



Program Assessment Reports

Report for the 2020-2021
Annual Faculty Review of Assessment

Fall 2021

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Demonstrate effective communication skills in written and spoken English.
2. Discuss and identify the importance and function of great literature.
3. Examine the principles of human nature and behavior, integrating behavioral science and the Christian faith.
4. Identify concepts of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.
5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.
6. Demonstrate knowledge of the physical universe and appreciate the scientific methodology that investigates it.
7. Identify how the basic principles of biblical ethics apply to contemporary culture.
8. Examine western civilization in global context with particular emphasis on the history of Christianity.
9. Engage in intentional spiritual growth toward Christ-like character and service.
10. Demonstrate the ability to apply logic and mathematical principles.

College Educational Outcomes	Corresponding General Education Outcomes
• effective communication skills in listening, speaking, and writing.	1
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8,10
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.	
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.	
• a pattern of lifelong learning.	2
• personal discipline in one’s care for body, mind, and spirit.	5
• a devoted relationship with Christ.	9
• a life of Christian holiness in community.	9
• leadership in a variety of ministry contexts.	3, 4
• effective service within the context of modern society.	9
• a commitment to global evangelism.	3, 4, 8

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Demonstrate effective communication skills in written and spoken English.	<p>1a. English Composition I essays will be evaluated. An average of the scores for five essays written in this class. An average of 80% grade will demonstrate effective English written skills.</p> <p>1b. Using English Composition II, the end of class Student Survey results will be used to demonstrate that students believed that the course accomplished its stated objectives in regards to English written proficiency. An average of an 80 % score will be the criteria for success.</p> <p>1c. Using the Alumni Survey (2019) Question G2Q00001(1) My general education at NBC improved my communication skills in written and spoken English. 80% of Alumni students will score this question either Always True or Frequently</p>	<p>1a. An 81% average proficiency score, on five essays was earned by students taking English Comp I during the 2020-2021 school year.</p> <p>1b. The student survey question # 8 was surveyed to ascertain student perception of achieved proficiency class goals. 87% of student surveyed believed that the goals were met</p> <p>1c. 29 alumni surveyed. Of that number, 5 students took English at another institution. 20 out of the 24 remaining students surveyed chose Always True or Frequently. (87%)</p>	<p>1a. Students demonstrated effective written communication skills. In the future the Bible courses later in course work will be assessed to discover readiness for other written endeavors.</p> <p>1b. Students seem to agree that the course objectives to demonstrate effective written communication skills was accomplished.</p> <p>1c. Former students who have graduated state in the alumni survey that they believe that the general education course at NBC improved their communication skills in written and spoken English. This is the last survey 2019. A newer version of the Alumni survey is needed.</p>	
2. Discuss and identify the importance and functions of great literature.	2a. ENG 1043 Classical Literature Weekly devotional interaction with the five major genres of literature will be assessed to demonstrate student interaction with literature. An 80 % average grade will be the criteria to show competency.	2a. Each week of the Classical Literature course has a sample reading (s) Week 1-essay, week 2-the novel, week 3-Poetry, week 4-the play, week 5- the short story. Students are discussing and identifying the importance and functions of great literature. Weekly devotional scores were averaged and received a 90% score.	2a. This course has been revised this year to improve clarity and continuity. The overall goals and objectives were accomplished.	

	2b. Student surveys for ENG 1043 Classical Literature scores will be that the objective for the course were met at least 80%.	2b. Scores we averaged from the student course survey. Students scored the course objectives to have been met at a 92%	2b. This course is taught once or twice a school year. It has shown itself to be rigorous and accomplishing the objective to discuss and identify the importance and function of great literature.
3. Examine the principles of human nature and behavior, integrating behavioral science and the Christian faith.	3a 3b Assessed 2018-2019		
4. Identify concepts of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.	4a 4b Assessed 2019-2020		4a. 4b.
5. Demonstrate the ability to think critically and clearly about issues in professional and personal life.	5a. 5b. To be Assessed 2021-2022	5a. 5b.	5a. 5b.
6. Demonstrate knowledge of the physical universe and the scientific methodology that investigates it.	6a. 6b. To be Assessed 2021-2022	6a. 6b.	6a. 6b.
7. Identify how the basic principles of biblical ethics apply to contemporary culture.	7a. 7b. To be Assessed 2021-2022	7a. 7b.	7a. 7b.
8. Examine western civilization in global context with particular emphasis on the history of Christianity.	8a. 8b. Assessed 2018-2019		
9. Engage in intentional spiritual growth toward Christ-like character and service.	9a Week 1 exercise Spiritual Inventory in PAS 1013 will be used to evaluate intentional spiritual growth and personal insight. Students will demonstrate that they are willing to self-evaluate their spiritual growth and service.	9a. In Week 1 exercise, Spiritual Inventory students completion scores for self-evaluation were given. Since self-evaluation is a personal endeavor these exercises showed a willingness to engage in spiritual growth and service.	9a. The courses at NBC are intentionally meant for students to engage in intentional spiritual growth towards Christ-like character and service. This particular course has a number of intentional exercises that engage students toward this goal.

	<p>9b Using the Alumni Survey (2019) Question G2Q00001(6) My general education at NBC help me engage in intentional spiritual growth toward Christ-like character and service. 80% of Alumni students will score this question either Always True or Frequently</p>	<p>9b Alumni who were surveyed scored this question as Frequently or Always True at an 82.76% (see exhibit 9b)</p>	<p>9b The Alumni survey was a small sampling of former students and their attitude towards the effectiveness of NBC to engage them in intentional spiritual growth. Since that is one of the main goals of this institution it would seem that we are accomplishing this goal. A newer version of this survey will be helpful.</p>
<p>10. Demonstrate the ability to apply logic and mathematical principles.</p>	<p>10a. 10b.. Assessed 2019-2020</p>	<p>10a. 10b.</p>	<p>10a. 10b.</p>

Summation of Assessment Impact Three objectives were reviewed 1. Demonstrate effective communication skills in written and spoken English, 2. Discuss and identify the importance and functions of great literature., and 9. Engage in intentional spiritual growth toward Christ-like character and service. The courses assessed to show competency in these three areas were assessed using instructor grading, student survey after the class, and the alumni survey (2019) In the coming school year the General Education objectives will be evaluated and revised. Our assessment is showing that students are demonstrating effective communication skills. discussing and identifying the importance of great literature and engaging in intentional spiritual growth working towards the goal of a Christ-like character and a life of service.

Budget Items {identify any decisions and/or changes which require budgetary support}: Stipends for instructors who work on revision of courses.

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Identify the basic content of the Bible.
2. Utilize sound methods and resources for interpreting the Bible.
3. Articulate the essentials of the Christian faith.
4. Nurture the Christ-like life as informed by Scripture and Christian thought.
5. Apply a Christian worldview to contemporary critical issues.

College Educational Outcomes	Corresponding Program Outcomes	
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>
• effective communication skills in listening, speaking, and writing.	1	
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8, 10	2, 5
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		1, 2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7	1, 3
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		3, 5
• a pattern of lifelong learning.	2	
• personal discipline in one's care for body, mind, and spirit.	5	
• a devoted relationship with Christ.	9	4
• a life of Christian holiness in community.	9	4, 5
• leadership in a variety of ministry contexts.	3, 4	
• effective service within the context of modern society.	9	
• a commitment to global evangelism.	3, 4, 8	

Program Curriculum Map

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

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

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

Academic Assessment Flow Chart

<p>Mission: (Col. 1) →</p>	<p>Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.</p>	<p>Goal:</p>	<p>Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.</p>				
<p>Program Outcomes (Col. 2)</p>		<p>Procedures & Goals (Col. 3)</p>		<p>Assessment Results (Col. 4)</p>		<p>Use of Results (Col. 5)</p>	
<p>Completion of this program should enable students to:</p>							
<p>1. Identify the basic content of the Bible.</p>	<p>1a. Group norm for NBC 2021 graduating seniors will exceed National norms for seniors in all 16 subject areas, on the ABHE Bible Content Exam.</p> <p>1b. In 3rd year Bible classes, 80% of students will score 70% or better in regard to "identifying the message" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.</p>	<p>1a. Results not available</p> <p>1b. HistBooksFallA: 3/7 HistBooksWinterA: 8/8 ProphetsWinterB: 9/9 Poetic/WisdomSpA: 6/7 ProphetsSpB: 5/6 ActsFallB: 9/11 PaulEpistlesWinterB: 5/11 ActsSpringA: 5/8 PaulEpistlesSpringB: 6/10 Total: 56/77 = 73% scored 70% or better</p>	<p>1a. New ABHE site provides comparative norms, but has lumped together freshman and graduate scores thereby contaminating the results. We have contacted ABHE and requested that norms be provided for graduate scores only. Previous history: 2021: not available due to system change 2020: above in 14 of 16 areas 2019: above in All 16 areas 2018: above in all 16 areas 2017: above in all 14 areas 2016: above in all 14 areas 2015: below in all 14 areas 2014: below in all 14 areas 2013: below in all 14 areas 2012: above in 11 of 14 areas</p> <p>1b. New <i>Student's Guide</i> (2017); added quiz over <i>Student's Guide</i> to Biblical Interpretation course (2019). Scores are improving; will continue to monitor. History: This year (2021): 73% at goal or better 2020: 71% scored at goal or better 2019: 74% scored at goal or better 2018: 73% scored at goal or better 2017: 61% scored at goal or better 2016: 70% scored at goal or better 2015: 67% scored at goal or better</p>				
<p>2. Utilize sound methods and resources for interpreting the Bible.</p>	<p>2a. In 3rd year Bible classes, 80% of students will score 65% or better for the final score of their exegetical paper as scored on the exegetical grading rubric.</p>	<p>2a. HistBooksFallA: 5/7 HistBooksWinterA: 7/8 ProphetsWinterB: 9/9 Poetic/WisdomSpA: 6/7 ProphetsSpB: 5/6 ActsFallB: 10/11 PaulEpistlesWinterB: 7/11 ActsSpringA: 5/8 PaulEpistlesSpringB: 6/10 Total: 60/77 = 78% scored 65% or better</p>	<p>2a. New lecture and assignment added to Biblical Interpretation focused on identifying and utilizing sound exegetical sources (2019). New <i>Student's Guide</i> (2017); added quiz over <i>Student's Guide</i> to Biblical Interpretation course (2019). Scores are generally improving; will continue to monitor. History: This year (2021): 78% scored at goal or better 2020: 79% scored at goal or better 2019: 83% scored at goal or better 2018: 62% scored at goal or better</p>				

	<p>2b. At least 80% of students in Preaching III will compose a sermon ms which will be rated at least "4" (out of 5 pts.) in relation to being "exegetically correct," as indicated on the Preaching manuscript grading rubric.</p> <p>2c. At least 75% of graduates will respond "frequently" or "always true" in relation to the statement "I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture." -College Experience survey</p> <p>2d. At least 75% of Alumni surveyed will respond "always true" in relation to the statement, "My courses in Bible and Theology at NBC improved my ability to use appropriate methods and sound resources to interpret the Bible."</p>	<p>2b. PreachIII-SpringAB: 6/7 Total: 6/7 = 86% scored 80% or better</p> <p>2c. 100% of graduates surveyed responded "frequently" or "always true."</p> <p>2d. Survey not administered this year.</p>	<p>2017: 52% scored at goal or better 2016: 60% scored at goal or better</p> <p>2b. New criteria. Still developing more consistent means of securing scores from Pastoral Ministries courses on Preaching. History: This year (2021): 86% at goal or better 2020: 100% scored at goal or better</p> <p>2c. This year (2021): 100%. Students are expressing a commitment to sound biblical exposition. History: 2020: 100% 2019: 100% 2018: 100% 2017: 97.56% 2016: 100%</p> <p>2d. This year (2021) survey not administered 2020: 69.57% responded "always true" 2019: 79.31% responded "always true"</p>
<p>3. Articulate the essentials of the Christian faith.</p>	<p>3a. Students taking the Theology sequence will write a paper that clearly articulates a doctrine of Christian theology. 80% of the statements will earn a score of 80% or above.</p> <p>3b. At least 80% of students in Preaching III will compose a sermon ms which will be rated at least "4" (out of 5 pts.) in relation to being "theologically sound," as indicated on the Preaching manuscript grading rubric.</p> <p>3c. At least 70% of Alumni surveyed will respond "always true" in relation to the statement, "My courses in Bible and Theology at NBC enhanced my ability to articulate the essentials of the Christian faith."</p>	<p>3a. SystTheoIFallB: 5/6 SystTheoIIWinterB: 8/9 SystTheoIISpring B: 11/11 Total: 24/26 = 92% scored 80% or better</p> <p>3b. PreachIII-SpringAB: 5/7 Total: 5/7 = 71% scored 80% or better</p> <p>3c. Survey not administered</p>	<p>3a. Goal attained. Gaining perspective since newly revised online systematic theology courses were launched in the 2016-2017. This year (2021): 92% 2020: 97% 2019: 90% 2018: 87% 2017: 90%</p> <p>3b. This year (2021) 71% of students attained goal score. Still developing more consistent means of securing scores from Pastoral Ministries courses on Preaching. Small number of students restricts results to small sample. 2020: 78% 2019: 100%</p> <p>3c. This year (2021) survey not administered 2020: 78.26% responded "always true" 2019: 72.41% responded "always true"</p>

<p>4. Nurture the Christ-like life as informed by Scripture and Christian thought.</p>	<p>4a. District Superintendents will rate at least 80% of NBC Alumni on their district as "good" or "excellent" in the areas of "Personal Character (Holy Life)," and "Personal Character (Christlike Relationships)" according to the annual NBC "Survey For District Superintendents."</p> <p>4b. At least 80% of students will respond "frequently" or "always true" in relation to the statements "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching, counseling, etc.)," and "I am involved in Christian Service within my community." Results will be taken from the NBC Student Development Inventory.</p>	<p>4a. District Superintendents rated 100% of NBC Alumni as "good" or "excellent" in relation to Holy life. District Superintendents rated 96.16% of NBC Alumni as "good" or "excellent" in relation to Christlike Relationships</p> <p>4b. 100% of graduates surveyed responded "frequently" or "always true" for first statement; and 94.88% of graduates surveyed responded "frequently" or "always true" for second statement.</p>	<p>4a. Goal attained. This year (2021): DSs rate 100% of students "good" or excellent" in Holy Life; and 96.16% of students as "good" or "excellent" in Christlike Relationships. 2020: 100% and 93% 2019: 100% both categories 2018: 100% and 90.47% 2017: 100% both categories 2016: 100% both categories</p> <p>4b. Goal attained. This year (2021): 100% and 94.88%. Students communicate confidence in their application of Scripture knowledge to ministry involvement. 2020: 100% and 98% 2019: 98.72% and 85.9% 2018: 100% and 93.44% 2017: 96.96% and 85.56% 2016: 97.10% and 86.95%</p>
<p>5. Apply a Christian worldview to contemporary critical issues.</p>	<p>5a. In 3rd year Bible classes, 80% of students will score 75% or better in regard to "discussion of appropriate contemporary application" in the conclusion of their exegetical papers as scored on the exegetical grading rubric.</p> <p>5b. At least 75% of Alumni surveyed will respond "always true" or "frequently" in relation to the statement, "My courses in Bible and Theology at NBC helped me intentionally approach contemporary critical issues with a Christian worldview."</p>	<p>5a. HistBooksFallA: 4/7 HistBooksWinterA: 7/8 ProphetsWinterB: 9/9 Poetic/WisdomSpA: 6/7 ProphetsSpB: 5/6 ActsFallB: 9/11 PaulEpistlesWinterB: 7/11 ActsSpringA: 6/8 PaulEpistlesSpringB: 5/10 Total: 58/77 = 75% scored 75% or better</p> <p>5b. Survey not administered</p>	<p>5a. New <i>Student's Guide</i> (2017); added quiz over <i>Student's Guide</i> to Biblical Interpretation course (2019). Scores generally improving with some vacillation. Program is working on grade inflation problem especially in relation to exegetical scores. Will monitor to see how this impacts scores. History: This year (2021):75% scored at goal or better 2020: 84% scored at goal or better 2019: 68% scored at goal or better 2018: 79% scored at goal or better 2017: 72% scored at goal or better 2016: 67% scored at goal or better 2015: 77% scored at goal or better</p> <p>5b. This year (2021) Survey not administered. 2020: 69.57% 2019: 82.76%</p>

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

Overall: The program is beginning to see and monitor some significant history of performance among students in relation to certain outcomes. This provides a helpful view of trends in relation to strengths and weaknesses in the program.

The exegetical paper assignment is foundational to all Bible courses (except the Introductory courses). Recent changes to Biblical Interpretation class (where exegetical skills are first taught) aimed at improving student performance in relation to this assignment are providing new performance scores for measuring student outcomes.

-122 video lectures have now been created and embedded in Bible courses, in order to provide another avenue of instruction for students. This process has required the review of written lectures with the result that many have been edited and some completely rewritten. This process will continue as more videos are created for the remaining program courses.

-The program will hold its third annual Zoom conference with Bible adjuncts in order to discuss issues such as assignment expectations, consistent grading (fighting grade inflation), and Bible class procedures. The focus on grade inflation should provide more consistent scoring of student achievement and a more realistic measure of student performance.

Regarding outcome 1 (Bible Content Exam): In 2020 ABHE once again completely changed the administration of this standard exam used by Bible colleges affiliated with ABHE. The exam has been re-written, and it is being administered through a completely different website and configuration. The ability to extract comparative scores in relation to a student taking the exam pre- (freshman) and post- (graduate) the Bible program has now become possible. It will take a few years for current students to move through the program to provide graduate scores with which to compare those students' freshman scores. "National norms" have become available, but they are contaminated by the mixing of freshman and graduate cohorts. We are working with ABHE to sort out graduate norms only.

-The newly restored Alumni survey has begun to provide valuable subjective input from program graduates; but the survey was not administered this year. The program will follow-up with the college administration.

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

-Request that the Alumni Survey be consistently administered on an annual basis.

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

-Video lectures will continue to be created for the remaining Bible and Theology courses in the ordination track.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Become familiar with the basic content and themes of the Bible
2. Become acquainted with the essential doctrines of the Christian faith.
3. Nurture personal spiritual development.
4. Identify sound methods and resources for interpreting the Bible.
5. Understand the basic principles of biblically-based leadership.

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

Program Curriculum Map

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
Adult and Professional Development			B		B
Survey of OT/Pentateuch	B			B	
Survey of NT/Gospels	B			B	
Bible and Life Application	I		I	I	
Biblical Leadership Principles			B		B
Survey of Christian Theology		B			
Holiness and the Life of the Believer		I	I		

Academic Assessment Flow Chart

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

Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.

Program Outcomes (Col. 2)
Completion of this program should enable students to:

Criteria & Procedures (Col. 3)

Assessment Results (Col. 4)

Use of Results (Col. 5)

1. Become familiar with the basic content and themes of the Bible

1a. 80% of the students will average a score of 80% or higher on both final exams of the Survey to OT and Survey to NT courses.

1a. 2 students took both exams. 2 out of the 4 exams (50%) had a score of 80% or higher.

1a. Did not meet goal. We only had 2 students in both courses, and so the results are somewhat stunted. It looks like we have several more students enrolled in the Advantage Core in this coming academic year (2021-22). We will continue to monitor the results.

1b. End of Course Reflection. 85% of the students will reflect positively on their End of Course Reflection assignment on the benefits of the class in terms of their increased understanding from the two Survey Bible courses (Survey of OT/Pentateuch and Survey of NT/Gospels).

1b. 4 out of 4 students (100%) reflected very positively on their End of Course reflection on the benefits of the two Bible Survey classes for their increased understanding of the Bible.

1b. Met the goal. We only had 2 students in both classes, which accounts for the 4 positive reflections. We need to find a more objective way to evaluate the End of Course Reflection. We will continue to monitor the results of this procedure and we will continue to work on finding a better way to evaluate this assignment for assessment.

2. Become acquainted with the essential doctrines of the Christian faith.

2a. Looking at the weekly theology assignments, 80% of the students will average a score of 80% on 2 of the weekly theology assignments (drawn from Weeks 3 and 5).

2a. 2 students submitted both assignments. 4 out of 4 assignments (100%) had a score of 80% or higher.

2a. Met the goal. With only 2 students, the results are not very revealing, but there are more students scheduled for the Advantage Core in 21-22. We will continue to monitor the results.

2b. This Program Outcome will be evaluated in 2022-2023 according to the NBC goal of evaluating every Program Outcome at least every 5

2b. This Program Outcome will be evaluated in 2022-2023

2b.

years. We will find a second Criterion to evaluate when this Outcome is on the docket to be examined.

3. Nurture personal spiritual development.

3a. In Week 3 of the Adult and Professional Development course, the students have to write a “Personal life mission and development plan” paper. 80% of the students will relate this mission and plan to key concepts of “God’s Word/Bible, Christ/Christlikeness, Christian values, Godliness, and/or God’s call” by using at least 3 of these 5 key terms/phrases in their paper.

3b. In the Holiness class, students have to do “spiritual formation” exercises. From Week 5 spiritual formation assignments: Students have to respond to a reflection question on “Discipling.” 80% of the students will articulate their need and desire to discipline their lives in such a way as to nurture the Christlike life.

4. Identify sound methods and resources for interpreting the Bible.

4a. There is a final exam in “Bible and Life Application” about the basic methods of Bible interpretation. 80% of the students will score 80% or higher on this final examination in B&L Application course.

3a. 8 out of 8 students (100%) used at least 3 of the 5 key terms/phrases in the articulation of their Personal Life Mission and Development plan. (God’s Word/Bible = 8 out of 8 (100%), Christ/Christlikeness = 8 out of 8 (100%), Christian values = 5 out of 8 (62.5%), Godliness = 6 out of 8 (75%), and God’s call = 1 out of 8 (12.5%).

3b. 78% of the students wrote about either “discipline” or “Christlikeness” in their response. 4 out of 9 students (44%) specifically wrote about discipline and 7 out of 9 students (78%) specifically wrote about “Christlikeness.”

4a. This Program Outcome will be evaluated in 2022-2023

3a. Met the Goal. This is the second time we have used this procedure in assessing this Outcome. With more students writing the paper this year, the results seem to be more accurate. We will continue to monitor the results.

3b. Did not reach goal. Even though we did not reach the goal of 80%, we were much closer with 78% (note: last year we only had 33% reference discipline or Christlikeness). It was nicer to have more students in this year’s 2 sessions of the Holiness and the Life of the Believer course. We will continue to monitor the results.

4a.

Program Assessment Report Program: *AdVantage Core*

Academic Year: 2020-2021

4b. This Program Outcome will be evaluated in 2022-2023 according to the NBC goal of evaluating every Program Outcome at least every 5 years. We will find a second Criterion to evaluate when this Outcome is on the docket to be examined.

4b. This Program Outcome will be evaluated in 2022-2023

4b.

5. Understand the basic principles of biblically-based leadership.

5a. In Week 6 of the course Biblical Leadership Principles, the students describe a plan for leadership development for themselves and others. 80% of the students will reflect on the Bible, Christ, or biblical examples in their leadership development plan.

5a. 5 out of 7 students (71%) referred specifically to the Bible, Christ, or biblical examples in their Plan for Leadership Development. (Bible: 4 out of 7 students (57%), Christ: 3 out of 7 students (43%), Biblical examples: 5 out of 7 (71%),)

5a. Did not reach the goal. This is the second time in 3 years we did not reach the goal (last year =64%). This is still a rather new procedure (we have now used it 3 times), and so we will continue to monitor the results.

5b. End of Course Reflection in the course Biblical Leadership Principles. 85% of the students will reflect positively on their End of Course Reflection assignment on the benefits of the class in terms of their increased understanding of biblically-based leadership.

5b. 6 out of 7 students (85.7%) reflected very positively on their End of Course reflection on the benefits of the class for their understanding of biblically-based leadership.

5b. Met the goal. The students did a lot better this year than last year at following the instructions for the End of Course Reflection. Last year's students did not follow the instructions very well at all, which led to very poor results (only 60%) reflected positively on biblically-based leadership. We will continue to monitor this criterion to see if any changes need to be made to this assignment or to a new procedure to measure this criterion.

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

- 1. We did better in reaching our goals this year than last year when we only reached our goal in 6 out of the 7 procedures we used for assessment. We had more students in the Advantage Core this year, which helps the statistics and data to be more reflective of students' progress and comprehension. This year, we met our goal in 4 out of the 7 procedures we used. It is encouraging to see that we are making some progress.**
- 2. Outcomes 1, 3, and 5 are fully functional in terms of their assessment this year. We are working on finding meaningful procedures for assessing Outcomes 2 and 4. They will be added to the assessment field in 2022/23.**

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

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

Program Assessment Report Program: *Bible and Theology Major*

Academic Year: 2020-2021

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Identify the intended message of biblical passages.
2. Demonstrate exegetical skill in the interpretation of biblical texts.
3. Relate the message of the biblical text to a contemporary audience.

College Educational Outcomes	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Major
• effective communication skills in listening, speaking, and writing.	1		
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8, 10	2, 5	1
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		1, 2	1,2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7	1, 3,	3
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		3, 5	
• a pattern of lifelong learning.	2		
• personal discipline in one's care for body, mind, and spirit.	5		
• a devoted relationship with Christ.	9	4	
• a life of Christian holiness in community.	9	4,5	3
• leadership in a variety of ministry contexts.	3, 4		
• effective service within the context of modern society.	9		
• a commitment to global evangelism.	3, 4, 8		3

Program Curriculum Map

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

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

Nazarene Bible College ♦ Academic Assessment Flow Chart ♦ Program: *Bible and Theology Major* ♦ Academic Year: 2020-2021

Mission: (Col. 1) → Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>Completion of this program should enable students to:</p>			
<p>1. Identify the intended message of biblical passages.</p>	<p>1a. Composite score of graduating majors will demonstrate at least 20% improvement over the composite score of the same students as entering freshmen, on the ABHE Bible Content Exam.</p>	<p>1a. 1 out of the 10 graduating B&T majors took both the freshman and senior tests. This student scored 74.6% on the freshman test and a 90.4% on the senior test for an improvement of 15.8%.</p>	<p>1a. Did not meet goal. Once again, it is disappointing that we do not have more results. However, the measures we have taken to acquire more results (namely, inserting the freshman test into the Intro to NT course and the senior text into the Graduating Colloquium) will begin to reap better scores within 2 or 3 years. We will continue to monitor this procedure with high hopes for more results to assess in ensuing years.</p>
	<p>1b. 80% of all majors will score 75% or better in relation to the "Summation of main points and clear identification of message" section of the exegetical paper grading rubric in their upper level Bible classes.</p>	<p>1b. 28 of 36 B&T majors (77.7%) scored 75% or better on the "Summation of main points and clear identification of message" section in an exegetical paper they wrote in their upper level Bible course</p>	<p>1b. Did not meet goal. We were very close, though. We scored the same percentage of students who met the goal as last year. We will continue to monitor the results.</p>
<p>2. Demonstrate exegetical skill in the interpretation of biblical texts.</p>	<p>2a. 80% of all majors will score 70% or better on the exegetical papers they write in their upper level Bible classes.</p>	<p>2a. 28 of 36 B&T majors (77.7%) scored 70% or better on an exegetical paper they wrote in their upper level (3rd year) Bible course</p>	<p>2a. Did not meet goal. But we were pretty close. Two years ago, 92.4% of the students met this goal. However, we have been concerned about grade inflation, and we have been talking to adjuncts about the necessity of scoring the paper according to the Grading Rubric. It would be nice if the lower percentages were due to papers being scored more accurately. We will continue to monitor the results.</p>
	<p>2b. 80% of all graduating seniors with a B&T major will reply "strongly agree" to the College Experience survey question, "I feel confident that I have been adequately prepared to interpret the Bible and communicate theology" and they will respond "always true" to the question, "I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture."</p>	<p>2b. 8 of 9 graduating students (89%) with a B&T major responded to the first question with "strongly agree" and 8 of 9 graduating students (89%) with a B&T major responded to the second question with "always true." As a composite percentage, 89% of the respondents met the criteria.</p>	<p>2b. Met the goal. We are quite pleased from this affective assessment to see that the students feel confident in the biblical preparation they have received in the Bible and Theology major. We will continue to monitor the results.</p>
<p>3. Relate the message of the biblical text to a contemporary audience.</p>	<p>3a. 80% of all majors will score 80% or better in relation to the "Discussion of appropriate contemporary application" section of the exegetical paper grading rubric in their upper level Bible classes.</p>	<p>3a. 28 of 36 B&T majors (77.7%) scored 80% or better on the "Discussion of appropriate contemporary application" section of the exegetical paper grading rubric in their upper level (3rd year) Bible course.</p>	<p>3a. Did not meet the goal. We were close, though. Two years ago we changed the language of this criterion from 90% of majors to 80% of majors. We never met this goal until we changed the expected percentages last year. Disappointingly, we did not meet the goal this year, but we were</p>

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

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

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

3b. 6 out of 9 students (67%) talked about the importance of 4 of the 6 key words of this criterion. Their reflection on their experience in the B&T major was very positive. (9 out of 9 talked about Message, 8 out of 9 talked about Application, 7 out of 9 talked about Context, Purpose, and Word Studies, and 2 out of 9 talked about Genre).

not too far off. The 80% expectation of students to score 80% or higher on this element of the paper seems to be much more reasonable than the previous 90% goal. We will continue to monitor the results.

3b. Did not meet goal. But the responses were noticeably better this year than in the previous 4 years. There were still a few students who seemed confused as to what they were supposed to reflect upon in this special Reflection paper. We will review the instructions again to ensure that the students know what they are supposed to be reflecting on. Otherwise, we will continue to monitor the results.

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

- 1. ABHE has discontinued the current Bible Content Exam. They inaugurated a new exam in this academic year 2020-21. We are a bit frustrated by the several changes ABHE has made to the exam and the ability to extract scores. But we have developed a better system of ensuring that the beginning students and the graduating students actually take the exam so that we will eventually be able to track more students and scores.**
- 2. Two years ago, we made some slight adjustments to the instructions for the 6th SMI Reflection paper about the impact the Bible and Theology major has had on the students' approach and interpretation of the Bible. Last year, we did not see much of a change in the students' response in this paper, but this year they seemed to follow the instructions quite a bit better. We will continue to monitor whether the newer articulation of this assignment will help the students to reflect more specifically on their approach and interpretation of the Bible.**
- 3. We were pleased to observe that we met our goal of having 80% of our B&T major graduates "feel strongly" that NBC has adequately prepared them to "interpret the Bible and communicate theology." Last year, we did NOT meet our goal, and this was a source of concern. We will continue to monitor the responses with great interest in the coming year/years to ensure that our students at least feel like they are being adequately prepared. This "affective goal" is very important, and we want to ensure that our students feel very strongly in a positive sense about the preparation they receive at NBC in the Bible and Theology major.**

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Identify, understand, and implement critical elements of an educational ministry that enable a local church to lead its members to Christian maturity.
2. Implement key principles and practices in leading an educational ministry to fulfill its purpose in a local church.
3. Develop an organization that will facilitate effective educational ministry in the local church and in cooperative denominational programs of education.

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

Program Curriculum Map

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

	Outcome1	Outcome2	Outcome3
CEM-2003 Introduction to CE Ministries	A		A
CEM-2113 Foundations for CE Ministries	A	I	A
CEM-2123 Teaching Methods and Curriculum Design	A	A	A
CEM-3113 Children's Ministries	B	A	I
CEM-3123 Youth Ministries	B	A	I
CEM-3133 Adult Ministries	B	A	I
CEM-4113 Multiple Staff and Team Ministries			A
CEM-4133 Leadership of CE Ministries	A	B	A
CEM-4092 Senior Ministry Integration-CE Ministries	A	A	A
MUS-1143 Music Ministries I-Introduction	B		
OTR-2013 Global Evangelism		B	
PAS-2023 History & Polity of the COTN		B	
PAS-4023 Church Administration and Finance			A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
1. Demonstrate doctrinal principles of a Christian Educational Ministries program.	1a. Students will write a Case Study for CEM-2003: Intro to CEM. 80% of the students will score 80% or higher or above on their Case Study. 1b. Students will write a Philosophy Paper for CEM-2123: Teaching Methods & Curr. Design course. 80% of the students will score 75% or higher or above on their Philosophy Papers.	1a. The average score was 67% on the Case Study assignment. No student scored 80% or higher. 1b. The average score for all students was 89% on the Philosophy Paper assignment.	1a. The Case Study needs to be reviewed to ensure that 80% of students are earning 80% or higher on the assignment. Add an additional review step to the Case Study assignment. A mid-course review, so students have an opportunity to correct their direction. 1b. The course is fulfilling the requirements of the program.				
2. Identify Christian Educational Ministry Programs that best facilitate spiritual growth.	2a. Students will conduct an interview with a child and analyze the interview with a developmental perspective in CEM-3113: Children’s Ministry. 80% of the students will score 80% or higher on the assignment. 2b. Students will write a Philosophy of Ministry Paper for CEM-3133: Adult Ministries course. 80% of the students will score 80% or higher on their Philosophy Papers.	2a. The average score was 50% on the Interview Assignment. No student met the goal of the assignment. 2b. The average score was 86% on the Philosophy of Ministry paper. 80% of the students scored 80% or higher on the assignment.	2a. The results could be anomaly because of COVID. The Interview assignment will be left in the program to assess post COVID. 2b. The course is fulfilling the requirements of the program.				
3. Develop an educational philosophy to meet the goals of Christian Educational Ministries	3a. Students will write a Philosophy of Christian Education Paper-The Teaching-Learning Process for CEM-2113: Foundations for Christian Educational Ministries. 80% of the students will score 80% or higher on their Philosophy Papers. 3b. Students will write and submit an Application Assignment (Principle, Need, and Implementation) for CEM 4113: Multiple Staff and Team Ministry. 80% of the students will score 80% or higher on their Application Assignment.	3a. The average score was 64 % on the Philosophy of CEM Paper-Teaching/Learning Process. 50% of the students that completed the Philosophy of CEM Paper scored 80% or higher. 3b. The average score 30 on the assignment. 100% of the students scored 100% on their Application Assignment.	3a. The Teaching-Learning Philosophy Paper assignments needs to be reviewed to ensure that 80% of the students will score 80% or higher on the assignment. Add an additional review step to the assignment. A mid-course review, so students have an opportunity to correct their direction. For any students or incoming students an MLA Writing Webinar should be offered to ensure students are understanding accepted MLA writing standards and requirements. 3b. The course is fulfilling the requirements of the program.				

Program Assessment Report Program: *Christian Educational Ministries Major*

Academic Year: 2020-2021

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

College Educational Outcomes	Corresponding Program Outcomes		
	Gen. Ed.	Bible/Theo	Major
• effective communication skills in listening, speaking, and writing.	1		2
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	2, 5, 6, 8, 10	2, 5	1
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		1, 2	
• a biblically-formed worldview, integrating the Christian faith with general educational content.	3, 6, 7	1, 3	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		3, 5	1
• a pattern of lifelong learning.	2		
• personal discipline in one’s care for body, mind, and spirit.	5		4
• a devoted relationship with Christ.	9	4	
• a life of Christian holiness in community.	9	4, 5	
• leadership in a variety of ministry contexts.	3, 4		1, 3
• effective service within the context of modern society.	9		1, 2, 3, 4
• a commitment to global evangelism.	3, 4, 8		

Program Curriculum Map

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

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

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Know the basic counseling principles.	1a. CCM cohort 18 will achieve at least a 15% improvement on the Knowledge Assessment Test posttest 1b. CCM cohort 18 will achieve at least the following scores in each of the 6 areas on the Knowledge Assessment posttest: - Developmental Issues – 60% - Counseling & Christian Thought – 60% - Individual Counseling Theories – 60% - Marriage & Family Theories – 60% - Abnormal Psychology – 60% - Group & Organizational Behavior – 60%	1a. CCM cohort 18 achieved an 11.5% improvement on the Knowledge Assessment Test posttest. Average improvements for 14 cohorts: 15.9% 1b. CCM cohort 18 achieved the following scores in each of the 6 areas on the Knowledge Assessment posttest: - Developmental Issues – 53.3% - Counseling & Christian Thought – 83.3% - Individual Counseling Theories – 40% - Marriage & Family Theories – 66.6% - Abnormal Psychology – 70% - Group & Organizational Behavior – 73.3%	1a. Cohort 18 did not reach the year's goal or the 14-cohort average for improvement on the Knowledge Assessment Test posttest. 1b. Cohort 18 exceeded the year's goals in 4 of the 6 areas on the Knowledge Assessment Test posttest.	
2. Identify basic counseling techniques	2a. CCM cohort 18 will achieve at least 50% on the Technique Identification Assessment at the end of the major year. 2b. In PSY-4602, at least 90% of Cohort 18 will score at least 270 of 300 points (90%) in Group Process.	2a. CCM cohort 18 achieved 53.3% on the Technique Identification Assessment at the end of the major year: Average for 18 cohorts: 55.5% 2b. In PSY-4602, 100 % of cohort 18 scored at least 270 of 300 points (90%) in Group Process. Average for 2 cohorts: 100%	2a. Cohort 18 exceeded the year's goal for the Technique Identification Assessment. 2b. Cohort 18 exceeded the year's goal for the Group Process assessment.	
3. Develop strategies for managing conflict within organizations	3a. CCM cohort 18 will achieve at least 60% on the Group & Organizational Behavior section of the KAT posttest. 3b. At least 70% of the students who submit the Student Development Inventory will answer "Always True" or "Frequently True" about this statement, "I can lead and manage groups to ensure they are meeting their purpose." 3c. At least 70% of the students who submit the Student Development Inventory will answer "Always True" or "Frequently True" about this statement, "I am confident in my ability to recruit, train, and supervise other persons."	3a. CCM cohort 18 achieved 73.3% on the Group & Organizational Behavior section of the KAT posttest. Average for 5 cohorts: 63.2% 3b. 80% of the students who submitted the Student Development Inventory answered "Always True" or "Frequently True" about this statement: "I can lead and manage groups to ensure they are meeting their purpose." Average for 6 cohorts: 84.7% 3c. 80% of the students who submitted the Student Development Inventory answered "Always True" or "Frequently True" about this statement: "I am confident in my ability to recruit, train, and supervise other persons."	3a. Cohort 18 exceeded the year's goal and the 5-cohort average for the Group & Organizational Behavior section of the KAT posttest. 3b. Students who submitted the SDI exceeded the year's goal for this assessment. 3c. Students who submitted the SDI exceeded the year's goal for this assessment.	

<p>4. Discern accurately the feelings in oneself and others in the counseling setting</p>	<p>4a. CCM cohort 18 will achieve at least a 6% improvement on the Reflective Feeling Assessment posttest.</p> <p>4b. On the <i>Becoming a Helper</i> test, at least 90% of CCM cohort 18 will answer question 37 correctly. The question asks the counselor to identify feelings that lead to and are the result of burnout.</p>	<p>Average for 6 cohorts: 86.6%</p> <p>4a. CCM cohort 18 achieved 3.9% improvement on the Reflective Feeling Assessment posttest. Average for 17 cohorts on pretests: 75.1% Average for 17 cohorts on posttests: 80.2% Average improvements for 17 cohorts: 6.2%</p> <p>4b. On the <i>Becoming a Helper</i> test, at least 100% of CCM cohort 18 answered question 37 correctly. The question asks the counselor to identify feelings that lead to and are the result of burnout.</p>	<p>4a. Cohort 18 did not achieve the goal for improvement on the Reflective Feeling Assessment posttest.</p> <p>4b. Cohort 18 exceeded the year's goal for this assessment.</p>
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

One factor that was unique to cohort 18 is that there were only 3 students.

2a. Because the Counseling for Christian Ministries curriculum is mainly an online program with no labs or internships, students are expected to be able to identify procedures, not demonstrate them. These techniques are primarily taught in the theory courses.

2b. In Group Process in Psy-4602, students have an opportunity to be aware of and use core skills & techniques such as active listening, questioning, attending, and interpreting.

3c. & 3c. These 2 self-reports reveal that a high percentage of the students are confident in their skills for leading and managing groups, as well as recruiting, training, and supervising others.

4a. Cohort 18 had a pretest score of 76.8% on the Reflective Feeling Assessment, which is a slightly above the 17-cohort average of 75.1%. Cohorts often have fairly high scores on the pretests but, on average, reach a 6.2% improvement. Helping students be aware of and label their own feelings and the feelings of clients is an important outcome for the Counseling for Christian Ministries program. It is a vital part of being a therapeutic person and helping clients recognize and work through emotional issues in their lives.

4b. 2021 is the first year this assessment was used.

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

	Outcome1	Outcome2	Outcome3	Outcome 4	Outcome 5
BLE-4614: Business & Prof. Communication			A		A
BLE-4624: Business Finance	A		I	A	I
BLE-4644: Legal, Ethical, and Reg. Environment of Business				A	
BLE-4654: Group & Org. Behavior	I		B		A
BLE-4664: Strategic Leadership & Management	A	A			A
BLE-4674: Business Ethics		A		A	
BLE-4684: Managing Change and Conflict		A	A		A
BLE-4694: Capstone Project	A	I	A	B	A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.		
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)		Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:					
1. Know the strategies that lead to the attainment of organizational goals.	1a. Students will conduct a SWOT analysis of their current or fictional organizations in completing a Course Long Strategic Plan Project for BLE-4664: Strategic Leadership & Management course. 80% of the students will score 80% or higher on the SWOT analysis. 1b. Students will develop a Business Plan for BLE-4624: Business Finance. 80% of the students will score 80% or higher on the Business Plan.		1a. The average score on the SWOT analysis assignment was 83% 1b. The average score on the Business Plan was 83%.	1a. 80% of the students scored 80% or higher on the SWOT analysis assignment. The course is fulfilling the requirements of the program. 1b. The course is fulfilling the requirements of the program.	
2. Demonstrate leadership skills necessary to mentor others successfully.	2a..Students will analyze a leadership article from BLE-4664: Strategic Leadership and Management and write a 250–300-word essay defining the difference between leadership and management. 80% of the students will score 80% or higher on the Analyze assignment. 2b. Students will write a 500-word paper on leadership styles and employee empowerment within the workplace from the BLE-4654: Group and Organizational Behavior course. 80% of the students will score 80% or higher on this assignment.		2a. 100% of the students received a score of 80% or higher on the leadership article assignment. 2b. The average score on the assignment 85%.	2a. This assignment needs to be evaluated for future inclusion in the course and evaluation. 2b. The course is fulfilling the requirements of the program.	
3. Utilize effective professional communications strategies.	3a 80% of the students will score 80% or better on their Change Projects (BLE4684-Managing Change and Conflict). 3b. 80% of the students will score 80% or better on their BLE-4694: Capstone Project Paper and PowerPoint Presentation.		3a. 98% of the students scored 80% or higher on their Change Projects. 3b. 100% of the students scored 100% on their PPT Presentation Project.	3a. The course is fulfilling the requirements of the program. 3b. The course is fulfilling the requirements of the program.	
4. Understand the regulatory requirements within the business setting.	4a. 80% of the students will score 80% or higher on their Business Plan and Annual Operating Budget Project for BLE-4624: Business Finance.		4a. Students scored 90% on their Business Plan and Annual Operating Budget Project.	4a. The course is fulfilling the requirements of the program.	

	<p>4b. 75% of the students will score 75% or higher on their Personal Philosophy Paper for BLE-4674: Business Ethics.</p>	<p>4b. The average score on the Personal Philosophy Paper was 94%.</p>	<p>4b. The course is fulfilling the requirements of the program.</p>
<p>5. Identify the change management strategies which ensure optimal organizational performance.</p>	<p>5a. Students will write a Final Project for BLE-4664: Strategic Leadership and Management. 80% of the students will score 80% or higher on their Final Project.</p> <p>5b. Students will take a Final Exam in BLE-4614: Business and Professional Communication. 80% of the students will score 80% or higher on the Final Exam.</p>	<p>5a. The average score of the Final Project was 87%.</p> <p>5b. The average Final Exam was 82%.</p>	<p>5a. The course is fulfilling the requirements of the program.</p> <p>5b. The course is fulfilling the requirements of the program.</p>

Program Assessment Report Program: *Leadership and Ethics Major*

Academic Year: 2020-2021

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Apply what is being learned through directed field study.

Pastoral Leadership Major is a degree completion program but it shares the same goals as the Pastoral Ministries Major since both programs have the same courses and learning outcomes for ministry preparation and ordination education as required by the Church of the Nazarene. Thus, the assessment reports are nearly identical except for the way that we measure effectiveness in goals 3 and 5.

College Educational Outcomes	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible /Theo</i>	Major
• effective communication skills in listening, speaking, and writing.	<i>1</i>		
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	<i>2, 5, 6, 8,10</i>	<i>2, 5</i>	3
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		<i>1, 2</i>	2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	<i>3, 6, 7</i>	<i>1, 3</i>	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		<i>3,5</i>	2
• a pattern of lifelong learning.	<i>2</i>		
• personal discipline in one’s care for body, mind, and spirit.	<i>5</i>		
• a devoted relationship with Christ.	<i>9</i>	<i>4</i>	1
• a life of Christian holiness in community.	<i>9</i>	<i>4, 5</i>	1
• leadership in a variety of ministry contexts.	<i>3, 4</i>		2
• effective service within the context of modern society.	<i>9</i>		3
• a commitment to global evangelism.	<i>3, 4, 8</i>		2

Program Curriculum Map

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

Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2113 Foundations for Christian Educational Ministries		B		B	B		
MUS-1143 Music Ministries I - Introduction			I		I		
OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	
PAS-2023 History and Polity of the COTN					B	I	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
PAS-3053 Christian Preaching III	A			A			
PAS-4023 Church Administration and Finance	A				A	A	
PAS-4092 Senior Ministry Integration (SMI)						A	A
PSY-4083 Leadership	A				A	A	
SPE-3033 Oral Interpretation			A	A			

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
1. Grow in Christlike character as persons and pastors.		<p>1a 75% of students will indicate that they are aware of where they are spiritually. Question 13 SDI Survey Compare 2021 - 2023</p> <p>1b. This objective will be actively assessed in academic years beginning in 2020 through 2023 using SDI survey. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14 Goal: 75% of students will state that they are growing spiritually. Compare 2021 – 2023 surveys</p> <p>1c. THE2013 Doctrine of Holiness will help us measure whether or not students are comprehending the doctrine. Goal: THE2013 grade performance 75% achieving a grade of C or above on the final exam. Exam 90 pts need score 68 and above 2021- 23</p> <p>1d. DS Surveys for years 2020-2022 will be used to tabulate effectiveness in this area. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. See how well graduates are applying what they have learned in their ministry.</p> <p>1e. Goal: 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent’s Survey starting 2020-2022 See if they are exhibiting holiness personally</p>		<p>1a. Spiritual Awareness 2020-21= 94% 2021-22= 2022-23 =</p> <p>1b. Growing Spiritually 2020-21= 93% 2021-22 = 96% 2022-23 =</p> <p>1c THE2013 Final Exam 2020 -21 = 47% exam / 87% overall grade of B+ 2021- 22 = 2022- 23 =</p> <p>1d. Survey Results 2020= 100% Survey Results 2021 = 96% Survey Results 2022 =</p> <p>1e. Survey Results 2020 = 92 % Survey Results 2021 = 100% Survey Results 2022 =</p>		<p>1a. Review to indicate impact of PMin courses re: spiritual awareness requires no changes at this time.</p> <p>1b. Look at overall impact of Pastoral Ministry program on personal spiritual growth. It continues to exceed goal of 75% proving courses are effective.</p> <p>1.c. Students not doing well on overall exam, but overall grade = 97%. B+ They seem to have an overall understanding of doctrine, but are not doing well on exam. Will discuss with Bible/Theo dept.</p> <p>1d Students demonstrating the practice of holiness I lifestyle far above the goal of 75% Continue with approach regarding current learning outcome.</p> <p>1e. Students have a good grasp of the doctrine of holiness as revealed in their teaching and preaching. Will continue our approach regarding current learning outcome.</p>	
2. Promote evangelism and community engagement.		<p>2a. This objective will be actively assessed in academic years beginning 2019-2021 SDI Survey Draw from questions 29 and 31 found in the SDI survey. Goal: 75% of students rating themselves as involved in evangelism ministries</p> <p>2b. Information to be gathered from OTR2013 2019 - 2021. Goal 75% achieving a grade of 80% or higher indicating an adequate understanding of evangelism ministries in the local church.</p> <p>2c Information will be gathered from appropriate input by District Superintendents via DS Survey 2018 – 2021. Goal: 75% favorable rating reported on evangelism and community engagement.</p>		<p>2a. Results from SDI Survey 2018 - 19 = 91% 2019 - 20 = 80% 2020 - 21 = 90%</p> <p>2b From OTR2013 Grades 2019-20 Grade Results = 91% 2020-21 Grade Results = 90% 2021-22 Grade Results =</p> <p>2c. Studying Annual Survey Results from 2017 - 2021 2017- 2018 Survey Results = 71% 2018 - 2019 Survey Results = 80% 2019 - 2020 Survey Results = 91% 2020 - 2021 Survey Results = 91%</p>		<p>2a. Exceeded the goal of 75%, as 90% of students feel they are involved in evangelism ministries.</p> <p>2b Exceeded Goal – overall 90% of students doing well in achieving learning outcomes regarding evangelism in OTR2013</p> <p>2c DS approval of pastoral students’ performance in teaching evangelism and engaging in community is at 91%.</p>	

	<p>5b. Alumni Survey to be administered for graduates from 2020-2022 regarding their sense of being adequately prepared to lead and administer the church. 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.</p> <p>5c. Student Surveys will be tabulated regarding the student's opinion as to whether or not the course met the learning objectives outlined in the syllabus. 2021 – 2023.</p>	<p>5b Survey Results 2020 = 80% Survey Results 2021= In progress Survey Results 2022 =</p> <p>5c. Survey Results Admin. Leadership Survey Results 2020 - 2021 = 92% 100% Survey Results 2021 - 2022 = Survey Results 2022 - 2023 =</p>	<p>5b. In progress as there are no current Alumni Survey tabulations available at this time.</p> <p>5c. End of Course reviews for Church Administration and Finance and the Leadership Course continues to show 96% of students feel learning outcomes were achieved by these courses.</p>
<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2019 -20 through 2021-22 through DS Surveys. Goal: 75% of the alumni serving as pastors will be rated as practicing effective pastoral care</p> <p>6b. PAS3023 has a major assignment: Pastoral Care Strategy Paper. Goal: 75% of students received a grade of 120 and above, demonstrating a general knowledge and application of good pastoral care principles and practices. 2021 - 2023</p> <p>6c. Use the SDI Survey 2019-20 – 2022-23 to measure a favorable response from students who feel like they are able to take what they are learning and apply to real life pastoral skills in the ministry. Goal: 75% favorable reply. (Question 29)</p> <p>6d. Use Alumni survey results to the question, “Do you feel you were adequately prepared for Pastoral Care? 2019 – 2022. Goal: 75 % of students will answer favorably.</p>	<p>6a. DS Survey 2019 - 20 DS Survey = 93% 2020 - 21 DS Survey = In progress 2021 - 22 DS Survey =</p> <p>6b. Pastoral Care Strategy Paper in PAS3023 score 120 and above. 2020 - 21 = 100% if students exceeded goal! 2021 - 22 = 2022 – 23 =</p> <p>6c. SDI Survey 2020-21 SDI Survey = 97% 2021 -22 SDI Survey = 2022 -23 SDI Survey =</p> <p>6d. Alumni Survey 2019-20 Alumni Survey = 80% said well prepared 2020 -21 Alumni Survey = In progress 2021- 22 Alumni Survey =</p>	<p>6a. In progress as 2020 Alumni Survey results are not available at this time.</p> <p>6b. 100% of students demonstrated the ability to plan and execute adequate pastoral care practices as part of the learning objectives of the course Action to be taken: Action: Continue to measure outcome of the Pastoral Care Strategy Paper.</p> <p>6c. Exceeded goal of 75% as 97% of students believe they are applying what they have learned to real life ministry. Action: No need for changes in courses at this time.</p> <p>6d. In progress no current Alumni Survey available for tabulating results at this time.</p>
<p>7. Apply what is learned through directive field study.</p>	<p>7a. Evaluate the final grades of our PAS4091 SMI II students Self Evaluation to see if their overall learning experience was beneficial. Goal: 75% of students achieve a grade of 80% or 120+ revealing a quality self-evaluation and good learning experience.</p> <p>7b. Evaluate the results of the SMI. Student Survey regarding the student's personal assessment of the value of the SMI Experience. Goal: Overall 75% rated the SMI Experience an average of 3 and above on a rating of 5. Survey will be implemented the first time in 2020-21 2022-23 Academic Years.</p>	<p>7a. Final Grades: 2019 -20 = 97% scored above goal 2020 -21 = 100% students scored above goal 2021 - 22 = 2022 - 23 =</p> <p>7b. Student Assessment of Effectiveness 2020 - 21 = average rating 4.96 2021 - 22 = 2022 - 23 =</p>	<p>7a. Determine if learning outcomes were achieved and adjust course accordingly. Action to be taken: Based on self-evaluation we will continue class structure as is.</p> <p>7b Determine if students see the SMI experience as a positive step in their ministry development and adjust the course accordingly. Action to be taken: Pleased with responses based on interview with Professor Trumble. To avoid reporting issues will have IT design the survey submission to go to Pastoral Ministry Director as well as SMI Instructor.</p>

	<p>7c. Evaluate the results of the SMI Pastor/Mentor Survey regarding the value of the student/mentor relationship in the continuing development of their ministry skills and 7c application. Goal: Overall 75% rated the SMI Experience an average of 3 and above on a rating of 5. Survey will be implemented the first time in 2020-21 Academic Year</p>	<p>7c. Pastor/Mentor Assessment of Effectiveness 2020-21 Academic Year = average rating 4.26 2021-22 Academic Year = 2022-23 Academic Year =</p>	<p>7c. Action to be taken: Pleased with responses. To avoid reporting issues, going to have IT design the survey submission to go to Pastoral Ministry Director as well as SMI Instructor. Continue with Survey as it has proven to be an effective measurement for assessment.</p>
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Objective 1: Grow in Christlike character as persons and pastors.

The overall assessment revealed that our current course structure and learning outcomes are being achieved above and beyond the goals that we have set., thus other than updating textbooks, and working with new instructors in re-writing an updating some of our courses, there is no need for major changes in the PMin courses.

Objective 2: Promote Evangelism and Community Engagement

Since we added some specific tools for Personal Evangelism in the OTR2013 Global evangelism course, the results seem to have improved in the send of balancing local and global missions. District Superintendents continue to report that NBC pastoral students are demonstrating above average skills in the area of equipping the churches for Evangelistic Ministry and Community involvement. No need for major structural changes in this course at this time. Will however look for a new text that focuses on Personal Evangelism to strengthen learning objectives regarding local evangelism

Objective 3: Conduct culturally relevant God-centered worship.

Current results demonstrate that we are exceeding our goals for measuring the effectiveness of our students in the area of Conducting culturally relevant God-Centered Worship. However, it is time to update the course and we are re-writing the class. A new instructor beginning in Fall 2021-22 Academic Year. One change is to place even more emphasis on understanding and conducting culturally relevant worship.

Objective 4. Communicate the Gospel in contextually appropriate ways.

Current statistics by District Superintendents reveal that 100% of our students are being rate as good – excellent in this area of ministry. There is no need at this time to make any significant changes in the PMIN courses that deal with this are of ministry.

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

While results of the last four years have been favorable and have exceeded our goals; it is of concern that 12% of students rated fair in Church Administration and equipping lay leaders for ministry. It is time to update both Administration and Leadership Courses.

Action Taken: Both the Church Administration Course and the Leadership Courses are being rewritten and updated and new course materials will be available Fall of 2021-22 Academic Yr. Increased emphasis will be given to Eph. 4.

Objective 6. Discover good practices for effective pastoral care.

Results of research indicate that our students are being adequately prepared to both understand how to plan and implement a good Pastoral Care Strategy in the Local Churches. District Superintendents continue to rate NBC students as being well prepared and giving a majority of the good – excellent ratings in good pastoral care in their congregations. No need to major changes in Courses that deal with Pastoral Care at this time.

Objective 7: Apply what is learned through directive field study.

Very pleased with results of measuring the effectiveness of the Student Ministry Integration Course, PAS4091. Students and Mentors alike reveal that this

learning experience is proving to be an effective means of preparation for effective pastoral ministry. Continue to use SMI Student and Mentor Satisfaction Survey for Academic Assessment.

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

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

I, Dr. James R. Russom, as faculty and Director of Pastoral Ministries, participated in a review of the College Strategic Plan and its impact on academic programs and quality of education in 2021.

Our focus is on Academic excellence and achievement of learning outcomes which are reviewed and reported on monthly as a part of our monthly Academic Council Meeting. Currently adding video lectures to PMin Courses to further facilitate student learning.

Reports from student surveys at the end of each class on a scale of 5 are averaging 4.5 which is a positive response regarding student satisfaction and the achievement of learning outcomes. We regularly monitor these reports so that if the students have problems with the syllabus, learning outcomes, or assignments we can adjust to solve any difficulties that arise.

Statistics Gathered

Evaluations based on particular assignment scores are gathered from the course grade-books located in DCourseWeb. Statistics listed are taken from the grade books and listed in ways that comply with FERPA policies regarding student grades.

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

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2. Promote evangelism and community engagement.
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OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	
PAS-2023 History and Polity of the COTN					B	I	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
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PAS-4023 Church Administration and Finance	A				A	A	
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Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
<p>1. Grow in Christlike character as persons and pastors.</p>	<p>1a. 75% of students will indicate that they are aware of where they are spiritually. Question 13 SDI Survey Compare 2021 - 2023</p> <p>1b. This objective will be actively assessed in academic years beginning in 2020 through 2023 using SDI survey. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14 Goal: 75% of students will state that they are growing spiritually. Compare 2021 – 2023 surveys</p> <p>1c. THE2013 Doctrine of Holiness will help us measure whether or not students are comprehending the doctrine. Goal: THE2013 grade performance 75% achieving a grade of C or above on the final exam. Exam 90 pts need score 68 and above 2021- 23</p> <p>1d. DS Surveys for years 2020-2022 will be used to tabulate effectiveness in this area. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. See how well graduates are applying what they have learned in their ministry.</p> <p>1e. Goal: 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent’s Survey starting 2020-2022 See if they are exhibiting holiness personally.</p>	<p>1a. Spiritual Awareness 2020-21= 94% 2021-22= 2022-23 =</p> <p>1b. Growing Spiritually 2020-21= 93% 2021-22 = 96% 2022-23 =</p> <p>1c THE2013 Final Exam 2020 -21 = 47% exam / 87% overall grade of B+ 2021- 22 = 2022- 23 =</p> <p>1d. Survey Results 2020= 100% Survey Results 2021 = 96% Survey Results 2022 =</p> <p>1e. Survey Results 2020 = 92 % Survey Results 2021 = 100% Survey Results 2022 =</p>	<p>1a. Review to indicate impact of PMin courses re: spiritual awareness requires no changes at this time.</p> <p>1b. Look at overall impact of Pastoral Ministry program on personal spiritual growth. It continues to exceed goal of 75% proving courses are effective.</p> <p>1.c. Students not doing well on overall exam, but overall grade = 97%. B+ They seem to have an overall understanding of doctrine, but are not doing well on exam. Will discuss with Bible/Theo dept.</p> <p>1d Students demonstrating the practice of holiness I lifestyle far above the goal of 75% Continue with approach regarding current learning outcome.</p> <p>1e. Students have a good grasp of the doctrine of holiness as revealed in their teaching and preaching. Will continue our approach regarding current learning outcome.</p>				
<p>2. Promote evangelism and community engagement.</p>	<p>2a. This objective will be actively assessed in academic years beginning 2019-2021 SDI Survey Draw from questions 29 and 31 found in the SDI survey. Goal: 75% of students rating themselves as involved in evangelism ministries</p> <p>2b. Information to be gathered from OTR2013 2019 - 2021. Goal 75% achieving a grade of 80% or higher indicating an adequate understanding of evangelism ministries in the local church.</p> <p>2c Information will be gathered from appropriate input by District Superintendents via DS Survey 2018 – 2021. Goal: 75% favorable rating reported on evangelism and community engagement.</p>	<p>2a. Results from SDI Survey 2018 - 19 = 91% 2019 - 20 = 80% 2020 - 21 = 90%</p> <p>2b From OTR2013 Grades 2019-20 Grade Results = 91% 2020-21 Grade Results = 90% 2021-22 Grade Results =</p> <p>2c. Studying Annual Survey Results from 2017 - 2021 2017- 2018 Survey Results = 71% 2018 - 2019 Survey Results = 80% 2019 - 2020 Survey Results = 91% 2020 - 2021 Survey Results = 91%</p>	<p>2a. Exceeded the goal of 75%, as 90% of students feel they are involved in evangelism ministries.</p> <p>2b Exceeded Goal – overall 90% of students doing well in achieving learning outcomes regarding evangelism in OTR2013</p> <p>2c DS approval of pastoral students’ performance in teaching evangelism and engaging in community is at 91%.</p>				
<p>3. Conduct culturally relevant God-centered worship.</p>	<p>3a. PAS3013 Worship has two class projects that deal with this goal. 1. Conduct a Worship Service Observational Analysis and 2. Craft a Detailed</p>	<p>3a Grade Book Results Project 1 Project 2 Goal: 53 + Goal: 68 + Grade Results 2019-20 = Score 55 score 60</p>	<p>3a. Made some modification in instructions for these projects. following 2019-20. Results improvement in</p>				

	<p>Worship Liturgy. Contextualization and God-centered Worship is covered in these projects. Goal: 75% of Class will score 75% and above on these projects demonstrating knowledge and ability. Measured Academic Years 2020 - 2022</p> <p>3b. 75% of the students enrolled in the MUS1143 Worship and Music Introduction classes for will earn 75% or above on the “culturally relevant” portion of the evaluation of their final worship project and/or weekly worship planning assignment starting in 2019 will measure PAS3013 results in Grade book as reported by instructor through 2022</p> <p>3c. An Alumni Survey will be used to inquire about Worship Ministries in the local church. Goal: 75% of the Pastoral Ministry Alumni who are responding to the program’s survey will indicate the PMin Major rated “good to “excellent” in preparing them to fulfill this objective. 2020 - 2023</p>	<p>Grade Results 2020-21 = Score 57 score 78 Grade Results 2021-22 =</p> <p>3b. Grade Book Results from DCW Grade Results 2019 = 90% Grade Results 2020 = 87% Grade Results 2021 = 75% Grade Results 2022 =</p> <p>3c Alumni Survey Need to add a specific question about worship on the next Alumni Survey beginning 2020-2021 Results = In progress 2021-2022 Results = 2022-2023 Results =</p>	<p>student success and achieved goals for learning outcome.</p> <p>3b Action: Re-writing Course with new instructor to place even more emphasis on conducting culturally relevant God-Centered Worship. New course and instructor will begin in Fall of 2021-22 academic year.</p> <p>3c. Measure the effectiveness of our PMin program in preparing students for this ministry role. Action to be taken: In progress as still do not have latest results of Alumni Survey.</p>															
<p>4. Communicate the gospel in contextually appropriate ways.</p>	<p>4a Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada DS’s. 2018 – 2021. Goal:75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in Preaching/Teaching.”</p> <p>4b. Statistics will be compiled from an Alumni Survey seeking input on preaching skills and effectiveness in terms of preaching preparation at NBC. Goal: 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC.</p>	<p>4a. Annual DS Survey Survey Results 2018 = 93% Survey Results 2019 = 100% Survey Results 2020 = 97% Survey Results 2021= 100 %</p> <p>4b Annual Alumni Survey Survey Results 2020 = 80% Survey Results 2021 = In progress Survey Results 2022 =</p>	<p>4a. DS survey reveals 100% of our pastoral students are rated good to excellent in preaching and teaching in their current congregational and cultural setting! Learning Outcome achieved! Action: No Major changes in courses at this time.</p> <p>4b. In progress, as there are no current Alumni Survey results tabulated at this time.</p>															
<p>5. Learn to effectively lead and administer the church as a servant leader.</p>	<p>5a. DS Surveys conducted 2018 through 2021 to determine effectiveness rating of NBC graduates on their District re. Leadership and Administration Goal: 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in “Leadership/Admin.</p> <p>5b. Alumni Survey to be administered for graduates from 2020-2022 regarding their sense of being adequately prepared to lead and administer the church. 75% indicating a favorable rating regarding their preparation for leadership and administration at NBC.</p>	<p>5a. Compare results of DS Survey for four years</p> <table border="1" data-bbox="1102 1112 1533 1234"> <thead> <tr> <th></th> <th>Leadership</th> <th>Administration</th> </tr> </thead> <tbody> <tr> <td>Survey Results 2017-18 =</td> <td>96%</td> <td>86%</td> </tr> <tr> <td>Survey Results 2018-19 =</td> <td>94%</td> <td>94%</td> </tr> <tr> <td>Survey Results 2019-20 =</td> <td>88%</td> <td>74%</td> </tr> <tr> <td>Survey Results 2020-21 =</td> <td>100%</td> <td>88%</td> </tr> </tbody> </table> <p>5b Survey Results 2020 = 80% Survey Results 2021= In progress Survey Results 2022 =</p>		Leadership	Administration	Survey Results 2017-18 =	96%	86%	Survey Results 2018-19 =	94%	94%	Survey Results 2019-20 =	88%	74%	Survey Results 2020-21 =	100%	88%	<p>5a. Results of the last four years have been favorable and have exceeded our goals. It is of concern that 12% of students rated fair in Church Administration and equipping lay leaders for ministry. It is time to update both Administration and Leadership Courses. Action Taken: Both the Church Administration Course and the Leadership Courses are being rewritten and updated and new course materials will be available Fall of 2021-22 Academic Yr. Increased emphasis will be given to Eph. 4. Results of these changes will be seen in academic assessment for 2021-22</p> <p>5b. In progress as there are no current Alumni Survey tabulations available at this time.</p>
	Leadership	Administration																
Survey Results 2017-18 =	96%	86%																
Survey Results 2018-19 =	94%	94%																
Survey Results 2019-20 =	88%	74%																
Survey Results 2020-21 =	100%	88%																

	<p>5c. Student Surveys will be tabulated regarding the student’s opinion as to whether or not the course met the learning objectives outlined in the syllabus. 2021 – 2023.</p>	<p>5c. Survey Results Admin. Leadership Survey Results 2020 - 2021 = 92% 100% Survey Results 2021 - 2022 = Survey Results 2022 - 2023 =</p>	<p>5c. End of Course reviews for Church Administration and Finance and the Leadership Course continues to show 96% of students feel learning outcomes were achieved by these courses.</p>
<p>6. Discover good practices for effective pastoral care.</p>	<p>6a. This objective will be actively assessed in academic years beginning in 2019 -20 through 2021-22 through DS Surveys. Goal: 75% of the alumni serving as pastors will be rated as practicing effective pastoral care</p> <p>6b. PAS3023 has a major assignment: Pastoral Care Strategy Paper. Goal: 75% of students received a grade of 120 and above, demonstrating a general knowledge and application of good pastoral care principles and practices. 2021 - 2023</p> <p>6c. Use the SDI Survey 2019-20 – 2022-23 to measure a favorable response from students who feel like they are able to take what they are learning and apply to real life pastoral skills in the ministry. Goal: 75% favorable reply. (Question 29)</p> <p>6d. Use Alumni survey results to the question, “Do you feel you were adequately prepared for Pastoral Care? 2019 – 2022. Goal: 75 % of students will answer favorably.</p>	<p>6a. DS Survey 2019 - 20 DS Survey = 93% 2020 - 21 DS Survey = In progress 2021 - 22 DS Survey =</p> <p>6b. Pastoral Care Strategy Paper in PAS3023 score 120 and above. 2020 - 21 = 100% if students exceeded goal! 2021 - 22 = 2022 – 23 =</p> <p>6c. SDI Survey 2020-21 SDI Survey = 97% 2021 -22 SDI Survey = 2022 -23 SDI Survey =</p> <p>6d. Alumni Survey 2019-20 Alumni Survey = 80% said well prepared 2020 -21 Alumni Survey = In progress 2021- 22 Alumni Survey =</p>	<p>6a. In progress as 2020 Alumni Survey results are not available at this time.</p> <p>6b. 100% of students demonstrated the ability to plan and execute adequate pastoral care practices as part of the learning objectives of the course Action to be taken: Continue to measure outcome of the Pastoral Care Strategy Paper.</p> <p>6c. Exceeded goal of 75% as 97% of students believe they are applying what they have learned to real life ministry. Action: No need for changes in courses at this time.</p> <p>6d. In progress no current Alumni Survey available for tabulating results at this time.</p>
<p>7. Apply what is learned through directive field study.</p>	<p>7a. Evaluate the final grades of our PAS4091 SMI II students Self Evaluation to see if their overall learning experience was beneficial. Goal: 75% of students achieve a grade of 80% or 120+ revealing a quality self-evaluation and good learning experience.</p> <p>7b. Evaluate the results of the SMI. Student Survey regarding the student’s personal assessment of the value of the SMI Experience. Goal: Overall 75% rated the SMI Experience an average of 3 and above on a rating of 5. Survey will be implemented the first time in 2020-21 2022-23 Academic Years.</p> <p>7c. Evaluate the results of the SMI Pastor/Mentor Survey regarding the value of the student/mentor relationship in the continuing development of their ministry skills and 7c application. Goal: Overall 75% rated the SMI Experience an average of 3 and above on a rating of 5. Survey will be implemented the first time in 2020-21 Academic Year</p>	<p>7a. Final Grades: 2019 -20 = 97% scored above goal 2020 -21 = 100% students scored above goal 2021 - 22 = 2022 - 23 =</p> <p>7b. Student Assessment of Effectiveness 2020 - 21 = average rating 4.96 2021 - 22 = 2022 - 23 =</p> <p>7c. Pastor/Mentor Assessment of Effectiveness 2020-21 Academic Year = average rating 4.26 2021-22 Academic Year = 2022-23 Academic Year =</p>	<p>7a. Determine if learning outcomes were achieved and adjust course accordingly. Action to be taken: Based on self-evaluation we will continue class structure as is.</p> <p>7b Determine if students see the SMI experience as a positive step in their ministry development and adjust the course accordingly. Action to be taken: Pleased with responses based on interview with Professor Trumble. To avoid reporting issues will have IT design the survey submission to go to Pastoral Ministry Director as well as SMI Instructor.</p> <p>7c. Action to be taken: Pleased with responses. To avoid reporting issues, going to have IT design the survey submission to go to Pastoral Ministry Director as well as SMI Instructor. Continue with Survey as it has proven to be an effective measurement for assessment.</p>

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

Objective 1: Grow in Christlike character as persons and pastors.

The overall assessment revealed that our current course structure and learning outcomes are being achieved above and beyond the goals that we have set., thus other than updating textbooks, and working with new instructors in re-writing an updating some of our courses, there is no need for major changes in the PMin courses.

Objective 2: Promote Evangelism and Community Engagement

Since we added some specific tools for Personal Evangelism in the OTR2013 Global evangelism course, the results seem to have improved in the send of balancing local and global missions. District Superintendents continue to report that NBC pastoral students are demonstrating above average skills in the area of equipping the churches for Evangelistic Ministry and Community involvement. No need for major structural changes in this course at this time. Will however look for a new text that focuses on Personal Evangelism to strengthen learning objectives regarding local evangelism

Objective 3: Conduct culturally relevant God-centered worship.

Current results demonstrate that we are exceeding our goals for measuring the effectiveness of our students in the area of Conducting culturally relevant God-Centered Worship. However, it is time to update the course and we are re-writing the class. A new instructor beginning in Fall 2021-22 Academic Year. One change is to place even more emphasis on understanding and conducting culturally relevant worship.

Objective 4. Communicate the Gospel in contextually appropriate ways.

Current statistics by District Superintendents reveal that 100% of our students are being rate as good – excellent in this area of ministry. There is no need at this time to make any significant changes in the PMIN courses that deal with this are of ministry.

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

While results of the last four years have been favorable and have exceeded our goals; it is of concern that 12% of students rated fair in Church Administration and equipping lay leaders for ministry. It is time to update both Administration and Leadership Courses.

Action Taken: Both the Church Administration Course and the Leadership Courses are being rewritten and updated and new course materials will be available Fall of 2021-22 Academic Yr. Increased emphasis will be given to Eph. 4.

Objective 6. Discover good practices for effective pastoral care.

Results of research indicate that our students are being adequately prepared to both understand how to plan and implement a good Pastoral Care Strategy in the Local Churches. District Superintendents continue to rate NBC students as being well prepared and giving a majority of the good – excellent ratings in good pastoral care in their congregations. No need to major changes in Courses that deal with Pastoral Care at this time.

Objective 7: Apply what is learned through directive field study.

Very pleased with results of measuring the effectiveness of the Student Ministry Integration Course, PAS4091. Students and Mentors alike reveal that this

learning experience is proving to be an effective means of preparation for effective pastoral ministry. Continue to use SMI Student and Mentor Satisfaction Survey for Academic Assessment.

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

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

I, Dr. James R. Russom, as faculty and Director of Pastoral Ministries, participated in a review of the College Strategic Plan and its impact on academic programs and quality of education in 2021.

Our focus is on Academic excellence and achievement of learning outcomes which are reviewed and reported on monthly as a part of our monthly Academic Council Meeting. Currently adding video lectures to PMin Courses to further facilitate student learning.

Reports from student surveys at the end of each class on a scale of 5 are averaging 4.5 which is a positive response regarding student satisfaction and the achievement of learning outcomes. We regularly monitor these reports so that if the students have problems with the syllabus, learning outcomes, or assignments we can adjust to solve any difficulties that arise.

Statistics Gathered

Evaluations based on particular assignment scores are gathered from the course grade-books located in DCourseWeb. Statistics listed are taken from the grade books and listed in ways that comply with FERPA policies regarding student grades.

Evaluations based upon Surveys are taken from the Student Development Surveys (SDI), the Annual District Superintendent Surveys (1/3 of USA Districts that is gathered each year by NBC) and the Alumni Survey (to be published and statistics gathered by the office of the Academic Dean). Graphs and statistics are copied and placed in the annual Outcome Summary Reports.

All statistics are available in the electronic sub-files under Academic Assessment in Academic Affairs. See Outcome Folders 1 – 7.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

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

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

Program Curriculum Map

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

Hispanic Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2113SP Fundamentos de Ministerios de Educación Cristiana		B		B	B		
HIS-4002SP Iglesia Latina/Hispana en los EEUU	I	I	I	I			
MUS-1143SP Ministerios de Música I – Introducción			I		I		
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		I				
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Church)		I	I	I	A		I
OTR-4043SP Introducción a Plantación de Iglesias		A					
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)	B		B				
PAS-2013SP Práctica del Ministerio Cristiano	I	B	I	I	I	I	B
PAS-2023SP Historia y Política de la IDN					B	B	
PAS-3013SP Adoración	A		I	I			
PAS-3023SP Cuidado Pastoral y Consejería	A				B		
PAS-3033SP Predicación Cristiana I	B			B			
PAS-3043SP Predicación Cristiana II	A			A			
PAS-4023SP Administración de la Iglesia y Finanzas	A				I	I	I
PAS-4081SP Experiencia Ministerial Supervisada I (SME)	A	A	A	A	A	A	A
PAS-4091SP Experiencia Ministerial Supervisada II (SME)	A	A	A	A	A	A	A
PSY-4083SP Liderazgo	A				A	A	A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2) Completion of this program should enable students to:	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>1a. 75% of students will state in the student course evaluations that they are growing spiritually in THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley.</p>	<p>1a. Course evaluations for THE-1043SP Explorando la Santidad Cristiana 2017 = 85% did 2018 = 66% 2020 = 50% 2021 = 60%</p> <p>Course evaluations for PAS-1023SP Formación Espiritual 2017 = 83% did 2018 = 50% 2019 = no class 2020 = too few in class (anonymity would have been compromised)</p> <p>Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2017 = 100% did 2018 = 100% 2020 = 66% 2021 = 25%</p> <p>Course evaluations for THE-4053SP Teología de Juan Wesley 2016 = 69% 2019 = 80% 2021 = 75%</p>	<p>1a. <i>60% of the students in THE-1043SP Explorando la Santidad Cristiana, so this was SHORT of the goal of 75%. There were no course evaluations available for PAS-1023SP Formación Espiritual because too few students to survey. 25% of the students in OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, so this was SHORT of the goal of 75%. However, 75% of the students in THE-4053SP Teología de Juan Wesley did express their spiritual growth due to the course. Only one of four courses met the goal.</i></p>
	<p>1b. 75% positive results from SDI beginning academic year 2016. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14.</p>	<p>1b. So far, the DS survey results does not specify Hispanic Alumni.</p>	<p>1b. <i>Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.</i></p>
	<p>1c. 75% of SME students will state in the course evaluations that the course contributed to their personal and professional growth. The courses PAS-4081SP Experiencia Ministerial Supervisada I (SME) and PAS-4091SP Experiencia Ministerial Supervisada II (SME) address this outcome. In 2019, PAS-4092SP was changed to PAS-4081SP and PAS-4091SP because of Financial Aid requirement changes. The original course (PAS-4092SP) was divided into TWO courses of 12 and 6 weeks, instead of 18 weeks.</p>	<p>1c. PAS-4081SP Final Grades Experiencia Ministerial Supervisada I 2017 = 100% B or better 2018 = 66.7% B or better 2019 = 83.3% A 2020 = 100% A- or better</p> <p>PAS-4091SP Final Grades Experiencia Ministerial Supervisada II 2019 = 66.7% A 2020 = 100% A or better</p>	<p>1c. <i>The goal of 75% was met in the courses PAS-4081SP Experiencia Ministerial Supervisada I (SME) and PAS-4091SP Experiencia Ministerial Supervisada II.</i></p>
	<p>1d. 75% of students will achieve a grade of C or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome. The final grades for students in THE-1043SP Explorando la</p>	<p>1d. THE-1043SP Final Grades Explorando la Santidad Cristiana 2016 = 100% C+ or better 2017 = 83% B or better</p>	<p>1d. <i>The goal of 75% students achieving a grade of C or better in the course THE-1043SP Explorando la Santidad Cristiana has been met every single time the course has</i></p>

Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.

2018 = 66.6% B+ or better
2019 = not taught
2020 = 100% A

*been taught. ***I would suggest raising the standard to a grade of B or better next time.*

1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. DS Surveys for years 2018 - 2021 will be used to tabulate effectiveness in this area.

1e. So far, the DS survey results does not specify Hispanic Alumni.

1e. Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.

1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey.

1f. So far, the DS survey results does not specify Hispanic Alumni.

1f. Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.

2a. 75% of the students highlight in the course evaluations in **OTR-4093SP Declarando el Evangelio de Dios como Evangelismo, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente and CEM-2113SP Fundamentos de Ministerios de Educación Cristiana** that they were impacted by the course material about evangelism and community engagement.

2a. Course evaluations for **OTR-4093SP Declarando el Evangelio de Dios como Evangelismo**
2018 = 80% did
2019 = 83%
2020 = 100%
2021 = 100%

2a. The goal of 75% was matched or surpassed in the courses OTR-4093SP Declarando el Evangelio de Dios como Evangelismo, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente and CEM-2113SP Fundamentos de Ministerios de Educación Cristiana.

Course evaluations for **OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo**
2017 = 100% did
2018 = 100%
2019 = no class
2020 = 66%
2021 = 75%

Course evaluations for **OTR-4033SP Comunicar a Cristo Transculturalmente**
2017 = 100% did
2018 = 33%
2019 = 80%
2020 = 75%

Course evaluations for **CEM-2133SP Liderazgo de Ministerios de Educación Cristiana y CEM-2113SP Fundamentos de Ministerios de Educación Cristiana**
2016 (CEM2133) = 41% did
2017 (CEM2133) = 100%
2020 (CEM2133) = 83%
2021 (CEM2113) = 100%

2b. 75% leading church in evangelism ministry. Information to be gathered from Hispanic Pastoral Ministry Alumni who graduated in years 2015-2020.

2b. Alumni Survey not yet available for Spanish-speaking alumni.

2b. With this past graduation, there are now twenty-two (22) HPM graduates. An Alumni Survey for the Hispanic Alumni would work.

2c. 75% favorable rating reported in evangelism and community engagement. Information will be gathered from appropriate input by District Superintendents via DS Surveys 2017-2021. Will evaluate the effectiveness of ministry preparation.

2c. So far, the DS survey results does not specify Hispanic Alumni.

2c. Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.

2. Promote evangelism and community engagement as the priority of pastoral ministry.

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

3b. 75% of the students enrolled in the Worship and Music Ministries Introduction classes for will earn an 75% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment 2018-2021. 75% of students will express in the course evaluations that the **PAS-3013SP Adoración** and **MUS-1143SP Ministerios de Música** courses raised their awareness of "culturally relevant" worship.

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

3a. Alumni Survey not yet available for Spanish-speaking alumni.

3b. PAS-3013SP Final Grades Adoración

2016 = 60% B+ or better
2017 = 66% C or better
2018 = not taught
2019 = 66.7% A
2020 = 66.7% A

MUS-1143SP Final Grades Ministerios de Música

2016 = 100% above B
2018 = 100% above B
2019 = not taught
2020 (Spring) = 100% A- or better
2020 (Fall) = 100% A- or better

Course evaluations for PAS-3013SP Adoración

2016 = 100% did
2017 = 100%
2018 = not taught
2019 = 66.7%
2020 = 66.7%

Course evaluations for MUS-1143SP Ministerios de Música

2016 = 100% did
2017 = not taught
2018 = 75%
2019 = not taught
2020 (Spring) = 75%
2020 (Fall) = 100%

3a. *With this past graduation, there are now twenty-two (22) HPM graduates. An Alumni Survey for the Hispanic Alumni would work.*

3b. *The goal of 75% has NOT been met in the course PAS-3013SP Adoración in all the years of teaching it, BUT has been met consistently in the course MUS-1143SP Ministerios de Música. Further research into this is suggested (why the difference?).*

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

4b. 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC. **PAS-3033SP Predicación Cristiana I** y **PAS-3043SP Predicación Cristiana II** address this outcome.

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

4a. So far, the DS survey results does not specify Hispanic Alumni.

4b. Course evaluations of PAS3033SP Predicación Cristiana I

2016 = 75% did
2017 = 100%
2018-2020 = not taught
It will be taught in 2021-2022.

PAS3033SP Final Grades Predicación Cristiana I

2016 = 87.5% B or better
2017 = 85.7% A- or better
2018-2020 = not taught
It will be taught in 2021-2022.

Course evaluations of PAS3043SP Predicación Cristiana II

2017 (Spring) = evaluations not found
2017 (Winter) = 80% did

4a. *Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.*

4b. *The criteria of this particular objective have been hampered by the inability to use course evaluations or final grades in the courses PAS-3033SP Predicación Cristiana I y PAS-3043SP Predicación Cristiana II. That is because there were too few students for course evaluation comments to be recorded and grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments.*

2019 (Spring) = 75%
 2019 (Winter) = 75%
 2020 = not taught
 2021 = too few in class (anonymity would have been compromised)

PAS3043SP Final Grades Predicación Cristiana II

2016 = not taught
 2017 (Spring) = 66.6% B+ or better
 2017 (Winter) = 80% B+ or better
 2018 = not taught
 2019 (Spring) = 75% B+ or better
 2019 (Winter) = 100% A
 2020 = not taught
 2021 = Grades only available when 3 or more students are enrolled.

5a. 75% of the students will achieve C or better in the Final Grades of the **PAS-4023SP Administración de la Iglesia y Finanzas** and **PSY-4083SP Liderazgo**.

5a. PAS-4023SP Final Grades Administración de la Iglesia y Finanzas

2017 = 75% B or better
 2018 = not taught
 2019 = 75% C or better
 2020 = 100% A
 2021 = Grades only available when 3 or more students are enrolled.

5a. The criteria of this particular objective were hampered by the inability to use the final grades in the course PAS-4023SP Administración de la Iglesia y Finanzas. Grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments

PSY-4083SP Final Grades Liderazgo

2016 = not taught
 2017 (Spring) = 66.7% A
 2017 (Fall) = 100% A
 2019 = 71.5% B or better
 2020 = 100% A- or better
 2021 = not taught

5b. 75% of the students will give a favorable comment in the student course evaluations and achieve B or better in the final grades of **PAS-4023SP Administración de la Iglesia y Finanzas**, **PSY-4083SP Liderazgo**, **PAS-4081SP Experiencia Ministerial Supervisada I (SME)**, **PAS-4091SP Experiencia Ministerial Supervisada II (SME)** and **PAS-2023SP Historia y Política de la Iglesia del Nazaren** regarding their preparation for leadership and administration.

5b. Course evaluations for PAS-2013SP Práctica del Ministerio Cristiano

2016-2017 = not taught
 2018 = 85.7% did
 2019-2020 = not taught
 2021 = 100%

5b. The goal of 75% was surpassed in both criteria in the course PAS-2013SP Práctica del Ministerio Cristiano. However, the criteria of this particular objective have been hampered by the inability to use course evaluations or final grades in the course PAS-4023SP Administración de la Iglesia y Finanzas. That is because there were too few students for course evaluation comments to be recorded, and grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments.

PAS-2013SP Final Grades Práctica del Ministerio Cristiano

2016-2017 = not taught
 2018 = 100% C+ or better
 2019-2020 = not taught
 2021 = 100% A- or better

Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas

2017 = 75% did
 2018 = not taught
 2019 = 100%
 2020 = 80%
 2021 = too few in class (anonymity would have been compromised)

PAS-4023SP Final Grades Administración de la Iglesia y Finanzas

2017 = 75% B+ or better
 2018 = not taught
 2019 = 75% C or better
 2020 = 100% A

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

2021 = Grades only available when 3 or more students are enrolled.

6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care. This objective should be actively assessed in academic years 2019 through 2021 through DS Surveys.

6b. 75% of students will say in the course evaluations for PAS-2013SP and PAS-3023SP Cuidado Pastoral y Consejería that the courses prepared them for effective pastoral care. 75% will achieve B or better in those courses.

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

6a. So far, the DS survey results does not specify Hispanic Alumni.

6b. Course evaluations for PAS-2013SP Práctica del Ministerio Cristiano
2016-2017 = not taught
2018 = 85.7% did
2019-2020 = not taught
2021 = 100%

PAS-2013SP Final Grades Práctica del Ministerio Cristiano

2016-2017 = not taught
2018 = 100% C+ or better
2019-2020 = not taught
2021 = 100% A- or better

Course evaluations for PAS-3023SP Cuidado Pastoral y Consejería

2017 = not found
2018 = 100% did
2019 (Spring) = 100%
2019 (Winter) = 75%
2020 = too few in class

PAS-3023SP Final Grades Cuidado Pastoral y Consejería

2017 = 4 students with A (66.7% of class)
2018 = 5 students with B+ or better (83.3% of class)
2019 (Spring) = 0 students B or better (C+ highest grade)
2019 (Winter) = 3 students with A (75% of class)
2020 = Grades only available when 3 or more students are enrolled.

6a. *Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.*

6b. *The goal of 75% was surpassed in both criteria in the course PAS-2013SP Práctica del Ministerio Cristiano. However, the criteria of this particular objective have been hampered by the inability to use course evaluations or final grades in the course PAS-3023SP Cuidado Pastoral y Consejería. That is because there were too few students for course evaluation comments to be recorded, and grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments.*

7a. 75% of students will express in the student course evaluations favorable opinions about learning the financial and administrative practice and the final grades of PAS-2013SP Práctica del Ministerio Cristiano, PAS-4081SP Experiencia Ministerial Supervisada I (SME), PAS-4091SP Experiencia Ministerial Supervisada II (SME) and PAS-4023SP Administración de la Iglesia y Finanzas will be used to evaluate of student learning of the financially sustainable ministry component. (To comply with federal Financial Aid requirements, the original course (PAS-4092SP) was divided into TWO courses of 12 and 6 weeks, instead of 18 weeks.)

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

7a. Course evaluations of PAS-2013SP Práctica del Ministerio Cristiano

2016-2017 = not taught
2018 = 85.7% did
2019-2020 = not taught
2021 = 100%

PAS-2013SP Final Grades Práctica del Ministerio Cristiano

2016-2017 = not taught
2018 = 100% C+ or better
2019-2020 = not taught
2021 = 100% A- or better

Course evaluations of PAS-4081SP Experiencia Ministerial Supervisada I

2015 = 66.7% did (*eval of PAS4092SP)
2016 = not found
2017 = too few in class (*4092)
2018 = too few in class (*4092)
2019 = 83%
2020 = too few in class

PAS-4081SP Final Grades Experiencia Ministerial Supervisada I

2015 = 0% did

7a. *The goal of 75% was surpassed in both criteria in the course PAS-2013SP Práctica del Ministerio Cristiano. However, the criteria of this particular objective have been hampered by the inability to use course evaluations or final grades in the courses PAS-4081SP Experiencia Ministerial Supervisada I (SME), PAS-4091SP Experiencia Ministerial Supervisada II (SME) and PAS-4023SP Administración de la Iglesia y Finanzas. That is because there were too few students for course evaluation comments to be recorded, and grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments*

2016 = 66.7% A
 2017 = 100% B or better
 2018 = 66.7% B or better
 2019 = 66.7% B or better
 2020 = Grades only available when 3 or more students are enrolled.

PAS-4091SP Final Grades Experiencia Ministerial Supervisada II

2019 = 66.7% A
 2020 = Grades only available when 3 or more students are enrolled.

Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas

2015 = 100% did
 2016 = not taught
 2017 = 75%
 2018 = not taught
 2019 = 100%
 2020 = 80%
 2021 = too few in class (anonymity would have been compromised)

PAS-4023SP Final Grades Administración de la Iglesia y Finanzas

2015 = not available
 2016 = not taught
 2017 = 75% B+ or better
 2018 = not taught
 2019 = 50% B or better
 2020 = 100% A
 2021 = Grades only available when 3 or more students are enrolled.

7b. Design an alumni survey that seeks to know if their plan for financial stability is working. 2018-2021

7b. Alumni Survey not yet available for Spanish-speaking alumni.

7b. With this past graduation, there are now twenty-two (22) HPM graduates. An Alumni Survey for the Hispanic Alumni would work.

SURVEYS: As has been noted beforehand, it is necessary to change the criteria being used for the two Hispanic degree programs because, for all practical purposes, the DS Survey and the NBC Alumni Survey are inadequate and most likely won't be helpful in the future until many years from now. This is because, unless there is a radical change in church structure and even nationwide politics, there won't be numerous NBC HPM alumni on every US district so that every DS would have the opportunity to evaluate their education and ministry. Furthermore, there are only a handful of bilingual DSs in the US who could actually listen and understand the theology and doctrine being preached and taught by those alumni anyway! Everyone understands this. [One of our recent HPM graduates, who was a top student (3.85 GPA) and who did very well in all Bible and Theology classes, had a huge problem when his district board wanted to interview him for ordination but wanted to do it in English because the student is very good with conversational English. However, as they grilled him about doctrinal fine points, they did not understand his English responses because he was unfamiliar with the English definitions and terms being used. He had never heard them before! So, the District Board thought poorly of him and questioned NBC's theological and doctrinal training! Update: his interview the next year was very successful and he joined all the other NBC HPM graduates who later were ordained on their districts.]

POSSIBLE NEW SOURCE OF INFORMATION: In my last three years of dissertation research, in personally speaking with several District Superintendents, they told me that they heavily depended on their Hispanic coordinators for feedback about Hispanic pastors. This was the almost universal practice. My dissertation research, therefore, pivoted and focused on the district Hispanic coordinators. These coordinators were in constant contact with

the Spanish-speaking pastors of their district. Several coordinators knew the NBC HPM alumni who were on their districts and spoke highly of their pastoral abilities, theology, and ministries. (In fact, some other districts have begun looking at NBC HPM Alumni as potential district coordinators and have asked about them.) As more HPM students graduate and continue their ministries in their districts, perhaps a survey of the district Hispanic coordinators would provide a good source of information about HPM Alumni.

AN HPM ALUMNI SURVEY: With 22 HPM graduates and more than 200 Latino students having taken at least one HPM course, and with four more graduating this year plus new students arriving, the NBC Alumni Survey in Spanish or a particular survey for the HPM Alumni soon might be helpful.

SMALL CLASSES: “A quantitative summation of the responses” is very challenging if a typical HPM course has only four (4) or five (5) students. One of the courses mentioned had TWO students because they needed that class to graduate and no one else had the correct prerequisites. The class started with five and THREE dropped out because of family finances or illnesses. Then a normally straight A-student failed the course. That’s why there’s a Grade Report with 50% receiving A. Quantitative summations take a real hit in cases like this, and HPM doesn’t/can’t offer multiple sections of the same course in a year. 20-30 students spread throughout 44 courses (BA) can’t cover the costs to NBC. We offer one course once a year and we cover about half the degree courses that way. It is worrisome that the statistics that would come out of these extremely small sample sizes would raise more red flags than they should (for example, the previous example, “50% of the students received A”). This is delicate in a small department that only has courses in one language to choose from. In another example, a first-time HPM professor once failed 3 out of 4 students in his first class!! Thankfully that’s not one of the courses picked to show progress. It was completely a professor issue and those students repeated the course, and finished everything years later.

The change this year was to search and find in each year’s course student evaluation something that expressed the outcome or pointed to a new appreciation of the outcome (“This course opened my eyes to need for evangelism in my community.” = Evangelism outcome) and measure this quantitatively. Now, the criteria became, for example, “75% of students will state in the student course evaluations that they are growing spiritually in **THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley.**” If four out of five students mentioned or made reference in the student course evaluations to the course impacting them spiritually, then the quantitative measurement would be 80%. The actual problem isn’t “the real numbers” being negative. Positive responses in the course evaluations were frequent and easily found, because most students had positive things to say about the subjects, the instructors and the courses. If it was noted that “20% of the students said that they grew spiritually,” that was 20% because ONLY one out of the five mentioned that particular point. If all of them had mentioned it, it would have been 100%. So, the “real” number was based only on those who specifically mentioned it in the course evaluations. The actual problem two-fold. First, it is problematic trying to get quantitative data from course evaluations of very few courses and very few students. The math itself is always going to be problematic. It would be equally questionable to appear to be “outstanding” because numerically it seemed to indicate 100% agreement. For example, if ALL students received A’s in exegetical courses, we could immediately question (1) the professor and (2) the grading rubric. Second, it is also problematic trying to get a course objective to be mentioned in the *Additional Comments section* of a course evaluation: out of five students responding, only one person might actually respond specifically about “evangelism” or “spiritual growth.” That’s asking a lot of the *Additional Comments section* or the *Most Positive Aspects of the Course section* of the student course evaluations. That’s asking a lot from students who are rushing to complete the course evaluation so that they can be finished with the course. (In this respect, I think that an NBC Alumni Survey (in Spanish) would be much more trustworthy of a source because the alumni who would be participating would be those who volunteered to respond to questions and would be responding with reflection, years after their final courses.)

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

OBJECTIVE ONE: Grow and mature in wholeness and holiness as persons and pastors.

Point of Information: The mixtures of cultures (22 countries that primarily speak Spanish) and historical religious influences within the Hispanic Christian community in the United States require a thorough and comprehensive effort to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring an intentional approach to assuring that our students comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

Plan of Action:

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

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

We now have an extensive Spanish-language reference bibliography for each of the 45 courses.

OBJECTIVE TWO: Promote evangelism and community engagement as the priority of pastoral ministry.

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

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)

[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]

- b. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

HIS4002SP Iglesia Latina/Hispana en los EEUU
 PAS3043SP Predicación Cristiana II
 CEM2133SP Liderazgo de Ministerios de Educación Cristiana
 OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 OTR4033SP Comunicar a Cristo Transculturalmente
 OTR4043SP Introducción a Plantación de Iglesias
 OTR4093SP Declarando el Evangelio de Dios como Evangelismo

- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE THREE: Conduct culturally relevant worship as a celebration of God in His supreme worth.

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

Plan of Action:

- a. New principal textbooks and secondary reference texts have been developed in the two courses PAS3013SP Adoración and MUS1143SP Ministerios de Música.
- b. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- c. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE FOUR: Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

“Communicate the gospel in contextually appropriate ways” in the USA/Canada Hispanic community means presenting the Gospel in experiences that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of communicating the Gospel within the US Hispanic context.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS3033SP Predicación Cristiana I
 PAS3043SP Predicación Cristiana II
 HIS4002SP Iglesia Latina/Hispana en los EEUU
 OTR4093SP Declarando el Evangelio de Dios como Evangelismo
 OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 OTR4033SP Comunicar a Cristo Transculturalmente.

- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

OBJECTIVE FIVE: Lead and administrate a local church to carry out its unique Christian mission.

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

Plan of Action:

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

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno

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

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

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

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS2013SP Práctica del Ministerio Cristiano
 - PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
 - PAS3023SP Cuidado Pastoral y Consejería
- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

OBJECTIVE SEVEN: Develop an intentional vocational foundation for a financially sustainable ministry.

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

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. We now have an extensive Spanish-language reference bibliography for each of the 44 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS2013SP Práctica del Ministerio Cristiano
PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
PAS4023SP Administración de la Iglesia y Finanzas
- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:***In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic cultural context.***

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

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

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

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

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

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

Program Curriculum Map

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

	Outcome1	Outcome2
BIB-2013: Pentateuch	B	
BIB-2033: New Testament Gospels	I	
CEM-2113: Found. For CEM	A	I
CEM-2123: Teaching Methods and Curriculum Design	A	
CEM-3113: Children's Ministries	A	I
CEM-3123: Youth Ministries	A	I
CEM-3133: Adult Ministries	A	I
CEM-4133: Multiple Staff and Team Ministries	A	I
PAS-1023: Spiritual Formation	A	

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.				
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)		Assessment Results (Col. 4)		Use of Results (Col. 5)	
Completion of this program should enable students to:							
2. Demonstrate doctrinal principles of a Christian Educational Ministries program.	1a. Students will write a Competency Project for CEM-2003: Intro to CEM. 80% of the students will score 80% or higher or above on their Competency Projects. 1b. Students will write a Philosophy Paper for CEM-2123: Teaching Methods & Curr. Design course. 80% of the students will score 75% or higher or above on their Philosophy Papers.	1a. 1b.	1a. No students are currently enrolled in this program. This program will be assessed once there are students enrolled. 1b. No students are currently enrolled in this program. This program will be assessed once there are students enrolled.				
3. Demonstrate effective administrative practices of a Christian Educational Ministries program.	2a. Students will write a Competency Project for CEM-2003: Intro to CEM. 80% of the students will score 80% or higher or above on their Competency Projects. 2b. Students will write a Case Study which includes Supporting research, Ministry Plan, and Evaluation for CEM 2123-Teaching Methods and Curriculum Design.	2a. 2b.	2a. No students are currently enrolled in this program. This program will be assessed once there are students enrolled. 2b. No students are currently enrolled in this program. This program will be assessed once there are students enrolled.				

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

Academic Year: 2020-2021

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

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

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

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike Character as ministers and persons.
2. Explain essential Christian beliefs for practical application in ministry.
3. Apply what is being learned in local ministry context.

To date we only had 2 students complete this program for the academic year 2020-21. In the last 2 years only a total of six students have completed the program. Have determined it best to gather results over three years to have a good representation of results Thus gathering results accumulated between 2021-23 should have enough results for better assessment.

College Educational Outcomes	Corresponding Program Outcomes		
	Gen. Ed.	Bible /Theo	AA Min
• effective communication skills in listening, speaking, and writing.	<i>1</i>		
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	<i>2, 5, 6, 8, 10</i>	<i>2, 6</i>	3
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		<i>1, 2</i>	2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	<i>3, 6, 7</i>	<i>1, 3, 6</i>	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		<i>4</i>	2
• a pattern of lifelong learning.	<i>2</i>	<i>7</i>	
• personal discipline in one's care for body, mind, and spirit.	<i>5</i>		
• a devoted relationship with Christ.	<i>9</i>	<i>5</i>	1
• a life of Christian holiness in community.	<i>9</i>	<i>4, 6</i>	1
• leadership in a variety of ministry contexts.	<i>3, 4</i>		2
• effective service within the context of modern society.	<i>8</i>		3
• a commitment to global evangelism.	<i>3, 4, 8</i>		2

Program Curriculum Map

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

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

AA Pastoral Ministries Program Curriculum	Outcomes Addressed			
	1	2	3	
Courses Specific to the Church Ministries Concentration				
BIB2013 Pentateuch		I		
BIB2033 New Testament Gospels		I		
CEM-2133 Foundations for Christian Educational Ministries		B	B	
OTR-2013 Global Evangelism		B	B	
PAS1013 Introduction to Christian Service	B			
PAS1023 Spiritual Formation	I			
Elective Courses				
Bible Elective BIB 3053 Pauline Epistles		I		
Bible Elective BIB- 3063 Book of Acts		I		
CEM Elective CEM2003 Introduction to Christian Education			B	
CEM Elective CEN2123 Teaching Methods in Curriculum Design			I	
PMin Elective PAS2013 Practice of Christian Ministry			B	
PMin Elective PAS2023 History and Polity of Church of the Nazarene			I	

Elective Courses Required:

1 3-hour Bible Course

2 3-hour Pastoral Ministries or Christian Education Ministry Courses

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Grow in Christian character as persons and ministers.	<p>1a 75% of students will indicate that they are aware of where they are spiritually. Question 13 SDI Survey 2021-2023</p> <p>1b. This objective will be actively assessed in academic years beginning in 2021 through 2023 using SDI survey. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14 Goal: 75% of students will state that they are growing spiritually.</p> <p>1c. PAS1023 Spiritual Formation Class has a Spiritual Autobiography assignment that strengthens the student's awareness of their own spiritual transformation and helps them to see their growth and progress in spiritual formation/. Goal: 75% of students score 38 and above on the assignment thus demonstrating they have a good sense of where they are in their spiritual journey.</p>	<p>1a Spiritual Awareness 2021 = In progress 2022 = 2023 =</p> <p>1b. Growing Spiritually 2021 = In Progress 2022 = 2023 =</p> <p>1c. Spiritual Autobiography Assignment score 38 and above grade points 2021 Scores = In Progress 2022 Scores = 2023 Scores =</p>	<p>1a. Spiritual awareness will allow us to have a starting point from which we can measure progress in spiritual growth. Action to be taken: In progress</p> <p>1b. This will help us to see if students are aware of their progress in spiritual growth and maturity, Action to be taken: In Progress</p> <p>1c. Scoring well on this assignment indicates a good understanding and awareness of their progress and importance of spiritual development. Action to be taken: In Progress</p>	
2. Explain essential Christian beliefs for practical application in ministry.	<p>2a. Will evaluate final grades of AA students in PAS1013 classes beginning 2020-2023 Goal 75% of students achieve a grade point of at least 75%</p> <p>2b. Students will score 75% of grade points (38 and above) on their Teaching-Learning Process Paper. 2020 – 2023</p>	<p>2a. Final Grade Scores 2021 = In Progress 2022 = 2023 =</p> <p>2b Teaching-Learning Process Paper 2021 = In Progress 2022 = 2023=</p>	<p>2a. Measure their ability to teach basic Christian beliefs and principles to others. Action to be taken: In Progress</p> <p>2b. Measure their ability to teach basic Christian beliefs and assist others in applying those principles to life. Action to be taken: In Progress</p>	
3. Apply what is being learned in local ministry context	<p>4a. . Will evaluate final grades of AA students in PAS1013 Introduction to Christian Service classes beginning 2020 - 2023 to demonstrate clarity of call and understanding of basic pastoral skills. Goal 75% achieve a grade point of at least 80%</p> <p>4b. Will evaluate grades of AA students in CEM2133 Leadership and Administration Paper. Goal Score 75% and above of total grade points (38 and above) thus demonstrating both an understanding and leadership in the local church.</p>	<p>4a. Final Grade Scores 2021 = In Progress 2022 = 2023 =</p> <p>4b. Leadership and Administration Paper 2021 = In Progress 2022 = 2023 =</p>	<p>4a. Demonstrate the ability to contextualize what they have learned in their current ministry assignments. Action to be taken: In Progress</p> <p>4b. Demonstrates the ability to understand the Leadership and Administrative role of Christian ministry. Action to be taken: In Progress</p>	

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

The enrollment in this AA program has simply been too low to compile enough information for accurate assessment. By the end of the 2018-19 academic year we will have had enough participation to begin comparative analysis on certain learning outcomes that will enable us to complete a meaningful assessment due to an increase in enrollment. With grades from 2020-2023 we will be able to compare progress and achievement.

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

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

I, James R. Russom, Pastoral Ministries Director participated in the 2021 Committee Review of the Strategic Planning Committee.

Since the AA Students are enrolled in the same classes as BA students, I will need a roster from the registrar's office of the AA students in order to separate their performance from the regular degree students. I will speak with the Dean and Registrar about making this possible.

Will do an extensive evaluation of this program in academic years 2021 - 2023

Source for Statistics

Students: I will obtain a roster from the Registrar's office so that I can separate the AAMin students from the BA PMin students, as they are in the same classes together in Pastoral Ministries that are required for this AA degree.

Surveys: I will gather specific information pertaining to these learning outcomes from the Annual Student Development Survey.

Course sources: I will gather information from DCWeb regarding gradebook scores. I will gather and share the information in line with FERPA laws so that privacy issues will not be violated. Scores will be based upon final grade scores and specific grades on test and/or papers that deal directly with the program outcomes.

Evidence for research and validation can be found in the electronic sub-folders of Program Assessments.

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as ministers and persons.
2. Explain essential Christian beliefs for practical application in ministry.
3. Apply what is being learned in local ministry context.

College Educational Outcomes	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	AAMin
• effective communication skills in listening, speaking, and writing.	<i>1</i>		
• critical thinking skills necessary to interact effectively in a culturally diverse and increasingly pluralistic world.	<i>2, 5, 6, 8,10</i>	<i>2, 6</i>	3
• skills in biblical exposition that accurately reflect the content and meaning of Scripture.		<i>1, 2</i>	2
• a biblically-formed worldview, integrating the Christian faith with general educational content.	<i>3, 6, 7</i>	<i>1, 3, 6</i>	
• recognition of the significance of the Wesleyan-Holiness theological perspective as foundational for life and ministry.		<i>4</i>	2
• a pattern of lifelong learning.	<i>2</i>	<i>7</i>	
• personal discipline in one's care for body, mind, and spirit.	<i>5</i>		
• a devoted relationship with Christ.	<i>9</i>	<i>5</i>	1
• a life of Christian holiness in community.	<i>9</i>	<i>4, 6</i>	1
• leadership in a variety of ministry contexts.	<i>3, 4</i>		2
• effective service within the context of modern society.	<i>8</i>		2
• a commitment to global evangelism.	<i>3, 4, 8</i>		2

Program Curriculum Map

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

	Outcome1	Outcome2	Outcome3
CEM-2113SP Fundamentos de Ministerios de Educación Cristiana		B	B
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		
OTR-4033SP Comunicar a Cristo Transculturalmente (Dev. a Missional Ch.)		I	A
OTR-4043SP Introducción a Plantación de Iglesias			A
OTR-4093SP Declarando el Evangelio de Dios como Evangelismo (Global Ev.)	B		
PAS-2013SP Práctica del Ministerio Cristiano	I	I	I
PAS-2023SP Historia y Política de la IDN			B
PAS-3023SP Cuidado Pastoral y Consejería	A		B
PAS-3033SP Predicación Cristiana I	B	B	
PAS-4023SP Administración de la Iglesia y Finanzas	A		I
PAS-4081SP Experiencia Ministerial Supervisada I (SME)	A	A	A
PAS-4091SP Experiencia Ministerial Supervisada II (SME)	A	A	A
PSY-4083SP Liderazgo	A		A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)	Procedures & Goals (Col. 3)	Assessment Results (Col. 4)		Use of Results (Col. 5)
<p>1. Grow and mature in wholeness and holiness as persons and pastors.</p>	<p>Completion of this program should enable students to:</p> <p>1a. 75% of students will state in the student course evaluations that they are growing spiritually in THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley address this outcome. <i>(Although Theology courses typically are not included in discussions about Objectives, it is necessary to do so in the HPM context as both Theology courses shown here are unique to the HPM program.)</i></p> <p>1b. 75% positive results from SDI beginning academic year 2016. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14.</p> <p>1c. 75% of SME students will state in the course evaluations that the course contributed to their personal and professional growth. The courses PAS-4081SP Experiencia Ministerial Supervisada I (SME) and PAS-4091SP Experiencia Ministerial Supervisada II (SME) address this outcome. In 2019, PAS-4092SP was changed to PAS-4081SP and PAS-4091SP because of Financial Aid requirement changes. The original course (PAS-4092SP) was divided into TWO courses of 12 and 6 weeks, instead of 18 weeks.</p>	<p>1a. Course evaluations for THE-1043SP Explorando la Santidad Cristiana 2017 = 100% did 2018 = 66% 2019 = not taught 2020 = 80% 2021 = 60%</p> <p>Course evaluations for PAS-1023SP Formación Espiritual 2017 = 83% 2018 = 50% 2019 = no class 2020 = too few in class (anonymity would have been compromised)</p> <p>Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2017 = 100% 2018 = 100% 2019 = not taught 2020 = 66% 2021 = 25%</p> <p>Course evaluations for THE-4053SP Teología de Juan Wesley 2016 = 69% 2017-2018 = not taught 2019 = 80% 2020 = not taught 2021 = 75%</p> <p>1b. So far, the DS survey results does not specify Hispanic Alumni.</p> <p>1c. PAS-4081SP Final Grades Experiencia Ministerial Supervisada I 2017 = 100% B or better 2018 = 66.7% B or better 2019 = 83.3% A 2020 = 100% A- or better</p> <p>PAS-4091SP Final Grades Experiencia Ministerial Supervisada II 2019 = 66.7% A 2020 = 100% A or better</p>	<p>1a. <i>60% of the students in THE-1043SP Explorando la Santidad Cristiana, so this was SHORT of the goal of 75%. There were no course evaluations available for PAS-1023SP Formación Espiritual because too few students to survey. 25% of the students in OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, so this was SHORT of the goal of 75%. However, 75% of the students in THE-4053SP Teología de Juan Wesley did express their spiritual growth due to the course. Only one of four courses met the goal</i></p> <p>1b. <i>Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.</i></p> <p>1c. <i>The goal of 75% was met in the courses PAS-4081SP Experiencia Ministerial Supervisada I and PAS-4091SP Experiencia Ministerial Supervisada II.</i></p>	

	<p>1d. 75% of students will achieve a grade of C or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome. The final grades for students in THE-1043SP Explorando la Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.</p> <p>1e. Good to excellent rating on DS Survey regarding teaching and preaching Holiness Doctrine. DS Surveys for years 2018 - 2021 will be used to tabulate effectiveness in this area.</p> <p>1f. 75% of NBC graduates now pastoring will reveal holiness in personal character as reported by the District Superintendent's Survey.</p>	<p>1d. THE-1043SP Final Grades Explorando la Santidad Cristiana 2016 = 100% C+ or better 2017 = 83% B or better 2018 = 66.6% B+ or better 2019 = not taught 2020 = 100% A</p> <p>1e. So far, the DS survey results does not specify Hispanic Alumni.</p> <p>1f. So far, the DS survey results does not specify Hispanic Alumni.</p>	<p>1d. <i>The goal of 75% students achieving a grade of C or better in the course THE-1043SP Explorando la Santidad Cristiana has been met every single time the course has been taught. ***I would suggest raising the standard to a grade of B or better next time.</i></p> <p>1e. <i>Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.</i></p> <p>1f. <i>Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.</i></p>
<p>2. Explain essential Christian beliefs for practical application in ministry.</p>	<p>2a. 75% of the District Superintendents in the COTN responding to the "NBC Survey for District Superintendents" will rate NBC students/ alumni serving on their districts as either "good" or "excellent" in Preaching/Teaching."</p> <p>2b. 75% of the students will indicate in course evaluations a favorable response to having been adequately prepared to preach while at NBC and 75% will have B or better in PAS-3033SP Predicación Cristiana I.</p>	<p>2a. So far, the DS survey results does not specify Hispanic Alumni.</p> <p>2b. Course evaluations of PAS3033SP Predicación Cristiana I 2016 = 75% did 2017 = 100% 2018-2020 = not taught It will be taught in 2021-2022.</p> <p>PAS3033SP Final Grades Predicación Cristiana I 2016 = 87.5% B or better 2017 = 85.7% A- or better 2018-2020 = not taught It will be taught in 2021-2022.</p>	<p>2a. <i>Furthermore, in personally speaking with several District Superintendents, they said that they depended on their Hispanic coordinators for feedback about Hispanic pastors.</i></p> <p>2b.</p>
<p>3. Apply what is being learned in local ministry context.</p>	<p>3a. 75% of the students will respond favorably in the course evaluation about their learning administrative and leadership skills in the courses PAS-4023SP Administración de la Iglesia y Finanzas and PSY-4083SP Liderazgo. 75% of the students will achieve B or better in the courses.</p>	<p>3a. Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas 2017 = 75% 2018 = not taught 2019 = 100% 2020 = 80% 2021 = too few in class (anonymity would have been compromised)</p> <p>PAS-4023SP Final Grades Administración de la Iglesia y Finanzas 2017 = 75% B or better 2018 = not taught 2019 = 75% C or better 2020 = 100% A 2021 = Grades only available when 3 or more students are enrolled.</p>	<p>3a. <i>The criteria of this particular objective were hampered by the inability to use the final grades in the course PAS-4023SP Administración de la Iglesia y Finanzas. Grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments</i></p>

Course evaluations for **PSY-4083SP Liderazgo**

2016 = not taught
 2017 (Spring) = not available
 2017 (Fall) = 100%
 2019 = 83%
 2020 = 100%
 2021 = not taught

PSY-4083SP Final Grades Liderazgo

2016 = not taught
 2017 (Spring) = 66.7% A
 2017 (Fall) = 100% A
 2019 = 71.5% B or better
 2020 = 100% A- or better
 2021 = not taught

3b. 75% of students will give favorable comments in the course evaluations regarding their preparation for leadership and administration at NBC. 75% of the students will achieve a B or better Final Grade in **PAS-2013SP Práctica del Ministerio Cristiano, PAS-4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4081SP Experiencia Ministerial Supervisada I, PAS-4091SP Experiencia Ministerial Supervisada II and PAS-2023SP Historia y Política de la Iglesia del Nazareno.**

3b. Course evaluations for **PAS-2013SP Práctica del Ministerio Cristiano**

2016-2017 = not taught
 2018 = 85.7%
 2019-2020 = not taught
 2021 = too few in class

PAS-2013SP Final Grades Práctica del Ministerio Cristiano

2016-2017 = not taught
 2018 = 100% C+ or better
 2019-2020 = not taught
 2021 = 100% A- or better

Course evaluations for **PAS-4023SP Administración de la Iglesia y Finanzas**

2017 = 75%
 2018 = not taught
 2019 = 100%
 2020 = 80%
 2021 = too few in class (anonymity would have been compromised)

PAS-4023SP Final Grades Administración de la Iglesia y Finanzas

2017 = 75% B+ or better
 2018 = not taught
 2019 = 75% C or better
 2020 = 100% A
 2021 = Grades only available when 3 or more students are enrolled.

Course evaluations for **PSY-4083SP Liderazgo**

2016 = not taught
 2017 (Spring) = not available
 2017 (Fall) = 100%
 2019 = 83%
 2020 = 100%
 2021 = not taught

PSY-4083SP Final Grades Liderazgo

2016 = not taught
 2017 (Spring) = 66.7% A
 2017 (Fall) = 100% A

3b. *The goal of 75% was surpassed in both criteria in the course PAS-2013SP Práctica del Ministerio Cristiano. However, the criteria of this particular objective have been hampered by the inability to use course evaluations or final grades in the courses PAS-4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4081SP Experiencia Ministerial Supervisada I, PAS-4091SP Experiencia Ministerial Supervisada II and PAS-2023SP Historia y Política de la Iglesia del Nazareno. That is because either the course was not taught this year, or there were too few students for course evaluation comments to be recorded, and grades and class grade percentages are only available when 3 or more students are enrolled. Great effort is being made to assure that future courses will have enough students to use the criteria and make assessments.*

2019 = 71.5% B or better
 2020 = 100% A- or better
 2021 = not taught

Course evaluations for PAS-4081SP Experiencia Ministerial Supervisada I

2017 = too small a class
 2018 = not found
 2019 = 83%
 2020 = too small a class

PAS-4081SP Final Grades Experiencia Ministerial Supervisada I

2017 = 100% B or better
 2018 = 66.7% B or better
 2019 = 83.3% A
 2020 = 100% A- or better

Course evaluations for PAS-4091SP Experiencia Ministerial Supervisada II

2019 = 83% did
 2020 = too small a class

PAS-4091SP Final Grades Experiencia Ministerial Supervisada II

2019 = 66.7% A
 2020 = 100% A or better

Course evaluations for PAS-2023 Historia y Política de la Iglesia del Nazareno

2016 = 81.8% did
 2017 = 100%
 2018 = 100%
 2019 = 50%
 2020 = not taught
 2021 = too few in class (anonymity would have been compromised)

PAS-2023 Final Grades Historia y Política de la Iglesia del Nazareno

2016 = 81.8% had B+ or better
 2017 = 66.7% had C or better
 2018 = 100% had B- or better
 2019 = 100% B or better
 2020 = not taught
 2021 = Grades only available when 3 or more students are enrolled.

SURVEYS: As has been noted beforehand, it is necessary to change the criteria being used for the two Hispanic degree programs because, for all practical purposes, the DS Survey and the NBC Alumni Survey are inadequate and most likely won't be helpful in the future until many years from now. This is because, unless there is a radical change in church structure and even nationwide politics, there won't be numerous NBC HPM alumni on every US district so that every DS would have the opportunity to evaluate their education and ministry. Furthermore, there are only a handful of bilingual DSs in the US who could actually listen and understand the theology and doctrine being preached and taught by those alumni anyway! Everyone understands this. [One of our recent HPM graduates, who was a top student (3.85 GPA) and who did very well in all Bible and Theology classes, had a huge problem when his district board wanted to interview him for ordination but wanted to do it in English because the student is very good with conversational English. However, as they grilled him about doctrinal fine points, they did not understand his English responses because he was unfamiliar with the English definitions and terms

being used. He had never heard them before! So, the District Board thought poorly of him and questioned NBC's theological and doctrinal training! Update: his interview the next year was very successful and he joined all the other NBC HPM graduates who later were ordained on their districts.]

POSSIBLE NEW SOURCE OF INFORMATION: In my last three years of dissertation research, in personally speaking with several District Superintendents, they told me that they heavily depended on their Hispanic coordinators for feedback about Hispanic pastors. This was the almost universal practice. My dissertation research, therefore, pivoted and focused on the district Hispanic coordinators. These coordinators were in constant contact with the Spanish-speaking pastors of their district. Several coordinators knew the NBC HPM alumni who were on their districts and spoke highly of their pastoral abilities, theology, and ministries. (In fact, some other districts have begun looking at NBC HPM Alumni as potential district coordinators and have asked about them.) As more HPM students graduate and continue their ministries in their districts, perhaps a survey of the district Hispanic coordinators would provide a good source of information about HPM Alumni.

AN HPM ALUMNI SURVEY: With 22 HPM graduates and more than 200 Latino students having taken at least one HPM course, and with four more graduating this year plus new students arriving, the NBC Alumni Survey in Spanish or a particular survey for the HPM Alumni soon might be helpful.

SMALL CLASSES: "A quantitative summation of the responses" is very challenging if a typical HPM course has only four (4) or five (5) students. One of the courses mentioned had TWO students because they needed that class to graduate and no one else had the correct prerequisites. The class started with five and THREE dropped out because of family finances or illnesses. Then a normally straight A-student failed the course. That's why there's a Grade Report with 50% receiving A. Quantitative summations take a real hit in cases like this, and HPM doesn't/can't offer multiple sections of the same course in a year. 20-30 students spread throughout 44 courses (BA) can't cover the costs to NBC. We offer one course once a year and we cover about half the degree courses that way. It is worrisome that the statistics that would come out of these extremely small sample sizes would raise more red flags than they should (for example, the previous example, "50% of the students received A"). This is delicate in a small department that only has courses in one language to choose from. In another example, a first-time HPM professor once failed 3 out of 4 students in his first class!! Thankfully that's not one of the courses picked to show progress. It was completely a professor issue and those students repeated the course, and finished everything years later.

The change this year was to search and find in each year's course student evaluation something that expressed the outcome or pointed to a new appreciation of the outcome ("This course opened my eyes to need for evangelism in my community." = Evangelism outcome) and measure this quantitatively. Now, the criteria became, for example, "75% of students will state in the student course evaluations that they are growing spiritually in **THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual, OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and THE-4053SP Teología de Juan Wesley.**" If four out of five students mentioned or made reference in the student course evaluations to the course impacting them spiritually, then the quantitative measurement would be 80%. The actual problem isn't "the real numbers" being negative. Positive responses in the course evaluations were frequent and easily found, because most students had positive things to say about the subjects, the instructors and the courses. If it was noted that "20% of the students said that they grew spiritually," that was 20% because ONLY one out of the five mentioned that particular point. If all of them had mentioned it, it would have been 100%. So, the "real" number was based only on those who specifically mentioned it in the course evaluations. The actual problem two-fold. First, it is problematic trying to get quantitative data from course evaluations of very few courses and very few students. The math itself is always going to be problematic. It would be equally questionable to appear to be "outstanding" because numerically it seemed to indicate 100% agreement. For example, if ALL students received A's in exegetical courses, we could immediately question (1) the professor and (2) the grading rubric. Second, it is also problematic trying to get a course objective to be mentioned in the *Additional Comments section* of a course evaluation: out of five

students responding, only one person might actually respond specifically about “evangelism” or “spiritual growth.” That’s asking a lot of the *Additional Comments section* or the *Most Positive Aspects of the Course section* of the student course evaluations. That’s asking a lot from students who are rushing to complete the course evaluation so that they can be finished with the course. (In this respect, I think that an NBC Alumni Survey (in Spanish) would be much more trustworthy of a source because the alumni who would be participating would be those who volunteered to respond to questions and would be responding with reflection, years after their final courses.)

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

OBJECTIVE ONE: Grow in Christlike character as ministers and persons.

Point of Information: The mixtures of cultures (22 countries that primarily speak Spanish) and historical religious influences within the Hispanic Christian community in the United States require a thorough and comprehensive effort to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring an intentional approach to assuring that our students comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

Plan of Action:

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

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

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

OBJECTIVE TWO: 2. Explain essential Christian beliefs for practical application in ministry.

To achieve our goal in this area will require analysis of the existing courses to teach how *the Hispanic community* is best evangelized and engaged according to the peculiarities of a multi-national, immigrant, second-culture context. In the USA/Canada Hispanic community, this means presenting the essential Christian beliefs in practical application in ministry experiences that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of communicating the Gospel within the US Hispanic context.

Plan of Action:

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

- a. Works that are original (not translated)
- b. Works that are more current (not from previous generations)
- c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- f. We now have an extensive Spanish-language reference bibliography for each of the 27 courses.
- g. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:
 - PAS3033SP Predicación Cristiana I
 - OTR4093SP Declarando el Evangelio de Dios como Evangelismo
 - OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 - OTR4033SP Comunicar a Cristo Transculturalmente.
- h. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

OBJECTIVE THREE: Apply what is being learned in local ministry context.

To effectively lead and administer the church within the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context will require careful and innovative leadership, which a student would apply what is being learned in the local ministry context. To achieve our goal in this area will require analysis of the existing courses to teach how to lead and administrate within *the Hispanic context*.

Plan of Action:

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

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4081SP Experiencia Ministerial Supervisada I (SME)
- PAS4091SP Experiencia Ministerial Supervisada II (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno

We now have an extensive Spanish-language reference bibliography for each of the 28 courses.

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

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

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

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

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

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