# Assessment Plan
## AGTS
### Program: Master of Arts in Intercultural Studies (MAIS)
**Date:** August 2020

*Program Learning Outcomes (PLOs) listed below chart

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learning Outcome (What is evaluated)</th>
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<th>Analysis of fairness, consistency and accuracy</th>
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<tbody>
<tr>
<td><strong>Summative projects</strong></td>
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<td>1) Obedience</td>
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<td>Use of summative project rubrics. Faculty trained in use of rubrics. GMD faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
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<td><strong>Research papers</strong></td>
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<td><strong>Course exams</strong></td>
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</tbody>
</table>
Upon completion of the MAIS program the student will be able to:

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

**AGTS**  
Program: Master of Arts in Theological Studies (MATS)  
Date: August 2020

*Program Learning Outcomes (PLOs) listed below chart

<table>
<thead>
<tr>
<th>Assessment</th>
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<th>Analysis of fairness, consistency and accuracy</th>
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</tr>
</thead>
</table>
| **Summative projects** | 1) Revelation through OT & NT in light of mission of God  
2) Biblical text & the contemporary world  
3) Biblical-theological analysis and doctrinal formulation  
8) Biblical-theological foundations, critique and application to ministry contexts | Throughout each course which uses summative projects to evaluate student learning | Use of summative project rubrics. Faculty trained in use of rubrics. BTH faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 84 percentile or above. | Reviewed annually by the BTH Department in the Fall semester |
| **Research papers** | 1) Revelation through OT & NT in light of mission of God  
2) Biblical text & contemporary world  
3) Biblical-theological analysis and doctrinal formulation  
4) Contemporary challenges to historic Christian faith  
5) Major issue and figures in Church History & theology in light of the mission of God  
6) Historical trends and doctrine within Pentecostalism  
7) Evaluate methods and approaches to biblical interpretation  
8) Biblical-theological foundations, critique and application to ministry contexts | Throughout each course which uses research papers to evaluate student learning | Use of research paper rubrics. Faculty trained in use of rubrics. BTH faculty members review samples of student work to assess whether the program goals and are being met in order to maintain consistency. | Performance at the 84 percentile or above. | Reviewed annually by the BTH Department in the Fall semester |
<table>
<thead>
<tr>
<th>Course exams</th>
<th>(1-8)</th>
<th>Throughout each course which uses exams to evaluate student learning</th>
<th>BTH faculty members review hi/mid/lo samples of student work to maintain consistency.</th>
<th>Performance at the 84 percentile or above.</th>
<th>Reviewed annually by the BTH Department in the Fall semester</th>
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</thead>
<tbody>
<tr>
<td>Course discussions and student-peer critiques</td>
<td>1) Revelation though OT and NT in light of the mission of God. 2) Biblical text &amp; contemporary world 3) Biblical-theological analysis and doctrinal formulation</td>
<td>Throughout each course which uses discussions and peer critiques to evaluate student learning</td>
<td>Use of critique rubrics. Faculty trained in use of rubrics. BTH faculty members review the results of student/peer critiques to assess weaknesses and strengths in the evaluation process...</td>
<td>Performance at the 84 percentile or above.</td>
<td>Reviewed annually by the BTH Department in the Fall semester</td>
</tr>
<tr>
<td>Theological Studies Seminar and Paper</td>
<td>1) Revelation through OT &amp; NT in light of mission of God 2) Biblical text &amp; contemporary world 3) Biblical-theological analysis and doctrinal formulation 4) Contemporary challenges to historic Christian faith 5) Major Issues and key figures in Church History &amp; theology in light of the mission of God 6) Historical trends and doctrine within Pentecostalism 7) Evaluate methods and approaches to biblical interpretation 8) Biblical-theological foundations, critique and application to ministry contexts</td>
<td>In the summative seminar course which uses a masters-level thesis to evaluate student learning</td>
<td>Use of grading rubric for the Theological Studies Seminar Paper. BTH Faculty trained in use of evaluation rubric for the Theological Studies seminar paper. BTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 84 percentile or above.</td>
<td>Reviewed annually by the BTH Department in the Fall semester</td>
</tr>
<tr>
<td>MATS Program Portfolio</td>
<td>1) Revelation through OT &amp; NT in light of mission of God 2) Biblical text &amp; contemporary world 3) Biblical-theological analysis and doctrinal formulation</td>
<td>At the end of the MATS program to evaluate student learning</td>
<td>BTH Faculty are responsible for the design of the MATS Program Manual, its contents and rubrics for assessing achievement of MATS Program goals and learning outcomes. The cumulative results of the evaluation is presented and discussed in the</td>
<td>Performance at the 84 percentile or above.</td>
<td>Reviewed annually by the BTH Department in the Fall semester</td>
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</table>
Program Learning Outcomes

Upon completion of the program, students will:

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

**AGTS**

Program: Master of Divinity (MDiv)

Date: August 2020

*Program Learning Outcomes (PLOs) listed below chart*

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<tbody>
<tr>
<td><strong>Summative projects</strong></td>
<td>2) Biblical text &amp; contemporary world 9) Application to ministry contexts</td>
<td>Reviewed annually by PTH Department</td>
<td>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.</td>
<td>Performance at the 84 percentile or higher</td>
<td>At the end of each course which uses summative projects to evaluate student learning</td>
</tr>
<tr>
<td><strong>Research papers</strong></td>
<td>1) Revelation through OT &amp; NT in light of mission of God 2) Biblical text &amp; contemporary world 4) History &amp; theology in light of the mission of God 5)</td>
<td>Reviewed annually by PTH Department</td>
<td>Use of research paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Throughout each course which uses research papers to evaluate student learning</td>
</tr>
<tr>
<td><strong>Course exams</strong></td>
<td>1) Biblical text &amp; contemporary world 3) History of Pentecostalism 4) History &amp; theology in light of the mission of God</td>
<td>Reviewed annually by PTH Department</td>
<td>PTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Throughout each course which uses exams to evaluate student learning</td>
</tr>
<tr>
<td><strong>Sermons</strong></td>
<td>2) Biblical text &amp; contemporary world 8) Relevant sermons</td>
<td>Reviewed annually by PTH Department</td>
<td>Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Throughout each course which uses sermons to evaluate student learning</td>
</tr>
<tr>
<td><strong>Course discussions</strong></td>
<td>7) Spiritual/emotional growth</td>
<td>Reviewed annually by</td>
<td>Use of discussion rubrics. Faculty trained in use of rubrics. PTH</td>
<td>Performance at the 84 percentile or higher</td>
<td>Throughout each course which uses course</td>
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</table>
### Program Learning Outcomes

Upon completion of the program, students will

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

**AGTS**

Program: Master of Leadership and Ministry (MLM)

Date: August 2020

*Program Learning Outcomes (PLOs) listed below chart*

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</table>
| Reflection papers | 1) Spiritual/emotional growth  
3) Application to ministry contexts  
4) Revelation through OT & NT in light of the mission of God | Throughout the courses scheduled each semester that use reflection papers to assess student learning. | Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 84 percentile or above. | Reviewed annually by PTH Department. |
|                   |                                                                                                                                                               |                                                        |                                                                 |                                                                       |                     |
| Sermons           | 2) Relevant sermons  
3) Application to ministry contexts                                                                                                                        | Throughout the preaching courses scheduled each semester to assess student learning. | Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 84 percentile or above. | Reviewed annually by PTH Department |
|                   |                                                                                                                                                |                                                        |                                                                 |                                                                       |                     |
| Summative projects| 1) Spiritual/emotional growth  
3) Application to ministry contexts  
4) Revelation through OT & NT in light of the mission of God | At the end of each course which uses a summative project to evaluate student learning | Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 84 percentile or above. | Reviewed annually by PTH Department |

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**Program Learning Outcomes**

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

**AGTS**

Program: Master of Pastoral Leadership (MPL)

Date: August 2020

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<tr>
<td><strong>Summative projects</strong></td>
<td>1) Leadership</td>
<td>At the end of each course which uses a summative project to evaluate student learning</td>
<td>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.</td>
<td>Performance at the 84 percentile or above.</td>
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<td><strong>Sermons</strong></td>
<td>2) Communication</td>
<td>Throughout the preaching courses scheduled each semester to assess student learning.</td>
<td>Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 84 percentile or above.</td>
<td>Reviewed annually by PTH Department</td>
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<tr>
<td><strong>Reflection papers</strong></td>
<td>1) Leadership</td>
<td>Throughout the courses scheduled each semester that use reflection papers to assess student learning.</td>
<td>Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
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<tr>
<td><strong>Ministry action plans</strong></td>
<td>1) Leadership</td>
<td>Throughout the courses scheduled each semester that use ministry action plans to assess</td>
<td>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.</td>
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Program Learning Outcomes

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:
   b. Adapting their communication skills and resources for specific ministry contexts and audiences.

3. Demonstrate an increasing missional awareness through:
   a. Developing their practices of ministry guided by the mission of God.
   b. Align the evangelism and discipleship ministries of their church with God’s mission.
   c. Evaluate the ethical and social concerns of their ministry contexts in light of God’s mission.
**Assessment Plan**

**AGTS**

Program: Master of Theology (ThM)

Date: August 2020

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<tr>
<td><strong>Core Seminar Research Papers</strong></td>
<td>1. Knowledge base  2. Original scholarly research  3. Exegesis in the original languages</td>
<td>In each of the five core courses in the program</td>
<td>Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Reviewed annually. Analyzed every 4 years.</td>
</tr>
<tr>
<td><strong>Elective Course Research Papers</strong></td>
<td>1. Knowledge base  2. Original scholarly research  3. Exegesis in the original languages</td>
<td>In each of the five electives courses in the program</td>
<td>Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Reviewed annually. Analyzed every 4 years.</td>
</tr>
<tr>
<td><strong>NT and OT Readings Courses: Exams and Interaction with Readings</strong></td>
<td>1. Knowledge base</td>
<td>In each of the two readings courses in the program</td>
<td>The professor of record grades these exams. Where there is a question concerning the quality of the examination, other faculty members review the student’s examination and provide feedback to the professor of record.</td>
<td>Performance at the 84 percentile or higher</td>
<td>Reviewed annually. Analyzed every 4 years.</td>
</tr>
<tr>
<td><strong>Thesis Proposal</strong></td>
<td>1. Knowledge base  2. Original scholarly research  3. Exegesis in the original languages</td>
<td>Subsequent to successfully completing all other coursework</td>
<td>Juried by the faculty members of the Ph.D. committee.</td>
<td>Performance at the “Accepted with minor revisions” level or above</td>
<td>As completed and scheduled by student and Ph.D. committee. Throughout academic year.</td>
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</table>
**Thesis and Oral Defense**

|   | 1. Knowledge base  
|   | 2. Original scholarly research  
|   | 3. Exegesis in the original languages  
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<tr>
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<th>4. Research in the literature of a modern language</th>
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<td>Upon submission of thesis to the academic team</td>
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<td>Juried by the faculty members of the Ph.D. committee.</td>
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<td>Approval of the Ph.D. committee</td>
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<td>As completed and scheduled by student and Ph.D. committee. Throughout academic year.</td>
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**Program Learning Outcomes**

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

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

**AGTS**

**Program:** Doctor of Applied Intercultural Studies (DAIS)

**Date:** August 2020

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<td>At the end of each course which uses summative projects to evaluate student learning,</td>
<td>Use of summative project rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency.</td>
<td>Performance at the 89 percentile or higher</td>
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| Qualifying exams | 6) Spiritual Formation  
7) Missional Ecclesiology  
8) Missional Research | Exams taken within first three years of the program upon satisfactorily completing Courses MSS 901 Leaders in a Global Context, MHT 902 Missio Dei and the Contemporary World, MCC 903 Intercultural Comm. and Missions Anthropology, and MCS 904 Theo. Issues, Contextualization and Area Studies. Reviewed upon completion. | Use of qualifying exam rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency | Satisfactory or above. | Reviewed annually by the IDS |
| --- | --- | --- | --- | --- | --- |
| 1) Missions Theology  
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2) Pentecostal Intercultural Ministry  
3) Missional History  
4) Contextualization  
5) Strategic AGWM Pillars  
6) Spiritual Formation  
7) Missional Ecclesiology  
8) Missional Research | Throughout each course which uses reflection papers to evaluate student learning | Use of reflection paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the IDS |
### Program Learning Outcomes

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

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

**AGTS**

Program: Doctor of Ministry  
Date: August 2020

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*Program Learning Outcomes (PLOs) listed below chart*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learning Outcome (What is evaluated)</th>
<th>When administered</th>
<th>Analysis of fairness, consistency and accuracy</th>
<th>Criteria</th>
<th>Schedule for Review</th>
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| **Doctoral project outside reader rubric reports** | 2) Demonstrate leadership competence  
3) Exhibit scholarly integration | Sporadically, throughout the year as the outside reader report are submitted | Each year the D.Min. Project Coordinator evaluates the outside reader’s rubric for each graduate. (We use a variety of qualified outside readers to reduce bias and strengthen the assessment.) The outside reader evaluates the project content using both a Likert Scale rubric as well as writing a narrative on the project’s specific strengths and weaknesses. | Subsequent to the Likert scale analysis and written narrative, the outside reader rates the project from 5 (Acceptable without change) down to 0 (Not acceptable with rewriting impermissible). An ideal assessment would be 4 or higher. | Reviewed annually, each spring. |
| **Doctoral Project Prospecti** | 1) Demonstrate leadership competence  
2) Exhibit scholarly integration | During the doctoral project course two to three times per year | Each participant prepares and submits a detailed prospectus of their proposed final project. The prospectus is emailed to a committee of 6-8 faculty for review, and one faculty is appointed “lead critiquer.” The faculty team then meets with each student to go over the prospectus, ensuring quality planning, | The faculty team will determine by consensus the status of the prospectus. Based on this recommendation, the lead critiquer will rate the prospectus from 5 (approved without changes) down to 1 (not approved, needs a rewrite). An acceptable | Reviewed bi-annually by faculty committee (every June and October). |

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| 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. |
| Reflection papers | 1) Grow in spiritual maturity  
3) Exhibit scholarly integration  
4) Utilize ministry networks | During the first core course of the Doctor of Ministry program | Each Doctor of Ministry Participant is required to write a personal reflection paper in the first core class and send these papers to an outside editor, designated by the Doctor of Ministry Department. This editor reviews the participants’ writing samples and screens to verify participants’ ability to complete doctoral-level reflection and integration. The editor alerts the department if any incoming 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. | Performance at the 90 percentile or higher |Reviewed each December, six-weeks following the first class. |
| Research papers | 1) Grow in spiritual maturity  
2) Demonstrate leadership competence | In each of the four core courses of the Doctor of Ministry program | We ask the faculty of each core course to submit samples of high, middle, and low-quality research papers. We then analyze them in | Performance at the 90 percentile or higher |Reviewed annually. |
### Program Learning Outcomes

Upon completion of the Doctor of Ministry, students will:

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

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

3. **Exhibit Scholarly Integration**
   - a. Synthesize and integrate the insights of both biblical and practical theology, as well as the social and behavioral sciences within their ministry context.
   - b. Write high-quality academic papers that demonstrate the ability to integrate scholarship with the practice of ministry.
   - c. Develop professional research and writing skills in order to provide an enduring service to the larger Church through the publication of a Professional Project, and further written contributions to the scholarly world.

4. **Utilize Ministry Networks**
a. Develop relational health through mutually beneficial long-term personal connections with other ministry professionals, creating support systems for sustained impact.

b. Connect with resources for ongoing ministry enhancement.
## Assessment Plan

**AGTS**  
Program: PhD in Biblical Interpretation & Theology (PhD BiT)  
Date: August 2020

*Program Learning Outcomes (PLOs) listed below chart*

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</table>
| Core Seminar Research Papers | 1. Knowledge base  
2. Original scholarly research  
3. Exegesis in the original languages | In each of the five core courses in the program | Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency. | Performance at the 84 percentile or higher | Reviewed annually. Analyzed every 4 years. |
| Elective Course Research Papers | 1. Knowledge base  
2. Original scholarly research  
3. Exegesis in the original languages | In each of the five electives courses in the program | Use of research rubric. Faculty trained in use of rubric. Multiple faculty members review research to maintain consistency. | Performance at the 84 percentile or higher | Reviewed annually. Analyzed every 4 years. |
| NT and OT Readings Courses: Exams and Interaction with Readings | 1. Knowledge base | In each of the two readings courses in the program | The professor of record grades these exams. Where there is a question concerning the quality of the examination, other faculty members review the student’s examination and provide feedback to the professor of record. | Performance at the 84 percentile or higher | Reviewed annually. Analyzed every 4 years. |
| Comprehensive Examinations | 1. Knowledge base  
2. Original scholarly research | Upon completion of the 48 credits of seminars offered in the program | Juried by the faculty members of the Ph.D. committee | Performance at the “Pass with Stipulations” level or above | Annually as scheduled in October and February |
### Program Learning Outcomes

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

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

## AGTS

Program: Doctor of Philosophy in Intercultural Studies (PhD ICS)

Date: August 2020

*Program Learning Outcomes (PLOs) listed below chart

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| **Summative course projects** | 9) Missiological/Intercultural Disciplines  
10) Missional Scholarship  
11) Intercultural Missional Research  
12) Spiritual Formation  
13) Contextualization  
14) Personal Scholarship | At the end of each course which uses summative projects to evaluate student learning, | Use of summative project rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the Intercultural Doctoral Studies Committee (IDS) |
| **Course research papers** | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Throughout each course which uses research papers to evaluate student learning | Use of research paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the IDS |
| **Course exams** | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Throughout each course which uses exams to evaluate student learning | IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the IDS |
| Qualifying exams | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Exams taken within first three years of the program upon satisfactorily completing: MS 901 Leaders in a Global Context, MH 902 Missio Dei and the Contemporary World, MC 903 Intercultural Comm. and Missions Anthropology, MC 904 Theo. Issues, Contextualization and Area Studies. Reviewed upon completion. | Use of qualifying exam rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Satisfactory or above. | Reviewed annually by the IDS |
| Course discussions | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Throughout each course which uses course discussions to evaluate student learning | Use of discussion rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the IDS |
| Course reflection papers | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Throughout each course which uses reflection papers to evaluate student learning | Use of reflection paper rubrics. Faculty trained in use of rubrics. IDS faculty members review hi/mid/lo samples of student work to maintain consistency. | Performance at the 89 percentile or higher | Reviewed annually by the IDS |
| Comprehensive exams | 1) Missiological/Intercultural Disciplines  
2) Missional Scholarship  
3) Intercultural Missional Research  
4) Spiritual Formation  
5) Contextualization  
6) Personal Scholarship | Exams taken at upon satisfactory completion: MC 907, MC908, and MC909 Dissertation Research. Reviewed upon completion. | IDS faculty members review hi/mid/lo samples of student work to maintain consistency | Satisfactory or above. | Reviewed annually by the IDS |
Original Research Dissertation and Oral Defense
1) Missiological/ Intercultural Disciplines
2) Missional Scholarship
3) Intercultural Missional Research
4) Spiritual Formation
5) Contextualization
6) Personal Scholarship

Reviewed upon completion.

IDS faculty members review hi/mid/lo samples of student work to maintain consistency.

Dissertation: Performance at the 89 percent or higher Defense: Satisfactory or above.

Reviewed annually by the IDS

Program Learning Outcomes

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

7) Demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies. (Missiological/Intercultural Disciplines)

8) Competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith. (Missional Scholarship)

9) Demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church and the academy. (Intercultural Missional Research)

10) Make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth. (Spiritual Formation)

11) Demonstrate the ability to utilize research and theological/missiological reflection in specific contexts. (Contextualization)

12) Commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning, and research. (Personal Scholarship)