must be proactive to create a sense of relational networking with participants and alumni. Toward this end, over the past three years we have increased our efforts in several areas including developing Facebook chat groups, sending personal notecards, inviting alumni to assist current participants, etc. We encourage alumni to take advantage of one free audit course per year, in order to keep them engaged in life-long learning and networking with other like-minded ministers. We must continue to be diligent in these matters.

7. Continue to address technological challenges. A recurring theme from this study was the challenges faced by students and staff when dealing with the consolidation realities of merging two different systems. We have worked through many of these issues but must continue to create a use-friendly and streamlined process for our participants. Course registration and adjunct faculty use of Course Commons/CAMS continue to be two areas of immediate concern.

IX. Action items with timelines

A. Curricular Action Items

- 1. Finalize findings from the D.Min. Advisory Committee Survey.**
 - Complete survey tabulations by September 31, 2015.
 - Present report to the D.Min. Committee in their October 2016 meeting.

- 2. Develop a Chaplaincy Track for Fall 2017.**
 - Meet with Chaplain Scott McChrystal in the spring 2017 in order to brainstorm a marketable track to serve military chaplains.
 - While designed with chaplains in mind, classes should be designed to run concurrently with general electives, so that all students could potentially opt to take a given class, making it more cost effective.
 - Send a representative to Fort Jackson Chaplains training school, November 2017.

- 3. Finalize a new Women in Leadership cohort for Spring 2018.**
 - Promotional materials should be in place by General Council, August 2017.

- 4. Conduct an investigation regarding potential new specialty tracks.**
 - Prime possibilities include: Latino cohort and partnership with Evangel.
 - Discuss with D.Min. Team at a team meeting in January 2017.
 - Make a proposal to the D.Min. Committee by their February 2017 meeting.
 - Target 2017/18 start date

- 5. Conduct an investigation regarding increasing program length.**
 - Discuss with D.Min. Team at a team meeting in February 2017.
 - Make a proposal to the D.Min. Committee by their March 2017 meeting.

B. Programmatic Action Items

- 1. Update Physical Resources: Chairs**
 - Solicit funds to get new chairs by the fall 2015/16 academic year.

- 2. Update Physical Resources: Tables/Outlets**
 - Solicit funds to get new tables with outlets by the fall 2016/17.

- 3. Work with Faculty to Address Paper Feedback and Turn-around time.**
 - Meet with the two professors for whom this is a recurring issue (Fall 2016).
 - If the problem cannot be resolved, we will need to consider paying them once grades are submitted, rather than upon completion of teaching the one-week module.

4. Study ways to promote the professional development of the D.Min. leadership team.

- Determine at least one thing the department can do for each team member in the coming year to facilitate their ongoing professional development.
- Plan should be devised in time for inclusion in the 2016/17 budget.
- Current fiscal realities necessitate creativity when it comes to accomplishing this.

5. Facilitate increased alumni networking.

- The department must continue to be proactive to create a sense of relational networking with participants and alumni.
- Assign Lois Olena to develop a social media strategy for 2017.
- Assign Ava Oleson to develop a marketing means to encourage alumni to take an annual free audit in 2017.

6. Continue to address technological challenges.

- Determine a solution to the problems arising from D.Min. adjunct professors not being within the Course Commons system.
- Have Geneva Heiskell address this with IT (and the Registrar's Office) during Fall 2016.