



Program Assessment Reports

Report for the 2017-2018
Annual Faculty Review of Assessment

Fall 2018

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 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		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	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.	2, 5, 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.	3, 6, 7		
• 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.	5		
• 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.	9		
• a commitment to global evangelism.	3, 4, 8		

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7	Outcome8	Outcome9	Outcome10
ENG-1013	B									
ENG-1023	B									
ENG-1043		B								
GEN-1003									B	
HIS-2013								B		
HIS-20123								B		
MTH-1003										B
PAS-1013*										
PAS-1023*										
PHI-3013							B		B	
PSY-1013			B							
SCI-20113						B				
SOC-1003				B						
SPE-1003	B									
THE-3013*										

*these courses are considered General Education but fall under the jurisdiction of the Program Directors of Theology and Pastoral Ministries.

Academic Assessment Flow Chart

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. To be evaluated in 2020-2021 1b.	1a. 1b.	1a. 1b.
2. Discuss and identify the importance and functions of great literature.	2a. To be evaluated in 2020-2021 2b.	2a. 2b.	2a. 2b.
3. Examine the principles of human nature and behavior, integrating behavioral science and the Christian faith.	3a. To be evaluated in 2018-2019 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. To be evaluated in 2019-2020 4b.	4a. 4b.	4a. 4b.
5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.	5a. Lifelong Learning- student essays on how personal traits and gifts apply to professional life. Essays from week 2 were evaluated from two sections of Lifelong Learning. Week 4 assignment for Long Term Goals evaluated. 5b. Coding Process: For the purpose of assessment student essays for Week 2 in the Lifelong Learning Course have been evaluated. The key words: Pink: demonstrate ability to think critically about personal life Green: demonstrate ability to think critically about professional life (ministry or jobs)	5a. Essay Week 2- 15 students samples evaluated. Using a coding system to identify beginning critical thinking on belief systems it was found that all students were able to identify the difference between a Christian and secular world view. A deficiency was identified in the ability to make a connection between the world view and how it applies to their personal lives. We will modify this assignment to encourage a better connection. 5b. Long Term Goals Assignment Week 4-15 students samples evaluated. All students were able to identify spiritual, personal, and professional goals and showed a beginner or above level of critical thinking.	5a. The assignment will be modified to encourage a better connection between the knowledge of a Christian world view and the practical applications. 5b. Students were generally able to clearly identify Long Term Personal, spiritual, and professional Goals.
6. Demonstrate knowledge of the physical universe and the scientific methodology that investigates it.	6a. Using the course Weekly Reflection Assignments student comments were evaluated to demonstrate knowledge of the physical universe. Final Examinations scores will meet or exceed an 75% average.	6a. Students demonstrated knowledge of the physical universe in their explanations and final exam. Final Exam student sample of 14 showed an average score of 74%	6a. Discussion with Instructor to review testing method and results.

	6b. To demonstrate knowledge of the scientific method in week 1-5 students are assigned investigations using the scientific method to record findings.	6b. Students sampling clearly showed the use of the scientific method	6b. This course assignment clearly meets the assessment t for the student demonstration of knowledge of the scientific method.
7. Identify how the basic principles of biblical ethics apply to contemporary culture.	7a. Students wrote an essay o to define a Christian World view. 7b. Student Final Exams were evaluated. Students will score an average of 85% on the final exam.	7a. Students were able to distinguish the definition of a Christian Worldview. 7b. Students were able to demonstrate a knowledge of Christian Ethics on the final exam and exceeded. The average score was 94% on the final exam. Sample student number was 25.	7a. A clear emphasis is being put on identifying the basic principles of biblical ethics in this course. 7b. We will review the philosophy component of this course.
8. Examine western civilization in global context with particular emphasis on the history of Christianity.	8a. To be evaluated in 2019-2020 8b.	8a. 8b.	8a. 8b.
9. Engage in intentional spiritual growth toward Christ-like character and service.	9. To be evaluated in 2018-2019	9a. 9b.	9a. 9b.
10. Demonstrate the ability to apply logic and mathematical principles.	10a. To be evaluated in 2019-2020 10b.	10a. 10b.	10a. 10b.

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.

GEN 1003 Lifelong Learning was evaluated. Two sections of this first class were reviewed to check the student ability to demonstrate a beginning level of critical thinking in personal and professional life. The Week 2 Assignment: Write an essay that explains a Christian worldview, how it differs from a secular worldview, and how this understanding will affect you as both a student and lifelong learner, and Week 4 Assignment: Submit a list of long term personal, spiritual, and professional goals. A coding system was used to identify beginning critical thinking about issues in personal and professional life. The ability to make the connection between life applications showed a need to improve wording in Week 2 Assignment to assist student understanding. Students generally were able to clearly identify long term personal, spiritual, and professional goal (See appendix #5)

6. Demonstrate knowledge of the physical universe and the scientific methodology that investigates it.

SCI-2013 General Physical Science was evaluated to assess that students could demonstrate knowledge of the physical universe and the scientific method. Evaluation was done in two ways. 1) In Weeks 1-5 students are assigned experiments. Students clearly recorded their findings using the scientific method. 2) Final Exam scores were averaged to evaluate student knowledge of the physical universe. From a sample of 14 students the average grade of the 5 part exam was 74%. A discussion will follow with the instructor/course author to review the Final Exam content and scoring. (See appendix files # 6)

7. Identify how the basic principles of biblical ethics apply to contemporary culture.

PHI-3013 Philosophy and Ethics was evaluated to assess if students were able to identify how the basic principles of biblical ethics apply to today's culture. Students did an excellent job on the Final Exam responding to questions regarding identifying a Christian Worldview, ethical situations, ethical decision making, and the church as an ethical community. Students exceeded the average score expectations. Since this course is Philosophy and Ethics we will review the Philosophy content portion of this course. (See appendix #7)

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

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college 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. Nurture the Christ-like life as informed by Scripture and Christian thought.
5. Apply a Christian worldview to contemporary critical issues.

College Educational Outcomes	Corresponding Program Outcomes	
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>
• effective communication skills in listening, speaking, and writing.	1	
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8	2, 5
• 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
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		3, 5
• a pattern of lifelong learning.	2	
• personal discipline in one's care for body, mind, and spirit.		
• a devoted relationship with Christ.	9	4
• a life of Christian holiness in community.	9	4, 5
• 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

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
Introduction to the Old Testament	B				
Introduction to the Old Testament	B				
Biblical Interpretation		B			
Pentateuch	I	I		B	B
New Testament Gospels	I	I		I	B
OTHistBooks/Prophets/Poetic&WisdomLit	I	A		B	B
PaulineEpistles/Book of Acts	I	A		I	B
Doctrine of Holiness			I*	A	I
Systematic Theology I			I*	I	I
Systematic Theology II			I*	I	I

*Beginning level of theology instruction is provided in "Intro. to Christian Thought" within the General Education core

Academic Assessment Flow Chart

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)
<p>Completion of this program should enable students to:</p> <p>1. Identify the basic content of the Bible.</p>	<p>1a. Group norm for NBC 2018 graduating seniors will exceed National norms for seniors in all 16 subject areas, on the ABHE Bible Content Exam.</p> <p>1b. In 3rd year Bible classes, 80% of students will score 80% or better in regard to "identifying the message" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.</p>	<p>1a. 2018 NBC Grad sample group norms were higher than National norms in all 16 subject areas.</p> <p>1b. PoetWisdomFallB: 3/3 scored 80% or better OT Hist BooksWinterA: 5/7 Prophets WinterB: 6/12 PoetWisdomSpringA: 6/7 Prophets Sp Campus: 1/1 ActsFallB: 8/10 JohannineLitFallB: 6/6 ActsSpA: 9/12 GenEpistlesWinterA: 2/3 PaulEpistlesWinterB: 9/15 PaulEpistlesCampus: 3/7 PaulEpistlesSpB: 8/8 PaulEpistlesSpB2: 6/8 Total: 72/99 = 73% scored 80% or better</p>	<p>1a. Criteria achieved. Compare to history: This year (2018): above in all 16 areas 2017: above in all 14 areas 2016: above in all 14 areas 2015: below in all 14 areas 2014: below in all 14 areas 2013: below in all 14 areas 2012: above in 11 of 14 areas</p> <p>1b. Short of goal, but improvement over last three years. 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 (2018): 73% scored at goal or better 2017: 61% scored at goal or better 2016: 70% scored at goal or better 2015: 67% scored at goal or better</p>
<p>2. Utilize sound methods and resources for interpreting the Bible.</p>	<p>2a. In 3rd year Bible classes, 80% of students will score 80% or better for the final score of their exegetical paper as scored on the exegetical grading rubric.</p> <p>2b. At least 80% of graduates will respond "frequently" or "always true" in relation to the statement "I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture."</p>	<p>2a. PoetWisdomFallB: 2/3 scored 80% or better OT Hist BooksWinterA: 6/7 Prophets WinterB: 5/12 PoetWisdomSpringA: 6/7 Prophets Sp Campus: 0/1 ActsFallB: 5/10 JohannineLitFallB: 6/6 ActsSpA: 10/12 GenEpistlesWinterA: 1/3 PaulEpistlesWinterB: 7/15 PaulEpistlesCampus: 2/7 PaulEpistlesSpB: 6/8 PaulEpistlesSpB2: 5/8 Total: 61/99 = 62% scored 80% or better</p> <p>2b. 100% of students responded "frequently" or "always true"</p>	<p>2a. Short of goal, but improvement over last two years. 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 (2018): 62% scored at goal or better 2017: 52% scored at goal or better 2016: 60% scored at goal or better</p> <p>2b. Goal exceeded. Third year with this new procedure; will continue to monitor.</p>

<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>3b. At least 80% of students in Preaching III will compose a sermon ms which will be rated at least "4" (out of 5 pts.) in relation to being "exegetically correct and theologically sound," as indicated on the Preaching manuscript grading rubric.</p>	<p>3a. Theo II, FallB: 8/8 scored 80% or higher Theo II WinterB: 7/10 Theo II Spring B-1&2: 18/20 <u>Total:</u> 33/38 = 87% scored 80% or better</p> <p>3b. Scores were not provided.</p>	<p>3a. Goal exceeded. Second year including newly revised online systematic theology courses which launched in the 2016-2017 academic year.</p> <p>3b. Will create a score request template similar to that used for exegetical courses and send to Preaching instructors.</p>
<p>4. 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 the areas of "Personal Character (Holy Life)," and "Personal Character (Christlike Relationships)" according to the annual NBC "Survey For District Superintendents."</p> <p>4b. 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, counseling, etc.)," and "I am involved in Christian Service within my community." Results will be taken from the NBC Student Development Survey.</p>	<p>4a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent" in relation to Holy life. District Superintendents rated 90.47% of NBC Alumni as "good" or "excellent" in relation to Christlike Character</p> <p>4b. Statement #1: 100% of students responded "frequently" or "always true" Statement #2: 93.44% of students responded "frequently" or "always true"</p>	<p>4a. Goal exceeded. Will continue to monitor.</p> <p>4b. Goal exceeded. Will continue to monitor.</p>
<p>5. Apply a Christian worldview to contemporary critical issues.</p>	<p>5a. 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>5b. Working to identify second procedure to assess this outcome.</p>	<p>5a. PoetWisdomFallB: 3/3 scored 80% or better OT Hist BooksWinterA: 6/7 Prophets WinterB: 9/12 PoetWisdomSpringA: 6/7 Prophets Sp Campus: 1/1 ActsFallB: 7/10 JohannineLitFallB: 6/6 ActsSpA: 10/12 GenEpistlesWinterA: 2/3 PaulEpistlesWinterB: 11/15 PaulEpistlesCampus: 4/7 PaulEpistlesSpB: 6/8 PaulEpistlesSpB2: 7/8 <u>Total:</u> 78/99 = 79% scored 80% or better</p> <p>5b. -----</p>	<p>5a. Short of goal, but very close to goal and improvement over last three years. 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 (2018):79% scored at goal or better 2017: 72% scored at goal or better 2016: 67% scored at goal or better 2015: 77% scored at goal or better</p> <p>5b. -----</p>

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Regarding outcomes #1, 2, and 5: It has been very helpful to track results over time, especially in relation to the implementation of the new updated *Student's Guide to Exegetical Work*. In the Spring of 2018 a video conference was held with adjuncts teaching Bible classes. The new *Student's Guide* was reviewed and use of the exegetical paper grading rubric was emphasized as a required assessment tool for all exegetical Bible courses.

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

The office of academic affairs purchased a business version of Zoom in order to facilitate larger group video conferencing. This makes possible quality video conferences with program adjuncts.

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

Note: The AdVantage core has a new program director as of July 1, 2017. He is currently evaluating the program outcomes and procedures for the program. The new program outcomes will be presented to the Academic Council in the September 2018 meeting. If approved, the new program outcomes will be introduced along with new procedures for the 2018-2019 academic year.

Sincerely,
Dan Powers, AdVantage Core program director.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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.

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. A theologically sound approach to work and ministry.	1a.	1a.	1a.
	1b.	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.	2a.	2a.
	2b.	2b.	2b.
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.	4a.	4a.
	4b.	4b.	4b.
5. The ability to articulate the essential doctrines of the Christian faith in a diverse world.	5a.	5a.	5a.
	5b.	5b.	5b.

Program Assessment Report Program: *AdVantage Core*

Academic Year: 2017-2018

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}:

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

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.

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.	2, 5, 6, 8	2, 6	1
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		1, 2	1,2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7	1, 3, 6	3
• 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	3
• 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		3

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Major* ♦ Academic Year: 2017-2018

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

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

Completion of this program should enable students to:

<p>1. Identify the intended message of biblical passages.</p>	<p>1a. Composite score of graduating majors will demonstrate at least 20% improvement over the composite score of the same students as entering freshmen, on the ABHE Bible Content Exam.</p> <p>1b. 90% of all majors will score 80% or better in relation to the "Summation of main points and clear identification of message" section of the exegetical paper grading rubric in their upper level Bible classes.</p>	<p>1a. No results. We did not have any graduating seniors who actually took both the freshman test and the senior test for comparison.</p> <p>1b. 38 of 49 B&T majors (77.5%) 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>1a. We need to find a better way to administer the Bible Content Exam. We have separated the BCE from any specific class or entry requirement, which means that many students are simply skipping the exam. Somehow we need to urge the students to take the exam. Otherwise, we need to make it a requirement somewhere in the program.</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%). We did quite a bit better than last year when only 61% met the criterion. Our average over the past 5 years is 71.0%. We still need to examine whether 90% is a realistic goal to meet. We will continue to monitor the results.</p>
<p>2. Demonstrate exegetical skill in the interpretation of biblical texts.</p>	<p>2a. 90% of all majors will score 85% or better on the exegetical papers they write in their upper level Bible classes.</p> <p>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>2a. 26 of 49 B&T majors (53%) scored 85% or better on an exegetical paper they wrote in their upper level (3rd year) Bible course.</p> <p>2b. 13 of 16 graduating students (81%) with a B&T major responded to the first question with "strongly agree" and 15 of 16 graduating students (94%) with a B&T major responded to the second question with "always true." As a composite percentage, 87.5% of the respondents met the criteria.</p>	<p>2a. Did not reach goal. The language for this criterion was changed (from 100% to 90% of all majors). This is the highest percentage of students who have met this goal in 6 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> <p>2b. Met our goal. This is only the second time we have used this new criterion. We will continue to monitor the results and seek other procedures and criteria to explore.</p>

Program Assessment Report Program: *Bible and Theology Major*

Academic Year: 2017-2018

3. Relate the message of the biblical text to a contemporary audience.

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.

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

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

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

3a. 38 of 49 B&T majors (77.5%) 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.

3b. 12 out of 16 students (75%) 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. (16 out of 16 talked about Application, 15 out of 16 talked about Context, 14 out of 16 talked about the Message, 12 out of 16 talked about Purpose, 7 out of 16 talked about Word Studies, and 1 out of 16 talked about Genre).

3a. Did not reach goal. The language for this criterion was changed (from 100% to 90% of all majors). Our average score over the past 5 years is 73.6%. Continue to monitor the results.

3b. Did not meet goal. With 16 students responding, we have a wider range of results than previous years. Once again, 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.

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

1. **The exegetical scores show some significant improvement over the past several years. We hope this is a result of the updating of the Exegetical Guide, in which we gave more detailed and specific instructions about the writing of each section of the paper. We will have to monitor the scores over the next few years to see if this trend continues.**
2. **Too many students are skipping the ABHE Content exam. This exam is used as a procedure for several assessment categories, and so we need to strategize as to how to increase the percentage of participants.**

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

- a. Spent in current academic year: **ABHE Content exam (amount unknown)**
- b. Request for following academic year: **ABHE Content exam (amount unknown)**

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

1. **We have to find a better and more compelling way to ensure that students take the ABHE Content exam. This is no longer a “requirement” for matriculation or for graduation, and so the majority of students are simply skipping the exam. The exam needs to be connected to a specific course/prevention which will “require” the exam to be taken, both at the beginning of the students’ studies at NBC and at the conclusion.**
2. **The language of the assignment for the 6th Reflection paper in the SMI course for B&T majors needs to be reworded. It would appear that some of the students are confused as to how they are supposed to respond. As a result, we are not receiving good responses to the question for assessment purposes.**

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.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

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

Academic Assessment Flow Chart

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)
<p>Completion of this program should enable students to:</p> <p>1. Know oneself and the disciplines involved in personal growth.</p>	<p>1a. In CC cohort 20, at least 60% 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.</p>	<p>1a. In CC cohort 20, 66.6% 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.</p> <p>7-year average: 60.8%</p>	<p>1a. Cohort 20 exceeded the year’s goal and the 7-year average for the Portrait of a Helper Assessment. It is a self-assessment given in the spring term and reflects how 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 <i>Becoming a Helper</i>, 6th ed.</p>
<p>2. Know the salient tenets of individual, group, and family counseling; human development; psychopathology & pharmacology; and theological foundations of psychotherapy.</p>	<p>2a. CC cohort 20 will achieve at least a 20% improvement on the Knowledge Assessment Test posttest.</p> <p>2b. CC cohort 20 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:</p> <ul style="list-style-type: none"> - Individual Counseling – 70% - Group Counseling – 70% - Family Counseling – 70% - Life Cycle Counseling – 70% - Psychopathology /Pharmacology – 70% - Theology & Therapy – 70% 	<p>2a. CC cohort 20 achieved a 56.9% improvement on the Knowledge Assessment Test posttest.</p> <p>16-year average improvement: 30%</p> <p>2b. CC cohort 20 achieved the following scores in each of the 6 areas on the Knowledge Assessment Test at the end of the Spring term:</p> <ul style="list-style-type: none"> - Individual Counseling – 58.3% - Group Counseling – 60 % - Family Counseling – 66.6% - Life Cycle Counseling – 98.3% - Psychopathology /Pharmacology – 83.3% - Theology & Therapy – 78.3% <p>10-year averages of pretests and posttests for the 6 areas on the KAT:</p> <ul style="list-style-type: none"> - Individual Counseling <ul style="list-style-type: none"> Pretests – 36.1% Posttests – 59.3% - Group Counseling <ul style="list-style-type: none"> Pretests – 49% Posttests – 68.8% - Family Counseling <ul style="list-style-type: none"> Pretests – 37.7% Posttests – 54.9% - Life Cycle Counseling <ul style="list-style-type: none"> Pretests – 56.8 % Posttests – 70.9% - Psychopathology /Pharmacology <ul style="list-style-type: none"> Pretests – 62% Posttests – 78% 	<p>2a. Cohort 20 exceeded the year’s goal and the 16-year average for <u>improvement</u> on the KAT. 2017-2018 was the best year for students showing improvement on this assessment.</p> <p>2b. Cohort 20 exceeded the year’s goals in 3 of the 6 content areas: Life Cycle Counseling, Psychopathology, and Theology & Therapy.</p>

		<p>- Theology & Therapy Pretests – 71.5% Posttests – 76.3%</p>	
<p>3. Demonstrate the philosophies, goals, and techniques of the major counseling theories.</p>	<p>3a. In CC cohort 20, at least 75% of the students facilitating family therapy laboratory, who are assessed by fellow students, will receive a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated 3 of the philosophical techniques consistent with 1 of 6 theories.</p>	<p>3a. In CC cohort 20, 88.8% of the students facilitating family therapy laboratory, who were assessed by fellow students, received a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated 3 of the philosophical techniques consistent with 1 of 6 theories.</p> <p>2-year average: 82.9%</p>	<p>3a. Cohort 20 exceeded the year’s goal and the 2-year average for this peer assessment. This procedure was last included in the 2006-2007 Program Assessment Report. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing core skills in a lab setting.</p>
<p>4. Demonstrate the core counseling skills.</p>	<p>4a. In CC cohort 20, at least 90% of the student interns, who are assessed by site supervisors, will receive a rating of “Agree” or “Strongly Agree” that the interns demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p> <p>4b. In CC cohort 20, at least 90% of the students facilitating group therapy laboratory will be assessed by at least 80% of their fellow students, who rate them, with a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated at least 9 of the 11 Ivey core counseling skills.</p>	<p>4a. For CC cohort 20, there were 7 placements, and 7 surveys were completed and returned. 87.5 % of the student interns, who were assessed by site supervisors, received a rating of “Agree” or “Strongly Agree” that the interns demonstrated at least 9 of the 11 Ivey core counseling skills in working with placement staff and clients.</p> <p>14-year average: 94.8%</p> <p>4b. In CC cohort 20, 100% of the students facilitating group therapy laboratory were assessed by at least 80% of their fellow students, who rated them, with a rating of “Agree” or “Strongly Agree” that the facilitators demonstrated at least 9 of the 11 Ivey core counseling skills.</p> <p>12-year average: 87.1%</p>	<p>4a. Cohort 20 did not reach the goal for supervisors’ assessment of interns’ demonstrations of Ivey core counseling skills. Though this was due to 1 student having low 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.</p> <p>4b. Cohort 20 exceeded the year’s goal and the 12-year average for peer assessment of the Ivey core counseling skills. The faculty is committed to peer assessment. It is a valuable learning exercise for the raters, as well as beneficial feedback to those practicing core skills in a lab setting.</p>
<p>5. Experience an enhanced sense of personal authenticity and empathy in the care of humanity.</p>	<p>5a. In CC cohort 20, at least 90% 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.</p>	<p>5a. For CC cohort 20, there were 7 placements, and 6 surveys were completed and returned. 100 % of the student interns, who were assessed by site supervisors, received a rating of “Agree” or “Strongly Agree” that the interns had personal empathy and authenticity in working with placement staff and clients.</p> <p>13-year average: 98.1%</p>	<p>5a. Cohort 20 exceeded the year’s goal and the 13-year average for supervisors’ assessment of interns’ personal empathy and authenticity. This program outcome is one of our most important because it goes to the core of what the Christian Counseling program is about. These overall high ratings help explain why our interns are not difficult to place in the Colorado Springs community.</p>

	<p>5b. In CC cohort 20, at least 90% of the students facilitating group therapy laboratory will be assessed by at least 80% of fellow students, who rate them, with a rating of “Agree” or Strongly Agree” that the facilitators had personal empathy and authenticity.</p>	<p>5b. In CC cohort 20, 100% of the students facilitating group therapy laboratory were assessed by at least 80% of fellow students, who rated them, with a rating of “Agree” or Strongly Agree” that the facilitators had personal empathy and authenticity.</p> <p>12-year average: 99.1%</p>	<p>5b. Cohort 20 exceeded the year’s goal and the 12-year average for peer assessment of students’ personal empathy and authenticity.</p>
<p>6. Intuit a range and depth of feelings in oneself and others.</p>	<p>6a. CC cohort 19 will achieve at least a 7% improvement on the Reflective Feeling Assessment.</p>	<p>6a. CC cohort 20 achieved 0% improvement on the Reflective Feeling Assessment.</p> <p>12-year averages of pretests, posttests, and improvements on the RFA: Pretests – 76.2% Posttests – 81% Improvement – 6.3 %</p>	<p>6a. Cohort 20 did not reach the goal for improvement on the RFA. One explanation is that the cohort tested fairly high (81%) on the pretest. Also, half the students had regressed scores. This may suggest that they have shifted to a more cognitive approach to counseling. 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.</p>

Program Assessment Report Program: *Christian Counseling Major*

Academic Year: 2017-2018

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Demonstrate doctrinal principals of a Christian Educational Ministries program.
2. Identify Christian Educational Ministry Programs that best facilitate spiritual growth.
3. Develop an educational philosophy to meet the goals of Christian Educational Ministries.

College Educational Outcomes	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Major
• effective communication skills in listening, speaking, and writing.	1		3
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8	2, 5	3
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		1, 2	1
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7	1, 3	1, s2
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		3, 5	1
• a pattern of lifelong learning.	2		
• personal discipline in one's care for body, mind, and spirit.			2
• a devoted relationship with Christ.	9	4	2
• a life of Christian holiness in community.	9	4, 5	
• leadership in a variety of ministry contexts.	3, 4		
• effective service within the context of modern society.			3
• a commitment to global evangelism.	3, 4, 8		1

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3
CEM-2003 Introduction to CE Ministries	B	I	A
CEM-2113 Foundations for CE Ministries	B	I	A
CEM-2123 Teaching Methods and Curriculum Design	I	B	A
CEM-3113 Children's Ministries	A	I	B
CEM-3123 Youth Ministries	A	I	B
CEM-3133 Adult Ministries	A	I	B
CEM-4113 Multiple Staff and Team Ministries	A	B	I
CEM-2133 & 4133-Leadership of CE Ministries	A	I	B
Course Name			
Course Name			

Academic Assessment Flow Chart

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 doctrinal principals of a Christian Educational Ministries program.	1a. A personal philosophy of CEM paper will be submitted by students in the following courses: CEM2133-Leadership of CEM. 80% of the students in these courses will earn a grade of 80% or higher on their perspective philosophy papers. 1b. Personal Philosophy Papers for the following courses will be submitted: Age group level CEM courses (Children, Youth, and Adult). CEM2113-Foundations for CEM 80% of the students in these courses will earn a grade of 80% or higher on their perspective philosophy papers.	1a. CEM2133-Leadership of CEM results reflects 23/40 students scored 80% or higher on their Personal Philosophy Papers. 1b.	1a. This assignment needs to be reviewed to increase a greater score for students in the CEM2133-Leadership of CEM. 1b. This will be assessed in 2020-21 academic year.				
2. Identify Christian Educational Ministry Programs that best facilitate spiritual growth .	2a. 2b.	2a. 2b.	2a. This will be assessed in 2020-21 academic year. 2b.				
3. Develop an educational philosophy to meet the goals of Christian Educational Ministries	3a. "How well do our graduates lead and utilize the Christian education and age-level ministries of the local church. DS's were encouraged to rate pastors on their District from the 2018 DS Survey. 3b.	3a. 21 Surveys were distributed and there were 21 responses. According to the survey results, 100% of NBC graduates lead and utilize Christian Education and age-level ministries in their local churches. 3b.	3a. The courses offered are fulfilling the requirements of the program. 3b.				

Program Assessment Report Program: *Christian Educational Ministries Major*

Academic Year: 2017-2018

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

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

The annual DS survey seems to lack a clear understanding of what is meant by Christian Educational Ministries. It is assumed that District leadership knows and understands the importance of Christian Educational Ministries. The survey seems to be vague in the questions used to evaluate this area of ministry for the NBC graduates serving in the local church.

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.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

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

Academic Assessment Flow Chart

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)
<p>Completion of this program should enable students to:</p> <p>1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought</p>	<p>1a. CCM cohort 15 will achieve at least a 15% improvement on the Knowledge Assessment Test posttest</p> <p>1b. CCM cohort 15 will achieve at least the following scores in each of the 6 areas on the Knowledge Assessment posttest: - Developmental Issues – 70% - Counseling & Christian Thought – 70% - Individual Counseling Theories – 70% - Marriage & Family Theories – 70% - Abnormal Psychology – 70% - Group & Organizational Behavior – 70%</p>	<p>1a. CCM cohort 15 achieved an 18.9% improvement on the Knowledge Assessment Test posttest:</p> <p>Average improvements for 11 cohorts: 15.2%</p> <p>1b. CCM cohort 15 achieved the following scores in each of the 6 areas on the Knowledge Assessment posttest: - Developmental Issues – 43.7% - Counseling & Christian Thought – 73.7 % - Individual Counseling Theories – 65 % - Marriage & Family Theories – 72.5% - Abnormal Psychology – 76.2% - Group & Organizational Behavior – 60%</p> <p>Averages for 10 cohorts on pretests for each of the 6 KAT areas: - Developmental Issues – 42.6% - Counseling & Christian Thought – 65.1% - Individual Counseling Theories – 44.4% - Marriage & Family Theories – 71% - Abnormal Psychology – 71% - Group & Organizational Behavior – 50.7%</p> <p>Averages for 13 cohorts on posttests for each of the 6 KAT areas: - Developmental Issues – 45.8% - Counseling & Christian Thought – 78.5% - Individual Counseling Theories – 52.4% - Marriage & Family Theories – 81.9% - Abnormal Psychology – 77.2% - Group & Organizational Behavior – 56.6%</p>	<p>1a. Cohort 15 exceeded the year’s goal and the 11-year average for improvement on the Knowledge Assessment Test posttest.</p> <p>1b. Cohort 15 exceeded the goal in 3 of the 6 areas on the Knowledge Assessment Test posttest: Counseling & Christian Thought, Marriage & Family Theories, and Abnormal Psychology. Students tend to test higher on the <u>pretests</u> in these 3 areas as well.</p>
<p>2. Identify basic counseling techniques</p>	<p>2a. CCM Cohort 15 will achieve at least 50% on the Technique Identification Assessment at the end of the major year.</p>	<p>2a. CCM Cohort 15 achieved 64.2% on the Technique Identification Assessment at the end of the major year:</p> <p>Average for 15 cohorts: 57.5%</p>	<p>2a. Cohort 15 exceeded the year’s goal and the 15-cohort average for the Technique Identification Assessment. Because the Counseling for Christian Ministries curriculum is mainly an online program with no labs or internships, students are expected to be able to <u>identify</u> procedures, not demonstrate them. These techniques are primarily taught in the theory courses.</p>

<p>3. Develop strategies for managing conflict within organizations</p>	<p>3a. CCM cohort 15 will achieve at least 70% on the Group & Organizational Behavior section of the KAT posttest.</p> <p>3b. In CCM cohort 15, at least 70% 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.”</p> <p>3c. In CCM cohort 15, at least 70% 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.”</p>	<p>3a. CCM cohort 15 achieved 60% on the Group & Organizational Behavior section of the KAT posttest.</p> <p>Average for 2 cohorts: 62.2%</p> <p>3b. In CCM cohort 15, 80% 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.”</p> <p>Average for 3 cohorts: 81.7%</p> <p>3c. In CCM cohort 15, 80% 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.”</p> <p>Average for 3 cohorts: 85.4%</p>	<p>3a. Cohort 15 did not reach the goal for the Group & Organizational Behavior section of the KAT. 2017-2018 is the second year this measurement was used for Program Outcome 3.</p> <p>3b. Cohort 15 exceeded the year’s goal for this assessment.</p> <p>3c. Cohort 15 exceeded the year’s goal for this assessment.</p>
<p>4. Discern accurately the feelings in oneself and others in the counseling setting</p>	<p>4a. CCM cohort 15 will achieve at least a 6% improvement on the Reflective Feeling Assessment posttest.</p>	<p>4a. CCM cohort 15 achieved an 8.4% improvement on the Reflective Feeling Assessment posttest:</p> <p>Averages for 14 cohorts Pretests – 69.4% Posttests – 80.3% Improvement – 6.9%</p>	<p>4a. Cohort 15 exceeded the year’s goal and the 14-cohort average for the Reflective Feeling Assessment posttest. The cohort tested fairly high (76.3%) on the <u>pretest</u>, which highlights this much improvement.</p>

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

Academic Year: 2017-2018

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Know the strategies that lead to the attainment of organizational goals.
2. Demonstrate leadership skills necessary to mentor others successfully.
3. Utilize effective professional communications strategies.
4. Understand the regulatory requirements within the business setting.
5. Identify the change management strategies which ensure optimal organizational performance.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
BLE-4614: Business & Prof. Communication	A	A	A	B	I
BLE-4624: Business Finance	I	I	A	A	A
BLE-4644: Legal, Ethical, and Reg. Environment of Business	A	A	A	A	A
BLE-4654: Group & Org. Behavior	A	A	I	B	A
BLE-4664: Strategic Leadership & Management	A	I	A	B	A
BLE-4674: Business Ethics	A	A	A	I	B
BLE-4684: Managing Change and Conflict	A	A	A	B	A
BLE-4694: Capstone Project	A	A	A	A	A

Academic Assessment Flow Chart

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: Know the strategies that lead to the attainment of organizational goals .	1a. Mid-term and Final Examinations 1b. Capstone Project – 80% of the students will earn 80% or more in their projects.	1a. 8 out of 10 (2017-18) earned 80% or more 1b. 5 out of 5 students (2017-18) earned a “A” (higher than 80%).	1a. 1b. The course is fulfilling the requirements of the program
Demonstrate leadership skills necessary to mentor others successfully.	2a. 2b.	2a. 2b.	2a. This will be assessed in 2020-21 academic year. 2b.
3. Utilize effective professional communications strategies.	3a. 80 % of the Students completing the Career Portfolio Project will earn a 40 of the 50 points possible 3b. Capstone Project-80% of the students will demonstrate 5 of the program outcomes in their Capstone Projects. 3c. Open Book and Multiple-Choice Final Exam.	3a. 5 of the 18 students completing The Career Portfolio earn 40 or more points. 3b. 5 out of 5 students (2017-18) demonstrated 5 of the program outcomes in their perspective Capstone Projects. 3c. 10 out 18 earned 80 points or better.	3a. The Career Portfolio Project needs to be reviewed to ensure that 80% of students are earning 40 of the 50 possible points possible on the project. 3b. Consultation and Review of the Capstone Project Champions Input needs to ensure that the program outcomes are reflected in the student’s projects. 3c. A strategy needs to be put into place to raise higher score for students. Time will be spent consulting with the instructors to gain insight and validity on the use of the exam.
4. Understand the regulatory requirements within the business setting.	4a. 4b.	4a. 4b.	4a. This outcome will be assessed in 2020-2021 academic year. 4b.
5. Identify the change management strategies which ensure optimal organizational performance.	5a. 8 out of 10 students will complete a Change and Conflict Project and will earn 80% or higher on the project. 5b. Pre and post test on Change Management will be available to students in Week 1 and then again in Week 6. 80% of the students will show an improvement in their abilities to manage change by Week 6.	5a. This will be measured in 2019-20 academic year. 5b. This will be measured in 2019-20 academic year.	5a. This outcome is still be tabulated Pending results in 2019-20 academic year. 5b. Pending results in 2019-20 academic year.

Program Assessment Report Program: *Leadership and Ethics Major*

Academic Year: 2017-2018

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college 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		
	Gen. Ed.	Bible /Theo	Major
• effective communication skills in listening, speaking, and writing.	1		4,6
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8	2, 6	2,3,4,5,6
• 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	2,4,6
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		4	1
• a pattern of lifelong learning.	2	7	1
• personal discipline in one's care for body, mind, and spirit.			1
• a devoted relationship with Christ.	9	5	1
• a life of Christian holiness in community.	9	4, 6	1,2,4,6
• leadership in a variety of ministry contexts.	3, 4		2,3,34,5,6
• effective service within the context of modern society.			2,4,5,6
• a commitment to global evangelism.	3, 4, 8		2,4,5

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2133 Leadership of Christian Education Ministries		B		B	B		
OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		I
PAS1023 Introduction to Christian Service	B			B			
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	B
PAS-2023 History and Polity of the COTN					B	B	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
PAS-4023 Church Administration and Finance	A				I	I	I
PAS-4092 Senior Ministry Integration (SMI)							
PSY-4083 Leadership	A				A	A	A
SPE-3033 Oral Interpretation			A	A			

Academic Assessment Flow Chart

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)
<p>Completion of this program should enable 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 2017-18 through 2020 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 2018 - 2021 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>1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine.</p> <p>1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey starting 2016.</p>	<p>1a. Overall it was 75% + except for self-awareness See Plan of action 1 b.</p> <p>1b. 2018 Results = 72% 2019 Results = 2020 Results = Compare and analyze results for program effectiveness.</p> <p>1c. In process will be instituted in 2018-19 academic year.</p> <p>1.d THE2013 Final Grades 2017= 80% (from grades in DCW) 2018 = 2019 = 2020=</p> <p>1e. Survey Results 2016= 100% Survey Results 2017 = 100% Survey Results 2018 =</p> <p>1f. Survey Results 2016 = 100% Survey Results 2017 = 100% Survey Results 2018 = Will compare and evaluate progress.</p>
<p>2. Promote evangelism and community engagement.</p>	<p>2a. This objective will be actively assessed in academic years beginning 201 – 2019 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 2017 - 2019</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 2018 – Goal 75% leading church in evangelism ministry</p> <p>2c. Studying Annual Survey Results from 2017 - 2019 Goal: 75% favorable rating reported</p>	<p>2a. Currently doing analysis of SDI Surveys 2017 Survey Results = 2018 Survey Results = 2019 Survey Results = Compare and respond via PMin Committee</p> <p>2b. Not yet available – hopefully send 2017 -18</p> <p>2c. 2017 Survey Results = 98% 2018 Survey Results = 2019 Survey Results = Will advise professors of our ratings for evaluation of effectiveness of ministry preparation</p>

Program Assessment Report Program: *Pastoral Leadership Major*

Academic Year: 2017-2018

<p>3. Conduct culturally relevant God-centered worship.</p>	<p>3a. An Alumni Survey will be used to inquire about Worship Ministries in the church. Hopefully sent out in 2018. Will measure 2018 - 2021 results</p> <p>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 2017 – 2021</p>	<p>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.</p> <p>3b. Revision of Worship and Music Ministry Introduction class completed. Student Class Evaluation Survey demonstrate students feel learning objectives have been accomplished. (Revised 2016)</p>	<p>3a. Survey not yet available</p> <p>3b Survey Results 2017 = 88% Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p>
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada DS’s. 2018 - 2021</p> <p>4b. Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC</p>	<p>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.”</p> <p>4b. Goal: 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC.</p>	<p>4a. Survey Results 2018 = 100% Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>4b. Survey not yet available. Will compare results for three years and report annually to PM committee for course review.</p>
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. DS Surveys conducted 2018 through 2021 to determine effectiveness rating of NBC graduates on their District re. Leadership and Administration</p> <p>5b. Alumni Survey to be administered for graduates from 2018 – 2021= regarding their sense of being adequately prepared to lead and administer the church.</p>	<p>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.</p> <p>5b 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.</p>	<p>5a. Compare results for four years Survey results 2018 = 95% Survey Results 2019= Survey Results 2019= Survey Results 2020 = Survey Results 2021= Use to evaluate learning the achievement of the outcomes of PAS 4023</p> <p>5b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020= Survey Results 2021= Use results to evaluate effectiveness of Church Administration and Finance Course.</p>
<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2018 through 2021 through DS Surveys.</p> <p>6b. Compare DS Survey results for progress. Results to be reported to course writers and instructors for effectiveness and/or needed changes.</p>	<p>6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.</p> <p>6b. Goal: Update and revise Pastoral Care and Practice of Ministry courses as needed.</p>	<p>6a. 2018 DS Survey = 95% 2019 DS Survey = 2020 DS Survey = 2021 DS Survey =</p> <p>6b. Measure program and course effectiveness for updating texts and course material over past 4 yrs.</p>
<p>7. Develop an intentional vocational foundation for a financially sustainable ministry.</p>	<p>7a. This objective will be actively assessed in academic years beginning in 2018-19 through 2020-21 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.</p> <p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working.2018-2021</p>	<p>7a. Goal 75% of students with show a C+ or above grace on their intentional plan.</p> <p>7b. Results of survey would reveal that 75% have a working plan</p>	<p>7a. Compare results for three years to measure program and course effectiveness 2018 = not yet available 2019 = 2020 =</p> <p>7b not yet available</p>

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

To achieve our goals in this area required 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. Since the Course Revision was completed, the goal of 75% of students making 75 or above in overall grade will continue to be monitored: After teaching the revised course the first time the results were: Campus: 88% favorable grades Online: 83% favorable grade. Starting in 2019 will monitor Online Students to see if we can achieve an average of 85% of our student body attaining the Goal.
- b. For Christlike Growth all areas were above 75 % except self-awareness which was 57%. Will need to seek ways to help students become more aware of areas of weakness in which God wants them to improve. (Self-assessment)
- c. Compare the District Superintendent Surveys for effectiveness in holy character, holiness preaching and teaching to see if our academic preparation is revealing positive results in practice. Goal: A minimum of 80% favorable ratings by District Superintendents

Objective 2: Promote Evangelism and Community Engagement

- a. There is a need to strengthen personal evangelism skills in the Pastoral Ministry Curriculum. As a result, we will be looking at the following courses and determining where we can build greater skills and awareness:
 CEM-2133 Leadership of Christian Education Ministries (Jeery Storz program director)
 OTR-2013 Global Evangelism (Dr, Janes Russom and Dr. Howard Culbertson adding personal evangelism materials and assignments effective Fall 2018)
 OTR-4013 Developing a Missional Church (New Assignments and Reading to be added effective Winter B 2019)
 PAS-2013 Practice of Christian Ministry (New Assignments and Reading to be added effective Winer A 2018)

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

- a. Through the use of a carefully designed Alumni Survey, we will gain input from out graduates in ministry regarding their personal practice in evangelism as well as their leadership in establishing intentional evangelistic programs to reach their community. We will use the survey results starting in 2018 – 19 Academic Year surveying graduates from 2015 – 2019. Survey still to be created 2018-19

Program Assessment Report Program: *Pastoral Leadership Major*

Academic Year: 2017-2018

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

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

Dr. James R. Russom, as faculty and Director of Pastoral Ministries, participated in a review of the College Strategic Plan and its impact on academic programs and quality of education in August 2018.

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		
	Gen. Ed.	Bible /Theo	Major
• effective communication skills in listening, speaking, and writing.	1		4,6
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8	2, 6	2,3,4,5,6
• 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	2,4,6
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		4	1
• a pattern of lifelong learning.	2	7	1
• personal discipline in one's care for body, mind, and spirit.			1
• a devoted relationship with Christ.	9	5	1
• a life of Christian holiness in community.	9	4, 6	1,2,4,6
• leadership in a variety of ministry contexts.	3, 4		2,3,34,5,6
• effective service within the context of modern society.			2,4,5,6
• a commitment to global evangelism.	3, 4, 8		2,4,5

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2133 Leadership of Christian Education Ministries		B		B	B		
MUS-1143 Music Ministries I - Introduction			I		I		
OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		I
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	B
PAS-2023 History and Polity of the COTN					B	B	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
PAS-3053 Christian Preaching III	A			A			
PAS-4023 Church Administration and Finance	A				I	I	I
PAS-4092 Senior Ministry Integration (SMI)							
PSY-4083 Leadership	A				A	A	A
SPE-3033 Oral Interpretation			A	A			

Academic Assessment Flow Chart

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. Grow in Christlike character as persons and pastors.		<p>1a. This objective will be actively assessed in academic years beginning in 2017-18 through 2020 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 2018 - 2021 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>1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine.</p> <p>1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey starting 2016.</p>		<p>1a. Overall it was 75% + except for self -awareness See Plan of action 1 b.</p> <p>1b. 2018 Results = 72% 2019 Results = 2020 Results = Compare and analyze results for program effectiveness.</p> <p>1c. In process will be instituted in 2018-19 academic year.</p> <p>1.d THE2013 Final Grades 2017= 80% (from grades in DCW) 2018 = 2019 = 2020=</p> <p>1e. Survey Results 2016= 100% Survey Results 2017 = 100% Survey Results 2018 =</p> <p>1f. Survey Results 2016 = 100% Survey Results 2017 = 100% Survey Results 2018 = Will compare and evaluate progress.</p>	
2. Promote evangelism and community engagement.		<p>2a. This objective will be actively assessed in academic years beginning 201 – 2019 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 2017 - 2019</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 2018 – Goal 75% leading church in evangelism ministry</p> <p>2c. Studying Annual Survey Results from 2017 - 2019 Goal: 75% favorable rating reported</p>		<p>2a. Currently doing analysis of SDI Surveys 2017 Survey Results = 2018 Survey Results = 2019 Survey Results = Compare and respond via PMin Committee</p> <p>2b. Not yet available – hopefully send 2017 -18</p> <p>2c. 2017 Survey Results = 98% 2018 Survey Results = 2019 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: 2017-2018

<p>3. Conduct culturally relevant God-centered worship.</p>	<p>3a. An Alumni Survey will be used to inquire about Worship Ministries in the church. Hopefully sent out in 2018. Will measure 2018 - 2021 results</p> <p>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 2017 - 2021</p>	<p>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.</p> <p>3b. Revision of Worship and Music Ministry Introduction class completed. Student Class Evaluation Survey demonstrate students feel learning objectives have been accomplished. (Revised 2016)</p>	<p>3a. Survey not yet available</p> <p>3b Survey Results 2017 = 88% Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p>
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada DS’s. 2018 - 2021</p> <p>4b. Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC</p>	<p>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.”</p> <p>4b. Goal: 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC.</p>	<p>4a. Survey Results 2018 = 100% Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>4b. Survey not yet available. Will compare results for three years and report annually to PM committee for course review.</p>
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. DS Surveys conducted 2018 through 2021 to determine effectiveness rating of NBC graduates on their District re. Leadership and Administration</p> <p>5b. Alumni Survey to be administered for graduates from 2018 – 2021= regarding their sense of being adequately prepared to lead and administer the church.</p>	<p>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.</p> <p>5b 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.</p>	<p>5a. Compare results for four years Survey results 2018 = 95% Survey Results 2019= Survey Results 2019= Survey Results 2020 = Survey Results 2021= Use to evaluate learning the achievement of the outcomes of PAS 4023</p> <p>5b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020= Survey Results 2021= Use results to evaluate effectiveness of Church Administration and Finance Course.</p>
<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2018 through 2021 through DS Surveys.</p> <p>6b. Compare DS Survey results for progress. Results to be reported to course writers and instructors for effectiveness and/or needed changes.</p>	<p>6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.</p> <p>6b. Goal: Update and revise Pastoral Care and Practice of Ministry courses as needed.</p>	<p>6a. 2018 DS Survey = 95% 2019 DS Survey = 2020 DS Survey = 2021 DS Survey =</p> <p>6b. Measure program and course effectiveness for updating texts and course material over past 4 yrs.</p>
<p>7. Develop an intentional vocational foundation for a financially sustainable ministry.</p>	<p>7a. This objective will be actively assessed in academic years beginning in 2018-19 through 2020-21 by examining the responses of students in PAS2013 and PAS4023 to their financial feasibility assignment. Goal 75% with intentional plan.</p> <p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working.2018-2021</p>	<p>7a. Goal 75% of students with show a C+ or above grace on their intentional plan.</p> <p>7b. Results of survey would reveal that 75% have a working plan</p>	<p>7a. Compare results for three years to measure program and course effectiveness 2018 = not yet available 2019 = 2020 = 7b not yet available</p>

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

To achieve our goals in this area required 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:

- c. Since the Course Revision was completed, the goal of 75% of students making 75 or above in overall grade will continue to be monitored: After teaching the revised course the first time the results were: Campus: 88% favorable grades Online: 83% favorable grade. Starting in 2019 will monitor Online Students to see if we can achieve an average of 85% of our student body attaining the Goal.
- d. For Christlike Growth all areas were above 75 % except self-awareness which was 57%. Will need to seek ways to help students become more aware of areas of weakness in which God wants them to improve. (Self-assessment)
- d. Compare the District Superintendent Surveys for effectiveness in holy character, holiness preaching and teaching to see if our academic preparation is revealing positive results in practice. Goal: A minimum of 80% favorable ratings by District Superintendents

Objective 2: Promote Evangelism and Community Engagement

- b. There is a need to strengthen personal evangelism skills in the Pastoral Ministry Curriculum. As a result, we will be looking at the following courses and determining where we can build greater skills and awareness:
 - CEM-2133 Leadership of Christian Education Ministries (Jeery Storz program director)
 - OTR-2013 Global Evangelism (Dr. Janes Russom and Dr. Howard Culbertson adding personal evangelism materials and assignments effective Fall 2018)
 - OTR-4013 Developing a Missional Church (New Assignments and Reading to be added effective Winter B 2019)
 - PAS-2013 Practice of Christian Ministry (New Assignments and Reading to be added effective Winer A 2018)

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

- b. Through the use of a carefully designed Alumni Survey, we will gain input from our graduates in ministry regarding their personal practice in evangelism as well as their leadership in establishing intentional evangelistic programs to reach their community. We will use the survey results starting in 2018 – 19 Academic Year surveying graduates from 2015 – 2019. Survey still to be created 2018-19

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

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

Dr. James R. Russom, as faculty and Director of Pastoral Ministries, participated in a review of the College Strategic Plan and its impact on academic programs and quality of education in August 2018.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Hispanic Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2133SP Liderazgo de Ministerios de Educación Cristiana		B		B	B		
HIS-4002SP Iglesia Latina/Hispana en los EEUU	I	I	I	I			
MUS-1143SP Ministerios de Música I – Introducción			I		I		
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		I				
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Church)		I	I	I	A		I
OTR-4043SP Introducción a Plantación de Iglesias		A					
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)	B		B				
PAS-2013SP Práctica del Ministerio Cristiano	I	B	I	I	I	I	B
PAS-2023SP Historia y Política de la IDN					B	B	
PAS-3013SP Adoración	A		I	I			
PAS-3023SP Cuidado Pastoral y Consejería	A				B		
PAS-3033SP Predicación Cristiana I	B			B			
PAS-3043SP Predicación Cristiana II	A			A			
PAS-4023SP Administración de la Iglesia y Finanzas	A				I	I	I
PAS-4092SP Experiencia Ministerial Supervisada (SME)	A	A	A	A	A	A	A
PSY-4083SP Liderazgo	A				A	A	A

Academic Assessment Flow Chart

<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>Program Outcomes (Col. 2)</p>	<p>Criteria & Procedures (Col. 3)</p>	<p>Assessment Results (Col. 4)</p>	<p>Use of Results (Col. 5)</p>
<p>Completion of this program should enable students to:</p>			
<p>1. Grow in Christlike character as persons and pastors.</p>	<p>1a. 75% of students will state that they are growing spiritually. THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley address this outcome. This objective will be actively assessed in academic years beginning in 2017-18 through 2020 using Alumni survey.</p> <p>1b. 75% positive results from SDI beginning academic year 2016. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14. Compare and analyze results for program effectiveness.</p> <p>1c. 75% of SME students will state that the course contributed to their personal and professional growth. The PAS-4092SP Experiencia Ministerial Supervisada (SME) will address this outcome. Will review student course evaluations. <i>A survey in Spanish for this needs to be designed and added to the Pastoral Major SME as a part of the SME experience. In process. It has not been instituted yet.</i></p> <p>1d. THE-1043SP grade performance 75% achieving a grade of C or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome.</p> <p>The final grade for students in THE-1043SP Explorando la Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.</p> <p>1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. DS Surveys for years 2018 - 2021 will be used to tabulate effectiveness in this area.</p> <p>1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey. Will compare and evaluate progress.</p>	<p>1a. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>1b. In process. Need DS survey results. 2018 Results = 2019 Results = 2020 Results =</p> <p>1c. SME student course evaluations results:</p> <p>1d. THE-1043SP Final Grades 2015 = 50% B- or better 2016 = 33% A or better 2017 = 83% B or better 2018 = 33% B or better 2019 = 2020 =</p> <p>Student course evaluations for THE-1043SP (and PAS-1023SP) specifically said that they were really helped by the courses in their personal spiritual development. The resources and textbooks also were "strengthening" to them.</p> <p>1e. In process. Need DS survey results. Survey Results 2018 = Survey Results 2017 = Survey Results 2018 =</p> <p>1f. In process. Need DS survey results. Survey Results 2016 = Survey Results 2017 = Survey Results 2018 =</p>	<p>1a. 1b. 1c. 1d. 1e. 1f.</p>

<p>2. Promote evangelism and community engagement.</p>	<p>2a. 75% of students rating themselves as involved in evangelism ministries. OTR-4093SP Declarando el Evangelio de Dios como Evangelismo, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente and CEM-2133SP Liderazgo de Ministerios de Educación Cristiana address this outcome. This objective will be actively assessed through an Alumni Survey</p> <p>2b. 75% leading church in evangelism ministry. Information to be gathered from Hispanic Pastoral Ministry Alumni who graduated in years 2015-2018</p> <p>2c. 75% favorable rating reported in evangelism and community engagement. Information will be gathered from appropriate input by District Superintendents via DS Survey 2017-2019. Will evaluate the effectiveness of ministry preparation.</p>	<p>2a. Several of the student course evaluations for OTR-4033SP said that the lecture material was well chosen and comprehensive for promoting evangelism and community engagement.</p> <p>Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>2b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>2c. In process. Need DS survey results. 2017 Survey Results = 2018 Survey Results = 2019 Survey Results =</p>	<p>2a.</p> <p>2b.</p> <p>2c.</p>
<p>3. Conduct culturally relevant, God-centered worship.</p>	<p>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. An Alumni Survey will be used to inquire about Worship Ministries in the church. Will measure 2018-2021 results</p> <p>3b. 75% of the students enrolled in the Worship and Music Ministries Introduction classes for will earn a 75% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment 2018-2021. PAS-3013SP Adoración and MUS-1143SP Ministerios de Música courses address this outcome.</p>	<p>3a. Survey not yet available</p> <p>3b. Student course evaluations of MUS-1143SP 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 and the up-to-date material presented to them there.</p> <p>In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>MUS-1143SP Final Grades 2014 = 78.6% B or better 2016 = 100% above B 2018 = 100% above B 2019 = 2020 =</p> <p>PAS-3013SP Final Grades 2014 = 100% B or better 2016 = 60% B+ or better 2017 = 33% B or better 2018 = 2019 = 2020 =</p>	<p>3a.</p> <p>3b.</p>
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a. 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 as either "good" or "excellent" in Preaching/Teaching."</p>	<p>4a. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p>	<p>4a.</p> <p>4b.</p>

	<p>4b. 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC. BOTH Preaching courses, 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.</p> <p>Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC. Will compare results for three years and report annually to PM Committee for course review.</p>	<p>4b. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>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> <p>PAS3033SP Final Grades 2016 = 87.5% B or better 2017 = 85.7% A- or better 2018 = 2019 = 2020 =</p> <p>PAS3043SP Final Grades 2015 = 50% B or better 2017 = 66.6% B+ or better 2018 = 80% B or better 2019 = 2020 =</p>	
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. 75% of the COTN District Superintendents responding to the DS Surveys will rate NBC students/alumni serving on their districts either “good” or “excellent” in Leadership/ Administration. We will use this to evaluate learning the achievement of the outcomes of PAS4023SP</p> <p>5b. Alumni Survey to be administered for graduates from 2018-2021 = regarding their sense of being adequately prepared to lead and administer the church. 75% of Alumni will give a favorable rating regarding their preparation for leadership and administration at NBC.</p> <p>PAS-4023SP 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 address this outcome.</p> <p>Use results to evaluate effectiveness of Church Administration and Finance Course.</p>	<p>5a. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>PAS-4023SP Final Grades 2017 = 75% better than B 2018 = 2019 = 2020 =</p> <p>5b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>The class discussion forums of PAS-4023SP (and PAS-2013SP) 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.</p> <p>PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p>	<p>5a. 5b.</p>

		PAS-4023SP Final Grades 2017 = 75% B+ or better 2018 = 2019 = 2020 =	
6. Discover good practices for effective pastoral care.	<p>6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.</p> <p>This objective should be actively assessed in academic years 2019 through 2021 through DS Surveys.</p> <p>6b. PAS-2013SP <i>Práctica del Ministerio Cristiano</i>, PAS-4092SP <i>Experiencia Ministerial Supervisada (SME)</i> and PAS-3023SP <i>Cuidado Pastoral y Consejería</i> address this outcome.</p> <p>Measure program and course effectiveness for updating texts and course material. Compare DS Survey results for progress. Results to be reported to course writers and instructors for effectiveness and/or needed changes.</p>	<p>6a. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>6b. Student course evaluations for PAS-2013SP frequently cited the interaction with and comments by the professor who was a mature, experienced pastor.</p> <p>PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p>	6a. 6b.
7. Develop an intentional vocational foundation for a financially sustainable ministry.	<p>7a. 75% of students with show a C+ or above on their intentional vocational foundation plan.</p> <p>The courses PAS-2013SP <i>Práctica del Ministerio Cristiano</i>, PAS-4092SP <i>Experiencia Ministerial Supervisada (SME)</i> and PAS-4023SP <i>Administración de la Iglesia y Finanzas</i> include this financial feasibility assignment, and the responses will be examined.</p> <p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working. 2018-2021</p>	<p>7a. PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p> <p>PAS-4092SP Final Grades 2016 = 66.7% A 2017 = 100% B or better 2018 = 2019 = 2020 =</p> <p>PAS-4023SP Final Grades 2018 = 75% B+ or better 2019 = 2020 =</p> <p>7b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p>	

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.

Point of Information: The mixtures of cultures (22 countries that primarily speak Spanish) and historical religious influences within the Hispanic Christian community in the United States require a thorough and comprehensive effort to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring 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:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- THE1043SP Explorando la Santidad Cristiana – emphasizing the personal experience of entire sanctification
- PAS1023SP Formación Espiritual – emphasizing the spiritual disciplines
- PAS1013SP Introducción al Servicio Cristiano – emphasizing the call of God on their lives
- THE4053SP Teología de Juan Wesley – emphasizing the personal testimony and theology of Wesley
- OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo – emphasizing God’s prevenient grace in the lives of the believer
- HIS4002SP Iglesia Latina/Hispana en los EEUU – emphasizing the testimonies of the early pioneers in Hispanic ministries in the US.

We now have an extensive Spanish-language reference bibliography for each of the 44 courses.

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. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - HIS4002SP Iglesia Latina/Hispana en los EEUU
 - PAS3043SP Predicación Cristiana II
 - CEM2133SP Liderazgo de Ministerios de Educación Cristiana
 - OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 - OTR4033SP Comunicar a Cristo Transculturalmente
 - OTR4043SP Introducción a Plantación de Iglesias

OTR4093SP Declarando el Evangelio de Dios como Evangelismo

- d. 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. New principal textbooks and secondary reference texts have been developed in the two courses PAS3013SP Adoración and MUS1143SP Ministerios de Música.
- b. 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.]

- c. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- d. 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.

“Communicate the gospel in contextually appropriate ways” in the USA/Canada Hispanic community means presenting the Gospel in experiences 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 communicating the Gospel within the US 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. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS3033SP Predicación Cristiana I

PAS3043SP Predicación Cristiana II

HIS4002SP Iglesia Latina/Hispana en los EEUU

OTR4093SP Declarando el Evangelio de Dios como Evangelismo

OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo

OTR4033SP Comunicar a Cristo Transculturalmente.

- d. 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 FIVE: Learn to effectively lead and administer the church as a servant leader.

To effectively lead and administer the church within the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context will require careful and innovative leadership, which must be taught in our classes. To achieve our goal in this area will require analysis of the existing courses to teach how to lead and administrate within *the Hispanic context*.

Plan of Action:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4092SP Experiencia Ministerial Supervisada (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno

We now have an extensive Spanish-language reference bibliography for each of the 44 courses.

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. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS2013SP Práctica del Ministerio Cristiano
 - PAS4092SP Experiencia Ministerial Supervisada (SME)
 - PAS3023SP Cuidado Pastoral y Consejería
- d. 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. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS2013SP Práctica del Ministerio Cristiano
 - PAS4092SP Experiencia Ministerial Supervisada (SME)
 - PAS4023SP Administración de la Iglesia y Finanzas
- d. 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) will be given in Spanish for the HPM students.
- c. A Spanish language version of the ABHE test needs to be given to the HPM students.

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

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

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

1. Understand a Christian Educational Ministries philosophy in the local church
2. Demonstrate effective administrative practices of a Christian Educational Ministries program.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2
CEM-2133: Leadership of Christian Ed. Ministries	A	I
CEM-2123: Teaching Methods and Curriculum Design	I	A
CEM-3113: Children's Ministries	A	I
CEM-3123: Youth Ministries	A	I
CEM-3133: Adult Ministries	A	I
CEM-4133: Multiple Staff and Team Ministries	I	B

Academic Assessment Flow Chart

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. Understand a Christian Educational Ministries philosophy in the local church	1a. 1b.	1a. 1b.	1a. This program will be assessed in 2019-20 1b.
2. Demonstrate effective administrative practices of a Christian Educational Ministries program.	2a. 2b.	2a. 2b.	2a. This program will be assessed in 2019-20 2b.

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

Academic Year: 2017-2018

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

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

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

The annual DS survey seems to lack a clear understanding of what is meant by Christian Educational Ministries. It is assumed that District leadership knows and understands the importance of Christian Educational Ministries. The survey seems to be vague in the questions used to evaluate this area of ministry for the NBC graduates serving in the local church.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Increase basic Bible knowledge.
2. Explain essential Christian beliefs for practical application in ministry.
3. Promote evangelism and community engagement.
4. Learn to effectively lead and administer the church as a servant leader.
5. Develop good communication skills in oral and written forms in order to effectively communicate the Gospel and administrate the church.
6. Discover and implement good practices for effective Bible study
7. Teach and demonstrate principles of spiritual formation to enhance personal and corporate worship and appreciate spiritual disciplines in the habits of Christian devotion.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

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

AA Pastoral Ministries Program Curriculum	Outcomes Addressed						
	1	2	3	4	5	6	7
CEM-2133 Leadership of Christian Education Ministries		B	B	B	B		
OTR-2013 Global Evangelism		B	B				
PAS-1013 Introduction to Christian Ministry	B				B		
PAS-1023 Spiritual Formation						B	B

Elective Courses to be taken:

- 1 3-hour Bible Course
- 2 3-hour Pastoral Ministries or Christian Education Ministry Courses

See Respective Majors for qualifying courses.

Academic Assessment Flow Chart

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. Increase basic Bible knowledge...	1a. Will evaluate final grades of AA students in BIB 1013 and BIB1023 classes beginning 2018-2021 1b. Will evaluate final grades BIB 2003 Biblical Interpretation beginning 2019 - 2021	1a. 80% of students achieve a grade point of at least 85% 1b. 80% of students achieve a grade point of at least 80%	1a. In process not yet available 1b. In process				
2. Explain essential Christian beliefs for practical application in ministry.	2a. Will evaluate final grades of AA students in THE1013 classes beginning 2018-2021 2b. Will evaluate final grades of AA students in CEM-2133 classes beginning 2018 - 2021	2a. 80% of students achieve a grade point of at least 80% 2b 80% of students achieve a grade point of at least 80%	2a. In process not yet available 2b. In Process not yet available				
3. Promote evangelism and community engagement.	3a. Will evaluate final grades of AA students in OTR-2013 classes beginning 2018-2021 3b. Find a specific assignment that demonstrates this skill to be completed for 2019 -20 academic year	3a. 80% of students achieve a grade point of at least 85% 3b. 80% of students achieve a grade point of at least 85%	3a. In Process not yet available 3b. In Process				
4. Learn to effectively lead and administer the church as a servant leader.	4a. . Will evaluate final grades of AA students in CEM-2133 classes beginning 2018 - 2021 4b. Find a specific assignment that demonstrates this skill to be completed by 2019 – 20 academic year	4a. 80% of students achieve a grade point of at least 85% 4b. 80% of students achieve a grade point of at least 85%	4a. In Process not yet available 4b. In Process				
5. Develop good communication skills in oral and written forms in order to effectively communicate the Gospel and administrate the church.	5a. Will evaluate final grades of AA students in PAS1013 classes beginning 2018 - 2021 5b. . Find a specific assignment that demonstrates this skill: to be completed in 2019 – 20 academic year	5a. 80% of students achieve a grade point of at least 80% 5b. 80% of students achieve a grade point of at least 80%	5a. In Process not yet available 5b. In Process				
6. Discover and implement good practices for effective Bible study	6a. Will evaluate final grades of AA students in PAS1013 classes beginning 2018 - 2021 6b. . Find a specific assignment that demonstrates this skill: to be done in 2019 - 20	6a. . 80% of students achieve a grade point of at least 80% 6b. . 80% of students achieve a grade point of at least 80%	6a. In Process not yet available 6b. In Process				
7. Teach and demonstrate principles of spiritual formation to enhance personal and corporate worship and appreciate spiritual disciplines in the habits of	7a. Will evaluate final grades of AA students in PAS1013 classes beginning 2018 - 2021 7b. Will evaluate the grade of their Spiritual	7a. 80% of students achieve a grade point of at least 80% 7b. 80% of students achieve a grade point of at	7a. In Process not yet available 7b. In Process				

Christian devotion.	Retreat Assignment for application of spiritual formation principles beginning 2019 – 29 academic year.	least 80%	
---------------------	---	-----------	--

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

The enrollment in this AA program has simply been too low to compile enough information for accurate assessment. By the end of the 2018-19 academic year we will have had enough participation to begin comparative analysis on certain learning outcomes that will enable us to complete a meaningful assessment due to an increase in enrollment for 2017 – 18. With grades from 2018-19 we will be able to compare progress and achievement.

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

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

I, Dr. James R. Russom, as a member of the faculty and Academic Council, participated in a full review of our college strategic plan in regards to academic affairs and quality of education. The meeting took place in August 2018.

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

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Associate of Arts Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2133SP Liderazgo de Ministerios de Educación Cristiana		B		B	B		
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		I				
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.)		I	I	I	A		I
OTR-4043SP Introducción a Plantación de Iglesias		A					
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)	B		B				
PAS-2013SP Práctica del Ministerio Cristiano	I	B	I	I	I	I	B
PAS-2023SP Historia y Política de la IDN					B	B	
PAS-3023SP Cuidado Pastoral y Consejería	A				B		
PAS-3033SP Predicación Cristiana I	B			B			
PAS-4023SP Administración de la Iglesia y Finanzas	A				I	I	I
PAS-4092SP Experiencia Ministerial Supervisada (SME)	A	A	A	A	A	A	A
PSY-4083SP Liderazgo	A				A	A	A

Academic Assessment Flow Chart

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:			
<p>1. Grow in Christlike character as persons and pastors.</p>	<p>1a. 75% of students will state that they are growing spiritually. THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley address this outcome. <i>(Although Theology courses typically are not included in discussions about Objectives, it is necessary to do so in the HPM context as both Theology courses shown below are unique to the HPM program.)</i> This objective will be actively assessed in academic years beginning in 2017-18 through 2020 using Alumni survey.</p> <p>1b. 75% positive results from SDI beginning academic year 2016. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14. Compare and analyze results for program effectiveness.</p> <p>1c. 75% of SME students will state that the course contributed to their personal and professional growth. The PAS-4092SP Experiencia Ministerial Supervisada (SME) will address this outcome. Will review student course evaluations. <i>A survey in Spanish for this needs to be designed and added to the Pastoral Major SME as a part of the SME experience. In process. It has not been instituted yet.</i></p> <p>1d. THE-1043SP grade performance 75% achieving a grade of C or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome.</p> <p>The final grade for students in THE-1043SP Explorando la Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.</p> <p>1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. DS Surveys for years 2018 - 2021 will be used to tabulate effectiveness in this area.</p> <p>1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent’s Survey. Will compare and evaluate progress.</p>	<p>1a. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>1b. In process. Need DS survey results. 2018 Results = 2019 Results = 2020 Results =</p> <p>1c. PAS-4092SP SME student course evaluations results</p> <p>1d. THE-1043SP Final Grades 2015 = 50% B- or better 2016 = 33% A or better 2017 = 83% B or better 2018 = 33% B or better 2019 = 2020 =</p> <p>THE-4053SP Teología de Juan Wesley Final Grades 2016 = 84.6% B or better 2017 = 2018 = 2019 = 2020 =</p> <p>Student course evaluations for THE-1043SP and THE-4053SP (and PAS-1023SP) specifically said that they were really helped by the courses in their personal spiritual development. The resources and textbooks also were “strengthening” to them.</p> <p>1e. In process. Need DS survey results. Survey Results 2018 = Survey Results 2017 = Survey Results 2018 =</p> <p>1f. In process. Need DS survey results. Survey Results 2016 = Survey Results 2017 = Survey Results 2018 =</p>	<p>1a. 1b. 1c. 1d. 1e. 1f.</p>

<p>2. Promote evangelism and community engagement.</p>	<p>2a. 75% of students rating themselves as involved in evangelism ministries. OTR-4093SP Declarando el Evangelio de Dios como Evangelismo, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente and CEM-2133SP Liderazgo de Ministerios de Educación Cristiana address this outcome. This objective will be actively assessed through an Alumni Survey</p> <p>2b. 75% leading church in evangelism ministry. Information to be gathered from Hispanic Pastoral Ministry Alumni who graduated in years 2015-2018</p> <p>2c. 75% favorable rating reported in evangelism and community engagement. Information will be gathered from appropriate input by District Superintendents via DS Survey 2017-2019. Will evaluate the effectiveness of ministry preparation.</p>	<p>2a. Several of the student course evaluations for OTR-4033SP said that the lecture material was well chosen and comprehensive for promoting evangelism and community engagement.</p> <p>Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>2b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>2c. In process. Need DS survey results. 2017 Survey Results = 2018 Survey Results = 2019 Survey Results =</p>	<p>2a. 2b. 2c.</p>
<p>3. Conduct culturally relevant, God-centered worship.</p>	<p>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. An Alumni Survey will be used to inquire about Worship Ministries in the church. Hopefully sent out in 2018. Will measure 2018-2021 results</p> <p>There are no Worship or Music Ministries courses in the AA degree.</p> <p>3b. OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.), OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.) and PAS-2013SP Práctica del Ministerio Cristiano address the issues of creating “culturally relevant” and “God-centered worship.”</p>	<p>3a. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>3b. Student course evaluations of OTR-2033SP, OTR-4093SP and PAS-2013SP cited excellent textbooks, excellent lectures and excellent interaction with students and professor, specifically saying that these changed the students’ perspective (“culturally relevant”). Student course evaluations of OTR-4033SP and PAS-2013SP mentioned gaining new understanding and knowledge of the multicultural aspects of their ministry.</p>	<p>3a. 3b.</p>
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a. 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 as either “good” or “excellent” in Preaching/Teaching.”</p> <p>4b. 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC. PAS-3033SP Predicación Cristiana 1, 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. Their final grades will also indicate their level of comprehension.</p> <p>Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of</p>	<p>4a. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>4b. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>Student course evaluations of PAS-3033SP 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. Student course evaluations of OTR-2033SP, OTR-4033SP and OTR-4093SP cited excellent</p>	<p>4a. 4b.</p>

	<p>preaching preparation at NBC. Will compare results for three years and report annually to PM Committee for course review.</p>	<p>textbooks, excellent lectures and excellent interaction with students and professor, specifically saying that these changed the students' perspective.</p> <p>PAS-3033SP Final Grades 2016 = 87.5% B or better 2017 = 85.7% A- or better 2018 = 2019 = 2020 =</p>	
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. 75% of the COTN District Superintendents responding to the DS Surveys will rate NBC students/alumni serving on their districts either "good" or "excellent" in Leadership/ Administration. We will use this to evaluate learning the achievement of the outcomes of PAS4023SP</p> <p>5b. Alumni Survey to be administered for graduates from 2018-2021 = regarding their sense of being adequately prepared to lead and administer the church. 75% of Alumni will give a favorable rating regarding their preparation for leadership and administration at NBC.</p> <p>PAS-4023SP 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 address this outcome.</p> <p>Use results to evaluate effectiveness of Church Administration and Finance Course.</p>	<p>5a. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>PAS-4023SP Final Grades 2017 = 75% better than B 2018 = 2019 = 2020 =</p> <p>5b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>The class discussion forums of PAS-4023SP (and PAS-2013SP) 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.</p> <p>Student course evaluations of PSY-4083SP, PAS-4092SP and PAS-2023SP cited excellent textbooks, excellent lectures and excellent interaction with students and professor, specifically saying that these changed the students' perspective.</p> <p>PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p> <p>PAS-4023SP Final Grades 2017 = 75% B+ or better 2018 = 2019 = 2020 =</p>	<p>5a.</p> <p>5b.</p>

<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care.</p> <p>This objective should be actively assessed in academic years 2019 through 2021 through DS Surveys.</p> <p>6b. PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-3023SP Cuidado Pastoral y Consejería address this outcome.</p> <p>Measure program and course effectiveness for updating texts and course material. Compare DS Survey results for progress. Results to be reported to course writers and instructors for effectiveness and/or needed changes.</p>	<p>6a. In process. Need survey results. Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p> <p>6b. Student course evaluations for PAS-2013SP and PAS-3023SP frequently cited the interaction with and comments by the professor who was a mature, experienced pastor.</p> <p>PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p>	<p>6a. 6b.</p>
<p>7. Develop an intentional vocational foundation for a financially sustainable ministry.</p>	<p>7a. 75% of students with show a C+ or above on their intentional vocational foundation plan.</p> <p>The courses PAS-2013SP Práctica del Ministerio Cristiano, PAS-4092SP Experiencia Ministerial Supervisada (SME) and PAS-4023SP Administración de la Iglesia y Finanzas include this financial feasibility assignment, and the responses will be examined.</p> <p>7b. Design an alumni survey that seeks to know if their plan for financial stability is working.2018-2021</p>	<p>7a. PAS-2013SP Final Grades 2013 = 75% B+ or better 2015 = 100% B or better 2018 = 71% B or better 2019 = 2020 =</p> <p>PAS-4092SP Final Grades 2016 = 66.7% A 2017 = 100% B or better 2018 = 2019 = 2020 =</p> <p>PAS-4023SP Final Grades 2018 = 75% B+ or better 2019 = 2020 =</p> <p>7b. Alumni Survey not yet available: Survey Results 2018 = Survey Results 2019 = Survey Results 2020 = Survey Results 2021 =</p>	

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.

Point of Information: The mixtures of cultures (22 countries that primarily speak Spanish) and historical religious influences within the Hispanic Christian community in the United States require a thorough and comprehensive effort to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring 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:

Although Theology courses typically are not included in discussions about Objectives, it is necessary to do so in the HPM context as both Theology courses shown below are unique to the HPM program. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- THE-1043SP Explorando la Santidad Cristiana – emphasizing the personal experience of entire sanctification
- PAS-1023SP Formación Espiritual – emphasizing the spiritual disciplines
- THE-4053SP Teología de Juan Wesley – emphasizing the personal testimony and theology of Wesley
- OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo – emphasizing God’s prevenient grace in the lives of the believer

We now have an extensive Spanish-language reference bibliography for each of the 27 courses.

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:

- e. 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.*]
- f. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- g. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - CEM-2133SP Liderazgo de Ministerios de Educación Cristiana
 - OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo
 - OTR-4033SP Comunicar a Cristo Transculturalmente
 - OTR-4043SP Introducción a Plantación de Iglesias
 - OTR-4093SP Declarando el Evangelio de Dios como Evangelismo
- h. 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:

- e. The two courses PAS-3013SP Adoración and MUS-1143SP Ministerios de Música are NOT in the Associate of Arts degree. OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.), OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.) and PAS-2013SP Práctica del Ministerio Cristiano address the issues of creating “culturally relevant” and “God-centered worship.”
- f. 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.*]
- g. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- h. 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.

“Communicate the gospel in contextually appropriate ways” in the USA/Canada Hispanic community means presenting the Gospel in experiences 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 communicating the Gospel within the US Hispanic context.

Plan of Action:

- e. 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.*]
- f. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- g. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
PAS3033SP Predicación Cristiana I
OTR4093SP Declarando el Evangelio de Dios como Evangelismo
OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
OTR4033SP Comunicar a Cristo Transculturalmente.
- h. 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 FIVE: Learn to effectively lead and administer the church as a servant leader.

To effectively lead and administer the church within the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context will require careful and innovative leadership, which must be taught in our classes. To achieve our goal in this area will require analysis of the existing courses to teach how to lead and administrate within *the Hispanic context*.

Plan of Action:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4092SP Experiencia Ministerial Supervisada (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno

We now have an extensive Spanish-language reference bibliography for each of the 27 courses.

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:

- e. 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.*]
- f. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- g. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS-2013SP Práctica del Ministerio Cristiano
 - PAS-4092SP Experiencia Ministerial Supervisada (SME)
 - PAS-3023SP Cuidado Pastoral y Consejería
- h. 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:

- e. 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.*]

- f. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- g. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS2013SP Práctica del Ministerio Cristiano
 - PAS4092SP Experiencia Ministerial Supervisada (SME)
 - PAS4023SP Administración de la Iglesia y Finanzas
- h. 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) will 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.).