



ASSESSMENT REPORT

Division and Program Academic Grids

Report for the 2004-2005
Annual Faculty Review of Assessment

Fall 2005

NBC Division and Program Outcomes

Division of General Education:

Completion of the General Education core should enable the student to:

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 the basic principles of biblical ethics and apply such principles to contemporary culture.
8. Appreciate the historic past of our Western heritage and the Christian faith.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: General Education ♦ Academic Year: 2004-2005

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>		
<p>Program Objectives (Col. 2)</p>	<p>Criteria & Procedures (Col. 3)</p>	<p>Assessment Results (Col. 4)</p>	<p>Use of Results (Col. 5)</p>
<p>Completion of this program should enable students to:</p>	<p>1a. At least 70% of students completing 3 English courses, having scored below 110 on the Accuplacer Placement Test pre-test, will score higher on the post-test.</p>	<p>1a. We were only able to obtain post-test scores from students who completed Classical Lit on campus. 14 of 19 students (74%) scored higher. 5 of 19 students (26%) scored lower.</p>	<p>1a. This data does not include missing post-test scores for all of the 24 online students and 7 additional campus students who scored below 110 on the pre-test. Our valid data only represents 38% of the students. We intend to repeat the criteria and procedure, tying the post-testing to the Ministry Progress Review. This will be mandatory for all students and will insure that we obtain more complete data this coming year. We will limit post-test score comparisons to students who have earned English credits at NBC.</p>
<p>1. Demonstrate effective communication skills in written and spoken English.</p>	<p>1b. At least 90% of the students completing English Comp I will score above 70% on a final exam based on standard grammar usage</p>	<p>1b. <u>Campus</u>: 81.5% scored above 70% as compared to 76% during the 2003-2004 academic year. <u>Online</u>: 83% scored above 70% as compared to 62% during the 2003-2004 academic year.</p>	<p>1b. Accuplacer pretest scores for the year were higher than the previous two years. This is reflected in the improved percentage of students who scored above 70%. We intend to repeat the criteria and procedure next year to establish some correlation between the two.</p>
	<p>1c. 75% of freshman and sophomore students' written expression will show 80% accuracy in standard grammar usage. The evaluation criteria will be applied to the students' final written projects, using the new evaluation rubric, in all sections of Eng Comp II and Pentateuch.</p>	<p>1c. We were able to obtain scores from all 4 sections of Eng Comp II campus classes and 2 of the 5 online sections. <u>Campus</u>: 11 out of 28 students (39.2%) scored at least 80% accuracy. <u>Online</u>: 9 out of 10 students (90%) scored at least 80% accuracy. We were not able to obtain scores from either of the two Pentateuch classes that were taught online. (not taught on campus)</p>	<p>1c. We will initiate an improved reporting procedure for systematic collection of data from online Eng. Comp. II classes and all Pentateuch classes.</p>
	<p>1d. Students whose written assignments in any course demonstrate the same error 3 or more times will be given a "Writing Skills Enhancement Form" from the professor. This referral form will initiate individualized tutoring to correct identified skill deficiencies in the 6 common writing error categories..</p>	<p>1d. Campus professors from across the curriculum used the form. One-on-one tutoring of students was in progress starting in January. Noticeable progress was observed in several students' skills.</p>	<p>1d. We need to document the skill development through exhibits or e-portfolios. Our tutoring support person has retired and left the campus. An online version of writing skills enhancement is being initiated using an English specialist and a writing lab. We hope to track the activity more accurately.</p>
<p>2. Develop an appreciation for the values and functions of great literature</p>	<p>2. We selected the question about course objectives from the course evaluation instrument at the conclusion of the Classical Lit course to measure appreciation.</p>	<p>2. We discovered that the course objectives did not include affective dimensions. Anecdotal evidence indicates that our students are literally "awakened" to the values and functions of great literature when they experience and complete the Classical Literature class at NBC.</p>	<p>2. We will continue to search for an appropriate standardized attitude measurement tool that can be used at the beginning and end of the course. In the meantime, the campus professor will prepare a tool to measure pre-course and post-course perspectives of students. We will limit the instrument to campus classes for this year.</p>

Summation of Assessment Impact { describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5 }:

We are addressing several concerns related to objective number 1:

1. Environmental conditions for testing – We need to investigate this to insure that it is conducive.
2. Data collected from post-tests should include only the same students who took the pre-test.
3. Placement scores from students who do not enroll in our English classes should not be considered in our calculations.
4. Provision for backup records of Accuplacer post-test scores. (We experienced unrecoverable data when Accuplacer experienced system difficulties.)
5. Post-testing was voluntary. Motivation for students to participate was low.

Regarding objective number 2:

We thought that the NBC Course/Professor Evaluation forms completed by students at the conclusion of the Classical Literature course might be helpful. Aside from space provided for comments, we found that the only question with any pertinence was number eight in the “course evaluation” section: “Overall, the course accomplished its stated objectives.” The course syllabus, however, does not include attitudinal dimensions in the objectives. The course description in the syllabus identifies values and functions of literature, but speaks to the students’ *understanding and use* of those values and functions rather than *appreciation*. We anticipate cordial dialog with professors about profitable revisions to the course objectives.

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

If use of the Writing Lab by online and campus students is “healthy,” the costs that the college incurs may require specific budget consideration.

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

NBC Division and Program Outcomes

Division of Biblical and Theological Studies:

Completion of the Bible and Theology core should enable the student to:

1. Identify the message and the basic content of the Bible.
2. Comprehend and articulate Christian theology.
3. Understand and utilize sound methods and resources for interpreting the Bible.
4. Understand the Wesleyan holiness theological perspective and integrate it with life and the practice of Christian ministry.
5. Nurture the Christ-like life as informed by Scripture and Christian thought.
6. Develop a Christian worldview and apply that view to contemporary critical issues.
7. Acquire and cultivate the desire and skills to be a lifelong learner in biblical exposition and theological reflection.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: *Biblical and Theological Studies* ♦ Academic Year: 2004-2005

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.		
Intended Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p>	<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>1a. Average improvement record: 2000 = 11%(+16); 2001 = 9%(+14); 2002 = 14%(+21); 2003 = 7%(+10); 2004 = 9%(+14). Improvement for 2005 = 11%(+16). Note: 2005 grads: 35% of students scored 70% (C) or better.</p>	<p>1a. Will continue to monitor in order to allow new incentives (chapel awards) and new emphasis in Bible classes to demonstrate possible impact on scores. Also attempting to gather updated norms from colleges who use the exam.</p>
<p>1. Identify the message and the basic content of the Bible (Division Outcome #1).</p>	<p>1b. At least 90% of the students in the NBC degree programs will "agree" or "strongly agree" with the statements: "I feel confident that my preparation in Bible and Theology is comparable to that of other individuals nationwide who have completed a similar program" (#78 in survey), and "I feel confident that my preparation in Bible and Theology has adequately prepared me for my anticipated area of ministry" (#81 in survey). (graduate [each year] and alumni surveys [every other year]).</p>	<p>1b. <u>Graduate Survey</u>: #78 = total of 97.1% strongly agree/agree. #81 = total of 97.1% strongly agree/agree. <u>Alumni Survey</u>: #78 = total of 96% strongly agree/agree. #81 = total of 96% strongly agree/agree.</p>	<p>1b. Have surpassed goal for a number of years. Are satisfied with results. Will consider new criteria to pursue.</p>
<p>2. Understand and utilize sound methods and resources for interpreting the Bible (Division Outcome #3).</p>	<p>2a. Students in the Biblical Studies program will write an exegetical paper and 80% of the papers will be judged as worthy of a B grade (80%) or better, as evaluated by two competent outside readers. Suggest \$250 stipend for each reader. -Use 10 NT papers (5 online; 5 oncampus) and 10 OT papers (5 online; 5 oncampus), from 3rd year required courses.</p> <p>2b. At least 85% of students in the Pastoral Ministries major will be judged as worthy of a B grade (80%) or better in relation to being "biblically based" (ms. eval. category) when producing sermons for Christian Preaching II.</p>	<p>2a. Scores: NT papers online: 92%, 90%, 88%, 82%, 78%; NT papers on-campus: 92%, 85%, 84%, 80%, 75%. OT papers online: 91%, 88%, 87%, 79%, 77%; OT papers on-campus: 95%, 93%, 91%, 86%, 75%. Summation: 75% of the papers scored a B grade (80%) or better.</p> <p>2b. 100% of students were judged B or better for "exegetical accuracy"; 100% of students were judged B or better for "theological soundness"; 91% of students were judged B or better for "personal impact" (from each student's final sermon in the class).</p>	<p>2a. Fell short of goal. Have recently expanded procedure (more papers and 2nd reader). Will continue to monitor.</p> <p>2b. Surpassed goal. Will continue to monitor results over time. Will request Past. Min. division to consider expanding scoring scale (1-5) to allow for wider range of evaluation. Division will examine the rest of the new Preaching II manuscript grading form for other criteria/elements related to the assessment of "biblical" preaching.</p>

Division of Biblical and Theological Studies

3. Understand the Wesleyan holiness theological perspective and integrate it with life and the practice of Christian ministry (Division Outcome #4).

3a. 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" (question #7). Also, at least 80% of the comments on question #22 will be generally positive, in relation to alumni understanding of holiness. {Sent each year to Districts having placed graduates the year prior; sent to all Districts every 5 years – 2000, 2005, etc.}.

3b. Students in the Biblical Studies program will write a paper ("statements of belief") addressing the Wesleyan/Holiness theological perspective. 80% of the statements will earn the grade of a "B" (80%) or above, as evaluated by NBC theology prof.

3c. Students in the program will be interviewed and at least 80% will adequately articulate verbally the Wesleyan/Holiness theological perspective, as evidenced by a score of B (80%) or better on the interview. Interview will be conducted by NBC theology professor. (Senior level: Doctrine of Holiness course)

3d. Students in the Biblical Studies program will write a philosophy of ministry paper and at least 80% of the papers will be judged as worthy of a B grade (80%) or better, in relation to the biblical and theological foundations of the philosophy. This will be completed as an assignment in the senior level required course: Administration and Finance.

4. Division member is working on creating appropriate survey questions for alumni survey which address criteria demonstrating lifelong learning practices. These will be submitted as recommendations for the revision of the alumni survey.

3a. 40% rated alumni as "average; 20% rated alumni as "good"; and 40% rated alumni as "excellent", in relation to demonstrating a Wesleyan/Arminian theological perspective. In relation to question #22: 50% of the comments were clearly positive and affirming, while 50% of the comments were divided (affirming some alumni, while stating others need improvement).

3b. Theology I class: 77% of students scored "B" (80%) or higher. Theology II class: 89% of students scored "B" (80%) or better.

3c. 100% of students scored "B" (80%) or better.

3d. 75% of students scored a B grade (80%) or better.

4. Still in progress.

3a. Fell short of goal. Will continue to monitor over time, anticipating larger response as survey will be sent to all districts this next round.

3b. Improvement shown from one trimester to the next. Will continue to monitor over time.

3c. Surpassed goal. Will continue to monitor over time.

3d. Fell short of goal. Professor for course has changed. Will discuss possibility of continuing this procedure with new course instructor.

4. New criteria in progress. Revision of alumni survey has been delayed.

4. Acquire and cultivate the desire and skills to be a lifelong learner in Biblical exposition and theological reflection (Division Outcome #7).

Division of Biblical and Theological Studies

Summation of Assessment Impact { describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5 }:

- Criteria 1a: Division is pursuing means of developing new norms for the ABHE Bible Content Test, among schools who make use of the test.
Bible classes have added discussions intended to address significant content reflected in the ABHE Bible Content Test.
- Criteria 2b: Bible Faculty have added assignment of sermon outline based on required exegetical papers in 3rd yr. Bible courses.
Preaching II classes now require one sermon be based on an exegetical paper previously written by the student in a Bible class.
Division will request that Past. Min. division consider expanding the scoring scale for the new Ms. evaluation form.

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

- Payments to outside readers for criteria "2a" (expanded from one to two readers this year).
- Monetary awards of \$100 each for highest score by a senior on the Bible Content Exam and most improvement by a senior on the Bible Content Exam.

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

- Recommend that a committee be established to review and revise the alumni survey.

NBC Division and Program Outcomes

Pastoral Ministries Program:

Completion of the Pastoral Ministries program should enable the student to:

1. Effectively communicate the gospel in a manner that results in the transformation of the hearer.
2. Effectively administrate and equip the Church to accomplish its Christian mission.
3. Effectively practice pastoral care to meet human need in the congregation and community.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: Pastoral Ministries ♦ Academic Year: 2004-2005

Mission: (Col. 1) → Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.		
Program Objectives (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:	1a. The composite scores of the Delong Sermon Series student preachers will be 85% of the total points possible.	1a. The composite scores of the Delong sermon series was 84% of the total possible points	1a. Use the same assessment criteria again next year.
1. Students completing the Pastoral Ministries major will effectively communicate the gospel in a manner that results in the transformation of the hearer.	1b. We project a 5% improvement in the average score of the third sermon in Preaching II over the sermon in Preaching I	1b. 4.5 % improvement in the average score of the third sermon in Preaching II over the sermon in Preaching I	1.b . Use the same assessment criteria again next year to compare two years of results to track improvement with new teaching format and new textbooks.
2. Students completing the Pastoral Ministries major will effectively administrate and equip the Church to accomplish its Christian mission.	2a. 80 % of the recent graduates will feel confident about how effectively prepared they were to administer the church	2a. 61% of pastoral major graduates responded, and of those 69.7% felt confident about how effectively prepared they were to administer the church	2a. Use the same assessment criteria again next year to measure accuracy of results
	2b. 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 their ability to develop a missional church (the language in the present survey is <i>vision for evangelism</i>) We will recommend a change of language to be reflected in the next survey.	2b. 100% of District Superintendents who responded to the survey rated the students/alumni serving on their district good or excellent in their vision for evangelism.	2b. Redo this assessment, and consider expanding the questions.
3. Students completing the Pastoral Ministries major will effectively practice pastoral care to meet human need in the congregation and community.	3a. 20% of the students in Senior Ministry Integration (SMI) will select Pastoral care as an objective.	3a. 20% of students in Senior Ministry Integration selected Pastoral Care as an objective	3a. Encourage more students to participate in pastoral care as an objective
	3b. 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 their ability to provide pastoral care for their parish.	3b. 100% of District Superintendents who responded to the survey rated the students/alumni serving on their district good or excellent in their ability to provide pastoral care for their parish. (20% good, 80% excellent).	3b. Use the result to evaluate our teaching in the subject of Pastoral Care apart from the Pastoral Counseling course.

Pastoral Ministries Program

Summation of Assessment Impact {describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5}:

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

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

NBC Division and Program Outcomes

Christian Educational Ministries Program:

Completion of the Christian Educational Ministries program should enable the student to:

1. Understand the mission of the church and the role of Christian education in the successful fulfillment of that mission and develop a commitment to contribute to the building of effective Christian educational ministries in local churches through his or her own ministry.
2. Understand the biblical, educational, historical, and administrative foundations of a program that effectively educates persons in the Christian faith, lifestyle, and ministry, and acquire the skill to apply these foundations to the development of educational programs in a local church.
3. Become acquainted with the best of Christian educational programs, strategies, and resources, and develop the skill to evaluate and implement these in a local church.
4. Develop a sound theology and philosophy of Christian education and apply these toward the development of a biblically based, comprehensive approach to educational ministries in a local church.
5. Understand the principles and practices of team ministry, develop a commitment to a team approach in his or her own ministry, and acquire the skills to implement this approach through equipping, organizing, and supervising professional and volunteer ministers in a local church.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: *Christian Educational Ministries* ♦ Academic Year: 2004-2005

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>
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Program Objectives (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p> <ol style="list-style-type: none"> 1. Understand the mission of the church and the role of Christian education in the successful fulfillment of that mission and develop a commitment to contribute to the building of effective Christian educational ministries in local churches through his or her own ministry 2. Understand the biblical, educational, historical, and administrative foundations of a program that effectively educates persons in the Christian faith, lifestyle, and ministry, and acquire the skill to apply these foundations to the development of educational programs in a local church 3. Become acquainted with the best of Christian educational programs, strategies, and resources, and develop the skill to evaluate and implement these in a local church 4. Develop a sound theology and philosophy of Christian education and apply these toward the development of a biblically-based, comprehensive approach to educational ministries in a local church 5. Understand the principles and practices of team ministry, develop a commitment to a team approach in his or her own ministry, and acquire the skills to implement this approach through equipping, organizing, and supervising professional and volunteer ministers in a local church 	<ol style="list-style-type: none"> 1. Our focus this year is on developing the core Case Study assignment in all CEM courses, and methods for utilizing it as an assessment tool. Toward this aim, we have develop a rubric for grading the Case Study on the basis of general grammatical and formatting issues as well as on issues relating to Intended Program Outcomes numbers one and two (see the attached sheet). At the end of the school year a random sample of student case studies written during the current academic year will be evaluated by the CEM on campus faculty. This evaluation will first be conducted on an individual basis. Then these individual evaluations will be compared by all the faculty. With this being the first year utilizing this assessment tool, our focus is primarily on the development of an effective tool and the establishment of a student achievement baseline. This baseline will then be used in subsequent years for establishing outcome improvement criteria. 	<p>Evaluation of the sampling of case studies revealed the following results.</p> <ol style="list-style-type: none"> 1a. Students are not adequately incorporating MLA formatting in the case study assignment. 1b. There is not satisfactory progress in the development of key leadership skills necessary for applying theoretical foundations to the building of Christian educational programs in a local church. 	<p>1a. The CEM faculty will be stricter in evaluating MLA formatting in the case study assignment. Specific MLA issues that are pertinent to the case study assignment will be addressed in the Case Study guide.</p> <p>1b. The Introduction to Christian Educational Ministries Course will be changed so that instead of students writing a single full case study, they will write five papers in which they focus on the following five key skills.</p> <ol style="list-style-type: none"> i. Writing need statements in which they identify and express a need in a local church that is relevant to material being studied in the course ii. Writing ministry objectives that express in clear, concise, measurable, and time related terms the primary educational results they intend to achieve in meeting the stated need iii. Compiling research that focuses on instructions on how to achieve the stated objectives iv. Translating research into detailed ministry plans v. Developing evaluation methods for determining if ministry plans are achieving desired results <p>Student papers will be evaluated on the improvement made between the first and fifth papers.</p> <p>The chairman of the department will be presenting a seminar in the use of the case study for developing CEM leaders at the annual NAPCE Convention in October. Part of that seminar will include receiving feedback from other Christian education professors on how to improve the use of the case study as a learning and assessment tool.</p>

Summation of Assessment Impact {describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5}:

2. The CEM faculty also agreed that the department should fully cooperate with the Online and Technology departments in pursuing the development of the E-Portfolio program so that the progress of students in relation to key assignments (case study, personal philosophy, lesson plans) could be tracked from the beginning of the program through graduation and added to our program assessment procedures.
3. The CEM faculty encouraged the chairman to approach Dr. Phillips in regards to bringing all online faculty in the department to campus in the spring in order to bring the online courses into compliance with the aims, plans, and procedures being implemented in on-campus courses.
4. The CEM faculty will seek to conduct monthly meetings throughout the fall, winter, and spring trimesters to facilitate further the development of its program and its assessment procedures.

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

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

NBC Division and Program Outcomes

Music Ministries Program:

Completion of the Music Ministries program should enable the student to:

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 choral ensembles of all age levels.
5. Attain a prescribed level of proficiency in one applied music concentration.
6. Demonstrate knowledge of music theory and sight singing.
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.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: *Music Ministries* ♦ Academic Year: 2004-2005

<p>Mission: (Col. 1) → Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>
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Program Objectives (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p> <p>1. Formulate a philosophy of church music</p> <p>2. Demonstrate the ability to plan and lead congregations in praise and worship services, reflecting the needs of the congregation and the desires of the pastor</p> <p>3. Attain a prescribed level of proficiency in at least one applied music concentration</p>	<p>1. Each student will develop and write a philosophy of church music based upon several elements used as a guide during the Freshman course, Intro to Music Ministry. In the Junior to Senior level, in Advanced Church Music Leadership, the student will again write a philosophy of church music to reflect the current thinking in comparison to the first. At least 80% of the students will reflect a significant increase in depth of understanding, as judged anonymously by 3 music faculty members.</p> <p>2. The student, during Senior Ministry Integration, will, under the direction of the supervisor, plan and lead a congregational service. The dual evaluation will be done by both the supervisor and the senior pastor. An evaluation form will be used as well as a personal interview to discuss the results. At least 80% of the students will reflect a grade of B or better for this assessment.</p> <p>3. A student will reach a prescribed level of proficiency as stated on the Proficiency Requirements Forms in the Music Ministries Program. The requirements listed will include at least one of the applied music concentration areas of: voice, piano, conducting, and other instruments of the band and/or orchestra. The student will be judged by 3 music faculty and 1 off-campus professional during the Junior and/or Senior years. At least 80% of the students will meet the prescribed level of proficiency before graduation.</p>	<p>1a. Of the 10 music majors writing their philosophies, 9 of them showed a significant increase in understanding. This places us at a 90% level.</p> <p>1b. The level of understanding in our freshman students seems to be rising year by year.</p> <p>2a. A total of three music majors took their S.M.I. this year, with 2 receiving A for the grade, and 1 receiving B for the grade. This places the results at over 90% for this particular criteria of planning and leading a congregational service.</p> <p>2b. Staff and supervisor availability difficult at times</p> <p>3a. Two music majors graduated in May of 2005. Both passed their levels of proficiency on their instruments, one very high and the other just passed. This puts this area of assessment at 100%.</p> <p>3b. It appears that certain students will need to be advised to take additional course hours of private study beyond the required hours for graduation, in order to meet the prescribed level of proficiency.</p>	<p>1a. This result reveals that we will need to readdress the exact elements used as a guide for the philosophy statement, to update and strengthen the same.</p> <p>1b. We need to reevaluate the Course Calendar in Intro to Music Ministries as to where this area needs to be addressed.</p> <p>2a. One result showing up on this requirement is that we will need to work more closely with the Senior Pastors from the very start of S.M.I. in order to better coordinate dates, timing, and other items of their concern for this service to happen with their blessings.</p> <p>2b. Possibility of using 2 Staff Pastors, and no supervisor?</p> <p>3a. A stronger effort has been put into place to get all students to reach the prescribed level of proficiency in at least one area of concentration. One way of accomplishing this goal will be to spend an extended period of time with any student appearing weak during the trimester adjudications/exams, thereby giving the student additional input by three adjudicators beyond the expertise of the teacher alone.</p> <p>3b. Our off-campus professional will be asked for additional ideas and input for moving the slower student up faster to the prescribed level of proficiency.</p>

Music Ministries Program

Summation of Assessment Impact {describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5}:

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

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

NBC Division and Program Outcomes

Christian Counseling Program:

Completion of the Christian Counseling program should enable the student to:

Cognitive

1. Know oneself and the disciplines involved in personal growth.
2. Know the salient tenets of individual, group, and family counseling; human development and psychopathology; and professional and theological foundations of psychotherapy.

Behavioral

3. Demonstrate the philosophies, goals, and techniques of the major counseling theories.
4. Demonstrate the core counseling skills.

Affective

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.

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Division/Program: *Christian Counseling* ♦ Academic Year: 2004-2005

<p>Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry. (Col. 1) →</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>		
<p>Program Objectives (Col. 2) Completion of this program should enable students to:</p>	<p>Criteria & Procedures (Col. 3)</p>	<p>Assessment Results (Col. 4)</p>	<p>Use of Results (Col. 5)</p>
<p>1. To know the salient tenets of individual, group, and family counseling; human development; psychopathology; and theological foundations of counseling.</p>	<p>1a. The cohort will show at least a 17% improvement on a posttest of the salient tenets of the counseling curriculum.</p>	<p>1a. The cohort showed a 31% improvement on a posttest of the salient tenets of the counseling curriculum.</p>	<p>1a. The top 3 questions receiving the most incorrect answers in each of the 6 areas assessed will be reviewed for improvement through instruction.</p>
<p>2. To demonstrate core counseling skills.</p>	<p>2a. At least 85% of the cohort students will be assessed by a site supervisor as agreeing that her or his student intern demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p>	<p>2a. 100% of the 13 cohort students were assessed by a site supervisor as agreeing that her or his student intern demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p>	<p>2a. The 3 skills receiving “disagree” responses will be targeted for improvement in labs.</p>
<p>3. To intuit a range and depth of feelings in oneself and others.</p>	<p>3a. The cohort will show at least a 10% improvement on the Reflective Feeling Assessment posttest.</p>	<p>3a. The cohort showed a 5.7% improvement on the Reflective Feeling Assessment Posttest.</p>	<p>3a. The top 3 questions receiving the most incorrect answers will be reviewed for improvement through instruction.</p>

Summation of Assessment Impact {describe decisions, changes, additions, alterations, etc., made on the basis of assessment findings; i.e., provide brief narrative explaining items in column 5}:

Column 4 -2a.
5 students had 2 placements; 8 students had 1 placement. 18 evaluation surveys were sent out and all 18 were returned.

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

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