Table of ContentsChristian Ministries Program Review 2018	Tab No.	Page
Chair's Summary Statement about the State of the Program	1	7
Program Sheet from Catalog	2	10
Program Assessment System	3	12
Program Curriculum Map with PO and SLO explanations	4	57
Three-year Program Assessment using POs and SLOs	5	59
Program Outcome Student Learning Outcome D3 Forms	6	135
End of Course D3 Forms	7	140
End of Course Evidence	8	147
Curriculum Reviews	9	157
Retention/Persistence Rates	10	161
Instructor/Faculty Evaluations	11	164
University Senate Documents Related to Program	12	185
External Review Documents (Advisory Boards, OEQA, etc.)	13	195
Professional Development of Faculty Documentation	14	200
Strategic Plans and Budgets Related to Program (WIG Notebook)	15	226
Other Pertinent/Substantive Evidence (i.e. Student Scores on non- MACU Standardized Tests (State/National/Professional); Feedback from Professional Entities that are non-MACU affiliated	16	258
Program Review Evaluation	17	264

Welcome to the Adult School of Christian Ministries Bachelor of Science Degree Program

CAGS Christian Ministries Mission Statement:

"Preparing vocational and non---vocational ministerial leaders to competently serve the spiritual, emotional, relational, and social needs of those within the local congregation, ministry setting, and global community of the 21st century from a Wesleyan---Arminian perspective."

CAGS Christian Ministries Team



Dr. Kimberly Thomas Christian Ministries Department Chair



Dr. Julie A. Nance Christian Ministries Program Director



Rev. Michael Hurdman Christian Ministries Full-time Professor

(Click on each picture to view a welcome message.)

Welcome to Our Programs

Welcome to the CAGS Christian Ministries Program! We are excited to come along side you as you begin your journey into a variety of courses that will allow you to experience Jesus Christ as you strive to achieve academic excellence through research, communication, and critical thinking. Our hearts' desire is that you are able to experience Jesus Christ in each course and that, when you are ready to graduate, you are able to say you had a Remarkable experience.

Our Program Outcomes

Bachelor of Science Degree Program Outcomes

Program Outcome 1: Knowledge of Bible, Theology, and Church History

Program Outcome 2: Research, Communication, Critical Thinking

Program Outcome 3: Ministry Practices

Important Contact Information

Important Contacts

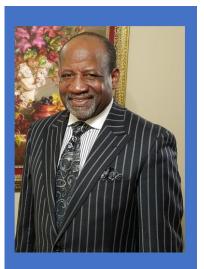
Dr. Kimberly Thomas 405-692-692-3189 <u>kimberly.thomas@macu.edu</u>

Dr. Julie A. Nance 405-692-3262 julie.nance@macu.edu

Rev. Michael Hurdman 405-692-3114 michael.hurdman@macu.edu

Adult & Graduate Student Services 877-569-3198





"This is my first online learning experience, and my first time in college in years. My dream was to receive a degree in Christian Ministry. At 63 years old I knew it would not be easy. However, through the assistance and encouragement of many instructors in a few weeks my dream will be a reality. My ministry has been enhanced and my life has been changed forever by the knowledge received at MACU."

Rev. Jerry Stanmore



"The faculty at MACU cared about me as a person, and often went "above and beyond" whenever I had a problem. I loved the caring, community feel of MACU."

The dispositions we expect our students to display.

Dispositions: the knowledge base and performance outcomes that this Program seeks to develop in students and alumni through a Wesleyan perspective.

Jesus replied, "Love the Lord God with all thy heart and with all your soul and with all your mind" (Matthew 22:37, NIV)).

Head

- Demonstrates curiosity/interest in learning.
- Embraces new knowledge and applies knowledge in new and current settings and across settings.
- Analyses issues and concerns from a biblical perspective.
- Seeks to be a 'life-long' learner.

<u>Heart</u>

- Emulates Jesus' example to "love thy neighbor as thy self" (Matthew 19:19).
- Embraces disciplines (prayer, Scripture reading, church attendance) that inform practices toward spiritual maturity.
- Listens and responds well to constructive criticism or suggestions.
- Cultivates sound decision-making through self-reflection and wise input from others.

<u>Hands</u>

- Demonstrates servant-leadership in all contexts (private, professional, public).
- Serves with compassion and empathy towards others.
- Regulates emotions and takes responsibilities for actions.
- Lives out collaborative, positive, and Christ-like relationships with those from diverse cultural/ethic/social traditions.

"I promised myself I'd never attend a Christian university for fear of a negative ordeal. Then MACU proved me wrong. Not only was my experience amazing and vital to my spiritual growth, it was life changing and the best educational decision I ever made."

Krystal Wallrauch



ALUMNI

"Before I began my educational journey at MACU, I had a lot of trepidation about taking on such a large endeavor at my stage of life during that time. However, from the very beginning, the entire staff at MACU quickly put my mind and heart at ease as I began to grow in my faith and practical knowledge in regards to ministry. My time in the Christian Ministries Program has been instrumental in preparing me for what God has for me and has helped me to develop a clear plan for moving forward in ministry."

Stephen Tucker



"I am a 10-year NFL retired Pro-Football player. I'm also the founder of Gospel 4 Life Church in Chandler Arizona. I just owe a shout of Praise to God for introducing me to Mid-America Christian University. It has been one of my greatest accomplishments in finishing school. I was so intimidated by the enrollment process, Student loan process and the new online learning but the school made it easy. I really got my needs met. I found the staff to be outstanding. I am still in contact with some of the staff to this day. They were there to help. And I just want to say thank you. This 3 ¹/₂-year experience has been a fulfillment of my dreams. If you are looking for a school, look no further, Mid-America Christian University is there for you!"



Rev. Tyronne Stowe

The Christian Ministries Program at Mid-America Christian University is both fulfilling and challenging. In this program, the student can gain valuable insight and knowledge, share ideas and collaborate with others, and can grow and develop in personal and spiritual ways. I feel that this program has adequately prepared me for leadership and has equipped me with the necessary tools for success now and in the future. I truly enjoyed my experience and I am glad it was a part of my journey.



Sara Auferi

Meet Two of Our Adjunct Faculty



Dr. Michael Bateman



Dr. Larry Baker

I have had the honor of being an instructor at Mid-America Christian University for 20 years. I have always had an interest in teaching since my high school days. I was an athlete in college (wrestling) and I initially wanted to teach biology and coach. Instead, I spent 40 years working in radiology and molecular imaging. While I was employed full time in the work force, I attended school similar to what many of you are doing and completed my course work for my degrees in theology.

I often make the statement to my classes that I have the best job in the world; I get paid to tell people about Jesus. I jokingly tell my classes that I would do it for free but don't tell the Dean because she might take me up on it. I have many life-long friends from my classes over the years. The fellowship from being involved in classes at MACU has been a tremendous blessing. I enjoy traveling and have had the privilege to be on the mission field in Japan, Russia, Canada and the Oklahoma Prison System (as a volunteer not an inmate).

My greatest joy in teaching is when I see someone deepen their relationship with Christ and even are the times when someone accepts Jesus as their Lord and their Savior. I believe that we should all answer the call to service for the benefit of others. Jesus exemplified this in Mark 10:45.

Dr. Larry Baker brings a wealth of pastoral experience to his students. He has pastored multiple Baptist congregations throughout Oklahoma. Pastoring is only one of his passions. Teaching thrills him. While pursuing his Doctor of Ministries degree, he served as Professor of Bible and Biblical Languages for the American Christian College and Seminary. He has also served as Professor of Biblical Greek and New Testament for Oklahoma Baptist University. He has been teaching a variety of courses for Mid-America Christian University since 2001.

After receiving his Doctor of Ministries degree, Dr. Baker has had the privilege of studying under Professor Richard Lemmer at the University of South Africa. These post-doctorate studies have focused on applied criticism-studies in the Septuagint.

Dr. Baker's passion is to see his students grow in their knowledge of and relationship with Jesus Christ.

Christian Ministries, Program Review, Section 1

Chair's Summary Statement about the State of the Program

Chair Summary

Wednesday, August 15, 2018 9:42 AM



Chair Summary

Chair Summary

Introduction

The information presented in this Program Assessment Notebook is a collection of documents that help assure that courses and this Program's components meet the diverse needs of internal (students, instructors, administrators) and external stakeholders (churches and parachurch organizations, and accreditation agencies). These needs include assessing and documenting program and student learning outcomes as perceived and reported by students and observed by instructors and program administrators.

Why Evaluate Christian Ministries

This Program is designed to provide academic instruction to those who have determined to follow a path of ministerial preparation. Therefore, this evaluation is worthy of examination to determine its merit and significance.

Reasons to evaluate include the following:

To determine whether program components are producing the desired progress on outcomes.

- To justify the need for further Program development and support.
- To find opportunities for continuous quality improvement.
- To ensure that the Program continues to be effective are resources are not wasted.

Program Implementation

Evaluation encourages us to examine the operations of a program, its activities, and result. This evaluation shows whether activities are implemented as planned and identify program strengths, weaknesses, and areas for improvement.

Program Accountability

Program evaluation is a tool with which to demonstrate accountability to an array of stakeholders who include students, instructors, University administrators, funding sources, state/federal agencies, accreditation agencies, businesses, churches, families, and the community.

Findings and Lessons to be Learned

The ultimate purpose of program evaluation is to use the information to improve the Christian Ministries program. The evaluation results can be used to demonstrate the effectiveness of the Program, identify ways to improve the Program, modify Program planning, demonstrate accountability, and justify ongoing support and development.

Additional uses include the following:

- & To demonstrate to stakeholders that the program is effective.
- & To aid in forming budgets.
- & To compare actual outcomes with intended outcomes.
- & To suggest realistic intended outcomes.
- & To support annual and long-range planning.
- To focus attention on issues important to the Program.
- To promote and grow the Program.
- To enhance the image of the Program.

Kimberly S. Thomas, D. Min. Chair, Adult School of Christian Ministries Christian Ministries, Program Review, Section 2

Program Sheet from Catalog

Mid-America Christian University Catalog 2018-2019

July 15, 2018

Christian Ministries, B.S Effective: 10/26/2016

Provides a foundation in biblical and theological studies from a Wesleyan tradition, the Christian Ministries degree equips students to pursue advanced ministry-related studies, and is a stepping stone to MACU's Master of Ministry degree for those who want to pursue the next level of study.

University Core Specific courses within the University Core are listed on the first page of this catalog section.

University Core (46 Hrs) Bible/Theology (12 hrs) Communication (9 hrs) U.S. History and Government (6 hrs) Science (6 hrs plus 1 hr of lab) Math (3 hrs) Social Sciences (3 hrs): •PSYC1103 Introduction to Psychology Humanities (6 hrs – 3 hrs must be literature): •PHLL 1203 Critical Thinking

*These courses are required pre-requisites for the major. Upon completion of the above courses, corresponding University Core requirements will be satisfied. (These courses are required for this major regardless of previous degrees conferred). See the Academic Program Requirements section of this Catalog for additional requirements.

Orientation Requirement

Orientation (6 Hrs) UNIV 1123 Success at MACU PMIN 1003 Program Orientation **Major Requirements** Christian Ministries Major (42 Hrs) BINT 2103 Basic Principles of Inductive Bible Study BINT 3103 Synoptic Gospels BIOT 3713 Prophetic Books/Eschatology PMIN 1103 Foundations of Ministry Christian Education Ministry and Discipleship PMIN 2603 PMIN 3103 Homiletics I Christian Worship PMIN 3303 Church Growth and Health PMIN 3343 PMIN 4103 Pastor's Role in Church Administration PMIN 4303 Leadership Formation PMIN 4603 Pastoral Counseling The Person and Work of the Holy Spirit THEO 3403 THEO 3603 Spiritual Formation and Ministry OR THEO 4303 Church of God Theology THEO 4403 Theology of Ministry

Electives (28 Hrs)

Choose thirty (28 Hrs) from any area.*

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a Bachelor degree. Please note: This may require the student to take at least seven (7 Hrs) of upper division elective hours in order to meet this graduation requirement.

Total University Core	46
Total Orientation	6
Total Christian Ministries Major	42
Total Electives	28
Total Required Hours	122

87

Christian Ministries, Program Review, Section 3

Program Assessment System

ASSESSMENT SYSTEM Adult School of Christian Ministries Mid-America Christian University Preparing Students with a Theological Foundation for Service in Ministry

The Assessment System for the Adult School of Christian Ministry includes assessment of student performance and program performance with a description of its process of data collection, analysis, and evaluation and program improvement. Assessments are based on assessment in all courses and program requirements for all Adult School of Christian Ministries students.

STUDENT PERFORMANCE ASSESSMENT

PROGRAM OUTCOME 1:

Knowledge of Bible, Theology, and Church History

Student Learning Outcome 1.1: The student will be able to defend the authority and reliability of the Holy Scriptures.

	-	-					-	-
A[1]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K S	BINT1223 – Introduction to the Bible	Week 1 Essay	Standardized Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S	BINT 2303 – Survey of Romans	Week 3 Assignment- Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3713- Foundations of Ethics Life and Teachings of Jesus	Week 1 Assignment-Jesus Christ, the Early Church	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 3103 - HomileticsomH	Week 1 Assignment Expository Preaching Today	- Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Studer	nt Learning Out		he student w as content,		-	-	nponents	of the Bible,
A[2]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K S V	BINT1203- Introduction to the New Testament	Week 1 Essay- Develop of New Testament	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT1223 – Introduction to the Bible	Week 1 Essay	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Historical Contexts of the Gospels	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	End of course	Semester	Following each Quarter
K S V	BINT 3303 - Romans	Romans Overview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к V	BIOT 1103 – Introduction to the Old Testament	Context, Context, Context	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S	PMIN 3103- Homiletics	Introduction and Conclusion	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	Knowing God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Stu	dent Learning				ble to compa d theological			elationship
A[3]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K V	BINT 2303 – Survey of Romans	Sanctification	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303-Introduction to Christian Theology	Theology Supported	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	nt Learning Out udying the Bib							
A[4]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable

K S	BINT 2103 – Basics Principles of Inductive Bible Study	How to Read the Bible	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Synoptic Gospel Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	THEO 2303- Introduction to	10 Christological Errors	Score of 3.0 or above on a 4.0	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Christian Theology		points scale					
		ome 1.5: The	e student w		-	initions, pro	ovide desc	riptions, and
	Christian Theology	ome 1.5: The	e student w		-	Alternate Quarters	Quarterly	Following each Quarter
nake co	Christian Theology Learning Outco Dontent application BINT1203 – Introduction to the	ome 1.5: The on of theolog	e student w gical and Bi Score of 3.0 or above on a 4.0	blical terms	or themes.	Alternate		1
nake co к v	Christian Theology Learning Outco Data Display BINT1203 – Introduction to the New Testament BINT1223 – Introduction to the	ome 1.5: The on of theolog General Epistles	e student w gical and Bi Score of 3.0 or above on a 4.0 points scale Score of 3.0 or above on a 4.0	End of course Beginning of	or themes.	Alternate Quarters Alternate	Quarterly	Following each Quarter

K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к v	BINT 3713- Foundations of Ethics Life and Teachings of Jesus	Jesus' Teaching on Sin and the Remedy for Sin	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к V	BIOT 1103 – Introduction to the Old Testament	Final Project	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603-Christian Education and Discipleship	Week 2 , Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к v	THEO 2303- Introduction to Christian Theology	Christian Doctrines	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco e world and in			ill be able to	o describe the	e unique ro	ble and wor	k of the Trinity
K S V	BINT 2303 – Survey of Romans	Relationship with God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к V	BINT 3713- Foundations of Ethics Life and Teachings of Jesus	Jesus as Teacher	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 1103- Foundations of Ministry	Week 2 Group Project- "Glad Surrender" Group Project	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	The Trinity Supported	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco s as rooted in S		cognize and	l explain We	esleyan-Armii	nian Theolo	ogy perspe	ctives and
K V	THEO 4403- Theology of Ministry	Varied	Score of 3.0 or above on a 4.0 points scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco n the 21st cent		lize academ	ic research	to articulate	and suppor	rt the influ	ence of church
K V	BINT 1223- Introduction to the Bible	Women in the Church	Score of 3.0 or above on a 4.0 points scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter
Research	M OUTCOME 2.0 , Communicatio	n and Critical	-					
	earning Outcom. an ministry.	e 2.1. The st	udent will be	e able to des	cribe a biblical	l and theolog	gical found	ation for the call
A[5]	Course or Program Requirement	Method of Assessment	Criteria for Measuremer		Internal or t External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable

K S V	BINT 2303 – Survey of Romans	Essay-Relationship with God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN1003- Program Orientation	Setting Goals	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к	PMIN1103-	Week 5 Final Project	Standardized	End of course	Internal	Alternate	Quarterly	Following each Quarter
S V	Foundations of Ministry		Scale		internal	Quarters	Quarterry	Following each quarter
к	PMIN 4303 -	Christian Leadership	Score of 3.0 or	Mid-course	Internal	Alternate	Quarterly	Following cock Quester
K S V	Leadership Formation	and Servant Leadership	above on a 4.0 points scale	Mid-course	Internal	Quarters	Quarterly	Following each Quarter
Stud	ent Learning Out	come 2.2: The college-level					nods, stud	y tools, and
			-					
A[6]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
к	BINT 1203-	The Millennium	Score of 3.0 or	End of course	Internal	Alternate	Quarterly	Following each Quarter
v	Introduction to the New Testament		above on 4.0 scale			Quarters		
к	BINT 1223 -	Week 4 Essay	Score of 3.0 or above on a 4.0	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
v	Introduction to the Bible		points scale			Quarters		

K S V	BINT 2103 – Basics Principles of Inductive Bible Study	Sermon or Lesson Application	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3303 - Romans	Romans Overview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT 3713- Foundations of Ethics: Life and Teachings of Jesus	Jesus Christ, the Early Years	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3713- Foundations of Ethics Life and Teachings of Jesus	Jesus Christ, the Early Years	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BIOT1103 – Introduction to the Old Testament	Fear of the Lord	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4203-Nonprofit and American Church Law	Should Christians Sue Each Other of the Church?	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4403-Church and Nonprofit Finances	Compensation Philosophy Interview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Spiritual Formation Practice 2	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 2603 - Christian Education and Discipleship	Week 1 Assignment 2	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
к V	PMIN 3023-World Religions and Heretical Movements	Week 5 Final Project	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K S V	PMIN 3103- Homiletics	Introduction and Conclusion	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K S V	PMIN 4303 – Leadership Formation	Leadership Core Values	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K V	THEO 2303- Introduction to Christian Theology	Entire Sanctification	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
	Learning Outcon ure, history of tra				-		-		
A[7]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable	
K S V	BINT 2303 – Survey of Romans	Sanctification	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter	

K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Week 3 Leadership Practices Inventory	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 - Christian Education and Discipleship	Week 2, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	ent Learning Out tradition and con					-		
A[8]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K V	BINT 1203- Introduction to the New Testament	The Millennium	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	BINT 2303 – Survey of Romans	Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к V	BINT 3713- Foundations of Ethics: Life and Teachings of Jesus	The Great Awakening	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Final Sermon Manuscript and Video Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	Knowing God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	earning Outcom disciplines fro					•	f spiritua	formation and
K S V	PMIN 2603 Christian Education and Discipleship	Week 2, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 3103- Homiletics	Sermon Preparation	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter					
K V	BINT1223 – Introduction to the Bible	Week 3 Essay	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter					
K S V	PMIN 1103- Foundations of Ministry -	Week 3 Leadership Practices Inventory	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter					
	Student Learning Outcome 2.6: The student will use assessment tools to discover strengths, abilities, gifts and talents for leadership and ministry practices.												
K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter					
K S V	PMIN 1103- Foundations of Ministry	Week 5 Final Project	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter					
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter					

PROGRAM OUTCOME 3.0

Ministry Practices

Student Learning Outcome 3.1: The student will be able to integrate Scripture, theology, practical skills, ethical principles, and Christ-like character in their writings and assignments to address the practice of ministry and leadership.

			-				•	
A[9]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K V	BINT1203- Introduction to the New Testament	Paul's Epistle Applied	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT1223 – Introduction to the Bible	Week 3 Essay	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 2303 – Survey of Romans	Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603-Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Synoptic Gospel Leeson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

к	1	Fear of the Lord	Score of 3.0 or	End of course	Internal	I	Quarterly	Following each Quarter
V	BIOT 1103 – Introduction to the Old Testament		above on a 4.0 points scale			Alternate Quarters	aud tony	
K S V	BUAD 4203-Nonprofit and American Church Law	Power Point Presentation	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN1003- Program Orientation	Setting Goals	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Week 3 Leadership Practices Inventory	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4103-Pastor's Role in Church Administration	Week 3, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Influence, Power, and Followers	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

A[10]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K V	BINT 2303 – Survey of Romans	Relationship with God	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarte
K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarte
K S V	PMIN 2603 - Christian Education and Discipleship	Designing a Lesson Plan for a Bible Study	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarte
K S V	PMIN 3103 Homiletics	Week 5 Sermon Manuscript and Video presentation	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarte
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarte

A[11]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K S V	PMIN 2603- Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Week 5 Final Sermon Manuscript and Video Presentation	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Student	I EALDING CHUCOU			siste the play			311 818110	
	Learning Outcom ic curricula, ass Course or Program Requirement		-	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
academ	ic curricula, ass	signments, and	d experientia	Point of	Internal or External	Data Collection	Data Analysis	- Program Improvement
A[12] K S	Course or Program Requirement BINT 2303 – Survey of	Method of Assessment	Criteria for Measurement Score of 3.0 or above on 4.0	Point of Assessment Beginning of	Internal or External Assessment	Data Collection Timetable Alternate	Data Analysis Timetable	- Program Improvement Timetable

K S V	PMIN1103- Foundations of Ministry	Week 3 Leadership Practices Inventory Week	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103 - Homiletics	Research Paper	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4103 -Pastor's Role in Church Administration	Week 1. Assignment 1	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Stude	Γ	ninistries and s	services tha	t benefit the o	church and	communit	ty.	
	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
K S V	PMIN 1003 –Program Orientation	Philosophy of Ministry	Score of 3.0 or above	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 4303 – Leadership Formation	Leadership Core Values	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4403- Church and Nonprofit Finances	Compensation Philosophy Interview	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Chi tudent Lo	GRAM OUTCOM rist-like Values earning Outcom traits describes	e 4.1. The stud			-	adership di	spositions	to include
K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN1103- Foundations of Ministry	Week 5, Assignment 1	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
							Overstanley	Fallendar and Ourstan
K S V	PMIN 3103- Homiletics	TBD	Score of 3.0 or above on a 4.0 points scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Qu
K S V	PMIN 3103- Pastors Role in Church Administration	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Qu
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Qu
Stude	ent Learning Out			mplement mea I leadership ar		-	 mpower o	thers in their

K S V	PMIN 3103 - Homiletics	TBD	Score of 3.0 or above on 4.0 scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter

		Sa	atisfaction A	ssessmen	t			
v	Student Requirement	Student Course Evaluation	Score of 4.0 or above on 6.0 scale	End of each course	Internal	End of each Course	End of each Course	Following each Quarter
	Instructor Requirement	Faculty Course Evaluation	Score of 4.0 or above on 6.0 scale	End of each course	Internal	End of each course	End of each Course	Monthly

	PROGRAM PERFORMANCE										
Internal or External Assessment	Program	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable			
Internal	Christian Ministries	Aligned Assessment of Student/Progra m Outcome Data and Analysis Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting			

Progr am Review	Pro gram Director and/or Ch air	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting
--------------------	---	-----------	--	--------	--------------------	----------------------------------

Faculty Reporting Responsibility for Program Assessments									
Internal or External Assessment	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable		
Internal	Aligned Assessment of Student/Program Outcome Data and Analysis Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	Throughout the Year	Annual	Following Annual Reporting		
	Program Review	Program Director and/or Chair	August 30	Score 3.0 or above on each component	Throughout the Year	Annual	Following Annual Reporting		
External	Not Applicable								
	Not Applicable								

Responsibility for Program Assessments

Internal or External Assessment	Program	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
Internal	Christian Ministries	Director, Institutional Effectiveness Annual Assessment Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual - July 1	Following Annual Reporting

ASSESSMENT	SYSTE	Ν
[12] Attributes: K – Knowledge	S – Skills	VValue
$\left[11 ight]$ Attributes: K – Knowledge	S – Skills	VValue
[10] Attributes: K – Knowledge	S – Skills	VValue
[9] Attributes: K – Knowledge	S – Skills	VValue
[8] Attributes: K – Knowledge	S – Skills	VValue
[7] Attributes: K – Knowledge	S – Skills	VValue
[6] Attributes: K – Knowledge	S – Skills	VValue
[5] Attributes: K – Knowledge	S – Skills	VValue
[4] Attributes: K – Knowledge	S – Skills	VValue
[3] Attributes: K – Knowledge	S – Skills	VValue
[2] Attributes: K – Knowledge	S – Skills	VValue
[1] Attributes: K – Knowledge	S – Skills	VValue

Adult School of Christian Ministries

Mid-America Christian University

Preparing Students with a Theological Foundation for Service in Ministry

The Assessment System for the Adult School of Christian Ministry includes assessment of student performance and program performance with a description of its process of data collection, analysis, and evaluation and program improvement. Assessments are based on assessment in all courses and program requirements for all Adult School of Christian Ministries students.

STUDENT PERFORMANCE ASSESSMENT

PROGRAM OUTCOME 1:

Knowledge of Bible, Theology, and Church History

Student Learning Outcome 1.1: The student will be able to defend the authority and reliability of the Holy Scriptures.

A[1]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K S	BINT1223 – Introduction to the Bible	Week 1 Essay	Standardized Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S	BINT 2303 – Survey of Romans	Week 3 Assignment- Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3713-Foundations of Ethics Life and Teachings of Jesus	Week 1 Assignment- Jesus Christ, the Early Church	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S v	PMIN 3103 - HomileticsomH	Week 1 Assignment- Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome: 1.2: The student will be able to distinguish major components of the Bible, such as content, literary structure and type.

A[2]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K S V	BINT1203-Introduction to the New Testament	Week 1 Essay- Develop of New Testament	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT1223 – Introduction to the Bible	Week 1 Essay	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Historical Contexts of the Gospels	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	End of course	Semester	Following each Quarter
K S V	BINT 3303 - Romans	Romans Overview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BIOT 1103 – Introduction to the Old Testament	Context, Context, Context	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S	PMIN 3103- Homiletics	Introduction and Conclusion	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	Knowing God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome 1.3:	The student will be able to compare and contrast the relationship
between biblical interpretation a	nd theological application.

A[3]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K V	BINT 2303 – Survey of Romans	Sanctification	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303-Introduction to Christian Theology	Theology Supported	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome 1.4: The student will be able to illustrate the use of the Inductive Method in studying the Bible in order to examine, interpret, and apply biblical and theological principles.

A[4]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K S	BINT 2103 – Basics Principles of Inductive Bible Study	How to Read the Bible	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	BINT 3103- The Synoptic Gospels	Synoptic Gospel Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	THEO 2303- Introduction to Christian Theology	10 Christological Errors	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco ke content appli				-	-	ovide desc	riptions,
K V	BINT1203 –Introduction to the New Testament	General Epistles	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT1223 – Introduction to the Bible	Week 2 Essay	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 2303 – Survey of Romans	Week 2- Essay- Relationship with God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K V	BINT 3713-Foundations of Ethics Life and Teachings of Jesus	Jesus' Teaching on Sin and the Remedy for Sin	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BIOT 1103 – Introduction to the Old Testament	Final Project	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603-Christian Education and Discipleship	Week 2 , Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	Christian Doctrines	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco vithin the world				describe the	e unique ro	ble and wor	k of the
K S V	BINT 2303 – Survey of Romans	Relationship with God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT 3713-Foundations of Ethics Life and Teachings of Jesus	Jesus as Teacher	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Week 2 Group Project- "Glad Surrender" Group Project	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	BINT 3103- The Synoptic Gospels	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	THEO 2303- Introduction to Christian Theology	The Trinity Supported	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco tices as rooted		-	explain We	esleyan-Armi	nian Theolo	ogy perspe	ectives
K V	THEO 4403- Theology of Ministry	Varied	Score of 3.0 or above on a 4.0 points scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco history in the 21			ic research	to articulate	and suppo	rt the influ	ence of
K V	BINT 1223-Introduction to the Bible	Women in the Church	Score of 3.0 or above on a 4.0 points scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter
	M OUTCOME 2.0 , Communication	-	Thinking					
	earning Outcom Christian minis		udent will be	able to dese	cribe a biblica	l and theolo	gical found	ation for
A[5]	Course or Program Requirement	Method of Assessment	Criteria for Measuremen	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K S V	BINT 2303 – Survey of Romans	Essay-Relationship with God	Score of 3.0 or above on a 4.0 points scale	· ·	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN1003- Program Orientation	Setting Goals	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN1103-Foundations of Ministry	Week 5 Final Project	Standardized Scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outcom level writing skills				nstrate resea	rch methods	s, study to	ols, and
	-				Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program
ollege-l	level writing skills	to create and s	Support assig	nments.	Internal or External	Data Collection	Data Analysis	Program Improvemen t
ollege-l A[6] к	Course or Program Requirement	S to create and s	Criteria for Measurement Score of 3.0 or above on 4.0	point of Assessment	Internal or External Assessment	Data Collection Timetable Alternate	Data Analysis Timetable	Program Improvemen t Timetable Following each

	1				l	I	I	I
K S V	BINT 3303 - Romans	Romans Overview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT 3713-Foundations of Ethics: Life and Teachings of Jesus	Jesus Christ, the Early Years	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3713-Foundations of Ethics Life and Teachings of Jesus	Jesus Christ, the Early Years	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BIOT1103 – Introduction to the Old Testament	Fear of the Lord	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4203-Nonprofit and American Church Law	Should Christians Sue Each Other of the Church?	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4403-Church and Nonprofit Finances	Compensation Philosophy Interview	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Spiritual Formation Practice 2	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 - Christian Education and Discipleship	Week 1 Assignment 2	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K V	PMIN 3023-World Religions and Heretical Movements	Week 5 Final Project	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K S V	PMIN 3103- Homiletics	Introduction and Conclusion	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K S V	PMIN 4303 – Leadership Formation	Leadership Core Values	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
K V	THEO 2303- Introduction to Christian Theology	Entire Sanctification	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter	
nformed	Learning Outcom d by Scripture, his npetence.				-		-	-	
A[7]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable	
K S V	BINT 2303 – Survey of Romans	Sanctification	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter	

K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Week 3 Leadership Practices Inventory	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
к s v	PMIN 2603 - Christian Education and Discipleship	Week 2, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	earning Outcom and contempora				•			history,
A[8]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K V	BINT 1203- Introduction to the New Testament	The Millennium	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	BINT 2303 – Survey of Romans	Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT 3713- Foundations of Ethics: Life and Teachings of Jesus	The Great Awakening	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Final Sermon Manuscript and Video Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
ĸ v	THEO 2303- Introduction to Christian Theology	Knowing God	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	Learning Outco n and spiritual					-		-
K S V	PMIN 2603 Christian Education and Discipleship	Week 2, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 3103- Homiletics	Sermon Preparation	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT1223 – Introduction to the Bible	Week 3 Essay	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry -	Week 3 Leadership Practices Inventory	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
	_earning Outcom I talents for lead				tools to d	iscover str	engths, a	bilities,
	-				Internal	Alternate Quarters	Quarterly	Following each Quarter
fts and	talents for lead	dership and m	Score of 3.0 or above on a 4.0	tices.		Alternate		Following each

PROGRAM OUTCOME 3.0

Ministry Practices

Student Learning Outcome 3.1: The student will be able to integrate Scripture, theology, practical skills, ethical principles, and Christ-like character in their writings and assignments to address the practice of ministry and leadership.

A[9]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K V	BINT1203- Introduction to the New Testament	Paul's Epistle Applied	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K V	BINT1223 – Introduction to the Bible	Week 3 Essay	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 2303 – Survey of Romans	Our Sinful Nature and the Holy Spirit	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603-Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3103- The Synoptic Gospels	Synoptic Gospel Leeson	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K V	BIOT 1103 – Introduction to the Old Testament	Fear of the Lord	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4203-Nonprofit and American Church Law	Power Point Presentation	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN1003- Program Orientation	Setting Goals	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 1103- Foundations of Ministry	Week 3 Leadership Practices Inventory	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4103-Pastor's Role in Church Administration	Week 3, Assignment 1	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Influence, Power, and Followers	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome 3.2: The student will be able to generate lessons, programs, materials, and curricula that combine sources/resources to address the intellectual, emotional, and spiritual needs of the audience.

A[10]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemer t Timetable
K V	BINT 2303 – Survey of Romans	Relationship with God	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BINT 3303 - Romans	Romans Bible Study Lesson	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 - Christian Education and Discipleship	Designing a Lesson Plan for a Bible Study	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103 Homiletics	Week 5 Sermon Manuscript and Video presentation	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter

sermons, lessons, and curricula that consider various people groups, faith practices, and social traditions found within the local congregation and community.

A[11]	Course or Program Requirement	Method of Assessment	Criteria for Measurement	Point of Assessment	Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable
K S V	PMIN 2603- Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Homiletics	Week 5 Final Sermon Manuscript and Video Presentation	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
udent	Learning Outcom	ne 3.4: The stu	aent will exi	plore the prac				
	Learning Outcom cademic curricu Course or Program Requirement		•	•		Data Collection	Data Analysis	Program Improvemen
ased a	Course or Program	ula, assignmer	nts, and exp	eriential activ	ities.	Data	Data	Program
ased a	Course or Program	ula, assignmer	nts, and exp	eriential activ	ities. Internal or External	Data Collection	Data Analysis	Program Improvemen t
ased a A[12] к s	Course or Program Requirement BINT 2303 – Survey of	JIA, assignmer Method of Assessment	Criteria for Measurement Score of 3.0 or above on 4.0	Point of Assessment	ities. Internal or External Assessment	Data Collection Timetable	Data Analysis Timetable	Program Improvemen t Timetable Following each

	_earning Outcom al ministries ar						Ind non-	
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4103 -Pastor's Role in Church Administration	Week 1. Assignment 1	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103 - Homiletics	Research Paper	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 2603 Christian Education and Discipleship	Week 5 Final Project and Presentation	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
V	PMIN1103-Foundations of Ministry	Week 3 Leadership Practices Inventory Week	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter

K S V	PMIN 4303 – Leadership Formation	Leadership Core Values	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	BUAD 4403- Church and Nonprofit Finances	Compensation Philosophy Interview	Score of 3.0 or above on 4.0 scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
Cl Ident	OGRAM OUTCOM hrist-like Values	e 4.1. The stud				adership di	spositions	s to
nclude d	haracter traits de	escribes as posi	ilive, conegia	ai, cunicai ana (
clude с к s v	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S	PMIN 1003- Program	-	Score of 3.0 or above on 4.0	·			Quarterly Quarterly	-
K S V K S	PMIN 1003- Program Orientation PMIN1103-Foundations	Philosophy of Ministry	Score of 3.0 or above on 4.0 scale Score of 3.0 or above on 4.0	End of course	Internal	Quarters		Quarter Following each

K S V	PMIN 1003- Program Orientation	Philosophy of Ministry	Score of 3.0 or above on a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 3103- Pastors Role in Church Administration	Expository Preaching Today	Score of 3.0 or above on a 4.0 points scale	Beginning of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
K S V	PMIN 4303 – Leadership Formation	Christian Leadership and Servant Leadership	Score of 3.0 or above on 4.0 scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following eac Quarter
	Learning Outcon life, professional		•		o encouraç	je and empo	ower other	s in their
	PMIN 4303 – Leadership Formation	Influence, Power, and Followers	Score of 3.0 or above on 4.0	End of course	Internal	Alternate Quarters	Quarterly	Following eac Quarter

K S V	PMIN 3103 - Homiletics	TBD	Score of 3.0 or above on 4.0 scale	TBD	Internal	Alternate Quarters	Quarterly	Following each Quarter	
-------------	------------------------	-----	--	-----	----------	-----------------------	-----------	---------------------------	--

	Satisfaction Assessment										
V	Student Requirement	Student Course Evaluation	Score of 4.0 or above on 6.0 scale	End of each course	Internal	End of each Course	End of each Course	Following each Quarter			
	Instructor Requirement	Faculty Course Evaluation	Score of 4.0 or above on 6.0 scale	End of each course	Internal	End of each course	End of each Course	Monthly			

	PROGRAM PERFORMANCE									
Internal or External Assessment	Program	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable		
Internal	Christian Ministries	Aligned Assessment of Student/Program Outcome Data and Analysis Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting		

an	Progr ım Review	Pro gram Director and/or Ch air	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting
----	--------------------	---	-----------	--	--------	--------------------	----------------------------------

	Faculty Reporting	Responsib	ility for P	rogram Ass	essments		
Internal or External Assessment	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
Internal	Aligned Assessment of Student/Program Outcome Data and Analysis Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	Throughout the Year	Annual	Following Annual Reporting
	Program Review	Program Director and/or Chair	August 30	Score 3.0 or above on each component	Throughout the Year	Annual	Following Annual Reporting
External	Not Applicable						
	Not Applicable						

Responsibility for Program Assessments

Internal or External Assessment	Program	Method of Assessment	Person/s Responsible for Reporting	Reporting Due Date	Criteria for Measurement	Data Collection Timetable	Data Analysis Timetable	Program Improvement Timetable
Internal	Christian Ministries	Director, Institutional Effectiveness Annual Assessment Report	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual - July 1	Following Annual Reporting

[1] Attributes: K – Knowledge	S – Skills	VValue
[2] Attributes: K – Knowledge	S – Skills	VValue
[3] Attributes: K – Knowledge	S – Skills	VValue
[4] Attributes: K – Knowledge	S – Skills	VValue
[5] Attributes: K – Knowledge	S – Skills	VValue
[6] Attributes: K – Knowledge	S – Skills	VValue
[7] Attributes: K – Knowledge	S – Skills	VValue
[8] Attributes: K – Knowledge	S – Skills	VValue
[9] Attributes: K – Knowledge	S – Skills	VValue
[10] Attributes: K – Knowledge	S – Skills	VValue
[11] Attributes: K – Knowledge	S – Skills	VValue
[12] Attributes: K – Knowledge	S – Skills	VValue

Christian Ministries, Program Review, Section 4

Program Curriculum Map with PO and SLO explanations

				Mid-4	Americ	a Chria	tian Univ	versity	- Colleg	e of Adı	ult and G	iraduate	Studies	a - Adu	It Schor	ol of Mini	iatrv									
Chri	stian Ministries / BS		Progra	_	Introdu	_	Introduct	_	Prophet	-	_	Homiletic	_	_	_	The	Pestor's	Leaders	Pertord	Spiritual	Church	Theolog				
	gram Curriculum Map		m	ction to	ction to	Principl	on to	Synoptic	s c .	ons of	Educatio	51		Worship	Growth	Person	Role in	hip	Counsel	Formatio	ofGod	y of				
			Oriente	Testar		es of	Christian Theolog	Gospels	Books/E scheblo	Ministy	n Ministry				and Health	and Work of	Church Administ	Formatio	ing	n and Ministry	Theolog	Ministry				
			ton	ent		n e Bible	y		9y		and				neem	theHoly	ation	n .		MINISTY	y					
					ent	Study					Disciples					Spirit										
											hip															
	Program Outcomes	SLO ₅					THEO	BNT	BIOT	PMIN	PMN	PMIN	BINT	PMIN	PMIN	THEO	PMIN	PMIN	PMIN	THEO	THEO	THEO				
			1003	1103	1203	2103	2303	3103	3713	1103	2603	3103	3303	3303	3343	3403	4103	4303	4603	3603	4303	4403		 		
	Knowledge of Bible, Theology and Church History	1.1					1.1;	1.1;				1.1;	1.1;													
	,	1.3		1.1;	1.1;	1.1;	1.3;	1.2	1.1;		1.3;	1.2	1.2;	1.1 1.3;		1.1;				1.1;	1.1;	1.3;				
1		1.4	2.2	1.2;	1.2; 1.5;	1.2;	1.4; 1.5;	1.3; 1.4;	1.2; 1.3;	1.6	1.6; 1.7;	1.3; 1.4;	1.3; 1.4;	1.5;	1.6;	1.5;	1.6	1.3;	1.3;	1.5; 1.6;	1.5; 1.6;	1.5;				
		1.5 1.6		1.5; 1.6	1.6;	1.5	1.6;	1.5;	1.5		1.8	1.5	1.5;	1.6;	1.0	1.6		1.0	1.0	1.7	1.7	1.6				
		1.7			1.8		1.7	1.6				1.6	1.6	1.8												
		1.8		<u> </u>	<u> </u>	<u> </u>																		 		
	Research, Communication and Critical Thinking	2.1; 2.2;	2.1;							2.1;	2.2;						2.1;	2.1;		2.1;		2.1;				
2	and Childer Frinking	2.3;	2.2;	2.2	22	2.2	2.2	2.2	2.2	2.2;	2.3;	2.2;	2.2	2.2; 2.3;	2.2; 2.3;	2.2	2.2;	2.2;	2.2	2.2;	2.2;	2.2; 2.3;				
-		2.4;	2.3;	~	1 44					2.3; 2.6	2.4; 2.6	2.4		2.4	2.6		2.3; 2.6	2.3; 2.6		2.4; 2.5	2.3	2.4;				
		2.5;	2.6							2.0	2.0						2.0	2.0		2.0		2.6				
	Ministry Practices	3.1								3.1;	2.41	2.41					2.4									
		3.2 3.3	3.1;							3.2;	3.1; 3.2;	3.1; 3.2;		3.1;	3.1;		3.1; 3.2;	3.1; 3.2;	3.1:	3.1:	3.1:	3.1;				
3		3.4	3.5			3.2				3.3; 3.4;	3.4	3.3;		3.2;	3.3; 3.5		3.3;	3.3;	3.2	3.3	3.3	3.2; 3.3				
		3.5								3.5	3.5	3.4		0.0	0.0		3.5	3.5				0.0				
	Christ-Like Values	4.1		+	+	1																				
4		4.2	4.1;							4.1; 4.2;	4.1; 4.2;	4.2;		4.2;	4.1; 4.2;	4.1; 4.2;	4.1; 4.2;	4.1; 4.2;	4.2;	4.1; 4.2;		4.1; 4.2;				
•		4.3	4.2							4.3	4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3;	4.3		4.3;				
				ļ		ļ													ļ	ļ	ļ			 		
					_	_																		 		
	Student Learning Outo	omes			_																					
	The student will be able to		d the au	thority	and role	iab∄ityo	ftheHot	yScriptu	res.																	
12	The student will be able to	disting	guish m	ajor cos	mposen	ts of the	Bible su	da as cor	ntent, liter	arystee	ture, and	type.														
	The student will be able to																									
	The student will be able to															heologica	1 princip 1	es.						 		
	The student will be able to The student will be able to													rms and	themes									 		
	The student will be able to Recognize and explain Wes											the shory	OD AL													
	Utilize academic research to																									
				T																						
	The student will be able to																									
	The student will be able to				-				•		-	-				-										
	The student will be able to The student will be able to				-				•					•								vets of con	etence.			
	The student will be able to The student will be able to		-					-			-	-				-		essons,	uo micula	ano actr	rs195.			 		
	The student will use assess													-												
	The student will be able to																				ademhip	and the pr	ctice of ministry.			
	The student will be able to																									
	The student will be able to The student will be able to													people g	roups, fa	sith practs	ces, and	social tra	ditions f	iound wit	hin the lo	cal congre	ation and community.	 		
	The student will solicit feed The student will discover u																							 		
20	THO STODERT WILLOSS COVER D	-and no.	21045.0	. vocats	-ts at 200	5 80 8°W	-Jaconal	anatry	opportus	ando (BB)	Jonest t		. 200 009	araensty.												
41	The student will be able to	evalue	ate pers	onal lea	aders hio	disposi	tions to i	nclude d	haracter t	raits des	ceib ed as	positive.	collegial.	ethical a	and Chris	t-Eke.										
	The student will be able to				-	_						•	-													
	The student will devise ma																									

Christian Ministries, Program Review, Section 5

Three-year Program Assessment using POs and SLOs



Assessment Report

Please submit all data electronically

The Higher Learning Commission (HLC) defines assessment of student learning as a participatory, iterative process that: (1) Provides data/information you need on your students' learning, (2) Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning, (3) Produces evidence that students are learning the outcomes you intended, (4) Guides you in making educational and institutional improvements, (5) Evaluates whether changes made improve/impact student learning, and (6) Documents the learning and your efforts.

MACU Vision: Preparing People to Do Greater Things for God and His Kingdom

MACU Mission: Preparing students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Background:	
College: MACU	School: CAGS
Program: Christian Ministries	Course: Undergraduate courses
Faculty/Chair: Dr. Kimberly Thomas	Email: kthomas@macu.edu
Report Date: 4/2015	Program Enrollment: 196
School Mission/Goals (if any):	

University Student Outcomes:						
MACU Graduates will be able						
1. Spiritual Formation						
2. EFFECTIVE COMMUNICATION						
3. Application of Media Literacy						
4. DECONSTRUCTION AND RECONSTRUCTION OF IDEAS						
5. Creative and Innovative Problem Solving & Entrepreneurship						
6. Collaborative Inquiry						
7. Ethical Leadership and Values						

Office of Academic Assessment and Accreditation 10/2/2014

- 8. Expertise in the Discipline
- 9. Engagement in Scholarship

10. Local and Global Service

Program Outcome:

✓ Insert Your Overall Program Outcome Table here:

Program Outcome 1 – Analyze the call and practice of ministry through personal and collaborative experiences.

- Student Outcome1.1 Develop and articulate a biblical and theological foundation for the call to the Christian ministry.
- Student Outcome 1.2 Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics.

Student Outcome 1.3 – Assess the influence society and culture has on individual and communal history.

Program Outcome 2 – Apply principles of Christian discipleship to individual and communal experiences.

Student Outcome 2.1 – Assess one's spiritual growth and discipleship development.

- Student Outcome 2.2 Outline the definition of discipleship from both the Biblical and Wesleyan Arminian perspective.
- Student Outcome 2.3 Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.

Student Outcome 2.4 – Defend how living out Christ-like discipleship influences others.

Program Outcome 3 – Examine biblical and theological principles from a Wesleyan-Arminian, orthodox Christian tradition.

Student Outcome 3.1 – Defend the authority and reliability of the Bible.

Student Outcome 3.2 – Analyze the relationship between biblical interpretation and theological application.

Student Outcome 3.3 – Illustrate the use of the Inductive Method of studying the Bible.

- Student Outcome 3.4 Support how biblical and theological principles shape daily, practical living.
- Student Outcome 3.5 Compare and contrast theological generalizations from essential questions.
- Student Outcome 3.6 Explain the Biblical role of the Trinity in theology and human experiences.

Program Outcome 4 – Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.

- Student Outcome 4.1 Define how one's understanding of and relationship with God shapes ministry implementation.
- Student Outcome 4.2 Express the value of diverse cultures, faith practices, and social traditions, past and present, found within local congregations, the Church at large, and the world.
- Student Outcome 4.3 Design curricula and programs that recognize diverse values, skills, and experiences of the audience.
- Student Outcome 4.4 Assess needs and problems within an organization/community to devise effective solutions.
- Student Outcome 4.5 Integrate theoretical knowledge and team dynamics that lead toward organizational goals.

Program Outcome 5 – Construct lessons, sermons, and programs using effective communication skills.

Student Outcome 5.1 – Combine elements of history and post modernity in designing sermons, lessons, and projects.

Student Outcome 5.2 – Teach and preach lessons that are biblically and theologically sound.

Student Outcome 5.3 – Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience.

Student Outcome 5.4 – Employ leaders and peers to provide healthy critique of communication skills.

Program Outcome 6 – Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).

Student Outcome 6.1 – Defend a personal commitment to a historic, orthodox Christian faith.

Student Outcome 6.2 – Integrate the practice of spiritual disciplines to the formation of Christ-like character.

Student Outcome 6.3 – Model behavioral dispositions that are positive, collegial, and teachable.

Student Outcome 6.4 – Synthesize the qualities of Christ-like leadership within one's personal, professional, and public life.

Student Outcome 6.5 – Support other leaders when not leading.

✓ Insert the 4-Scale Rubric used to measure this Program. See Below Sample.

m Outcome 4: Integrate scripture, theology,	Met	ds	eeds
history of tradition, and practical skills to		Improvement	Expectations
ministry leadership in diverse settings.			
t Outcome 4.1: Define how one's			
understanding of and relationship with God			
shapes ministry implementation.			

m Outcome 4: Integrate scripture, theology,	Met	ds	eeds
history of tradition, and practical skills to		Improvement	Expectations
ministry leadership in diverse settings.			

Office of Academic Assessment and Accreditation 10/2/2014

t Outcome 4.2: Express the value of diverse cultures, faith practices, and social traditions, past and present, found within local congregations, the Church at large, and the world.		

m Outcome 4: Integrate scripture, theology,	Met	ds	eeds
history of tradition, and practical skills to		Improvement	Expectations
ministry leadership in diverse settings.			
t Outcome 4.3: Design curricula and programs that recognize diverse values,			
skills, and experiences of the audience.			

m Outcome 4: Integrate scripture, theology,	Met	ds	eeds
history of tradition, and practical skills to		Improvement	Expectations
ministry leadership in diverse settings.			
t Outcome 4.4: Assess needs and problems			
within an organization/community to			
devise effective solutions.			

m Outcome 4: Integrate scripture, theology,	Met	ds	eeds
history of tradition, and practical skills to		Improvement	Expectations
ministry leadership in diverse settings.			
t Outcome 4.5: Integrate theoretical knowledge and team dynamics that lead toward organizational goals.			

Met	ds	,	eeds
	Improvement		Expectations
	Met		

m Outcome 5: Construct lessons, sermons,	Met	ds	,	eeds
and programs using effective		Improvement		Expectations
communication skills.				
t Outcome 5.2: Teach and preach lessons				
that are biblically and theologically sound.				
te the techniques of pulpit communication:			2	
projection pitch and tone, enunciation,				
body language, pace and space, articulation				
y picture thinking found within a				6
				0
telecommunications society				

m Outcome 5: Construct lessons, sermons,	Met	ds		eeds
and programs using effective		Improvement		Expectations
communication skills.				
It Outcome 5.3: Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience.				
the Good News and specify means of nurturing those who accept the Gospel			D	6

			1	· · · · · · · · · · · · · · · · · · ·
m Outcome 5: Construct lessons, sermons,	Met	ds		eeds
and programs using effective		Improvement		Expectations
communication skills.		1		1
t Outcome 5.4: Employ leaders and peers to				
t Outcome 5.4: Employ leaders and peers to				
provide healthy critique of communication				
skills.				
hstrate awareness of tools needed to			þ	þ
empower other leaders				
empower other leaders				

m Outcome 6: Formulate a world-view	Met	ds	eeds
consistent with Christ-like character		Improvement	Expectations
(humility, life-long learning, self-control,			
service, valuing oneself and others).			
t Outcome 6.1: Defend a personal			
commitment to a historic, orthodox			
Christian faith.			

m Outcome 6: Formulate a world-view	Met	ds	eeds
consistent with Christ-like character		Improvement	Expectations
(humility, life-long learning, self-control,			
service, valuing oneself and others).			

t Outcome 6.2: Integrate the practice of			
spiritual disciplines to the formation of			
Christ-like character.			
are and contrast the relationship between		þ	
success and humility			
e the nature of "The Call"			

m Outcome 6: Formulate a world-view	Met	ds		eeds
consistent with Christ-like character		Improvement		Expectations
(humility, life-long learning, self-control,				
service, valuing oneself and others).				
t Outcome 6.3: Model behavioral				
dispositions that are positive, collegial, and				
teachable.				
late appropriate behavioral dispositions			0	
needed for personal and professional				
development.				

m Outcome 6: Formulate a world-view	Met	ds		eeds
consistent with Christ-like character		Improvement		Expectations
(humility, life-long learning, self-control,				
service, valuing oneself and others).				
t Outcome 6.4: Synthesize the qualities of				
Christ-like leadership within one's				
personal, professional, and public life.				
				/
hstrate an awareness of tools needed to			þ	0
empower other leaders				

m Outcome 6: Formulate a world-view	Met	ds	eeds
consistent with Christ-like character		Improvement	Expectations
(humility, life-long learning, self-control,			
service, valuing oneself and others).			
t Outcome 6.5: Support other leaders when			
not leading.			

✓ Assessment Map:

	YEAR									
OUTCOME	2013	2014	2015	2016	2017	2018	2019	2020	202 1	202 2
Program Outcome 1		Х		X		x		X		Х
Program Outcome 2		Х		X		x		X		Х
Program Outcome 3		Х		X		Х		X		Х
Program Outcome 4			X		X		Х		Х	
Program Outcome 5			X		Х		Х		Х	
Program Outcome 6			Х		Х		х		Х	

Please indicate the measured outcome per year by marking X in an appropriate box

✓ Assessment Data Summary Table:

Please indicate the Course, N=Number of Students. Also in each relevant column show the percentage(%) of students Met or Exceeds Expectation

		ASSESSMENT OUTCOME								
PROGRAM OUTCOME	Schoo l Year	PMIN 3013	PMIN 1103	BIOT 1103	BINT 1203	THEO 2303	PMIN 2603	PMIN 3103	BINT 3103	
	I Year	<mark>N=11</mark>	<mark>N= 14</mark>	N=	N=	N=	N=	<mark>N=11</mark>	N=	
List Program	List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to									
ministry leader	ship in di	iverse setti	ngs.							
Outcome:	2014-									
4.1	2015									
	2015-									
	2016									
List Program	Outcom	e 4: Integ	rate script	ure, theolo	gy, histor	y of traditi	on, and p	ractical sk	ills to	
ministry leader	rship in di	iverse setti	ngs.							
Outcome:	2014-									
4.2	2015									
	2015-									
	2016									
List Program	List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to									
ministry leader	rship in di	iverse setti	ngs.							

0.4	2014								
Outcome:	2014-							<mark>100%</mark>	
4.3	2015								
	2015-								
	2016								
List Program				ire, theolo	gy, history	of tradition	on, and pr	actical ski	lls to
ministry lead	_	iverse setti	ngs.	1	T		ł		
Outcome:	2014-								
4.4	2015								
	2015-								
	2016								
List Program	m Outcom	e 4: Integr	ate scriptu	ire, theolo	gy, history	of tradition	on, and pr	actical ski	lls to
ministry lead	lership in di	iverse setti	ngs.				_		
Outcome:	2014-								
4.5	2015								
	2015-								
	2016								
List Program		e 5: Const	ruct lesso	ns. sermo	ons, and p	rograms i	ising effec	ctive	L
communicat					F				
Outcome:	2014-							<mark>54.54%</mark>	
5.1	2015		<mark>100%</mark>					<u> </u>	
0.11	2015-								
	2015								
List Program		e 5. Const	ruct lesso	ns sermo	ns and n	roorams i	l Ising effec	rtive	<u> </u>
communicat		c 5. Const	i uct iesso	115, SCI 1110	ns, and p	i ogi anis t	ising circo		
Outcome:	2014-				[1	1		
5.2	2014-2015								
5.2	2015-								
	2013-2016								
List Drogram		5. Const	munt lassa		ng and ny	L .	leing offer	tivo	[
List Program		e 5: Const	i uct lesso	ns, sermo	ns, and p	rograms t	ising eneo	cuve	
						1			
Outcome:	2014- 2015							<mark>100%</mark>	
5.3									
	2015-								
T • / D	2016						• •		
List Program		e 5: Const	ruct lesso	ns, sermo	ns, and p	rograms i	ising effec	ctive	
communicat					1	1	1		
Outcome:	2014-								
5.4	2015								
	2015-								
	2016								

List Program Outcome 6: Formulate a world-view consistent with Christ-like character										
(humility, life-long learning, self-control, service, valuing oneself and others).										
Outcome:	2014-									
6.1	2015									
	2015-									
	2016									
List Program Outcome 6: Formulate a world-view consistent with Christ-like character										
(humility, life	-long lear	rning, self	-control, s	ervice, va	luing one	self and o	thers).			
Outcome:	2014-		<mark>100%</mark>							
6.2	2015		10070							
	2015-									
	2016									
List Program	Outcom	e 6: Form	ulate a wo	rld-view	consistent	with Chi	rist-like c	haracter		
(humility, life	-long lear	rning, self	-control, s	ervice, va	luing one	self and o	thers).			
Outcome:	2014-	<mark>81.82%</mark>								
6.3	2015									
	2015-									
	2016									
List Program Outcome 6: Formulate a world-view consistent with Christ-like character										
(humility, life-long learning, self-control, service, valuing oneself and others).										
Outcome:	2014-									
6.4	2015									
	2015-									
	2016									

List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).									
Outcome:	2014-								
6.5	2015								
	2015-								
	2016								

		ASSESSMENT OUTCOME							
PROGRAM OUTCOME	Schoo	BINT 3303	PMIN 3303	PMIN 3343	THEO 4303	THEO 3603	BIOT 3713	PMIN 4103	PMIN 4303
	l Year	N=	N=	N=	N=	N=	N=	N=	<mark>N=13</mark>

List Progran	1 Outcom	e 4: Integr	ate scriptu	re, theolog	gy, history	of tradition	on, and pr	actical ski	lls to
ministry leade		-	-				, 1		
Outcome:	2014-								
4.1	2015								
	2015-								
	2016								
List Program		•	-	ure, theolo	gy, history	y of tradit	on, and p	ractical sk	ills to
ministry leade		iverse setti	ngs.	1	1			1	
Outcome:	2014-								
4.2	2015								
	2015-								
	2016								
List Progran		-	-	re, theolog	gy, history	of tradition	on, and pr	actical ski	lls to
ministry leade	ership in di	iverse setti	ngs.						
Outcome:	2014-								
4.3	2015								
	2015-								
	2016								
List Progran	1 Outcom	e 4: Integr	ate scriptu	re, theolog	gy, history	of tradition	on, and pr	actical ski	lls to
ministry leade	ership in di	iverse setti	ngs.						
Outcome:	2014-								
4.4	2015								
	2015-								
	2016								
List Progran	1 Outcom	e 4: Integr	ate scriptu	ire, theolog	gy, history	of tradition	on, and pr	actical ski	lls to
ministry leade		-	-						
Outcome:	2014-								
4.5	2015								
	2015-								
	2016								
List Program	o Outcom	e 5: Const	ruct lesso	ns, sermo	ns, and pr	rograms u	ising effe	ctive	
communicati	on skills.								
Outcome:	2014-								
5.1	2015								
	2015-								
	2016								

PROGRAM		ASSESSMENT OUTCOME										
OUTCOME	Schoo	BINT	PMIN	PMIN	THEO	THEO	BIOT	PMIN	PMIN			
OUTCOME	l Year	3303	3303	3343	4303	3603	3713	4103	4303			

		N=	N=	N=	N=	N=	N=	N=	N=13
List Program	Outcom	e 5: Const		ns, sermo					
communicatio		e e e e e e e e e e e e e e e e e e e	1 400 10550			ogi unis t	ising ene		
Outcome:	2014-								
5.2	2015								
	2015-								
	2016								
List Program	n Outcom	e 5: Cons	truct lesso	ons, sermo	ons, and p	rograms	using effe	ective	
communicatio	on skills.								
Outcome:	2014-								
5.3	2015								
	2015-								
	2016								
List Program		e 5: Const	ruct lesso	ns, sermo	ns, and pi	rograms u	ising effe	ctive	
communicatio	1	1	r	1	1	1	1	1	
Outcome:	2014-								<mark>92.31</mark>
5.4	2015								<mark>%</mark>
	2015-								
	2016								
List Program								haracter	
(humility, life		rning, self	-control, s	service, va	aluing one	self and o	others).	1	
Outcome:	2014-								
6.1	2015								
	2015-								
	2016								
List Program								haracter	
(humility, life		rning, self	-control, s	service, va	aluing one	self and o	others).	I	
Outcome:	2014-								<mark>92.31</mark>
6.2	2015								<mark>%</mark>
	2015-								
	2016								
List Program								haracter	
(humility, life		rning, self	-control, s	service, va	luing one	self and o	others).		
Outcome:	2014-								
6.3	2015								
	2015-								
	2016								
List Program								haracter	
(humility, life		rning, self	-control, s	service, va	aluing one	self and o	others).	1	
Outcome:	2014-								92.31
6.4	2015								<mark>%</mark>

Office of Academic Assessment and Accreditation 10/2/2014

	2015- 2016									
List Program	Outcome	e 6: Form	ulate a wo	rld-view	consistent	with Chi	rist-like c	haracter		
(humility, life-long learning, self-control, service, valuing oneself and others).										
Outcome:	2014-									
6.5	2015									
	2015-									
	2016									

				ASSESS	MENT OU	JTCOME	C		
PROGRAM OUTCOME	Schoo l Year	THEO 4403	PMIN 4603						
	I Year	N=	N=	N=	N=	N=	N=	N=	N=
List Program ministry leader		-	-	ure, theolo	gy, history	v of traditi	on, and pr	actical ski	lls to
Outcome:	2014-								
4.1	2015								
	2015-								
	2016								
List Program ministry leader		-	-	ire, theolo	gy, history	of traditi	on, and pr	actical ski	lls to
Outcome:	2014-								
4.2	2015								
	2015-								
	2016								
List Program ministry leader		•	-	ire, theolo	gy, history	of traditi	on, and pr	actical ski	lls to
Outcome:	2014-								
4.3	2015								
	2015-								
	2016								
List Program	Outcom	e 4: Integr	ate scriptu	ire, theolo	gy, history	of traditi	on, and pr	actical ski	lls to
ministry leader	rship in di	iverse setti	ngs.						
Outcome:	2014-								
4.4	2015								

2015- 2016 2016 List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings. Outcome: 2014- 2015 2016 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2015 2016 2015 2017 2016 2018 2015 2019 2016 2016 2015 2016 2015 2017 2016 2018 2016 2019 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 2015 2015- 2016 2016 2015- 2016 2017 2016 2018 2016 2019 2016 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2016 2016 2016 2015 2016 2016 <td< th=""><th></th><th></th><th></th><th>[</th><th></th><th></th><th></th><th></th><th></th><th></th></td<>				[
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings. Outcome: 2014- 4.5 2015- 2016 2014- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 1 Outcome: 2015- 2016 2015- 2017 2016 2018 2015 2019 2016 2016 2016 2017 2016 2018 2015 2016 2016 Controme: 2014- 2015 2016 2016 2016 Ustome: 2014- 5.2 2015 2016 2016 Ustome: 2014- 2015 2015- 2016 2016- Ustome: 2014- 5.3 2015- 2016 2016- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2015- 2016 2016- <		2015-								
ministry leadership in diverse settings. Outcome: 2014- 2015 2014- 2015 1 2015 2016 1 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 1 Outcome: 2014- 2015 1 1 2015 2016 1 1 Outcome: 2014- 2015 1 1 1 2016 2015 1 1 1 1 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 1				•			0		<u> </u>	11
Outcome: 2014 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2015 2015 2016 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2016 2015 2015 2016 2016 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2016 Outcome: 2014 2015 2015 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2016 Outcome: 2015 2015 2016 2015 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015 Outcome: 2014 2015 2015 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015 2016 2015 2016 List Program Outcome 6: Formulate a world-vicew consistent with Christ-like character (humility,	0		-	-	re, theolog	gy, history	of tradition	on, and pr	actical ski	lls to
4.5 2015 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014 2015 2015 2016 2016 2015 2015 2016 2016 2016 2016 2015 2016 2016 2016 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014 2015 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014 2015 2016 2016 2016 2017 2016 2016 2018 2015 2016 2019 2016 2016 2015 2016 2016 2016 2016 2016		1	verse setti	ngs.		[1	1	1	
2015- 2016 2016 Image: construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 2014- 2015 2015- 2016 2014- 2016 2014- 2016 2014- 2016 2014- 2015 2015- 2016 2014- 2015 2015- 2016 2014- 2015- 2016 2014- 2015 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2015 2015- 2016 2015- 2015 2015- 2016 2015- 2016 <td< td=""><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>		-								
2016 Image: communication skills. Outcome: 2014 Image: communication skills. Outcome: 2014 Image: communication skills. 2015 2015 Image: communication skills. Ist Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Image: communication skills. Outcome: 2014 Image: communication skills. Image: communication skills. Outcome: 2014 Image: communication skills. Image: communication skills. Outcome: 2014- Image: communication skills. Image: communication skills. Outcome: 2014- Image: communication skills. Image: communication skills. Outcome: 2014- Image: communication skills. Image: communication skills. Outcome: 2015- Image: communication skills. Image: communication skills. Outcome: 2014- Image: communication skills. Image: communication skills. Outcome: 2015- Image: communication skills. Image: communication skills. Outcome: 2015- Image: communication skills. Image: communication skills.	4.5									
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.1 2015- 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2015- 2016 2015- 2017 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015- 2016 2015- 2016 2015- 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 00tcome: 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 Conteme: 2014- 5.3 2015- 2016 2014- 5.4 2015- 2016 2015- 2016 2015- 2016 2016 List Program Outcome										
communication skills. Outcome: 2014- 5.1 2015- 2016 2016- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.2 2015- 2016 2016- Dutcome: 2014- 5.2 2015- 2016 2016- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.3 2015- 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). </td <td>X4 / N</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	X4 / N									
Outcome: 2014- 2015 2015- 2016 2016- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 2015- 2016 2014- 2015- 2016 S.2 2015- 2016 2014- 2016- 2016 2014- 2015- 2016 2014- 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 2015- 2016 2014- 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 2015- 2016 2014- 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 2015- 2016 2014- 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). 2014- 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character 2014- 2015- 2016 2014- 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character 2015- 2015- 2016 2014- 2015- 2016	0		e 5: Const	ruct lesso	ns, sermo	ns, and pi	rograms i	ising effe	ctive	
5.1 2015						[
2015- 2016 2015- 2016 2014- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- Outcome: 2015- 2015- 2016 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015- Outcome: 2014- 2015- 2016 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 0utcome: 2015- 2016 2015- 2016 2015- 2016 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- Outcome: 2014- 2015- 2015 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2015- 2015- 2016 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character										
2016 Image: construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 2015- 2015- 2016 2014- 2016 2014- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015- 2015 2015- 2016 Outcome: 2014- 2015 2015- 2015 2015- 2015 2015- 2015 Outcome: 2015- 2016 2015- 2016 2016 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015- 2016 2015- 2016 2015- 2016 Outcome: 2014- 2015 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character 2015- 2016 2015- 2015 2015- 2016 201	5.1									
List Program Outcome 5: Construct lessons, sermons, and programs using effective Outcome: 2014- 5.2 2015- 2016 2016- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015- 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2015- Outcome: 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2015 2016- 2015 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2015 2015 2016 2015 2016 2015 2016										
communication skills. Outcome: 2014- 5.2 2015- 2016 2015- 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.3 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2015 2015- 2016 2015- 2015 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015 2015 2016 2015 2015 2016 2015 2015 2016 2015 2015	T • (D							• • • • •		
Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2015- 2016 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2016 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 Image: Construct lessons, service, valuing oneself and others). Outcome: 2014- 2015 Image: Construct lessons, service, valuing oneself and others). Outcome: 2014- 2015 Image: Construct lessons, service, valuing oneself and others). Outcome: 2014- 2015 Image: Construct lessons, service, valuing oneself and others). <td< td=""><td>0</td><td></td><td>e 5: Const</td><td>ruct lesso</td><td>ns, sermo</td><td>ns, and pi</td><td>rograms i</td><td>ising effe</td><td>ctive</td><td></td></td<>	0		e 5: Const	ruct lesso	ns, sermo	ns, and pi	rograms i	ising effe	ctive	
5.2 2015		1				[1		
2015- 2016 2015- 2016 2015- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.3 2015- 2015- 2016 2015- Ist Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. 2014- 2016 2014- 2015 Outcome: 2014- 2015 2014- 2015 2014- 2015 2014- 2015 S.4 2015- 2016 2014- 2015 2014- 2015 2014- 2015 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). 2014- 2015 Outcome: 2014- 2015 2015- 2016 2015- 2016 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). 2015- 2016 Cutcome: 2015- 2016 2015- 2016 2015- 2016 2015- 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character 2015- 2016 2015- 2016 2015- 2016		-								
2016 Image: construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015- 2015- 2016 20	5.2	-								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.3 2015- 2016 2016 2017 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 2015 2015 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2015 2016 2015 Coutcome: 2014- 2016 2015 2016 2015 2015 2015 2016 2015 2016 2015 2016 2015 2016 2015 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character List Program Outcome 6: Formulate a world-view consistent with Chr										
communication skills. Outcome: 2014- 5.3 2015- 2016 2016- List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.4 2015- 2016 2015- 2015 2016- Outcome: 2014- 5.4 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2016- List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2015- 2015 2015- 2015 2015- 2015- 2016 Cutcome: 2015- 2015- 2016- 2015- 2016- 2015- 2016- 2015- 2016- 2015- 2016- 2015- 2016- 2016	I • (D							• • • •		
Outcome: 2014- 2015 5.3 2015- 2016 2016 2016 2016 List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.4 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2014- List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015 2015 2016 2015- 2016 2015- 2016 2015- 2016 2015- 2016 2016 2015- 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character	0		e 5: Const	ruct lesso	ns, sermo	ns, and pi	rograms i	ising effe	ctive	
5.3 2015 Image: construct lessons, sermons, and programs using effective communication skills. Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.4 2015- 2016 Image: construct lessons and programs using effective communication skills. Outcome: 2014- 2015- 2016 2016 Image: construct lessons construct lessons consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015 2015- Image: construct lessons construct lessons constant with Christ-like character Outcome: 2014- 6.1 2015 2016 Image: construct lessons constant with Christ-like character Utcome: 2015- 2016 Image: constant lesson le		1								
2015- 20162016Image: construct lessons, sermons, and programs using effective communication skills.Outcome: 5.42014- 20152014- 2015Image: construct lessons, sermons, and programs using effective communication skills.Outcome: 20152014- 20162015- 2016Image: construct lessons, sermons, and programs using effective communication skills.Outcome: 2015- 20162015- 2016Image: construct lessons, sermons, and programs using effective communication skills.List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).Outcome: 6.12014- 2015Image: construct lessons, service, valuing oneself and others).Outcome: 20162015- 2016Image: construct lessons, service, valuing oneself and others).List Program Outcome 6: Formulate a world-view consistent with Christ-like characterList Program Outcome 6: Formulate a world-view consistent with Christ-like character		-								
2016Image: construct lessons, sermons, and programs using effective communication skills.Outcome: 5.42014- 20152015- 2016Image: construct lessons, sermons, and programs using effective communication skills.Outcome: 2015- 20162015- 2016Image: construct lessons, sermons, and programs using effective construct lessons, and programs using effective communication skills.List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).Outcome: 6.1 20152015- 2016Image: construct lessons left with Christ-like characterList Program Outcome 6: Formulate a world-view consistent with Christ-like characterOutcome: 20162015- 2016Image: construct left with Christ-like characterList Program Outcome 6: Formulate a world-view consistent with Christ-like characterList Program Outcome 6: Formulate a world-view consistent with Christ-like character										
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills. Outcome: 2014- 5.4 2015 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015- 2016 2015- 2015 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015- 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character List Program Outcome 6: Formulate a world-view consistent with Christ-like character										
communication skills. Outcome: 2014- 5.4 2015- 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015- 2016 2015- 2015 2015- 2015 2015- 2016 2015- 2016 2015- 2016 2016- List Program Outcome 6: Formulate a world-view consistent with Christ-like character List Program Outcome 6: Formulate a world-view consistent with Christ-like character	List Program		e 5: Const	ruct lesso	ns, sermo	ns, and pi	rograms i	ising effe	ctive	
5.4 2015 2015- 2016 Image: control service	0					.) r				
5.420152015-2016Image: constant of the state		1								
2016Image: constraint of the state of the sta		2015								
List Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 6.1 2015 2015- 2016 2016 Image: Construction of the service of t		2015-								
(humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 2015- 2015- 2016 1		2016								
(humility, life-long learning, self-control, service, valuing oneself and others). Outcome: 2014- 2015- 2015- 2016 1	List Program	Outcome	e 6: Form	ulate a wo	rld-view	consistent	t with Ch	rist-like c	haracter	
6.1 2015	_									
2015- 2016 2016 Image: constant of the second	Outcome:	2014-								
2016 2016 2016 List Program Outcome 6: Formulate a world-view consistent with Christ-like character	6.1	2015								
List Program Outcome 6: Formulate a world-view consistent with Christ-like character		2015-								
8		2016								
(humility, life-long learning, self-control, service, valuing oneself and others).	List Program	Outcome	e 6: Form	ulate a wo	rld-view	consistent	t with Chi	rist-like c	haracter	
	(humility, life	-long lear	rning, self	-control, s	ervice, va	luing one	self and o	others).		

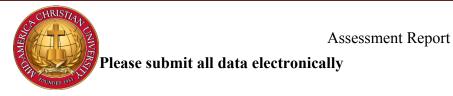
_				Γ	1	1		1	
Outcome:	2014-								
6.2	2015								
	2015-								
	2016								
List Program	n Outcome	e 6: Form	ulate a wo	rld-view	consistent	with Chi	rist-like c	haracter	
(humility, lif	e-long lear	ning, self	-control, s	ervice, va	luing one	self and o	thers).		
Outcome:	2014-								
6.3	2015								
	2015-								
	2016								
List Program	n Outcome	e 6: Form	ulate a wo	rld-view	consistent	with Chi	rist-like c	haracter	
(humility, lif	e-long lear	ning, self	-control, s	ervice, va	luing one	self and o	thers).		
Outcome:	2014-								
6.4	2015								
	2015-								
	2016								
List Program	n Outcome	e 6: Form	ulate a wo	rld-view	consistent	with Chi	rist-like c	haracter	
(humility, lif	e-long lear	ning, self	-control, s	ervice, va	luing one	self and o	thers).		
Outcome:	2014-								
6.5	2015								
	2015-								
	2016								

Reports:

Program Outcome, Measurement, and Result Descriptions: For the first quarter assessment report, Program Outcome 4, Program Outcome 5, and Program Outcome 6 were measured. (Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.; Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.; Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others.) The courses used for this assessment report were recently re-written. Results demonstrate that instructions, assignments, and course materials have helped students to successful meet outcome expectations. However, this is only one set of data and the future quarterly reports should help to confirm or negate these findings.

- Program Recommendations: Continue to monitor student results in these courses to determine if new material and resources are in fact helping students to meet or exceed program outcomes.
- ✓ Program Follow-up Action Plan: As new courses are being implemented results will be compared to other quarters to see if students are better able to accomplish the student outcomes with new assignments, instructions, and possible need course materials.

✓ Comments:_____



The Higher Learning Commission (HLC) defines assessment of student learning as a participatory, iterative process that: (1) Provides data/information you need on your students' learning, (2) Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning, (3) Produces evidence that students are learning the outcomes you intended, (4) Guides you in making educational and institutional improvements, (5) Evaluates whether changes made improve/impact student learning, and (6) Documents the learning and your efforts.

MACU Vision: Preparing People to Do Greater Things for God and His Kingdom

MACU Mission: Preparing students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

MACU WIGs:

- 1. MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accountable, and Timely)
- 2. MACU will take a "GiANT step" in developing a "Liberator" by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18.

Section I: Background Information

School: CAGS	Program: Christian Ministries
Faculty/Chair: Dr. Kimberly Thomas	Email: kthomas@macu.edu
Report Date: 01/2016	Quarter/Year: 2nd/ 2015-16

School Mission/Goals: Preparing vocational and non-vocational ministerial leaders to competently serve the spiritual, emotional, relational, and social needs of those within the local congregation, ministry setting, and global community of the 21st century from a Wesleyan-Arminian perspective.

School/Program WIGs:

- 1. Review D2L curricula content, Christian Ministries courses content, and ethic courses content to determine if instructions for assignments and quizzes are clearly stated. The goal is to reduce the number of vague or poorly written instructions in 1/3 of our courses each year from 2015 to 2018.
- 2. All adjunct and full time faculty are to create a welcome video to be posted in each course they teach. This will be completed by December 2015.

Section II: Data Collection

1. List your Program and Student Learning Outcomes.

Outcome	Program Outcome Description	Student Learning Outcome Description
Outcome 1	Analyze the call and practice of ministry through personal and collaborative experiences.	 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry. 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 1.3 – Assess the influence society and culture has on individual and communal history.
Outcome 2	Apply principles of Christian discipleship to individual and communal experiences.	 2.1 – Assess one's spiritual growth and discipleship development. 2.2 – Outline the definition of discipleship from both the Biblical and Wesleyan-Arminian perspective. 2.3 – Devise effective strategies to encourage others to grow in their relationship with Jesus Christ. 2.4 – Defend how living out Christ-like discipleship influences others.
Outcome 3	Examine biblical and theological principles from a Wesleyan-Arminian orthodox Christian tradition.	 3.1 – Defend the authority and reliability of the Bible. 3.2 – Analyze the relationship between biblical interpretation and theological application. 3.3 – Illustrate the use of the Inductive Method of studying the Bible. 3.4 – Support how biblical and theological principles shape daily, practical living. 3.5 – Compare and contrast theological generalizations from essential questions.

		3.6 – Explain the Biblical role of the Trinity
		in theology and human experiences.
		in theorogy and number experiences.
Outcome 4	Integrate scripture, theology, history of tradition, and practical skills to ministry	 4.1 – Define how one's understanding of and relationship with God shapes ministry implementation. 4.2 – Express the value of diverse cultures, faith practices, and social traditions, past and present, found within local congregations, the Church at large, and the world. 4.3 – Design curricula and programs that recognize diverse values, skills, and experiences of the audience. 4.4 – Assess needs and problems within an organization/community to devise effective solutions. 4.5 – Integrate theoretical knowledge and team dynamics that lead toward organizational goals.
Outcome 5	Construct lessons, sermons, and programs using effective communication skills.	 5.1 – Combine elements of history and post modernity in designing sermons, lessons, and projects. 5.2 – Teach and preach lessons that are biblically and theologically sound. 5.3 – Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience. 5.4 – Employ leaders and peers to provide healthy critique of communication skills.
Outcome 6	Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).	 6.1 – Defend a personal commitment to a historic, orthodox Christian faith. 6.2 – Integrate the practice of spiritual disciplines to the formation of Christ-like character. 6.3 – Model behavioral dispositions that are positive, collegial, and teachable.

	 6.4 – Synthesize the qualities of Christ-like leadership within one's personal, professional, and public life. 6.5 – Support other leaders when not leading.
--	---

2. Indicate which Program Outcomes measured quarterly (Q) by marking \underline{X} .

Outcome	Q1 2014	Q2 2014	Q3 2015	Q4 2015	Q1 2015	Q2 2015	Q3 2016	Q4 2016	Q1 2016	Q2 2016	Q3 2017	Q4 2017
Outcome 1	Х	Х			Х	Х	Х	Х				
Outcome 2	Х	Х			Х	Х	Х	Х				
Outcome 3	Х	Х			Х	Х	Х	Х				
Outcome 4			Х	Х					Х	Х	Х	Х
Outcome 5			Х	Х					Х	Х	Х	Х
Outcome 6			Х	Х					Х	Х	Х	Х

Section III: Data Analysis

1. Use the 4 Point Scale Rubric below to indicate **<u>number</u>** of the students in each category.

OUTCOME	Not Met	d Improvement	=Met	=Exceed Expectations
 1.0: Program Outcome: Student Learning Outcome: 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry 			33.33%	47.62%
 1.0: Program Outcome: Student Learning Outcome: 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 			32.37%	60.47%
ogram Outcome: • Student Learning Outcome:			þ	

2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.			5
 Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 		, D	, D
 Degram Outcome: Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 		, D	
 Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 		, D	,)
 bgram Outcome: Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 			5
 Student Learning Outcome: Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 		, D	5
 Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 			, , ,
bgram Outcome:Student Learning Outcome:			

	Mid-America Christian University
Program	Outcome and Student Learning Assessment Report

 bgram Outcome: Construct lessons, sermons, and programs using effective communication skills. Student Learning Outcome: 		
 bgram Outcome: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Student Learning Outcome: 		

2. Identify courses and total number of students. Record the **percentage (%)** of students "Met and/or Exceed Expectations" program outcome quarterly (Q).

Percent (%) of Students Meet and/or Exceed Expectations							
Program Outcome	School Year	Course# PMIN301 3 Stu#11	Course# PMIN410 3 Stu#6	Program Outcome	School Year	Course# Stu#	Course# Stu#
	Q1 2014				Q1 2014		
Outcome 1	Q2 2014			Outcome 4	Q2 2014		
	Q3 2015				Q3 2015		

Office of Academic Assessment, Accreditation, and Institutional Research

· · · · ·

	Percent (%) of Students Meet and/or Exceed Expectations						
Program Outcome	School Year	Course# THEO2303 Stu#5	Course# BIOT1103 Stu#28	Program Outcome	School Year	Course# Stu#	Course# Stu#
	Q1 2014				Q1 2014		
	Q2 2014				Q2 2014		
Outcome 1	Q3 2015			Outcome	Q3 2015		
	Q4 2015				Q4 2015		

	-		-	-		
	Q1 2015				Q1 2015	
	Q2 2015		92.86%		Q2 2015	
	Q3 2016				Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015]	Q3 2015	
Outcome 2	Q4 2015			Outcome	Q4 2015	
Outcome 2	Q1 2015		80.00%	5	Q1 2015	
	Q2 2015				Q2 2015	
	Q3 2016				Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
Outras 2	Q4 2015			Outcome	Q4 2015	
Outcome 3	Q1 2015			6	Q1 2015	
	Q2 2015	80.00%	92.86%		Q2 2015	
	Q3 2016				Q3 2016	
	Q4 2016			1	Q4 2016	
	Q4 2016			J	Q4 2016	

Section IV: Reports:

1. Prepare a paragraph or two explaining your findings (process and result).

For the second quarter assessment, Program Outcomes 1, 2, and 3 continued to be reviewed to compare with the first quarter. Two additional courses were added to the study in order to cover more specific student learning outcomes. The findings for the courses are as follows:

<u>PMIN3013</u> – Program Orientation showed:

36.36% (an improvement of 3.03% over the 1st quarter) met expectations and 63.64% (an improvement of 16.02% over the 1st quarter) exceeded expectations for Program Outcome 1 – Student Outcome 1.1.

<u>PMIN4103</u> – Pastor's Role in Church Administration showed:

33.33% (an improvement of 20.0% over the 1^{st} quarter) met expectations and 66.67% (remained the same) exceeded expectations for Program Outcome 2 – Student Outcome 2.3.

33.33% (remained the same) met expectations and 66.67% (an improvement of 6.67% over 1st quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

THEO2303 – Introduction to Christian Theology showed:

0.00% met expectations and 80.00% exceeded expectations for Program Outcome 3 – Student Outcome 3.4.

0.00% met expectations and 80.00% exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

0.00% met expectations and 80.00% exceeded expectations for Program Outcome 3 – Student Outcome 3.6.

BIOT1103 – Introduction to Old Testament showed:

46.43% met expectations and 46.43% exceeded expectations for Program Outcome 1 – Student Outcome 1.2.

39.28% met expectations and 53.57% exceeded expectations for Program Outcome 3 – Student Outcome 3.1.

42.86% met expectations and 50.00% exceeded expectations for Program Outcome 3 – Student Outcome 3.2.

42.86% met expectations and 50.00% exceeded expectations for Program Outcome 3 – Student Outcome 3.6.

2. Define an action plan to **sustain** student learning with "Met and Exceed Expectations" and to **improve** student learning with "Not Met or Need Improvement".

Revisiting the instructions for the PMIN3013 and PMIN4103 courses have shown that clearer instructions help to improve student scores. The assignment instructions for THEO2303 and BIOT1103 are currently under evaluation to see if clarity is needed to help improve student results.

3. List the follow-up steps to create a plan designed to <u>help</u> all of students meet and exceed expectations.

Program Director will continue to be in discussion with instructors of PMIN4103 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 2 – Student Outcome 2.3.

Program Director will continue be in discussion with instructors of PMIN3013 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 1 – Student Outcome 1.1.

Program Director will be in discussion with instructors of THEO2303 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 3 – Student Outcomes 3.4, 3.5, and 3.6.

Program Director will be in discussion with the instructors of BIOT1103 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 1 – Student Outcome 1.2 and Program Outcome 3 – Student Outcomes 3.1, 3.2, and 3.5.

4. Comments:



The Higher Learning Commission (HLC) defines assessment of student learning as a participatory, iterative process that: (1) Provides data/information you need on your students' learning, (2) Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning, (3) Produces evidence that students are learning the outcomes you intended, (4) Guides you in making educational and institutional improvements, (5) Evaluates whether changes made improve/impact student learning, and (6) Documents the learning and your efforts.

MACU Vision: Preparing People to Do Greater Things for God and His Kingdom

MACU Mission: Preparing students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

MACU WIGs:

- 1. MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accountable, and Timely)
- 2. MACU will take a "GiANT step" in developing a "Liberator" by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18.

Section I: Background Information

School: CAGS	Program: Christian Ministries
Faculty/Chair: Dr. Kimberly Thomas	Email: kthomas@macu.edu
Report Date: 04/2016	Quarter/Year: 3rd/ 2015-16

School Mission/Goals: Preparing vocational and non-vocational ministerial leaders to competently serve the spiritual, emotional, relational, and social needs of those within the local congregation, ministry setting, and global community of the 21st century from a Wesleyan-Arminian perspective.

School/Program WIGs:

- 1. Review D2L curricula content, Christian Ministries courses content, and ethic courses content to determine if instructions for assignments and quizzes are clearly stated. The goal is to reduce the number of vague or poorly written instructions in 1/3 of our courses each year from 2015 to 2018.
- 2. All adjunct and full time faculty are to create a welcome video to be posted in each course they teach. This will be completed by December 2015.

Section II: Data Collection

1. List your Program and Student Learning Outcomes.

Outcome	Program Outcome Description	Student Learning Outcome Description
Outcome 1	Analyze the call and practice of ministry through personal and collaborative experiences.	 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry. 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 1.3 – Assess the influence society and culture has on individual and communal history.
Outcome 2	Apply principles of Christian discipleship to individual and communal experiences.	 2.1 – Assess one's spiritual growth and discipleship development. 2.2 – Outline the definition of discipleship from both the Biblical and Wesleyan-Arminian perspective. 2.3 – Devise effective strategies to encourage others to grow in their relationship with Jesus Christ. 2.4 – Defend how living out Christ-like discipleship influences others.
Outcome 3	Examine biblical and theological principles from a Wesleyan-Arminian orthodox Christian tradition.	 3.1 – Defend the authority and reliability of the Bible. 3.2 – Analyze the relationship between biblical interpretation and theological application. 3.3 – Illustrate the use of the Inductive Method of studying the Bible. 3.4 – Support how biblical and theological principles shape daily, practical living. 3.5 – Compare and contrast theological generalizations from essential questions.

		3.6 – Explain the Biblical role of the Trinity
		in theology and human experiences.
		in theorogy and number experiences.
Outcome 4	Integrate scripture, theology, history of tradition, and practical skills to ministry	 4.1 – Define how one's understanding of and relationship with God shapes ministry implementation. 4.2 – Express the value of diverse cultures, faith practices, and social traditions, past and present, found within local congregations, the Church at large, and the world. 4.3 – Design curricula and programs that recognize diverse values, skills, and experiences of the audience. 4.4 – Assess needs and problems within an organization/community to devise effective solutions. 4.5 – Integrate theoretical knowledge and team dynamics that lead toward organizational goals.
Outcome 5	Construct lessons, sermons, and programs using effective communication skills.	 5.1 – Combine elements of history and post modernity in designing sermons, lessons, and projects. 5.2 – Teach and preach lessons that are biblically and theologically sound. 5.3 – Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience. 5.4 – Employ leaders and peers to provide healthy critique of communication skills.
Outcome 6	Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).	 6.1 – Defend a personal commitment to a historic, orthodox Christian faith. 6.2 – Integrate the practice of spiritual disciplines to the formation of Christ-like character. 6.3 – Model behavioral dispositions that are positive, collegial, and teachable.

	 6.4 – Synthesize the qualities of Christ-like leadership within one's personal, professional, and public life. 6.5 – Support other leaders when not leading.
--	---

2. Indicate which Program Outcomes measured quarterly (Q) by marking \underline{X} .

Outcome	Q1 2014	Q2 2014	Q3 2015	Q4 2015	Q1 2015	Q2 2015	Q3 2016	Q4 2016	Q1 2016	Q2 2016	Q3 2017	Q4 2017
Outcome 1	Х	Х			Х	Х	Х	Х				
Outcome 2	Х	Х			Х	Х	Х	Х				
Outcome 3	Х	Х			Х	Х	Х	Х				
Outcome 4			Х	Х					Х	Х	Х	Х
Outcome 5			Х	Х					Х	Х	Х	Х
Outcome 6			Х	Х					Х	Х	Х	Х

Section III: Data Analysis

1. Use the 4 Point Scale Rubric below to indicate **<u>number</u>** of the students in each category.

OUTCOME	Not Met	d Improvement	=Met	=Exceed Expectations
 1.0: Program Outcome: Student Learning Outcome: 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry 			36.35%	63.65%
 1.0: Program Outcome: Student Learning Outcome: 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 			36.35%	54.55%
ogram Outcome: • Student Learning Outcome:				

2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.		
 bgram Outcome: Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 		
 bgram Outcome: Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 		
 Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 		
 bgram Outcome: Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 		
 bgram Outcome: Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 		, D
 bgram Outcome: Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 		
ogram Outcome: • Student Learning Outcome:		

	Mid-America Christian University
Program	Outcome and Student Learning Assessment Report

 bgram Outcome: Construct lessons, sermons, and programs using effective communication skills. Student Learning Outcome: 		
 bgram Outcome: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others). Student Learning Outcome: 		

2. Identify courses and total number of students. Record the **percentage (%)** of students "Met and/or Exceed Expectations" program outcome quarterly (Q).

Percent (%) of Students Meet and/or Exceed Expectations							
Program Outcome	School Year	Course# PMIN301 3 Stu#4	Course# PMIN410 3 Stu#13	Program Outcome	School Year	Course# Stu#	Course# Stu#
	Q1 2014				Q1 2014		
Outcome 1	Q2 2014			Outcome 4	Q2 2014		
	Q3 2015				Q3 2015		

Office of Academic Assessment, Accreditation, and Institutional Research

			1			
	Q4 2015				Q4 2015	
	Q1 2015	80.95%			Q1 2015	
	Q2 2015	100.00%			Q2 2015	
	Q3 2016	100.00%			Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
Outcome 2	Q4 2015			Outcome	Q4 2015	
Outcome 2	Q1 2015		80.00%	5	Q1 2015	
	Q2 2015		100.00%		Q2 2015	
	Q3 2016		100.00%		Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
0,4, 2	Q4 2015			Outcome	Q4 2015	
Outcome 3	Q1 2015		93.33%	6	Q1 2015	
	Q2 2015		100.00%	1	Q2 2015	
	Q3 2016		100.00%	1	Q3 2016	
	Q4 2016			1	Q4 2016	
	Q4 2016			J	Q4 2016	

Percent (%) of Students Meet and/or Exceed Expectations							
Program Outcome	School Year	Course# THEO2303 Stu#19	Course# PMIN110 3 Stu#11	Program Outcome	School Year	Course# Stu#	Course# Stu#
	Q1 2014				Q1 2014		
Outcome 1	Q2 2014			Outcome	Q2 2014		
	Q3 2015			4	Q3 2015		

Office of Academic Assessment, Accreditation, and Institutional Research

				·	
Q4 2015				Q4 2015	
Q1 2015				Q1 2015	
Q2 2015				Q2 2015	
Q3 2016		100.00%		Q3 2016	
Q4 2016				Q4 2016	
Q1 2014				Q1 2014	
Q2 2014				Q2 2014	
Q3 2015				Q3 2015	
Q4 2015			Outcome	Q4 2015	
Q1 2015			5	Q1 2015	
Q2 2015				Q2 2015	
Q3 2016		100.00%		Q3 2016	
Q4 2016				Q4 2016	
Q1 2014				Q1 2014	
Q2 2014				Q2 2014	
Q3 2015				Q3 2015	
Q4 2015			Outcome	Q4 2015	
Q1 2015			6	Q1 2015	
Q2 2015	80.00%		1	Q2 2015	
Q3 2016	78.90%		1	Q3 2016	
Q4 2016			1	Q4 2016	
	Q1 2015Q2 2015Q3 2016Q4 2016Q1 2014Q2 2014Q3 2015Q4 2015Q2 2015Q3 2016Q4 2016Q1 2014Q2 2014Q3 2015Q4 2016Q1 2014Q2 2015Q3 2015Q4 2015Q1 2015Q2 2015Q3 2015Q3 2015Q3 2015Q3 2015Q3 2015Q3 2015Q3 2015Q3 2016	Q1 2015 Q2 2015 Q3 2016 Q4 2016 Q1 2014 Q2 2014 Q2 2014 Q2 2015 Q4 2015 Q1 2015 Q2 2015 Q2 2015 Q2 2015 Q3 2016 Q4 2016 Q1 2014 Q2 2014 Q3 2015 Q4 2016 Q1 2014 Q3 2015 Q4 2015 Q1 2015 Q1 2015 Q2 2015 80.00% Q3 2016	Q1 2015	Q1 2015	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $

Section IV: Reports:

1. Prepare a paragraph or two explaining your findings (process and result).

For the third quarter assessment, Program Outcomes 1, 2, and 3 continued to be reviewed to compare with the first quarter. The findings for the courses are as follows:

PMIN1003 – Program Orientation showed:

0% (a drop of 33% over the 2nd quarter) met expectations and 100% (an improvement of 52.38% over the 2nd quarter) exceeded expectations for Program Outcome 1 – Student Outcome 1.1.

<u>PMIN4103</u> – Pastor's Role in Church Administration showed:

7.7% (a drop of 25.63% over the 2^{nd} quarter) met expectations and 92.3 % (an improvement of 25.63% over the 2^{nd} quarter) exceeded expectations for Program Outcome 2 – Student Outcome 2.3.

7.7% (a drop of 25.63% over the 2nd quarter) met expectations and 92.3% (an improvement of 25.63% over the 2nd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

<u>THEO2303</u> – Introduction to Christian Theology showed:

26.3% (an improvement of 26.3% over the 2^{nd} quarter) met expectations and 52.6% (a drop of 27.4% over the 2^{nd} quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.4.

26.3% (an improvement of 26.3% over the 2^{nd} quarter) met expectations and 52.6% (a drop of 27.4% over the 2nd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

26.3% (an improvement of 26.3% over the 2^{nd} quarter) met expectations and 52.6% (a drop of 27.4% over the 2^{nd} quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.6.

PMIN1103 - Foundations of Ministry showed:

72.7% met expectations and 27.3% exceeded expectations for Program Outcome 1 – Student Outcome 1.1.

72.7% met expectations and 27.3% exceeded expectations for Program Outcome 1 – Student Outcome 1.2.

63.6% met expectations and 36.4% exceeded expectations for Program Outcome 2 – Student Outcome 2.4.

2. Define an action plan to **sustain** student learning with "Met and Exceed Expectations" and to **improve** student learning with "Not Met or Need Improvement".

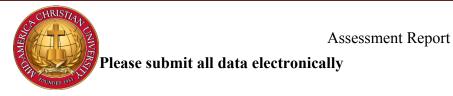
Revisiting the instructions for the PMIN1003, PMIN1103, and PMIN4103 courses have shown that clearer instructions help to improve student scores. The assignment instructions for THEO2303 still need evaluation to determine what caused drop.

3. List the follow-up steps to create a plan designed to <u>help</u> all of students meet and exceed expectations.

Program Director will continue to be in discussion with instructors of PMIN4103 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 2 – Student Outcome 2.3.

Program Director will be in discussion with instructors of THEO2303 to determine areas they feel need changes or enhancements to improve the students' understanding of assignments thus increasing the students' performance from "needs improvement" or "met expectations" to "exceeds expectations" for Program Outcome 3 – Student Outcomes 3.4, 3.5, and 3.6.

4. Comments:



The Higher Learning Commission (HLC) defines assessment of student learning as a participatory, iterative process that: (1) Provides data/information you need on your students' learning, (2) Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning, (3) Produces evidence that students are learning the outcomes you intended, (4) Guides you in making educational and institutional improvements, (5) Evaluates whether changes made improve/impact student learning, and (6) Documents the learning and your efforts.

MACU Vision: Preparing People to Do Greater Things for God and His Kingdom

MACU Mission: Preparing students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

MACU WIGs:

- 1. MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accountable, and Timely)
- 2. MACU will take a "GiANT step" in developing a "Liberator" by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18.

Section I: Background Information

School: CAGS	Program: Christian Ministries
Faculty/Chair: Dr. Kimberly Thomas	Email: kthomas@macu.edu
Report Date: 06/2016	Quarter/Year: 4th/ 2015-16

School Mission/Goals: Preparing vocational and non-vocational ministerial leaders to competently serve the spiritual, emotional, relational, and social needs of those within the local congregation, ministry setting, and global community of the 21st century from a Wesleyan-Arminian perspective.

School/Program WIGs:

- 1. Review D2L curricula content, Christian Ministries courses content, and ethic courses content to determine if instructions for assignments and quizzes are clearly stated. The goal is to reduce the number of vague or poorly written instructions in 1/3 of our courses each year from 2015 to 2018.
- 2. All adjunct and full time faculty are to create a welcome video to be posted in each course they teach. This will be completed by December 2015.

Section II: Data Collection

1. List your Program and Student Learning Outcomes.

Outcome	Program Outcome Description	Student Learning Outcome Description
Outcome 1	Analyze the call and practice of ministry through personal and collaborative experiences.	 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry. 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 1.3 – Assess the influence society and culture has on individual and communal history.
Outcome 2	Apply principles of Christian discipleship to individual and communal experiences.	 2.1 – Assess one's spiritual growth and discipleship development. 2.2 – Outline the definition of discipleship from both the Biblical and Wesleyan-Arminian perspective. 2.3 – Devise effective strategies to encourage others to grow in their relationship with Jesus Christ. 2.4 – Defend how living out Christ-like discipleship influences others.
Outcome 3	Examine biblical and theological principles from a Wesleyan-Arminian orthodox Christian tradition.	 3.1 – Defend the authority and reliability of the Bible. 3.2 – Analyze the relationship between biblical interpretation and theological application. 3.3 – Illustrate the use of the Inductive Method of studying the Bible. 3.4 – Support how biblical and theological principles shape daily, practical living. 3.5 – Compare and contrast theological generalizations from essential questions.

		3.6 – Explain the Biblical role of the Trinity
		in theology and human experiences.
		in theorogy and number experiences.
Outcome 4	Integrate scripture, theology, history of tradition, and practical skills to ministry	 4.1 – Define how one's understanding of and relationship with God shapes ministry implementation. 4.2 – Express the value of diverse cultures, faith practices, and social traditions, past and present, found within local congregations, the Church at large, and the world. 4.3 – Design curricula and programs that recognize diverse values, skills, and experiences of the audience. 4.4 – Assess needs and problems within an organization/community to devise effective solutions. 4.5 – Integrate theoretical knowledge and team dynamics that lead toward organizational goals.
Outcome 5	Construct lessons, sermons, and programs using effective communication skills.	 5.1 – Combine elements of history and post modernity in designing sermons, lessons, and projects. 5.2 – Teach and preach lessons that are biblically and theologically sound. 5.3 – Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience. 5.4 – Employ leaders and peers to provide healthy critique of communication skills.
Outcome 6	Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).	 6.1 – Defend a personal commitment to a historic, orthodox Christian faith. 6.2 – Integrate the practice of spiritual disciplines to the formation of Christ-like character. 6.3 – Model behavioral dispositions that are positive, collegial, and teachable.

	 6.4 – Synthesize the qualities of Christ-like leadership within one's personal, professional, and public life. 6.5 – Support other leaders when not leading.
--	---

2. Indicate which Program Outcomes measured quarterly (Q) by marking \underline{X} .

Outcome	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	2014	2014	2015	2015	2015	2015	2016	2016	2016	2016	2017	2017
Outcome 1	Х	Х			Х	Х	Х	Х				
Outcome 2	Х	Х			Х	Х	Х	Х				
Outcome 3	Х	Х			Х	Х	Х	Х				
Outcome 4			Х	Х					Х	Х	Х	Х
Outcome 5			Х	Х					Х	Х	Х	Х
Outcome 6			Х	Х					Х	Х	Х	Х

Section III: Data Analysis

1. Use the 4 Point Scale Rubric below to indicate **<u>number</u>** of the students in each category.

OUTCOME	Not Met	d Improvement	=Met	=Exceed Expectations
 1.0: Program Outcome: Student Learning Outcome: 1.1 – Develop and articulate a biblical and theological foundation for the call to the Christian Ministry 			50.00%	50.00%
 1.0: Program Outcome: Student Learning Outcome: 1.2 – Summarize a personal philosophy of ministry formed from Scripture, history of tradition, personal experience, skills/giftings, and ethics. 			50.00%	50.00%
ogram Outcome: • Student Learning Outcome:			þ	

	r		
2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.			
 Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 			
 bgram Outcome: Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 			
 Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 			
 bgram Outcome: Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 		5	5
 bgram Outcome: Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 		, D	, D
 Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 		, D	, D
bgram Outcome:Student Learning Outcome:			

	Mid-America Christian University
Program	Outcome and Student Learning Assessment Report

arram Outcomer Construct lessons, someons		
bgram Outcome: Construct lessons, sermons,		
and programs using effective communication		
skills.		
Student Learning Outcome:		
pgram Outcome: Formulate a world-view		
consistent with Christ-like character (humility,		
life-long learning, self-control, service, valuing		
oneself and others).		
Student Learning Outcome:		

2. Identify courses and total number of students. Record the **percentage (%)** of students "Met and/or Exceed Expectations" program outcome quarterly (Q).

Percent (%) of Students Meet and/or Exceed Expectations									
Program Outcome	School Year	Course# PMIN100 3 Stu#4	Course# PMIN410 3 Stu#13	Program Outcome	School Year	Course# Stu#	Course# Stu#		
	Q1 2014				Q1 2014				
Outcome 1	Q2 2014			Outcome 4	Q2 2014				
	Q3 2015			'	Q3 2015				

Office of Academic Assessment, Accreditation, and Institutional Research

r						
	Q4 2015				Q4 2015	
	Q1 2015	80.95%			Q1 2015	
	Q2 2015	100.00%			Q2 2015	
	Q3 2016	100.00%			Q3 2016	
	Q4 2016	100.00%			Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
Outcome 2	Q4 2015			Outcome 5	Q4 2015	
Outcome 2	Q1 2015		80.00%		Q1 2015	
	Q2 2015		100.00%		Q2 2015	
	Q3 2016		100.00%		Q3 2016	
	Q4 2016		100.00%		Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
	Q4 2015			Outcome	Q4 2015	
Outcome 3	Q1 2015		93.33%	6	Q1 2015	
-	Q2 2015		100.00%	1	Q2 2015	
	Q3 2016		100.00%	1	Q3 2016	
	Q4 2016		100.00%]	Q4 2016	

Percent (%) of Students Meet and/or Exceed Expectations									
Program Outcome	School Year	Course# THEO2303 Stu#11	Course# PMIN110 3 Stu#0	Program Outcome	School Year	Course# Stu#	Course# Stu#		
	Q1 2014				Q1 2014				
Outcome 1	Q2 2014			Outcome	Q2 2014				
	Q3 2015			4	Q3 2015				

Office of Academic Assessment, Accreditation, and Institutional Research

				r		
	Q4 2015				Q4 2015	
	Q1 2015				Q1 2015	
	Q2 2015				Q2 2015	
	Q3 2016		100.00%		Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
Outcome 2	Q4 2015			Outcome 5	Q4 2015	
	Q1 2015				Q1 2015	
	Q2 2015				Q2 2015	
	Q3 2016		100.00%		Q3 2016	
	Q4 2016				Q4 2016	
	Q1 2014				Q1 2014	
	Q2 2014				Q2 2014	
	Q3 2015				Q3 2015	
0	Q4 2015			Outcome	Q4 2015	
Outcome 3	Q1 2015			6	Q1 2015	
	Q2 2015	80.00%		1	Q2 2015	
	Q3 2016	78.90%		1	Q3 2016	
	Q4 2016	90.91%		1	Q4 2016	

Section IV: Reports:

1. Prepare a paragraph or two explaining your findings (process and result).

For the fourth quarter assessment, Program Outcomes 1, 2, and 3 continued to be reviewed to compare with the first quarter. The findings for the courses are as follows:

<u>PMIN1003</u> – Program Orientation showed:

50% (a drop of 50% over the 3rd quarter) met expectations and 50% (a drop of 2.38% over the 3rd quarter) exceeded expectations for Program Outcome 1 – Student Outcome 1.1.

<u>PMIN4103</u> – Pastor's Role in Church Administration showed:

27.27% (an improvement of 19.57% over the 3rd quarter) met expectations and 72.73 % (a drop of 19.57% over the 3rd quarter) exceeded expectations for Program Outcome 2 – Student Outcome 2.3.

27.27% (an improvement of 19.57% over the 3rd quarter) met expectations and 72.73% (a drop of 19.57% over the 3rd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

<u>THEO2303</u> – Introduction to Christian Theology showed:

63.64% (an improvement of 37.34% over the 3rd quarter) met expectations and 27.27% (a drop of 25.33% over the 3rd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.4.

63.64% (an improvement of 37.34% over the 3rd quarter) met expectations and 27.27% (a drop of 25.33% over the 3rd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.5.

63.64% (an improvement of 37.34% over the 3rd quarter) met expectations and 27.27% (a drop of 25.33% over the 3rd quarter) exceeded expectations for Program Outcome 3 – Student Outcome 3.6.

PMIN1103 – Foundations of Ministry showed:

This course was not taught during the 4th quarter.

2. Define an action plan to **sustain** student learning with "Met and Exceed Expectations" and to **improve** student learning with "Not Met or Need Improvement".

Revisiting the instructions for the PMIN1003, PMIN4103, and THEO2303 courses have shown that clearer instructions help to improve student scores.

3. List the follow-up steps to create a plan designed to <u>help</u> all of students meet and exceed expectations.

Program Director will continue to be in discussion with instructors of PMIN1003 to determine areas they feel need changes or enhancements to bring consistency to the performance of Student Outcomes 1.1 and 1.2. The material and instructor have remained consistence but the student performance has vacillated. Need to determine whether instructions still need more clarification.

4. Comments:

2016-2017 Spring Assessment

Report of Program Assessment 2016-2017

We utilized our adjunct instructors to help collect data. They recorded the results from course work results on to a rubric and Dr. Nance calculated the results in a numerical/statistical form. Dr. Thomas then created a narrative of the results that are posted in the AIRR drive.

For the 2016-2017 calendar year, the Adult School of Christian Ministries accessed Program Outcomes 1 and 2; these outcomes are:

Program Outcome 1: Knowledge of the Bible

Program Outcome 2: Research, Communication and Critical Thinking

We anticipated that **Program Outcome 1** was being met and we assessed 4 courses to determine the outcome results. Those courses were: PMIN3103 - Homiletics, BINT3303 - Romans, BINT3103 - Synoptic Gospels, and PMIN2603 - Christian Education. Those courses ran between July and December 2016. The results indicated that

Number of students "Not Met" = 0 Number of students "Needs Improvement" = 8 Number of students "Met" = 16 Number of students "Exceeds Expectations" = 19 Total number of students used to measure **PO1 = 43**

We anticipated that **Program Outcome 2** was being met and we assessed 4 courses to determine the outcome results. Those courses were: PMIN3103 - Homiletics, BINT3303 - Romans, PMIN1003 - Program Orientation, PMIN2603 Christian Education. Those courses ran between July and December 2016. The results indicated that

Number of students "Not Met" = 0 Number of students "Needs Improvement" = 4 Number of students "Met" = 22 Number of students "Exceeds Expectations" = 34 Total number of students used to measure **PO2 = 60**

We continued to access those Program Outcomes from January to May of 2017. Again, we anticipated that we were meeting **Program Outcome 1** and therefore we assessed 9 courses and

they were: : PMIN3103 - Homiletics, BINT3713 - Life and Teachings of Jesus, BINT3303 - Romans, BINT3103 - Synoptic Gospels, BINT2103 - Introduction to Inductive Bible Study, PMIN2603 - Christian Education, PMIN1103 - Foundations of Ministry, BINT3703 - Church History 1, THEO2303 - Introduction to Christian Theology. The results indicated that

- Unacceptable 2.27%
- Needs Improvement 11.36%
- Meets Expectations 44.70%
- Exceeds Expectations 41.67%

The work of 132 students was reviewed

Again, we anticipated that **Program Outcome 2** was being met and we assessed 10 courses that and results indicated that PMIN3103 - Homiletics, BINT3713 - Life and Teachings of Jesus, BINT3303 - Romans, BINT3103 - Synoptic Gospels, BINT2103 - Introduction to Inductive Bible Study, PMIN2603 - Christian Education, PMIN1103 - Foundations of Ministry, BINT3703 - Church History 1, THEO2303 - Introduction to Christian Theology.

- Unacceptable 0.88%
- Needs improvement 10.52%
- Meets expectations 41.23%
- Exceeds expectations 47.37%
- The work of 114 students was reviewed.

Results of outcomes

Several of these courses still contain group assignments which have proven unsuccessful. Need to continue the process of removing group work. Review demonstrated that students may not clearly understand instructions. Need to continue process of reviewing instructions for clarity. Need to continue process of reviewing all courses to determine which are killer courses and begin revising those courses first as soon as possible.

June 2017 through December 2017 Program Outcome Report

For the fall semester of 2017, Program Outcomes 3.0 and 4.0 were the concentrated areas of study. A total of 319 students' performances were evaluated. A total of 37 courses were reviewed.

The results for Program Outcome 3.0:

Total students evaluated: 266

Unacceptable: 3 for a percentage of 1.13% Needs Improvement: 27 for a percentage of 10.15% Meets Expectations: 77 for a percentage of 28.95% Exceeds Expectations: 159 for a percentage of 59.77%

The results for Program Outcome 4.0:

Total students evaluated: 53

Unacceptable: 0 Needs Improvement: 2 for a percentage of 3.77% Meets Expectations: 14 for a percentage of 26.42% Exceeds Expectations: 37 for a percentage of 69.81%

The following courses were used to create this data: BINT1203 08W1 17FA BINT1203 08W2 17FA BINT1203 10W1 17FA BINT1223 07W1 17FA BINT1223 10M1 17FA BINT1223 11W1 17FA BINT2303 10W1 17FA BINT3103 06W1 17SU BINT3103 07W1 17FA BINT3103 08W1 17FA BINT3103 11W1 17FA BINT3303 07W1 17FA BINT3303 08W1 17FA BINT3303 11W1 17FA BINT3713 06W1 17SU BINT3713 07M1 17FA BINT3713 07W1 17FA BINT3713 10W1 17FA

BINT3713 11W1 17FA

BIOT1103 07W1 17FA BIOT1103 10W1 17FA BUAD4203 10W1 17FA BUAD4403 06W1 17SU BUAD4403 11W1 17FA PMIIN1003 07W1 17FA PMIN1003 07W2 17FA PMIN1003 10W1 17FA PMIN1103 08W1 17FA PMIN2603 06W1 17SU PMIN2603 10W1 17FA PMIN3103 06W1 17SU PMIN3103 08W1 17FA PMIN3103 11W1 17FA PMIN4103 06W1 17SU PMIN4103 08W1 17FA PMIN4103 10W1 17FA PMIN4303 08W1 17FA

Courses continue to be reviewed for clarification of instructions and rubrics. Attention is being paid to End of Course survey results for any complaints from students regarding instructions not being clear.

Program Outcomes 1.0 and 2.0 will be the focus of attention for the 2018 Spring semester.

Christian Ministries Annual Report- July 31, 2018 Qualtrics Information for POs and SLOs

Program Outcomes 1.0 and 2.0 were assessed the 2018 calendar year. Data was collected from students enrolled in 14 different courses, with several sections, resulting in assessment information taken from 1304 evaluations.

The results for **Program Outcome 1.0**: **KNOWLEDGE OF BIBLE, THEOLOGY AND CHURCH HISTORY.** The acquisition and demonstration of knowledge consistent with the discipline. Total assessment evaluations: 776

- Unacceptable: 2.32% (28 evaluations)
- Needs Improvement: 10. 57% (82 evaluations)
- Meets Expectations: 31.31% (243 evaluations)
- Exceeds Expectations: 55.80% (433 evaluations)

The results for **Program Outcome 2.0**: – **RESEARCH, COMMUNICATION, AND CRITICAL THINKING.** The demonstration of the ability to research, communicate, and think critically from a Wesleyan theological perspective verbally, in writing, and through relevant technology.

Total assessment evaluations: 528

- Unacceptable: 2.65% (14 evaluations)
- Needs Improvement: 7.77% (41 evaluations)
- Meets Expectations: 23.48% (124 evaluations)
- Exceeds Expectations: 66.10% (349 evaluations)

Courses assessed:

BINT1203 – 2 sections BINT1223 – 7 sections BINT2103 – 2 sections BINT2303 – 1 section BINT3103 – 1 section BINT3303 – 4 sections BINT3713 – 9 sections BIOT1103 - 3 sections PMIN1003- 2 sections PMIN103 – 1 section PMIN2603 – 1 section PMIN3103 – 2 sections PMIN4303 – 2 sections THE02303 – 3 sections

Summary of data collected:

Program Outcome 1: 87% of our students meet or exceed expectations in completing this outcome. Program Outcome 2: 89% of our students meet or exceed expectations in completing this outcome. The breakdown of Student Learning Outcomes identifies outcomes 1.7 and 1.8 as not being applicable to any of the courses assessed. This may indicate the need to evaluate the validity of these outcomes or to discover if these outcomes fit better in courses not assessed.

Breakdown of Student Outcomes

PROGRAM OUTCOME 1 – KNOWLEDGE OF BIBLE, THEOLOGY AND CHURCH HISTORY. The acquisition and demonstration of knowledge consistent with the discipline.

Student Outcome 1.1. The student will be able to defend the authority and reliability of Holy Scriptures. Number of Students Not Met 17 Number of Students Needs Improvement 42 Number of Students Met 91 Number of Students Exceeds Expectations Total 153

Student Outcome 1.2. The student will be able to distinguish major components of the Bible, such as content, literary structure, and type.

8 Number of Students Not Met 22 Number of Students Needs Improvement 58 Number of Students Met 58 Number of Students Exceeds Expectations Total 146

<u>Student Outcome 1.3.</u> The student will be able to compare and contrast the relationship between biblical interpretation and theological application.

1 Number of Students Not Met 6 Number of Students Needs Improvement 23 Number of Students Met 17 Number of Students Exceeds Expectations Total 47

Student Outcome 1.4. The student will be able to illustrate the use of the Inductive Method in studying the Bible in order to examine, interpret, and apply biblical and theological principles. 0 Number of Students Not Met 7 Number of Students Needs Improvement 18 Number of Students Met 36 Number of Students Exceeds Expectations Total 61

Student Outcome 1.5. The student will be able to explain definitions, provide descriptions, and make content application of theological and biblical terms or themes.
5
Number of Students Not Met
21
Number of Students Needs Improvement
66
Number of Students Met
147
Number of Students Exceeds Expectations
Total
239

Student Outcome 1.6. The student will be able to describe the unique role and work of the Trinity within the world and in the life of individuals.
1
Number of Students Not Met
9
Number of Students Needs Improvement
36
Number of Students Met
84
Number of Students Exceeds Expectations
Total
130

<u>Student Outcome 1.7.</u> Recognize and explain Wesleyan-Arminian theological perspectives and practices as rooted in Scripture. 0 Number of Students Not Met 0 Number of Students Needs Improvement 0 Number of Students Met 0 Number of Students Exceeds Expectations Total 0

Student Outcome 1.8. Utilize academic research to articulate and support the influence of church history in the 21st century church. 0 Number of Students Not Met 0 Number of Students Needs Improvement 0 Number of Students Met 0 Number of Students Exceeds Expectations Total 0

PROGRAM OUTCOME 2 – RESEARCH, COMMUNICATION, AND CRITICAL THINKING. (HEAD)The demonstration of the ability to research, communicate, and think critically from a Wesleyan theological perspective verbally, in writing, and through relevant technology.

Student Outcome 2.1. The student will be able to describe a biblical and theological foundation for the call to Christian ministry.
1
Number of Students Not Met
3
Number of Students Needs Improvement
12
Number of Students Met
33
Number of Students Exceeds Expectations
Total

49

Student Outcome 2.2. The student will be able to demonstrate research methods, study tools, and college-level writing skills to create and support assignments.
7
Number of Students Not Met
16
Number of Students Needs Improvement
51
Number of Students Met
168
Number of Students Exceeds Expectations
Total
242

Student Outcome 2.3. The student will be able to articulate a personal philosophy of ministry informed by Scripture, history of tradition, personal and collaborative experiences, skills/gifting, character, and competence.

0 Number of Students Not Met 3 Number of Students Needs Improvement 5 Number of Students Met 27 Number of Students Exceeds Expectations Total 35

Student Outcome 2.4. The student will be able to combine Scripture, theology elements of history, tradition, and contemporary thought in writing, designing, and the delivery of sermons and lessons. 3

Number of Students Not Met

8 Number of Students Needs Improvement 29 Number of Students Met 34 Number of Students Exceeds Expectations Total 74

Student Outcome 2.5. The student will be able to illustrate the importance of spiritual formation and spiritual disciplines from both Scripture and the Wesleyan Arminian perspective.
3
Number of Students Not Met
9
Number of Students Needs Improvement
19
Number of Students Met
62
Number of Students Exceeds Expectations
Total
93

Student Outcome 2.6. The student will use assessment tools to discover strengths, abilities, gifts, and talents for leadership and ministry practices. 0 Number of Students Not Met 2 Number of Students Needs Improvement 8 Number of Students Met 25 Number of Students Exceeds Expectations Total 35

PMIN2603 Christian Education and Discipleship Rubric for Week 5 Assignment 1 Lesson Plan and Bible Study College of Adult and Graduate Studies Mid America Christian University (175 points assignment)

Student Performance Component	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Weighted Score
	7.5 points	15 points	22.5 points	30 points	
Grammar, Spelling, and Punctuation	The assignment is full of grammatical, spelling, and punctuation errors. The writing is not developed at college level.	The assignment has some grammatical, spelling, and punctuation errors. The writing borders college level.	The assignment has minimal glaring spelling, punctuation, and grammatical errors that are not distracting. The writing is sufficient for the college level.	The assignment is free of all spelling, punctuation, and grammatical errors. The writing is at a post- college level.	
	7.5 points	15 points	22.5 points	30 points	
CAB Objectives clearly identified and explained **Cognitive, Affective, and Behavioral	The objectives are not present or not measurable in one of the three domains.	Objectives are present but not clearly defined.	A clear objective is stated for each of the three learning domains.	There are two or more learning objectives for each of the three learning domains.	
	4.25 points	8.5 points	12.75 points	17 points	
Completion of Lesson Planning Guide and activities are age appropriate	Less than 50 percent of questions are answered.	50 percent of the questions are answered with clarity and precise statements.	85 to 90 percent of questions are correctly answered with age appropriate activities and concepts.	91 to 100 percent of questions are answered and supported with clear, concise, and use age appropriate methods of instruction.	
	15.5 points	31 points	46.5 points	62 points	
Learning Styles addressed in the Presentation	Only one learning style is evident in the teaching learning interaction.	Two of the three learning styles are evident in the teaching learning interaction.	All three learning styles are evident with at least 1 activity for each learning style.	All three learning styles are evident with at least two activities for each learning style.	

	3 points	6 points	9 points	12 points	
APA Title page	None present	Title page included, but missing information (ie: page numbering at top right, running head, title of paper, student's name, college name, date, etc.)	Title page included with all necessary components, with exception of running head. (ie: page numbering at top right, running head, title of paper, student's name, college name, date, etc.)	Title page contains all parts and correct format. (ie: page numbering at top right, running head, title of paper, student's name, college name, date, etc.)	
	3 points	6 points	9 points	12 points	
APA In-text Citation	No APA style in- text citations used throughout document	Limited APA style in-text citations used throughout document (50%). (Less than 50% of periods, commas, and quotation marks used correctly)	Some APA style in-text citations used in the document (75%) (Most periods, commas, and quotation marks used correctly)	APA style in-text citations used throughout document (90%-100%) (All periods, commas, and quotation marks used correctly)	
	3 points	6 points	9 points	12 points	
APA Reference Page	Reference page contains no scholarly academic resources, only internet webpages or no reference page. Errors in reference listing.	References page contains fewer scholarly academic resources and text references than required. Many errors of APA guidelines: double space, 12 pt. font, hanging indents	Reference page contains the required number of scholarly academic resources and text reference. Follows most APA guidelines of components: double space, 12 pt. font, hanging indents	Reference page contains more than required scholarly academic references and text references. Follows APA guidelines of components: double space, 12 pt. font, hanging indents	

Total points = <u>175;</u> Penalties - ____ (late submission); Final Score = _____

PMIN4303 – Leadership Formation Rubric for Week 3 Assignment Adult School of Christian Ministries (CAGS) Mid America Christian University (160 points assignment) Date Changed: 5/4/2018

NAME:		DATE:							
Student Performance Component	No Evidence (0-59%: F)	Beginning (60%-69%:D)	Approaching Proficiency (70%-79%: C)	Meets Expectations (80%-89%: B)	Exemplary (90%-100%: A)	Student Score			
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points				
Spelling, and Punctuationexcessive grammatical, spelling, and punctuation err The writing is a	grammatical, spelling, and punctuation errors. The writing is not developed at the	The assignment is full of grammatical, spelling, and punctuation errors. Errors impede the flow of reading. The writing borders college level.	The assignment has several grammatical, spelling, and punctuation errors that may impede the flow of reading Several sentence fragments and run- ons exist.	The assignment has a minimal of 7 glaring spelling, punctuation, and grammatical errors that are not distracting. A minimal number of sentence fragments and run-ons. The writing is sufficient for the college level.	The assignment has no more than 5 errors of spelling, punctuation, and grammar. The writing is at a post- college level.				
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points				
Organization	The information is disorganized and flow of document makes it difficult to read and understand the thought developments of the topic.	The information appears to be disorganized and not well constructed. Coherence is lacking; ideas are not unified. Serious errors.	Information is organized, but paragraphs are not well constructed; some points are misplaced and stray from the topic. Transitions are evident but not consistently used.	Information is organized with well-constructed paragraphs. Writing is logically organized with transitions between ideas and paragraphs to create coherence.	Information is highly organized; logic and reason clearly leads the reader to the conclusion and stirs thought regarding the topic.				
	0 – 11.7 points	12-13.7 points	14-15.7 points	16-17.7 points	18-20 points				
Incorporation of Source Material	Part 1 1 to 3 references to the textbook and 1 reference to an additional resource. Part 2 No references to textbook.	Part 1 4 to 6 references to the textbook and 2 references to an additional resource. Part 2 1 reference to textbook.	Part 1 7 to 9 references to the textbook and 3 to 4 references to an additional resource. Part 2 2 references to textbook.	Part 1 10 references to the textbook and 5 references to an additional resource. Part 2 3 references to textbook.	Part 1 11 or more references to the textbook and 6 or more references to an additional resource. Part 2 4 or more references to textbook.				
	0-41.3 points	42-48.3 points	49-55.3 points	56-62.3 points	63-70 points				

Content	Content addresses 1	Content addresses 2	Content addresses 4	Content addresses	Content addresses	
D (1	of the 6	to 3 of the 6	to 5 of the 6	all 6 of the	all 6 of the	
Part 1	assessments.	assessments.	assessments.	assessments.	assessments.	
	1 of the questions	2 of the questions	3 of the questions	Each question is	Each question is	
	are addressed for	are addressed for each assessment.	are addressed for	addressed for each	addressed for each	
	each assessment.		each assessment.	assessment.	assessment.	
	Responses are	Responses are	Responses are	Responses are	Responses are stated in detail	
	vague.	confusing Responses	generalized statements	clearly stated Responses	Responses	
	Responses do not demonstrate the	demonstrates the	Responses	demonstrates the	demonstrates the	
	student's	student's limited	demonstrates the	student's	student's	
	understanding of	understanding of	student's general	understanding of	understanding of	
	how the various	how the various	understanding of	how the various	how the various	
	assessments identify	assessments identify	how the various	assessments	assessments	
	strengths and areas	strengths and areas	assessments identify	<i>identify strengths</i>	identify strengths	
	of need in their	of need in their leadership skills.	strengths and areas of need in their	and areas of need in their leadership	and areas of need in their leadership	
	leadership skills.	ieaaersnip skiiis.	leadership skills.	skills.	skills and provides	
			reductship shifts.	Skills.	specific examples.	
	0 – 11.7 points	12-13.7 points	14-15.7 points	16-17.7 points	18-20 points	
				C + + 11		
	Content does not address or vaguely	Content addresses 1 of the following: 1)	Content addresses 2 of the following:	Content addresses all of the following:	Content addresses all of the following:	
	addresses the	What did you learn	-	1) What did you	1) What did you	
	following:	new about yourself	1) What did you learn new about	learn new about	learn new about	
	1) What did you	and your leadership	yourself and your	yourself and your	yourself and your	
	learn new about	abilities? 2) Do you	leadership	leadership	leadership	
	yourself and your	see yourself as a	abilities? 2) Do you	abilities? 2) Do you	abilities? 2) Do you	
	leadership	natural born leader or a leader in	see yourself as a	see yourself as a natural born leader	see yourself as a natural born leader	
	abilities? 2) Do you	progress? 3) How	natural born leader	or a leader in	or a leader in	
	see yourself as a natural born leader	do you see the	or a leader in $program (2, 3)$ How	progress? 3) How	progress? 3)How	
	or a leader in	results of the	progress? 3) How do you see the	do you see the	do you see the	
	progress? 3) How	various assessments	results of the	results of the	results of the	
a	do you see the	supporting or being	various assessments	various	various	
Content	results of the	counter to your	supporting or being	assessments	assessments	
Part 2	various assessments	foundational voice?	counter to your	supporting or being	supporting or being	
1 ui t 2	supporting or being	4) What leader in scripture can you	foundational voice?	counter to your foundational voice?	counter to your foundational voice?	
	counter to your foundational voice?	embrace as a	4) What leader in	4) What leader in	4) What leader in	
	5	personal model of	scripture can you embrace as a	scripture can you	scripture can you	
	4) What leader in	credibility and	personal model of	embrace as a	embrace as a	
	scripture can you embrace as a	why?	credibility and	personal model of	personal model of	
	personal model of		why?	credibility and	credibility and	
	credibility and	Responses are	Responses are	why?	why?	
	why?	underdeveloped	generalized			
		and/or confusing.	statements; little	Responses are	Responses are	
			personalization.	clearly stated.	detailed and	
					examples are	
					included to support	
					responses.	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
		Title page only	Title page included,	Title page included		
		includes title,	but missing	with all necessary		

		stadaut's nome	:f		Title mean sente:	
APA Title page	None present	student's name, and/or university name.	information (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	components with exception of running head. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	Title page contains all components and correct format. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
APA In-text Citation	No APA style in- text citations used throughout the document.	Minimal APA style in-text citations used throughout document (25%). (Less than 25% of periods, commas, and quotation marks used correctly)	Limited APA style in-text citations used throughout document (50%). (Less than 50% of periods, commas, and quotation marks used correctly)	Some APA style in- text citations used in the document (75%) (Most periods, commas, and quotation marks used correctly)	APA style in-text citations used throughout document (90%-100%) (All periods, commas, and quotation marks used correctly)	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
APA Reference Page	No reference page present.	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	

Total points possible = <u>160</u> Penalties - ____ (late submission);

Final Score = _____

Additional comments:

APA MAJOR errors:

APA Reference errors: (ABC order, [:] reference/citation
APA Punctuation and Capitalization errors
APA Citation errors: (incorrect author order, incorrect et al. usage)
Title Page (Heading, Spacing, Content, etc.)
APA numbers (words for numbers below 10 and numerals for numbers above 10)
APA Verb problems (verb tense, verb-subject-article agreement)
Pronoun errors: (which, that, who, whom)
Format errors (incorrect line, letter, word spacing, pagination)
Use of Abbreviations or numerals to start sentences
Undefined abbreviations
Non-professional writing/tone
Lack of empirical evidence for points made
Other:
APA Minor errors:
Wrong font/wrong size/wrong color font
Inappropriate use of a secondary source (lack of "cited in)
Inappropriate use of personal pronouns, excessive abbreviations
Occasional problems with hanging indents
Using ampersands in text
Other:

BINT1203 – Introduction to the New Testament Rubric for Week 3 Assignment Adult School of Christian Ministries (CAGS) Mid America Christian University (125 points assignment) Created 06/25/2018

Student Performance Component	No Evidence (0-59%: F)	Beginning (60%-69%:D)	Approaching Proficiency (70%-79%: C)	Meets Expectations (80%-89%: B)	Exemplary (90%-100%: A)	Student Score
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
Grammar, Spelling, and Punctuation	The assignment has excessive grammatical, spelling, and punctuation errors. The writing is not developed at the college level.	The assignment is full of grammatical, spelling, and punctuation errors. Errors impede the flow of reading. The writing borders college level.	The assignment has several grammatical, spelling, and punctuation errors that may impede the flow of reading Several sentence fragments and run-ons exist.	The assignment has a minimal of 7 glaring spelling, punctuation, and grammatical errors that are not distracting. A minimal number of sentence fragments and run-ons. The writing is sufficient for the college level.	The assignment has no more than 5 errors of spelling, punctuation, and grammar. The writing is at a post-college level.	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
Organization	The information is disorganized and flow of document makes it difficult to read and understand the thought developments of the topic.	The information appears to be disorganized and not well constructed. Coherence is lacking; ideas are not unified. Serious errors.	Information is organized, but paragraphs are not well constructed; some points are misplaced and stray from the topic. Transitions are evident but not consistently used.	Information is organized with well-constructed paragraphs. Writing is logically organized with transitions between ideas and paragraphs to create coherence.	Information is highly organized; logic and reason clearly leads the reader to the conclusion and stirs thought regarding the topic.	
	0 – 17.7 points	18 – 20.7 points	21 – 23.7 points	24 – 26.7 points	27 – 30 points	
Incorporation of Source Material	Document contains no references from the textbook or from the document.	Document contains 1 reference from the textbook and 1 reference from the document.	Document contains 2 references from the textbook and 2 references from the document.	Document contains 3 references from the textbook and 3 references from the document.	Document contains more than 3 references from the textbook and more than 3 references from the document.	
	0 – 26.55 points	27 – 31.05 points	31.5 – 35.55 points	36 – 40.05 points	41.5 45 points	
Content	Content provides 2 of 5 of the following for general epistles, circular letters, and prison epistles: 1) Analyzes who were	Content provides 3 of 5 of the following for general epistles, circular letters, and prison epistles: 1) Analyzes who were	Content provides 4 of 5 of the following for general epistle, circular letter, and prison epistle: 1)	Content provides all of the following for general epistle, circular letter, and prison epistle: 1) Analyzes who were	Content provides all of the following for general epistle, circular letter, and prison epistle: 1) Analyzes who were	

	the recipients of Paul's letters 2) What was Paul's relationship to the recipients? 3) What was the purpose or the reason for the letter? 4) How would the letter be applicable in the 21 st century America? 5) How would it relate to you in your ministry or life?	the recipients of Paul's letters 2) What was Paul's relationship to the recipients? 3) What was the purpose or the reason for the letter? 4) How would the letter be applicable in the 21 st century America? 5) How would it relate to you in your ministry or life?	Analyzes who were the recipients of Paul's letters 2) What was Paul's relationship to the recipients? 3) What was the purpose or the reason for the letter? 4) How would the letter be applicable in the 21 st century America? 5) How would it relate to you in your ministry or life?	the recipients of Paul's letters 2) What was Paul's relationship to the recipients? 3) What was the purpose or the reason for the letter? 4) How would the letter be applicable in the 21 st century America? 5) How would it relate to you in your ministry or life? Provides no statement of how the textbook has aided their understanding	the recipients of Paul's letters 2) What was Paul's relationship to the recipients? 3) What was the purpose or the reason for the letter? 4) How would the letter be applicable in the 21 st century America? 5) How would it relate to you in your ministry or life? AND Provides statement of how the textbook has aided their	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	of Pauline Epistles. 8 – 8.9 points	understanding of Pauline Epistles. 9 - 10 points	
APA Title page	None present	Title page only includes title, student's name, and/or university name.	Title page included, but missing information (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	Title page included with all necessary components with exception of running head. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	Title page contains all components and correct format. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	
APA In-text Citation	0 – 5.9 points No APA style in-text citations used throughout the document.	6 – 6.9 points Minimal APA style in-text citations used throughout document (25%). (Less than 25% of periods, commas, and quotation marks used correctly)	 7 – 7.9 points Limited APA style in-text citations used throughout document (50%). (Less than 50% of periods, commas, and quotation marks used correctly) 	8 – 8.9 points Some APA style in-text citations used in the document (75%) (Most periods, commas, and quotation marks used correctly)	9 - 10 points APA style in-text citations used throughout document (90%-100%) (All periods, commas, and quotation marks used correctly)	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	

APA Reference Page No r prese	reference page sent.	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	
--	-------------------------	--	---	--	--	--

Total points possible = <u>125</u> Penalties - ____ (late submission);

Final Score = _____

Additional comments:

APA MAJOR errors:

APA Reference errors: (ABC order, [:] reference/citation
APA Punctuation and Capitalization errors
APA Citation errors: (incorrect author order, incorrect et al. usage)
Title Page (Heading, Spacing, Content, etc.)
APA numbers (words for numbers below 10 and numerals for numbers above 10)
APA Verb problems (verb tense, verb-subject-article agreement)
Pronoun errors: (which, that, who, whom)
Format errors (incorrect line, letter, word spacing, pagination)
Use of Abbreviations or numerals to start sentences
Undefined abbreviations
Non-professional writing/tone
Lack of empirical evidence for points made
Other:
APA Minor errors:
Wrong font/wrong size/wrong color font
Inappropriate use of a secondary source (lack of "cited in)
Inappropriate use of personal pronouns, excessive abbreviations
Occasional problems with hanging indents

_____Using ampersands in text

____Other: _____

BINT3713– Life and Teachings of Jesus Rubric for Week 2 Assignment 1 Adult School of Christian Ministries (CAGS) Mid America Christian University (140 points assignment) Created 04/05/2018

Student:

Date: _____

Student Performance Component	No Evidence (0-59%: F)	Beginning (60%-69%:D)	Approaching Proficiency (70%-79%: C)	Meets Expectations (80%-89%: B)	Exemplary (90%-100%: A)	Student Score
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 – 10 points	
Spelling, and excess Punctuation gram spellin punct The v devel	The assignment has excessive grammatical, spelling, and punctuation errors. The writing is not developed at the college level.	The assignment is full of grammatical, spelling, and punctuation errors. Errors impede the flow of reading. The writing borders college level.	The assignment has several grammatical, spelling, and punctuation errors that may impede the flow of reading Several sentence fragments and run- ons exist.	The assignment has a minimal of 7 glaring spelling, punctuation, and grammatical errors that are not distracting. A minimal number of sentence fragments and run-ons. The writing is sufficient for the college level.	The assignment has no more than 5 errors of spelling, punctuation, and grammar. The writing is at a post- college level.	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 – 10 points	
Organization	The information is disorganized and flow of document makes it difficult to read and understand the thought developments of the topic.	The information appears to be disorganized and not well constructed. Coherence is lacking; ideas are not unified. Serious errors.	Information is organized, but paragraphs are not well constructed; some points are misplaced and stray from the topic. Transitions are evident but not consistently used.	Information is organized with well-constructed paragraphs. Writing is logically organized with transitions between ideas and paragraphs to create coherence.	Information is highly organized; logic and reason clearly leads the reader to the conclusion and stirs thought regarding the topic.	
	0 – 11.8 points	12 – 13.8 points	14 – 15.8 points	16 – 17.8 points	18 - 20 points	
Incorporation of Source Material	Part 1 Content does not contain any references to the Stewart textbook. Part 2 Content does not contain any reference to an academic resource.	Part 1 Content contained 1 reference to the Stewart textbook, however, it did not clearly connect to the teaching principles of Jesus. Part 2 Content contained 1 reference to an academic resource for 1 of the 3 selected parables.	Part 1 Content contained 1 reference to the Stewart textbook. Part 2 Content contained 1 reference to an academic resource for 2 of the 3 selected parables.	Part 1 Content contained 2 references to the Stewart textbook. Part 2 Content contained 1 reference to an academic resource for each selected parable.	Part 1 Content contained 3 or more references to the Stewart textbook. Part 2 Content contained 2 or more references to an academic resource for each selected parable.	
	0-20.65 points	21 – 24.15 points	24.5 – 27.65 points	28 – 31.15 points	31.5 - 35 points	

	The identification of the principles is vague and application is missing.	The identification of the principles is simplistic and confusing. Vague application present.	Principles are generally identified and only general application provided.	Principles are clearly identified and applied.	Principles are detailed and student provides examples of application.	
	0-20.65 points	21 – 24.15 points	24.5 – 27.65 points	28 – 31.15 points	31.5 - 35 points	
Content Part 2	Content addresses less than 4 of the following for 1 of the 3 selected parables: What was the setting in which Jesus was teaching the parable? What prompted Jesus to teach the parable? Who was present to hear the parable? Did Jesus provide an explanation as to the meaning for the parable? If so, what was it? If Jesus didn't provide an explanation as to the meaning of the parable, what was your interpretation of the maning of the parable? What message does the parable have for the 21st century? Responses are vague and no application is present.	Content addresses each of the following for 1 of the 3 selected parables: What was the setting in which Jesus was teaching the parable? What prompted Jesus to teach the parable? Who was present to hear the parable? Did Jesus provide an explanation as to the meaning for the parable? If so, what was it? If Jesus didn't provide an explanation as to the meaning of the parable, what was your interpretation of the meaning of the parable? What message does the parable have for the 21 st century? Responses are underdeveloped and application is confusing.	Content addresses each of the following for 2 of the 3 selected parables: What was the setting in which Jesus was teaching the parable? What prompted Jesus to teach the parable? Who was present to hear the parable? Did Jesus provide an explanation as to the meaning for the parable? If so, what was it? If Jesus didn't provide an explanation as to the meaning of the parable, what was your interpretation of the meaning of the parable? What message does the parable have for the 21 st century? Responses and application are very general.	Content addresses each of the following for each of the 3 selected parables: What was the setting in which Jesus was teaching the parable? What prompted Jesus to teach the parable? Who was present to hear the parable? Did Jesus provide an explanation as to the meaning for the parable? If so, what was it? If Jesus didn 't provide an explanation as to the meaning of the parable, what was your interpretation of the meaning of the parable? What message does the parable have for the 21 st century? Responses are clearly stated. Application is present.	Content addresses each of the following for each of the 4 or more selected parables: What was the setting in which Jesus was teaching the parable? What prompted Jesus to teach the parable? Who was present to hear the parable? Did Jesus provide an explanation as to the meaning for the parable? If so, what was it? If Jesus didn 't provide an explanation as to the meaning of the parable, what was your interpretation of the meaning of the parable? What message does the parable have for the 21 st century? Responses are detailed and examples of application are present.	

APA Title page	None present	Title page only includes title, student's name, and/or university name.	Title page included, but missing information (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	Title page included with all necessary components with exception of running head. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	Title page contains all components and correct format. (ie: page numbering at top right, running head, title of paper, student's name, college name, class name, date, etc.)	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 – 10 points	
APA In-text Citation	No APA style in- text citations used throughout the document.	Minimal APA style in-text citations used throughout document (25%). (Less than 25% of periods, commas, and quotation marks used correctly)	Limited APA style in-text citations used throughout document (50%). (Less than 50% of periods, commas, and quotation marks used correctly)	Some APA style in- text citations used in the document (75%) (Most periods, commas, and quotation marks used correctly)	APA style in-text citations used throughout document (90%-100%) (All periods, commas, and quotation marks used correctly)	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 – 10 points	
APA Reference Page	No reference page present.	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	

Total points possible = <u>140</u> Penalties - ____ (late submission);

Final Score = _____

Additional comments:

APA Errors

APA MAJOR errors:

_____ APA Reference errors: (ABC order, [:] reference/citation

____APA Punctuation and Capitalization errors

_____APA Citation errors: (incorrect author order, incorrect et al. usage)

_____Title Page (Heading, Spacing, Content, etc.)

_____APA numbers (words for numbers below 10 and numerals for numbers above 10)

_____APA Verb problems (verb tense, verb-subject-article agreement)

____Pronoun errors: (which, that, who, whom)

____Format errors (incorrect line, letter, word spacing, pagination)

_____Use of Abbreviations or numerals to start sentences

____Undefined abbreviations

____Non-professional writing/tone

____Lack of empirical evidence for points made

____Other:_____

APA Minor errors:

_____Wrong font/wrong size/wrong color font

_____Inappropriate use of a secondary source (lack of "cited in...)

_____Inappropriate use of personal pronouns, excessive abbreviations

____Occasional problems with hanging indents

_____Using ampersands in text

____Other: _____

Christian Ministries, Program Review, Section 6

Program Outcome Student Learning Outcome D3 Forms

College-Prog	ram (i.e. CAGS/I	Adult School of Christia	an Ministries							
Your Name:	kthomas									
	F	Program Outco	me/Student	Learning	g Outcome D	3 Form				
-										
Please comple	ete the following	rubric and return it to	the Chair's D3 Rul	bric, AAIR fold	ler.					
Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files			
35-53	10 m	12			The courses that	Overall, students	Results from	5. A.		
Fall 2016	1/31/2017	PO1 and PO2	Continue to impr	August-Decer	align to these	are meeting and	outcome			
			18							
			2 2							
-							0			
	-		13							
	215 - 21		12				2			

College-Prog	ram (i.e. CAGS/	Ministry):							
Your Name:	Kimberly S. T	nomas							
		Program Outcor	ne/Studen	t Learning	Outcome D3	Form	1		
Please comple	ete the following	g rubric and return it to t	he Chair's <mark>D3 R</mark> u	ubric, <mark>AAIR fo</mark> ld	er.				
Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files		
Fall 2016 Q2	1 31 2017	Program Outcome 1 : KNOWLEDGE OF BIBLE, Program Outcome 2:	The CHM team has evaluated The CHM team	August 1 - December 31, August 1 -	Program Outcome I is being addressed Program Outcome 2	Number of students "Not Number of	Student performance Student		
Fall 2016 Q2	1 31 2017	RESEARCH, Program Outcome 1 :	has evaluated The CHM team	December January 1-	-	students "Met" =	performance Evaluation of 132	-	
Spr 2017 Q2	6 1 2017	KNOWLEDGE OF BIBLE,	has evaluated	May 31, 2017	is being addressed	2.27%	Student		
Spr 2017 Q2	612017	Program Outcome 2: COMMUNICATION, AND	The CHM team has evaluated	January 1- May 31, 2017	Program Outcomes are being addressed	• Unacceptable – 0.88%	Evaluation of 114 Student		
	- 5								
			2						

College-Progr	am (i.e. CAGS/I	Ministry):	Christian Ministries						
Your Name:	K. Thomas	1997 yr y chef 2008 an							
	F	Program Outcom	me/Student	Learning	Outcome D3	Form			
Please comple	ete the following	rubric and return it to t	the Chair's D3 Ru	oric, AAIR fold	er.				
Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated	Actual Results	Evidence Files		
			1.00		Results				
	31-Jul-17	2017-2018 Program	Meet on August	3-Aug-17	We will assess	90 percent of	August PO/SLO D3	6	
Summer 2017		Outcomes assessment	3, 2017 to		Program Outcomes	students continue	Form	0	
	· · · · · · · · · · · · · · · · · · ·				· · · · · · · · · · · · · · · · · · ·				
		-							
	12 12								
	2								
		1					-		
	2	1	8 2						

College-Progr	am (i.e. CAGS/I	Ministry):	Christian Ministr	ies					
Your Name:	K. Thomas								
		Program Outcom	me/Student	t Learning	g Outcome D3	Form			
Please comple	te the following	rubric and return it to	the Chair's D3 Ru	bric, AAIR fold	ler.				
Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files		
Jan through Ma	31-Jul-17	2017-2018 Program Outcomes assessment	Meet on August 3, 2017 to	3-Aug-17	We will assess Program Outcomes	Review of Program Outcomes did not	August PO/SLO D3 Form		
Jan through May 2018	31-Jul-18	Program Outcomes 1	Student Outcomes 1.7	31-Sept-2018	Course or courses may need	Pending	D3 Form, Curriculum		
		9							

Christian Ministries, Program Review, Section 7

End of Course D3 Forms

	am : CAGS/AS	CM						
our Name:	K. Thomas							
			End of Cours	e D3 Fo	orm			
lease comple	te the followin	g rubric and return it to the (Chair's D3 Rubric, AAIR fo	lder.				
Quarterly	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files	
Q 3 Spr 2017	4/31/2017 (reporting for March 2017)	Students expressed that the instructor's presence was lacking in the course.	Chair will visit with instructor, and the instructor will be monitored.	6/5/2017	Instructor will improve current status	Corrected action	CHM Chair notes	
Q3 Spr 2017	4/31/2017 (reporting for March 2017)	Students note that Assignment instructions continue to not be clearly stated	The CHM team will continue to review these courses and other courses to assess for instructional clarity.	3 31 - ongoing		Corrections are being met	CHM WIG meeting reports	

V The second								
K. Inomas								
		End of Cours	e D3 Fo	orm				
te the followin	ng rubric and return it to the (Chair's D3 Rubric, AAIR fo	older.					
Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files		
5/31/2017 (reporting for April 2017)	Students expressed that the instructor's presence was lacking in the course.	Chair will visit with instructor, and the instructor will be monitored.	6/10/2017	Instructor will improve current status	Corrected action	CHM Chair notes		
5/31/2017 (reporting for April 2017)	Students note that Assignment instructions continue to not be clearly stated	The CHM team will continue to review these courses and other courses to assess for instructional clarity.	ongoing	Rewritten instructions will result In higher EOC evaluation averages in this area.	Corrections are being met	CHM WIG meeting reports		
Sector Sector		Chair will research rigor of course and academic	5 31-6-15- 2017	Notsure	Results inconclusiv	e CHM Chair notes		
	Seport Date 5/31/2017 (reporting for April 2017) 5/31/2017 (reporting for April 2017) 5/31/2017 5/31/2017 5/31/2017	te the following rubric and return it to the following rubric and return it to the following rubric and return it to the following for April 2017) Students expressed that the instructor's presence was lacking in the course. S/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated	End of Cours Report Date Areas of Focus Action Plan 5/31/2017 Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor will be monitored. 5/31/2017 Students note that Assignment instructions continue to not be clearly stated The CHM team will continue to review these courses to assess for instructional clarity. 5/31/2017 Student reported not being Chair will research rigor	End of Course D3 Formattic State of	End of Course D3 Form Report Date Areas of Focus Action Plan Timeline Anticipated Results 5/31/2017 (reporting for April 2017) Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor will be monitored. 6/10/2017 Instructor will improve current status 5/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated The CHM team will continue to review these courses and other courses to assess for instructional clarity. Rewritten instructions will result In higher EOC evaluation averages in this area. 5/31/2017 Student reported not being Chair will research rigor 5 31-6-15- Not sure	End of Course D3 Form Report Date Areas of Focus Action Plan Timeline Anticipated Results Actual Results 5/31/2017 (reporting for April 2017) Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor will be monitored. Instructor will improve current status Corrected action 5/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated The CHM team will continue to review these courses to assess for instructional clarity. Rewritten instructions will result In higher EOC evaluation averages in this area. Corrections are being met 5/31/2017 Student reported not being Chair will research rigor 5 31-6-15- Not sure	End of Course D3 Form Report Date Areas of Focus Action Plan Timeline Anticipated Results Actual Results Evidence Files 5/31/2017 Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor will improve current status Corrected action CHM Chair notes 5/31/2017 Students note that Assignment instructions continue to review these courses and other courses to assess for instructional clarity. ongoing Rewritten instructions will result in higher EOC evaluation averages in this area. Corrections are being met CHM WIG meeting reports 5/31/2017 Student reported not being Chair will research rigor 5 31-6-15- Not sure Not sure	End of Course D3 Form End of Course D3 Form End of Course D3 Form te the following rubric and return it to the Chair's D3 Rubric, AAIR folder. Report Date Areas of Focus Action Plan Timeline Anticipated Results Actual Results 5/31/2017 Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor's presence was lacking in the course. 6/10/2017 Instructor will improve current status Corrected action CHM Chair notes 5/31/2017 Students note that Assignment instructions continue to review these ourses and other courses to assess for instructions state d ongoing Rewritten instructions are ourses and other courses to assess for instructional clarity. Ongoing Rewritten instructions will negate this area. Corrections are being met being met reports 5/31/2017 Students reported not being Chair will research rigor 531-6-15- Not sure Lacking in this area. Lacking in this area. Lacking met Corrections are being met Being met Corrections are being met Being met Students note that area instructions will negate this area. Lacking met Corrections are being met Being met Being met Being met Students

	am : CAGS/AS	СМ		1			-	
Your Name:	K. Thomas							
	THE R. P. LEWIS CO., NAMES							
			End of Cours	se D3 Fo	orm			
Please comple	te the followin	ng rubric and return it to the (Chair's D3 Rubric, AAIR fo	older.				
	-							
Quarterly	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files	
Q3 Spr 2017	5/31/2017 (reporting for April 2017)	Students expressed that the instructor's presence was lacking in the course.	Chair will visit with instructor, and the instructor will be monitored.	6/10/2017	Instructor will improve current status	Corrected action	CHM Chair notes	
Q3 Spr 2017	5/31/2017 (reporting for April 2017)	Students note that Assignment instructions continue to not be clearly stated	The CHM team will continue to review these courses and other courses to assess for instructional clarity.	ongoing	Rewritten instructions will result In higher EOC evaluation averages in this area.	Corrections are being met	CHM WIG meeting reports	
Q3 Spr 2017	5/31/2017 (reporting for April 2017)	Student reported not being prepared to meet the requirements of the course		5 31-6-15- 2017	Not sure	Corrections are being met	CHM Chair notes	
Q4 Sum 2017	10 23 2017	August responses requestedmMore specific instructions (MMIN5313 and MMIN 6431)	Review course and check for clarity	10/30- 11/2017	Instructions will be enhanced	Course rewrites are <mark>i</mark> n process	Chair Notes	
a. a. 34 0	10 23 2017	July EOC scores were all above 3.0	Continue improving course instructions and communication with instructors	ongoing	Enhanced instructions and better prepared instructors	Faculty development/trai ning and revised course instructions	End of Course surveys	
	10 23 2017	August EOC responses were all above 3.0	Continue improving course instructions and communication with instructors	ongoing	Enhanced instructions and better prepared instructors	Faculty development/trai ning and revised course instructions	End of Course surveys	
Q2 Fall 2017	1 31 2018	All EOC responses were above 3.0	Student responses continue to identify Question 4 as having "top" ratings; Question 5 continues to fall within the "bottom" rating of questions over the course of the quarter.	May-18	As course instructions and assignments are modified; we ant icipate that Question 5 will not be a concern to students.	Progress has been made, however, making instructions more clear is an ongoing process	End of Course surveys	
Q3 Spr 2018	7 31 2018 (Reporting for January- May 2018)	All EOC responses were above 3.0 except for Q4 which addresses tests questions being clearly written and appropriate.	It is highly suspicious that students are answering '1' in lue of "N/A" option. Request an "N/A" option for Q4.	and the second se	Director of the Office of Institutional Effectiveness will consider addition of 'N/A' option	Deliberations In process	N/A option appearing on EOC Survey form	

K. Thomas						
1.						
		End of Cours	se D3 Fo	orm		
te the followin	g rubric and return it to the (Chair's D3 Rubric, AAIR fo	older.			
				Anticipated Regults	Astual Pasulta	Evidence Files
			IIIIeiiiie	Anticipated Results		CHM Chair notes
(reporting for April 2017)	Students expressed that the instructor's presence was lacking in the course.	instructor, and the instructor will be monitored.	6/10/2017	Instructor will improve current status	conclediaction	
5/31/2017 (reporting for April 2017)	Students note that Assignment instructions continue to not be clearly stated	The CHM team will continue to review these courses and other courses to assess for instructional clarity.	ongoing	Rewritten instructions will result In higher EOC evaluation averages in this area.	Corrections are being met	CHM WIG meeting reports
(reporting for	prepared to meet the		5 31-6-15- 2017	Notsure	Corrections are being met	CHM Chair notes
	A THE STORE STORE STORE STORE AND A STORE	Review course and check for clarity	10/30- 11/2017	Instructions will be enhanced	Modifications are in process	Chair/Prog Dir. Notes
	Real Providence and the super-	Continue improving course instructions and communication with instructors	ongoing	Enhanced instructions and better prepared instructors	and the second	End of Course surveys
		Continue improving course instructions and communication with	ongoing	Enhanced instructions and better prepared instructors	Instructional issues addresses in CHM Faculty meetings	End of Course surveys
					8	
	Report Date 5/31/2017 (reporting for April 2017) 10 23 2017 10 23 2017	Report Date Areas of Focus 5/31/2017 (reporting for April 2017) Students expressed that the instructor's presence was lacking in the course. 5/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated 5/31/2017 (reporting for April 2017) Student reported not be ing prepared to meet the requirements of the course 10 23 2017 August responses requested specific instructions (MMIN5313 and MMIN 6431) 10 23 2017 July EOC scores were all above 3.0	Ete the following rubric and return it to the Chair's D3 Rubric, AAIR for Report Date Areas of Focus Action Plan 5/31/2017 (reporting for April 2017) Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor, and the instructor will be monitored. 5/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated The CHM team will continue to review these ourses and other courses to assess for instructional clarity. 5/31/2017 (reporting for April 2017) Student reported not being prepared to meet the requirements of the course Chair will research rigor of course and academic history of student 10 23 2017 August responses requested specific instructions 10 23 2017 Review course and check for clarity 10 23 2017 July EOC scores were all above 3.0 Continue improving course instructions and communication with instructors	Ite the following rubric and return it to the Chair's D3 Rubric, AAIR folder. Report Date Areas of Focus Action Plan Timeline 5/31/2017 (reporting for April 2017) Students expressed that the instructor's presence was lacking in the course. Chair will visit with instructor, and the instructor will be monitored. 6/10/2017 5/31/2017 (reporting for April 2017) Students note that Assignment instructions continue to not be clearly stated The CHM team will continue to review these courses and other courses to assess for instructional clarity. ongoing 5/31/2017 (reporting for April 2017) Student reported not being prepared to meet the requirements of the course Chair will research rigor of course and academic history of student 5 31-6-15- 2017 10 23 2017 August re sponses requested specific instructions 10 23 2017 Revie w course and check for clarity 10/30- 11/2017 10 23 2017 July EOC scores were all above 3.0 Continue improving course instructions and communication with instructors ongoing	Report DateAreas of FocusAction PlanTimelineAnticipated Results5/31/2017 (reporting for April 2017)Students expressed that the instructor's presence was lacking in the course.Chair will visit with instructor, and the instructor will be monitored.6/10/2017Instructor will improve current status5/31/2017 (reporting for April 2017)Students note that Assignment instructions continue to not be clearly statedThe CHM team will continue to review these ourses and other courses to assess for instructional clarity.Rewritten instructions will result in higher EOC evaluation averages in this area.5/31/2017 (reporting for April 2017)Student reported not being prepared to meet the requirements of the courseChair will research rigor of course and academic history of student5.31-6-15 2017Not sure10 23 2017August re sponses requested specific instructions (MMIN5313 and MMIN 6431)Review course and check for clarity10/30- 11/2017Instructions will be enhanced10 23 2017July EOC scores were all above 3.0Continue improving course instructions and communication with instructorsongoingEnhanced instructions and better prepared instructors	tet the following rubric and return it to the Chair's D3 Rubric, AAIR folder. Report Date Areas of Focus Action Plan Timeline Anticipated Results Actual Results \$731/2017 Students expressed that the instructor, and the instructor will be instructor vis presence was lacking in the course. Chair will visit with instructor, and the instructor will be monitored. Instructor will improve current status Corrected action \$/31/2017 Students note that Assignment instructions continue to not be clearly stated The CHM team will courses and other courses to assess for instructions and their courses to assess for instructional clarity. Not sure Corrections are being met \$/31/2017 Student reported not being chair will research rigor of sourse and academic April 2017) Coll and the course instructions of course and academic history of student \$ 31-6-15-2017 Not sure Corrections are being met \$/31/2017 Student reported not being course instructions of the course Corrections and academic for of course and academic history of student \$ 31-6-15-2017 Not sure Corrections are being met \$/31/2017 August responses requested specific instructions Review course and check for clarity \$ 10/30-11/2017 Instructions will be enhanced Modifications are in process \$/31/2017 Continue improving course instructions and academic instructions and c

Your Name:	am : CAGS/AS K. Thomas							
	in mornad							
			End of Cours	se D3 Fo	orm			
Please comple	ete the followin	ng rubric and return it to the 0	Chair's D3 Rubric, AAIR fo	older.				
Quarterly	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files	
Q1 2016	12/9/2016	Students expressed that the instructor's presence was lacking in the course.	Chair will visit with instructor, and the instructor will be monitore d.	1/31/2017	Corrected action.	Instructors has improved in this area.	Monitoring Report	
Q1 2016	12/9/2016	Assignment instructions in the following courses were not clearly stated: PMIN3343, THEO3822, BINT3713, BINT1223	The CHM team will review these courses for instructional clarity.	2/29/2017	Rewritten instructions will result In higher EOC evaluation averages in this area.	Instructions in these courses have been modified.	D2L	
Q1 2016	12/9/2016	Organization in following courses were not easy to follow: PMIN3343, BINT3713, PMIN4603, BINT1223	The CHM team will review these courses for organizatinal flow.	2/29/2017	An assessment of the organization of content will determine if a rewrite is necessary.	These courses have been rewritten.		

ollege-Progr	am : CAGS/AS							-
our Name:	K. Thomas							
	111111111							
			End of Cours	e D3 Fo	orm			
		1						
Please comple	te the followin	g rubric and return it to the (Chair's D3 Rubric, AAIR fo	older.				
Quarterly	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files	
	5/31/2017		Chair will visit with			Corrected action	CHM Chair notes	
23 Spr 2017	(reporting for April 2017)	Students expressed that the instructor's presence was lacking in the course.	instructor, and the instructor will be monitored.	6/10/2017	Instructor will improve current status			
Q3 Spr 2017	5/31/2017 (reporting for April 2017)	Students note that Assignment instructions continue to not be clearly stated	The CHM team will continue to review these courses and other courses to assess for instructional clarity.	ongoing	Rewritten instructions will result In higher EOC evaluation averages in this area.	Corrections are being met	CHM WIG meeting reports	
2 <mark>3 Spr 201</mark> 7	5/31/2017 (reporting for April 2017)	Student reported not being prepared to meet the requirements of the course	Chair will research rigor of course and academic history of student	5 31-6-15- 2017	Not sure	Corrections are being met	CHM Chair notes	
24 Sum 2017	10 23 2017	August responses requestedmMore specific instructions (MMIN5313 and MMIN 6431)	Review course and check for clarity	10/30- 11/2017	Instructions will be enhanced	Work in progress		
	10 23 2017	July EOC scores were all above 3.0	Continue improving course instructions and communication with instructors	ongoing	Enhanced instructions and better prepared instructors	CHM Team rewriting instructions; Instructional issues addressed in Faculty meetings	End of Course surveys	
	10 23 2017	August EOC responses were all above 3.0	Continue improving course instructions and communication with instructors	ongoing	Enhanced instructions and better prepared instructors	CHM Team rewriting instructions; Instructional issues addressed in Faculty meetings	End of Course surveys	
22 Fall 2017		All EOC responses were above 3.0	Student responses continue to identify Question 4 as having "top" ratings; Question 5 continues to fall within the "bottom" rating of questions over the course of the quarter.	May-18	As course instructions and assignments are modified, we ant icipate that Question 5 will not be a concern to students.	CHM Team rewriting instructions;	End of Course surveys	

End of Course Evidence

COLUMN AND AND AND AND AND AND AND AND AND AN	ni Zurany Bensi Inna dia kalendari dia kaodiminia mana dia kaodiminia		
	NUMBER OF STREET, STRE		-
A A AND AND AND A			-
Accept Notice Rate Notice 4 10 40.000 Rate Notice 5 10 40.000 Rate Notice 6 10 40.000 Rate Notice 1 10 40.000 Rate Notice	2000 2001 2001 100 4001 01 1001 100 4001 01 1001 100 4001 01 100 100 4001 01 100 4001 01 4001 01 4001 00 4001 00 4000 00 4001 00 4000 00 4000 00 4000 00 4000 0		
Norm Norm <th< th=""><th></th><th></th><th></th></th<>			
Instant Base In 0 10 Manupleto 0 10 Martin 0 10 Martin 0 10 Martin 0 10 Martin	Backer		
10 10 10 10 10 1 10 <th></th> <th></th> <th></th>			
A A ANNU ANT	Notes the first		-
Image Image Image 1 1 0 <	BARRY MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING MICHAEL BARRING		
II Margin Margin Amage Amage Amage Amage 1 1 Non-Amage Amagee 1 1 Non-Amagee Amagee 1 1 Non-Amagee Amagee	AND A MARY FILE PARTIES OF MARY FILE NAMES OF MARY		2
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Particular Sector Secto		-
			-
Name Same Same <th< th=""><th></th><th>1 1</th><th></th></th<>		1 1	
Design Design <thdesign< th=""> <thdesign< th=""> <thdesign< th="" th<=""><th>Keine and a set of a set</th><th></th><th>-</th></thdesign<></thdesign<></thdesign<>	Keine and a set of a set		-
1 0 Kalender 1 1 1 Kalender	Pankaro men inn. Pankaro men inn. Pankaro men inn. Men Men Men Men Men Men Men Men Men Men		3
0 0			-
		A CALL AND A CALL	
			-
1 0 Name Name<	Manuar 2 (2012) San Manuar 2 (2012) San		3
A A RESERVED ANY RESERVED AND ANY A D AND ANY A D ANY	Names Data Names Data Names Data Names Data Names Data		-
Image: Control of the contro	Annual Annu		-
Arep	adar mana		_
Array			-
	Alexan Enclose En		
			3
Image: State Image: State Image: State i i i image: State i i image: State image: State image: State image: State image: State image: State	Control C		ПШ
	Werke Darke Werke Landste Land Werke Landste Landste Land Werke Landste Landste Land Werke Landste Landste Land Werke Landste Land Werke Landste Landste Land Werke Landste Landste Land Werke Landste Landste Land Werke Landste Landste Landste Land Werke Landste Landste Landste Land Werke Landste Landste Landste Land Werke Landste Landste Landste Landste Landste Werke Landste Werke Landste Landste Werke Landste Landste Werke Landste Werke Landste Landste Werke Lands		
A A Aprenia Annual Annual Annual Annual Annual I A Annual Annual Annual Annual I A Annual	Personal control of Person		-
Aurop 	Particle Data Particle Data Ser Particle Data Ser Particle Data Ser Particle Data Ser Particle Data Ser	Image: 1 Image: 2	-
	MANY BANK OF STREET, SAN STREE		-
Import Import Import Import 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1 0.000 0.000 0.000 1			-
	Particular control control Particular control Particular control control Particular control control Particular control control Particular control control Particular control control control Particular control control control Particular control control control Particular control control control control Particular control control control control Particular control control control control control Particular control con		
and the second s			- -
1 1 1 1 1 1 1 1 1 2 1 1 1 1 1 2 1 1 1 1 1 1 2 1	ANY		
i i	Management and the second seco		-
any.			

1 2
1 3 3 4
1 3 3 4
 a variety (1) a variety (1) a
1 1
1 1
0 0
1 1
1 1
1 2
1 2
3 4
1 2 4
a a b
1 1
1 2
1 1
1 1
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $
No. N
No. N
No. N
No.
No.
No.
No.
No.
No.
No.

			Announce of the first of the fi	
		A constraint of the second secon		
Image Image <th< td=""><td></td><td></td><td>Addition for the DE Version and Markowski, Mar Markowski, Markowski, Mar Natrovski, Markowski, Mark</td><td>Andrea Marana ang Andrea Marana Ang</td></th<>			Addition for the DE Version and Markowski, Mar Markowski, Markowski, Mar Natrovski, Markowski, Mark	Andrea Marana ang Andrea Marana Ang
Descension Descension Rest Descension 1 1 Advancement Measurement of the second		Alternative and an anti-		-
Internet Designet Designet Designet Designet 4 10 sappling Bernet and train Bernet and train 4 10 sappling Bernet and train Bernet and train 4 10 sappling Bernet and train Bernet and train 4 10 sappling Bernet and train Bernet and train 4 10 sappling Bernet and train Bernet and train 4 10 sappling Bernet and train Bernet and train 5 10 sappling Bernet and train Bernet and train 6 10 sappling Bernet and train Bernet and train 6 10 sappling Bernet and train Bernet and train 6 10 sampling Bernet and train Bernet and train		Remaining and		
Image: state Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state March and the state 1 0 Number of the state Number of the state 1 0 Number of the state Number of the state		· · · · · · · · · · · · · · · · · · ·		
	Careford and and and and and and and and		All Bar Long All All All All All All All All All Al	
1 1			sensen and an	
Intel® Intel® Intel® Intel® Intel® 1 1 Second Second <t< td=""><td></td><td>A Restaura affect day day affect day a</td><td>Annual and a second sec</td><td></td></t<>		A Restaura affect day day affect day a	Annual and a second sec	
Name Applie Applie Applie Doub 1 1 spinsh Applie Applie Applie 1 spinsh Applie Applie	and			
Numerical Mariles Mariles Mariles 1 5 Mariles				
A separate and a separate sepa		and an	ay and an an	Not per

2016-2017 - Os	estions for EOC Survery				_					_		_	_							1	1				
1. The instructo 2. The instructo	r was knowledzeable a or orovided assistance a	bout the material o	covered in the co	ourse.						_		_	_												
3. The instructo	ir's presence was strong	ly felt throughout	the course.																						
5. Instructions a	is were clearly written a and expectations for assi or encouraged applied le	enments were clea	r. trating how cour	se concepts connect to pro	fessional	-		_		-	_	-	-	_	_										
				ue date.						_		_	_												
8. The instructo 9. The assistment	r's grading and feedbac ints enhanced my learni	k were constructiv ne in the course.	e, fair and helpe	d me improve.		_				_		_	_											_	_
10. The course 11. The oreaniz	effectively integrated ter ation of the course was	chnoloev and Intern conducive to learni	net resources that net	it contributed to learnine.				_		_	_	_	_											_	=
13. Resources v	red to meet the level/re	m I needed them in	this course.		_																				_
	te streneths of the instr the instructor be more u like best about this co u subject to improve th							_		_	_	_	_												=
Responses 3			Biblical	Course Code BINT5103 09W1 16FA	01 3	02 3	03	04	05 3	06 2	07 2	08 3	2	010	011	012	013	014 Helpful comments were given on graded assignments	015 Less the number of assignments or	016	017	-			=
			Interpretation															given on graded assignments	c divide assignments up over a period of two weeks. I did the work, but I did learn as much as I should have, because it was definitely too much.						
3	7		Biblical	BINT5103 09W1 16FA	4	3	2	5	2	2	3	2	3	3	2	3	3	showed a great deal of	be more available and give more solidified instructions in the beginning					_	_
			Interpretation															because he wrote the curriculum	solidified instructions in the beginning of the assignments						
3 2 2	7 5 5		Biblical Biblical Biblical	BINT5103 09W1 16#A BINT5103 10W1 16#A BINT5103 10W1 16#A	4 3 3	3 3 2	3 3 2	5 5 5	2 2 2	2 3 3	4 2 3	3 2 2	3 2 3	4	3 1 3	3 1 3	3	Knowledge of the course NULL His knowledge of the	N/A NULL Document/explain what needed to be	NULL Learning & applying the methods of tible study to predetermined passages.	NULL There is too much material crammed into 9 weeks, especially the last week. Perhaps, require only the final project be completed at the end.	_		-	=
			Interpretation															material	In other words, tell us what we did that	Bible study to predetermined passages.	Perhapi, require only the final project be completed at the end.				
																			was required. Be specific regarding the feedback so that we can take the steps to improve.						
3	8		Church Growth	PMIN3343 01W1 175P PMIN3343 01W1 175P	4	4	4	4	4	4	4	4	4	4	4	4	4	Communication skills and	continue to give feedback on discussion	the instructor made the course my classmates discussion question	Arcs reading	_			_
3	8 5 5		Homiletics Homiletics	PMIN3343 01W1 175P PMIN3343 01W1 175P MMIN5313 01W1 175P MMIN5313 01W1 175P	4 3 4	4 3 3	4 3 4	5	3	4	3	3 3 4	3 4 4	3 3 4	3 3 4	3	3	n/a It was active in the	continue to give feedback on discussion n/a	n/a It helped me in how to prepare my serm	n/a ens				=
3	5	AVERAGE	Homiletics																		I m/a cons ons More time preaching/leaching is the only way to get better.				
Responses 1 5	7	Instructor	The Pastor's Introduction to	Course Code PMIN4103 07M1 16FA BINT1223 08M1 16FA	4	4	4	4	4	4	4	4	4	4	4	4	4	Knowledge	Q15 No comments N/a	I learned new things	Q27 No comments N/a suphis				_
5	10 10 10		Introduction to Introduction to	BINT1223 08M1 16/A BINT1223 08M1 16/A BINT1223 08M1 16/A	4 4 4	4 3 4	4 3 4 4	3 4	4 4	4 3 4	4 3 4	3 3 3	4 3 2	3	3 4	4	4 3 3	Instructor was great and clas very knowledgable	N/a s I had no complaints the instructor was have discussion during class - he	the breakdown of each book of the Bible content	Nothing Instructor has to get with the times of having SOME learning time other that	•			=
1	10	AVERAGE	Introduction to Church Growth	BNT1223 08M1 16FA PMIN3343 09M1 16FA	3.57	3	3.43	4	4	3 1 3.29				4	3	3	1	He explain course very well. Knowledge	No comments	It was very interesting to learn about Equipped me to have a better	Nothing No comments				
Number Of 5	Enrollment 11 11	Instructor	Foundations of	Course Code BINT3813 07M1 16FA BINT3813 07M1 16FA	4	Q2 4 4	03 4 4	4	4	4	4	Q8 4 4	Q9 4	Q10 4	Q11 4	Q12 4	Q13 4	Q14 Dr. Bateman is very Relatability	Q15 N/A		Q17 None				
5 5 5	11 11 11		Foundations of Foundations of	BINT3813 07M1 16FA BINT3813 07M1 16FA BINT3813 07M1 16FA		4 4 4					4 4 4	4 4 3	4 4	4 4	2	4 4	4	He added very interesting Use of visuals, handouts and Very knowledgeable in	Focus on the subject of the course, Give all instructions on turned in papers	The Discussions that we had. Spiritual encouragement and praying for Love learning from the bible.	I don't understand the importance of the Slide Show presentations with the instructor needs to follow the book and emphasize what we are learning it is good the way it is really.				
2 2	11 11 6		Introduction to Introduction to Foundations of	BINT1223 10M1 16/A BINT1223 10M1 16/A BINT3813 12M1 175P	4 4 2	4 4 2	4 4 4 4 4 3	5 4 3	4 4 2	4 4	4 4 3	4 4 3	4 4 3	4 4 3	4 4	4 4 3	4	Very good listener Dr. Mike Bateman has a	the instructor can be a little more loud He encouraged us to continue our	what I like most about this course was This course not only forced me to learn The instructor was very friendly.	Provide a Bible for the students who don't have one I feel that this course is successful the way that it is, I don't know that I have This course was supposed to be about the life of Paul but the instructor just	taught very p	general	-	
			Ethics: The Life and Teachings of Paul															dedicated man.	course is about.		Christian beliefs like a Sunday sermon. I learned more about Paul in one hou on night 5 than in the previous four weeks. I wish I could take this course ag but I can not afford it. This was the exact same lectures Mr.Bateman gave in with him.	r with the su ain with the the last class	ubstitute substitute s I took		
																					with han.				
3	6		Foundations of	BNT3813 01M1 175P BNT3813 01M1 175P	4	4	4	4	3	4	3	4	4	3	4	4	3	Knows the topic, full of very knowledeeable and eas	teacher was excellent, no improvement	So full of historical facts and	A little easier book to follow, no improvements needed for instructor			_	_
3 2 2	6 15 15		Foundations of Foundations of	BINT3813 01M1 175P BINT3813 02W1 175P BINT3813 02W1 175P	4	4 3 4	4 4 4	5	4 3 4	4 3 4	4 4 4	4 4 4	4 4 4	4 3 4	4 3 4	4 3 4	4 3 4	Knowledge of the Bible. I Always stayed very involved This course was excellent.	Professor Milee Bateman was excellent some of the instructions were unclear at No suggestions. He was great.	Fell in love with the Apostle Paul. Have I have learned so much about Paul, my I absolutely loved my classmates. The	A tille easier blook to sciole, or improvements severate for manycath benything was exceptional for this course. One improvement to the adult benything mass exceptional for this course was a bit functioning as oth No suggestions. The course was very, very good. It is agreat course!	er students o	tid not		=
2	9	AVERAGE	Foundations of Foundations of	BNT3813 01M1 175P BNT3813 01M1 175P BNT3813 01M1 175P BNT3813 02W1 175P BNT3813 02W1 175P BNT3813 04M1 175P BNT3813 04M1 175P	4 4 3.8	4 4 3.8	4 4 3.93	5	4	4 4 3.6	4 4 3.87	4 4 3.8	4	4	4	4	4	extremely knowledgable on Very knowledgable, nice	he was great!!!	I learned a lot about Paul and the	it is a great course!				-
Number Of	Enrollment 4	Instructor	Course Title Introduction to	Course Code THE02303 08W1 16FA									Q9 3	Q10 2	Q11 2	Q12	Q13	Q14 NA	Q15 Have better communication, accept	Q16 the only thing I enjoyed about this	Q17 Retress exploration of material and requirements. This is the first class my twoold suggest less powerpoint projects, less assignments given the weight expections, especially with the final project. Relic would be great. I did not. Too many diversions semical the instructory				
2	4 2 10		Foundations of The Person and	THE02303 08W1 16FA THE03833 09W1 16FA THE03403 10W1 16FA	3 4 3	3 4 3	3 3 3	3 5 2	2 1 2	3	3 2 3	3	2 3 3	3	2 2 3	3	3 4 3	Q14 NA The instructor was easy to Knowledge of the subject	The instructor could grade less harship I think the instructor was great! Better choice of quiz questions some of	What I like best about this course is that I really enjoyed the topics that were The information used in the text books	Locald suggest less powerpoint projects, less assignments gene the weight expections, required with the find preject. Balo could be great. I did not. foo many discussions required by instructor The work that is required at times overwhelming is overwhelming possibly this comment is more for all of the courses in general. Jpst to frustrated				Ξ
2	10		Foundations of Foundations of Ministry	PMIN1103 01W1 175P PMIN1103 01W1 175P	3	3	3	3	3	3	3	3	3	3	3	3	3		By making clear what he expects. Some Some of the discussion questions were so specific, that there was little room fo actual discussion.	Learning how to develop myself stronge	when I have points taken off of a paper because missed an APA detail; and then find that the ADA detail for one instructor is different than the ADA				-
																					detail of another instructor. We would like to believe that every instructor uses the same APA instructions and examples, but that has not been the case in my experience here at MACU. Hove my college and my learning, but				
																					I feel that I have to change how I do a cover page every course. I would rather have my work, ideas, thoughts and responses critiqued far above a missplaced apostrophe or comma.				
3	12 12 12			PMIN3103 04W1 175P PMIN3103 04W1 175P PMIN3103 04W1 175P		3	4 3 2	3	2	3	3	3	3 4	4	2 3	3	3 4	Knowledgable. His knowledge of the subject	Not as strict in grading. Clarify instructions for assignments. more empathy, more engagement, and	Stanley's method It reminded me of why I said yes to God	Some assignments were unclear with instructions. Work on the clarity of instructions. DECR.DEC.GOULDS. This was not all or 5th attempt with aroun				=
Number Of	Enrollment	AVERAGE	Course Title	Course Code	3.22 Q1	2.89 Q2	2.89 Q3		Q5	2.44 Q5	2.78 Q7	2.11							Q15	Q16	017				
1 1	9 4 6		Prophetic Prophetic The Pastor's	BIOT3713 10W1 16FA PMIN4103 01W1 175P	3 3 4	3 3 4	3	5	3	3	4 3 4	4 2 4	4 2 4	4 2 4	4 2 4	4 2 4	3 3 4	Q14 Knowledge of course He knew the word of God. Very patient. He was so I am not sure Knowledgeable, Gave energizing questions in	By understanding that we are working Nothing that I can think of	nothing The case study so far I liked the most,	Length of papers needs to be shorter. I cannot think of anything since I really appreciated the different things to				_
3	8 8 8		Prophetic Prophetic Prophetic	BIOT3713 04W1 175P BIOT3713 04W1 175P BIOT3713 04W1 175P	3 4 3	3 4 3	3 4 3	5 5 3	3 4 4	3 4 3	3 4 3	3 4 3	3 4 3	3 4 3	3 4 3	3 4 3	3 4 3	I am not sure Knowledgeable, Gave energizing questions in	Not sure I can not think of anything that he could There were no lecture notes of any kind	reading material was okay The informations that was given to us.	the final paper needed an excessive number of references. There was no 1 cannot think of anything, Great course. Theweekly assignment requirements were a bit unrealistic. Covering 10				_
Number Of	Enrollment	AVERAGE	Course Title	Course Code THEO5233 09W1 16FA			3.17 Q3 3	04	QS	3.17 Q6	3.5	Q8	C(s)	Q10	Q11	Q12	Q13	014	015	016	017				
3	10 10 10		Spiritual Spiritual Spiritual Spiritual	THE05233 09W1 16FA	4	4	4	1	3 4 4 4	4	3 4 2 4	4	4	4	4	4	4	Great Communicator He cares, truly cares. He is Very attentive to my needs.	Keep doing what he is doing! He couldn't	l learned a lot about John Wesley and					_
Number Of	i facilizzat	AVERAGE		Course Code	4	4	3.75		9	4	4 3.25 Q7	4			4 Q11				THE ROLLER	Q16	R was the				
1 1	6 1 1	- Indector	Theology of Christian	THEO4403 07W1 16FA PMIN2603 08W1 16FA THEO2303 09W1 16FA	3 4 4	3 4 4	2	5	3 2 4	3 3 4	3	3 4	3 4 4	3	3	3 4	3 4	The instructor was great and	It was a great experience. I only had one		This course is heavily reliant on group work, but I was the only student NULL	28-39-0	00:00.0	02.02.0	_
2	4	AVERAGE	Christian Christian	PMIN2603 10W1 16FA PMIN2603 10W1 16FA	4 3 3.6	4 3 3.6	4 3 3.4	5	4	4 3 3.4	4 4 3.5	4 3 3.5	4	4	4	4	4	His knowledge and wisdom. NULL	Improvement would have to come from NULL		NULL I would first suggest these end of course surveys include a neutral between		00.00.0	00.00.0	_
Number Of		Instructor	Course Title Foundations of	Course Code BINT3813 07W1 16FA BINT3813 07W1 16FA	Q1 4	Q2 4	qs	Q4	QS		Q7 4	QS	Q9 3	Q10 3	Q11 3 4	Q12 3	Q13 3	014 subject.	015 N/A	016 The history timelines were interesting	017 us do estra work.				
2 2	20 20 2 2			BINT3813 07W1 16FA PMIN3303 09W1 16FA PMIN3303 09W1 16FA THE04403 02W1 175P		4 4			3 4 4 3	4 4 4	4 4 4	4 4	4 4	3 4	4	4	4	was very helpful and hours. Feedback helped me	what he does by sharing God's Word Nothine that I can think of.	God and gave biblical history, which worship channed visually and spiritually	the test, lol. marke more to do in week 5, but it took me over 6 hours to read the				
1 2 2	6 14 14		Theology of Introduction to Introduction to	THEO4403 02W1 175P BINT1203 04W1 175P BINT1203 04W1 175P	3 4 4	3 4 4	3 3 4 4 3.29	5 3 3	3 4 4	4 3 4 371	3 4 4 3.86	3 4 4	3 4 4	4	3 4 4	3 4 3	4	Verv knowledzeable alwavs backed up his His commulcation skills	eraded assignments he could improve although I know there		ereof read course lectures and notes for exammar errors Test questions were difficult to understand at times. Nothine				
Number Of	Enrollment	Instructor	Course Title	Course Code	Q1		Q3	Q4	Q5	Qś		3.71	09	010	011	012	013	014		Q16	Q17				
5 5 5	16 16 16 16		Foundations of	BINT3713 07W1 16FA BINT3713 07W1 16FA BINT3713 07W1 16FA BINT3713 07W1 16FA BINT3713 07W1 16FA	4 3 3 4	4 3 3	4 3 3 4	4 3 5 5	4 3 3 4	4 3 3	4 3 4 3	3	3	3	3	3	3	Gave great communication Everything She was very knowledgable. She was very involved with	Nothing Quite a few spelling mistakes in the	Learning more things about Christ	I have no suggetions to improve this course. I thought the course was a great Navagation on how to locate certain books for class. I had a hard time Week 3 and 5 extra activities in the group forum were too much. I was the			-	=
5 3 3	16 16 28 28			BINT3713 07W1 16FA BINT3813 12W1 175P	4	4 4 4	4	5	4 4 4	4 4	4 4 4	4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4	Very knowledgeable about Knowlegde of the course Student Feedback	More feedback on assignments. Each N/A	It provided a great overview of the The learning envoronment Greater knowledge of Paul	Remove the Group Forum discussions or increase size of Groups to 6 or mon Nothing Remove group projects. It init's fair to individual students that their evolution	e Iffer due to -	100-		
3 4 4	28 23 23		Foundations of Foundations of Foundations of	BNT3813 12W1 175P BNT3713 01W1 175P BNT3713 01W1 175P	3 3 4	3 3 2	3	3	2	2 3 3	3 3 3	3 1 2	3 3 2	3 3 4	3 3 3	3 3 2	3	time responses	be more clear about assignments	the knowledge i gained about Christ and	the grading should be more reasonable. I understand taking points off for				Ξ
4 4 3	23 23 24		Foundations of Foundations of Foundations of	BINT3713 01W1 175P BINT3713 01W1 175P BINT3713 02W1 175P	3 3 4	2 3 4	3 4 4	5	3	3 3 4	3 4	1 3 4	3 1 3	3 3 3	3 3 3	3 4 3	3 3 4	N/A Seemed to be very engaged Minister Colvin provided use	If the instructor is wanting something Discussion statements seemed carned. ful information through our discussions	Getting the opportunity to learn more Reading the bible. Learning more about Jesus.	Drop the dumb jesus videos. I get you are trying to cater to visual learners,				
3	24 24 12 12		Foundations of	BINT3713 02W1 175P BINT3713 02W1 175P BINT1223 04W2 175P BINT1223 04W2 175P	4 3 3	4 3 3	4 3 4	5	3 3 1 3	3 3 3	4 3 4	4 3 2	3	4 3 3	3 2	3	3 4 3	very knowledgeable and fair, and transparent Regular communication with	be more clear about assignment. If the instructor is werting something Discussion itstements semed carred. If a formation thready or discussions NA packed a little scorer to be more be more finable with our datas instead the constitute thethere video and right I card answer this one	The Reflection Assignments, all the extra power point I love the topic of this class and I was	Maybe a PowerPoint tutorial as the first lesson since it was required. nothing Not have assignments due so many days in a row.			-	
5 5 5	12		Introduction to Introduction to	BINT1223 04W2 175P BINT1223 04W2 175P	3 4	3	3	2	1	3 3 3	3 4 2	3 2 4	3	3 4	3 2 4	3 4	3	Class Participation	be consistent between video and n/a	Studying the Bible	instructors videos did not convey the smae information as the written n/a				=
5 Number Of	12 Enrollment	AVERAGE		BINT1223 04W2 175P	3 3.45 Q1	3 3.25 Q2	3 3.5		2	3.15	3 3.35 Q7	3	0.	010	011	017	013	014	I cant answer this one	the discussions	There should be more history of the bible.				
3	6		Ministry Ministry	MMIN6211 07W1 16FA MMIN6211 07W1 16FA MMIN6211 07W1 16FA	3	3 4 4	3 4 4	4	Q5 3 4 3	Q5 3 4 4	3 4 4	3 4 4	3 4 3	3 4 3	Q11 3 4 3	3 4 3	4	very informative Preparedness and He is very intelligent and	N/A No need to provide more effectiveness.	i was able to become more in-debt and The interaction with classmates and	none				
						_				_	_	_													

2 10 2 10 2 6	Graduate MMINS000.08W1 Graduate MMINS000.08W1 Graduate MMINS000.10W1	16FA 4 4 4 16FA 4 3 3 16FA 4 4 4	5 4 3 4 4 2 3 3 4 4 4 4	4	4 4	3	4 3	4 3 3	His prompt feedback and A great Motivator and	I don't believe he could have been more	I like the fact that it helps to guide and	No improvements are needed that I can see.			
2 6 1 6 1 3 1 4	Graduate MMIN5000 10W1 Ministry MMIN6321 02W1 Graduate MMIN5000 03W1 Ministry MMIN6431 02W1	16FA 4 3 3 175P 3 4 3 175P 4 4 4 175P 4 4 4 175P 4 4 4	4 4 3 4 5 3 3 3 3 5 4 4 2 3 4 5 3 4 4 4 4	3 4	3 3 3 3 4 4	3	3 4	4 3 4	Organization, availability knowledge He would email us for help	Grade sooner- I still haven't received	The essays to write! :) interaction discussion Time to act the work done	Just quicker grading It is all good			
1 10 AVERAGE Number Of Enrollment Instructor		3.73 3.64 3.55 Q1 Q2 Q3	5 3.45 3.45 Q4 Q5 Q6 Q7	3.7 Q8	09 03	0 Q11	Q12	Q13	Q14	Q15		Q17			
3 8	Pastoral PMIN4603 12W1 Pastoral PMIN4603 12W1 Pastoral PMIN4603 12W1 Pastoral PMIN4603 04W1	175P 4 4 4	S 3 4 4 S 4 4 4 3 4 4 4 4 4 4 3 5 4 4 4	4 4 4	4 4 4 4 4 4	4	3 4 4	4 4	The questions he gave on the	Nothing that I can think of.	I love the case studies and being able to				
4 9 4 4 9 4 4 9	Pastoral PMIN4603 04W1 Pastoral PMIN4603 04W1	175P 4 4 4			4 4 4 3 4 4	4	4 4	4 4	His availability		The information and the instructor It covered familiar and very interesting	nothing			
4 9 AVERAGE Number Of Enrollment Instructor	Pastoral PMIN4603 04W1 Course Title Course Code	3.86 3.57 3.	5 4 3 2 186 3.86 3.4 Q4 Q5 Q6 Q7	3.71				_		Na 015	The content	I wish all of the test book would have been covered.			
1 5 2 9 2 9	Synoptic BINT3103 07W1 Romans BINT3303 08W1 Romans BINT3303 08W1	16/A 4 4 4 16/A 1 1 1 16/A 3 3 3	Q4 Q5 Q6 Q7 5 3 4 2 1 1 2 3 3 3 2 3 4 4 4 4	4	4 4	4 1 3	4	4	Always responded to		Really digging deeper to understand the The knowledge of inductive Bible Study	Nothing that I can think of. The information is there, it is a matter of Make it necessary for anyone studying the filte to not make assignment 1 duplicated for the first our weeks. This caused			
1 4 3 14 in 3 14 in	Christian MMIN5453 10W1 ntroduction to BIOT1103 12W1 ntroduction to BIOT1103 12W1	175P 4 4 4 175P 3 3 3	4 3 4 3 3 3 3 3	4	4 3	4	4	4	Online presence &	Dr. Dunn was on point: Class was top	Feedback on means church growth	No subestions			
1 3	Introduction to BIOTI 103 12W1 Synoptic BINT3103 01W1 Romans BINT3303 02W1 Romans BINT3303 02W1	175P 4 4 4 175P 4 4 4 175P 3 3 4	4 4 4 4 5 4 4 4 4 4 4 4 3 2 3 3 3 2 3 3 3 2 3 3	4 4 4	4 4 4 4 4 3	4	4 3 3	4 4 4	The instructor has a vision for Her knowledge and wisdom, Professor Dunn was always	In the beginning of the course, there She was very compassionate about her	I liked the fact that I learned so much Nickle gave me great insight into the very informative on a subject that I had	More discussion, I learn more through these When it comes to testing, the course work should cover it in assignments or a lengoyed the course and what it offered. I convisituated because three were coreroausiste classes that I had not taken in	discussions.		
AVERAGE				3.4						Better explanation of class material	very informative on a subject that I had	Better explanation of course materials and instructions on completing assign	ments		
Number Of Enrollment Instructor 2 11 fr 2 11 fr 3 13 fr	Course Title Course Code oundations of BINT3713 09W2 oundations of BINT3713 09W2 mandations of BINT3713 11W1	Q1 Q2 Q3 16/A 4 4 3 16/A 1 1 1 17/0 4 4 4	Q4 Q5 Q6 Q7 3 4 3 3 5 1 1 2 3 3 3 4 3 3 3 4 3 3 3 4 4 4 4 4	3	29 QJ 3 J 1 J	0 011 3 1	4 1	213 3 1	Q14 NULL PTOVIDED great example and Courseous, encouraging, and	Q15 NULL Excellent job no changes.	Provided spiritual knowledge.	Q17 NuLL No Changes None			
		175P 3 3 3 175P 4 4 4 175P 3 3 2	3 3 3 3 3 4 4 4 4 4 3 3 3 3 3	4	4 4	3 4	3 4	3 4 3	Feedback was great!	in margine.	ine textbooks used were very magnous	NUR			
6 16 In 6 16 In	ntroduction to BINT1223 01W1 ntroduction to BINT1223 01W1 ntroduction to BINT1223 01W1	175P 4 4 4 175P 4 4 4 175P 3 4 4	3 3 3 3 5 4 4 4 4 4 4 4 2 3 3 4	4 4 4	4 4 4 4 4 3	4	3 4 4	4 4	Ecotine initial was analysis Beother initial was analysis He was always there or us in was very secone-space in constants gree you	N/A Keep doing what you are doing!	Learning more about the Bible indepth ine course onered me a new way to informative				
6 16 In	ntroduction to BINT1223 01W1 ntroduction to BINT1223 01W1 oundations of BINT3813 04W1	175P 4 3 4	3 3 3 4 4 4 4 4	3 4 4	4 3 4 4 4 4	3 4 4	4 4	4 4 4	ne was very knowledgedie ne centrely gave you	nothing he did a great job	learning more about the bible	The ouiz wordise was confusine and difficult more about the old testament Give better explanations in expectations from the beginning.			
4 22 fr 4 22 fr	oundations of BINT3813 04W1 oundations of BINT3813 04W1 oundations of BINT3813 04W1	175P 3 3 3 175P 3 3 3	4 4 4 4 3 3 3 3 3 3 3 3	4 2 3	4 4 3 3 3 3	4 3 3	4 3 3	4 3 3	те миз чету кламнодион те чентову дече учи чина тиал от чака,		Uncussion posts. very interesting to	The second s			
AVERAGE	Course Title Course Code ntroduction to BINT1223 07W1	3.47 3.47 3.4	3.27 3.47							Q15	Q16	Q17		_	
3 10 in	ntroduction to BINT122307W1 ntroduction to BINT122307W1 ntroduction to BINT122307W1 ntroduction to BINT122308W1		Q4 Q5 Q6 Q7 5 2 3 3 4 3 3 3 4 4 4 4	4	4 4	4	4	4	Very knowledgeable;	na	That is got me reading my Bible again. It enhanced my knowledge of the Bible. I loved everything about this course!	course was great, just ask for specifics if specifics are required. n/a na			
5 13 P	Introduction to BINT1223 0BW1 /oundations of BINT3813 10W1 /oundations of BINT3813 10W1 /oundations of BINT3813 10W1	16/A 4 4 4	4 3 3 3 4 4 4 4 4 4 4 4 5 4 4 4 5 4 4 4 5 4 4 4 5 4 3 7 7	4	4 4	4 4 1	4	4	Provided positive feedback		The information provided was great to Nothing	Nothing, great course. Note programs group didn't participate and I was penalized for it.			
5 13 Fr 5 13 Fr	oundations of BINT3813 10W1 oundations of BINT3813 10W1 oundations of BINT3813 10W1 ntroduction to BINT1223 12M1	16/A 1 1 1 16/A 4 4 4 175P 4 4 4	5 4 4 4 5 1 1 1 1 1 1 1 1 5 4 4 4 4 4 4 4 4 4 5 4 4 4 4 5 4 4 4 4 3 3 3 3 3 1 1 9 9 9	4	1 1 4 4 4 4	1 4 4	1 4 4	- 1 4 4	none His knowledge of the subject He knows the Bibel wave and	top teaching He did a wonderful job He has done a great job there is explaine	NULL NULL studying the teachings of Jesus Learning the Bible	The only comment lawe is to not understand why the Live Application NULL The course is wonderful Nothing			
5 10 in 5 10 in 5 10 in	ntroduction to BINT1223 02M1 ntroduction to BINT1223 02M1 ntroduction to BINT1223 02M1	17SP 4 4 4 17SP 4 4 4 17SP 4 1 2	5 4 4 4 4 3 3 3 1 1 3 3	4 4 2	4 4 3 3 1	4	4 3 4	4 3 4	Great story teller He knowledge of the	I feel that if he would explain more in		More detail in what is expected in the essay, and other writing work.			
5 10 in 5 10 in 1 7 in	ntroduction to BINT1223 02M1 introduction to BINT1223 02M1 introduction to BINT1223 04M1	175P 4 3 4 175P 3 2 4 175P 4 4 4	5 4 4 4 4 3 3 3 1 1 3 3 3 4 3 3 3 4 2 3 4 4 4 4 3 3 2 3 4 4 4 4 3 3 2 3 4 4 4 4 3 3 2 3.08 3.17	3 2 4	3 3 2 1 4 4	3	3 3 4	3 3 4	He knows what he is talking storytelling/ lecture Professor McCroskev is a	I think he did a great job not try to cove so much in so little time. N/a	It's new and I learned more than I	N/A To much workload and not enough breaks, nothing but 4 hours of lecture in			
AVERAGE Number Of Enrollment Instructor	Course Title Course Code	3.42 3 3.33 Q1 Q2 Q3	3 3.08 3.17 Q4 Q5 Q6 Q7	2.83 Q8	Cia (Cia	0 Q11	Q12	Q13	014	015	016	017			
3 15 C 3 15 C 3 15 C	Church History MMINS333 11W1 Church History MMINS333 11W1 Church History MMINS333 11W1	1759 2 2 1 1759 1 1 1759 3 3 3	Q4 Q5 Q6 Q7 3 3 3 3 3 1 1 1 1 1 5 3 3 2 2	3	3 3 2 1 3 3	3 2 3	3 2 3	3 2 3	arader. Church	dorine the course He was rood	The material was sreat Time to set the work done	A more visible instructor None			
AVERAGE Responses Enrollment Instructor Co	ourse Title Course Code	2 2 187 01 02 03	2 2 04 05 06 07 5 3 4 4 5 4 3	2.33 OS O9	010	011	012 01	13	Q14	Q15 I think that Jesse is one of the most	Q16	Q17			
2 10 in 2 10 AVERAGE	ntroduction to THE02303 02W1 ntroduction to THE02303 02W1	175P 4 4 4 175P 4 4 4 4 4	5 3 4 4 5 4 4 3 4 4 3	4	4 4	3	4	3	Jesse was extremely Very knowledgeable!	I think that Jesse is one of the most I can't see how.	I ensoved participatine in the Case Study The material and instructor were both	The instructions etc. rezarding the blog assignments were a bit confusing in More points for discussion posts. The discussion was the largest part of the			
Number Of Enrollment Instructor 1 11 /// // 2 16 // //	Course Title Course Code oundations of BINT3813.10M1 oundations of BINT3713.12M1	66 4 4 4	Q4 Q5 Q6 Q7 5 4 4 4 5 4 4 4	4	4 4	4	4	4	Verv Knowedlable He was incredibly	n/a	Q16 Learning the New Testament. The instructor was great! He made each	017 n/a			
2 16 Fr 2 12 Fr	oundations of BINT3713 12M1 oundations of BINT3713 01M1 oundations of BINT3713 01M1				4 4	4	3	4	Knowledge and experience	Nothing he was great	The instructor was very knowledgable, How the teacher made you want to	I don't think it can be improved upon at all. Very well structured and Not one thing			
3 22 Fr	oundations of BINT3813 02M1 oundations of BINT3813 02M1 oundations of BINT3813 02M1	175P 4 3 3 175P 4 4 4 175P 4 4 4	3 3 4 3 5 4 4 4 4 3 3 4 3 3 3 3 5 4 4 4 4 3 3 3 5 4 4 4 4 4 4 4 5 4 4 4 5 4 4 4 1 1 1 1 1 4 4 4 4 4	3 3 4	3 3 4 4 4 4	3 4 4	3 4 4	3 4 4	Very knowledgeble Very knowledgeble and	He's fine no advice, he is one of the best N/A	The subject and the instructor I learned about Paul in a way that I THE TEACHING OF JESUS CHRIST	Northing N/A			
3 14 fr 3 14 fr 3 14 fr	oundations of BINT3713 04M1 oundations of BINT3713 04M1 oundations of BINT3713 04M1	175P 4 4 4 175P 1 1 1 175P 4 4 4	5 4 4 4 1 1 1 1 1 5 4 4 4 4 5 4 4 4 4 5 3.55 3.55 3.55	4	3 4 1 1 4 4	4 1 4	4 1 4	4 1 4							
AVERAGE Number Of Enrollment Instructor	Course Title Course Code	3.7 3.55 3.55 Q1 Q2 Q3	Q4 Q5 Q6 Q7		00 01	011	013	012	Q14	q15	Q16	Q17 When it comes to the test, let it be on what was covered initially			
3 11 3 11 3 11 1 1 1 1 1 1 1 1 1 1 1 1	ntroduction to BINT1203 01W1 ntroduction to BINT1203 01W1 ntroduction to BINT1203 01W1 ntroduction to BINT1223 02W2	175P 4 4 4 175P 3 3 3 175P 4 4 4 175P 4 4 3	Q4 Q5 Q6 Q7 2 4 4 4 3 3 3 3 4 4 4 4 3 2 3 2	4 4 4	4 4 4	4	4 3 4	4 3 4	The instructor was always knowlegable, responsive, She responds within	N/A	This course encouraged me to think The way it made me think. The incorporation of the bible,	When it comes to the test, let it be on what was covered initially None Real works testings. The two backs for this source tills with more set hold		-	
AVERAGE		3.75 3.75 3.5	3.5 3	3.75		0 Q11					Q16	017			
Number Of Enrollment Instructor	Course Title Course Code The Pastor's PMIN4103 07W1 Role in Church Administration	Q1 Q2 Q3 16FA 3 4 4	Q4 Q5 Q6 Q7 5 3 3 3	3	3 3	3	3	3							
2 7 8	Saik Princiale BM1720112W1	1759 4 3 4	4 3 3 3	4	3 3	3	3	3				per la tene a manager en la manager la manager en la manager en parameter a manager en la manager e			
2 7 B	Romans BINT2103 12W1	175P 4 4 4	4 4 3 3						oacers. knowledaeable	Nothine comes to mind. course needs to be clearer	study the Bible. none	Jeadine), another chaoter of any book in the Bible.			
Number Of Enrollment Instructor	Course Title Course Code Pastoral PMIN4603.07W1 Pastoral PMIN4603.07W1	Q1 Q2 Q3	Q4 Q5 Q6 Q7 4 4 4 4	Q8 4	Q9 Q1 4 4	0 Q11 4	Q12 4	Q13 4	Q14 The instructor was available The instructor was very	Nothing I can think of at this time. He	The ability to take the courses online	Q17 Isamot think of any improvements to make it better than it currently is at			
3 <u>8</u> 4 7	Pastoral PMIN4603 07W1 Pastoral PMIN4603 07W1 Biblical MMIN5323 12W1 Biblical MMIN5323 12W1	16FA 4 4 4 175P 3 3 3	5 4 4 4 5 3 4 4 5 3 3 3 5 4 4 4	4 3 4	• 3 3 3 4 3	3 2 3	3 4 4	3 3 4	The instructor was very His presence was felt He was very informative and I enjoyed his feedback which		Great material The discussions. I lowed this course it opened my eyes to	The homework only required regurgitation of info. Not really effective. Lots As I have stated in previous lectures that the questions for our discussions			
4 7	Biblical MMIN5323 12W1 Biblical MMIN5323 12W1	175P 4 4 4 175P 3 4 4	5 3 3 4 5 4 4 4	4	3 3	4	4	4	His "Jesus Creed" in action. The instructor was	He cannot be; he is a brilliant instructor. N/A		Can't think of any.			
2 4 1 4 AVERAGE	Pastoral PMIN4603 01W1 Pastoral PMIN4603 01W1 Leadership PMIN4303 04W1	175P 4 4 4 175P 3 3 4 3.6 3.7 3.9	5 3 3 3 5 3 4 4 5 2 3 4 5 2 3 4 5 3 4 5	4 4 3.8	4 4	3	4	4	Great instructor! Very Although this was his first	Lower expectations cannot, cannot I believe that teacher needs to take a	nothing The information provided teacher and classmates	the ten pages final project is a little to long. It should be cut down to five or			
	Christian PMIN4953 08W1	16FA 4 4 4		Q8 4	Q9 Q1 4 4	0 Q11 4	Q12 4	Q13 4	Q14 Able to respond quickly and	Q15 No changes necessary.	Q16 The ease of it being online so I can	Q17 No suggestions for improvement.			
2 8 4 7 4 7	Christian PMIN4953 08W1 The Pastor's PMIN4103 10W1 The Pastor's PMIN4103 10W1	16FA 3 3 3 16FA 4 4 4 16FA 4 4 4	3 3 3 3 5 4 4 3 5 4 4 4	3 4 4	3 3	3 4 4	3	3 4 4	Dr. Nance was the most		NULL I enjoyed learning about the role of the	NULL I do not believe the course needs any improvement at this time.			
1 6	The Pastor's PMIN4103 10W1 The Pastor's PMIN4103 10W1 Program PMIN1003 01W1 Presson PMIN1003 01W1	175P 4 4 4	5 3 4 3 5 4 4 4 5 4 4 3	3	3 3	3	3	3 NULL	NULL Helning ma improve my skill	NULL A few more Jokes more time for the work Lord!!	How it measures your knowledge and how deep I was into the assignments	instead of 5 weeks at least 6 weeks			
3 11 3 11 3 11 AVERAGE	Program PMIN1003 04W1 Program PMIN1003 04W1 Program PMIN1003 04W1		5 3 4 4 5 3 4 3 5 4 4 4 30 35	4 4 3.8	- 4 4 4 4 4	3	3	3 3 4	Knowledge knowledgeable and Extremely knowledgable of	Great Instructor No comments	Information No comments	nothing No suggestions			
2 11 In	Course Title Course Code ntroduction to BINT1203 08W1	16/A	Q4 Q5 Q6 Q7			0 Q11				Q15 none needed.	Q16 everything	Q17 nothing			
2 11 In In 2 6 In 2 6	Theological THEO5223.08W1 Theological THEO5223.08W1	16/A 3 3 1 16/A 3 3 3 16/A 3 3 3	2 3 3 3	2 3 3	1 3 2 3 3 3	3	3	3	Biblical knowledge No Comment	Think he has too much on his plate and The instructions should clear and		I found the discussion questions irrelevant and sometimes useless.			
4 14	Theological THEO5223 03W1 Theological THEO5223 03W1 Theological THEO5223 03W1	175P 4 4 3	2 2 3 3 1 1 2 3 3 3 3 4	3	3 3	3	2	3		Understanding the explained By making directions and assignments no comments	I loved this course it opened my eyes to There isn't too much that I like about the information I learned	As I have stated in previous lectures that the questions for our discussions an antire reconstruction of the course(e.g. the books and the over-all no comments			
4 14 AVERAGE	Theological THEO5223 03W1	3 2.88 2.5	2.38 2.88	2.5							The textbook and discussions	Eliminate the outres and make up new ones that are fail and not so			
Number Of Enrollment Instructor	Course Title Course Code Pastoral PMIN4603 09W1	01 02 03 16/A 3 3 3 3 3 3	Q4 Q5 Q6 Q7 5 2 2 3 2 3 2 3							Q15 NULL	Q16 NULL	Q17 The assignments both reading and written were not evenly distributed	33:49.0	00:00.0	00:00.0
Number Of Enrollment Instructor 1 4 1	Course Title Course Code Business PMIN5123 12W1 Biblical THEO3823 02W1	Q1 Q2 Q3 175P 4 3 3 175P 4 4 4	Q4 Q5 Q6 Q7 3 2 4 1 5 4 3 2	Q8 3	Q9 Q3 3 4 4 4	0 Q11 3 4	Q12 4 4	Q13 4 4	Q14 The professor was great in Feedback	Q15 The professor should stay within Give feedback a little guicker so we	Q16 The course made you think about	Q17 The lancet of this course was very confusing with poing back and forth A little quicker on grading			
AVERAGE Number Of Enrollment Instructor	Course Title Course Code	4 3.5 3.5 Q1 Q2 Q3	3.5 15	3		011	013	013	014	Q15	Q16	Q17			
4 12 In 4 12 In 4 12 In	ntroduction to BINT1203 10W1 ntroduction to BINT1203 10W1 ntroduction to BINT1203 10W1	16/A 3 2 3 16/A 3 2 2 16/A 4 3 4	2 3 3 3	3	3 3	3	3	3	Knows the Bible well	Not give so much reading to	I learned about the bible I liked learning more in depth about the The quizes were a great way to help	UP Not so much readings of the bble. This may be hard for some people as it be more accepting of study helps other than just course material (best book). One major issue I noticed with the assignments was week 3 for the sermon NULL			
4 12 In	ntroduction to BINT1203 10W1 ntroduction to BINT1223 12W1	16/A 4 4 3	3 2 2 3 3 2 2 3 4 3 3 3 3 2 3 2	3	3 3	3	3 4	3	her presence was felt Always posed questions in	when due dates are given for responses By providing minimum lengths for the	Learning about the New Testament discussion with some of the other	NULL More selective of the amount of reading required as well as length requireme	ints on all		

4	20		Introduction to the Bible	BNT1223 12W1 175P	3	3	4	3	3	3 3	3	3	3	3	3	3	Very knowlagable.		Hearned to much in this class, it was	No bits of the course is a little was bailing. "An observe to the War gives the source of the source of the sourc	i idea that t novice cod counte wo ed are prett sime I was sime I was the bible, n the bible, n t that not e	his course Id uid have hy deep.1 a th ot a in verybody		
4	20		Introduction to Introduction to			3	1			3 3		1 4 1 4 4 4 4	1	1	1	1	I think she communicated		I learned alot about the Bible I didnt					
5	18		Introduction to	BINT1223 02W1 175P	<u> </u>	-i	1	2	1	i i	- i	1	1	1	1	1	None			Get a better instructor.				_
5	18		Introduction to Introduction to	BINT1223 02W1 175P BINT1223 02W1 175P	4	4	4	4	4	4 2	4	4	4	4	4	4	Knowledge and energetic Communicating with	don't know I have not suggestions	learning more about the Bible The discussion post.	have none Thave no suggestions.				_
5	18		Introduction to	BNT1223 02W1 175P BNT1223 04W1 175P	3	2	3 4	3 4	3	3 3 4 3 3 4								Better explaining what she wanted out		showed me things I did not clearly know before.				
5	13		Introduction to	BAUT1 332 CAM/1 1760	4	4	4	4	3	3 4	4	4	3	4	4	4	She was very knowledgeable	Each and every week my religion and If she could get grades out sooner it	The text	Since I'm our first post of an autobiography we were required to tell our				_
5	13		Introduction to	BINT1223 04W1 175P BINT1223 04W1 175P BINT1223 04W1 175P	4	2	2	3	3 2 3 2 3 4	3 1	3	3	3	3	2	3	She was very knowledgeable She had much knowledge	Respond to questions quicker.	The content	The autobiography was busy work and a waste of time.				_
5	13	AVERAGE	Introduction to	BINT1223 04W1 175P	4	4 2.89	4	4	4	4 3 2.94 2.63	3 2.83	4	3	4	4	4								
Number Of	Enrollment	Instructor	Crosse Title	Course Code	01	02	03	04	05	Q5 Q7	08	. 01	010	011	012	013	014	015	Q16	917				_
1 1 5	7 6 11	Intractor	Church Growth Foundations of The Pastor's The Pastor's	Course Code PMIN3343 09W1 16FA PMIN1103 10W1 16FA PMIN4103 12W1 175P PMIN4103 12W1 175P	Q1 4 3	3 4 2	3 4 2	5 5 5 5 5	3 4	Q6 Q7 3 4 4 4 3 3	4 3 3	4 4	4	4	4 3	4 4 3	Q14 Mr. Philips was very Interaction and constant there are none	Q35 [Rit Tertifiak: was generic and could He was proted Side reasoning to discussion each law It would help if instead of adding to the Lamont think of anything. It cannot think of anything, at this time. He is very effective!	Liked the scientific anornach to the		21:16.0	00:00.0	00:00.0	=
5	11		The Pastor's	PMIN4103 12W1 175P PMIN4103 12W1 175P PMIN4103 12W1 175P	4	4	4	4	4	4 4	4	4	4	4	4	4	he knows his stuff very good		the professor and the classmates		-			_
5	11	-	The Pastor's The Pastor's	PMIN4103 12W1 17SP	4	4	4	5	4	4 4 3	4	4	4	4	4	4	He demonsated good he was just a great teacher	It would help if instead of adding to the		no comment a great course.				-
2	13 13	-	Foundations of Foundations of	BINT3813 01W1 175P BINT3813 01W1 175P	4	4	4	5	4	4 4	4	4	4	4	4	4								_
2	16		Leadership	PMIN4303 02W1 175P PMIN4303 02W1 175P PMIN4303 02W1 175P	4	4	4	- 5	3	4 4	4	3	3	3	3	3	He shared a lot of insight in			Perhaps more "real" world exemples of leadership. I fear many students get				_
4	16 16		Leadership Leadership	PMIN4303 02W1 175P PMIN4303 02W1 175P	4	4	4	4	4	4 4 4	4	4	3	3	3	3	knowledge I really appreciated his	I cannot think of anything.	the instructor That I could learn that my own	eet no of book by Hinsch. I hated that book that book is so complex. It is a Nothing that I can think of. The book "The Forgetten Ways" is a hard mad.				_
4	16		Leadership Leadership Foundations of	PMIN4303 02W1 175P	4	4	4	4	4 4 4	4 4	4	4	4		4	4	This instructor is very	I cannot think of anything at this time.	That I could learn that my own The topics for assignments and The learning of Jesus and learning to	The book "The Forection Weys" is a hard read. This course is an excellent course with an excellent instructor. I have no				
1	13	AVERAGE	Foundations of	BIN13713 04W2 175P	3.86	3.64	3.71	2		3.79 3.8	3.64	-				1	very knowledgable and loved	The is very enective!	The learning of sesus and learning to	Into course is an excellent course with an excellent instructor. I have no				
Number Of	Enrollment	Instructor	Course Title	Course Code THEO1103 07M1 16FA	Q1	02	Q3	Q4	Q5	Q6 Q7 4 4	QS	Q9	Q10	Q11	Q12	Q13	014	Q15	Q16	017				_
3	7		Biblical Life and Biblical Life and	THEO1103 07M1 16FA THEO1103 07M1 16FA	4			5	4	4 4								n/a He was great nothing more he could	the cource book	n/a				
3	7		Distinguist title panel	THEO1102 07841 16EA	4	3 4	4	3	4	4 4	4	3	3	4	4	3	Knowledge and passion of	Unknown	The subject material	n/a Unknown Helging the students communicate more with each other as a beam No suggestions, it was a great course I do not know how to improve this course because it was very good. I think				_
3	13		Biblical Life and Biblical Life and	THEO1103 07W1 16FA THEO1103 07W1 16FA	4	4	4	4	3 4	4 4	4	4	4	4	4	4	Knowledge and passion of The instructor was available Knowledgeable and	To stay active in ministry	This course helped me view God in a The personal growth	Helping the students communicate more with each other as a team No suggestions, it was a great course				_
3	13		Biblical Life and Biblical Life and	THEO1103 07W1 16FA THEO1103 08M1 16FA	4	4	4	4		4 4	4	4	4	4	4	4	Encodedgeable and The instructor was very He doesn't judge if someone He is a great and positive He spoke of the material very Binered he material	I am not sure how the instructor could	The thing I liked most about this course	I do not know how to improve this course because it was very good. I think				_
5	13		Biblical Life and	THEO1103 08M1 16#A THEO1103 08M1 16#A THEO1103 08M1 16#A	4	4 4 4	4	5	4	4 4 4 4 4 4	4	4	4	4	4	4								_
5	13	-	Biblical Life and Biblical Life and	THEO1103 08M1 16FA THEO1103 08M1 16FA	4	4	4	5	4 4 4	4 4	4	4	4	4	4	4	He doesn't judge if someone He is a great and positive	I think he did great. He's doing great	Howe that we have to actually get Hile the passion he has for the subject	No suggestions				-
5	13			THE01103 08M1 16/A	4	3				4 3	4	3	3	4	4	3	He spoke of the material very	He's fine the way he is	It's only five weeks and it covers	It's fine the way it is	24,96.0	00:00.0		_
1	9		Theology of	BNT3713 09W1 16FA THEO4403 10W1 16FA THEO2303 12W1 175P	3	3	3	2 5 5 3	3	3	2	2	3	2	3	3	Shared some great insights	NULL	NULL	Bet a new tracker! A more practical "slant" would be helpful. Not just this one, but they could all use an extra week.	24.20.0	00.000	00/00/0	_
1	6	-	Introduction to	THE02303 12W1 175P THE01103 01M1 175P	4	4	3	5	4 3	4 3 3	4	4	4	4	4	4	Knowledge on subject His interaction with the class	I think it was very effective	The charge in my heart	Not just this one, but they could all use an extra week. N/A				-
1	5	WERACE	Business	PMIN5123 03W1 175P	3	3	3	2	2	3 3	3	1	2	1	3	3	Timely and pleasant	When emailing, please read the	Honestly, nothing	The book, Beyond Integrity, is one of the worst books I have encountered for				
		ALENAGE				2.13	2.12									1								_
Number Of 5	Enrollment 22	Instructor	Course Title Biblical Life and	THEO1103 08W1 16FA	4	Q2 4	4	Q4	Q5 1	Q6 Q7	Q8	Q9 4	Q10 4	Q11 4	Q12 4	Q13 4	Q14 His knowledge of the Bible	Q15 He was very effective in this class	Q16 I was pushed to look at what I believed	Q17 I would charge nothing. I learned allot from this class an my teacher. Thank				
5	22		Biblical Life and	THEO1103 08W1 16FA THEO1103 08W1 16FA	4	4	4	5	4	4 4	4	4	4	4	4	4	Very Knowledgeable	He was very effective in this class	The in depth explantions and the text					_
5	22		Biblical Life and	THE01103 08W1 16FA	-		1	1	1			1	1	1	1	1	they showing table	in an per	Best Theology course taken so far. It	Spend more time on Spiritual Disciplines				_
5	22			THEO1103 08W1 16FA THEO1103 09W1 16FA	4	4	4	5	3	4 4	4	4	4	4	4	4	Resourceful and shared Good feed back.	responses to discussion could have been Give a little more detail for what you an	It was very powerful for someone like The honesty	that more detail as shot's evaluation the existent star.				_
5	14		Biblical Life and	THEO1103 09W1 16FA THEO1103 09W1 16FA THEO1103 09W1 16FA	4	4	4	4	3 4 NULL 4	4 4	4	4	4	4	4	4	NULL Nic strengths includes once	NULL There is nothing he work to work on at	this course applied bible knowledge 1 liked everything, the material, Growing stronger in my personal	NULL Nothing needs to improve.				_
5	14		Biblical Life and	THEO1103 09W1 16FA	4	4	4	5	4	4 4	4	4	4	4	4	4	He gave us great feedback on	NULL	Growing stronger in my personal	NULL				_
2	14 17		Biblical Life and Biblical Life and	THEO1103 09W1 16FA THEO1103 10W1 16FA	4	4	4		4	4 4	4	4	4	4	4	4	Verv positive-areat feedback knowledgeable, patient,	na N/A	I really think this course has helped me the course was easy to navigate but very	na nothing, one of the best courses that i have taken.				_
2	17		Biblical Life and	THEO1103 10W1 16FA THEO1103 12W1 175P	4	4	4	5	4	4 4	4	4	4	4	4	4	He was very knowlegable and tatelligent. Carlos and	We couldn't have asked for a more	This course changed my life, from	na nothing, one of the best courses that I have taken. n/a N/A N/A				_
7	23		Biblical Life and		4	4	4			4 4	4	4	4	4	4	4	Learned and full of wisdom	reasonaise to discussion crudel have base Gree a little more detail for what you an NULL There is nothing he needs to work on at NUL na N(A We couldn't have asked for a more N(A N(A	The biblical references	N/a				_
7	23		Biblical Life and Biblical Life and	THE01103 12W1 175P THE01103 12W1 175P THE01103 12W1 175P THE01103 12W1 175P THE01103 12W1 175P	4	3 4	3 4	5	3	3 3	3	3	3	3	3	3	Very knowledgeable and	Unable to think of anything	How the Spiritual Formation Plan made	Reduce the weekly essays. The Spiritual Formation Plan takes more time				_
7	23 23		Biblical Life and Biblical Life and	THE01103 12W1 175P THE01103 12W1 175P	4	4	4	4	3 4 3	3 4	4	4	3	3	3	4	Strong Knowlasteeshie	N/A	Personal growth Studying about God and Scriptures.	more time to do the work. In the derabar, the titles of assignments do not match the titles shurlents are				_
7	23				4	4	4	5	- 4	4 3	4	4	4	4	4	4								_
3	17		Biblical Life and Biblical Life and	THEO1103 02W1 175P THEO1103 02W1 175P	4	4	4	5	4	4 4	4	4	4	4		4	He is very good at giving		I really like this course. It makes you					_
3	17 4		Biblical Life and	THE01103 02W1 175P THE01103 02W1 175P THE01103 02W1 175P THE01103 02W1 175P PMIN4953 02W1 175P	4	4	4	5	4	4 4 3	4	4	4	4	4	4								
3	18				4	3	3	5	3	3 4	3	4	3	3	3	4	he is knowledge of the bible	talk more to the class	the spiritual exercises	more spiritual exercises and discussions of the bible n/a				
3	18		Biblical Life and	THEO1103 04W1 175P THEO1103 04W1 175P	4	4	4	5	3 4	4 4	4	4	4	4	4	4	Professor Roddy stayed in	N/a Unable to thisk of anything N/A na Link more to the class n/a	lesson plan Professor Roddy shared powerful insight					
_		AVERAGE			3.81	3.77	3.73			3.69 3.51														
Number Of	Enrollment 11	Instructor	Course Title Business	Course Code PMIN5123 06W1 16FA	Q1 4	Q2 4	Q3			Q6 Q7	Q8	Q9 4	Q10 3	Q11 4	Q12 4	Q13 4	Q14 My instructor wis	Q15	Q16 Lenioved the discussion board	Q17	_	_		-
2	11		Business Business	PMIN5123 06W1 16FA PMIN5123 06W1 16FA	3	3	3	5	3	3 3	3	3	3	3	3	3	My instructor was Form of communication was	N/A	I enjoyed the discussion board I was able to see business from a	N/A				
4 4	7		Homilatics I	PMIN3103 08W1 16FA PMIN3103 08W1 16FA	4	4	4	5	4 4 3	4 4 4 4	4	4	4	4	4	4	I find that the instructor was	He is an excellent instructor I did not see any areas in this instructor nothing that I can really think of. NULL	That he interacted with the student and I liked that we had Google hang out					
4	7		Homiletics I Homiletics I	PMIN3103 08W1 16FA PMIN3103 08W1 16FA BINT3713 10W1 16FA	4	4	4	5	3	4 4	4	4	4	4	4	4	very positive and helpful. strong	nothing that I can really think of.	The text books were so helpful in writing learning how to preach NULL	There is really nothing. The one hanup was the google hang out the link did			F	-
1	14	AVERACE	Foundations of	BINT3713 10W1 16FA	4	4	4 3.86	4	4	3 3	3	3	3	3	3	3	NULL	NULL	NULL	NULL				
		AVERAGE			3.60	3.66				3.5	3.71													
Number Of 6	Enrollment 13	Instructor	Course Title Introduction to		Q1 4	Q2 4	Q3 4 4	Q4 3	Q5 3	Q6 Q7 3 3	Q8 3	Q9 3	Q10 3	Q11 3	Q12 3	Q13 3	014 participative	015 I thought he did a great job	his redirections of the discussions	017 Nothing			00:00.0	_
6	13 13 13		Introduction to	BINT1223 09W1 16FA BINT1223 09W1 16FA BINT1223 09W1 16FA	4	4	4	4	4	3 3 4 4 2 2	4	4	4	NULL 2	4	4				None it was great	36-02.0	00.00.0	02:02.0	
6	13 13 13		Introduction to	BINT1223 09W1 16FA BINT1223 09W1 16FA BINT1223 09W1 16FA	4	4	4	1 4	4	4 4	4	4	4	4	4	4	encouraging and patient. He	I think he did an excellent job.	durine discussion posts and the readine	In any more and corrected any marinteed of focusine on the course MACU has a great thing spine. I really appreciate the opportunity to	15:13.0	00:00.0	00:00.0	
6	13		Introduction to	BINT1223 09W1 16FA	3 4	4	3	1 3	3	4 3	4	4	3	3	3	3	correcting our assignments	NULL	NULL textbooks were helpful to better	the guiz questions can be written better	04:41.0	00:00.0	00:00.0	_
3	10		Prophetic Prophetic	BIOT3713 12W1 175P BIOT3713 12W1 175P	4	4	4	5	4	4 4	4	4	4	4	3	4	knowledge, his skills and the content of the of the	and and require his students to do the	concernine the course: I liked the of this course.	Nothine, because the instructor did everythine to make the course a sreat les Make the instructions for the assignments more detailed.	arnina expe	rience.		
3	10	AVERACT	Prophetic	BIOT3713 12W1 175P BIOT3713 12W1 175P	4	4	4 3.33	5	3	3 4	4	3	4	3	3	3	Knew subject matter	No increasement needed back modeant of charsise. I think he did an excellent lob. NULL and and require his students to do the assignments may not be done to	of this course. Hoekema Testbook very cood book					
		AVERAGE			3,44	3.33																		
Number Of	Enrollment 9	Instructor	The Person and	THE03403 08W1 16FA	Q1 4	4	4	Q4 3	Q5 4 4	Q5 Q7 4 4	Q8 4	Q9 4	Q10 4	Q11 4	Q12 4	Q13 4	Q14 knowledgable about course	Q15 Instructor was very effective NULL I would have benefited from an	The explaining of the work of the Spirit	Q17 nothing.good as it is				_
1	3		The Person and The Person of	THE03403 09W1 16FA THE03403 04W1 175P	4	4	4	4	4	4 4	4	4	4	4	4	3	NULL	NULL	NULL This course really increased my	NULL				
1	•	AVERAGE	e Person and	EU3403 04W1 175P	4	3.67	3.67	4	3	4 3.61	3.67	4	4	4	3	4	metractor was very	would have benefited from an	mus course reany increased my					
Number Of	Enrollment	Instructor	Course Title	Course Code	01	02	03	04	QS	05 07	08	09	010	Q11	012	013	014	015	016	917				-
1	5		Wesleyan-	THE05213 06W1 16FA THE05213 01W1 175P	4	4	4 4	3	4 3	4 4	4	4	4	4	4	4	Q34 Student Interaction & Subject Easy to reach and talk to; Her witness Kindness, a rare quality Very knowledgable	Instructor is on the Plateau	Student Interaction					
3	1		westeyan- Biblical Life and	THEO1103 04M1 175P	4	4	4	5	3 4	4 3 4	4	4	4	4	4	4	Easy to reach and talk to; Her witness	More time with the students	The prayer and insight of the instructors. so easy to digest the material	Nothing comes to mind				_
3	10		Biblical Life and Biblical Life or 4	THEO1103 04M1 175P THEO1103 04M1 175P THEO1103 04M1 175P THEO1103 04M1 175P	4	4	4	4 3 5	4 4 4	4 3	4	4	4	4	4	3	Kindness, a rare quality	Engage the student more often in	so easy to digest the material practicality I like everything about this course.	more time with the material				
3	64	AVERAGE	are and		4	4	4			3.8 3.8	4	1			1	1								
	Enrollment	Instructor	Course Title	Course Code PMIN3303 07W1 16FA	Q1	Q2	Q3	04	Q5	Q6 Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15 Very knowledgeable and engaging	Q16	017				
Responses									4	4 4	4	4	4	4	3	4		Very knowledgeable and engaging						_
Responses 1	3	AVERAGE	Christian	PMIN3303 07W1 16FA	4	4	4			4 4	4													

instruction	s and expectati	ions for assigne	eeded. leit throuehout t covered appropr ments, were clear sing by demonst	the course. iste material with r. stating how cours	hin the																		
. I received . The instru . The assign 0. The court	evaluation of a stor's grading a ments enhance a effectively int	esignments wit and feedback w d.mv.learning is tegrated techno	thin 5 days of th ere constructive in the course, alogy and intern	e assignment du e. fair and heliaed et resources that	e date. I me improve.																		
2.1 was one	aared to meet t	the level/requir	ducive to learnin rements of this o needed them in ar? ective? ective? ective? surge?	ourse.																			
					School Name Orristian	01 4	6	03 4	04 5	05 4	06 4	07	08 4	09 4	010 4	Q11 4	012 2	012 6	054	015	016 Evenything was laid out.	017	
																						Ithick that when a student well in	
			Strategic Planning for Strategic Change		Adult School of														Several times I emailed		Like absolutely nothing about this course and i feel it was not only a waste of my time but more	please had by the conductivat they have no insertions on becaming a Partor and or leader of a church they church oct have to pay for darses that will not only not benefit dense but are not worth the money. As such believe this class should be	
,	4		Change Change Strategic Planning for Strategic Change	MMINS473 05W1 17FA MMINS473 05W1 17E4	Oristian Ministries Adult School of Oristian Ministries	1	2	-	2	2	2	2	2		3	,	2	,	always delayed in repline.	Reals to emails more timels	the course of sheety		
2	5		Strategic Planning for Strategic Change	MMIN5473 10991 1758	Adult School of Orrigian Ministries	ı	2	2			а	ı	2		_1	x			He was knowledgeable with course material alwer	Reing present more would have been more effective	Learning about Google Docs and other organisms	It could have been explained a little bit better from the instructor	
2	5		Strategic Planning for Strategic Chanee Strategic	MMIN5473 10W1 17FA	Adult School of Oxistian Ministries	4	4	1		<u>,</u>	4	1	4	4	_4	4	_4	4	Applicable knowledge of strateeic alannine.			For this course to offerred earlier in the program to help with the MIP arolect	
4	8		Strategic Planning for Strategic Charae	MMIN5473 11W1 1859	Aduit School of Oristian Ministries	4	3	4	3	4	4	3	a	4	4	à	<u>a</u>	2	He is focused and gives a variety of anowers with th material.	e He is fine, and effective like he is.	utilized in all aspects of my life.	Nothinal	
4 4 4	8 8 8		Strategic Planning for Strategic Change Planning for Planning for	MMINS473 11W1 1859 11W1 1859 11W1 1859	Aduit School of Orristian Ministries Orristian Orristian	4 4 2	4 4 2	2 6 2	4 4 2	4 4 2	4 4 2	4	4 4 2	4	4	4 4 2	4 4 2	4 4 2	estiv azzettbie erzozthetic	I have no complaints N/A	It helps me see what anablems are at my church The skills tauaht	Do you have books on the market that are not only business type and maybe ones for churches that you could also use N/A	
2 2 2 2 2 2 2 2	Enrolment 34 7 7 7 7	intructor	Course Title To the Bible To	Course Code 17FA 17CA 18SP 18SP 18SP 18CD	School Name Oristian Oristian Oristian Oristian Oristian	01 2 4 4 4	02 2 4 2 2 2	01 2 4 6 4	04 3 4 3 4	05 2 4 2 2	06 2 3 4 3 4	07 2 4 4 4 2	CRR 2 4 2 4	2	2	2 2 4	012 2 3 4 2 3	2	course sculishiling sullineness to knowledgeable and	015 very effective even with the babled Bour rises time was areas	016 provided and the this course and the dista restart assaciate	017 No comment at this point and time I can't think of anythine View avoid number	
d d d iverage Responses	8 8 8 8				Avisian Orisian Orisian Orisian Orisian	2 4 4 2.777778	2 4 4 2.0000007	2 4 4 2.7778	0 0 4	2 4 4 4	2 4 4 2.5555556 06	3 4 4 4 5 2.6667	2 4 4 2.0000007				2 2 4 4		the schiart knew how to break thines orolessional emarthetic dear desire to allow for casable of leading dass	n/a center organized with less Focus a little more on topics	dista roman anactatu Isamine about God's word Lidi out have yet covered a wide variety of flew by		
λ λ λ 2 5 5 5	6 6 11 11	Instructor	of Ethics: The of Ethics: The of Ethics: The of Ethics: The of Ethics: The	1750 1750 175A 175A	School Name Oristian Oristian Oristian Oristian Oristian	01 4 4 4 2	62 4 2 2 4	4 4 2	04 4 5 4 5 5	05 6 2 6	06 4 3 2	07 4 4 2 4 2	6 4 2 4 2	4	4 4 2 4 2 4	011 4 2 4 2	012 4 2 4 2	012 6 2 6	014 His believe and faith Incodedee and desire 13 Knowledge of the material belier easy to understand Knowing the bible teachings Knew bible	N/A he is serflect for this class class still have class had more time assienment that we have do	016 Christ is presented material Bible Sible rourse of MAChi on far	017 Nothine so far nieht if's seriest do not chaose it It needs to be inneer	
5 C S S C	** 11 11 14 14 14 14 14 14		of Othice: The of Ethics: The of Ethics: The of Ethice: The of Ethice: The of Ethics: The of Ethice: The of Ethice: The	175A 175A	Avisian Orisian Avisian Avisian Orisian Orisian Avisian	4 4 4 4 4	4 4 4 2 4	4 2 4 4 4 4 2 2 4	4 5 4 5 2 4	4 3 4 2 4	4 4 3 4 3	4 4 4 2 4	4 4 4 2 4	4 4 4 4 2 4 4	4 4 4 2	4 4 4 2 2		3	of 1.40 10 heine the Knowledge	Old areat lob Mits Meet my needs has in narther	Learning the bible Drud halo up that Cod Louas message from Paul's the denth of Drud	No improvements needed Aria None In in narthert die neet riverse a thing	
2 4 4 4 4 4	14 11 11 11 11 8		of Ethics: The a Post a Post a Post a Post	17FA 11W1 1859 11W1 1859 11W1 1859 11W1 1859	Orisian Orisian Orisian Orisian Orisian Orisian Orisian	4	4 4 4 4 2	4 2 4 4 4 4	5 0 4 0 3	4 2 4 4 2 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4	2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4	4	4	4 2 4 2 4 4	4 4 4 4 4	knowladebashla instructor Relative experience instructor neally helics you Great Leader to arrow in knowledebashle in the about the information and methods, the made us field was traching actually carse for the scale	N/A kut keep on being there for this time to many curious minds into needs to take along	Classroom interaction which will belo me Growine understand how learning ties in to our about the libbel 1 liked libbe than answhere else	Sees this instructor for this course madents, what they need to have in 	
d d werage Responses d	R R Encolment 55		to the Rible to the Rible to the Rible to the Rible to the Rible of Ethics: The of Ethics: The		Oristian Oristian School Name Oristian	4 4 3.952381 01 2	4 24 24 02 2	4 4 2,8295 02	4 4 04 2	4 4 05	4 4 1.7 05	07		4	4	4	4			015 tell the class" (ve been	tauaht insiaht 016 That it's over	Nothine it was erent not much 017 New instructor	
4 4 2 2 2 2	25 65 11 11 11		of Ethics: The of Ethics: The of Ethics: The to the New to the New to the New	175A 175A 185P	Oristian Oristian Oristian Oristian Oristian Oristian	2 4 2 4 2 4 2 4 2 4 2 4 2 4 4 2 4 4 4 4	2	2 2 7 4 2 2 2 5754	3 3 4 2 7	2	2 2 3 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 4 2 3	2 2 4 2 214(24571	2 2 4 2 2	2 2 4 2 2 2 2	2 2 4 2 3	2 2 4 2 3	2 2 4 2 2	CS4 n/a ent our erades to us and no comment was howehr to his decreasion resettions with	or call out secole when they more involved foredestrutents naness instruction for assignments arout for an the risks time	Inaming about Paul Authine The tooir	a new instructor understanding of musical material weakable to all Baseamber hous the	
Responses 2 2 2 1	Encolment R R R G	intructor	Course Title Leadershia Leadershia Leadershia Role in	Course Code 09/W1 17FA 09/W1 17FA 10/W1 17FA 10/W1 185P 07/W1 185P 07/W1 185P 07/W1 185P 07/W1 185P	School Name Orristian Orristian Orristian Orristian	01 2 4 2 2	02 2 4 2 2	03 2 4 2 4 2	04 5 5 5 5	05 2 6 2 4	06 2 4 2 2	07 2 4	CR 2 4 2 2	09 4 4 4	2 2 4 2 2	011 2 4 2 2	012 2 4 4 4 2	012 2 6 6 2	054 for questions patient seldom commented on my participation in discussion	015 Nothine v thudent not choosine who h rula	016 The importance of spiritual Time management sax nothing to do with the content	017 Nothing should match The it needs to none	
S S S S Werage	17 17 17 17 17 17		Concepts of	02W1 185P	Orisian Orisian Orisian Orisian Orisian		2 4 4 2 2,222212	2 2 4 2 2,1111	0 0 4 0	4 4 2	3 4 4 3 3 3		2 2 4 2	4	4	4	4	4 4 4	know it about with knowlederable in the His methods of asking	pen and free assignments discussions DR noulinement it seemed could add it would love to be		video lectures would be enioyable all one needs to alson pertinent	
2 2 3	. Enalment		Spinal Fornation and Melaty Fornation Fornation Fornation Fornation		School Name Adult School of Orcidian Moliticite Orcidian Orcidian Orcidian	4 4 3	62 4 4 2 4 3	60 4 4 4 4	04 5 5 0 3	6 4 2 2	06 4 4 4 3	4 4 2 4 3	4 4 3 4 3				 		054 Execution Source (ab) 1 understander amont deal of early helded Mrk	COS Nothine this Cr Shi was average the conduct do	D16 was the most informative in my Christian Jacobs and chandle and chandle most and build.	BOY The definition of the second sec	
iverage Annonner 1 1 iverage	Envillment 6 7	instantor	Fourse Title God Growth and	fourse foda 07W1 17FA 10W1 17FA	Grinal Nome Origina Origina	2.6 4 4	2.6 6 6 4	4 6 6 4	64 5 2	Λ6 λ	2.8 4 4 4	24 07 4 4 4	2.6 .00 .6 .6 .4						A44 companyion and empathy knowledgable on course	M5	concept of erowine a	A17	
6	19 29 29 29		Course Title to the Rible to the Rible to the Rible to the Rible to the Rible	175A 175A	School Name Orristian Orristian Orristian Orristian Orristian Orristian	01 4 4 4 3 4 2,0000000	02 4 4 4 2 4	03 4 4 4 4 2 4 4 2 4 3,4333	04 4 4 4 2 4	05 4 4 4 2 2 2	06 4 4 4 2 2 2,555557	07 2 4 2 2 2 2 2 2 2 2 2 2	CSR 4 4 4 2 2	09 4 4 4 2 2	010 2 4 4 3 2	011 6 6 6 2 2 2	012 4 4 4 2 2	012 6 6 6 2 2 2	014 and he wanted us to do and the history of it strone in faith discussions and eradine he was very analize Communication	015 bost to help us Maybe do werded his discussions and repected and beyond he's already effective he is doing ereat	O16 understand the Bible the Bible and the textbook Verv interactive course Bible was verv interesting interesting and through of the Bible	017 that we could have went through the back of Revelutions: I would pathles nothing pathles	
Responses R R R R O	20 20 50 20 20 20 20 20 20 20 20 20 20 20 20 20	Intractor	Course Title of Ethics: The of Ethics: The of Ethics: The of Ethics: The	Course Code 175A 175A 175A 175A 175A 175A 175A	School Name Orristian Orristian Orristian Orristian Orristian Orristian	01 4 4 4 4	02 4 2 4	01 4 2 2	04 4 3 2 5	05 2 4 2 2	06 4 4 2 4	07 2 4 2 2 3	CR8 6 4 6	09 4 4 4	010 4 3 4	011 2 4 2 2	012 4 3 2	012 4 4 4	054 containts of the course like our prevent to make us stuff and is areat at Dilease in teaching	015 manacolize to much of the way releases	looked at the life and and the way it howahe not	017 some of the control from nonserve who down't mod solid course all around tie Act away more rabidly so as to proved	
R R 2 2 2 iverage	12 12 10 18 18		of Ethics: The of Ethics: The of Ethics: The	175A 175A 175A	Ovisian Ovisian Ovisian Ovisian	4 4 4 4 4 8.7	4 4 4 4 4 26	4 4 4 4 4 2.6	5 5 4 5	2 4 4 4 4	4 4 2 4 2.5	4 4 2 4 2	4 4 2 4 24	4	4 4 2 4	4 4 2 4	2 4 2 4	4 4 2 4	Knowledge of the material death knowledge of number or in construction knowledgeable in this	verv effective Generican s hit Don't see how he could be	ine of answ and the	more racidly so as to proved Vectors: user not users beink if Athany considerine that my last course i	
iverage	Encolment 0 0 0		Course Title to Christian to Christian to Christian		School Name Oristian Oristian Oristian	2.111111	02 2 0 2 2	2	3 0		2	4 0 2 2,2222	2	09 4 0 2	010 2 0 2	011 2 0 2	212 2 0 2	2 2 0 2	054 She works in ministry provides postive feed back	015 meetings once a week for a 5 he did an amazing job	accimments not just the	017 offered on campus too D know alter the instructor excerted in Course Skowsions	
Responses 2 3 2 2 2 2 2 2 werage	Encolinent. 12 12 12 12 12 12 12 12 12 12		Course Title 50 the New A sha kine of Ethics: The of Ethics: The of Ethics: The of Ethics: The	175A 1752 185P 185P 185P 185P	School Name Orristian Protestan Orristian Protestan Orristian Orristian Orristian		02 4 2 2 4 2 3 4 2 3,4285754		04 4 6 6 7 7 8 8 8	05 4 2 2 2 2 2 2 2	05 4 2 2 3 4 3 8.1525571	2 4 2 1 2.1429							Ost assisten for the subject She knows the material Onitiz hands as work same Consistent in all areas discussion question	constructive criticism to help effective if she would focus homework seriesenearly instruction, was faith and encoursement reals with more than a few	a more in death look at	G17 have required too many citations (and less is bains the freehold bracker letter instructions on homework denarias area to information Great course)	
	Excellment 9 7 6 1 8 9		Course Title Orientation Homiletics Homiletics Arminian Orientation Orientation Orientation		School Name Oristian Oristian Oristian Oristian Oristian Oristian Oristian	01 4 4 4 2 4	02 4 4 2 2 2	03 4 4 2 2 2 4	04 3 5 4 3 4	05 2 6 2 2 6 4	06 2 2 4 2 2 4 4	07 2 2 4 2 2 2 2	C68 4 2 4 2 3 4 4	09 4 2 4 4 2	010 2 4 4 2 2	011 2 2 4 2 2		012 2 2 4 2 2	054 he scalains everything you wooderful instructor partient staceous incoverdenable about the all	035 nothine can't imatine our course work is doine a ereat lob No additions at this time have sout	Swervithing texts and instructor learned how to presare a to aid in learning it had areat information	017 nothine i cannot think of anything more. I still think the coarse work is a bit he the student can read to learn versus. Nothine at this time nothine	swier for the time aliste
Responses	Encolment. 93 20 20				School Name Ovcinian Occinian Occinian Occinian	01 3	1.7142157 02 3 6 4 4	03 2	04 	05 3 2 2	2.4285714 06 2 2 4	4 2.1429 07 3 4 4	2.5714286 08 2 2 4							015 count counts ideas other than I cannot think of anything seriesumants		017 manter of the consultar and to use init the what is most important (the PowerPoint - seems like bury researchered and to natain (halinge	
verage	01 Excellence# 9 9 2 7			00W2 175U 08W2 175A		3 3.25 4 3 4	2,75 4 2 2 4	4 2.75 6 2 2 4 6 6	6 5 3 5		2,75 04 4 3 3 4	4 25 4 2 2 4	2.75 740 4 2 2 4						nearediration and faudhack near Knowlederable of the Bibli of the topic and trady of and demonstrated his counceline		And Solitual erowth	ANP Ala could be shorten because they had	
2			Counseline	d1W1 1859	Oritian	4	4 2.6 02	3.6	4	4	4 3.6 06	4	4								and the second s	other	
2 1 werage testonses 1 1	Encolment 11 7 6	Instructor	Course Title Gotoris Romans	Course Code 175U 17FA 17FA 09W1 17FA 09W1 17FA	School Name Oxistian Oxistian Oxistian	01 2 4	2	03 6 6	04 5 4	4	2	07 2 4	2 4	3	3	2 4	4	4	proactive about aliven instruction clearly teachers that in	Q15 n/a I think they was effective na Keep it at the level she is at N/A	aractice in inductive bible learned It is meat	heloful Assigning titles to each The course do not need improving na	

2012-2018
The instructor work knowled walks along the material covered is the covers.
The instructor provided anothers are needed.

	4 6 Amminian 000011276. 4 6 Amminian 000011276. 1 4 Education 010111260. 2 7 Education 010111260. 2 7 Education 010111260. 4 64 010111260. 010111260.	Orisina 4 4 Orisina 4 4 Orisina 1 2 Orisina 3 2 Orisina 4 4 Orisina 3 2 Drisina 3 2	4 4 2 4 4 4 4 4 4 4 2 3 2 2 2 4 4 4 4 2 2 2 2 4 4 4 4 2 2 2 2 1312 Litelisis Leistiss	4 4 4 4 4 10 Model And State St	as to flow: action flow: action action action action action of their solid action action action action action action action action action (action) action action action action action action (action) action action action action action action (action) action action action action action action action (action) action action action action action action action (action) action action action action action action action action (action) action action action action action action action (action) action action action action action action action (action) action action action action action action action action action (action) action ac	
Image: product of the sector of the	5 52 of Strice: The 175A 5 52 of Strice: The 175A C C C 0 0 5 127 of Ethice: The 175A 5 127 of Ethice: The 175A 2 20 of Ethice: The 185P	School Name 01 02 Ortifian 4 4 Proteinan 3 A Ortifian 4 4 Ortifian 4 4 Ortifian 4 A Ortifian 4 A Ortifian 4 A	O3 O4 O5 O6 D7 4 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 3 2 2 4 4 3 4 4 4 4 3 4 4 4 4 3 4 4 4 4 3 4 4 4 4 0 4 4 4	OB OF OS1 OS2 OS3 OS4 OS5 4 4 4 4 4 4 6 4 <	Increased Bales tady Increase Bales Increase Bales Increased Bales Increased Increase Bales Increase In	
VI VI VI VI VI VI VI VI VI VI VI VI VI VI VI VI V	3 30 of Drive-The 166B Average Seconses Seconses Seconses 2 0 areast Backs/Vicitat DFA 2 0 areast Backs/Vicitat DFA 1 55 areast Backs/Vicitat DFA Areage Backs/Vicitat DFA DFA	Preistus 2.5 2.5 School Name 01 02 Orrintas 3 3 Orrintas 4 4 Orrintas 4 4	x x	X X X X X No	the avantees for a constant of the second se	
I I I I I I I I <	1 1 Eddle Formation 185P Average	Oritian 3 2 Oritian 4 4 Oritian 3 2 1000000000000000000000000000000000000	2.667 2 2 2	3	015 017	
I I	Average Reconstant Econoliment Instructor Course Tria Course Code	ES ES	2 2 4 2 2 4 4 4 4 4 2 5 4 4 2 2 5 4 2 4 2 5 4 2 4 2 5 4 2 4 2 5 4 2 4 2 5 4 2 4 2 5 4 2 4 2 5 6 2 4 2 5 6 2 4 2 5 6 2 6 01 02 04 05 05 02	26666657	016 017	
V V V V V V	1 33 of (Shicc, The, 127A) 4 15 Orientation 0209, 1569 4 35 Orientation 0209, 1569 4 15 Orientation 0209, 1569 Austrage Orientation 0209, 1569	Orienas 3 2 Orienas 4 4	2 2 2 4 4 5 2 2 4 4 2 2 4 4 4 5 2 4 4 4 5 2 4 4 3 4 4 3 4 2 2 4 4 3 4 2 2 4 3 4 4 3	3 3 3 3 3 communicated often 3 2 4 4 3 3 communicated often 3 4 3 3 3 koosledes and electrics fm in 4 4 3 3 4 koosledes fm often 2 4 4 4 4 koosledes fm often 2 4 4 4 4 koosledes fm often	cline a sould init. Anotic sould. Instructive card sould's of Golf. or average of a sould initial to a sound a notif chard initial to a notif chard initinininitial to a notif chard initial to a notif chard in	
Image Image <t< td=""><td>Average Resources Engliment Instructor Course Title Course Code</td><td>4 4 School Name 01 02 Origina 4 4</td><td>4 4 4 02 04 05 06 07</td><td>4</td><td>at thiss of anothing. The knowledge assumed. Nathing.</td><td></td></t<>	Average Resources Engliment Instructor Course Title Course Code	4 4 School Name 01 02 Origina 4 4	4 4 4 02 04 05 06 07	4	at thiss of anothing. The knowledge assumed. Nathing.	
I I	Reconsest Employment Instructor Course Title Course Code 1 G Kenneth Romann LESP Average	Oprimize 3 2 3.625 3.25 3.25 School Name 01 02 Onistian 4 6 4 4 4	2 4 2 3 2.5 2.25 2.25 2.25 0.2 0.4 0.5 0.6 0.7 6 0 4 4 4	OB OP O10 O11 O12 O13 O14 O15 6 4 4 4 4 4 knowledizable! He w		
Image: state Ima	1 9 Michael and Worses (8M1176A 1 5 Michael and Worses (8M1176A 1 5 Michael and Worses 10M1176A	Orisian 4 4 Orisian 4 4 Orisian 4 4		6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	alado El to Mol Julia a Institute se an al las regionas al anti-	
Norm Norm Norm Norm	2 6 Michael Homiletics I 02W1 185P 3 6 Michael Homiletics I 02W1 185P	Orisian 4 4 Orisian 4 4	a 0 4 8 4 d 0 2 2 2 d 4 4 4 4 d 0 4 4 4 d 2 2 2 2 d 0 4 4 4 d 2 2 2 2 d 0 4 4 4 d 2 2 2 2 2 d 3 3 3 4 3 3 d 0 4 4 4 4	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	an form Proper APA the Bible more Cannot thirk of anything. The book No. my calling and vocation leave as is represented by the second	
Note Note Note Note No	Average Responses Encolment Instructor Course Tide Course Code 4 8 Reserventarii 1255P	2.7585207 2.6551724 School Name 01 02 Origina 4 4	2.7142 2.6206897 2.5517 02 04 05 05 07		016 017 know how to understand. X's service	
Note: N	d. Beccentral. JSSP Average Resolutest Secolutest Secolutest 2 12 Laternoot Schartine 00001 1700 3 12 Laternoot Schartine 00001 1700 3 12 Laternoot Schartine 00001 1700 3 12 Laternoot Schartine 010001 1700 3 12 Laternoot Schartine 010001 1704 1600 3 12 Laternoot Schartine 010001 1704 <td< td=""><td>Ordinan 4 4 6 4 4 School Name 01 02 Ordinan 4 4 Proteinan 4 4 Ordinan 4 4</td><td>4 5 3 4 237 2.55 4 02 04 05 04 07 4 4 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 3 2 2 2 2</td><td>B J L <thl< th=""> <thl< th=""> <thl< th=""> <thl< th=""></thl<></thl<></thl<></thl<></td><td>Disk Disk Disk Disk Disk Disk</td><td></td></td<>	Ordinan 4 4 6 4 4 School Name 01 02 Ordinan 4 4 Proteinan 4 4 Ordinan 4 4	4 5 3 4 237 2.55 4 02 04 05 04 07 4 4 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 4 6 4 4 4 3 2 2 2 2	B J L <thl< th=""> <thl< th=""> <thl< th=""> <thl< th=""></thl<></thl<></thl<></thl<>	Disk Disk Disk	
	L U partners picture Reasone Enrollment Instructor Course Oxfo 3 21 Starth Oxfd 175A 3 9 Starth Miles 175A 2 12 Starth Miles 175A	School Name D1 D2 School Name D1 D2 D2 Origina 4 4 D2	33143 3531636 37343 00 04 05 04 04 4 5 4 4 4 4 4 4 4 4 4 5 4 4 4 4 5 4 4 4 4 5 4 4 4 4 5 4 4 4 4 5 4 4 4 3 3 2 2 4 4 0 2 4 4 4	DATABANY OB OP DS OH GH <	h dan't krose 2004. Instrumentation and a second se	
WIND WIND WIND WIND WIND	4 12 Thomas to the Bible ISSP 4 13 Thomas to the Bible ISSP A 13 Thomas to the Bible ISSP Average	Chool None A1 A3 Orinitan 4 4 Orinitan 2 2 Printinan 2 2 Orinitan 2 2 Orinitan 2 2 Orinitan 4 2 Orinitan 4 2 Orinitan 4 2	Ab Ai A5 A6 A7 4 5 4 4 2 2 2 2 3 1 4 4 4 4 4 2 1 1 2 2 3 4 2 1 2 2 3 4 2 2 2 3 3 34 2 2 3 3 38	Ab Ab<	extrements Colonal Concretes, encourse and refunded Theorem control of the Standard Concretes, encourse and refunded Theorem control of the Standard Concretes, encourse and e	
Note Note <th< td=""><td>Average Resolution Environment <t< td=""><td>1 1</td><td>2 2 4</td><td>,</td><td>Old Ol7 Outs we cord fit stronger Method Statulity of a stronger</td><td>serven to instruct.</td></t<></td></th<>	Average Resolution Environment Environment <t< td=""><td>1 1</td><td>2 2 4</td><td>,</td><td>Old Ol7 Outs we cord fit stronger Method Statulity of a stronger</td><td>serven to instruct.</td></t<>	1 1	2 2 4	,	Old Ol7 Outs we cord fit stronger Method Statulity of a stronger	serven to instruct.
Note Note <th< td=""><td>A 9 Chanters to the Gid 185P</td><td>24 24</td><td>4 2 2 2 2 3 2 2 3 4 2 5 1 2 2 4 4 4 4 4 3.6 3.4 2.6 3.4 3.6</td><td>24</td><td>e constat de communication, none at thistisse e anal inconsidere medias cualor de auf seraturanes inconsisten ad Not much flan core classes that have to de</td><td></td></th<>	A 9 Chanters to the Gid 185P	24 24	4 2 2 2 2 3 2 2 3 4 2 5 1 2 2 4 4 4 4 4 3.6 3.4 2.6 3.4 3.6	24	e constat de communication, none at thistisse e anal inconsidere medias cualor de auf seraturanes inconsisten ad Not much flan core classes that have to de	
1 1	4 29 Marry and Works 10% 1.0A Awrage Responses Engliment Instructor Course Title Course Code	26 26	4 5 4 4 2 3 2 2 3 4 5 3 4 4 4 5 4 3 3 4 5 4 3 3 4 5 4 4 4 23 2 2 3 4	15	ot know shurstons differently don't know t about the class and class feeline my nothine	
Note Note <t< td=""><td>2 30 K. Manni, all Efficie: The 15510 3 64 Maxim, all Marine: The 16500 5 24 Maxim, all Marine: The 16500 4 30 Maxim, all Marine: The 16500</td><td>Ordinan 4 6 Pristinan 4 A Ordinan 4 6 Ordinan 4 4 Ordinan 1 2 Ordinan 4 4 Ordinan 4 4</td><td>d d</td><td>4 3 2 2 4 4 3 3 2 Cannot window in the set of a set</td><td>Median Instruments Median Instruments action assume effective Median Instruments Median Instruments Instruments Median Instruments Median Instruments</td><td></td></t<>	2 30 K. Manni, all Efficie: The 15510 3 64 Maxim, all Marine: The 16500 5 24 Maxim, all Marine: The 16500 4 30 Maxim, all Marine: The 16500	Ordinan 4 6 Pristinan 4 A Ordinan 4 6 Ordinan 4 4 Ordinan 1 2 Ordinan 4 4	d d	4 3 2 2 4 4 3 3 2 Cannot window in the set of a set	Median Instruments Median Instruments action assume effective Median Instruments Median Instruments Instruments Median Instruments Median Instruments	
Note: Note: <t< td=""><td>Average Instructor Carave Tile Course God 1 Robeccc of Chiloc. The 177A. 3 Hit Robeccc of Chiloc. The 177A. 3 Hit Robeccc of Chiloc. The 17A. 2 Hit Robeccc of Robe. The 15A. 5 Robeccc 30 hit Bill 835P. C 4.5 Robeccc 30 hit Bill 835P. 5 Robeccc 30 hit Bill 835P. 5 Ste Robeccc 30 hit Bill 835P.</td><td>2.769200 3.866558 School Name 01 02 Ordinan 4 2 Ordinan 3 2 Ordinan 4 2 Ordina</td><td>6 1 4</td><td>2.8%1528</td><td>0.44 0.17 particle more based the share 40 and instance factors of an instance instance and harmon instance activities more based the share 60 first more based the share of make activities</td><td></td></t<>	Average Instructor Carave Tile Course God 1 Robeccc of Chiloc. The 177A. 3 Hit Robeccc of Chiloc. The 177A. 3 Hit Robeccc of Chiloc. The 17A. 2 Hit Robeccc of Robe. The 15A. 5 Robeccc 30 hit Bill 835P. C 4.5 Robeccc 30 hit Bill 835P. 5 Robeccc 30 hit Bill 835P. 5 Ste Robeccc 30 hit Bill 835P.	2.769200 3.866558 School Name 01 02 Ordinan 4 2 Ordinan 3 2 Ordinan 4 2 Ordina	6 1 4	2.8%1528	0.44 0.17 particle more based the share 40 and instance factors of an instance instance and harmon instance activities more based the share 60 first more based the share of make activities	
Number Number<	Average February Instructure Course Code 1 7 Jourdal Gonzult 177A 4 12 Jourdal Normania 177A 4 12 Jourdal Normania 157A 4 12 Jourdal Normania 155P Average 12 Jourdal Normania 155P	k5 k25 School Name 01 02 Orinitan 4 2 Orinitan 4 4	1.25 2.175 2.175 03 04 05 06 07 3 5 2 2 4 4 - 4 4 4 4 2 3 4 4 4 4 4 4 3 4 4 4 4 4 3 4 4 4 4 4 4 4 5 - 4	OB OH OH<	b) dat an outstanding that has no outstanding that has no outstanding that has no outstanding and had no outstand have and that has no outstand that has no	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	Resonance Genuilment Instructor Course Tole Course Code 1 A Alwavolar a loar Alloart 172 A 1 3 Alwavolar Education BlWH 375 A	School Name O1 O2 Protecture 3 A Optimizer 4 6 2.5 4	O2 O4 O5 O6 O7 4 C 3 4 4 4 2 4 4 4	OB OB OB O11 O12 O13 D14 D15 A 5 5 A 2 Determination Data <	016 017	
J Mode Mode Mode Mode A <	6 56 Nance Adle of Efficience Total 2029 6 56 Nance Adle of Efficience The 175A 6 56 Nance Adle of Efficience The 175A	Origin 4 2 Origin 3 2	4 4 8 4 4 5 3 4 4 4 5 4 4 4 4 5 4 4 4 4 5 4 4 4 4 5 4 2 4 4 5 4 2 3 4 5 4 2 3 4 5 4 2 3 2 5 1 1 1 1	4 4 4 4 4 Christen Meilstry cent 4 2 2 2 4 error word object with Energy error word object with Energy 4 4 4 4 4 homedrawaie of the tens 4 4 4 4 a homedrawaie of tens fear 4 3 2 2 2 animation bin tens effect 6 4 4 3 4 4 animations/state 0 animation bin tens effect 6 4 4 4 4 animations/state 0 animation bin tens effect 6 4 4 4 4 animations/state 0 animation bin tens effect 7 4 4 2 2 animation bin tens animation bin tens animation bin tens	the service of t	
3 32 Noro. Mat. (MORS) Noro. More. (MORS) Noro. More. (MORS) Noro. Mat. (MORS) Noro. More. (MORS) Noro. Mat. (MORS) Noro. Mat. (MORS) Noro. Mat. (MORS) Noro. Mat. (MORS) Noro. More. (MORS) Noro. More. (MORS) Noro. Mat. (MORS) Noro. Mat. (MORS) Noro. More. (2 53 Nance Aile of Ethics: The 1859 3 53 Nance Aile of Ethics: The 1859 3 53 Nance Aile of Ministry 02W11859 2 52 Nance Aile of Ministry 02W11859 2 52 Nance Aile of Ministry 02W11859	Origina 4 4	4 4 4 4 4 4 4 4 4 4 5 2 3 4 4 5 2 3 4 4 5 2 3 4 4 - 2 3 4 4 - 2 3 4 4 - - 3 4 4 - - - 3 4 4 - - - - 3 4 4 -	4 4	veneroza ha lanak	

6 10 Untwilde DTA Orderation 2 6 30 Untwilde JTA Orderation 4 4 6 31 Untwilde JTA Orderation 4 4 6 31 Untwilde JTA Orderation 4 4 6 32 Untwilde JTA Orderation 4 4 6 32 Untwilde JTA Orderation 2 3 3 Untwilde JTA Orderation 4 4 4 6 32 Untwilde JTA Orderation 2 3 3 Untwilde JTA Orderation 4 4 4 6 32 Untwilde JTA Dottain 4 4 4 Untwilde JTA Dottain 4 4 4 7 JTA Dottain JTA Dottain 4 4	2 1 2 2 2 4 4 4 3 4 3 4 2 2 3 4 3 4 4 4 4 4 4 2 2 2 2 2 2 3 4 4 4 4 4 4 4 2 2 2 2 2 2 3 4 4 4 4 5 4 4 4 4 4 4 5 4 4 4 4 4 4 4 5 4 4 4 4 4 4 5 4	Image: Constraint of the standard straint of the str	International Security and the last base of the las
James Control Matrix Control C	2 5 2 2 2 2 4 C 5 A A A 4 C 2 4 A A 4 C 2 4 A A 4 S 3 4 4 A 4 S 3 4 4 4 4 S 3 4 4 3 3 3 3 3 4 4 LIME LIMA LIMA LIMA 4	Option Option<	
Instant Stantant Stantant Stantant Stantant Concert 0 02 02 02 04 04 03 03 04	2.6 2.4 4 4	OP DI3 DI1 DI2 DI3 DI4 DI5 4 4 6 4 6 6 10 </td <td>Did 00 Terreror Unitaria Barreror Unitaria Entre Sector Unitaria E</td>	Did 00 Terreror Unitaria Barreror Unitaria Entre Sector Unitaria E
Average 4 2.5	1.5 1 1 1	OP OED	04 07 Constant of
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		Image Image <th< td=""><td></td></th<>	
Bassance Environmet Instructor Caures Ords School Name Od Od 1 7 Microbia 2 2 5 Microbia 2 2 5 of Other 3 3 4 4 2 5 of Other 3 3 3 3 3 4 4 2 5 of Other 3 </td <td>OA O4 O5 O6 O7 O8 3 1 2 3 3 3 4 0 4 4 4 4 2 0 2 2 3 2</td> <td>OP OID OID OID OID OID OID 4 4 2 2 3 control in the model and the model and</td> <td></td>	OA O4 O5 O6 O7 O8 3 1 2 3 3 3 4 0 4 4 4 4 2 0 2 2 3 2	OP OID OID OID OID OID OID 4 4 2 2 3 control in the model and	
Bacacess Enrollment Instructor Course Tells School Name Oto O2 2 4 Secremental 175A Original 4 3 2 4 Secremental 175A Original 4 3 2 6 Method 110V 156P Original 3 3 2 10 Method 110V 156P Original 3 3	O3 O4 O5 O6 O7 O8 2 5 2 2 2 2 2 3 5 2 2 2 2 2 3 5 2 2 2 2 2 3 2 2 2 2 3 3 1 2 2 2 3 3 2 1 3 2 2 2 3 3 3 3 3 3 2 2 3 3 3 3 3 3 2 2 3 3 3 3 3 3 2 2 3 </td <td>00 013 012 013 014 015 1 3 <t< td=""><td>B46 0.0 parameter barrer manhate parameter barrer manhate parameter barrer manhate parameter barrer manhate</td></t<></td>	00 013 012 013 014 015 1 3 <t< td=""><td>B46 0.0 parameter barrer manhate parameter barrer manhate parameter barrer manhate parameter barrer manhate</td></t<>	B46 0.0 parameter barrer manhate parameter barrer manhate parameter barrer manhate parameter barrer manhate
Reconsec Eeroliment Instructor Course Title Course Code School Name 05 02	GA O4 O5 O4 O7 O8 4 5 4 4 4 4 4 4 5 4 4 4 4 4 5 4 4 4 4 4 4 3 2 4 3 3 4 3 4 4 4 4 4 4 4 4 4 4 </td <td>0 0.1 0.1 0.0 0.0 0.1 0.1 4 <</td> <td>Name Difference Name and the second and the second</td>	0 0.1 0.1 0.0 0.0 0.1 0.1 4 <	Name Difference Name and the second
5 56 David 100 m kille 175. Origina 4 4 5 56 David 50 m kille 175. Origina 4 2 5 56 David 50 m kille 175. Origina 4 4 5 56 David 50 m kille 175. Origina 4 4 5 56 David 50 m kille 175. Origina 4 4 5 56 David 50 m kille 175. Origina 4 2 5 56 David 50 m kille 175. Origina 4 2	03 04 05 06 07 08 4 4 4 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 3 4 4 4 4 2 2 2 3 2 2 3 3 26 2 2 2 3 2 3<		
James Instant Ameritin Social Ameritina Ameritin	Diamond Obs Obs <thobs< th=""> <thobs< <="" td=""><td>Arr Bas Bas<td>Mathematical and an an and an an and an an and an an an and an an</td></td></thobs<></thobs<>	Arr Bas Bas <td>Mathematical and an an and an an and an an and an an an and an an</td>	Mathematical and an an and an an and an an and an an an and an
Ange Factors Sectors Constant Constant <thconstant< th=""> <thconstant< th=""> <thcons< th=""><th>A3 A4 A5 A6 A3 A6 4 4 4 4 4 4 4 6 2 2 2 2 4 4 4 5 3 3 4 5<!--</th--><th>PAG PAG PAG<th>MA MA Maximum Maximu</th></th></th></thcons<></thconstant<></thconstant<>	A3 A4 A5 A6 A3 A6 4 4 4 4 4 4 4 6 2 2 2 2 4 4 4 5 3 3 4 5 </th <th>PAG PAG PAG<th>MA MA Maximum Maximu</th></th>	PAG PAG <th>MA MA Maximum Maximu</th>	MA MA Maximum Maximu
Resource: Excellence: Executors: Course Coles Course Code School Name 01 02 2 6 and Work of: 000x3.176A Continue 3 6 and Work of 000x3.176A Continue 4 6 Aurame	O3 O4 O5 O5 D7 O8 2 2 2 2 4 4 4 4 2 4 4 4 5 25 4 4 4	OP OE0 OE1 OE1 OE1 OE3 OE4 OE5 2 2 2 3 3 and ranne anderstood course well 4 4 4 4 4 the best confessor? Lin my	Ors Otype and drawers to Notice adult draw mean send of Laboration Notice adult draw
Image Image <th< td=""><td></td><td>Image Image <th< td=""><td>Bate Data State Second Control Lines Second Control Lines State Second Control Lines Second Control Lines</td></th<></td></th<>		Image Image <th< td=""><td>Bate Data State Second Control Lines Second Control Lines State Second Control Lines Second Control Lines</td></th<>	Bate Data State Second Control Lines Second Control Lines
Breaster Enrollmet Instructor Covers Tols Covers Tols Col		4 4 4 4 4	BM Am Annual Annua
Brasser, E-Derilhert, Entroter, Guero Tell, Conre Gol, Scholl Sana, OJ. O.D. 3. 1.1 William Moroha 0.14 0.4 4 3. 1.2 William Moroha 0.14/0.15 0.07 6.4 4 3. 1.2 William Moroha 0.15/0.1562 0.16/0.162 4 4 3. 1.2 William Moroha 0.10/0.1652 0.16/0.162 0.16/0.162 Autroge 4 4 4 4 4	O3 O4 O5 O5 O7 O8 4 4 2 3 4 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	OP OB OS1 OS2 OS3 OS4 OS1 OS1 <thos1< th=""> <thos1< th=""> <thos1< th=""></thos1<></thos1<></thos1<>	Bit in the second secon

Curriculum Reviews

2015-2016 Curriculum Reviews

Courses which were rewritten

- BINT2103 Inductive Bible Study
- BINT2303 Survey of Romans
- BINT3303 Romans
- BINT3703 Church History 1
- BINT3713 Life and Teachings of Jesus
- BINT3813 Life and Teachings of Paul
- PMIN4803 Professional Staff Relations
- SOCI3023 World Religions

These courses were created or rewritten for the following reasons:

- New course
- New textbooks as a result of student complaints on EOC survey results
- Course in serious need of improvement

Courses reviews for instruction clarification

- PMIN1103 Foundations of Ministry
- BINT2303 Survey of Romans
- PMIN4303 Leadership Formation
- BINT3713 Life and Teachings of Jesus
- BINT2103 Inductive Bible Study
- THEO2303 Introduction to Christian Theology
- BIOT1103 Introduction to the Old Testament

These courses were reviewed because of students and instructors requesting clarification of instructions.

2016-2017 Curriculum Reviews

Courses which were rewritten

- BIOT1103 Introduction to the Old Testament
- BUAD4203 Nonprofit and American Church Law (removed group assignments)
- THEO3813 Judeo-Christian Ethics
- BINT3103 Synoptic Gospels
- PMIN2913 Women in Ministry
- BINT1203 Introduction to the New Testament
- BUAD4403 Church and Nonprofit Finance

These courses were created or rewritten for the following reasons:

- New course
- New textbooks as a result of student complaints on EOC survey results
- Course in serious need of improvement

Courses reviews for instruction clarification

- BINT1203 Introduction to the New Testament
- BIOT1103 Introduction to the Old Testament
- PMIN2603 Christian Education and Discipleship
- THEO1103 Biblical Life and Witness
- THEO2303 Introduction to Christian Theology

These courses were reviewed because of students and instructors requesting clarification of instructions.

2017-2018 Curriculum Reviews

Courses which were rewritten

- BINT1203 Introduction to the New Testament
- BINT2103 Introduction to Inductive Bible Study
- BINT3103 Synoptic Gospels
- BINT3303 Romans
- PMIN3103 Homiletics
- THEO2303 Introduction to Christian Theology
- PMIN2603 Christian Education and Discipleship
- PMIN2913 Women in Ministry
- PMIN3023 World Religions
- PMIN3343 Church Growth & Health
- BINT3713 Foundations of Ethics: Life and Teachings of Jesus
- BINT3813 Foundations of Ethics: Life and Teachings of Paul
- BUAD4403 Church and Nonprofit Finance
- PMIN4303 Leadership Formation

These courses were created or rewritten for the following reasons:

- Revision
- New textbooks as a result of student complaints on EOC survey results
- Course in serious need of improvement

Courses reviews for instruction clarification

- BINT1203 Introduction to the New Testaments
- PMIN2603 Christian Education and Discipleship
- PMIN2913 Women in Ministry
- PMIN3023 World Religions
- PMIN3343 Church Growth and Health

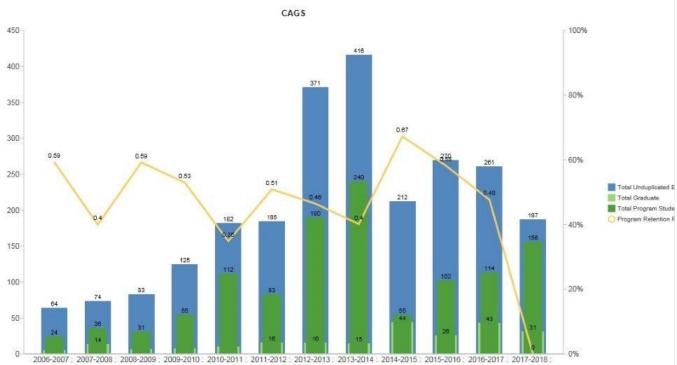
These courses were reviewed because of students and instructors requesting clarification of instructions.

Retention/Persistence Rates

Retention and Persistance

Wednesday, August 01, 2018 10:25 AM

Retention and Persistence for Christian Ministries Program 2015-2016 - 58% Retention/Persistence, lost 102, graduated 26 2016-2017 - 48% Retention/Persistence, lost 114, graduated 43 2017-2018 - 9.42% Persistence Only (Do not have a complete 2018-2019 year to compare), lost 156 (may still return for 2018-2019), graduated 31



Academic Year

According to the graduation document distributed by the registrar for the 2018 graduation list, the College of Adult Studies – Christian Ministries actually had 43 stud graduate. So, documentation is not in agreement.

Participating last_name	first_name	gender	degr_cde	major_minor_desc	Honor	div
Yes	Eugene	М	BS	Christian Ministries	Magna Cum Laude	CG
No	Anthony	М	BS	Christian Ministries	Magna Cum Laude	CG
Yes	Jerri	F	BS	Christian Ministries	Magna Cum Laude	CG
No	David	М	BS	Christian Ministries		CG
Yes	Brian	М	BS	Christian Ministries		CG
No	John	М	BS	Christian Ministries	Magna Cum Laude	CG
No	Euthar	F	BS	Christian Ministries		CG
No	Rachelle	F	BS	Christian Ministries		CG
No	John	М	BS	Christian Ministries	Summa Cum Laude	CG
No	Brian	М	BS	Christian Ministries	Cum Laude	CG
Yes	Casey	М	BS	Christian Ministries	Magna Cum Laude	CG
No	Beatrice	F	BS	Christian Ministries		CG
Yes	James	М	BS	Christian Ministries		CG
No	Abigail	F	BS	Christian Ministries		CG
Yes	Jeffery	М	BS	Christian Ministries		CG
Yes	Logan	М	BS	Christian Ministries		CG

No		Chad	М	BS	Christian Ministries		CG
No		James	М	BS	Christian Ministries		CG
Yes		Domino	М	BS	Christian Ministries		CG
No		Terry	М	BS	Christian Ministries		CG
No		Gene	М	BS	Christian Ministries	Magna Cum Laude	CG
Yes		Peggy	F	BS	Christian Ministries		CG
Yes		Aaron	М	BS	Christian Ministries		CG
Yes		Shawn	М	BS	Christian Ministries		CG
Yes		Zachary	М	BS	Christian Ministries	Magna Cum Laude	CG
Yes		Lenell	М	BS	Christian Ministries	Magna Cum Laude	CG
No		Matthew	М	BS	Christian Ministries		CG
Yes		Matthew	М	BS	Christian Ministries		CG
Yes		Teresa	F	BS	Christian Ministries		CG
No		Robert	М	BS	Christian Ministries		CG
Yes		Ina	F	BS	Christian Ministries	Cum Laude	CG
Yes		Christine	F	BS	Christian Ministries		CG
Yes	n	Terran	F	BS	Christian Ministries		CG
Yes		Jerry	М	BS	Christian Ministries		CG
No		Ryan	М	BS	Christian Ministries		CG
No		Eleon	М	BS	Christian Ministries		CG
Yes		Teddy	М	BS	Christian Ministries		CG
Yes		Venice	М	BS	Christian Ministries	Cum Laude	CG
Yes		Christine	F	BS	Christian Ministries	Cum Laude	CG
Yes		Stephen	М	BS	Christian Ministries	Academic Distinction, Summa Cum Laude	CG
Yes		Shawonda	F	BS	Christian Ministries		CG
Yes		Haylea	М	BS	Christian Ministries		CG
Yes		Kayla	F	BS	Christian Ministries		CG

Instructor/Faculty Evaluations

Name , Average	Course THE02303 06W1 15FA PMIN4603 07W1 15 FA THE03403 09W2 15FA	Frequency of discussion posts 2 3 3 2.67	Number of students responded to 3 4 4 3.67	Length of posts 4 4 4 4 4	References to course materials 2 3 3 2.67	References to biblical concepts 4 2 4 3.33	Timeframe 1 3 3 2.33	Feedback 3 2 3 2.67	D2L Dropbox 3 4 3.33	Attendance or mid-term grade posting reminder 3 3 3 3 3 3		News Section 4 2 3 3 3	Total Score 32 32 37	Average 2.54 2.91 3.36 2.94
Larry Baker Average	THEO3813 01W1 16SP	2 2	4 4	4 4	0 0	3 3	4 4	1 1	1 1	3 3	1 1	3 3	26 26	2.36 2.36
Average	BINT3813 08W1 15FA BINT3813 11W1 15FA BINT3713 01W1 16SP BINT3813 03W1 16SP	4 4 4 4	4 4 4 4	3 3 3 4	3 0 1 1 1.25	4 4 4 4	1 4 4 3.25	2 3 2 2 2.25	4 1 3 3 2.75	3 3 3 3 3	3 3 2 3 2.75	3 3 3 3 3	34 32 33 34	3.09 2.91 3 3.09 3.02
Average	BINT1223 08W2 15FA PMIN3103 09W1 15FA	2 3 2.5	3 4 3.5	3 4 3.5	1 4 2.5	4 4 4	3 4 3.5	3 3 3	1 4 2.5	3 3 3	3 3 3	3 4 3.5	29 40	2.64 3.64 3.14
Average	BINT1203 03W1 16SP	0 0	0 0	0 0	0 0	0 0	1 1	3 3	4 4	3 3	3 3	4 4	18 18	1.64 1.64
Average	BINT3713 06W1 15FA BIOT3613 03W1 16SP	3 3 3	3 4 3.5	3 4 3.5	0 3 1.5	4 3 3.5	1 2 1.5	3 3 3	1 4 2.5	2 3 2.5	2 2 2	3 3 2	25 34	2.27 3.09 2.68
Average	PMIN4303 07W1 15FA THEO4403 08W1 15FA PMIN5123 09W2 15FA	1 1 3 1.67	4 3 4 3.67	3 3 3 3	1 2 3 2	2 3 3 2.67	1 3 3 2.33	3 3 3 3	4 4 4 4	2 3 2 2.33	3 2 2 2.33	2 2 2 2	26 29 32	2.36 2.64 2.91 2.64
Average	PMIN1103 11W1 15FA BIOT3713 01W1 16SP	4 4 4	4 4 4	3 4 3.5	3 4 3.5	3 4 3.5	4 4 4	3 3 4	4 4 4	3 3 4	4 3 3.5	3 3 3	38 40	3.45 3.64 3.55
Average	THEO1103 07W1 15FA THEO3603 08W1 15FA THEO3603 01W1 16SP PMIN3303 02W1 16SP THEO3603 03W1 16SP	3 4 3 3 3.2	4 4 4 4 4	4 4 4 4 4	1 4 3 1 3 2.4	4 4 3 4 3 3.6	3 4 3 3 3.2	3 3 4 3 3 3.2	4 4 4 3 3.2	3 3 3 3 3 3	3 3 2 3 3 2.8	3 3 2 3 2 2.6	35 35 37 35 34	3.18 3.18 3.36 3.18 3.09 3.20
Average	PMIN2603 07W1 15FA THE04303 08W1 15FA PMIN2603 09W1 15FA THE04303 11W1 15FA THE04303 03W1 15FA THE04303 04W1 15FA	2 2 2 3 1 2	4 4 4 4 4 4	3 3 2 3 2 4 2.83	0 0 0 0 0 0	4 4 1 1 2 2.67	4 4 4 4 4 4	1 2 1 2 3 2 1.83	1 1 4 4 3 2.33	3 3 3 3 2 2.83	3 3 1 2 2 2 2 2.17	1 1 2 1 1 1 1.17	26 27 24 26 27 25	2.36 2.45 2.18 2.36 2.45 2.27 2.27 2.35
Average	THEO1103 09W1 15FA THEO3823 11W1 15FA BINT3103 01W1 16SP	2 2 3 2.33	4 4 4 4	4 4 4	3 4 3 3.33	4 4 3 3.67	3 3 2 2.67	3 2 3 2.67	3 3 3 3	3 3 3 3	3 1 2 2	1 3 3 2.33	33 33 33	3 3 3 3
<u>Average</u>	SOCI3023 06W1 15FA BINT3713 07W2 15FA BIOT1103 01W1 165P BIOT1103 02W1 165P BINT1223 04W1 165P	3 4 4 4 <u>3.6</u>	4 3 3 <u>3.4</u>	4 4 4 4 4 <u>4</u>	4 3 4 3 <u>3.6</u>	4 3 4 3 <u>3.6</u>	3 3 3 3 <u>3</u> <u>3</u>	3 4 3 4 4 <u>3.6</u>	4 4 4 4 4 4	3 3 3 3 <u>3</u> <u>3</u>	3 4 3 4 4 <u>3.6</u>	4 4 4 4 4 <u>4</u>	39 41 37 41 39	3.54 3.73 3.36 3.73 3.54 <u>3.58</u>

	THEO1103 09W2 15FA	3	3	4	3	4	4	3	4	3	2	3	36	3.27
	BINT3713 04W1 16SP	2	2	4	1	2	2	3	4	2	2	4	28	2.54
Average		<u>2.5</u>	<u>2.5</u>	<u>4</u>	<u>2</u>	<u>3</u>	3	3	4	<u>2.5</u>	<u>2</u>	3.5		<u>2.91</u>
	THEO1103 08W1 15FA	4	4	3	2	4	2	3	4	3	3	4	36	3.27
	BINT3303 01W1 16SP	4	3	4	3	3	3	4	4	3	4	3	38	3.45
	BINT3303 02W1 16SP	4	3	4	3	3	3	4	4	3	4	3	38	3.45
Average		4	3.33	3.67	2.67	3.33	2.67	3.67	4	3	3.67	3.33		3.39
	THEO1103 06W2 15FA	3	4	3	0	4	3	1	3	3	1	3	28	2.54
	BINT3713 09W2 15FA	3	3	4	2	4	4	2	4	3	1	3	33	3
	BINT3813 11W2 15FA	3	3	3	0	4	3	3	3	3	1	3	29	2.64
	BINT3813 01W1 16SP	3	4	4	0	3	4	3	3	3	1	3	31	2.82
	BINT3813 02W1 16SP	4	2	4	0	4	4	3	4	3	2	4	34	3.09
	BINT3813 04W1 16SP	3	3	4	0	3	4	3	3	3	2	3	31	2.82
Average	51115015 04111051	3.17	3.17	3.67	0.33	3.67	3.67	2.5	3.33	3	1 33	3.17	51	2.82
Average	_	5.17	5.17	5.07	0.55	5.07	5.07	2.5	5.55	5	1.55	5.17		2.02
	PMIN4303 06W1 15FA	4	4	3	4	4	4	4	3	3	3	3	39	3.54
	BINT1203 11W1 15FA	3	4	4	3	4	4	4	4	3	4	3	40	3.64
	PMIN4303 03W1 16SP	3	4	4	3	3	4	3	3	3	3	3	34	3.09
Average	1 10114-505 05 01 1051	3.33	4	3.67	3.33	3.67	4	3.67	3.33	3	3.33	3	54	3.42
Average		3.33	4	3.07	5.55	3.07	4	3.07	5.55	5	5.55	5		5.42
	PMIN2603 03W1 16SP	2	3	4	3	3	3	3	4	3	3	4	35	3.18
Average	1 101122003 03 01 1031	2	3	4	3	3	3	3	4	3	3	4	35	3.18
Average		2	5	4	5	5	5	5	4	5	5	4	33	5.10
	THEO3823 07W2 15FA	2	2	3	2	1	4	1	1	3	3	3	25	2.27
Average	111E03823 07W2 13FA	2	2	3	2	1	4	1	1	3	3	3	25	2.27
Average		2	2	5	2	-	4	-	-	5	5	5	25	2.27
	BINT1223 01W2 16SP	2	4	3	0	3	1	2		3	2	1	22	2
Average	BIN11225 01W2 103P	2	4	3	0	3	1	2	1	3	2	1	22	2
Average		2	4	5	0	5	-	2		5	2	-	22	2
	THEO1103 07W2 15FA	3	4	4	3	4	3	4	4	3	4	3	39	3.54
	PMIN3013 08W1 15FA	3	3	4	4	4	4	3	4	3	3	3	35	3.18
	PMIN3013 09W1 15FA	3	3	4	4	4	3	4	4	3	3	3	38	3.45
		3	4	4		4		4	4			4	40	
	PMIN3013 11W1 15FA	3	4	4	3	3	3 3	3	4	3 3	4	4	36	3.64 3.27
	PMIN1003 02W1 16SP	5	-	4							2			
•	PMIN1003 04W1 16SP	3	4	4	3	3	3	3	4	2 2.83	3	4	36	3.27
Average		3	3.67	4	3.33	3.67	3.17	3.5	3.5	2.83	3.17	3.5		3.39
	DMINI1102.000/111554	2	2	4	2	4	2	3		2	2		22	2
	PMIN1103 06W1 15FA		3	-	3		3	3	-	3	3	4	33	3
	BINT1203 09W1 15FA	3	3	4	2	4	3		4	3	3	3	36	3.27
	BIOT3713 04W1 16SP	2	4	4	3	3	3	4	4	3	3	3	36	3.27
Average		2.33	3.33	4	2.67	3.67	3	3.67	3	3	3	3.33		3.18
	BINT1223 08W1 15FA	2		2	4		2		1	2	2	2	20	2.20
		3	4	3	1	4	2			3	2	2	26	2.36
• • • • • • • • • • • • • • • • • • • •	BIOT1103 11W1 15FA	3	3	3	1	4	3	3	4	3	2	3	32	2.91
Average		3	3.5	3	1	4	2.5	2	2.5	5	2	2.5		2.64
	BINT3713 09W1 15FA	3	4	4	3	4	3	4	4	3	4	3	39	3.54
	THEO3603 11W1 15FA	2	4	4	3	4	3	4	4		3	3	39 37	3.36
	THEOSOUS II WI ISFA				3.5	4	3	3.5	4	3 3	3.5	3	57	3.45
														3.45
Average		2.5	4	4	5.5	-	5		-	-				
Average	DMIN2242 07/4/4 1554					4		4	4				20	2.64
Average	PMIN3343 07W1 15FA	3	4	3	2	1	2	1	4	3	3	3	29	2.64
Average	BINT3103 09W1 15FA	3 2	4	3		1 3	2 4	1 2	4	3 3	3 3	3 3	34	3.09
Average	BINT3103 09W1 15FA THEO1103 11W2 15FA	3	4 4 4	3 3 3	2 3 0	1	2 4 4	1 2 2	4 4	3 3 3	3 3 2	3 3 3	34 29	3.09 2.64
Average	BINT3103 09W1 15FA THEO1103 11W2 15FA PMIN3343 03W1 16SP	3 2	4 4 4 4	3 3 3 3	2 3 0 0	1 3 2 1	2 4 4 3	1 2 2 3	4 4 4	3 3 3 3	3 3 2 3	3 3 3 4	34 29 29	3.09 2.64 2.64
	BINT3103 09W1 15FA THEO1103 11W2 15FA	3 2 2 1 1	4 4 4 4	3 3 3 3 3 3	2 3 0	1 3 2 1 3	2 4 4 3 3	1 2 2 3 3	4 4	3 3 3 3 2	3 3 2 3 3 3	3 3 4 4	34 29	3.09 2.64 2.64 3.27
Average	BINT3103 09W1 15FA THEO1103 11W2 15FA PMIN3343 03W1 16SP	3 2	4 4 4 4	3 3 3 3	2 3 0 0	1 3 2 1	2 4 4 3	1 2 2 3	4 4 4	3 3 3 3	3 3 2 3	3 3 3 4	34 29 29	3.09 2.64 2.64
	BINT3103 09W1 15FA THE01103 11W2 15FA PMIN3343 03W1 16SP PMIN4103 04W1 16SP	3 2 2 1 1 1.8	4 4 4 4 4	3 3 3 3 3 3 3	2 3 0 0 0 1	1 3 2 1 3 2	2 4 3 3 3.2	1 2 2 3 3 2.2	4 4 4 4 4	3 3 3 2 2.8	3 3 2 3 3 2.8	3 3 4 4 3.4	34 29 29 36	3.09 2.64 2.64 3.27 2.86
	BINT3103 09W1 15FA THE01103 11W2 15FA PMIN3343 03W1 165P PMIN4103 04W1 16SP PMIN2603 02W1 16SP	3 2 1 1 1.8 2	4 4 4 4 4 3	3 3 3 3 3 3 4	2 3 0 0 1 1	1 3 2 1 3 2 2	2 4 3 3.2 3.2	1 2 3 3 2.2 3 3	4 4 4 4 4 4	3 3 3 2 2.8 3	3 3 2 3 3 2.8	3 3 4 4 3.4 3.4	34 29 36 36	3.09 2.64 2.64 3.27 2.86 3.27
	BINT3103 09W1 15FA THE01103 11W2 15FA PMIN3343 03W1 16SP PMIN4103 04W1 16SP	3 2 2 1 1 1.8	4 4 4 4 4	3 3 3 3 3 3 3	2 3 0 0 0 1	1 3 2 1 3 2	2 4 3 3 3.2	1 2 2 3 3 2.2	4 4 4 4 4	3 3 3 2 2.8	3 3 2 3 3 2.8	3 3 4 4 3.4	34 29 29 36	3.09 2.64 2.64 3.27 2.86

	PMIN5123 09W1 15FA	2	3	4	3	4	4	3	1	3	2	3	32	2.91
Average		2	3	4	3	4	4	3	1	3	2	3	32	2.91
	BINT3103 06W1 15FA	3	3	4	4	4	3	4	4	3	3	4	39	3.54
	BINT3103 07W1 15FA	3	3	4	3	4	2	4	4	3	3	4	37	3.36
	PMIN1103 09W1 15FA	3	3	4	3	4	2	3	4	3	3	4	36	3.27
	PMIN2603 11W1 15FA	2	4	4	4	4	3	3	4	3	3	4	38	3.45
	BINT1223 03W1 16SP	2	3	4	4	4	2	4	4	3	3	4	37	3.36
Average		2.6	3.2	4	3.6	4	2.4	3.6	4	3	3	4		3.40
	SOCI3023 08W1 15FA	2	4	3	2	4	3	3	4	3	3	1	32	2.91
	SOCI3023 08W1 15FA	2	4	4	2	4	4	2		3	2	3	28	2.54
Average	30013023 04W1 103F	2	4	3.5	2	2.5	3.5	2.5	2.5	3	2.5	2	20	2.73
, werdge		-		5.5	-	2.5	5.5	2.0	2.0	-	2.0	-		2.75
	BINT1223 07W1 15FA	3	4	4	1	4	4	3	3	3	3	3	35	3.18
	BINT1223 01W1 16SP	3	4	4	3	3	4	3	4	3	3	4	38	3.45
	BINT1223 02W2 16SP	4	4	3	3	4	3	4	4	3	3	2	36	3.27
Average		3.33	4	3.67	2.33	3.67	3.67	3.33	3.67	3	3	3		3.3
	BINT1203 08W1 15FA	2	3	3	0	4	4	1	1	2	3	4	27	2.45
	BIOT1103 09W1 15FA	4	4	3	2	4	4	4	1	3	4	3	36	3.27
	BINT1223 11W1 15FA	3	3	3	2	3	4	3	4	3	4	3	35	3.18
	BINT1203 01W2 16SP	4	4	4	3	3	4	3	4	3	3	3	38	3.45
Average		3.25	3.5	3.25	1.75	3.5	4	2.75	2.5	2.75	3.5	3.25		3.09
	DIOT1102.001/111554	2	2	2	0			2		2	2	2	20	2.72
	BIOT1103 08W1 15FA BIOT1103 03W1 16SP	3	3 3	3 3	2	4 4	4	3	1	3 3	3	3	30 28	2.72 2.54
	BIOT1103 05W1 165P	3	4	4	2	3	4	3	1	2	2	4	32	2.91
Average	BIOT1105 04W1 103P	2.67	3.33	3.33	1 33	3.67	4	2.33	1	2.67	2.33	3.33	52	2.91
Average		2.07	3.33	5.55	1.55	3.07	4	2.33	-	2.07	2.33	5.55		2.72
	BINT1223 06W1 15FA	3	4	3	4	4	3	2	4	3	3	4	37	3.36
	BINT1223 07W2 15FA	2	3	3	4	4	3	3	4	3	4	4	37	3.36
	BINT1203 02W1 16SP	4	3	3	4	4	3	3	4	3	4	4	39	3.54
Average		3	3.33	3	4	4	3	2.67	4	3	3.67	4		3.42
	PMIN4303 09W1 15FA	2	4	3	3	4	4	3	4	2	3	3	35	3.18
Average		2	4	3	3	4	4	3	4	2	3	3	35	3.18
										2				
	PMIN4603 11W1 15FA	4	4	3	0	1	4	1	4	3	1	4	29	2.64
	THEO4403 01W2 16SP	4	4	3	0	2	3 3	3	4	3	3	4	33 30	3
Average	PMIN4603 04W1 16SP	4	4	3 3	0.33	1.67	3.33	1.67	4	2 2.67	2	4	30	2.73 2.79
Average		4	4	5	0.35	1.07	5.55	1.07	4	2.07	2	4		2.75
	BINT1203 06W1 15FA	3	2	3	0	4	2	3	1	3	2	4	27	2.45
	BIOT1103 02W2 16SP	3	3	4	1	4	3	4	4	3	3	3	35	3.18
Average		3	2.5	3.5	0.5	4	2.5	3.5	2.5	3	2.5	3.5		2.82
						-								
	PMIN4603 08W1 15FA	3	4	4	4	4	4	4	4	3	4	4	42	3.82
Average		3	4	4	4	4	4	4	4	3	4	4	42	3.82
	THEO3813-MGT1308W1	1	3	4	0	2	2	2	4	3	3	3	27	2.45
Average		1	3	4	0	2	2	2	4	3	3	3	27	2.45
	BINT1223 03W2 16SP	1	3	3	3	4	1	3	3	3	3	3	30	2.73
	PMIN2603 04W1 16SP	2	4	4	3	3	1	4	4	2	3	3	33	3
Average	FWII122003 04W1 103F	1.5	3.5	3.5	3	3.5	1	3.5	3.5	2.5	3	3	33	2.87
		1.0	5.5	5.5	5	5.5		5.5	5.5		5	2		2.07
	BINT3713 07W1 15FA	3	4	4	4	4	3	1	4	3	2	2	34	3.09
	PMIN1103 01W1 16SP	3	4	4	0	4	4	3	4	3	3	3	35	3.18
	BINT1223 02W1 16SP	4	4	3	0	4	3	3	4	3	2	3	33	3
	THEO1103 04W2 16SP	4	4	4	4	4	4	4	4	3	2	3	38	3.45
Average		3.5	4	3.75	2	4	3.5	2.75	4	3	2.25	2.75		3.18

	BINT3103 09W2 15FA	2	3	3	2	4	0	0	0	3	1	2	20	1.82
	THEO1103 11W1 15FA	2	4	4	3	3	3	3	1	3	3	3	32	2.91
	BINT3713 02W1 16SP	1	2	4	1	4	3	3	1	3	2	3	27	2.45
	BINT3713 03W1 16SP	0	1	4	0	2	3	2	1	3	2	3	21	1.91
Average		1.25	2.5	3.75	1.5	3.25	2.25	2	0.75	3	2	2.75		2.27
	BINT1223 06W2 15FA	3	4	4	3	4	2	3	4	3	3	3	36	3.27
	BIOT3713 06W1 15FA	3	3	3	2	4	2	3	4	3	3	3	33	3
	BIOT3713 07W1 15FA	3	4	3	4	4	3	3	4	3	3	1	35	3.18
	BINT3713 08W1 15FA	3	3	3	2	4	2	3	4	3	3	2	32	2.91
	BIOT3713 08W1 15FA	3	4	3	3	4	3	3	1	3	3	2	32	2.91
	BINT1223 09W1 15FA	3	3	3	4	4	3	4	4	3	4	3	38	3.45
	BINT1223 11W2 15FA	3	3	3	2	3	2	3	3	3	3	3	31	2.82
	THEO1103 02W1 16SP	4	4	4	4	4	3	3	1	3	3	3	34	3.09
	BIOT3713 03W1 16SP	4	4	3	3	3	3	2	3	3	3	2	33	3
	THEO3403 04W1 16SP	3	4	4	4	4	3	3	4	3	3	3	38	3.45
Average		3.2	3.6	3.3	3.1	3.8	2.6	3	3.2	3	3.1	2.5		3.11
	THEO1103 08W2 15FA	1	4	4	4	4	3	3	4	3	2	1	33	3
	THEO3403 09W1 15FA	2	4	4	4	4	2	3	4	3	2	2	34	3.09
	THEO1103 04W1 16SP	2	3	4	4	4	4	2	4	3	3	3	36	3.27
Average		1.67	3.67	4	4	4	3	2.67	4	3	2.33	2		3.12
	THEO1103 06W1 15FA	4	4	4	4	4	4	2	3	3	3	4	39	3.54
	PMIN3103 11W1 15FA	4	4	4	4	4	3	3	3	3	3	4	39	3.54
		4 3	4	4		3		2	4	3	2			
	BINT1203 01W1 16SP			4	3		3		4			4	35	3.18
A	BINT1203 04W1 16SP	4	4	4	4	4	3	3		2	3	3	38	3.45
Average		3.75	4	4	3.75	3.5	3.25	2.5	3.75	2.75	2.75	3.75		3.43
	THEO4403 01W1 16SP	2	4	3	0	3	4	3	4	3	2	3	31	2.82
	THEO2303 04W1 16SP	2	4	3	o i	2	4	3	4	3	3	3	31	2.82
Average		2	4	3	ő	2.5	4	3	4	3	2.5	3	51	2.82
	-	-		5		2.0		5		5	2.5	5		2.02
	BINT3813 06W1 15FA	4	4	4	4	4	3	3	4	3	3	4	40	3.64
	PMIN1103 08W1 15FA	2	4	4	4	4	3	3	4	3	3	4	38	3.45
Average		3	4	4	4	4	3	3	4	3	3	4		3.55
	BINT1203 08W2 15FA	3	4	4	0	4	3	3	1	3	3	4	32	2.91
Average		3	4	4	0	4	3	3	1	3	3	4	32	2.91
	PMIN3303 11W1 15FA	2	3	3	1	3	3	3	2	3	3	4	30	2.73
Average		2	3	3	1	3	3	3	2	3	3	4	30	2.73
	THEO3603 06W1 15FA	4	4	4	4	4	4	3	4	3	4	3	41	3.73
	THEO3403 08W1 15FA	2	4	4	3	4	4	3	4	3	3	3	37	3.36
	THEO3403 11W1 15FA	4	4	4	4	4	4	3	4	3	2	3	39	3.54
	THEO3403 02W1 16SP	4	2	4	4	4	4	3	4	3	3	3	38	3.45
Average		3.5	3.5	4	3.75	4	4	3	4	3	3	3		3.52
	BIOT1103 06W1 15FA	0	0	4	1	2	4	3	1	3	3	4	25	2.27
	BIOT1103 07W1 15FA	1	1	3	1	4	4	2	1	3	3	4	27	2.45
	BINT1203 11W2 15FA	2	3	4	2	3	4	2	1	3	3	4	31	2.82
Average		1	1.33	3.67	1.33	3	4	2.33	1	3	3	4	-	2.51
							_			2				
	PMIN3303 06W1 15FA	3	3	3	2	3	4	2	1	3	2	3	29	2.64
	PMIN3303 07W1 15FA	2	3	3	1	2	4	1	1	3	3	4	27	2.45
	PMIN3303 11W2 15FA	2	3	3	2	3	4	3	4	3	3	3	33	3
	PMIN3303 01W1 16SP	2	3	4		3	4	3		3	2	3	29	2.64
	PMIN3303 03W1 16SP	2	4	3	3	3	4	2	2	3	2	3	31	2.82
Average		2.2	3.2	3.2	1.8	2.8	4	2.2	1.8	3	2.4	3.2		2.71

Instructor	Course	Frequency	Number of posts	Length of posts	Reference to course materials	Reference to Scripture	Timetable of Feedback	Feedback Quality	Dropbox	Mid-term and Attendance	ΑΡΑ	News Section	Average
Instructor	PMIN3103 05W1 16FA	3	4	4	3	3	4	3	3	Attenuance 3	3	3	3.27
Average		3	4	4	3	3	4	3	3	3	3	3	
	THEO2303 05W1 16FA	4	4	3	4	4	4	2	4	3	3	3	3.45
Average		4	4	3	4	4	4	2	4	3	3	3	
Average	PMIN3343 07W1 16FA	3 3	4 4	4 4	4 4	4 4	4 4	3 3	4 4	3 3	2 2	4 4	3.54
	PMIN2603 05W1 16FA	3	4	3	0	3	4	3	3	3	3	2	2.82
	THEO4403 07W1 16FA	2	4	3	1	3	4	2	3	3	2	2	2.64
Average		2.5	4	3	0.5	3	4	2.5	3	3	2.5	2	
	BINT3813 07W1 16FA	3	4	4	4	4	3	4	3	3	2	4	3.45
Average		3	4	4	4	4	3	4	3	3	2	4	
	BINT1203 05W1 16FA	4	3	4	4	4	3	4	4	3	4	4	3.73
	BINT3713 07W1 16FA	3	3	4	4	4	3	4	4	3	4	4	3.64
Average		3.5	3	4	4	4	3	4	4	3	4	4	
	BINT3713 05W1 16FA	3	2	4	3	4	3	4	4	3	4	3	3.45
Average		3	2	4	3	4	3	4	4	3	4	3	
	BINT3103 05W1 16FA	3	4	3	3	3	3	4	4	3	3	3	3.27
	BINT3103 07W1 16FA	3	4	2	2	3	3	4	4	3	3	4	3.18
Average		3	4	2.5	2.5	3	3	4	4	3	3	4	
	BIOT3713 07W1 16FA	3	4	4	3	4	4	3	3	3	3	3	3.36
Average		3	4	4	3	4	4	3	3	3	3	3	
	THEO3603 05W1 16FA	1	4	4	3	3	1	3	4	3	2	2	2.73
Average		1	4	4	3	3	1	3	4	3	2	2	
	PMIN1003 05W1 16FA	3	3	4	3	4	3	3	4	3	3	3	3.27
	PMIN1003 07W1 16FA	3	4	4	4	4	3	4	4	3	3	4	3.64
Average		3	3.5	4	3.5	4	3	3.5	4	3	3	3.4	
	BIOT1103 07W1 16FA	2	3	4	4	4	3	4	4	4	2	4	3.45
	BIOT1103 05W1 16FA	3	3	4	3	4	3	3	4	3	3	3	3.27
Average		2.5	3	4	3.5	4	3	3.5	4	3.5	2.5	3.5	
	THEO4403 05W1 16FA	4	4	3	0	3	3	3	4	3	3	3	3.00
	BINT1203 07W1 16FA	1	4	4	4	3	1	2	4	3	2	3	2.82
Average		2.5	4	3.5	2	3	2	2.5	4	3	2.5	3	
	PMIN3103 07W1 16FA	3	4	4	4	4	4	3	4	2	2	4	3.45
Average		3	4	4	4	4	4	3	4	2	2	4	
	THEO3823 07W1 16FA	3	4	3	2	3	4	4	4	3	2	2	3.09
Average		3	4	3	2	3	4	4	4	3	2	2	

	THEO1103 05W1 16FA	3	3	4	4	4	3	3	4	3	2	4	3.36
	PMIN2603 07W1 16FA	2	4	4	4	4	3	3	4	2	2	4	3.27
Average		2.5	3.5	4	4	4	3	3	4	2.5	2	4	
<u> </u>													
	BINT1223 05W1 16FA	3	4	4	3	4	4	3	4	3	2	4	3.45
	BINT1223 07W1 16FA	4	4	4	4	4	4	3	4	3	1	3	3.45
Average		3.5	4	4	3.5	4	4	3	4	3	1.5	3.5	
	PMIN4103 07W1 16FA	3	4	4	3	3	4	4	4	3	3	3	3.45
Average		3	4	4	3	3	4	4	4	3	3	3	
	PMIN4603 07W1 16FA	4	4	3	3	4	4	3	4	3	2	4	3.45
Average		4	4	3	3	4	4	3	4	3	2	4	
	PMIN4603 05W1 16FA	3	4	4	3	3	4	4	4	3	4	4	3.64
Average		3	4	4	3	3	4	4	4	3	4	4	
	BINT3813 05W1 16FA	3	3	4	0	4	3	3	4	3	4	3	3.09
Average		3	3	4	0	4	3	3	4	3	4	3	
						-							
	THEO3403 05W1 16FA	4	4	4	3	4	3	3	4	3	3	3	3.45
	THEO1103 07W1 16FA	4	3	4	4	4	3	2	4	3	2	4	3.36
Average		4	3.5	4	3.5	4	3	2.5	4	3	2.5	3.5	
	THEO1103 05W2 16FA	3	3	4	4	4	4	2	4	3	2	4	3.36
Average		3	3	4	4	4	4	2	4	3	2	4	
						_							
	THEO3833 05W1 16FA	2	3	2	0	3	4	3	4	3	2	3	2.64
Average		2	3	2	0	3	4	3	4	3	2	3	
						_							
	PMIN3303 05W1 16FA	3	4	4	2	3	3	4	4	2	3	4	3.27
Average		3	4	4	2	3	3	4	4	2	3	4	
	PMIN3303 07W1 16FA	2	4	3	4	4	4	2	3	3	3	3	3.18
Average		2	4	3	4	4	4	2	3	3	3	3	

Instructor Coaching Component	Unacceptable (One Point)	Needs Improvement (Two Points)	Meets Expectations (Three Points)	Exceeds Expectations (Four Points)	Raw Score (Auditors enter scores in this column)	Component Weight (This column will be hidden)	Weighted Score
Frequency of Discussion Posts (Contract Item 2)	Discussion comments posted on 1 day, or less, for each discussion question.	Discussion comments posted on at least 2 different calendar days for each discussion question.	Discussion comments posted on at least 3 different days for each discussion question.	Discussion comments posted on 4 or more different days for each discussion question.		10	0
Quality of Discussion Responses (Contract Item 3 & 4) **recommend to combine categories on the contract	probing questions and creating an atmosphere of critical	3/4 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	All postings reflect Instructional value (this may include: directing students to course materials, ask probing questions or creating an atmosphere of critical thinking).	All postings reflect Instructional value (this may include: directing students to course materials, ask probing questions and creating an atmosphere of critical thinking) and asks Socratic questioning aimed at bringing depth to the discussion.		10	O
Biblical concept or truth (Contract Item 5)	No biblical concept or truth presented in discussion responses.	Posted Biblical concepts, but failed to do so on a weekly basis.	At least 1 biblical concept or truth presented in each discussion question.	At least 1 biblical concept or truth presented in a discussion question and the instructor directly relates the Bibical concept with the weekly course material.		8	0
Number of posts per discussion question (Contract Item 6)	No discussion responses were posted in at least 1 or more discussion questions.	Only 1 to 2 discussion response was posted in at least 1 or more discussion questions.	Number of discussion responses are equal to 1/3 the number of students enrolled in course for each discussion question.	Number of discussion responses are equal to at least 1/2 of students enrolled in course for each discussion question.		8	0
Quality of graded feedback on assignments and discussion threads (Contract Item 7)		posts include instructive value, informing student on how	Grading feedback on all assignments and discussion posts include instructive value pointing students to course materials where appropriate and 1) be personalized to the student, 2) encouraging, and 3) instructive, balancing professionalism and personable- ness. 4) when available instructors must use the given rubrics in addition to personalized feedback 5) when necessary refer student to tutorial resources such smarthinking. 6) If a student does not receive full credit on the discussion the instruction must provide feedback on how to improve.	Grading feedback on all assignments and discussion posts include instructive value pointing students to course materials where appropriate and 1) be personalized to the student, 2) encouraging, and 3) instructive, balancing professionalism and personable- ness. 4) when available instructors must use the give rubrics in addition to personalized feedback 5) when necessary refer student to tutorial resources such smarthinking. 6) If a student does not receive full credit on the discussion the instructor must provide feedback on how to improve. The instructor provides examples of needed changes (i.e. shows student the proper APA formatting).		10	0
Timeframe of grading assignments (Contract Item 8)	Assignments graded and returned greater than 7 days.	Assignments graded and returned within 7 days.	Assignments graded and returned within 5 days.	Assignments graded and returned within 3 days.		8	0
Attendance posting (Contract Item 9)	No Attendance is posted.	Attendance roster is setup but not completed by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3.	Attendance roster is setup prior to the course start date and accurately taken by day 1 in weeks 2 and 3. A News item was posted reminding students of the requirement to participate in week 1 and 2 in order to be marked present for financial aid purposes.		5	0
Mid-Term Grades Posting (Contract Item 9)	No Mid-Term Grades Posted	Mid-Term Grades Posted but not by day 5 of Week 3.	Mid-Term Grades posted by Day 5 of Week 3.	Mid-Term Grades Posted by day 5 of Week 3 and News Item posted announcing Mid-Terms posted		5	0

Instructor Coaching Component	Unacceptable (One Point)	Needs Improvement (Two Points)	Meets Expectations (Three Points)	Exceeds Expectations (Four Points)	Raw Score (Auditors enter scores in this column)	Component Weight (This column will be hidden)	Weighted Score
Final Grades Posted to portal and released to students (Contract Item 10)	Grades posted to portal and released to students greater than 10 days .	Grades posted to portal and released to students within 10 days .	Grades posted to portal and released to students within 7 days .	Grades posted to portal and released to students within 7 days and a New Item is posted announcing that final grades have been posted.		5	0
Engagement Practices (Welcome note)	A welcome information and video are not posted	date but is missing one or more	Welcome information and video are posted prior to the class start date including: 1) Office hours 2) two ways to contact the instructor 3) faculty/course expectations 4) Personal late policy 5) instructions on locating the CAGS Policy and Resources Document.	Welcome information and video are posted prior to the class start date including: 1) A welcome message that is personable, inviting, provides information on the professional background of the instructor, 2) Office hours 3) two ways to contact the instructor 4) facult/course expectations 5) Personal late policy 6) instructions on locating the CAGS Policy and Resources Document.		6	0
Engagement Practices (Weekly Use of News Section)	Instructor does not post weekly in the News Section.	Instructor inconsistently posts in the News Section.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week.	Instructor posts weekly overview in News Section including expectations for the students discussions and assignments along with a brief summary of the content for the week in the form of electronic video, PowerPoint presentations, audio file, etc. each week and a weekly summary at the end of the week encouraging student on the work they completed throughout the week.		7	0
Engagement Practices (Virtual Office)	Instructor did not reply or exceeded 72 hours with responses	Instructor encouraged students to post course related questions to the Virtual Office. Instructor replied to all Virtual Office questions within 72 hours.	Instructor replied to all Virtual Office questions within 24 hours with the exception of Sunday if instructors have included this communication in their faculty expectations.	Instructor replied to all Virtual Office questions within 18 hours (with the exception of Sunday if instructors have included this communication in their faculty expectations).		3	0
Engagement Practices (Course Calendar)	Does not utilize the course calendar	Instructor inconsistently uses calendar	Accurately sets up the calendar on a weekly basis including assignment, discussions, and quizzes	Accurately sets up the calendar prior to the course start date		4	0
	ble Contract Component Points:	276	Goal for Contract Components:	207		tual Contract Points:	0
	e Engagement Practices Points:	80	Goal for Engagement Practices:	60	Actual Engagem	ent Practices Points:	0
1	MAX Possible Combined Points:	356	Goal for Combined Components:	267	Acti	al Combined Points:	0

COMMENTS:

Weighted scores are based on instructional value to students and administrative importance to MACU.

Instructor	Course	Frequency	Quality of Discussion Responses	Biblical Truth or Concept	Number of posts per discussion question	Quality of graded feedback	Timeframe of grading assignments	Attendance posting	Mid-term grades posting	Final grades posted to portal and released to students	Welcome information in News section and Welcome video	Weekly use of News section	Virtual Office	Course calendar	Overall course score	Course Score Percentage						
Average	PMIN3343 01W1 17SP	30 30	30 30	24 24	32 32	40 40	24 24	15 15	15 15	15 15	24 24	14 14	12 12	16 16	291/356	81.74						
	-										_											
Average	BINT3813 02W1 17SP	40 40	30 30	32 32	32 32	20 20	32 32	15 15	15 15	0	18 18	21 21	12 12	4 4	271/356	76.12						
	_																					
Average	PMIN1103 01W1 17SP	30 30	30 30	24 24	32 32	20 20	24 24	15 15	15 15	15 15	18 18	14 14	12 12	16 16	265/356	74.44						
							22								201/250	05.00						
Average	BIOT3713 01W1 17SP	30 30	30 30	24 24	32 32	40 40	32 32	15 15	20 20	15 15	24 24	14 14	12 12	16 16	304/356	85.39						
	DMIN2602 01W1 175D	20	10	24	32	20	32	15	15	15	e	7	6	4	216/356	60.67						
Average	PMIN2603 01W1 17SP	30 30	10	24 24	32	20	32	15	15 15	15 15	6	7	6	4	210/550	00.07						
	THEO4403 02W1 17SP	30	30	32	32	40	16	15	15	15	12	21	6	16	280/356	78.65						
Average	111204403 02W1 173F	30	30	32	32	40	16	15	15	15	12	21	6	16	280/330	78.05						
	BINT3713 01W1 17SP	40	30	24	32	40	24	15	15	15	18	21	12	16	302/356	84.83						
	BINT3713 02W1 17SP	40	30	32	24	40	24	20	20	0	12	21	12	16	291/356	81.74						
Average		40	30	28	28	40	24	17.5	17.5	7.5	15	21	12	16								
	BINT3103 01W1 17SP	30	30	24	32	40	24	15	15	15	24	21	12	16	298/356	83.71						
	BINT3303 02W1 17SP	40	40	32	32	30	24	15	20	0	24	21	12	16	306/356	85.96						
Average		35	35	28	32	35	24	15	17.5	7.5	24	21	12	16								
	BINT1223 01W1 17SP	40	30	24	24	30	24	15	20	15	18	21	9	4	274/356	76.97						
Average		40	30	24	24	30	24	15	20	15	18	21	9	4								
	PMIN4303 01W1 17SP	30	20	24	32	30	32	15	15	15	18	14	12	4	261/356	73.31						
Average		30	20	24	32	30	32	15	15	15	18	14	12	4								
	PMIN3343 02W1 17SP	20	30	24	32	40	24	15	20	20	24	21	9	16	295/356	82.86						
Average		20	30	24	32	40	24	15	20	20	24	21	9	16								
	THEO3603 02W1 17SP	30	30	16	32	30	32	15	15	20	18	21	12	4	275/356	77.25						
Average		30	30	16	32	30	32	15	15	20	18	21	12	4								
	BINT3103 02W1 17SP	30	10	24	32	30	24	15	20	20	18	21	12	4	260/356	73.03						
Average		30	10	24	32	30	24	15	20	20	18	21	12	4								
	PMIN3103 01W1 17SP	30	30	24	32	40	32	15	15	15	24	21	12	16	306/356	85.96						
	PMIN2603 02W1 17SP	30	30	32	32	40	32	15	15	15	24	28	12	16	321/356	90.17						
Average		30	30	28	32	40	32	15	15	15	24	24.5	12	16								
	THEO3603 01W1 17SP	20	30	24	32	30	32	15	15	15	24	21	12	16	286/356	80.34						
Average	THEO3403 02W1 17SP	20 20	30 30	24 24	32 32	40 35	32 32	15 15	15 15	15 15	24 24	21 21	12 12	16 16	296/356	83.15						
, weidge	-		50	2.	52	55	52	15	10	10				10								
Average	BIOT1103 02W1 17SP	20 20	30 30	24 24	24 24	30 30	24 24	15 15	15 15	15 15	12 12	14 14	12 12	4	239/256	67.13						
Average		20	50	24	24	50	24	10	13	13	12	14	12	4								
Average	THEO2303 02W1 17SP	40	30	24	32	20	32	15	15	15	12	21	9 9	8	273/356	76.68						
Average	-	40	30	24	32	20	32	15	15	15	12	21	9	ð								
	BINT1203 01W1 17SP	40	40	24	32	30	32	15	20	20	24	21	3	16	317/356	89.04						
Average	BINT1223 02W2 17SP	30 35	30 35	24 24	24 28	40 35	24 28	15 15	20 20	20 20	24 24	21 21	3	16 16	291/356	81.74						
	-	55	55	2.	20		20		20	20				10								

	BINT3303 01W1 17SP	40	30	32	32	30	24	15	15	15	24	21	9	16	303/356	85.11
Average		40	30	32	32	30	24	15	15	15	24	21	9	16		
	PMIN4603 01W1 17SP	40	30	32	32	40	32	15	15	20	12	21	12	16	317/356	89.04
Average		40	30	32	32	40	32	15	15	20	12	21	12	16		
	THEO3823 02W1 17SP	40	30	24	32	20	24	15	15	15	12	7	12	Л	250/356	70.22
Average	111203023 02111751	40	30	24	32	20	24	15	15	15	12	7	12	-	230/330	70.22
Average		40	50	24	52	20	24	15	15	15	12	,	12	4		
	BINT1223 02W1 17SP	40	40	24	32	40	24	15	15	15	24	21	12	16	318/356	89.32
Average		40	40	24	32	40	24	15	15	15	24	21	12	16		
	-															
	BINT3813 01W1 17SP	40	30	24	32	40	32	10	15	15	12	21	3	16	290/356	81.46
	PMIN4303 02W1 17SP	40	30	24	32	20	32	15	15	15	18	21	6	16	284/356	79.78
Average		40	30	24	32	30	32	12.5	15	15	15	21	4.5	16		
	THEO1103 01W1 17SP	30	30	32	24	30	24	15	15	15	12	21	9	16	273/356	76.68
	THEO1103 02W1 17SP	30	30	32	24	20	32	15	15	15	24	21	12	16	286/356	80.34
Average		30	30	32	24	25	28	15	15	15	18	21	10.5			
	PMIN3303 01W1 17SP	10	30	24	32	30	16	15	15	15	18	21	12	16	254/356	71.35
Average		10	30	24	32	30	16	15	15	15	18	21	12	16		
	PMIN1103 01W2 17SP	30	30	24	32	30	32	15	15	15	24	21	3	16	287/356	80.62
Average		30	30	24	32	30	32	15	15	15	24	21	3	16		
	_															
	SOCI3023 02W1 17SP	10	10	8	16	30	32	15	15	15	12	21	3	4	191/356	53.65
Average		10	10	8	16	30	32	15	15	15	12	21	3	4		

Instructor	Course	Frequency	Quality of Discussion Responses	Biblical Truth or Concept	Number of posts per discussion question	Quality of graded feedback	Timeframe of grading assignments	Attendance posting	Mid-term grades posting	Final grades posted to portal and released to students	Welcome information in News section and Welcome video	Weekly use of News section	Virtual Office	Course	Overall course score	Course Score Percentage	Program Director Comments
	BINT3813 08W1 17FA	20	30	32	24	20	16	15	15	15	24	14	12	16	253/356		Thank you for your work in this course. Your overall course score was a 71.1%. The goal is to receive at least a score of 75%. While you did meet or exceed expectations in a few areas, there are several areas where improvement is essential. You must be on the discussion perweek. You did improve on this in Week 3, but you started off only being on 2 days a week. While you did provide feedback on the students' papers and wrote a summary pargraph, it is important to make sure you are explaining to students where points were lost and how work can be improved. Do not only depend on the rubrics. All Dropbox assignments must be graded and returned to students within 5 days of the due date. The easiest way to remember this is that all papers must be graded and returned to students with following but the first 2 weeks were not graded in a timely manner. You need to be engaged in the News section at least once every week. The easiest way to cassignments for the weekly expectations to help keep studentis aware of assignments for the week. You can also include clarifications to assignments for the week yecceds the sub help so that you can be graded in the sub possing the weekly expectations to help keep students aware of assignments for the week. You can also include clarifications to assignments for the week. Second the subscriptions and Exceeds Expectations columns so that you are able to improve your overall score.
AVERAGE	biirisbis cowi i/rA	20	30	32	24	20	16	15	15	15	24	14	12	16	233/330	/1.0//0	
	MMIN5323 09W1 17FA	40	40	32	32	30	32	20	15	15	18	14	12	16	316/356	88.76%	Dr. Brink, Thank you for your excellent work in this course. Your overall course score was an 88 76%. The goal is to have a course score of at least 75%. You have far exceeded this goal. There is mainly one area where improvement is needed. That is in the area of utilizing the News section more regularly. The CHM department goal is to have instructors using the News section weekly to share course expectations, difficult assignment explanations, devolons, etc. If this area is improved upon, your overall course score will be over 90%. That's great. Keep up the excellent work you are doing to share your expertise with our students. Thank you for your good work in THEO3823 03W1 18SP. Your course score was an 83 40%. The goal is to have a course score of at least 75%. You
	THEO3823 03W1 18SP	40	40	32	24	20	32	15	15	15	24	14	3	16	299/356	83.40%	exceeded this goal. There are a few areas that could raise your overall course score. First, need to provide your students more in-depth feedback on Dropbox assignments. Focus on the Exceeds Expectations on the "Quality of graded feedback" line item to see what we are looking for instructors to provide their students. Second, you need to utilize the News section in D2L at least weekly. Lastly, you had 2 students post to the Virtual office. however, there was no response from you. While I understand that you may have responded to these students via email that cannot be tracked. It is essential that you respond to Virtual office posts in the Virtual office so that we can track you are responding to students. Overall, you did a very nice job with this course.
AVERAGE		40	40	32	23	25	32	17.5	15	15	21	14	7.5	16			

THEO3603 07W1 17FA	40	40	32	32	40	32	15	15	15	24	28	12	16	341/356	95.79%	Sam, Thank you so much for your great work in th course score was a 95.79%. The goal is to receiv, 75%. You far exceeded this goal. You met or exo categories. There is one thing that I would ask the build the course calendar in the Calendar section News section. This way the students see the cale into D2L. If the calendar is in the News section it unless the student repeatedly clicks on "Show All Outside of that, you did an avesome job with this
																Sam, Thank you for your good work in PMIN4102 course score was a 78.65%. The goal is to receive 75%. You did exceed the goal. There are a few ar your overall score. First, you must be on the disc calendar days per discussion question. You did a but after that your participation was rather spor- only on 2 separate calendar days per discussion on were technically only on 1 day per discussion on therefore does not count. In Week 4, you did a g question 1, however, you were only on 2 calenda question 2. In Week 5, you did well with discussion therefore does not count. In Week 4, you did a g question 1, however, you were only on 2 calenda question 2. In Week 5, you did well with discussion ther day was after the discussion had already cl post while the discussion question is still open sc opportunity to respond to you. I would like to mis grading feedback. I found the feedback difficult that students a lot of information in your feedbacks, h difficulty figuring out what they did well and whe You do a great job of encouraging your students. way to streamline your feedback so that student what they need to do in order to do better on th
																you did a nice job with this course. Sam, Thank you for your great work in THEO360 course score was a 90.17%. The goal is to receive 75%. You met or exceeded expectations in all cal important that you work on being on the discuss separate calendar days for each discussion quest great in Week 1, but in Week 2 DQ 2, you were c Week 3 DQ1 you were only on 5/9 and 5/10. Wh initial thread for several of the second discussion count as 1 day on the thread, in Week 4 DQ2, yo day (5/21). It is a contractional issue that instruct discussion threads at least 3 separate calendar do contract, instructors agree to meet that requirer that in mind when teaching your next course. Th engagement with your students in the discussion provoking. The quality of your grading feedback
THEO3603 04W1 18SP														321/356	90.17%	where they can improve. Overall, you did excelle
THE04303 07W1 17FA	40	40	32	32	20	32	15.7	15	15	18	14	9	4	286/356	80.34	Artie, Thank you for your work in this course. You an 80.34%. The goal is to receive a course score did meet and exceed this goal, there are several improve your score. First, you need to strengthen feedback on Dropbox assignments. Read the "Es duality feedback. During this course, a email was requiring all instructors that are using Turnitin for download the graded papers and return them to Evaluation screen. You must go back into the cour Dropbox assignment immediately. If this is not do these documents in 5 weeks. So, it is imperative once. You need to be more involved in your New posting, at least, weekly expectations for the cour utilize the calendar in D2L. This way when stud what is due that day or in the coming days. Over course. You just need to focus on the areas men confinue to improve your overall course score.
	PMIN4303 01W1 185P	PMIN4303 01W1 185P 20 THEO3603 04W1 185P 20 26.7	PMIN4303 01W1 185P 20 30 THEO3603 04W1 185P 20 40 26.7 36.7	PMIN4303 01W1 185P 20 30 32 THEO3603 04W1 185P 20 40 32 26.7 36.7 32	PMIN4303 01W1 185P 20 30 32 24 THE03603 04W1 185P 20 40 32 32 26.7 36.7 32 29.3	PMIN4303 01W1 185P 20 30 32 24 30 THE03603 04W1 185P 20 40 32 32 40 26.7 36.7 32 29.3 36.7	PMIN4303 01W1 185P 20 30 32 24 30 24 THE03603 04W1 185P 20 40 32 32 40 32 Z1 36.7 32 32 40 32 36.7 29.3	PMIN4303 01W1 185P 20 30 32 24 30 24 20 THE03603 04W1 185P 20 40 32 32 40 32 15 267 36.7 32 29.3 36.7 29.3 16.7	PMIN4303 01W1 185P 20 30 32 24 30 24 20 15 THE03603 04W1 185P 20 40 32 32 34 36 32 15 15 THE03603 04W1 185P 20 40 32 32 32 36 32 15 15 THE03603 04W1 185P 20 40 32 15 15 15 THE03603 04W1 185P 20 40 32 36.7 32.5 15 15 THE03603 04W1 185P 20 40 32 36.7 32.5 15 15 THE03603 04W1 185P 20 40 32 15 15 15 THE03603 04W1 185P 20 40 32 36.7 36.7 15 15	PMIN4303 01W1 185P 20 30 32 24 30 24 20 15 15 THEO5603 04W1 185P 20 40 32 32 40 32 15 15 15 267 367 32 29.3 36.7 29.3 16.7 15 15	PMIN4303 01W1 1859 20 30 32 24 30 24 20 15 15 24 THE 0503 04W1 1859 20 40 32 32 40 32 15 15 15 24 THE 0503 04W1 1859 20 40 32 23.3 167 15 15 24	PMIN4303 01W1 185P 20 30 32 24 30 24 20 15 15 24 21 THEO3603 04W1 185P 20 40 32 32 40 33 15 15 15 24 28 282 363 367 32 93 367 293 167 15 15 24 28 293 367 293 167 15 15 24 28	PMIN4303 01W1 185P 20 30 32 24 30 24 20 15 15 24 21 9 THECO3603 04W1 185P 20 40 32 32 40 32 15 15 15 24 28 12 367 367 32 33 367 293 167 15 15 24 28 12	PMINAGO DIVI 185P 20 30 32 24 30 24 20 15 15 24 21 9 15 PEC030304W1 185P 20 40 32 32 15 15 15 24 28 12 16 PEC030304W1 185P 267 40 32 32 15 15 15 24 28 12 16 PEC030304W1 185P 267 40 32 32 15 15 15 24 28 12 16 PEC030304W1 185P 267 40 32 32 15 15 15 24 28 12 16 PEC030304W1 185P 267 40 32 32 367 293 157 15 15 24 257 11 16	PREMASSI 01W1 1189 20 30 32 24 30 24 20 15 15 24 21 9 16 280/35 THEOSEGS 04W1 1189 20 40 52 52 40 32 15 15 15 24 28 12 10 21/35 THEOSEGS 04W1 1189 20 40 52 52 40 32 15 15 15 15 24 28 12 10 21/35 THEOSEGS 04W1 1189 20 40 52 52 10 10 10 10 10 10 10 10 10 10 10 10 10	PMRM93001W11157 20 30 32 24 30 24 20 15 15 24 21 9 15 26, 26, 25, 26, 26, 26, 26, 26, 26, 26, 26, 26, 26

hank you so much for your great work in this course. Your overall score was a 95.79%. The goal is to receive a course score of at least ou far exceeded this goal. You met or exceeded expectations in all ries. There is one thing that I would ask that you do in future courses, e course calendar in the Calendar section of D2L instead of in the ection. This way the students see the calendar every time they log L. If the calendar is in the News section it will eventually disappear the student repeatedly clicks on "Show All" so that they can see it. of that, you did an awesome job with this course. hank you for your good work in PMIN4103 01W1 18SP. Your overall

score was a 78.65%. The goal is to receive a course score of at least ou did exceed the goal. There are a few areas that could help to raise verall score. First, you must be on the discussion thread on 3 separate ar days per discussion question. You did a great job of this in Week 1, er that your participation was rather sporadic. In Week 2, you were 2 separate calendar days per discussion question. In Week 3, you echnically only on 1 day per discussion question. You were on a day, however, it was after the discussion question was closed and pre does not count. In Week 4, you did a great job with discussion on 1, however, you were only on 2 calendar days for discussion on 2. In Week 5, you did well with discussion question 1, but you were ally only on 1 calendar day for discussion question 2 because the ay was after the discussion had already closed. Make every effort to ile the discussion question is still open so that students have the unity to respond to you. I would like to make a suggestion about your feedback. I found the feedback difficult to follow because of all the ng of color and then all the references at the end. You provide your its a lot of information in your feedback, however, they may have ty figuring out what they did well and where they need to improve. a great job of encouraging your students. See if you can figure out a streamline your feedback so that students can quickly determine ney need to do in order to do better on the next assignment. Overall, a nice job with this course.

nank you for your great work in THEO3603 04W1 18SP. Your overall score was a 90.17%. The goal is to receive a course score of at least ou met or exceeded expectations in all categories but one. It is very ant that you work on being on the discussion thread at least 3 te calendar days for each discussion question each week. You did Week 1, but in Week 2 DQ 2, you were only on 2 days (5/3 & 5/5). DQ1 you were only on 5/9 and 5/10. While you did add your own hread for several of the second discussion questions which I will as 1 day on the thread, in Week 4 DQ2, you were only on one other 21). It is a contractional issue that instructors be involved on the sion threads at least 3 separate calendar days. When signing the ct instructors agree to meet that requirement. So, make sure to keen mind when teaching your next course. The depth of your ment with your students in the discussions is excellent and thought ing. The quality of your grading feedback helps students to know they can improve. Overall, you did excellent work in this course.

hank you for your work in this course. Your overall course score was 4%. The goal is to receive a course score of at least 75%. While you et and exceed this goal, there are several areas where you can your score. First, you need to strengthen the quality of your ck on Dropbox assignments. Read the "Exceeds Expectations" box on item so that you have a clearer picture of what we are expecting for feedback. During this course, a email was sent out from Dr. Thomas ig all instructors that are using TurnItIn for grading course work, to ad the graded papers and return them to the students via the D2L ion screen. You must go back into the course and do this for every x assignment immediately. If this is not done, we will lose access to ocuments in 5 weeks. So, it is imperative that this be addressed at ou need to be more involved in your News section. You should be at least weekly expectations for the course I astly you need to ne calendar in D2L. Before a course begins, you should put all due the calendar in D2L. This way when students log in, they will see due that day or in the coming days. Overall, you did nice work in this You just need to focus on the areas mentioned so that you can

AVERAGE	THE03403 04W1 18SP	40	20	24 28	32 32	10	32 32	15 15	15	15 15	12	7 10.5	12 10.5	16 10	250/356	70.22	Artie, Thank you for your work in THE03403 04W1 185P. Your overall course score was a 70.22 %. The goal is to receive a course score of at least 75%. There are several areas that brought your score down. While you are very engaged with your students in the discussion threads, many of the responses are only 1 or 2 sentences. There is little or not references to the course materials. The responses in Week S were great. Consider directing students back to course materials and to utilize Socratic questions to help move the students deeper into the topic. Another area is in not uploading papers back to students in D2L. I know you worked on addressing this after an email was sent. Because Turnitin locks the university out of papers after S weeks, it is essential that instructors are intentional on making sure to download papers graded in Turnitle nad upload them into D2L so that the university has permanent copies. The grading feedback needs to be more detailed. Review the Exceeds Expectations in the Quality of Graded Feedback line item to see exactly what we are requesting instructors to provide students. Also, make sure to grade for APA formatting. I noticed students receiving 100% scores when they didn't provide an APA cover page, APA reference page, or document was single-spaced not double- spaced. Instructors across all of the Christian Ministries program must be consistent in deducting for APA formatting errors. The last two areas that need to be addressed are areas that have been of repeated concern. They both have to do with the News section. While you way address contact information and office hours in your video, we need you to post the information superately in the News because students aren't going to view the video everytime they need to contact you. Instructors are to use the News section at least weekly to keep students aware of weekly expectations. Also, there was no mid-term video posted. Students look for instructors to be engaged in the course in multiple ways. These can i
																	Stephanie, Thank you for your good work in the THEO2303 02W1 18SP course. Your overall course score was an 85.67%. The goal is to receive at least a 75% course score. You far exceeded that goal which is great for a first time teaching. You met or exceeded expectations in all line items but one.
																	The line item that brought your course score down was the frequently on being engaged in the discussion thread. There were 3 different weeks' discussions in which you were only engaged on 2 separate calendar days. These included Week 2, Week 3, and Week 5. You must be on the discussion thread a minimum of 3 separate calendar days per discussion question. This is per the contract agreement you signed to teach the course. So, make sure you pay close attention to this in your next course. Outside of that you provided your students good feedback on papers and returned work in a
	THEO2303 02W1 18SP	20	40	32	24	40	24	15	15	15	24	21	12	16	298/356	85.67	timely manner. For the first time teaching online, you did a very nice job. Stephanie, Thank you for your good work in THEO1103 04W1 18SP. Your
																	total course score was an 81.74%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all but one category. When a student posts a question to the Virtual Office, they need to receive a response within 24 hours. The response was closer to 36 hours. Another issue you need to watch is how late you post responses to discussion threads on Mondays. Many of the responses were posted at 10 pm or later. This does not give students time to respond to your questions and engage you in conversation. If you are posting to the discussion threads on Mondays, try to make it earlier in the evening or even earlier in the day. I really like the Socratic questions you include in your discussion responses. They do help to drive the students deeper into the topic. You did a great job of directing students back to the course materials in your discussion responses. In these 1000 level courses, it is helpful if we provide students examples of proper APA formatting if they have errors. I appreciate you
	THEO1103 04W1 185P	30	40	24	24	30	24	15	15	15	24	21	6	16	291/356	81.74	total course score was an 81.74%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all but one category. When a student posts a question to the Virtual Office, they need to receive a response within 24 hours. The response was closer to 36 hours. Another issue you need to watch is how late you post responses to discussion threads on Mondays. Many of the responses were posted at 10 pm or later. This does not give students time to respond to your questions and engage you in conversation. If you are posting to the discussion threads on Mondays, try to make it earlier in the evening or even earlier in the day. I really like the Socratic questions you include in your discussion responses. They do help to drive the students deeper into the topic. You did a great job of directing students back to the course materials in your discussion responses. In these 1000 level courses, it is helpful if we provide students
Average	THEO1103 04W1 185P	30 25	<u>40</u> 40	24 28	24 24	30 35	24 24	15 15	15 15	15 15	24 24	21 21	6 9	<u>16</u> 16	291/356	81.74	total course score was an 81.74%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all but one category. When a student posts a question to the Virtual Office, they need to receive a response within 24 hours. The response was closer to 36 hours. Another issue you need to watch is how late you post responses to discussion threads on Mondays. Many of the responses were posted at 10 pm or later. This does not give students time to respond to your questions and engage you in conversation. If you are posting to the discussion threads on Mondays, try to make it earlier in the evening or even earlier in the day. I really like the Socratic questions you include in your discussion responses. They do help to drive the students deeper into the topic. You did a great job of directing students back to the course materials in your discussion responses. In these 1000 level courses, it is helpful if we provide students examples of proper APA formating if they have errors. I appreciate you pointing out the APA errors, consider providing them examples in the future. Overall, you did a very nice job with this course.
Average	THEO1103 04W1 18SP														291/356	81.74	total course score was an 81.74%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all but one category. When a student posts a question to the Virtual Office, they need to receive a response within 24 hours. The response was closer to 36 hours. Another issue you need to watch is how late you post responses of discussion threads on Mondays. Many of the responses were posted at 10 pm or later. This does not give students time to respond to your questions and engage you in conversation. If you are posting to the discussion threads on Mondays. If earlier in the evening or even earlier in the day. I really like the Socratic questions you include in your discussion responses. They do help to drive the students deeper into the topic. You did a great job of directing students back to the course materials in your discussion responses. In these 1000 level courses, it is helpful if we provide students examples of proper APA formatting if they have errors. I appreciate you pointing out the APA formatting if they have errors.

	PMIN2913 11W1 17FA	20	30	24	32	40	24	15	20	20	24	28	12	16	305/356	85.7	Thank you for your good work in this course. Your overall course score was an 85.7%. The goal is to have a course score of at least 75%. You far exceeded this goal. There is one main area which needs improvement. You must be on the discussion thread 3 separate calendar days for each discussion question, each week. Following are the results found in reviewing your discussion thread participation: Week 1 Discussion Question 1 and 2, you were only on 2 days each (DQ1 - 11/8 & 11/10, DQ2 - 11/10 & 11/20). Week 3 Discussion Question 1, you were only on 2 days (11/30 & 11/20). Week 3 Discussion Question 2, you were only on 2 days (11/30 & 11/20). Week 3 Discussion Question 2, you were only on 2 days (11/30 & 11/20). Week 3 Discussion Question 1, you were only and ys (11/30 & 11/20). Week 3 Discussion Question 1, you were only on 2 days (11/30 & 11/21). But for Week 3 Discussion Question 1 you were only and ys (11/30 & 11/21). Set 2000 you were only on 1 day (12/20). Week 4 Discussion Question 1, you were only on 1 day (12/20). Week 4 Discussion for userion 1, you were only on 1 day (12/20). Week 4 Discussion for userion 1, you were only on 1 day (12/20). Week 5 Discussion in a timely manner. Your (reedback is high quality and helps students understand what they did well and where they can improve. Overall, you did a nice job with your first course. Just be more mindful of posting on the discussion thread in future courses. Great job
	BINT3813 04W1 185P	30	30	24	32	40	24	15	15	20	24	28	12	16	310/356	87.08	Kathy, Thank you for your great work in BINT3813 04W1 185P. Your total course score was an 87.04%. The goal is to receive a course score of at least 75%. You far exceeded that goal. You met or exceeded expectations in each category. The one area where I would suggest some improvement in is the discussion responses. Try referring students back to course material more and ask more Socratic questions to help drive the students deeper into the material. Your Dropbox feedback clearly demonstrates to students what they do well and where they can improve. Keep that up. Overall, you did a great job with this course.
Average		25	30	24	32	40	24	15	17.5	20	24	28	12	16			
	PMIN1103 06W2 17SU	20	30	24	24	30	24	15	15	15	24	21	12	16	270/356	75.84	Joseph, Thank you for your good work on this course. Your overall course score was a 75.84%. The goal was to receive a course score of at least 75%. You nailed the goal. While you did meet or exceed expectations in the majority of categories, there was 1 category that held you down. You must make sure to be on the discussion thread at least 3 separate calendar days for each discussion question per week. There were a few times that you were only on 2 or less separate calendar days. Overall, you did a nice job with this course.
	PMIN4603 01W1 185P	30	40	32	32	40	24	20	10	15	18	21	12	16	310/356	87.08	Joe, Thank you for your great work in PMIN4603 01W1 185P. Your overall course score was an 87.08%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all categories but 1. That category was posted the mid-term grades by the deadline. Remember that mid-term grades are always due by midnight Saturday of Week 3. Outside of that, you did great work in the discussion threads. I greatly appreciate the depth of your responses to your students. Your feedback on their graded assignments demonstrates quality feed back. Keep up the great work!
Average		25	35	28	28	35	24	17.5	12.5	15	21	21	12	16			
Average	BINT3103 06W1 17SU	40	30	24	32	40	24	15	15	15	24	28	12	16	315/356	88.48	Margaret, Thank you for your excellent work on this course. Your overall course score was an 88.48%. The goal is to receive at least a 75% course score. You far exceeded that goal. You met or exceeded expectations in all areas. Keep up the excellent work!
	BINT3303 07W1 17FA	30	40	32	32	40	24	15	15	20	24	28	12	16	328/356	92.13	Margaret, Thank you for your great work in this course. Your overall course score was a 92.13% The goal is to receive a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories. Keep up the awesome work.
Average		35	35	28	32	40	24	15	15	17.5	24	28	12	16			
	BINT3713 06W1 17SU	30	30	32	32	24	32	15	15	15	18	21	9	16	289/356	81.18	Mike, Thank you for your great work in this course. Your overall course score was an 81.18%. The goal is to receive a score of at least 75%. You exceeded that goal. You met or exceeded expectations in all categories. Keep up the great work.
	BINT3713 11W1 17FA	40	30	32	32	20	32	15	15	15	24	21	12	16	304/356	85.4	You have done a great job with this course. Your overall course is an 85.4%. The goal is to receive a course score of at least 75%. You far exceeded that goal. I appreciate how actively involved you are in the discussion threads and the frequency of your posts. When appropriate, consider referencing the course material more in your discussion responses. I realize that is not easy to do in this course. You compensated well by directing students to Scripture. Keep that upl The only area where improvement can occur is in the quality of the feedback for Dropbox assignments. Do not let the rubrics speak for you. Create a quality feedback summary statement that let's the student know what they've done well, where they can improve, and end on a positive not. Make sure to read the Exceed Expectations box for the line item, Quality of Graded Feedback. This will help you to understand what we're looking for in feedback. Overall, you have done an awesome job with this course.
Average		35	30	32	32	22	32	15	15	15	21	21	10.5	16			

	PMIN1103 06W1 17SU	20	40	32	32	30	16	15	15	15	18	21	12	16	282/356	79.21	Ben, Thank you for your good work in this course. Your overall course score was a 78.21%. The goal is to receive a course score of at least 75%. You did exceed the goal. There were 2 areas that held your score down. First, you need to be on the discussion thread 3 separate calendar days for each discussion question each week. Second, you need to be consistent in having assignments graded within 5 days. This means that work should be graded by Saturday evening each week. Overall, you did a very nice job with this course.
		50		32					1.5					10			
Average	BINT1223 08W1 17FA	30 30	30	32	24 24	<u>30</u> 30	24 24	15	15	15	18	21	9	16 16	279/356	78.37	Thank you for your good work in this course. Your overall course score was a 78.4%. The goal is to receive a score of at least 75%. While you met or exceeded expectations in all categories, there are a few things you can do to improve your overall score. First, in your feedback on Dropbox assignments, include an explanation of why points were deducted and how the student can improve the paper. You did post weekly to the News section. The videos were great that you included. You may also consider adding weekly expectations. That would put you in the News section at least twice a week and would raise your score. You can also increase your mid-term and final grade posting score by posting in the News section that they have been posted to the MACU Portal. Overall, you were very engaging with your students and were timely in all work. Keep up the great work.
Average		30	40	32	24	25	28	15	20	15	24	28	12	16			
	BINT3713 11W1 17FA	30	40	32	24	20	32	15	20	15	24	28	12	16	310/336	87.08	categories. Keep up the excellent work. You have done a great job with this course. Your overall course score was 86.5%. The goal is to receive a course score of at least 75%. You far exceeded that goal. I noticed 2 areas where improvement needs to occur. First, you must make sure to be on the discussion thread 3 separate calendar days for each discussion question. For Week 4 Discussion Question 2, you were only on 12/9 and 12/11. For Week 5 Discussion Question 1 and Discussion Question 2, you posted responses on 12/19. This was after the course was closed and therefore do not count. The students were not provided the opportunity to respond to you, therefore, the posts did not contribute to the discussion. The second area is in your feedback on Dropbox assignments. You did a great job of providing the students the rubrics, but there is very little explanation in a summary statement to help students know where they are going well or where they can improve. Please review the Exceeds Expectations box of the line item Quality of Graded Feedback, in order to see the type of feedback we are desiring for our students. You did a great job of returning graded work in a very timely manner. Your discussion posts were engaging, included references to course materials and Scripture. Overall, you did a great job on this course.
	PMIN1003 07W1 17FA	30	40	32	24	30	24	15	20	15	24	28	12	16	310/356	87.08	Keith, Thank you for your great work in this course. Your overall course score was an 87.08%. The goal is to receive a course score of at least 75%. You have exceeded this goal. You met or exceeded expectations in all categories. Keep up the excellent work.
Average	BIOT3713 03W1 18SP	40 40	40 40	32	32	40 35	32 32	15 15	15 15	15 15	24 24	21 17.5	12 9	16 16	339/356	95.22	of your students. You handled the situation so well. Great work!
	PMIN4303 08W1 17FA	40	40	32	32	30	32	15	15	15	24	14	6	16	311/356	87.34	reminders of weekly assignments, weekly devotions, or explanations of assignments students are struggling with. You also need a pay a little closer attention to the Virtual Office. One student was not replied to at ali. The other student wasn't responded to until 48 hours later. If you focus on these two areas for improvement and keep up the great work in the other areas, your next course score should be well into the 90% bracket. Keep up the excellent work. Thank you for your superb work in BIOT3713 03W1 18SP. Your course score was 95.22%. The goal is to receive a course score of at least 75%. You far exceeded that goal. You met or exceeded expectations in all categories. You were very engaged in the discussion threads and provided your students quality grading feedback. You are a pacesetter in what constitutes quality teaching. I know you had a great deal of stress in this course with a couple
																	Thank you for your excellent work in this course. Your overall course score was an 87.4%. The goal is to receive a score of at least 75%. You far exceeded the goal. You met or exceeded expectations in all but 2 categories. To improve your score, you need to utilize the News section on a weekly basis. You can improve this score by putting in

	PMIN1103 11W1 17FA	20	30	32	24	40	24	15	15	15	24	21	6	16 16	282/356	79.2	Thank you for your good work in this course. Your overall course score was a 79.2%. The goal is to have a course score of at least 75%. You exceeded this goal. There are several areas where improvements can be made to raise your score. First, you must be on the discussion thread 3 separate calendar days for each discussion question each week. For Week 2 Discussion Questions 1 and 2, you were only on 2 separate days (DQ1 = 11/17 & 11/19; DQ2 = 11/17 & 11/19; For Week 4 Discussion Question 2, you were only on 2 days (11/30 & 12/4). For Week 4 Discussion Question 2, you were only on 2 days (DQ1 = 12/10 & 12/11). For Week 4 Discussion Question 2, you were only on 2 days (DQ1 = 12/10 & 12/11). For Week 4 Discussion Questions 1 and 2, you were only on 2 days (DQ1 = 12/10 & 12/11). For Week 4 Discussion Questions 1 and 2, you were only on 2 days (DQ1 = 12/10 & 12/11). For Week 4 Discussion Questions 1 and 2, you were only on 2 days (DQ1 = 12/10 & 12/11). For Week 4 Discussion Questions 1 and 2, you were only on 2 days (DQ1 = 12/15 & 12/18). While this course had 8 students and one third would be 3, you still need to do at least 4 posts for each discussion question per the instructor contract. Your Dropbox feedback provided students way quality responses. While you did use a rubric, it was not the one approved and located within the course. Instructors must use rubrics provided with the course (do not create your own). There is data that is collected from the provided rubrics and report that information back to students. Indi notice that there was on post in the virtual office for which there was no reporse. Instructing only have addressed the student's need via email. However, if a student posts a question in the Virtual Office. The quality of your posts in your discussions were very good and provide depth to help push the students deeper into the topic. If you address the issues I have mentioned, I know that your course score in your next course will show your effort to improve. Overall, you did a reality nice job wi
Average		20	35	32	28	35	20	15	15	15	21	21	9	16			
Average	BINT3303 01W2 185P	20	30 30	24 24	32 32	20 20	24 24	15 15	20 20	15 15	18 18	14 14	12 12	8	252/356	70.779	Kenny, Thank you for your work in BINT303 01W2 185P. Your overall course score was a 70.79%. The goal is to receive a course score of at least 75%. You fell below this goal. There are several areas where improvement can help you reach the 75% goal. First, you must be on the discussion question thread at least 3 separate calendar days for each discussion question. Posts must be made prior to the discussion question closing on Monday evening. You did better with posting on 3 separate days beginning in Weeks 3 through 5 with discussion question 1, however, you were only on 2 separate days for discussion question 2. You must be on 3 separate days for each. Another area where improvement is needed is the quality of the feedback on Dropbox assignments. Feedback must be personalized, include references to what the student is doing well and where they can improve. Read the Exceeds Expectations how the Was just inconsistantly. To receive the highest rating in this area, you need to be using the News section are News section. The News section area signment and subjust that you remind students of the week's septcation in the News section. The News section area not created in detail. Every discussion and assignment due date should be posted in the course calendar in D2L if you address these areas, you should raise your score above the goal. I know that you can do this and we have talked many times during this course. I did see some improvement after these conversations. This is why I know that you can continue to improvement to meet the CHM requirements.
																	Lawrence, Thank you for your great work with this course. Your overall
																	course score was an 86.52%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all categories. Keep up the
	PMIN2603 06W1 17SU	30	40	32	24	40	24	15	15	15	24	21	12	16	308/356	86.52	excellent work.
Average		30	40	32	24	40	24	15	15	15	24	21	12	16			
	BIOT1103 07W1 17FA	30	30	32	32	40	32	15	15	15	18	21	12	16	308/356	86.52	Kim, Thank you for your great work in this course. Your overall course score was an 86.52%. The goal is to receive a course score of at least 75%. You have exceeded that goal. You have met or exceeded expectations in all categories. Keep up the excellent work. Kim, Thank you for your great work in BIOT1103 01W1 18SP. Your overall course score of at least 75%. You far exceeded that goal. You met or exceeded expectations for each category. The one thing to watch is to make sure you are on the discussion thread at least 3 separate calendar days per discussion question. This wasn't met during Weeks 1 and 2, but after this was brought to your attention, you did an excellent job of being on the discussion thread 3 or attention. Point days. Thank you for making the effort to meet the the stress of the super terms and the stress of the set of
	BIOT1103 01W1 185P	30	40	32	24	30	32	20	15	15	18	21	12	16	305/356	85.67	CHM expectation. Keep doing what you are doing because you are providing your students a solid learning experience
Average	BIOT1103 01W1 18SP	30 30	40 35	32 32	24 28	30 35	32 32	20 17.5	15 15	15 15	18 18	21	12 12	16 16	305/356	85.67	CHM expectation. Keep doing what you are doing because you are providing your students a solid learning experience.

Average	PMIN1103 08W1 17FA BINT1223 03W1 185P	30 30 30	40 40 40	32 32 32 32	24 24 24	30 40 35	24 24 24	15 15 15	15 15 15	15 15 15	24 24 24 24	28 28 28 28	12 12 12 12	12 16 14	301/356 315/356	84.55 88.48	Thank you for your excellent work in this course. Your overall course score was an 85.8%. The goal is to receive a score of at least 75%. You far exceeded the goal. You met or exceeded expectations in all categories. To raise your score even more, focus on the content of the Exceeds Expectations column. Keep up the great work. Thank you for your great work in BINT1223 03W1 188P. Your course score was an 88.48%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all categories. The one thing you need to watch is to make sure that you are on the discussion thread at least 3 separate calendar days for each discussion question each week. Week 1 Discussion 2, you were only on 1 day. Week 5 Discussion 1 and Week 5 Discussion 2, you were only on 2 days. The other discussions you were on at least 3 separate days. Your grading feedback was excellent and timely. Overall, you did a great job with this course.
	BINT3713 11W2 17FA	40	40	40	40	30	32	15	15	15	6	21	12	16	306/356	86	Thank you for your good work in this course. Your over course score was an 86%. The goal is to have a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories but one. You did not have your welcome video or mid-term video posted in the News section for this course. Those need to be added to future courses. I appreciate the depth of your responses in the discussions. I like the way you bring in additional resources in your discussion posts. This gives students even more to think about. You provide excellent comments on the Dropbox assignments. Work on developing a more detailed feedback summary. Make sure to look at the Exceeds Expectations box of line item Quality of Graded Feedback to see what all we are looking for in a summary feedback statement to students.
	THE04403 04W1 185P	40	40	32	32	30	32	15	15	15	24	14	6	16	311/356	87.36	Jesse, Thank you for your excellent work in THE04403 04W1 18SP. Your overall course score was an 87.36%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all but 2 categories. First, deals with the use of the News section. You did well with Week 1 but there was nothing posted for Week 2 and there was no mid-term video posted. There needs to be posts every week. Second, deals with the virtual office. There was a virtual office question posted on April 26, but it was not responded to until April 29. Virtual office questions are to be responded to within 24 hours. I greatly appreciate the depth of your engagement and responses in the discussion threads. You provide informative feedback on graded Dropbox assignments. It would be helpful to the student if the feedback appearing in the D21 feedback box also appeared on the paper. That way they can be checking the feedback as they are reviewing the paper. So, at the end of the paper, please add the feedback you are posting in the D21 feedback box. It is simple to just copy and paste. Overall, great jobl
Average		40	40	36	36	30	32	15	15	15	15	17.5	9	16			
	THE03403 01W1 185P	30	40	32	32	30	24	20	10	20	24	21	12	16	318/356	89.32	Charlotte, Thank you for your great work in THEO3403 01W1 18SP. Your overall course score was an 89.32%. The goal is to receive a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories but one. The one where you scored lower was the posting of mid-term grades. Keep in mind for future courses that mid-term grades are always due by midnight on Saturday of Week 3. One area where you must be on the discussion thread at least 3 separate calendar days for each discussion question 1, 2 separate days. For discussion question 2, you were only on discussion question 1, 2 separate calendar besch week 2, you were only on discussion question cach week. In Week 2, you were only on discussion question 1, 2 separate calendars because posts made after the discussion question closes do not count. In Week 4, you were technically only on 2 separate calendar for discussion question 1, you were technically only on 2 separate calendar for the other weeks, you did an excellent job of meeting the calendar requirements. I appreciate how engaged you are with your students in the discussions. You have truly made it a classroom setting. Your feedback on graded material was very helpful for your students. Watch your discussion dates and keep up the great work in your future courses.
Average	BINT3173 06W2 17SU	30	40	32	32	30	24	20	10	20	24	21	12	16	268/356	75.28	Michael, Thank you for your good work in this course. Your overall course score was a 75.28%. The goal is to receive at least a score of 75%. You hit it right on the head. You could greatly improve your score in you were consistent on being on the discussion thread for each discussion reportses as well. Work to provide more quality responses, direct students back to course materials, and include probing questions to help develop their critical thinking skills. You were inconsistent in returning papers to students. All papers are to be marked and returned to students (even if they have a perfect score). Please embed your Welcome wideo. We are finding that students will not click on links to open videos, but they are more likely to video the video if they see your face. If you make the improvements I've mentioned, your overall score should be much higher next time.

Answer Answer<				20			20	22										
Note 1 N <td>Average</td> <td></td> <td>20</td> <td>20</td> <td>24</td> <td>24</td> <td>30</td> <td>32</td> <td>15</td> <td>15</td> <td>15</td> <td>24</td> <td>21</td> <td>12</td> <td>16</td> <td></td> <td></td> <td></td>	Average		20	20	24	24	30	32	15	15	15	24	21	12	16			
Seeper Seeper See		DINIT2712 0918/4 17FA	20	20	24	24	20	24	15	20	20	10	20	12	16	201/256	91 74	Thank you for your great work in this course. Your overall course score was an 81.7%. The goal is to receive a score of at least 75%. You met or exceeded expectations in all categories. To improve you score, you just need to focus on the Exceeds Expectations column.
Network in the second s	Average	DIN13713 06W1 17FA														291/330	61.74	Overall, you did a great job. So, keep up the excellent work.
NUMBER NUMER NUMER NUMER <td>Average</td> <td></td> <td>50</td> <td>50</td> <td>24</td> <td>24</td> <td>50</td> <td>24</td> <td>15</td> <td>20</td> <td>20</td> <td>10</td> <td>28</td> <td>12</td> <td>10</td> <td></td> <td></td> <td></td>	Average		50	50	24	24	50	24	15	20	20	10	28	12	10			
Model Model <th< td=""><td></td><td>BINT3103 07W1 17FA</td><td></td><td>40</td><td>32</td><td>32</td><td>40</td><td>32</td><td>15</td><td>15</td><td>15</td><td>24</td><td>21</td><td>12</td><td>16</td><td>324/356</td><td>91.01</td><td>Randy, Thank you for your great work in this course. Your overall course score is a 91.01%. The goal is to receive a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories. Keep up the awesome work.</td></th<>		BINT3103 07W1 17FA		40	32	32	40	32	15	15	15	24	21	12	16	324/356	91.01	Randy, Thank you for your great work in this course. Your overall course score is a 91.01%. The goal is to receive a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories. Keep up the awesome work.
Number of the second of the SMP. Notice is the	Average		30	40	32	32	40	32	15	15	15	24	21	12	16			
NUMILIZED OP11 17A 30 45 24 22 46 15 15 15 24 21 15		PMIN5123 11W1 185P														270/356	75.8	exceeded this goal. There is one main area which needs improvement. You must be on the discussion thread 3 separate calendar days. In my reviewing of your discussion participation, I found the following: Week 2 only 2 separate days (11/18 & 11/19). Week 4 on discussion participation (unacceptable). Week 5 only 2 days (12/15 & 12/17). Week 6 only 1 day (1/6). It is essential that you improve in this area in future courses. Your responses were quality and they did help move the student deeper into the topic. The feedback on the graded Dropbox assignments was very good. I like how you shared with students what you wanted to see in future assignments. That is very helpful. You graded and returned Dropbox assignments in a timely manner. Overall,
Bernetz Second Sec	Average		20	30	24	24	30	24	15	15	15	24	21	12	16			
And Mark	Average	BINT1223 07W1 17FA														300/356	84.27	Leah, Thank you for your great work in this course. Your overall course score was an 84.27%. The goal is to recieve a course score of at least 75%. You exceeded the goal. You met or exceeded expectations in all categories. Thank you for your excellent work.
Bent3813 66W1 175U 40 40 32 32 40 24 15 15 24 21 3 16 317/56 86.04 Bent3813 66W1 175U 40 40 32 32 40 24 15 15 24 21 3 16 317/56 86.04 Bent3813 66W1 175U 40 40 32 32 40 24 15 15 24 21 3 16 317/56 86.04 Bent3813 66W1 175U 40 40 32 32 40 24 15 15 24 21 3 16 317/56 86.04 Bent3813 66W1 175U 40 40 32 32 24 20 15 15 18 21 12 16 297/56 82.04 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16																		
Image: Provide and provide states and propertize states and provide states and provide states and provid		BINT3813 06W1 17SU	40	40	32	32	40	24	15	15	15	24	21	3	16	317/356	89.04	
Image: Note of the state of the st		THEO3833 01W1 185P	40	40	32	32	10	24	20	15	15	18	21	12	16	295/356	82.86	score was an 82.8%. The goal is to receive a course score of at least 75%. You exceeded this goal. However, there is one area that it is essential be addressed. You received a 1 in the graded feedback line item because you copied and pasted the same feedback to every student in the weeks 1 reviewed. This is not acceptable. Each student is to receive personalized feedback. Even if the assignment is only worth a few points, the student deserves personalized feedback. Read through the "Exceeds Expectations" box of the "Quality of graded feedback for each individual. Outside of that, you did a great job with the discussion and how you engaged your students. Good example of how the discussion thread can be used as a
PMIN3343 08W1 17FA 30 30 24 32 30 24 15 15 15 24 28 12 16 295/356 82.86 Keep up the great work in BINT3303 03W1 185P 30 40 32 30 24 15 15 15 24 28 12 16 295/356 82.86 Keep up the great work in BINT3303 03W1 185P You really each trading up or easing up or ea	Average		40	40	32	32	25	24	17.5	15	15	26	21	7.5	16			
PMIN3343 08W1 17FA 30 30 24 32 30 24 15 15 15 24 28 12 16 295/356 82.86 Keep up the great work in BINT3303 03W1 185P. Score was an 82.9%. The goal is corecely a a score of at least 75%. You corealed the goal is corese what you may sure to focus on in every course. This course what you may sure to focus on in every course. This course what you may sure to focus on in every course. This course what you may sure to focus on in every course. This course what you may sure to focus on in every course. This course on the discussion thread. 1 day. During them them where of days you or everal goal and are day or every ourse. The sole is core on you and the sole is course on the discussion thread. 1 day. During them them where of days you or everal goal and are day or every ourse. This course on the discussion thread. 1 day. During them them where of days you or everal sole of the day. The goal is to receive a course of the tait to the number of days you or everal sole of the day or every or a sole of the day. The goal is to receive a course of the tait to the number of days you or everal sole of the discussion thread. 1 day. During the discussion thread. 2 dailed are days or day are day																		
BINT3303 03W1 18SP 30 40 32 40 32 15 15 24 21 12 16 32/35 91.01 Feedback. This was a superby taught course. Fantastic job!		NU0242 0014 277	20	22		22	20	24	17			24	20		45	205/255	03 GC	Thank you for your great work in this course. Your overall course score was an 82.9%. The goal is to receive a score of at least 75%. You exceeded the goal for this course. While you did meet or exceed expectations in all categories, there is one category that you make sure to focus on in every course. That is the number of days you are engaged on the discussion thread. During Week 1, you were only on the discussion thread 1 day. During Week 2, you were only on 2 days. You really picked things up in the remaining weeks by either being on the discussion thread 3 calendar days or 4. Keep that up. It was the only thing that really drug your overall score down. I really appreciate how engaging you were in your News section by adding all the videos.
BINT3303 03W1 18SP 30 40 32 40 32 15 15 15 24 21 12 16 32/35 91.01 feedback. This was a superby taught course. Fantastic job!		PMIN3343 08W1 17FA	30	30	24	32	30	24	15	15	15	24	28	12	16	295/356	82.86	
																		was 91.01%. The goal is to receive a course score of at least 75%. You far exceeded that goal. I applaud the way you created so many videos to help your students. They are superb teaching tools. You really went above board in this course to help our students understand difficult material and succeed. Thank you! You also provided your students quality grading
Average 30 35 28 32 35 28 15 15 15 24 24.5 12 16		BINT3303 03W1 18SP														324/356	91.01	feedback. This was a superbly taught course. Fantastic job!
	Average		30	35	28	32	35	28	15	15	15	24	24.5	12	16			

Average	THE01103 06W2 17SU	30 30	30 30	24 24	24 24	30 30	24 24	15 15	15 15	15 15	18 18	14 14	12 12	16 16	267/356	75	Jon, Thank you for your nice work on this course. Your overall course score was a 75%. The goal is to receive a course score of at least 75%. You hit it right on. While you did meet or exceed expectations in the majority of categories, there was one that held you down. You need utilize the News section more. You need to post weekly to the News section. In the course, you did not do much after the July 4th break. Overall, you did a nice job with this course.
	THEO1103 06W1 17SU	40	40	32	32	40	24	15	15	15	24	28	12	16	333/356	93.54	Ron, Thank you for your superb work on this course. Your overall course score was a 93.54%. The goal is to receive a course score of at least 75%. You far exceeded that goal. You met or exceeded expectations in all categories. Keep up the excellent work. Thank you for your good work in this course. Your overall course score was an 83.7%. The goal is to have a course score of at least 75%. You far
Average	THEO1103 11W1 17FA	30 35	30 35	32 32	24 28	40 40	24 24	15 15	15 15	15 15	24 24	21 23.5	12 12	16 16	298/356	83.7	exceeded this goal. You met or exceeded expectations in all categories. I appreciate the depth of your responses in the discussions. You truly open the Word to the students. I also appreciate the quality of your feedback on Dropbox assignments. You provided students a clear evaluation of their performance and whta they can do to improve. Keep up the excellent work!
	PMIN3303 08W1 17FA	30	30	24	32	20	32	15	20	15	24	21	12	16	291/356	81.74	Thank you for your good work in this course. Your overall course score was an 81.7%. The goal is to receive a score of at least 75%. You have exceeded that goal. You met or exceeded expectations in all but 1 category. You need to focus on improving the quality of the feedback you provide students on their Dropbox assignments. You need to make sure you are helping students to understand why points were lost, what they did well, and where they can improve. The more feedback we can provide our students, the better the opportunity for them to improve on future work. In future course, focus on the Exceeds Expectations of this rubrics and you'll do a great job. Keep up the good work.
Average		30	30	24	32	20	32	15	20	15	24	21	12	16			
	BINT1223 03W2 185P	30	40	32	32	30	32	15	20	15	24	28	12	16	321/356	90.17	Thank you for your excellent work in BINT1223 03W2 18SP. Your course score was a 90.17%. The goal is to receive a course score of 75%. You far exceeded that goal. The only thing you need to do is to embed your welcome and mid-term videos. Students tend to click on a video picture before they'll click on a link. If you need assistance in embedding your video, please contact Michael Hurdman or myself. Overall, you did a superb job on this course.
Average		30	40	32	32	30	32	15	20	15	24	28	12	16	,		
																	David, Thank you for your work in this course. Your overall course score was an 80.34%. The goal is to receive a course score of at least 75%. You did exceed this score. There are several areas where improvement is needed to raise your overall score. You must be in the discussion thread at least 3 separate calendar days for each discussion question each week. Your responses in the discussion threads must be more instructive. Keep in mind that the discussion thread is your classroom and provides you the opportunity to push your subdents to think more deeply on the topic of the discussion question. It is essential that you try to include at least 1 biblical truth or concept in your responses each week. When students post questions to the Virtual Office, you must respond to the student in the Virtual Office within 24 hours. During this course a notice was sent out from Dr. Thomas
	BINT1223 07W2 17FA	20	20	16	32	40	32	15	20	20	24	28	3	16	286/356	80.34	requiring all instructors who grade using TurnItIn to download the papers from TurnItIn in and return them to the students through the D2L Evaluation screen. This was not done in your course. It is mandatory that you go back into the course, download all TurnItIn graded papers, and return them to the students in the D2L Evaluation screen. If this is not done, we will lose access to these papers in 5 weeks. Therefore, this must be completed immediately. Also, you must return all rubric results to students for all Dropbox assignments. This information is collected for reports and is vital information. Overall, you put a good effort into this course. You just need to work on the areas I have stated to improve your overall score.
Average	BINT1223 07W2 17FA	20	20 20	16 16	32 32	40 40	32 32	15 15	20 20	20 20	24 24	28 28	3	16 16	286/356	80.34	requiring all instructors who grade using TumItIn to download the papers from TumItin in and return them to the students through the D2L Evaluation screen. This was not done in your course. It is mandatory that you go back into the course, download all TumItIn graded papers, and return them to the students in the D2L Evaluation screen. If this is not done, we will lose access to these papers in 5 weeks. Therefore, this must be completed immediately. Also, you must return all rubric results to students for all Dropbox assignments. This information is collected for reports and is vital information. Overall, you put a good effort into this course. You just need to work on the
Average	BINT1223 07W2 17FA												3 3		286/356	80.34	requiring all instructors who grade using TurnIIIn to download the papers from TurnIIIn in and return them to the students through the D2L Evaluation screen. This was not done in your course. It is mandatory that you go back into the course, download all TurnIIIn graded papers, and return them to the students in the D2L Evaluation screen. If this is not done, we will lose access to these papers in 5 weeks. Therefore, this must be completed immediately. Also, you must return all rubric results to students for all Dropbox assignments. This information is collected for reports and is vital information. Overall, you put a good effort into this course. You just need to work on the
Average	PMIN3343 06W1 17SU	30	20 40	16 32	32	40	32	15	20	20	24 24	28		16	321/356	90.17	requiring all instructors who grade using TumItin to download the papers from TumItin in and return them to the students through the D2L Evaluation screen. This was not done in your course. It is mandatory that you go back into the course, download all TumItin graded papers, and return them to the students in the D2L Evaluation screen. If this is not done, we will lose access to these papers in 5 weeks. Therefore, this must be completed immediately. Also, you must return all rubric results to students for all Dropbox assignments. This information is collected for reports and is vital information. Overall, you put a good effort into this course. You just need to work on the areas I have stated to improve your overall score. David, Thank you for your superb job on this course. You your course score was a 90.17%. The goal is to receive a score of at least 75%. You far exceeded that goal. You met or exceeded expectations in all categories. Keep up the fantastic work. David, Thank you for your great work in this course. Your overall course score was an 88.76%. The goal is to receive a score score d at least 75%. You far exceeded that gories. The only item of improvement that I was was to make sure that all rubrics are always returned to students. In researching rubric data for assessment purposes, I did find a few rubrics missing. Overall, you have
Average		20	20	16	32	40	32	15	20	20	24	28	3 3 12 12	16			requiring all instructors who grade using TumItin to download the papers from TumItin in and return them to the students through the D2L Evaluation screen. This was not done in your course. It is mandatory that you go back into the course, download all TumItin graded papers, and return them to the students in the D2L Evaluation screen. If this is not done, we will lose access to these papers in 5 weeks. Therefore, this must be completed immediately. Also, you must return all rubric results to students for all Dropbox assignments. This information is collected for reports and is vital information. Overall, you put a good effort into this course. You just need to work on the areas I have stated to improve your overall score. David, Thank you for your superb job on this course. Your course score was a 90.17%. The goal is to receive a score of at least 75%. You far exceeded that goal. You met or exceeded expectations in all categories. Keep up the fantastic work. David, Thank you for your great work in this course. Your overall course score was an 88.76%. The goal is to receive a course score of at least 75%. You far exceeded this goal. You met or exceeded expectations in all categories. The only item of improvement that I was was to make sure that all rubrics are always returned to students. In researching rubric data for

Average 24 30 28 28 30 20 15 15 20 24 21 12 16 Ico<	se score of at least 75%.
THE03403 07W1 17FA 40 40 32 32 40 32 15 15 24 21 12 16 334/356 93.82 Score was 93.82%. The goal is to receive a course dor or all categories. Keep up the excellent work. Average 40 40 32 32 40 32 15 15 15 24 21 12 16 334/356 93.82 Score was 93.82%. The goal is to receive a course of all categories. Keep up the excellent work. Average 40 40 32 32 40 32 15 15 15 24 21 12 16 334/356 93.82 The scole is to receive a course of a was a 78.4%. The goal is to receive a course of a was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to have a score of at was a 78.4%. The goal is to neeview a score of at was a 78.4%. The goal is to neeview a score of at was a 78.4%. The goal is to neeview a score of at was	se score of at least 75%.
AverageNoAAA </td <td></td>	
Average 30 40 24 32 30 24 15 15 15 12 14 12 16 279/356 78.37 Merage 30 40 24 32 30 24 15 15 15 12 14 12 16 279/356 78.37 future courses. Overall, you did a great job for your fin There were just a couple of areas that pulled y bascially had to the unitization of the News s Average 30 40 24 32 30 24 15 15 12 14 12 16 279/356 78.37 Intervence set of the outpict of the new set of the outpict of the	
Barry, Thank you for your work in this course. Your a 78.09%. The goal is to receive a course score of did meet the goal, there are a course of results of the result of the strengthene the quality of the	t least 75%. You did irst course teaching. your score down. These section. Do not worry I more detail when we your students solid threads well. You also p those practices up in
a 78.09%. The goal is to receive a course score of did metry there are a couple of areas wher score. First, you need to strengthen the quality of th	
 PMIN3303 07W1 17FA 30 24 32 20 24 15 15 20 24 28 12 4 278/356 78.09 areasi have mentions. 	at least 75%. While you re you can improve your he feedback that you ake sure to read the actly what we are requiring and to students, even if urse, I found the returning the calendar in D2L. By help students to be egories, you met or t strive to improve in the
Barry, Thank you for your good work in PMIN3303 course score was as 79.4%. The goal is to receive a 275.492. The diss goal. There are just a cou help to raise your course score a bit higher. First, you instructive. Keep in mich that your responses to yo posts are your classroom opportunity to push the s topia radio your tacking. You have a wealth o with your students. Do this in the discussion respon feedback throughout the students' papers, but you statements of the dired det and you for added feedback line item detailed information of what is to be contained in ite column in the Quality of Graded Feedback line item detailed informations. Please	a course score of at least uple of things that would our responses to your our content and be more our students' discussion students deeper into the of knowledge to share nese. You provide good ur summary feedback "Exceeds Expectations" m. This will provide you
PMIN3303 01W1 18SP 30 20 24 30 24 20 15 15 24 21 12 16 283/356 79.49 from this point forward. Overall, you did a nice job Average 30 25 24 32 25 24 15 15 24 21 12 16 283/356 79.49 from this point forward. Overall, you did a nice job	ne to go back through your e make this a practice

Christian Ministries, Program Review, Section 12

University Senate Documents Related to Program

Proposal CHM New Course: Survey of Romans 2015

Thursday, August 09, 2018 9:57 AM



Proposal Survey of

> Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components) MACU Faculty/Senate Policy Rev. 5/27/15

PURPOSE: Request for Approval of Curriculum Revisions. New Course: Survey of Romans Do not change wording on this form

Curriculum Revision for: New course: Survey of Romans

Submitted by: Dr. Kimberly S. Thomas, Chair College/School: College of Adult and Graduate Studies/Adult School of Christian Ministries

Process to request approval of revisions to existing degree program/emphases:

- Fill out the attached Faculty/Senate Proposal form. Note: this form is <u>not</u> for use to change an existing program into a new degree or emphasis. (approval to develop is <u>not</u> required for any items on this list)
- Submit your completed proposal and required documentation to the persons listed below for signatures. Signatures are to be obtained in the order listed. Requested changes should be made before obtaining subsequent signatures. You may email your proposal to reviewers and attach the email response to this form – keeping in mind the required approval order.
- Completed proposals submitted for inclusion on the Faculty or Senate agenda must be received a minimum of 7 days prior to the scheduled meeting. No PDF documents.
- The following list identifies the documentation requirements for curriculum revisions.
- Submit your proposal to the Dean all proposal documents in one electronic Word file.

Curriculum components Requested change for:	What is needed (show changes in strikeout and highlights format, e.g., old and new format) Use the MACU Catalog for information and format examples
 Admission requirements Course description Degree Program name Program description Program outcomes 	Submit your completed proposal form showing all revised or new information.
 Course (information changes) 	Submit your completed proposal form and revised degree evaluation form (<i>if applicable</i>) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
X Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (<i>if applicable</i>)
 Degree evaluation form (degree sheet) 	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

<u>Required Signatures:</u> Reviewer comments may be submitted on a separate sheet if by email Obtain these signatures <u>in the order listed</u> (including electronic signatures) so appropriate collaboration and communication can take place. Deliver forms and proposal to your dean for faculty agenda when fully signed.

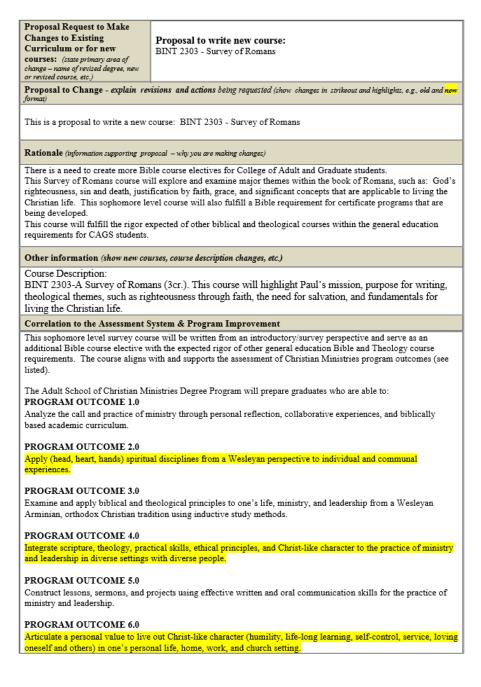
Approved: School Chair/Program Director Date

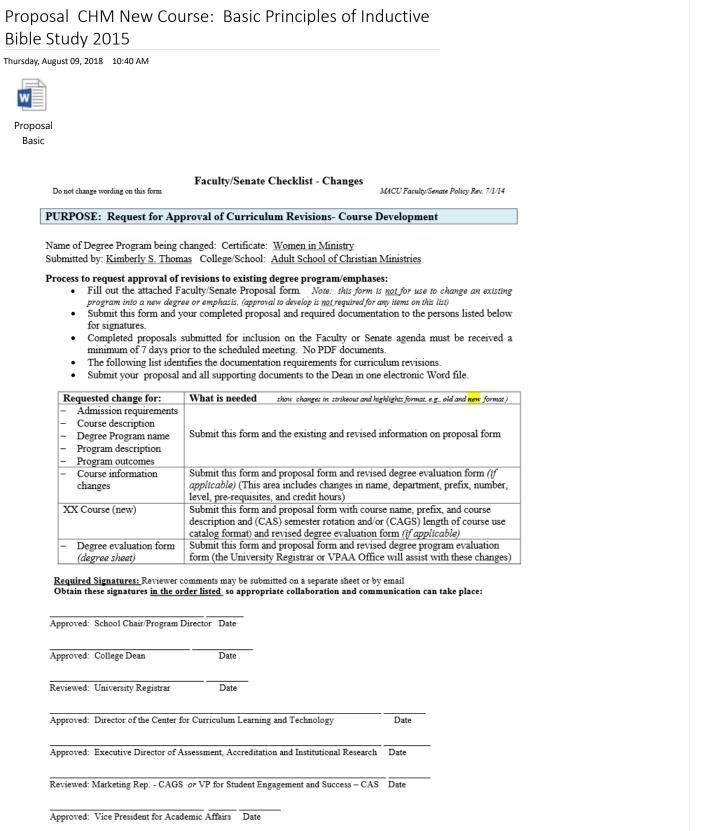
Approved: College Dean	Date
Reviewed: University Registrar	Date
Approved: Chief Financial Officer	Date
Approved: Executive Director of AAIR	Date

Reviewed: CAGS/Marketing Rep - CAGS or Assist. V.P. Enrollment Services - CAS Date

Approved: Vice President for Academic Affairs Date

NETO O I MORE PORTE I ORIO 1000, 1000, 1727712





When all of the above signatures have been obtained, deliver this form and your proposal to your college dean for inclusion on the faculty agenda.

MACU Faculty/Senate Policy Rev. 7/1/14

Changes to Existing Curriculum: (state primary area of change – name of degree, course, etc.)	Proposal to Change Develop New Course						
degree, course, eac.) Proposal to Change - explain revision and action being requested (show changes in strikeout and highlights, e.g., old and new format)							
This is a proposal to develop a new course entitled, <u>Basic Principles of Inductive Bible Study</u> . This five-week course will teach students the basics of Bible study using the Inductive methodology.							
Rationale (information supporting proposal)							
both CAS and CAGS ministry requisite courses, therefore, by other students can learn the fou	The Inductive Bible Study method is a highly regarded study method taught in the Bible curricula within both CAS and CAGS ministry programs. Current courses using the Inductive method require pre- requisite courses, therefore, by writing this introductory course on the method, Certificate students and other students can learn the foundational steps of this method which will enhance their personal Bible study and help them in the process of teaching others.						
Other information (show new cou	rses, changes, etc.)						
New course: Basic Principles of Inductive Bible Study. Course Description: This course will introduce the basic inductive Bible study methods of observation, interpretation, composition and application. Students will create responses to scripture passages that require a demonstration of these rules of biblical interpretation.							
interpretation, composition and	application. Students will create responses to scripture passages that						
interpretation, composition and require a demonstration of thes	application. Students will create responses to scripture passages that						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course <u>3</u> : <i>To examine and apply biblic</i>	application. Students will create responses to scripture passages that e rules of biblical interpretation. ystem & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries Program Outcomes						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course <u>3</u> : <i>To examine and apply biblic</i>	application. Students will create responses to scripture passages that e rules of biblical interpretation. ystem & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries <u>Program Outcomes</u> al and theological principles to one's life, ministry, and leadership from a Christian tradition using inductive study methods.						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course <u>3</u> : <i>To examine and apply biblic</i> <i>Wesleyan Arminian, orthodox</i> Budget and Correlation to Strat	application. Students will create responses to scripture passages that e rules of biblical interpretation. ystem & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries <u>Program Outcomes</u> al and theological principles to one's life, ministry, and leadership from a Christian tradition using inductive study methods.						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course <u>3</u> : <i>To examine and apply biblic</i> <i>Wesleyan Arminian, orthodox (</i> Budget and Correlation to Strat Cost allocations were created in th	application. Students will create responses to scripture passages that e rules of biblical interpretation. system & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries <u>Program Outcomes</u> al and theological principles to one's life, ministry, and leadership from a Christian tradition using inductive study methods. egic Planning						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course 3 : To examine and apply biblic Wesleyan Arminian, orthodox Budget and Correlation to Strat Cost allocations were created in the Other (Attach all pertinent degree	application. Students will create responses to scripture passages that e rules of biblical interpretation. ystem & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries <u>Program Outcomes</u> al and theological principles to one's life, ministry, and leadership from a Christian tradition using inductive study methods. egic Planning e 2014-2015 and 2015-2016 budgets to revise and rewrite proposed courses.						
interpretation, composition and require a demonstration of thes Correlation to the Assessment S This new course will be of treme studying the Bible. This course 3 : To examine and apply biblic Wesleyan Arminian, orthodox Budget and Correlation to Strat Cost allocations were created in the Other (Attach all pertinent degree	application. Students will create responses to scripture passages that e rules of biblical interpretation. ystem & Program Improvement ndous significance to students' learning by teaching them this method of correlates with the Adult School of Christian Ministries <u>Program Outcomes</u> al and theological principles to one's life, ministry, and leadership from a Christian tradition using inductive study methods. egic Planning e 2014-2015 and 2015-2016 budgets to revise and rewrite proposed courses.						

Proposal CAGS CHM Program Outcomes Revision 2015

Thursday, August 09, 2018 9:55 AM

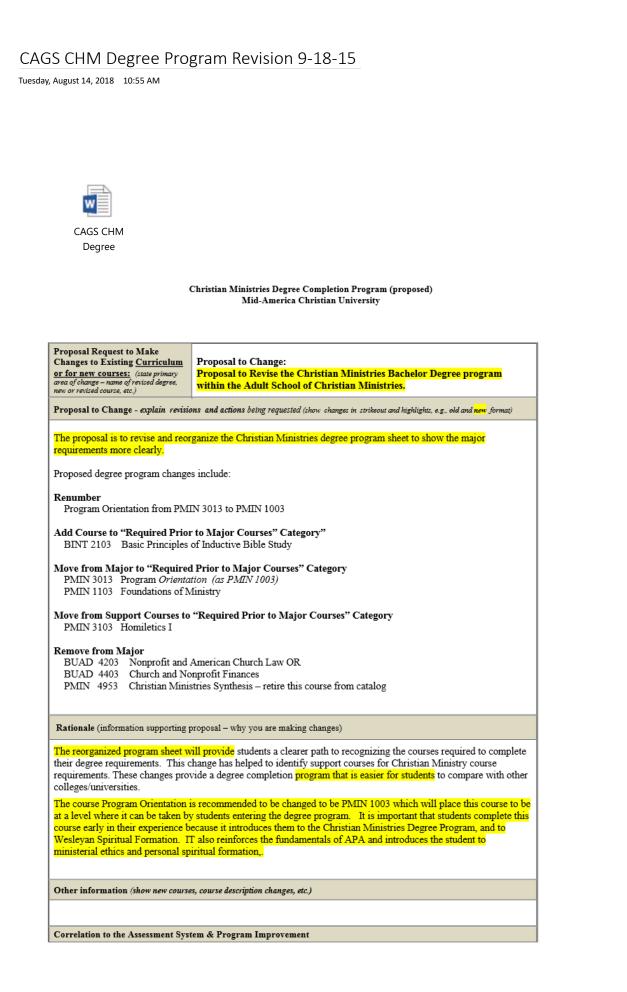


CAGS CHM Revision

	ate Checklist – CH	MACO Pacations	enate Policy Rev. 8/15/15 Do not change wording on this form
URPOSE: Request for A	Approval of Curricu	ulum Revisions	
urriculum proposal for:	Bachelor of Science	e-Christian Minis	tries Degree Program Outcomes 2015
			CAGS/ Adult School of Christian Ministries
rocess to request approva	al of a new degree/e	mphasis/certific	ate program:
			s form is <u>not</u> for use to change an existing program into a
new degree or emphasis.		- • • •	
			n to the persons listed below for signatures. You may e orm - keeping in mind the required approval order.
			or inclusion on the Faculty agenda a minimum of 7 da
prior to the scheduled r		ia de sublimitea i	or metasion on the racting agenda a minimum or 7 da
		ocuments to the D	ean in one electronic Word file. No PDF documents.
Curriculum components Requested change for:	What is needed (sho		keout and highlights format, e.g., <mark>old and new</mark> format) CU Catalog for information and format examples
Admission requirements			
Course description Degree Program name	Submit your complete	ed proposal form el	howing all revised or new information.
Program description	sound your complete	co proposar torill si	acting an revised of new miorifilation.
Program outcomes			
Course (information			nd revised degree evaluation form (if applicable) (A course
changes) Course (new)			tment, prefix, number, level, pre-requisites, and credit hours , prefix, and course description and (CAS) semester rotation
course (new)			alog format) and revised degree evaluation form (if applica
			nog format) and revised degree evaluation form (ij uppricu
l. Obtain all signatures <mark>IN</mark>	VPAA Office will as THE ORDER LISTE	sist with these chan D for purpose of	nd revised degree evaluation form (the University Registrar Iges) appropriate collaboration, communication and approva
(degree sheet) lequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign	VPAA Öffice will as: <u>THE ORDER LIST</u> t always accompany y y level below should l latures the VPAA wil	sist with these char <u>CD</u> for purpose of your proposal. Yo be made before yo l retain this sheet	nd revised degree evaluation form (the University Registrar Iges) appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear
(degree sheet) dequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an	VPAA Öffice will as: <u>THE ORDER LIST</u> t always accompany y y level below should l latures the VPAA wil	sist with these chan <u>ED</u> for purpose of your proposal. Yo be made before yo	nd revised degree evaluation form (the University Registrar 1ges) appropriate collaboration, communication and approva u can expect revisions at all levels of review. u receive that reviewer's signature.
(degree sheet) equired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Prog	VPAA Öffice will as: <u>THE ORDER LIST</u> t always accompany y y level below should l latures the VPAA wil	sist with these char <u>CD</u> for purpose of your proposal. Yo be made before yo l retain this sheet	nd revised degree evaluation form (the University Registrar Iges) appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear
(degree sheet) equired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Prog	VPAA Öffice will as: <u>THE ORDER LIST</u> t always accompany y y level below should l latures the VPAA wil	sist with these char D for purpose of our proposal. Yo be made before yo l retain this sheet Date	nd revised degree evaluation form (the University Registrar Iges) appropriate collaboration, communication and approva su can expect revisions at all levels of review. ou receive that reviewer's signature. and send final electronic copies to you and College Dear Comments
(degree sheet) equired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Pros Approved: College Dean	VPAA Öffice will as: THE ORDER LISTI t always accompany y y level below should latures the VPAA wil gram Director	sist with these char D for purpose of our proposal. Yo be made before yo l retain this sheet Date Date	nd revised degree evaluation form (the University Registrar Iges) appropriate collaboration, communication and approva su can expect revisions at all levels of review. ou receive that reviewer's signature. and send final electronic copies to you and College Dear Comments
(degree sheet) equired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Prog Approved: College Dean Approved: Vice President for	VPAA Öffice will as: THE ORDER LISTI t always accompany y y level below should l latures the VPAA wil gram Director r CAGS (CAGS Only	sist with these char D for purpose of our proposal. Yo be made before yo l retain this sheet Date Date	nd revised degree evaluation form (the University Registrar ages) appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature. and send final electronic copies to you and College Dear Comments Comments
(degree sheet) lequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign	VPAA Öffice will as THE ORDER LISTI t always accompany y y level below should 1 iatures the VPAA will gram Director r CAGS (CAGS Only entative -CAGS <u>or</u>	sist with these chan D for purpose of your proposal. Yo be made before yo l retain this sheet Date Date Date Date	nd revised degree evaluation form (the University Registrar appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear Comments Comments Comments
(degree sheet) lequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Pros Approved: College Dean Approved: Vice President for Approved: Marketing Represed	VPAA Office will as THE ORDER LISTI t always accompany y y level below should i latures the VPAA wild gram Director r CAGS (CAGS Only entative -CAGS <u>or</u> ces - CAS	sist with these chan D for purpose of your proposal. Yo be made before yo l retain this sheet Date Date Date Date	nd revised degree evaluation form (the University Registrar appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear Comments Comments Comments
(degree sheet) equired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at any 4. Upon completion of sign Approved: School Chair/Pros Approved: College Dean Approved: Vice President for Approved: Marketing Represe Assist. V.P. Enrollment Servi Approved: University Regist	VPAA Office will as THE ORDER LISTE t always accompany y y level below should i latures the VPAA wild gram Director r CAGS (CAGS Only entative -CAGS <u>or</u> ces - CAS rar	sist with these chan D for purpose of your proposal. Yo be made before yo l retain this sheet Date Date Date Date Date Date	nd revised degree evaluation form (the University Registrar appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear Comments Comments Comments Comments Comments
(degree sheet) lequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Pros Approved: College Dean Approved: Vice President for Approved: Marketing Repress Assist. V.P. Enrollment Servi Approved: University Regist	VPAA Office will as THE ORDER LISTE t always accompany y y level below should i latures the VPAA wild gram Director r CAGS (CAGS Only entative -CAGS <u>or</u> ces - CAS rar	sist with these chan D for purpose of rour proposal. Yo be made before yo l retain this sheet Date Date Date Date Date Date	nd revised degree evaluation form (the University Registrar appropriate collaboration, communication and approva- ou can expect revisions at all levels of review. ou receive that reviewer's signature. and send final electronic copies to you and College Dear Comments Comments Comments Comments
(degree sheet) lequired Signatures 1. Obtain all signatures IN 2. The signature form must 3. Changes requested at an 4. Upon completion of sign Approved: School Chair/Prog Approved: College Dean Approved: Vice President for Approved: Marketing Repress Assist. V.P. Enrollment Servio	VPAA Office will as THE ORDER LIST t always accompany y y level below should i latures the VPAA will gram Director r CAGS (CAGS Only entative -CAGS <u>or</u> ces - CAS rar officer or of Assessment,	sist with these chan D for purpose of your proposal. Yo be made before yo l retain this sheet Date Date Date Date Date Date	nd revised degree evaluation form (the University Registrar appropriate collaboration, communication and approva ou can expect revisions at all levels of review. ou receive that reviewer's signature, and send final electronic copies to you and College Dear Comments Comments Comments Comments Comments

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components) MACUFaculty/Senate Policy Rev. 8/15/15 Do not change wording on this form

Curriculum or for new OUTSES: (state primary area of hange - name of revised degree, new r revised course, etc.)	ange: B. S. Christian Ministries Degree Program Outcomes
roposal to Change - explain revisions and actions	being requested (show changes in strikeout and highlights, e.g., old and <mark>new</mark> format)
Current Program Outcomes	Proposed Program Outcomes
1. Articulate a sense of calling to the Christian M	nistry. Upon graduation from the Christian Ministries program, students will be able to:
2. Apply principles of effective evangelism in	Program Outcome 1.0
individual and communal settings.	Articulate the call and practice of ministry through personal
5	reflection, collaborative experiences, and biblically based
3. Examine biblical and theological principles fr	vm-a curricula.
Wesleyan, orthodox Christian tradition.	Program Outcome 2.0
4 Integrate earinture theology history of the dis-	Apply (head heart hands) spiritual disciplines from a
 Integrate scripture, theology, history of traditio practical skills to the practice of ministry in diver 	
settings.	experiences.
oorango.	Program Outcome 3.0
5. Construct lessons, sermons, and programs usin	Effectively apply inductive Bible Study methods to
effective communication skills.	scripture in order to examine and interpret biblical and
	theological principles.
6. Formulate a world-view consistent with Christ	
-character (humility, life-long learning, self-con	rol, principles to the practice of ministry and leadership in
-service, valuing self and others).	diverse settings with diverse people.
	Program Outcome 5.0
	Construct lessons, sermons, and projects using effective
	written and oral communication skills for the practice of ministry and leadership.
	Program Outcome 6.0
	Articulate a personal value to live out Christ-like character
	(humility, life-long learning, self-control, service, loving
	oneself and others) in one's personal, public, and
	professional life.
Rationale (information supporting proposal – why you are n	aking changes)
	als for the learning expected within this degree program.
Other information (show new courses, course descrip	• • • •
No new course or courses descriptions are requ	
Correlation to the Assessment System & Progra	
ne proposed changes provide clarity necessary for utcomes.	aligning program outcomes, student learning outcomes, and course
udget and Correlation to Strategic Planning (in	clude additional adjunct or any other expected costs)
here are no expenditures associated with the prope	sed outcomes changes.
)ther (Attach all pertinent degree program evaluat	on forms showing revisions with strikeout and highlights, e.g., old and <mark>new</mark> format)



Proposal CAGS CHM Course Number Change 2015

Thursday, August 09, 2018 10:53 AM



Prop Prog Orien Course

> Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components) MACU Faculty/Senate Policy Rev. 5/27/15

PURPOSE: Request for Approval of Curriculum Revisions

Do not change wording on this form

Curriculum Revision for: Course Number Change for Program Orientation

Submitted by: Dr. Kimberly S. Thomas, Chair College/School: College of Adult and Graduate Studies/Adult School of Christian Ministries

Process to request approval of revisions to existing degree program/emphases:

- Fill out the attached Faculty/Senate Proposal form. Note: this form is not for use to change an existing
 program into a new degree or emphasis. (approval to develop is not required for any items on this list)
- Submit your completed proposal and required documentation to the persons listed below for signatures. Signatures are to be obtained in the order listed. Requested changes should be made before obtaining subsequent signatures. You may email your proposal to reviewers and attach the email response to this form – keeping in mind the required approval order.
- Completed proposals submitted for inclusion on the Faculty or Senate agenda must be received a minimum of 7 days prior to the scheduled meeting. No PDF documents.
- The following list identifies the documentation requirements for curriculum revisions.
- · Submit your proposal to the Dean all proposal documents in one electronic Word file.

Curriculum components Requested change for:	What is needed (show changes in strikeout and highlights format, e.g., <mark>old and new</mark> format) Use the MACU Catalog for information and format examples
 Admission requirements Course description Degree Program name Program description Program outcomes 	Submit your completed proposal form showing all revised or new information.
X Course (information changes)	Submit your completed proposal form and revised degree evaluation form (<i>if applicable</i>) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
 Course (new) 	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (<i>if applicable</i>)
 Degree evaluation form (degree sheet) 	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

Required Signatures: Reviewer comments may be submitted on a separate sheet if by email

Obtain these signatures in the order listed (including electronic signatures) so appropriate collaboration and communication can take place. Deliver forms and proposal to your dean for faculty agenda when fully signed.

Approved: School Chair/Program Director Date

 Approved:
 College Dean
 Date

 Reviewed:
 University Registrar
 Date

 Approved:
 Chief Financial Officer
 Date

 Approved:
 Chief Financial Officer
 Date

 Approved:
 Executive Director of AAIR
 Date

 Reviewed:
 CAGS/Marketing Rep - CAGS
 or
 Assist. V.P. Enrollment Services - CAS

Approved: Vice President for Academic Affairs Date

Faculty/Senate Checklist - CHANGES (New or Revised Courses/Curriculum Components)

Proposal Request to Make Changes to Existing Curriculum or for new courses: (state primary area of charge - name of revised degree, new or revised course, etc.)	Proposal to Change: Proposal to Change the Course number of the Program Orientation course within the Christian Ministries degree program within the College of Adult and Graduate Studies.
Proposal to Change - explain rev format)	isions and actions being requested (show changes in strikeout and highlights, e.g., old and <mark>neve</mark>
	m: PMIN3013 Program Orientation to PMIN1003 - Program Orientation. dicative of an introductory level course.
Rationale (information supporting pro	posal – why you are making changes;)
Program Orientation upon enter provides awareness of the score	e number to a lower course number, students should be guided to take the ering the Program. This course is important as an introductory course for it be of the Christian Ministries degree program, introduces students to ritual formation, and reinforces the fundamentals of APA.
Other information (show new cou	urses, course description changes, etc.)
	per change will not impact the content of the course, however, this change ors in guiding students to begin the Program with this course
	ystem & Program Improvement
This change does not alter the cur The content, rigor, and student ou Program Assessment remains unc	tcomes of the course will remain the same; therefore, the use of the course in the
Budget and Correlation to Strat	tegic Planning (include additional adjunct or any other expected costs)
Because there is no change to the Strategic Planning will not be alter	course or the frequency it is offered, the current budget and correlation to red by this change.
Other (Attach all pertinent degree new format)	e program evaluation forms showing revisions with strikeout and highlights, e.g., old and
SUBMITTED BY: • Name/Title • College/School	Dr. Kimberly S. Thomas, Chair Adult School of Christian Ministries
Proposed Effective Date:	6/24/2015

Christian Ministries, Program Review, Section 13

External Review Documents (Advisory Boards, OEQA, etc.)

CHM Advisory Board Minutes Fall 2014 (14-15)

Thursday, August 09, 2018 11:03 AM



CHM Advisory

The Advisory Board of the Adult School of Christian Ministries met at 6:30 P.M. on Monday October 27, 2014 in Kennedy Hall.

Members in attendance: Rev. Isaac Carter (Lead Pastor), Preston Ervin Jr (Business Owner), Dr. James Bowers (MACU adjunct), Krysta Wallrauch (CHM Student Representative), Hector Lopez (Lead Pastor), Dr. Brent Hinkle (MMIN Program Director/Lead Pastor), Joy Morgan, Kathy Curran (MMIN Student Representative), Julie Nance (CHM Program Director), Dr. Delores Meyer (Dean CAGS), Kimberly Thomas (Chair, ASCH).

Members absent: Rev. Arnetta Bailey (Executive Director, CWC), Rev. Ginny Pass (Music Pastor), Keith Toles (MMIN Student Representative/ Youth Pastor).

Prayer was stated by Kimberly Thomas.

Dr. Thomas welcomed all in attendance, introductions were made, and the value and purpose of this Board was explained.

A few days before the meeting, members were sent a copy of the courses that make up the Christian Ministries bachelors program and asked to review the list. Dr. Thomas asked Board members if current courses in the Christian Ministries degree program appeared to be helpful in preparing individuals for ministry leadership within the local congregation. The consensus was that the courses appeared to be adequate for ministry leadership preparation.

Members were asked to give an assessment of what they see as needs within the local congregation and how the Academy could walk along side of the local congregation and aid the local congregation in leadership development; responses included: need for discipling, how to study the Bible, how to live according to the Word of God, the need for personal mentors, a growing disconnect with members who are saying, "they are a Christian" yet, excusing themselves from holy living, a 'buffet' Christianity, various changes happening at once among young adults (ages 18-35), pastoral ministry learning how to strategically implement change, being able to demonstrate skills for Biblical interpretation, the need to prepare pastors (consider offering a leadership certificate), and teaching leaders to be equipped to disciple others.

Members were also asked for certificate program suggestions; responses included: ministry to leaders (how to better lead one's ministry), ministry to Postmodernists, discipleship training, how to teach and teaching methods, women studies, doing ministry in different ways (multiculturalism), diversity training, how to lead Bible study, church leadership. In response to this discussion, it was stated that the church is now more missional.

Dr. Nance stated that it appears that there has been a shift in the type of student who is entering our program. For some students, this is a 'hobby' degree, while other students want to develop a personal walk with the Lord.

The final discussion focused on possible degree concentrations for the bachelors program; suggestions included: urban ministry, how to teach the Bible, church administration, budgeting, Church law, setting a missional mindset, ministry to young adults, ministry to postmodernists, breaking down cultural barriers, equipping/developing leaders, technology/social media/marketing ('old school to new school').

The meeting was dismissed in prayer by Rev. Isaac Carter at 7:05 P.M.

The next meeting will be scheduled for Spring 2015.

CHM Advisory Board Minutes Fall 2015 (15-16)

Thursday, August 09, 2018 11:07 AM



Advisory

Christian Ministries Advisory Board Minutes Monday September 14, 2015 6:30 P.M. (CST)

Members present: Joy Morgan, Kathy Curran (student representative), Keith Toles (student representative), Rev. Hector Lopez, Dr. Julie Nance, Krysta Wallraugh, Rev. Arnetta Bailey, Rev. Ginny Pass., Kimberly Thomas. Dr. Delores Meyer attended as Academic Dean.

Members not present: Preston Ervin, Dr. James Bowers, Rev. Isaac Carter, Dr. Brent Hinkle.

Dr. Thomas called the meeting to order at 6:35 P.M. and opened with prayer. She welcomed members to the meeting and thanked members for their willingness to serve for this academic year. The meeting agenda was presented. Minutes and other hand-outs were electronically emailed before the meeting, however, paper copies were also presented.

In the 2014 Fall meeting, board members were asked to share how the Academy can better prepare ministry students to serve congregational needs. Several areas of need were stated. In response to those needs, Dr. Thomas provided an update of actions or tasks accomplished since that meeting: the creation of two certificate programs: Women In Ministry Leadership and Church Staff Leadership; and the goal of creating degree concentrations for the Bachelors program.

Dr. Thomas expressed a desire to create student dispositions for the Christian Ministries program. The need to address student dispositions is in response to negative students' attitudes that are becoming typical of ministry students in their communications with University personnel.

Members made suggestions for program development to the Master of Ministry degree and new ideas for consideration.

Dr. Thomas concluded the meeting with a commitment to send updated information as it develops.

The next meeting is scheduled for April 4, 2016.

The meeting concluded at 7:07 P.M.

CHM Advisory Board Minutes Spr. 2018 (17-18)

Thursday, August 09, 2018 11:09 AM



Christian Ministries Advisory Council Minutes Thursday March 8, 2018 6:30 P.M. (CST)

Members present: Keith Toles (student alumnus), Dr. Julie Nance, Rev. Ginny Pass., Kathy Curran (part-time instructor), Mr. Danny Cavett (External member), Rev. Dr. Enrique Cepada, Kimberly Thomas.

Invited guest: Mr. Scott McMurray, Interim Chair, MBA-MACU, Steven Sloan, Program Director, Leadership MACU

Members not present: Krysta Wallraugh, Pamela Barton, Rev. Isaac Carter, Dr. Rev. Arnetta Bailey,

Administrative Representatives: Dr. Sharon Lease (VPAA), Dr. Jason Hall (CAGS Associate Dean)

Dr. Thomas called the meeting to order at 6:35 P.M. and opened with prayer. She welcomed new members to the Council and thanked all members for their willingness to serve for this academic year.

Dr. Thomas expressed that the primarily focus of this meeting was to get the Council's feedback on the revision of the Master of Ministry degree program. The past 4 years of the degree's development has given a greater awareness of the type of leadership that our students are needing in their service to local congregations, the community and the workplace. The emphasis on this revision includes creating a core of courses that will make available the creation of emphases in Leadership, Business, and Pastoral and Crisis Care.

Dr. Thomas reviewed a power point with the Council explaining details of the revisions.

Council members expressed support and asked question. Mr. McMurray discussed the advantages and great potential of two different disciplines (Business and Leadership) coming together to provide an enhanced educational opportunity for our students. Dr. Cepada expressed interest in the possibility of offering this program in Spanish.

Dr. Thomas concluded the meeting at 8:30 PM with prayer.

The next meeting is scheduled for the Fall of 2018.

Christian Ministries, Program Review, Section 14

Professional Development of Faculty Documentation

2015-2016 Faculty Development Topics

Wednesday, August 01, 2018 12:29 PM

...



Adult School of Christian Ministries 2015-2016 Faculty Meetings Calendar and Topics

January 15, 2015 - online	
Attendance: 31	
Marking Attendance	J. Nance
Using the Helpdesk	J. Nance
Quizzes in courses	J. Nance
Navigating the Blog	J. Nance
Plagiarism policy	K. Thomas
Class sizes	K. Thomas
Closing Talk: "Are you an instructor or facilitator?"	K. Thomas

January 29, 2015 -onground

Attendance: 12
The Solutions Center
Common Start Date: begins February 24, 2015
Using the Helpdesk
Managing the Onground Classroom:
Attendance / Participation
Navigating the Blog
Plagiarism policy/Late policy
Class sizes
Closing talk: Are you an instructor or facilitator?

March 3,4,5 - 2015

<u>Attendance: 41</u> Tech Bite: Using Google HangOuts The Google Blogger

April 21, 22 2015 - online Attendance: 58 Training Workshop: How to Use Rubrics

J. Waggoner (guest presenter) J. Hall (guest presenter)

K. Thomas

K. Thomas K. Thomas K. Thomas

K. Thomas K. Thomas K. Thomas K. Thomas K. Thomas

J. Nance, S. Bruce, K. Thomas

April 23, 2015 - onground Attendance: 10 Training Workshop: How to Use Rubrics

K. Thomas

J. Nance

J. Rehbein

K. Thomas

J. Rehbein

J. Nance K. Thomas

M. Hurdman

M. Hurdman

(Summer Recess)

September 15,16,17- 2015 Attendance: 45 Instructional Best Practices Faculty Focus Why WIGS? Tech Bite: Video Introductions (WIG 2)

November 3,4,5- 2015

2010	
Attendance – 44	
Tech Bite: Video Introductions	M. Hurdman
Faculty Focus: Substantive Feedback	J. Rehbein
Using Ted Ed in the course	Justene Colvin-
	(guest presenter/adjunct instructor)
Help Desk tickets: Plagiarism	J. Nance
Faculty pay, future Faculty meetings, other	K. Thomas

February 2,3,4 -2016 <u>Attendance: 45</u> Faculty Focus: Wesleyan Perspective & "Good-Teaching-Top-Ten-Requirements"

Tech Bite: Video posting Inserting Comments in PowerPoint Presentations Instructional Practices

April 19,20,21 -2016

Attendance: 43	
Faculty Focus: Instructor Support Resources	J. Rehbein
Change of discussion due dates and response days/	
The Writing Center/Addressing Incompletes	J. Nance
Using instructional videos as mid-course communication	K. Thomas
Tech Bite: Using a Teleprompter; Turn-It-In	M. Hurdman

2016-2017 Faculty Professional Development Trainings

Thursday, August 9, 2018 9:29 AM

Adult School of Christian Ministries 2016-2017 Faculty Meetings Calendar and Topics

September 20, 21, 22 and October 11 and 13 – 2016

Attendance: 63

Emphasis on using the Inductive Bible Study Method	K. Thomas
APA	K. Thomas
Late policy	K. Thomas
Personal to "my.macu.edu" email transfer	K. Thomas
New instructor monitoring rubric	J. Nance
Encouraged use of Writing Center	J. Nance
Process for reporting plagiarism	J. Nance
New form to be submitted to request incompletes	J. Nance
Launching of 2 certificate programs	K. Thomas

November 14, 2016

Attendance: 15

APA as University requirement for CAGS students	K. Thomas
Attempt to unify grading approach	K. Thomas
Easier process for instructors-Reduce student frustration	K. Thomas
Increase student success	K. Thomas
Instructive, not punitive approach	K. Thomas
Practice makes perfect	K. Thomas
Prepares students for graduate studies	K. Thomas
Model used: review of East Caroline APA Style Guide	K. Thomas
Detailed APA cover page	J. Nance & K. Thomas
Example of APA Paper and Reference page	J. Nance & K. Thomas
Rubric model	J. Nance & K. Thomas
PowerPoint slides	J. Nance & K. Thomas
Timeline for inputting APA components in rubrics	J. Nance & K. Thomas

January 18-19, 2017

Attendance: 49

Tech-bite: You-See-U	M. Hurdman
Reporting Plagiarism	J. Nance
Blocking students from accessing discussion threads	
until they have posted their own original post	J. Nance
Teaching while out of the country	J. Nance
Personal to 'my.macu.edu' email transfer	K. Thomas
End of Course evaluations (engagement)	K. Thomas
Onground instructor absences	K. Thomas

March 28-30, 2017

Attendance: 43

Tech-bite: You-See-U use with students

M. Hurdman & J. Nance

Course Readiness: New checklist implementation	J. Nance
Mid-term course videos (mandatory)	J. Nance
Use of Rubrics	J. Nance
Retention	K. Thomas
Early Alert	K. Thomas
Giant	K. Thomas

2017-2018 Faculty Professional Development

Thursday, August 9, 2018 11:17 AM

Adult School of Christian Ministries 2017-2018 Faculty Meetings Calendar and Topics

September 13, 14, & 18 - 2017

Attendance: 58

Role (CHM Chair) and responsibilities (MMIN Program Director)	K. Thomas	
CHM Team members – introduced Dr. Nance and Professor Hurdman	K. Thomas	
Program Highlights (2016-2017)		
technology, graduation reception, and Michael's book	K. Thomas	
Goals/Expectations – retention, welcome packet, WIG	K. Thomas	
GIANT	K. Thomas	
F.E.A.T./Faculty Dispositions	K. Thomas	
HLC visit: April	K. Thomas	
Role and responsibilities	J. Nance	
Course Observations (monitoring all aspects of instructor rubric	c)	
Mediator (instructor/student situations)		
Best Practices in teaching	J. Nance	
Course videos (welcome & md-term videos)		
YouSeeU (utilization in courses)		
TurnItIn (must download and return via D2L)		
Rubric development (rubrics must be used and reported to students if available)		
Assessment data collection		
Role and responsibilities	M. Hurdman	
in-house IT assistant		
Helpdesk tickets		
D2L tech question		
Textbooks		

November 8, 9, & 13 - 2017

Attendance: 52

Introduction to GiANT	K. Thomas
Five Dispositions of Effective Instructors	K. Thomas
Disposition I: EMPATHY	
Project Intervention	K. Thomas
 Creating a <u>CHM Newsletter</u> <u>On ground CHM cohort</u> <u>Project Intervention</u>. 	
Part A. Early Alert.	
Part B. Mid-Term and End of Course C's and Below.	
YouSeeU app – Available on Apple phones only	M. Hurdman
OverDrive app – Access e-books from the MACU Library	M. Hurdman
Course check list and Course deadlines setup	J. Nance
Holiday Dates	J. Nance
Reporting final grades posted: Email cagsfacultyservices@macu.edu	
and Dr. Nance for bachelor courses or Dr. Thomas for master courses.	J. Nance

January 31, February 1 & 5 – 2018

Attendance:	52

-

Accomplishment report: 100% welcome video use, 95% mid-term video use,	
and implementation of YouSeeU in more courses.	K. Thomas
HLC Visit: Visiting in April	K. Thomas
Five Dispositions of Effective Instructors	K. Thomas
Disposition I: EMPATHY	
Teacher Disposition: Positive View of Others	
Myers-Briggs	K. Thomas
5 Voices assessment: https://5voices.com/assessment/	K. Thomas
Syllabi Readers: Volunteers to review new course content	K. Thomas
Discussion Thread Access	J. Nance
Early Alert	J. Nance
Rubrics	J. Nance
TurnItIn: Download papers for D2L	M. Hurdman

April 18, 19, & 23 – 2018

Attendance: 52

"UpSwing"	D. Rodriquez
Instructor "Highlight"	J. Nance
Course Readiness Check List	J. Nance
Use of rubrics (mandatory)	J. Nance
Creative revisions to some of our courses	J. Nance
HLC Visit (April 29-May 1)	K. Thomas
Five Dispositions of Effective Instructors	K. Thomas
Disposition I: EMPATHY	
Disposition II: Positive View of Others	
Disposition III: Positive View of Self	
GiANT Toolkit: pages 3 and 12	K. Thomas

Thomas, K. Professional Development (2015-2018)

Thursday, August 09, 2018 11:22 AM



Professional Developme...

Professional Development Kimberly S. Thomas 2015-2016//2016-2017//2017-2018

2015-2016 Presentations

- Guest Lecturer to Doctor of Ministry students from Union Theological Seminary (Dayton, OH) while visiting on the MACU campus. (September 2014) My lecture topic was on Leading <u>Oneself</u>.
- Served as a panelist on the topic of, "Racial/Ethnic Unity and the Gospel", in January of 2015. This panel presentation was to the entire MACU student and staff body during Chapel.
- Served as a moderator for a practical ministries conference at the Society for Pentecostal Studies in March 2015 in Lakeland, Florida on the campus of Southeastern University.
 - Parallel Session #1Practical Theology/Christian Formation Section A- Kimberly Thomas, Chair, Adult School of Christian Ministries, Mid America Christian University
 Pam Walter Engelbert, Luther Seminary, "Empathy: God's Ministry to Humanity, Our Ministry to Others
 Marvin J. Miller, Assemblies of God Theological Seminary, "Reimaging Healing: Effective Ministry Alongside Persons With Intellectual Disability Jason Brothers, "Remember the Mat Carriers: Practical Solutions for Parents and Family Members of Disabled Children" Kimberly Ervin Alexander, Regent University, respondent

Professional Development

- Traveled with other MACU personnel to China to teach conversational English to Chinese children. I worked daily with them in small groups and one-on-one for 6 hours a day for 15 days. (July 2014)
- Represented MACU at the national Christian Women's Conference in Clearlake, Florida. I attended workshops sponsored by Qara – Women in Ministry (School of Theology- Anderson, IN) that emphasized educational preparations of women in ministry.
- As President of the Oklahoma Sociological Association, I attended as Host, the 2014 conference on the campus of Mid America Christian University. As President, I organized the day's event by preparing the conference agenda, making introductions, and conducting the Association business meeting. (November 2014) *See attachment - J
- Attended two workshops given by MACU Information Technology specialists: Microsoft Excel Training (November 2014) and Microsoft Intermediate Training. (April 2015).
- Attended a workshop presentation on GIANT Worldwide by invitation of the President. (February 2015)

- Attended and facilitated a WebEx Conference conversation with students and instructors who are participants within the Bethel Bible Study program.
- Conducted teaching workshops to Christian Ministries faculty on the implementation of rubrics for assignment grading and implementation of new policies.
- Conducted weekly meetings with Christian Ministries full-time personnel on WIGS and program develop.
- Conducted monthly Faculty meetings with Christian Ministries part-time faculty.
- Conducted an annual meeting with Christian Ministries Advisory Board.

<u>2016-2017</u>

Professional Development

- Presentations/Facilitations:
 - Facilitated CHM Strategic Planning Retreat. (Shartel Church of God, Oklahoma City, OK., June 30, 2016)
 - o Facilitated weekly meetings with full-time CHM faculty (year round)
 - Facilitated monthly CHM Faculty Meetings.
 - Topic presented: "Best Practices in Online Teaching"
 Conducted New Instructor Orientation/Training (online)

Professional Training Attended

- Workshop Review Training 2017 (North American Association of Christians in Social Work (February 2017)
- o Society of Pentecostal Studies (March 2017; St. Louis, Missouri)
- Toolkit Sessions: "Essential Tools Every Great Leader Needs" (Webinars: March, April May 2017)
- o M-Core Core Training groups (twice monthly meetings: June 2016 through April 2017)
- M-Core Retreats (GiAnt): June 11, 2016 and April 4, 2017
 M Core 1 and 2 Lorder Training (CiAnt) Junior Resultance Resultance MACLE 4.12
- M-Core 1 and 2 Leaders Training (GiAnt), Jessica Rimmer-Facilitator, MACU; 4-13-2017
- <u>M</u>-Core 1 and 2 Leaders Training (GiAnt): Small Group Dynamics-Steve Seaton, Facilitator; MACU 5-14-2017

2017-2018

Professional Development

Presentations/Facilitations:

- Presenter, Mid America Christian University Trustees. Highlights of Christian Ministries and Master of Ministry degree programs (October 10, 2017).
- Presenter, Mid America Christian University, Strategic Planning Day-<u>Remarkable topic:</u> <u>Communication</u> (May 18, 2018).

Professional Training Attended

- o Webinar: Overcoming Adversity-Change and You (April 4, 2018)
- Attended classes at the University of Oklahoma Medical Center for practicum training in Clinical Pastoral Education (CPE):

Nance, J. Professional Development (2015-2018)

Thursday, August 09, 2018 11:20 AM



Professional Developme...

Dr. Julie A. Nance

Professional Development 2015-2016

- I participated in the following webinars (Online):
 - Evolving Learning for the New Digital Era (July 2015)
 - Teaching Ethics: A Key Role for Educators (November 2015)
 - Creating Connections Among Dispersed Faculty (November 2015)
 - The Rise of Competency-Based Education (February 2016)
 - Engaging Professional Development: Best Practices for Adjunct Faculty Members (February 2016)
 - IRS 501(c)(3) Organizations (February 2016)
 - Pastor's Forum (March 2016)
 - Do Your Assessments Tell Your School's Story? (March 2016)
 - Andragogy (March 2016)
- I completed 30 (online) hours of CE in clergy/church/general tax law and successfully passed the IRS Annual Filing Season Program 3-hour comprehensive exam. In preparation to bring current course content to the BUAD4203 and BUAD4403 courses in 2016-2017.

Professional Development 2016-2017

Completed writing the chapter, "Pastoral Compensation and the IRS," for the book, *Pastoral Compensation: A Manual for Congregational Boards Addressing Economic Issues Facing Pastors Leaders.* The book was created as part of the CARE Initiative created via a Lilly grant to the Church of God, Anderson, Indiana. The chapter is attached at the end of this document. (July 2016)

Webinars

I taught the following webinars:

- Philadelphia COG meeting (September 2016) presented material from the chapter created for the CARE Initiative.
- Northeast Ohio COG ministers' meeting (March 2017) presented material from the chapter created for the CARE Initiative.

I participated in the following webinars:

- Technology and the Evolving Business Model in Higher Education (August 2016)
- How to Improve Teaching and Learning in the Virtual Classroom (October 2016)

Continuing Education

I completed 18 hours of online continuing education in clergy/church/general tax law and successfully passed the IRS Annual Filing Season Program 3-hour comprehensive exam. This is done to stay current with material that is taught in BUAD4203 and BUAD4403 courses.

Professional Development 2017-2018

I have begun working towards the development of a book on God's calling to non-pastoral ministry. I have:

- Invested 50 hours in research and gathering resources.
- Designing the chapters (see attached document).

Webinars

I participated in the following webinars:

- Teaching Today's Students (August 2017)
- New Directions in Online Education (September 2017)

Hurdman, Michael Professional Development (2015-2018)

Thursday, August 09, 2018 11:22 AM



Professional Development Michael C. Hurdman 2015-2016//2016-2017//2017-2018

2015-2016

Presentations:

• Pastor Conference: "Pastor Reboot," (March 8, 9, 2016, Chula Vista, Alabama)

Training Attended

- · Online Course: Biblical Study Method and Hermeneutics BE101 Dallas Theological Seminary
- Rosetta Stone: Spanish 2 Lessons
- Webinar: Andragogy (October 2015)

2016-2017

Presentations:

- · CAGS Men's Bible Study Every Wednesday morning
- You See U Presentation (September 2016)

Training Attended:

- Global Leadership Summit (July 2016)
- Society for Pentecostal Studies (March 2017, St. Louis, Mo.)
- M Core Training (twice monthly June 2016-April 2017)

2017-2018

Presentations:

- Presented You See U to Board of Trustee's (October 2017)
- 3 Presentations to Christian Ministries faculty (February 2017)
- "Remarkable" presentation to CHM team
- Addressed the Mississippi State ministers meeting presenting "Conversations on Pastoral Survival" (April 2017)

Published:

· "Conversations on Pastoral Survival," Dust Jacket publishing. Available on Amazon

Training Attended:

- "Creating Significant Learning Experiences," UCO (July 2017)
- M Core Training Group (Twice monthly: June 2016-April 2017)
- M Core Retreats (June and November 2017)

Effective Teacher Disposition Training

Wednesday, August 01, 2018 12:36 PM



2nd National Symposium on Educator Dispositions

Eastern Kentucky University, Richmond, KY November 20-21, 2003

<u>Session P: Nurturing Five Dispositions of EffectiveTeachers</u> Room 210 Perkins Center 1:00-2:00pm Friday, November 21

Presenters:

Letitia Usher, B.S. in Theatre, Murray State University; Educational Associate and Storyteller, *Blue Apple Players*, Louisville, KY. Private Consultant and Storyteller. gypsytishy@yahoo.com

Mary Usher, R.N., Owensboro-Daviess Co. (KY) Hospital School of Nursing; B.S.N., University of Northern Colorado, Greeley; Consultant, Certified Parish Nurse Minister. ushmd99@hotmail.com

Dick Usher, B.S., Murray State University; M.A. and EdD.,University of Florida, Gainesville; Professor Emeritus, Murray State University(KY); Consultant. ushmd01@yahoo.com

<u>Agenda: 1-2pm</u>

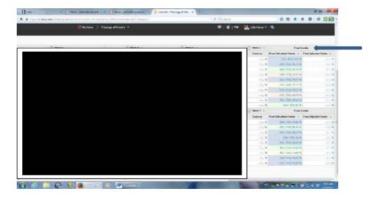
1. Names, ice- breakers, warm-up, establishing an atmosphere for participation. Two activities: "Name Game" and "Cross the Room If"; Letitia. (5-8 min.)

- 2. Identifying Five Dispositions of Effective Teachers. Handout, brief explanation; Dick (5-8 min.)
- 3. Creating two Tableaus; <u>Empathy</u> and <u>Authenticity</u>; Letitia (15-18 min.)
- 4. Developing Stress Breakers; practicing skills to manage stress using Five Self-Administered Tools; <u>Abdominal Breathing</u>, <u>Focusing</u>, <u>Imagery</u>, <u>Progressive Relaxation</u>, and <u>Auto-Suggestion</u>; Mary (20-25 min)
- 5. Nurturing the Dispositions of Effectiveness through physical, mental and spiritual involvement— understanding three primary conditions for personal learning: a) <u>creating an atmosphere</u>, b) providing <u>experiences and information</u>, and c) <u>exploring and discovering</u> personal meanings related to need. Raising issues in the assessment of dispositions. Supportive literature. Discussion. Dick (15 minwhatever time is left).

Click on "Enter Grades"

The products of the party of a face of	and the second sec		
Editors () Sample Market	# # ** A		
MID-AMERICA COMBITIAN UNIVERSITY	menode - etcas y come	11128	
Contract Contract Summer Contractor	The second second second second		
has been a descention.			
C distant			-
Can be	the desired the	A	Click on Enter Grades
1 Maril 4			CHCK OIL EILIGI GIAGES
manifestation a	Served Decision in	A	-
11 March 1997 F	Nacion, Branco of		
Radius Selecter/Days +	Nervels Bragers (2		
(Peril a			
in the Change of	Janeir Manaerd		
E Volding +	Name: Diagnos (2		
11. Some talter in	Parton Braha II		
C Herbox			
(text) (text) +	Nerviti Disasconce		
11 weatherst +	Barris Diversity		
III Sutmitchiert >	Nerviti Brights (2	n	
in terraritetting patride s	Incode Register of		
() (b(1 +)			
annua bautor a	Nation Discovered		
the second are a	Name in Contract of Contract o		
12 Decision +	Married .		
C media			
A CONTRACTOR	Annual Descention	I ARABITET THE	

Scroll to the right until you see the "Final Grades" column.



Final Grades Calculating

Wednesday, August 01, 2018 12:36 PM



Final Grade Calculating

Process for Calculating and Posting of Final Grades

There are several essential steps necessary to accurately calculate and post final grades. These steps include completing the D2L gradebook correctly and posting final grades to the MACU Faculty Portal.

Completing Grading in D2L Gradebook

Click on the down arrow beside "Assessments".

And the second second second			*****	
	Minister) Subgritting 4	Wildine Matters &		
	MID-AMERICA CHRIBITIAN USIVELIETY	erene (trans) signe 🔛		
	Description Mercano Description Description	A Instant		Click down arrow
	THEOHIOS CIENTSOTATI			Chick down allow
	Next 1	Aufe Salari		
	Question of references for final paper	-minister		
	Internet without			
	I a serier se ben not se a che ll'estructure serie de cherce d'anne fait estruc- ture serie de cherce de cherce de la constante de la constante de la constante de la constante de constante de la constante de la constante de constante de la	Oarw Mainteine		
		Sits Setup		
	 Dense or a Proping 11 and region of their time effective in the Polynemic Schedule and end Address of the time and a line over different the strategies for all start hand used for the polynemic schedule and ensemble of end time. 	Ste Reserves		
	Figure and a stand state agent the internet place to 10 holisis is an	King-Ser-		
	has .	Loaner Hangemant		
	Final Day of Submittee +			
	Providian (1, 394) Test and	Starting Trans		
	landraged	The lot fragment		
	Figure (to Bit of each for the case) in an income that is also been self-up, "Species to be a first self-up, and the self-up of the self-	Assessment		

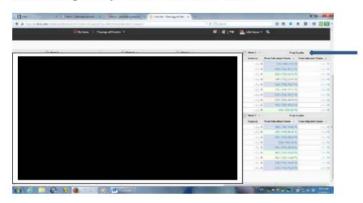
Click on "Grades"



Click on "Enter Grades"

• • · · · · · · · · ·	Concept of the second sec	1 # [74 pert	0 0 A A 0 H 2553-	
	Educar) facerships		au + 6	
	MID-AMERICA COMBITION UNIVERSITY		-	
	Constant 1 Property Security Security		No. of Concession, Name	
	They bear a Mercelland			
	T. 8144			
				011
	Sec. 1	the second	Nu Fore	Click on Enter Grades
	And Annual and A	Brown Streamer &		
	the sheet has a	Name and Address of		
	And Advantage 1	Married Region of		
	2011	Access to be a large of the		
	the Charles -	Married Strength of		
	End State 1	Second Engine II		
	has been a	Name Barbard		
	CHARLES			
	the (Danie) +	Annual Discounts		
	11 - West Manager 7 +	Marrie Warman &		
	11 Statimeteridaet >	North Taylor (2	
	increasing painting a	bernet fraging of		
	() #864.m			
	in anna bayter a	Barten, Bioceneral		
	II. Antoniar a	Name and Ample of Amp		
	12 Dechag +	Marriello -	14	
	i desti a			
	C I C	March Designed	d sheat was a real	

Scroll to the right until you see the "Final Grades" column.



Giving Student Feedback

Wednesday, August 01, 2018 12:32 PM



The Feedback

2.1 Giving feedback to students

Introduction - why give feedback?

Learning is an active process. To learn, we need to plan what we're going to do; attempt to do it; and then receive feedback on our work... We then use this feedback to improve the work we have just done; or, more often in education, to ensure that the next work we do embraces what we have learned. Feedback also affects how we feel about our work, and inevitably also about ourselves; feedback thus also affects student motivation.

Students learn like this, given half a chance. And the feedback remains essential. They may even snooze through the odd few minutes of a lecture or seminar, but they will read, pore over, analyze, debate, argue with, and quite possibly treasure, your feedback. Especially, if the feedback is written to be useful.

Giving good feedback is a skill which can be learned and honed. This 1st word on giving feedback should help you to give feedback which merits such intense attention from your students

It should help you to:

- · React positively to good things in students' work;
- Make helpful suggestions on ways in which their work could have been improved;
- Correct misapprehensions revealed in their work;
- Make suggestions for how they can change their approach in the future;
- Do this in a way which respects the individuality and worth of each student;
- Do this in a way which makes good and efficient use of your time;

The feedback sandwich

Not surprisingly, the Open University has done a lot of work on giving useful feedback to students. (By 'useful' here we mean feedback meets the needs of the learners and the obligations of the course and the tutor.)

The Open University recommends the feedback sandwich.

First, give them the good news.

They need to know what they've done *right*, or *well*. They need to know this so that they'll keep on doing it right or well, and also because it will make them feel appropriately good about themselves and their work, which in itself aids learning as well as feeling good. They also need to know *why* it was right or good. Learners sometimes do well by accident - so tell them why it was right or good, in what respects it was right or good. Good news needs to be:

 Clear Don't beat about the bush. If you think it was 'great' or 'excellent' or 'admirable' or 'very stimulating', then say so. Have the courage of your convictions. (Don't worry about using clichés!)

- Specific Words like 'great' or 'excellent' carry a strong emotional message, but when the
 emotional buzz fades, the intellectual hunger remains. As we suggested above, say what,
 exactly what, was good and say why it was good.
- Personal That is, make the person you're giving feedback to feel acknowledged as an individual. This will get easier as you get to know your students. Using their name in the feedback helps "Emma, I thought they way you handled this was both valid and original. I particularly liked the way you"
- Honest As well as truthful, honest good news clearly distinguishes between fact and judgement. A numerical answer is 'right'; this is a fact. A design was undertaken 'rigorously'; this is an opinion, though hopefully based on clear criteria for 'rigour'. An argument was 'original'; a fact, at any rate relative to your own current knowledge. An argument was 'elegant'; an opinion, or at any rate a judgement. Be clear what the nature of your good news is.

Next, give them bad news - constructively!- and tell them why it is bad and what to do about it

...they need to know in what respects it was wrong or poor or inappropriate, and they need suggestions on ways in which it could have been correct or better.

In primarily numerical or scientific disciplines, where some at least of the answers to some of the questions can be right or wrong, reasons for giving prompt and reasoned feedback on wrong answers include:

- So that the learner won't repeat the specific error;
- · So that they can identify the misunderstanding which led to the error;
- · So that they can develop a new and correct understanding.

In disciplines where answers are more likely to be considered good or bad rather than primarily right or wrong, reasons for giving this kind of feedback on poor answers include:

- · To help them appreciate why their approach or answer was inappropriate;
- To help the learner see the preferred approach;

Bad news needs to be:

- Specific Make it clear to what you are reacting which word, which idea, which
 equation, which stylistic feature. Make it clear in what respects the work is wrong,
 inappropriate, whatever it is.
- **Constructive** Suggest how the work could have been made accurate, good, conforming to the paradigm of the subject, whatever. Suggest sources of information and guidance. Give them a handle, encouragement, whatever seems right.
- Kind Specific is kind. Constructive is kind. "Poor" scribbled at the bottom is cruel.
- Honest (See above under 'good news')

Finally, end of a high note of encouragement.

Round off your feedback with a high note and encouragement. "You really seem to be getting to grips with this", "Your analytic skills are improving steadily", "You're making good use of

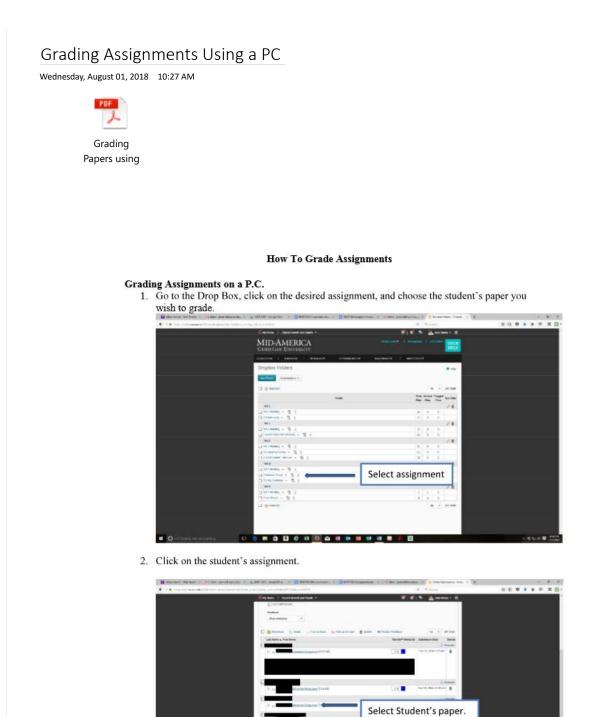
Grading Papers using MAC ppt

Wednesday, August 01, 2018 12:17 PM

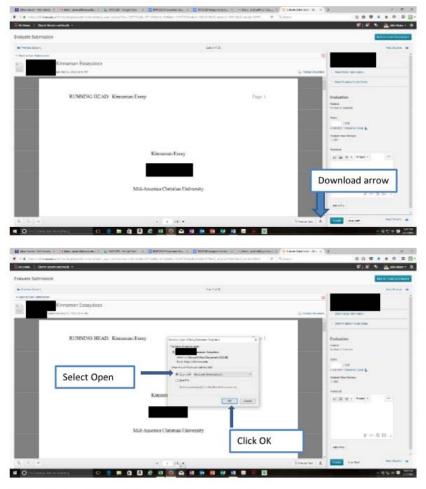


Grading Papers using

PowerPoint Presentation on "How to Grade Papers"



3. In the document window, you will see a "Download Arrow." Click the arrow. A message box will appear asking whether to "Save" or "Open" the document. The appearance of this box will vary depending of version of Windows being used. The second example below shows what will appear in Windows 10.



4. Click on the top of the Word document to "enable editing".

Jane Doe Written Assignment

<image/> <complex-block><image/><image/><text><text><text><text><text></text></text></text></text></text></complex-block>
Graded I I I I I I I I I I I I I I I I I I
Graded I I I I I I I I I I I I I I I I I I
Graded I I I I I I I I I I I I I I I I I I
Graded I I I I I I I I I I I I I I I I I I
Graded I I I I I I I I I I I I I I I I I I
I Running heat: My Ministry Story My Ministry Story Any Course PMIN 4933 Mid America Christian University Dr. Thomas
Running head: My Ministry Story My Ministry Story Any Course PMIN 4953 Mid America Christian University Dr. Thomas Ane D. Doe
Ruming head: My Ministry Story My Ministry Story Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Running head: My Ministry Story My Ministry Story Any Course PMIN 4953 Mid America Christian University Dr. Thomas
Running head: My Ministry Story My Ministry Story Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Running head: My Ministry Story My Ministry Story My Ministry Story Any Course Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe Jane D. Doe
Running head: My Ministry Story My Ministry Story My Ministry Story Any Course Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe Jane D. Doe
My Ministry Story Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Any Course PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
PMIN 4953 Mid America Christian University Dr. Thomas Jane D. Doe
Mid America Christian University Dr. Thomas Jane D. Doe
Dr. Thomas Jane D. Doe
Jane D. Doe
My Story 2
A proper understanding of God's role is important in my life and not only in my life but also in the ministry that God has
called me into. I have come to know God though his word and his daily interaction with me in my life and the life of those around me.
Even with this knowledge sometimes it is hard for me to remember the exact role that God plays in my life and ministry. Without a
proper understanding of the role that God plays it can lead to a very unfruitful life and ministry. Life and ministry become about ("commas' enclose adverts and conjunctions)

. .

Commented [KT3]: Without...plays, it can lead...(a comma follows a prepositional phrase) myself and I become very pragmatic in my approach of both. When I begin to lose sight of what God's role is, I also lose sight of what my role is. In order to remember the importance of the role that God plays in my life and ministry and the role that I play in it I have to Commented [KT4]: In order... in it, I have step back and take a look who God is first and second what ministry is supposed to be about.

I first have to go back the Bible that reminds me of who God is. Genesis 1:1 says "In the beginning, God created the heavens and earth." This first lets me know that it all started with God. The universe started with God speaking it into existence. "A decree of God is a word of God that causes something to happen. Theses decrees of God include not only the events of the original creation but the continuing existence of all things." (Grudem, 1994, p. 48) This is to remind me that God is all powerful and he existed before all things and created all things. This is who I need to see God as first, the powerful creator. This also reminds me that that my existence would literally be nothing without him. God has to be everything to me and everything I do in my life has to point directly to him. The ultimate purpose of God in my life is to be glorified. 1 Corinthians 10:31 "So, whether you eat or drink, or whatever you do, do all to the glory of God." Although this verse is taken slightly out of context. My life as a Christian serves the single purpose of glorifying God in all that I do. If the role of God in my life is to be glorified, how much more is it in ministry.

	(a comma follows a prepositional phrase)
	 Commented [KT5]: I first have to go back to the Bible.
	 Commented [KT6]: Genesis 1:1 says, "In the earth."
	 Commented [KT7]: (use APA citation; - 2 pts)
	 Commented [KT8]:see God as: first, the powerful Creator.
;	
	 Commented [KT9]: I Corinthians 10:31 reads, "so, whetherGod."
	 Commented [KT10]: (lower case, "M")
	 Commented [KT11]: (is this a question or a rhetorical question?)

Quality Discussions

Wednesday, August 01, 2018 12:34 PM



Quality Contributions To Our Discussions

Use these models to build off someone else's project or subsequent contribution.

General principles

- 1. Any question must be open ended. (It must not call for a binary (yes/no) answer.)
- 2. It must evidence additional thought and/or additional research on your part.
- 3. It must invite continuing thought and/or research by the others unless it is a summary statement posted to conclude a long discussion.
- Point out apparent flaws in others thinking indirectly by asking them to explain themselves, or by pointing out some possible contradiction.
- 5. All contributions must be gracious and not hostile, even if you strongly disagree.

Call for a display of thinking or feeling:

- 1. To what extent would you agree that ...?
- 2. What are some ways ...?
- What evidence do you have for ...?
- 4. What are your reasons for ...?
- How would you answer the objection that ...?
- 6. What examples would you cite to support your statement that ...?
- 7. What sources would you cite to support your statement that ...?
- 8. How do you see your idea about ... working out in ... situation?
- How do you feel about ...? [Name something in the readings, current events, or the class postings.]
- 10. What reasons do you have for saying ...?
- 11. Why do you agree (or disagree) on that point?
- 12. How are you defining the term "..." as you just used it?
- 13. What do you mean by that expression "..."?
- 14. How is what you are saying here consistent with what you said before?
- 15. Please clarify what you mean by "...".
- 16. What are you implying when you say "..."?
- 17. It appears that you and ... are contradicting each other. Please expand your remarks to show how you do agree, or explain the basis of you disagreement.
- 18. It seems to me like you are contradicting yourself on the issue of Please explain how you are able to resolve the tension between ... and

Extending or summarizing statements:

- 1. I think I would summarize our discussion here by saying
- 2. Another issue that we should probably discuss here is [Now make an opening statement on that issue.]
- 3. Another resource I found helpful on this topic is [Now explain why and how it is helpful.]
- What we are discussing here seems to me to apply to [name some current event in your church/area/country/world]. [Now state how you see it applying.]
- 5. I am wondering if the converse of this is also true/valid. It seems to me that
- 6. Another position that might be valid could be

Calls for clarification:

- 1. Will someone please help me understand the distinction between ... and ...?
- 2. I don't understand what you mean by Will you please explain?

Using 'Hangouts' for Classroom Instruction

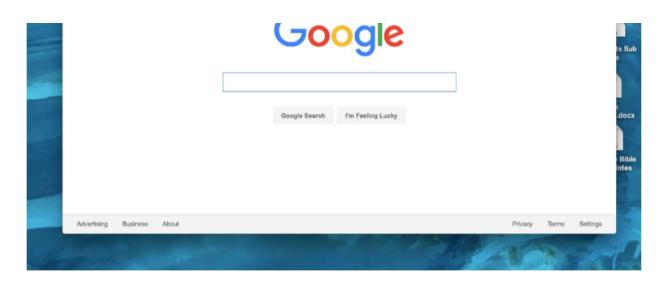
Wednesday, August 01, 2018 12:35 PM



Hangout Instructions

Starting Hangout Meeting for Instructor





Christian Ministries, Program Review, Section 15

Strategic Plans and Budgets Related to Program (WIG Notebook)



9/6/2018

Mission Statement

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Core Values

1. WESLEYAN-ARMINIAN: We are faithful to the heritage of the Church of God Reformation Movement and to the Wesleyan-Arminian interpretation of Scripture.

2. MISSIONARY: Christian higher education encompasses evangelism and discipleship of our constituencies so that graduates are prepared to fulfill the Great Commission.

3. CHANGE-AGENTS: We prepare Christian leaders to bring about positive social change by sharing their Christian faith, demonstrating ethical character in their vocation, and being actively engaged in community leadership.

4. HOLISTIC: Our educational system is designed to develop the whole person, spirit, soul, and body.

5. DIVERSITY: We are committed to being a redemptive community that respects racial, gender, and cultural diversity.

6. LIFELONG LEARNERS: We are engaged in experiences and programs that encourage lifelong learners.

7. RELEVANCY: We provide relevant curriculum established upon biblical principles, best practices, and rigorous standards.

8. STEWARDSHIP: We practice faithful stewardship of God-given resources to ensure they are employed for maximum efficiency.

WIL	DLY IMPORTANT G	OALS		
MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
 MACU will "put F.E.A.T." to its student-centered services by achieving an annua in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E. Friendly, Excellent, Accurate, and Timely) 	I 5% increase A.T. =			
 MACU will take a "GiANT step" in developing a "Liberator" work environment by score groups each year over the next three years beginning 6/1/15 and ending 5/31/18 	starting five 8.			
Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
1) review DZL curricula content, Christian Ministries courses content, and ethic course determine if invations for assignments and quizzes are clearly stated. The goal is number of vague or poorly written instructions in 1/3 of our courses each year from 2	to reduce the with selected content specialists, will examine			
2) all adjunct and full time faculty are to create a welcome video to be posted in eac teach. This will be completed by December 2015.	h course they M. Hurdman will provide step-by-step instructions on creating videos and present it in the initial Fail 2015 Faculty meeting, He will back and will will them through the process of creating the introductory video. The School Coordinator will chack each course before it beging the introductory video. The School Coordinator will chack each course before it beging to ensure that the introductory video has ben posted. This activity will be reported in weekey WIG meeting. The effectiveness of this WIG will be posted in the News section of each course start from October 2015 through December 2015.	CHM team member will make a record of the responses.		
Provide a summary na	arrative below of whether the Ur	nit WIGs were achieved	J. (Deadline every May 31s	st)
		''		1
		++		
				-
				-

Strengths	Weaknesses
1. The CHM chair and program director provides timely and quality customer service to both faculty and students. 2. The CHM adjunct faculty meets on a monthly bases for training in best- practices. 3. Instructors are monitored on a regular bases to ensure quality teaching performance. 4. Weslayan Spiritual Formation is a central focus within course content. 5. A strong focus is given to assess quality and rigor of course content. 6.The history and reputation of MACU's schools of ministry.	1. Consistent return of student evaluations. 2. Implementation of a unique assessment tool to measure pre and post academic, spiritual and professional development. 3. Student retention. 4. Implementation of open source textbooks and e-books to reduce textbook costs.
Opportunities	—
Opportunities	Threats

S.W.O.T. Matrix: (Conducted in even numbered years)

Issues Identified by S.W.O.T. Analysis

1	Departin	ent/School:			
SPU Issue #	Category (S,W,O,T)	Rating (ST, MT or LT)	Description of Issue	Supporting Evidence	Recommendation(s)
1	S	ST	Immediate application of academic	Student statements	Continue to create and implement
2	0	MT	The creation and implementation of	Request from Hobson's	Design certificate programs and solicit
3	0	MT	The addition of dearee	Competitors' programs	Design concentrations/emphases and
4	W	MT/LT	Student retention	Registrar Information	Continue to provide quality customer
5	Т	MT	Large class sizes versus pav rate	Instructor statements	Present issue to Dean and
<u>├</u> ───┤					

	SPU Objectives 2015-16 (The Whirlwind)
SPU Obj. #	Brief Statement of Objective
	(Objectives are generalized statements on what the SPU wants to achieve. Think of objectives like broad purpose statements.)
1	Multi-media resources implemented within courses that address learning styles and a diverse delivery of information
2	Instructors trained in "best practices" to increase quality instruction and positive student learning experiences
3	An Anologetic course that helps students recognize define explain and embrace hiblical truths that address secular heliefs and
5	Student Dispositions that encourage Ministry students to demonstrate positive communications throughout course interactions and
6	Program concentrations in church staff leadership and women in ministry that prepares students to explore personal professional and
6	A Pastoral Care certification program that extends the Weslevan practice of loving God with one's "head heart and hands"
8	
9	
10	
-	
-	

				PU GOAL: 2015-16 (S.M.A.R.T. Goals)														
		0		ble, A = Assignable, R = Realistic, T = Time-bound														
		Specific	Measurable		Assignable		ources Require		Time	-bound								
Obj. No.	HLC Criterion No.	Brief Statement of Goal	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End	 		1 1	-11	 			
1	3 N	Aulti-media resources implemented within courses that	The progress of the implementation of multi-media resources within courses will The progress of "best practices" trainings will be measured by the number of	1.1.1 1) Create list of multi-media resources that are under used or missing	M. Hurdman	0 dollars	CCLT, Faculty	Research of	Sep-15	May-16								
2		nstructors trained in "best practices" to increase quality In Apologetic course that helps students recognize, define,	The progress of "best practices" trainings will be measured by the number of Student questions and discussion responses often reflect a lack of clarity or	1.1.2 1) Compare Instructor performance and end-of-course student 1.1.3 1) complie statements or discussion points that reflect stated values	J. Nance, K Thomas	0 dollars \$1,200.00	Team CHMLeadership	Time	Oct-15 Jan-16	May-16 May-16						+		
4	2 6	Student Dispositions that encourage Ministry students to	Student questions and discussion responses often reflect a lack of clarity or On several occasions, University personnel (Registrar's Office, Student	1.1.5 1) compile examples of student dispositions used in different programs;	K Thomas	0 dollars	CHM Leadership and	Time,	Oct-15	May-16								
5	3 F	Program concentrations in church staff leadership and women A Pastoral Care certification program that extends the	With the creation of two certicate programs, the core courses that make up the The development of this certication program will be implemented based on	1.1.6 1) study models of programs with areas of concentration; 2) determine 1.1.7 1) survey current CAGS ministry students; 2) visit with Bill Kheul and	K Thomas, J Nance	0 dollars 0 dollars	CHM Leadership CHM Leadership	Time, not sure	Oct-15 Jan-16	Apr-16 Apr-16						+		
0				1.1.8	J. Nance, K momas	o donais			Jan 10	Api-10								
																+		
				121												-		
				1.22												+		
				1.2.4														
				1.2.5 1.2.6												+		
				1.2.7													-	
-				1.2.8								+			 	+		
	2 2	11																
				21.1 21.2											 	++	-+	
				21.3												\square		
				21.4 21.5							 	<u>├</u>	+ $-$		 	+	\rightarrow	_
				2.1.6														
-				21.7 21.8							 	<u>├</u>	+	+ +		++	\rightarrow	+
	3 3																	
	3 3	K1		3.1.1												++		
				3.1.2 3.1.3														
				3.1.3												4L		
	+																	
E																		
					-													
L																		
					-		-			1								
_																		
	+																	
										1								
L			и					• •	•									

Criteria 1: Mission
Core Commonent 1.1: The institution's mission is broadly understood within the institution and euides its operations.
Core Commonent 1.1: The mission is articulated rublicly.
Core Commonent 1.1: The institution's mission demonstrates commitment to the rublic evod.
Core Commonent 1.1: The institution's mission demonstrates commitment to the rublic evod.

- Core Commonent J.D.: The instantiant economication to the usage book.
 Criteria 2: The instantiant of the stantiant economication to the usage book.
 Criteria 2: The institution occurs with intervity in its financial academic, recoonel, and auxiliary functions; it establishes and follows solicies and encodes to its download accordination of the association of the stantiant of the usage book.
 Core Commonent 24: The institution occurs with intervity in its financial academic, recoonel, and auxiliary functions; it establishes and follows solicies and encodes to its download accordination relationships.
 Core Commonent 24: The institution is commented to freedom number to its sufficiently autonomous to make decisions in the best interest of the institution and to assure its interrity.
 Core Commonent 22: The institution is committed to freedom the encodes to excession and the encode to excesin and encode to excession and the encode to excession and th

Criteria 3: Teachino and Learnino: Onality. Resources. and Sumnort
 Core Commonent 34: The institution's decree noverans are anoronized to higher education.
 Core Commonent 34: The institution demonstrates that the excertise of intellectual innuity and the acousition. and integration of broad learnine and skills are integral to its educational programs.
 Core Commonent 32: The institution has the faculty and staff needed for effective. Initi-nuality noverams and student services.
 Core Commonent 32: The institution has the faculty and staff needed for effective. Initi-nuality noverams and student services.
 Core Commonent 32: The institution fulfills the claims it makes for an enriched educational environment.

Criteria 4: Teachine and Learnine: Evaluation and Improvement
 Core Commonent 4.A: The institution demonstrates resonsibility for the quality of its educational programs.
 Core Commonent 4.B: The institution maintains a practice of regular program reviews.
 Core Commonent 4.C: The institution demonstrates a commitment to decacional innovement through ongoine attention to retention, persistence, and completion rates in its degree and certificate programs.

Criteria 5: Resources. Plannine, and Institutional Effectiveness
Core Commonent 5A: The institution's resource base sumoorts its current ductational programs and its plans for maintainine and strengthenine their quality in the future.
Core Commonent 5B: The institution's eventualized and integrated plannine.
Core Commonent 5D: The institution eneages in systematical two immoves in september 2011 and integrated plannine.
Core Commonent 5D: The institution eneages is systematical two immoves in september 2011 and integrated plannine.
Core Commonent 5D: The institution eneages is systematical two immoves in september 2011 and integrated plannine.
Core Commonent 5D: The institution of systematical two immoves in september 2011 and integrated plannine.

n of SPU Progress pals as the Measure) Summary of Evaluation Results	How were results used to make	Part of State	 															
																	1 1	
The Chair spoke with a potential writer for the course.	The CHM team will research and discuss crucial content that an Androwsics	1/3 of the call was me ²		- 1	1	1		1	1	1	1	 1	1	1	1	1	1. I.	-
COLUMN.	course should have. A proposal should be initiated in the Fall of 2016.	Las was inter																
The Choice income discontinues have	Consideration in balance at one to the																	
another discipline.	number of dispositions and how they will should align with the vision and mission	45																
	of the CHM program.																	
Twis dis advances of firmer annuary	Person and Confirmin December of	APW .																
Weis and one of actional it measure as	Net east adds	.044																
	- T	_																
	1																	
	-																	
	1																	
-																		
	+																	
	1																	
	+																	
<u> </u>																		
	1																	
	1																	
		_																
	+																	
	1																	
	1																	
	1																	
					Not washingNot washingNotNot washingNot washing							Annu and a second a seco		Second Sec			Second Sec	Second Sec

DEF	PARTMENTAL DOCUMENTATION OF PROFESS	IONAL DEVELOPMENT	
Name	Professional Training Attended	Location	Date
Julie A. Nance	Evolving Learning for the New Digital Era	MACU, OKC - Webinar	8 Jul-15
	Creating Connections Among Dispersed Faculty	MACU, OKC - Webinar	5 Nov-15
	Ethics: What Are We Talking About?	MACU, OKC, Webinar	10-Nov-15
	The Rise of Competency-Based Education Engaging Professional Development Best Practices for	MACU, OKC, Webinar	4-Feb-16
	Adjunct Faculty Members	MACU, OKC, Webinar	18-Feb-16
	IRS 501(c)(3) Organizations	IRS Webinar	25-Feb-16
	Pastor's Forum	MACU, OKC, Webinar	7-Mar-16
	Do Your Assessments Tell Your School's Story?	MACU, OKC, Webinar	23-Mar-16
	Andragogy	MACU, OKC, Webinar	29-Mar-16
Michael Hurdman	Androgogy	MACU, OKC, Webinar	3/29/2016
	BE101 Inductive Bible DTS online	Online	Jan-Feb 16
	Rosetta Stone Spanish	Download	ongoing
Charles Crow	Multicultural Ministry, Dr. Jim Cooper	SNU, OKC, Webinar	8/3/2015
	District Personnel Workshop	Lenexa, KS	9/29/2015
	Leading Meetings	SNU, OKC, Webinar	23-Jul-15
	Theology in Preaching Ministry	SNU, OKC, Webinar	13-Nov-16
	Ministering in the Small/Rural Community	SNU, OKC, Webinar	15-Oct-16
	Andragogy	Belhaven University, Webinar	29 Mar-16
Kimberly S. Thomas	Global United Fellowship Summit/ Childhood Poverty	United Nations, NYC,NY	2 Mar-16
	Pastor's Forum, Presenter: Bishop Timothy Clarke	Southern Nazarene University,	7 Mar-16
	Androgagy	Belhaven University, Webinar	29 Mar-16

	DOCUMENTATION OF PRESENTATION	S OR SEMINARS GIVEN	
Name	Presentations/Seminars Given	Location	Date
Kimberly Thomas	Who Is A Master of Ministry Degree Program student?	Sheraton Brookhollow Hotel, Houston,	25 Jul-15
ranbong mondo	Who Is A Master of Ministry Degree Program student?	Community of Faith Church,	7/27/15
	New Instructor Orientation	WebEx	10/3/15
	ASCM Faculty Training - Best Practices	MACU, OKC	9/1/15
	Texas State Association Campmeeting of the Church of God	MACU Partnerships	7/30/15
	Texas State Association Campineeting of the Church of God	Youth Conference Facilitator	7/29/15
	Texas State Association Campmeeting of the Church of God Texas State Association Campmeeting of the Church of God	Guest Speaker	7/29/15
	revas state Association Campriceting of the Unurch of God	Guest opeaner	//2//10
			1
Julie A. Nance	ASCM Faculty Training - Best Practices	MACU, OKC	Sept. 2015
	ASCM Faculty Training - Reporting Plagiarism and Turn-It-In		Nov. 2015
	ASCM Faculty Training - Comments in Powerpoints	MACU, OKC	Feb. 2-4, 2016
	ASCM Faculty Training- Course links, Online Writing Center,	MACU, OKC	April 19-21, 2016
	About a daily framing boarse links, online writing boriter,		1021,2010
Michael Hurdman	ASCM Faculty Training - creating 'Welcome' videos	MACU, OKC	10/1/2015
	ASCM Faculty Training - creating Powerpoint presentations	MACU, OKC	3/1/2015
	ASCM Faculty Training - 'How to Use Google Hangout'	MACU, OKC	4/19-21/2016
	Mid-Year Pastor Conference	Chula Vista, Ala.	Mar. 3-4, 2016
		Chaid Flota, Flat	110110 1, 2010
Charles Crow	Resourcing and Connecting workshop	Mustang, OK	3/15/2016
Change Crow	Credentials Board	Yukon, OK	2/2/2016
	District Advisory Board	Mustang, OK	1/26/2016
	Installation of three pastors	Southwest Oklahoma District	Various
	Preaching 16 times	Southwest Oklahoma District	Various
	Preaching to times	Southwest Okianoma District	various

CUMENTATION	OF "MEMBERSHIPS IN" OR "APPOINTMENTS T	O" PROFESSIONAL ORGANIZATIONS/BO/	1
Name	Membership in Professional Organizations	Professional Appointments	Dat
nberly S. Thomas	Oklahoma Sociological Association	Member, former President	2000-
	Society of Pentecostal Studies OKC-CEAI (Christians in Education Association International)	Member College Representative	2000- 2014- 2013- 2014-
	Member, Oklahoma State Board of Church Service		2014-
Julie A. Nance	Alpha Sigma Lambda	MACU - Chapter Councilor	2013-
Michael Hurdman	Ordained minister, Church of God, Anderson, IN	Minister of Higher Education	1989-
Charles Crow	Church of the Nazarene Association of Nazarene Sociologists and Researchers Southwest Oklahoma Nazarene District Southwest Oklahoma Nazarene District	Ordained Elder Program Committee Chairman Secretary of Credentials Board Chairman of Ministerial Studies Board	1983- 1996-pr 2015 2015
	Southwest Oklahoma Nazarene District	Secretary of Credentials Board	2015
	Southwest Onariona Nazarene District	Chaiman or Winisteria Studies Board	2013
	- I	l.	1

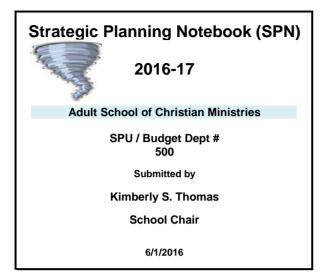
Mid-	America Christian University			Proje	oled Expenses fo	r 2016				Projec	ted Expenses fo	or 2018		Т	
20	016-2018 Propo sed Budget	June	July	August	September		November 8 1,660	December	Ja nua iy	Februa n	Maroh	April	Мау	YR TOT AL	
Dept. 600	Monthly Expense Totals > %of Total Departmental Budget > Account Description	\$ 1,000	\$ 1,800	\$ 2,300	\$ 1,800	\$ 2,780	\$ 1,660	\$ 2,200	\$ 1,200	\$ 2,600	\$ 1,000	\$ 1,600	\$ 148,300	\$ 165,610	
Account Code	Sala da c Ranafric	8	3 .	8.	8 .	8	8.	8 .	3 .	8 .	8.		\$ 148,000	\$ 148,000	8.2%
80200125	General												\$ 146,000 \$ 146,000		
80460125	Professional Development Staf Continuing Education	8 200 8 200	8 200 8 200	8 200 8 200	8 200 8 200	8 200 8 200	8 200 5 200	8 200 8 200	8 200 8 200	8 200 5 200	8 200 5 200		-	\$ 2,000	1.2%
Account Code 30510125	T to vel Expense Weslay an Holiness Womens Conference	8 100 5 100	8 100 S 100	8 100 S 100	8 260 5 250	3	8 250 5 250	8 100 S 100	\$ 100 \$ 100	8 100 5 100	8 100 5 100	8 .	8 .	\$ 1,200	0.7%
Account Code	Hospitality	8 .	1 .	\$ 200	\$ 160	8 100 S 100	8 .	8 .	8 .	8 100 S 100	8 .	8.	8 .	\$ 660	0.3%
80550125 80550125	Advisory Committee Meetings CHM localistudent reception Local CHM Instructor Meet			\$ 200	\$ 150	\$ 100									
Account Code	Professional Dues			8 200		3 80	8	8 .	8	8 .	8 .	8 .	8 .	1 (\$ e0	0.0%
80450125 80450125	Oklahoma Sociological Association					5 60									
Account Code 80680125	Bubsoriptions General	8			8			8	8	8				8 .	0.0%
Account Colde 80710125	Copie r Supplie s General	8	3 ·	3 .	8	1	8 · ·	3 ·	8 .	8 ·	8	8 .	.	8 -	0.0%
Account Code	Office Supplies	8 -	3 .	8 100 5 100	8	8 100 8 100	8 .	3 .	8 .	8.	8 100 5 100	8 .	8 .	\$ 300	0.2%
80720125	General Commented al Relation			\$ 100							5 100				0.1%
80730125 80730125	Business Cards School Brochures	8 100 5 100			8 100 5 100			•		8 .				• 200	0.19
Account Code	Postera	8 200 5 200						8 200 5 200		8 200 S 200	8.	8 200 5 200		\$ 1,300	0.8%
80740125	General Texthoois														3.8%
80820125	1 exteriorits	8 800 8 300	\$ 300 \$ 300	8 400 5 400	8 700 5 700	8 700 5 700	8 700 S 700	8 700 S 700	8 700 S 700	8 700 S 700	8 600 5 500	5 300	8 800 6 300	• •,300	
Account Co de 80920125	Assessment	8	.	8 200 8 200	8	\$ 200 5 200	*	8 200 8 200		8 200 5 200	8	8 200 S 200		\$ 1,000	0.6%
80980125	Contract Services	8 ·	8 800 5 800	8 800 5 800	8	8 900 5 900	8 .	8 800 5 800	1	8 900 5 900	8 .	8 800 6 800		\$ 6,000	3.0%
convert Conda	Curriculum Exnen ses												1	8 1100	0.79
81010125			\$ 100 \$ 100	8 100 8 100	8 200 8 200	8 100 5 100			8 200 S 200	8 200 5 200	8 100 8 100				
80980125	Honora if ums Special Training Alpha Lamda Reception	8 100 5 100	•	•	\$.	3	8 300 8 300	*		*	* .		-	\$ 400	0.2%
	Apria Landa Receptori						• 200								
															-
															-
															-
															-
															-
														Image: Control of the second	
						- -							- -	Image: Constraint of the second sec	
												Image: Section of the sectio	Image: Section of the sectio		
													- -		
												- -	- -	Image: Constraint of the sector of	Image: Section of the sectio
												- -	- -	- - - -	Image: Section of the sectio
												- -	Image: Constraint of the second of	Image: Constraint of the sector of	Image: Section of the sectio
						- -						- -	Image: Section of the sectio	- - - -	Image: Section of the sectio

2016-2017 Budget Workbook Tuesday, August 14, 2018 1:13 PM 2016-2017 Rudaat 50 **CAMPUS MEMO** To: Budget Officers From: Mici Sartin, CFO Date: 02/09/2016 RE: Expense Budgets for 2016-2017 Attached are your expense budgets for 2016-2017. Please review and make note on the sheet provided if there are line items that need to be adjusted. If adjustments are needed, we ask that you keep the total expense for your department at or below the total amount currently listed on the attached sheet. If there is an expense that is mission critical that does not appear to be budgeted, please make note of that as well. In addition to the review of your expense budget, please complete the attached forms for federal work study and A priority capital improvement requests for the 2016-2017 fiscal year, if applicable. A priority capital improvements would be those items that must be completed in the 2016-2017 fiscal year for MACU to continue operating as expected. Please have these back to me no later than Wednesday, February 17, 2016. As always, thank you so much for your assistance and for providing this information back in a timely manner. You may contact me at <u>msartin@macu_edu</u> or Sarah Finley at <u>sfinley@macu_edu</u> if you have any questions. We can also be reached by telephone at 405-703-8232. 500 - Christian Ministry 2015-2018 1s t & 2nd Qtr GL 2013-14 Actuals 2014-15 Actuals Actuals 2015-2016 Budget P department code GL Description Professional Development 2,000.00 500 80460 1,630.88 974.28 695.25 Travel & Entertainment Expense 80510 1,200.00 500 1,242.75 - 698.05 124.48 500 Hos pitality 80550 300.00 500 Professional Dues 80650 960.00 312.50 75.00 -----80680 500 Subscriptions 500 Instructional Supplies 80700 3,336.40 4.455.43 1,887.37 3.500.00 500 Copier Supplies 80710 863.90 21.95 1,000.00 74.25 500 80720 100.00 Office Supplies 55.34 500 Commercial Printing 80730 141.00 200.00 500 Postage 80740 698.83 696.08 349.69 1,000.00 500 Contract Services 80980 2,850.00 2,000.00 500 Advertising & Promotion 81010

50.0		perse - Cont	ract S(81020			300.00			·	·····		4 000 000	
500	Assessments		81040						·	· · · ·		1,000.00	
500	Rent		81080			·····	+		·	······		2,500.00	
500	Textbooks - C	AGS	81181						·	-		1,000.00	
500	Honorariums		81300			-	+		·	-		400.00	
500	Bad Debt Exp		81430			17,979.01				56,677.9	!	-	
500	Software- Exp	ensed	81760		I: \$	27,011.77	\$	200 7,551.		62,736.99) <u>\$</u>	16,200.00	¢
				Tota	. •	21,01111	· ·	.,		02,100,00	•	10,200100	-
ederal Work	Study												
Budget 2016-201	7												
DI		al a dare	- C - L	I.		l de la companya de							
Please provide needed, and t													
appropriately.		. This will a	assist our ei	IOILS OI	appiy	ing the reden	ar wor	k study	budge				
o complete pr			ires sheet:										
`o complete pr . Enter your de	epartment in ce	11 C2.		for each	item	700 1							
To complete pr . Enter your de . In column C,	epartment in ce	tion", enter a	description										
o complete pr Enter your de In column C, If more room	epartment in ce "Item Descript n is needed, yo	tion", enter a u may add li	description t nes to the ca	tegory a	s nece	essat							
To complete pr . Enter your de . In column C, If more room . Enter the cos	epartment in ce "Item Descript n is needed, yo t for each item	ll C2. tion", enter a ou may add li you wish to	description t nes to the ca purchase in (tegory a column I	s nece D, "Ite	essat m C							
'o complete pr . Enter your de . In column C, If more room . Enter the cos . Each categor	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i	Il C2. tion", enter a ou may add li you wish to in column E,	description f nes to the ca purchase in 6 "Proposed E	tegory a column I Budget".	s nece D, "Ite	essat m C							
'o complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com	Il C2. tion", enter a bu may add li you wish to in column E, e to a grand	description f nes to the ca purchase in 6 "Proposed F total in cell F	tegory a column I Budget". 247.	s nece D, "Ite If yo	essar m C 1 har							
o complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal totals will com or Software an	Il C2. tion", enter a ou may add li you wish to in column E, e to a grand nd Hardware	description f nes to the ca purchase in o "Proposed E total in cell E must be rev	tegory a column I Budget". 247. iewed by	is neco D, "Ite If yo y Jody	essat m C a har 7 All							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal totals will com or Software an	Il C2. tion", enter a ou may add li you wish to in column E, e to a grand nd Hardware	description f nes to the ca purchase in o "Proposed E total in cell E must be rev	tegory a column I Budget". 247. iewed by	is neco D, "Ite If yo y Jody	essat m C a har 7 All							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a construction	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com for Software and cost of \$500 of	I C2. tion", enter a you may add li you wish to in column E, e to a grand nd Hardware r more are re	description nes to the ca purchase in a "Proposed F total in cell E must be rev equested in th	tegory a column I Budget". 47. iewed by his docu	s nece D, "Ite If yo y Jody ment.	essat m C a har 7 All							
Fo complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a construction To complete pr	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com for Software and cost of \$500 of poposed furnit	I C2. tion", enter a vu may add li you wish to in column E, e to a grand nd Hardware r more are re rure & equip	description nes to the ca purchase in a "Proposed F total in cell E must be rev equested in th	tegory a column I Budget". 47. iewed by his docu	s nece D, "Ite If yo y Jody ment.	essat m C a har 7 All							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a c To complete pr Enter your de	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com for Software and cost of \$500 of poposed furnit epartment in ce	11 C2. tion", enter a vu may add li you wish to in column E, e to a grand nd Hardware r more are re rure & equip 11 C2.	description i nes to the ca purchase in a "Proposed F total in cell F must be rev equested in th oment expe	tegory a column I Budget". 247. iewed b his docu nse she	os nece D, "Ite If yo y Jody ment. et:	essar m C 1 har 7 All Plea							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a c To complete pr Enter your de	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com for Software and cost of \$500 of poposed furnit epartment in ce	11 C2. tion", enter a vu may add li you wish to in column E, e to a grand nd Hardware r more are re rure & equip 11 C2.	description i nes to the ca purchase in a "Proposed F total in cell F must be rev equested in th oment expe	tegory a column I Budget". 247. iewed b his docu nse she	os nece D, "Ite If yo y Jody ment. et:	essar m C 1 har 7 All Plea							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a complete pr Enter your de In column C,	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com for Software and cost of \$500 of poposed furnit epartment in ce "Item Descript	11 C2. tion", enter a vu may add li you wish to in column E, e to a grand d Hardware r more are re rure & equip 11 C2. tion", enter a	description i nes to the ca purchase in a "Proposed F total in cell F must be rev equested in th oment expe description	tegory a column I Budget". (47. iewed by his docu nse she for each	s nece D, "Ite If yo y Jody ment. et: item y	essai m C 1 har 7 All Plea							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a co complete pr Enter your de In column C, Enter the cos	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item	11 C2. tion", enter a vu may add li you wish to in column E, e to a grand d Hardware r more are re ure & equip 11 C2. tion", enter a you wish to	description a purchase in d "Proposed E total in cell E must be rev equested in th oment expe description a purchase in d	tegory a column I Budget". (47. iewed b) his docur nse she for each column I	s nece , "Ite If you y Jody ment. et: item y D, "Ite	essar m C a hav 7 All Plea You y m C							
To complete pr . Enter your de . In column C, If more room . Enter the cos . Each categor . All of the sub . All requests f . Items with a complete pr . Enter your de . In column C, . Enter the cos . All the items	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal is totals will com or Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re- ture & equip 11 C2. tion", enter a you wish to E16. If you	description a nes to the ca purchase in a "Proposed E total in cell E must be rev equested in th pment expen- description a purchase in a have added	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be							
To complete pr . Enter your de . In column C, If more room . Enter the cos . Each categor . All of the sub . All requests f . Items with a complete pr . Enter your de . In column C, . Enter the cos . All the items	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal is totals will com or Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re- ture & equip 11 C2. tion", enter a you wish to E16. If you	description a nes to the ca purchase in a "Proposed E total in cell E must be rev equested in th pment expen- description a purchase in a have added	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a Co complete pr Enter your de In column C, Enter the cos All the items Only those ite	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com or Software an cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost	11 C2. tion", enter a you may add li you wish to in column E, e to a grand dd Hardware r more are re rure & equin 41 C2. tion", enter a you wish to E16. If you t of less than	description a nes to the ca purchase in a "Proposed E total in cell E must be rev equested in th pment expen- description a purchase in a have added	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be							
To complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a Co complete pr Enter your de In column C, Enter the cos All the items Only those ite	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com or Software an cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost	11 C2. tion", enter a you way add li you wish to in column E, e to a grand dd Hardware r more are re r more are re fure & equip 41 C2. tion", enter a you wish to E16. If you t of less than HURES	description a nes to the ca purchase in a "Proposed E total in cell E must be rev equested in th pment expen- description a purchase in a have added	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be							
To complete pr . Enter your de . In column C, If more room . Enter the cos . Each categor . All of the sub . All requests f . Items with a de To complete pr . Enter your de . In column C, . Enter the cos . All the items . Only those ite	epartment in ce "Item Descript n is needed, yo t for each item y will subtotal i totals will com or Software an cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost	11 C2. tion", enter a you way add li you wish to in column E, e to a grand dd Hardware r more are re r more are re fure & equip 41 C2. tion", enter a you wish to E16. If you t of less than HURES	description i nes to the ca purchase in o "Proposed F total in cell F must be rev equested in th oment expe description i purchase in o have added \$500 are to	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be						Pronosed	
To complete pr . Enter your de . In column C, If more room . Enter the cos . Each categor . All of the sub . All requests f . Items with a of To complete pr . Enter your de . In column C, . Enter the cos . All the items . Only those items . ROPOSED CAPA	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or roposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a vu may add li you wish to in column E, e to a grand nd Hardware r more are re ture & equin 41 C2. tion", enter a you wish to E16. If you t of less than TURES	description i nes to the ca purchase in o "Proposed F total in cell F must be rev equested in th oment expe description i purchase in o have added \$500 are to	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th						Proposed 16/17_	
Co complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a o To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAPA GL Code	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description i nes to the ca purchase in ("Proposed I total in cell E must be rev equested in th pment exper description i purchase in (have added \$500 are to	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	essar m C a hav 7 All Plea m C o be	cription				<u>n Cost</u>		
Co complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a o To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAPA GL Code	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or roposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description i nes to the ca purchase in ("Proposed F total in cell F must be rev equested in th oment exper description i purchase in (have added \$500 are to Department:	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th	cription				<u>n Cost</u>	16/17	
Co complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a o To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAPA GL Code	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description i nes to the ca purchase in a "Proposed F total in cell E must be rev equested in th oment experi- description i purchase in a have added \$500 are to Department:	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th	cription				<u>n Cost</u>	16/17	
Co complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a o To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAPA GL Code	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description 1 nes to the ca purchase in 0 "Proposed F total in cell F must be rev equested in the oment expen- description 1 purchase in 0 have added \$500 are to Department: ovements 1. 2.	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th	niption				<u>n Cost</u>	16/17	
Enter the cos Each categor All of the sub All requests f Items with a To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAP	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description 1 nes to the ca purchase in 0 "Proposed F total in cell F must be rev equested in th oment exper- description 1 purchase in 0 have added \$500 are to Department: 1. 2. 3.	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th	cription				<u>n Cost</u>	16/17	
Co complete pr Enter your de In column C, If more room Enter the cos Each categor All of the sub All requests f Items with a o To complete pr Enter your de In column C, Enter the cos All the items Only those ite ROPOSED CAPA GL Code	epartment in ce "Item Descript in is needed, you t for each item y will subtotal is totals will com for Software and cost of \$500 or oposed furnit epartment in ce "Item Descript t for each item will total in cell ems with a cost <i>ITAL EXPENDI</i>	11 C2. tion", enter a you way add li you wish to in column E, e to a grand ad Hardware r more are re ure & equip 11 C2. tion", enter a you wish to E16. If you t of less than <i>TURES</i> I Title	description 1 nes to the ca purchase in 0 "Proposed F total in cell F must be rev equested in the oment expen- description 1 purchase in 0 have added \$500 are to Department: ovements 1. 2.	tegory a column I Budget". (47. iewed by his docum nse she for each column I lines, ch	s nece D, "Ite If you y Jody ment. et: item y D, "Ite neck to	rssar m C a hav 7 All Plea Mou v m C o be in th	cription				<u>n Cost</u>	16/17	

0400	Buildings & Buildir		1.							
			2.							
			3.							
			4.							
			5.							
20500	Furniture & Equips	ant				Sub	total Building	gs & Imp	rovements:	0.0
20500	Funnure & Equiph	lent	1.							
			2.							
			3.							
			4.							
			5.							
	a a	T 1 1 1 1					Subtotal Fur	niture & I	Equipment:	0.0
20600	Software (please se	e Jody Allen)	1.							
			2.							
			3.							
			4.							
			5.							
								Subtota	1 Software:	0.0
20610	Computer Hardwar	e (please see Jody Allen)								
			1. 2.							
			3.							
			4.							
			5.							
							Subtotal C	Computer	Hardware:	0.0
20900	Vehicles									
			1.							
			2.							
			3. 4.							
			5.							
								Subtota	al Vehicles:	0.0
PROPOS		EQUIPMENT EXPENSE	:				Total Prop			
PROPOS	ED FURNITURE & Department						Proposed			
	Departmen	t:		ntion		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u>	t: <u>It</u>	: tem Descrip	ption		Item Cost	Proposed			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: <u>It</u>		ption		<u>Item Cost</u>	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: <u>It</u> 		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: 		ption		<u>Item Cost</u>	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: It: It: It: It: It: It: It: I		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: 		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: It: It: It: It: It: It: It: I		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: <u>I</u> 1. 2. 3. 4. 5.		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: II II II II II II II II II I		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: II II II II II II II II II I		ption		Item Cost	<u>Proposed</u> <u>16/17</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: II II II II II II II II II I			T19		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: II II II II II II II II II I			Total Propos	Item Cost ed Expenditures:	Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u>	Departmen <u>GL Title</u> Furniture & Equipmen	t: II II II II II II II II II I			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
GL Code 81710	Departmen <u>GL Title</u> Furniture & Equipmen 1 2 2 2 2 2 2 2 2 2 2 2 2 2	t: <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>It</u> <u>I</u>			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 8172 81710 8045	Departmen <u>GL Title</u> Furniture & Equipmen 1 1 1 1 1 1 1 1 1 1 1 1 1	t: I I I I I I I I I I I I I			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 8172 8045(8045)	Departmen <u>GL Title</u> Furniture & Equipmen 1 1 1 1 1 1 1 1 1 1 1 1 1	t: I I I I I I I I I I I I I			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 8172 8045(8045)	Departmen <u>GL Title</u> Furniture & Equipmen	t: It It It It It It It It It It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 81710 8045(8045) 80455 8045(8045) 80465	Departmen <u>GL Title</u> Furniture & Equipmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>acct_cm</u> 8045(8045) 8045(8046) 8046(8046) 80463	Departmen <u>GL Title</u> Furniture & Equipmen	t: It It It It It It It It It It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 8045(8045) 8046(8046) 8046(8046) 8052(Departmen	t: It It It It It It It It It It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 8045(8045) 8046 8046 8046 8046 8046 8051(8053)	Departmen GL Title Furniture & Equipmer	t: It It It It It It It It It It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 8045(8045) 8046 8046 8046 8046 8046 8051(8055)	GL Title GL Title Furniture & Equipmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 81710 8045(8045) 8045(8045) 8045(8045) 8045(8045) 8055(8055) 8055(8055)	Departmen GL Title Furniture & Equipmen Turniture & Entert Conference Fet Turniture	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 8045(8045(8045) 8046 8046 8046 8046 8051(8052(8055(8055(8055(8055)	GL Title GL Title Furniture & Equipmen	t: It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 81710 8045(8045) 8046 8046 8046 8046 8046 8051(8053) 8053(8053) 8053(8053) 80563(80563) 80563(80563) 80564(80563) 80564(80563)	Departmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 81710 8045(8045) 8045 8046 8046 8046 8046 8046 8051(8052(8055(8055) 8056(8058)	Departmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
acct_cm 8045 8045 8045 8045 8046 8046 8046 8046 8046 8055 8056 8055 8056 8056 8056 8056 805	GL Title Furniture & Equipmen Furniture & Equipmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 81710 8045(8045) 8045(8045) 8045(8046) 8055(8055) 8056(8056) 8056(8056) 8056(8056) 8066(8066)	GL Title Furniture & Equipmen Furniture & Equipmen	t: It It It It It It It It It It			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 81710 8045(8045) 8045(8045) 8046(8046) 8055(8056) 8055(8056) 8056(80	Departmen	t:			Total Propos		Proposed <u>16/17</u> <u>Budget</u>			
<u>GL Code</u> 81710 81710 8045(8045) 8045(8045) 8046(8046) 8055(8056) 8055(8056) 8056(80	GL Title Furniture & Equipmen GL Title	t:			Total Propos Total 2000 Tota		Proposed <u>16/17</u> <u>Budget</u>			

80715	Training Room Supplies			
8072.0	Office Supplies		 	
	Supply Storemom		 	
8072.5	Book Expense			
8073.0	Commercial Printing			
80740	Po sta ge			
	Telephone			
	Maint & Repairs - Equipment		 	
	Maint & Repairs - Building		 	
	Sotware Support			
80835	Maint & Repairs - Computers		 	
80836 8084.0	Maint & Repairs - Grounds Utilities		 	
80860	Gauke Activity Center			
	Flower Fund			
8096.0	ERC Room		 	
80980	Contract Services			
81010	Advertising & Promotion			
8102.0	Curriculum Exp - Contract Service			
81030	Student Services			
81040	Assessments		 	
81045	Accreditation			
81080 81090	Rent Equipment Portal & Leases			
81100	Equipment Rental & Leases Special Productions			
	MLIAdjunct		 	
	Mid-America Leadership Institue (MLI)		 	
81170	Summer School			
81181	Tex too oks - CAGS			
81210	Social Committee			
	Music Booster			
81230	Orientation		 	
81240	Resident Assistant Activities		 	
81250	Student Government Association			
81255 81280	Youth Program Intramurals			
	Tidings Newsletter		 	
81300	Honorariums		 	
81310	Equipment - Chapel Sound		 	
81320	Graduation Expense			
81330	Board of Trustees Expense			
81340	Benevolence			
81360	Vehicle Use Charged to Other Departments		 	
	Vehicle - Maiht & Repairs		 	
81390 81400	Gift Property Expense Property Tax		 	
	Insurance - Liability		 	
	Computer Expense		 	
81430	Bad Debt Expense		 	
81440	Investment Expense			
	Interest Expense			
	Bank Service and Credit Fees			
	Fees - Other			
	Miscellaneous Expense			
	Trophies & Awards America Reads			
81622	NCCAA Tournament		 	
81640	Officiating Expense - Athletics			
	Uniforms & Shoes			
81660	Athletic Equipment			
	Funiture & Equipment			
81720	Library Materials			
	Sofware - Expensed			
	Legal Expense			
81820	Collection Expense		 	
81830	Audit			
	Payioli Service Fees Special Projects			
	RSA - Designated Expense			
84250				
	MAP Expenses			
	Special Projects			
	Work Grant Scholarship			
84600	Grants - Teacher Education			



Mission Statement

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Board of Trustees' Ends Policies (university's core values-the reason we exit)

- 1. Our students will have a greater ENCOUNTER with God that leads to a spiritual commitment to Christ, a commitment to Christian discipleship, and a commitment to Holy Spirit-filled living.
- 2. Our students will have a greater **ENGAGEMENT** in learning that prepares students to create, collaborate, and innovate in solving local and global problems.
- 3. Our students will have a greater understanding and **EMPHASIS** of global issues.
- 4. Our students will have a greater EXPRESSION of doing good that reflects the life and ministry of Jesus Christ.

WILDLY	IMPORTANT G	DALS		
MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
 MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase n the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accurate, and Timely) 				
 MACU will take a "GiANT step" in developing a "Liberator" culture by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18. 				
 MACU will increase the cash basis net income from the budgeted deficit of -\$641,000 to a preak even by May 31, 2017. 				
Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
The Adult School of Christian Ministries will review D2L curricula content, Christian Ministries courses content, and ethic courses to determine if instructions for assignments and quizzes are	Each week, team members will report their examination and suggested revisions of			"How Does a WIG Elephant Eat His Courses? One Coure At a Time"
The Adult School of Christian Ministries will require all faculty instructors (adjunct and full-time) to	Michael will provide step-by-step instructions on how to create videos. The coordinator will			
create an instructional video addressing a major assignment in the course. At least 95% of our	off flow to create videos. The coordinator will			
create an instructional video addressing a major assignment in the course. At least 95% of our				
Provide a summary narrative		nit WIGs were achieve	<mark>d.</mark> (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	<mark>d.</mark> (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	<mark>d. (Deadline every May 3</mark>	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)
create an instructional video addressing a major assignment in the course. At least 95% of our		nit WIGs were achieve	d. (Deadline every May 3	1st)

All Following Worksheets Describe How the Strategic Planning Unit (SPU) Has Strategized To Manage the Whirlwind and Achieve the SPU's Goals.

	VISIONING EXERCISE
Step 1: Describe what you would like your department or school to look like and operate as 5 years from now. Use one word or short sentence descriptors (e.g. activities, relationships, policies, personnel, decisions, programs, <u>attitudes and so forth</u>) Step 2: Create a "vision statement." A vision statement is a brief desciption of how your department or school will look like in the future. A vision statement can be a few sentences, a few paragraphs, or even a few pages. Some Strategic Planning Units (SPU's) prefer to create a vision statement acronym to help the SPU's personnel to easily recall the vision.	The Adult School of Christian Ministries (ASCM) will house one Bachelor degree program with 3 degree concentrations to meet the learning needs of our students; these concentrations will be: a) Biblical Studies; b) Community Ministries/Missions; and, c) Leadership (GIANT). The ASCM will house two Master's degrees: a) Master of Ministry; and, b) Masters of Biblical and Theological Studies. In 5 years, the ASCM will begin the research and laying the blueprint for a Doctorate of Ministry (DMIN) degree program. Because of the Church Partnerships, the ASCM will have 3 strong satelite locations with account for each location. Adult School of Christian Ministries Vision statement: The vision of the Adult School of Christian Ministries Vision statement: The vision of the Adult School of Christian Ministries and universal) for the purpose of educating, equipping, and empowering leaders to impact their world for Jesus Christ. We will carry out this vision, to the glory of God, by: 1) providing quality academic programs with courses that are relevant to the educational and intellectual needs of learners; 2) equipping students in Scripture and with biblically sound principles that are rooted in the Wesleyan-Arminian tradition; 3) utilizing instructors who are educationally and experientially competent in the area(s) in which they teach; and, 4) seeking partnerships with the local and national church to advance the educational

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)

Strengths	
What does our Department/School do well?	1) The CHM Lead team (Chair, Program Director, full-time faculty) works well together, practices good communication, and supports each other; 2) the Lead team provides informative faculty meetings; 3) the Program Director does a great job monitoring instructors; 4) the Chair and Program Director addresses student and faculty needs promptly and accurately; 5) the Lead team provides resources to faculty upon request and as part of ongoing faculty development; 6) the Team works hard to ensure courses have clear quality content; 7) CHM supports other schools and the university; 8) the
What does the University as a whole do well?	1) Fulfills her mission of teaching students and putting into practice the mission statement; 2) bi-annual Presidential Forums bring the MACU Community together for celebration and information sharing; 3) the President does a great job vision-casting the University's vision and mission on a regular basis; 4) continues to seek to improve student services, partnerships (new Bookstore), and restructuring of internal offices (Financial Aid); 5) the GIANT initiative seeks to increase the quality of leadership optential in all of its employees; 5) the School is very intentional in seeking to stay on the 'cutting edge'
What do those outside MACU see as the Department's/School's strengths?	1) The Adult School of Christian Ministries continues to full the University's mission to develop leaders for the church and community.
What is our strongest degree program?	Bachelors of Christian Ministries
What do we consider to be the Department's/School's niche(s)?	1) Provide students with an awareness of opportunites in Christian service; 2) emphasis on Inductive Bible Study; 3) great customer service
Other Observations	
Weaknesses	
What needs improvement in our Department/School?	1) creating a sustainable means by which we can help students in their writing performance; 2) developing sustainable training to instructors about the importance of consistant grading from course to course; 3) producing grading rubrics with clear and concise expectations; 4) having in place a standard template by which APA should be graded from course to course.
Where does the Department/School lack resources?	Ample amount of Biblical ebooks and encyclopedias/dictionaries; 2) Library Esbso system lacks Wesleyan resources for research; 3) career planning
Are degree programs or student services outdated or ineffective?	The Christian Education and Pastor's Role courses may need to be renamed with a more contemporary title.
What complaints or objections do our customers frequently raise?	 Not enough Bible; 2) providing an option to replace Homiletics for those who do not feel called to preach; 3) students not having books in a timely manner; 4) inconsistency in grading APA requirements from one course to another
Department's/School's employees lack vital skills?	1)Technology training to enhance course delivery; 2) additional training in course design
Other Observations	
	S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)
Opportunities	
Are there any trends that we feel will generate opportunities for the Department/School?	1) Create and offer more certificate programs; 2) create grading rubrics with clear and concise standards; 3) create an electron 'welcome/orientation packet' for CHM students who enter the Associates program; this packet will include: Ministry Student Dispositions, general Program expectations, a document that highlights benefits of the Program; a list with information on career and ministry possibilities that can be explored during and after completion of the Program; welcome videos from the Chair and Program Director.
Niches that competitors are missing?	
Any new delivery methods or technologies that would advance our Department/School?	1) more onground classes; 2) more visual interactions in our online classes through video conferencing (Hangout, WebEx), etc);
Training programs that would benefit employees' skills?	1) more training in course design;
Degrees that students are asking for?	1) certificate or degree concentration in Biblical Studies

	1) career guidance;
New needs of customers?	
Other Observations	
Threats	
Obstacles to overcome?	The need to create consistency in grading APA standards among all adjuncnts.
Where are competitors about to threaten the Department/School's position?	 some online university programs offer scholarships for applying with the chance to win larger scholarships; 2) more degree concentrations; 3) shorter degree programs; 4) offer laptops or technology equipment
Can the Department/School attract and retain the employees it needs?	Yes
What are the negative economic trends?	1) layoffs of oil industry employees;
What are the negative political and social trends?	1) presidential electronic; 2) cultural unrest; 3) global threats/terrorism
Will the Department/School lose any key faculty or staff?	1) not that we are aware of. Currently, we do not have a Program Director for the Master of Ministry degree program nor do we have a 'sole' Coordinator.
Any Department/School vulnerabilities?	
Other Observations	

S.W.O.T. Matrix: (Conducted in even numbered years)

Strengths	Weaknesses
1) The CHM Lead team (Chair, Program Director, full-time faculty) works well together, practices good communication, and supports each other; 2) the Lead team provides informative faculty meetings; 3) the Program Director does a great job monitoring instructors; 4) the Chair and Program Director addresses student and faculty needs promptly and accurately; 5) the Lead team provides resources to faculty upon request and as part of ongoing faculty development; 6) the Team works hard to ensure courses have clear quality content; 7) CHM supports other schools and the university; 8) the Team leaders serve as ministry practitioners in settings outside of MACU; 9) the LEAD team works with the Curricula experts in order to fulfill DOE standards	1) Creating a sustainable means by which we can help students in their writing performance; 2) developing sustainable training to instructors to help them in their grading practices; 3) producing grading rubrics with clear and concise expectations; 4) having in place a standard template by which APA should be graded from course to course.
Opportunities	Threats
1) Create and offer more certificate programs; 2) create grading rubrics with clear and concise expectations; 3) create an electron 'welcome/orientation packet' for CHM students who enter the Associates program; this packet will include: Ministry Student Dispositions, general Program expectations, a document that highlights benefits of the Program; a list with information on career and ministry possibilities that can be explored during and after completion of the Program; welcome videos from the Chair and Program Director.	The need to create consistency in grading APA standards among all adjunct instructors.

SPU Objectives (The Whirlwind)					
SPU Obj. #	Brief Statement of Objective				
	(Objectives are generalized statements on what the SPU wants to achieve. Think of objectives like broad purpose statements.)				
1	Create an electronic Orientation packet for incoming Christian Ministries students.				
2	Schedule more onground Bible classes				
3	Expand the base of elective offerings (Apologetics, Bible courses, EQ/SQ (Emotional/Social Intellegience awareness)				
4	Develop more degree concentrations and certificate programs				
5	Continue to provide intentional faculty training that addresses quality instructing				
6	Devise Ministry Student Dispositions for Program majors				

Goals to Improve Department in the Midst of the Whirlwind

(S.M.A.R.T. Goals)

S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound

Specific Measurable			Assignable [Resources Required			d]	
HLC Criterion No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources
	1.1		1.1.1				
	Create Student Dispositions that encourage Ministry students to demonstrate positive communications throughout course interactions and throughout the University settings.	University personnel (Registrar's Office, Student Services, instructors) have shared individual and collective concerns, from time to time, about ministry students' negative and inappropriate attitudes. It has been observed that Student Dispositions upheld by the School of Teacher Education shape the behavioral and attitudinal standards of students in a positive way that enables students to reach their academic goals. The progress of this goal will begin with a rough draft of dispositions for discussion by October 31. 2016.	Action steps: 1) compile examples of student dispositions used in different programs; 2) determine what type of dispositions are best for the ASCM culture of ministry students; 3) integrate student dispositions with Wesleyan components of "head, heart, and hands"; 4) find ways to implement dispositions within courses.	K. Thomas	\$ 0. dollars	Dr. Thomas; CHM Team	Time
	1.2		1.1.2				
	Program; a list with information on career and ministry possibilities that can be explored during and after completion of the Program; welcome videos from the Chair and Program Director.	The ASCM wants to assist the University with student retention efforts by helping students connect immediately with their degree program Chair and Program Director and to be informed of Program expectations and benefits as soon as possible. This packet will be completed by March 2017.	Action steps: 1) create a welcome video from the Chair and Program Director; 2) write a welcome and personal academic sketch from the Chair and Program Director; 3) adopt Student Dispositions by December 2016; 4) present to Faculty and Senate, if necessary; 5) distribute to Enrollment personnel, Registrar's Office, and Associate program personnel for distribution.	J. Nance		Drs. Thomas, Nance; Faculty/Senate; Enrollment, Registrar's Office, and Program Director of the A.A. Program	Time
	2.1		2.1.1				
	Assist Marketing and CASS Enrollment teams in growing our Certificate and degree programs.	The transition of degree marketing has recently returned to MACU; therefore, as a School, we want to take on a more active role in pushing our certicate and degree programs. We will plan to visit at least 2 churches in the vicinity of MACU to talk with pastors and/or congregations about these program copportunities by March 2017.	Action steps: 1) call and/or visit a pastor or staff personnel for a personal visit to talk about our Programs; 2) seek a follow up visit with a larger audience (staff/congregation); 3) work with Marketing to have plenty of printed material	M. Hurdman, K. Thomas	\$1200.00 for printing of materials (?)	CHM Team; Marketing department	Time
	3.1		3.1.1				
	Create a template that can be used by all instructors for the grading of APA standards.	In order to create consistency in grading among all adjunct instructors, the Lead team will explore template models for grading APA standards in papers. A rough draft template will be explored by October 31, 2016.	Action steps: 1) explore template models; 2) inservice instructors on the importance of implementing APA standards in their grading standards	K. Thomas, J. Nance	\$ 0. dollars	CHM Team	Time

Criteria 1: Mission

- Core Component 1.A : The institution's mission is broadly understood within the institution and guides its operations.
- Core Component 1.B: The mission is articulated publicly.
- Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.
- Core Component 1.D: The institution's mission demonstrates commitment to the public good.

Criteria 2: Integrity: Ethical and Responsible Conduct

- Core Component 2.A : The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.
- Core Component 2.B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
- Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
- Core Component 2.E: The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

Criteria 3: Teaching and Learning: Quality, Resources, and Support

- Core Component 3.A: The institution's degree programs are appropriate to higher education.
- Core Component 3.B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.
- Core Component 3.D: The institution provides support for student learning and effective teaching.
- Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

Criteria 4: Teaching and Learning: Evaluation and Improvement

- Core Component 4.A : The institution demonstrates responsibility for the quality of its educational programs.
- Core Component 4.B: The institution maintains a practice of regular program reviews.
- Core Component 4.C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criteria 5: Resources, Planning, and Institutional Effectiveness

- Core Component 5.A : The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- Core Component 5.B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- Core Component 5.C: The institution engages in systematic and integrated planning.
- Core Component 5.D: The institution works systematically to improve its performance.

DEPARTMENTAL DOCUMENTATION OF PROFESSIONAL DEVELOPMENT						
Name	Professional Training Attended	Location	Date			
Michael Hurdman	Society for Pentecostal Studies	St. Louis, MO	8-10-Mar - 17			
	Global Leadership Conference	OKC, OK	11-12-Aug- 17			
Julie Nance	"How to Improve Teaching and Learning in the Virtual Classroom"	Webinar	20 Oct-16			
	"Technology and the Evolving Business Model in Higher Education"	Webinar	26 Aug-16			
Kimberly S. Thomas	M-Core Training-Level 1; twice monthly	MACU; Jody Allen/Sharon Lease- trainers	June 2016- April 2017			
	5 Voices at Work	Webinar; Chris Ediger	24 Aug-16			
	Essential Tools Every Great Leader Needs	Webinar; Chris Ediger	8 Mar-17			
	Essential Tools Every Great Leader Needs	Webinar; Chris Ediger	9 May-17			
	M-Core Retreat (3)	Shartel Church of God, OKC, OK	17 Nov-17			
	M-Core Retreat (4)	Crossing Community Church, OKC,OK	16 Feb-17			
	Gospel Heritage Regional Conference	The Luke; Humble, TX	7 Oct-16			
	Gospel Heritage International Summit	Greater Grace Church, Houston, TX	23-26 Feb- 17			

	DOCUMENTATION OF PRESENTATIONS OR	SEMINARS GIVEN	
Name	Presentations/Seminars Given	Location	Date
Michael Hurdman	Preaching series; once monthly	Community of Faith Church, Friday Outreach Ministry, OKC, OK	June 1, 2016-May 31, 2017
	Tech Bites	Virtual ASCM Faculty Meetings; "You- See-U"	2,3 Feb- 17
		Virtual ASCM Faculty Meetings; "You- See-U"	3/3/17
Julie Nance	Presented written chapter material to Church of God Ministries, Inc., Lilly Project book, <i>Pastoral Compensation: A Manual for</i> <i>Congregational Boards.</i>	Seminar: Google Hangout	7/1/16
	Presented written chapter material to Pennsylvania Campmeeting of the Church of God	Seminar: Google Hangout	9/27/16
	Presented written chapter material to Northeast Ohio Church of God Ministers Meeting	Seminar: Google Hangout	3/18/17
			4/40/47
Kimberly S. Thomas	Inservice to MACU Enrollment Counselors on: Christian Ministries Certificate Programs	MACU	1/19/17
	Inservice to MACU Student Services: Christian Ministries Programs	MACU	11/1/16
	CAS: FYE (First Year Experience) class; taught GiAnt principles	MACU	August- Decembe r 2016
			+
			+

Christian Ministries, Program Review, Section 16

Other Pertinent/Substantive Evidence (i.e. Student Scores on non-MACU Standardized Tests (State/National/Professional); Feedback from Professional Entities that are non-MACU affiliated

Fall 2018 – CHM Welcome letter emailed to all student new students (will be sent monthly to new students beginning courses)

Fall 2018 – Monthly encouragement video to be sent to all CHM students

Spring 2019 – Quarterly newsletter to all CHM students

Spring 2019 (to be launched in 2020) – Propose program change in order to make significant course changes. Examples below:

PMIN4603 – Pastor Counseling changed to Pastoral or Congregational Care

THEO4303 – Church of God Theology changed to Wesleyan Theology

Combine PMIN1003 – Program Orientation and PMIN1103 – Foundations of Ministries in order to bring PMIN4953 – Christian Ministries Synthesis Project back into required courses. These changes are necessary in order to make the program more relevant to the needs of 21st

century pastors, church leaders, and nonprofit leaders.

Spring 2019 (to be launched in 2020 to 2021) – Addition of at least 1 area of concentration. Based on the survey results from students, we will focus on the area of study with the highest level of request. By helping students to specialize in specific areas of calling, could help draw students to the program.

Christian Ministries Undergraduate Survey

The Christian Ministries Adult School is requesting your assignment. Our desire is to create degrees with areas of concentration that will enhance and/or develops various skills for our students and make them more marketable in the religious or secular workforce. To help us determine which specific areas students desire to seek employment, we are requesting that you answer two questions. We thank you in advance for your assistance in our research.

Question 1

Below is listed possible areas of concentration for the CAGS Christian Ministries undergraduate degree program. Please select your top three (3) and arrange them in order of preference (1 being most desirable and 3 being least desirable).

Church/Nonprofit Business Administration	
Youth Ministry	
Christian Education	
Music	
Other Specify:	-

Question 2

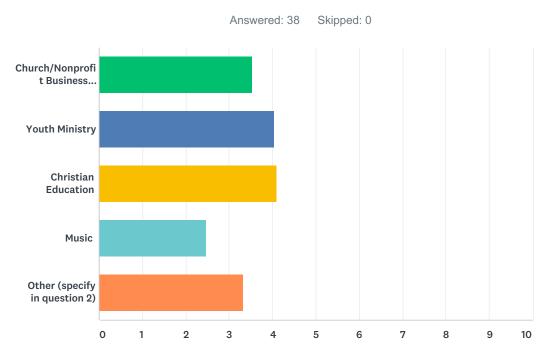
We desire to meet your best learning environment. Therefore, please let us know if you prefer online learning, one night a week on-ground classroom, or combination of both.

____ Online

____ On-ground (traditional classroom)

____ Combination of online and on-ground

Q1 Listed below are possible areas of concentration for the CAGS Christian Ministries undergraduate program. Please select your top three (3) and arrange in order of preference (1 being your first choice, 3 being your last choice).

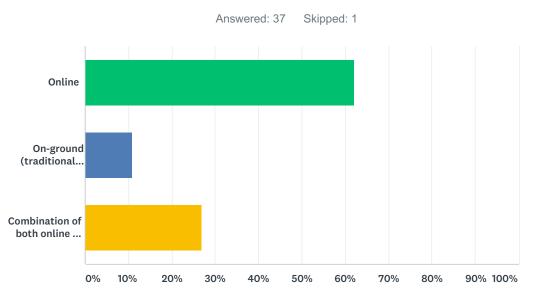


	1	2	3	4	5	TOTAL	SCORE
Church/Nonprofit Business Administration	20.00%	31.43%	34.29%	11.43%	2.86%		
	7	11	12	4	1	35	3.54
Youth Ministry	34.48%	34.48%	31.03%	0.00%	0.00%		
	10	10	9	0	0	29	4.03
Christian Education	38.24%	32.35%	29.41%	0.00%	0.00%		
	13	11	10	0	0	34	4.09
Music	6.67%	13.33%	20.00%	40.00%	20.00%		
	1	2	3	6	3	15	2.47
Other (specify in question 2)	40.00%	13.33%	13.33%	6.67%	26.67%		
	6	2	2	1	4	15	3.33

Q2 If you chose "Other" in the question above, please specify.

Answered: 19 Skipped: 19

#	RESPONSES	DATE
1	These categories are too narrow. None of these areas are of direct interst as I'm am beginning the process of planting a church.	2/20/2018 12:17 PM
2	Ordination/Continuing Education	2/19/2018 6:13 PM
3	Christian Counseling	2/17/2018 4:33 PM
4	N/A	2/16/2018 10:03 PM
5	1-Church Leadership, 2-Chaplaincy	2/16/2018 1:20 PM
6	n/a	2/15/2018 10:19 AM
7	None	2/14/2018 7:55 PM
8	Teaching	2/14/2018 7:47 PM
9	Pastoral ministry	2/14/2018 5:52 PM
10	A course of Hebrew words and meanings	2/14/2018 2:47 PM
11	Children's ministry	2/14/2018 1:31 PM
12	Church Ministry	2/14/2018 1:07 PM
13	N/A	2/14/2018 12:57 PM
14	N/A	2/14/2018 12:16 PM
15	Evangelism/Pastor	2/14/2018 10:23 AM
16	Bringing people to Christ.	2/14/2018 10:14 AM
17	Senior Pastor or Pastoral Role	2/14/2018 10:13 AM
18	Schools on the Supernatural Nature of The Holy Spirit	2/14/2018 10:06 AM
19	Children's Ministry	2/14/2018 9:58 AM



Q3 What is your preferred learning style?

ANSWER CHOICES	RESPONSES	
Online	62.16%	23
On-ground (traditional classroom)	10.81%	4
Combination of both online and on-ground	27.03%	10
TOTAL		37

Christian Ministries, Program Review, Section 17

Program Review Evaluation

Program Review Evaluation Christian Ministries, BS, 2018

Program Strengths

In summary, the Christian Ministries Bachelors Program provides courses that are challenging and relevant to ministerial leadership training and development.

The Program's strengths are listed as follows:

--Assessment results indicate that the majority of Christian Ministries students are meeting and exceeding Program Outcomes as demonstrated through assignment outcomes.

--Faculty training/development strongly emphasizes student learning.

--Student learning outcomes are assessed regularly for program alignment.

--Student input is solicited for current and future Program planning.

--An active Advisory Board meets regular to provide input regarding the Program's current and future academic developments.

Program Areas for Improvement

In summary, the Christian Ministries Bachelors Program recognizes the need to develop in the following areas:

--Strengthen faculty training/development to include a greater focus on the academic needs of students.

--Create internal mechanisms to strengthen student recruitment, persistence, and retention efforts.

--Create new program emphases that will attract new students.

--Stay abreast of trends in churches and religious circles that forecast the training needs of ministerial leaders.

Director of Institutional Effectiveness, Ray Dillman, M.A.

Signature

10 jun

Program Chair: Dr. Kimberly Thomas

Signature Kimberly S. Thomas

date signed ____ 8 15- 2018_____

date signed & -15-2018

Program Dean: Dr. J Hall

Signature

date signed S/15/18

Vice-President of Academic Affairs, Dr. Sharon Lease

Signatik

date signed 8. 15. 18