

ASSESSMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

2015 Program Review
for the
AGTS Practical Theology Department (PTH)

Master of Pastoral Leadership

I. Program Mission

- a. AGTS PTH is committed to the providing the learning experiences necessary to equip and empower students in its course offerings to become servant leaders with the knowledge, skills, and passion to revitalize the church and evangelize the world in the power of the Holy Spirit.

It attempts to fulfill this mission by creating a core of practical theology courses that are:

- firmly embedded in the bedrock of Holy Scripture to insure that all ministry practice is grounded in biblical revelation
- guided by a Pentecostal hermeneutic that seeks to discern the person, the presence and the work of the Holy Spirit as the primary empowerment for all ministry praxis
- based on a holistic understanding of the *Missio Dei* and its implications for directing the activities and services of all Christian ministers
- focused on enhancing the leadership capacities and skills that will enable the students to fulfill their God-given calling
- committed to identifying and implementing ministry praxes that are culturally relevant

II. Program Learning Outcomes and Goals/Objectives

- a. The following tables provide the learning outcomes and goals/objectives for the MPL program:

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

		papers to assess student learning.	samples of student work to maintain consistency.		
Ministry action plans	1) Leadership 2) Communication 3) Mission	Throughout the courses scheduled each semester that use ministry action plans to assess student learning	Use of ministry action plan rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department

Upon completion of the program students will:

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

III. Program Capacity and Description

a. Faculty

- There were 8 regular faculty members and 2 adjunct faculty members who taught one or more courses in the PTH degree programs in the 2015 calendar year.
 - Regular Faculty
 1. Mark A. Hausfeld, D.Min.
 2. Johan H. Mostert, D.Phil.
 3. Douglas Oss, Ph.D.
 4. DeLonn L. Rance, Ph.D.
 5. Valerie Rance, Ph.D. (cand.)
 6. Charles E. Self, Ph.D.
 7. Jay P. Taylor, D.Min.
 8. Randy C. Walls, D.Min.
 - Adjunct Faculty
 1. Marilyn Abplanalp, Ph.D.
 2. Mark Kelton, Ed.D.

b. Students

- There were a total of 4 students taking one or more courses in the MPL degree program.
 1. 3 male
 2. 1 female

c. Degrees conferred

- None of the 4 students enrolled in the MPL degree program graduated in the Spring 2015 graduating class.

d. Enrollment history (average class size)

- Six distinct courses were offered in the MPL degree program.

- Master of Pastoral Leadership, average enrollment per course - <4.
NOTE: Total enrollments in these 6 courses exceeded the numbers listed below. Students in other degree programs used these courses for electives credits or as degree program course substitutions.

Course #	Students	Course #	Students
PTH 513	4	PTH 517	4
PTH 514	4	PTH 521	3
PTH 516	3	PTH 522	4

e. Program maps (2-year course rotations)

- Master of Pastoral Leadership (2 year degree program – 48 credit hours)
NOTE: Students who do not qualify for the advanced standing credits in the Bible/Theology* Foundations Core Curriculum (12 credit hours) may complete any or all of these courses within the two year window that the seated courses are presented. All of these Core courses may be taken fully online. Any student may also choose to complete the remaining courses in this Core after they have completed the courses in the two-year seated delivery system noted below.

Semester	Year One		Year Two	
Fall	PTH 514	PTH 517	PTH 511	PTH 556BIB
Spring	PTH 513	PTH 522	PTH 650	PTH 515
Summer	PTH 516	PHT 521	PTH 512	PTH 622
Bib/Theo Core	BNT 530*	BOT 530*	BIB 532*	THE 531*

f. Curriculum maps (courses where learning outcomes are met)

- Master of Pastoral Leadership (See Section II.a. above for the learning outcomes of the MPL program)

Course	SLO	Course	SLO
BIB 532	N/A	PTH 515	1a, 2b, 2c, 3a
BOT 530	N/A	PTH 516	1a, 1c, 2b, 3a, 3b, 3c
BNT 530	N/A	PTH 517	1a, 1c, 2b, 3a, 3b, 3c
THE Elective	N/A	PTH 521	1a, 1b, 2b, 2c, 3a
PTH 511	1a, 1c, 3a, 3b, 3c	PTH 522	1a, 3a, 3c
PTH 512	1a, 1b, 2c, 3a, 3b, 3c	PTH 556	1a, 1c, 2b, 2c, 3a, 3b
PTH 513	1a, 2a, 2b, 3b	PTH 622	1a, 2a, 2b, 2c, 3a, 3b
PTH 514	1a, 2a, 2b, 3b	PTH 650	1a, 1b, 1c, 2c, 3a, 3b

g. Advising

- All AGTS students are assigned an academic advisor from the regular faculty corps as per the AGTS Faculty Handbook, Section 5.3. While students are responsible to monitor their own degree programs in order to insure that they select the appropriate courses for degree completion, all course registration requests must be approved by their faculty advisors. The course registration process is done within an online registration portal that automates the communication between each student and her/his faculty advisor. Additionally, the Registrar's office provides an additional advising back-up resource in the academic registration process to insure that students are meeting their degree program course

requirements. Additional administrative support staff in the Dean's Office and in the Student Life Department may also assist students with informal academic advising.

h. Facilities, labs, computers, library, other resources (inventory)

- Classrooms
 - Traditional lecture-hall classrooms
 1. There are two lecture-hall rooms with a seating capacity of 65 students.
 - Adult-learner conference classrooms
 1. There five classrooms with an adult-learner seating arrangement around a conference table each of which seats up to 18 students.
- Computers
 1. 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.
- Library
 - 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.
- Student Lounge (approximately 30 x 48 feet)
 - Furnishings
 1. Two leather couches
 2. Two leather love seats
 3. Four leather chairs
 4. Four dining/study tables w/ four chairs per table
 5. High top counter w/ four bar stools
 - Kitchen
 1. Two refrigerators
 2. Two coffeemakers
 3. One dishwasher
 4. One micro-wave oven
 5. One stove w/ oven

- 6. One double basin sink
- 7. Ten storage cabinets
- Vending Machines
 - 1. One for soft drinks
 - 2. One for snack foods
- i. Curriculum comparisons (benchmark institutions)

Master of Pastoral Leadership – 48 credit-hours; 12 credits in Bible/Theology, 36 credits in Practical Theology

NOTE: This degree falls within the professional MA category, which typically includes all two-year seminary graduate programs oriented toward an aspect of ministerial training. The degree titles of these professional MA programs greatly vary, so finding an exact name equivalence to the MPL is difficult.

- Anderson School of Theology – 48 credit-hours
 - 1. 30 credits in Bible/Theology
 - 2. 18 credits in Practical Theology
- Ashland Theological Seminary – 55 credit-hours
 - 1. 24 credits in Bible/Theology
 - 2. 25 credits in Practical Theology
 - 3. 6 credits of General Electives
- Bethel Seminary – 51 credit-hours
 - 1. 24 credits in Bible/Theology
 - 2. 15 credits in Practical Theology
 - 3. 12 credits of General Electives
- North Park Theological Seminary – 36 credit-hours
 - 1. 12 credits in Bible/Theology
 - 2. 6 credits in Practical Theology
 - 3. 18 credits of General Electives
- George W. Truett Theological Seminary – 60 credit-hours
 - 1. 36 credits in Bible/Theology
 - 2. 15 credits in Practical Theology
 - 3. 9 credits of General Electives
- j. Locations, sites, and modes of program delivery
 - The MPL degree program is offered through a hybrid delivery system which combines face-to-face (seated) learning and online learning each semester. Students attend a one-week module at or near the beginning of each semester in which they interface their course instructors and each other in a teaching and learning community. The remainder of the semester is managed through the Course Commons, Evangel University's Learning Management System (powered by Canvas), through which teachers and students interact on additional course materials and content not explicitly covered in the seated learning experience.

IV. Strengths, Weaknesses, Opportunities, Threats analysis

a. Strengths

- 48 credit hour curriculum focused on a non-residential student population that enables part-time students (6 credits per semester) to complete the program in just under three years.
- Curriculum heavily focused on Practical Theology courses to help equip students with better ministerial competencies, passions, and skills.
- Hybrid delivery system of face-to-face and online learning each semester that enables students in ministerial service to stay in this service and complete a graduate degree program without having to relocate to the Springfield residential campus.
- Advanced standing status of up to 12 credit hours based on the completion of an undergraduate program in religion within eight years of the students' admission to the MPL program. If students receive all 12 credit hours of advanced standing in the program, they can easily complete the program in two years.
- Provides a good on-ramp for students wishing to pursue MDiv Equivalence for admission into a Doctor of Ministry degree program.

b. Weaknesses

- The MPL degree is grounded in a strong curriculum in Practical Theology. While the program attempts to integrate biblical interpretation and theological reflection into the coursework, students still lack some degree of graduate level competency in these two areas.
- As a two-year professional MA, the program may not prepare students to enter doctoral studies without additional coursework needed to meet doctoral studies admission standards.

c. Opportunities

- As a two-year degree program, the MPL aligns itself with the current trends in educational preferences for people seeking graduate level seminary studies.
- The blending of seated and online learning within the program offers an excellent learning experience for non-residential students.

d. Threats

- Most of the colleges and universities within the Association of Assemblies of God Higher Education (AAGHE) offer a professional masters degree program in religion with a lower number of credit hours than the MACM degree program.
- The tuition per credit hour for these AAGHE school professional masters is also lower than AGTS.

V. Peer Institutions/Benchmarking

- a. As noted above in the curriculum comparison Section III.i., the following institutions were selected by the PTH Department as good peer institution/benchmark education examples for the AGTS MPL degree program. The primary reason for choosing these five schools has to do with their embedded status within a University education context just as AGTS is embedded in Evangel University:

- Anderson School of Theology at Anderson University in Anderson, Indiana
- Ashland Theological Seminary at Ashland University in Ashland, Ohio

- Bethel Seminary at Bethel University in St. Paul, Minnesota
 - North Park Theological Seminary at North Park University in Chicago, Illinois
 - George W. Truett Theological Seminary at Baylor University in Waco, Texas
- b. The following narrative will provide a more detailed perspective on the MA professional degrees of these peer institutions in order to compare and contrast the content and quality of the AGTS PTH degree programs.

- Anderson School of Theology

As noted above in Section III.i., Anderson has a 48 credit-hour professional masters program with 30 credits in Bible/Theology, 18 credits in Practical Theology, and no electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 church history course
 - 1 denominational history/polity course
 - 1 intercultural studies course
 - 2 OT literature courses
 - 2 NT literature courses
 - 2 systematic theology courses
 - 2 ethics courses
2. Practical Theology
 - 2 preaching courses
 - 1 Christian education course
 - 2 field education courses
3. Electives
 - No electives courses offered

Graduates (2010 to 2014): 54 students

- Ashland Theological Seminary

As noted above in Section III.i., Ashland has a 55 credit-hour professional masters program with 24 credits in Bible/Theology, 25 credits in Practical Theology, and 6 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 NT literature course
 - 2 OT literature courses
 - 1 biblical studies course
 - 1 systematic theology course
 - 1 church history course
 - 1 ethics course
 - 1 intercultural studies course
2. Practical Theology
 - 2 spiritual formation courses
 - 1 pastoral care course
 - 1 leadership course
 - 1 church worship course

- 1 Christian education course
- 1 preaching course
- 1 evangelism course
- 4 field education courses

3. Electives

- 2 general electives courses

Graduates (2010 to 2014): 29 students

- Bethel Seminary

As noted above in Section III.i., Bethel has a 51 credit-hour professional masters program with 24 credits in Bible/Theology, 15 credits in Practical Theology, and 12 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology

- 1 hermeneutics course
- 3 bible literature courses
- 2 systematic theology courses
- 1 ethics course
- 1 church history course

2. Practical Theology

- 1 preaching course
- 1 missions course
- 1 leadership courses
- 1 spiritual formation courses
- 2 field education courses

3. Electives

- 4 general electives courses

Graduates (2010 to 2014): 38 students

- North Park Theological Seminary

As noted above in Section III.i., North Park has a 36 credit-hour professional masters program with 12 credits in Bible/Theology, 6 credits in Practical Theology, and 18 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology

- 2 biblical literature courses
- 1 systematic theology courses
- 1 church history course

2. Practical Theology

- 1 spiritual formation courses
- 1 leadership course

3. Electives

- 4 ministry electives courses
- 2 general electives courses

Graduates (2010 to 2014): 60 students

- George W. Truett Theological Seminary

As noted above in Section III.i., Truett has a 60 credit-hour professional masters degree program with 36 credits, 15 credits in Practical Theology, and 9 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 5 biblical literature courses
 - 5 systematic theology courses
 - 1 church polity course
 - 1 church history course
2. Practical Theology
 - 1 preaching course
 - 1 leadership course
 - 1 missions course
 - 2 field education courses
3. Electives
 - 3 general electives courses

Graduates (2010 to 2014): 50 students

2. Compare/contrast evaluation of AGTS degree programs with peer institutions

As noted above in Section III.i., AGTS the MPL is a 48 credit-hour program with 12 credits in Bible/Theology, 36 credits in Practical Theology and no electives courses. These degree credit hours are comprised by the following:

1. Bible/Theology
 - 1 hermeneutics course
 - 1 NT literature course
 - 1 OT literature course
 - 1 systematic theology course
2. Practical Theology
 - 4 leadership courses
 - 4 missions courses
 - 3 preaching/communications courses
 - 1 field education course
3. Electives
 - No electives courses

Graduates: none to date

- Comparative evaluation

1. The Bible/Theology core of the AGTS MPL degree demonstrates a relatively common curriculum with the peer institutions. There are a few distinctions in this core curriculum:
 - Three of the five peer institutions offer at least two times the number of credits in this curriculum core. A fourth peer institution offers 60% more credit hours in this core component. Only one of the five has fewer hours.
 - There is some degree of similarity between the types of courses offered by the peer institutions in relation to AGTS. Courses in biblical

interpretation, biblical literature, and systematic theology are common to all of them.

- All of the peer institutions require a church history and/or an ethics course in distinction to the AGTS requirements.
2. The Practical Theology core of the AGTS MPL degree also demonstrates a relatively common curriculum with the peer institutions. There are a few distinctions in this core curriculum:
 - The MPL program, with its 36 credits of specialized practical theology, is larger than any of the five.
 - While AGTS offers preaching, spiritual formation, leadership, and field education courses its curriculum as do most of the five peer institutions, distinct course offerings among the peer institutions include, Christian education, worship, and pastoral care. Of note, AGTS embeds these components in its leadership courses.
 3. The MPL has a set of specialized course in its practical theology core that mandate the need to eliminate electives credits.

VI. Assessment Procedures

a. Students

- Students enrolled in the MPL programs 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 courses offered in these three degree programs in the 2015 calendar year:

Spring 2015	Summer 2015	Fall 2015
PTH 513 – no data	PTH 516 – no data	PTH 514 – no data
PTH 522 – no data	PTH 521 – no data	PTH 517 – no data

- ii. The evaluation form uses a 5-point Likert scale assessment on the following statements:
 - #1 Course requirements were adequately explained.
 - #2 Completion of course requirements enabled students to achieve course objectives.
 - #3 Course requirements provided adequate assessment of student learning.
 - #4 Required readings contributed to student understanding of the subject.
 - #5 The instructor demonstrated adequate expertise in this subject.
 - #6 Class lectures were clearly and effectively communicated.
 - #7 Class lectures were clearly and effectively communicated.
 - #8 Teaching methods engaged the students in critical reflection and dialogue.
 - #9 The course provided learning opportunities relevant to the student’s current/future field of ministry. The instructor was accessible when needed; e.g. responsive to questions; available for appointments.
 - #10 The instructor provided timely/ useful feedback to the student.
 - #11 The instructor was well prepared for class sessions.
 - #12 The time and energy spent in the course were worth the effort.
- iii. The evaluation form also has a short answer narrative section on the following statements:
 - #1 The professor asked students to fill out a form offering a mid-semester evaluation of the course. (Yes or No).
 - #2 The greatest strengths of the instructor are:

- #3 The instructor's teaching could be improved by:
 - #4 The main value of this course to me is:
 - #5 How did the Holy Spirit impact your life through this course?
 - #6 Other: Please feel free to comment on any other issue(s) of importance to you.
- iv. For the Likert scale assessments, students submitted an overall average rating for these courses as follows:
No data was collated from the students. This is due to failure on the students' part to complete the electronic assessment and on the professors' part for not more appropriately highlighting it.
- b. Alumni surveys
- No graduates to date in the MPL program
- c. Graduate statistics
- No graduates to date in the MPL program.
- d. Curriculum advisory committee
- In order to get program review feedback by a variety of leaders in pastoral education and vocational ministry, the following people were asked to serve on the PTH degree program's curriculum advisory committee:
 - Dr. James Bradford, General Secretary of the General Council of the Assemblies of God, U.S.A.
 - Drs. Wayne & Sherry Lee, founders of Church Life Resources, LLC, a church consulting ministry.
 - Dr. Jared Stoner, Pastor of West County Assembly of God in Chesterfield, Missouri.
 - Each of these three people were sent a copy of the curriculum of the MPL degree program; along with the catalog descriptions of each course and the program objectives. They were asked to review these documents with a view toward identifying the strengths and/or weaknesses that they see in the degree programs based on their perspective of how students might/should attain the learning objectives for each program. The following narrative provides the feedback received from each of the three:
 - Dr. James Bradford:

It was my privilege to serve in an advisory capacity for assessing program curriculum and learning outcomes for the Practical Theology Academic Department (PTH) at the Assemblies of God Theological Seminary.

PTH oversees the Master of Pastoral Leadership (MPL) degree program. The documents provided to me included program curricula, course descriptions, and expected learning outcomes for each of these degrees. My own background includes 30 years of lead pastor experience in the local church followed by my present role as general secretary of the General Council of the Assemblies of God in which I oversee the credentialing of new ministers.

I found the learning outcomes to be clear, specific and applicable. The focus on the integration of practical ministry skills with personal and theological formation at a level appropriate to the purpose of each degree was

especially intentional and impressive. These outcomes demonstrably anchor the structure and assessment criteria of each of the degree programs.

The assessment grid was also clear, comprehensive and properly aligned with the defined learning outcomes. Whether they were summative projects, research papers, course exams, student sermons, course discussions, reflection papers or ministry action plans, the assessment tools were clear and correlated in each case with minimum performance standards for the student. The course descriptions were also consistent with the expected types of learning outcome assessments.

I saw no conflicts, gaps or inconsistencies between the course descriptions, learning outcomes, assessment tools or performance criteria.

- Drs. Wayne & Sherry Lee

The Lees were not able to provide the requested input in time for this report to be finalized. If they do so after the fact, their evaluations will be consolidated into the program review materials as part of the historical data.

- Dr. Jared Stoner

The Master of Pastoral Leadership (MPL) offers students who are currently active in vocational ministry the opportunity to reflect on their understanding of the core disciplines of pastoral leadership—leadership, communication, and mission. Of equal value is the opportunity they have to hone their practice of those disciplines and implement new methods of ministry while receiving feedback from instructors who understand the challenges they face.

I am heartened to see that congregational care is part of the teaching on leadership; caring for God's people, particularly in times of crisis, is often overlooked in church ministry. I am also encouraged to see that discipleship falls under mission, where I think it belongs. Some would argue that discipleship is the mission (Matthew 28:19-20). Even without going that far, responsibility for the mission of God is certainly a part of a fully-formed disciple.

Without knowing the content of each class, it would be my hope that one of the classes would touch on leadership as it relates to working with a board and understanding the importance of a church's constitution and bylaws. Providing visionary and transformational leadership takes place in the context of other leaders and understanding how to lead in that context can be challenging if the pastor gets too far ahead of other leaders, or excludes them from the process altogether. Of course, the pastor must also be true to how God is leading them in leading the church.

Likewise, a church's constitution and bylaws place an important role in understanding who is responsible for what. If such clarity is not present, then it is often helpful to clarify roles and responsibilities and include them so that when questions arise there is an orderly way of answering those questions. Those issue might be addressed in one of the courses, but if not, I think students would be well served by even a short discussion.

If it is not included in another class, it might be worth including a short segment on legal issues in ministry. The church faces more and more legal challenges and the way a minister conducts their ministry largely determines the church's exposure in the case of a lawsuit. While not every issue could be addressed, some training on church and law would be helpful, although I do not see a natural place for it in the MPL degree program.

All in all, the MPL looks like an incredibly helpful degree for those pursuing a life in vocational ministry. I can think immediately of how my own ministry would have been better served by working through these issues and classes at an earlier stage of my life.

- e. Capstone research projects and papers, simulations, theses, dissertations, etc.)
 - The capstone research project for the MPL is embedded in the course PTH/MCC 556 Field Education Research Project (FERP). The following information provides the specific requirements for each degree program:
 - The FERP is a three credit-hour applied research course that requires each student to do research in biblical/theological literature and in professional literature related to the project topic of their choice. Students then apply this research into a ministry context in which they are embedded.
 - Students in the MPL degree program must write between 30 and 50 pages of narrative, excluding front matter, bibliography, and appendices, that demonstrates their grasp of the critical research and application issues for their project topics.
 1. The project consists of three discreet sections, with an introduction that proposes the topic and issue to be addressed in the paper, as well as a conclusion that identifies how these issues have been addressed.
 - Section One: Biblical & Theological Research (10 to 12 pages)
 - Section Two: Professional Research (10 to 12pages)
 - Section Three: Application (12 to 15 pages)
- f. Internship/practicum/clinical reviews
 - Since the MPL degree program is marketed toward people in full-time ministry contexts, there are no practicum requirements for their degrees. However, all of the coursework includes an application component that requires the students to apply their learning to their immediate ministry contexts.
- g. Syllabi review
 - PTH reviewed all of the syllabi from the Fall course offerings which provide student learning data for each degree program's learning objectives. The following narrative provides the details of this analysis:
 1. Demonstrate effective leadership for the churches and ministries they serve through:
 - a. Constructing individual and corporate methods for emotional and spiritual growth.
 - PTH 522
 - Course Objectives

- Discuss how issues of identity, personhood, and authenticity are of fundamental importance in ministry.
- Articulate a personal mission, vision and values statement that explains one's ministry calling.
- Explain the integration, importance and interplay of wholeness and holiness.
- Summarize one's own personality and emotional development and their impact on fulfilling ministry calling.
- Course Assignments
 - View the weekly video segments if posted.
 - Complete all discussion forum postings.
 - Complete the weekly reading assignments.
 - Prepare a summative reflection paper on the course materials.
- PTH Review
 - The course objectives and learning assignments of PTH 522 align with the MPL degree program's learning outcome #1a.
- b. Constructing a pastoral care program for those whom they serve in ministry.
 - No courses offered
- c. Articulating the essential elements of congregational health and development.
 - PTH 511
 - Course Objectives
 - Articulate a biblical theology of the Church's mission
 - Identify how the Church's mission, vision and values contribute to its health and growth
 - Formulate and implement the mission, vision and values of an organization
 - Define and articulate organizational systems and organizational designs in your ministry context.
 - Build the foundations of a healthy and growing organization
 - Develop a strategic action plan toward church health and growth for your ministry context
 - Articulate a process for change management
 - Learn strategies for leading an organization in conflict
 - Identify the traits and styles to lead at your best in an organizational environment
 - Course Assignments
 - Complete the discussion forum postings.
 - Reading the assigned texts in order to complete the report on them.
 - Complete the writing assignments.

- Prepare a 20-25-page paper on a systems approach to church health and growth.
 - PTH Review
 - The course objectives and learning assignments of PTH 511 align with the MPL degree program's learning outcome #1c.
- 2. Demonstrate enhanced communication through:
 - a. Creating biblically sound and culturally relevant sermons from the various Old Testament and New Testament genres.
 - No courses offered
 - b. Adapting their communication skills and resources for specific ministry contexts and audiences.
 - No courses offered
 - c. Designing methods to strengthen the Christian education programs of their churches.
 - No courses offered
- 3. Demonstrate an increasing missional awareness through:
 - a. Developing their practices of ministry guided by the mission of God.
 - PTH 511
 - Course Objectives
 - See Section g.1.c., PTH 511 above
 - Course Assignments
 - See Section g.1.c., PTH 511 above
 - PTH Review
 - The course objectives and learning assignments of PTH 511 align with the MPL degree program's learning outcome #3a.
 - b. Aligning the evangelism and discipleship ministries of their church with God's mission.
 - PTH 511
 - Course Objectives
 - See Section g.1.c., PTH 511 above
 - Course Assignments
 - See Section g.1.c., PTH 511 above
 - PTH Review
 - The course objectives and learning assignments of PTH 511 align with the MPL degree program's learning outcome #3b.
 - c. Evaluating the ethical and social concerns of their ministry contexts in light of God's mission.
 - No courses offered

VII. Findings (organize by learning outcomes)

- a. Master of Pastoral Leadership

- Demonstrate effective leadership for the churches and ministries they serve through:
 - Constructing individual and corporate methods for emotional and spiritual growth.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
 - Constructing a pastoral care program for those whom they serve in ministry.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
 - Articulating the essential elements of congregational health and development.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- Demonstrate enhanced communication through:
 - Creating biblically sound and culturally relevant sermons from the various Old Testament and New Testament genres.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in theological research and writing
 - Adapting their communication skills and resources for specific ministry contexts and audiences.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
 - Designing methods to strengthen the Christian education programs of their churches.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- Demonstrate an increasing missional awareness through:
 - Developing their practices of ministry guided by the mission of God.
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
 - Aligning the evangelism and discipleship ministries of their church with God's mission.

- a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
 - Evaluating the ethical and social concerns of their ministry contexts in light of God's mission
 - a. Assessment data confirms that most students achieve this learning outcome
 - b. Faculty identify declining competence in research and writing
- VIII. Recommendations based on findings (include resource needs and improvement efforts independent of resource needs)
- a. Consider adding a theological research and writing course to the curriculum of the MPL degree program.
 - Revise the catalog description and curriculum of the PTH 515 course in the MPL program to incorporate instruction to improve research and writing.
 - b. Retain the learning outcomes at both the program (PLO) and course (CLO) levels.
 - Reinforce the connection between CLOs and PLOs within course syllabi by listing the PLOs of the PTH degree program that most closely align with each CLO.
 - Use the degree program curriculum maps to identify which PLOs align with an individual course.
- IX. Action items with timelines
- a. Recommend curriculum program revisions to the MPL degree to include a theological research and writing course to the AGTS Academic Affairs Committee (AAC) in its April 2016 meeting.
 - b. Since the PTH 515 course in the MPL will need significant revision to align with this new curriculum design, and furthermore, since the course will not be offered in the 2016-17 academic year, the PTH committee, in its September 2016 meeting, will revise the catalog description of the course for the 2107-2018 academic year catalog. In the Fall of 2017, the PTH chair will consult with the designated instructor for the PTH 515 course, which will be offered in the Spring 2018 semester, in order to adapt the curriculum to the new catalog description.
 - c. Provide a curriculum map for each instructor who teaches a course in the MPL degree program to assist them in aligning their CLOs with each PLO. These maps will be submitted to the newly constituted AGTS Seminary Advisory Council (SAC) in its September 2016 meeting, along with a proposal to revise accordingly each course syllabus in the MPL degree program scheduled for the Spring 2018 semester.