



Program Assessment Reports

Report for the 2016-2017
Annual Faculty Review of Assessment

Fall 2017

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Demonstrate effective communication skills in written and spoken English.
2. Discuss and identify the importance and function of great literature.
3. Examine the principles of human nature and behavior, integrating behavioral science and the Christian faith.
4. Identify concepts 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. Identify how the basic principles of biblical ethics apply to contemporary culture.
8. Examine 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.
10. Demonstrate the ability to apply logic and mathematical principles.

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

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7	Outcome8	Outcome9	Outcome10
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				X		
HIS-2023 W World/Modern Society				X				X		
MTH-1003 General Mathematics						X				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					

Program Assessment Report Program: *General Education Core*
Academic Year: 2016-2017

Nazarene Bible College		Academic Assessment Flow Chart		Program: <i>General Education Core</i> ♦		Academic Year: 2016-2017	
Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
1. Demonstrate effective communication skills in written and spoken English.		1a. Students will demonstrate an 80% or higher on their final research paper. Rubrics will be evaluated (see sample of 31 students) 1b. MPP students must have a speech component in curriculum for ordination. MPP curriculum evaluated.		1a. Average score of 87% for students sampled in 2016-2017 1b. MPP curriculum did not have a speech component		1a. Students are doing well in the final research paper requirement. Will continue to look at those who fall below the 80% 1b. Curriculum was changed to require a speech to be given and evaluated by peers. A student reflection paper was included.	
2. Discuss and identify the importance and functions of great literature.		2a. Using student course evaluations 90% of students enrolled in Eng. 1043 believe that the course objectives were accomplished. 2b. Survey the Sixth Week Student reflections for Classical Literature to assess understanding of the importance and function of Classical Literature.		2a. Course Evaluation Report showed an average of 90% 2b. Student Sixth Week Reflections were surveyed (see samples) Students made the connection of universal themes and spiritual applications		2a. Will Review assignments to continue student connection to importance and function of classical literature 2b. Integrate multi-cultural authors in to curriculum. Look at online sources for texts rather than purchase.	
3. Examine the principles of human nature and behavior, integrating behavioral science and the Christian faith.		3a. <i>to be evaluated 2017-2018</i> 3b.		3a. 3b.		3a. 3b.	
4. Identify concepts of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.		4a. <i>to be evaluated 2018-2019</i> 4b.		4a. 4b.		4a. 4b.	
5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.		5a <i>to be evaluated 2018-2019</i> 5b.		5a. 5b.		5a. 5b.	
6. Demonstrate knowledge of the physical universe and apply the scientific methodology that investigates it.		6a. <i>to be evaluated 2017-2018</i> 6b.		6a. 6b.		6a. 6b.	

<p>7. Identify and apply the basic principles of biblical ethics to contemporary culture.</p>	<p>7a. <i>. to be evaluated 2019-2020</i></p> <p>7b.</p>	<p>7a.</p> <p>7b.</p>	<p>7a.</p> <p>7b.</p>
<p>8. Examine western civilization in global context with particular emphasis on the history of Christianity.</p>	<p>8a. <i>to be evaluated 2018-2019</i></p> <p>8b.</p>	<p>8a.</p> <p>8b.</p>	<p>8a.</p> <p>8b.</p>
<p>9 Engage in intentional spiritual growth toward Christ-like character and service.</p>	<p>9a. <i>. to be evaluated 2019-2020</i></p> <p>9b.</p>	<p>9a.</p> <p>9b.</p>	<p>9a.</p> <p>9b.</p>
<p>10. Demonstrate the ability to apply logic and mathematical principles.</p>	<p>10a Students taking General Mathematics will score a 80% or higher on the Final Exam to demonstrate the ability to apply mathematical principles.</p> <p>10b. Student gradebooks evaluated to average Unit Quiz scores Units 1-12. Students will score an average of 80% or higher .</p>	<p>10a. Students scored an average of 85% on the final exam .(sample 42)</p> <p>10b. Unit Quiz 1-12 average 87% for all students. (sample 42)</p>	<p>10a. Further evaluation to look for ways that students demonstrate logic.</p> <p>10b.Positive comparison between Unit Quizzes and Final Exam scores noted.</p>

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

During the 2015-2016 school term all of the English classes were re-written. Due to concern that English students were underprepared for the college courses higher standards were enacted. A student must score a 95 or above on the ETS Accuplacer test as the requirement to be placed in English Composition I. The English Composition I course was revised to better prepare students for English Composition II. Three pre-college level courses were developed to insure students who do not score a 95 or above on the Accuplacer can be placed in Basic I, Basic II, or Basic III English courses that will enable them to move to the college level composition courses after completion. (English Composition I and II.) Assessment of these revised English Courses were conducted during the 2016-2017 academic year. The web Based program for reading and writing was included in the curriculum. (Launchpad solo for reading and writing from Macmillan publishers) Set up of the Launchpad Program was problematic and initial use needed revision and those teaching the Basic Skills Courses needed a more complete instruction of the program.

The Classical Literature Class was surveyed to check the connection that students made regarding the function and importance of classical literature. Students made the connection and also connected the lessons and universal themes with spiritual issues. 90% of students surveyed believed the course objectives were accomplished.

Evaluating the Final Research Paper Rubric grades for English Composition II, 80% of students scored an 80% or higher. English Composition I for MPP students was evaluated to see if there was a speech component that met their ordination requirement. It was found that a speech component needed to be added and it was added for week 6. Degree students must take Speech to fulfill this requirement.

General Math Final Exams and Unit Quizzes were evaluated and demonstrated knowledge of basic math principles. Student Final Exams scores averaged 85% for all students, and Unit Quizzes 1-12 averaged 87% showing a correlation between Unit Quiz scores and performance on the Final Exam. Further evaluation will be conducted to find student demonstration of logic.

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

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

Program Curriculum Map

Program Outcomes:

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

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

Program Assessment Report Program: *Bible and Theology Core*

Academic Year: 2016-2017

<p>3. Articulate the essentials of the Christian faith.</p>	<p>3a. Students taking the Theology sequence will write a paper that clearly articulates a doctrine of Christian theology. 80% of the statements will earn a score of 80% or above.</p>	<p>3a. Campus: Theology I: x/x students scored 80% or higher. Campus Theo II: x/x students scored 80% or higher. Theo I Fall A: 6/6 scored 80% or higher Theo II Fall B: 3/5 Theo I Winter A: 5/6 Theo I CampusWinter: 7/7 Theo II Winter B: 5/7 Theo I Spring A: 8/8 Theo I Spring A2: 6/6 Theo II CampusSpring: 7/8 Theo II SpringB: 13/14 Total: 60/67 = 90% of students scored 80% or higher.</p>	<p>3a. Goal exceeded. First year including newly revised online systematic theology courses which launched in the 2016-2017 academic year.</p>
<p>4. Integrate the Wesleyan holiness theological perspective with the practice of Christian ministry.</p>	<p>3b. At least 80% of students in Preaching III will compose a sermon ms which will be rated "8" (out of 10) or higher in relation to being "Theologically Sound," as indicated on the Preaching manuscript grading rubric.</p>	<p>3b. Scores not collected this year</p>	<p>3b. Pastoral ministries department provided new preaching rubrics for sermon manuscripts. Scores will be requested in the future based on these new rubrics. Program director has now set up calendar reminders for collecting these scores.</p>
<p>5. Nurture the Christ-like life as informed by Scripture and Christian thought.</p>	<p>4a. District Superintendents will rate at least 80% of NBC Alumni on their district as "good" or "excellent" in "demonstrating a Wesleyan/Holiness theological perspective," according to the annual NBC "Survey For District Superintendents."</p>	<p>4a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent"</p>	<p>4a. Goal exceeded. Doctrine of Holiness course has just been re-configured to serve as a second year course instead of a fourth year course. This is to better prepare students for denominational licensing interviews which typically take place prior to their fourth year of college.</p>
<p>5. Nurture the Christ-like life as informed by Scripture and Christian thought.</p>	<p>4b. At least 80% of graduates will respond "frequently" or "always true" in relation to the statement "I affirm the Wesleyan/holiness theological perspective as foundational for life and ministry." Results will be taken from the NBC College Experience Survey (Grads).</p>	<p>4b. 93.91% of graduates responded "frequently" or "always true."</p>	<p>4b. Goal exceeded. New procedure: will continue to monitor.</p>
<p>5. Nurture the Christ-like life as informed by Scripture and Christian thought.</p>	<p>5a. District Superintendents will rate at least 80% of NBC Alumni on their district as "good" or "excellent" in the areas of "Personal Character (Holy Life)," and "Personal Character (Christlike Relationships)" according to the annual NBC "Survey For District Superintendents."</p>	<p>5a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent" in both categories</p>	<p>5a. Goal exceeded. Will continue to monitor.</p>
<p>5. Nurture the Christ-like life as informed by Scripture and Christian thought.</p>	<p>5b. At least 80% of students will respond "frequently" or "always true" in relation to the statements "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching,</p>	<p>5b. 96.96% responded "frequently" or "always true" in response to, "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching, counseling, etc.)."</p>	<p>5b. Goal exceeded. Will continue to monitor.</p>

Program Assessment Report Program: *Bible and Theology Core*

Academic Year: 2016-2017

	<p>counseling, etc.)," and "I am involved in Christian Service within my community." Results will be taken from the NBC Student Development Survey.</p>	<p>85.56% responded "frequently" or "always true" in response to, "I am involved in Christian Service within my community."</p>	
<p>6. Apply a Christian worldview to contemporary critical issues.</p>	<p>6. In 3rd year Bible classes, 80% of students will score 80% or better in regard to "discussion of appropriate contemporary application" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.</p>	<p>6a. OTHistBksFallA: 3/3 scored 80% or better; PoeticWisdLitFallB: 6/7; OTHistBooksWinterA: 4/6 ProphetsSpringB: 7/7 OTHistBooksSpCam: 7/10 ActsFallCam: 7\11 ActsFallB: 11\14 JohanLitFallB: 3/3 GenEpistlesWinterA: 2/3 PaulEpistlesWinterB: 5\6 ActsSpA: 4\10 PaulEpistlesSpB: 5\9 Total: 64/89 = 72% scored 80% or better</p>	<p>6a. Criteria not achieved. Third year using more accurate scoring procedure. Gaining perspective regarding institutional norms over time. <i>Student's Guide to Exegetical Work</i> has been revised and expanded to provide greater detail and clarity, and more illustrations – launched Fall B 2017. History: This year (2017): 72% scored at goal or better 2016: 67% scored at goal or better 2015: 77% scored at goal or better</p>
	<p>6b. Working to identify second procedure to assess this outcome.</p>	<p>6b.</p>	<p>6b.</p>
<p>7. Cultivate lifelong learning skills in relation to Bible and Theology.</p>	<p>7. At least 80% of students who complete the NBC Student Development Inventory will respond "frequently true" or "always true" in response to questions 1 (use Bible Study tools), 6 (practice lifelong learning habits), and 29 (use Bible class knowledge in ministry).</p>	<p>7a. Responses "frequently" or "always true": 82.47% on question 1 (use Bible Study tools) 93.66% on question 6 (practice lifelong learning habits) 96.96% on question 29 use Bible class knowledge in ministry)</p>	<p>7a. Goal exceeded. Will continue to monitor.</p>
	<p>7b. Working to identify second procedure to assess this outcome.</p>	<p>7b.</p>	<p>7b.</p>

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

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

Outcome 1, procedure "b"; Outcome 2, procedure "a"; and Outcome 6, procedure "a": Governance over the content of online courses has become much more accessible to program leadership. A first round of review and updating Bible course content was completed last year. Scores are now being derived from all 3rd year Bible courses. The department has standardize this foundational assignment and required the use of the common rubric in all Bible courses. As a result, we are now gaining more accurate perspective in regard to student achievement.

Just this summer, *A Student's Guide to Exegetical Work* was completed revised (and updated to match the new MLA style guide) to better equip students for exegetical work. The new guide is being implemented for the first time in Fall B, 2017 courses.

Outcomes 4 and 7 are being re-evaluated this year. As currently worded, the outcomes do not seem to directly relate to the purpose and function of the Bible and Theology core.

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

\$1.00 per exam license per student for the ABHE Bible Content Exam

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

Given the increase in online course offerings at NBC and dwindling on-campus enrollment, additional consideration should be given to electronic resources for teaching; for example: updating WebQuiz software to administer online exams, and improving electronic procedures and reports for student surveys and inventories. This statement has been carried over from last year. Reporting for surveys and inventories has improved, providing better access to results.

Program Assessment Report Program: *AdVantage Core*

Academic Year: 2016-2017

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

Students who complete the Advantage program will demonstrate:

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

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

Program Curriculum Map

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

Program Assessment Report Program: *AdVantage Core*

Academic Year: 2016-2017

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: <i>AdVantage Core</i> ♦	Academic Year: 2016-2017
Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Students who complete the Advantage program will demonstrate:			
1. A theologically sound approach to work and ministry.	1a. Students will write a personal life mission statement, explain key principles related to achieving that mission, and apply those principles in writing a personal life development plan.	1a. Annual NBC District Superintendent survey measured NBC pastoral graduates in the following areas: Holy life, Christlike relationships, Mature understanding of personhood, interpersonal skills, personal financial management, Family life, and Personal appearance.	1a. DS survey reveals 57% of NBC graduates exemplify personal character (interpersonal skills).
	1b. Annual NBC District Superintendent Survey to measure NBC pastoral graduates in areas of Leadership and Administration,	1b.	1b.
2. An ability to work in collaboration with other students and apply that collaboration to the student's work and/or ministry setting.	2a. Helping people to 'be all they can be' and perform at the highest levels of which they are capable is the goal of motivation theory.	2a. Students will submit a 500-600 word assignment (discussion thread) identifying and describing a motivational model for those the students are leading in their workplace or perspective ministries.	2a.
	2b. Understand basic motivational theory and gain experience in motivating individuals and groups.	2b. Application of the theory will be applied to course long leadership project.	2b. Utilizing a grading rubric that measures students ability to write with Organization, Idea Discussion, Critical Thinking, Word Choice, Language Conventions and Mechanics, and meeting required MLA (8 th Edition) criteria.
3. Biblically-based ethical principles that guide decision making and interpersonal and professional relationships.	3a.	3a.	3a.
	3b.	3b.	3b.
4. Personal spiritual formation and habits that enrich the student's relationship to Christ and impact the student's relationship with others in his or her work and/or volunteer setting.	4a. To be assessed through THE-3624: Holiness and the Life of the Believer in 2016-17.	4a.	4a.
	4b. To be assessed through BLE3604: Adult and Professional Development.	4b. Students will take the StrengthsFinders Assessment. Through the Discussion Thread, students will discuss their unique combination of strengths to help them become more productive, perform better, and more engaged in ministry and/or their workplace.	4b.
5. The ability to articulate the essential doctrines of the Christian faith in a diverse world.	5a. To be assessed through THE-3614: Survey of Christian Theology in 2016-17	5a. Annual NBC District Superintendent survey measured NBC pastoral graduates in the following areas: Holy life, Christlike	5a. 57% of NBC graduates according to the DS survey demonstrate a Wesleyan/Holiness theological perspective.

5b.

relationships, and Mature understanding of personhood.

5b.

5b.

Program Assessment Report Program: *AdVantage Core***Academic Year: 2016-2017**

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

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

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

a. Spent in current academic year:

b. Request for following academic year:

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Major* ♦ Academic Year: 2016-2017

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

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p> <p>1. Identify the intended message of biblical passages.</p>	<p>1a. Composite score of graduating majors will demonstrate at least 20% improvement over the composite score of the same students as entering freshmen, on the ABHE Bible Content Exam.</p> <p>1b. 90% of all majors will score 80% or better in relation to the "Summation of main points and clear identification of message" section of the exegetical paper grading rubric in their upper level Bible classes.</p> <p>2a. 90% of all majors will score 85% or better on the exegetical papers they write in their upper level Bible classes.</p>	<p>1a. 1 out of 2 (50%) B&T majors improved by at least 20% in their composite score from their freshman test to their graduating test. (One student improved by 16% and the second student improved by 190%).</p> <p>1b. 22 of 36 B&T majors (61%) scored 80% or better on the "Summation of main points and clear identification of message" section in an exegetical paper they wrote in their upper level Bible course.</p> <p>2a. 18 of 36 B&T majors (50%) scored 85% or better on an exegetical paper they wrote in their upper level (3rd year) Bible course.</p>	<p>1a. Did not reach goal. This is still a fairly new criterion with very scanty results. Last year we had only one result; this year we had 2 results. Results are rather limited because the Bible Content Exam format has been changed by ABHE. We will continue to monitor this criterion as more results become available.</p> <p>1b. Did not reach goal. Results from more classes have been obtained from both online and oncampus classes. The language for this criterion was changed (from 100% to 90%). But we are still significantly below our goal. Our average over the past 5 years is 71.0%. Admittedly, it is a rather lofty goal to have 90% of B&T majors to score 80% or better. Perhaps we need to examine our expectations on this. We will continue to monitor the results.</p> <p>2a. Did not reach goal. The language for this criterion has changed (from 100% to 90% of all majors). This is the highest percentage of students who have met this goal in 5 years, but we are still very significantly below our goal. Our average over the past 5 years is 42.0%. We need to examine whether a score of 85% for 90% of our B&T majors is a realistic goal. A score of 85% on such a challenging paper is very high. Continue to monitor the results.</p>

Program Assessment Report Program: *Bible and Theology Major*

Academic Year: 2016-2017

	<p>2b. 80% of all graduating seniors with a B&T major will reply “strongly agree” to the College Experience survey question, “I feel confident that I have been adequately prepared to interpret the Bible and communicate theology” and they will respond “always true” to the question, “I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture.”</p>	<p>2b. 10 of 11 graduating students (90.9%) with a B&T major responded to the questions with both “strongly agree” and “always true.” (10 of 11 responded “strongly agree” and 11 of 11 responded “always true”).</p>	<p>2b. Met our goal. This is a new criterion for this year. We will continue to monitor the results and seek other procedures and criteria to explore.</p>
<p>3. Relate the message of the biblical text to a contemporary audience.</p>	<p>3a. 90% of all majors will score 80% or better in relation to the "Discussion of appropriate contemporary application" section of the exegetical paper grading rubric in their upper level Bible classes.</p>	<p>3a. 28 of 36 B&T majors (77%) scored 80% or better on the “Discussion of appropriate contemporary application” section of the exegetical paper grading rubric in their upper level (3rd year) Bible course.</p>	<p>3a. Did not reach goal. The language for this criterion has changed (from 100% to 90% of all majors). Our average score over the past 5 years is 73.6%. Continue to monitor the results.</p>
	<p>3b. A special Reflection Paper will be required of B&T majors in their SMI program with an “applicational” question in which they reflect upon the way their study of the Bible influences and affects the way they approach a Biblical text and present it to a contemporary audience. The question for the SMI question will contain two parts:</p> <ol style="list-style-type: none"> 1. Reflect upon how your experience in the B&T major has impacted your approach to interpreting the Bible. In other words, compare and contrast the way you study the Bible now versus the way you studied the Bible before you came to NBC. 2. Write a brief explanation of how you apply the message of a biblical passage to a contemporary audience. <p>85% of the B&T majors will exhibit a positive reflection upon the way they learned to interpret the Bible from NBC. (This “positive reflection” is measured by the student’s usage of the 6 key words “context, word studies, genre, message, purpose, application.” 85% of the B&T majors should use 4 out of these 6 key words in their reflection paper).</p>	<p>3b. 60%. 6 out of 10 students talked about the importance of 4 of the 6 key words of this criterion. Their reflection on their experience in the B&T major was very positive. (10 out of 10 talked about Application, 8 out of 10 talked about the Message and Purpose, 6 out of 10 talked about Context, 5 out of 10 talked about Word Studies, and 2 out of 10 talked about Genre).</p>	<p>3b. Did not meet goal. With 10 students responding, we have a wider range of results than previous years. Some of the Reflection papers seemed to misunderstand what the question really asked. Perhaps we should reconsider the instructions for the Reflection paper. We will continue to monitor the results.</p>

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

The Exegetical Guide has been re-written by Dr. King and Dr. Powers. It is now in its 6th edition. The rewrite has assimilated the changes of MLA 8 to the exegetical paper. It has also been rewritten to better clarify the expectations and instructions for the exegetical paper, which plays a role in the assessment of all three outcomes of the B&T major.

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

a. Spent in current academic year:

The ABHE Bible Content exam is a source of some valuable comparative information about our students. We would request that the money remain available for the continuing assessment of our students' Bible content knowledge.

b. Request for following academic year:

Continued funding for the ABHE Bible Content Exam.

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Christian Counseling* ♦ Academic Year: 2016-2017

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

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

Completion of this program should enable students to:

1. Know oneself and the disciplines involved in personal growth.

1a. In CC cohort 19, at least 65% of the students who take the assessment will answer “Strongly Agree” that at least 50% of the characteristics in the Portrait of a Helper Assessment describe them.

1a. In CC cohort 19, 50% of the students who took the assessment answered “Strongly Agree” that at least 50% of the characteristics in the Portrait of a Helper Assessment describe them.

6-year average: 59.8%

1a. Cohort 19 did not reach the goal for the Portrait of a Helper Assessment. It is a self-assessment given in the spring term and reflects the way individuals see themselves as helpers after a year of study and practice. Faculty will continue to help students develop these characteristics and their awareness of them. The characteristics are based on “Portrait of the ‘Ideal Helper’” in Corey’s *Becoming a Helper*, 6th ed.

2. Know the salient tenets of individual, group, and family counseling; human development; psychopathology & pharmacology; and theological foundations of psychotherapy.

2a. CC cohort 19 will achieve at least a 20% improvement on the Knowledge Assessment Test posttest.

2a. CC cohort 19 achieved a 34.7% improvement on the Knowledge Assessment Test posttest.

15-year average improvement: 28.2%

2a. Cohort 19 exceeded the goal and the 15-year average for improvement on the KAT. This was one of the best years for students showing improvement on this assessment.

2b. CC cohort 19 will achieve at least the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the Spring term:
 - Individual Counseling – 70%
 - Group Counseling – 70%
 - Family Counseling – 70%
 - Life Cycle Counseling – 70%
 - Psychopathology /Pharmacology – 70%
 - Theology & Therapy – 70%

2b. CC cohort 19 achieved the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the Spring term:
 - Individual Counseling – 52.2%
 - Group Counseling – 64.4 %
 - Family Counseling – 57.7%
 - Life Cycle Counseling – 81.1%
 - Psychopathology /Pharmacology – 75.5%
 - Theology & Therapy – 77.7%

9-year averages of pretests and posttests for the 6 areas on the KAT:

- Individual Counseling
 Pretests – 37.5%
 Posttests – 59.4%
 - Group Counseling
 Pretests – 50.4%
 Posttests – 71.7%
 - Family Counseling
 Pretests – 36.7%
 Posttests – 53.6%

2b. Cohort 19 exceeded the goals in 3 of the 6 content areas: Life Cycle Counseling, Psychopathology, and Theology & Therapy. Though students’ scores improved overall, the 3 theories courses did not show as much gain as the others.

- Life Cycle Counseling

Pretests – 57.5 %
 Posttests – 67.9%
 - Psychopathology /Pharmacology
 Pretests – 62.4%
 Posttests – 77.4%
 - Theology & Therapy
 Pretests – 71.8%
 Posttests – 76.1%

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

Assessed in 2006-2007

4. Demonstrate the core counseling skills.

4a. In CC cohort 19, at least 95% 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.

4a. For CC cohort 19, there were 14 placements, and 13 surveys were completed and returned. 92.3 % of the student interns, who were assessed by site supervisors, received a rating of “Agree” or “Strongly Agree” that the interns demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.

13-year average: 95.4%

4a. Cohort 19 did not reach the goal for supervisors’ assessment of interns’ demonstrations of Ivey core counseling skills. Though this was due to 1 student having bad scores, faculty will continue emphasizing the core counseling skills in the 3 labs. While a theoretical content base is vital to preparing counseling students, a major strength of NBC’s Christian Counseling program is its integration of counseling skills with theory. With 3 labs and a large internship, students have opportunities to put a conceptual framework into practice. Though site supervisors are highly complementary of NBC’s counseling interns, we want to continually improve these counseling skills through the 3 counseling labs.

4b. In CC cohort 19, at least 95% 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.

4b. In CC cohort 19, 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.

11-year average: 85.9%

4b. Cohort 19 exceeded the year’s goal and the 11-year average for peer assessment of the Ivey core counseling skills. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing core skills in a lab setting.

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

5a. In CC cohort 18, at least 98% of the student interns, who are assessed by site supervisors, will receive a rating of “Agree” or “Strongly Agree” that the interns had personal empathy and authenticity in working with placement staff and clients.

5a. For CC cohort 19, there were 14 placements, and 13 surveys were completed and returned. 92.3 % 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

5a. Cohort 19 did not reach the goal for supervisors’ assessment of interns’ personal empathy and authenticity. As in 4a, this is due to 1 student having a bad score. This program outcome is one of our most important because it goes to the core of what the Christian Counseling

placement staff and clients.

program is about. These overall, high ratings help explain why our interns are not difficult to place in the Colorado Springs community.

12-year average: 97.9%

5b. In CC cohort 19, 99% of the students facilitating group therapy laboratory will be assessed by at least 80% of fellow students, who rate them, with a rating of “Agree” or Strongly Agree” that the facilitators had personal empathy and authenticity.

5b. In CC cohort 19, 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.

5b. Cohort 19 exceeded the goal and the 11-year average for peer assessment of students’ personal empathy and authenticity. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing in a lab setting.

11-year average: 99%

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

6a. CC cohort 19 will achieve at least a 7% improvement on the Reflective Feeling Assessment.

6a. CC cohort 19 achieved 3.8 % improvement on the Reflective Feeling Assessment.

6a Cohort 19 did not reach the goal for improvement on the RFA. One explanation is that the cohort tested fairly high (74.8%) on the pretest. Faculty will continue to help students be aware of and label their own feelings and the feelings of clients. The ability to identify feeling in clients and oneself is a vital part of being a therapeutic person and helping clients recognize and work through emotional issues in their lives.

11-year averages of pretests, posttests, and improvements on the RFA:

- Pretests – 75.7%
- Posttests – 81%
- Improvement – 6.9 %

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

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

a. Spent in current academic year:

b. Request for following academic year:

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

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

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

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

Program Curriculum Map

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Christian Educational Ministries* ♦ Academic Year: 2016-2017

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. Commit to fulfilling the essential role of Christian educational ministries in the mission of the Church.	1a. NBC-DS Survey	84% of NBC graduates lead and utilize Christian Education and age-level ministries in their churches.	1a. Rewrite the question so that it addresses, defines, and specifies for the respondents CEM in the local church.
2. Apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christ-like lifestyle, and participating in Christ's mission in a variety of ministry environments.	2a. Three Personal Philosophy Papers are written and evaluated to measure student's successful understanding and implementation of an effective Discipleship and CE ministry for local church ministries.	Students discover and develop the skills necessary for applying Discipleship and CEM principles in the ongoing operation of a local CEM ministry.	2a. Review of course offerings to ensure an effective approach in the local CEM program is reflective in curriculum.
3. Identify and implement programs that will meet the educational needs and goals of a local church, denomination, or parachurch organization	3a. To be assessed in 2017-18	3a. Youth Ministry Concentration	3a. Courses designed, written, and offered that are structured, balanced, and culturally relevant to youth ministry in the local church.
4. Develop a biblically-based, comprehensive philosophy of Christian educational ministries that reflects sound educational theory and practice	4a. A personal philosophy of CEM paper will be submitted by students in CEM2113-Foundations for CEM.		4a. Papers are evaluated to measure student's successful understanding of effective CEM program in the local church.
5. Develop an educational ministries team that effectively and efficiently meets its ministry objectives	5a. Reflection paper assignment-CEM4113-Multiple Staff and Team Ministries.	5a. Principles and methods for functioning effectively as a member of a ministry team and for facilitating the development and maintenance of effective ministry teams.	5a. Papers are evaluated to measure student's successful understanding of effective staff ministries in the local church.

Program Assessment Report Program: *Christian Educational Ministries Major*

Academic Year: 2016-2017

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

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

a. Spent in current academic year:

b. Request for following academic year:

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

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

Academic Year: 2016-2017

	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

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

Academic Year: 2016-2017

2. Identify basic counseling techniques

2a. CCM cohort 14 will achieve at least 70% on the Technique Identification Assessment at the end of the major year.

2a. CCM cohort 14 achieved 55% on the Technique Identification Assessment at the end of the major year:

Average for 14 cohorts: 57%

2a. Cohort 14 did not reach the goal set for the Technique Identification Assessment. Given the 14-year average, it's possible that the goal is unrealistic. Because the Counseling for Christian Ministries curriculum is mainly an online program with no labs or internships, students are expected to be able to identify procedures, not demonstrate them. These techniques are primarily taught in the theory courses.

2b. CCM Cohort 14 will achieve at least 70% on the Counseling Lab Prep assignment at the end of the major year.

2b. CCM Cohort 14 achieved 94.6% on the Counseling Lab Prep assignment at the end of the major year

Average for 2 cohorts: 94.6%

2b. Cohort 14 exceeded the goal. The assignment requires students to submit written descriptions and applications of 14 counseling skills with cited resources.

3. Develop strategies for managing conflict within organizations

3a. CCM cohort 14 will achieve at least 70% on the Group & Organizational Behavior section of the KAT.

3a. CCM cohort 14 achieved 64.4% on the Group & Organizational Behavior section of the KAT.

3a. Cohort 14 did not reach the goal set for the Group & Organizational Behavior section of the KAT. 2016-2017 is the first year this measurement was used for Program Outcome 3.

3b. In CCM cohort 14, 60% of the students who submit the Student Development Inventory will answer "Always True" or "Frequently True" about this statement, "I can lead and manage groups to ensure they are meeting their purpose."

3b. In CCM cohort 14, 87.5% of the students who submitted the Student Development Inventory answered "Always True" or "Frequently True" about this statement, "I can lead and manage groups to ensure they are meeting their purpose."

3b. Cohort 14 exceeded the goal.

Average for 2 cohorts: 82.6%

3c. In CCM cohort 14, 60% of the students who submit the Student Development Inventory will answer "Always True" or "Frequently True" about this statement, "I am confident in my ability to recruit, train, and supervise other persons."

3c. In CCM cohort 14, 87.5% of the students who submitted the Student Development Inventory answered "Always True" or "Frequently True" about this statement, "I am confident in my ability to recruit, train, and supervise other persons."

3c. Cohort 14 exceeded the goal.

Average for 2 cohorts: 88.1%

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

4a. CCM cohort 14 will achieve at least a 7% improvement on the Reflective Feeling Assessment posttest.

4a. CCM cohort 14 achieved a 3.8% improvement on the Reflective Feeling Assessment posttest:

Averages for 13 cohorts
Pretests – 63.9%
Posttests – 80.1%
Improvement – 6.8%

4a. Cohort 14 did not reach the goal on the Reflective Feeling Assessment posttest. One explanation is that the cohort tested fairly high (76.3%) on the pretest. It is hypothesized that the higher the score on this assessment the greater the success a student will have in identifying and expressing her or his own feelings, as well as helping others to do the same.

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

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

a. Spent in current academic year:

b. Request for following academic year:

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Leadership and Ethics* ♦ Academic Year: 2016-2017

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

Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p>			
<p>1. Know the disciplines that facilitate living a purposeful life.</p>	<p>1a. Apply business communication concepts and skills to communicate effectively in a business environment as related to one’s professional and personal life and ministry.</p>	<p>1a. Career Portfolio will be created, helping students address and assess their chosen career field, value of communication in their profession, identifying who their workplace audience is and how best to communicate to this audience, and the typical communication requirements needed for success.</p>	<p>1a.</p>
<p>2. Develop a commitment to spiritual maturation.</p>	<p>2a. Assignments reviewed and evaluated to assess the spiritual maturation outcome.</p>	<p>2a.</p>	<p>2a. Emphasis is given to issues related to the business, parachurch, or volunteer setting. Purpose of the L&E Program is to equip the graduate with the tools necessary to navigate today’s complex work environment. Spiritual maturation is addressed in the Core Courses.</p>
<p>3. Exhibit skills required to mentor themselves and others effectively.</p>	<p>3a Course Project and Course Project Peer Evaluation (BLE4664: Strategic Leadership and Management).</p>	<p>3a. Students will engage in a peer-review project-utilizing an Evaluation Form.</p>	<p>3a. Peer reviews will give students an opportunity to edit and make needed changes in their perspective Course Projects.</p>
<p>4. Formulate strategies which enable others to achieve their potential.</p>	<p>4a 4b.</p>	<p>4a. 4b.</p>	<p>4a. 4b..</p>
<p>5. Exhibit situational awareness and leadership.</p>	<p>5a. Students engage in a Change and Conflict Project and submit a 2000-word length paper describing the assessment process, steps of action, and resolution in bringing needed change to their perspective organizations or case studies (BLE4684-Managing Change and Conflict).</p>	<p>5a. Evaluation of first hand experiences or Case Studies</p>	<p>5a.</p>

<p>6. Lead improvement activities in an organizational setting.</p>	<p>6a. Procedure –Weekly Paper on Text Concepts.</p>	<p>6a. Students submit a 500-word page paper based on personal experience in the work place on the weekly concepts.</p>	<p>6a.</p>
<p>7. Understand authority from a Christian perspective.</p>	<p>7a. Procedure – Students engage in an child abuse online training. Identify and interview a person of trust within a non-profit organization evaluating practices, policies, and procedures to managing risks to children. BLE-4644 Legal, Ethical, & Regulatory Environment of Business.</p>	<p>7a. Project, interview, final paper, and certification of completion identifies students have successfully completed the needed requirements to ensure organizations have a child safe program in place.</p>	<p>7a. Upon completion of the online training, students receive a certification of completion.</p>
	<p>7b..Mid-term and final examinations.</p>	<p>7b. Open & Closed book exams</p>	<p>7b. Results of final exam (closed book) is being evaluated for its strengths and weakness of students comprehension of course materials.</p>
<p>8. Model the use of appropriate inquiry.</p>	<p>8a.</p>	<p>8a.</p>	<p>8a.</p>
	<p>8b.</p>	<p>8b..</p>	<p>8b.</p>
<p>9. Distinguish between acceptable and best practices in ethical dilemmas.</p>	<p>9a. Procedure – this outcome will be evaluated in BLE-4674 Business Ethics.</p>	<p>9a.</p>	<p>9a.</p>
	<p>9b.</p>	<p>9b.</p>	<p>9b</p>

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

2. Develop a commitment to spiritual maturation.

In reviewing the program description, course offerings, and what I believe to be the objective of the program, I really don't see where "spiritual maturation" is a measurable outcome for the program. I could stretch it and make it fit with some of our course offerings, but it would certainly be a stretch. Perhaps the case could be made that the "spiritual maturation" piece is met in the Core Courses for the program. Which would be the responsibility of the Bible and Theology program.

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

a. Spent in current academic year:

b. Request for following academic year:

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM2133		X		X	X		
MUS1143			X		X		
OTR2013		X		X			
OTR4013		X	X	X	X		X
PAS2013	X	X	X	X	X	X	X
PAS2023					X	X	
PAS3013	X		X	X			
PAS3023	X					X	
PAS3033	X			X			
PAS3043	X			X			
PAS3053	X			X			
PAS4023					X	X	X
PAS4092	X	X	X	X	X	X	X
PSY4083	X				X	X	X
SPE3033			X	X			

Academic Assessment Flow Chart

Mission: Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry. (Col. 1) →	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.			
Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)	
1. Grow and mature in wholeness and holiness as persons and pastors.	1a. This objective will be actively assessed in academic years beginning in 2016 through 2017 using SDI survey	1a. Goal: 75% of students will state that they are growing spiritually.	1a. 82% - 2016-17	
	1b. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14	1b Goal 75% positive results from SDI beginning academic year 2016.	1b. 2016 Results = 82% 2017 Results = 2018 Results = Compare and analyze results for program effectiveness.	
	1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2016-17	1c Goal 75% of SMI students will state that the course contributed to their personal and professional growth.	1c. Survey yet to be designed	
	1d. Holiness Course has been revived to achieve this outcome. The final grade for students in THE2013 Doctrine of Holiness will help us measure whether or not students are comprehending the doctrine.	1d Goal: THE2013 grade performance 75% achieving a grade of C or above for course. NOTE: Revised Course will be taught for the first time in Fall of 2016-17	1.d THE2013 Final Grades 2016-17 – 83% achieved C or above 2017-18	
	1e. DS Surveys for years 2015-2017 will be used to tabulate effectiveness in this area.	Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. 1e. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent’s Survey starting 2015.	1e. Survey Results 2015 = 99% Survey Results in 2016 = 100% Survey Results in 2017 = Will compare and evaluate progress.	
2. Promote evangelism and community engagement as the priority of pastoral ministry.	2a. This objective will be actively assessed in academic years beginning 2015 – 16 SDI survey Draw from questions 29 and 31 found in the SDI survey.	2a. Goal: 75% of students rating themselves as involved in evangelism ministries	2a. Currently doing analysis of SDI Surveys 2015 Survey Results = 93% rating 2016 Survey Results = 85% rating 2017 Survey Results + Compare and respond via PMin Committee	
	2b. Information to be gathered from Pastoral Ministry Alumni who graduated in years 2015, 2016 and 2017	2b. Will send survey to alumni from 2014-15 – 2017 - 18 in January of each year beginning in 2017 – Goal 75% leading church in evangelism ministry	2b. Not yet available –	
	2c Information will be gathered from appropriate input by District Superintendents via DS Survey 2015 - 2018	2c. Studying Annual Survey Results from 2015 forward. Goal: 75% favorable rating reported	2c. 2015 Survey Results = 93% favorable rating 2016 Survey Results = 78% favorable 2017 Survey Results = 2018 Survey Results = Will advise professors of our ratings for evaluation of effectiveness of ministry preparation	

Program Assessment Report Program: *Pastoral Leadership Major*

Academic Year: 2016-2017

3. Conduct culturally relevant worship as a celebration of God in His supreme worth.

3a. An Alumni Survey will be used to inquire about Worship Ministries in the church. Hopefully sent out in 2016. Will measure 2016 – 2018 results

3b. 75% of the students enrolled in the Worship and Music Introduction classes for will earn an 75% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment

3a 75% of the Pastoral Ministry Alumni who are responding to the program’s survey will indicate the program did “good or “excellent” in preparing them to fulfill this objective.

3b. Revision of Worship and Music Ministry Introduction class completed. Student Class Evaluation Survey demonstrate students feel learning objectives have been accomplished.

3a. Survey not yet available

3b. On Campus 88% level of achievement Online 94% level of achievement Spring 2015 Campus Intro to Music 94% level of achievement. Continuing assessment.

2016 – Achieved goal – only 1 student. That student made an A in the class! Gave positive review of class

4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

4a Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada DS’s. 2015 – 2017

4b. Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC

4a. Goal:75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in Preaching/Teaching.”

4b. Goal: 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC.

4a. 2015 Survey Results = 93% favorable
2016 Survey Results = 92% favorable
2017 Survey Results =

4b. Survey not yet available.

Will compare results for three years and report annually to PM committee for course review.

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

5a. DS Surveys conducted 2014-15 through 2017 – 18 to determine effectiveness rating of NBC graduates on their District re. Leadership and Administration

5b. Alumni Survey to be administered for graduates from 2015 – 2017 regarding their sense of being adequately prepared to lead and administer the church.

5a. Goal: 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership/Admin.

5b 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.

5a. Compare results for four years
2014- – 67% favorable ratings
2015 = 83% favorable ratings
2016 = 98% favorable ratings
2017 =
Use to evaluate learning the achievement of the outcomes of PSY4023

5b. Alumni Survey not yet available:
2015 =
2016 =
2017 =
Use results to evaluate effectiveness of Church Administration and Finance Course.

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

6a. DS Surveys conducted between 2014 -2017 will address question of effective pastoral care

6b. Conduct survey among Practics Professors regarding updating Pastoral Care Course

6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.

6b. Pastoral Care Course has been updated and some assignments have been changed to best achieve learning outcome.

6a. 2014 DS Survey = 67%
2015 DS Survey = 89%
2016 DS Survey = 99%
2017 DS Survey =

6b. Measure program and course effectiveness
Updating courses has proved beneficial we have gone from 67% approval rating to 99%

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

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

7b. DS Surveys conducted between 2015 -2017 will address question of personal financial management

7a. Survey of course assignments have been and will continue to be tabulated to measure effectiveness of learning outcome. Goal 75% with well-developed intentional plan.

7b. Goal: 80% found favorable ratings on DS Survey regarding good personal financial management indicating how well they have followed through on their financial feasibility plan

7a. Compare results for three years to measure program and course effectiveness 2014-15

2014-15 = 91%

2015-16 = 89%

2016-17 =

2015 = 53%

2016 = 85% great improvement

2017 =

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

Since this is a degree completion program, there are a few courses not required in this program that are required in the Pastoral Ministries Major. However, the courses unique to Pastoral Ministries and thier objectives and concerns for preparing our students for effective ministry are the same.

Since this program only requires PAS3013 and not MUS1143, the re-writing of the course included some additional assignments to add more practical application so that there was a greater balance between the academic and practics required to prepare them to lead in worship.

Results: Student Course Evaluation Surveys continue to increase in positive ratings and overall campus and online students are receiving favorable grades of C and above at the rate of 91%.

Pastoral Leadership Focus

LEADERSHIP ABILITIES

Leadership is a specific emphasis with this program. Each year NBC sends out a Survey to District Superintendents asking about the performance of our alumni serving on their Districts: Here are some results from that Survey: Overall goal: 75% proficiency rating God and Excellent

	<u>2015 Survey</u>	<u>2016 Survey</u>	<u>2017 Results</u>
Overall Leadership Ability	70%	99%	Significant improvement
Leadership/Administration and Developing Leaders	82%	99%	Much improved

Objective Shared With Pastoral Ministries Major

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

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

Plan of Action:

- a. Revise and move the doctrine of holiness course from a 4000 level senior research course to 2000 level course focusing on biblical theology and practical experience. Furthermore, the course will intentionally enable the student to both understand and adequately articulate the doctrine of entire sanctification as set forth in our Articles of Faith. -

- b. Moving the course to the sophomore year is more in keeping with preparing our Nazarene students for ministerial licensure at the District Level which typically happens near the end of the sophomore year.
- c. Having the course earlier allows our non-Nazarene students to come to a better understanding of who we are and what we believe as Nazarenes. Of course, it is not necessary for them to be in agreement. The goal is to have a better understanding of our doctrine and biblical position on the matter, and thus hopefully eliminate some confusion as to what we truly believe about living s Christlike disciples.
- d. The goal is to have the course ready for implementation in the Fall Session of the academic year, 2016-17.

Results: Revision Completed will be taught for the first time in Fall 2016 – 17 Goal: 75% of students making 75 or above in overall grade: 83% have achieved an overall grade of 75 and above

Objective Six: Discover good practices for effective pastoral care.

Plan of Action:

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

Results: DS Survey regarding effective pastoral care: 2014 = 67% 2015 = 89% 2016 = 99% Favorable rating. That is 32% improvement in the last three years! Moving in right direction!

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

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

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

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}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM2133		X		X	X		
MUS1143			X		X		
OTR2013		X		X			
OTR4013		X	X	X	X		X
PAS2013	X	X	X	X	X	X	X
PAS2023					X	X	
PAS3013	X		X	X			
PAS3023	X					X	
PAS3033	X			X			
PAS3043	X			X			
PAS3053	X			X			
PAS4023					X	X	X
PAS4092	X	X	X	X	X	X	X
PSY4083	X				X	X	X
SPE3033			X	X			

Academic Assessment Flow Chart

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

Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2016 through 2017 using SDI survey</p> <p>1b. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2016-17</p> <p>1d. Holiness Course has been revived to achieve this outcome. The final grade for students in THE2013 Doctrine of Holiness will help us measure whether or not students are comprehending the doctrine.</p> <p>1e. DS Surveys for years 2015-2017 will be used to tabulate effectiveness in this area.</p>	<p>1a. Goal: 75% of students will state that they are growing spiritually.</p> <p>1b Goal 75% positive results from SDI beginning academic year 2016.</p> <p>1c Goal 75% of SMI students will state that the course contributed to their personal and professional growth.</p> <p>1d Goal: THE2013 grade performance 75% achieving a grade of C or above for course. NOTE: Revised Course will be taught for the first time in Fall of 2016-17</p> <p>Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. 1e. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey starting 2015.</p>	<p>1a. 82% - 2016-17</p> <p>1b. 2016 Results = 82% 2017 Results = 2018 Results = Compare and analyze results for program effectiveness.</p> <p>1c. Survey yet to be designed</p> <p>1.d THE2013 Final Grades 2016-17 – 83% achieved C or above 2017-18</p> <p>1e. Survey Results 2015 = 99% Survey Results in 2016 = 100% Survey Results in 2017 = Will compare and evaluate progress.</p>
<p>2. Promote evangelism and community engagement as the priority of pastoral ministry.</p>	<p>2a. This objective will be actively assessed in academic years beginning 2015 – 16 SDI survey Draw from questions 29 and 31 found in the SDI survey.</p> <p>2b. Information to be gathered from Pastoral Ministry Alumni who graduated in years 2015, 2016 and 2017</p> <p>2c. Information will be gathered from appropriate input by District Superintendents via DS Survey 2015 - 2018</p>	<p>2a. Goal: 75% of students rating themselves as involved in evangelism ministries</p> <p>2b. Will send survey to alumni from 2014-15 – 2017 - 18 in January of each year beginning in 2017 – Goal 75% leading church in evangelism ministry</p> <p>2c. Studying Annual Survey Results from 2015 forward. Goal: 75% favorable rating reported</p>	<p>2a. Currently doing analysis of SDI Surveys 2015 Survey Results = 93% rating 2016 Survey Results = 85% rating 2017 Survey Results + Compare and respond via PMin Committee</p> <p>2b. Not yet available –</p> <p>2c. 2015 Survey Results = 93% favorable rating 2016 Survey Results = 78% favorable 2017 Survey Results = 2018 Survey Results = Will advise professors of our ratings for evaluation of effectiveness of ministry preparation</p>

Program Assessment Report Program: *Pastoral Ministries Major*

Academic Year: 2016-2017

3. Conduct culturally relevant worship as a celebration of God in His supreme worth.

3a. An Alumni Survey will be used to inquire about Worship Ministries in the church. Hopefully sent out in 2016. Will measure 2016 – 2018 results

3b. 75% of the students enrolled in the Worship and Music Introduction classes for will earn an 75% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment

3a 75% of the Pastoral Ministry Alumni who are responding to the program’s survey will indicate the program did “good or “excellent” in preparing them to fulfill this objective.

3b. Revision of Worship and Music Ministry Introduction class completed. Student Class Evaluation Survey demonstrate students feel learning objectives have been accomplished.

3a. Survey not yet available

3b. On Campus 88% level of achievement Online 94% level of achievement Spring 2015 Campus Intro to Music 94% level of achievement. Continuing assessment.

2016 – Achieved goal – only 1 student. That student made an A in the class! Gave positive review of class

4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

4a Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada DS’s. 2015 – 2017

4b. Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC

4a. Goal:75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in Preaching/Teaching.”

4b. Goal: 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC.

4a. 2015 Survey Results = 93% favorable
2016 Survey Results = 92% favorable
2017 Survey Results =

4b. Survey not yet available.

Will compare results for three years and report annually to PM committee for course review.

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

5a. DS Surveys conducted 2014-15 through 2017 – 18 to determine effectiveness rating of NBC graduates on their District re. Leadership and Administration

5b. Alumni Survey to be administered for graduates from 2015 – 2017 regarding their sense of being adequately prepared to lead and administer the church.

5a. Goal: 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership/Adminin.

5b 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.

5a. Compare results for four years
2014- – 67% favorable ratings
2015 = 83% favorable ratings
2016 = 98% favorable ratings
2017 =
Use to evaluate learning the achievement of the outcomes of PSY4023

5b. Alumni Survey not yet available:
2015 =
2016 =
2017 =

Use results to evaluate effectiveness of Church Administration and Finance Course.

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

6a. DS Surveys conducted between 2014 -2017 will address question of effective pastoral care

6b. Conduct survey among Practics Professors regarding updating Pastoral Care Course

6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.

6b. Pastoral Care Course has been updated and some assignments have been changed to best achieve learning outcome.

6a. 2014 DS Survey = 67%
2015 DS Survey = 89%
2016 DS Survey = 99%
2017 DS Survey =

6b. Measure program and course effectiveness Updating courses has proved beneficial we have gone from 67% approval rating to 99%

Program Assessment Report Program: *Pastoral Ministries Major*

Academic Year: 2016-2017

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

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

7b. DS Surveys conducted between 2015 -2017 will address question of personal financial management

7a. Survey of course assignments have been and will continue to be tabulated to measure effectiveness of learning outcome. Goal 75% with well-developed intentional plan.

7b. Goal: 80% found favorable ratings on DS Survey regarding good personal financial management indicating how well they have followed through on their financial feasibility plan

7a. Compare results for three years to measure program and course effectiveness 2014-15

2014-15 = 91%

2015-16 = 89%

2016-17 =

2015 = 53%

2016 = 85% great improvement

2017 =

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

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

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

Plan of Action:

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

Results: Revision Completed will be taught for the first time in Fall 2016 – 17 Goal: 75% of students making 75 or above in overall grade: 83% have achieved an overall grade of 75 and above

Objective Six: Discover good practices for effective pastoral care.

Plan of Action:

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

Results: DS Survey regarding effective pastoral care: 2014 = 67% 2015 = 89% 2016 = 99% Favorable rating. That is 32% improvement in the last three years! Moving in right direction!

Program Assessment Report Program: *Pastoral Ministries Major*

Academic Year: 2016-2017

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

a. Spent in current academic year: N/A

b. Request for following academic year: N/A

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

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}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: Pastoral Ministries ♦	Academic Year: 2015 - 2016
<p>Mission: (Col. 1) →</p>	<p>Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program will educate students to:</p> <p>1. Grow in Christlike character as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2014 through 2017</p> <p>1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2015</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2015-16.</p> <p>1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.</p>	<p>1a. The THE1043SP Explorando la Santidad Cristiana is offered in Spanish in 2016-2017. PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE4053SP Teología de Juan Wesley also address this outcome.</p> <p>1c. The PAS-4092SP Experiencia Ministerial Supervisada (SME) has been given in 2017. The results are being collected.</p> <p>1d. The five Theology courses (offered for the first time in Spanish in 2015-2016) and PAS-1023SP Formación Espiritual, offered every year, address this outcome.</p> <p>Student course evaluations for PAS-1023SP specifically highlighted the spiritual exercises taught saying that they really helped them in their personal spiritual development. The resources and textbooks also were “strengthening” to them.</p>	
<p>2. Promote evangelism and community engagement.</p>	<p>2a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17.</p> <p>2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017</p> <p>2c. Information will be gathered from appropriate input by District Superintendents via DS Survey</p>	<p>2a. OTR-4093SP Declarando el Evangelio de Dios como Evangelismo, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and OTR-4033SP Comunicar a Cristo Transculturalmente address this outcome. Several of the student course evaluations for OTR4033SP said that the lecture material was well chosen and comprehensive for promoting evangelism and community engagement.</p> <p>2b. The first, second and third graduating classes of HPM seniors (2015, 2016 and 2017) will be receiving the Pastoral Ministry Alumni survey.</p>	
<p>3. Conduct culturally relevant, God-centered worship.</p>	<p>3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program’s survey will indicate the program did “good or “excellent” in preparing them to fulfill this objective. (TBD)</p> <p>3b. 75% of the students enrolled in the Worship and Music Introduction classes for 2014-15 will earn an 80% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment</p>	<p>(3b. The PAS3013SP Adoración and MUS1143SP Introducción al Ministerio de Música courses were offered in 2016-2017 in the HPM program, and address this outcome. Student course evaluations of MUS1143SP included many favorable comments on the effectivity of the methods used in teaching and the interaction between the students and the professor on the subject material. The students also commented on the up-to-date material presented to them on Worship and Music Ministry.</p>	
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Preaching/Teaching.”</p> <p>4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their</p>	<p>(4b. BOTH Preaching courses are offered in the HPM program each year, as well as OTR-4093SP Declarando el Evangelio de Dios como Evangelismo. OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo was offered in 2016 and OTR-4033SP Comunicar a Cristo Transculturalmente in 2017.) Student course evaluations of PAS3033SP cited excellent textbooks, excellent lectures and excellent interaction with students and professor in the analysis of student sermons. Negatives comments cited technical issues (uploading videos) and the</p>	

MPR and GEI based on their responses to the SDI.

scarcity of good materials on the subject (and online resources) in Spanish.

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

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

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

5b. PAS4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-2023SP Historia y Política de la Iglesia del Nazareno were offered in the 2016-2017 academic year. PSY4083SP Liderazgo was offered again in 2017. **The class discussion forums within PAS-2013SP and PAS-4023SP were mentioned in student course evaluations as being outstanding because of the excellent exchanges between student and instructor, as well as the ones between students.**

6. Discover good practices for effective pastoral care.

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

6b.

(6b. PAS-2013SP Práctica del Ministerio Cristiano has been offered each year, PAS-4092SP Experiencia Ministerial Supervisada (SME) was offered in Spanish in 2017 and PAS-3023SP Cuidado Pastoral y Consejería will be offered for the first time in Spanish in 2016-2017. **Student course evaluations for PAS-2013SP frequently cited the interaction with and comments by the professor who was a mature, experienced pastor.**

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

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

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

7a. The courses PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS4023SP Administración de la Iglesia y Finanzas were taught in 2016-2017, included this financial feasibility assignment, and the responses will be examined.

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

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

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

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

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

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

Program Curriculum Map

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Christian Educational Ministries* ♦ Academic Year: 2016-2017

Mission: (Col. 1) → Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
6. Commit to fulfilling the essential role of Christian educational ministries in the mission of the Church	1a. NBC-DS Survey	84% of NBC graduates lead and utilize a successful CEM ministry and program in their local churches.	1a. Rewrite the question so that it addresses, defines, and specifies for the respondents CEM in the local church. 1b. Review of course offerings to include inter-generational ministry approach in the local CEM program.
7. Apply sound biblical, educational, historical, and administrative principles and practices that result in persons accepting the Christian faith, developing a Christ-like lifestyle, and participating in Christ's mission in a variety of ministry environments	2a. Three Personal Philosophy Papers are written and evaluated to measure student's successful understanding and implementation of an effective Discipleship and CE ministry for local church ministries.	Students discover and develop the skills necessary for applying Discipleship and CEM principles in the ongoing operation of a local CEM ministry.	2a.
8. Identify and implement programs that will meet the educational needs and goals of a local church, denomination, or parachurch organization	3a. To be assessed in 2017-2018	3a. Age Group Ministry Courses	3a. Courses designed, written, and offered that are structured, balanced, and culturally relevant to youth ministry in the local church.
9. Develop a biblically-based, comprehensive philosophy of Christian educational ministries that reflects sound educational theory and practice	4a. Three Personal Philosophy Papers are written and evaluated to measure student's successful understanding and implementation of an effective Discipleship and CE ministry for local church ministries.	4a. Papers are evaluated to measure student's successful understanding and implementation of an effective Discipleship and CE ministry for local church ministries.	4a.
10. Develop an educational ministries team that effectively and efficiently meets its ministry objectives	5a. Reflection paper assignment-CEM4113-Multiple Staff and Team Ministries.	5a. Principles and methods for functioning effectively as a member of a ministry team and for facilitating the development and maintenance of effective ministry teams.	5a.

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

Academic Year: 2016-2017

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

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

a. Spent in current academic year:

b. Request for following academic year:

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

Program Outcomes Mapped to Institutional Outcomes for the AA Min: Church Ministries

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.

Due to the fact that we had so few students in this program until late in 2015, will not devise and implement a complete assessment program until the end of the 2016-17 academic year. This will then provide a base for moving forward with program assessment for the future.

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

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
BIB2013	X	X				X	
BIB2033	X	X				X	
CEM2133		X	X	X	X		
OTR2013		X		X			
PAS1013	X				X	X	
PAS1023					X	X	X
Pastoral Ministry Courses for Required Electives (Six Hours Required)							
OTR4013		X	X	X	X		
PAS2013	X	X	X	X	X	X	X
PAS2023					X	X	
PAS3013	X		X	X		X	
PAS3023	X					X	
PAS3033	X			X			
PAS3023	X					X	
PSY4083	X				X	X	X

Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	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.
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Program 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>1. Assimilate and integrate the basic content and teaching of the Bible</p>	<p>1a. Tabulate Grades for BIB2013 and BIB2133 for overall assessment of Bible knowledge. Goal: 75% of students have grade of C or above</p> <p>1b. Tabulate Grades for Exegetical Paper for BIB2003 Biblical Interpretation</p>	<p>1a. Goal: 75% of students have grade of C or above</p> <p>1b. Goal: 75% of students have grade of C or above</p>	<p>1a. Ascertain acceptable level of achievement in increase Bible knowledge and convey the same with Bible Theology Dept.</p> <p>1b. Measure overall performance of AA students regarding ability to do good exegesis of Scripture</p>
<p>2. Explain essential Christian beliefs for practical application in ministry</p>	<p>2a. Tabulate Grades for CEM2133 for overall assessment of essential beliefs based upon final project in CEM2133</p> <p>2b.</p>	<p>2a. Goal: 75% of students have grade of C or above</p> <p>2b.</p>	<p>2a. Determine if theological knowledge is sufficient as currently required in program</p> <p>2b.</p>
<p>3. Demonstrate and integrate understanding of the structure, organization, administration, and functions of the ministry of a local church congregation</p>	<p>3a. Tabulate Grades for those students who take PAS2023 as an elective</p> <p>3b.</p>	<p>3a. Goal: 80 % of students made an overall grade of C or above in the Course</p> <p>3b.</p>	<p>3a. Measure effectiveness of the History and Polity class in this program.</p> <p>3b.</p>
<p>4 Share the ideals of Christian service and gain a proper personal self-estimate as well as self-acceptance</p>	<p>4a. Tabulate Grades for PAS1013 for AA students to measure clarity of call and basic understanding of Christian Service</p> <p>4b.</p>	<p>4a. Goal: 80% of students made an overall grade of C or above</p> <p>4b.</p>	<p>4a. Measure effectiveness of the Introduction to Christian Service in this program</p> <p>4b.</p>
<p>5. Understand the basic principles of human behavior</p>	<p>5a. Tabulate Grades for PSY1013 to measure basic understanding of human behavior</p> <p>5b. Tabulate Grades for AA students who take PAS3023 Pastoral Care and Counseling</p>	<p>5a. Goal: 75% of students made an overall grade of C or above</p> <p>5b. 75% of students made an overall grade of C or above</p>	<p>5a. Measure overall comprehension of basic knowledge in human behavior</p> <p>5b. Compare PSY1013 and PAS3023 grades and evaluate whether or not PAS3023 should be required for the AA</p>

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

Academic Year: 2016-2017

6. Compare and contrast, as well as utilize, the various methods and resources for Bible study

6a. Tabulate Grades in CEM 2133 of the Personal Philosophy of Christian Education paper to determine overall knowledge of study methods

6a. 75% of students made an overall grade of C or above

6a. Determine basic comprehension of Bible Study Methods

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. Tabulate Grades in SPE1003 Principles of Public Speaking to determine overall comprehension of principles

7a. 75% of students made an overall grade of C or above

7a. Measure comprehension of the principles of Communication Skills

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. Tabulate Grades in PAS1023 Spiritual Formation to determine overall comprehension of Spiritual Formation principles

8a. 75% of students made an overall grade of C or above

8a. Measure comprehension of the principles of Spiritual Formation

8b.

8b.

8b.

9. Increase the burden for global evangelization to reach the lost and exemplify the grace of God in interpersonal relationships

9a. Tabulate Grades in OTR2013 Global Evangelism to measure overall comprehension of Evangelism and Global Missions Ministry

9a. 75% of students made an overall Grade of C or above

9a. Measure comprehension of based principles

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 }:

We have not had enough students to effectively gather information to see fully evaluate the program. By the end of 2016-17 academic year we will have enough students complete the AA program that we can draw appropriate data.

Because the AA has six hours of electives, it is hard to know exactly which assignments in these course to focus upon. We will begin by looking at overall performance of the students.in key courses to determine how well the learning outcomes are being achieved.

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}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

Program Assessment Report

Program: *Concentracion en Ministerios Pastorales (AA)*

Academic Year: 2016-2017

Nazarene Bible College ♦	Academic Assessment Flow Chart ♦	Program: Pastoral Ministries ♦	Academic Year: 2016 - 2017
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Mission: (Col. 1) →</p>	<p>Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>	
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>1a. This objective will be actively assessed in academic years beginning in 2014 through 2017</p> <p>1b. Instruments for measuring this will be feedback from the SDI and a special survey for Pastoral Ministry Majors who will graduate starting in 2015</p> <p>1c. A survey is being designed and will be added to the Pastoral Major SMI as a part of the SMI experience starting in the Winter A session of 2015-16.</p> <p>1d. 75% of students are to be able to adequately explain our doctrine of Entire Sanctification so as to satisfy the requirement for District ministry licensure.</p>	<p>1a. The THE1043SP Explorando la Santidad Cristiana was offered in Spanish again in 2017. PAS-1023SP Formación Espiritual and OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo also addressed this outcome this year.</p> <p>1c. The PAS-4092SP Experiencia Ministerial Supervisada (SME) has been given in 2017. The results are being collected.</p> <p>1d. THE1043SP Explorando la Santidad Cristiana and PAS-1023SP Formación Espiritual, offered in 2017, address this outcome. Student course evaluations for PAS-1023SP specifically highlighted the spiritual exercises taught saying that they really helped them in their personal spiritual development. The resources and textbooks also were “strengthening” to them.</p>	
<p>2. Promote evangelism and community engagement as the priority of pastoral ministry.</p>	<p>2a. This objective will be actively assessed in academic years beginning in 2014-15 through 2016-17.</p> <p>2b. Information from this to be gathered from Pastoral Ministry Alumni who graduated in years 2015 - 2017</p> <p>2c. Information will be gathered from appropriate input by District Superintendents via DS Survey</p>	<p>2b. There have been no graduating classes of AA HPM yet. In the future, those who do will be receiving the Pastoral Ministry Alumni survey.</p>	
<p>3. Conduct culturally relevant worship as a celebration of God in His supreme worth.</p>	<p>3a. 75% of the 2013 and 2014 Pastoral Leadership Alumni who are responding to the program’s survey will indicate the program did “good or “excellent” in preparing them to fulfill this objective. (TBD)</p> <p>3b. 75% of the students enrolled in the Worship and Music Introduction classes for 2014-15 will earn an 80% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment</p>	<p>(3b. I’m not sure what to do about this because there are no Worship or Introduction to Music Ministries courses included in AA HPM program.)</p>	
<p>4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.</p>	<p>4a. 80% of the District Superintendents in the COTN responding to the 2014 - 2015 “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Preaching/Teaching.”</p> <p>4b. 75% of the 2014-15 graduating students will indicate an improvement in their preaching skills between their MPR and GEI based on their responses to the SDI.</p>	<p>(4b. The PAS3033SP Predicacion Cristiana I course was offered in 2016-2017 in HPM program, as well as OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo was offered in 2016 and OTR-4033SP Comunicar a Cristo Transculturalmente in 2017.) Student course evaluations of PAS3033SP cited excellent textbooks, excellent lectures and excellent interaction with students and professor in the analysis of student sermons. Negatives comments cited technical issues (uploading videos) and the scarcity of good materials on the subject (and online resources) in Spanish.</p>	

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

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

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

5b. PAS4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-2023SP Historia y Política de la Iglesia del Nazareno were offered in the 2016-2017 academic year. PSY4083SP Liderazgo was offered again in 2017. **The class discussion forums within PAS-2013SP and PAS-4023SP were mentioned in student course evaluations as being outstanding because of the excellent exchanges between student and instructor, as well as the ones between students.**

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

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

6b.

(6b. PAS-2013SP Práctica del Ministerio Cristiano has been offered each year, PAS-4092SP Experiencia Ministerial Supervisada (SME) was offered in Spanish in 2017 and PAS-3023SP Cuidado Pastoral y Consejería was offered for the first time in Spanish in 2017. **Student course evaluations for PAS-2013SP frequently cited the interaction with and comments by the professor who was a mature, experienced pastor.**

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

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

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

7a. The courses PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS4023SP Administración de la Iglesia y Finanzas were taught in 2016-2017, included this financial feasibility assignment, and the responses will be examined.

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

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

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

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

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

Plan of Action:

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

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

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

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

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

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

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