



Program Assessment Reports

Report for the 2015-2016
Annual Faculty Review of Assessment

Fall 2016

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes: (NEW format as of 2015-2016—Previous numbers for outcomes in parenthesis)

Spiritual-Developmental Foundations

1. Engage in intentional spiritual growth toward Christ-like character and service. (9)
2. Understand the basic principles of biblical ethics and apply such principles to contemporary culture. (7)
3. Understand the principles of human nature and behavior, integrating behavioral science and the Christian faith. (3)
4. Demonstrate the ability to think critically and clearly about issues in professional and personal life. (5)

Interdisciplinary Knowledge Foundations

5. Demonstrate effective communication skills in written and spoken English. (1)
6. Develop an appreciation for the values and functions of great literature. (2)
7. Demonstrate the ability to analyze and apply logic and mathematical principles. (NEW *added to chart below)
8. Demonstrate knowledge of the physical universe and apply the scientific methodology that investigates it. (6)
9. Gain an understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change. (4)
10. Appreciate western civilization in global context with particular emphasis on the history of Christianity. (8)

College Educational Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	5
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	4, 6, 7*, 8, 10
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	
• a biblically-formed worldview, integrating the Christian faith with general educational content.	2, 3, 7*, 8
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	
• a pattern of lifelong learning.	6
• personal discipline in one’s care for body, mind, and spirit.	
• a devoted relationship with Christ.	1
• a life of Christian holiness in community.	1
• leadership in a variety of ministry contexts.	3, 9
• effective service within the context of modern society.	3, 9, 10
• a commitment to global evangelism.	

Nazarene Bible College ♦		Academic Assessment Flow Chart ♦		Program: <i>General Education Core</i> ♦		Academic Year: 2015-2016	
Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:		Program Outcomes have been completely revised; new criteria and procedures will be developed during the 2016-2017 academic year.					
1. Engage in intentional spiritual growth toward Christ-like character and service		1a. See top of column 1b.		1a. 1b.		1a. 1b.	
2. Understand the basic principles of biblical ethics and apply such principles to contemporary culture.		2a. See top of column 2b.		2a. 2b.		2a. 2b.	
3. Understand the principles of human nature and behavior, integrating behavioral science and the Christian faith		3a. See top of column 3b.		3a. 3b.		3a. 3b.	
4. Demonstrate the ability to think critically and clearly about issues in professional and personal life.		4a. See top of column 4b.		4a. 4b.		4a. 4b.	
5. Demonstrate effective communication skills in written and spoken English.		5a See top of column		5a. No assessment took place during 2015-2016 as the courses were revised 5b. Assessment to begin 2016-2017		5a. See information in Summation 5b. results will be used for accurate English placement and success in College composition courses	
6. Develop an appreciation for the values and functions of great literature.		6a. See top of column 6b.		6a. <i>Begin Assessment 2016 - 2017</i> 6b.		6a. 6b.	
7. Demonstrate the ability to analyze and apply logic and mathematical principles		7a. See top of column 7b.		7a. <i>Begin Assessment 2017- 2018</i> 7b.		7a. 7b.	
8. Demonstrate knowledge of the physical universe and apply the scientific methodology that investigates it.		8a. See top of column 8b.		8a. <i>Begin Assessment 2017- 2018</i> 8b.		8a. 8b.	
9. Gain an understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.		9a. See top of column 9b.		9a. Begin Assessment 2016-2017 9b.		9a. 9b.	
10. Appreciate western civilization in global context with particular emphasis on the history of Christianity.		9a. See top of column 9b.		9a. 9b.		9a. 9b.	

- Revised program outcomes in red.

Summation of Assessment Impact { describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5 }:

General: Objective #5 “Demonstrate effective communication skills in written and spoken English.”

English: When Dr. Leslie Mikesell assumed the Instructional Design position in the fall of 2014, she began to have concerns with the online English courses. Since there was no contract faculty member with expertise in English, she began to work with the English adjuncts to complete revisions. This improved both Comp I and II, but did not address some of the fundamental issues raised during Academic Council meetings . Upon assuming the position of Director of General Education Core in the fall of 2014, Dr. Mikesell began to research in earnest in an attempt to find the root causes of the problem. This research culminated in a Professional Learning Community meeting in which the faculty, did a thorough analysis of our English courses based on research and offerings in similar institutions. The following list is a result of the conclusions from that meeting:

During the Professional Learning Community meeting, the faculty walked through the English course placement process, sequence of courses, and course content. The following conclusions resulted from the process and discussion:

Problem: Students, despite passing English Composition I, are not demonstrating college-level writing skills in English Composition II and upper-level coursework.

1. The Accuplacer placement test should be used more prescriptively, allowing placement at various levels of intervention based on the scores.
2. The cut-off level of 80 for intervention may be too low and allowing students to enter the college level sequence without the necessary skills—this will be investigated to see if there are guidelines, why this level was chosen, if it could be adjusted.
3. The course content presently in place in English Comp I is not comparable to this level of course in other institutions.
4. The emphasis on teaching grammar in isolation vs. in the context of writing is not enabling students to demonstrate an understanding of grammar in their writing.
5. All agreed that an understanding of grammar, spelling, and mechanics was essential to quality writing, but that essential skills should be emphasized to ensure that the students have adequate time to process and solidify the essentials.
6. The six-week online format moves very quickly and provides minimal time for the editing process to be effective. (Possibly a 2-session format might be helpful for those students requiring greater assistance.)
7. There is too great a leap between the requirements in English Comp I and the requirements in English Comp II.
8. Students are required to do several tasks in English Comp II which are not directly related to the focus of the class—the research paper.
9. Possible plans of action might be to move the grammar skills into the Basic English class, create two courses for those with very low Accuplacer scores (3 for very lowest using the tutorial), and build an entirely new Comp I course in which teaching skills in the context of writing is emphasized.

As a results of these recommendations the English Placement requirements were changed. A student must score a 95 or above on the ETS Accuplacer test as the requirement to be placed in English Composition I. The English Composition I course was revised to better prepare students for English Composition II. Three pre-college level courses were developed to insure students who do not score a 95 or above on the Accuplacer can be placed in Basic I, Basic II, or Basic III English courses that will enable them to move to the college level composition courses after completion. (English Composition I and II.) Assessment of these revised English Courses will be conducted during the 2016-2017 academic year.

Remainder of General Education Core:

(From Dr. Leslie Mikesell)

I have removed all criteria from this report because I believe that so much time elapsed since the criteria was used that a fresh look should be taken as to how NBC assesses student learning in these important courses. It is possible that the new Director may choose to reinstate the same processes, and they can be obtained in a previous report. My intent was to establish a new schedule for assessment of the various objectives and review previous procedures and either re-implement or create

new. Since I am not continuing in this position, I didn't feel it would be productive for someone else to inherit third-hand processes. I have left a schedule (based on my evaluation of which objectives/courses need attention) which I believe is reasonable for getting the assessment for this program moving once again.

NOTE! Since this year was a transitional year for General Education Core (catalog/outcome revisions) no assessment data was gathered. Creating this document has been for the purpose of reflecting all the catalog changes and updating the information. The tables have been revised to reflect the revised objectives approved by the Academic Council during the 2014-2015 Academic Year. The only substantive change was the addition of the following objective: (This is also reflected in the Curriculum Map) Demonstrate *the ability to analyze and apply logic and mathematical principles.*

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year: none

b. Request for following academic year: Instructional Design and or Content Expert support in redesigning English Composition I and II. This may require providing funds for course re-design as this would be a huge undertaking for a new director. It would be a great loss to once again lose the progress that has been made on this assessment task.

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

1. **This recommendation made in 2008-09, is repeated here for the 2014-15 Academic Year:**
Replacement of full-time professor of English who retired at the end of 2008-09 academic year.
 A credentialed educator in this specific discipline will be able to provide consistent leadership regarding:
 - “Best practices” in content and instructional strategies (*including developmental level*)
 - Course development, revision, management, and assessment
 - Resources for and development of all adjunct English instructors

Note: Dr. Leslie Mikesell resigned after one year and Dr. Sandra Palm was hired to continue the work in English and the General Education Core. Dr. Palm will be a full time professor of English and the Director of General Education Core.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Identify the basic content of the Bible.
2. Utilize sound methods and resources for interpreting the Bible.
3. Articulate the essentials of the Christian faith.
4. Integrate the Wesleyan holiness theological perspective with the practice of Christian ministry.
5. Nurture the Christ-like life as informed by Scripture and Christian thought.
6. Apply a Christian worldview to contemporary critical issues.
7. Cultivate lifelong learning skills in relation to Bible and Theology.

Institutional Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 6
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	1, 2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	1, 3, 6
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	4
• a pattern of lifelong learning.	7
• personal discipline in one's care for body, mind, and spirit.	
• a devoted relationship with Christ.	5
• a life of Christian holiness in community.	4, 6
• leadership in a variety of ministry contexts.	
• effective service within the context of modern society.	
• a commitment to global evangelism.	

Program Curriculum Map

Program Outcomes:

1. Identify the basic content of the Bible.
2. Utilize sound methods and resources for interpreting the Bible.
3. Articulate the essentials of the Christian faith.
4. Integrate the Wesleyan holiness theological perspective with the practice of Christian ministry.
5. Nurture the Christ-like life as informed by Scripture and Christian thought.
6. Apply a Christian worldview to contemporary critical issues.
7. Cultivate lifelong learning skills in relation to Bible and Theology.

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
Introduction to the Old Testament	X						
Introduction to the New Testament	X						
Biblical Interpretation	X	X			X		X
Pentateuch	X	X					
New Testament Gospels	X	X					
Prophets/PoetWisdom/OTHistory	X	X					
Pauline Epistles/Acts	X	X					
Systematic Theology I			X	X	X	X	X
Systematic Theology II			X	X	X	X	X
Doctrine of Holiness			X	X	X		

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Core* ♦ Academic Year: 2015-2016

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry. (Col. 1) →</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>	
---	--	--

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
---------------------------	--------------------------------	-----------------------------	-------------------------

Completion of this program should enable students to:

<p>1. Identify the basic content of the Bible.</p>	<p>1a. Group norm for NBC 2016 graduating seniors will exceed National norms for seniors in all 14 subject areas, on the ABHE Bible Content Exam.</p> <p>1b. In 3rd year Bible classes, 80% of students will score 80% or better in regard to "identifying the message" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.</p>	<p>1a. 2016 NBC Grad sample group norms were higher than National norms in all 14 subject areas.</p> <p>1b. ProphetsWinterB: 4/5 scored 80% or better; PoeticWisdomSpA: 4/5; PoeticWisdomSpCam: 3/3; ProphetsSpB: 9/10; PoeticWisdomSum: 7/9; Pauline EpistlesFallB: 7/8; GenEpistlesWinA: 2/3; PaulEpistlesFallCam: 8/13; PaulEpistWinB: 9/10; ActsSpA: 2/8; PaulEpistFallB2: 2/3; PaulEpistSpB: 5/11 Total: 62/88 = 70% scored 80% or better</p>	<p>1a. Criteria achieved. Compare to history: This year: above in all 14 areas 2015: below in all 14 areas 2014: below in all 14 areas 2013: below in all 14 areas 2012: above in 11 of 14 areas</p> <p>1b. Short of goal. Only second year using more accurate scoring procedure. 3% increase over previous year. History: 2015: 67% scored at goal or better</p>
<p>2. Utilize sound methods and resources for interpreting the Bible.</p>	<p>2a. In 3rd year Bible classes, 80% of students will score 80% or better for the final score of their exegetical paper as scored on the exegetical grading rubric.</p> <p>2b. At least 80% of graduates will respond "frequently" or "always true" in relation to the statement "I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture."</p>	<p>2a. ProphetsWinB: 4/5 students scored 80% or better; PoeticWisdomSpA:4/5; PoeticWisdomSpcam: 1/3; ProphetsSpB: 6/10; PoeticWisdomSum: 6/9 Pauline EpistlesFallB: 5/8; GenEpistlesWinA: 1/3; PaulEpistlesFallCam: 8/13; PaulEpistWinB: 9/10; ActsSpA: 2/8; PaulEpistFallB2: 2/3; PaulEpistSpB: 5/11 Total: 53/88 = 60% scored 80% or better</p> <p>2b. 100% of graduates responded "always true" or "frequently."</p>	<p>2a. Criteria not achieved. First time using more accurate scoring procedure (not actively assessed last year). In response to 2 years of strong student feedback in Biblical Interpretation class, the learning activity of working through a sample text together in class was moved from week nine to week four. Criteria History: 2015: not actively assessed</p> <p>2b. Goal exceeded. New procedure; will continue to monitor.</p>

Program Assessment Report Program: *Bible and Theology Core*

Academic Year: 2015-2016

3. Articulate the essentials of the Christian faith.	3a. Students taking the Theology sequence will write a paper that clearly articulates a doctrine of Christian theology. 80% of the statements will earn a score of 80% or above.	3a. Campus: Theology I: 12/12 students scored 80% or higher. Campus Theo II: 10/10 students scored 80% or higher. Total: 100% of students scored 80% or higher.	3a. Goal exceeded. As online courses are being revised and updated, this assignment will be added to online format. Newly revised online systematic theology courses will be ready to launch during the 2016-2017 academic year.
4. Integrate the Wesleyan holiness theological perspective with the practice of Christian ministry.	3b. At least 80% of students in Preaching III will compose a sermon ms which will be rated "8" (out of 10) or higher in relation to being "Theologically Sound," as indicated on the Preaching manuscript grading rubric.	3b. Scores not secured.	3b. Pastoral ministries department provided new preaching rubrics for sermon manuscripts. Scores will be requested in the future based on these new rubrics. Program director has now set up calendar reminders for collecting these scores.
	4a. District Superintendents will rate at least 80% of NBC Alumni on their district as "good" or "excellent" in "demonstrating a Wesleyan/Holiness theological perspective," according to the annual NBC "Survey For District Superintendents."	4a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent"	4a. Goal exceeded. Doctrine of Holiness course has just been re-configured to serve as a second year course instead of a fourth year course. This is to better prepare students for denominational licensing interviews which typically take place prior to their fourth year of college.
5. Nurture the Christ-like life as informed by Scripture and Christian thought.	4b. At least 80% of graduates will respond "frequently" or "always true" in relation to the statement "I affirm the Wesleyan/holiness theological perspective as foundational for life and ministry." Results will be taken from the NBC College Experience Survey (Grads).	4b. 91.89% of graduates responded "frequently" or "always true."	4b. Goal exceeded. New procedure: will continue to monitor.
	5a. District Superintendents will rate at least 80% of NBC Alumni on their district as "good" or "excellent" in the areas of "Personal Character (Holy Life)," and "Personal Character (Christlike Relationships)" according to the annual NBC "Survey For District Superintendents."	5a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent" in both categories	5a. Goal exceeded. Will continue to monitor.
6. Apply a Christian worldview to contemporary critical issues.	5b. At least 80% of graduates will respond "frequently" or "always true" in relation to the statements "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching, counseling, etc.)," and "I am involved in Christian Service within my community." Results will be taken from the NBC Student Development Inventory (Grads).	5b. 97.10% responded "frequently" or "always true" in response to, "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching, counseling, etc.)." 86.95% responded "frequently" or "always true" in response to, "I am involved in Christian Service within my community."	5b. Goal exceeded. Will continue to monitor.
	6. In 3 rd year Bible classes, 80% of students will score 80% or better in regard to "discussion of appropriate contemporary application" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.	6a. ProphetsWinterB: 4/5 students scored 80% or better; PoeticWisdomSpA:3/5; PoeticWisdomSpCam: 2/3; ProphetsSpB: 5/10;	6a. Criteria not achieved. Only second year using more accurate scoring procedure. History: 2015: 77% scored at goal or better

PoeticWisdomSum: 8/9;
 Pauline EpistlesFallB: 6/8;
 GenEpistlesWinA: 2/3;
 PaulEpistlesFallCam: 8/13;
 PaulEpistWinB: 8/10;
 ActsSpA: 5/8;
 PaulEpistFallB2: 2/3;
 PaulEpistSpB: 6/11
Total: 59/88 =67% scored 80% or better

	6b. Working to identify second procedure to assess this outcome.	6b.	6b.
7. Cultivate lifelong learning skills in relation to Bible and Theology.	7. At least 80% of graduates who complete the NBC Student Development Inventory (Grads) will respond "frequently true" or "always true" in response to questions 1 (use Bible Study tools), 6 (practice lifelong learning habits), and 29 (use Bible class knowledge in ministry).	7a. Responses "frequently" or "always true": 91.3% on question 1 (use Bible Study tools) 100% on question 6 (practice lifelong learning habits) 97.1% on question 29 use Bible class knowledge in ministry)	7a. Goal exceeded. Will continue to monitor.
	7b. Working to identify second procedure to assess this outcome.	7b.	7b.

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Outcome 1, procedure "a": This is the **fifth** year for using the new web-based system which ABHE now requires for the administration of the standardized Bible Content Exam. In the first year of this new system, our campus students scored higher than national norms in 11 out of 14 subject areas. In the following years (2nd, 3rd, and 4th of new system), our campus sample has become smaller due to campus enrollment, and our campus students scored below national norms in all subject areas. ABHE has already changed and redesigned the system since its initial release. We are now beginning to include samples of students from both campus and online venues, and continue to track results.

Outcome 1, procedure "b"; Outcome 2, procedure "a"; and Outcome 6, procedure "a": Governance over the content of online courses has become much more accessible to program leadership. Review and updating of Bible course content is underway. Scores are now being derived from all 3rd year Bible courses. The department has standardize this foundational assignment and required the use of the common rubric in all Bible courses.

Budget Items {identify any decisions and/or changes which require budgetary support}:

Spent in current academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Given the increase in online course offerings at NBC and dwindling on-campus enrollment, additional consideration should be given to electronic resources for teaching; for example: updating WebQuiz software to administer online exams, and improving electronic procedures and reports for student surveys and inventories.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

Students who complete the Advantage program will demonstrate:

1. A theologically sound approach to work and ministry.
2. An ability to work in collaboration with other students and apply that collaboration to the student's work and/or ministry setting.
3. Biblically-based ethical principles that guide decision making and interpersonal and professional relationships.
4. Personal spiritual formation and habits that enrich the student's relationship to Christ and impact the student's relationship with others in his or her work and/or volunteer setting.
5. The ability to articulate the essential doctrines of the Christian faith in a diverse world.

College Educational Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	1,2,3,4,5
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	1,2,3,4,5
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	3,4,5
• a biblically-formed worldview, integrating the Christian faith with general educational content.	1,2,3,4,5
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	1,2,3,4,5
• a pattern of lifelong learning.	1,2,3,4,5
• personal discipline in one's care for body, mind, and spirit.	1,2,3,4
• a devoted relationship with Christ.	1,3,4,5
• a life of Christian holiness in community.	1,2,3,4,5
• leadership in a variety of ministry contexts.	1,2,3,4,5
• effective service within the context of modern society.	1,2,3,4
• a commitment to global evangelism.	2,4,5

Program Curriculum Map

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
BLE-3604 Adult & Prof Development	X	X	X	X	X
BIB-3604 Survey of the OT/Pentateuch		X		X	X
BIB-3614 Survey of the NT/Gospels		X	X	X	X
BIB-3624 Bible and Life Applications	X	X	X	X	X
BIB-3634 Biblical Leadership Principles	X	X	X	X	X
THE-3614 Survey of Christian Theology	X	X	X	X	X
THE-3624 Holiness/Life of the Believer	X	X	X	X	X

Program Assessment Report Program: *AdVantage Core*
Academic Year: 2015-2016

Nazarene Bible College ♦		Academic Assessment Flow Chart ♦		Program: <i>AdVantage Core</i> ♦		Academic Year: 2015-2016	
Mission: (Col. 1) →				Goal:			
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Students who complete the Advantage program will demonstrate:							
1. A theologically sound approach to work and ministry.	1a. Students will write a personal life mission statement, explain key principles related to achieving that mission, and apply those principles in writing a personal life development plan.	1b.	1a. DS survey reveals 57% of NBC graduates exemplify personal character (interpersonal skills).	1b.	1a.	1b.	
2. An ability to work in collaboration with other students and apply that collaboration to the student's work and/or ministry setting.	2a. Helping people to 'be all they can be' and perform at the highest levels of which they are capable is the goal of motivation theory.	2b.	2a.	2b.	2a.	2b. displays analytical and synthetic thinking well; authentic if real world situations are used.	
3. Biblically-based ethical principles that guide decision making and interpersonal and professional relationships.	3a. Understand basic motivational theory and gain experience in motivating individuals and groups.	3b.	3a.	3b.	3a.	3b. Displays analytical and synthetic thinking well; connects other knowledge to topic.	
4. Personal spiritual formation and habits that enrich the student's relationship to Christ and impact the student's relationship with others in his or her work and/or volunteer setting.	4a. To be assessed through THE-3624: Holiness and the Life of the Believer in 2016-17.	4b.	4a.	4b.	4a.	4b.	
5. The ability to articulate the essential doctrines of the Christian faith in a diverse world.	5a. To be assessed through THE-3614: Survey of Christian Theology in 2016-17	5b.	5a. 57% of NBC graduates according to the DS survey demonstrate a Wesleyan/Holiness theological perspective.	5b.	5a. Displays analytical and synthetic thinking well	5b.	

Program Assessment Report Program: *AdVantage Core***Academic Year: 2015-2016**

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

In the 2015-2016 academic year, the program outcomes will be reviewed, and assessments will be performed.

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year:

The required work to establish additional criterion for the program, course revisions necessary to remain current with changing texts, and upgrades required to maintain relevant program outcomes will be accomplished within the budget allocations. No additional resources are requested.

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

The program director requests that the college administration consider a program specific marketing plan for AdVantage.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Identify the intended message of biblical passages.
2. Demonstrate exegetical skill in the interpretation of biblical texts.
3. Relate an examination of Christianity to contemporary themes.

Institutional Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	1
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	1,2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	
• a pattern of lifelong learning.	
• personal discipline in one's care for body, mind, and spirit.	
• a devoted relationship with Christ.	
• a life of Christian holiness in community.	3
• leadership in a variety of ministry contexts.	
• effective service within the context of modern society.	
• a commitment to global evangelism.	3

Program Curriculum Map

	Outcome1	Outcome2	Outcome3
Prophets/PoetWisdom/OTHistory	X	X	
PaulineEpistles/Acts/WomenBible	X	X	
Elective Bible/Theology Course	X	X	X
Global Evangelism			X
Oral Interpretation	X	X	
Senior Ministry Integration			X

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Major* ♦ Academic Year: 2015-2016

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>
---	--

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
---------------------------	--------------------------------	-----------------------------	-------------------------

Completion of this program should enable students to:

<p>1. Identify the intended message of biblical passages.</p>	<p>1a. Composite score of graduating majors will demonstrate at least 20% improvement over the composite score of the same students as entering freshmen, on the ABHE Bible Content Exam.</p> <p>1b. 90% of all majors will score 80% or better in relation to the "Summation of main points and clear identification of message" section of the exegetical paper grading rubric in their upper level Bible classes.</p>	<p>1a. 1 out of 1 (100%) B&T graduating majors improved by at least 20% in their composite score from their freshman test to their graduating test. This one student improved 89%.</p> <p>1b. 14 of 21 B&T majors (67%) scores 80% or better on the "Summation of main points and clear identification of message" section in their upper level Bible course.</p>	<p>1a. Reached goal. This is still a fairly new criterion. Last year we had no results; this year we only had 1 result. Results are rather limited because the Bible Content Exam format has been changed by ABHE. We will continue to monitor this criterion as more results become available.</p> <p>1b. Did not reach goal. Results from more classes have been obtained from both online and oncampus classes, but we are still working to obtain more results from more B&T students. The language for this criterion was changed (from 100% to 90%). But we are still significantly below our goal. Our average over the past 4 years is 73.7%. Admittedly, it is a rather lofty goal to have 90% of B&T majors to score 80% or better. Perhaps we need to examine our expectations on this. We will continue to monitor the results.</p>
<p>2. Demonstrate exegetical skill in the interpretation of biblical texts.</p>	<p>2a. 90% of all majors will score 85% or better on the exegetical papers they write in their upper level Bible classes.</p>	<p>2a. 10 of 21 B&T majors (48%) scored 85% or better on an exegetical paper they wrote in their upper level (3rd year) Bible course.</p>	<p>2a. Did not reach goal. The language for this criterion has changed (from 100% to 90% of all majors). We scored higher this year than last year, but we are still very significantly below our goal. Our average over the past 4 years is 42.7%. We need to examine whether a score of 85% for 90% of our B&T majors is a realistic goal. A score of 85% on such a challenging paper is very high. Continue to monitor the results.</p>
<p>3. Relate the message of the biblical text to a contemporary audience.</p>	<p>2b. Examine the results from the Graduate Exit Inventory or from the Alumni survey. OR, make up a short survey that is sent only to B&T majors. Track the scores of the B&T majors through the 7 exegetical papers they are required to write. 85% of the majors will demonstrate at least a 10% improvement from their first Bible class exegetical paper to their last Bible class exegetical paper.</p> <p>3a. 90% of all majors will score 80% or better in relation to the "Discussion of appropriate</p>	<p>2b. No results. (IT says that they could almost certainly track and mine this data for us. However, the issue of "inter-rater reliability" makes the value of this kind of information rather questionable. Feedback and input from the committee would be appreciated!).</p> <p>3a. 14 of 21 B&T majors (67%) scored 80% or better on the "Discussion of appropriate</p>	<p>2b. We will continue to pursue this possibility to see if the tracking of scores would render valuable and helpful information. Otherwise, a new and different criterion and procedure will need to be found.</p> <p>3a. Did not reach goal. The language for this criterion has changed (from 100% to 90% of all</p>

Program Assessment Report Program: *Bible and Theology Major*

Academic Year: 2015-2016

contemporary application" section of the exegetical paper grading rubric in their upper level Bible classes.

3b. A special Reflection Paper will be required of B&T majors in their SMI program with an "applicational" question in which they reflect upon the way their study of the Bible influences and affects the way they approach a Biblical text and present it to a contemporary audience. The question for the SMI question will contain two parts:

1. Reflect upon how your experience in the B&T major has impacted your approach to interpreting the Bible. In other words, compare and contrast the way you study the Bible now versus the way you studied the Bible before you came to NBC.
2. Write a brief explanation of how you apply the message of a biblical passage to a contemporary audience.

85% of the B&T majors will exhibit a positive reflection upon the way they learned to interpret the Bible from NBC. (This "positive reflection" is measured by the student's usage of the 6 key words "context, word studies, genre, message, purpose, application." 85% of the B&T majors should use 4 out of these 6 key words in their reflection paper).

contemporary application" section of the exegetical paper grading rubric in their upper level (3rd year) Bible course.

3b. 75%. 3 out of 4 students talked about the importance of 4 of the 6 key words of this criterion. Their reflection on their experience in the B&T major at NBC was very positive. (4 out of 4 talked about context, message, and application. 3 out of 4 talked about Word Studies. 1 out of 4 talked about purpose. 0 out of 4 talked about genre).

majors). Our average score over the past 4 years is 74%. Continue to monitor the results.

3b. Did not meet goal. With only 4 students completing their SMI, the numbers are very small (which means that the percentage swings widely (e.g. from 75% to 100%). We will continue to monitor the results.

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year: **It would be helpful if we could test the entire student body in the Bible Content Exam and not just the campus students. We would recommend that a study be done to examine the costs and feasibility of having every student take the exam in order to gain more results for our students.**

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Know oneself and the disciplines involved in personal growth.
2. Know the salient tenets of individual, group, and family counseling; human development; psychopathology & pharmacology; and theological foundations of psychotherapy.
3. Demonstrate the philosophies, goals, and techniques of the major counseling theories.
4. Demonstrate the core counseling skills.
5. Experience an enhanced sense of personal authenticity and empathy in the care of humanity.
6. Intuit a range and depth of feelings in oneself and others.

Institutional Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	4
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	
• a biblically-formed worldview, integrating the Christian faith with general educational content.	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	2
• a pattern of lifelong learning.	
• personal discipline in one's care for body, mind, and spirit.	1, 6
• a devoted relationship with Christ.	
• a life of Christian holiness in community.	5
• leadership in a variety of ministry contexts.	1, 2, 3, 5
• effective service within the context of modern society.	2, 3, 4, 5, 6
• a commitment to global evangelism.	

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6
Personal Development	X				X	X
Life Cycle Counseling	X	X				
Psychopathology and Pharmacology		X				
Current Issues in Counseling		X				
Professional Issues in Counseling	X					
Laboratory in Individual Counseling	X		X	X	X	X
Theory and Practice in Individual Counseling		X				
Laboratory in Group Counseling	X		X	X	X	X
Theory and Practice in Group Counseling		X				
Laboratory in Family Counseling	X		X	X	X	X
Theory and Practice in Family Counseling		X				
Theology and Therapy I		X				
Theology and Therapy II		X				
Christian Internship	X		X	X	X	X

Nazarene Bible College		Academic Assessment Flow Chart ♦		Program: <i>Christian Counseling</i> ♦		Academic Year: 2015-2016	
Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
1. Know oneself and the disciplines involved in personal growth.		1a. In CC cohort 18, at least 61% of the students will answer “Strongly Agree” that at least 50% of the characteristics in the Portrait of a Helper Assessment describe them.		1a. In CC cohort 18, 66% of the students answered “Strongly Agree” that at least 50% of the characteristics in the Portrait of a Helper Assessment describe them. 5-year average for the Portrait of a Helper Assessment: 61.8%		1a. Cohort 18 exceeded the year’s goal and the 5-year average for the Portrait of a Helper Assessment. The Portrait of a Helper Assessment has been given 5 years. It is a self-assessment given in the spring term and reflects the way individuals see themselves as helpers after a year of study and practice. The characteristics are based on “Portrait of the ‘Ideal Helper’” in Corey’s <i>Becoming a Helper</i> , 6th ed.	
2. Know the salient tenets of individual, group, and family counseling; human development; psychopathology & pharmacology; and theological foundations of psychotherapy.		2a. CC cohort 18 will achieve at least a 20% improvement on the Knowledge Assessment Test posttest. 2b. CC cohort 18 will achieve at least the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the Spring term: - Individual Counseling – 70% - Group Counseling – 70% - Family Counseling – 70% - Life Cycle Counseling – 70% - Psychopathology /Pharmacology – 70% - Theology & Therapy – 70%		2a. CC cohort 18 achieved a 28.6% improvement on the Knowledge Assessment Test posttest. 14-year averages for the KAT pretests/posttests: Pretests – 51.7% Posttests – 66% Improvement – 27.8% 2b. CC cohort 18 achieved the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the Spring term: - Individual Counseling – 50% - Group Counseling – 65% - Family Counseling – 58.3% - Life Cycle Counseling – 88.3% - Psychopathology /Pharmacology –85 % - Theology & Therapy – 96.6% 8-year averages of pretests, posttests, and improvements for the 6 areas on the KAT: - Individual Counseling Pretests – 37.8% Posttests – 60.3% Improvement – 59.5% - Group Counseling Pretests – 51.4% Posttests – 72.6% Improvement –41.2% - Family Counseling		2a. Cohort 18 exceeded the year’s goal and the 14-year average for <u>improvement</u> on the KAT. 2b. Cohort 18 reached the goals in 3 of the 6 content areas. An 8-year history of pre-test averages shows that students enter the cohort with less knowledge in Individual and Family. The KAT for 2015-2016 has been reviewed and updated to better match the content of the curriculum.	

		<p>Pretests – 36.2% Posttests – 53.1% Improvement – 46.6%</p> <p>- Life Cycle Counseling Pretests – 58.1% Posttests – 66.2% Improvement – 13.9 %</p> <p>- Psychopathology /Pharmacology Pretests – 63.1% Posttests – 77.6% Improvement – 22.9%</p> <p>- Theology & Therapy Pretests – 71.5% Posttests – 75.9% Improvement – 6.1 %</p>	
3. Demonstrate the philosophies, goals, and techniques of the major counseling theories.			
4. Demonstrate the core counseling skills.	<p>4a. In CC cohort 18, at least 97% of the student interns, who are assessed by site supervisors, will receive a rating of “Agree” or “Strongly Agree” that the interns demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p> <p>4b. In CC cohort 18, at least 83% of the students facilitating group therapy laboratory will be assessed by at least 80% of their fellow students, who rate them, with a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated at least 9 of the 11 Ivey core counseling skills.</p>	<p>4a. For CC cohort 18, there were 6 placements, and 6 surveys were completed and returned. 83.3% of the student interns, who were assessed by site supervisors, received a rating of “Agree” or “Strongly Agree” that the interns demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p> <p>12-year average: 95.6% of student interns were rated by supervisors as having at least 9 of 11 core counseling skills.</p> <p>4b. In CC cohort 18, 100% of the students facilitating group therapy laboratory were assessed by at least 80% of their fellow students, who rated them, with a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated at least 9 of the 11 Ivey core counseling skills.</p> <p>10-year average: 84.5% of students facilitating group therapy laboratory were rated by at least 80% of their fellow students as having at least 9 of 11 core counseling skills.</p>	<p>4a. Cohort 18 did not reach the year’s goal or the 12-year average for supervisors’ assessment of interns’ demonstrations of Ivey core counseling skills. While a theoretical content base is vital to preparing counseling students, a major strength of NBC’s Christian Counseling program is its integration of counseling skills with theory. With 3 labs and a large internship, students have opportunities to put a conceptual framework to practice. Though site supervisors are highly complementary of NBC’s counseling interns, we want to continually improve these counseling skills through the 3 counseling labs.</p> <p>4b. Cohort 18 exceeded the year’s goal and the 10-year average for peer assessment of the Ivey core counseling skills. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing core skills in a lab setting.</p>
5. Experience an enhanced sense of personal authenticity and empathy in the care of humanity.	5a. In CC cohort 18, at least 98% of the student interns, who are assessed by site supervisors, will receive a rating of “Agree” or “Strongly Agree”	5a. For CC cohort 18, there were 6 placements, and 6 surveys were completed and returned. 100% of the student interns, who were assessed	5a. Cohort 18 exceeded the year’s goal and the 11-year average for supervisors’ assessment of interns’ personal empathy and authenticity. This

	<p>that the interns had personal empathy and authenticity in working with placement staff and clients.</p> <p>5b. In CC cohort 18, 99% of the students facilitating group therapy laboratory will be assessed by at least 80% of fellow students, who rate them, with a rating of “Agree” or Strongly Agree” that the facilitators had personal empathy and authenticity.</p>	<p>by site supervisors, received a rating of “Agree” or “Strongly Agree” that the interns had personal empathy and authenticity in working with placement staff and clients.</p> <p>11-year average: 98.5% of student interns were rated by supervisors as having personal empathy and authenticity</p> <p>5b. In CC cohort 18, 100% of the students facilitating group therapy laboratory were assessed by at least 80% of fellow students, who rated them, with a rating of “Agree” or Strongly Agree” that the facilitators had personal empathy and authenticity.</p> <p>10-year average: 99% of students facilitating group therapy laboratory were rated by at least 80% of their fellow students as having personal empathy and authenticity</p>	<p>program outcome is one of our most important because it goes to the core of what the Christian Counseling program is about. These ratings help explain why our interns are not difficult to place in the Colorado Springs community.</p> <p>5b. Cohort 18 exceeded the year’s goal and the 10-year average for peer assessment of students’ personal empathy and authenticity. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing in a lab setting.</p>
<p>6. Intuit a range and depth of feelings in oneself and others.</p>	<p>6a. CC cohort 18 will achieve at least a 7% improvement on the Reflective Feeling Assessment.</p>	<p>6a. CC cohort 18 achieved an 8.2% improvement on the Reflective Feeling Assessment.</p> <p>10-year averages of pretests, posttests, and improvements on the RFA: Pretests – 75.8% Posttests – 81.3% Improvement – 7.2%</p>	<p>6a Cohort 18 exceeded the year’s goal and the 10-year average for improvement on the RFA. The ability to identify feeling in clients and oneself is a vital part of being a therapeutic person and helping clients recognize and work through emotional issues in their lives.</p>

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. commit to fulfilling the essential role of Christian educational ministries in the mission of the Church
2. apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christlike lifestyle, and participating in Christ's mission
3. identify and implement programs that will meet the educational needs and goals of a local church or denomination
4. develop a biblically-based, comprehensive philosophy of Christian educational ministries
5. develop an educational ministries team that effectively and efficiently meets its ministry objectives

(These program outcomes were changed in the past academic year to correspond with the assessment program standards.)

Institutional Outcomes	Corresponding Program Outcomes
• Effective communication skills in listening, speaking, and writing.	1,2,3,4,5
• Critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2,4,5
• Skills in biblical exposition that accurately reflect the content and meaning of Scripture.	2,4
• A biblically-formed worldview, integrating the Christian faith with general educational content.	2,4
• Recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	3
• A pattern of lifelong learning.	3,5
• Personal discipline in one's care for body, mind, and spirit.	2,3
• A devoted relationship with Christ.	2,5
• A life of Christian holiness in community.	1,2,3,4,5
• Leadership in a variety of ministry contexts.	1,2,3,4,5
• Effective service within the context of modern society.	1,2,3,5
• A commitment to global evangelism.	1,2,3,5

Program Curriculum Map

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
CEM-2003 Introduction to CE Ministries	X	X	X	X	X
CEM-2113 Foundations For CE Ministries	X	X	X	X	X
CEM-2123 Teaching Methods and Curriculum Design	X	X	X	X	
CEM-3113 Children's Ministries	X	X	X	X	X
CEM-3123 Youth Ministries	X	X	X	X	X
CEM-3133 Adult Ministries	X	X	X	X	X
CEM-4113 Multiple Staff and Team Ministries	X	X	X	X	X
CEM-4133 & 2133 Leadership of CE Ministries	X	X	X	X	X

Nazarene Bible College ◆		Academic Assessment Flow Chart ◆		Program: <i>Christian Educational Ministries</i> ◆		Academic Year: 2015-2016	
Mission: (Col. 1) →		Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.		Goal:		Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
1. Commit to fulfilling the essential role of Christian educational ministries in the mission of the Church.		1a. NBC-DS Survey		84% of NBC graduates lead and utilize Christian Education and age-level ministries in their churches.		1a. Rewrite the question so that it addresses, defines, and specifies for the respondents CEM in the local church. 1b. Review of course offerings to include inter-generational ministry approach in the local CEM program.	
2. Apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christ-like lifestyle, and participating in Christ's mission in a variety of ministry environments.		2a. Students discover and develop the skills necessary for applying CEM principles in the ongoing operation of a local CEM ministry.				2a.	
3. Identify and implement programs that will meet the educational needs and goals of a local church, denomination, or parachurch organization		3a. To be assessed in 2016-2017		3a. Youth Ministry Concentration		3a.	
4. Develop a biblically-based, comprehensive philosophy of Christian educational ministries that reflects sound educational theory and practice		4a. To aid the student in gaining a basic understanding of primary principles that form the foundation of effective Christian education in a local church.		4a. A personal philosophy of CEM paper will be submitted by students in CEM2113-Foundations for CEM.		4a.	
5. Develop an educational ministries team that effectively and efficiently meets its ministry objectives		5a. Principles and methods for functioning effectively as a member of a ministry team and for facilitating the development and maintenance of effective ministry teams.		5a. Reflection paper assignment-CEM4113-Multiple Staff and Team Ministries.		5a.	

Program Assessment Report Program: *Christian Educational Ministries Major*

Academic Year: 2015-2016

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought.
2. Identify basic counseling techniques.
3. Develop strategies for managing conflict within organizations.
4. Discern accurately the feelings in oneself and others in the counseling setting.

Institutional Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	2
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	1
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	
• a biblically-formed worldview, integrating the Christian faith with general educational content.	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	1
• a pattern of lifelong learning.	
• personal discipline in one’s care for body, mind, and spirit.	4
• a devoted relationship with Christ.	
• a life of Christian holiness in community.	
• leadership in a variety of ministry contexts.	1, 3
• effective service within the context of modern society.	1, 2, 3, 4
• a commitment to global evangelism.	

Program Assessment Report Program: *Counseling for Christian Ministries Major*

Academic Year: 2015-2016

	Outcome1	Outcome2	Outcome3	Outcome4
Orientation to Counseling for Christian Ministries		X		X
Developmental Issues in Counseling	X	X		
Counseling and Christian Thought	X	X		
Individual Counseling Theories	X	X		X
Marriage and Family Counseling Theories	X	X		X
Abnormal Psychology for Counseling	X	X		
Group and Organizational Behavior	X		X	
Managing Change and Conflict	X		X	
Capstone to Counseling for Christian Ministries		X		X

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Counseling for Christian Ministries* ♦ Academic Year: 2015-2016

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry. (Col. 1) →</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>
---	--

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
----------------------------------	---	------------------------------------	--------------------------------

Completion of this program should enable students to:

1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought

2. Identify basic counseling techniques

3. Develop strategies for managing conflict within organizations

4. Discern accurately the feelings in oneself and others in the counseling setting

2a. CCM cohort 13 will achieve at least 70% on the Technique Identification Assessment at the end of the major year.

2b. CCM cohort 13 will achieve at least 70% on the Counseling Lab Prep assignment at the end of the major year.

3a. In CCM cohort 13, 50% of the students who submit the Student Development Inventory will answer “Always True” or “Frequently True” about this statement, “I can lead and manage groups to ensure they are meeting their purpose.”

3b. In CCM cohort 13, 50% of the students who submit the Student Development Inventory will answer “Always True” or “Frequently True” about this statement, “I am confident in my ability to recruit, train, and supervise other persons.”

2a. CCM cohort 13 achieved 55% on the Technique Identification Assessment at the end of the major year:

8-year average of 13 cohorts – 57.2%

2b. CCM cohort 13 achieved 94.6% on the Counseling Lab Prep assignment at the end of the major year.

3a. In CCM cohort 13, 77.7% of the students who submitted the Student Development Inventory answered “Always True” or “Frequently True” about this statement, “I can lead and manage groups to ensure they are meeting their purpose.”

3b. In CCM cohort 13, 88.8 % of the students who submitted the Student Development Inventory answered “Always True” or “Frequently True” about this statement, “I am confident in my ability to recruit, train, and supervise other persons.”

2a. Cohort 13 did not reach the goal set for the Technique Identification Assessment. This is an instrument that measures how well students can match counseling techniques to definitions. Because the Counseling for Christian Ministries curriculum is mainly an online program with no labs or internships, students are expected to be able to identify procedures, not demonstrate them. These techniques are primarily taught in the theory courses.

2b. Cohort 13 exceeded the goal. The assignment requires students to submit written descriptions and applications of 14 counseling skills with cited resources. 2015-2016 is the first year to use the CLP as a measure for this objective.

3a. Cohort 13 exceeded the goal. Because this is the first year the SDI was used to measure this outcome, the goal was set to establish a baseline. It should be increased the following year.

3b. Cohort 13 exceeded the goal. Because this is the first year the SDI was used to measure this outcome, the goal was set to establish a baseline. It should be increased the following year.

Program Assessment Report Program: *Counseling for Christian Ministries Major*

Academic Year: 2015-2016

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}

Budget Items {identify any decisions and/or changes which require budgetary support}:

- a. Spent in current academic year:
- b. Request for following academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Know the disciplines that facilitate living a purposeful life.
2. Develop a commitment to spiritual maturation.
3. Exhibit skills required to mentor themselves and others effectively.
4. Formulate strategies which enable others to achieve their potential.
5. Exhibit situational awareness and leadership.
6. Lead improvement activities in an organizational setting.
7. Understand authority from a Christian perspective.
8. Model the use of appropriate inquiry.
9. Distinguish between acceptable and best practices in ethical dilemmas.

Institutional Outcomes	Corresponding Program Outcomes
• effective communication skills in listening, speaking, and writing.	1,2,3,4,5,6,7, 8, 9
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	1,2,3,4,5,6,7,9
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	1,3,5,7,9
• a biblically-formed worldview, integrating the Christian faith with general educational content.	1,3,4,5,7,
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	1,3,4,5,7,9
• a pattern of lifelong learning.	2,3,4,5,6,8,9
• personal discipline in one's care for body, mind, and spirit.	3,4,5
• a devoted relationship with Christ.	3,4,5
• a life of Christian holiness in community.	3,4,5,7,9
• leadership in a variety of ministry contexts.	1,2,3,4,6,7,8,9
• effective service within the context of modern society.	1,2,3,4,6,7,8,9
• a commitment to global evangelism.	5

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Leadership and Ethics* ♦ Academic Year: 2015-2016

Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.
--	---

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:			
1. Know the disciplines that facilitate living a purposeful life.	1a. Procedure – this outcome will be evaluated in BLE-3604 Adult & Professional Development.	1a.	1a.
	1b. Students will take the StrengthsFinders Assessment and identify their unique combination of strengths to help them become more productive, perform better, and more engaged in ministry and/or their workplace.	1b.	1b.
	1c. Students will write a 3-5 page paper stating their personal life mission and outlining the successful strategies in fulfilling their personal mission.		
2. Develop a commitment to spiritual maturation.	2a. Procedure – this outcome will be evaluated in BLE-4684 Managing Change and Conflict.	2a. 57.0% of NBC graduates from the DS survey exemplify a “holy life” or personal character.	2a.
	2b. Students will write a 2000 word paper about a situation they are facing at work, in their church, or with another organization with which they have affiliation that is experiencing conflict. Describe the setting, the people involved, etc. Based upon their readings and assuming the role of primary decision maker regarding the matter, students will articulate the process they would follow to produce desired conflict resolution, based on biblical principles and to help insulate the process from pitfalls that often develop during conflict?	2b.	2b.
3. Exhibit skills required to mentor themselves and others effectively.	3a. Procedure – this outcome will be evaluated in BLE-4684 Managing Change and Conflict.	3a. DS survey reveals 57% have a mature understanding of personhood.	3a.
	3b. Distinguish when an organization needs to change and when things should be celebrated rather than changed.	3b. Course Change Project	3b.
4. Formulate strategies which enable others to achieve their potential.	4a. Procedure – this outcome will be evaluated in BLE-4664 Strategic Leadership and Management.	4a.	4a.

Program Assessment Report Program: *Leadership and Ethics Major*

Academic Year: 2015-2016

	4b. Students will complete and score the New Oceans "Stress Profiler" .	4b.	4b..
5. Exhibit situational awareness and leadership.	5a. Procedure – this outcome will be evaluated in BLE-4674 Business Ethics.	5a.	5a.
	5b. Students will write a 2500 to 3500 word narrative description of their philosophical approach to ethical meaning and value. The paper will reflect a biblical viewpoint and supporting standards that serve as foundations for their philosophical and ethical views.	5b.	5b.
6. Lead improvement activities in an organizational setting.	6a. Procedure – Procedure – this outcome will be evaluated in BLE-4654 Group and Organizational Behavior.	6a.	6a.
	6b. Students will identify social systems, organizational culture and the elements of managing communication affecting human behavior in the organization.	6b.	6b.
	6c. Students will write a paper (500 word minimum) describing the impact of diversity (educational, cultural, talent, experience, and gender) in the workplace.		
7. Understand authority from a Christian perspective.	7a. Procedure – this outcome will be evaluated in BLE-4644 Legal, Ethical, & Regulatory Environment of Business.	7a.	7a.
	7b. Students will articulate the current cultural and legal landscape of U.S. Constitutional religious freedom rights.	7b. Final Exam	7b.
8. Model the use of appropriate inquiry.	8a. Procedure – this outcome will be evaluated in BLE-4614 Business & Professional Communication.	8a.	8a.
	8b. Students will create a Career Portfolio (CPA) as the major written assignment for this course, intended to demonstrate an application of knowledge and skills learned.	8b..	8b.
9. Distinguish between acceptable and best practices in ethical dilemmas.	9a. Procedure – this outcome will be evaluated in BLE-4674 Business Ethics.	9a.	9a.
	9b.	9b.	9b.

Program Assessment Report Program: *Leadership and Ethics Major*

Academic Year: 2015-2016

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

Institutional Outcomes	Outcomes Addressed						
	1	2	3	4	5	6	7
• effective communication skills in listening, speaking, and writing.							
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.							
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.							
• a biblically-formed worldview, integrating the Christian faith with general educational content.							
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.							
• a pattern of lifelong learning.							
• personal discipline in one’s care for body, mind, and spirit.							
• a devoted relationship with Christ.							
• a life of Christian holiness in community.							
• leadership in a variety of ministry contexts.							
• effective service within the context of modern society.							
• a commitment to global evangelism.							

Program Curriculum Map

Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
PAS-1013 Introduction to Christian Service							
PAS-1023 Spiritual Formation (or THE-1023)							
CEM-2133 Leadership of Christian Education Ministries							
OTR-2013 Global Evangelism							
OTR-4013 Developing a Missional Church							
PAS-2013 Practice of Christian Ministry							
PAS-2023 History and Polity of the COTN							
PAS-3023 Pastoral Care and Counseling							
PAS-3033 Christian Preaching I							
PAS-3043 Christian Preaching II							
PAS-4023 Church Admin. and Finance							
PAS-4092 SMI							

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Pastoral Leadership* ♦ Academic Year 2015 -2016

Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.
Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program will educate students to:</p>			
<p>1. Grow in Christlike character as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2016 through 2017</p> <p>1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2016</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2016-17</p> <p>1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.</p> <p>1e. 80% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent’s Survey starting 2015/</p>	<p>1a. Draw from SDI for 2014-15 and 2016 -17 and compare results</p> <p>1b Draw from SDI beginning summer of 2016.</p> <p>1c Working with SMI Director to create the survey.</p> <p>1.d Course has been revived to achieve this outcome Dist. Supt Survey will be used to help determine this outcome starting in 2016-17 academic year</p> <p>1e. DS Survey received and tabulated for 2015</p>	<p>1a. In process</p> <p>1b. In process</p> <p>1c. In process will be instituted in 2016-17 academic year.</p> <p>1d. NOTE: Revised Course will be taught for the first time in Fall of 2016-17</p> <p>1e. 2015 DS Survey Results = 99%</p>
<p>2. Promote evangelism and community engagement.</p>	<p>2a. This objective will be actively assessed in academic years beginning summer of 2016-17.</p> <p>2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017</p> <p>2c Information will be gathered from appropriate input by District Superintendents via DS Survey</p>	<p>2a. Draw from specific questions found in the SDI survey.</p> <p>2b. Will send survey to alumni from 2014-15 – 2016-17 in January of each year beginning in 2016 – in process</p> <p>2c. Survey sent to 1/3 of DS annually – studying 2015 results in process</p>	<p>2a. Currently searching for appropriate questions</p> <p>2b. Not yet available – hopefully send this year</p> <p>2c. 93% favorable rating by DS Survey – will advise professors of our success</p>
<p>3. Conduct culturally relevant God-centered worship.</p>	<p>3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program’s survey will indicate the program did “good or “excellent” in preparing them to fulfill this objective. (TBD)</p> <p>3b. 75% of the students enrolled in the Worship class for will earn an 80% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment</p>	<p>3a. Results of the survey (including comments) distributed to faculty responsible for course content. We will use this data to see if any changes need to be made in this course. Will continue to gather surveys to increase sample and have more meaningful measurement by 2014.</p> <p>3b. Revision of Worship class completed.</p>	<p>3a. PAS30313 Online Worship course also re-written in 2015. According to student survey, have achieved this goal.</p> <p>3b. Redesign proved favorable.in Winter 14 - 15 on campus, online continuing to revise student response more positive On Campus 88% level of achievement Online 94% level of achievement Spring 2015.</p>
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Preaching/Teaching.”</p>	<p>4a. DS Survey Results: Study of results in process</p>	<p>4a. Latest DS Survey reports 93% favorable</p>

Program Assessment Report Program: *Pastoral Leadership Major*

Academic Year: 2015-2016

	<p>4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their MPR and GEI based on their responses to the SDI.</p>	<p>4b. Will be gathered in PM SMI survey – in process</p>	<p>4b. Will compare results for three years and report annually to PM committee for course review. Next report due Spring 2016.</p>
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. 80% of the District Superintendents in the COTN responding to the 2014 - 2017 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership.”</p>	<p>5a. Results of DS Survey for 2014, 2015 received and tabulated</p>	<p>5a. Compare results for three years 2014-15 – 2016-17 for program and course effectiveness\ 2014 DS Survey reports 67% favorable 2015 DS Survey reports 83% favorable</p>
	<p>5b. 75% of the 2014 – 15 graduating students will indicate an improvement in their leading and administration skills between their MPR and GEI based on their responses to the SDI.</p>	<p>5b in process – MPR completed, GEI interview results very favorable in terms of feeling well prepared</p>	<p>5b. GEI 2015 – 90% students reported feel well prepared. Will compare results for three years to measure course effectiveness Spring 2017.</p>
<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2015 through 2017 through Alumni and DS Surveys.</p>	<p>6a. DS Survey Study results for 2015 have been received and tabulated alumni survey yet to be designed</p>	<p>6a. 2014 DS Survey = 67% 2015 DS Survey = 89% 2016 and 2017 surveys to be tabulated at end of each year.</p>
	<p>6b. Compare DS Survey results</p>	<p>6b. Results to be reported to course writers, whether favorable or not favorable for improvement in courses.</p>	<p>6b. Compare results for three years to measure program and course effectiveness 20% improvement over previous year based on 2015 survey. 2016 and 2017 surveys to be completed appropriately at end of each year.</p>
<p>7. Develop an intentional vocational foundation for a financially sustainable ministry.</p>	<p>7a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.</p>	<p>7a. Survey of course assignments – in process</p>	<p>7a. Compare results for three years to measure program and course effectiveness 2014-15 On Campus 84% favorable assessment Online MPP SME – 98% favorable 2015-16 in process</p>
	<p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working.</p>	<p>7b. Alumni survey yet to be designed</p>	<p>7b. In process for alumni from 2014-15 alumni.</p>

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

-Since this is a degree completion program, there are a few courses not required in this program that are required in the Pastoral Ministries Major.

However, the major objectives and concerns for preparing our students for effective ministry are the same.

-Since this program only requires OAS3013 and not MUS1143, the re-writing of the course included some additional assignments to add more practical application so that there was a greater balance between the academic and practics required to prepare them to lead in worship.

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year: N/A

b. Request for following academic year: N/A

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Objective One: Grow in Christlike character as persons and pastors.

To achieve our goals in this area will require a complete revision of the existing course in Holiness Doctrine, as well as an intentional approach to assuring that our students, comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

Plan of Action:

- a. Revise and move the doctrine of holiness course from a 4000 level senior research course to 2000 level course focusing on biblical theology and practical experience. Furthermore, the course will intentionally enable the student to both understand and adequately articulate the doctrine of entire sanctification as set forth in our Articles of Faith. -
- b. Moving the course to the sophomore year is more in keeping with preparing our Nazarene students for ministerial licensure at the District Level which typically happens near the end of the sophomore year.
- c. Having the course earlier allows our non-Nazarene students to come to a better understanding of who we are and what we believe as Nazarenes. Of course, it is not necessary for them to be in agreement. The goal is to have a better understanding of our doctrine and biblical position on the matter, and thus hopefully eliminate some confusion as to what we truly believe about living s Christlike disciples.
- d. The goal is to have the course ready for implementation in the Fall Session of the academic year, 2016-17.
- e. **Revision Completed will be taught for the first time in Fall 2016 – 17**

Objective Six: Discover good practices for effective pastoral care.

Plan of Action:

- a. Renewed emphasis in Practice of Ministry and Pastoral Care classes on the importance of Pastoral Care and Congregational health beginning in 2014-15 Academic year
- b. Continue to monitor Dist. Supt. Surveys to see if our students show favorable increases in Congregational Care Assessment:

Results: DS Survey regarding effective pastoral care: 2014 = 67% 2015 = 87% Favorable improvement!

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

College Educational Outcomes	Corresponding Program Outcomes						
	1	2	3	4	5	6	7
• effective communication skills in listening, speaking, and writing.							
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.							
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.							
• a biblically-formed worldview, integrating the Christian faith with general educational content.							
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.							
• a pattern of lifelong learning.							
• personal discipline in one's care for body, mind, and spirit.							
• a devoted relationship with Christ.							
• a life of Christian holiness in community.							
• leadership in a variety of ministry contexts.							
• effective service within the context of modern society.							
• a commitment to global evangelism.							

Program Curriculum Map

Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
CEM-2133 Leadership of Christian Education Ministries		■		■	■		
MUS-1143 Music Ministries I - Introduction			■		■		
OTR-2013 Global Evangelism		■		■			
OTR-4013 Developing a Missional Church		■	■	■	■		■
PAS-2013 Practice of Christian Ministry	■	■	■	■	■	■	■
PAS-2023 History and Polity of the COTN					■	■	
PAS-3013 Worship	■		■	■			
PAS-3023 Pastoral Care and Counseling	■					■	
PAS-3033 Christian Preaching I	■			■			
PAS-3043 Christian Preaching II	■			■			
PAS-3053 Christian Preaching III	■			■			
PAS-4023 Church Administration and Finance					■	■	
PAS-4092 Senior Ministry Integration (SMI)	■	■	■	■	■	■	■
PSY-4083 Leadership	■				■	■	■
SPE-3033 Oral Interpretation			■	■			

Program Assessment Report Program: *Pastoral Ministries Major*
Academic Year: 2015-2016

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: Pastoral Leadership ♦	Academic Year: 2015 - 2016
Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program will educate students to:			
1. Grow in Christlike character as persons and pastors.	1a. This objective will be actively assessed in academic years beginning in 2016 through 2017	1a. Draw from SDI for 2014-15 and 2016 -17 and compare results	1a. In process
	1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2016	1b Draw from SDI beginning summer of 2016.	1b. In process
	1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2016-17	1c Working with SMI Director to create the survey.	1c. In process will be instituted in 2016-17 academic year.
	1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.	1.d Course has been revived to achieve this outcome Dist. Supt Survey will be used to help determine this outcome starting in 2016-17 academic year	1d. NOTE: Revised Course will be taught for the first time in Fall of 2016-17
	1e. 80% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey starting 2015/	1e. DS Survey received and tabulated for 2015	1e. 2015 DS Survey Results = 99%
2. Promote evangelism and community engagement.	2a. This objective will be actively assessed in academic years beginning summer of 2016-17.	2a. Draw from specific questions found in the SDI survey.	2a. Currently searching for appropriate questions
	2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017	2b. Will send survey to alumni from 2014-15 – 2016-17 in January of each year beginning in 2016 – in process	2b. Not yet available – hopefully send this year
	2c Information will be gathered from appropriate input by District Superintendents via DS Survey	2c. Survey sent to 1/3 of DS annually – studying 2015 results in process	2c. 93% favorable rating by DS Survey – will advise professors of our success
3. Conduct culturally relevant God-centered worship.	3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program's survey will indicate the program did "good or "excellent" in preparing them to fulfill this objective. (TBD)	3a. Results of the survey (including comments) distributed to faculty responsible for course content. We will use this data to see if any changes need to be made in this course. Will continue to gather surveys to increase sample and have more meaningful measurement by 2014.	3a. MUS1143 was re-written in 2014 to better achieve objectives. Online Worship course also re-written in 2015. According to student survey, have achieved this goal.
	3b. 75% of the students enrolled in the Worship and Music Introduction classes for will earn an 80% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment	3b. Revision of Worship and Music Introduction class completed.	3b. Redesign proved favorable.in Winter 14 - 15 on campus, online continuing to revise student response more positive On Campus 88% level of achievement Online 94% level of achievement Spring 2015 Campus Intro to Music 94% level of achievement. Continuing assessment.
4. Communicate the gospel in contextually appropriate ways.	4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 "NBC Survey for District Superintendents" will rate NBC students/alumni serving	4a. DS Survey Results: Study of results in process	4a. Latest DS Survey reports 93% favorable

on their districts either “good” or “excellent” in “Preaching/Teaching.”

4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their MPR and GEI based on their responses to the SDI.

4b. Will be gathered in PM SMI survey – in process

4b. Will compare results for three years and report annually to PM committee for course review. Next report due Spring 2016.

5. Learn to effectively lead and administer the church as a servant leader.

5a. 80% of the District Superintendents in the COTN responding to the 2014 - 2017 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership.”

5b. 75% of the 2014 – 15 graduating students will indicate an improvement in their leading and administration skills between their MPR and GEI based on their responses to the SDI.

5a. Results of DS Survey for 2014, 2015 received and tabulated

5b in process – MPR completed, GEI interview results very favorable in terms of feeling well prepared

5a. Compare results for three years 2014-15 – 2016-17 for program and course effectiveness\ 2014 DS Survey reports 67% favorable 2015 DS Survey reports 83% favorable

5b. GEI 2015 – 90% students reported feel well prepared. Will compare results for three years to measure course effectiveness Spring 2017.

6. Discover good practices for effective pastoral care.

6a. This objective will be actively assessed in academic years beginning in 2015 through 2017 through Alumni and DS Surveys.

6b. Compare DS Survey results

6a. DS Survey Study results for 2015 have been received and tabulated alumni survey yet to be designed

6b. Results to be reported to course writers, whether favorable or not favorable for improvement in courses.

6a. 2014 DS Survey = 67% 2015 DS Survey = 89% 2016 and 2017 surveys to be tabulated at end of each year.

6b. Compare results for three years to measure program and course effectiveness 20% improvement over previous year based on 2015 survey. 2016 and 2017 surveys to be completed appropriately at end of each year.

7. Develop an intentional vocational foundation for a financially sustainable ministry.

7a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.

7b. Design an alumni survey that seeks to know if their plan for financial stability is working.

7a. Survey of course assignments – in process

7b. Alumni survey yet to be designed

7a. Compare results for three years to measure program and course effectiveness 2014-15 On Campus 84% favorable assessment Online MPP SME – 98% favorable

2015-16 in process

7b. In process for alumni from 2014-15 alumni.

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Objective One: Grow in Christlike character as persons and pastors.

To achieve our goals in this area will require a complete revision of the existing course in Holiness Doctrine, as well as an intentional approach to assuring that our students, comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

Plan of Action:

- Revise and move the doctrine of holiness course from a 4000 level senior research course to 2000 level course focusing on biblical theology and practical experience. Furthermore, the course will intentionally enable the student to both understand and adequately articulate the doctrine of entire sanctification as set forth in our Articles of Faith. -
- Moving the course to the sophomore year is more in keeping with preparing our Nazarene students for ministerial licensure at the District Level which typically happens near the end of the sophomore year.
- Having the course earlier allows our non-Nazarene students to come to a better understanding of who we are and what we believe as Nazarenes. Of course, it is not necessary for them to be in agreement. The goal is to have a better understanding of our doctrine and biblical position on the matter, and thus hopefully eliminate some confusion as to what we truly believe about living s Christlike disciples.
- The goal is to have the course ready for implementation in the Fall Session of the academic year, 2016-17.
- **Revision Completed will be taught for the first time in Fall 2016 – 17**

Objective Six: Discover good practices for effective pastoral care.

Plan of Action:

- Renewed emphasis in Practice of Ministry and Pastoral Care classes on the importance of Pastoral Care and Congregational health beginning in 2014-15 Academic year
- Continue to monitor Dist. Supt. Surveys to see if our students show favorable increases in Congregational Care Assessment:

Results: DS Survey regarding effective pastoral care: 2014 = 67% 2015 = 87% Favorable improvement!

Budget Items {identify any decisions and/or changes which require budgetary support}: Responsibility of the Dean's Office

a. Spent in current academic year: N/A

b. Request for following academic year: N/A

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

(See Above)

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow and mature in wholeness and holiness as persons and pastors.
2. Promote evangelism and community engagement as the priority of pastoral ministry.
3. Conduct culturally relevant worship as a celebration of God in His supreme worth.
4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.
5. Lead and administrate a local church to carry out its unique Christian mission.
6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

College Educational Outcomes	Corresponding Program Outcomes						
	1	2	3	4	5	6	7
• effective communication skills in listening, speaking, and writing.							
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.							
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.							
• a biblically-formed worldview, integrating the Christian faith with general educational content.							
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.							
• a pattern of lifelong learning.							
• personal discipline in one's care for body, mind, and spirit.							
• a devoted relationship with Christ.							
• a life of Christian holiness in community.							
• leadership in a variety of ministry contexts.							
• effective service within the context of modern society.							
• a commitment to global evangelism.							

Program Curriculum Map

Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
PAS-1013SP Introducción al Servicio Cristiano	■	■		■	■	■	■
PAS-1023SP Formación Espiritual	■						
CEM-2133SP Liderazgo de Ministerios de Educación Cristiana		■		■	■		
HIS-4002SP Iglesia Latina/Hispana en los EEUU		■	■	■		■	
MUS-1143SP Ministerios de Música I - Introducción			■				
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo		■	■	■		■	
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.)		■	■	■		■	
OTR-4043SP Introducción a Plantación de Iglesias		■	■	■	■	■	
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)		■	■	■	■	■	
PAS-2013SP Práctica del Ministerio Cristiano	■	■	■	■	■	■	■
PAS-2023SP Historia y Política de la IDN					■		
PAS-3013SP Adoración			■				
PAS-3023SP Cuidado Pastoral y Consejería	■					■	
PAS-3033SP Predicación Cristiana I				■			
PAS-3043SP Predicación Cristiana II				■			
PAS-4023SP Administración de la Iglesia y Finanzas					■		■
PAS-4092SP Experiencia Ministerial Supervisada (SME)		■	■	■	■	■	
PSY-4083SP Liderazgo		■	■	■	■	■	

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: Pastoral Ministries ♦	Academic Year: 2015 - 2016
<p>Mission: (Col. 1) →</p>	<p>Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program will educate students to:</p>			
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2014 through 2017</p> <p>1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2015</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2015-16.</p> <p>1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.</p>	<p>1a. The THE1043SP Explorando la Santidad Cristiana was offered in Spanish for the first time in 2015-2016. PAS-1023SP Formación Espiritual OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE4053SP Teología de Juan Wesley also addressed this outcome this year.</p> <p>1c. The PAS-4092SP Experiencia Ministerial Supervisada (SME) was translated, given to the second class of HPM graduating seniors (2016) and will be given to the third class (2017). The results are being collected.</p> <p>1d. There were five Theology courses offered for the first time in Spanish in 2015-2016.</p>	
<p>2. Promote evangelism and community engagement as the priority of pastoral ministry.</p>	<p>2a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17.</p> <p>2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017</p> <p>2c. Information will be gathered from appropriate input by District Superintendents via DS Survey</p>	<p>2b. The first and second graduating classes of HPM seniors (2015 & 2016) will be receiving the Pastoral Ministry Alumni survey.</p>	
<p>3. Conduct culturally relevant worship as a celebration of God in His supreme worth.</p>	<p>3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program's survey will indicate the program did "good" or "excellent" in preparing them to fulfill this objective. (TBD)</p> <p>3b. 75% of the students enrolled in the Worship and Music Introduction classes for 2014-15 will earn an 80% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment</p>	<p>(3b. No Worship or Introduction to Music Ministries courses were offered in 2015-2016 in HPM program, but both are scheduled for 2016-2017.)</p>	
<p>4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.</p>	<p>4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 "NBC Survey for District Superintendents" will rate NBC students/alumni serving on their districts either "good" or "excellent" in "Preaching/Teaching."</p> <p>4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their MPR and GEI based on their responses to the SDI.</p>	<p>(4b. No Preaching courses were offered in 2015-2016 in HPM program, but OTR-4093SP Declarando el Evangelio de Dios como Evangelismo was. Both Preaching courses are being offered in 2016-2017, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo was offered in 2016 and OTR-4033SP Comunicar a Cristo Transculturalmente will be offered.)</p>	

<p>5. Lead and administrate a local church to carry out its unique Christian mission.</p>	<p>5a. 80% of the District Superintendents in the COTN responding to the 2014 - 2017 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership.”</p> <p>5b. 75% of the 201-15 4 graduating students will indicate an improvement in their leading and administration skills between their MPR and GEI based on their responses to the SDI.</p>	<p>5b. PAS4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-2023SP Historia y Política de la Iglesia del Nazareno were offered for the first time in Spanish in the 2015-2016 academic year. CEM-2133SP Liderazgo de Ministerios de Educación Cristiana was offered again in 2016.</p>
<p>6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2015 through 2017 through Alumni and DS Surveys.</p> <p>6b.</p>	<p>(6b. PAS-2013SP Práctica del Ministerio Cristiano has been offered each year, PAS-4092SP Experiencia Ministerial Supervisada (SME) was offered in Spanish in 2016 and PAS-3023SP Cuidado Pastoral y Consejería will be offered for the first time in Spanish in 2016-2017.</p>
<p>7. Develop an intentional vocational foundation for a financially sustainable ministry.</p>	<p>7a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.</p> <p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working.</p>	<p>7a. The courses PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS4023SP Administración de la Iglesia y Finanzas were taught in 2015-2016, included this financial feasibility assignment, and the responses will be examined.</p>

Special note of analysis of the Program Outcomes of the Hispanic Pastoral Ministries:

ISSUE: Outcomes #2, 3, 4, 6 & 7 have cultural aspects to be considered that are distinctly different than the English-American context.

ISSUE: the current DS Survey does NOT specifically ask about NBC HISPANIC graduates.

SUB-ISSUE: What can be done about assessing HPM graduates if there is a language barrier with the DS?

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Objective Two: Promote evangelism and community engagement as the priority of pastoral ministry

To achieve our goal in this area will require analysis of the existing courses to teach how *the Hispanic community* is best evangelized and engaged according to the peculiarities of a multi-national, immigrant, second-culture context. [It should be noted that, according to several global and national denominational leaders, *the Hispanic congregations* are evangelizing more and growing faster *than any other group* in the USA and Canada.]

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- c. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Objective Three: Conduct culturally relevant worship as a celebration of God in His supreme worth.

“Culturally relevant worship” in the USA/Canada Hispanic community means a worship experience that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of Christian worship in the Hispanic context.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- c. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Objective Four: Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

To achieve our goal in this area will require analysis of the existing courses to teach how to communicate within *the Hispanic context*.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking

- a. Works that are original (not translated)
- b. Works that are more current (not from previous generations)
- c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- b. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- c. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Objective Six: Practice pastoral care in a manner that ministers to human need in the congregation and the community.

To achieve our goal in this area will require analysis of the existing courses to teach how to minister within *the Hispanic context* especially taking into consideration the peculiarities of a multi-national, immigrant, second-culture context.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- b. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context
- c. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Objective Seven: Develop an intentional vocational foundation for a financially sustainable ministry.

The financial situation for most Hispanic congregations and their pastors is *unmistakably distinct* to that of the English-speaking congregations in the USA and Canada. The development of “an intentional vocational foundation for a financially sustainable ministry” must reflect the realities of the USA/Canada Hispanic community, where *very, very few Hispanic pastors are full-time*, the congregation is always transitory, the resources are usually shared (borrowed), and the financial situation is always fluctuating.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- b. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context
- c. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic cultural context.

- a. The DS Survey should be revised to include (for the first time ever) Hispanic Pastoral Ministries degree graduates.
- b. The different student interventions (NBC Experience, Ministry Progress Report, Graduating Colloquium) need to be given in Spanish for the HPM students.
- c. A Spanish language version of the ABHE test needs to be given to the HPM students.

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic church context.

- a. In view of the fact that the Spanish-language immigrant population has increased *dramatically* in the past five years, more Hispanic congregations are needed throughout the USA and Canada (in all states and provinces), which is causing a need for more Hispanic pastors to plant these churches.
- b. In view of the fact that there is a *critical* shortage of pastors for Spanish-language congregations (many churches without pastors, many churches seeking HPM students even before they graduate), the HPM program must strategically respond and prepare students with this in mind.
- c. In view of the fact that several *sister holiness denominations* are approaching NBC for candidates for their pulpits (they face the same shortage mentioned before), more collaboration and shared strategy is needed to address this demand (including using Spanish-speaking adjunct professors from the Salvation Army, developing working agreements with graduate schools, etc.).

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. commit to fulfilling the essential role of Christian educational ministries in the mission of the Church
2. apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christlike lifestyle, and participating in Christ’s mission
3. identify and implement programs that will meet the educational needs and goals of a local church or denomination
4. develop a biblically-based, comprehensive philosophy of Christian educational ministries
5. develop an educational ministries team that effectively and efficiently meets its ministry objectives

(These program outcomes were changed in the past academic year to correspond with the assessment program standards.)

Institutional Outcomes	Corresponding Program Outcomes
• Effective communication skills in listening, speaking, and writing.	1,2,3,4,5
• Critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2,4,5
• Skills in biblical exposition that accurately reflect the content and meaning of Scripture.	2,4
• A biblically-formed worldview, integrating the Christian faith with general educational content.	2,4
• Recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	3
• A pattern of lifelong learning.	3,5
• Personal discipline in one’s care for body, mind, and spirit.	2,3
• A devoted relationship with Christ.	2,5
• A life of Christian holiness in community.	1,2,3,4,5
• Leadership in a variety of ministry contexts.	1,2,3,4,5
• Effective service within the context of modern society.	1,2,3,5
• A commitment to global evangelism.	1,2,3,5

Program Curriculum Map

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
BIB-2013 Pentateuch					
BIB-2033 New Testament Gospels					
CEM-2133 Leadership of CEM	X	X	X	X	
CEM-2123 Teaching Methods and Curriculum Design	X	X	X	X	X
CEM-3113 Children's Ministries	X	X	X	X	X
CEM-3123 Youth Ministries	X	X	X	X	X
CEM-3133 Adult Ministries	X	X	X	X	X
CEM-4113 Multiple Staff and Team Ministries	X	X	X	X	X
PAS-1023 Spiritual Formation					

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: Christian Educational Ministries ♦ Academic Year: 2015-2016

Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry. **Goal:** Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.

Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
1. Commit to fulfilling the essential role of Christian educational ministries in the mission of the Church	1a. NBC-DS Survey	84% of NBC graduates lead and utilize a successful CEM ministry and program in their local churches.	1a. Rewrite the question so that it addresses, defines, and specifies for the respondents CEM in the local church. 1b. Review of course offerings to include inter-generational ministry approach in the local CEM program.
2. Apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christ-like lifestyle, and participating in Christ's mission in a variety of ministry environments	2a. Students discover and develop the skills necessary for applying Discipleship and CEM principles in the ongoing operation of a local CEM ministry.	2a.	2a.
3. Identify and implement programs that will meet the educational needs and goals of a local church, denomination, or parachurch organization	3a. To be assessed in 2017-2018	3a. Youth Ministry Concentration	3a.
4. Develop a biblically-based, comprehensive philosophy of Christian educational ministries that reflects sound educational theory and practice	4a. A personal philosophy of CEM paper will be submitted by students in CEM2133/4133-Leadership of Christian Educational Ministries.	4a.	4a.
5. Develop an educational ministries team that effectively and efficiently meets its ministry objectives	5a. Principles and methods for functioning effectively as a member of a ministry team and for facilitating the development and maintenance of effective ministry teams.	5a. Reflection paper assignment-CEM4113-Multiple Staff and Team Ministries.	5a.

Program Assessment Report **Program:** *Christian Educational Ministries Concentration (AA)*

Academic Year: 2015-2016

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

a. Spent in current academic year:

b. Request for following academic year:

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Increase basic Bible knowledge.
2. Explain essential Christian beliefs for practical application in ministry.
3. Demonstrate ability to understand and execute effective local church administration.
4. Develop a biblical philosophy of servant leadership.
5. Understand the basic principles of human behavior.
6. Understand and apply basic bible study concepts.
7. Communicate the gospel in culturally relevant manner.
8. Understand and apply basic discipleship concepts including personal spiritual disciplines.
9. Promote evangelism and community engagement.

We have had an influx in enrollment in the AA program. However, most are freshmen and it will be 2016 – 17 before they are in the classes that need to be evaluated. Will need more time to lay out an evaluation strategy. Looking at specific courses for grade evaluation compilation. Should have enough data to be meaningful by the end of the 2017 Academic year.

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

AA Program Curriculum Map – Including Electives possible for this program in Church of Pastoral Ministries Concentration

AA Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
CEM-2133 Leadership of Christian Education Ministries		■		■	■		
MUS-1143 Music Ministries I - Introduction			■		■		
OTR-2013 Global Evangelism		■		■			
OTR-4013 Developing a Missional Church		■	■	■	■		■
PAS-2013 Practice of Christian Ministry	■	■	■	■	■	■	■
PAS-2023 History and Polity of the COTN					■	■	
PAS-3013 Worship	■		■	■			
PAS-3023 Pastoral Care and Counseling	■					■	
PAS-3033 Christian Preaching I	■			■			
PAS-3043 Christian Preaching II	■			■			
PAS-3053 Christian Preaching III	■			■			
PAS-4023 Church Administration and Finance					■	■	■
PAS-4092 Senior Ministry Integration (SMI)	■	■	■	■	■	■	■
PSY-4083 Leadership	■				■	■	■
SPE-3033 Oral Interpretation			■	■			

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦

Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.
(Col. 1) →

Program: AAMin: Church Ministries ♦

Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.

Academic Year: 2015 - 16

Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
1. Increase basic Bible knowledge..	1a. Will evaluate final grades of AA students in OT/NT classes 2015 - 2017	1a. In process – will begin compiling this information at end of 15-16 academic year.	1a. In process
	1b. 80% of students achieve a grade point of at least 85%	1b. In process – will begin compiling this information at end of 15-16 academic year.	1b. In process
2. Explain essential Christian beliefs for practical application in ministry.	2a. Will evaluate final grades in major Theo classes 2015 - 2017	2a. In process – will begin compiling this information at end of 15-16 academic year	2a. In process
	2b. 80% of students achieve a grade point of at least 85%	2b. In process – will begin compiling this information at end of 15-16 academic year	2b. In Process
3. Demonstrate ability to understand and execute effective local church administration.	3a. Will evaluate final grades in Practice of Ministry and History and Manual Courses 2015 - 2017	3a. In process – will begin compiling this information at end of 15-16 academic year	3a. In process
	3b. 80% of students achieve 75% or above on Final Essay Exams n PAS2013	3b. In process – will begin compiling this information at end of 15-16 academic year	3b. In process
4. Develop a biblical philosophy of servant leadership.	4a. Will draw from comments in SDI Survey	4a. Complete by Spring 2017	4a. In process
	4b. Will compile self-evaluation from exit interview at end of 2017 academic year.	4b. Complete by Summer 2017	4b. In process
5. Understand the basic principles of human behavior.	5a. Will evaluate final grades in Pastoral Care and Counseling Course 2015 - 2017	5a. Complete comparison of 2014 – 2017 in Summer of 2017	5a. In process.
	5b. Will compile grade stats for PSY1013 for years 2014 – 2017.	5b. Complete in the Summer of 2017	5b. In process
6. Understand and apply basic bible study concepts	6a. Will compile grade states for OT and NT Survey courses for 2014 - 2017	6a. Complete in Spring of 2017	6a. In process
	6b. 80% of students achieving a grade point of 85% in biblical courses	6b. Complete in Spring of 2017	6b. In process
7. Communicate the gospel in culturally relevant manner.	7a. Will review and evaluate final grades in Christian Preaching I and II	7a. Complete in Spring of 2017.	7a. In process
		7b. Complete in Spring of 2017.	7b. In process

Program Assessment Report Program: *Church Ministries Concentration (AA)*

Academic Year: 2015-2016

7b. 75% of students to achieve a grade point of 80% or more in preaching classes.

8. Understand and apply basic discipleship concepts including personal spiritual disciplines.

8a. Will review and evaluate final grades in Spiritual Formation Class.

8a. Complete in Spring of 2017

8a. In process

8b. 85% of students to achieve a grade point of 75% or above

8b. Complete in Spring of 2017

8b. In process

9. Promote evangelism and community engagement.

9a. Will review and evaluate final grade in Missional Church Course and Global Evangelism

9a. Complete in Spring of 2017

9a. In process

9b. 85% of students to achieve a grade point of 75% or above

9b. Complete in Spring of 2017.

9b. In process

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5 }:

We have not had enough students to effectively gather information to see if we are improving in this area. By the end of 2016-17 academic year we will have enough students complete the AA program that we can draw appropriate data.

Because the AA has six hours of electives, it is hard to know exactly which assignment in these course to focus upon. It all depends upon whether they concentrate in pastoral ministry, Christian Education, or age specific ministries. Will begin by looking at overall performance of the students.in key courses to determine how well the learning experience is performing.

Budget Items {identify any decisions and/or changes which require budgetary support }:

a. Spent in current academic year: N/A

b. Request for following academic year: N/A

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee }:

My strategic plan at this point is very basic. Due to lack of participation in the program (until of late), there has not been enough activity to place this high on the agenda. I need to get together with some other professors later this year for some ideas for more strategic measurements and program analysis.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow and mature in wholeness and holiness as persons and pastors.
2. Promote evangelism and community engagement as the priority of pastoral ministry.
3. Conduct culturally relevant worship as a celebration of God in His supreme worth.
4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.
5. Lead and administrate a local church to carry out its unique Christian mission.
6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

College Educational Outcomes	Corresponding Program Outcomes						
	1	2	3	4	5	6	7
• effective communication skills in listening, speaking, and writing.							
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.							
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.							
• a biblically-formed worldview, integrating the Christian faith with general educational content.							
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.							
• a pattern of lifelong learning.							
• personal discipline in one’s care for body, mind, and spirit.							
• a devoted relationship with Christ.							
• a life of Christian holiness in community.							
• leadership in a variety of ministry contexts.							
• effective service within the context of modern society.							
• a commitment to global evangelism.							

Program Curriculum Map

Associates of Arts Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
PAS-1023SP Formación Espiritual							
CEM-2133SP Liderazgo de Ministerios de Educación Cristiana							
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo							
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.)							
OTR-4043SP Introducción a Plantación de Iglesias							
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)							
PAS-2013SP Práctica del Ministerio Cristiano							
PAS-2023SP Historia y Política de la IDN							
PAS-3023SP Cuidado Pastoral y Consejería							
PAS-3033SP Predicación Cristiana I							
PAS-4023SP Administración de la Iglesia y Finanzas							
PAS-4092SP Experiencia Ministerial Supervisada (SME)							
PSY-4083SP Liderazgo							

Program Assessment Report

Program: *Concentracion en Ministerios Pastorales (AA)*

Academic Year: 2015-2016

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: Pastoral Ministries ♦	Academic Year: 2015 - 2016
<p>Mission: (Col. 1) →</p>	<p>Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program will educate students to:</p>			
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2014 through 2017</p> <p>1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2015</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2015-16.</p> <p>1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.</p>	<p>1a. The THE1043SP Explorando la Santidad Cristiana was offered in Spanish for the first time in 2015-2016. PAS-1023SP Formación Espiritual OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE4053SP Teología de Juan Wesley also addressed this outcome this year.</p> <p>1c. The PAS-4092SP Experiencia Ministerial Supervisada (SME) was translated, given to the second class of BA HPM graduating seniors (2016) and will be given to the third class (2017). The results are being collected.</p> <p>1d. There were four Theology courses offered for the first time in Spanish in 2015-2016 which apply to the AA HPM program.</p>	
<p>2. Promote evangelism and community engagement as the priority of pastoral ministry.</p>	<p>2a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17.</p> <p>2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017</p> <p>2c. Information will be gathered from appropriate input by District Superintendents via DS Survey</p>	<p>2b. There have been no graduating classes of AA HPM yet. In the future, those who do will be receiving the Pastoral Ministry Alumni survey.</p>	
<p>3. Conduct culturally relevant worship as a celebration of God in His supreme worth.</p>	<p>3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program's survey will indicate the program did "good" or "excellent" in preparing them to fulfill this objective. (TBD)</p> <p>3b. 75% of the students enrolled in the Worship and Music Introduction classes for 2014-15 will earn an 80% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment</p>	<p>(3b. No Worship or Introduction to Music Ministries courses are included in AA HPM program.)</p>	
<p>4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.</p>	<p>4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 "NBC Survey for District Superintendents" will rate NBC students/alumni serving on their districts either "good" or "excellent" in "Preaching/Teaching."</p> <p>4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their MPR and GEI based on their responses to the SDI.</p>	<p>(4b. No Preaching courses were offered in 2015-2016 in HPM program, but OTR-4093SP Declarando el Evangelio de Dios como Evangelismo was. The Preaching I course will be offered in 2016-2017, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo was offered in 2016 and OTR-4033SP Comunicar a Cristo Transculturalmente will be offered.)</p>	

5a. 80% of the District Superintendents in the COTN responding to the 2014 - 2017 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership.”

5b. 75% of the 201-15 4 graduating students will indicate an improvement in their leading and administration skills between their MPR and GEI based on their responses to the SDI.

5b. PAS4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-2023SP Historia y Política de la Iglesia del Nazareno were offered for the first time in Spanish in the 2015-2016 academic year. CEM-2133SP Liderazgo de Ministerios de Educación Cristiana was offered again in 2016.

5. Lead and administrate a local church to carry out its unique Christian mission.

6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.

6a. This objective will be actively assessed in academic years beginning in 2015 through 2017 through [Alumni and DS Surveys](#).

6b.

(6b. PAS-2013SP Práctica del Ministerio Cristiano has been offered each year, PAS-4092SP Experiencia Ministerial Supervisada (SME) was offered in Spanish in 2016 and PAS-3023SP Cuidado Pastoral y Consejería will be offered for the first time in Spanish in 2016-2017.

7. Develop an intentional vocational foundation for a financially sustainable ministry.

7a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.

7b. Design [an alumni survey](#) that seeks to know if their plan for financial stability is working.

7a. The courses PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS4023SP Administración de la Iglesia y Finanzas were taught in 2015-2016, included this financial feasibility assignment, and the responses will be examined.

Special note of analysis of the Program Outcomes of the Hispanic Pastoral Ministries:

ISSUE: Outcomes #2, 3, 4, 6 & 7 have cultural aspects to be considered that are distinctly different than the English-American context.

ISSUE: the current DS Survey does NOT specifically ask about NBC HISPANIC graduates.

SUB-ISSUE: What can be done about assessing HPM graduates if there is a language barrier with the DS?

Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

Objective Two: Promote evangelism and community engagement as the priority of pastoral ministry

To achieve our goal in this area will require analysis of the existing courses to teach how *the Hispanic community* is best evangelized and engaged according to the peculiarities of a multi-national, immigrant, second-culture context. [It should be noted that, according to several global and national denominational leaders, *the Hispanic congregations* are evangelizing more and growing faster *than any other group* in the USA and Canada.]

Plan of Action:

- Revise all courses for the textbook requirements with the purpose of seeking
 - ✓ Works that are original (not translated)
 - ✓ Works that are more current (not from previous generations)
 - ✓ Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Objective Three: Conduct culturally relevant worship as a celebration of God in His supreme worth.

“Culturally relevant worship” in the USA/Canada Hispanic community means a worship experience that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of Christian worship in the Hispanic context.

Plan of Action:

- Revise all courses for the textbook requirements with the purpose of seeking
 - ✓ Works that are original (not translated)
 - ✓ Works that are more current (not from previous generations)
 - ✓ Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Objective Four: Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

To achieve our goal in this area will require analysis of the existing courses to teach how to communicate within *the Hispanic context*.

Plan of Action:

- Revise all courses for the textbook requirements with the purpose of seeking
 - ✓ Works that are original (not translated)
 - ✓ Works that are more current (not from previous generations)
 - ✓ Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)

[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context.
- Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Objective Six: Practice pastoral care in a manner that ministers to human need in the congregation and the community.

To achieve our goal in this area will require analysis of the existing courses to teach how to minister within *the Hispanic context* especially taking into consideration the peculiarities of a multi-national, immigrant, second-culture context.

Plan of Action:

- Revise all courses for the textbook requirements with the purpose of seeking
 - ✓ Works that are original (not translated)
 - ✓ Works that are more current (not from previous generations)
 - ✓ Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)

[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context
- Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Objective Seven: Develop an intentional vocational foundation for a financially sustainable ministry.

The financial situation for most Hispanic congregations and their pastors is *unmistakably distinct* to that of the English-speaking congregations in the USA and Canada. The development of “an intentional vocational foundation for a financially sustainable ministry” must reflect the realities of the USA/Canada Hispanic community, where *very, very few Hispanic pastors are full-time*, the congregation is always transitory, the resources are usually shared (borrowed), and the financial situation is always fluctuating.

Plan of Action:

- Revise all courses for the textbook requirements with the purpose of seeking
 - ✓ Works that are original (not translated)
 - ✓ Works that are more current (not from previous generations)
 - ✓ Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)

[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]

- Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context
- Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic cultural context.

- The DS Survey should be revised to include (for the first time ever) Hispanic Pastoral Ministries degree graduates.
- The different student interventions (NBC Experience, Ministry Progress Report, Graduating Colloquium) need to be given in Spanish for the HPM students.
- A Spanish language version of the ABHE test needs to be given to the HPM students.

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic church context.

- In view of the fact that the Spanish-language immigrant population has increased *dramatically* in the past five years, more Hispanic congregations are needed throughout the USA and Canada (in all states and provinces), which is causing a need for more Hispanic pastors to plant these churches.
- In view of the fact that there is a *critical* shortage of pastors for Spanish-language congregations (many churches without pastors, many churches seeking HPM students even before they graduate), the HPM program must strategically respond and prepare students with this in mind.
- In view of the fact that several *sister holiness denominations* are approaching NBC for candidates for their pulpits (they face the same shortage mentioned before), more collaboration and shared strategy is needed to address this demand (including using Spanish-speaking adjunct professors from the Salvation Army, developing working agreements with graduate schools, etc.).