



## Program Assessment Reports

Report for the 2008-2009  
Annual Faculty Review of Assessment

Fall 2009

**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.

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

**Program Curriculum Map**

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

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Core* ♦ Academic Year: 2008-2009**

**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)
<b>Completion of this program should enable students to:</b>			
<b>1. Identify the basic content of the Bible.</b>	<p>1a. Composite score of graduating seniors will demonstrate at least 15% improvement over the composite score of the same students as entering freshman, on the ABHE Bible Content Exam.</p> <p>1b. In 3<sup>rd</sup> 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. Expand sample to include 2 online courses and 2 campus courses.</p>	<p>1a. Average improvement of a senior class score over their freshman class score over the last 10 years has consistently ranged from 7-14%, with an average of 9.7% improvement. This year's improvement = 10%</p> <p>1b. Campus Acts class: 90% of students scored 80% or better. Pauline Epistles online: 63% scored 80% or better. OnlineA Prophets: 75% scored 80% or better. Online Acts class: 89% scored 80% or better. OnlineB Prophets: 100% scored 80% or better. Total: 83.4% of students scored 80% or higher.</p>	<p>1a. Given that our senior students tend to score slightly higher than senior students at similar Bible colleges (see narrative below), it appears that our average improvement of about 10% over the last ten years seems reasonable. The department finds this data valuable, and will continue to monitor student results from the exam.</p> <p>1b. Goal exceeded. Will continue to expand this relatively new criteria to include more courses.</p>
<b>2. Utilize sound methods and resources for interpreting the Bible.</b>	<p>2a. Activate assessment in 2015-2016.</p> <p>2b.</p>	<p>2a. Activate assessment in 2015-2016</p> <p>2b.</p>	<p>2a. Activate assessment in 2015-2016</p> <p>2b.</p>
<b>3. Articulate the essentials of the Christian faith.</b>	<p>3a. Students taking the Theology sequence will write a paper ("statements of belief") that clearly articulates Christian theology. 80% of the statements will earn a score of 80% or above.</p> <p>3b. New procedure: contacts are being made to establish a new procedure in which outside readers (non-institutional) will be secured to evaluate theology research papers.</p>	<p>3a. Results for specific assignments from the Theology courses are normally forwarded to assessment in early summer after grades are processed. For the 2008-2009 academic year, results were not forwarded due to loss of faculty as a result of economic downsizing.</p> <p>3b. Not accomplished for 2008-2009</p>	<p>3a. and b. Given the new faculty structure after downsizing, including campus adjuncts in this area, the department will consider more effective procedures for assessing this outcome.</p>
<b>4. Integrate the Wesleyan holiness theological perspective with the practice of Christian ministry.</b>	<p>4a. At least 80% of District Superintendents will rate NBC Alumni as "good" or "excellent" in "demonstrating a Wesleyan/Holiness theological perspective," according to the annual NBC "Survey For District Superintendents."</p> <p>4b. At least 80% of the comments on question #24 of the District Superintendents survey will be generally positive, in relation to alumni understanding of holiness.</p>	<p>4a. Result = 89% of DS's rated NBC alumni as "good" or "excellent."</p> <p>4b. Results = 61% of comments are positive; 17% of comments are neutral or mixed; 22% of comments are negative.</p>	<p>4a. Goal exceeded. This is second set of results from the new DS survey; will continue to monitor.</p> <p>4b. Fell short of goal for second year in a row, in relation to new DS survey. Department will evaluate DS comments and consider ways to address concerns more directly in the course, Doctrine of Holiness.</p>

**Program Assessment Report**

**Program:** *Bible and Theology Core*

**Academic Year:** 2008-2009

5. Nurture the Christ-like life as informed by Scripture and Christian thought.

5a. Senior students will rate the positive impact of NBC Bible and Theology courses in relation to spiritual development, above "6" on a scale of 1-7 on the Spiritual Development Inventory.

5b. NBC students will rate the impact of Bible and Theology courses on spiritual development with a mean score higher than that of other ABHE schools which take the inventory.

5a. The NBC school mean from student responses was 6.59 regarding the impact of Bible and Theology courses on one's spiritual development.

5b. NBC students rated the impact of Bible and Theology courses on spirituality with a mean score of 6.59, compared to the mean from other ABHE schools which was 5.92.

5a. First time assessment with this new tool. Goal exceeded. Will continue to monitor.

5b. Goal achieved. New assessment tool; will continue to monitor.

6. Apply a Christian worldview to contemporary critical issues.

6. Activate assessment in 2011-2012.

6b.

6a. Activate assessment in 2011-2012

6b.

6a. Activate assessment in 2011-2012

6b.

7. Cultivate lifelong learning skills in relation to Bible and Theology.

7. Activate assessment in 2014-2015.

7b.

7a. Activate assessment in 2014-2015

7b.

7a. Activate assessment in 2014-2015 {a. considering criteria involving alumni survey, and b. considering criteria involving CEU credits as tracked by the denomination. }

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: The department contacted a list of other Bible colleges who use the same ABHE Bible Content exam. Only two responded by providing the raw scores of their senior students. Accordingly, we are able to compare our student's scores with at least two other Bible colleges. Over the past 10 years, an average of 53% of the NBC senior class has scored 60% or higher; compared to seniors from two other schools for whom 50% scored 60% or higher. Similarly, an average of 31% of the NBC senior class has scored 70% or higher; compared to seniors from two other schools for whom 28% scored 70% or higher.

Outcome 5: The new Spiritual Development Inventory appears to be promising. The PowerPoint presentation of results provides significant data which may further enhance assessment. Information from this tool will need to be explored more thoroughly.

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

a. Spent in current academic year:

\$69.50 for online use of ABHE Bible Content Test

b. Request for following academic year:

\$70.00 for online use of ABHE Bible Content Test

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

Given the new faculty structure, the college needs to plan how best to facilitate the extraction of assessment data from courses predominantly taught by adjuncts.

### 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
Senior Ministry Integration			X

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: Bible and Theology Major ♦ Academic Year: 2008-2009**

**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.

<b>Program Outcomes (Col. 2)</b>	<b>Criteria &amp; Procedures (Col. 3)</b>	<b>Assessment Results (Col. 4)</b>	<b>Use of Results (Col. 5)</b>
<p><b>Completion of this program should enable students to:</b></p>			
<p><b>1.</b> Identify the intended message of biblical passages.</p>	<p><b>1a.</b> Composite score of graduating majors will demonstrate at least 20% improvement over the composite score of the same students as entering freshman, on the ABHE Bible Content Exam.</p> <p><b>1b.</b> All majors will score 80% or better in relation to the "conclusion" section of the exegetical paper grading rubric. This assessment will be taken from an upper level Bible class.</p>	<p><b>1a.</b> Average improvement among the two majors who graduated in 2009 (and completed the exam) = 10%</p> <p><b>1b.</b> Online Pauline Epistles: 67% of majors scored 80% or better (2 out of 3 in class). OnlineA Prophets: 0% scored 80% or better (1 in class). Online Acts: 100% scored 80% or better (2 out of 2 in class). OnlineB Prophets: 100% scored 80% or better (2 in class). Total: 75% of majors scored 80% or better.</p>	<p><b>1a.</b> Fell short of goal. As more students in this relatively new major reach graduation, data results will be more complete.</p> <p><b>1b.</b> Fell short of goal. Will continue to monitor this new procedure.</p>
<p><b>2.</b> Demonstrate exegetical skill in the interpretation of biblical texts.</p>	<p><b>2a.</b> All majors will score 85% or better on an exegetical paper they write in an upper level Bible class.</p> <p><b>2b.</b> Under construction</p>	<p><b>2a.</b> Campus Prophets: 100% scored 85% or better (1 in class). Online Acts: 50% scored 85% or better (1 out of 2 in class). Total: 67% of majors scored 85% or better.</p> <p><b>2b.</b> Under construction</p>	<p><b>2a.</b> Fell short of goal. Will continue to monitor this new procedure.</p> <p><b>2b.</b></p>
<p><b>3.</b> Relate an examination of Christianity to contemporary themes.</p>	<p><b>3a.</b> All majors will score 85% or better on a theological research and reflection paper which will be assigned in the course "Issues in Theology."</p> <p><b>3b.</b> Under construction – working on how the dept. might make use of SMI reflection papers, scripture reflection section. Also, will check with Philosophy and Christian Ethics course for possible procedure.</p>	<p><b>3a.</b> This assignment not currently done in the online course. One campus student took the course as a directed study and scored 95%</p> <p><b>3b.</b> Under construction</p>	<p><b>3a.</b> Goal exceeded. Will continue to monitor this new procedure.</p> <p><b>3b.</b></p>

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

This is the first complete report for this relatively new major. Initial assessment results are based on small numbers. The enrollment in this major is growing well, especially online. The department will pursue ways to expand the gathering of assessment data, especially online.

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}:

**Reserved for Christian Educational Ministries Major**

**Reserved for AALM: Christian Educational Ministries Concentration**

### Program Outcomes Mapped to Institutional Outcomes

#### Program Outcomes:

1. Formulate a philosophy of church music.
2. Acquire the organizational and administrative skills for church music ministry.
3. Demonstrate the ability to plan and lead congregations in worship and evangelistic services, integrating hymns, gospel songs, and choruses.
4. Demonstrate knowledge in recruiting, developing, and conducting ensembles of all age levels.
5. Attain a prescribed level of proficiency in one applied music concentration.
6. Demonstrate knowledge of music theory, sight singing, and basic principles of orchestration.
7. Understand the importance of hymnology and its relevance to music ministry.
8. Identify the major periods of music history and their influence upon current church music.

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

**Program Curriculum Map**

<b>Course Offering</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>	<b>Outcome 8</b>
Music Ministries I - Introduction	X	X	X	X			X	X
Music Ministries II - Leadership and Development	X	X	X	X		X	X	X
Music Ministries III - Administration and Community Outreach	X	X	X	X				
Music Theory I						X		
Music Theory II						X		
Sight Singing and Ear Training					X	X		
Instrumental and Choral Conducting Techniques		X	X	X	X	X		X
Music History I - (Middle Ages and Renaissance)						X		X
Music History II – (Baroque and Classical)						X		X
Music History III - (Romantic and 20 <sup>th</sup> Century)						X		X
Hymnology	X		X			X	X	X
Concert Choir / Instrumental Ensembles •Performance requirements included					X	X	X	
Applied Music •To include Master Class, Recital and Jury Exam during each Trimester of private study					X	X		
Piano Proficiency •Required for all MM students					X	X		
Sophomore Practicum - Music Ministry Internship - 1 credit • Case Studies and Critical Thinking	X	X	X	X	X	X	X	X
Senior Music Integration - Senior Practicum – 2 credits • Case Studies and Critical Thinking	X	X	X	X	X	X	X	X
Music Fundamentals •Required Prerequisite for Music Ministry Major, Minor and AALM in Music						X		
Guitar Basics in Worship			X	X	X			
Finale Basics – Computer Music Writing Technology		X				X		
Handbell Basics in Worship				X				
Music Appreciation						X		X

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Music Ministries* ♦ Academic Year: 2008-2009**

<p><b>Mission:</b> Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p><b>Goal:</b> 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>
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<b>Program Outcomes (Col. 2)</b>	<b>Criteria &amp; Procedures (Col. 3)</b>	<b>Assessment Results (Col. 4)</b>	<b>Use of Results (Col. 5)</b>
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Completion of this program should enable students to:

1. Formulate a philosophy of church music.

**1a.** Course content assessed: Music Ministry I, a Philosophy of music ministry written, concepts explored and discussed.

1a. This will be assessed during the 2009-2010

1a.

**1b.** During Hymnology, students compose hymns in various styles with appropriate theology and form. Composition assignments are to be completed on Finale Notation Software.

1b. This will be assessed during the 2009-2010

1b.

**1c.** Music History I, II & III – students observe and relate each period to a Christian worldview. Research papers and essays as related to contemporary concepts of music ministry will be examined. At least 85% of the class will reflect a grade of B- or better for this assessment.

2. Acquire the organizational and administrative skills for church music ministry.

**2a.** Course content assessed: Music Ministry I – students will explore basic administrative concepts. A variety of essays will be assigned to explore today’s concepts in music ministry demonstrating hands on relevance in church music ministry settings. These skills will be assessed during essays, exams, and practicum assignments. At least 85% of the class will reflect a grade of B- or better for this assessment.

2a. This will be assessed during the 2009-2010

2a.

**2b.** During Music Ministry II & III, students will explore basic and intermediate to advanced administrative concepts. A variety of Essays will be assigned to explore today’s concepts in music ministry showing relevance in a variety of ministry settings. Essays will include evangelism, marketing, management and budgeting concepts. These skills will be assessed during essays, exams, and practicum assignments. At least 85% of the class will reflect a grade of B- or better for this assessment.

2b. This will be assessed during the 2009-2010

2b.

**Program Assessment Report****Program: *Music Ministries*****Academic Year: 2008-2009**

3. Demonstrate the ability to plan and lead congregations in worship and evangelistic services, integrating hymns, gospel songs, and choruses.

**3a.** Course content assessed: Planning worship and leading ensembles will be evaluated and tested during Music Ministry I & II.

3a. This will be assessed during the 2009-2010 3a.

**3b.** During Instrumental and Choral Conducting, leadership observations, ensemble rehearsals, worship team assignments and assigned internships at local churches will be evaluated and graded. At least 85% of the class will reflect a grade of B- or better for this assessment.

3b. This will be assessed during the 2009-2010 3b.

4. Demonstrate knowledge in recruiting, developing, and conducting ensembles of all age levels.

**4a.** Course content assessed: Instrumental and Choral Conducting. Leadership observations, ensemble rehearsals, to include assigned internships at local churches and with community organizations will be evaluated and graded. 85% of the class will reflect a grade of B- or better for this assessment.

4a. This will be assessed during the 2009-2010 4a.

**4b.** During Music Ministry III – administrative and leadership skills will be addressed and graded during Practicum scenarios, journal entries, observations and situational essay exams.

4b. This will be assessed during the 2009-2010 4b.

5. Attain a prescribed level of proficiency in one applied music concentration.

**5a.** Course content assessed: Music majors are required to pass a piano proficiency. 85% of the class will reflect a grade of B- or better for this assessment.

5a. This will be assessed during the 2009-2010 5a.

**5b.** All instrumental and vocal applied majors will be graded on weekly progress and practice log requirements along with lesson preparation. Master class attendance, final jury exam and recital performances are required for final grade and credit each trimester of applied private instruction.

5b. This will be assessed during the 2009-2010 5b.

**Program Assessment Report****Program: *Music Ministries*****Academic Year: 2008-2009**

6. Demonstrate knowledge of music theory, sight singing, and basic principles of orchestration and the use of music technology for today's music worship leader.	<p><b>6a.</b> Course content assessed: Music students are to complete three trimesters of Music Theory to include: Music Fundamentals, Theory I &amp; Theory II. Weekly homework/quizzes, a mid-term and final exam will be given for each trimester. All assignments are to be completed on Finale Notation Software.</p> <p><b>6b.</b> Orchestration techniques will be explored during Music Ministry II - composing and orchestrating for Praise Band and Orchestra ting various size ensembles. 85% of the class will reflect a grade of B- or better for this assessment.</p> <p><b>6c.</b> Sight Singing will be tested during the Sight Singing and Ear training course, during which members of the lass will be tested to meet identification standards recognizing intervals, chords, harmonic progressions and intermediate to advanced rhythmic and melodic dictation. 85% of the class will reflect a grade of B- or better for this assessment.</p>	6a. This will be assessed during the 2009-2010	6a.
		6b. This will be assessed during the 2009-2010	6b.
		6c. This will be assessed during the 2009-2010	6c.
7. Understand the importance of hymnology and its relevance to music ministry.	<p><b>7a.</b> Course content assessed: The study of hymns, structure and theology will be assessed during the Hymnology course. A complete timeline of Hymns throughout Christian history and how they have been used in music ministry will be tested.</p> <p><b>7b.</b> Hymnology, students compose hymns in various styles with appropriate theology and form. Composition assignments are to be completed on Finale Notation Software. Essays and research papers will be assigned. 85% of the class will reflect a grade of B- or better for this assessment.</p>	7a. This will be assessed during the 2009-2010	7a.
		7b. This will be assessed during the 2009-2010	7b.
8. Identify the major periods of music history and their influence upon current church music.	<p><b>8a.</b> Course content assessed: Music History I, II, &amp; III will be taught for one trimester each and will include: MH I - Middle Ages,&amp; Renaissance, MH II - Baroque &amp; Classical, MH III - Romantic &amp; 20th Century. All students will have quizzes on period concepts, listening, mid - term and final exams. Exams will include multiple choice and essay questions for each historical period of music.</p>	8a. This will be assessed during the 2009-2010	8a.

**8b.** A comprehensive timeline will be assigned during Music History I, II & III. Classes will be required to identify major musical periods, composers, works created, Christian history as related to each period of music history and show the influence music history on current church music of today. 85% of the class will reflect a grade of B- or better for this assessment.

8b. This will be assessed during the 2009-2010 8b.

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

- Curriculum audit and re-write of each Music Ministries course began 2007-2008. All on ground courses will be complete during the 2009-2010 academic year. On line associates AALM in Music Ministries will be complete during the 2010-2011 academic year.
- GPA for all Music Ministries course work has been increased to 2.7 or B-
- Sophomore Practicum has been added for 1 credit hour in addition to the Senior Ministry Integration for 2 credit hours.
- Performance & private study requirements will include: Master Class, Recital and Jury Exam for each trimester of private study

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

a. Spent in current academic year:

- i. Funding not adequate for continued growth of program – needs for advertizing/promotion, music purchase, technology – music writing software, keyboard/piano tuning and maintenance, growth of instrumental program, classroom and rehearsal facilities to accommodate growth
  - ii. Yes – It is understood we can't fund what one doesn't have. There is a strong need for promotion, recruiting, awareness of music program offerings and equipment/resource needs will solidify future stability of the music program.
- b. Financial resources needed to continue growth of music program. Tuition must include music resources fee and be used for Music Program budget needs.
  - c. Development of Music Program Prep School. NAZ Camp programs are established as of 2009. Youth and Senior adult music programs are in place as of the 2008-2009 academic year. Explore community partnerships and promotion of NBC.
  - d. Future Community Outreach - Continuing Education programs for credit and non-credit will enhance the overall balance our on ground and online academic community.

b. Request for following academic year:

- Additional Funding, full time secretarial support for music program, additional ½ time to full time music faculty

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. Formulate a philosophy of church music **ministry**.
2. Demonstrate the ability to plan and lead congregations in worship and evangelistic services, integrating hymns, gospel songs, and choruses.
3. Attain a prescribed level of **performance** proficiency in one applied music concentration.
4. Demonstrate knowledge of music theory, sight singing, and basic principles of orchestration **using music technology for today's praise and worship leader**.
5. Understand the importance of hymnology and its relevance to music ministry **and to identify the basic periods of Music History**.

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

### Program Curriculum Map

#### Program Outcomes Mapped to Institutional Outcomes

Music Program Course Offerings	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Music Ministries I - Introduction	X	X			X
Music Ministries II - Leadership and Development	X	X	X	X	X
Music Theory I		X	X	X	
Music Theory II		X	X	X	
Sight Singing and Ear Training		X	X	X	
Hymnology	X	X	X	X	X
Concert Choir / Instrumental Ensembles •Performance requirements included		X	X	X	X
Applied Music •To include Master Class, Recital and Jury Exam during each Trimester of private study		X	X	X	X
Piano Proficiency •Required for all MM students		X	X	X	X
Sophomore Practicum - Music Ministry Internship - 1 credit • Case Studies and Critical Thinking	X	X	X	X	X
Music Fundamentals •Required Prerequisite for Music Ministry Major, Minor and AALM in Music		X	X	X	X
Guitar Basics in Worship	X	X			
Finale Basics – Computer Music Writing Technology		X		X	X
Handbell Basics in Worship			X		
Music Appreciation	X	X		X	X

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: AALM: Music Ministries ♦ Academic Year: 2008-2009

**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><b>Completion of this program should enable students to:</b></p>			
<p>1. Formulate a philosophy of church music.</p>	<p><b>1a.</b> Course content assessed: Music Ministry I, a Philosophy of music ministry written, concepts explored and discussed.</p> <p><b>1b.</b> During Hymnology, students compose hymns in various styles with appropriate theology and form. Composition assignments are to be completed on Finale Notation Software.</p> <p><b>1c.</b> During Music Appreciation – students observe and relate each period to a Christian worldview. Research papers and essays as related to contemporary concepts of music ministry will be examined. At least 85% of the class will reflect a grade of B- or better for this assessment.</p>	<p>1a. This will be assessed during the 2009-2010</p> <p>1b.</p> <p>1c.</p>	<p>1a.</p> <p>1b.</p> <p>1c.</p>
<p>2. Demonstrate the ability to plan and lead congregations in worship and evangelistic services, integrating hymns, gospel songs, and choruses.</p>	<p><b>2a.</b> Course content assessed: Planning worship and leading ensembles will be evaluated and tested during Music Ministry I &amp; II. Creating worship orders and composing praise chorus will be assigned.</p> <p><b>2b.</b> During Music Ministry I, Basic Conducting and leading congregational singing will be assigned. Creating worship sequences and exploring various types of service orders will be tested. At least 85% of the class will reflect a grade of B- or better for this assessment.</p>	<p>2a. This will be assessed during the 2009-2010</p> <p>2b.</p>	<p>2a.</p> <p>2b.</p>
<p>3. Attain a prescribed level of proficiency in one applied music concentration.</p>	<p><b>3a.</b> Course content assessed: Music majors are required to pass a piano proficiency. 85% of the class will reflect a grade of B- or better for this assessment.</p> <p><b>3b.</b> All instrumental and vocal applied majors will be graded on weekly progress and practice log requirements along with lesson preparation. Master class attendance, final jury exam and recital performances are required for final grade and credit each trimester of applied private instruction.</p>	<p>3a. This will be assessed during the 2009-2010</p> <p>3b.</p>	<p>3a.</p> <p>3b.</p>

**Program Assessment Report****Program: AALM: Music Ministries****Academic Year: 2008-2009**

4. Demonstrate knowledge of music theory, sight singing, and basic principles of orchestration.

**4a.** Course content assessed: Music students are to complete three trimesters of music theory to include: Music Fundamentals, Theory I & Theory II. Weekly quizzes, a mid-term and final exam will be given for each trimester. All assignments are to be completed on Finale Notation Software. Orchestration techniques will be explored during Music Ministry II - composing and orchestrating for Praise Band and Orchestra in various ensemble sizes. 85% of the class will reflect a grade of B- or better for this assessment.

4a. This will be assessed during the 2009-2010

4a.

**4b.** Sight Singing will be tested during the Sight Singing and Ear training course, during which members of the lass will be tested to meet identification standards recognizing intervals, chords, harmonic progressions and intermediate to advanced rhythmic and melodic dictation. 85% of the class will reflect a grade of B- or better for this assessment.

4b.

4b.

5. Understand the importance of hymnology and its relevance to music ministry **and to identify the basic periods of Music History.**

**5a.** Course content assessed: The study of hymns, structure and theology will be assessed during the Hymnology course. A complete timeline of Hymns throughout Christian history and how they have been used in music ministry will be tested. Essays and research papers will be assigned. Hymnology, students compose hymns in various styles with appropriate theology and form. Composition assignments are to be completed on Finale Notation Software. 85% of the class will reflect a grade of B- or better for this assessment.

5a. This will be assessed during the 2009-2010

5a.

**5b.** During the Music Appreciation class students in the Music Minor track will be required to identify basic concepts of each musical periods, composers, works created, Christian history as related to each period of music history and show the influence music history has on current church music of today. 85% of the class will reflect a grade of B- or better for this assessment.

5b.

5b.

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 Curriculum Map**

The Pastoral Ministries program will educate students to:

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.

Institutional Outcomes	Outcomes Addressed						
<b>Nazarene Bible College faculty and administrators commit themselves to equipping each student to become a Christian witness and servant-leader who will demonstrate:</b>	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	■						
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-4023 Church Admin. and Finance					■		■
PAS-4092 SMI		■	■	■	■	■	■
PSY-4083 Leadership	■				■		■

**Program Assessment Report**

**Program: Pastoral Ministries**

**Academic Year: 2008-2009**

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦**

**Division/Program: Pastoral Ministries ♦**

**Academic Year: 2008-2009**

<b>Mission:</b> Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	<b>Goal:</b> 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.
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Program Objectives (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p><b>Completion of the Pastoral Ministries program will educate students to:</b></p> <ol style="list-style-type: none"> <li>1. Grow and mature in wholeness and holiness as persons and pastors.</li> <li>2. Promote evangelism and community engagement as the priority of pastoral ministry.</li> <li>3. Conduct culturally relevant worship as a celebration of God in His supreme worth.</li> <li>4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.</li> <li>5. Lead and administrate a local church to carry out its unique Christian mission.</li> <li>6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.</li> </ol>	<ol style="list-style-type: none"> <li>1.a. Using the STI (see note below) as an entrance and exit assessment tool, 75% of the students will reflect an overall improvement in the 5 domains measured by the STI.</li> <li>1.b. Develop and implement an entrance/exit personal wholeness assessment inventory for use in Pastoral Care and Counseling. The hoped-for result is that 75% of the students would show an improvement in their personal wholeness over the course of the class.</li> <li>2.a. 80% of the District Superintendents in the Church of the Nazarene responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in the categories of “evangelism” and “community involvement.”</li> <li>2.b. Develop and implement a ministerial priorities self-assessment inventory for use in Developing a Missional Church. The hoped-for result is that 75% of the students would rank “Evangelism” as their top ministerial priority.</li> <li>3. This objective will be actively assessed in 2009-2010.</li> <li>4. This objective will be actively assessed in 2009-2010.</li> <li>5. This objective will be actively assessed in 2009-2010.</li> <li>6.a. 90% of the District Superintendents in the Church of the Nazarene responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in the “pastoral care” category.</li> <li>6.b. Develop and implement a ministerial priorities self-assessment inventory for use in Developing a Missional Church. The hoped-for result is that 75% of the students would rank “Pastoral Care” among the top five of their ministerial priorities.</li> </ol>	<ol style="list-style-type: none"> <li>1.a. See information in the summation notes below. Graduating students report an overall stronger spiritual health relative to the incoming students in the 5 domains measured by the FSI.</li> <li>1.b. The inventory was not administered as planned, thus there are no results to consider.</li> <li>2.a. Of the 13 District Superintendents who responded to the 2008 survey, 61.2% rated NBC students/alums “good” or “excellent” in the survey’s “vision for evangelism” category, and 55.6% rated NBC student/alums “good” or “excellent” in the survey’s “vision for community involvement” category. The percentage is less than the established criteria.</li> <li>2.b. The inventory was administered to campus students, but not to online students. The result is too narrow a sample to yield useful information.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.a. Of the 13 District Superintendents who responded to the 2008 survey, 94.4% rated NBC students/alums “good” or “excellent” in the survey’s “pastoral care” category. The percentage exceeds the established criteria.</li> <li>6.b. The inventory was administered to campus students, but not to online students. The result is too narrow a sample to yield useful information.</li> </ol>	<ol style="list-style-type: none"> <li>1.a. The report provides information for the general student population, not for Pastoral Ministry students in particular. So while encouraging, the data does not provide the specific information needed regarding students in our program.</li> <li>1.b. No results available.</li> <li>2.a. We will revisit the content of the related courses in the program with an aim toward raising the students’ valuing of “evangelism” and “community involvement” in their practice of ministry.</li> <li>2.b. Too narrow a sample to yield useful information.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.a. We will continue to emphasize the importance of “pastoral care” in the related courses in the program.</li> <li>6.b. Too narrow a sample to yield useful information.</li> </ol>

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

1.a. The instrument is now called the “Furnishing the Soul Inventory” (FSI). The results of the 2008-2009 survey reflect two separate cohorts of students. The administration of the inventory for incoming students cohort took place in the online and campus versions of NBC Experience. The administration of the inventory for graduating students took place in the online and campus versions of Graduating Colloquium.

Initial use of the FSI provides a report on the spiritual health of NBC students (incoming and graduating) compared to non-traditional students in other ABHE schools. If continued, the FSI will provide entrance/exit information indicating whether a majority of NBC students realize an improvement in their spiritual lives (per the FSI’s categories) during the course of their time at NBC.

The FSI also provides an assessment of the impact of courses/co-curricular activities on the student spiritual development. The above comments regarding the results in relation to ABHE schools and the potential for entrance/exit information pertains here.

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 }:

There’s an ongoing challenge regarding in-house assessment, especially when relying on persons outside the program to facilitate the administration of the assessment instruments.

There’s also been a failure on our part as a department to insure we did gather the data we could.

Recommend continued administration of the FSI for institutional assessment purposes.

**Program Outcomes Mapped to Institutional Outcomes**

**Program Outcomes:**

1. Assimilate and integrate the basic content and teaching of the Bible.
2. Explain essential Christian beliefs for practical application in ministry.
3. Demonstrate and integrate understanding of the structure, organization, administration, and functions of the ministry of a local church congregation.
4. Share the ideals of Christian service and gain a proper personal self-estimate as well as self-acceptance.
5. Understand the basic principles of human behavior.
6. Compare and contrast, as well as utilize, the various methods and resources for Bible study.
7. Apply communication skills by means of understanding the intricate communication process, including correct contemporary usage of oral and written language.
8. Correlate principles of spiritual formation to enhance personal and corporate worship and appreciate spiritual disciplines in the habits of Christian devotion.
9. Increase the burden for global evangelization to reach the lost and exemplify the grace of God in interpersonal relationships.

Institutional Outcomes	Outcomes Addressed								
<b>Nazarene Bible College faculty and administrators commit themselves to equipping each student to become a Christian witness and servant-leader who will demonstrate:</b>	1	2	3	4	5	6	7	8	9
• 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

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9
ENG-1013 English Composition I									
ENG-1023 English Composition II									
GEN-1003 Lifelong Learning Skills									
HIS-2023 Western World/Emerging Modern Society									
MTH-1003 General Mathematics									
PSY-1013 Introduction to Psychology									
SCI-2013 General Physical Science									
SPE-1003 Principles of Public Speaking									
THE-3013 Introduction to Christian Thought									
Choir, Applied Music, or Gen. Studies Elective									
BIB-1013 Introduction to the Old Testament									
BIB-1023 Introduction to the New Testament									
BIB-2003 Biblical Interpretation									
CEM-2133 Leadership of Christian Educational Ministries									
OTR-2013 Global Evangelism									
PAS-1013 Introduction to Christian Service									
PAS-1023 Spiritual Formation									
BIB-2013 Pentateuch									
BIB-2033 New Testament Gospels									
Bible Elective									

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: AALM: Church Ministries ♦ Academic Year: 2008-2009**

**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)
<b>Completion of the Pastoral Ministries program will educate students to:</b>	<b>Until there are a sufficient number of students enrolled in this program, the assessment of the Pastoral Ministries major serve as the assessment for this program.</b>		<b>A review of the above outcome and curriculum mapping reveals the need to revisit, and perhaps revise, the program's outcomes.</b>
1. Assimilate and integrate the basic content and teaching of the Bible.	1a.	1a.	1a.
	1b.	1b.	1b.
2. Explain essential Christian beliefs for practical application in ministry.	2a.	2a.	2a.
	2b.	2b.	2b.
3. Demonstrate and integrate understanding of the structure, organization, administration, and functions of the ministry of a local church congregation.	3a.	3a.	3a.
	3b.	3b.	3b.
4. Share the ideals of Christian service and gain a proper personal self-estimate as well as self-acceptance.	4a.	4a.	4a.
	4b.	4b.	4b.
5. Understand the basic principles of human behavior.	5a.	5a.	5a.
	5b.	5b.	5b.
6. Compare and contrast, as well as utilize, the various methods and resources for Bible study.	6a.	6a.	6a.
	6b.	6b.	6b.
7. Apply communication skills by means of understanding the intricate communication process, including correct contemporary usage of oral and written language.	7a.	7a.	7a.
	7b.	7b.	7b.
8. Correlate principles of spiritual formation to enhance personal and corporate worship and appreciate spiritual disciplines in the habits of Christian devotion.	8a.	8a.	8a.
	8b.	8b.	8b.
9. Increase the burden for global evangelization to reach the lost and exemplify the grace of God in interpersonal relationships.	9a.	9a.	9a.
	9b.	9b.	9b.

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}:

**Reserved for AdVantage Core**

### 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: *Christian Counseling* ♦ Academic Year: 2008-2009**

**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><b>Completion of this program should enable students to:</b></p>			
<p>1. Know oneself and the disciplines involved in personal growth.</p>	<p>1a. Targeted year for assessing this outcome: 2011.</p>	<p>1a.</p>	<p>1a.</p>
<p>2. Know the salient tenets of individual, group, and family counseling; human development; psychopathology &amp; pharmacology; and theological foundations of psychotherapy.</p>	<p>2a. The cohort will achieve at least a 27.9% improvement on the Knowledge Assessment Test posttest. This goal is based on an 8-year average.</p>	<p>2a. The cohort achieved a 38.8% improvement on the Knowledge Assessment Test posttest.</p>	<p>2a. Target those areas which received lower scores. Refer to 2b.</p>
	<p>2b. The cohort will achieve at least the following scores in each of the 6 areas on the Knowledge Assessment Test posttest:                      - Individual Counseling – 65.6%                      - Group Counseling – 73.4%                      - Family Counseling – 55.7%                      - Human Development (Life Cycle) – 64.5%                      - Psychopathology Pharmacology – 76.1%                      - Theology &amp; Therapy – 72%                      These goals are based on a 2-year average.</p>	<p>2b. The cohort achieved the following scores in each of the 6 areas on the Knowledge Assessment Test posttest:                      - Individual Counseling – 63.5%                      - Group Counseling – 76.4%                      - Family Counseling – 51.4%                      - Human Development (Life Cycle) – 64.2%                      - Psychopathology Pharmacology – 75%                      - Theology &amp; Therapy – 75%</p>	<p>2b. Target those areas which received lower scores</p>
<p>3. Demonstrate the philosophies, goals, and techniques of the major counseling theories.</p>	<p>3a. Assessed in 2006-2007</p>	<p>3a.</p>	<p>3a.</p>
<p>4. Demonstrate the core counseling skills.</p>	<p>4a. 97.6% 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. This goal is based on a 6-year average.</p>	<p>4a. 92% 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>4a. Target those skills that received “Disagree” ratings: Observation Skills, Structured Conversation, Confronting, Focusing, Influencing Skills.</p>
	<p>4b. At least 94.4% 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. This goal is based on a 2-year average.</p>	<p>4b. 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>4b. Target those skills that received “Disagree” ratings in 4a.</p>

**Program Assessment Report****Program: *Christian Counseling*****Academic Year: 2008-2009**

5. Experience an enhanced sense of personal authenticity and empathy in the care of humanity.

5a. 99.6% of the student interns, who are assessed by site supervisors, will receive a rating of “Agree” or “Strongly Agree” that the interns had personal empathy and authenticity in working with placement staff and clients. This goal is based on a 3-year average.

5b. 100% 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. This goal is based on a 2-year average.

6. Intuit a range and depth of feelings in oneself and others.

6a. The cohort will achieve at least an 8.4% improvement on the Reflective Feeling Assessment posttest. This goal is based on a 4-year average.

5a. 100% of the student interns, who were assessed 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.

5b. 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.

6a. The cohort achieved a 5.2% improvement on the Reflective Feeling Assessment posttest.

5a. Continue to teach the importance of personal empathy and authenticity as essential character traits of counselors.

5b. Continue to teach the importance of personal empathy and authenticity as essential character traits of counselors.

6a. Emphasize the skill of Observing and Reflecting Feelings and teach a vocabulary for naming feelings.

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

The results in 4a and 6a suggest the need for emphasizing the core skill of Observing and Reflecting Feelings, as well as helping students achieve a vocabulary for naming feelings. This will best be accomplished in the Individual, Group, and Family Theories courses and their corresponding labs.

Other core skills that received lower ratings were Observation Skills, Structured Conversation, Confronting, Focusing, Influencing Skills. These should be emphasized so that students are better equipped for internship placements.

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

Institutional Outcomes	Program Outcomes
<b>Nazarene Bible College faculty and administrators commit themselves to equipping each student to become a Christian witness and servant-leader who will demonstrate:</b>	<b>Completion of this program should enable students to:</b>
<ul style="list-style-type: none"> <li>• effective communication skills in listening, speaking, and writing.</li> </ul>	Demonstrate proficiency in communication techniques and use of media to encourage supportive interaction, collaboration, and reflective thinking in the classroom.
<ul style="list-style-type: none"> <li>• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.</li> </ul>	Develop skill in using a variety of instructional strategies to encourage learner's critical thinking, problem solving, and skill development.
<ul style="list-style-type: none"> <li>• skills in biblical exposition that accurately reflect the content and meaning of Scripture.</li> </ul>	Demonstrate the ability to plan instructional activities based on their knowledge of subject matter, a biblically-formed worldview, students, curriculum goals, and community resources.
<ul style="list-style-type: none"> <li>• a biblically-formed worldview, integrating the Christian faith with general educational content.</li> </ul>	Develop a working knowledge of the content areas within the Christian school curriculum.
<ul style="list-style-type: none"> <li>• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.</li> </ul>	Demonstrate the ability to plan instructional activities based on their knowledge of subject matter, a biblically-formed worldview, students, curriculum goals, and community resources.
<ul style="list-style-type: none"> <li>• a pattern of lifelong learning.</li> </ul>	Formulate a philosophy for teaching in a Christian school that emphasizes the importance of reflection and spiritual guidance in seeking out, developing, and maintaining professional and spiritual growth.
<ul style="list-style-type: none"> <li>• personal discipline in one's care for body, mind, and spirit.</li> </ul>	Formulate a philosophy for teaching in a Christian school that emphasizes the importance of reflection and spiritual guidance in seeking out, developing, and maintaining professional and spiritual growth.
<ul style="list-style-type: none"> <li>• a devoted relationship with Christ.</li> </ul>	Formulate a philosophy for teaching in a Christian school that emphasizes the importance of reflection and spiritual guidance in seeking out, developing, and maintaining professional and spiritual growth.

<ul style="list-style-type: none"> <li>• a life of Christian holiness in community.</li> </ul>	<p>Understand ways to promote an actively engaged, self-motivated community of learners based on biblical principles and knowledge of individual and group motivation and behavior.</p>
<ul style="list-style-type: none"> <li>• leadership in a variety of ministry contexts.</li> </ul>	<p>Apply an understanding of children’s developmental levels to design learning opportunities that support the child’s intellectual, social, personal, and spiritual development.</p> <p>Apply an understanding of children’s various needs and approaches to learning in creating instructional opportunities for diverse learners.</p> <p>Demonstrate the ability to plan instructional activities based on their knowledge of subject matter, a biblically-formed worldview, students, curriculum goals, and community resources.</p> <p>Understand how to use formal and informal assessments to evaluate and promote children’s intellectual, social, spiritual, and physical development.</p>
<ul style="list-style-type: none"> <li>• effective service within the context of modern society.</li> </ul>	<p>Understand the multi-faceted role of the teacher including instructional responsibilities as well as fostering relationships with parents, school colleagues, administration, church staff, and community agencies in order to support children’s well being, spiritual development, and learning.</p>
<ul style="list-style-type: none"> <li>• a commitment to global evangelism.</li> </ul>	<p>Understand the multi-faceted role of the teacher including instructional responsibilities as well as fostering relationships with parents, school colleagues, administration, church staff, and community agencies in order to support children’s well being, spiritual development, and learning.</p>



**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Name of program* ♦**

**Academic Year: 20xx-20xx**

**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.

<b>Program Outcomes (Col. 2)</b>	<b>Criteria &amp; Procedures (Col. 3)</b>	<b>Assessment Results (Col. 4)</b>	<b>Use of Results (Col. 5)</b>
<p><b>Completion of this program should enable students to:</b></p>			
<p><b>1.</b> Understand how to use formal and informal assessments to evaluate and promote children’s intellectual, social, spiritual, and physical development.</p>	<p>1a. Student will use observations and assessment tools—both formal and informal in Student Teaching to evaluate student needs in the areas of intellectual, social, spiritual, and physical development. -portfolio artifact demonstrating assessment methods used for each area</p>	<p>1a. A PowerPoint portfolio template was developed and used for portfolio development. Four seniors completed portfolios.</p>	<p>1a. A review of the portfolios determined that the tool was successful in determining students’ understanding of formal and informal assessments, but further development is needed to demonstrate assessment in these 4 areas</p>
	<p>1b. Student will use observations and assessment tools—both formal and informal in Student Teaching to plan for development in the areas of intellectual, social, spiritual, and physical development -portfolio artifacts will show a clear connection between assessment and planning</p>	<p>1b. A PowerPoint portfolio template was developed and used for portfolio development. Four seniors completed portfolios. As part of this portfolio, the students completed an observation, assessment, intervention plan for a student in their class.</p>	<p>1b. Student documents provided clear evidence of ability to assess and plan.</p>
<p><b>2.</b> Formulate a philosophy for teaching in a Christian school that emphasizes the importance of reflection and spiritual guidance in seeking out, developing, and maintaining professional and spiritual growth.</p>	<p>2a. Student’s philosophy papers in Philosophy of Christian School Education will be evaluated on the basis of a rubric developed by faculty to determine if objective is being met.</p> <p>2b.</p>	<p>2a. Rubric was used in both campus and online classes. Evaluation of results not yet completed—communication with instructors for sending in results needs improvement.</p> <p>2b.</p>	<p>2a. 2b.</p>
<p><b>3.</b> Understand the multi-faceted role of the teacher including instructional responsibilities as well as fostering relationships with parents, school colleagues, administration, church staff, and community agencies in order to support children’s well being, spiritual development, and learning.</p>	<p>3a. Develop and send out a survey to graduates of the program as to the quality of the preparation they received in preparing them for the roles of teaching.</p> <p>3b.</p>	<p>3a. moved to 09-10 school year.</p> <p>3b.</p>	<p>3a. 3b.</p>
<p><b>4.</b> Apply an understanding of children’s various needs and approaches to learning in creating instructional opportunities for diverse learners.</p>	<p>4a. As of the 2009-2010 year, all Students will be required to complete the Praxis test <i>0011 Elementary Education: Curriculum, Instruction, and Assessment</i> as a requirement to complete SMI: Teaching</p> <p>4b.</p>	<p>4a. At the end of the 2008-2009 year, the two students who had completed the test passed.</p> <p>4b.</p>	<p>4a. Waiting for additional results</p> <p>4b.</p>

**Program Assessment Report**

**Program:** *Christian School Education*

**Academic Year:** 2008-2009

5.	5a.	5a.	5a.
	5b.	5b.	5b.
6.	6a.	6a.	6a.
	6b.	6b.	6b.
7.	7a.	7a.	7a.
	7b.	7b.	7b.
8.	8a.	8a.	8a.
	8b.	8b.	8b.
9.	9a.	9a.	9a.
	9b.	9b.	9b.
10.	10a.	10a.	10a.
	10b.	10b.	10b.

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}:

**Reserved for AALM Early Education Ministries Concentration**

### 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.	

	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: 2008-2009**

**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><b>Completion of this program should enable students to:</b></p>			
<p>1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought</p>	<p>1a. The CCM cohort #1 will achieve at least 60% on the Knowledge Assessment Test at the end of the major year.</p> <p>1b. The CCM cohort #1 will achieve at least a 60% score in each of the 6 areas on the Knowledge Assessment Test at the end of the major year:</p> <ul style="list-style-type: none"> <li>- Developmental Issues in Counseling</li> <li>- Counseling &amp; Christian Thought</li> <li>- Individual Counseling Theories</li> <li>- Marriage &amp; Family Counseling Theories</li> <li>- Abnormal Psychology for Counseling</li> <li>- Group &amp; Organizational Behavior</li> </ul>	<p>1a. The CCM cohort #1 achieved 63% on the Knowledge Assessment Test at the end of the major year.</p> <p>1b. The cohort achieved the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the major year:</p> <ul style="list-style-type: none"> <li>- Developmental Issues in Counseling - 48%</li> <li>- Counseling &amp; Christian Thought - 73%</li> <li>- Individual Counseling Theories - 48%</li> <li>- Marriage &amp; Family Counseling Theories - 85%</li> <li>- Abnormal Psychology for Counseling -68%</li> <li>- Group &amp; Organizational Behavior -57%</li> </ul>	<p>1a. First year to assess: Target those areas which received lower scores. Refer to 1b.</p> <p>1b. First year to assess: Target those areas which received lower scores.</p>
<p>2. Identify basic counseling techniques</p>	<p>2a. The CCM cohort #1 will achieve at least 60% on the Technique Identification Assessment at the end of the major year.</p> <p>2b.</p>	<p>2a. The CCM cohort #1 achieved 43% on the Technique Identification Assessment at the end of the major year.</p> <p>2b.</p>	<p>2a. First year to assess: Target those techniques which received lower scores.</p> <p>2b.</p>
<p>3. Develop strategies for managing conflict within organizations</p>	<p>3a. Targeted date for assessing this outcome: 2011</p> <p>3b.</p>	<p>3a.</p> <p>3b.</p>	<p>3a.</p> <p>3b.</p>
<p>4. Discern accurately the feelings in oneself and others in the counseling setting</p>	<p>4a. The CCM cohort #1 will achieve at least an 8% improvement on the Reflective Feeling Assessment posttest.</p> <p>4b.</p>	<p>4a. The cohort achieved 8.5% improvement on the Reflective Feeling Assessment posttest.</p> <p>4b.</p>	<p>4a. First year to assess: Emphasize the skill of Observing and Reflecting Feelings and teach a vocabulary for naming feelings.</p> <p>4b.</p>

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

This is the first year to assess the Counseling for Christian Ministries program. Cohorts 2 and 3 will complete their major year in January and July 2010, respectively. Those cohorts will have post-tests for the Knowledge Assessment Test and the Reflective Feeling Assessment.

The results of the Techniques Identification Assessment in 2a suggest the need for emphasizing the helping strategies in the counseling setting. This is primarily related to the Individual Counseling Theories and the Marriage and Family Counseling Theories courses.

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.	
• 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.	<b>Outcome 1 – BLE-3604</b>
• personal discipline in one's care for body, mind, and spirit.	
• a devoted relationship with Christ.	<b>Outcome 2 – BIB3634</b>
• a life of Christian holiness in community.	<b>Outcome 9 – BLE-4674</b>
• leadership in a variety of ministry contexts.	<b>Outcome 3 – BLE-4684</b>
• effective service within the context of modern society.	<b>Outcome 6 – BLE-4624</b>
• a commitment to global evangelism.	

### Program Curriculum Map

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9
BIB-3634	Secondary*	Primary*							
BLE-3604	Primary	Secondary							
BLE-4614								Primary	Secondary
BLE-4624			Secondary			Primary			
BLE-4644					Secondary		Primary		
BLE-4654				Secondary	Primary				
BLE-4664				Primary				Secondary	
BLE-4674							Secondary		Primary
BLE-4684			Primary			Secondary			
BLE-4694	Varies by Student								

\*Evaluation of these outcomes will be reported as part of the AdVantage Core

**Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Leadership and Ethics* ♦ Academic Year: 2008-2009**

**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><b>Completion of this program should enable students to:</b></p>			
<p>1. Know the disciplines that facilitate living a purposeful life.</p>	<p>1a. Procedure – this outcome will be evaluated in BLE-3604 Adult &amp; Professional Development (This evaluation will be accomplished during the 2012-2013 academic year).</p> <p>1b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment</p>	<p>1a. Not Applicable.</p> <p>1b. The data for all L&amp;E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.</p>	<p>1a. Not Applicable</p> <p>1b. Results have not yet been reviewed.</p>
<p>2. Develop a commitment to spiritual maturation.</p>	<p>2a. Procedure – this outcome will be evaluated in BIB-3634 Biblical Leadership Principles (See Bible &amp; Theology Core).</p> <p>2b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment</p>	<p>2a. Not Applicable.</p> <p>2b. The data for all L&amp;E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.</p>	<p>2a. Not Applicable.</p> <p>2b. Results have not yet been reviewed.</p>
<p>3. Exhibit skills required to mentor themselves and others effectively.</p>	<p>3a. Procedure – this outcome will be evaluated in BLE-4684 Managing Change &amp; Conflict (This evaluation will be accomplished during the 2012-2013 academic year).</p> <p>3b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment</p>	<p>3a. Not Applicable.</p> <p>3b. The data for all L&amp;E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.</p>	<p>3a. Not Applicable.</p> <p>3b. Results have not yet been reviewed.</p>
<p>4. Formulate strategies which enable others to achieve their potential.</p>	<p>4a. Procedure – this outcome will be evaluated in BLE-4664 Strategic Leadership &amp; Management (This evaluation will be accomplished during the 2011-2012 academic year).</p> <p>4b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment</p>	<p>4a. Not Applicable.</p> <p>4b. The data for all L&amp;E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.</p>	<p>4a. Not Applicable.</p> <p>4b. Results were reviewed on 8 Dec, 2009. The results were found to:  <input checked="" type="checkbox"/> Meet requirements  <input type="checkbox"/> Not meet requirements (see attached document for action taken)</p>

**Program Assessment Report****Program: Leadership and Ethics****Academic Year: 2008-2009**

5. Exhibit situational awareness and leadership.

5a. Procedure – this outcome will be evaluated in BLE-4654 Group & Organizational Behavior (This evaluation will be accomplished during the 2009-2010 academic year).

5b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment

5a. Not Applicable.

5b. The data for all L&E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.

5a. Not Applicable.

5b. Results were reviewed on 8 Dec, 2009. The results were found to:  
 Meet requirements  
 Not meet requirements (see attached document for action taken)

6. Lead improvement activities in an organizational setting.

6a. Procedure – this outcome will be evaluated in BLE-4624 Business Finance (This evaluation will be accomplished during the 2010-2011 academic year).

6b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “B-“ or better on this assignment

6a. Not Applicable.

6b. The data for all L&E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.

6a. Not Applicable.

6b. Results were reviewed on 8 Dec, 2008. The results were found to:  
 Meet requirements  
 Not meet requirements (see attached document for action taken)

7. Understand authority from a Christian perspective.

7a. Procedure – this outcome will be evaluated in BLE-4644 Legal, Ethical, & Regulatory Environment of Business (This evaluation will be accomplished during the 2010-2011 academic year).

7b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment

7a. Not Applicable.

7b. The data for all L&E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.

7a. Not Applicable.

7b. Results were reviewed on 8 Dec, 2008. The results were found to:  
 Meet requirements  
 Not meet requirements (see attached document for action taken)

8. Model the use of appropriate inquiry.

8a. Procedure – this outcome will be evaluated in BLE-4614 Business & Professional Communication (This evaluation will be accomplished during the 2009-2010 academic year).

8b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment

8a. Not Applicable.

8b. The data for all L&E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.

8a. Not Applicable.

8b. Results have not yet been reviewed.

**Program Assessment Report****Program:** *Leadership and Ethics***Academic Year:** 2008-2009

9. Distinguish between acceptable and best practices in ethical dilemmas.

9a. Procedure – this outcome will be evaluated in BLE-4674 Business Ethics (This evaluation will be accomplished during the 2011-2012 academic year).

9b. Criteria – the assignment will be evaluated according to the rubric included in the student resource manual. XX% of the students will achieve a “X” or better on this assignment

9a. Not Applicable.

9b. The data for all L&E students will be analyzed annually. The analysis will include codification by modality. Adjustments will be made as required to maintain this outcome.

9a. Not Applicable.

9b. Results have not yet been reviewed.

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

In addition to the specific criteria used to evaluate each course, a student evaluation is done on each course each session. This data is accumulated and analyzed. Eleven of the questions in the student evaluation have been strategically selected for evaluation. If any one question of the eleven selected has a class average < 4.0 a follow-up investigation is required and an action plan must be recommended, approved and implemented (see the L&E Program desk procedure). Based on the previous year evaluation five courses have been selected for modification.

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

a. Spent in current academic year:

None requested

b. Request for following academic year:

Dollars have been requested, budgeted and approved for five L&E course modifications.

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

No additional recommendations at this time.

**Program Outcomes Mapped to Institutional Outcomes**

**Program Outcomes:**

1. Demonstrate effective communication skills in written and spoken English.
2. Develop an appreciation for the values and functions of great literature.
3. Understand the principles of human nature and behavior, integrating behavioral science and the Christian faith.
4. Gain a basic understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.
5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.
6. Demonstrate knowledge of the physical universe and appreciate the scientific methodology that investigates it.
7. Understand and apply the basic principles of biblical ethics to contemporary culture.
8. Appreciate western civilization in global context with particular emphasis on the history of Christianity.
9. Engage in intentional spiritual growth toward Christ-like character and service.

Institutional Outcomes	Corresponding Program Outcomes
<ul style="list-style-type: none"> <li>• effective communication skills in listening, speaking, and writing.</li> </ul>	1
<ul style="list-style-type: none"> <li>• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.</li> </ul>	5
<ul style="list-style-type: none"> <li>• skills in biblical exposition that accurately reflect the content and meaning of Scripture.</li> </ul>	
<ul style="list-style-type: none"> <li>• a biblically-formed worldview, integrating the Christian faith with general educational content.</li> </ul>	7
<ul style="list-style-type: none"> <li>• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.</li> </ul>	
<ul style="list-style-type: none"> <li>• a pattern of lifelong learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• personal discipline in one’s care for body, mind, and spirit.</li> </ul>	
<ul style="list-style-type: none"> <li>• a devoted relationship with Christ.</li> </ul>	9
<ul style="list-style-type: none"> <li>• a life of Christian holiness in community.</li> </ul>	9
<ul style="list-style-type: none"> <li>• leadership in a variety of ministry contexts.</li> </ul>	
<ul style="list-style-type: none"> <li>• effective service within the context of modern society.</li> </ul>	
<ul style="list-style-type: none"> <li>• a commitment to global evangelism.</li> </ul>	

### Program Curriculum Map

Course	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7	Outcome8	Outcome9
ENG-1013 English Composition I	X								
ENG-1023 English Composition II	X								
ENG-1043 Classical Literature		X							
GEN-1003 Lifelong Learning Skills					X				
HIS-2013 W World/Ancient & Med. Times								X	
HIS-2023 W World/Modern Society								X	
MTH-1003 General Mathematics						X			
PAS-1013 Introduction to Christian Service					X		X		
PAS-1023 Spiritual Formation					X				X
PHI-3013 Philosophy and Christian Ethics					X		X		
PSY-1013 Introduction to Psychology			X						
SCI-2013 General Physical Science						X			
SOC-1003 Introduction to Sociology				X					
SPE-1003 Principles of Public Speaking	X								
THE-3013 Intro. to Christian Thought					X				

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *General Education Core* ♦ Academic Year: 2008-2009

**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. Demonstrate effective communication skills in written and spoken English.

**1a.** 70% of students will score 80% or above on the final proficiency essay in English Comp. 1.

**1a.** We obtained final proficiency essay scores from both sections of **Eng Comp I** campus classes and 10 of the 14 online sections.  
Campus: **94.1%** scored 80% or above.  
Online: **86.4%** scored 80% or above.  
Composite: **88%** scored 80% or above.

**1a.** This is the first year we have used this assessment measurement. The results exceeded our expectations. We plan to repeat the criteria and procedure next year to obtain comparative data.

**1b.** 70% of freshman and sophomore students' written expression will show at least 80% accuracy in standard grammar usage.

The evaluation criteria will be applied to the students' completing the research paper in all sections of **Eng Comp II** and the final written projects in **Pentateuch**.

We will only consider scores from Pentateuch students who have completed **both** English Comp courses at NBC.

**1b.** We obtained scores from both sections of **Eng Comp II** campus classes and 12 of the 14 online sections.

Campus: **73%** scored at least 80% accuracy. (61% in 07-08; 51% in 06-07; 51% in 05-06)  
Online: **64%** scored at least 80% accuracy. (70% in 07-08; 74% in 06-07; 44% in 05-06)

We obtained scores from the only campus **Pentateuch** class and 3 of the 5 sections taught online. 45 students completed the exegetical paper. Of the 16 Pentateuch students who had completed **both** English Comp courses at NBC, **62.5%** (10) showed at least 80% accuracy in standard grammar usage. (75% in 07-08; 50% in 06-07)

**Composite** - Combining the scores from the above sources, **66.5%** of freshman and sophomore students' written expression showed at least 80% accuracy in standard grammar usage. (68.5% in 07-08; 65% in 06-07)

**1b.** We observed these patterns in the students' skills: 1) an distinct improvement in campus students over the last 3 years; 2) a decline in the online Eng Comp II percentages over the last three years; 3) The disparity in percentages of Pentateuch students from the previous two years has normalized some this year.

We plan to repeat the criteria and procedure next year.

We need to investigate possible reasons and determine corrective measures (#2 above)

The composite percentages for the last 3 years are relatively stable and more consistent with our new expectation of 70%.

2. Develop an appreciation for the values and functions of great literature.

**2.** At the conclusion of the Classical Literature class on **campus and online**, students will write a paragraph describing how their experience in the class has impacted their appreciation for literature based on six values/functions identified in course objective #1. These paragraphs will be evaluated by Gen Ed faculty. 75% or more of the students will describe positive impact on their appreciation through at least 3 of the 6 values/functions

**2a.** The survey was administered to 5 sections of the class during winter-summer trimesters (4 online and 1 on campus). Of the 52 students surveyed, **50%** indicated a positive impact on their appreciation for literature through at least 3 of the 6 values/functions. (65% in 07-08; 64% in 06-07)

**Online:** 47.7% (55.7% in 07-08)  
**Campus:** 62.5% (90.4% in 07-08)

**2a.** The results are significantly lower than our expectation. We will retain the criteria and procedures for next year. We will explore ways to explain the drop to 50%, and how we can strengthen the impact on the students' appreciation. (see narrative)

## Program Assessment Report

## Program: *General Education Core*

Academic Year: 2008-2009

	<p><b>2b.</b> We discontinued the second assessment measurement used last year because the data consistently exceeded our expectations. We will pursue a new criteria and procedure in 2009-10. (see explanation, narrative section.)</p>		
<p><b>3.</b> Understand the principles of human nature and behavior, integrating behavioral science and the Christian faith.</p>	<p><b>3a.</b> At least 75% of the students enrolled in PSY-1013 Introduction to Psychology will score an average of 70% or above on weekly quizzes.</p>	<p>We assessed the Spring 2009 campus section of the course.</p>	
	<p><b>3b.</b> Using the guidelines in the Intro to Psych syllabus, 80% of the students enrolled will demonstrate through journaling that they have integrated principles learned in the course with their faith, values, and beliefs at a “C” grade level or above, as evaluated by the professor.</p>	<p><b>3a.</b> Understanding - We obtained 9 quiz scores from the professor for each student in the course (18) and averaged them. Results: <b>78%</b> of the 18 students scored an average of 70 % or above.</p> <p><b>3b.</b> Integration – 94.4% of the students in the class earned a “C” grade level (65%) or above on their journal assignment.</p>	<p><b>3a.</b> We will expand our data collection to include the online sections of the course and report the data separately. (<i>see narrative</i>)</p> <p><b>3b.</b> The results from the one section of the course that was assessed seemed extremely high. To fit both campus and online sections, we will redefine the performance level at 75%. (<i>see narrative</i>)</p>
<p><b>4.</b> Gain a basic understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.</p>	<p><b>4.</b> (<i>To be assessed in AcadYr 2010-2011</i>)</p>	<p>4a.</p> <p>4b.</p>	<p>4a.</p> <p>4b.</p>
<p><b>5.</b> Demonstrate the ability to think critically and clearly about issues in professional and personal life.</p>	<p><b>5a.</b> 90% of the students completing the Personal Ministry Plan assignment in the Introduction to Christian Ministry course will score at least 90% or better.</p>	<p><b>5a.</b> Data was collected from 3 sections of the class (1 online and 2 campus). Of the 46 students who completed the assignment, 83% scored at least 90% or better.</p>	<p><b>5a.</b> This is the first year we have used this assessment measurement. We plan to repeat the criteria and procedure next year to obtain comparative data. We will expand to include all online sections. (<i>see narrative</i>)</p>
	<p><b>5b.</b> New procedure under construction: We are exploring a possible second assessment tool through the Philosophy and Christian Ethics or Lifelong Learning course.</p>	<p><b>5b.</b> (see narrative)</p>	
<p><b>6.</b> Demonstrate knowledge of the physical universe and appreciate the scientific methodology that investigates it.</p>	<p><b>6.</b> (<i>To be assessed in AcadYr 2009-2010</i>)</p>	<p>6a.</p> <p>6b.</p>	<p>6a.</p> <p>6b.</p>
<p><b>7.</b> Understand and apply the basic principles of biblical ethics to contemporary culture.</p>	<p><b>7.</b> (<i>To be assessed in AcadYr 2012-2013</i>)</p>	<p>7a.</p> <p>7b.</p>	<p>7a.</p> <p>7b.</p>
<p><b>8.</b> Appreciate western civilization in global context with particular emphasis on the history of Christianity.</p>	<p><b>8.</b> (<i>This program outcome was assessed for 3 years (2005-2008) To be assessed again in the next 10-year rotation - AcadYr TBD</i>)</p>	<p>8a.</p> <p>8b.</p>	<p>8a.</p> <p>8b.</p>
<p><b>9.</b> Engage in intentional spiritual growth toward Christ-like character and service.</p>	<p><b>9.</b> (<i>This is a new outcome. AcadYr TBD.</i>)</p>		

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

**General:** We believe it is important to monitor the accomplishment of our outcomes in both the campus and online delivery systems. We will continue to report the data separately. In courses where assessment instruments used on campus and online differ, we will make that distinction in our report and will not calculate composite results.

**RE: Outcome #1: “Demonstrate effective communication skills in written and spoken English.”**

**1a.** This year we shifted our attention from standard grammar usage skills to the broader focus of composition skills. We wanted to see how students performed in essay writing.

The results were much higher than we anticipated. Perhaps we underestimated what percentage of the students could perform at that level, or we should have projected a higher skill expectation. We plan to leave the assessment criterion the same for next year; we have discovered from the past that students’ scores fluctuate significantly from year to year.

**1b.** The longitudinal data collected over the past few years indicated that our expectation last year of 75% was unrealistic. We adjusted our expectation to read “70% of the students will achieve 80% accuracy.” (col. 2)

General: We have not chosen a national exam we should use for measuring students’ mastery of writing skills. We need to identify one that will include multiple general education skills such as critical thinking, writing, social science, mathematics, and natural science.

**RE: Outcome #2: “Develop an appreciation for the values and functions of great literature.”**

**2a.** We need to review how we are asking the question that measures appreciation and improve the wording, or instructions, or procedure, or credit value as necessary. We need to solicit added support from the instructors in emphasizing the values and functions directly. Students do not seem to respond to the philosophical functions well. (e.g. – “enlarges one’s being”)

**2b.** As a second assessment tool for this outcome we will ask the students next year to respond to this question:

Overall the course accomplished the stated objectives for me in the following practical ways: (Mark all that apply) I have used what I have learned (a) as sermon or lesson illustration, (b) with my family, (c) for an assignment in another class, (d) in conversation with an acquaintance, (e) other (specify). 75 % will mark at least 2 responses.

**RE: Outcome #3: Understand the principles of human nature and behavior, integrating behavioral science and the Christian faith**

**3a.** We only targeted the campus students. The weekly quizzes (frequency and content) in the online classes are different than campus, but comparable. We will include online classes in our data collection and report them as separate statistical data in the coming year.

This year’s result (78% of the students) was much closer to our expectation than last year (57%). We will leave our criterion the same as we add online sections into the assessment.

**3b.** Because we are expanding our assessment to include online sections of the course, and there is a discrepancy in what constitutes a “C” grade in the campus and online grading scales, we will change our proficiency level from “C grade level or above” to “75% or above.”

The following questions are issues students are expected to address in their Intro to Psych journal. They address integration issues.

a. What questions have been raised for me?

- b. What are my feelings right now as I hear, read, experience, and recall this issue?
- c. How can I apply this to my ministry?
- d. How does this help me understand myself and others more fully?
- e. How will I be different because of this knowledge or experience?
- f. How does this truth integrate with my faith, values, and beliefs?

**RE: Outcome #5: “Demonstrate the ability to think critically and clearly about issues in professional and personal life.”**

**5a.** Our assessment focused on campus students this year because the assignment we were using was not required in the online course. As of Winter A 2009, it has been added to the online course design, making it possible for us to expand our assessment.

**5b.** We did not identify a second assessment procedure this year. We will pursue this next year by contacting the instructors of the Philosophy and Christian Ethics course and the Lifelong Learning course, to determine what procedures might be appropriate for measuring this outcome.

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

- a. Spent in current academic year: \$ \_\_\_\_\_ (for English Comp tutors)
- b. Request for following academic year (2010-2011):  
 \$ \_\_\_\_\_ Funds to support English and math tutoring (campus)

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

1. Upgrades for software in campus classroom smart podiums.
2. Subscription to national standardized assessment instrument.