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*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

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877-569-3198

ALUMNI



“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.”

Marsha Corrales

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.

Heart

- 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.

Hands

- 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/ethnic/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!”



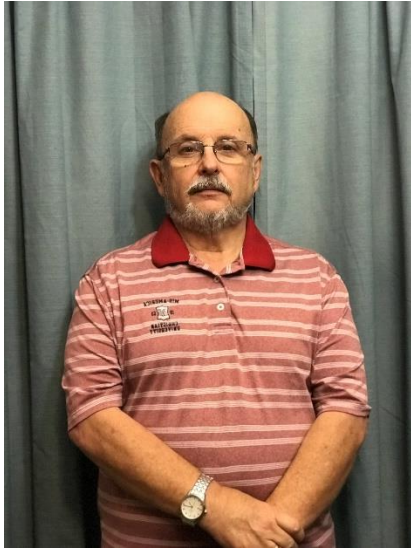
Rev. Tyronne Stowe

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

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

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 para-church 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

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):

*PSYC 1103 Introduction to Psychology

Humanities (6 hrs – 3 hrs must be literature):

*PHIL 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

PMIN 2603 Christian Education Ministry and Discipleship

PMIN 3103 Homiletics I

PMIN 3303 Christian Worship

PMIN 3343 Church Growth and Health

PMIN 4103 Pastor's Role in Church Administration

PMIN 4303 Leadership Formation

PMIN 4603 Pastoral Counseling

THEO 3403 The Person and Work of the Holy Spirit

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

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
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 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
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 and 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 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

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 Improvement Timetable
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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

Student Learning Outcome 1.5: The student will be able to explain definitions, provide descriptions, and make content application of theological and Biblical terms or themes.

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

Student Learning 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.

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

Student Learning Outcome 1.7: Recognize and explain Wesleyan-Arminian Theology perspectives and practices as rooted in Scripture.

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
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Student Learning Outcome 1.8: Utilize academic research to articulate and support the influence of church history in the 21st century 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
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PROGRAM OUTCOME 2.0

Research, Communication and Critical Thinking

Student Learning Outcome 2.1. The student will be able to describe a biblical and theological foundation for the call to Christian ministry.

A[5]	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
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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
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

Student Learning Outcome 2.2: The student will be able to demonstrate research methods, study tools, and college-level writing skills to create and support assignments.

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
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 V	BINT 1223 – Introduction to the Bible	Week 4 Essay	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 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
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

Student Learning 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.

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
Student Learning 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.								
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
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
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 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.								
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

K S 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 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 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

Student Learning Outcome 3.3: The student will be able to illustrate the value of diversity by generating 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 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 Learning Outcome 3.4: The student will explore the practice of ministry through biblically-based academic curricula, assignments, and experiential activities.

A[12]	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	Relationship with God	Score of 3.0 or above on 4.0 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 4.0 scale	Beginning of 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 a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

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
Student Learning Outcome 3.5: The student will discover unique areas of vocational and non-vocational ministries and services that benefit the church and community.								
	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

4.0. PROGRAM OUTCOME **Christ-like Values**

Student Learning Outcome 4.1. The student will be able to evaluate personal leadership dispositions to include character traits describes as positive, collegial, ethical and Christ-like.

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
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 4303 – Leadership Formation	Christian Leadership and Servant	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome 4.2: The student will be able to assess one's spiritual growth and discipleship development through personal reflection and discussion.

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 each Quarter

Student Learning Outcome 4.3: The student will implement means to encourage and empower others in their spiritual life, professional leadership and/or ministry calling.

K S V	PMIN 4303 – Leadership Formation	Influence, Power, and Followers	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
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Student Learning Outcome 4.4: The student will support the need for a growth plan that implements life-long learning that includes intellectual, spiritual and professional development.

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
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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

		Program Review	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting
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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

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

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

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 Improvement 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 and 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 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

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 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 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

Student Learning Outcome 1.5: The student will be able to explain definitions, provide descriptions, and make content application of theological and Biblical terms or themes.

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

Student Learning 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.

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

Student Learning Outcome 1.7: Recognize and explain Wesleyan-Arminian Theology perspectives and practices as rooted in Scripture.

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
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Student Learning Outcome 1.8: Utilize academic research to articulate and support the influence of church history in the 21st century 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
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PROGRAM OUTCOME 2.0

Research, Communication and Critical Thinking

Student Learning Outcome 2.1. The student will be able to describe a biblical and theological foundation for the call to Christian ministry.

A[5]	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	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
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

Student Learning Outcome 2.2: The student will be able to demonstrate research methods, study tools, and college-level writing skills to create and support assignments.

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
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 V	BINT 1223 – Introduction to the Bible	Week 4 Essay	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 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

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

Student Learning 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.

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

Student Learning 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.

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
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
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 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.								
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

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 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 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

Student Learning Outcome 3.3: The student will be able to illustrate the value of diversity by generating 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 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 Learning Outcome 3.4: The student will explore the practice of ministry through biblically-based academic curricula, assignments, and experiential activities.

A[12]	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	Relationship with God	Score of 3.0 or above on 4.0 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 4.0 scale	Beginning of 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 a 4.0 points scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter

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

Student Learning Outcome 3.5: The student will discover unique areas of vocational and non-vocational ministries and services that benefit the church and community.

	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

4.0. PROGRAM OUTCOME **Christ-like Values**

Student Learning Outcome 4.1. The student will be able to evaluate personal leadership dispositions to include character traits describes as positive, collegial, ethical and Christ-like.

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
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 4303 – Leadership Formation	Christian Leadership and Servant	Score of 3.0 or above on a 4.0 points scale	Mid-course	Internal	Alternate Quarters	Quarterly	Following each Quarter

Student Learning Outcome 4.2: The student will be able to assess one's spiritual growth and discipleship development through personal reflection and discussion.

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 each Quarter

Student Learning Outcome 4.3: The student will implement means to encourage and empower others in their spiritual life, professional leadership and/or ministry calling.

K S V	PMIN 4303 – Leadership Formation	Influence, Power, and Followers	Score of 3.0 or above on 4.0 scale	End of course	Internal	Alternate Quarters	Quarterly	Following each Quarter
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Student Learning Outcome 4.4: The student will support the need for a growth plan that implements life-long learning that includes intellectual, spiritual and professional development.

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
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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

		Program Review	Program Director and/or Chair	August 30	Score 3.0 or above on each component	May 30	Annual – July 1	Following Annual Reporting
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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

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

Christian Ministries, Program Review, Section 4

Program Curriculum Map with PO and SLO explanations

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Ministry

Christian Ministries / BS Program Curriculum Map		Program Orientation	Introduction to the Old Testament	Introduction to the New Testament	Basic Principles of Inductive Bible Study	Introduction to Christian Theology	The Synoptic Gospels	Prophets and Eschatology	Foundations of Ministry	Christian Education Ministry and Discipleship	Homiletics	Romans	Christian Worship	Church Growth and Health	The Person and Work of the Holy Spirit	Pastor's Role in Church Administration	Leadership Formation	Pastoral Counseling	Spiritual Formation and Ministry	Church of God Theology	Theology of Ministry	
Program Outcomes		SLOs	PMIN 1003	BIOT 1103	SINT 1203	SINT 2103	THEO 2303	SINT 3103	BIOT 3713	PMIN 1103	PMIN 2603	PMIN 3103	SINT 3303	PMIN 3303	PMIN 3343	THEO 3403	PMIN 4103	PMIN 4303	PMIN 4603	THEO 3603	THEO 4303	THEO 4403
1	Knowledge of Bible, Theology and Church History	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.2	1.1; 1.2; 1.5; 1.6	1.1; 1.2; 1.3; 1.5	1.1; 1.2; 1.3; 1.5	1.1; 1.2; 1.3; 1.4; 1.5; 1.6	1.1; 1.2; 1.3; 1.4; 1.5	1.6	1.3; 1.6; 1.7; 1.8	1.1; 1.2; 1.3; 1.4; 1.5; 1.6	1.1; 1.2; 1.3; 1.4; 1.5; 1.6	1.1 1.3; 1.5; 1.6; 1.8	1.6; 1.8	1.1; 1.5; 1.6	1.6	1.3; 1.6	1.3; 1.6	1.1; 1.5; 1.6; 1.7	1.1; 1.5; 1.6; 1.7	1.3; 1.5; 1.6; 1.6	
2	Research, Communication and Critical Thinking	2.1; 2.2; 2.3; 2.4; 2.5; 2.6	2.2	2.1; 2.2; 2.3; 2.6	2.2	2.2	2.2	2.2	2.2	2.1; 2.2; 2.3; 2.4; 2.6	2.2; 2.3; 2.4; 2.6	2.2	2.2; 2.3; 2.4	2.2; 2.3; 2.6	2.2	2.1; 2.2; 2.3; 2.6	2.1; 2.2; 2.3; 2.6	2.2	2.1; 2.2; 2.4; 2.5	2.2; 2.3; 2.4; 2.5	2.1; 2.2; 2.3; 2.4; 2.6	
3	Ministry Practices	3.1 3.2 3.3 3.4 3.5	3.1; 3.5		3.2					3.1; 3.2; 3.3; 3.4; 3.5	3.1; 3.2; 3.4; 3.5	3.1; 3.2; 3.3; 3.4	3.1; 3.2; 3.3; 3.5	3.1; 3.2; 3.3; 3.5	3.1; 3.2; 3.3; 3.5	3.1; 3.2; 3.3; 3.5	3.1; 3.2; 3.3; 3.5	3.1; 3.2; 3.3	3.1; 3.2; 3.3	3.1; 3.2; 3.3	3.1; 3.2; 3.3	
4	Christ-Like Values	4.1 4.2 4.3 4.4	4.1; 4.2							4.1; 4.2; 4.3	4.1; 4.2; 4.3	4.2; 4.3	4.2; 4.3	4.1; 4.2; 4.3	4.1; 4.2; 4.3	4.1; 4.2; 4.3	4.1; 4.2; 4.3	4.1; 4.2; 4.3	4.2; 4.3	4.1; 4.2; 4.3	4.1; 4.2; 4.3	

Student Learning Outcomes

- The student will be able to defend the authority and reliability of the Holy Scriptures.
- The student will be able to distinguish major components of the Bible such as context, literary structure, and type.
- The student will be able to compare and contrast the relationship between biblical interpretation and theological application.
- 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.
- The student will be able to explain definitions, provide descriptions, and make content application of theological and biblical terms and themes.
- The student will be able to describe the unique role and work of the Trinity within the world and in the life of the individual.
- Recognize and explain Wesleyan-Arminian theological perspectives and practices as noted in Scripture.
- Utilize academic research to articulate and support the influence of church history in the 21st century church.
- The student will be able to describe a biblical and theological foundation for the call to Christian ministry.
- The student will be able to utilize academic reading materials, research methods, study tools, and college-level writing skills to create and support assignments.
- The student will be able to articulate a personal and general philosophy of ministry informed by Scripture, history of tradition, personal and collaborative experiences, skills/gifting, character, and levels of competence.
- The student will be able to combine Scripture, theology, elements of history, tradition, and contemporary thought in the writing, design, and delivery of sermons, lessons, curricula and activities.
- The student will be able to illustrate the importance of spiritual formation and spiritual disciplines from both a Scripture and the Wesleyan-Arminian perspective.
- The student will use assessment tools to discover strengths, abilities, gifts and talents for the development and improvement of leadership and ministry practices.
- The student will be able to integrate Scripture, theology, practical skills, ethical principles, and Christ-like character in their assignments to address the development and implementation of leadership and the practice of ministry.
- 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.
- The student will be able to illustrate the value of diversity by generating sermons, lessons, and curricula that consider various people groups, faith practices, and social traditions found within the local congregation and community.
- The student will solicit feedback from others to assess opportunities for personal and professional ministry development.
- The student will discover unique areas of vocational and non-vocational ministry opportunities that benefit the church and community.
- The student will be able to evaluate personal leadership dispositions to include character traits described as positive, collegial, ethical and Christ-like.
- The student will be able to assess his or her spiritual growth and discipleship development through personal reflection and discussion.
- The student will devise means to encourage others in their spiritual life, professional leadership and/or ministry calling.

Christian Ministries, Program Review, Section 5

Three-year Program Assessment using POs and SLOs

Student Learning Assessment Report

Program Outcome



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

Student Learning Assessment Report

Program Outcome

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 Outcome 1.1 – 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 Learning Assessment Report

Program Outcome

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 Learning Assessment Report

Program Outcome

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.

Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.	Met	Needs Improvement		Exceeds Expectations
Student Outcome 4.1: Define how one's understanding of and relationship with God shapes ministry implementation.				

Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.	Met	Needs Improvement		Exceeds Expectations
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Student Learning Assessment Report

Program Outcome

Program 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.				

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

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

Student Learning Assessment Report

Program Outcome

<p>Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.</p> <p>Student Outcome 4.5: Integrate theoretical knowledge and team dynamics that lead toward organizational goals.</p>	Met	Needs Improvement		Exceeds Expectations

<p>Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.</p> <p>Student Outcome 5.1: Combine elements of history and post modernity in designing sermons, lessons, and projects.</p>	Met	Needs Improvement		Exceeds Expectations
<p>Outcome 5.2: Apply the Good News and specify means of nurturing those who accept the Gospel</p>				
<p>Outcome 5.3: Analyze and discuss the effects of change in the church.</p>				

Student Learning Assessment Report

Program Outcome

<p>Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.</p> <p>Student Outcome 5.2: Teach and preach lessons that are biblically and theologically sound.</p>	Met	Needs Improvement		Exceeds Expectations
Identify the techniques of pulpit communication: projection pitch and tone, enunciation, body language, pace and space, articulation				
Apply picture thinking found within a telecommunications society				

<p>Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.</p> <p>Student Outcome 5.3: Generate programs and curricula that combine multiple sources/resources to address the intellectual, emotional, and spiritual needs of the audience.</p>	Met	Needs Improvement		Exceeds Expectations
Explain the Good News and specify means of nurturing those who accept the Gospel				

Student Learning Assessment Report

Program Outcome

Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.	Met	Needs Improvement		Exceeds Expectations
Student Outcome 5.4: Employ leaders and peers to provide healthy critique of communication skills.				
Student Outcome 5.4: Employ leaders and peers to provide healthy critique of communication skills.				
Student Outcome 5.4: Employ leaders and peers to provide healthy critique of communication skills.				
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).	Met	Needs Improvement		Exceeds Expectations
Student Outcome 6.1: Defend a personal commitment to a historic, orthodox Christian faith.				
Student Outcome 6.1: Defend a personal commitment to a historic, orthodox Christian faith.				
Student Outcome 6.1: Defend a personal commitment to a historic, orthodox Christian faith.				
Student Outcome 6.1: Defend a personal commitment to a historic, orthodox Christian faith.				

Program Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).	Met	Needs Improvement		Exceeds Expectations
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Student Learning Assessment Report

Program Outcome

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

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

Student Learning Assessment Report

Program Outcome

<p>Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).</p> <p>Outcome 6.4: Synthesize the qualities of Christ-like leadership within one's personal, professional, and public life.</p>	Met	Needs Improvement		Exceeds Expectations
<p>Outcome 6.5: Demonstrate an awareness of tools needed to empower other leaders</p>				

<p>Outcome 6: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).</p> <p>Outcome 6.5: Support other leaders when not leading.</p>	Met	Needs Improvement		Exceeds Expectations

Student Learning Assessment Report

Program Outcome

✓ Assessment Map:

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

OUTCOME	YEAR									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Program Outcome 1		x		x		x		x		x
Program Outcome 2		x		x		x		x		x
Program Outcome 3		x		x		x		x		x
Program Outcome 4			x		X		x		x	
Program Outcome 5			x		x		X		x	
Program Outcome 6			x		x		x		x	

✓ 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

PROGRAM OUTCOME	ASSESSMENT OUTCOME								
	School Year	PMIN 3013	PMIN 1103	BIOT 1103	BINT 1203	THEO 2303	PMIN 2603	PMIN 3103	BINT 3103
		N=11	N= 14	N=	N=	N=	N=	N=11	N=
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.1	2014- 2015								
	2015- 2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.2	2014- 2015								
	2015- 2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									

Student Learning Assessment Report

Program Outcome

Outcome: 4.3	2014- 2015							100%	
	2015- 2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.4	2014- 2015								
	2015- 2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.5	2014- 2015								
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.1	2014- 2015		100%					54.54%	
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.2	2014- 2015								
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.3	2014- 2015							100%	
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.4	2014- 2015								
	2015- 2016								

Student Learning Assessment Report

Program Outcome

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	2014-2015								
	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: 6.2	2014-2015		100%						
	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: 6.3	2014-2015	81.82%							
	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: 6.4	2014-2015								
	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: 6.5	2014-2015								
	2015-2016								

PROGRAM OUTCOME	ASSESSMENT OUTCOME								
	School Year	BINT 3303	PMIN 3303	PMIN 3343	THEO 4303	THEO 3603	BIOT 3713	PMIN 4103	PMIN 4303
		N=	N=	N=	N=	N=	N=	N=	N=13

Student Learning Assessment Report

Program Outcome

List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.1	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.2	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.3	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.4	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.5	2014-2015								
	2015-2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.1	2014-2015								
	2015-2016								

PROGRAM OUTCOME	ASSESSMENT OUTCOME								
	School 1 Year	BINT 3303	PMIN 3303	PMIN 3343	THEO 4303	THEO 3603	BIOT 3713	PMIN 4103	PMIN 4303

Student Learning Assessment Report

Program Outcome

		N=	N=	N=	N=	N=	N=	N=	N=13
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.2	2014- 2015								
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.3	2014- 2015								
	2015- 2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.4	2014- 2015								92.31 %
	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: 6.1	2014- 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: 6.2	2014- 2015								92.31 %
	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: 6.3	2014- 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: 6.4	2014- 2015								92.31 %

Student Learning Assessment Report

Program Outcome

	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: 6.5	2014-2015								
	2015-2016								

PROGRAM OUTCOME	ASSESSMENT OUTCOME								
	School Year	THEO 4403	PMIN 4603						
		N=	N=	N=	N=	N=	N=	N=	N=
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.1	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.2	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.3	2014-2015								
	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.4	2014-2015								

Student Learning Assessment Report

Program Outcome

	2015-2016								
List Program Outcome 4: Integrate scripture, theology, history of tradition, and practical skills to ministry leadership in diverse settings.									
Outcome: 4.5	2014-2015								
	2015-2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.1	2014-2015								
	2015-2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.2	2014-2015								
	2015-2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.3	2014-2015								
	2015-2016								
List Program Outcome 5: Construct lessons, sermons, and programs using effective communication skills.									
Outcome: 5.4	2014-2015								
	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: 6.1	2014-2015								
	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).									

Student Learning Assessment Report

Program Outcome

Outcome: 6.2	2014- 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: 6.3	2014- 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: 6.4	2014- 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: 6.5	2014- 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.

Student Learning Assessment Report

Program Outcome

- ✓ 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: _____

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Program Outcome and Student Learning Assessment Report



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.

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:

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Program Outcome and Student Learning Assessment Report

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.

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Program Outcome and Student Learning Assessment Report

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

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Program Outcome and Student Learning Assessment Report

		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.
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2. Indicate which Program Outcomes measured quarterly (Q) by marking **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	X	X			X	X	X	X				
Outcome 2	X	X			X	X	X	X				
Outcome 3	X	X			X	X	X	X				
Outcome 4			X	X					X	X	X	X
Outcome 5			X	X					X	X	X	X
Outcome 6			X	X					X	X	X	X

Section III: Data Analysis

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

OUTCOME	Not Met	and 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%
Program Outcome: • Student Learning Outcome:				

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Program Outcome and Student Learning Assessment Report

2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 				

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Program Outcome and Student Learning Assessment Report

<p>Program Outcome: Construct lessons, sermons, and programs using effective communication skills.</p> <ul style="list-style-type: none"> Student Learning Outcome: 				
<p>Program Outcome: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).</p> <ul style="list-style-type: none"> 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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		

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

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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		

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Program Outcome and Student Learning Assessment Report

	Q1 2015				Q1 2015		
	Q2 2015		92.86%		Q2 2015		
	Q3 2016				Q3 2016		
	Q4 2016				Q4 2016		
Outcome 2	Q1 2014			Outcome 5	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015		80.00%		Q1 2015		
	Q2 2015				Q2 2015		
	Q3 2016				Q3 2016		
	Q4 2016				Q4 2016		
Outcome 3	Q1 2014			Outcome 6	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015				Q1 2015		
	Q2 2015	80.00%	92.86%		Q2 2015		
	Q3 2016				Q3 2016		
	Q4 2016				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:

PMIN3013 – 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.

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Program Outcome and Student Learning Assessment Report

PMIN4103 – Pastor’s Role in Church Administration showed:

33.33% (an improvement of 20.0% over the 1st 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.

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Program Outcome and Student Learning Assessment Report

3. List the follow-up steps to create a plan designed to help 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:

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Program Outcome and Student Learning Assessment Report



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.

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:

Revised June 2015

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Program Outcome and Student Learning Assessment Report

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.

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Program Outcome and Student Learning Assessment Report

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

Mid-America Christian University

Program Outcome and Student Learning Assessment Report

		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.
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2. Indicate which Program Outcomes measured quarterly (Q) by marking **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	X	X			X	X	X	X				
Outcome 2	X	X			X	X	X	X				
Outcome 3	X	X			X	X	X	X				
Outcome 4			X	X					X	X	X	X
Outcome 5			X	X					X	X	X	X
Outcome 6			X	X					X	X	X	X

Section III: Data Analysis

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

OUTCOME	Not Met	and 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%
Program Outcome: • Student Learning Outcome:				

Mid-America Christian University

Program Outcome and Student Learning Assessment Report

2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 				

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Program Outcome and Student Learning Assessment Report

<p>Program Outcome: Construct lessons, sermons, and programs using effective communication skills.</p> <ul style="list-style-type: none"> Student Learning Outcome: 				
<p>Program Outcome: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).</p> <ul style="list-style-type: none"> 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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		

Mid-America Christian University

Program Outcome and Student Learning Assessment Report

	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		
Outcome 2	Q1 2014			Outcome 5	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015		80.00%		Q1 2015		
	Q2 2015		100.00%		Q2 2015		
	Q3 2016		100.00%		Q3 2016		
	Q4 2016				Q4 2016		
Outcome 3	Q1 2014			Outcome 6	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015		93.33%		Q1 2015		
	Q2 2015		100.00%		Q2 2015		
	Q3 2016		100.00%		Q3 2016		
	Q4 2016				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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		

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Program Outcome and Student Learning Assessment Report

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

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.

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Program Outcome and Student Learning Assessment Report

PMIN4103 – Pastor’s Role in Church Administration showed:

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 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.

THEO2303 – Introduction to Christian Theology showed:

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

26.3% (an improvement of 26.3% over the 2nd 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 2nd quarter) met expectations and 52.6% (a drop of 27.4% over the 2nd 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 **help** all of students meet and exceed expectations.

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Program Outcome and Student Learning Assessment Report

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:

Mid-America Christian University

Program Outcome and Student Learning Assessment Report



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Faculty/Chair: Dr. Kimberly Thomas

Email: kthomas@macu.edu

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Revised June 2015

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Mid-America Christian University

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Program Outcome and Student Learning Assessment Report

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Program Outcome and Student Learning Assessment Report

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2. Indicate which Program Outcomes measured quarterly (Q) by marking **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	X	X			X	X	X	X				
Outcome 2	X	X			X	X	X	X				
Outcome 3	X	X			X	X	X	X				
Outcome 4			X	X					X	X	X	X
Outcome 5			X	X					X	X	X	X
Outcome 6			X	X					X	X	X	X

Section III: Data Analysis

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

OUTCOME	Not Met	and 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%
Program Outcome: • Student Learning Outcome:				

Mid-America Christian University

Program Outcome and Student Learning Assessment Report

2.3 - Devise effective strategies to encourage others to grow in their relationship with Jesus Christ.				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 2.4 – Defend how living out Christ-like discipleship influences others. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.1 – Defend the authority and reliability of the Bible. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.2 – Analyze the relationship between biblical interpretation and theological application. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.4 – Support how biblical and theological principles shape daily, practical living. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.5 – Compare and contrast theological generalizations from essential questions. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 3.6 – Explain the Biblical role of the Trinity in theology and human experiences. 				
Program Outcome: <ul style="list-style-type: none"> Student Learning Outcome: 				

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Program Outcome and Student Learning Assessment Report

<p>Program Outcome: Construct lessons, sermons, and programs using effective communication skills.</p> <ul style="list-style-type: none"> Student Learning Outcome: 				
<p>Program Outcome: Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing oneself and others).</p> <ul style="list-style-type: none"> 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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		

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Program Outcome and Student Learning Assessment Report

	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		
Outcome 2	Q1 2014			Outcome 5	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015		80.00%		Q1 2015		
	Q2 2015		100.00%		Q2 2015		
	Q3 2016		100.00%		Q3 2016		
	Q4 2016		100.00%		Q4 2016		
Outcome 3	Q1 2014			Outcome 6	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		
	Q4 2015				Q4 2015		
	Q1 2015		93.33%		Q1 2015		
	Q2 2015		100.00%		Q2 2015		
	Q3 2016		100.00%		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#
Outcome 1	Q1 2014			Outcome 4	Q1 2014		
	Q2 2014				Q2 2014		
	Q3 2015				Q3 2015		

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

PMIN1003 – 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.

Mid-America Christian University

Program Outcome and Student Learning Assessment Report

PMIN4103 – 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.

THEO2303 – 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 **help** 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:

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

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 assessed 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 assess 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
PMIN1003 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
PMIN1103 – 1 section
PMIN2603 – 1 section
PMIN3103 – 2 sections
PMIN4303 – 2 sections
THEO2303 – 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.

3

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

Student Outcome 1.3. 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

Student Outcome 1.7. 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 = 175; 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	
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 – 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 Part 1	Content addresses 1 of the 6 assessments. <i>--1 of the questions are addressed for each assessment.</i> <i>--Responses are vague.</i> <i>--Responses do not demonstrate the student's understanding of how the various assessments identify strengths and areas of need in their leadership skills.</i>	Content addresses 2 to 3 of the 6 assessments. <i>--2 of the questions are addressed for each assessment.</i> <i>--Responses are confusing. -- Responses demonstrates the student's limited understanding of how the various assessments identify strengths and areas of need in their leadership skills.</i>	Content addresses 4 to 5 of the 6 assessments. <i>--3 of the questions are addressed for each assessment.</i> <i>--Responses are generalized statements. -- Responses demonstrates the student's general understanding of how the various assessments identify strengths and areas of need in their leadership skills.</i>	Content addresses all 6 of the assessments. <i>--Each question is addressed for each assessment.</i> <i>--Responses are clearly stated. -- Responses demonstrates the student's understanding of how the various assessments identify strengths and areas of need in their leadership skills.</i>	Content addresses all 6 of the assessments. <i>--Each question is addressed for each assessment.</i> <i>--Responses are stated in detail. -- Responses demonstrates the student's understanding of how the various assessments identify strengths and areas of need in their leadership skills and provides specific examples.</i>	
	0 – 11.7 points	12-13.7 points	14-15.7 points	16-17.7 points	18-20 points	
Content Part 2	Content does not address or vaguely addresses the following: <i>1) What did you learn new about yourself and your leadership abilities? 2) Do you see yourself as a natural born leader or a leader in progress? 3) How do you see the results of the various assessments supporting or being counter to your foundational voice? 4) What leader in scripture can you embrace as a personal model of credibility and why?</i>	Content addresses 1 of the following: <i>1) What did you learn new about yourself and your leadership abilities? 2) Do you see yourself as a natural born leader or a leader in progress? 3) How do you see the results of the various assessments supporting or being counter to your foundational voice? 4) What leader in scripture can you embrace as a personal model of credibility and why?</i> <i>--Responses are underdeveloped and/or confusing.</i>	Content addresses 2 of the following: <i>1) What did you learn new about yourself and your leadership abilities? 2) Do you see yourself as a natural born leader or a leader in progress? 3) How do you see the results of the various assessments supporting or being counter to your foundational voice? 4) What leader in scripture can you embrace as a personal model of credibility and why?</i> <i>--Responses are generalized statements; little personalization.</i>	Content addresses all of the following: <i>1) What did you learn new about yourself and your leadership abilities? 2) Do you see yourself as a natural born leader or a leader in progress? 3) How do you see the results of the various assessments supporting or being counter to your foundational voice? 4) What leader in scripture can you embrace as a personal model of credibility and why?</i> <i>--Responses are clearly stated.</i>	Content addresses all of the following: <i>1) What did you learn new about yourself and your leadership abilities? 2) Do you see yourself as a natural born leader or a leader in progress? 3) How do you see the results of the various assessments supporting or being counter to your foundational voice? 4) What leader in scripture can you embrace as a personal model of credibility and why?</i> <i>--Responses are detailed and examples are included to support responses.</i>	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	9 - 10 points	
		Title page only includes title,	Title page included, but missing	Title page included with all necessary		

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 = 160 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: _____

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 impeded 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) <i>Analyzes who were</i>	Content provides 3 of 5 of the following for general epistles, circular letters, and prison epistles: 1) <i>Analyzes who were</i>	Content provides 4 of 5 of the following for general epistle, circular letter, and prison epistle: 1) <i>Analyzes who were</i>	Content provides all of the following for general epistle, circular letter, and prison epistle: 1) <i>Analyzes who were</i>	Content provides all of the following for general epistle, circular letter, and prison epistle: 1) <i>Analyzes who were</i>	

	<i>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 21st century America? 5) How would it relate to you in your ministry or life?</i> .	<i>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 21st century America? 5) How would it relate to you in your ministry or life?</i>	<i>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 21st century America? 5) How would it relate to you in your ministry or life?</i>	<i>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 21st century America? 5) How would it relate to you in your ministry or life?</i> Provides no statement of how the textbook has aided their understanding of Pauline Epistles.	<i>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 21st century America? 5) How would it relate to you in your ministry or life?</i> AND Provides statement of how the textbook has aided their understanding of Pauline Epistles.	
	0 – 5.9 points	6 – 6.9 points	7 – 7.9 points	8 – 8.9 points	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.)	
	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.	
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Total points possible = 125 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	
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 – 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	

<p>Content</p> <p>Part 1</p>	<p>Content addresses 1 to 2 of the following: Identify each of the 5 teaching principles. Discuss the significance of each principle. Identify which principle spoke the most to you and detail why. Discuss how these principles could be applied to 21st century teaching (biblical or secular).</p> <p>The identification of the principles is vague and application is missing.</p>	<p>Content addresses 3 of the following: Identify each of the 5 teaching principles. Discuss the significance of each principle. Identify which principle spoke the most to you and detail why. Discuss how these principles could be applied to 21st century teaching (biblical or secular).</p> <p>The identification of the principles is simplistic and confusing. Vague application present.</p>	<p>Content addresses 4 of the following: Identify each of the 5 teaching principles. Discuss the significance of each principle. Identify which principle spoke the most to you and detail why. Discuss how these principles could be applied to 21st century teaching (biblical or secular).</p> <p>Principles are generally identified and only general application provided.</p>	<p>Content addresses each of the following: Identify each of the 5 teaching principles. Discuss the significance of each principle. Identify which principle spoke the most to you and detail why. Discuss how these principles could be applied to 21st century teaching (biblical or secular).</p> <p>Principles are clearly identified and applied.</p>	<p>Content addresses each of the following: Identify each of the 5 teaching principles. Discuss the significance of each principle. Identify which principle spoke the most to you and detail why. Discuss how these principles could be applied to 21st century teaching (biblical or secular).</p> <p>Principles are detailed and student provides examples of application.</p>	
	<p>0-20.65 points</p>	<p>21 – 24.15 points</p>	<p>24.5 – 27.65 points</p>	<p>28 – 31.15 points</p>	<p>31.5 - 35 points</p>	
<p>Content</p> <p>Part 2</p>	<p>Content addresses less than 4 of the following for 1 of the 3 selected parables: <i>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 21st century?</i></p> <p>Responses are vague and no application is present.</p>	<p>Content addresses each of the following for 1 of the 3 selected parables: <i>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 21st century?</i></p> <p>Responses are underdeveloped and application is confusing.</p>	<p>Content addresses each of the following for 2 of the 3 selected parables: <i>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 21st century?</i></p> <p>Responses and application are very general.</p>	<p>Content addresses each of the following for each of the 3 selected parables: <i>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 21st century?</i></p> <p>Responses are clearly stated. Application is present.</p>	<p>Content addresses each of the following for each of the 4 or more selected parables: <i>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 21st century?</i></p> <p>Responses are detailed and examples of application are present.</p>	
	<p>0 – 5.9 points</p>	<p>6 – 6.9 points</p>	<p>7 – 7.9 points</p>	<p>8 – 8.9 points</p>	<p>9 – 10 points</p>	

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 = **140** 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 Program (i.e. CAGS/M	Adult School of Christian Ministries								
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[illegible]

Program Outcome/Student Learning Outcome D3 Form							
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Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.						
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[illegible]

Your Name:	Kimberly S. Thomas
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Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

[illegible]

[illegible]

[illegible]

Christian Ministries, Program Review, Section 7

End of Course D3 Forms

College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

Quarterly	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Q3 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	Rewritten instructions will result in higher EOC evaluation averages in this area.	Corrections are being met	CHM WIG meeting reports

College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

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	Chair will research rigor of course and academic	5-31-6-15-2017	Not sure	Results inconclusive	CHM Chair notes

College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

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	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
Q4 Sum 2017	10-23-2017	August responses requested More specific instructions (MMIN 5313 and MMIN 6431)	Review course and check for clarity	10/30-11/2017	Instructions will be enhanced	Course rewrites are in process	Chair Notes
	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/training 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/training 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 anticipate 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 lieu of "N/A" option. Request an "N/A" option for Q4.	Aug-18	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

College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

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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	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
Q4 Sum 2017	10-23-2017	August responses requested specific instructions (MMIN 5313 and MMIN 6431)	Review course and check for clarity	10/30-11/2017	Instructions will be enhanced	Modifications are in process	Chair/Prog Dir. Notes
	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	Instructional issues addressed in CHM 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	Instructional issues addressed in CHM Faculty meetings	End of Course surveys

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College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

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 monitored.	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 organizational flow.	2/29/2017	An assessment of the organization of content will determine if a rewrite is necessary.	These courses have been rewritten.	

College Program : CAGS/ASCM

Your Name: K. Thomas

End of Course D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

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	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
Q4 Sum 2017	10-23-2017	August responses requested. More specific instructions (MMIN 5313 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
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 anticipate that Question 5 will not be a concern to students.	CHM Team rewriting instructions;	End of Course surveys

Christian Ministries, Program Review, Section 8

End of Course Evidence

1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990	1	1	1990</
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Christian Ministries, Program Review, Section 9

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.

Christian Ministries, Program Review, Section 10

Retention/Persistence Rates

Retention and Persistence

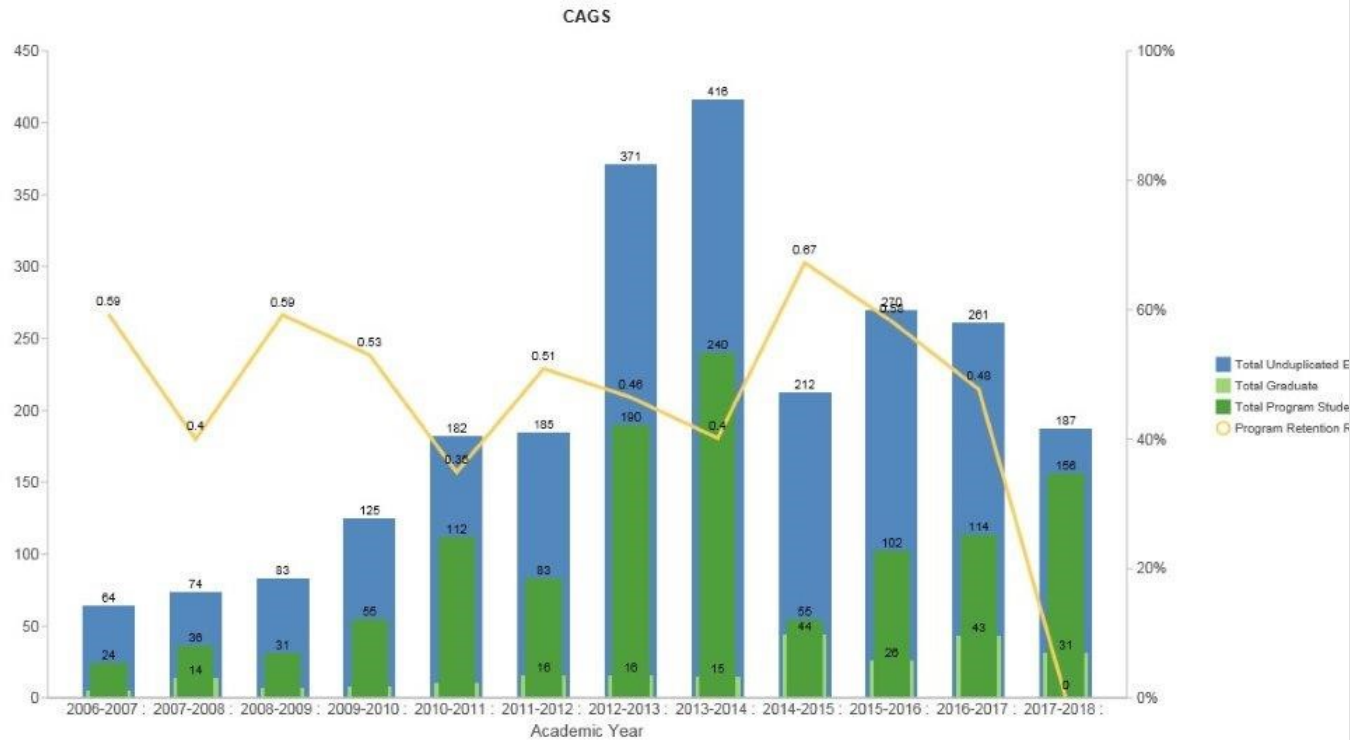
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Retention and Persistence for Christian Ministries Program

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



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

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

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

Christian Ministries, Program Review, Section 11

Instructor/Faculty Evaluations

Name	Course	Frequency of discussion posts	Number of students responded to	Length of posts	References to course materials	References to biblical concepts	Timeframe	Feedback	D2L Dropbox	Attendance or mid-term grade posting reminder	APA Formatting	News Section	Total Score	Average
	THEO2303 06W1 15FA	2	3	4	2	4	1	3	3	3	3	4	32	2.54
	PMIN4603 07W1 15 FA	3	4	4	3	2	3	2	3	3	3	2	32	2.91
	THEO3403 09W2 15FA	3	4	4	3	4	3	3	4	3	3	3	37	3.36
	Average	2.67	3.67	4	2.67	3.33	2.33	2.67	3.33	3	3	3		2.94
Larry Baker	THEO3813 01W1 16SP	2	4	4	0	3	4	1	1	3	1	3	26	2.36
	Average	2	4	4	0	3	4	1	1	3	1	3	26	2.36
	BINT3813 08W1 15FA	4	4	3	3	4	1	2	4	3	3	3	34	3.09
	BINT3813 11W1 15FA	4	4	3	0	4	4	3	1	3	3	3	32	2.91
	BINT3713 01W1 16SP	4	4	3	1	4	4	2	3	3	2	3	33	3
	BINT3813 03W1 16SP	4	4	3	1	4	4	2	3	3	3	3	34	3.09
	Average	4	4	4	1.25	4	3.25	2.25	2.75	3	2.75	3		3.02
	BINT1223 08W2 15FA	2	3	3	1	4	3	3	1	3	3	3	29	2.64
	PMIN3103 09W1 15FA	3	4	4	4	4	4	3	4	3	3	4	40	3.64
Average		2.5	3.5	3.5	2.5	4	3.5	3	2.5	3	3	3.5		3.14
	BINT1203 03W1 16SP	0	0	0	0	0	1	3	4	3	3	4	18	1.64
	Average	0	0	0	0	0	1	3	4	3	3	4	18	1.64
	BINT3713 06W1 15FA	3	3	3	0	4	1	3	1	2	2	3	25	2.27
	BIOT3613 03W1 16SP	3	4	4	3	3	2	3	4	3	2	3	34	3.09
	Average	3	3.5	3.5	1.5	3.5	1.5	3	2.5	2.5	2	2		2.68
	PMIN4303 07W1 15FA	1	4	3	1	2	1	3	4	2	3	2	26	2.36
	THEO4403 08W1 15FA	1	3	3	2	3	3	3	4	3	2	2	29	2.64
	PMIN5123 09W2 15FA	3	4	3	3	3	3	3	4	2	2	2	32	2.91
Average		1.67	3.67	3	2	2.67	2.33	3	4	2.33	2.33	2		2.64
	PMIN1103 11W1 15FA	4	4	3	3	3	4	3	4	3	4	3	38	3.45
	BIOT3713 01W1 16SP	4	4	4	4	4	4	3	4	3	3	3	40	3.64
	Average	4	4	3.5	3.5	3.5	4	4	4	4	3.5	3		3.55
	THEO1103 07W1 15FA	3	4	4	1	4	3	3	4	3	3	3	35	3.18
	THEO3603 08W1 15FA	3	4	4	4	4	3	3	1	3	3	3	35	3.18
	THEO3603 01W1 16SP	4	4	4	3	3	4	4	4	3	2	2	37	3.36
	PMIN3303 02W1 16SP	3	4	4	1	4	3	3	4	3	3	3	35	3.18
	THEO3603 03W1 16SP	3	4	4	3	3	3	3	3	3	3	2	34	3.09
	Average	3.2	4	4	2.4	3.6	3.2	3.2	3.2	3	2.8	2.6		3.20
	PMIN2603 07W1 15FA	2	4	3	0	4	4	1	1	3	3	1	26	2.36
	THEO4303 08W1 15FA	2	4	3	0	4	4	2	1	3	3	1	27	2.45
	PMIN2603 09W1 15FA	2	4	2	0	4	4	1	1	3	1	2	24	2.18
	THEO4303 11W1 15FA	2	4	3	0	1	4	2	4	3	2	1	26	2.36
	THEO4303 03W1 15FA	3	4	2	0	1	4	3	4	3	2	1	27	2.45
	THEO4303 04W1 15FA	1	4	4	0	2	4	2	3	2	2	1	25	2.27
	Average	2	4	2.83	0	2.67	4	1.83	2.33	2.83	2.17	1.17		2.35
	THEO1103 09W1 15FA	2	4	4	3	4	3	3	3	3	3	1	33	3
	THEO3823 11W1 15FA	2	4	4	4	4	3	2	3	3	1	3	33	3
	BINT3103 01W1 16SP	3	4	4	3	3	2	3	3	3	2	3	33	3
	Average	2.33	4	4	3.33	3.67	2.67	2.67	3	3	2	2.33		3
	SOCI3023 06W1 15FA	3	4	4	4	4	3	3	4	3	3	4	39	3.54
	BINT3713 07W2 15FA	3	4	4	4	4	3	4	4	3	4	4	41	3.73
	BIOT1103 01W1 16SP	4	3	4	3	3	3	3	4	3	3	4	37	3.36
	BIOT1103 02W1 16SP	4	3	4	4	4	3	4	4	3	4	4	41	3.73
	BINT1223 04W1 16SP	4	3	4	3	3	3	4	4	3	4	4	39	3.54
Average		3.6	3.4	4	3.6	3.6	3	3.6	4	3	3.6	4		3.58

	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	2.5	2.5	4	2	3	3	3	4	2.5	2	3.5		2.91
	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	3.17	3.17	3.67	0.33	3.67	3.67	2.5	3.33	3	1.33	3.17		2.82
	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	3.33	4	3.67	3.33	3.67	4	3.67	3.33	3	3.33	3		3.42
	PMIN2603 03W1 16SP	2	3	4	3	3	3	3	4	3	3	4	35	3.18
	Average	2	3	4	3	3	3	3	4	3	3	4	35	3.18
	THEO3823 07W2 15FA	2	2	3	2	1	4	1	1	3	3	3	25	2.27
	Average	2	2	3	2	1	4	1	1	3	3	3	25	2.27
	BINT1223 01W2 16SP	2	4	3	0	3	1	2	1	3	2	1	22	2
	Average	2	4	3	0	3	1	2	1	3	2	1	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	1	3	3	3	35	3.18
	PMIN3013 09W1 15FA	3	3	4	4	4	3	4	4	3	3	3	38	3.45
	PMIN3013 11W1 15FA	3	4	4	3	4	3	4	4	3	4	4	40	3.64
	PMIN1003 02W1 16SP	3	4	4	3	3	3	3	4	3	2	4	36	3.27
	PMIN1003 04W1 16SP	3	4	4	3	3	3	3	4	2	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
	PMIN1103 06W1 15FA	2	3	4	3	4	3	3	1	3	3	4	33	3
	BINT1203 09W1 15FA	3	3	4	2	4	3	4	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	3	4	3	1	4	2	1	1	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	3	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	4	4	3	3	4	3	3	3	37	3.36
	Average	2.5	4	4	3.5	4	3	3.5	4	3	3.5	3		3.45
	PMIN3343 07W1 15FA	3	4	3	2	1	2	1	4	3	3	3	29	2.64
	BINT3103 09W1 15FA	2	4	3	3	3	4	2	4	3	3	3	34	3.09
	THEO1103 11W2 15FA	2	4	3	0	2	4	2	4	3	2	3	29	2.64
	PMIN3343 03W1 16SP	1	4	3	0	1	3	3	4	3	3	4	29	2.64
	PMIN4103 04W1 16SP	1	4	3	0	3	3	3	4	2	3	4	36	3.27
	Average	1.8	4	3	1	2	3.2	2.2	4	2.8	2.8	3.4		2.86
	PMIN2603 02W1 16SP	2	3	4	4	4	3	3	4	3	3	3	36	3.27
	PMIN3103 03W1 16SP	2	4	3	3	3	4	3	4	3	2	4	37	3.36
	Average	2	3.5	3.5	3.5	3.5	3.5	3	4	3	2.5	3.5		3.32

	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 04W1 16SP	2	4	4	2	1	4	2	1	3	2	3	28	2.54
Average		2	4	3.5	2	2.5	3.5	2.5	2.5	3	2.5	2		2.73
	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
	BIOT1103 08W1 15FA	3	3	3	0	4	4	3	1	3	3	3	30	2.72
	BIOT1103 03W1 16SP	2	3	3	2	4	4	1	1	3	2	3	28	2.54
	BIOT1103 04W1 16SP	3	4	4	2	3	4	3	1	2	2	4	32	2.91
Average		2.67	3.33	3.33	1.33	3.67	4	2.33	1	2.67	2.33	3.33		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
	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	4	3	3	4	33	3
	PMIN4603 04W1 16SP	4	4	3	1	2	3	1	4	2	2	4	30	2.73
Average		4	4	3	0.33	1.67	3.33	1.67	4	2.67	2	4		2.79
	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		1.5	3.5	3.5	3	3.5	1	3.5	3.5	2.5	3	3		2.87
	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	3	3	3	4	3	3	4	39	3.54
	BINT1203 01W1 16SP	3	4	4	3	3	3	2	4	3	2	4	35	3.18
	BINT1203 04W1 16SP	4	4	4	4	4	3	3	4		2	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	0	2	4	3	4	3	3	3	31	2.82
	Average	2	4	3	0	2.5	4	3	4	3	2.5	3		2.82
	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
	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	1	3	4	3	1	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	APA	News Section	Average
	PMIN3103 05W1 16FA	3	4	4	3	3	4	3	3	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	
	PMIN3343 07W1 16FA	3	4	4	4	4	4	3	4	3	2	4	3.54
Average		3	4	4	4	4	4	3	4	3	2	4	
	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	
		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	Less than 1/2 of postings reflect Instructional value (directing students to course materials, ask probing questions and creating an atmosphere of critical thinking).	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	0
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 Biblical 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)	Only a numeric grade is given; no narrative feedback.	Grading feedback on assignments and discussion posts include instructive value, informing student on how to improve but does not provide additional resources where appropriate, is not personalized, doesn't encourage the student on what was done well but does not use rubric when available.	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 personableness. 4) when available instructors must use the given rubrics in addition to personalized feedback 5) when necessary refer student to tutorial resources such as smartthinking. 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 personableness. 4) when available instructors must use the given rubrics in addition to personalized feedback 5) when necessary refer student to tutorial resources such as smartthinking. 6) If a student does not receive full credit on the discussion the instruction 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	Welcome information and video are posted prior to the class start date but is missing one or more content areas.	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) faculty/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	
MAX Possible Contract Component Points:		276	Goal for Contract Components:		207	Actual Contract Points:		0
MAX Possible Engagement Practices Points:		80	Goal for Engagement Practices:		60	Actual Engagement Practices Points:		0
MAX Possible Combined Points:		356	Goal for Combined Components:		267	Actual 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 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								
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								
Average	PMIN2603 01W1 17SP	30 30	10 10	24 24	32 32	20 20	32 32	15 15	15 15	15 15	6 6	7 7	6 6	4 4	216/356	60.67								
Average	THEO4403 02W1 17SP	30 30	30 30	32 32	32 32	40 40	16 16	15 15	15 15	15 15	12 12	21 21	6 6	16 16	280/356	78.65								
Average	BINT3713 01W1 17SP	40 40	30 30	24 32	32 24	40 40	24 24	15 20	15 20	15 0	18 12	21 21	12 12	16 16	302/356	84.83								
Average	BINT3713 02W1 17SP	40 40	30 30	28 28	28 28	40 40	24 24	17.5 17.5	17.5 17.5	7.5 7.5	15 15	21 21	12 12	16 16	291/356	81.74								
Average	BINT3103 01W1 17SP	30 40	30 40	24 32	32 32	40 30	24 24	15 15	15 20	15 0	24 24	21 21	12 12	16 16	298/356	83.71								
Average	BINT3303 02W1 17SP	35 35	35 35	28 28	32 32	35 35	24 24	15 15	17.5 17.5	7.5 7.5	24 24	21 21	12 12	16 16	306/356	85.96								
Average	BINT1223 01W1 17SP	40 40	30 30	24 24	24 24	30 30	24 24	15 15	20 20	15 15	18 18	21 21	9 9	4 4	274/356	76.97								
Average	PMIN4303 01W1 17SP	30 30	20 20	24 24	32 32	30 30	32 32	15 15	15 15	15 15	18 18	14 14	12 12	4 4	261/356	73.31								
Average	PMIN3343 02W1 17SP	20 20	30 30	24 24	32 32	40 40	24 24	15 15	20 20	20 20	24 24	21 21	9 9	16 16	295/356	82.86								
Average	THEO3603 02W1 17SP	30 30	30 30	16 16	32 32	30 30	32 32	15 15	15 15	20 20	18 18	21 21	12 12	4 4	275/356	77.25								
Average	BINT3103 02W1 17SP	30 30	10 10	24 24	32 32	30 30	24 24	15 15	20 20	20 20	18 18	21 21	12 12	4 4	260/356	73.03								
Average	PMIN3103 01W1 17SP	30 30	30 30	24 32	32 32	40 40	32 32	15 15	15 15	15 15	24 24	21 28	12 12	16 16	306/356	85.96								
Average	PMIN2603 02W1 17SP	30 30	30 30	28 28	32 32	40 40	32 32	15 15	15 15	15 15	24 24	24.5 24.5	12 12	16 16	321/356	90.17								
Average	THEO3603 01W1 17SP	20 20	30 30	24 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								
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 4	239/256	67.13								
Average	THEO2303 02W1 17SP	40 40	30 30	24 24	32 32	20 20	32 32	15 15	15 15	15 15	12 12	21 21	9 9	8 8	273/356	76.68								
Average	BINT1203 01W1 17SP	40 30	40 30	24 24	32 24	30 40	32 24	15 15	20 20	20 20	24 24	21 21	3 3	16 16	317/356	89.04								
Average	BINT1223 02W2 17SP	35 35	35 35	24 24	28 28	35 35	28 28	15 15	20 20	20 20	24 24	21 21	3 3	16 16	291/356	81.74								

	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	4	250/356	70.22
Average		40	30	24	32	20	24	15	15	15	12	7	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
Average	PMIN4303 02W1 17SP	40	30	24	32	20	32	15	15	15	18	21	6	16	284/356	79.78
		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
Average	THEO1103 02W1 17SP	30	30	32	24	20	32	15	15	15	24	21	12	16	286/356	80.34
		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		
	SOC13023 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 calendar	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	71.07%	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 thread at least 3 separate calendar days per discussion question per week. 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 paragraph, 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 rubric to do this. Many times students do not pay attention to 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 by Saturday at midnight. You did show improvement with this in Week 3 and 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 accomplish this is by posting the weekly expectations to help keep students aware of assignments for the week. You can also include clarifications to assignments, etc. For future courses, make sure you focus on the Meets Expectations and Exceeds Expectations columns so that you are able to improve your overall score.
AVERAGE		20	30	32	24	20	16	15	15	15	24	14	12	16			
	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, devotions, 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.
	THEO3823 03W1 18SP	40	40	32	24	20	32	15	15	15	24	14	3	16	299/356	83.40%	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 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			

																		Sam, Thank you so much for your great work in this course. Your overall course score was a 95.79%. 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. There is one thing that I would ask that you do in future courses, build the course calendar in the Calendar section of D2L instead of in the News section. This way the students see the calendar every time they log into D2L. If the calendar is in the News section it will eventually disappear unless the student repeatedly clicks on "Show All" so that they can see it. Outside of that, you did an awesome job with this course.
	THEO3603 07W1 17FA	40	40	32	32	40	32	15	15	15	24	28	12	16	341/356	95.79%		Sam, Thank you for your good work in PMIN4103 01W1 18SP. Your overall course score was a 78.65%. The goal is to receive a course score of at least 75%. You did exceed the goal. There are a few areas that could help to raise your overall score. First, you must be on the discussion thread on 3 separate calendar days per discussion question. You did a great job of this in Week 1, but after that your participation was rather sporadic. In Week 2, you were only on 2 separate calendar days per discussion question. In Week 3, you were technically only on 1 day per discussion question. You were on a second day, however, it was after the discussion question was closed and therefore does not count. In Week 4, you did a great job with discussion question 1, however, you were only on 2 calendar days for discussion question 2. In Week 5, you did well with discussion question 1, but you were technically only on 1 calendar day for discussion question 2 because the other day was after the discussion had already closed. Make every effort to post while the discussion question is still open so that students have the opportunity to respond to you. I would like to make a suggestion about your grading feedback. I found the feedback difficult to follow because of all the changing of color and then all the references at the end. You provide your students a lot of information in your feedback, however, they may have difficulty figuring out what they did well and where they need to improve. You do a great job of encouraging your students. See if you can figure out a way to streamline your feedback so that students can quickly determine what they need to do in order to do better on the next assignment. Overall, you did a nice job with this course.
	PMIN4303 01W1 18SP	20	30	32	24	30	24	20	15	15	24	21	9	16	280/356	78.65%		Sam, Thank you for your great work in THEO3603 04W1 18SP. Your overall course score was a 90.17%. The goal is to receive a course score of at least 75%. You met or exceeded expectations in all categories but one. It is very important that you work on being on the discussion thread at least 3 separate calendar days for each discussion question each week. You did great in Week 1, but in Week 2 DQ 2, you were only on 2 days (5/3 & 5/5). Week 3 DQ1 you were only on 5/9 and 5/10. While you did add your own initial thread for several of the second discussion questions which I will count as 1 day on the thread, in Week 4 DQ2, you were only on one other day (5/21). It is a contractual issue that instructors be involved on the discussion threads at least 3 separate calendar days. When signing the contract, instructors agree to meet that requirement. So, make sure to keep that in mind when teaching your next course. The depth of your engagement with your students in the discussions is excellent and thought provoking. The quality of your grading feedback helps students to know where they can improve. Overall, you did excellent work in this course.
	THEO3603 04W1 18SP	20	40	32	32	40	32	15	15	15	24	28	12	16	321/356	90.17%		
AVERAGE		26.7	36.7	32	29.3	36.7	29.3	16.7	15	15	24	25.7	11	16				
																		Artie, 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%. While you did meet and exceed this goal, there are several areas where you can improve your score. First, you need to strengthen the quality of your feedback on Dropbox assignments. Read the "Exceeds Expectations" box on this line item so that you have a clearer picture of what we are expecting for quality feedback. During this course, a email was sent out from Dr. Thomas requiring all instructors that are using TurnItIn for grading course work, to download the graded papers and return them to the students via the D2L Evaluation screen. You must go back into the course and do this for every Dropbox assignment immediately. If this is not done, we will lose access to these documents in 5 weeks. So, it is imperative that this be addressed at once. You need to be more involved in your News section. You should be posting, at least, weekly expectations for the course. Lastly, you need to utilize the calendar in D2L. Before a course begins, you should put all due dates in the calendar in D2L. This way when students log in, they will see what is due that day or in the coming days. Overall, you did nice work in this course. You just need to focus on the areas mentioned so that you can continue to improve your overall course score.
	THEO4303 07W1 17FA	40	40	32	32	20	32	15	15	15	18	14	9	4	286/356	80.34		

																		Artie, Thank you for your work in THEO3403 04W1 18SP. 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 5 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 5 weeks, it is essential that instructors are intentional on making sure to download papers graded in Turnitin and 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. Only the welcome video and APA materials were loaded into the News section. While you may address contact information and office hours in your video, we need you to post the information separately 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 include discussions, how quickly graded papers are returned, and how engaged they are in the News section. This is not the first time this issue has been raised. It is essential that you become more active in the News section in future courses and that you make sure all papers are returned in D2L. You put a great effort into this course. We just need you to address the issues mentioned so that you can raise your course score above 75%.
	THEO3403 04W1 18SP	40	20	24	32	10	32	15	15	15	12	7	12	16	250/356	70.22		
AVERAGE		40	30	28	32	15	32	15	15	15	15	10.5	10.5	10				
	THEO2303 02W1 18SP	20	40	32	24	40	24	15	15	15	24	21	12	16	298/356	85.67	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 timely manner. For the first time teaching online, you did a very nice job.	
	THEO1103 04W1 18SP	30	40	24	24	30	24	15	15	15	24	21	6	16	291/356	81.74	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 pointing out the APA errors, consider providing them examples in the future. Overall, you did a very nice job with this course.	
Average		25	40	28	24	35	24	15	15	15	24	21	9	16				
	BINT3813 07W1 17FA	40	40	32	24	40	24	15	15	15	24	28	12	16	325/356	91.29	Justene, Thank you for your excellent work in this course. Your overall course score was a 91.29%. 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 fantastic work.	
Average		40	40	32	24	40	24	15	15	15	24	28	12	16				

[illegible]

[illegible]

																		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 3 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 5 Discussion Questions 1 and 2, you were only on 2 days (DQ1 - 12/15 & 12/18; DQ2 - 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 was 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 that is necessary for assessment reports. The rubrics provided in the course are prepared to verify students are meeting specific program and student outcomes. In future courses, only use the provided rubrics and report that information back to students. I did notice that there was on post in the virtual office for which there was no response. I realize that you may have addressed the student's need via email. However, if a student posts a question in the Virtual Office, please respond 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 really nice job with this course.
	PMIN1103 11W1 17FA	20	30	32	24	40	24	15	15	15	24	21	6	16	282/356	79.2		
Average		20	35	32	28	35	20	15	15	15	21	21	9	16				
	BINT3303 01W2 18SP	20	30	24	32	20	24	15	20	15	18	14	12	8	252/356	70.779	Kenny, Thank you for your work in BINT3303 01W2 18SP. 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 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 box on the Quality of graded feedback line to see all that should be included in grading feedback. No mid-term video was posted to the News section. The News section was just inconsistently. To receive the highest rating in this area, you need to be using the News section 2 or more times a week. It is very important that you remind students of the week's expectation in the News section. The calendar was 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.	
Average		20	30	24	32	20	24	15	20	15	18	14	12	8				
	PMIN2603 06W1 17SU	30	40	32	24	40	24	15	15	15	24	21	12	16	308/356	86.52	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 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.	
	BIOT1103 01W1 18SP	30	40	32	24	30	32	20	15	15	18	21	12	16	305/356	85.67	Kim, Thank you for your great work in BIOT1103 01W1 18SP. Your overall course score was an 85.67%. The goal is to receive a 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 more separate calendar days. Thank you for making the effort to meet the CHM expectation. Keep doing what you are doing because you are providing your students a solid learning experience.	
Average		30	35	32	28	35	32	17.5	15	15	18	21	12	16				

	PMIN1103 08W1 17FA	30	40	32	24	30	24	15	15	15	24	28	12	12	301/356	84.55	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.
	BINT1223 03W1 18SP	30	40	32	24	40	24	15	15	15	24	28	12	16	315/356	88.48	Thank you for your great work in BINT1223 03W1 18SP. 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.
Average		30	40	32	24	35	24	15	15	15	24	28	12	14			
	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. Overall, you did an excellent job!
	THEO4403 04W1 18SP	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 THEO4403 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 D2L 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 D2L feedback box. It is simple to just copy and paste. Overall, great job!
Average		40	40	36	36	30	32	15	15	15	15	17.5	9	16			
	THEO3403 01W1 18SP	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 need to watch is in your posting of responses in the discussion thread. You must be on the discussion thread at least 3 separate calendar days for each discussion question each week. In Week 2, you were only on discussion question 1, 2 separate days. For discussion question 2, you were technically only on 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 because 1 of the days was after the discussion had closed. For discussion question 2, you were only on 2 separate calendar days. 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		30	40	32	32	30	24	20	10	20	24	21	12	16			
	BINT3173 06W2 17SU	20	20	24	24	30	32	15	15	15	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 question on 3 separate calendar days. You need to beef up your discussion responses 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 video. 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.

Average		20	20	24	24	30	32	15	15	15	24	21	12	16			
																	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 your score, you just need to focus on the Exceeds Expectations column. Overall, you did a great job. So, keep up the excellent work.
	BINT3713 08W1 17FA	30	30	24	24	30	24	15	20	20	18	28	12	16	291/356	81.74	
Average		30	30	24	24	30	24	15	20	20	18	28	12	16			
																	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.
	BINT3103 07W1 17FA	30	40	32	32	40	32	15	15	15	24	21	12	16	324/356	91.01	
Average		30	40	32	32	40	32	15	15	15	24	21	12	16			
																	Thank you for your good work in this course. Your overall course score was a 75.8%. The goal is to have a course score of at least 75%. You just 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 no 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, nice work.
	PMIN5123 11W1 18SP	20	30	24	24	30	24	15	15	15	24	21	12	16	270/356	75.8	
Average		20	30	24	24	30	24	15	15	15	24	21	12	16			
																	Leah, Thank you for your great work in this course. Your overall course score was an 84.27%. The goal is to receive 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.
	BINT1223 07W1 17FA	30	40	24	32	40	16	15	15	15	24	21	12	16	300/356	84.27	
Average		30	40	24	32	40	16	15	15	15	24	21	12	16			
																	Bill, Thank you for your great work on this course. Your overall course score was an 89.04%. The goal is to receive at least a score of 75%. You far exceeded the goal. You met or exceeded expectations in all categories but 1. If students post to the Virtual Office, I need for you to post your response in the Virtual Office. I know that you probably email the student, but we need to see the response in the Virtual Office. If one student has posted a question in the Virtual Office, you probably have other students with a similar question. So, by posting your response in the Virtual Office, everyone benefits from seeing your response. Overall, you did a great job on this course.
	BINT3813 06W1 17SU	40	40	32	32	40	24	15	15	15	24	21	3	16	317/356	89.04	
																	Bill, Thank you for your work in THEO3833 01W1 18SP. Your overall course score was an 82.86%. 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 I 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 on assignments" line item to see what is to be contained in the feedback for each individual. Outside of that, you did a great job with the discussions and how you engaged your students. Good example of how the discussion thread can be used as a classroom. Nice work!
	THEO3833 01W1 18SP	40	40	32	32	10	24	20	15	15	18	21	12	16	295/356	82.86	
Average		40	40	32	32	25	24	17.5	15	15	26	21	7.5	16			
																	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. Keep up the great work.
	PMIN3343 08W1 17FA	30	30	24	32	30	24	15	15	15	24	28	12	16	295/356	82.86	
																	Thank you for your great work in BINT3303 03W1 18SP. Your course score 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 feedback. This was a superbly taught course. Fantastic job!
	BINT3303 03W1 18SP	30	40	32	32	40	32	15	15	15	24	21	12	16	324/356	91.01	
Average		30	35	28	32	35	28	15	15	15	24	24.5	12	16			

[illegible]

																		Nathan, Thank you for your work in this course. Your overall course score is a 72.19%. The goal is to receive a course score of at least 75%. As you can see you were below this goal. You can improve your score by doing the following. You must be on the discussion thread 3 separate calendar days per discussion question per week. Your responses need to have more teaching quality to them. Remember that the discussion thread is your classroom and your opportunity to push your students deeper into the topic. Papers need to be graded and returned to students by midnight of Saturday after the assignments were submitted on Monday. These three categories carry a great deal of weight and therefore can make or break you achieving the course score goal. Overall, you did a nice job with this course.
	PMIN1003 07W2 17FA	10	20	24	24	40	16	15	15	20	24	21	12	16	257/356	72.19		
																		Thank you for your great work in BINT3713 03W2 18SP. Your course score was an 85.60%. The goal is to receive a course score of at least 75%. You far exceeded that goal. The one area where you scored low was in grading feedback. The feedback box in D2L did not contain any feedback. While it was on the returned papers, it needs to be copied and pasted into the D2L feedback box. Doing this will help raise your overall course score. On the whole, you did a very nice job with this course.
	BINT3713 03W2 18SP	40	40	32	32	20	24	15	15	20	24	21	12	16	306/356	85.6		
Average		24	30	28	28	30	20	15	15	20	24	21	12	16				
																		Kevin, Thank you for your great work in this course. Your overall course score was a 93.82%. The goal is to receive a course score of at least 75%. You have far exceeded this goal. You have met or exceeded expectations in all categories. Keep up the excellent work.
	THEO3403 07W1 17FA	40	40	32	32	40	32	15	15	15	24	21	12	16	334/356	93.82		
Average		40	40	32	32	40	32	15	15	15	24	21	12	16				
																		Thank you for your hard work in this course. Your overall course score was a 78.4%. The goal is to have a score of at least 75%. You did exceed the goal. You did a great job for your first course teaching. There were just a couple of areas that pulled your score down. These bascially had to do the utilization of the News section. Do not worry about this at this moment. We will cover this in more detail when we get together for more training over the next few weeks. You excellent in the major areas of the rubrics. You provided your students solid feedback and were engaged in the discussion threads well. You also returned graded work in a timely manner. Keep those practices up in future courses. Overall, you did a great job with your first class.
	PMIN4603 08W1 17FA	30	40	24	32	30	24	15	15	15	12	14	12	16	279/356	78.37		
Average		30	40	24	32	30	24	15	15	15	12	14	12	16				
																		Barry, Thank you for your work in this course. Your overall course score was a 78.09%. The goal is to receive a course score of at least 75%. While you did meet the goal, there are a couple of areas where you can improve your score. First, you need to strengthen the quality of the feedback that you provide students on their Dropbox assignments. Make sure to read the "Exceeds Expectations" box in the rubric to see exactly what we are requiring for quality feedback. Also, all papers must be returned to students, even if they received a perfect score. In reviewing your course, I found the returning of papers is very inconsistent. You must also utilize the calendar in D2L. By placing assignment due dates on the calendar, you help students to be aware of upcoming assignments. On the other categories, you met or exceeded expectations. Keep up the good work but strive to improve in the areas I have mentioned.
	PMIN3303 07W1 17FA	30	30	24	32	20	24	15	15	20	24	28	12	4	278/356	78.09		
																		Barry, Thank you for your good work in PMIN3303 01W1 18SP. Your overall course score was a 79.49%. The goal is to receive a course score of at least 75%. You did exceed this goal. There are just a couple of things that would help to raise your course score a bit higher. First, your responses to your students in the discussion thread could contain more content and be more instructive. Keep in mind that your responses to your students' discussion posts are your classroom opportunity to push the students deeper into the topic and to do your teaching. You have a wealth of knowledge to share with your students. Do this in the discussion responses. You provide good feedback throughout the students' papers, but your summary feedback statement lacks depth. Pay close attention to the "Exceeds Expectations" column in the Quality of Graded Feedback line item. This will provide you detailed information of what is to be contained in grading feedback summary statements. Thank you for taking the time to go back through your course and to upload all graded documents. Please make this a practice from this point forward. Overall, you did a nice job with this course.
	PMIN3303 01W1 18SP	30	20	24	32	30	24	20	15	15	24	21	12	16	283/356	79.49		
Average		30	25	24	32	25	24	17.5	15	17.5	24	24.5	12	10				

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 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 (<i>show changes in <u>strikeout</u> and <u>highlight</u> format, e.g., <u>old and new</u> format</i>) <i>Use the MACU Catalog for information and format examples</i>
– 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)
<u>X</u> 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 (<i>degree sheet</i>)	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: 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 _____

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

MACU Faculty/Senate Policy Rev. 5/27/15

Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i>	Proposal to write new course: BINT 2303 - Survey of Romans
Proposal to Change - explain revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i>	
This is a proposal to write a new course: BINT 2303 - Survey of Romans	
Rationale <i>(information supporting proposal – why you are making changes)</i>	
<p>There is a need to create more Bible course electives for College of Adult and Graduate students.</p> <p>This Survey of Romans course will explore and examine major themes within the book of Romans, such as: God's righteousness, sin and death, justification by faith, grace, and significant concepts that are applicable to living the Christian life. This sophomore level course will also fulfill a Bible requirement for certificate programs that are being developed.</p> <p>This course will fulfill the rigor expected of other biblical and theological courses within the general education requirements for CAGS students.</p>	
Other information <i>(show new courses, course description changes, etc.)</i>	
<p>Course Description: BINT 2303-A Survey of Romans (3cr.). This course will highlight Paul's mission, purpose for writing, theological themes, such as righteousness through faith, the need for salvation, and fundamentals for living the Christian life.</p>	
Correlation to the Assessment System & Program Improvement	
<p>This sophomore level survey course will be written from an introductory/survey perspective and serve as an additional Bible course elective with the expected rigor of other general education Bible and Theology course requirements. The course aligns with and supports the assessment of Christian Ministries program outcomes (see listed).</p> <p>The Adult School of Christian Ministries Degree Program will prepare graduates who are able to:</p> <p>PROGRAM OUTCOME 1.0 Analyze the call and practice of ministry through personal reflection, collaborative experiences, and biblically based academic curriculum.</p> <p>PROGRAM OUTCOME 2.0 Apply (head, heart, hands) spiritual disciplines from a Wesleyan perspective to individual and communal experiences.</p> <p>PROGRAM OUTCOME 3.0 Examine and apply biblical and theological principles to one's life, ministry, and leadership from a Wesleyan Arminian, orthodox Christian tradition using inductive study methods.</p> <p>PROGRAM OUTCOME 4.0 Integrate scripture, theology, practical skills, ethical principles, and Christ-like character to the practice of ministry and leadership in diverse settings with diverse people.</p> <p>PROGRAM OUTCOME 5.0 Construct lessons, sermons, and projects using effective written and oral communication skills for the practice of ministry and leadership.</p> <p>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 life, home, work, and church setting.</p>	

Proposal CHM New Course: Basic Principles of Inductive Bible Study 2015

Thursday, August 09, 2018 10:40 AM



Proposal
Basic

Faculty/Senate Checklist - Changes

Do not change wording on this form

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

PURPOSE: Request for Approval of Curriculum Revisions- Course Development

Name of Degree Program being changed: Certificate: Women in Ministry

Submitted by: Kimberly S. Thomas College/School: 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 this form and your completed proposal and required documentation to the persons listed below for signatures.
- 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 and all supporting documents to the Dean in one electronic Word file.

Requested change for:	What is needed <small><i>show changes in <u>strikeout</u> and <u>highlights</u> format, e.g., old and <u>new</u> format</i></small>
<ul style="list-style-type: none"> - Admission requirements - Course description - Degree Program name - Program description - Program outcomes 	Submit this form and the existing and revised information on proposal form
<ul style="list-style-type: none"> - Course information changes 	Submit this form and proposal form and revised degree evaluation form <i>(if applicable)</i> (This area includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
XX Course (new)	Submit this form and 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>
<ul style="list-style-type: none"> - Degree evaluation form <i>(degree sheet)</i> 	Submit this form and proposal form and revised degree program evaluation form (the University Registrar or VPAA Office will assist with these changes)

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

Obtain these signatures in the order listed, so appropriate collaboration and communication can take place:

Approved: School Chair/Program Director _____ Date _____

Approved: College Dean _____ Date _____

Reviewed: University Registrar _____ Date _____

Approved: Director of the Center for Curriculum Learning and Technology _____ Date _____

Approved: Executive Director of Assessment, Accreditation and Institutional Research _____ Date _____

Reviewed: Marketing Rep. - CAGS *or* VP for Student Engagement and Success - CAS _____ Date _____

Approved: Vice President for Academic Affairs _____ Date _____

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.

Faculty/Senate Checklist - Changes

Do not change wording on this form

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

Proposal Request to Make Changes to Existing Curriculum: <i>(state primary area of change – name of degree, course, etc.)</i>	Proposal to Change-Develop New Course
Proposal to Change - explain revision and action being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i>	
<p>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.</p>	
Rationale <i>(information supporting proposal)</i>	
<p>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.</p>	
Other information <i>(show new courses, changes, etc.)</i>	
<p>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.</p>	
Correlation to the Assessment System & Program Improvement	
<p>This new course will be of tremendous significance to students' learning by teaching them this method of studying the Bible. This course correlates with the Adult School of Christian Ministries Program Outcomes 3: <i>To examine and apply biblical and theological principles to one's life, ministry, and leadership from a Wesleyan Arminian, orthodox Christian tradition using inductive study methods.</i></p>	
Budget and Correlation to Strategic Planning	
<p>Cost allocations were created in the 2014-2015 and 2015-2016 budgets to revise and rewrite proposed courses.</p>	
Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i>	
SUBMITTED BY: <ul style="list-style-type: none"> Name/Title College/School 	<p>Kimberly S. Thomas, Chair Adult School of Christian Ministries</p>
Proposed Effective Date:	<p>Fall (September) 2015</p>

Proposal CAGS CHM Program Outcomes Revision 2015

Thursday, August 09, 2018 9:55 AM



CAGS CHM

Revision

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components) MACU Faculty/Senate Policy Rev. 8/15/15 Do not change wording on this form	
PURPOSE: Request for Approval of Curriculum Revisions	
Curriculum proposal for: <u>Bachelor of Science-Christian Ministries Degree Program Outcomes 2015</u> Submitted by: <u>Dr. Kimberly S. Thomas, Chair College/School CAGS/ Adult School of Christian Ministries</u>	
Process to request approval of a new degree/emphasis/certificate program: <ul style="list-style-type: none"> Fill out the attached Faculty/Senate Proposal form. <i>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)</i> Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keeping in mind the required approval order. Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting. Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents. 	
Curriculum components Requested change for:	What is needed (show changes in <i>strikeout and highlights format, e.g., <u>old and new</u> format</i>) <i>Use the MACU Catalog for information and format examples</i>
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 (if applicable) (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 (if applicable)
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 <ol style="list-style-type: none"> Obtain all signatures IN THE ORDER LISTED for purpose of appropriate collaboration, communication and approval. The signature form must always accompany your proposal. You can expect revisions at all levels of review. Changes requested at any level below should be made before you receive that reviewer's signature. Upon completion of signatures the VPAA will retain this sheet and send final electronic copies to you and College Dean. 	
Approved: School Chair/Program Director	Date _____ Comments _____
Approved: College Dean	Date _____ Comments _____
Approved: Vice President for CAGS (CAGS Only)	Date _____ Comments _____
Approved: Marketing Representative –CAGS <u>or</u> Assist. V.P. Enrollment Services – CAS	Date _____ Comments _____
Approved: University Registrar	Date _____ Comments _____
Approved: Chief Financial Officer	Date _____ Comments _____
Approved: Executive Director of Assessment, Accreditation and Institutional Research	Date _____ Comments _____
Approved: Vice President for Academic Affairs	Date _____ Comments _____

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

Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i>	Proposal to Change: B. S. Christian Ministries Degree Program Outcomes	
Proposal to Change - explain revisions and actions being requested (show changes in strikeout and highlights, e.g., old and new format)		
<p>Current Program Outcomes</p> <ol style="list-style-type: none"> 1. Articulate a sense of calling to the Christian Ministry. 2. Apply principles of effective evangelism in individual and communal settings. 3. Examine biblical and theological principles from a Wesleyan, orthodox Christian tradition. 4. Integrate scripture, theology, history of tradition and practical skills to the practice of ministry in diverse settings. 5. Construct lessons, sermons, and programs using effective communication skills. 6. Formulate a world-view consistent with Christ-like character (humility, life-long learning, self-control, service, valuing self and others). 	<p>Proposed Program Outcomes</p> <p>Upon graduation from the Christian Ministries program, students will be able to:</p> <p>Program Outcome 1.0 Articulate the call and practice of ministry through personal reflection, collaborative experiences, and biblically based curricula.</p> <p>Program Outcome 2.0 Apply (head, heart, hands) spiritual disciplines from a Wesleyan perspective to individual and communal experiences.</p> <p>Program Outcome 3.0 Effectively apply inductive Bible Study methods to scripture in order to examine and interpret biblical and theological principles.</p> <p>Program Outcome 4.0 Integrate scripture, theology, practical skills, and ethical principles to the practice of ministry and leadership in diverse settings with diverse people.</p> <p>Program Outcome 5.0 Construct lessons, sermons, and projects using effective written and oral communication skills for the practice of ministry and leadership.</p> <p>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.</p>	
Rationale <i>(information supporting proposal – why you are making changes)</i>		
The proposed changes provide specific skills and goals for the learning expected within this degree program.		
Other information <i>(show new courses, course description changes, etc.)</i>		
No new course or courses descriptions are required.		
Correlation to the Assessment System & Program Improvement		
The proposed changes provide clarity necessary for aligning program outcomes, student learning outcomes, and course outcomes.		
Budget and Correlation to Strategic Planning <i>(include additional adjunct or any other expected costs)</i>		
There are no expenditures associated with the proposed outcomes changes.		
Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i>		

CAGS CHM Degree Program Revision 9-18-15

Tuesday, August 14, 2018 10:55 AM

CAGS CHM
DegreeChristian Ministries Degree Completion Program (proposed)
Mid-America Christian University

Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i>	Proposal to Change: Proposal to Revise the Christian Ministries Bachelor Degree program within the Adult School of Christian Ministries.
Proposal to Change - explain revisions and actions being requested <i>(show changes in strikethrough and highlights, e.g., old and new format)</i>	
<p>The proposal is to revise and reorganize the Christian Ministries degree program sheet to show the major requirements more clearly.</p> <p>Proposed degree program changes include:</p> <p>Renumber Program Orientation from PMIN 3013 to PMIN 1003</p> <p>Add Course to “Required Prior to Major Courses” Category BINT 2103 Basic Principles of Inductive Bible Study</p> <p>Move from Major to “Required Prior to Major Courses” Category PMIN 3013 Program Orientation <i>(as PMIN 1003)</i> PMIN 1103 Foundations of Ministry</p> <p>Move from Support Courses to “Required Prior to Major Courses” Category PMIN 3103 Homiletics I</p> <p>Remove from Major BUAD 4203 Nonprofit and American Church Law OR BUAD 4403 Church and Nonprofit Finances PMIN 4953 Christian Ministries Synthesis – retire this course from catalog</p>	
Rationale <i>(information supporting proposal – why you are making changes)</i>	
<p>The reorganized program sheet will provide students a clearer path to recognizing the courses required to complete their degree requirements. This change has helped to identify support courses for Christian Ministry course requirements. These changes provide a degree completion program that is easier for students to compare with other colleges/universities.</p> <p>The course Program Orientation is recommended to be changed to be PMIN 1003 which will place this course to be at a level where it can be taken by students entering the degree program. It is important that students complete this course early in their experience because it introduces them to the Christian Ministries Degree Program, and to Wesleyan Spiritual Formation. IT also reinforces the fundamentals of APA and introduces the student to ministerial ethics and personal spiritual formation.</p>	
Other information <i>(show new courses, course description changes, etc.)</i>	
Correlation to the Assessment System & Program Improvement	

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 <u>strikeout</u> and <u>highlights</u> format, e.g., <u>old and new</u> format) Use the MACU Catalog for information and format examples
<ul style="list-style-type: none"> – 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 (if applicable) (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 (if applicable)
– 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: 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 _____

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

MACU Faculty/Senate Policy Rev. 5/27/15

Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i>	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 revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i>	
Change the course number from: PMIN3013-Program Orientation to PMIN1003- Program Orientation . The lower course number is indicative of an introductory level course.	
Rationale <i>(information supporting proposal – why you are making changes)</i>	
By changing the current course number to a lower course number, students should be guided to take the Program Orientation upon entering the Program. This course is important as an introductory course for it provides awareness of the scope of the Christian Ministries degree program, introduces students to ministerial ethics, personal spiritual formation, and reinforces the fundamentals of APA.	
Other information <i>(show new courses, course description changes, etc.)</i>	
PMIN 1003 - The course number change will not impact the content of the course, however, this change will assist Enrollment Counselors in guiding students to begin the Program with this course	
Correlation to the Assessment System & Program Improvement	
This change does not alter the current Assessment System. The content, rigor, and student outcomes of the course will remain the same; therefore, the use of the course in the Program Assessment remains unchanged.	
Budget and Correlation to Strategic Planning <i>(include additional adjunct or any other expected costs)</i>	
Because there is no change to the course or the frequency it is offered, the current budget and correlation to Strategic Planning will not be altered by this change.	
Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i>	
SUBMITTED BY: <ul style="list-style-type: none">Name/TitleCollege/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



CHM
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



CHM
Advisory

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



2015-2016
Faculty

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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

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

March 3,4,5 - 2015

Attendance: 41

Tech Bite: Using Google HangOuts	J. Waggoner (guest presenter)
The Google Blogger	J. Hall (guest presenter)

April 21, 22 2015 - online

Attendance: 58

Training Workshop: How to Use Rubrics	J. Nance, S. Bruce, K. Thomas
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April 23, 2015 - ongroundAttendance: 10

Training Workshop: How to Use Rubrics

K. Thomas

(Summer Recess)**September 15,16,17- 2015**Attendance: 45

Instructional Best Practices

J. Nance

Faculty Focus

J. Rehbein

Why WIGS?

K. Thomas

Tech Bite: Video Introductions (WIG 2)

M. Hurdman

November 3,4,5- 2015Attendance – 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 -2016Attendance: 45

Faculty Focus: Wesleyan Perspective & "Good-Teaching-Top-Ten-Requirements"

J. Rehbein

Tech Bite: Video posting

M. Hurdman

Inserting Comments in PowerPoint Presentations

J. Nance

Instructional Practices

K. Thomas

April 19,20,21 -2016Attendance: 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
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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)	
Mediator (instructor/student situations)	
Best Practices in teaching	J. Nance
Course videos (welcome & mid-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
1. <u>Creating a CHM Newsletter</u>	
2. <u>On ground CHM cohort</u>	
3. <u>Project Intervention.</u>	
<u>Part A.</u> Early Alert.	
<u>Part B.</u> 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 – 2018Attendance: 52

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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 – 2018Attendance: 52

“UpSwing” D. Rodriguez

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 Oneself
- ❖ 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 #1 Practical 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.

2016-2017

Professional Development

- ❖ **Presentations/Facilitations:**
 - Facilitated CHM Strategic Planning Retreat. (Shartel Church of God, Oklahoma City, OK., June 30, 2016)
 - 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)
 - *Society of Pentecostal Studies* (March 2017; St. Louis, Missouri)
 - *Toolkit Sessions: "Essential Tools Every Great Leader Needs"* (Webinars: March, April May 2017)
 - 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 Leaders Training (GiAnt), Jessica Rimmer-Facilitator, MACU; 4-13-2017
 - M-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-Remarkable topic: Communication (May 18, 2018).
- ❖ **Professional Training Attended**
 - 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
Developme...

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



Teacher
Disposition

2nd National Symposium on Educator Dispositions

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

Session P: Nurturing Five Dispositions of Effective Teachers

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

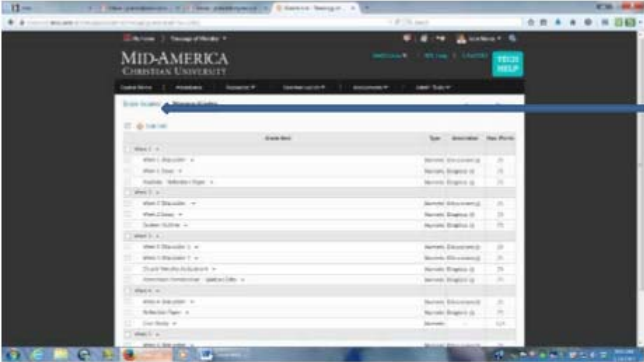
Mary Usher, R.N., Owensboro-Daviess Co. (KY) Hospital
School of Nursing; B.S.N., University of Northern Colorado, Greeley; Consultant,
Certified Parish Nurse Minister. ushmd99@hotmail.com

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

Agenda: 1-2pm

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

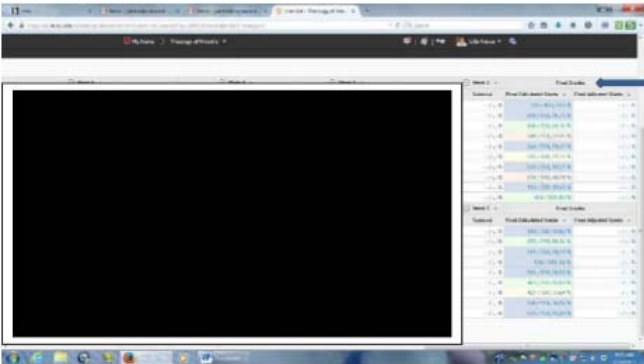
Click on "Enter Grades"



The screenshot shows the Blackboard interface for Mid-America Christian University. The 'Enter Grades' button is highlighted with a blue arrow. A callout box with the text 'Click on Enter Grades' points to the button.

Class	Section	Type	Description	Final Grade
Week 1 - Introduction		Normal	Introduction	25
Week 2 - Theology		Normal	Theology	25
Week 3 - Bible		Normal	Bible	25
Week 4 - Church History		Normal	Church History	25
Week 5 - Christian Living		Normal	Christian Living	25
Week 6 - Christian Ministry		Normal	Christian Ministry	25
Week 7 - Christian Leadership		Normal	Christian Leadership	25
Week 8 - Christian Service		Normal	Christian Service	25
Week 9 - Christian Ethics		Normal	Christian Ethics	25
Week 10 - Christian Spirituality		Normal	Christian Spirituality	25
Week 11 - Christian Mysticism		Normal	Christian Mysticism	25
Week 12 - Christian Eschatology		Normal	Christian Eschatology	25

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



The screenshot shows the Blackboard interface for Mid-America Christian University. The 'Final Grades' column is highlighted with a blue arrow. A callout box with the text 'Click on Enter Grades' points to the button.

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Week 6 - Christian Ministry		Normal	Christian Ministry	25
Week 7 - Christian Leadership		Normal	Christian Leadership	25
Week 8 - Christian Service		Normal	Christian Service	25
Week 9 - Christian Ethics		Normal	Christian Ethics	25
Week 10 - Christian Spirituality		Normal	Christian Spirituality	25
Week 11 - Christian Mysticism		Normal	Christian Mysticism	25
Week 12 - Christian Eschatology		Normal	Christian Eschatology	25

Final Grades Calculating

Wednesday, August 01, 2018 12:36 PM



Final Grade
Calculating

Process for Calculating and Posting of Final Grades

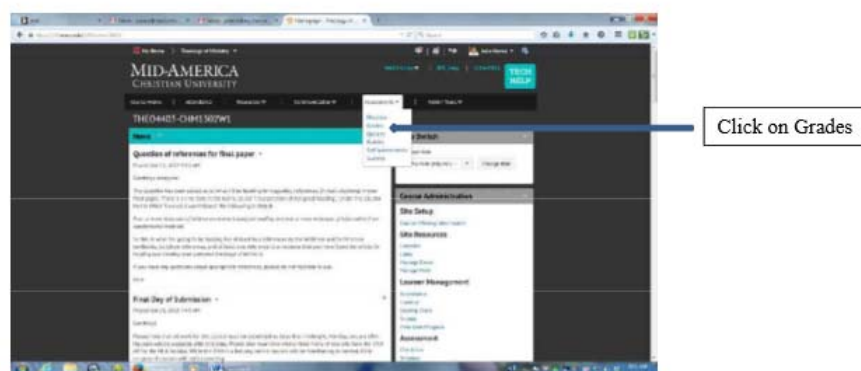
There are several essential steps necessary to accurately calculate and post final grades. These steps include completing the D2L gradebook correctly and posting final grades to the MACU Faculty Portal.

Completing Grading in D2L Gradebook

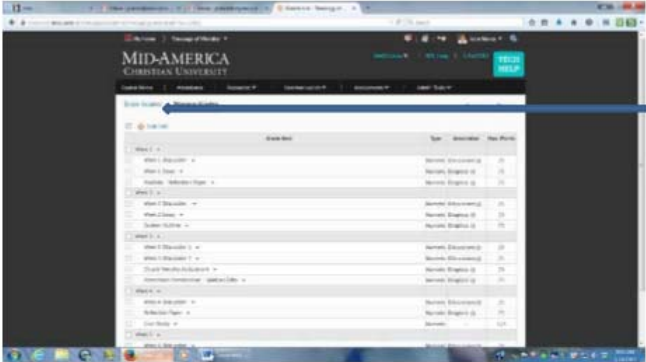
Click on the down arrow beside "Assessments".



Click on "Grades"



Click on "Enter Grades"



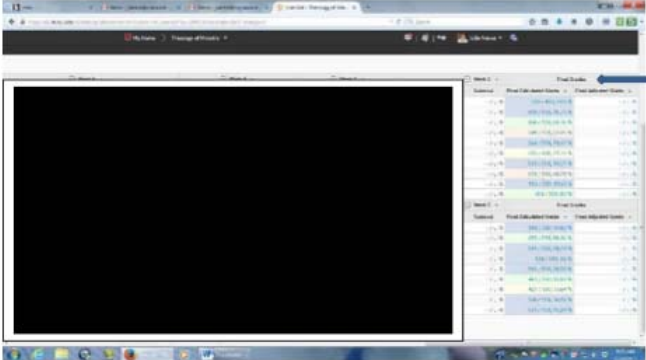
Mid-America Christian University

Blackboard

Enter Grades

Click on Enter Grades

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



Final Grades

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”

Grading Assignments Using a PC

Wednesday, August 01, 2018 10:27 AM

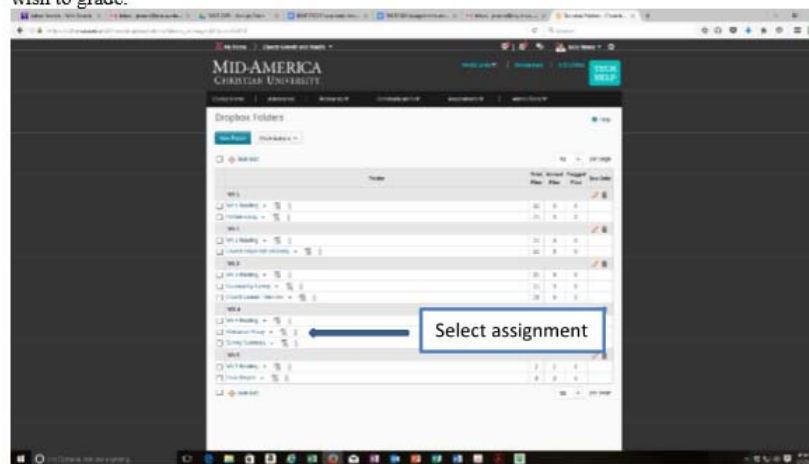


Grading
Papers using

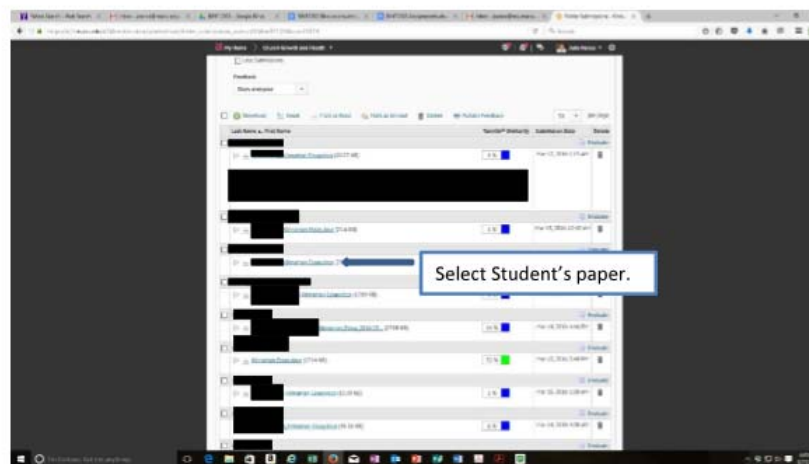
How To Grade Assignments

Grading Assignments on a P.C.

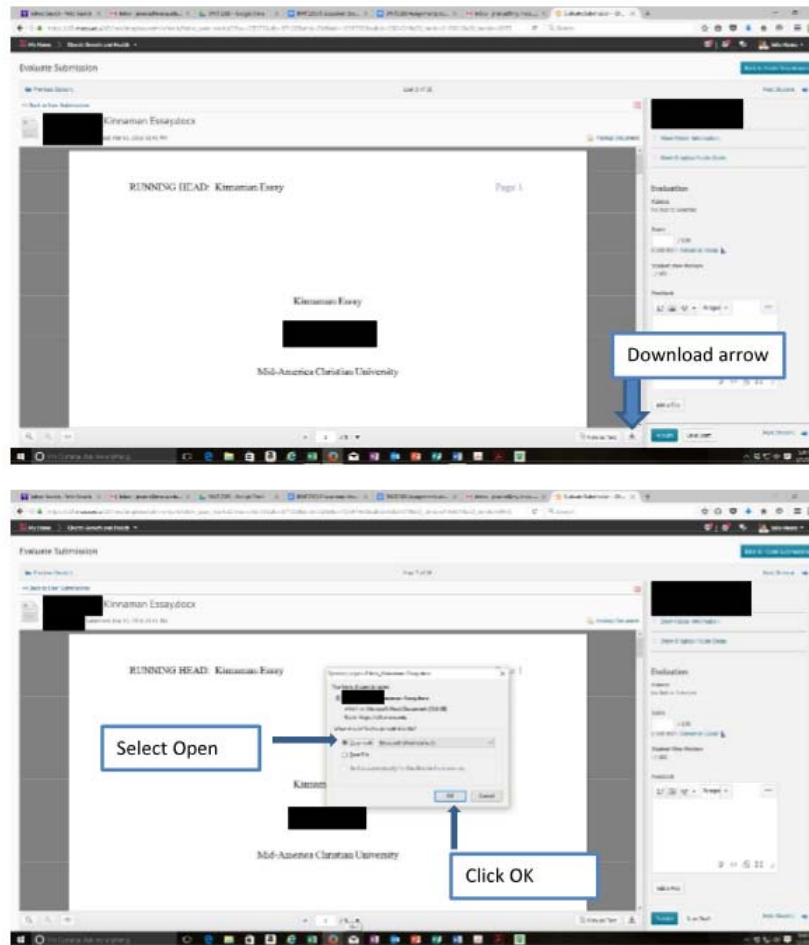
1. Go to the Drop Box, click on the desired assignment, and choose the student's paper you wish to grade.



2. Click on the student's assignment.



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 on 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

Wednesday, August 01, 2018 12:19 PM



Jane Doe
Graded

1

Running head: My Ministry Story

My Ministry Story

Any Course

PMIN 4953

Mid America Christian University

Dr. Thomas

Jane D. Doe

February 29, 2016

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

Commented [KT1]: ...his Word (capitalize)

Commented [KT2]: Even... knowledge, sometimes, it is hard...
(*commas* enclose adverbs and conjunctions)

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 step back and take a look who God is first and second what ministry is supposed to be about.

I first I 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. These 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.

Commented [KT3]: Without... plays, it can lead... (a comma follows a prepositional phrase)

Commented [KT4]: In order... in it, I have...
... (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]: 1 Corinthians 10:31 reads, "so, whether... God."

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
Discussions

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.
4. 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 ...?
3. What evidence do you have for ...?
4. What are your reasons for ...?
5. 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?
9. 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 your 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.]
4. 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?

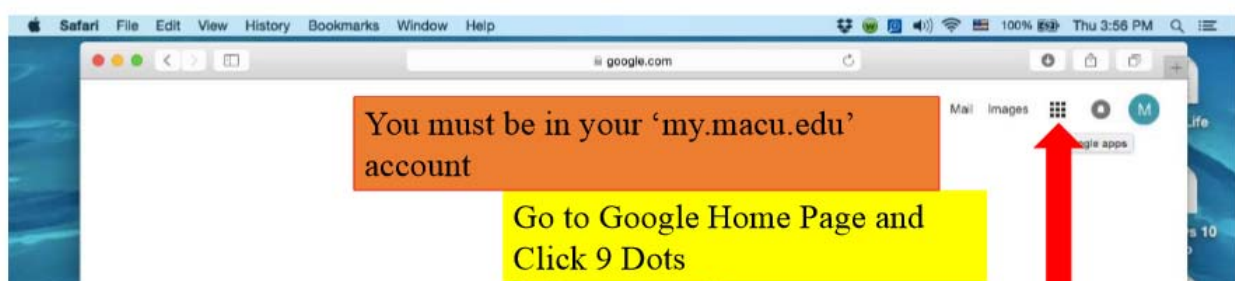
Using 'Hangouts' for Classroom Instruction

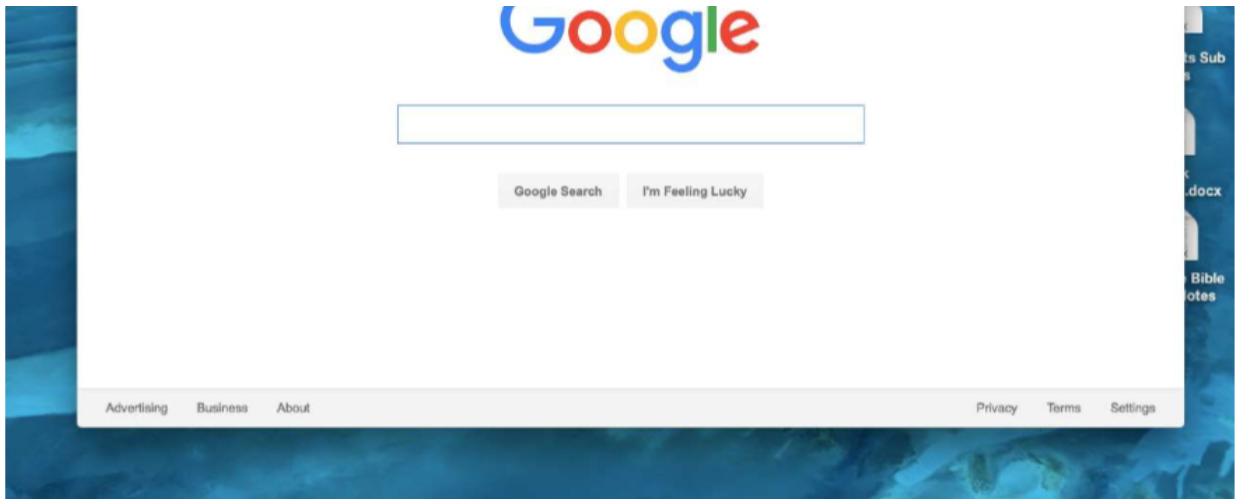
Wednesday, August 01, 2018 12:35 PM



Hangout
Instructions

Starting Hangout Meeting for Instructor





Christian Ministries, Program Review, Section 15

Strategic Plans and Budgets Related to Program (WIG Notebook)

Strategic Planning Unit's Workbook	
2012-13	
Adult School of Christian Ministries	
SPU / Budget Dept #	
500	
Submitted by	
Kimberly S. Thomas, D.Min.	
Chair	
6/1/2016	

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.



WILDLY IMPORTANT GOALS

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
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, Accurate, and Timely)				
2. MACU will take a "GIANT step" in developing a "Liberator" work environment by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18.				
Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
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.	The Christian Ministries leadership team, along with selected content specialists, will examine 1 course a month to evaluate instructional guidelines. Adjunct instructors will also be asked to submit concerns about assignment instructions. 1) Assignment instructions and D2L instructions will be compared. Instructions will be checked for wording and clarity. Errors will be noted and a rewording of instructions will be made. 2. Reworded instructions will be submitted via a Helpdesk ticket. 3. All assignments will be collected and put together to create both a student and an instructor guide. 4. Weekly team member activities will be reported in WIG meetings and on the			
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.	M. Hurdman will provide step-by-step instructions on creating videos and present it in the initial Fall 2015 Faculty meeting. He will contact instructors as they are scheduled to teach and walk them through the process of creating the introductory video. The School Coordinator will check each course before it begins to ensure that the introductory video has been posted. This activity will be reported in weekly WIG meetings. The effectiveness of this WIG will be determined by 100% of welcome videos being posted in the News section of each course start from October 2015 through December 2015.	At least 20 students will affirm the use of the video introduction in a course. Instructors or CHM team member will make a record of the responses.		

Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)

[illegible]

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

Strengths	Weaknesses
<p>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. Wesleyan 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.</p>	<p>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.</p>
Opportunities	Threats
<p>1. Utilizing adjunct faculty as intentional recruiters into our program since most of them serve in ministerial settings. 2. The creation and implementation of courses for certification. 3. The addition of degree concentrations/emphases into our degree program. 4.The continuing development of the Master of Ministry degree program. 5. The development of a strong Advisory Committee. 6.The history and reputation of MACU's schools of ministry.</p>	<p>1. Schools across the country are reducing program lengths in order to attract students. 2. Competitors may be able to offer more specialized program emphases/concentrations and certificate programs. 3. Large class sizes versus standard pay rate.</p>

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

Department/School:

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[illegible]

SPU Objectives 2015-16 (The Whirlwind)

[illegible]

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
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	MACU, OKC, Webinar	4-Feb-16
	Engaging Professional Development Best Practices for		
	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 PRESENTATIONS OR SEMINARS GIVEN

[illegible]

[illegible][illegible]

2016-2017 Budget Workbook

Tuesday, August 14, 2018 1:13 PM



2016-2017

Budget 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 msartin@macu.edu or Sarah Finley at sfinley@macu.edu if you have any questions. We can also be reached by telephone at 405-703-8232.

500 - Christian Ministry

department code	GL Description	GL	2013-14 Actuals	2014-15 Actuals	2015-2016 1st & 2nd Qtr Actuals	2015-2016 Budget	P
500	Professional Development	80460	1,630.88	974.28	695.25	2,000.00	
500	Travel & Entertainment Expense	80510	1,242.75	-	-	1,200.00	
500	Hospitality	80550	-	698.05	124.48	300.00	
500	Professional Dues	80650	960.00	312.50	75.00	-	
500	Subscriptions	80680	-	-	-	-	
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	
500	Office Supplies	80720	-	74.25	55.34	100.00	
500	Commercial Printing	80730	-	141.00	-	200.00	
500	Postage	80740	698.83	696.06	349.69	1,000.00	
500	Contract Services	80980	-	-	2,850.00	2,000.00	
500	Advertising & Promotion	81010	-	-	-	-	

500	Curriculum Expense - Contract S	81020	300.00	-	-	-
500	Assessments	81040	-	-	-	1,000.00
500	Rent	81080	-	-	-	2,500.00
500	Textbooks - CAGS	81181	-	-	-	1,000.00
500	Honorariums	81300	-	-	-	400.00
500	Bad Debt Expense	81430	17,979.01	-	58,877.91	-
500	Software- Expensed	81760	-	200.00	-	-
Total:			\$ 27,011.77	\$ 7,551.57	\$ 62,736.99	\$ 16,200.00

Federal Work Study*Request**Budget 2016-2017*

Please provide the position, the duties of the position, the job description, the number of hours needed, and the supervisor. This will assist our efforts of applying the federal work study budget appropriately.

Instructions**To complete proposed capital expenditures sheet:**

1. Enter your department in cell C2.
2. In column C, "Item Description", enter a description for each item you wish to purchase. If more room is needed, you may add lines to the category as necessary.
3. Enter the cost for each item you wish to purchase in column D, "Item Cost".
4. Each category will subtotal in column E, "Proposed Budget". If you have added lines, check to be sure the total is correct.
5. All of the subtotals will come to a grand total in cell E47.
6. All requests for Software and Hardware must be reviewed by Jody Allard.
7. Items with a cost of \$500 or more are requested in this document. Please see the "Proposed Capital Expenditures" sheet for more information.

To complete proposed furniture & equipment expense sheet:

1. Enter your department in cell C2.
2. In column C, "Item Description", enter a description for each item you wish to purchase.
3. Enter the cost for each item you wish to purchase in column D, "Item Cost".
4. All the items will total in cell E16. If you have added lines, check to be sure the total is correct.
5. Only those items with a cost of less than \$500 are to be requested in this document.

PROPOSED CAPITAL EXPENDITURES

Department:				
<u>GL Code</u>	<u>GL Title</u>	<u>Item Description</u>	<u>Item Cost</u>	<u>Proposed 16/17 Budget</u>
20300	Athletic Fields & Athletic Fields Improvements			
	1.			
	2.			
	3.			
	4.			
	5.			
Subtotal Athletics:				0.00

20400	Buildings & Building Improvements	1.			
		2.			
		3.			
		4.			
		5.			
			Subtotal Buildings & Improvements:	0.00	
20500	Furniture & Equipment	1.			
		2.			
		3.			
		4.			
		5.			
			Subtotal Furniture & Equipment:	0.00	
20600	Software (please see Jody Allen)	1.			
		2.			
		3.			
		4.			
		5.			
			Subtotal Software:	0.00	
20610	Computer Hardware (please see Jody Allen)	1.			
		2.			
		3.			
		4.			
		5.			
			Subtotal Computer Hardware:	0.00	
20900	Vehicles	1.			
		2.			
		3.			
		4.			
		5.			
			Subtotal Vehicles:	0.00	
			Total Proposed Expenditures:	\$ -	

PROPOSED FURNITURE & EQUIPMENT EXPENSE

Department:					
<u>GL Code</u>	<u>GL Title</u>	<u>Item Description</u>	<u>Item Cost</u>	<u>Proposed 16/17 Budget</u>	
81710	Furniture & Equipment				
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
Total Proposed Expenditures:			\$	-	

acct_cmp_1	acct_cmp_1_desc				
80450	Faculty Degree Advancement				
80455	Faculty Professional Development				
80460	Professional Development				
80461	Conference Fees				
80465	Training				
80510	Travel & Entertainment Expense				
80520	College Vehicle				
80530	Moving Expense				
80550	Hospitality				
80560	Field Recruiting				
80585	R. Y. T. Supervision				
80640	Donations/Contributions				
80650	Professional Dues				
80665	Athletic Fees and Dues				
80675	YMCA Dues				
80680	Subscriptions				
80685	Wellness Program				
80690	Display & Promo Items				
80700	Instructional Supplies				
80710	Copy Supplies				

80715	Training Room Supplies					
80720	Office Supplies					
80721	Supply Storeroom					
80725	Book Expense					
80730	Commercial Printing					
80740	Postage					
80820	Telephone					
80830	Maint & Repairs - Equipment					
80831	Maint & Repairs - Building					
80834	Software Support					
80835	Maint & Repairs - Computers					
80836	Maint & Repairs - Grounds					
80840	Utilities					
80860	Gauke Actmty Center					
80920	Flower Fund					
80960	ERIC Room					
80980	Contract Services					
81010	Advertising & Promotion					
81020	Curriculum Exp - Contract Service					
81030	Student Services					
81040	Assessments					
81045	Accreditation					
81080	Rent					
81090	Equipment Rental & Leases					
81100	Special Productions					
81160	MLI Adjunct					
81165	Mid-America Leadership Institute (MLI)					
81170	Summer School					
81181	Textbooks - CAGS					
81210	Social Committee					
81225	Muslo Booster					
81230	Orientation					
81240	Resident Assistant Activities					
81250	Student Government Association					
81255	Youth Program					
81280	Intramurals					
81290	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					
81380	Vehicle - Maint & Repairs					
81390	Gift Property Expense					
81400	Property Tax					
81410	Insurance - Liability					
81420	Computer Expense					
81430	Bad Debt Expense					
81440	Investment Expense					
81450	Interest Expense					
81460	Bank Service and Credit Fees					
81470	Fees - Other					
81560	Miscellaneous Expense					
81600	Trophies & Awards					
81615	America Reads					
81622	NCCAA Tournament					
81640	Officiating Expense - Athletics					
81650	Uniforms & Shoes					
81660	Athletic Equipment					
81710	Furniture & Equipment					
81720	Library Materials					
81760	Software - Expensed					
81810	Legal Expense					
81820	Collection Expense					
81830	Audit					
81840	Payroll Service Fees					
81850	Special Projects					
84230	RSA - Designated Expense					
84250	RSA - Home Church Expenditures					
84530	MAP Expenses					
84531	Special Projects					
84550	Work Grant Scholarship					
84600	Grants - Teacher Education					

Strategic Planning Notebook (SPN)



2016-17

Adult School of Christian Ministries

**SPU / Budget Dept #
500**

**Submitted by
Kimberly S. Thomas
School Chair**


6/1/2016

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 exist)

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.

		<h1 style="margin: 0;">WILDLY IMPORTANT GOALS</h1>			
MACU WIG Statements		LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
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, Accurate, and Timely)					
2. 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.					
3. MACU will increase the cash basis net income from the budgeted deficit of -\$641,000 to a break 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 best stated. The adult school has the most of our courses with the best stated in 1987 of		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 create an instructional video addressing a major assignment in the course. At least 95% of our		Michael will provide step-by-step instructions on how to create videos. The coordinator will			
Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)					

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

VISIONING EXERCISE

<p>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, attitudes, and so forth.)</p>	<p>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 satellite locations with associate Program Directors for each location.</p>
<p>Step 2: Create a "vision statement." A vision statement is a brief description 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.</p>	<p>Adult School of Christian Ministries Vision statement: The vision of the Adult School of Christian Ministries is to be an educational arm of the church of God (congregational 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:</p> <ol style="list-style-type: none"> 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 potential in all of its employees; 6) 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 opportunities 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 consistent 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 Esbo 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?	1) 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

New needs of customers?	1) career guidance;
Other Observations	
Threats	
Obstacles to overcome?	The need to create consistency in grading APA standards among all adjuncts.
Where are competitors about to threaten the Department/School's position?	1) 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 addressses 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 -----]		
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			
	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 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	\$ 0. dollars	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 CAGS 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 certificate 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 opportunities 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 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
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-December 2016

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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.

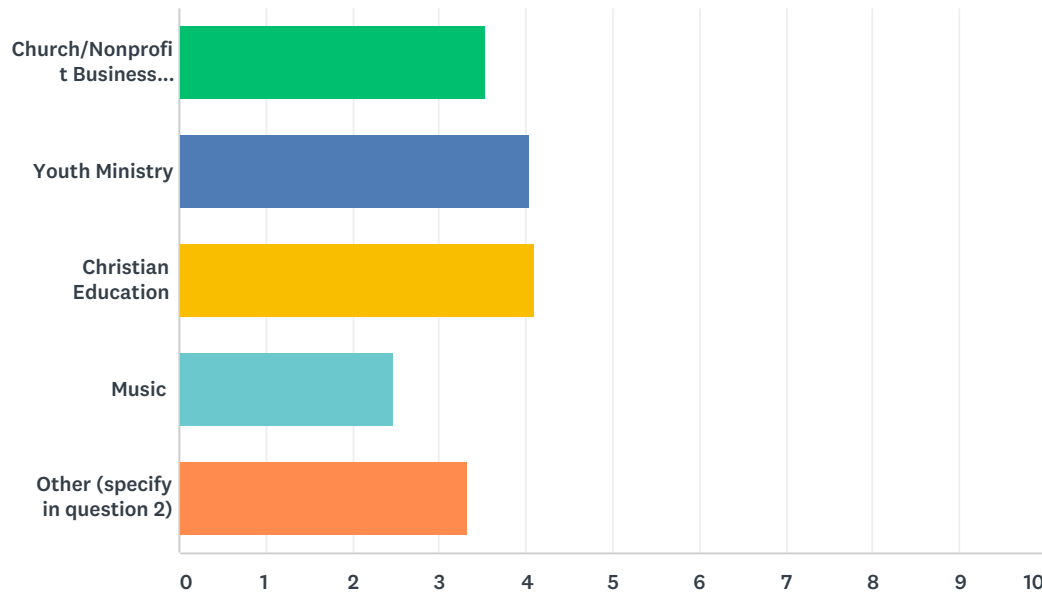
___ Online

___ 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).

Answered: 38 Skipped: 0



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

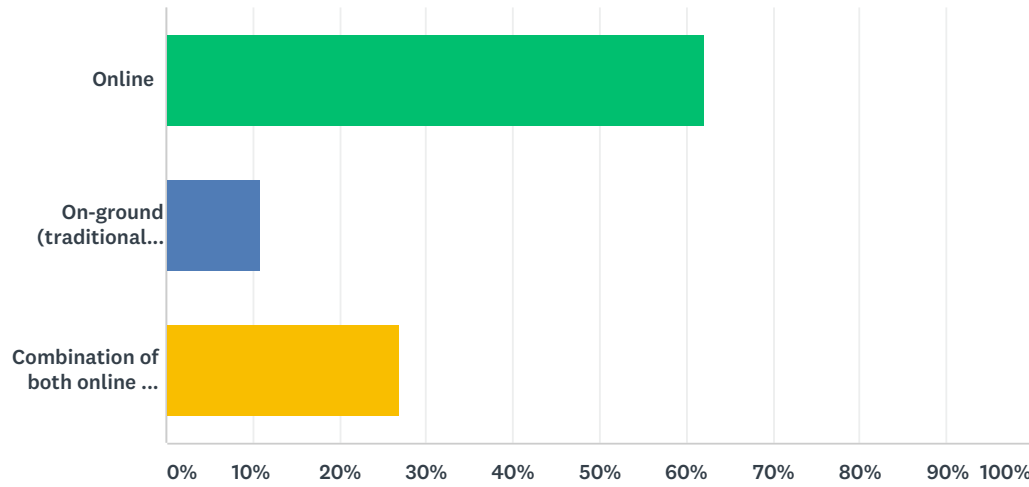
Q2 If you chose "Other" in the question above, please specify.

Answered: 19 Skipped: 19

#	RESPONSES	DATE
1	These categories are too narrow. None of these areas are of direct interest as I'm 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?

Answered: 37 Skipped: 1



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 

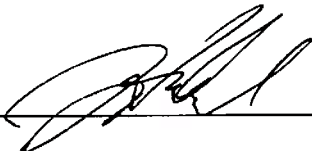
date signed 8-15-2018

Program Chair: Dr. Kimberly Thomas

Signature Kimberly S. Thomas

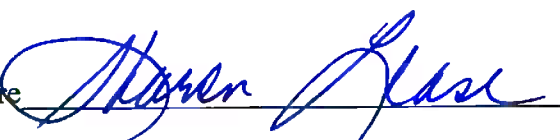
date signed 8 15- 2018

Program Dean: Dr. J Hall

Signature 

date signed 8/15/18

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature 

date signed 8.15.18